

our schools to do the work of the Sunday schools, in another the work of the home, while in other quarters it is alleged that the curriculum is over crowded already.

Would it not be a good plan, if instruction in this subject must be given outside the home, that its advocates arrange for Saturday classes. There is no doubt but that the use of the school rooms could be obtained, and that in the absence of other competent instructors, some of our teachers would undertake the work for a proper consideration.

Perhaps the Fredericton advocates of teaching sewing would make the beginning there, and afford the rest of the province an example worthy of imitation. In that city the services of the teachers, as instructors, would probably not be required.

TALKS WITH TEACHERS.

Last month I promised to resume the subject of spelling, and I do not know that I can do better than to quote some suggestions from "School Devices."

WAYS OF EXAMINING SPELLING LESSONS. 1. In review lessons and in small classes the teachers should correct the lessons.

2. Pupils may exchange slates, and mark the words wrongly spelled, the teacher spelling the words slowly.

3. Pupils may retain their own slates, and the teacher may call on different pupils to spell the words orally. Those who agree with the spelling given must indicate this by raising their hands before the teacher decides as to its correctness.

4. Slates may be exchanged and the corrections made as in No. 3.

5. While the teacher writes the correct spelling on the blackboard, each pupil may correct his own work, and slates and books will then be exchanged for revision only.

6. Let the spelling come the last exercise in the morning, and direct the pupils to leave their slates upon their desks. Furnish a correct list of the words given out to two or three trusty pupils who remain at noon, and let them look over the slates and mark each error.

I am sure that all that is needed to insure the best work in this subject is a little extra vigilance along the lines I have indicated.

It is somewhat peculiar, with the increased attention supposed to be given pure professional work at the normal school, and with the added requirements for entrance, that we find those who are at least indirectly responsible for the results, holding these up to ridicule at public meetings.

When will some teachers cease to be mere machines? When will they cease slavish adherence to texts, and realize that it is upon themselves that the character of the work depends? Some of us devote more time to picking flaws in text-books than in investigating the nature of our own work. The teacher's range is not

circumscribed by any one text, nor is he restrained from letting his light shine from any quarter. We must not expect to find the same treatment of subjects now as when we went to school. Growth and development is going on all along the line, and let us look to it that we keep abreast of it. Many a good book contains seeming or real inconsistencies, and few, if any, are not susceptible to criticism. This reminds me of a story once before told in these "talks," and which I repeat: "A workman using an adze cut himself severely, and indulged in loud complaint against the tool. On examining it, however, it was found to be one of the best of its kind, and the accident was not caused by a poor implement, but by the want of skill on the part of the wielder."

Now that another year has begun, let it not end without finding a step in advance in some direction. Let me advise you to increase your scholarship by systematic effort. You can do a great deal by yourselves, and although your progress may be slower by this method, it will be none the less sure. Better scholarship is being required from all our teachers, and the longer you delay self improvement the more difficult it will be to resume it. The requirements for every class of license have been added to, and in a short time it will come to be recognized that those holding recent licenses are better qualified than those of a former period. Do not be content with what you have. I think a brighter day is dawning for higher class teachers. Let us be ready for what it may bring forth.

May I again ask the teachers to inquire of their secretaries for registers before sending for them. Also to remember that the inspectors, not the education office, supply registers and return sheets, and that minutes of school meetings are to be sent to inspectors, not to the chief superintendent.

FOR THE REVIEW.]

New Brunswick Schools of the Olden Times.

BY W. O. RAYMOND, M. A.

(Continued.)

In the year 1816 the House of Assembly passed an act establishing a grammar school in the town of St. Andrews, and the following gentlemen were named as the first trustees or directors, namely, the Rector of St. Andrews, Robert Pagan, John Campbell, John Dunn, Colin Campbell, David W. Jack, Harris Hatch, Thomas Wyer, jr., and John Strang.

The trustees were empowered to erect a school-house, provide a master and one or more ushers, or teachers, as they should judge expedient, to enforce obedience by fines and expulsions, or other public censures, and to hold public visitations and examinations on the first Tuesday in April and first Tuesday in September. It