

- (8) Bibliography of Publications relating to the Natural History of New Brunswick from 1890-1895. By S. W. Kain. Contained in Bulletin No. 13 of the Natural History Society of New Brunswick, 1896. This bibliography is to be issued henceforth yearly for the current year. A most praiseworthy undertaking, and one which could advantageously be imitated by the Historical Society.

All of these bibliographies are but a beginning: one complete and worthy of the province will be built upon them. But before it can be ideal, there are certain other subjects which must be worked out, which are as follows:

- (1) Periodical literature relating to the province. This can be done comparatively easily for popular articles by the aid of Poole's Index to Periodical Literature.
- (2) Publications of the government, including Journals of the House of Assembly, etc.
- (3) Publications of societies.
- (4) List of periodicals published in the province.
- (5) List of New Brunswick newspapers.
- (6) List of maps of the province.
- (7) List of views, engravings, etc.
- (8) List of manuscripts contained in government archives and private collections.

Nos. 6 and 7 of this list I am myself at work upon, and the others I commend to my fellow students.

*Some additions to this list have been offered to the *St. John Sun*, and will probably appear in it during the early part of the year.

The Ideal Product of the Common School.

[Read before the Provincial Educational Association, N. S., by Principal Lay, of the Amherst Academy.]

Ideals are very unsatisfactory things to write about, very elusive things to search for, except by novelists and poets, and they are on safe ground, for they manufacture not only the ideal, but the forces that produce it, and according to their skill can correlate them. In this present discussion we have the forces in being, very complicated forces, — and out of a very vast and varied display of products we are supposed to be looking for an ideal. Will we find it, or, if the present speaker does so, will it be at all after the fashion of anything on the earth or in the sea of his neighbor's imaginings? I have had a good opportunity of seeing the products of our common school system, for as pupil and teacher I have known it since its inception, but up to the time of the announcement of this paper, I am doubtful whether I had seriously thought of any particular being or character as its products. In common with my fellow-teachers of similar length of service, I have followed many and varied careers in the person of old pupils. The pulpit, the bar, medicine, the farm, the ocean, the merchant's office, and even a very unique experience, the convict's cell, have sent me tokens of recognition as an old teacher of some occupant, and never did

I think of their condition as the product of forces I was superintending. I acknowledged the force of the home, of companions, of heredity, but not of the school room in these products, but after all there may be floating about the direct product of our school system.

But let us try to gather from our subject what the compiler of this programme was seeking for when he evolved the title, and to do so let us study the course of study. Prominent there we find the time-honored trio, which have given all students the power to command the whole field of knowledge, and to enter and possess it if he pleases.

READING.

Our ideal reader is not only able to read to his own satisfaction, but to please his listener, for his training has given him something of elocutionary skill, and added to that, a tact for seeing the meaning readily, together with a taste for the most profitable kind of reading. And he is going to revive the good old custom in the winter evenings, of reading aloud to the assembled family circle, instead of selfishly burying himself in book or newspapers. Does our course make such readers? Is the source of the pupil's reading such as to give him a taste for good and beautiful literature? Is this spending of a year at a reading book that does not contain as much as a good daily newspaper, often perhaps familiar beforehand through the reading of the last class, this repeating and re-repeating of old lessons until the time comes for a new book, to profit? Do those books contain the most judicious kind of reading? Are our teachers getting the kind of training that will enable them to produce our ideal reader?

WRITING.

Then our ideal pupil is a good writer, no flourishes, but a plain honest hand that taxes no one's eyes or patience, but lies level, black and upright before you on the page. His copy books have been so well graded, his teacher's watchfulness so ever present, that he is a good writer, and prides himself upon it. He knows when he writes a letter, just how to fold the paper to fit the envelope, instead of thrusting it in in a bundle. The address looks fair from east to west, and is plain enough to run the risk of the dead letter office. He knows that his writing is the first testimonial he will present to the world which he is eager to enter, and he is not afraid of its inspection.

ARITHMETIC.

He is able to perform the fundamental rules correctly and neatly rather than quickly. There is no more chance of making a mistake in the addition of a lengthy column than of a dwarf one. His knowledge of frac-