

crease is but a fraction of 1 per cent. Bunbury school leads the Province with 95 per cent. Of the city schools Prince street school, Charlottetown, leads with 82.6. Eleven schools made 80 per cent. and over; twelve between 75 and 80 per cent.; thirty-three between 70 and 75 per cent.

"It will be seen by the above statement," remarks the Superintendent, "that for the year ended 1893 the increase in the number of schools that have made seventy per cent. and over is nearly thirty per cent. more than that of the previous year. This is the most encouraging feature in connection with our educational work for the year."

Referring to the number studying the different subjects the report says;

"It is pleasing to note the general progress. The increase in the number under instruction in reading, writing, composition and orthography is very gratifying. Another noticeable feature is the large addition to the number studying the subjects of the high school course. In geometry there is an increase of 359. There is also an increase of 289 in the number studying algebra. The increase in the number under instruction in French is 586. In Latin there is an increase of 337 for the past year."

Superintendent McLeod thus summarizes the needs of the Province educationally: 1. A change in our primary methods of instruction is necessary. 2. Our normal and model schools should be put on a more efficient basis. 3. A kindergarten class should be established in connection with the normal school. 4. Greater attention should be paid to English composition, drawing and penmanship. 5. Instruction in English grammar should be more practical, and that it should be taught orally up to the fifth reader class. 6. The pupils of many of our schools are advanced too rapidly in reading without due regard to the progress made in the other branches of study. 7. A truant officer should be appointed for the city schools.

TALKS WITH TEACHERS.

Should a child be kept in one grade more than two years? Unless he has been prevented, by illness or absence, from advancing I think not. It may be said—what is the next teacher to do with him if he is not up in his work. She will probably do much better with him than the teacher whom he has left. After a pupil has been two years in a grade he has outgrown it, as it were. All his first associates have departed, and he rapidly falls into a condition of indifference or discouragement. Work that furnishes no novelty is not very interesting. Pass him on to the next teacher; he may not do the best class of work, but the old teacher has had enough of him. Let another have a trial.

Why do teachers continue to worry over incorrigibly dull pupils? After giving a conscientious effort to correct this, do not carry the trouble outside the school room. You cannot supply ability. It is folly to expect all your pupils to grade. From fifteen to twenty-five per cent of an ordinary class will lag. Working up dull pupils after school hours may do very well for a time, but it is wearing. Grading the whole class spoils school boards. They will not increase your salary on account of it, but they will set a very high standard for your successor.

Should epileptics and foolish children be admitted to the schools? To those unacquainted with many of the schools in the Province, it would be surprising how many pupils of this character are to be found. It cannot be doubted that they are a positive injury to the school, and often a danger as well, but their parents are rate-payers, and the attacks of the disease may be intermittent. Another embarrassing feature in the affair is dealing with the parents in such cases. It is difficult to approach them, and you will in most cases find both father and mother entirely unconscious of any defect. What to you seems lack of intellect, to them appears as precocity.

Report the matter to the trustees. If they are not disposed to furnish relief, your position is difficult indeed.

I propose in this and other talks to speak of some school devices which have come under my notice, and if any of my readers have any to suggest, and will send them to the REVIEW they will receive due attention.

I propose just now to speak of a cure for tardiness that I saw working very successfully in some grade schools. It consisted of a beautiful silken banner held by the room making for the preceding month the most regular attendance with the least tardiness. The teachers told me that tardiness had greatly decreased since the plan had been adopted.

Observe Arbor Day—not as a holiday, but as a day to be devoted to the outside and inside interests of your school house. Get the parents interested if you can.

MAY.

Here is May, sweet May,—all love her!
Scatter apple-blossoms above her!
Joyous May! She gives a nest
To the waiting yellowbreast.
Wheresoe'er her footsteps pass
Blue-eyed blossoms deck the grass.
At her voice the woodlands ring
With the music of the spring.
Fast the brooklet runs to meet her,
Leafy sprigs bend down to greet her.
Listen now!—She comes this way.
Bud and blossom! 'Tis the May!

—Harriet F. Blodgett, in *May St. Nicholas*.