

observed strictly, should produce good results in the school:

"The teacher should think out all the successive steps of the day's work in advance, either the previous evening or else early in the morning before school. Whatever should happen he should be prepared to know what to do next. Nothing is so effective in holding a school in hand as to show perfect readiness to meet an emergency. If the teacher needs time to think out his work in the presence of his pupils, he loses his prestige in the school. The pupils do not reflect on it, but they feel at once the limitations of their teacher and break away from his hold. If the teacher is perfectly prepared when the unusual happens, even the unruly pupil is disconcerted and finds himself limited by a larger will and a larger intellect than his own. His refractory spirit is subdued.

"At the same time the pupils must be led and not driven, pulled, and not pushed, by the successful teacher. 'A man may lead his horse to water, but cannot make him drink,' says an old proverb. The teacher should therefore set such tasks as will occupy fully the time of his pupils and he must hold them responsible for their accomplishment. These will act as a kind of hypnotic suggestion, leading the pupils to work instead of play. Then there will be little mischief developed in his school. If he undertakes to suppress mischief by an exertion of outside force and neglects to preoccupy the mind of the pupil with work that he can do, he will find that he is taking on himself the entire weight of responsibility, and is engaged in lifting the entire school without any assistance from the pupils themselves, not to say against their positive resistance.

"I have observed that those teachers were most successful who kept tasks ahead of their pupils, tasks so measured to their degrees of capacity as to secure their interest and cheerful endeavors."

The Schools of Prince Edward Island.

The annual report of Chief Superintendent of Education, Dr. Anderson, of Prince Edward Island, shows that there were 479 schools in operation in the province during the year ending September 30,

1909. The number of teachers employed was 595, an increase of 15. Of these teachers 200 were male, and 395 female, showing a decrease of five in the former and an increase of twenty in the latter. The number of pupils enrolled was 18,073, a fractional increase of 61, but with a decrease of 104 in the average attendance. The total expenditure for education for the year was \$183,205.60, of which the government contributed \$129,178.91, and the school districts \$54,026.69 or considerably less than half. The supplements voted at school meetings as additions to teachers' salaries, however, last year totalled \$23,474, the highest on record, comparing very favourably with ten years ago when the total of supplements was but \$7,804. The amount expended for each pupil in attendance at school was \$14.78.

That a government whose income is small should spend such a large amount for education in a country where the people are well-to-do, strikes one as something of an anomaly. It is a question whether the government is not too liberal in this respect, fostering a spirit which has been adverse to the best educational interests of the province. Just as long as the government is too paternal, and assumes burdens which the people themselves ought to bear, just so long will education be too lightly valued. When the people are ready to make greater financial sacrifices for their schools they will take a greater pride and interest in them. Some educational changes are foreshadowed in Prince Edward Island, and probably one of them will be some shifting of the financial burden for the operation of schools from the government to the ratepayers.

Dr. Anderson finds material for praise as well as censure in the work of the schools, the teachers of which are evidently doing their part in a fairly thorough and conscientious manner.

It is always a pleasure to read Dr. Anderson's reports for the soundness of the educational opinion contained in them. He has guided the educational practice of the province for nearly half a century as teacher and superintendent, and his name has been held in high repute on account of his great ability as a teacher, the enthusiasm he has been able to inspire among young people, and the many useful careers he has helped to shape.