

improving the attainments of the teachers in the Province, though taken as a class they are fairly well posted in their work; still, as their charge, the education of youth, is of the most responsible nature, it is important that they should be in every way qualified for their work.

The schools are divided into common schools, county academies and special academies. The two latter are much of the same class and are intended to act as high schools, a duty which, in some cases at least, they have but imperfectly fulfilled. The Normal School, located at Truro, gives a classical education and trains teachers for their work and for examination for the various grades of licenses. The city of Halifax has been set apart as a separate school section, governed by a board of thirteen commissioners, seven of whom are appointed by the Government and six by the City Council.

The colleges are the next step upward, and are all aided by grants from the Provincial Treasury. They are: King's College, Windsor, the oldest in the Province; Acadia, Wolfville; St. Francis Xavier's, Antigonish; St. Marys, Dalhousie, and Halifax. The Presidents make an annual return to the Superintendent of Education, but beyond this there is no governmental supervision whatever. The University of Halifax is the Provincial University, and its work is merely to examine, and after examination grant degrees to candidates presenting themselves, whether from any of the colleges or not.

As a system it is simple enough, but its value for good must largely depend upon the energy, capability and talent of the Superintendent of Education, whose administration of the law must be efficient if the schools and academies are to come up to the mark. There is every reason to look forward to great progress in education in Nova Scotia under the auspices of President Allison.

Gleanings.

EDUCATIONAL APHORISMS.

The following are selected from the new *Cyclopædia of Education*, published by E. Steiger, of New York:

DISCIPLINE AND GOVERNMENT.

Correct thy son, and he shall give thee rest; yea, he shall give delight unto thy soul.—*Solomon*.

He that spareth his rod hateth his son; but he that loveth him chasteth him betimes.—*Solomon*.

No father inflicts his severest punishment, until he has tried all other means.—*Seneca*.

A principal point in education is discipline, which is intended to break the self-will of children, in order to the rooting out of their natural tendencies.—*Hegel*.

There is one, and but one fault, for which children should be beaten; and that is obstinacy or rebellion.—*Locke*.

Beating is the worst, and, therefore, the last means to be used in the correction of children.—*Locke*.

The shame of the whipping, and not the pain, should be the greatest part of the punishment.—*Locke*.

No frightened water-fowl, whose plumage the bullet of the sportsman has just grazed, dives quicker beneath the surface, than a child's spirit darts from your eye when you have filled it with the sentiment of fear.—*Mann*.

A school can be governed only by patient, enlightened, Christian love to the master principle of our natures. It softens the ferocity of the savage; it melts the felon in his cell. In the management of children it is the great source of influence; and the teacher of youth, though his mind be a store-house of knowledge, is ignorant of the first principle of his art if he has not embraced this as an elemental maxim.—*Everett*.

Angry feelings in a teacher beget angry feelings in a pupil; and if they are repeated day after day, they will at last rise to obstinacy, to obduracy and incorrigibility.—*Mann*.

The evil of corporal punishment is less than the evil of insubordination or disobedience.—*Mann*.

It is the teacher's duty to establish authority; peaceably, indeed, if he may,—forcibly, if he must.—*Page*.

There are usually easier avenues to the heart than that which is found through the integuments of the body.—*Page*.

—A teacher who meets, and in a determined way, grapples with every difficulty, is soon recognized as the "ruling power of the

realm," and her wishes will no longer be questioned. As a general rule, troublesome cases need not be decided at once. It will be better for all concerned if a little time be taken for thought. Occasionally an ambitious young girl will carry this principle too far, and try to conquer by physical force pupils larger and stronger than herself. Such an endeavor may end in the teacher's victory; it will be more apt to be concluded by a most disastrous defeat. We are all coming to believe in the "still small voice" rather than the earthquake or whirlwind.

—Remember that the pupil imitates your faults of voice, manners, and conversation. If you read in a drawl, talk slang, or are blustering and swaggering, your manner can be seen in the pupils. A branch in which you are not interested will not interest your pupils.—*River Falls (Wis.) Journal*.

—A Michigan farmer puts it rather suggestively, when he writes to the faculty at Yale College: "What are your terms for a year? And does it cost anything extra, if my son wants to learn to read and write as well as to row a boat?"

—Already the new English system of public school education tells favorably on the public morals. In illustration of this the London *Sunday School Chronicle* quotes Mr. Wetherhead, governor of Holloway Prison, as saying that "the number of juvenile criminals has steadily diminished, so that in place of 136 males and twenty-one females sent to that prison in 1869, there were in 1876 only twenty-eight males and no females." It pays to look after the children. It is cheaper to educate them as scholars, than to punish them as criminals. A school-house costs less and does more for the public protection than a jail.—*S. S. Times*.

—Among the many cruel disciplinary measures, invented by intolerance and incompetence on the part of parents and teachers, none is more reprehensible than the use of harsh words. In the shape of scoldings, they merely prove that the educator has lost patience and lacks self-control; in the shape of violent revilings, they give evidence of inner coarseness and want of humanity; as threats, they are the weapons of a despot, who is too cowardly or too indolent to use his power of punishment; and in the garb of sarcasm or irony, they are manifestations of a character, whose malice is powerful enough to press even intellectual refinement into its service. In all cases, they are the out-croppings of a faulty or vicious disposition; they are, therefore, unable to lead to virtue, but will plant and nourish in the mind and hearts of their young victims evil germs of hatred, and stifle or dwarf the growth of germs of love.—*The New Education*.

—In a recent report of the New York Society for Improving the Condition of the Poor it is recommended "that the right of suffrage be denied to every individual receiving relief for himself or family from the public funds, as a proper check upon the spread of pauperism." It certainly does appear that permanent pauperism is getting to be about as respectable as industrious independence.—*Harper's Weekly*.

ONE WAY.—"Boys may go out," and thereupon occurs a rush for the door, on the very simple principle that to stay in one second after this permission would be a sign of cowardice, and that to be the last one out would be a confession of weakness. When the signal is given to "come in," the reverse process takes place. Only those who are afraid—with the exception of a few who mean to be "good" at all times—make any haste, while to come in the last is a point of both independence and honor.

ANOTHER WAY.—"Ready for recess." At once books are put aside and books made orderly. At a signal all stand, and in that order pass quietly to the door, each takes his cap from the peg and all pass quietly into the yard or street without pushing or shouting. The signal for returning is given. At once all form a file in front of the door or hall, pass quietly into their seats, the one whose seat is nearest the door passing in last. All enjoy the recess better and come to think more of themselves and of their teacher because they have behaved like human beings.—*School Bulletin*.

—At a school-board examination the inspector asked a boy if he could forgive those who had wronged him. "Could you," said the inspector, "forgive a boy, for example, who had insulted or struck you?" "Y-e-s, sir," replied the lad, very slowly, "I—think—I—could;" but he added, in a much more rapid manner, "I could if he was bigger than I am."