

of obligation on the part of the province to educate all its children. Possibly it may have been designed, in part as a moral lesson, to inculcate poverty of spirit in the citizens of the sections concerned. I would, however, suggest that this offensive condition be promptly removed from our Education Act. If the public treasury cannot stand the strain of adding one-third of a first-class grant, or even of a second-class, then let the bonus be limited to a specific sum, say \$25, irrespective of the class of the teacher employed.

The amendments to the Education Act which I have cited have, in the main, been in the right direction, all tending towards the equalization of burdens; but that they have fallen far short of what is to be desired, is easily demonstrated. The last report of the Superintendent of Education, from which I have already quoted important facts, gives the average percentage of assessment in the different counties of the province. Here we have most valuable data for comparison. Taking the two extremes, we find the sections in Kings County are, on an average, assessed at the rate of 36 cents on the \$100, while those of Guysboro are assessed at the rate of \$1.33 on the \$100. The report does not furnish means of comparing the sections in any one county, but from facts obtained from a reliable source I find, at least in some counties, a more marked inequality in the sections than obtains in the counties. Thus in the county of Cumberland the tax in the wealthier sections ranges from 10 to 17 cents on the \$100, while those at the other end of the scale vary from \$1.25 to \$5.00 on the \$100. Again, in North Colchester the extremes are found to be 45 cents and \$2.62 on the \$100.

The evils which I have pointed out, as well as others which might be named, I believe to be inherent in our system of extreme localization in educational affairs. I refer to that most unfortunate practice of cutting up the counties into small sections, each of which is made a distinct unit in the matter of school organization, maintenance and control. No one feature of our educational system more imperatively calls for radical reform, and I would most respectfully urge it upon the attention of the authorities who are charged with the responsibility of caring for the educational interests of the province. Any suggestions which I have to offer must be reserved for another paper.

The German is trained into a self-reliant adaptable producer—and ten Germans to one Englishman are so trained. The result is inevitable. This country is being gradually ousted from markets everywhere; and so far from qualifying our young men to recover lost ground by improving their art education, we still hear from would-be authorities that the one thing lacking is a more perfect knowledge of Latin and Greek under the guise of “a good general education.”—*Ed. News.*

### Church School for Girls, Windsor, N. S.

Some time ago we had again the pleasure of visiting this interesting school,—ideally situated in one of the most beautiful localities of the province. The appearance of the school has been improved by the addition of a large new building which provides an assembly hall and other accommodation needed by its growth. There have been extensive changes in the teaching staff and internal management. The lady principal, Miss Lefroy, was educated at Cambridge University and is a graduate of Cheltenham Ladies' College. Miss Danby and Miss Gildea also hold the University of Cambridge Higher Certificates in their respective subjects, including the Theory, History and Practice of Teaching. Miss Beckingham has similar distinctions from Oxford University, and Miss Lobban is a B. A. of London University. The teaching methods of Cheltenham College have been adapted to even the youngest classes—the mind-developing methods of original research and the expression of the results in good English. The teachers are not mere lesson-hearers. In each lesson their first object is to ascertain the content of the pupils' minds with reference to the subject in hand—then excite their interest and curiosity as to further developments—then indicate to them how and where they themselves may obtain the desired information, helping them only where help is absolutely needed. Finally the results of the pupils' investigations are returned to the teacher in the form of good compositions, and the knowledge thus gained and expressed is properly correlated and becomes interwoven with the continually increasing and well-organized content of the pupils' minds. About this there is no cram. It is genuine culture. Dr. Hind, whose name scarcely appears on the calendar, but who seems to be the active agency in the internal management of the institution, has evidently comprehended the fact that the all-important factor in teaching is the trained teacher, and he is to be congratulated upon his success in having secured a staff of teachers fully trained according to the highest modern ideals.

We noticed that the internal discipline of the school was very good. All lights are out at 9.15 p. m.; while the younger pupils retire at 7.30. Besides the regular meals, lunches are served in the middle of the forenoon and in the middle of the afternoon. This innovation is founded upon sound physiological principles and experience, and conduces very much to the health of the pupils. It has been tried with success in the Boston High School. A long period between meals leads to physical and nervous exhaustion most injurious to growing pupils.

The parents of pupils who attend the school cannot but have every confidence in an institution that improves so much upon home discipline, and we are informed from indirect sources that even the pupils themselves greatly appreciate a strictness which they feel to be in the long run so largely conducive to their happiness. M.