

The Educational Review.

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A SERIES of articles from the pen of Rev. W. O. Raymond, M. A., will be commenced in the December REVIEW on "New Brunswick Schools of the Olden Time." From the attention Mr. Raymond has given to this subject and the keen and intelligent interest he has always shown in educational matters, our readers may expect something that is worthy of preservation on this interesting subject.

PROF. DEGRAFF often said at institutes, "I owe my usefulness to educational journals." The best men and women teachers of the country are the ones who support educational journals.

THE school law of Cincinnati makes it mandatory for teachers to pass an examination in hygiene, physiology and the natural result and effect upon the human system of alcoholic drinks. This law has been ignored, overlooked and forgotten by fully six-sevenths of the teachers. They have, however, been notified that in future salaries will be withheld from all who fail to procure the proper certificates.

In Nova Scotia if any teacher fails to teach these subjects as thoroughly as other subjects he may lose his government grant upon the complaint of any rate-payer. If trustees fail to see the law enforced in their schools they may be deprived of the county grant.

Our best inspectors are alive to the importance of this subject, and are doing all they can to see the law carried out. A very excellent book—"The Human Body and the Effects of Narcotics," by Martin—has been prescribed for the use of teachers and high schools; but no provision has yet been made for suitable books for primary grades.

NORMAL SCHOOL CLASSIFICATION.

In the normal schools of the maritime provinces a teacher's classification for license depends largely upon two things, viz., teaching ability and scholarship. Both are important, and no fault can be found with these as the basis for classification. The REVIEW has already expressed the opinion that the examination for scholarship should be undergone before attendance at the normal school. This plan would allow much more time to be given to the study of principles and methods of teaching as well as for practice in the model schools.

Is the present mode of classifying teachers with reference to their ability to manage and teach a school a fair one, and the best that can be adopted under the circumstances? There are many who think not. No one can doubt but that teaching ability and management are the most essential qualifications of a teacher, and as such should largely determine the ranking. It is therefore most important that a judgment regarding these should be arrived at with the utmost accuracy. How is it done at present? The student usually teaches in the model school two or three times during her attendance. Some perhaps oftener, and some not quite so often. She is notified that she will be called upon to teach a certain subject on a certain day, and at the time fixed she proceeds to the model school accompanied by an instructor and a number of students who go for the avowed purpose of criticizing her work, and naturally enough those who are the most critical are those who receive the most commendation. In addition to this she is under the eye of the teacher of the school, and teaching pupils who are used to such exhibitions, and, knowing their object, are perhaps mischievous enough to add to the unfortunate students' embarrassments. What can be the result of such a test? If the young lady is retiring, nervous, or lacking in confidence, no difference how great her ability, she will apparently fail. If on the other hand she is not inclined to be nervous, has plenty of confidence in herself and is oblivious to criticism, she will probably be a grand success, though her ability may be of a much lower order than that of the one who failed. Is it any