

ing all local arrangements, and from his activity and the public spirit of the people of Campbellton, success in that direction is guaranteed.

THE absence of those veterans of the Summer School, Principal Cameron, Mr. Brittain, Supervisor McKay, was greatly felt at Moncton. But it was hoped that the attractions of the Restigouche next year will bring them in line again. The presence of Superintendents Mackay and Inch did much to encourage the school at the start, and the two days of vigorous teaching at the close by Prof. Andrews, with the valuable work done by Prof. Bailey, Prof. Murray, Mr. Hickman, Dr. Magee, Dr. Hall, Miss Robinson, Mrs. Patterson, Miss Reade, Miss Ryan, Mr. Campbell, Mr. Starratt, and others, kept the school well up to the mark. There was no diminution of energy in the Summer School this year.

THIS question, or something akin to it, was whispered around at Moncton, Why will the Summer School be perfectly safe on the Baie de Chaleur next year? Because it will be piloted by an able Seaman.

NUMBER TWO of the EDUCATIONAL REVIEW series of Supplementary Readings in Canadian History was published in July. It not only confirms the fair promise made in the introduction to number one but the second number even exceeds the first in interest. The price of each leaflet has been reduced to *ten cents*. To those who wish to introduce those valuable readings into their school work the opportunity is given. Twenty copies will be sent postpaid for *One Dollar*, or five cents for each number. Address EDUCATIONAL REVIEW, St. John, N. B.

The Toronto *Globe* speaking of these readings says:

"The object of the publication is obviously to popularize knowledge and build up national sentiment."

The Quebec *Mercury*:

The cost of this interesting and useful adjunct to the study of Canadian History is forty cents a year—a price which puts the Leaflets within the reach of all purses."

The Halifax *Presbyterian Witness*:

What we would like to see is, schools ordering at wholesale prices copies of the Quarterly for all advanced pupils. Mr. Hay would thus become a pioneer in a genuine historical reform.

THE *New Brunswick Magazine*, published at St. John by Mr. W. K. Reynolds, has made its appearance. The initial number contains 64 pages of reading matter, and it is well printed, with a handsome title page. It is devoted to history and "to the diffusion of information in respect to the country and its people." The contributors to the first number embrace a number of well-known historical writers, including the editor, Rev. W. O. Raymond, Dr. W. F. Ganong, Mr. James Hannay, Mr. Montague Chamberlain and Mr. Jonas Howe. The appearance and matter of the first number are such as should guarantee its success. The editor, Mr. Reynolds, is a journalist of wide experience and excellent taste, whose versatile writings have always commanded marked attention. The modest yet finished style of the introduction, and the excellent choice of material for the first number have called forth the heartiest wishes for the success of the magazine.

TALKS WITH TEACHERS.

While more than two-thirds of the teachers are engaged in the country school work, it is somewhat surprising to notice the absence of initiative on their part in either the programmes or actual work of institutes. If you examine the reports of both County and Provincial meetings, outside of academic papers, you will notice that it is about all with reference to graded school work. If there is to be a class taught in any subject, it is drawn from a graded school and instructed by a graded school teacher. Those who read papers belong to town or village schools, and they naturally give prominence to that phase of work. If you examine the make up of the executives, they will be found to be composed almost entirely of graded school teachers, which may, in some degree, account for the conditions existing.

Considering the great preponderance in numbers of rural teachers, their lack of influence in these associations may, at first glance, seem strange, but if a little consideration be given the matter, a reason will not be difficult to discover.

Tenure of office being shorter in the country than in the city, a teacher may be engaged for a term or two, without getting acquainted with her co-laborer in the adjoining district, and she comes to the institute without even having talked the programme over with her next-door neighbor. The town teachers if they are not intimately acquainted, at least know one another by reputation, and when any question comes up relating to their own particular work, it has previously received some consideration and some line of policy has been outlined, and when nomination for office are made, there is some cohesion among them as to those who would best represent their interests, while the country teachers who could outvote them by a very large majority do not even nominate those engaged in the same work. I do not for one moment insinuate that any intentional advantage has ever been taken of this inactivity on the part of the rural teachers, and must also acknowledge that country teachers are very backward about taking part in the work of institutes when requested to do so. They discuss very intelligently the drawbacks of ungraded work, suggest topics bearing upon the same, but take no action to bring them before Teachers' Institutes.

What is to be done about this? Surely the work of the rural school and the complex problems involved in it are of greater importance than any other phase of school work. How shall these be brought to the front?