

limited time only, as third class teachers. There is both truth and force in the arguments by which the above opinion is sustained; and it is not improbable but the Council of Public Instruction may, ere long, make some modification of its regulations as respects this third class License. It ought to be expected that third class teachers will aspire to a higher position; their daily work and the ordinary reading which they must do to fit themselves for their work, should, if systematically pursued, gradually and efficiently elevate their educational status; so that with no other preparation than a daily school, a third should rise to a second, in at least one year.

It might be well to limit as to time the validity of third class Licenses, and cease to make them a distinct grade granted by the Council of Public Instruction, and instead, permit candidates who fail to obtain a second, but who exceed a certain average, to teach for one year on the salary of the present third class, and also to enter the Normal School as pupil teachers; the memo. being accepted by the Inspectors as a permissive License, good only for one year, but not confined to any County. We design the above remarks as a timely hint to third class teachers, especially to those whose ambition has not yet prompted to higher aspirations.

We have no ambition to make the examination a severe, or rigid test of a teacher's scholarship, but it ought, and must be a fair one, and such as will convince the friends of our school system, that our Teachers are adequate to the work they undertake, and also assure the public that the large sums devoted to education are not lost upon incompetent Instructors. Buildings, school furniture, and all material appliances are comparatively of little worth if the teacher is not able and apt to teach;—it is the teacher that makes the school.

Many of our best Teachers complain, and doubtless the complaint is just, that they are inadequately remunerated for their services. To a certain extent this matter is in their own hands, and one way at least to secure an advancement in Teachers, salaries, is to make the teacher's work worth more to the section. A good examination test is evidence in such cases, and strong ground upon which may rest a demand for increased pay. Scholarship, as evidenced by examination, and success in teaching, are the elements of value that tell, and make an increase of salary, on the part of those employing the teacher, imperative. It is therefore for the teacher's personal interest, as well as for the interest of education generally, that the examination should be a fair test of scholarship, entitling the successful candidate to all those considerations which an efficient Teacher has a right to claim.

While giving a hint to Teachers on this question of salary, and while reminding them that when they demand an increase of pay they should endeavor to make it apparent that such increase is deserving, because of the value of the service performed, we might also repeat the hint to Trustees of school sections, or say what has been before said, namely, that efficient teachers, at the present day, are worth very much more than the most of them receive, and unless there is a more generous support, especially to men with families, our best men will either leave the country for the United States, where the salary is very much in advance, or will go into other business, where a much larger reward awaits them. Appliances for educating Teachers are provided by the Government on a liberal scale, and a very large portion of the entire revenue of the Province is granted for the support of Teachers, and if after all this, the people fail in retaining our most efficient men, by withholding a liberal support, then, the consequence of a low standard of instruction, and an inadequate supply of what every young Nova Scotian wants to fit him for successful life, must lie with school sections themselves, and rate-payers who are parents, will, by and by—it may be at a late hour—learn that it was they who deprived their own children of a blessing of inestimable worth.

#### KINDERGARTEN EDUCATION.

**T**HE Kindergarten system of primary education is the result of the long experience, careful observation and mature reflection of Friedrich Froebel, of Germany.

Froebel regarded education as the work of aiding in the right development of the *whole* being—the three-fold nature, physical, intellectual and spiritual, of man. He believed this work must be accomplished, *not* by repressing the activity of the child, but by accepting it and guiding it into beautiful production. His system is founded on nature, and is in harmony with the instincts of the child. By means of it the little one is made happy and healthy in its instruction, its body is utilized, and its mental grasp strengthened, without straining the brain with abstract objects of thought. What, to the child, seems pure play, is really a plan of systematic education, not antagonistic to his every impulse; and his school-going become a pleasure.

The objects used are those appealing to the senses. The child is attracted to see their differences and resemblances, and he becomes acquainted with their various properties. The exercises, demanding a constant use of the hands, serve in the best way to secure his attention, while at his tender age a degree of manual dexterity may be attained and preserved, to be of the greatest value in future years.

Froebel invented a series of occupations and suitable apparatus for teaching in accordance with the principles he laid down. These are so various that a wearisome sameness in the exercises of the school is avoided. Blocks, sticks, curved wires and triangular tablets are a portion of the apparatus used.

By means of little sticks, elementary arithmetic is taught in a most attractive and thorough manner.

There are lessons in sewing, drawing, weaving and paper folding and cutting. The modelling of forms in clay or other plastic material, is among the occupations of the Kindergarten. In these occupations the child does not proceed in a manner of arbitrary, unreflecting imitation, but exercises free activity of mind in invention.

Instruction is also given by object-teaching, singing, the relation of stories and the recitation of poetry. Elementary instruction in the rules of vocal music is included in the course of Kindergarten training.

Gymnastic games are introduced two or three times in each session, a relief from the sedentary occupations, and are so conducted as to aid in mental and moral culture.

The Kindergarten system is rapidly gaining ground in Europe, where it is very generally acknowledged to be the only true method for the education of children. It is believed that the system is destined to make still greater progress in this country when its merits are understood.

#### INSTITUTE JOTTINGS.

The following "Institute Jottings" were adopted by a Teachers' Institute at Beaver, Pennsylvania. They will be found as useful here as in that State. Teachers will find them valuable:

- Never be late at school.
- Make few, if any, rules.
- Never allow tale-bearing.
- Avoid governing too much.
- Visit the schools of others.
- Never punish when angry.
- Never magnify small offences.
- Cultivate a pleasant countenance.
- Never be hasty in word or action.
- Teach both by precept and example.
- Never let a known fault go unnoticed.
- Require prompt and exact obedience.
- Labor diligently for self-improvement.
- Encourage parents to visit the schools.
- Subscribe for some educational journal.
- Never compare one child with another.
- Never attempt to teach too many things.
- Never speak in a scolding, fretful manner.
- Make the school-room cheerful and attractive.
- Never let your pupils see that they can vex you.
- Banish all books at recitation, except at reading.
- Ask two questions out of the book for every one in it.
- Never trust to another what you should do yourself.
- Never indulge in anything inconsistent with true politeness.
- Never use a hard word when an easy one will answer as well.
- Never tell a pupil to do a thing unless convinced he can do it.