

the best methods, a year is not considered too long to lay well the foundation for intelligent, healthful, rational work in arithmetic, in the thorough knowledge of the first ten numbers. If it can be done in less time—by all means do it in less; if more is required give it.

When should figures be taught? In general, the longer they are deferred the better. It must not be forgotten that numbers are not figures, and that the object of the teacher should be to teach the former rather than the latter. Arithmetic practice is too often a mere juggling with figures, instead of reasoning about numbers. In most cases it will be safest, undoubtedly, to defer the teaching of figures until the first ten numbers are thoroughly learned.

Truro, N. S., March 9th, 1889

Music in the Schools of Nova Scotia.

Dr. Allison, in his last report, very truly says:

The important subject of music cannot be said to be on a satisfactory footing in our schools, nor indeed to have ever been so. I am persuaded that the reported figures convey an exaggerated impression regarding the amount of attention which this branch really receives, while, of course they are even less reliable as indices of the nature and value of the instruction imparted. The matter has been pretty much left to take care of itself, and teachers and local authorities should not be held to account for the poverty of result accompanying this want of system. It is time that definite attention should be directed to this important instrumentality of culture, and it is proposed to have the whole subject carefully considered at the ensuing meeting of the Provincial Educational Association. Our schools should not be left without some tolerably specific instructions for their guidance.

With reference to the best system of musical notation, he speaks very plainly, and his authorities are very weighty:

The claims of the Tonic-Sol-Fa system of reading music are deserving of careful consideration. This system essentially consists in the substitution for the ordinary staff notation, which is capable of being mastered only by comparatively mature minds, of a much simpler and radically different one, the principles of which are entirely within the grasp of children. It is now in universal use in the Public Board Schools of England, and, its advocates claim, with the most satisfactory results. These urge that it appeals more directly and forcibly to the general musical intelligence than the ordinary system, and is, in short, the truly logical and philosophical method of teaching singing. This is a large claim and, as might be expected, is not universally admitted. Such an induction of facts, however, as I have been able to make, leads me to believe that the system is especially adapted to elementary schools, as bringing a scientific knowledge of vocal music within the reach of children to whom this would be quite impossible by ordinary methods.

The coming common school teacher must be able to sing and to teach vocal music. In our best schools Boards of Trustees already insist on this qualification in addition to the provincial diploma.

Comparison of School Statistics.

NOVA SCOTIA AND NEW BRUNSWICK.

The following statistics, compiled from the recent reports of Superintendent Allison and Superintendent Crockett, may serve to show the status of common school education in Nova Scotia and New Brunswick for the past year. The Nova Scotia year ended 31st October, 1888; New Brunswick school year ended June 30th, 1888:

	N. S.	N. B.
Greatest number of schools in operation,	2166	1542
“ Teachers employed,	2222	1613
Number of different pupils registered for year,	105,231	69,063
Proportion of population at school during year,	1.41	1.46
Proportion of population at school during either term,	1 in 5.0	1 in 5.38
Percentage of pupils daily present, on an average, while schools were in session,	57.6	60.0
Percentage of pupils daily present, on average, for full term,	55.4	56.16
Average cost of educating each pupil,	\$5.98	\$5.88
Rate per pupil from government,	1.71	1.97
“ “ ratepayers,	4.75	3.91
Amount of government expenditure for County Academies (N. S.), and Grammar Schools (N. B.),	\$13,306.67	\$4,404.02

TEACHERS EMPLOYED.

Academic Grade A (N. S.), Grammar (N. B.),	38	14
First-Class (Male),	185	113
“ (Female),	140	135
Second-Class (Male),	222	181
“ (Female),	881	610
Third-Class (Male),	161	111
“ (Female),	533	415

AVERAGE SALARY OF TEACHERS.

First-Class (Male),	\$439 74	\$526 90
“ (Female),	298 11	328 49
Second-Class (Male),	253 93	303 66
“ (Female),	228 48	225 75
Third-Class (Male),	190 21	231 00
“ (Female),	161 17	187 47

ANNUAL EXPENDITURE FOR PUBLIC EDUCATION.

Provincial,	\$180,811 48	\$136,326 45
County Fund,	118,485 38	94,501 17
District assessment,	300,366 00	175,423 97
Total,	\$599,662 86	\$406,251 59

[This expenditure does not include cost of buildings, repairs, maintenance of Normal Schools, cost of inspection, etc.]