

older pupils begin to attend, and these latter leave school again in the spring, and by the present arrangement of the terms the school work is interfered with and the average decreased. In the cities moving takes place May 1st, and by the present terms another breach is made in the attendance.

On the other hand, it was argued that there were higher aims than mere averages and percentages. That the present school terms kept the country schools open during more months in the year, and that instead of having a summer or a winter school it was better to have, as far as possible, both a summer and a winter school. It was contended that keeping new pupils out of school from May until August inflicted no hardship, as they in most cases begin school at too early an age. That the present terms afforded ample opportunity for completing all arrearages of work such as entailed by grading, and gave leisure to look up schools in case of a change. The experience of other provinces in the dominion was quoted in favor of the existing terms, as well as the time of holding the departmental and normal school examinations. The vote that was taken was most emphatic in favor of the present terms—very few voting in opposition.

While this change of sentiment on the part of our teachers may seem like inconsistency, it may be said that we are naturally conservative. The change, when first proposed, was as an experiment opposed, but in the light of experience it has been approved.

If greater school privileges are conferred by the present terms, and if the blue books show better attendance—and it would seem that they do—then no change should be made except on more progressive lines.

An idea advanced by one speaker, that we should abolish school terms altogether and have nothing but the school year, was most favorably received by the Institute. The REVIEW may refer to this later.

TALKS WITH TEACHERS.

Why is it that city teachers are not more popular in the average country district? It cannot be denied that the country district prefers to engage for its teachers a native of the country. There is no doubt fault on both sides. The teacher who has been brought up in the city and attended its schools, naturally finds herself in most country districts with far different surroundings from what she has been accustomed to. She does not find the houses heated, furnished or supplied as in the city. She finds the manners, customs, and social conditions entirely dif-

ferent. If she has the tact and discretion to adapt herself to such changed conditions, she will no doubt succeed very well. If on the contrary she complains at the nature of her surroundings, ridicules the manners of the pupils, and holds herself aloof from the people socially, she will soon find her position an unpleasant one, and will not remain long in the place. The people on the other hand are often very much to blame. The city bred teacher elaborates her work to a greater extent, and consequently does not apparently push the pupils so rapidly. She pays more attention to drawing, physical exercises, and other little niceties than the country teacher. These things are often very unpopular with the more ignorant residents of the country; and unless the teacher gets the pupils in complete sympathy with her in the work, she will have to stand severe criticism. The city teacher must not allow herself to become homesick. Must not go home too often. Must not contrast her present surroundings with her past, and must enter as heartily as she can with the joys and woes of her constituency.

We are promised an altered course of instruction for the present term. Though I have not seen it, I can promise you in advance that you will not all be satisfied with it; probably there is not one of you but will find some point of objection. Did you ever see a course framed by any body of men that entirely satisfied you? You can depend upon it, that the framers of the present course differed very materially over many points in it, and so it will be with all courses of instruction. They must be changed as soon as we outgrow them, and even before. They must lead educational progress, not follow it. They are the basis of our work. While the foundation must necessarily be sound, the superstructure may vary according to the taste and ingenuity of the builder. It is necessary that there should be uniformity regarding the nature and extent of our work, but it is "the letter that killeth." Dull uniformity is buried under any course, while intelligent teaching rides buoyantly over all difficulties. Give the course a fair chance, and bring all your industry and intelligence to bear upon your work—the remainder if there is any, will take care of itself.

I have advised you before not to begin teaching in in the home district. The temptation is often hard to resist, but resist it, and it will be all the better for you in the end. In your own district you will get double blame and only half praise that strangers will give you. If you live in the city this is doubly