

our teachers make honest efforts to improve themselves for their position. Their attendance at associations and institutes, and their subscriptions to educational journals, prove this, while I can testify to the good results visible in my half-yearly visits to their schools. I may mention that at least 180 of my teachers are subscribers to the *EDUCATIONAL REVIEW*.—*Inspector Lay (N. S.)*

Trustees are also discharging their duties more intelligently. In answer to the question which has often been put to me by trustees, "What can we do? What do we know about a school?" I have answered: You can insist upon the room being always kept clean and in good order and look after the repairs of accidental injuries. You can see that books, maps and the register are kept in good condition and supply what is needed, and above all, you may take it for granted, that where there is imperfect control, but little instruction can be imparted, and no good moral influence exercised.—*Inspector Condon (N. S.)*

* * All schools should be required to give positive instruction in the elements of music. No more time is needed than is now used, but the time must be spent in a different way. It seems to me that the times demand this kind of teaching at our hands. The more favored receive some vocal instruction from private teachers; but the masses cannot afford the expense of this kind of instruction, and therefore receive little or no knowledge in the theory of music. The teachers of the public school can enhance the value of their work very much by giving a good drill in reading music.—*Inspector Roscoe (N. S.)*

Considerable fluctuation is shown in the average salaries paid the different sexes and grades, but on the whole there was a slight increase. A curious and not at all gratifying fact is that in Pictou county, the increase was made in the salaries of the lower grades and the decrease in the higher. In this connection I would remark that it is not creditable either to the intelligence or sense of justice in the towns of Pictou, New Glasgow and Truro, that the sums paid the Grade B female teachers are less than those paid the Grade C employed in the corresponding departments of those schools. In no instance does the Grade B receive as much as the Grade C, and in one case in each the amount is less by \$30.00, or exactly the amount of additional grant of Grade B. It might be argued in favor of giving equal salaries to both grades, that the qualifications of Grade C are sufficient for the situation, but to lessen the payment of Grade B is certainly grossly unfair, and simply amounts to the

appropriation by the section of a grant made by the government to the teachers for superior attainments. I trust that this injustice requires only to be pointed out to be remedied, and that any discrimination made hereafter may be in favor of, and not against, teachers of higher grades.—*Inspector Mc Lellan (N. S.)*

The Provincial Normal School, of Nova Scotia, has, since its organization over thirty years ago, devoted a large proportion of its time and energy to academic work. In this regard it has not differed materially from most similar institutions in Canada and the United States. Indeed, in almost all countries in which such institutions exist, the work has been of a mixed character, partly academic and partly professional. The proportion of the two kinds of work, as well as the more or less elementary character of the institutions given in different normal schools, has been governed by the educational condition of the country in which such institution existed. While such a combination of elements was, perhaps, a necessary condition of the existence of the normal school of Nova Scotia at the time of its organization, and for many subsequent years, the conviction is strong in my mind, that the changed circumstances of the present day render the prosecution of academic work, simply as academic work, not only unnecessary, but a wasteful expenditure of energy, and a barrier in the way of progress and the complete fulfilment of the legitimate function of such an institution. The ideal normal school, and that for which the country is now ready, is a more thoroughly technical school, whose true function is to make teachers rather than scholars. The academic and high schools of the province, now so numerous and efficient, on their part should be restricted to the advancement of general scholarship.—*Principal Calkin.*

The Agadic Method.

Pursuing the subject of a note in the *Critic* of 10th inst., we quote the following passage from the *EDUCATIONAL REVIEW*: "But these simple minded men (the early Christians) could more easily see a great mystery in the remarkable lettering of the word fish, taken from the Greek Testament, than in abstruse astronomical knowledge, so generally unknown even to the comfortable Christian of to-day, who can get it, much of it, even in a free advertising almanac. The Greek for fish is *Ich th u s*. There were here, in order, the initials of the name above all names—the name of Him for whom they lived, the name of Him for whom they died, *Jesou Christos, Theou Uios, Soter*, 'Jesus Christ the Son of God the Saviour.'