

blinds, number without weighted windows. Some of these inquiries might be with profit made regarding schools down this way.

The Annual Report of the Superintendent of Education of British Columbia has been received. It is a bulky volume, containing a very exhaustive report of the schools in the extreme west. There are 202 schools in the province and the expenditure for education about \$190,000. There are no normal schools and the other Provinces have been drawn upon for trained teachers. Hard times and decreased cost of living have been taken advantage of to reduce the teachers' salaries. One teacher in noting that the efficiency had not also decreased, takes occasion to remark that with the exception of the clergy he doubted if under similar circumstances the same would have been true of any other body in the world. A record of all corporal punishment is kept in this province. At the examinations for license 197 candidates were successful. As there are but 300 teachers employed, there does not seem to be any likelihood of a scarcity of teachers for some time in the west.

The "Log School-house," or Beginning Days of Education in P. E. Island.

Chief Superintendent of Education McLeod lectured in the Zion church basement, Charlottetown, on March 31st, on the above subject. The audience was large and responsive, and the lecture was replete with information so arranged and presented as to give the hearer a comprehensive idea of the subject. From the scenes so vividly portrayed by the lecturer, the hearers gained a good idea of what educational conditions were in P. E. Island eighty years ago. He pictured the old log school-house rudely and hastily erected by the early settlers, lighted by one small window, and fitted with a small door—having wooden hinges and latch. The furniture and appliances were of the most primitive kind. The pupils had "keel" for pencils and goose-quills for pens.

The teacher of eighty years ago had not much professional training. Oftener than anything else they were mechanics or sea-captains, who had laid aside the chisel or bow-line, for part of the year, and had given their services to teach "the young idea to shoot."

Referring to the schools of Charlottetown, he said that Mr. Peter Cranmer was the father of education in the province. His successor was Mr. Robertson. In 1821 the national school was erected and Mr. Breeding appointed the master thereof. In 1836 the central academy, since changed to Prince of Wales' College, was opened with Rev. Charles Lloyd as principal.

The lecture being of the early days of education, did not deal with the present, nor was any contrast drawn, but the attentive listener continually drew the contrast, and was the better able to appreciate the advantages of to-day.

At the conclusion complimentary remarks were made by several gentlemen, and the hope expressed that the superintendent would continue his researches so well begun, and give not only the babyhood of P. E. Island schools, but also their childhood and manhood, which he intimated that he possibly might do.

TALKS WITH TEACHERS.

It has occurred to me when reading of the new photography by which such dense bodies as wood and the human body have been penetrated and exposed to the view, that the whole subject of examinations for promotion can now be relegated to the past. In fact many of us have only been waiting for something better for a long time. Just imagine with what ease and simplicity the whole thing may be accomplished. The child's head is photographed by the new process, and the development of the brain carefully noted. One year after the same thing is repeated and, behold, the teacher stands acquitted or condemned. How easy it will be then to issue licenses and confer degrees. No amount of cramming or dishonesty will avail. Quacks will cease to thrive, and men and women will be known and appreciated by actual brain measurement and development. Who knows but what teachers will be summoned each year before a committee of the school board to have their heads examined for the purpose of noting whether they have progressed or retrograded during the year in intellectuality. If the former, to have their salaries increased; and if the latter, to be degraded in rank, or dismissed. In fact such will be the avidity with which brain development will be sought, that in a few generations men and women will appear with abnormally developed domes of thought and very attenuated bodies.

I have referred before to the subject of Arbor Day, and I desire again to say a few words. I want to say first, that if Arbor Day is to be observed this year in many districts, as it has been in the past, it had better be dispensed with altogether. I know districts where the day has been observed ever since authorized, and there is nothing to show for it, inside or out, save a blank space in the school register. If you feel that you cannot do any good, do not observe the day. It is my opinion, however, that there is no teacher so situated but that she can do so with profit. But you say, "I have no fence." "The soil is not suitable." That may