the special course are examined formerly at the end of their third year. In 1893-94, studied advanced mathematical subjects, physics, practical physics, thermo-dynamics, and electrostatics. Took degree of Bachelor of Science with honors in mathematics and mathematical physics in April, 1894. Professor of Physics (J. G. Macgregor, D. Sc.) report on research on the measurement of resistance of electrotypes conducted by Mr. McKittrick, and states that he has shown such ready resource as an experimenter as abundantly indicates high promise of capacity for original research. Mr. McKittrick is a brother of the Principal of Lunenburg Academy, and taught most acceptably for several terms in his native county of Kings.

EDUCATIONAL CONSERVATISM.

Ever since the world began, the conditions of life on its surface have been changing. The forms and habits of all organic beings are being greatly modified by their surroundings. When unable to adjust themselves to changed condition, they soon disappear or sink to a lower form of existence. The same principle characterizes the progress of human society and the advance in educational methods. The changes necessary to bring the individual into harmony with his surroundings, meet with much opposition, and are often painfully slow, but when secured they produce a grateful harmony.

In education the intellectual conservatism of mankind is very marked. "It demands more than ordinary pedagogic genius to keep the mind always open at all periods of life to the access of new ideas." Reforms seldom come from seats of learning. Our oldest and ablest educationists become so habituated to the ideas on which they were nurtured, that they are unable to take in the full import of new ideas, no matter how anxious they may be for improvement. In the past, reforms have been forced upon us from without. In the future we may hope that some of them, at least, may come from such a psychological laboratory as that of Dr. Stanley Hall's, at Clark University.

We need not wonder at the difficulty that many of our foremost educationists experience in becoming reconciled to an improved curriculum of studies. As Von Raumer remarks: "It is difficult for the unaccustomed sight to compass the greatly widened pedagogic horizon." For example, to depose Latin from the authoritative place which it held for a thousand years, seems like sacrilege, even though conformity to modern culture should demand it. Moreover, these changes imply vastly increased intellectual activity on the part of the teacher. The accustomed and therefore easy routine of thought that gives fairly good results in arithmetic or Latin, would never serve in the teaching of science. It requires a strong sense of duty and much zeal to cause a teacher to assume greatly increased work with no apparent increase of reward, or at least of that kind of reward which he is capable of appreciating.

But not only are vastly better teachers required; better and more expensive appliances are also demanded. Properly equipped laboratories are a necessity of the new education, especially in the secondary and higher schools. Not only are these improvements expensive in demanding better appliances. They also cost in the demands they make on the time, energy, and capital of the teacher. One whose "stock in trade" consists mainly in a certain amount of Latin, cannot be easily convinced of the great advantages of the science studies.

Another hindrance to the ready acceptance of an improved curriculum arises from the many failures made by its advocates in attempting subjects which they were ill prepared to teach. Notwithstanding all attempts, so far, there cannot be said to be much real improvement in the teaching of science, geography or drawing.

TALKS WITH TEACHERS.

I wish this month to talk with the teachers concerning a few things in writing that have come under my observation. I dare say I shall draw conclusions contrary to the opinions of some of you, but I give them for what they are worth.

If a boy or girl go into an office, he or she will be required to sit or stand squarely facing the table or desk, and I believe that is the proper position for the pupil. The body should be free from the back of the chair or desk, and not touching the table or desk in front.

The spine should be straight, shoulders back and chest forward, and the poise such as will give the best possible control of the right hand and arm.

The light should come so as to leave no shadows on the page—that from the left and rear is the best.

Our school desks are, in the majority of cases, not deep enough for the square position, and pupils are apt to interfere with one another.

In the earlier stages of writing, be sure to have permanent lines scratched into the slates for the pupil's guidance. They do not hurt the slates for other work, and are indispensable for uniformity. Have, where possible, long slate pencils, to prevent cramping the fingers. If you do not induce the pupil in the first year to hold pencil or pen properly,