

Dalhousie and St. Andrews—A Coincidence.

There is a curious likeness between the most northerly and most southerly towns of New Brunswick, Dalhousie and St. Andrews. They stand where tidal rivers empty into salt bays, and circling about them are superb hill and sea views, though Dalhousie has the advantage as to hills. Prominent in their landscape are the Lower Carboniferous sandstones, which bear rich farms and wear into soft red cliffs, contrasting beautifully with the blue of the sea. Both places are summer resorts with big hotels and the colors and chatter of the summer visitor in the streets. All of this is due to similar physiographic environment. Both are extremely neat, with tasteful, old-fashioned residences and gardens, which shows something in common in their people, perhaps a large proportion of thrifty Scotch. Both are regularly laid out, on ample scale, for both were expected to be, and for a time were, the principal towns of their counties. But the grass grows and quiet reigns in their streets, though with them both there is the air of self-respecting submission to the fall from better days which so often makes both places and people charming. For both are being surpassed by neighbors far less attractive, but more happily situated for business, which in both cases happen to be about sixteen miles away at the head of navigation. One may trace yet other examples, some natural, some accidental. All of these things, physiography, history, people, accident, combine to produce in the two places an atmosphere not only remarkably alike, but extremely agreeable; and we may speak affectionately of the one as the St. Andrews of the north and the other as the Dalhousie of the south, according to our point of view.

—W. F. Ganong.

The school commissioner who asked when the salary list was read, "How many female clerks or mechanics have that much?" must have ranked the training of the minds of children on the same level as selling a pair of gloves or soldering a waste pipe. The delicate task of cultivating a human intelligence requires different powers from those that guide a mechanic's hand, and is to be rewarded after a different fashion. The profession is one that calls for constant study, for vigorous health, for earnest pleasure in its work; and these are necessary qualifications that cannot be maintained upon a pittance and the endless anxiety that is the result of that pittance. Where prices are resolutely kept down, or constantly reduced, there is no inducement to any one to spend years in careful and conscientious preparation, or the hours out of school in the study necessary to prevent intellectual rust. — *Canada Educational Monthly*.

"The paramount aim of education is to persuade children that the secrets of life which make it worth living are revealed to those only who travel on the paths of knowledge and right conduct." The truth is that school-work is divorced from life. We must, to a great extent, modify our curricula. We must get our teaching in real touch and sympathy with life itself, and not with one academic side of life. There can be little doubt that the present examination system has much to answer for in making a teacher's work conventional, dead and unreal. — *School Review*.

A tolerably large body of doctrine constituting the educational theory of the present time, or the science of pedagogy, has been evolved by the application of logical processes to inadequate and ill-considered premises, and in its development these potent factors have been ignored. On the other hand, the art of education is still more or less, and more rather than less, a hand-to-mouth business, in which a conservative adhesion to past traditions contends with what seems to be an inborn weakness for whatever is new and untried. — *President Mendenhall*.

Teachers must be reminded that there is no short or royal road to good teaching, other than the king's highway of good living. He who wishes to teach well must, first of all, try to live well. He who wishes to do something in his chosen life-work must aim to be something. He who wishes to *have* a good influence must first *be* a good influence. To teach a child to read, to write, to cipher, is something. It may be a great deal. But to teach him to live is far more. To think, to reason, to love truth, and to search for truth; to love the right, and pursue it, alone if need be; to love all that is lovely, and to hate only that which is hateful—this is not so easy as to turn Latin into English, or to do problems in algebra. — *From Carlisle's Introduction to the Life of Thomas Arnold*.

The college has no right to dictate or prescribe the courses of secondary schools. We find everywhere the best interests of four out of every five young men or women quite ignored that the remaining one may be cut and shaped and stretched and pushed into a mould which, after all, often represents but little more than a tradition. The scientific schools are the best exponents of what is sometimes called the new education. In contrast to what is still often, but in my judgment erroneously, designated as a "liberal education," I have ventured to claim for it that, even if "culture effect" be alone considered, it asks no odds of the old, while in the production of sound thinking and a virile intellectuality it is far and away ahead. — *President Mendenhall*.