

IN OUR next number, to be issued March 10th, we shall begin a series of lessons on elementary botany.

VICK'S FLORAL GUIDE for 1889 has come to hand, and is more than ever "a thing of beauty." Its elegant illustrations of hundreds of different plants and fruits, with its instructions for sowing and transplanting, descriptions of plants of all kinds for garden and conservatory, make it a Guide which no one should be without.

STICK TO THE TEXT-BOOK.

Are there teachers who make use of "ready-made" lessons cut from some educational journal, and who rely upon these in the school room? If so, we would say, Stick to the Text-book.

There are many so-called educational journals that furnish little else than these ready-made lessons, which the lazy teacher, looking around for labor-saving devices, eagerly catches at and uses without regard to fitness or subject matter. To such we would say Stick to the Text-book.

But stick to the text-book does not imply, have it always before you during class hours, slavishly keeping line upon line in view as the scholar moves along, but to make a diligent use of it out of school, so that when the time for recitation arrives, you may discard it and go before the class with the knowledge of your subject fully arranged in your mind, together with the best methods of presenting it. Then you will be conscious of moving along on a higher plane than that of your class, but to which they will eagerly look and strive to reach if you set them the example.

Nor do we mean when we say, "Stick to the Text-book," that the teacher is not to make use of all the appliances within his power to supplement his text-book. Methods and information from books and from educational and other journals, may be studied to advantage, and if found suitable, incorporated with the matter in the text-book.

But let all "methods" and "school-room aids" be carefully scanned before they are used. The teacher who will diligently and conscientiously sit down, study the district and its wants, the school and each scholar within its walls, will, if he has but a moderate amount of the material to make a successful teacher, reach methods infinitely superior to those cut out for him by one who may have little experience in teaching.

Stick to the text-books, study them, draw from competent instructors living knowledge, and study more carefully still the minds and dispositions of your scholars. Strive, in the short time you may be with them, to lay the foundation of an excellent and useful life.

MR. PARKIN'S RETIREMENT.

The retirement of Mr. Geo. R. Parkin from the principalship of the Collegiate school, Fredericton, is a loss to the teaching profession in New Brunswick. Mr. Parkin ever commanded the respect and esteem of his pupils, by whom he was regarded as a true friend and counsellor. Taking as his model such teachers as Matthew Arnold and Thring, he drew an inspiration from their lives and work that made his school at Fredericton the nearest approach to Rugby or Uppingham on this side of the Atlantic. Himself, full of energy, life and hope, he entered with ardor into the work of training his pupils for the active duties of life. How successful he has been, let the boys themselves tell:

Dear Mr. Parkin: The pupils of the Collegiate school, over which you have been head master now for so many years, come to bid you good-bye, and to wish you prosperity in that great work you are undertaking.

We are sure that you cannot leave the school without some regret, for you have served it with constant unselfish care, not for the sake of gain, and your labor here has always seemed to be for love rather than hire. You have given your heart to the school through many changes, and have brought to manhood and womanhood many boys and girls whom we do not know even by name, until now, we who have been here so short a time can give you nothing but our poor thanks in return for all you have done.

This, however, is not the only return you have; for we know that if all your old scholars could come together there would be hundreds to stand up and say that they owed you more than it was in their power—more than it was in anyone's power to repay. But now they are away in all parts of the earth; some have not been known since they left these rooms; and some whose future the school looked upon with great hope were not permitted to pass the beginning of life. And still we know that you, who trained them, have not forgotten them. Every one, we know, is treasured in your memory, and none comes to good or evil in the world that you are not made glad or sorry by it.

To-morrow you begin a new and great enterprise with a new year of your life. Those who are here wish you farewell. We wish you an increase of true success and lasting happiness with each return of your birthday. We ask you to accept this field-glass from us and to use it on your travels. Those who are old scholars cannot be present to take leave of you, but we feel that they will join in our good wishes when they hear of your departure.

We will look out and forward at your widening career; and we think that before long Canada and far off Australia shall learn to say what this school knows so well:

Languor is not in your heart,
Weakness is not in your word,
Weariness not on your brow.
You alight in our van! at your voice,
Panic, despair, flee away.
You move through the ranks, recall
The stragglers, refresh the outworn,
Praise, re-inspire the brave,
Order, courage return:
Eyes rekindling, and prayers
Follow your steps as you go,

Collegiate School, Fredericton,