

know in every case exactly how you are going to do it; and do that thing in that way. A poor method worked out with force and confidence, is better than a good one followed in a weak and doubting manner. Let your confidence in your mode of working be such as to inspire confidence.

Do not make conditional threats. In fact, do not threaten at all. If a pupil does a wrong do not say, "If you do that again I'll punish you," but if the act deserves punishment, either punish or fail to observe what occurred. Never excuse a first offence. Just as wise to let the first Russian thistle go to seed. See that the pupils have clear and correct ideas of right and wrong. Then as every possible action is either right or wrong, no rules, as such, will be needed. A code of rules often does harm. When children get into trouble they think only of having "broken a rule" instead of realizing that they did what was wrong. When a fault is spoken of at all, let it be shown to be an offence against *right*, and not merely an act which happens to be contrary to the whim of the teacher.

The great mood for the teacher is the *indicative*. When a number of persons are walking over a rough and unknown part of the country, the guide *indicates* the right road and clears away any difficulties that may be in the way. To do this the guide must be one of the party, and not like King Edward who watched the battle of Crecy from a wind-mill, or Xerxes who viewed the fight at Salamis from a promontory. Let the teacher in all the studies be one of the party of workers, trudging along with the class. Let the gentle imperative mood "come" be often used, but the sterner "go" seldom or never.

Carry no disagreeable or even peculiar moods into the school-room. I once knew a Scotch lad whose disagreeable temper, one day, caused him a severe flogging. His aunt who had been reading to him of a sect that baptized its members in a running stream so that the current might carry away their sins, said to him, "Dan, if I were you, I'd send away that bad temper with the brook." Next morning, Dan having met with some annoyance, started to school in a very ugly mood. It was in the month of April. In about half an hour he returned home cold and dripping, and told his aunt that he had "put the pouts away with the brook." If you, fellow-teacher, cannot go to the class-room in a mood that is perennially pleasant, take a cold plunge on the way. Then go home and stay there.

The next annual meeting of the Manual Training Teachers' Association of America, will be held at Armour Institute, Chicago, Ill., July 16, 17, 18, 1895.

Nova Scotia School Report.

(Continued.)

The report deals with many interesting points relating to several subjects in the course of study. They are divided into two classes: (1) The nerve exhausting, and (2) The recreative subjects. Though the recreative subjects require but little time, yet, like flavoring in food, they are very important in the proper assimilation of the rest. The Chief Superintendent points out that

"There is yet a great lack of skill on the part of most teachers in utilizing them so as to break the monotony and weariness of the school, correct bad habits of body and form good ones, and practise the expression of thought in good English in the most interesting and rational way possible—the description and explanation of what pupils see and understand in their surroundings. In the common schools the best English will be found, as a general rule, where the best object and oral lessons are given. Language can be correctly learned only as it is used for the expression of ideas which are distinctly comprehended. The recreative exercises, besides relieving the pressure, interesting the intelligence and promoting health of body and mind, will enable the pupils to do better work in the old and staple subjects than was ever generally possible without them."

The number of pupils taking Latin in Grades X and XI shows a decided increase.

The great advantages of the provincial high school examinations are made clear. They serve the purpose of testing the scholastic qualifications of would-be teachers, they are generally accredited certificates of scholarship, and they help to admit students to colleges of various standards of entrance. In defence of a thorough high school course it is said that if we should depart from the course adapted to the average, it would be better to have it suited to the abler rather than to the duller students. Otherwise the better students would be kept back and would acquire idle habits—a danger wherever pupils must be taught in large classes. Ill fares the country that does not encourage ability and genius. In the schools there may be sometimes over-pressure, just as in all departments of life there are those who from various motives press on beyond their strength. Those things, whose general tendencies are good, cannot, however, be banished because a few go to excess in them. The high school course of study is shown to be a gradual growth to which the Educational Association and various expert committees have contributed. It is the result of a general consensus of the opinions of those best qualified to frame a course of study for the province.

An analysis of some of the statistical tables would be very interesting. In the meantime we shall only refer to a part of one of these tables, viz., No. XIX. There