

opportunity of still further advancing their scholarship and maturing their general culture. In the fine arts, literature, and the practical applications of the mathematics and natural science, it is hoped the great majority will have better opportunities than they are likely to have offered elsewhere. But they will have no provincial examinations to cram for. They can bend all their energies to the scientific study of the methods and principles of teaching without the distracting anxiety of preparing for an examination. The normal school is now a technical college, coming after the high school instead of duplicating it or competing with it. He then introduced Professor A. G. Macdonald who read the inaugural address.

Professor Macdonald's inaugural was a well expressed plea for an extension of the principal of options into the lower classes of the high school, to the extent at least of allowing the pupil to select certain subjects as major ones, the other subjects ranking as minor. We hope to be able to give the paper in full to our readers in a future issue.

Following this came an address from Dr. MacKay, Chief Superintendent of Education, and from others present, Miss Churchill, a returned missionary from foreign parts and an old-time graduate of the school, Principal Campbell of the Colchester Academy, Revs. Adams, Cummings, Geggie, and Parker, and from the clever and witty Truro barrister, McClure, an old time graduate of the school. This opening was the most pleasant and promising in the history of the institution.

GIVE THE BOYS (AND GIRLS) A TRADE.

Education must allow of a special preparation for life's duties as well as provide general culture. Some of those who are looked upon as our foremost educationists would practically crowd out all industrial education by the thoroughness of their general training, which would absorb all the student's energies until he is eighteen or more. The theoretical educationist may have all the arguments, but there seems to be a strong counter current down in society against which his theories avail nothing. The Hebrews required every boy to be master of some occupation, no difference what his social position. J. D. Runkle says: "With the gradual and almost total extinction of apprenticeship, labor has become not only unskilled, and nearly dead to all sense of professional pride and ambition, but too often dishonest, demoralized and brutal. As the system of apprenticeship was based upon a form of education, we naturally seek the remedy through the same agency." The nations of Europe have a thorough system of technical

schools. In the finest industrial school in France half the time is devoted to ordinary school subjects and the other half to industrial training—some form of manual training. The pupils graduate at the age of sixteen skilled workmen, able to command good wages. Germany, as a state, gives so much attention to technical instruction that she supplies other parts of the world with skilled workmen. Poor children receiving at the same time the rudiments of a sound education and skill in some useful occupation do not grow up a menace to society.

HINTS, ORIGINAL AND SELECTED.

This is an age of progress. Advancement is the word all along the line. Increased information, suggesting and demanding improved methods, is found in every profession. The teacher who does not, by careful study, keep himself abreast of the times, will wake up some day, and, like Rip Van Winkle, find out that the schools are not conducted on the plans of fifty years ago. The men and women engaged in teaching must either move forward on modern pedagogical lines or fall behind and be swept away.

The interest you can arouse in the pupil in his studies counts for more than the facts you may convey. Whether the pupil does or does not know the distance from the earth to the sun, or the diameter or circumference of the earth, is of little moment if you can awaken in him a desire to know something about the physical phenomena that surrounds him. Accumulations of facts are about as useful as unread books on a bookshelf. Facts for use by the inquiring mind are useful as books to the earnest student. Teachers, seek to awaken interest in your pupils, and you have, at least, started them on the road towards a good education.

Never doubt the word of a pupil. Let there be the fullest evidence of their deceit before you show a suspicion. A teacher inquired the reason why a pupil's lesson was not learned. "Because," replied she, "the leaf was torn out of my book." The child's word was doubted and an investigation made, which proved the correctness of the pupil's statement. Something else was lost. The child lost the feeling she had had till then that her teacher trusted her. Feeling that she was not trusted, she afterwards systematically deceived her teacher. Thomas Arnold's practice of always believing a pupil is worthy of emulation. His pupils learned to feel it a shame to tell Arnold a lie, he always believed one.

So will yours if you give them the same cause for feeling it.