

license of the first class is an implied want of faith in normal school training, scholarship and experience. It is open to question whether immature students should be granted first-class licenses without something beside mere scholastic attainments, and this seems to be the practice now to a much greater extent than formerly.

If the best paid positions demand the highest qualifications and a steadfast adherence is given to this plan, it will be a great stimulus to teachers generally to qualify to fill them, and will have at the same time an elevating tendency upon school work, and it is hoped upon salaries as well.

It is needless to remark, that school boards in reaching a conclusion similar to that of St. John, will, while promoting the interests of the schools, often relieve themselves of considerable embarrassment. The pressure brought to bear upon trustees by those seeking positions is well known, and it must certainly be a relief to have it so considerably restricted.

TALKS WITH TEACHERS.

Teachers should see to it that they are paid according to the contract prescribed by the Board of Education. If they begin work September 1st, they should not take pay by the month as is often exacted by trustees. They should be paid according to the number of days taught. Count the number of days in the school year. Taking this for the denominator and the number of days taught for the numerator and it will be the fraction of the year's salary to be received.

Some trustees have the idea that payment in this way is payment for holidays not so. There are so many teaching days in the year not one of them a legal holiday, and you are entitled to payment for all taught.

It must be borne in mind that it is a part of the oath taken both by teachers and trustees that the regulations have been complied with. How have they been complied with if the terms of the contract have been evaded?

Perhaps in some such way as a few magistrates permit teachers to sign without attesting and fill it in as "sworn to." What shall we say of the fitness of such a man for his position, and what of the teacher who is a party to it?

I would advise all teachers and trustees, especially the latter, to read the "Confessions of Public School Teachers" in the July *Atlantic Monthly*, which magazine, by the way, takes a most intelligent interest in the teacher's work.

The article portrays in a stirring manner the joys and woes of the public schools. Elective school boards and politics have done incalculable injury to both teachers and schools. From the tenor of the "Confessions" the evil seems rather to be increasing. Incompetent "home talent" and inefficiency of all kinds is allowed to hold sway because of the domination of the political demagogue. There are some oases in the desert. In a few communities the right thinking element asserts itself at times much to the good of the schools, but there is no permanency and the next election may undo it all again.

Another evil is the constant "pull" of publishing houses to have their texts adopted for use irrespective of merit. School boards, superintendents and teachers are made and unmade upon this issue. Bribery and political influence are resorted to to accomplish these ends. How long will intelligent taxpayers and parents endure this?

Teachers should bear in mind themselves and inform the secretaries that school registers (in N. B.) are supplied by the inspectors, not by the chief superintendent. They should always inquire of the present secretary, or the former one if there has been a recent change, before sending. Where there has been an enrolment of over sixty or when the school was not in operation at the time of the inspector's last visit, he will be in doubt as to whether a register is needed and will wait to be asked for one.

Postmasters are very negligent about delivering registers and returns. When inquiry is made at the office they look in the letter box and deliver the usual papers taken, but seem to think there should be nothing else. In this way many registers have to be sent a second time.

Lead your pupils to say "Yes Miss Blank" and "No Miss Blank" rather than "Yes Ma'am" and "No Ma'am." It sounds much better and is quite as easy. With a little tact this may be done without causing remark. It may be said that the manner of addressing teachers referred to is entirely confined to the rural districts.

Observe official notices which have appeared in the REVIEW and course of instruction regarding the new arithmetic.

Among other Englishmen who were knighted on the Queen's birthday was Dr. J. G. Fitch, the well-known educator. Dr. Fitch (now Sir Joshua Fitch) will be remembered by our teachers for the interest he took in the Interprovincial Convention which met in St. John in 1887.