girls read any Greek or Latin?" I ventured to ask. "Oh no, certainly not; this is their first year in the high school." "Don't you think they would enjoy an English or American author better, with the scene nearer our own time?" I again ventured to ask. "Well, perhaps they would, but that is the book selected for reading and they have to be examined on that."

"Ah," thought I as I found my way to another room, "then they don't read literature here for the enjoyment of it; they read it for examination. I have heard of instances like this before."

In the Philadelphia normal school for girls, the course in which is being taken by a young lady from St. John, I spent half a day, and I would willingly have devoted a much longer time to the many phases of the interesting work carried on there. In the large assembly hall, three hundred bright, intelligent young women gathered for the opening exercises, entering and leaving the room to the sound of music in the most perfect order. I was much impressed with the earnest deportment of these student teachers, which bespoke earnest and capable work by them in the future. Throughout the whole of the institution, which was equipped in the most perfect manner with laboratories, gymnasiums, and practice schools, there was the same air of thoughtful and attentive preparation. Each one seemed to feel that the importance of her work called for no trifling. Each moment was filled and every moment was apparently used to the full extent. The laboratories for the study of botany, zoology, chemistry and physics, were large and admirably equipped. Every opportunity was afforded for the study of music and literature. Drawing, wood-working, sewing, psychology and the theory of teaching, enriched the curriculum, which was planned to secure the greatest possible benefit to teachers. In the course as outlined above, it will be seen that those subjects which are destined to be of the greatest possible service to teachers are pursued, and the aim throughout is not to give information but to show by practice how these subjects may be adequately and thoroughly taught in school. The elementary knowledge of all subjects that make up a school course is supposed to be gained before matriculating, as each student must present a certificate of graduation from some reputable high school before entering the normal school, -a wise step, and one that all our own normal schools which have not adopted the plan should imitate as soon as the course in our secondary schools will admit of such a desirable change.

But it is to the practice schools that I wish to draw attention for a few moments. These embrace all grades and conditions of school work from the kindergarten to the high school. The teachers are the best that the city affords. Six student teachers are detailed to a certain

department the greater part of each day for a week, where they listen to and take notes on the methods pursued by the teacher in charge. A student teacher takes charge of the class at a certain hour, in the presence of the others, the regular teacher making notes of the candidate's power to teach, to hold the attention and interest of the class; how she questions and develops the thought of her pupils; how she makes use of materials, such as books, chalk and blackboard, etc.; her manner; her vigilance, will power as exercised on herself and the class; her confidence in herself and in her methods; her vivacity, enthusiasm, ease of expression, personal neatness, sympathy, and other qualities that will ensure success, or the opposite. These are all carefully noted on forms provided for that purpose. Her facility in and grasp of laboratory work; her attention to details in the lecture-room; her deportment and attitude in the gymnasium and in the halls are likewise noted, -all these being carefully collaborated, and serving to determine her rank as a possible successful teacher. But throughout the institution there appeared to be no harsh critical methods. Everyone was at her ease; a cheerfulness, independence and vivacity seemed to pervade classroom and hall, giving evidence of a thorough understanding between the faculty and students and a charming esprit de corps among the students themselves. This was an education in itself.

One point in reference to our own needs that I would like to emphasize in the practice schools is this: The student teachers, in such an excellent system, gain a large experience and a good groundwork in the best methods of teaching, while the pupils of these schools do not suffer from being operated upon by 'prentice hands. The model schools in connection with the normal schools at Fredericton, Truro, Charlottetown, do not give sufficient practice to our student teachers, nor is there a sufficient range either of teachers or subjects in these schools to give them the experience in practical teaching that they need. While we cannot hope to have normal and practice schools on the same elaborate scale as the large cities of the United States, we can easily improve our normal schools in two particulars: We can supply them with better equipped laboratories, facilities for instruction in industrial training, and a more complete and practical course in such subjects as drawing, music and literature. We can have the public schools of Fredericton, Truro, Charlottetown, give, under the direction of their capable teachers, a wider range of experience in practical teaching to normal school students than they now have.

In the next Review I shall pursue this subject further in connection with the details of a visit to the Teachers' College and practice school in connection with the Columbia University, N. Y. G. U. H.