

ling of every word they come in contact with in the course of their work, and pains should be taken to drill them upon them. All exercises should be carefully scanned for mistakes in spelling. Here is where so many teachers fail—the untiring correction of written work. In addition to this, I am strongly in favor of a spelling-book. Its use insures a drill perhaps not to be obtained in any other way, and it brings to the notice of pupils many common and difficult words not to be met with elsewhere. It may be an old fashioned method, but it has always proved a good one.

I object to “scribbling books;” first, because of their name, and otherwise, because of their poor quality and the slovenly habits which they induce. If we must abolish the slates, let us provide a good quality of paper, and use pens and ink. I have nearly as great an objection to the lead pencil as to scribbling books. They are difficult to keep in order, are dirty, and work done by them blurs very readily and seldom looks well. To the careless use of the scribbling book and lead pencils can be attributed much of the poor writing in the more advanced grades.

Be courteous to your pupils, and it will go a long way toward making them courteous to one another. Some teachers make it a practice never to notice their pupils outside of school. It is needless to say that such a teacher can never be a success. It not only hurts the pupils’ feelings, but the parents, as well, and there never can be that esteem and good feeling between them and the teacher that should always exist. Always speak to a child; any person who can disregard such a greeting is not fit for the work of teaching.

Let me again urge you to be ruled by your time table. System is quite as important in the work of the school as in any other. If you violate your time table in the morning, you will keep chasing it all day, hurrying all the other work to catch up. All the work will be less effective, and some of it may not be overtaken at all. If you are only half way through—when the time table says stop—stop.

We ought not to confide our children to mere pedants in this seed-time of their life who are too small to look beyond the boundaries of their own school-district. Life and study is something more and larger than this. Let us get teachers who grow and know this, and when we are so fortunate as to secure such wisdom, let us hold on to it and compensate so as to retain it in the school.—*Exchange.*

For the REVIEW.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

It was not until the early settlers had fairly established themselves in their new homes and effected material changes in their surroundings, that they began to think seriously of building school houses. These they had heretofore regarded rather as a luxury than a necessity, and their hands had been so fully occupied in providing the necessities of life, that little attention was paid to aught beside. Any fair sized room therefore was deemed sufficient for school purposes. Accordingly we sometimes find a loft over a store fixed up for a school, or a building erected to serve the combined purposes of school house, public hall, and meeting house on Sundays. If no convenient room was otherwise available, then the necessary accommodation must be sought in a private dwelling in as central a situation as could be obtained. In the majority of cases in rural districts schools were kept in private houses, down to the year 1816, and even later than that.

The school masters employed were licensed as directed by the royal instructions to Governor Carleton of the 18th August, 1784.

We have already noted the rather curious provision in Section 76 of these instructions, namely, that no school master arriving in the province from the mother country should be permitted to keep school without the license of the Lord Bishop of London being first obtained. This, as has been explained, was practically intended to apply to the masters sent out by the Society for the Propagation of the Gospel, whose missionaries and school masters, in the absence of any Episcopal head in America, were supposed to be under the supervision of the Bishop of London.

No resident of the province or person coming into it from the States or elsewhere, was by the royal instructions allowed to keep school without license from Governor Carleton himself.

The provisions in the instructions to our first Lieutenant Governor were modified subsequently, and in 1811 the various governors of British North America received the following direction as regards the licensing of school masters:—

“It is further our will and pleasure that no person be allowed to keep a school in the province under your government without your license first had and obtained, in granting which you are to pay the most particular attention to the morals and proper qualifications of the persons applying for the same, and in all cases where any school has been founded, instituted or appointed for the education of members of the Church of England, or where it is intended that