

trying to crush out the activities of the child these must be directed and made a positive factor in the process of his education. This is the problem that should give us pause, and during the pause let us think of manual training. By "manual training" I do not refer to a few trivial models which may form a part of this or that course in hand work. That would be like thinking of the practice pages as the object of a course in writing; or the written exercises as the final result of our composition teaching. But I do have reference to the broad principle of giving the rising generation a useful and well balanced education by training and developing their physical activities as well as their mental powers.

In considering this matter we must neither let prejudice nor an indisposition to work play a part. We should remember that methods as well as men, and machinery, sometimes outlive their usefulness; and we should be progressive enough to take up the new subjects and methods that are evolved, and at least give them a fair trial.

As we consider manual training in this broad and unbiased way I think we will be compelled to say that it presents possibilities for improving our educational condition that we cannot afford to disregard, and that it must come to be recognized as a cardinal feature of our school work.

Nova Scotia Provincial Educational Association.

Three hundred and seventy-six teachers were enrolled at the meeting of the N. S. P. E. A., held at Truro on the 2nd, 3rd, and 4th of September, the first week of the school year.

In his opening address the Superintendent of Education referred to the gratifying fact that the government grants to teachers would be no longer, as heretofore, subject to deductions on account of an increase in the number of teachers. He pointed out that the changes proposed in the program of studies would require the fullest discussion so that the various subjects might be seen from every point of view. Summer and vacation schools should be utilized to a greater extent by our teachers, many of whom have not had the advantages of professional training. The Military School in Halifax, the Summer Science School at Sackville, and the still more thoroughly organized vacation school affiliated with the Normal School

and the Agricultural College at Truro were all available to teachers. If the school year was to be somewhat shortened it might be desirable to provide for a four years' high school course, covering about the same work as the present three years' course, but, perhaps, more thoroughly, and without duplicating the work of the colleges. A standard matriculation for all our colleges, a course of four years in any one of them, with a uniform post graduate examination on some of the principal subjects, would be the regular way of obtaining a High School Headmaster's Diploma. Those wishing to do so might specialize on narrower courses in English, the Ancient Classics, Modern Languages, Mathematics, or Science, and thus obtain diplomas to teach in these special subjects.

The remaining sessions of the Association were devoted mainly to a discussion of the Report of the Committee of Sixteen on the Common School Course.

Dr. Soloan, chairman of the committee presented the Preliminary Report, in which the general principles adopted by the committee were very ably and fully explained. The present program is said to be, on the whole, "well balanced, correct in educational principles, and judicious in detail." It is thoroughly up-to-date, and in the hands of well trained teachers the results would be all that could be desired. As an aid to the teachers the program should give more in detail, for each subject, the content most available for the various stages of mental development, together with full suggestions as to the best methods of teaching. Those subjects should be emphasized which enable our pupils to deal with actual conditions and concrete relations; in arithmetic, common and useful calculations; in grammar, the correction of common errors and the enlargement of the pupils' power of expression; in geography, the phenomena exhibited in our immediate surroundings and the interpretation of the earth in its relations to man as an individual and social factor; in reading, good literature only; and as the vitalizing element of all elementary studies,—nature study, which increases the joy of living by putting the pupil into a sympathetic attitude towards nature. Any over pressure that may exist does not arise from too many subjects in the program, but from deficient interpretation of their purpose, that is, from bad teaching. The best results in reading, writing and arithmetic are attainable only through a rich and varied program of studies arranged in the pedagogical order. In order to secure economy of