

Nova Scotia. A naturally talented, studious, and determined young man *may* obtain a first class education in any one of our Colleges. Such a student *may* possibly do so without even entering a College at all. But, in either case, the chances for him, much more for the student of inferior mental capacity, are decidedly the reverse.

Our reflections, and, as it must be perceived, our reasoning upon this subject, point to the necessity of having established in Nova Scotia a single Provincial University which alone should be empowered to confer degrees. It may be that some Religious Denominations may decline to close the Colleges they now possess and cast in their lot with the Provincial University. Even if so, we do not see that any such disposition need interfere with the carrying out of the Provincial plan. Doubtless some, perhaps all, of them would prefer retaining their existing collegiate institutions as Theological Seminaries—or colleges, if that name should be preferred. Perhaps certain students would even prefer taking their secular instruction from such Denominational Institutions. We could say, let even that be so, but allow no degrees to be conferred except by the University of Nova Scotia. Every college which chose to retain its modified charter would thus perceive that the quality of its handiwork had to be judged of by other judges than those within its own walls.

Of course it will be perceived that we are advocating the establishment of a Nova Scotia University upon the plan, so far as we can carry it out, of that of the University of London. The subject is so suggestive that we cannot farther pursue it at present, but may recur to it on a future occasion.

GENERAL FACTS.

THE following facts are approximately true, sufficiently reliable at least, to give pupils a general idea of the topics treated, and they may be made the basis of a series of short profitable talks by our teachers also:

- There are on the globe 1,288,000,000 souls, of which—
- 360,000,000 are of the Caucasian race.
- 552,000,000 are of the Mongolian race.
- 190,000,000 are of the Ethiopian race.
- 176,000,000 are of the Malayan race.
- 1,000,000 are of the Indo-American race.
- There are 3,642 languages spoken, and 1,000 different religions.
- The yearly mortality of the globe is 33,333,333 persons. This is at the rate of 91,554 per day, 3,733 per hour, 62 per minute. To each pulsation of the heart marks the decease of some human creature.
- The average of human life is 33 years.
- One-fourth of the population dies at or before the age of 7 years.
- One-half at or before 17 years.
- Among 10,000 persons, one arrives at the age of 100 years, one in 500 attains the age of 90, and one in 100 lives to the age of 60.
- Married men live longer than single ones.
- In 1,000 persons, 95 marry, and more marriages occur in June and December than in any other months of the year.
- One-eight of the whole population is military.
- Professions exercise a great influence in longevity. In 1,000 individuals who arrive at the age of seventy years, forty-three are priests, orators or public speakers, forty are agriculturists, thirty-three are workmen, thirty-two are soldiers or military employees, twenty-nine are advocates or engineers, twenty-seven professors, and twenty-four doctors.
- Those who devote their lives to the prolongation of that of others, die the soonest.
- There are 336,000,000 Christians.
- There are 5,000,000 Israelites.
- There are 60,000,000 Asiatic religionists.
- There are 190,000,000 Mohammedans.
- There are 300,000,000 Pagans.
- In the Christian churches:
- 170,000,000 profess the Roman Catholic.
- 75,000,000 profess the Greek faith.
- 80,000,000 profess the Protestant.—*Journal of Education.*

TO TRAIN A CHILD.

A LITTLE tract issued for distribution by the Ladies' Sanitary Association of London, gives these wise suggestions for the nurture of children in health of body and spirit:—

1. Never refuse a thing if it is harmless, but give it, if you are able, without delay.
2. Never give anything because it is cried for, that you have refused when asked for.

3. Be careful to observe real illness and avoid causing bodily uneasiness from over-clothing, or cold, or unwholesome food, such as candy, sugar plums, sour fruit, or giving buns or cakes to quiet the child.

4. Avoid false promises. They are sure to be found out false.

5. Avoid threats of all kinds. If believed, they make children timid, and injure both mind and body; if not believed, they are useless. Such threats as bogie, policeman, and black-man, are sure to be found out to be false, if the child lives.

6. Never say anything untrue to a child.

7. Do not wreak your own bad temper, or visit your own feelings of fatigue and trouble on children, by being severe with them, or by saying, "You shan't have it," or, "I won't give it to you," when there is no reason for refusal, except that you are yourself tired, or in trouble, or out of sorts.

8. Avoid giving orders, such as "Stand still," "Go on," "Hold your tongue," etc., unless you really mean that you should be obeyed; and the fewer orders you give the better.

9. Neither give too much pity, nor yet be severe and unkind, when a child tumbles down or hurts itself.

10. Do not worry a child. Let it alone, and let it live in peace.

11. Teach it early to play alone, and amuse itself without your help. Let it alone, is a golden rule nine cases out of ten.

To sum up all in a few words, try to feel like a child; to enter into its griefs and joys, its trials and triumphs. Then look forward to the time when it shall have numbered as many years as you have seen, and pray for help and strength to do your duty by it. You may fail, as we all may; but if you sow the seed of humility and faith, you will have done all that is permitted to us imperfect creatures; and if you have reared up a cheerful, loving, truthful and brave spirit, in a healthy body, you have been working with him who told us it was "not the will of our Father in Heaven that one of those little ones should perish."

THE ART OF SECURING ATTENTION.

BY R. C. PARDEE.

EVERYONE will acknowledge the indispensable necessity of a teacher's securing good attention. By attention we mean "fixity of thought, steadiness of mind."

1. Says Mr. Fitch: "Attention is—1. An act of the will. 2. It is the one of the mental faculties which is most under our control. Therefore the degree of attention we give depends upon our disposition, and is therefore largely a matter of discipline; and other things being equal, that teacher will gain the best attention who has the most personal influence, and who is looked up to with the greatest respect." (Teacher! is your conduct and manner such as will entitle you to respect?) "3. Attention is a habit. If truly given, every day it becomes the easier. And every day we listen languidly to a lesson or sermon, the habit of inattention is strengthened.

2. Attention is prompted by a deep and earnest interest in and sympathy with the child, as well as for him. We must enter into sympathy with him, so as to understand his nature, his weakness, and his trials, and make all due allowance for him.

3. If the teacher would secure attention, he must be accurately and abundantly prepared; for no teacher can teach all he knows, and the moment a teacher approaches the limit of his preparation, he shows his weakness and embarrassment, the child detects it, and he is gone.

4. Improve well the circumstances which surround the daily life of the child, for you must here gather your best illustrations. Teachers can do this if they are industrious, and will keep their "Sunday-school spectacles on."

5. Give the children frequent change of posture to relieve them. Study to do this especially in infant classes. Give much freedom of motion and gesture to the little ones. If they speak of God and heaven, let them point and look upward in harmony, and thus teach them in a reverent manner to act out their words and feelings.

6. Simultaneous reading and making of ellipses, leaving the children to fill in a word at the close of the sentence or lesson, will aid in securing attention.

7. Recapitulation is very important to gain the attention. The scholar must give attention to be prepared for the expected review. Therefore always ask in detail, in order to see that all is understood. No child or man ever takes pains to grasp a subject, so as to fasten it on his memory, unless he expects to be called upon for it, or in some way to find use for it hereafter.—We cannot retain in our minds isolated or abstract knowledge. Todd beautifully says: "Ask a child if he knows what whiteness is, and he will tell you no; ask him if he knows what a white wall or paper is, and he knows at once. Ask him if he knows what hardness is, and he will only stare at you; but ask him if he knows what a hard wall, or hard hand, or hard apple is, and he will tell you at once." Connect the lesson with previous