

IT is a wise saying that one should aim at the stars, though one may only hit the gutter. This is true in respect to every occupation, and to every department of human activity. To have fifty ideals redeem the meanest labor from contempt and drudgery, and elevates both the labor and the laborer. In no field of labor is this more true than in that of education. The teacher who is not sustained from day to day with high ideals, with the dignity and power of his office, becomes the veriest drudge; and he that is so sustained can look forward with faith to the silver lining that fringes the dark clouds. He can toil undauntedly under the most adverse conditions, unsupported, and unappreciated, believing in his heart that the bread he has cast upon the waters shall return after many days hence, and that if a child is trained in the way he should go, when he is old he shall not depart from it.

To many, education is supposed to be a loading or overloading of the pupil's memory with dates and facts, with words and phrases, with a smattering of this that and the other subject; which may have some commercial value in after life; and the most successful teacher is held to be the one who can cram the greatest amount of this so-called knowledge into the pupil's mind in the least possible time. As a rule this kind of knowledge speedily vanishes, when the pupil has cast off the trammels of the school room.

The word education comes from the Latin (*ē*) and (*duco*), and signifies leading forth or out of, and not a pouring in as so many misconceive. And what, may I ask, is to be led out or developed? To this I would reply—the dormant talents and capabilities of the pupil. Men and children have each a three-fold nature—a physical, moral, and intellectual nature; and education properly understood is the art of drawing out or developing this three-fold nature to its fullest capacity.

When universal compulsory education was first suggested in Great Britain, the late Duke of Wellington was opposed to its adoption, and said that "Education would only make clever devils of the children, and that they would be better without it!" That was the honest belief of a great military genius, whose true conception of what education really was, and really should be, was addressed to me in the city: "Did I believe the Germans were the best educated people on earth?" I replied that I thought they were among the worst, that they were simply monstrosities — that the moral and spiritual side of their nature was dormant and undeveloped. Hence their walling in and murder—in riot and pillage, through Belgium, the land of peace-loving and inoffensive Belgians. In other words they were clever devils, whom that grim old warrior, the Duke of Wellington, so aptly forecasted.

A similar view was expressed by the great biologist, Dr. Virchow, at the conference on higher education which was held, at the instance of the Prussian Government, in Berlin, in December, 1890. "I regret," he said, "that I cannot bear my testimony to our having made any progress in forming the character of the pupils in our schools. When I look back over the forty years during which I have been professor and examiner, a period during which I have been brought in contact not only with physicians and scientific investigators, but also with many other types of men. I cannot say that I have the impression that we have made material advance in training up men with strength of character. On the contrary, I feel that we are on a downward path. The number of 'characters' becomes smaller and smaller, and increases with the shrinkage in private and individual work done during the lad's school life. For it is only by means of independent work that the pupil learns to hold his own against external difficulties

By DONALD McVICAR, F.E.I.S., Portage la Prairie

and to find in his own strength, his own nature, in his own being, the means of resisting such difficulties and prevailing over them."

Having defined what is meant by the term education in its only true acceptation, let us consider how this ideal of education is to be realized. Many can contribute their quota towards its realization—legislators who pass beneficent educational measures—school trustees whose aim is the furtherance of the welfare of teachers and pupils—parents who give their moral support to the teacher, who is doing work of the highest incalculable value for the child and the future

that every private in his army carried a marshal's baton in his knapsack. If this were true in the sphere of education, a brighter day would soon dawn for the scholastic world. The day of appointing Oxford Dons to legislate for and inspect schools should be past and gone. What would become of our Empire in this direful crisis if such a system prevailed in our army and navy? Jellicoe started as a midshipman and French as a subaltern. We have practical soldiers at the head of our army and practical sailors at the head of our Navy, and practical teachers ought to be at the head of our educational system.



Joan of Arc

Edith Cavell

Florence Nightingale

of the race—a work that no one can measure, and that no honor or material reward can ever fully repay; and last and greatest of all, the teacher himself.

First of all, let us consider educational legislation. Sometimes it is beneficial, and sometimes the reverse. The evil that sometimes arises in this connection is due to the fact that politicians are sometimes phorked into positions for which they are utterly unqualified. Education with many of them is a side-issue—a football for political tricksters. Many of them never taught a day in their lives, they have only a party interest in education. They have no real knowledge of it, even if they had the desire to help in its development. In my opinion, the highest posts in the inspectorate and in the educational councils of the provinces should be held by the most useful teachers of the country and to them alone—to the men who have climbed by sheer character and ability from the lowest rung of the educational ladder. It was the boast of Napoleon Bonaparte

And now a word as to school trustees. Their duty does not end in providing suitable buildings and equipment, and in levying rates. To me it seems their chief duty lies in appointing the best teachers that they can secure, and treating them afterwards as the late Professor Blackie, of Edinburgh, suggested when speaking on this subject, who said: "Treat them like gentlemen and pay them like lawyers."

The Province has made wonderful strides for a new country as far as school buildings and equipment are concerned, and all honor is due to those who have aided in accomplishing this. But educational development can never be what it should be until the Province makes the position of the teacher so desirable that it shall attract the best talents attainable to the teaching profession. Teaching shall then cease to be a makeshift, and stepping stone to more lucrative callings.

Lastly, as the most vital factor in educational development, let us consider

the ideal teacher. It has been said: "Poets are born, not made," and it is equally true of the ideal teacher. Earnest application, normal and university training, are not everything. Those qualifications are not to be despised but others are of more importance to the ideal teacher. First among the qualifications or gifts of the ideal teacher I would place an ardent love for teaching, and for the children committed to his care. He must always be a progressive student with an intense thirst for knowledge, and an intense desire to impart it. His personal magnetism must be powerful, as he influences his pupils not so much by what he says and does as by what he is. Morally he should be like Caesar's wife, above suspicion; and intellectually he should be in sympathy with the aspirations of the young mind and with all the great uplifting forces of the world that set for righteousness. Intuitively he will grasp the difficulties that beset the pupil in the various mental processes. He will give the help in relieving any undue strain of the association of the various faculties, and absolutely no more help than is necessary. He gauges the physical, moral and intellectual character of each child, and teaches in conformity thereto. When the pupil stumbles or reaches a deadlock, he divines the cause at once and removes the obstacle. In leading the pupils along the bowers of knowledge that fringe the "Parian Spring," he passes upwards by easy gradients to the heights of the Temple of Fame, where the gods dwell and where there is perpetual light and peace. There the knowledge is with the ideal teacher only to be imparted to the end—the perfect and harmonious development of the body, mind and spirit of the child, "the mens sana in corpore sano."

The study of psychology and other cognate science helps him in his daily duties, but the assurance that he is engaged in the noblest work on earth, and that the divine blessing shall crown his labors, shall guide and sustain him even unto the day of bounteous fruition when:

"Men shall hang the trumpet in the hall,
And study war no more."

"When man to man the warld ower
Shall brithers be an' a' that."

FRANCE IS "LIVING THE WAR"

Here are some very reasonable extracts from a private letter from Rudyard Kipling, who has been visiting the French front:

"I thought I realized something of what was being done by France. I see it now only beginning to understand what France is doing. France is not merely fighting this war. She is living it—living it with gaiety and a high heart that does not for a second hide the cold, deadly earnestness and tenacity of her purpose. I can testify that they bear themselves, men and women equally, resolute, without pride or self-pity.

"We had tea the other day in a town which the Bosches shelled because it is full of women and children, and has a fine old church. The cellars of the house were a hospital, but no one around that cheery table upstairs suggested or even hinted at the perpetual strain under which they live.

"So far as I can see, there is not a single individual from one end of France to the other who is not colored, guided and soaked through by their strong determination.

"The readiness and endurance, and again, the lightheartedness among them is marvellous. They do not stop to argue about things. They are agreed that the only good Bosche is a dead Bosche, and joyfully and zealously do their best to make it so."

RED ROSE TEA "is good tea"