

MAKE it a rule from the beginning of the school year to have your pupils commit to memory choice selections of literature, no matter what the grade may be. The *Primary Teacher* has this idea in view when it remarks: "Memorizing the best things in literature is a feature of modern school work, the importance of which can be hardly over-estimated. In this connection a few things are to be kept in mind: The selections should have literary merit, should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable."

The New Readers for New Brunswick.

It is reasonable to assume that after a quarter of a century's use that any set of school readers, however excellent at their inception, will have become obsolete and stale. The Royal Readers have proved no exception to this rule, and for some years there has been a pronounced sentiment in favor of a change on the part of many interested for a series more in touch with modern requirements, and especially in a direction more strongly Canadian in tone. Such a series is believed to have been secured in Gage's Canadian Readers, which have been prescribed for future use in the province. Changes in text-books are seldom popular with ratepayers who do not look beyond the cost. This objection is, at least, partially overcome by making the introduction of the new readers gradual—only the primers will be introduced during the first term. To those also who consider merit in text-books subsidiary to the importance of having them produced at home, Gage's will be welcomed. New Brunswick is not the only province which has adopted this series of readers. It is in very general use throughout the Dominion.

A Teacher's Preparation.

"Some teachers who have become habituated to their work and are skilful in the school have very little need of much preparation for the work of each day."

So writes a teacher, evidently without experience or a true knowledge of the essentials of good teaching. And another gives expression to the following:

"In the younger grades of pupils the teacher's daily preparation is not so necessary."

Both of these are mistaken notions, especially the latter. Any one who has watched the rapid advances made in primary school teaching knows that it has been brought about chiefly by the diligent work of the primary school teacher. She has worked hard to become acquainted with the best methods of teaching

little children—by studying the children, studying how to make herself and the schoolroom attractive to them, studying how to present each lesson skilfully and faithfully, and how to bring the pupil into proper relations with his surroundings and the matter to be taught him. The teacher who depends upon knowledge already acquired, and thinks that is sufficient, is in the first stage of decay—perhaps further. It is only by working over this knowledge and constantly making fresh additions to it that it is prevented from becoming stale. What was fresh knowledge last year will this year fall upon dull and inattentive ears if it has not been quickened into new life by the vigor and enthusiasm of getting a bountiful increase. And this means work,—work in getting, work in the best methods of imparting, and work in studying the characteristics and capabilities of children.

Inspector Mersereau, in an address before the Gloucester County Teachers' Institute, forcibly pointed out the danger of teachers making use of lessons ready prepared for them in "device" books or educational papers. No one, he said, could prepare a lesson for another. Hints may be given along certain lines that would be stimulating; but the teacher who comes before his class alert, clear-headed, and conscious that he has toiled to present a particular subject for each particular member of his class, will get his reward in the feeling that his lesson is heard and understood. A lesson prepared by one and used by another is like a random shot—it *may* hit some one.

There is very much truth in this statement. The scholars very soon find out whether the teacher is an original worker or not. They soon come to know the "padded" lesson, if for no other reason than the lack of enthusiasm which attends it. It is a favorite maxim of teachers that children should never be told anything they can find out for themselves. And a good example is a powerful lever in such cases. The teacher who works out things for himself is pretty sure to find his scholars ready to meet him more than half way. It is the dull, monotonous grind of rote or other "made-to-order" lessons that wearies scholars and causes a dislike for school. They will, if shown the way, work hard and find it full of interest to surmount difficulties; and they will be stimulated to undertake fresh tasks, provided these have the flavor of life and vigor. But the teacher must be an example to them of mental life and vigor.

Work means growth. The fault of the age is too much talk. We are told what we should do, and it is