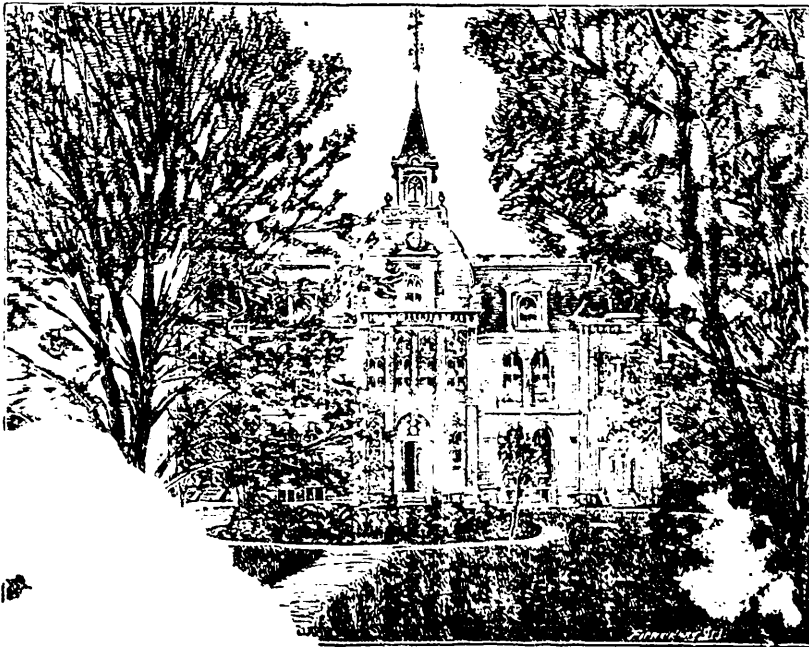


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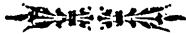
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NOVA SCOTIAN GEOLOGY.

In remote geological time we picture an ocean that surged without a break from pole to pole, tides that rolled in one restless sweep around a shoreless world—a lifeless wash of waters where the only sound was the roaring of wind and wave and where the sun rose and set age after age for nought that man can conceive. Such is the tale told by the oldest of stratified rocks, the Laurentian. But as time passed on land arose, though to after ages was left the birth of this province-by-the-sea. Through ages that we have no means to measure, the ocean rolled o'er Nova Scotians' future home and the Atlantic's broad billows foamed unchecked from the Laurentines of Canada to the eastern world. Our Cambrian rocks, five miles in thickness were then laid down—their architect, old ocean; their building material, the muddy sediment formed by an ever restless sea. And right here we are confronted with one of the many wonders of geology. When we know that one inch of this fine sediment requires many years to accumulate, what must be the time allowance for over 25,000 feet. And this tremendous thickness, we must remember, is included in the lower part of the Cambrian, one of the many geological strata. Such are the items that combine to make up the vastness of geological time, where ten thousand years is no more than a moment in the life of puny man—a single throb in the life blood of old mother earth.

But through the mists and shadows of ages unnumbered, we discover a change, a change as great as it was lasting. The crust of the slowly cooling earth gives way to the tremendous strain brought to bear upon it and solid rock, miles in thickness, bends and crumples as paper in the hand of the child, leaving rolling hill and mountain peak as an everlasting witness to the truth of this ancient story. This event, though exceeded in grandeur and violence in more recent times, yet is made memorable to us Nova Scotians by the fact that it was the first birthday of our native province.

And now let us examine our newly found home. It was then an island stretching from Yarmouth to Canso and from the South Mountain to the Atlantic. Along its surf-beaten shores were strewn a few shells, but on its rocky surface we look in vain for any form of life—no green trees wave o'er a carpet of grass, no animal, not even the smallest living thing inhabit its bare and desolate hillsides or its murky and vapor laden atmosphere. Its rugged mountains, probably 15,000 feet high, rose aloft as if to show at once their harsh outlines and the powers of nature which gave them birth. Such was Nova Scotia in the morning of her life—a picture of utter desolation such as eye hath never seen nor the brush of the painter expressed. Space will not allow me to dwell on the changes that accompanied the formation of our gold bearing veins, nor on the events that closed forever the Cambrian period and ushered in the Ordovician.

* * * *

Centuries innumerable had faded away. Events, startling in their magnitude but shadowy with distance, loom out as we examine the hazy vistas of this far off geological past. The Silurian strata had long overspread the earth ere we again glance at its surface. Old ocean with its ceaseless ebb and flow had worked hard upon our shores and the resulting clay went to build up this new formation. And age after age as it spread out its strong layers, it printed on them the history of the period in characters as enduring as the earth itself. At Bear River, Nictaux and elsewhere are seen those records—shells and coral which ages and ages ago were produced in those ancient silurian seas.

In this age of investigation men often travel for years to see the wonderful results of antiquarian research. We gaze with wonder upon the mummied remains of a Pharaoh, whose life was ancient history when Moses lived or we handle with reverence the records of that oldest of nations, the Acadians, whose history was a tradition in Babylon's infancy, and yet we pass by at our very feet relics, beside the age of which the whole reach of human history is almost nothing.

As time wore on the Silurian passed into the Devonian and the ocean began to share with the land its former monopoly of life.

We will, however, in this hurried glance be forced to neglect the many strange and curious forms that geological research has brought to light.

Again the cooling and shrinking of the earth interfered with the progress of life. The Devonian and Silurian rocks reaching from near Wolfville to the Sissibou river were folded together and shut up like a book. Those stony records stamped with the history of a strange and eventful past were closed not again to be opened till many a long era had gone by and many a mighty revolution had changed the face of nature. And now where the Nictaux and Bear River have chiselled deep valleys through their folded slates, we may read on their steep sides the strange history of Devonian life.

To the close of the Devonian period belongs the era of the granitic outbreak which so changed the appearance of a large part of Nova Scotia. This was indeed an event which deserves a more extended notice. Thenceforth for ages the history of the ancient highlands of Nova Scotia was a blank. Land there was, but to what purpose; life there may have been, but it has left no record. All we know is that for a long period of time our mountains were acted upon by influences which ground them down and transported the materials to the sea. On the Sissibou River one of the ancient mountain ridges was worn away to about five miles below its original surface and this, be it remembered, was accomplished before the coal period. It has been calculated from sound data that the ordinary action of frost and water lowers the earth's surface not more than one foot in 3,000 years; yet here we have over 25,000 feet of solid rock removed particle by particle and conveyed to the ocean by some such cause as above mentioned. So insignificant seems this method of working and so tremendous are the results, is it any wonder that we hesitate to believe ere we have seen some proof? And yet this is one of the simplest truths of Nova Scotian geology.

When we look back on this event, which occupies but a small fraction of geological history, it is not surprising that geologists should claim such immense periods for the enaction of the changes which they relate. And this is not a solitary testimony, but is sup-

ported by hundreds of others all speaking distinctly to the same point—the immensity of geological time.

And now comes on a long and quiet rest such as old earth had never before experienced. Thus was ushered in the Carboniferous period, to man the most important of all the great geological periods. Western and southern Nova Scotia did not share in the vast forests of the coal period, but from their mountains could be seen, east and north, the fertile plains that bore its rank vegetation. The earth's surface though quiet in comparison with former ages was not really so. For age after age it slowly rose above or sank beneath the sea, as with the breathing of a mighty giant who slept below. In Cumberland County this was repeated at least seventy-six times. Old Vulcan was sleeping, and truly he needed a rest for his work had been prodigious.

When next the veil is lifted, our province, then assuming its present form, made room for the world-famed tides of the Bay of Fundy. These, freighted with mud and sand, built up layer by layer the Triassic sandstones seen east of Truro. The earth was quiet and nature's giants were asleep, it seemed forever. It was but a temporary calm, however. The face of nature was serene, but the powers that slumbered below were gathering strength for another mighty effort, an effort beside which all their former attempts (as far as our own province was concerned) were small. In the bottom of the ocean, four or five miles from the then northern shore of Nova Scotia, a frightful fissure opened and from out its depths there issued a fiery flood of molten matter. For 120 miles west of Blomidon the combat between fire and water raged. What weird fancy can paint the scene? What imaginative mind can find words to describe it—the earthquakes and rumblings, the showers of stones and ashes, the surging and hissing of a boiling sea, while o'er all a mantle of steam and smoke shut out alike the heavens and the earth. But finally old Vulcan triumphed and the North Mountain reared its cliffs where stormy seas once rolled unchecked.

The Triassic era was ended and geology laid down its pen, while ages were to pass ere another word was written in its stoney record. Henceforth for ages on ages the geological history of Nova Scotia is a blank. In the following centuries system succeeded

system and different forms of life rose, flourished and fell. The Jurassic with its huge, flying reptiles and horned lizards, the Cretaceous with its terrible saurians, beside which the whale is puny, the Eocene, the Miocene, the Pliocene, all tell the marvellous stories of life in its prime. These five periods form the wonderland of geology, the era that has furnished to evolution its most telling arguments—lizards like fish and fish like lizards, birds like reptiles and reptiles like birds, forms as uncouth as gigantic looming out in all the invincibility of cuirass and shield, or towering aloft in strength apparently omnipotent and yet—they were extinguished as a candle flame by a puff of air.

Not until the glacial age is Nova Scotia's wonderful evolution resumed. Then the scene is changed. Ice, eternal ice, holds our province in its mighty grasp. This vast extension of the polar ice-cap extending southward, over mountain and valley alike, ploughed its way to the ocean carrying with it debris from all the hills in its way. For many thousands of years was Nova Scotia in its embrace. At last, however, the great ice field reached its maturity, hesitated and started on its downward path. With a changing climate the mighty glaciers were doomed and slowly ebbd away their life blood in rivers and rills. Local ice fields finally took the place of the one grand universal glacier. But these two were doomed and the ever rising and aggressive sea swallowed up the last fragment and the great Ice Age was at an end.

* * * * *

Again our province arose, but again it is sinking. Not yet is the geographical story finished. Judging the future from the past, who can say that the sea will not again sweep over mountain tops? Who can say but that with another throb of old mother earth, Nova Scotia will be the scene of changes unparalleled in her eventful past.

In the not far distant past, while human history employed the most astute minds, geological history was slighted and villified. But where shall we find a study (except still grander astronomy) which deals with Eternity as with a plaything, to which years are but moments and centuries but heart beats in the life-blood of time? For what is the life of man to the life of planets, or the rise of kingdoms to the building of world's.

W. H. PREST.

MUSIC.

"The man that hath no music in himself,
Nor is not moved with concords of sweet sounds,
Is fit for treasons, stratagems and spoils."

Shakespeare.

Every subject has its bearing upon a man's life, but every subject is focused to accomplish a special thing. We teach arithmetic for business, reading for information, language for culture, singing for character and enjoyment; or we study geography and reading that we may know more, and music that we may *be* more.

Music teaching in the public schools must do for the child in thought, sympathy and choice all that it is capable of accomplishing. Rightly used there is more discipline for the mind and heart, more discipline for enjoyment and character in learning to sing than in learning almost any other branch. Singing should be taught almost wholly for its *effects*, aside from ability to sing. It may be taught without aiding the voice in conversation, without making character more reliable or thinking clearer, but singing can not be well taught that does not make the thought more keen, the choices more correct, the moral perceptions more accurate, the intellectual, moral and physical life more fervent. It is needed for patriotism, for morality, and for health. Let us not neglect the faithful teaching of it then, for what the eye is to the face, what fervency is to the voice, singing is to the school.

K.

NATURAL SCIENCE AND THE TEACHER.

[The following is from a lecture given by Prof Smith in the School of Agriculture to a class from the Normal School.]

So much is said nowadays in regard to natural science and the necessity for it in our schools, that I approach this part of my talk with some diffidence. It is so easy to insist that it shall be taught, that physiology is necessary for one grade, botany for another, that I almost fear you will think me a reactionist if I say that we al-

ready have too much science in our schools. I take the risk. Such as it is we have entirely too much of it; such as it might be, not nearly enough.

Books in themselves are not science, nor can they ever become so. The foundation of Science lies in facts gleaned by observation. There are some, however, who make the great mistake of going to the other extreme, banishing books altogether. But books are a necessary guide to your study. Again, many great laws and principles have been evolved, abundant facts gathered, which are inaccessible to you except from books. You must make use of these, but they are to be made use of only after you have made observations for yourself. Correct reasoning and proper deductions do not come of themselves but can be stimulated by following the reasonings and deductions of others. No greater boon could come to you than associating with a trained mind. Still you should always remember that the educational value of observations and deductions from those observations are of primary importance and cannot be replaced by any amount of reading.

I hope you have not forgotten the story of Melampus, how he rescued two little snakes from death, nourished them, cared for them, and when they grew up, they bethought how they might reward him. So one day when he was asleep they crept up, one on each side and with their sharp tongues gently licked his ears and ever after he understood the songs of birds and the voices of animals. It was a worthy reward for a noble deed. Now if you too would understand the voices of nature like Melampus you must be in sympathy with her.

You talk of studying science, of studying nature. Do you know what it means? How sacred it is? It is the law of God. It is His handiwork. First study yourself. If in your soul you find some spark of that divine fire then nature's treasury will open to you, but till you have the magic key naught else can open it. What is this key? It is the love of God, love of His works. The least, the simplest, to those who love these are full of interest.

It is no idle fancy as we sit by the brook and listen that it speaks:

"I am calling, I am calling,
As I ripple, run and sing;
Come up higher, come up higher,
Come and find the fairy spring!"

"Who will listen? Who will listen
To the wonders I can tell,
Of a palace built of sunshine,
Where the sweetest spirits dwell?"

Thus every object speaks if you will but listen. Little children understand them and talk to them, but older children oft forget their language.

But how shall we get this key? It is so easy. If you will only try you can soon possess it. Are you interested in some plant, mineral or animals? Indulge that interest. If not, you can easily become so by trying to learn all you can about and from some little friend you meet on your next walk. When you have, it will give you the key. But it will never come from books, never from studying for marks or to pass an examination. These will only drive it away. "Books are dull and school is for the sluggard."

The spirit of science is essentially poetic and often finds expression in poetry. Coleridge says:

"He prayeth well who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things, both great and small,
For the dear God who loveth us
He made and loveth all."

Shakespeare constantly reiterates the idea that:—

"We find tongues in trees, books in the running brooks
Sermons in stones, and good in everything"

But the expression is even more completely revealed when the birds sing and the flowers speak. Listen to the sweet brier:

"I'm the little country cousin of the stately garden queen,
And I loiter by the roadside in my gown of pink and green
To unlatch the gate for summer, where the wood thrush lingers long,
On my perfumed breath uplifting his clear angelus of song."

So the sweet tune goes on, for nature is always singing "to the wide world," or to her rest," as Lowell so charmingly shows in "Sir Launfal." This then is the spirit of science, the lessons she teaches, the love she bestows. I hear it in the songs of the birds, see it in the flowers and feel it in the rocks. It comes to those only who seek it in nature and according to her ways.

Nor do I forget that you are teachers. All the more I call to you to come up higher. There is no separate way for teachers. Only one road, it leads through the fields, by the brooks, in the rivers, everywhere where nature lies untrammelled. How then are we

to teach nature lessons? You must first learn her ways. Would you think of teaching any other subject without first studying it? Yet how many undertake to teach the sciences under just this condition. I know of no other subject with which one requires so thorough an acquaintance in order to teach it, nor one where the pupil must find out so much for himself. Here is where failure so frequently occurs. The teacher never having caught the true spirit of science cannot impart it, far less direct the pupil to the proper road for finding it. It is only by becoming a student of nature that you can be a teacher in her school.

I warn you against rules for teaching science. It is so easy for those who do *not* know it to tell how it ought to be done. You will find instructors who are full of little tricks as to how some little detail should be presented, who miss the great truths altogether. If you once study it in earnest, the lessons she teaches will reveal the way to teach others. That way can be found by no artificial rule. There will then be no need to warn you against teaching the text book or that the pupil must be taken to the field or woods.

The study of nature reacts upon the pupil. It makes truth precious, all falseness distasteful. It inspires nobler thoughts and loftier ideals. It leads us to view our life from a higher standpoint, brushing away its shams. I think it reacts upon the body as well, making it more like the soul within, giving

"Helen's cheek but not her heart,
Cleopatra's majesty,
Atlanta's better part,
Sad Lucretia's modesty."

To the teacher then the study of science offers many advantages, if properly pursued, but if not it is worse than wasted. Do not try to teach what you do not know. Better let it go untaught. First be a student, then you can begin to teach. The small amount required of you for a certificate is not sufficient for you to teach upon. It must be supplemented by constant study, and this will be the case if you have caught the spirit of science.

NOTES ON GERMAN SCHOOLS.

(From Hon. Geo. W. Ross, L. L. D., Minister of Education, Ontario.)

In the *Elementary* schools of Germany, great attention is paid to elementary science in the form of observation lessons. From two to four recitations a week, of nearly an hour each, during the entire course are given to lessons upon plants, animals, minerals, physics, or chemistry. In some schools the observation of plants, animals and minerals does not begin until the third and fourth years; or, if these objects are observed, it is only in a general way. The following outline shows what is attempted in some schools during the *first three years* of the course:—

First year.—Naming and describing objects in the immediate neighborhood; writing clear, simple sentences in connection with observation; and, showing the relation of children to parents, to household, to school and to church.

Second year.—Conversations upon familiar plants, animals and minerals, concerning their uses, etc.; in the same manner, the various articles in common use and their manufacture; instruction regarding the treatment of animals and care of plants.

Third year.—Continuation of animal, plant, and mineral lessons; home geography. In the schools working under this and other plans of study, for the first three years there are observed and talked about, in addition to the common plants, animals and minerals such familiar objects as the stove, the egg, the house, the schoolroom, the bed clothing, food, the garden, the field.

In other schools and with more advanced pupils, a more elaborate study is attempted as follows:

1. *The plant considered by itself.*

(a) Description, root, stem, leaves, blossoms, fruit, location and time of blossoming.

(b) Its life, first appearance, growth, length of life—annual or perennial.

2. *The plant as a part of nature.*

(a) Relations to soil, moisture, climate; opposing influences.

(b) Relations to the plants in the neighborhood, growing alone or with other plants; shade; parasites.

3. *The plant in relation to man.*

(a) Use; harmful effects of.

In a similar manner animals are studied.

Although these various plans differ in respect to the chief end to be attained, there is no difference of opinion as to the necessity of presenting the objects themselves for study. All insist upon that and where the objects cannot be conveniently presented, representations of them in various forms are used instead.

The following topical outlines, copied from a special plan of study, indicate the kind of work which is attempted in many schools of Southern Germany, beginning with the fourth year. It should be understood that these topics are placed before the pupils one at a time, as the observations are made or as the information is given: 1. The four fundamental forms of organs (stem, root, leaves and hairs). 2. Function of these organs. 3. Growth of stems, outer and inner. 4. Underground stems. 5. Above ground stems. 6. Length of life of stem. 7. Buds, growth, kinds, covering, position, unfolding development, service to the plant. 8. Malformations and diseases of stems. 9. Influence upon the stem of location, soil, light and warmth, height, direction of wind, etc. 10. Growth of root. 11. Kinds of roots. 12. Effects of changing food. 13. Influence of location and soil. 14. Duration of root. 15. Leaves, kinds, etc. 16. Development of leaves. 17. Forms of leaves. 18. Situation of leaves. 19. Cause of malformation and diseases of leaves. 20. Influence of food, light, etc., upon leaves. 21. Blossoms. 22. Corolla. 23. Characteristic forms of blossoms. 24. Essential and inessential parts of flower. 25. Use of flower coverings. 26. Influence of light, moisture, etc., upon the formation of the flower. 27. Structure and use of stamens. 28. Structure and use of pistils. 29. Fertilization. 30. The fruit. 31. Seeds, structure and germination. 32. Dissemination of fruits and seeds. 33. Influence of location upon quantity of fruit and seeds."

The object of this study appears to be (1) cultivation of the observing faculties; (2) assistance to a better understanding of

other studies ; (3) acquisition of facts as a basis for scientific study ; (4) development of a love of the beautiful in nature and training in ethics.

“In the early object lessons, as well as in the later ones in natural history, the ethical training of the pupil is one of the distinct objects of the lessons in natural history. For example, in one general plan of study it is stated, after speaking of the obvious purposes of the lessons: ‘At the same time there should be given, in a fitting way, the representation and comprehension of the ethical relations of the child to the objects observed and talked about.’ Especially is kindness to animals enjoined upon children in all lessons upon the domestic and harmless animals.”

This outline is a very appropriate commentary on the Nature Lessons in our Nova Scotian course of study.

SHAKESPEARE'S WOMEN.

Before considering this subject let us for a moment look at the great author.

Shakespeare was equally master of the sublime and the ridiculous. He possessed the most creative mind that ever engaged in the actual details of life.

“His nature was poetical, immoral, inspired and extreme in joy and pain.” He had a knowledge of the lowest depths of vice and degradation, as presented to him in the years of menial service, which he spent in a London theatre. Afterwards, when on account of his uncommon wit and genius he arose to a position of honor and importance, he made friends of many fashionable, young nobles, who fed his powerful imagination with ideas of Italian pleasure and elegance. Thus, by dint of genius, and by frequent association in a social life, in which every kind of information was attainable, he became an accomplished man.

He accepts nature and finds it beautiful in its variety of characters; and paints human nature with all its littleness, deformities, weaknesses and excesses.

His characters are hot headed and imperious. They cannot restrain themselves, and are, at times, entirely abandoned to grief and indignation. They love and act just as passion urges them.

Shakespeare had great creative power. Every word pronounced by one of his characters enables us to see in addition to the ideas which it contains the different qualities of the character which produced it, or as a noted commentator has said, Shakespeare gives two dramas in one, namely, the visible and the invisible.

He is a reflection of the noble things of his time; and his greatest power lay in the fact that he knew how to forget himself and become transfused, as it were, in the objects which he conceived.

His writings reflect his feelings so closely, and are so much a part of himself, that they change with his advancing years. His early works are full of country sights and sounds. He describes the ways of birds and animals, just as he saw them in the Charle-cote woods when a boy. He next became enthused with "the southern glow of Italian passion" and the play of *Rome and Juliet* was the result. He was then animated by a feeling of patriotism, as is clearly indicated by the plays of *Richard III*, *Henry VI* and *King John*.

Then follows a mingling of comedy and tragedy. His works have reached their height of splendor; and a new element, that of melancholy, begins to appear. We are led to think of him as "an older and more experienced man, whose age and experience have made him sad." Accordingly, we find his works becoming more and more tragic.

He paints the darker sins of man, followed by remorse and sadness of soul. His last works impress us as a great calm after a storm or peace after war, and he returns to his youthful style and descriptions of country life.

Taine in speaking of Shakespeare's women, says that they are charming children, who feel in excess and love with folly. Their manners are unconstrained, they have little rages, pretty words of friendship, coquettish rebelliousness, and a graceful volubility, which recalls the warbling and prettiness of birds.

Let us briefly note the characteristics of some of his women. So passionate is Juliet in her love for Romeo that she willingly consents to engage in a secret marriage on the day following their first meeting. Even when her cousin Tybalt was slain by Romeo, her greatest grief is occasioned by the fact that Romeo must "flee the country." She even goes so far as to take a sleeping draught from the effects of which she is not expected to waken until after she is placed in the family vault, from which Romeo will release her. When she recovers to find Romeo lying dead by her side, having poisoned himself upon failing to see any signs of life in her; she, thinking that life without him is worse than death, plunges a dagger in her heart.

Consider for a moment the character of Desdemona. She is a marked example of an imprudent and innocent woman, who has borne the heaviest punishment for a sin of which she was never guilty. She asks favors of her husband for the watched and suspected Cassio, in a passionate and reckless manner, merely because she is moved to pity when she witnesses the injustice which is being heaped upon him. She is astonished when her wish is not granted. She reproaches Othello, pleads for Cassio, little knowing of the net she is thereby laying for her own feet.

Ophelia shows the weaker side of woman's nature. She was too mild and effeminate for this hard and selfish world. She is crushed and hopeless when Hamlet declares that "he loves her not," and that his love is ranked among the "trivial fond records" which he has sworn to erase from his heart and brain. When the unnatural death of her father followed soon after, we are not surprised that so weak a mind as hers became hopelessly wrecked. She wanders around singing snatches of songs and visiting the haunts of former days.

How different is the character of Lady Macbeth. How her ambition carried her beyond herself and gave her, as it were, a heart of stone! Her husband being more humane than she, is reproached by her for what she calls his cowardice. We see her actually threatening to perform the awful deed herself which will place him on the throne.

In this way Shakespeare brings vividly before us the weak

imprudent and passionate, as well as the strong, designing and calm types of woman, discussing each with that wondrous skill and knowledge of human nature which was peculiar to him.

PROVINCIAL EXAMINATION, JULY 1894.

Provincial examination, July 1894.—Candidates going up for High School certificates will not be admitted to examination without evidence of proficiency in all the imperative subjects of the previous grades. For instance, a candidate for C must know Botany as in D. A candidate for B must know Botany, Chemistry, Drawing and Book-keeping as in the previous grades. The best evidence of proficiency is the certificate of the grade below that applied for. But for 1894, the teacher's certificate in the form of application and the candidate's certificate at the close of the examination, will be accepted. If it should appear at any time that a candidate who obtained a High School certificate is ignorant of any of the imperative subjects of the grade below that of his certificate such ignorance may invalidate the certificate and justify its cancellation. The law contemplates the High School certificate as covering all the imperative subjects in the grade below, the candidate's admission to the examination having been based on such a representation.

There will be one *imperative* question on the Tonic Sol-fa notation in the paper on "*Teaching*" at the Provincial Examination.

Application for a teacher's license can be made on the proper form at any time. Applications for a High School examination must be made to the Inspector before the 24th January.—[Journal of Education.]

The Nova Scotia Normal.

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This Journal is published monthly by the Provincial Normal School Institute. Price 50 cents per academic year. All business communications should be addressed to L. C. Harlow, Sec'y-Treas. On all other matters address the Editors of the Nova Scotia Normal.

Judging from the preparations that are now being made the Normal School will be well represented at the coming Provincial Exhibition to be held at Halifax in the fall. Probably the most interesting work will be from the Drawing and Manual Training departments, although of course the other departments will have a good representation. Among the exhibits will be drawings, free-hand and mechanical, work from the Manual Training room, geographical charts, maps, etc., mathematical problems, plans of lessons, different kinds of educational charts, etc., etc., and everything necessary to give the public a good idea of the kind of work done in the school. It is to be hoped that the student will use every effort to make this exhibit as creditable as possible and ever keep this in mind, that "by their fruits, etc.," seems to be the universal method of judging every one.

The April Journal of Education for 1894 is just out and contains the latest announcements from the education department of the province. We notice, however, that there are no very great changes in the syllabi for the provincial examination. The wide range of options that now exists in the course of study for Grade A is certainly a great improvement on the old order of subjects, and as has already been seen it has led a great many more than

usual to enter the competition for this grade. Nine of the students now enrolled at the Normal School intend to enter the Grade A examination in July; three, the scientific, and six the classical.

The editors and managers regret very much that owing to several disappointments they were unable to secure a suitable cut for the frontispiece of the present issue. The May issue, however, will contain a souvenir group of the Normal School faculty, and also two views of the school building.

EXCHANGES.

We have received copies of the *Dalhousie Gazette*, *Argosy*, *Acadia Athenaeum*, *Normal Light* and *King's College Record*.

NORMAL NOTES.

The series of lessons in chemistry and botany given to the pupils of Grade VI, under the supervision of the Principal, have been both interesting and instructive to pupils and students alike. Many valuable hints may be taken by the latter for future use in their own schools. The same may be said of the course of lessons in Geology under Prof. McDonald.

The B class has taken up the study of two new subjects, Entomology with Dr. Hall and Chemistry with Prof. Russell.

The exit of the C class has left a vacancy in the school which is much felt. Some of its members are already practising their chosen vocation of teaching. Miss Daniels has taken a school in Salmon River, Halifax Co.; Miss Hall, at Oxford, Cumberland Co.; Miss Sutherland, at South Alton, Kings Co.; Miss DeLong, at Pleasantville, Lunenburg Co.; and Miss MacDonald, at Portau-pique, Colchester Co.

The A class of '94 which entered on the 2nd of this month,

consists of nine members only :—A. E. Dunlap, Shelburne ; A. L. Matheson, Barrington ; M. McNeily, Summerville, Hants Co. ; D. McNeil, Bridgeport, C. B. ; W. I. Moore, Wolfville ; A. Murray, Yarmouth ; S. A. Patterson, Aylesford, Kings ; T. L. Phalen, Little Bras D'Or, C. B.

The school day has been changed from two sessions to one, from 8 a. m., to noon. This arrangement is regarded favourably by the majority of the students as it gives much more time for home work.

The picture of the C class, which was presented to the school at the close of their term, now occupies a prominent place on the walls of the Assembly room, calling to mind the pleasant relations which existed between us while they were here. We wish every member of the C class success in its highest form.

The officers of the Institute for this month are as follows :—President, E. H. Cameron ; Vice-President, Miss Hart ; Secretary, N. A. Osborne ; Reporter, R. S. Böhner ; Executive Committee, D. P. Doherty, Miss Ford, Miss Troop, Miss Benjamin, Miss Harrington.

The members spent a most enjoyable evening on April 12th. A short time was spent in the settlement of business. Miss Grace Hart was elected to fill the vacancy on the editorial staff of the *N. S. Normal*, caused by the departure of Mr. Rhines of the late C class. The executive committee having decided to devote the evening to an entertainment from Longfellow, the following programme was then rendered :—opening chorus, "Excelsior ;" Essay on "Life and character of Longfellow," by Miss Benjamin ; Vocal Solo (by request) "The day is done," by Miss Clara S. King ; Recitation, "Sandalphon," by Miss Hart ; Vocal Solo, "The Bridge," by Miss Dauphinee ; Essay on Longfellow by Miss Ford. The members then participated in a quotation match under the leadership of Miss Ford and Mr. Doherty as opposing captains. At the close, Mr. Doherty was compelled to declare himself and company defeated. The Institute will meet hereafter only once a fortnight.

The competition for the Governor General's silver medals will not take the form of writing essays, as at first intended. The faculty have decided to award the medals for efficiency in teaching.

This arrangement, we think, is the best that could be made, as it brings into prominence the most important feature of our work at the Normal School. The competition is open to all, and every pupil ambitious to make a good teacher should take part in it.

Another of those "partings, such as crush the life from out young hearts," took place on Thursday, the 19th, when some C students who had remained to complete their course, were awarded diplomas. The NORMAL wishes Misses Ibbetson, Smith, Young, MacBride and Morash every success.

Mr. Mosher who joined the A class at the opening of the spring term in April has recently left us.

The A class has taken up a course in microscopic botany with Prof. Smith at the Provincial School of Agriculture. The splendid laboratories in connection with this institution are always open for the use of all Normal students who wish to avail themselves of the privileges they offer for work in chemistry, botany, physiology, etc. Prof. Smith says that his laboratories are the best in the province.

LOCAL ITEMS.

"And still they come."—Exams.

Query—Can a concept be drawn from the mind by a cork-screw? Ask K—y.

"What a dripping; what a skipping; it was droll enough to look."

Whispered that:—

They take an early walk.

R— is going to be expelled.

He can't tell a good thing when he sees it.

O— has to pay for the bed.

There are three gate posts.

'Twas a cross section of the milky way.

Found on last desk in the mathematical room a golden eyelash,—length, one-quarter inch, delicate and fragile in texture. Can be obtained from No. 24 of the B class, who has it carefully preserved in alcohol.

Teacher—“What is the chief similarity between these two insects?”

Pupil—“They’re both dead, sir.”

Though chaperones are proper
For us—we did not know,
That little birds were bothered
By form and fashion so.

But we have seen that *robins*
As cityward they wing
Their flight with one another,
Her mother too must bring.

So we extend our sympathy,
Most cordial and sincere;
And hope this fact will mitigate
A punishment severe.

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