

clearly, and only as the result of conscious or unconscious logical processes. Though warm-hearted, he submits his judgment to reason, and when he sees his way clearly, he can be counted on to follow it to the end. He has the entire confidence of the Halifax teachers.

#### Educational Opinion.

"An education cannot be deemed complete which takes no notice of the modern sciences. It is obvious that in the existing keen competition of talents and widespread, and in itself noble and praiseworthy, passion for knowledge, Catholics ought not to be followers, but leaders. It is necessary, therefore, that they should cultivate every refinement of learning and zealously train their minds to the discovery of the truth and the investigation, so far as possible, of the entire domain of nature."—*Leo XIII, Encyclical to the hierarchy of the United States.*

"Far from seeing in science an enemy of faith, Leo XIII recognizes in it an invaluable auxiliary. Like the great Origen, he regards it as 'a prelude and introduction to Christianity.'"—*Zahn, in the Catholic University Bulletin, January, 1896.*

If I can put one touch of sunset into the life of any man or woman, I shall feel that I have worked with God.—*George McDonald.*

It is all very well to build up a school vocabulary for reading until the child can read the first half of a given primer, but he should pause in the vocabulary race for a long time and read the first half of as many other primers as possible, getting maturity through a variety of vocabularies made by different minds. The same holds good regarding number teaching, writing, etc.

The last half of the first grade work should be spent in gaining accuracy, correctness, ease and grace.

The teacher must look well to her own culture and mental improvement. The great danger of the primary teacher is that she spends too much time upon the details of methods. It is difficult for a primary teacher to find time enough to prepare for each day's lesson under the stress of modern demands for individual growth and development of mind, character and culture.

Much of our work in the school-room can be better done without too much ready-made illustration. "The king is," as Carlisle tells us, "the man who can." The ability to create gives to us a sense of kingship, a divine feeling, a right which we should not waive. And in the teacher's ability to make much of little, to contrive ingenious methods of illustration, and original plans for

occupation or the presentation of lessons, we realize this power which, after all, marks the distinction between the real teacher and the imitator, the artist and the artisan. The will has much to do with the making of a way. Materials for our work exist, in some degree, for all who have eyes to see them. All have not equal advantages, but some material for good lies at all our doors.

Neither season, nor situation, nor the character of the district, stand in the way of bright, prompt, vigorous and effective work. The parable of the talents is repeated. It is through the use of that which we have that added power and added riches become ours.—*American Teacher.*

It was a remark of Mr. Emerson's that the pupils are supposed to be taught by the teacher, but in reality they are taught by each other. That is really a great teacher who causes this teaching to become a power in his school—who recognizes and organizes it. If a hole in a rock is filled with broken pieces of quartz and a stream of water is allowed to rush in for several days, it will be found that the rough fragments have become polished spheres. (It is in this way that marbles are actually made). A teacher with fifty boys before him can teach them but little. The wise teacher sets them to teaching themselves. This is the high art of teaching. The answers given by pupils to the teacher's questions are often more instructive than the studied statements of the teacher.—*N. Y. School Journal.*

#### Literature and Pedagogy.

There are really only two things the successful teacher needs to have—knowledge of his subject-matter and knowledge of his pupils. The first of these can be gained only by study, the second only by experience. The man who has never been a real child himself cannot effectively teach children; and he who does not know by experience the warm-hearted, exuberant gaiety of school and college boys cannot successfully teach them. Furthermore, the teacher who spends more time on the method of teaching literature than on literature itself, is sure to come to grief. Greatest of all forces is the personality of the instructor; nothing in teaching is so instantly recognized and responded to by pupils; and nothing is more neglected by those who insist that teaching is a science rather than an art. After hearing a convention of very serious pedagogues discuss educational methods, in which they use all sorts of technical phraseology, one feels like applying Gladstone's cablegram, "Only common sense required."—*The Century (Editorial).*