

Our narrow and arbitrary course of instruction, in conjunction with the faulty and limited facilities for teaching, seem to be the primal causes for the failure of our educational system to reach the common people. Our system is like a majestic creation, perfect in itself, but existing just beyond the scope of the great proportion of the people, and seemingly unmindful of the aspirations and interests of the latter. For what is there in the artificial and abstract teaching, that necessarily obtains in our common schools, to appeal to the ordinary boy? True, there is a great deal that would be of the greatest use to him could he assimilate it, but the result in many cases is to inculcate in the boy an actual distaste for learning and things appertaining to school. Hence he discontinues his studies entirely at his earliest opportunity. Just here is where manual training and allied subjects can be made to do noble service. Again, in the case of those boys who, from force of circumstance or from choice, continue their high school work as it is outlined at present, the tendency is decidedly towards the so-called higher professions, to the utter neglect of the trades and the industries.

If a teacher can prepare pupils to successfully pass examinations, his reputation is established. In country districts, when a student passes an examination, normal school entrance, or matriculation, he steps into a new world, with new pursuits and new surroundings. He turns his back on the country, with all its wholesome influences, the farm with all its latent possibilities, and manual labour with all its dignity and power. His less fortunate(?) fellows, whom he leaves behind to look after these fundamental matters, must be guided largely by instinct and tradition, for there are no facilities for training them in the work that falls to their lot.

I do not wish to depreciate this tendency toward higher education; but I do contend that it should not be the only influence borne in upon students' minds; and that those students whose talents lie in other directions should be given equal advantages with their more bookish companions. The ability to convert raw material into a marketable product, and to make the soil add yearly to the nation's wealth, has surely as good a right to recognition as the ability to solve mathematical problems and memorize poetry. It is of primal importance that our schools provide the nation with strong minds and keen intellects, to grapple with her problems and uphold her dignity; but it is also imperative

that they supply her with trained eyes, cunning hands and tireless muscles to manufacture her necessities and develop her resources.

Extracts from papers read at the International Art Congress which met in London last summer:

If the community would improve the dwellings and the environment of the dwellings of the people, would give good physical and manual training to all children, I am convinced that it would raise the level of life to a height that hardly anyone at present believes to be attainable.

Education (half a century ago) was given a wrong trend. . . . degrading the craftsman, who could only better himself by raising out of his craft instead of in it.

School teaching, which supplements factory or workshop training, promises, in some ways, better results than training in a technical or craft school. It occupies, for one thing, a larger field, and does not exclude the amateur, who, after all, is not a negligible quantity. It is of no use training workers to do good work if we do not train purchasers to appreciate it when done.

Wherever and whenever man has existed, there we find traces of his work, of his creative and productive spirit. This instinct to use the hand to make marks, to use any plastic material to express some idea or to produce objects of use or ornament, is one of those we select for survival. . . . To be men with brains to think and energy to work, the little creatures *must be children*, and *live fully* through the play stage, the practising and experimental stage of the marvelous organism.

The ideal plan would be to make it compulsory for school boards to have a special art master, guiding the teaching throughout a number of schools, unifying the work, and fixing some definite aim.

Construction has a peculiar fascination for most children. Its crudest matters of fact appeal directly to their imagination.

Carleton and Victoria N. B. Teachers' Institute.

The combined institutes of Carleton and Victoria counties met in Woodstock on Thursday and Friday, December 17th and 18th. The attendance was very large, numbering 126 altogether, with eighteen from Victoria county. The attendance from Carleton county alone was the largest in its history. Not only in respect to numbers, but as well in the standard of papers read and the interest and enthusiasm manifested in the discussions, was it one of the best ever held. The first session was held in one of the rooms in the armoury, but on account of the large number present the remaining sessions were held in the Hayden-Gibson Theatre.

The president, Mr. F. C. Squires, B. A., read his introductory address on Discipline. This question was treated most thoroughly and practically, and given in language at once forcible and eloquent.