

the young man knowledge and discretion." This is in the language of long ago, and it is the utterance of an oriental mind, and hence it differs immensely in its statement from what the Western mind would say to-day in technical, but well-understood phrases.

These two schools of thought are in the field to-day: There are those who declare the business of the teacher is to cram certain information down the throat of the pupil; there are those who conceive the work of the teacher to be to direct the pupil in his search for knowledge—knowledge that shall form a part of his "life." ("Take fast hold of instruction, for she is thy life."—Prov. iv. 13.) The discussions concerning education turn on these points. Men differ and join different schools of thought somewhat according to their conception of the facts before them, but temperament is quite a factor; the ruling idea of life is another. One who teaches in order to get a

living is likely to adopt the Chinese conception of education; one who lives to teach will assuredly choose the other. One would realize God's thought of man; the other, man's idea of man. One makes quantity the goal; the other character—or a normally-built mind. One runs its sounding line into motives; the other into facts. One turns to God's book—the field of nature; the other begins with man's discoveries. One values the child; the other what the child has accumulated. One begins as the Creator begins, and humbly attempts his work; the other ignores the fact that the Infinite speaks to each heart in the universe. The Chinese school or the Semitic, which? One who has looked over the literature of education for the past century with care cannot but conclude the latter is as sure to rule as that religion that originated out of Semitic thought is destined to spread from pole to pole. —*New York School Journal*.

ARITHMETIC IN THE SCHOOLS.

BY PROFESSOR WILBUR S. JACKMAN.

It would be most interesting to scan the pages of the history of education to find how it is that arithmetic gained the prestige it has so long enjoyed. The reason is clear. The magnificent achievements in science, through the application of mathematics, of such men as Kepler, Newton, La Place and others gave to humanity such splendid ideas of the members and forces of this universe, and rendered our knowledge of them so clear and definite, that the world has ever since been awed almost into worship of even the means they employed. Think of the richness which mathematics possessed for such a man as

Newton! His every calculation fixed for him a star in the heavens; it set the time and places of the planets, and measured the force which holds them swinging forever in their orbits. By the aid of mathematics, Newton was able, more than any other man from the dawn of creation down to his day, to penetrate the remote recesses of this universe and to read the secrets of the Almighty.

Those in the past who gave mathematics its place of honor among studies were driven to the study by their thoughts about the universe. By means of mathematical calculation their distinct notions became clear