

THE Copp, Clark Company, Toronto, have in press, and will publish in October or November, a book on "Love," written by the Hon. J. W. Longley, attorney general of Nova Scotia. It will deal with the spurious character of much that passes as love between men and women, of the causes of unhappy marriages, and will unfold the character of true love which not only ensures happiness between the individuals, but is in itself an act of religion. Love will also be dealt with as the supreme factor in securing the highest social equality and the most perfect system of human government. The book will no doubt be widely read, as the writer is not only a man of affairs, but is noted for his literary taste and his philosophic treatment of social and educational questions.

DR. J. R. INCH, Chief Superintendent of Education for New Brunswick, calls our attention to a statement in the August REVIEW, founded on some remarks made at the Provincial Educational Institute at St. John, in which he is represented as saying that "the use of copy books was not obligatory, nor was the teacher prevented from teaching any system, vertical or otherwise." Dr. Inch states—and we are glad to give his views the same prominence as the statement made in the August REVIEW—that in regard to the use of copy books not being obligatory, he intended to state that blank books might be used by pupils in copying the head lines from the prescribed copy books. Further, that in regard to permission being given to teachers to teach any system, vertical or otherwise, he had no authority to make such a statement, and that he does not think that he did so.

Supt. Stetson's Speech.

Some capital has been made regarding the remarks alleged to have been made by Supt. Stetson, of Maine, at the Dominion Association. It has been asserted that he stated that the pupils in the public schools of to-day could neither read, write, nor cipher acceptably. Supt. Stetson was generally understood to say that great stress should be placed upon the three R's, advocating extreme thoroughness in the teaching of these subjects, as it was most important that they, above all others, should be well known.

If the Maine curriculum be explained, it will be found quite as comprehensive as those of the most progressive localities. In that state it is true there are many drawbacks not met with in others, more particularly in the rural districts. About ninety per cent of the teachers are as yet untrained. The time during which the schools are operated is not more than two-

thirds as long as in Canada. There is little expert supervision in the towns, and practically none at all in the country districts. The old style of putting the boarding of the teacher up at auction still obtains in some places. Supt. Stetson is manfully and energetically striving to remedy some of these defects, and is rapidly gaining a reputation as a most progressive educationist. It may be reassuring to some critics in these provinces to be told that about two-thirds of the time in the public schools is still devoted to imparting instruction in the three R's, and that while there are many pupils who leave the schools each year with far from satisfactory attainments in these branches, yet on the average the knowledge of them is better than it has ever been before. When the attainments of all the pupils in any school become the same, then a similar satisfactory state may be expected of a group. Perfection will never be reached in any school, and there will always be horrible examples and approximations to them. The unthinking will continue at present, as at all times, to judge the schools from them. Those who are willing to pay for the best talent usually obtain it, while those who continue to expect skilled service at the price of unskilled remain unsatisfied.

Minister vs. Superintendent.

It is reported that the Province of British Columbia is about to create the portfolio of Minister of Education. In all Canada to-day there is but one province having a Minister of Education, namely, Ontario, and that province has been fortunate, not only in the man, but in his long term of office. Dr. Ross possesses singular qualifications for the office he fills, and it is probable that had he aspired to it, he would have, under any circumstances, filled the highest place in the educational field in his province, but it is not by any means probable that future superintendents will bring the same qualities to bear upon the work of this department. Thus it is that even in Ontario there is a large and influential enrolment opposed to subjecting education to the fluctuations of party government.

Permanence from the primary school to the chief superintendency is the watchword of progressive education, and this has been, and is still, recognized in the old world and the new. Education is hedged off from politics by councils of instruction and boards of education, which contain in all cases a permanent element, and in some cases are composed entirely of a body of men and women apart from the direct representatives of the people, even though the cost for education is one of the largest items of expenditure.