

discipline is still further indicated by the fact that the great majority of pupils do not enter the high school, but are compelled to take up such work as they can find, instead of selecting that for which they are best suited.

Experience seems to show that after the age of 12 or 13, motor exercises that bear the closest relation to actual life are the most useful in cultivating those mental and moral qualities that lead to success. For example, it is found that a very large proportion of the leaders in nearly every department of life are those who were in their youth compelled to assist in some productive industry. This would seem to justify the inference that when education is properly understood it will consist of a threefold process and that one or other of these processes will predominate according to the pupil's age and the length of time that he can afford to stay in school.

Up to the age of six, play, directed by the kindergarten when necessary, will be almost exclusively the means used to educate the child. After the age of six, play will be gradually displaced by ordinary school work and by some form of manual training, such as modelling and drawing. After the age of 13 the majority of children will devote three hours a day to ordinary school work, one or two hours to play, and the rest of the day to productive industry, its character depending somewhat upon that of the locality in which they live. Those expecting a higher education will devote more time to ordinary school work and less time to so-called manual training. Of those who can continue at school after 18 the majority will specialize in a technical school with the privilege of devoting one or two hours a day to general subjects.

In former times the great majority of the children in the rural schools had in the work on the farm a very effective means of training the executive faculties—an advantage which was denied to city children. But science and machinery have changed the conditions of rural life so that it does not now afford the same training. Besides the trend is from the country to the city. It therefore becomes necessary, in the meantime, to provide school exercises that will to some extent take the place of the old training. Very good substitutes are found in wood-work, wood turning and forge work for boys, and in household science for girls, and in gardening for both sexes. Each kind of work has its own advantages. They should be taught by well-trained educationists so that they may be made to reinforce the other subjects of the curriculum.

A department of wood work was established in Halifax in 1891. There are about 200 boys of grade VIII in attendance. The same number of girls are receiving lessons in cookery. There are now several such schools throughout Nova Scotia—all receiving a generous government grant and conducted by specially trained teachers. At Truro there are excellent training schools affiliated with the normal school. With the aid of Sir Wm. Macdonald, school gardens have been established in some of the rural schools near Truro and at Middleton. Those in Truro are under the management of Mr. P. J. Shaw. This form of motor training probably comes nearer the educationist's ideal than any other that has yet been devised in connection with school work.

Blackboard Drawing.

Every teacher has noted with pleasure the effectiveness of blackboard drawings in teaching, but not every one has observed that they cease to be of value after a few days. The drawings are put upon the board for a purpose, and when that purpose is served they should be removed. Recently we observed some very interesting facts in connection with this work. This teacher had learned that a train of cars is very dear to the heart of every child. One was neatly drawn upon the blackboard and her pupils in the geography class were to find out what it would be loaded with in the various cities and towns, and print the names on the cars. Ships were also drawn and upon the sails were printed the articles carried.

These were left on the board only a few days and new ones took their places. That was the wise thing to do. The boys carried this so far that the name of the road was indicated by its initials on the engine, while the names of the ships were also properly shown. These drawings should be equal to the best that the children can do to be helpful to them in reproducing upon slates or tablets. Use pictures to illustrate whenever possible but keep them fresh and full of suggestion.

Teachers often feel a timidity in attempting this work, but it can be done by every one after a little practice, and should be done whenever possible. There is much knowledge gained through unconscious absorption and in their sitting and musing over these pictures, many a child gets facts that fail through more pretentious methods.—*Educator-Journal*.