

The Changing Position of Classics.

Prof. Sutton, in the *School Review*, traces the changes in the requirements for a B. A. degree from the time four hundred years ago, when the classics became the *solum bonum* of education, to the present, when a leading university like Harvard demands for a B. A. no collegiate study of Latin or Greek; and yet her B. A. never stood higher. Even in Oxford university there are now, besides the classics, six other avenues to the degree of B. A.

"As successful men in various professions began to achieve renown in the world of culture, even though they had not received the traditional scholastic training, it began to dawn upon the minds of the people that subjects, other than those found in the college courses, are valuable as means for mental discipline and and for securing that indefinable result known as culture." . . . "Times have vastly changed since the Middle Ages, and educational ideals also have changed to meet the new requirements of the changed civilization."

Candidates for the B. A. degree are now permitted without Latin to enter several of the leading universities. "Latin as well as Greek must become reconciled to its 'manifest destiny,' and must be content with holding a rank no more distinguished than that held by other studies that are, and of right ought to be, classified among the liberal arts."

Among those who believe that neither Latin nor Greek should be compulsory for the degree of B. A. we could name President Eliot and Prof. Hanus of Harvard University, President Hyde of Bowdoin College, President Jordan of Leland Stanford, Jr., University, President Schurman of Cornell University, and many other leading educationists.

Nova Scotia School Report for 1899.

The Annual report of the Superintendent of schools for Nova Scotia has just been laid before the Legislature. First, we have seven pages of a "Summary of Statistics," then fifty-six pages of "Comments on the Statistics," including an interesting discussion on the alleged over-pressure in High Schools, the teaching of science, changes in text-books, agricultural education, etc. The statistical tables cover forty-four pages, and the subordinate reports one hundred and ten pages. At present, we have space for only a few notes.

It is satisfactory to find that the practice of granting "permissive licenses" to common school teachers has been practically discontinued. It will some day seem strange that it was ever deemed necessary to grant licenses to teach to persons unable to take a grade D

(fourth grade license). The Counties of Inverness and Cape Breton have suffered most from these low-grade temporary teachers, who place such a small value upon their own services as to make it impossible for properly licensed teachers to compete against them.

Only about one-third of the teachers of the province have yet availed themselves of the few months training given at the Normal school. When we consider that several years of training are required of every teacher in Germany, it would seem as if our schools must still be very far behind, or that, for teaching, a special training is not as much needed as in other professions. The value of scholarship to the teacher is recognized by requiring the untrained teacher to hold a higher grade than the trained teacher holding the same class of license, and also by the raising of the minimum percentage for any subject to untrained teachers to 33 instead of 25.

Of the 2,494 teachers employed, 1,073—nearly one-half—hold only a D license. There are but 463 teachers—less than one-fifth—who have taught over ten years, so that teaching can scarcely yet be said to be a life-profession in Nova Scotia. There are about 100,000 pupils in the public schools. Of the 18,000 who enter the first grade, about one in four reaches the high school, and one in a hundred and seventy leaves from Grade XII.

The increase of four per cent in the sum voted for teachers' salaries is a sign of substantial progress; for unless the teachers are reasonably well paid the best men and women will not devote themselves to the work.

The annual cost per pupil is only \$8.09, or less than one-third the amount spent in the New England States. A country so penurious in its educational expenditures should not expect great results.

The Superintendent of Education claims that the teachers are generally improving, although this is not quite apparent when it is considered that the number of B male teachers has decreased more than the combined increase in the number of the B females, and of the A male and female teachers, and that the number of the D female teachers has increased by thirty.

The principal of the Normal School remarks that "in every class there is defective scholarship, defect so serious that it seems to suggest the great importance of looking for some more effective method of testing scholarship qualifications than is now adopted in Nova Scotia."

The new regulations now in force will, however, tend to improve the teaching slowly, but surely: (a) The minimum age for obtaining licenses has been raised. It should be still higher. (b) The abolition of permis-