

it is shown that Halifax has as many academic pupils as Annapolis, Digby, Yarmouth, Shelburne, Queens, Lunenburg and Hants taken together. In Colchester the cost per pupil in the academy is \$20, in Halifax \$35, in Yarmouth \$56, and in Cape Breton \$75. The educational status of each county is fairly well shown by taking the proportion of its pupils engaged in high school work. In Annapolis we find 1:9, Kings 1:10, Hants 1:14, Pictou 1:15, Colchester 1:19, Cape Breton 1:21, Queens 1:21, Shelburne 1:21, Yarmouth 1:22, Antigonish 1:24, Halifax 1:28, Digby 1:29, Guysboro 1:36, Cumberland 1:39, Lunenburg 1:47, Richmond 1:59, Victoria 1:61, Inverness 1:164.

Principal Calkin reports from the normal school 130 students enrolled, of whom 123 received diplomas. He claims that as the result of the changes, making the work mainly professional, "the students gained a more complete and thorough grasp of the principles underlying good teaching, and attained to higher skill in the application of those principles to practical work in the presentation of knowledge and in class management." The practical skill in teaching and class management attained by these 130 normal school students was obtained in the model school, which averages seventy-nine pupils, and in the model lessons given by the students to each other. The manual training department, under Professor Russell, "was very popular and excellent work was done." The kindergarten department, conducted by Mrs. Patterson, was very successful. There were three graduates, one of whom now occupies an important position in Newfoundland. Professor Smith, of the affiliated agricultural school, has classes in microscopy, botany, advanced chemistry and agriculture. By this means scientific agriculture is receiving some of the attention which it deserves. Several graduates of this school have established "local agricultural schools."

"The work of these schools is something of which our province should be proud. With so many pupils studying agriculture, with the lectures and advice of these teachers, with their success upon their own farms, with their assistance to the local agricultural societies, they are doing a work hard to appreciate at its full value."

Principal Fraser, of the Halifax School for the Blind, says that one of the chief difficulties with which he has to contend is that many of the best years for educational work are lost. The pupils of that institution enter the school at ten years of age. In some homes the blind child is the victim of ignorance and neglect—in others it suffers from something more agreeable, but oftentimes more pernicious—over indulgence. The most of the blind children of these provinces suffer physically, mentally and morally before they reach the age of ten years, so Principal Fraser's suggestion that children should be allowed to enter the school at the age of six years would seem to call for the careful attention of the governments of the Maritime provinces and Newfoundland.—["Progress."

Nova Scotia Normal School.

This institution will have for the current year a larger attendance than ever before. A very considerable number are of the higher grades—among them several college graduates. Every effort is being made to increase the amount of practice in teaching. By sub-divisions of the two or three departments of the model school, and by practice upon the junior grades of pupil teachers, the practical work has been greatly extended. Scholastic work has been almost wholly displaced by purely professional work, and the result is in the main good. Psychological and educational questions are more freely discussed than formerly. There is more original research, more mind development, and less memory work. Sloyd benches and laboratory stands afford greater opportunities for that muscular activity which develops brain power, self-reliance and a general mental alertness. These are the qualities that give success both in the little world within the school-room and in the greater world without.

In object drawing Miss Smith gives an admirable training of the faculties of observation and judgment. The powers thus gained are largely utilized by the other professors in illustrated science lessons.

The students are made familiar with apperception, concentration and Herbartian ideals in education, so that as they obtain fuller practice in schools of their own these germinal principles grow upon them and they themselves are not in danger of that arrested development which so often blights the promise of better things in those who have not studied the psychological and historical phases of education.

Dalhousie College Lectures for Teachers.

The course of lectures on educational subjects given in Dalhousie College was closed in March by Dr. MacKay, Superintendent of Education. The "Chronicle" has the following report:

A very large audience assembled to hear Dr. MacKay's address on the "Co-ordination of Studies." The object of the lecturer was to explain the principles upon which a course of study should be drawn up. He confined his attention chiefly to courses of study for secondary schools. The first subject which he considered was that of compulsory subjects, what subject should every pupil be required to study? English and mathematics should form the backbone of such a course. In addition to these some science and some history and geography should be required. He here entered into a discussion of the arguments for and against making languages, especially the classics, optional. Spencer and others were quoted in favor of shifting the centre of school work from the classics to science, and other subjects more suited to the needs of the age. He sketched the