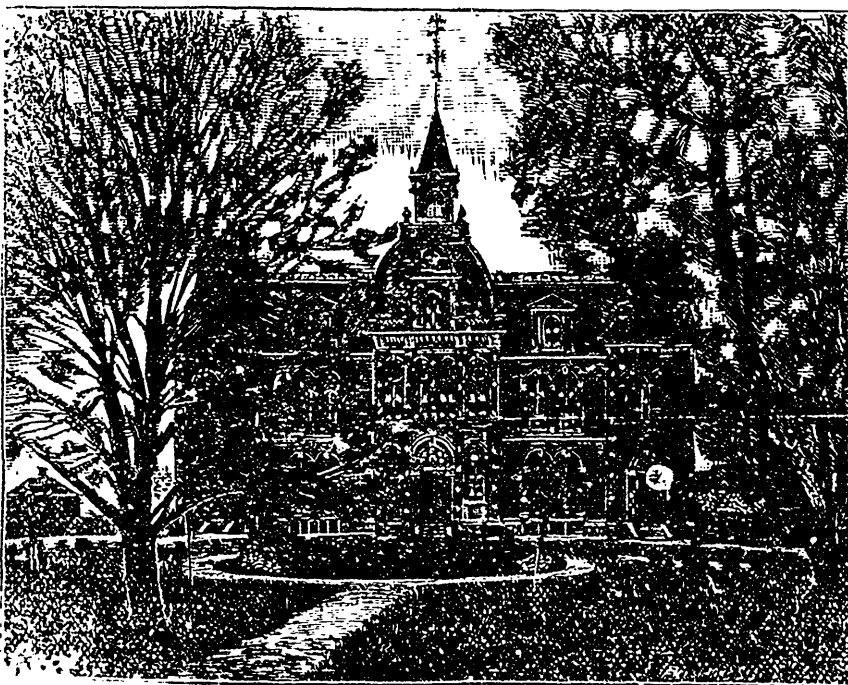


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# *The* *Nova Scotia Normal.*



*November, 1900.*

*Vol. 2.*

*No. 1.*

PRINTED BY THE NEWS PUBLISHING CO., TRURO, N. S.



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# The Nova Scotia Normal.

"DOCENDO DISCIMUS."

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Vol. II.    NORMAL SCHOOL, TRURO, N. S., NOVEMBER, 1900.    No. 1.

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This journal is published monthly by the NORMAL SCHOOL INSTITUTE. Price 60 cents per Academic year. Single copies 10 cents. Advertising rates on application. Business communications should be addressed to D. D. BOYD, Business Manager, Box 484. On all other matters address THE EDITORS OF THE NOVA SCOTIA NORMAL, BOX 150.

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SOME years have elapsed since the first volume of the NOVA SCOTIA NORMAL was issued by the students of '93-'94. We hope, however, that this period of inactivity has not impaired the vitality of the journal and that Vol. II. may prove no unworthy successor to the pioneer volume.

THE NORMAL is published principally for the benefit of the Normal students, but as the discussions in its columns are expected to have a direct bearing upon their future work as teachers, it is within the bounds of possibility, that it may have sufficient interest for teachers throughout the province to warrant their becoming subscribers. It is hoped, at least, that many, who have been connected with the Normal School in the past, will be able to send us their names to swell the number already on our subscription list.

MOST of our articles will be written by the present students of the Normal School, but suggestive contributions from former students and others on subjects not foreign to the purpose of our journal will be printed from time to time.

IT is felt that many who find it difficult to write a long article, might yet be able to offer valuable suggestions on various matters that come up for our consideration. A department of the NORMAL has been specially provided for these. Under the heading of "Brevities" we shall be pleased to publish any hints on methods of teaching, instructive experiences, or thoughts concerning any of the school regulations, etc., which contributors may be able to compress into the form of one or two paragraphs.

WE appeal to the students as a body, to manifest a live interest in the NORMAL and to second us in our endeavors to make it, as far as possible, representative of them and their opinions. Any suggestions as to its management that will tend to make it more valuable to them will receive our careful consideration. We present in this issue our thought in the matter, but there are many useful ideas that might never occur to us, that could be acted upon greatly to the improvement of our paper. Send us suggestions, every one, and so have a part in making the NORMAL as useful and practical as it can become.

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IT must be distinctly understood that unless otherwise specified, any hints and suggestions to teachers, opinions, etc., which may appear in our columns, come from Normal students or subscribers to the NORMAL and have no official sanction from the Normal School Faculty.

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ONE of the most useful departments of the NORMAL will be that, which for lack of a better name, we have called "Queries." In this department, questions relating to difficulties, which teachers and students are likely to meet with, will be briefly dealt with by a Committee consisting of the Faculty of the Normal School.

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THE PROVINCIAL NORMAL SCHOOL enters upon its forty-sixth year with brighter prospects than ever before. Its affiliation with the Macdonald Manual Training School, the Truro Domestic Science School, and the Truro public schools has greatly increased its efficiency as a training school for the teachers of the province and, as if in recognition of this fact, the attendance this year is exceptionally good, over one hundred and sixty pupils being now enrolled, without counting the C class, which does not begin work till later on.

The Manual Training School, with its up-to-date equipment and experienced teachers, offers to Normal students increased facilities for obtaining a knowledge of the fundamental principles of practical wood-working, while the Domestic Science School furnishes lady students with an opportunity to study an art and science, which, though one of the most universally useful, has hitherto been learnt, mainly through the oracular and frequently unscientific utterances of the busy housewife.

It is understood also, that more attention will be given this year to actual practice in teaching than in the past. The common schools of the town of Truro have been thrown open to Normal School students, who will thus have "excellent facilities for observing the actual working of the different grades and for obtaining a measure of experience in teaching. It is believed that this arrangement will give the pupil-teachers a real acquaintance with school practice, as well with the solution of problems of discipline, as with imparting instruction in the subjects of the curriculum." However inadequate any system of practice-teaching may be to give the students an insight into the actual difficulties of school-teaching, it is certain that, other things being equal, the students of 1901 should be in a better position to undertake the duties of their profession than those who have gone before them.

THE absence of Mr. Calkin, Prof. McDonald and Dr. Hall, from the Provincial Normal School, will be felt as a distinct loss to the institution, with whose growth and progress their names have, for such a time, been identified, that it is difficult to imagine the Normal School without them. Our regret, however, is mingled with a feeling of congratulation that successors, possessing such eminent qualifications as Principal Soloan and his colleagues, Messrs. Benoit and Conolly, have been selected to fill the vacancies.

WE are pleased to be able to present our readers in this issue with an excellent engraving of Principal Soloan, which was kindly lent us by publishers of the *Educational Review*, St. John. Our thanks are also due to Mr. Kidner for his interesting article on "Our Manual Training Course." At no distant date, we hope to be able to print a similar article on the Truro Domestic Science School.

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### OUR MANUAL TRAINING COURSE.

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**I**T is now a little over twelve month's since Sir William Macdonald, of Montreal, announced through Prof. Robertson, the Commissioner of Agriculture, his project for the introduction of Manual Training in Wood-work into the schools of the Dominion. Sir William Macdonald's munificence in the equipment and endowment of the engineering and other laboratories of

McGill University and in other directions in education are well known, but of the many benefits to Canada associated with his name, not one is likely to have a more wide-spread influence than this. As at first announced, it was proposed to establish in some central place in each province, a Manual Training School equipped with the best apparatus obtainable and under the direction of expert teachers from England or the United States. These were to serve as object lessons to the public and to school authorities and were to be maintained as such for a period of three years. As then announced the scheme did not make any provision for the instruction of the students of the various Provincial Normal Schools, and it was not until some time in last spring, that a further large donation from Sir William Macdonald enabled the Trustee of the Fund, Professor Robertson, to make the offer to the respective Education Departments, to provide a course of Manual Training for their Normal School students.

Truro had already been decided on as the place of the Macdonald School for Nova Scotia and our Provincial Council accepted the offer of the Macdonald Fund to give the Normal students the course in the Drawing and Benchwork of Manual Training in Woodwork. The large room of the original Normal School building was fitted up as the town school for Manual Training, and, pending the completion of the new Science building, where a large room has been allotted as a workshop, it was arranged that the Normal students should take their lessons there also. As the subject is rapidly becoming a part of most systems of primary education, a few short notes on the reasons which have led to its adoption may be of interest to the readers of the NORMAL. One of the most striking features of modern educational methods is the change that has come over our conceptions during the last decade or so, of what true education really is. That this has been largely due to the study of the principles of Froebel and Pestalozzi is generally conceded and their fundamental doctrines of "learning by doing" are now widely recognized as being true and founded on a thorough appreciation of child life. By these principles the natural and superabundant activities of the child are made the vehicle and means whereby its whole nature is trained and developed. All children delight in doing and our Kindergarten schools are evidence of the value of this means of education, but unfortunately the excellent principles of the



"Children's Garden," the surrounding of the child with influences from which he may obtain his inspiration and growth, as a plant does from its surroundings, have been to a large extent dropped at a certain age, and the old methods of pouring in more information largely adhered to. Several writers on education, and, notably, Quick in his "Educational Reformers" have emphasized the fact that we owe to the Mediæval scholars our traditions of the all-important part books should play in the training of the young, but, while we never can do without them, or the scholar, the historian, the poet and the mathematician, such studies alone do not provide for the all round development of the faculties of mind, body and soul.

The importance of *sense* training is rapidly coming to be universally allowed, and most of our treatises on Psychology shew clearly how great an effect the use of the hand has upon the nerves, which connect its muscles with the brain and its cells and processes. Thus, the development of the reasoning powers of man has been closely associated with the development of the delicacy of the tactile muscles and associated nerves. The brain is now regarded as a compound organ, the health of which depends on a due co-ordination of its parts with one another and the whole nervous system. Thanks to the study of these once obscure actions and re-actions, the chief means of sense training has been found to be the hand. To-day, the most advanced learning depends upon perpetual observation and experiment, and the chief room in the modern school is not the lecture hall or class room, but the laboratory. Almost every science is now studied in a laboratory, not only chemistry and physics, but hygiene, medicine, botany and biology. In pure science, as in industry, advance depends more and more upon skill in the use of the hands, and yet we are largely neglected, in the education of our children, this most potent agent, the most wonderful organ we possess. The introduction of the Manual Training Workshop will remove this reproach, for, by its aid, the hand and the eye also are trained in a very complete way. The fact that wood and the tools of the carpenter are chiefly used, must not lead to any confounding of the aims and methods of the craftsman and his workshop, with the methods of the Manual Training School, for they are entirely different. The craftsman is engaged upon the production of a certain article and the means whereby he produces that, are of secondary importance,

but in Manual Training the matter is reversed. The production of an article is not aimed at, but the training in the *doing* is the chief object in view. It is not a means of developing an aptitude for a particular craft, but is intended to fill a gap in elementary education, which experience has shewn to exist where education is purely literary. It is the teacher's duty to "train faculties, not to develop facilities" and it is clearly no part of the functions of the primary school to give instruction in any specific trade or profession. While this is true, however, as a basis for specialized or "technical" instruction in after life, Manual Training is of great value. As a manufacturing and producing nation it is of the utmost importance that our future citizens be trained to careful manipulation, accurate measurement, habits of industry, patience and concentration, and it is a noteworthy fact that those countries which have devoted much attention to this "new education" are those which are in the forefront of manufacturing and industrial progress. Natural advantages avail the nations less and less as the advancement of science tends to place all on an equal footing, and we shall hold our own in the world only if our teachers fully realize what education really is, a drawing out and developing of the faculties of the child on each and every side of his nature, as well as in building up by instruction and precept.

While the imparting of manual dexterity is largely aimed at, much more than mere manual dexterity is imparted, for, as remarked above, it is impossible, such is the intimate connection between the brain and the hand, to develop the one without a corresponding quickening and growth of the other. With one other aspect of the subject, we will conclude. In an article in the North American Review, last year, on "A French view of American Universities" the author, M. Edward Rod, has these remarks:

"This teaching of students to use their ten fingers, to handle tools and to make for themselves what cultivated men are always inclined to ask others to make for them, is judicious and up-to-date. It gives the death-blow to the prejudice which despises manual labour, and exalts beyond all reason the work of the brain. Human effort, whatever it may be, is equally noble. Ridiculous pride alone measures differences between occupation and classes."

While it is an accepted fact in Physiology that the period of greatest development of activity of mind and body is from the ninth to the fourteenth year, there is no doubt whatever that the training in drawing, and in accurate execution of the practical work involved must be of great benefit to our future teachers and help to broaden their views considerably.

T. B. Kidner.



DAVID SOLOAN.

### OUR PRINCIPAL.

**D**AVID SOLOAN was born in Windsor in 1867. He entered Dalhousie College in his seventeenth year and secured the degree of B. A. in 1888. His favourite studies while in college were in history, English and political economy.

In November of his graduating year, he was engaged as English master on the staff of Pictou Academy. He remained in this position three years, when he was appointed principal of the General Protestant Academy, of St. John's, Newfoundland. During the years '92-'98 he was in charge of New Glasgow High School. Under his management this institution rose to a high degree of efficiency and became one of the leading schools of the province.

In 1898, he resigned this position for the purpose of travelling in Europe and for study. During his tour he travelled principally in England, France and Germany, and studied in the famous universities of Berlin, Paris, and Heidelberg.

The fact that, besides his regular university course he pursued

studies in Anglo-Saxon, music and pedagogics, may serve to give some idea of the breadth of his knowledge. All through his college career, Mr. Soloan has succeeded, not only by reason of his natural ability, but also by reason of his tireless industry. Mr. Soloan's thorough knowledge of the educational system of his native province, drawn from his long experience as a teacher coupled with that of German methods ensure his success in his present position.

Besides his many other accomplishments, Mr. Soloan is a writer of no mean order. His letters written from across the Atlantic are well remembered for their superior style and forcible description. "But there is absolutely no department of knowledge, in which he is not interesting and in which, as opportunity offers, he is not only willing but anxious to learn."

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### THE FIRST SCHOOL.

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**I** WAS glad to get that school. The two hundred dollars offered by the section, seemed to me a very Klondike and I accepted unconditionally by return mail. On a Saturday afternoon, three weeks later, I arrived in the section, where I was soon comfortably located at the home of one of my trustees. I say comfortably located, but, in one respect, I was very far from comfortable, being too much occupied with "waiting for Monday."

Saturday evening, I was entertained by Mrs. Trustee with a harrowing account of how the boys had treated my predecessor who, it appears, had almost been driven to an early grave by the ferocity of the youthful tyrants, I was to have charge of. Mr. Trustee said that he and his compeers had been called in every few days to quell disturbances, that much school property had been destroyed, and that if I, by a free use of the leather, could save them from so much worry and keep the school in order he would be fully satisfied. The result of all this information and advice was to make me "wait for Monday" more anxiously than before.

Monday came. It's a way Monday has—and with it, came the opening of the school. I had a plan of campaign, but only a few words of it were written down. I thought I could remember that plan without any trouble, but there came a time before noon

when I could not remember my own name, much less recall my plan. Veterans tell us that it requires nerve to face the fire of the enemy's batteries, but what fire could be so unnerving as that from thirty pairs of staring, inquisitive eyes. My hands trembled, my schet heaved painfully, and as I joined in the opening hymn started by the "big girls," my voice seemed weak and uncertain.

As the singing proceeded I gained courage, but when at its close, the Three Trustees walked in and took seats directly in front of my desk, I fell, almost instantly, into a state of nervous collapse, and disappeared from the stage. Disappeared from the stage, and yet proceeded with the opening exercises, that is to say, somebody proceeded. It was not really I, for my limbs, my voice, my very thoughts seemed to be those of another.

In about an hour (spent, I don't know how) the Trustees went away. A few minutes later, I returned to the scene, but my plan was completely gone and I thought myself lost. Something, perhaps astonishment at my remarkable manœuvres, kept the school quiet until noon. That afternoon I had a written plan. On every succeeding day I had a written plan—and my reputation as a teacher was saved. The moral is plain. When you take your first school don't be terrified by what Mr. or Mrs. Trustee may say, don't "wait for Monday," enter your school with a definite, detailed, written plan of campaign. Be ready for anything that may come along, even for Three Trustees. From my experience in this one section and from observing the methods of a large number of teachers my chiefest advice to the beginner is: Don't talk. Be very sparing of words in school and out of it. Most schools may be easily controlled by quiet dignity of the right sort. The teacher who begins with an opening address and an abundance of benign smiles, followed by a code of laws and more smiles, will in most cases have greatly weakened his position. The teacher, who goes through the first day on a dozen sentences with no smiles will have made a strong bid for good order and the respect of his pupils.

*Ego.*

---

Ill temper is a symptom revealing an unloving nature at the bottom; it is the intermittent fever which bespeaks intermittent disease within. Temper cannot be changed but by a change of heart. Souls are sweetened, not by taking the acid fluids out, but by putting love in. It is better not to live than not to love.—*Henry Drummond.*

## DELUSION!

**A**S I walked down Main Street, I said, in bitterness of spirit, "All women are false! All women are false!"

I bitterly cursed the fatal susceptibility to female charms, that had so often made me a victim of shallow coquetry and heartless indifference. I thought of the fair Luella, the peerless Imogene Marie, and a host of others, whom I had loved and lost, and grinding my teeth, I solemnly swore that hereafter my heart should be proof against the alluring smiles of the fair daughters of Eve. I had been duped once, twice, yes a dozen times, but, at last, I had learnt my lesson. I should never be deceived again, no, not I. Woman, after all, was no great part of a man's life. I would drive her from my thoughts, I would resign the torturing happiness of love and live and die a woman hater.

As I reached this point in my reflections, happening to glance up, I saw sitting on a verandah, directly in front of me the loveliest figure it is possible to conceive of. I say figure, for, though the face was turned towards me, it was concealed by a fashionable hat, tipped forward in the absurd style, that was in vogue until recently.

Little thought did I give to my resolution of the moment before, as with beating heart and surging blood I gazed, spell-bound with admiration. Attired in faultless style, the elegance of her apparel served but to render more prominent the graces of her person and, as I admired the perfect beauty and symmetry of her figure, the little feet that peeped from beneath the gown, the lovely hands that displayed their delicacy of form, in spite of their casing of kid, I grew more and more curious to catch a glimpse of her face. Hers must be the alabaster brow, the blue eyes, the golden hair, and the long curling lashes so dear to the heart of the artist. Her cheek must be that delicate commingling of the lily and the rose that marks the highest type of beauty, or perhaps, she is a daughter of the sunny South and glorious black eyes and raven tresses unite with an olive complexion to make a face as irresistibly attractive as her form.

Recovering from a momentary stupor, that had enthralled my senses at the thought of so much loveliness, I approached the verandah, when, raising her head, my Venus confronted me with the blackest face that Africa ever produced.

Alas for my beating heart and surging blood! Alas for my quickly conjured dreams of love and happiness! Silently, I turned on my heel and strode away, savagely grinding my teeth, as I muttered: "All women are false! All women are false!"

*Sauer Kraut.*

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THE YOUNG TEACHER'S DILEMMA.

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**S**HORTLY after starting his work in the schoolroom, the young teacher is confronted with the question, which of two widely differing views as to the duties of his calling, is he to adopt.

The parents of the children under his charge continually emphasize the value of knowledge. Education, as they understand it, is synonymous with learning. They are anxious that Tommy should know his letters, should learn to spell, should acquire certain facts of history and geography, should be able to cipher, and later on, perhaps, should be able to pass the Provincial Examinations. The trustees also make it plain that, in their eyes, the teacher's main duty is to make the children's brains depositaries of facts and figures. Let him accomplish this successfully and nothing more is required of him.

Though he may have systematically discouraged original thought on the part of his pupils, though he may have neglected countless opportunities of fanning the spark of youthful enthusiasm into a bright and enduring flame, yet, if he has succeeded in producing a large percentage of animated phonographs, ever ready to reproduce the thoughts and opinions of others, his work has been a success, his fame is trumpeted throughout the land and he is able to command a good salary.

On the other hand, teachers' institutes and educational papers hold up very different ideals as goals of attainment. Education is not knowledge but development. Facts and figures are of secondary importance, but the teacher, who is worthy of his office must so mould and fashion the impressible characters of his young charges that, when they have attained maturity, the whole course of their lives may be regulated by principles of right and justice. Every noble impulse is to be fostered, every nascent aspiration after the true and the beautiful is to be encouraged, and every latent power for good is to be developed. In fact, though the acquirement of knowledge and the cultivation of the mental faculties should not be neglected, the teacher's chief concern is not with the mind, but with the soul, the individuality, the inner nature of the child.

This then is the dilemma. Institutes and educational papers would have the teacher a sculptor of character, parents and trustees would have him a cramming machine and unfortunately

the latter hold the purse-strings. Which view shall our young teacher adopt? Shall he take the broad and easy road to distinction in his profession and become a skilful examination coach or shall he devote himself to comparative obscurity by contenting himself with less flashy success at examinations and more solid *education* in the broadest and truest sense of the word.

It is evident that, for the teacher of a miscellaneous school at least, this is the alternative. The ideal teacher with the ideal school equipment in a graded school *might* combine the two ideals in his methods, but the average teacher in a miscellaneous or semi-graded school must take his choice. He cannot cram and educate at the same time.

We doubt not that the nobler course is to devote oneself of the cause of education and regardless of the adverse criticism to unenlightened parents and trustees, to persist in providing education rather than learning. But we cannot all be martyrs to principle, and, under present circumstances, it is difficult to censure those who allow self-interest to compromise with their highest ideals.

*Jean Taillefer.*

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GOD IMMUTABLE.

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Peaceful pool, so calmly sleeping,  
Through the bright, clear, starlit night;  
On thy bosom lambent leaping  
Glimmers white, the silv'ry light.

Not a breath thy beauty wrinkling,  
Heaven's light is pictured bright,  
On thy mirrored stillness twinkling,  
Through the bright clear starlit night.

Hark! The leaves are gently stirring,  
Zephyrs kiss thy mirrored bliss,  
All thy beauty darkly blurring;  
Broken bliss! Betraying kiss!

Still the starlit night is twinkling;  
Silv'ry light still glimmers white;  
But the winds, thy bosom wrinkling,  
Roughly blight the picture bright.

Thus, though God is ever smiling  
On His creatures from above;  
Earth-born doubts and sins defiling  
Mar reflections of His love.

*J. Forsyth Smith.*



## NORMAL NOTES.

THE Normal School Institute was organized at a general meeting of the students, held on the afternoon of October 26th. The following officers were elected: President, Mr. Clarence Fulton; Vice-President, Miss Janie McKenzie; Secretary, Mr. J. Forsyth Smith; Assistant Secretary, Miss Scott.

A SPECIAL meeting of the students was called on Wednesday afternoon, October 31st, to consider the advisability of publishing a Normal School paper. As the project met with the approval of the students, Mr. J. Forsyth Smith was elected *Editor-in-chief*, and arrangements were made for the election of editors from each division of the Normal School.

THE first regular meeting of the Institute was held on October 31st, at half-past seven, with President Fulton in the chair. After much discussion, Monday night was decided upon as the regular night of meeting of the society. Various business matters having been settled, Mr. Fulton announced the subject for debate, "Resolved that country life is more desirable than city life," and then called on Mr. Smith to defend the resolution. Mr. D. D. Boyd responded in characteristic style, and a very lively discussion followed, in which many students took part. The interest manifested in the first debate gave promise of many exciting discussions in the future. On a vote of the meeting being taken, the majority decided in favor of country life.

A VERY pleasant reception was given to the students of the A and B classes, by the members of the Y. W. C. T. U., at the home of Mrs. J. B. Dickie, on October 29th. The thanks of the students are due the members of the Society for their kindness in thus entertaining strangers. Such kindness is doubly appreciable, as it is only by means of such gatherings of the students at the beginning of the term, that they become personally acquainted with each other.

ON Monday night, November 5th, the following programme was rendered in connection with the Institute:—Instrumental Solo, Miss Strumm; Recitation, "Hoe Out Your Row," Mr. Fulton; Reading, "The Wife-hunting Deacon," Miss Pierce; Talk on "Jamaica Negro Proverbs," Mr. Smith; Harmonica Selections, Mr. Bruce and Mr. Boyd; Recitation "Death-doomed," Mr. Knight; Chorus, "Old Kentucky Home," Les Enfants; Reading, "Lecture to a Fire Company," Mr. Boyd; Recitation,

"When Father Carves the Goose," Miss Fitch; Chorus, "Rule Britannia," Les Enfants. Miss Fitch's recitation was particularly pleasing. Mr. Boyd raised many a laugh. The second number by Mr. Fulton was well rendered but was a trifle long. Next time, Mr. Fulton, select a shorter reading.

ON Monday evening, November 12th, in the absence of Mr. Fulton, the Institute was called to order by the Vice President, Miss McKenzie. After some unnecessary wrangling the business was completed. Mr. Knight opened the debate on the question, "Resolved that Napoleon Bonaparte was a greater conqueror than Alexander the Great," in oratorical style. Miss Grant of the A class responded and forcibly answered any arguments which her opponents may have advanced. Mr. McNeil was the next speaker and in spite of the fact that he was totally unprepared, spoke fairly well. Miss Ruth Simpson, the next speaker, showed the careful training of her Alma Mater in the decided and brilliant way in which she covered the subject. Many students took part in the discussion, among others Mr. Coady, who brought down the house with his lengthy and studied discourse. Mr. Smith's learned and stirring appeal also carried great weight. On the question being put by the chair a majority vote decided in favor of Alexander the Great. Mr. Boyd, who had been asked to criticize the debate, evidently believes that "brevity is the soul of wit" and hurt no one with his critique.

ON the arrival of our South African Heroes the following Normal students took advantage of the excursion rates to Halifax: Miss Simpson, Miss McKenzie, Miss Conrod, Miss Grant, Miss Edgcomb, Miss Phalen and Miss Allen. They all report a good time.

MR. FULTON of the "A" class has left us for a time to teach in the Truro Academy. He takes a part of the unusually large C and D classes. Success to you, Mr. Fulton. We sigh to be Academy girls.

ON Tuesday, the 13th inst, a re-division was made of some of the B divisions. Several young ladies visited the Manual Training School for the first time and they are all delighted with the work there.

COLLEGE spirit abounds among the Normal students and yet many of us are still strangers to each other. Would not a students' reception be in order now?

THERE was little or no excitement about the election at the Normal School.

## BREVITIES.

[The distinction between questions asked in this department, and in "Queries," is that the former call for opinions and suggestions from pupils in future issues, the latter are answered by the Faculty of the Normal School.]

HAS any student or teacher, who may read these lines, successfully conducted in connection with his school a parents' society for co-operation with the teacher? If you have, the Editors would, no doubt, be pleased to publish an account of your experiences.—*J. F. S.*

THE following has been suggested as a good general rule for the guidance of those who are puzzled by the different pronunciations given to the same word by different lexicographers. If you can find *one* authority for that pronunciation which comes most naturally to you, let well enough alone and make no change.—*E. D.*

IT has been suggested as a means of making geography more practical and preventing it from being regarded as a mere subject on the school curriculum that pupils be exercised in describing and pointing out on the map, places mentioned in newspaper clippings.—*C. H. I.*

SPELLING! This carries us back, in memory, to when we stood on the floor twenty minutes for each misspelled word. Will some teachers mention methods which they have found successful in teaching spelling?—*B. W. E.*

TOO frequently, on taking charge of a school, the teacher finds that the pupils have been graded with very little regard to the requirements of the prescribed course. Members of Grade VIII are frequently only fit for Grade VI or Grade VII. How can this unfortunate state of affairs be prevented? What should the teacher do in such circumstances?—*M. E. S.*

Longfellow said: "The talent of success is nothing more than doing what you can do well, without a thought of fame." Osborne said: "Success in life consists in the proper and harmonious development of those faculties which God has given us." Another writer says: "Success in life is simply a right result from all the factors at work in the days and years as we live them, instead of a wrong result." All of these eminent writers are substantially correct, but I would add that success depends upon earnest, enthusiastic work in some legitimate line from start to finish, with never a thought of failure.

## QUERIES.

[The Faculty of the Normal School have kindly consented to answer questions in this department. The editors will endeavor to procure answers to ALL queries sent in, but only such as are thought to possess a general interest will be published.]

Q.—A writer on “Methods of Teaching” says, “In using the school text book, let the advance lesson be read over aloud in class, and then direct your scholars to mark with a pencil a few leading points to be committed to memory, certainly not more than from one-tenth to one-fourth of an ordinary lesson of descriptive text.” Granting that this advice is good, would a teacher be justified in making selections as suggested above, when the Council of Public Instruction has prescribed the whole.—*R. I. N.*

A.—Has the Council of Public Instruction prescribed the *whole* text for memorizing ?

Q.—Should prizes be given in country schools ?

A.—Opinions differ. Look up the question in an authority on school management.

Q.—There are two pupils ; one is up to a standard set for grade VI, but can scarcely divide two numbers. The other is working grade VI arithmetic, but cannot read two sentences properly ; in what grades can a teacher register these pupils, and swear that he has told the truth ?

A.—In a miscellaneous school the standing of the pupil is a matter that will adjust itself ; the teacher should place the pupil in the proper grade in each subject. In a graded school, such a difficulty as that presented by questioner, can only arise through carelessness in grading, blamable to the principal.

Q.—Should the teacher consult parents about punishing their child ?

A.—The questioner evidently refers to corporal punishment. The law is, that the teacher stands in place of the parent ; and higher courts have defended the teacher in administering corporal punishment if not excessive. Now, if a pupil deserves punishment of an extreme kind, he should receive it ; and the desirability of consulting the parent is by no means obvious. It is doubtless an

act of courtesy to the parent, though not always taken as such. Often, indeed, it serves as an invitation to protest or quarrel. Punish the pupil according to deserts and the chances are the parent will never hear of it and will accordingly be spared the danger of acting imprudently.

Q.—Is it correct to say, "If I *were* in South Africa I would fight?"

A.—Yes; "were" states a condition contrary to fact, and the past indefinite subjunctive is the correct form. In the latter part of the sentence, either should or would might be used, but *would* emphasizes my inclination or feelings in the matter.

Q.—Should a teacher try to teach the French pronunciation of such words as "Chauvin" and "Champlain," or should he be content with the Anglicized "Shamplain," etc.?

A.—We think not. One would require to know a great many foreign languages in order to pronounce the commonest place names of Europe.

Q.—Is "keeping in" a good mode of punishment for tardiness, poorly prepared lessons, etc.?

Q.—Should corporal punishment be resorted to even in extreme cases?

Will be dealt with in pedagogy classes.

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### ABNORMALITIES.

MICE!!!

BRAVO, Colonel M—s—g—r.

WHAT'S de mattah wid de color(ed) committee.

"WHY, sir, your flourishes are Ol-iver the board!"

WHAT'S the matter with having an arc light at the ladies exit in the Normal School building?

WHICH member of the A class would make a good football player?

MCN——I, because he is an excellent kicker.

WHAT'S the matter with the *errand boy*?

THE A class is diminished by a Ful[i]ton.

LIST to the humming of the B's: "Ma, me, mi, mo, mu."

CONFUSED DEBATOR, "It wasn't because—er—it wasn't because—er—er—I don't exactly know what because it wasn't."

DURING debate McN——I made his maiden speech. After debate he made his maiden speak.

MISS C., (*debating on side of Alexander the Great*) "I cannot eliminate the idea of a *man* from the discussion."

THE professor advised the students to return from their botanical excursion by the river, so one young lady took the first Boate home.

PROF. "What is the main thing to be gained by attending the Normal School?"

STUDENT, (*emphatically*.) "Your diploma."

LEB.—"Are there any currents around Europe?"

SLEEPY B. "Well, I don't know about currants, but there are lots of blueberries."

PROF. "Why do I adopt the inductive method of teaching?"

MR. B., (*swaying nervously*.) "Because by this method a subject can be taught with the minimum of knowledge on the part of the teacher."

WE'VE here a nice youngster of excellent pith;  
Fate tried to conceal him by naming him Smith,  
But he has a trick, as you may have been told,  
Of talking (in public) as if he were old.

STUDENT. "I can find the square root of that expression."

PUPIL TEACHER. "Well, find it then."

STUDENT, (*after an ineffectual attempt*). "Well, I meant I could find it if some of the terms were different."

SPEAKER (*waxing eloquent in defence of Alexander the Great*). "There was not his equal in Greece."

VOICE from the audience. "What a fatty!"

SPEAKER, (*continuing*). "Wherever he carried his victorious arms he left traces of Greece behind him." (*Applause from Napoleon's partisans*).

ON the *spurr* of the moment, it is suggested that we have a joke department in connection with the NORMAL.

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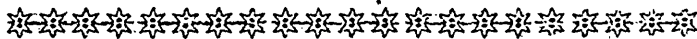
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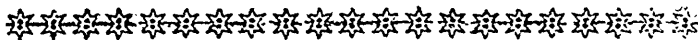


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