

wonder then that those who have obtained the highest honors at our normal schools have not been invariably the most successful teachers?

It would be far better to give the student a copy of the time-table of the department of the model school in which she is to teach, and let her prepare the work for a certain day or half day as circumstances permit, and let it be understood that while the teacher of the school *only* is to be present, its management is not on this occasion a part of her duties. Let the teacher of the department report as to the skill of the student, not only in teaching, but in management, which is what most teachers fail in.

By this plan what opportunity will be afforded the captious to criticize? There are some who argue that a wrong form of speech should never be placed before a pupil lest he adopt it rather than the correct one. On the same principle why place anything but the most approved methods of teaching before our normal school students? Let them observe the methods in the model schools, and let their criticism take the form of inquiry as to why certain lines are followed.

NOVA SCOTIA'S EDUCATIONAL EXHIBIT FOR THE WORLD'S FAIR.

The Nova Scotia council of public instruction has decided to take part in the educational exhibit at the World's Fair. The exhibit will be representative of the best of the ordinary work of the common schools, high schools, academies, colleges and special institutions. A large map of the province, twenty-five feet by fifteen, will show the location of every school in the province. Photographs and statistical tables will show the progress made in the subjects to which they relate. Besides these there will be exhibits of our school books, and any home-made school or college apparatus; specimens of the hand work in our kindergartens, as work in clay, parquetry, weaving, paper cutting, sewing, drawing, and illustrations of morning talks; common school work such as drawings, commercial forms, map drawing, specimens of grammar, arithmetic, etc.; high school work of the same kind including any work which can be shown as illustrative of what the school does, and so on with all the higher institutions of learning.

It is not intended that the ordinary work of all the schools of Nova Scotia shall be interrupted for the sake of this exhibit. Schools superior in special departments will be expected to show up such departments only; thus not interfering with their ordinary and more useful work to any great extent, nor causing unnecessary expense. Yet no school is prevented from competing.

It is expected that these exhibits will be sent in by February at the latest. If material is sent in late it should be intimated early. Institutions and persons intending to send exhibits should give intimation of the same during the months of November and December next, so that arrangements can be made in accordance. Special committees of our leading educationists near the city have kindly consented to share the responsibility of giving advice to those asking for it, and of directing efforts generally in their departments:

Kindergarten Exhibits—Mrs. Harriman, Principal Alexandra Kindergarten, Halifax; Miss Hamilton, Dartmouth Kindergarten.

Common Schools—Principal O'Hearn, St. Patrick's High School, Halifax; Principal Miller, Dartmouth High School; Principal Creighton Morris Street School, Halifax.

High Schools—Principal Murray, Academy, Halifax; Principal O'Hearn, Halifax; Lee Russell, B.Sc., Manual Training School, Halifax; George Miller, Principal Dartmouth Schools.

Special High Schools [ladies' colleges, convents, seminaries, etc.]—Principal Harvey, Victoria School of Art and Design, Halifax; Miss Howard, Halifax Ladies' College; Principal O'Hearn, Halifax.

For colleges, schools for the blind and the deaf and dumb, school of agriculture, normal school—the superintendent himself will be able to act.

SCHOOL TEACHERS AND POLITICS.

It appears that among the teachers of Gloucester County there are several parish politicians, and so successfully have they manipulated that Caraquet and other places are now represented in the county council by teachers. Gloucester County is to be congratulated on the intelligence of at least several of her representatives, and the representatives are to be felicitated either upon their popularity or upon the premium put upon intelligence in the north.

Yet everyone is not satisfied, and "Education" writing in the *St. John Globe* advances several potent reasons against teachers taking an active part in politics while engaged in teaching. He says that as a general rule city teachers hold themselves aloof from politics, and if it is a good policy there it is better in the country districts where election matters enter more largely into private life and raise up social barriers and animosities between the contending parties. He argues that the teacher by taking part in these contests will not only neglect in a measure his regular duties, but will be liable to forfeit the esteem and confidence of many of the ratepayers, and thus impair the efficiency of the schools. He demands that the Board of Education make such regulation as will keep both teachers and schools free from political strife.

While it would be a matter of regret if the privileges