

schools, yet in fairness if we look over the province we will find several places in which there is a strong minority of Roman Catholics, where they have no representation on the school boards and in whose service at times there are no Roman Catholic teachers. Yet we hear no complaint, because it is rather by accident than design, and all parties understand that sectarianism does not enter into the matter at all.

The proper place to regulate these local matters is at the school meetings, where the views of the minority even, always have weight. It is well enough to complain after legitimate means of remedy have been tried.

**SOME NECESSARY QUALIFICATIONS.**

Below is given a form of teacher's application in Somerville, Mass., and similar ones are used in nearly all the cities of the United States. Some of the questions asked are "signs of the times," and no wide-awake teacher, if she desires promotion, can afford to ignore them. For example, Do you attend Summer Institutes or Teachers' Conventions? What educational or other periodicals do you take or read? Do you own or read educational works? Name three or four that you regard the most valuable. The question, What is the lowest salary you would accept, does not seem so well considered as some of the others. It is probable that there is a fixed salary to begin upon, otherwise if there is a similarity in the Boards of Trustees in the United States to those in some places in Canada this question would be all important and cover the whole paper.

**TEACHER'S APPLICATION.**

1. Residence. No.....St. (City or town).....(State).....
2. Name in full.....
3. Age?.....Married or single?.....
4. Where educated? Preparatory, normal, college, or special school.
5. How long have you taught and where? .....
6. In what grades?.....What are your preferences?.....
7. Do you attend Summer Institutes or Teachers' Conventions?.....
8. What educational or other periodicals do you take or read?.....
9. Do you own or read educational works? Name three or four that you regard the most valuable,.....
10. Have you ever belonged to a Chautauqua or Teachers' Reading Circle?.....
11. Are you a church member or interested in church work? .....
12. Draw a line under the subjects in the following list which you feel well qualified to teach: Kindergarten, Form, Drawing, Modelling, Penmanship, Music, Arithmetic, Language, Geography, History, (U. S.) (General), Voice Culture, Elementary Science, Hygiene, Physical Training. Do you play the piano?.....
- Mention any others that you consider your specialties,.....
13. Name two or more references.....
14. What is the lowest salary you would accept?.....
15. When could you enter upon an engagement?.....
16. Remarks,.....

"I find the REVIEW a great factor in my work. I carefully preserve them." A. C. L.

**TALKS WITH TEACHERS.**

A gentleman interested in newspapers asked me a few days ago "why it was that teachers as soon as they gave up teaching, either by getting married or leaving the province, forget in so many instances to pay up their subscriptions?" I was disposed to doubt the assertion, but he soon convinced me of its truth; and I must admit that I felt somewhat ashamed of the fact. Need I offer any advice on the subject? I am sure not to the great majority of teachers. I presume the teaching profession does not differ from any other in that a few of its members are dishonest, but I would like to think that the proportion of teachers is less than that in any other class, as indeed from their high calling it should be. I feel certain that in most of the cases complained of the novelty of their new surroundings has rather caused the debt to be overlooked than to remain intentionally unpaid.

How many teachers are going to spend a portion of this month in review? I hope not many. Review is a thing that should not be left until the end of any term, but should be a part of the work of every day. Hasten slowly with the regular work and remember that one impression on a child's mind is easily effaced. Seek after quality rather than quantity, and develop thought rather than cultivate memory. Carry your work along steadily and strictly in accordance with your time table. Leave no subject untouched to cram up at the end of the term, and your pupils will not only properly digest the work, but will constantly be reviewed.

Encourage your pupils to express their ideas freely about arithmetic and kindred exercises, as well as concerning what they have been reading. One is as good an exercise as the other. What sounds better than a child of any age expressing herself easily and correctly about anything. We do not have enough oral composition, which is the most useful and necessary of all composition. Suppress your own inclination to talk, and induce the children to do so. Of what benefit are ideas for which expression can not be found?

Now that the term is ending many teachers will change as usual. See that your registers are carefully and "faithfully" completed for the information of the next teacher. Be careful, as I have advised you before, to ascertain whether there is a vacancy before applying for another school. And above all things, do not offer to take it for any less salary than the teacher in charge is receiving.