

### The Educational Review Scholarships.

The announcement in another column that the REVIEW is willing to devote a portion of its income, under certain conditions, for the next four years to the foundation of scholarships, will be hailed with satisfaction. Such an offer will commend itself to many ambitious students who are anxious to secure the means to pay their way through college. A few weeks or a few months of earnest, steady work will do it. The one who makes the offer of these scholarships, while Principal of the Girls' High School, St. John, saw with delight many of its brightest students graduating with the highest honors from more than one of our Canadian universities. He also saw with regret that many equally bright students had not the opportunity to carry out their plans. He has thought of this matter long and deeply, and the present offer is the result.

These scholarships cannot be won without effort. We would dissuade any one from making the attempt who is not possessed of the requisite earnestness and pluck to carry it through successfully. If won under the conditions attached, such a scholarship would be far better than a gift. It would create that independence that is born of honest, well-directed and persistent effort.

We believe this offer will call forth many responses, not only in the Atlantic Provinces, but elsewhere in Canada. It is unique, nothing of the kind having been proposed by any journal in the Dominion, so far as we know.

### Parents' Associations.

The Halifax Branch of the Woman's National Council, thinking that schools generally might be benefited if parents and teachers could in some systematic way confer frequently on educational subjects, invited Prof. Bell, the telephone millionaire, to lecture on "The Relation of Parents to the Public Schools." Prof. Bell, was for many years interested in the education of deaf-mutes. He found that their schools were languishing and ineffective from want of moral and pecuniary support on the part of parents. Associations of parents were formed to discuss the needs of the schools, to present their claims to directors and state governments, and generally to extend to them sympathy and such aid as they might need. The result was splendidly equipped schools, and a general interest, where before all was apathy. The Professor argued that what was of so great benefit to the deaf-mutes could scarcely fail to be useful to all other schools.

Love for the child in our schools does not yet exist as an organized force. Those who have our schools in charge are actuated by mixed motives. Let the parents

organize on behalf of the schools and the children, and there will be a force in existence whose only motive is love. What abuses might by this force be prevented and what reforms effected! Children's health would be more carefully guarded as well as the cultivation of their minds more zealously watched. It is the parent who has the real, the heartfelt interest in the scholar, and not the trustee or the teacher. The school is an extension of the home and the parent should be represented there in organized force. Sympathy between teacher and parent, between scholar and teacher and mutually between all, should and would be enhanced.

In several respects the schools for the deaf-mutes had lead in the improvement of educational methods. For example it was in them that the look and say method of learning to read had been scientifically proved to be the best. It was found that a child could very much more easily learn to recognize 26 words than 26 letters; interest was elicited. For the same reason 26 sentences could be learned more easily than 26 isolated words. Thus the difficult beginnings of learning to read were made interesting. Later, partly intuitively and partly by direct teaching, the force of the letters was acquired.

If, then, the difficulties which had to be overcome in teaching deaf-mutes had compelled greater attention to pedagogical principles, why should not the public schools appropriate what might be beneficial in a broader field.

The academy and public schools of Baddeck, where Prof. Bell resides, had been greatly improved by the interest taken in them by the Mother's School Association of that town. It was found that the teachers, backed up by such powerful influences, could obtain from the trustees whatever was needed for the school-room. But more important still, the pupils devoted themselves more earnestly to their work at home, and behaved better in school; for they found that their teachers had the sympathy and co-operation of their parents.

A very interesting discussion followed, in which President Forrest and Professor Macdonald of Dalhousie College, Hon. Senator Power, Dr. A. H. MacKay, Principal Kennedy and the Chairman of the Halifax School Board took part.

It seemed to be generally agreed that—

1. A new and important factor was about to be introduced into the management of our public schools.
2. That parents' organizations, such as had so greatly helped the schools for deaf-mutes, would require to be greatly modified in order to be helpful to the common schools.
3. That in large towns such organizations would be unwieldy and impracticable as applied to large schools.
4. That parents' and teachers' meetings conducted in the school-rooms or assembly halls of the schools would be of the greatest possible value. "All school work must fall short of the highest results, unless, in addition