

"weather guide," for its predictions are "based on the phases of the moon." But the cut is made as light as possible by printing it in much less prominent type than the "guide" is printed in. Such, at least, is the case in Belcher for 1889, from which I have copied the above extract. Here is the 1891 one just come in. Turning to page 47 I find the "weather guide" in its usual place; but—whew! I can't find anywhere the other paragraphs, which used to shake my faith in the "guide," and which in the 1889 almanac appeared on page 53.

What does this mean? That "the Greenwich observations for more than half a century" are untrustworthy; that "meteorological science" must take a back seat; and that the weather must be left in sole charge of the "guide?"

The writer in *Longman's*, from whom I have already quoted, pays his respects to the precious "guide" in a paragraph which is too long for this month's REVIEW.

A. CAMERON.

Yarmouth, N. S., January 2, 1891

For the REVIEW.

The Teacher's Work.

I noticed in the October REVIEW a communication signed "Cie-Cie" which I read with interest. I have found schools just as described—where pupils were well up in reading and had not been trained in all the other branches. But in my opinion teachers are not always to blame for this. Let an individual call at a respectable farm house in the country, and in the course of his visit inquire of one of the children how far he or she is advanced at school; the answer comes at once from parents or pupil: "In the fifth book," or "fourth book," and not a word is said about other attainments. People in the country seem to regard school as a sort of lottery where their children go occasionally to *try their luck*, sometimes with books and sometimes without them. It is a great pity that parents do not take a deep interest in schools and the welfare of their children. Some parents send their children to school only when they have nothing home for them to do—and then sometimes they will hire them out to other people—as though the time at school were wasted. People who would hire help and keep children at school are those who know the value of punctual attendance at schools. Again, there are those who will not provide books. I have a school now where there are pupils who have attended school during a whole term without all of the necessary text-books. I have done the best I could orally, and repeatedly ordered the books, but the answer comes: "Father says I don't want a geography," or "they won't get me any more books,"

or "they said they would get it when they went to the store again."

When teachers see this state of lethargy—or I am half inclined to call it wilful neglect—on the part of parents they are too apt to say: "Well, if people are so mean as to refuse to take an interest in this work why should I?" The only thing we can do is persevere. Let us do what we can. Let us make an attempt to follow the course of instruction—and if we fail we will have done our duty and the fault will not be ours. I could name a number of other discrepancies with which the teacher must contend, and which need no comment to prove the vast amount of injury they do. Meanwhile let us hope that the parents who have been educated under the school system of New Brunswick will have brains to lead them to provide for the wants of their children at school.

COUNTRY TEACHER.

In ungraded schools in country districts the teacher has to grapple with the whole course. Methods have been freely discussed, pro and con, and many plans have been advanced, but these should be varied as occasion requires.

The scholars must be interested in their work. They should be encouraged to talk and ask questions about the work to be performed; but care should be taken not to provoke controversy. A pupil should not be kept at one piece of work until he comes to dislike it. This is the cause, to a great extent, of idleness and inattention to lessons, and tends to disorder which drives method to the wall.

Teachers should inspect all work done by the children, pointing out any defects which may occur and commending where work is well done. Do not adhere too strictly to time tables. Do not run a school as a through train, but switch off occasionally, especially where it is agreeable to the scholar. Change of labor brings rest, and at the same time is an inducement to perform work that is dull.

Let the work be practical. There are few lessons in the course of instruction that cannot be made, more or less, applicable to every day life. A. M.

Professor Lawson, of the University of Dalhousie, is giving a course of evening lectures on chemistry as applied to some of the arts in Halifax industries.

Professor MacGregor, with an assistant, is giving a similar course in electricity and magnetism.

The Halifax Academy is adding to its scientific apparatus. The most interesting arrival during the last month was a first class articulated human skeleton.