

merside, maintained the supreme value of our system—that under it the poor as well as the rich, to an equal degree, and at little cost, enjoy the advantage of the best education that the Province affords.

Thereafter the officers for the ensuing year were chosen: President, Principal Anderson; Vice-presidents, Inspectors Arbuckle and Cain, and Mr. John McSwain; Secretary-Treasurer, Mr. D. J. McLeod; Corresponding Secretary, Miss Alice Fennessey; Executive Committee, Messrs. Ewen Stewart, Neil McLeod, Herbert Shaw, George E. Robinson, Charles Kielly, Domitian Gallant and Miss E. E. McKinnon.

After Mr. Seaman had vacated the chair, and his successor had assumed the duties of the presidency, and thanks had been tendered to Messrs. Seaman, Robinson, and their colleagues for their services, the following gentlemen were elected honorary members of the Teachers' Institute in recognition of their interest in the work of education: James McLeod, M. D., Richard Johnson, M. D., Rev. W. R. Frame, and Messrs. L. H. Davies, M. P., David Laird, P. C., T. Handrahan, W. G. Strong, J. G. Underhay, W. E. Dawson and Henry Lawson. Rev. W. R. Frame returned thanks in felicitous terms for the honor which had been conferred upon him.

In the evening the teachers of Charlottetown entertained their friends from the country with music—vocal and instrumental, recitations, refreshments, etc., and after singing Auld Lang Syne and God Save the Queen, the Convention of 1887 was closed, and all retired with the conviction that it was the pleasantest and most profitable of teachers' gatherings ever held in Charlottetown.

WHAT CONSTITUTES SUCCESSFUL TEACHING?

In a recent address upon this subject to the teachers of Westmorland County, Inspector Smith outlined the following points which are worthy the careful attention of every instructor.

(1) A teacher should have a good mental outfit. He should be well informed, and to his stock of information there should be daily additions from varied sources. He should especially read books and papers devoted to educational work. Better read too much than too little.

(2) Discipline in a school must be maintained at any cost. The teacher must be master in the school-room. Theoretically, the speaker was opposed to corporal punishment; practically, he did not express a positive opinion. But the teacher must control the school.

(3) The teacher must be persistent in exacting thorough work. A careless oversight on the part of the teacher does not tend to exactness on the part of the pupil. Vigilance should not be relaxed, nor what are termed small things be overlooked.

(4) All mathematical problems, however simple, solved by the pupils, should be explained by them, that the teacher may be assured the problems are thoroughly understood.

(5) The teacher should avoid telling the pupils too much when questioning them. They should be compelled to depend upon their own ingenuity and draw upon their own resources as much as possible. It is thus they receive benefit, and grow in mental power.

(6) In giving directions to his pupils with regard to work to be done, the teacher should not find it necessary to repeat. The pupils should be disciplined in the matter of giving quick and intelligent attention to every remark made to them by the teacher. So valuable time is saved and a good habit cultivated.

(7) Very long lessons should not be assigned. Better too short than too long. When very long, the preparation cannot be thorough. Parents are largely to blame for the fault of long lessons. Too many of them have the idea that getting through a book is equivalent to mastering its contents. But the teacher should go slow enough to do thorough work.

(8) In questioning pupils, the teacher should be patient. Give them time to comprehend the question in every instance. Put it in a different form only when assured that the first cannot be understood. The art of questioning is a somewhat difficult one to acquire, but is of very great importance. A question may suggest the answer, or it may be so obscure as to confuse the pupil. The former error is most common and should be especially guarded against.

(9) A teacher should not talk too much in the school-room. He should not talk much about discipline, and the children should do most of the talking about the lessons. He should also be very judicious in according praise or blame. Compliments should not become cheap, nor should censure be too harsh.

N. S. SUMMER SCIENCE SCHOOL.

The following has been suggested in continuation of the suggestions made in our September number, page 68, as requirements for first year certificates in the N. S. Summer School of Science:

CHEMISTRY—(300 marks).

- (a) Examination in text of Chem. Primer; 100 marks.
- (b) Demonstration by experiment of laws and properties as in Chem. Primer; 100 marks.
- (c) Collection of home-made apparatus for teaching Chemistry as in Primer; 100 marks.

PHYSICS—(300 marks).

- (a) Examination in Gage's Physics, chap. i., ii. and iii.; 100 marks.
- (b) Demonstration; by experiments in the same; 100 marks.
- (c) Collection of home-made apparatus for teaching same work; 100 marks.

These suggestions have not yet come before the committee for consideration, but they indicate the probable complexion of the work. There may be some modification in the staff of instruction before the programme of next year's work is announced.