

preparation for more advanced work. And only ten minutes a day were absorbed!—and not a wearisome or uninteresting ten minutes. Then, how much was read at home in the literary game of digging in the poems for the brightest gems and hunting in encyclopedias and reference books for biographical sketches? And what a store of beautifully coined thoughts had each pupil in this school! Over three hundred apiece—as many as some writers have in their book of quotations and two or three hundred more than they hold in their heads. We recommend the consideration of this method to our teachers from the charming illustration which we so much enjoyed ourselves.

HOW THEY WORK IN HALIFAX.

We think it right to publish the following circular to the Halifax teachers in order to keep our readers posted in some of the forms of activity in advancing the status of the profession in these provinces. In Halifax the teacher must always be a student under the present regime.

[CIRCULAR.]

A meeting of the Halifax Teachers' Institute will be held in the Academy on Friday, the 24th inst., at 4.30 p. m. A full attendance is particularly requested.

As the next meeting of the Provincial Educational Association will not take place during summer holidays, teachers will have an excellent opportunity of devoting their attention to science at the Summer School at Parrsboro. In preparation for that important work, Principal MacKay will give several lectures on Zoology this winter. He will enter somewhat fully into the discussion of some typical vertebrate and perhaps some molluscs. Mr Kennedy, who lectures on Chemistry at Parrsboro, will give a course of lessons on Williams' New Chemistry, together with practical work from the Laboratory Manual of General Chemistry. Miss Ryan has been appointed teacher of Tonic Sol-fa for the Summer Science School. Miss Creighton is again assistant in Botany, and another young lady from the Halifax schools has been appointed assistant in Mineralogy—so that these subjects will receive some attention from us. On Friday we expect to form classes and make arrangements for the winter's work.

Let me add a few words on a most important question, How should we spend our vacations? Too much sleep is said to be productive of serious injury. Similarly an entire cessation of mental activity during summer holidays causes a relapse into habits of intellectual lethargy which it took years to overcome. A month of every fall is required by some teachers and all pupils in recovering from the dissipating effects of summer holidays and in getting back to habits of study. If we would be healthy in mind and body what we all need during holidays is change of scene and change of occupation. How delightful, healthful and refreshing the change from the confinement, the book-work and the

memory-cramming process of the school-room to the open field work, the laboratory processes and the sympathetic companionship of the Summer School. Let us all go fully prepared to enjoy it and profit by it.

At this meeting, in addition to the formation of classes as explained above, short addresses on the Teaching of Temperance in School will be given by three very able advocates of temperance. Dr. Maria Angwin will consider the scientific principles involved; Mrs. Bell, the moral principles, and Miss Oliva Ritchie, B. L., Ph. D., will make the practical application.

Yours faithfully,

A. H. McKAY,

Supervisor.

Halifax, 21st January, 1890.

EDUCATIONAL REFORM.

In our December number we called the attention of our readers to the true aim of education; we noted the almost insuperable difficulties which, under present conditions, prevent the realization of a high ideal in education, and expressed our deliberate opinion, that until the occupation of a teacher becomes a real profession and stipends are commensurate with the nature of the duties which teachers are required to discharge, there will not and cannot be assured to the community those advantages which, in the words of Milton, are "to fit them to perform justly, skilfully and magnanimously the office of a citizen." It is not by an organization, however perfect; it is not by constant tinkering of the course of studies; it is not by speeches on its paramount importance, and the transcendent interests that are entrusted to the teacher, that the education of the country can be made worthy of the name. We may, with some degree of confidence assume that the systems of education operative in these provinces are upon the whole satisfactory to the people and responsive to the requirements of enlightened educational opinion, that a sufficiently full, fair and manageable programme of studies has been arranged, and that the people are generally alive to the value of a good education. Much more, however, is needed before the hopes of the educational reformer can be realised. The machinery is provided but the results depend upon the skill with which it is worked. The success of an educational system must depend largely or entirely upon the devotion, intelligence and energy of the teachers.

We are told, time and again, from the platform and in the pages of the newspaper and the magazine, that the profession of the teacher is surpassed by no other in dignity and responsibility; but we are not aware that any supreme effort has been made to enable the teacher to live in a manner becoming the position that