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THE CANADA SCHOOL JOURNAL.

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“Practical Methods” in next issue. See “Stella’s” letter in No. 1, January 7th. We publish “Question Drawer” this time and cannot afford space for both departments in one issue.

As the JOURNAL is now issued semi-monthly instead of weekly, at a reduced price, we shall extend the balance of the time on old subscriptions to make up the difference. If subscribers wish to terminate their subscriptions at the time paid to, we shall return the difference in cash, on notification. Address, Business Manager, CANADA SCHOOL JOURNAL, 423 Yonge St., Toronto.

The educational world has suffered a loss in the death a few weeks since of Robert Potts, A.M., of Trinity College. Mr. Potts was well known to Canadian teachers and pupils by his excellent edition of Euclid, so long used in our schools. He was a Fellow of Cambridge, an accurate scholar and editor, and will be much missed in the circles in which he was accustomed to move.

“Second-hand material is at a greater discount in the school-room than anywhere else,” says the *Missouri School Journal*, writing on the necessity of self-reliance to the teacher. The hint is a good one. The wise teacher will gather information, opinions, and methods from every quarter, but will use nothing till it has been thoroughly worked over in the laboratory of his own brain. The self-sufficient teacher who knows so much that he does not need to compare notes with others is bad enough. The servile imitator and copyist is, if possible, worse.

The foregoing remarks connect themselves with the caution given, not to make the process of learning so easy as to save children the labor of mental effort. It has always seemed to us that the danger of kindergartens and the “New Education” lies in this direction. It is not in being lifted over difficulties, but in conquering them, the child’s intellect finds its chief delight. Dry, isolated facts, whether in geography, history, or any other subject, are no fit food for a growing mind. Associate the facts with their causes, their accompaniments, their results; show their relations to great events; their influence upon men’s character, health and happiness, and you will at once arouse interest, and minister delight.

An article on “what Geography ought to be,” by Prince Krapotkin in the *Nineteenth Century*, contains amidst much debatable matter, some excellent hints. He contends, for instance, with much force and reasonableness, that, in order to interest children in the physical features of the earth, these must be associated in the mind with the history of man. The point is well taken. Geography by itself is undoubtedly one of the driest of studies, kindling neither intellect nor imagination. Geography as the interpreter of history, enabling us not only to follow the movements of men and nations, but throwing light upon the causes of the growth and decay of races, as these causes are found in climate and other physical conditions, becomes to an active, hungry mind, one of the most stimulating and delightful of studies.

The Faculty of the Case School of Applied Science, in Cleveland, Ohio, have issued an edict authorizing their students to draw up a code of rules for their own government. It is to be presumed that they will also have a voice in their enforcement, as judges, not as executive. The same method has been adopted with, so far as we are aware, good success in other American institutions. With sensible, earnest students, there should be, and probably would be, no difficulty, but a great saving of friction. It is the old theory of self-government in a new application. The best way to teach a people to use liberty is to make them free. The best cure for unruliness is often a load of serious responsibility. We do not doubt that the underlying principle is one which will be largely developed and utilized in the colleges of the future.