

child's thought. The pupil feels that real people never talk like that, and so the whole thing becomes unreal and detached. The "statement" is to him a more or less mysterious machine, into which he puts certain data, more or less, at random, and turns the crank and the answer comes out at the end! Here is a new bunch of problems; teacher invents a new machine, the pupil adopts a new twist of the crank and the nice little answer pops out as before. The slightest variation in the problem, and the machine won't work. Teacher comes again, and, with some sort of charm, gets the answer for him, which is, of course, all that is required. And the sad part of it is that the whole course of study *may* be gone through in just such a way, and examinations passed, and the pupil even become a teacher. This much for the course of study and the need of a soul behind the machine.

That the existence of this great fault is no imagination of mine, may be proved by a quotation from the last report of Supervisor McKay, of the Halifax city schools. He says: "The routine of ordinary work was perhaps followed too much as a matter of course, without conscious and continuous study; effort and experiment often improved methods. This is a natural tendency." And I am glad to notice that he advises just such remedial measures as are applied here—"a course of professional training or a series of teachers' meetings and model lessons." But the country school teacher, to whom I particularly address myself, has many drawbacks which the town teacher has not. I have tried both and feel the handicap keenly. In the out-of-the-way sections you have less opportunity for replenishing your own mental stock; you have usually less co-operation outside of school. There is little in many of the homes to which you can appeal or upon which you can "fall back upon" in your teaching. The pupils' vocabulary is usually so painfully small that it is only by patient use of the dictionary that the most ordinary reading can be well understood; the pupils' experience has been so narrow that it is hard to make him realize the big world. The teacher must have a ready-fund of related information by which to supplement and make interesting every branch of the work—reading, geography and word-study. And in the country, perhaps more than in the town, there is the tendency to take the children from school upon the slightest pretext of home needs. Sometimes boys so low as the fifth and sixth grades; generally, boys and girls when they reach the ninth grade, are kept at home

to help with the work, and very often I find, upon looking into such cases, that it is not absolutely necessary. The parent is not very ambitious, or well-educated, the pupil is anxious to be out of school and in what he considers the world of men. It is a part of the teacher's duty to kindly and tactfully follow up these cases, explain to and persuade the proper authorities that education is a valuable asset, a necessary equipment, to an individual, a family and a nation.

To be an effective guide in matters of this sort, the teacher must be thoroughly imbued with these ideas himself, and honestly interested in each family as well as in the patriotic larger idea. Another drawback to the attainment of results in teaching is the increasing demand made upon children that they shall work outside of school. I smiled a sad smile when I came across these phrases in the late report on the benefits to be derived from military drill—"the unoccupied days of school life"—"utilize the spare playtime of the schoolboy"—for I know from experience that if a pupil is kept after hours for special help, or if the school is not dismissed promptly in the afternoon, the parents complain there is so much work for the boys to do that they cannot possibly spare time for these things. Pupils explain that they cannot get time to prepare lessons, and in some cases it is pretty nearly the truth. In the towns, boys work in shops or about the streets every spare moment; and this even while they are in the lower grades. It is a rather delicate matter for a teacher's interference, but her influence should be against this tendency.

It is the needs of country schools that I have had at heart throughout, and I wish that I could reach all the country teachers in the province.

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A PRONOUNCING TEST.—Test yourself on this list by the standard of the dictionary. The chances are that if you pronounce ninety per cent. of these words right your pronunciation in general is fairly good: Truths; with; levee; Cabal; debut; elite; recess; data; Danish; savant; melee; ally; Genoa; extant; debris; sine die; chimera; inquiry; address; almond; squalor; grimace; opponent; Darius; complex; abdomen; gondola; resource; impious; exigency; laundry; illustrate; vehement; sacrifice; exemplary; juvenile; rendezvous; precedence; adamant; ultimatum; irrevocable; financier; exquisite; exponent; enervate; research; peremptory; obligatory.—*Selected.*