

"Canada of ours." One could not help being stirred by such sentiments who had seen the broad expanse of the Dominion from ocean to ocean, but a better idea of our country's greatness should be instilled into the minds of the Canadian youth. That is what is done with the children of the republic, and you would travel a long day's journey ere you met a Yankee who could discover anything wrong with the States. Within a couple of centuries Canada will have the best of the world's civilization. Judge Sedgewick urged the young men within his hearing, if they were to succeed in life, to do whatever was their duty with absolute thoroughness. The only road to success is to stick to the work before them. One thing Dalhousie is noted for is her spirit of fair play—her toleration and spirit of liberalism to all; and her influence has been to bring together men of all shades of political and religious belief, in the common cause of education.

A new departure has been made in the curriculum, providing short courses for science teachers. These courses are intended to prepare students for discharging the duties of science masters in high schools. They include the more important of the subjects of examination for the Grade A (scientific) license issued by the Nova Scotia Education Office.

The following course extends over two years: *First year*, mathematics (2nd year class); junior physics; inorganic chemistry; botany; psychology; drawing. *Second year*, practical physics; practical chemistry; mineralogy; education (history, theory and practice); drawing; physiology.

For the advanced student already sufficiently familiar with mathematics, physics and chemistry, the following one-year course is suggested: Practical physics; practical chemistry; psychology; education; two or more of botany, mineralogy, physiology, drawing.

Students who are already familiar with some of the subjects prescribed above, may substitute others for them with the approval of the faculty.

Students taking these courses are recommended at the same time to obtain instruction in the Tonic Solfa system of musical notation, and in manual training. Information as to available instruction in these subjects may be obtained from Mr. A. McKay, lecturer on history of education.

The N. B. Alumni Association prize of \$50 will be awarded to the student from New Brunswick who stands highest in the matriculation examination in September, 1893-94, provided such student's education has been received in greater part of New Brunswick, and that he or she has not been at school outside the province for more than a year previous to the date of the examination.

TALKS WITH TEACHERS.

Have you a time-table? Nearly, if not quite all, will answer in the affirmative, but how many can truthfully say that it is not rather a programme of daily work rather than an accurate timer of the same. The time-table may be elaborately gotten up with different colors of ink and styles of type, but this will only render the hypocrisy the greater if it is other than it seems. How many teachers go on from term to term and from year to year with the same old time-table. It may as well be this way, as a new one every week, not followed. The value of a time-table depends entirely upon the adherence to it. It should not be on the wall because the regulations require it, but because no school can be completely successful without such system as a well considered time-table will provide. Some teachers say, "Oh, I cannot adhere strictly to my time-table, because some days more time is required for a subject than on others. Some days the pupils recite well and others ill, and it is impossible for me to go exactly on time." This may all be true in a measure, but cut your work in accordance with your time. A violation of the time-table early in the day produces confusion throughout it, and if one subject is given undue attention, another is wholly or partially neglected. Sometimes the work of one department depends on another, or a number of departments may depend on one. For example, what can be worse than for the principal of a school to delay ringing the recess bell until he has finished some particular work, regardless of time?

Depend upon it, there is nothing like system in any line of work, and, teachers, do not hang up your time-tables for ornament, but for use.

How can pupils be induced to speak out? This is a very perplexing matter to many teachers, and I do not know that I can answer the question. Perhaps some of our teachers who have been successful in this direction will come to my aid with suggestions for future issues. I think all pupils should be required to speak distinctly enough to be heard from any part of the school-room, but what a difficulty there is in many cases in securing even this much. I would suggest frequent articulation exercises, as pupils who enunciate clearly make themselves heard with less effort than the louder voiced ones. I have noticed that where singing is taught that there is much less difficulty in this direction.

What a chance there is for improving the voices of our school children, Pitch, rather than tone, is