

In N. B. many teachers in attempting to adopt the course of instruction to the prescribed arithmetic in the first three grades find a difficulty in the enlargement of the work made necessary. The same result will be attained in a more satisfactory form if the old course be followed and in most cases teachers are doing this, viz.: Grade I., the four rules up to ten; Grade II., the same up to one hundred; Grade III., the same up to one thousand. The text can be used just as well with this object in view as by following to the letter the pages to correspond to the wording of the course.

I am informed on very good authority that it has been resolved in N. B. to abolish the Easter Monday and Tuesday holidays heretofore granted in some of the towns and cities. Also that hereafter the length of the summer vacation for Grammar and Superior schools will be fixed at six or eight weeks as the Annual Meeting decides.

As was previously announced, Labor Day will no longer be observed as a school holiday. No doubt official announcements will soon be made of these changes and perhaps others.

Teachers should not be too active in striving to promote an extension of holidays. It must be borne in mind that there is another side to the question—that of the mother of a large family who does not go to the country and who prays for the opening of school.

It is now apparent that Saturday is a poor selection for school meeting day especially in districts adjacent to cities and towns. Many ratepayers whom it would be desirable to have present in the interests of the schools, tend market or other business in town that can not be attended to on any other day. Monday would be a better day, or permission could be granted to hold evening meetings.

THE HAWAIIAN ISLANDS, eight in number, over which the United States has recently established a protectorate, are situated in the northern central Pacific about 2,066 miles from California and 4,838 miles from China. Of these Hawaii is the largest, being about twice as large as all the others together. The capital is Honolulu, situated on Oahu, which is next to Hawaii in size. The total area of the islands is 6,640 square miles. Their population in 1896 was 109,020, including natives, Japanese, Chinese, Portuguese, Polynesians, Norwegians, French, Germans, British and Americans.

The islands produce sugar, molasses, coffee, fruits, nuts, hides and rice. The greater part of the field labor is done by native Hawaiians. The islands were discovered by the Spaniards in 1542, visited by Captain Cook in 1778, and first by American missionaries in 1820.

[For the REVIEW.]

Moral Training in Schools.

BY J. E. WELLS, M.A., LL.D., TORONTO.

There are, no doubt, many among the readers of THE EDUCATIONAL REVIEW who can well remember when universal education, as we now have it, was a dream. They can recall the time when the idea was first being promulgated, and with what sturdy resistance it was met. Many old bachelors, childless husbands and wives, citizens whose children were grown up, others whose property was larger than the average, etc., could see nothing but injustice and oppression in a law which would cause them to be taxed afresh in order to provide schooling for other people's children. But there were, on the other hand, many public-spirited citizens, as well as many philanthropists and enthusiasts, who had great faith in the power of general education to effect a great uplifting of the masses, saving the next generation from the vice and crime which were so baneful a source of the degradation of the ignorant many. Their views, as we all know, at length prevailed. To-day, not only has every child in almost all parts of Canada and the United States free access to a public school of a more or less efficient kind, but in most cases parents and others responsible for children's up-bringing are subject to the pains and penalties of violated law, if they fail, without very forcible reasons, to give those children a certain minimum of education.

To what extent has this universal public-school education met the expectations of those who were so earnest in securing the adoption of free-schools? That a vast amount of good has resulted, and is resulting in various directions—an amount sufficient to repay ten-fold all work and expense connected with it—few will now care to dispute. Intelligence, brain power, rudimentary knowledge and culture, have been widely diffused over the land; the general level of the masses has been raised; the doors to self-support, usefulness, and even fortune, have been in tens of thousands of cases thrown open. As a result the men and women of the day are, whatever their still existing defects, on the average far better equipped, so far as means of acquiring the comforts and the higher enjoyments of life is concerned, than were their forefathers of two or three generations ago.

But how about the great moral elevation which was so confidently looked for by the early promoters of the movement for universal education? Not many years since a very distinct feeling of disappointment, with the results shown in this respect, was felt and voiced by many. It was freely admitted that the expected general moral elevation had not been wrought through the