

T. Why?

J. Because he is not 21 years old yet.

T. Whom does you brother, Aleck, vote for, Thomas?

THOMAS. He does not vote because he is not taxed on any property.

T. Then, who are the voters of a parish?

PUPILS. Men over 21 years of age who own property and pay taxes on it.

Here follows a short talk to illustrate that *income* is the equivalent of property in entitling one to vote, how the voting is conducted, etc.

TEACHER. What are councillors elected for?

PUPILS. To make laws for the county, and appoint such officers as constables, tax collectors, etc., to see that the laws are carried out.

T. Then, we do not make laws for ourselves?

P. Oh, yes, we do. We send two men from each parish to do just as we would do if we were there.

T. Why do we not all attend the council?

JOHN. We could not get a building large enough to hold us all.

THOMAS. It would be a great waste of time for a larger number to go when two can do just as well.

JAMES. These two represent all the people in the parish.

T. Do you know about any other election?

P. Yes. The local election.

T. Why you call it *local*?

P. To distinguish it from the Dominion election.

JAMES. Local elections are held in the Province every four years, at least.

T. Where do the members sit?

JOHN. In Fredericton, as it is the capital.

This is the way I try to draw from the pupils what they know as a basis upon which to build their future historical knowledge. When their knowledge is at fault I tell them in such a way as to impress it on their minds in the strongest manner possible, sometimes even resolving the class into a miniature House of Assembly with myself as speaker for the occasion.

My object is to give them a clear idea of responsible government as we have it now. Then I can, by contrast, lead them to see what irresponsible government was like, and they will thus appreciate the boon conferred upon us in 1848.

In my next I shall give notes of a lesson intending to show the importance of confederation, and the causes leading up to it.

TEACHER.
Northumberland County, N. B., Oct. 1st, 1890.

The women teachers of Germany, besides a great pension association, have had an insurance society of their own for the last six years. For a monthly fee of twenty-five cents a member can, in case of sickness, draw \$2.50 a week for thirteen weeks and for the same period again after an interval of six weeks.

For the REVIEW

The Teacher's Work and Preparation.

At the opening of the present term many teachers have, for the first time, entered upon their work, others have taken charge of new schools, while some have returned to the school which they taught during the past term. All will, however, find difficulties to encounter and will spend weary hours in thinking how they can best overcome them. I sometimes think teachers undo each others' work — that is, they leave out some important subject which has been taught by their predecessors.

I have at present, charge of a school in which the pupils are much farther advanced in reading than in any other subject — but the pupils in Reader V have studied very little Canadian history, no chemistry, very little grammar, and no elementary natural history, nor temperance; and the other classes were graded in the same way. Why should they have been allowed to enter Grade V, while actually not doing the work of Grade IV? Parents perhaps urge the teachers to "promote" their children, taking reading as the basis, thinking, no doubt, that other subjects are of minor importance; but a teacher should use her own judgment. Some teachers do not wish to take the trouble to follow the plan mapped out for them in the Course of Instruction. "It is too much trouble to teach all the subjects to so many grades, I will teach the easiest and let the rest go." This must be the line of reasoning some teachers follow, or the results of their labor would be different.

I do not wish to censure my fellow-teachers unduly, but if anything I have written will prevent any teacher from falling into the error I have mentioned, I shall be quite willing to bear any criticism my remarks may call forth.

I think care should be taken by every teacher to give instructions in *all* branches required. Else how shall they say that they have taught diligently and faithfully? And surely we are all bound to try to do that. A teacher must give the very best of her thoughts to the profession, if she wishes to be successful. The same method which would be successful if brought to bear on one pupil will not suit another.

Oral lessons, if properly applied, are of great benefit, but these must be diligently prepared, simplified, and continued with an end in view, or they will produce no lasting result.

Canadian history is not so much taught as British; at least, I have found this to be the case in my experience as teacher. Perhaps I give it too prominent a place in my school, but I certainly think Grades IV