

Many candidates assign this failure to nervousness. There can be no doubt that such a feeling seriously interferes with some; but a knowledge of the subject and ability to express it will go a long way to dissipate this feeling. Nervousness is often the excuse for want of knowledge.

One candidate says, "My teacher did not teach me drawing, especially of maps." Another says, "current events were not dealt with in my school." Another, "I was not trained in practical arithmetic," etc. Teachers must have a care, for pupils are very discriminating after an examination, and an adverse opinion is often a bad advertisement.

I was much pleased on going into a new teacher's room a few days ago to notice the attention that was being given to oral composition. On inquiring where she—a new teacher—had received the idea of giving prominence to so an important subject, she informed me that the subject was emphasized at the normal school. I hope all of our new teachers and many of the older ones will carry into practice the teaching of this subject, and that the normal school will continue to impress its importance.

HINTS, ORIGINAL AND SELECTED.

A city in the United States which supplies its primary pupils with only one reading book, to be read over several times during the term, is regarded as being poverty-stricken and educationally behind the age. How many primary pupils in the Maritime Provinces read more than one primary book? After your pupils have read the prescribed primer once, do not put them through it again, but get different books about the same grade of difficulty for them, even if you have to buy them yourselves; or write new lessons on the blackboard and let them read these, but do not teach from a book which the children know in a certain way by heart.

Thought, inquiry, reasoning, must be exercised in investigating a subject. By so doing you develop intellect and gain new truth. Those who are satisfied with mere mechanical replies, when they question, will never produce scholars; they do not educate, draw out, lead forth, but simply hear recitations. The question is frequently asked: "Why is it colder in winter than in summer?" The answer will almost invariably be, "Because the sun's rays do not fall so perpendicularly on the earth in winter as in summer." This is only part of the reason, while to the uninquiring mind, who has not asked how perpendicular rays furnish more heat than oblique ones, it is accepted as the entire answer. Too many are satisfied

in their investigations with the statements of the book. To know that a thing is so, and to know why it is so, are two entirely different things. Why are drops of liquids round? We have two eyes, why do we not see double? Why does a prism held in the sun's rays dissolve them into the seven colors? Questions might be multiplied to almost any extent. Cultivate the habit of inquiring into causes and do not be satisfied until your pupils can give a "reason why" for their answers. When the reason is given by means of tangible illustrations, many difficult problems are simplified.—S.

"Order, it has been said, is God's first law; let it be yours. Do not let your work accumulate on your hands. It is not work that kills, but arrears of work; work put off is work put on with heavy interest. 'Sufficient unto the day is the evil thereof.' If I recommend you three rules for saving time and economizing strength, they shall be these: Answer letters, keep appointments, make up your minds. In the affairs of this life a decision is frequently more important than a right decision. One man makes up his mind and acts, it may be wrongly, but if so, he finds out his mistake, corrects and retrieves it before another has acted at all."

Most teachers do not read enough. They do not realize how much help they could get from reading a few good books and periodicals. They worry along through an entire term with a few vexatious questions of teaching or school management, when a few hours reading might clear up all difficulties. Teachers frequently lose positions, or are unable to get any except the most unsatisfactory ones, when, by careful study of educational works, they could so improve themselves as to be able to secure good positions. Economy in preparation is extravagance in results, both in financial and educational points of view.—S.

"Fling away from you the poisoned shafts of sarcasm, they are forbidden to the humanities of school life."

One frequently hears the complaint among intelligent people that the pupils of our schools are not taught the principles of municipal or provincial or federal government. That while the pupils of our schools are educated to become clerks, professionals, etc., they are not educated to become good citizens. This should not be so. A great deal of attention is being devoted by our American cousins to the teaching of civics. They hope thus to have a generation grow up that will realize their responsibility as citizens and act up to the conviction they thus obtain.—S.