

MANUAL TRAINING CLASS IN HALIFAX.

A somewhat novel sight might have been seen in Alexandra School, Halifax, on Saturday the 28th January. At the invitation of the Supervisor of Schools a number of ladies and gentlemen, teachers in the public schools, met to begin a course of lessons from Professor Russell, in educative carpentry. In the classroom are eighteen Sloyd benches fitted up with the carpenter's ordinary tools. In his opening remarks the professor explained the nature and object of manual training as carried on in the best schools of the United States and Europe. It is of some advantage to every one to have some manipulative skill. It is very useful to the teacher in enabling her to devise and construct simple apparatus to illustrate her school work. It is still more important in giving her sympathy with the constructive instincts of her pupils, enabling her to appreciate and therefore encourage boys as well as girls in their home recreations which may and should often take this direction. He then explained the use of the various tools and set the students making various measurements and drawing lines to educate them in accuracy. Finally they practised with saw — an exercise in which the ladies showed themselves even more proficient than the gentlemen.

The course will continue until next summer holidays. Applications from various parts of the province for admission to the class had to be refused for want of room.

DEATH OF A HALIFAX TEACHER.

We regret to have to record the sudden death from heart disease of Miss Waddell, teacher of the sixth grade in Morris Street School. She was engaged in teaching for twenty-five years, beginning at the age of fifteen. During a brief life she accomplished much good, the results of which will be manifest in the lives of her pupils for years to come. In her school, church, social and family circles she was specially characterized by conscientious devotion to duty. She was so deeply impressed with the evils of intemperance that she spared no pains in fortifying her pupils by sound knowledge and sentiment against the seductive dangers of the intoxicating bowl and the youth-destroying weed.

She was among the first in Nova Scotia to show the superiority for popular use of the Tonic Sol-fa notation in vocal music. Though not herself a musician yet her success in teaching it was such that the educational authorities were led to investigate its merits and finally adopt it for the schools of the province.

We hope that many parents will read and ponder the following kindly and considerate words of a writer in the *Evening Mail*:—

"Mothers who have children at school in Halifax must often be touched by the unselfish conscientiousness of women teachers.

When I heard of Miss Waddell's death it was with a sense of profound loss and a pang of self reproach. It would have been such a comfort to me had I expressed what I had felt. Her patience and faithfulness with a rough, restless boy of mine were wonderful, and I had been grateful for it but felt shy in expressing it, and now it is TOO LATE!

Miss Waddell's devotion to duty was heroic. She was a modern saint—strong, clear-headed, unsentimental, keenly intellectual. One thinks of Lowell's lines:

"She doeth little kindnesses
That most leave undone or despise,
And naught that sets one heart at ease
Or giveth happiness or peace
Is low esteemed in her eyes,
And deeds of week-day holiness
Glide from her gentle as the snow,
Nor hath she ever chanced to know
That aught were easier than to bless."

Can we not, we women of Halifax, be more generous in our recognition of the patient service of that "noble army of martyrs—teachers?"

AGRICULTURAL EDUCATION.

At the meeting of the Farmers' Association at Fredericton recently, the subject of agricultural education came in for considerable attention. The method, or rather the want of method, of teaching agriculture in schools, was severely criticized. Several speakers held that the present course of study did not sufficiently recognize the agricultural interests of the country—that its tendency was to create a dislike in the minds of the young for farming as a pursuit. In reply to this the Superintendent of Education, Dr. Inch, held that the farmers themselves were the cause of the children leaving the farms. He held that home life should be made more attractive, lifted as much from drudgery as possible, and that much of the education required to make children wish to stay on the farm should begin at home. There is evidently much to be said on both sides of this important subject. There is need of much closer union and sympathy between the school and the farm. There is no disputing the fact that the drudgery of the farm, the total lack of sympathy with intellectual and kindred pursuits that exist in most of the farmers' households, drives many boys and girls from the farm as soon as they can get away. The want of aim, especially of the life of a boy on the farm the numberless "chores" he is called upon to perform, make life uninteresting and irksome to a spirited lad. Make such a lad feel that he has an interest in the farm. Give him a patch of ground to cultivate, which he may call his own and the profits of which shall be