

SOME teachers injure themselves, their schools and their profession by continually saying sharp, personal and sarcastic things to their pupils—a habit easily formed and very difficult to break. Having a little more technical learning, but often not half so much common sense or knowledge of the world as parents and trustees, they make them the objects of their unwise witticisms; or, worse still, they thus attack their defenceless pupils. They are not aware how much pain they cause and how much ill-feeling and hatred towards themselves they produce by their small smartness. Let sarcasm be as rare in the school-room as in Holy Writ, if the teacher is to be beloved and his or her usefulness not lessened.

A LARGE majority of all the pupils attending our schools leave about the age of fourteen. The best thoughts of the teacher should be for this majority, who have then to face the problem of earning a living. Courses of study should be formed with special reference to their needs. In a public system of education the state cannot afford to discriminate in favor of a minority by neglecting the peculiar wants of the poor and wage-earning population. Text-book facts, a little Latin, memorized dates and geographical details which enable a child to pass into the high school, are not much of an education or of a preparation for the hard battle of life.

A SHORT editorial in the *Windsor Tribune* complains of the over-crowding of the schools of the town. In one department there are 104 pupils. Many of the rooms are unsuitable for school work—inconvenient and badly ventilated. And yet Windsor is one of the wealthiest school sections in Nova Scotia—perhaps in proportion to its population the wealthiest, except Yarmouth, and one or two sections in Cumberland. It has also an exceptionally fine staff of teachers, who are doing very excellent work in spite of over-crowding and a poor supply of ventilating oxygen. It is marvellous how much teachers and helpless little children are compelled to suffer from this cause. To them may be attributed most cases of nervous prostration among teachers, and headaches, colds and consumption among pupils. There is no economy so hurtful as that which gives more than forty or fifty pupils to one teacher, or which lessens the regulation number of cubic feet of pure air for each child. A small increase in the taxation for well ventilated and properly lighted school-rooms and an assistant teacher means more than a corresponding decrease in doctor's bills, in impaired eye sight and in permanently broken down constitutions.

THE courses of university extension lectures are resumed in St. John this month. Three courses, consisting of ten lectures each, will be given. They are as follows: Canadian History up to the Treaty of Paris, by James Hannay, on Monday evenings, beginning Monday, October 10th. Chemistry, by A. E. Macintyre, F. C. S., on Wednesday evenings, beginning Wednesday, October 12th. Electricity, on Friday evenings, beginning Friday, October 14th, by Prof. Duff, M. A.

“LET a boy be nourished on biography, on the record of lives pure, noble, self-sacrificing, beginning with Jesus Christ, and I have the greatest hopes of that boy,” said the Rev. Mr. Robbins, of Truro, in the course of an able sermon in St. Andrew's Church, St. John, a few evenings ago. There is a point in this that all teachers should carefully heed.

WE are instructed to say that the text-book prescribed in the third year of the high school course in Nova Scotia is Martin's “Human Body and the Effects of Narcotics.” This is the original *elementary* text-book. But a small edition originally called the “Beginner's Text-Book” has now stamped on its cover “Elementary Course,” which has given rise to some confusion.

The annual meeting of the Victoria School of Art and Design was held at Halifax on the 27th ult. There were about 130 students last year, of whom over fifty were free. Besides eight scholarships good for two years are offered for competition in the academies of the province. There is a staff of four teachers. The present session began on the 10th inst.

AGRICULTURE is taught theoretically in many of the schools in France. The children are taught to know and distinguish between the insects beneficial and hurtful. They learn which birds should be preserved as the farmer's friends, and which work harm; and much besides which is of great benefit in after years.—*Exchange*.

Would it not be well if our Normal Schools and examinations for teacher's licenses were so conducted as to compel teachers to have in a large degree the knowledge that would enable them successfully to impart this information.

THERE is one branch of education that ought to receive much closer and more intelligent attention than is yet devoted to it. We mean the expression of thought, or the description of objects and events in correct and elegant English. Boys and girls ought to be instructed in the “mystery” of writing letters,—such letters as are likely to be required as the years roll on. If matters of this kind are neglected in the common school and the high school, they certainly ought not to be neglected in our colleges. Some