

in informing the pupils about the facts within a definite area of knowledge in order that they may be able to pass examinations on the subjects included within it. The so-called dull boys, who are not quick at book-studies, have in many cases been found to show great aptness in the manual training part of education. It prevents them from being discouraged with school life, and from feeling any sense of inferiority to the quick children. It gives them self-reliance, hopefulness and courage, all of which react on their mental and physical faculties. It also is a soothing and strengthening corrective to the quick and excitable children who become over-anxious about examinations on book-studies.

The glow of satisfaction—akin to the joy of triumph—from having done something well has a stimu-

lating effect. Is it different from what is revealed by the sacred historian when he wrote: "And God saw everything that he had made, and, behold, it was very good"? Indeed, one can hear the echo, if he will, of that divine satisfaction in the murmur of the waves; in the rustle of the leaves; in the soft, the almost silent, cadences of the ripening grain; in the singing of the birds; in the trees of the forest clapping their hands, and in the lullaby of the sunshine and breezes to the cattle on a thousand hills. It is a good thing to let boys and girls become partakers of this divine joy in their own work. The reaction gives mental power, power to overcome obstacles; and the power to overcome obstacles is perhaps the most desirable mental quality, inherited or acquired.

### WHERE ARE THE FATHERS ?

**G**REAT strides seem to be making towards the union of the home and the school in the education of the child. And this is well; let the good work go on. It is high time that all should recognize the fact that, whether we will or not, the education of the child, from infancy to adult life, is shaped by the home, the school, and all other institutions or influences with which the child comes in contact. It is the outcome of the influences of his total environment. But it may be safely assumed that, while they are not all, the home and the school are the chief factors in the child's education. And they should work in harmony together, along the same safe pedagogic lines.

Much is doing now to bring home and school into harmony, by "Mothers' Meetings," "Woman's Clubs," "joint conferences of

mothers and teachers," and by other means. But, so far as we can see, the fathers are conspicuously absent from this movement. And, in the home itself, it seems to be assumed generally, that the chief, if not the sole, responsibility for the training of the children rests upon the mother. And, for years, the tendency has been more and more to commit the teaching into the hands of women only. It is, perhaps, a rebound from the old practice of confining the work of school-teaching almost exclusively to men. But it is the opinion of many of our best thinkers that the rebound has gone too far.

Some time since, Rev. Jenkin Lloyd Jones, of Chicago, published in the *Mothers' Voice* an article entitled the "Divinity of Fatherhood," from which we take the following copious extracts. We be-