

For the REVIEW.]

Scraps.

"Laburnums, dropping wells of fire," writes Tennyson somewhere, I read "Laburnums dropping wells of gold" *not* fire, and remember thinking "I guess Tennyson knew." Yesterday, I looked out of an upper window upon a laburnum, laden with beautiful blossoms and thought after all they *are* more golden than flame color. Do the flowers on the English trees take a deeper hue, or is this the one place for the sake of a rhyme, Tennyson sacrifices his exactness in description of natural objects? A friend wrote as an explanation of "In Memoriam" 41, line 16, "The howlings from forgot ten fields." "Tennyson was an evolutionist, and is describing the fear of death, and this may possibly refer to the howlings of the animals from which we are descended, on the approach of death." Another suggestion, "The line was meant as an allusion to those fields of mystery and horror, over which departed spirits were supposed to roam, uttering wild shrieks and cries." Is either of these explanations satisfactory? We are quite accustomed to see phrases from the Bible and from Shakespeare, not quoted, but incorporated with the text, in the writings of standard authors; a sort of an illustration of "I am a part of all that I have met." This is particularly noticeable in Geo. Eliot's books. In "The Bonny Brier Bush," I noticed phrases from Tennyson used in the same way. In one chapter three or four words made me think "Ian Maclaren is familiar with 'The Idyls,'" then, later on, "surely he has been reading 'Locksley Hall,'" and afterwards the assertion that Margot Home knew her "In Memoriam" by heart, convinced me that the author is a lover of Tennyson.

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A clergyman has offered a prize of twenty dollars and a Bible to the student, in one of our colleges, who, by the approval of professors and students, makes the greatest success in uprightness during the year. Will this offer be more likely to develop a prig or a hypocrite? The judges had better study this text, "For the Lord seeth not as man seeth, for man looketh on the outward appearance, but the Lord looketh on the heart." Is Malvolio in "Twelfth Night" the best example of a prig in literature?

July 3rd, 1896.

The eleventh Annual Meeting of the King's County N. B. Teachers' Institute met at Hampton, Thursday and Friday, September 10th and 11th. The sessions were largely attended, and interesting. Dr. Inch was present and addressed a public meeting on Thursday evening. Inspector Steeves also took an active part in the proceedings. The following officers were elected for the ensuing year: S. L. T. McKnight, president; Miss Edith Darling, vice-president; C. H. Perry, secretary-treasurer.

For the REVIEW.]

School Government.

Of all the qualities necessary to him who would achieve success in the school room, the ability to preserve good order and to exercise control over his pupils stands first. Without it every other qualification is useless or nearly so. You may possess the most liberal education, you may have an accurate and thorough grasp of the subject, you may be enthusiastic respecting the work, you may have the theory of teaching at your finger ends, and a normal school diploma of first rank in your pocket, you may even have a handle to your name in the form of a university degree, and yet if you fail to control your pupils, if you fail to arouse their interest in their work, to secure and hold their attention, you fail in everything as a teacher. If you are deficient in knowledge, that could be remedied by study; if you are ignorant of the best methods of imparting instruction, experience will cure the defect; if you have any false ideas respecting the work itself or an exaggerated sense of your own importance in connection with it, a few months face to face with the hard facts of a teacher's life will speedily rectify that. Everything in connection with your work may be conquered by time and perseverance, except this one qualification of governing ability. That must be born in the teacher. The "*poeta nascitur non fit*" of Horace, applies with equal truth to the teacher. He must be born, not made. No amount of training will make a successful teacher unless the natural aptitude for the work is there to begin with. Not over 25 per cent of those graduated at the normal school distinguish themselves as teachers. The remaining 75 per cent are failures to a greater or less degree. The first thing then for him who intends to take up the work of teaching, is to find out as soon as possible, by actual practice, whether he possesses this natural aptitude or not. If he possesses it, study and training will do the rest; if not, the sooner he finds out the truth, and turns his attention to something else, the better for himself and everybody else.

ORDER.

"Order is Heaven's first law." It is also the first law of the school room. I do not wish to imply that there is any marked degree of similarity between them on that account. By order I do not mean that dead, dull silence which some teachers, even yet, pride themselves upon maintaining in the schools. The "so still you could hear a pin drop" school is among the things that were. It went out, naturally, with fool's caps, dunce's stools, gags, birch rods, and all the characteristics of a semi-barbarous age—an age which handed over children to the mercy of ignorant, and in many cases, brutal masters, whose fitness for teaching and training the young seems to have been assured from the fact, that they had tried everything else and failed. There are no teachers of the type of "Squeers" in the ranks to-day. The race is extinct. These stern disciplinarians will tell you, that the most powerful of nature's forces work silently. This statement is open to argument, but even if true, the analogy is false. The school is not a natural force in any sense. The school is a machine.