

so. You are perhaps not aware that the Inspectors have to pay their own postage as well as travelling expenses. A first class male teacher has been known to pre-pay a letter of application by a one cent stamp making the Inspector pay four cents to get the letter and three cents to answer it (if he did so) all for the privilege of obtaining a school for him.

Some teachers of the third class holding licenses granted before December 31st, 1893, have the impression that they are no longer valid. Such is not the case. All third class licenses granted *after* that date are valid for only three years. Third class licenses granted before that, are valid during good behaviour.

Look out for the new temperance texts which come into use at the beginning of this term. Observe carefully the teacher's contract. There are some differences, as has been pointed out in the REVIEW previously. See that the trustees make provision for the proper heating of the school house. Days lost owing to cold houses will not be paid for by the Province. The trustees are supposed to pay for them, but they seldom do.

If any Board of School Trustees refuses to pay for the days allowed the teacher for the purpose of attending the County Institute after proper notice has been given it by the teacher, report the matter to the Inspector. He will most likely find means to compel the Board to do so.

If your Secretary has not sent a copy of the minutes of the school meeting to the Inspector, please advise him to do so.

Ascertain whether or not you are teaching in a poor district. Some changes take place each year.

Be sure to inquire of your Secretary before sending to the Inspector for a register blank. It is usually sent to him.

Speak a shade more kindly
Than the year before;
Pray a little oftener,
Love a little more;
Cling a little closer
To the Father's love;
Life below shall liker grow
To the life above.

I have been a subscriber to and reader of the REVIEW from its infancy, and have found in it a valuable friend and helper in my work. Am pleased to notice the improvements you have been able to make from time to time, and wish for you and your paper many New Years of prosperity and usefulness.

B. D.

Tracadie, N. B., Dec. 18th, 1893.

Teachers' Associations.

HANTS AND KINGS COUNTIES, N. S.

The teachers of Inspectoral District No. 5, concluded a very successful Association on December 22nd ult. The meetings were held, principally, in the new town school house. About one hundred teachers were in attendance. After the enrolment of members, Inspector Roscoe, in a few well chosen words, welcomed the Association to the university town of Wolfville, and hoped the surroundings might be congenial to all. He welcomed the teachers to our homes, and to the meetings of this educational gathering, and felt assured from the deep interest each had in the work to be done, no one would leave a word unsaid that may bring help to a fellow-teacher.

Mr. Stephen Rogers, of Habitant, read the first paper on "The Relation of Parents to the School." In early times the education of the child was entirely in the hands of the parents. Even now, when teachers are specially trained to teach, young parents often persist in interfering with the teacher in his duties. He maintained that parents had no right to interfere with the teacher in the selection of studies and text-books, so long as he follows the course of study as a guide. The studies of the course—imperative and optional—were wisely selected and adapted to the needs of the pupils of *public schools*.

Miss Lily A. Scott, of Wolfville, gave a very interesting lesson on "Scientific Temperance" to a class of Grade IV pupils. She illustrated by the use of a microscope how alcohol is made, explained its poisonous effects upon muscle, brain, etc. She declared it a thief, and proved the truth of Shakespeare's lines: "Men put an enemy in their mouth to steal away their brains." She showed the necessity of protection against this thief. The door must be locked. The key was the temperance pledge.

Mr. Isaac Crombie, B. A., of Hantsport, gave a paper on "Spelling." In a concise and practical manner, he described his experience in teaching this difficult subject to Grades IX and X. He said that having learned that memorizing long lists of words—minus sense and context—was a failure, he adopted the dictation method. This was best performed by assigning a number of words which the pupils were to use in sentences that would clearly illustrate their meaning. As a means of arriving at the meaning of the words he required his pupils to learn the *roots*, *prefixes*, and *suffixes*, and derive their meaning from the original language. This plan worked well with him. Mr. C. urged the importance of the use of the Superseded Speller in our Schools.