

THERE are over five thousand teachers in the Maritime Provinces. While the REVIEW is read by the great majority of these, there are some to whom its pages are unknown. A gentleman occupying a high educational position, and a supporter of the REVIEW for many years, said, in speaking of its excellent character and its valuable contributions every month: How is it possible that a teacher can do without it?

"THE school is a little state," said one of the speakers at the educational convention at Truro the other day, and there are ways in which this may be realized to the benefit of the child and the state. In several cities of the United States a form of self-government of schools has been tried in the past few years, and the plan has been so successful that President Roosevelt, President Eliot of Harvard and other eminent men have given it their approval.

The children of a school city organize, elect a mayor and council, make laws, have a regular city's charter, which may be revoked by the teachers if necessary. The children become responsible for the discipline of the school, and the responsibility may extend to the play grounds, and even to the streets. The teachers are of course the ultimate source of authority, but by the exercise of tact and good sense they may not have to exercise it. The plan has been adopted by twenty-three schools of Philadelphia. A disorderly school of a thousand pupils in New York, that required the presence of policemen every day, became orderly and law-abiding within a week after a school city was organized. Other instances are cited to show that in cities where it has been tried disorderly conduct ceased, and neater dress, better manners, improved scholarship followed. The pupils have manifested a surprising aptitude for practices of courts of justice, and some of their decisions and punishments have been found to be remarkably appropriate. And why not?

Will not some of our enterprising teachers consider the plan and try it in their schools?

Teachers' Salaries.

St. John City has just lost two excellent teachers from its high school staff: and this is the result of a higher appreciation of these ladies' services elsewhere, as will be seen in the paragraph in our "School and College" page. It is to be regretted that the school board could not have yielded to the request for a more adequate salary. It is presumable, however, that school boards and college boards

have their difficulties in such cases. Some time ago the REVIEW quoted the instance of Professor Jeffrey, of Toronto University, who had made a considerable reputation on account of his research work in botany. Harvard University wanted him, and having offered double the salary that his own university gave, secured him.

Similar instances occur by the score every year. To retain the services of specially gifted teachers and pay them an increased salary would strain the financial resources of most of our school and college boards. That is not all. There are the other teachers on the staff to be considered; and these would smart at the injustice of an increase in a special case without considering their own years of honest, faithful service. To pass over such services thus would discourage many worthy men and women, and result in a real educational loss — the loss of a teacher's independence and spirit.

The question of a proper remuneration for teachers is beset with difficulties. To pay by results, when time only, and perhaps eternity, can determine these results, is not possible. Certainly the "results" of an examination are but slender tests of the real qualifications of a teacher. The only feasible scheme seems to be to raise the salaries of teachers all along the line, from the primary teacher to the professor in the university; and, in order to safeguard educational interests, insist on a wider experience, higher qualifications, and a more liberal culture for all teachers.

Death of Prof. Davidson.

News of the death, in the 36th year of his age, of Professor John Davidson, lately of the University of New Brunswick, was heard with a sincere and widespread feeling of regret. He died on the 31st July in Scotland, whither ill-health had compelled him to remove, with Mrs. Davidson, three years ago, on his retirement from his duties as professor. His ten years of able work in the university, the zeal and industry with which he devoted himself to public and philanthropic movements, and the sympathy for him in his brave struggle with disease won many warm friends. He came to New Brunswick when twenty-three years of age after a brilliant school and university career at Edinburg, the city of his birth. His strong personality and his gifts as a teacher and author made him a prominent figure in educational circles. He entered into his work at the university with enthusiasm, inspiring his students with his original methods and