

to the all-round disciplinary studies. They claim that in the modern conditions of civilization the narrowing tendency of special studies requires to be corrected by a generous culture before the student is tied down to a special pursuit.

In an age of machinery and subdivision of labor the boy would become about as mechanical as the machine which he operates, unless the windows of his soul are first opened towards all quarters of the horizon.

That is just what our present course of study is well calculated to do. It is therefore founded on sound pedagogical principles and any departure in the direction indicated by the Professor would be a retrograde movement.

But if the adoption of a major study in our academies is unsound theoretically it is still worse practically. It would introduce confusion into every academy in the province.

Take Halifax Academy, for instance, with its eight special teachers. It discourages options by imposing a fine of \$4.00 or \$8.00 a year, according to circumstances, upon students not taking the full course.

Latin is considered compulsory upon all who enter, although in the prescribed course it is optional. And yet it is a difficult problem to provide for all the classes. How much more difficult in academies not so well equipped? And how utterly impossible with all kinds of major studies clamoring not only for recognition but for special attention.

This system prevailed to some extent at one time in Truro Academy and the result was confusion and failure. But now that "the five fundamental disciplines" are insisted on, its work is harmonious and satisfactory and its record most brilliant.

In our experience we have found that the students who take the full course, and perhaps optional besides, invariably succeed best in each subject—beat the single-study boys in their favorite study.

Contractive elective courses or special attention to a major study, as a rule, only tends to encourage laziness, and develop one-sidedness and inefficiency. Such is the universal testimony of educators. Speculation comes soon enough in the colleges—sometimes too soon.

We will mention just one other inconvenience arising from such a one-sided system. A teacher whose major study was Latin, and who made ten, fifteen, or twenty per cent on science, barely knowing the technical terms, goes to an agricultural section and tries to push his favorite study among the farmers' boys. There will be some dissatisfaction.

Another teacher, whose major study in the academy was history, and who barely passed in drawing and book-keeping, going to a manufacturing or mercantile

district, will scarcely gain the respect of his patrons or pupils.

No, our present system approaches the ideal in its excellence.

The superficiality, inaccuracy and want of mental power characteristic of many schools arise not from any defects in the course of study, but from the want of really capable teachers who know how to apply it.

All subjects, if well taught, are capable of developing the scientific habit of mind and industry.

Latin is a favorite and effective subject for that purpose, because it requires less skill and labor on the part of the teacher than science, or almost any other subject.

While not agreeing with the Professor in his main proposition, we wish to call special attention to the very able, clear and convincing manner in which he shows the immense advantage of mental discipline over mere knowledge—not by any means a work of supererogation in these utilitarian times. We hope, however, and believe that the day is coming when the most useful knowledges can be utilized to secure the broadest and deepest culture.

The Professor's advice to teachers, to be in earnest in the pursuit of some favorite study, is most excellent and happily expressed. Like Arnold, of Rugby, he would not have their pupils drink from stagnant pools.

TALKS WITH TEACHERS.

Another term has begun. Have you taken care to answer all communications from trustees in answer to your applications? After requesting the Inspector to secure you a school, have you invariably notified him when you have either accepted a position gained by other means or by his recommendation? I have spoken to you before about this, and have told you of the confusion that is very often caused by neglect of this kind. I hope you have not at the end of the term given up a school to which you were pledged for another which seemed to you preferable. Though you may not be bound by a contract, such conduct is most dishonorable, and causes much trouble to trustees, in isolated districts especially. That trustees are at times discourteous and do not always answer letters even when stamps are enclosed, is too true, but do not be influenced by such methods to retaliate.

There is another matter to which I have referred before. When writing to an Inspector to secure you a school, or on your own *private* business, enclose a stamp or post card for a reply. In any matter relating to the general welfare of the schools, do not do