

gratify every whim under the impression that pleasure is thereby the result. The need of the bestowment of care, which the parent instinctively feels, blinds his eyes to the supremacy his offspring has attained in the home. The school breaks this centripetal selfishness; the pet of the home finds he is now but one of a group of persons instead of the only object of interest. Yet the teacher should not strive to make the passing into this larger life painful, for it may be and should be pleasurable.

The will of the child has been hitherto the sole law; now the common good must be the aim. He must yield his preferences to the preferences of others. The post he has hitherto held of favorite he must vacate; there are to be no favorites; each is to have an equal claim on the sympathy and love of the teacher. Habits and ways often overbearing and troublesome at home cannot be tolerated at school. The art of living with others who think differently must now be learned. The sufferance of the society of those whose opinions are quite opposite—to say nothing of habits, or of repellent temperaments, carriage, habiliments, and inharmonious features, must be acquired because a part of this new world into which he has been introduced.

In after years the pupil will assume citizenship in the state; he is now a citizen in a miniature state which has its laws and its responsibilities. The teacher who thinks only of the lessons in the books makes a great mistake. Our ancestors were not so far out of the way when they demanded as a first requisite that the teacher should keep good order; but they erred in supposing this good order was to aim at anything beyond the welfare of the little commonwealth. The term "school discipline" means the training into school citizenship. There must be a recognition of rules made for the good of the whole; he must learn to spend part of the time by himself and give an account of it when his class is called; he will come to a clear knowledge of himself when required with others to put his thoughts concerning a given object into statements.

For a good school the teacher must be a leader, a person of influence; the examinations show only the amount of knowledge required. It is well that there is a course of study, but this must be looked on as the means which the teacher of a band of young people would select in this leadership. It is not the course of study that does it. The good teacher would produce noble educational results if arithmetic were left out. The various studies are like the apparatus the gymnast uses. The reliance must not be on the studies; the teacher uses them to impress habits, cause industry, and develop the thinking powers, and build the character.

What does the school of to-day do better than the school did formerly? It must not be sought in an increased scholarship, that is, that a boy of fourteen now shall know more than the boy did a half century ago. If the schools of to-day are better, and it must be admitted they really are, it is because a larger percentage have received the impressions that form an enduring character. This means that the new teacher has learned how to occupy the new position into which an enlightened public sentiment has placed him. The teacher cannot teach more arithmetical truths than the teacher did a half century ago, but he can direct his teaching at the personality of the pupil, and develop in the school room a higher form of life, and employing pedagogic skill may attain those possibilities that seem to be the heritage of childhood.

The one thing that will mark the school as a good one is the superiority of the teacher; the schools will be good only where superior men and women are teachers in them; this superiority is only partially shown by the examination; the certificate only shows that the person possesses a moderate, not a great degree of knowledge. That a state has ten thousand school-houses, each with a teacher, is not a proof that it is doing a great educational work. If each of them has a person of superior character in it, it is certain great results may be looked for. The school room is the place for a person of a high nature only. A person of low nature may have the scholarship and hear the lessons, but he cannot do the teaching; the person of weak nature does no teaching at all; the most gifted among the pupils then build whatever character is built; as character, in fact, builds itself. *School Journal.*

SCHOOL AND COLLEGE.

Very handsome cabinets for minerals have been placed in the St. Martins and Milford superior schools.

Miss Annie D. Robb and Miss Bessie Colwell are substituting in Fairville for Miss Ottie Stewart and Miss Lizzie Mowry, who are seriously ill.

Dr. Bridges, Dr. Ganong, Prof. Duff, and Supt. McIntyre of the Winnipeg schools, have been spending part of the summer in St. John.

Miss Jessie Whitlock, of St. Stephen, has been appointed teacher at Mascarene.

Miss Annie W. Prescott, one of Charlotte's best teachers, was married during vacation to Mr. S. Skillen, of St. Martins. The REVIEW extends congratulations.