

contentment will be the characteristics of farm life. When the education and training of teachers and the changes in our courses of study are such as to secure these results, we may hope to prevent that swallowing up and destruction in the vortex of city life of so much of the best that the country districts produce. It is the duty of teachers then to strive to educate their pupils away from the artificial and the unreal, and to bring them nearer to nature, in order that knowing more of God's handiwork they may have the greater reverence and spiritual insight, as well as master the forces upon which their existence here in comfort largely depends.

PEDAGOGIC DEGREES.

Dalhousie University offers the Diploma of Literate in Education (L. E.) to those who pass satisfactory examinations in Psychology, History and Theory of Education, Practice of Teaching, Practical Chemistry, Practical Physics, Mineralogy, Physiology, Botany and Drawing. Before entering on this course candidates must furnish evidence of general education equal at least to that implied in the possession of Grade B Provincial High School Examination. They must pass a satisfactory course of not less than 400 hours in actual teaching. They are required also to be proficient in Manual Training and Tonic Sol-fa.

At a recent meeting of the Senate of the University of Toronto, a statute creating the degree of Bachelor of Pedagogy (B. P.) was read a second time and passed.

It prescribes: (1) That the candidate must hold a degree in arts, obtained after a regular course in some university in the British dominions, and also a first class public school or an assistant's high school professional certificate from the Ontario Education Department; (2) He must pass an examination in Psychology, the science of education, the history and criticism of educational systems, school organization and management, and methods in English, mathematics, Latin and one of the following: Greek, natural science, (biology, physics and chemistry), French and German.—*Educational Monthly.*

MR. DODGE, of the Victoria School of Art and Design, has just completed a very successful course of lessons to the teachers of Halifax in object drawing. His work will be followed up by Sister Columba, of Mt. St. Vincent academy, who has had a thorough training in the best American methods. Miss Ryan has a large class of teachers in Tonic Sol-fa. She has prepared a text book on this subject for the schools of Nova Scotia. It will be published shortly, and will be a great improvement on any that has hitherto appeared.

TALKS WITH TEACHERS.

This is the period of examinations. Many of you expect to be examined for advance of class, and many more of you have pupils who will undergo them before beginning their career at the normal school or college.

There are factors other than scholarship which aid toward passing a creditable examination. Nervousness is a frequent cause of failure. It may be said generally regarding this, that familiarity with the subject begets confidence in nearly all cases. Be careful, however, that you do not overdo this by constant grinding up to the very hour of the examination. Shut your books when you reach the station of examination. The exertion of writing the papers is quite enough, and any study during that time is feverish and unnerving. Take plenty of out-door exercise and retire early. Do not carry supposed failure in one subject into another, and bear around a useless burden with which to worry yourself and others. Be careful as to the make up of your papers. Do not despise neatness. Be sure to read over your papers before folding them. Begin with the question that seem easiest to you.

There will be many new teachers graduate from the normal school this year, and probably nearly all expect to teach. You must remember that inexperience has disadvantages. You can not expect all at once to take the place of experienced teachers. You have first to prove yourselves. Honors gained at the normal school may show your capacity as a student, but they do not invariably indicate the successful teacher. Do not when applying for a school expect an answer at once even though you enclose a stamp for a reply. Trustees do not meet every day, and many of them are discourteous enough not to be prompt, and even not to answer at all. Do not expect that the Inspector can in every case place you at once. Trustees are fond of exercising all their prerogatives, and often when he knows there is a vacancy, he does not wish to thrust a candidate upon their notice unsolicited. Have patience—the best situations generally fall to them that wait. Do not apply for any school unless you know there is a vacancy. Do not begin teaching in your own district. Strangers will not find half the fault, and will give double the credit that your own people will.

If you have pupils who have applied for admission to the normal school entrance examinations, let them be sure that they have received a postal in acknowledgment of their application. Ask them to preserve