

way that the punishment will not require to be repeated. But, as Locke says, "Beating them is not the discipline fit to be used in the education of those we would have wise, good and ingenious, and therefore rarely to be applied, and that only on great occasions and cases of extremity. The right way is to teach them a liking and inclination to what you purpose them to be learned and that will engage their industry and application."

THE NOVA SCOTIA NORMAL.

The subscribers to this periodical, two numbers of which have appeared, should include every living graduate of the normal school, and probably will include every live graduate. The January number, just out, has a very fine likeness of Dr. Hall.

An article on the "Normal School and the Colleges" takes exception to the action of Dalhousie College in asking for some recognition by the educational authorities of its graduates who have taken the course in the science of education. We think the writer is undoubtedly right. So long as Dalhousie College confines its course to educational history and the theory of education, its graduates should not receive licenses to teach, although their course in the normal school might very reasonably be shortened. But if Dalhousie College, availing itself of the 128 school departments of the city of Halifax, gives its fifteen or twenty educational students not only a practical training equivalent to that of the normal school, but real, genuine practice in the school-room for several months under experienced teachers, instead of the three, four, or five short half-hour practices given to each one of 140 student-teachers in four primary departments of a model school, then why not recognize its work?

Of course no other college in Nova Scotia is so well situated for this work as Dalhousie; but if any other college according to its opportunities gives an extended course of both theory and practice, why not encourage it to do so? The normal school, with its present staff, cannot properly supply one-half of the demand for trained teachers when trained teachers only are allowed to teach. Why enlarge its capacity for theoretical work when the field for practice, already altogether inadequate, cannot be enlarged? In the United States it requires several normal schools to supply teachers for 500,000 people. It may require several in Nova Scotia. If so, let them be located where the student-teachers can have proper opportunities for *practice* as well as for *theory*.

No. 2 of the *Nova Scotia Normal* has an excellent article on "Manual Training and Science." We give an extract in another column.

Education in Nova Scotia for 1893.

We have just received the annual report of the Superintendent of Education on the public schools of Nova Scotia for the transition year ending July, 1893. The period reviewed covers only about nine months, that is from November 1st to July 31st, 1893. Partly on this account and partly because the statistical tables are differently constructed from those of former years, the ordinary comparisons with former years are not easily made. The radical changes that were made in the school regulations produced none of the friction that was feared, showing that they were wisely made and that the people were ready for them. During the last year much activity was shown in the improvement of school buildings. There was also a slight increase in the average salaries of teachers. Of the 2319 teachers employed, only 408 held normal school diplomas, and this notwithstanding that for many years past there have been about as many pupils at the normal school as it could accommodate. During the nine months under review only 70 sections changed teachers as against 800 the previous year—a strong argument in favor of making the school year to consist of but one school term. The tables show ten per cent of the school population as not attending the public schools and another ten per cent as being present less than twenty days each. Though it may be taken for granted that many are educated in private schools, yet this is a very bad showing for Nova Scotia. In order that society may be protected from the dangers of ignorance the people are taxed—the schools are open—the teachers anxious for full classes and yet there is no law compelling the education of the classes most needing instruction. A new table shows the average time devoted to each study in all the schools. Reading, arithmetic, spelling and writing take up 63 per cent of the teachers' time; nature lessons 2 per cent and hygiene nearly 2 per cent.

The normal school is now devoted wholly to professional work. To afford more practice in actual teaching two new departments have been added to the model school.

Of course the amount of practice that can be obtained by over one hundred student teachers in a model school of four departments is ridiculously inadequate; but an increase in the number of departments here is decidedly a present advantage though it can scarcely be said to be a move in the right direction, as no model school can supply a tithe of the necessary practice to our would-be teachers. A most desirable addition has been made to the clear-headed common sense of the normal school staff, in the appointment of Professor Russell to the chair of physics, chemistry and manual training.