

Where Comes in the Teacher?

A point emphasized by Mr. Draper in his paper on history, before the Carleton, N. B., County Teachers' Institute, was that if teachers would prepare their work there would be less heard about poor text-books. This, we suppose, refers to the finding fault with the present text-book on Canadian History. Similar views were expressed at the Cumberland, N. S., County Institute in discussing the paper on history read by Mr. Hepburn.

Are not teachers too prone to exaggerate the merits and demerits (especially the latter) of text-books? It is true, and unfortunately so, that many teachers in public and private discussions find fault, often in terms neither wise nor temperate, with text-books. If they but knew it, these criticisms reflect upon themselves; that is, after making due allowance for the proneness of poor human nature to find fault. The ideal text-book that would approach nearest to the ideal teacher, would furnish inspiration to the pupil, would set him learning, remove obstacles in his path, and carry him forward triumphantly to his goal. But where does the teacher come in with this ideal text-book in the hands of his pupils, or with those ever ready delusions called "helps" which so thickly strew the pathway of the young and inexperienced teacher—temptations to laziness and inefficiency. Is it the man or woman who is to teach school? or is it the ideal text-book, or the man who grinds out "Lesson Helps" and sells them over the educational counter at ten cents a package? If the latter are to prevail then the living (!) teacher may become an appendage, and simply "keep school" or be dispensed with altogether, and a great saving thus be effected in salaries. When we see salaries getting lower and lower, when we hear of teachers remaining but a single term in one place and then flitting to another and then to another, the question naturally arises,—Are those teachers improving in quality, are they living men and women grappling with living questions and seeking with all their intellectual strength to solve them, or are they slaves of the text-book, depending upon the inspiration of the hour, not upon that steadily growing inspiration which comes from overcoming obstacles by earnest application and study. — In the language of another, "experience in the great educational centres is proving that effort spent on improving books and methods is of little profit unless the quality of the teachers who direct the use of them is likewise improved."

When you sketch or draw a scene, then you thoroughly learn it. So, when in words the child states the problem, he sketches his ideas and learns their value. Teach the children to put their sketches—however crude—on paper.

Of Interest to Geographical Students.

A very interesting publication, and one that the teacher of geography cannot well do without, is the "Bulletin of the American Bureau of Geography." It is a beautifully printed quarterly, finely illustrated, of 100 pages at \$1.00 a year. Subscribers not only get this magazine for that price, but they become members of the American Bureau of Geography which entitles them to receive specimens free in exchange from nearly all parts of the country. This will stimulate teachers and students to make collections, procure photographs, and thus obtain valuable illustrative material for their work in geography.

The next number of the Bulletin will contain an article on "The Lead and Zinc Fields of the Ozark Mountains: How lead and zinc is mined and what becomes of it." This article will be illustrated by half-tone engravings and actual specimens. The latter will be sent, expressage pre-paid, to every member of the Bureau whose yearly subscription of one dollar is paid. Each member will receive a set of four specimens, showing four characteristic ores. This is perhaps the first time that an article has been illustrated with actual specimens.

The excellence of this geographical publication and the high character of the men who control the Bureau give us confidence in recommending both to the readers of the REVIEW. Read carefully the advertisement in this number of the REVIEW, then order the Bulletin and thus become a member of the Bureau, entitled to free exchange of specimens and the brightest geographical magazine published.

The Teacher's Daily Preparation.

If the teacher would only carefully prepare the lessons of the following day, many of the mistakes in the class results might be prevented. The matter in each grade seems to the respective teacher easy, thoroughly understood by her, and certainly she feels that it is an easy matter to present it to her class. Why take time to go over what is well-known? Why, indeed? Many a matter seems simple until it is actually undertaken; and not until it is undertaken do the difficult little catches present themselves.

She may take an arithmetic lesson and glance it over, concluding that there is nothing in it to dwell on; she has explained them all—each as soon as read. Let her, however, sit down and work them out and she may find that her answer in one is not right.

Let it be a rule to go over all lessons before they are taught; let outside interesting stories be brought in to enliven the lessons in history and geography, and in a short time the pains thus taken will be amply repaid by the better results of the whole class.—*Sel.*