

nothing of the kind, and I fear we teachers are largely to blame. Few of the ratepayers know that the government makes a grant of half the amount raised by the district. Let us try and impress upon the Trustees the importance of it, get the pupils to agitate it, and, if possible, get a small sum at least voted for that purpose at the next Annual School Meeting. The teacher may often use his influence outside the school by introducing wholesome reading matter in a locality, forming reading clubs, and calling the attention of parents to the utter worthlessness and positive evil of reading many of the periodicals and newspapers of the day.

These are some of the means I would recommend for impressing pupils with the vastness and the wealth of our literature—a literature that contains the garnered wit, wisdom and experience of the noblest and best of mankind in the past. It has been the result of the unremitting toil and self-denial of the world's mental workers. And this heritage, so "rich with the spoils of time," is ours. Let us strive that those in our care do not sell their birthright of enduring joys for the tempting but temporary delight of a "mess of pottage."

WHERE?

Where are these schools? Do you recognize them from your experience or observation?

"Courses of study in the common branches are becoming greatly simplified and curtailed, and at the same time made much more effective for all rational purposes. Instruction in reading, writing, spelling, history and geography, and, to some extent, physiology and the natural sciences, is being brought into four school exercises, reading, writing, conversation and drawing. The old reading books are being discarded, and the teacher, instead puts into the hands of the pupils histories and narratives of travels, abundantly illustrated with maps, magazine and newspaper articles, containing historical narratives and accounts of passing events; and natural objects, as plants, insects, minerals, etc., are made objects of examination. The scholars afterwards write and converse of what they have read or examined. Thus they learn to express their understanding of what has been read, or of what they have observed, in correctly written sentences, and in clearly spoken oral explanations. Map-drawing, sketching and diagraming are made to take a full part in all these exercises. By such practice in reading, writing, speaking and drawing, attention, thought and handwork go together. The pen, pencil or crayon being constantly in hand, the pupils learn to write as readily as they speak, and spelling comes by practice. Writing and conversation are carried on under constant criticism by teacher and classmate.

"Under this system, without the study of the spelling book, the pupil learns to write without misspelling; without the study of grammar, he learns to put his ideas into sentences on paper, with correctness and facility.

"With a shortened course in arithmetic, the pupil is made proficient, quick and accurate in all calculations pertaining to the common business of life; made competent to enter and post accounts, to make a business statement, or write a bill, note or receipt, to make a measurement, and show correctly the area, or the contents in gallons or bushels.
—Report Committee on Education, Kansas Grange.

PERSONAL.—Mr. G. U. Hay is spending a portion of his holidays on the islands of Shippegan and Miscou.

FREDERICTON DEAF AND DUMB INSTITUTION.—The scandalous charges made last winter by Mr. Abell against Mr. Woodbridge, of the above school have on investigation been declared groundless.

In the United States every two-hundredth man takes a college course; in England, every five-hundredth; in Scotland, every six hundred and fiftieth; and in Germany, every one hundred and thirtieth.

Manners are not morals, but they are very closely connected with them. A person of good moral character may have careless manners, but not often, for politeness is the essence and soul of morality, and a really inopportune person cannot be a good person. Politeness cannot be learned in a ball room, or taught from a book. It comes from the deep fountain of the human soul. It is often said to pupils: "Be polite," meaning, "Be mannerly." The old command was, "Mind your manners." "Make your manners." That was the right idea; but when a pupil is commanded to be polite, he is told to cause the impulses of his nature to be moved by instincts of helpfulness and kindness. A society smile is full of hypocrisy, and often covers up the depth of its selfish motives. A polite teacher is one who is the most sympathetic and helpful teacher. A polite pupil is one whose motives go out from, not into, himself. A polite education is the best education a human being can receive. Latin will not give it. Greek has not got it. It doesn't live with mathematics. It's God-given, and came from, and goes to, heaven.
—School Journal.

The vast progress of science forces upon the attention and the time for education new and important demands. The English tongue is rich in the works of its writers, poets, and orators, beyond comparison with that literature which existed in the seventeenth century. The Latin, once the only language of the learned men of Europe, has lost this position, and it is not to be regained. The mental training afforded by its study and that of the Greek will be the same as of old; yet perhaps that training may be sought and found elsewhere. But I do not fear that the mighty instrument of thought and speech in which Cicero urged and persuaded, or that in which Demosthenes thundered over Greece, are to be thrown aside as broken and useless. The relative importance of studies varies; proportions change. Even if it shall be found that these studies occupy a less prominent place among the "humanities,"—as they are sometimes termed, which make the basis of a liberal education,—the civilized world, whose common property they are, is not ready to do without them yet.
—Judge Charles Devens.

The French libraries which are open to the public contain about 5,000,000 volumes.

The University of Heidelberg is 500 years old—the senior of the German Universities.

A new High school is shortly to be erected at Regina, the sum of \$30,000 having been voted for school purposes by the Board of Education. A portion of this sum will be devoted to providing the new school building with maps, apparatus, etc. A praiseworthy enterprise is shown by the board in thoroughly establishing a school system on a most liberal basis.

With a directness characteristic of the Lone Star State, the *Texas School Journal* says: "After a fair test if you find you do not love to teach, it is better for you and the schools that you try another profession. You will do less harm by losing law cases, or by administering the wrong medicine, than by continuing in the business of bankrupting young minds.

An exchange makes the following query which calls attention to a curious defect in the modern educational system:—"Nearly every physician in the country now graduates from a medical school; about half the ministers are from theological seminaries; and very few of the lawyers attend the law school, and yet the law is usually ranked as the head of the learned professions. What is the significance of this?"

The *Whitby Chronicle* says:—"At the next meeting of the Uxbridge School Board Mr. Crosby will introduce a motion to reduce the salaries of the Public school teachers." The best thing that Uxbridge School board can do is to vote down the motion, and the best thing the Uxbridge electors can do is to leave Mr. Crosby at home next trip. The man who likes to pose before the public as a "retrenchment and reform" statesman should be avoided. Teachers, as a rule, are miserably paid,

and every effort should be directed towards bettering their salaries and not towards reducing them to the mere living point.

Supt. W. T. Howard, of Colfax county, Neb., urges upon school directors the benefits arising from employing teachers for the full year, instead of term by term. It would certainly seem that no engagement ought to be entered into without sufficient investigation to justify at least a year's contract. A teacher who is good enough for three months is good enough for a year. How long will it be before directors discover that temporary employments make it utterly impossible to develop good schools?
—*Western School Journal*.

Writing of elective studies, Moses Merrill says:—"If a senior fifty years ago was allowed, by right, the privilege of choosing his studies, on account of his age and acquisitions, a sophomore ought to be granted the privilege to-day. The average age of candidates admitted to Harvard in 1830—fifty-six years ago—was 10½ years. The average now is nearly, if not quite, 18½ years. If you take out a few of the oldest men, say six or eight, in calculating the average age of classes in those days, it would be much lower. Taking out a proportional number of the classes of to-day, the average age would not be materially changed. It was not an uncommon thing for boys of 13 and 14, in those days to be members of the freshman class. It has now become a notable exception.

The *New England Journal of Education*, in a vigorous article quite agrees with the sentiments expressed regarding "Honorary degrees" in this column last week. We quote a few pertinent paragraphs:—"The degree of B. A. and M. D. usually represent an appreciable amount of real attainment; but M. A. in most colleges signifies, merely, that its recipient has managed to live three years after his graduation, and that he is able to invest five or ten dollars in the diploma. A doctorate in divinity is frequently given to persons who do not pretend to be learned men in any proper sense of the word. To be rich, or eloquent, or influential; to be the pastor of a rich church, or even to be the favoured pastor of some single rich parishioner, often furnishes a sufficient motive to induce our college board to admit a man to the degree who has no other title to it. The doctorate in laws is somewhat more rarely conferred, but with hardly more regard for appropriateness. Any knowledge of law has long ceased to be essential. As a sign of literary attainment in general, it is by no means infallible. A successful politician, a good military officer, or a prominent civilian, often becomes the recipient, for reasons wholly aside from any literary merit. Some of our larger colleges should establish a rule rigidly demanding evidence of real merit as a condition of honorary degrees.

After all, the efficiency of the school system depends upon school superintendents. The duties assigned them by law are many; and those which devolve upon them in an active administration of their offices cannot be enumerated. They are the life of the system; and it is their province either to make the schools a power for good in their jurisdiction or to render them obnoxious even to their best friends.
—R. R. Farr, Supt., Virginia.

QUESTION DEPARTMENT.

Knowing well that a large number of teachers through the country can not reach all the books that are necessary as references, the *JOURNAL* will contain a column devoted to the answering of questions. It is desirable that the questions be stated particularly and written legibly to avoid any mistakes occurring in the answers. The questions should be confined to school work and not to general subjects, as this paper is to be purely a school journal. In opening this column it is necessary to have the hearty co-operation of teachers to make it a success. Any question on theory will be answered in the editorial columns. All questions will be answered as promptly as they can be, but we do not bind ourselves to answer in the next issue after receipt of question. The same privilege is extended to subscribers other than teachers. All communications should be addressed "QUESTION DEPARTMENT," *JOURNAL OF EDUCATION*, St. John, N. B.

How large do our fresh water lobsters grow? Would they live in salt water? In what localities are they found; and how should they be classified?
J. B.