

Talks With Our Readers.

Miss Jane Brown, Bathurst, N. B., writes as follows: "I am sorry that 'Subscriber,' who writes in the February REVIEW, finds any difficulty in getting pupils to take a real interest in studying Hay's History of New Brunswick. Ever since the book was published I have been teaching it. And I have found my pupils enjoy and easily understand it. Of course, we first took it up orally, and afterwards the children greatly enjoyed reading it, and writing short stories about what they had learned. I cannot see why young children should find difficulty in understanding history as it is treated in that book."

G. E. S., Andover, N. B., asks for a list of New Brunswick governors and also for King Edward's full name: Governors of N. B. before confederation: Col. Thomas Carleton, Major General George Tracey Smith, Sir Howard Douglas, Major General Sir Archibald Campbell, Major General Sir John Harvey, Major General Sir William Colebrooke, Sir Edmund Head, Hon. J. Henry Thomas Manners-Sutton, Hon. Arthur H. Gordon. Since confederation: Hon. L. A. Wilmot, Hon. S. L. Tilley (twice Lieut. Governor, from 1873 to 1878, and from 1885 to 1893), Hon. E. B. Chandler, Hon. R. D. Wilmot, Hon. John Boyd, Hon. J. J. Fraser, Hon. A. R. McClellan, Hon. J. B. Snowball, and the present Lieut. Governor, Hon. L. J. Tweedie.

King Edward VII's name is Albert Edward.

Mr. H. A. Garland, of Salisbury, N. B., wishes for an inexpensive text-book on the new language, Esperanto, with grammar, vocabulary, etc., a dictionary, with prices and where they can be obtained. Can Dr. Creed or any one write him and give the desired information?

No one who is interested in education can afford to overlook an illuminating paper by Professor G. H. Palmer, of Harvard, on The Ideal Teacher, which appears in the *Atlantic Monthly* for April. It is a high standard he sets here; he admits himself that it may be unattainable; but there is inspiration in it.

The National Educational Association will meet this year in July, at Los Angeles, Cal. Among the invitations for next year is one to meet at Toronto.

Set about doing good. One act of kindness will have more influence on the spirit than all the salt water baths that ever were invented.—*Ex.*

But all the same, the baths need not be omitted.

The Teacher's Wisdom.

The ideal teacher must be in possession of a wealth of accumulated wisdom. These hungry pupils are drawing all their nourishment from us, and have we got it to give? They will be poor, if we are poor; rich if we are wealthy. We are their source of supply. Every time we cut ourselves off from nutrition, we enfeeble them. And how frequently devoted teachers make this mistake! dedicating themselves so to the immediate needs of those about them that they themselves grow thinner each year. We all know "the teacher's face." It is meagre, worn, sacrificial, anxious, powerless. That is exactly the opposite of what it should be. The teacher should be the big bounteous being of the community. Other people may get along tolerably by holding whatever small knowledge comes their way. A moderate stock will pretty well serve their private turn. But that is not our case. Supplying a multitude, we need wealth sufficient for a multitude. We should then be clutching at knowledge on every side. Nothing must escape us. It is a mistake to reject a bit of truth because it lies outside our province. Some day we shall need it.—*Prof. G. H. Palmer, in the April Atlantic.*

President Charles W. Eliot, of Harvard: "More important than pensions for school teachers is better air in schoolrooms, expert instead of amateur supervision, and what the community needs also in its teachers is to have them become more robust and gayer persons. A pension for teachers, however, is not a serious additional burden on taxpayers. For in the increased efficiency of the teachers themselves, the account is more than equally balanced. I believe that the time of universal pensions is nearer at hand than many persons think."

The reason that birds do not fall off their perch is because they cannot open the foot when the leg is bent. Look at a hen walking, and you will see it closes its toes as it raises the foot and opens them as it touches the ground.—*Ex.*

The REVIEW is very interesting and a great help to me in my work. I find the pictures and our talks on them of lively interest to the pupils.

HOPE CRANDALL.

Bristol, N. B.