

If its importance were clear to every teacher and learner the requisite amount of time would be found and given to it. But unfortunately the importance of Latin as a means of culture and mental discipline is not clearly appreciated. Too many who attempt to teach this subject have never attempted to go beyond the mere rudiments themselves. They half acquiesce in the complaint

"what is the use of learning Latin anyway? Yes, Latin is not taught seriously, but 'the fault is not in our stars but in ourselves.'"

But is Latin the only subject that is not taught seriously? Perhaps the same complaint may be made about Natural Science. Is it taught in such a way as to be of the disciplinary value that it should be, to foster and increase a love for nature, to make the children who study it the better for it no matter what may be their life-work?

"Few ever get their degrees with us," says Professor Stockley, "without making mistakes in spelling up to the last; and almost none it may be said, without some, more or less, barbarous incorrectness in sentence-making, paragraphs and punctuation." Unfortunately this is too true. But is not the fault due to lack of backbone somewhere?

We believe that every teacher will heartily endorse what Prof. Murray has said and said so well in his excellent address on Moral Training. The personality of the teacher must be the effective stimulus in moral teaching. In the teaching of religion, or temperance, or any form of morality in our common schools, text-books are of little importance compared to the teacher himself. The one great safeguard of our country is in the character of our schools and its teachers. The great majority of our teachers are honestly striving to avail themselves of all the means at their disposal to do effective and conscientious work, and it is just such a clear and earnest address as this that puts many more on the right track in working out the many problems that meet them in their every day work.

Institute Notes.

Though the time for discussion was short at the various sessions of the N. B. Provincial Institute, it was fully and profitably taken advantage of, and at times the discussions became very animated.

In relation to the statistics of the departmental examinations given by the chief superintendent, it was asked whether the severity of the tests had not out-paced what might be reasonably expected from the schools. The chief leaving the matter open, it was stated by one who had an intimate knowledge of the facts (Dr. Bridges) that in some cases the questions given were unreasonably severe, and it was doubtful if the examiners themselves could answer them in the time allowed.

Dr. Stockley's excellent paper provoked the warmest discussion of the sessions. It was critical and pointed in matter, but most courteous in tone. Mr. John Brittain, considering that science teaching had been disparaged in comparison with classics, came manfully to the defence of his favorite subject, and in an eloquent address established beyond doubt that science is the more democratic, if it does not possess greater educational value than the classics.

Prof. Davidson, of the university, being present, was invited to discuss this paper, which he did. In the course of his remarks he reflected severely upon some of the work done in the public schools. Inspector Carter vigorously defended the schools, alleging that notwithstanding the higher standard required by the university, the students seldom or never failed to matriculate. If in the face of this they were not prepared a false standard of efficiency was being set up. The best products of the public schools were not seeking entrance to the university, partly because of the peculiar and partial nature of the matriculation examinations. Our boys and girls were able to enter McGill and other Canadian, American, and even old country colleges, not with a mere pass, but with honor. Inspector Carter also took occasion to refute the statement made by another speaker, that high school work had deteriorated. He claimed that in every respect, except in the amount of classics taught, that high school work, attendance and equipment, were much in advance of any former time in the history of education in the province. Messrs. Hay, Foster and Inspector Steeves also took part in this discussion.

One of the features of the Institutes of late years has been the election of a representative to the senate of the university. Inspector Bridges having served two years with entire satisfaction to all, retired.

The election this year was most good-natured all around, and resulted in the choice of Mr. B. C. Foster, A.M., Principal of the York County high school, who will make a most capable representative.