

to play the game." It is this spirit of "playing the game" that we want to encourage in our young people. And is it as strong among teachers as it might be? We have often been struck by the whole hearted interest and unselfishness of our teachers. But surely the lack of such a spirit in some must go far to account for the persistent note in the reports of New Brunswick Inspectors, regret at the constant changing about of teachers in the country schools. "The too frequent changing of teachers still continues to be a serious drawback to efficient work." "The seemingly never-ending changes must retard seriously the work of the schools affected." Stop and think, then, country teacher, before you make your next change. Are you thinking of yourself as part of a whole, as one of a band of faithful men and women doing some of the most important hard work of the world? Or are you playing for your own hand only? No doubt the conditions under which you work are sometimes hampering and disagreeable. Salaries may be low, trustees unprogressive and unsympathetic, pupils unruly, the life lonely. But these are, for you, the rules of the game. It would be easier and pleasanter under other conditions. But would the winning of it be as great a triumph?

The Report of the Carnegie Foundation for the Advancement of Teaching has been received, and is most interesting reading. It is well known that the primary object of this foundation is to provide pensions for teachers who have done their work upon salaries too small to make provision for old age possible. In the year ending in September, 1913, over \$600,000 were distributed in retiring allowances and pensions, the average annual payment to one individual being \$1,703.

The most important event of the year in the history of the foundation is the establishment of a distinct department to be known as the Division of Educational Enquiry. This has been made possible by an extra grant for the purpose of \$1,250,000, made by Mr. Carnegie in January, 1913. Among other educational studies, this department is now making an elaborate enquiry into legal education in Canada and the United States.

The report includes among other matter,

studies of pension systems, and discussion of current educational problems. It commends the present tendency of college entrance requirements towards elevation and flexibility, but shows the need for further improvement. A very frank criticism of college catalogues is pertinent and timely.

NEW BRUNSWICK SCHOOL REPORT.

The report of Dr. Carter, Chief Superintendent of New Brunswick schools, shows that during the year ending June 30th, 1913, there were very nearly 70,000 different pupils attending school. The percentage of attendance for the term ending December 31, 1912, was 71.09. The number of teachers at work during the same term was 2,020, 194 of whom were men and 1,826 women, or in the proportion of 1 to 9. The number of pupils in High Schools was 1,975, an increase of 110 over the figures of 1912.

Salaries are being slowly forced upward, but are not yet high enough to command efficient teachers in all parts of the province. The demand for teachers has exceeded the supply. Dr. Carter gives as reasons for this:—The increasing number of young men studying agriculture; the many more business posts open to women; and the migration from the province of many of our best teachers. Two causes tending to keep down salaries are the employment of third class teachers in the richer districts, and teachers engaging in their home districts at a lower salary than an outsider could accept. The Superintendent says "when the salary question is righted there will be no question of a sufficient supply of teachers."

Among matters of congratulation Dr. Carter mentions the increased attendance and interest at the County Institutes, and especially commends the practice of having a special section for the meeting of trustees and ratepayers.

The report on the whole is encouraging, showing as it does, increase in schools in operation, teachers, and percentage of attendance. The introduction of agricultural education, made possible by the grants from the Dominion Government, marks a distinct advance, and further progress in the line of vocational instruction is looked for. The report of the Director of Manual Training is interesting reading. Mr. Peacock urges the adoption of a definite plan