

NOVA SCOTIA.

The Legislature at its late session revised and consolidated the various Acts relating to Public Instruction. The provision of the law which empowered the Council of Public Instruction, under certain conditions, to sanction separate schools for colored children led to animated debates in both branches of the Legislature. A proposal to entirely eliminate this particular section was defeated, —in the House of Assembly by a majority of two, and in the Legislative Council by a majority of one. The latter body, however, added an important rider to the effect that no colored child can be compelled to attend school outside of the ward in which his parents or guardians reside. After a spirited discussion the House of Assembly ratified this amendment by a large majority.

The report of the Education Committee of the House of Assembly as published in the local *Journal of Education* is quite a lengthy document. It expresses general approval of the text-book policy of the Council of Public Instruction, and contains some excellent suggestions on that and other subjects.

Mr. Robichan, M.P.P., brought before the Legislature in a very interesting speech the educational claims of his countrymen, the Acadian French population of Nova Scotia. His aim was to show that the retention of their own language was essential to the true progress of that people, and that therefore our educational system should make fuller provision both for imparting instruction in French and the special training of French teachers. He supported his contention by pertinent statistics which exhibited much research, and evidently produced considerable impression on the Legislature.

F. C. Sumerhast, Esq., formerly registrar of the University of Halifax, has assumed the proprietorship and principalship of the Ladies' Boarding School, hitherto known as "St. Margaret's Hall." Mr. S., who is well known to many readers of the *JOURNAL* and was for some time Professor of Modern Languages in King's College, has given his institution the name of "Girton Hall."

The Academy at Annapolis has been making excellent progress since the appointment, about a year ago, of Mr. A. McRae to the principalship. Mr. McRae was formerly head master of Digby Academy, where he succeeded in making a very worthy record. The school commissioners have secured a larger school building with a magnificent play-ground, and a decided improvement is visible in every feature connected with the school. Mr. McRae takes the high school work, Mr. Ruggles is second master, and the junior departments are ably conducted by the Misses Clarke, Longley, and Harris.

The attendance at Windsor Academy is nearly 500. The principal, Mr. H. C. Elliott, is an earnest and zealous teacher, and the work now being done will reflect credit upon him. He is efficiently assisted by Misses Faulkner, Haliburton, Bennett, McKeen, Worthylake, Calder, and De Wolfe.

In looking over the prospectus of the new High School in Ridgetown, we conclude the school officials made an excellent selection when they decided to give the management of their school to Geo. A. Chase, Esq., M.A., Medallist in Modern Languages of Toronto University. Although the school is but in its infancy, having been in operation only since last September, there are already ninety pupils in attendance, a third master is employed, and further assistance is required. "It is good to begin well," and the foundation laid seems to be all that is desired, while the trustees are determined to spare no efforts in placing their school among the very foremost in the Province. We wish them every possible success.

GENERAL.

IN HIS PLACE.—Here is something teachers should apply to themselves. Do they ever talk above the comprehension of the pupil? A half-witted fellow found a missing horse, when all search for him had failed, and a liberal reward had been offered for his recovery. On his bringing the horse back to the owner, he was asked "Why Sam, how did you come to find the horse when no one else could?" "Well, I just 'quired where the horse was seen last, and I went thar, and sat on a rock; an' I just axed myself if I was a horse, whar would I go, and what would I do? And then I went and found him." It would be well if every teacher before sitting down to a class of children would ask himself, "If I were a boy how would I feel and what would I want?"

He would thus be more likely to get hold of those boys and bring them along with him wherever he pleases to go.—*Burnes' Educational Monthly*.

I would not like to send a child to a school where there was no library. Intelligent teaching requires a demand for intelligence. Intelligence means becoming a part of the life that has throbbled and struggled through the pulses of the ages, of the people who have lived and toiled and died in this world—in a word, of History.—*Kennedy*.

Expect results from every recitation of every class. Set out with clear aim at a definite mark. Keep the gun of the recitation steadily levelled at the proposed game. If the first shot doesn't bring it, contrive by all that is human that the last shot shall. If the time is up, and no game is bagged, you will not be the first hunter who has returned empty from a long chase. But the point is that you should distinctly know that there was some game in the bush, that you pursued it faithfully and hotly. That you make no capture is only a surety that it is there for you yet, and that at the next chase you must set your traps more skilfully, keep the trail more surely. An interested teacher at a very recitation may fire with the zeal of the hunter and enjoy the chase quite as much. But it is good to come home with something.—*Normal Exponent*.

FORM AND SPIRIT.—Admitting all the advantages that Colonel Parker had in being permitted to carry out his ideas on the subject of teaching, there is no doubt that the success was not the mere success of method, but that true earnest spirit of the teacher which was behind the method. There was nothing strange or startling told us by Colonel Parker, little that was altogether new, and we heard teachers express surprise and bewilderment that this far-famed system should prove to be a thing apparently so simple. These were teachers who had not yet learned to distinguish between the form and the spirit. That a good method is a grand thing in the school-room or elsewhere, and that there are good modes and bad modes of teaching, we do not deny. Still the fact remains that it is the spirit which animates the form, and not the form which animates the spirit.—*N. Y. School Journal*.

Life is made up, not of great sacrifices or duties, but of little things, in which smiles and kindness, and small obligations, given habitually, are what win and preserve the heart and secure comfort.

The main purpose of education is not to promote success in life, but to raise the standard of life itself; and this object can be obtained only by those higher studies which call forth the powers of reason, moral feeling, and artistic taste. Even in professional education, our aim ought rather to be usefulness in life than mere success, and we have great distrust of all theories of education that put success in the first place.—*Century*.

COMMENDATION, NOT CRITICISM.—Did you ever notice how the apostle Paul told all the good he knew about the people whom he wished to rebuke before he reminded them of their defects? "Nevertheless, brethren, I have somewhat against you." If you are going into the scolding business at all, take Paul's plan. Instead of heaping indiscriminate blame upon your child, tell him in what he is pleasing you, and then very tenderly suggest the points where improvement is desirable.—*Richmond (Va.) Rel. Herald*.

"Ah, I have an impression!" exclaimed Dr. McCosh, president of Princeton College, to the mental philosophy class. "Now, young gentlemen," continued the doctor, as he touched his head with his fore-finger, "can you tell me what an impression is?"

No answer.

"What! no one knows? No one can tell me what an impression is?" looking up and down the class.

"I know," said Mr. Arthur, "an impression is a dent in a soft place."

"Young gentlemen," said the doctor, removing his hand from his forehead and growing red in the face, "you are excused for the day."

Meantime the school must continue to fight the saloon. It has its own weapons of defence, not only in its own behalf, but in behalf of the nation and of society. Just so far as the boys of the nation appreciate what an impeachment of true manhood it is for one to "put the cup" to his own or "to his neighbor's lips," and so far as it gets instilled into them that the truest token of a man is the self-control that repels every sort of mere indulgence—so far the school-house is doing triumphant battle for the right.—*Chicago Standard*.