

The every day events of the school, the street, or the newspaper would supply many of the very best description for the purpose. Room can be taken for but a single example by way of illustration and suggestion.

A respectable church-going lady is passing down the street. Glancing in at the window of a small second-hand shop she sees a dusty bit of old china. The price marked is fifty cents. Her practiced eye at once perceives the article to be worth at current rates at least twenty times that sum. Entering the shop she asks to see it, finds her judgment correct, and after a few minutes emerges with the article in her hand, purchased at the price marked. She goes home to boast of her bargain to her friends. Was the transaction an honest one on her part? Think it over and give your own answer, with reasons.

The writer says nothing here of the vexed question of religious instruction in schools, because, although he has his own opinions upon the feasibility and desirability of such being attempted under existing circumstances, he does not think it should affect, *pro or con*, the method here proposed for consideration and discussion. The most sincerely religious pupil in the school would still need such a course of moral training as much as any other. Everyone knows how sadly defective is sometimes the conduct of people whom we believe to be truly religious, mainly through lack of such training as would enable them to have an intelligent perception of the obligations arising out of one's relations as a moral being to his neighbor or to the state.

Dominion Educational Association.

The movement in favor of a Dominion Educational Association began in Montreal in 1889. The first meeting was held in that city in 1892 from July 5th to 8th. Hon. Geo. W. Ross was president and the number of enrolled members was 448.

The next meeting was in Toronto in 1895. It was entirely subordinated to the Ontario Teachers' Association. The number enrolled was small.

The meeting for this year was held in Halifax under the presidency of Dr. A. H. MacKay, Superintendent of Education for Nova Scotia. The first circular asking for suggestions regarding topics and speakers was sent out on the 15th of January. It met with almost no response, yet at the opening in August forty papers and ten addresses were ready—a large proportion of them of superior excellence. There were 720 enrolled members and at some of the meetings an attendance of 1400. All this in so short a time and in a remote corner of the Dominion speaks well for the interest which our teachers take in their profession and it shows what might be accomplished in a more populous centre.

Governor Daly presided at the opening session in the Academy of Music and welcomed the members of the

Association in a very pleasing address. He was followed by Attorney-General Longley, Archbishop O'Brien, Mayor Stephen, President Forrest, Dr. Russell, M. P., and the Chairman of the Halifax School Board, Ald. Faulkner.

In responding on behalf of the Association, Dr. MacKay read a letter from the Hon. G. W. Ross asking for the appointment of a day to be set apart in all the schools of the Dominion for the special inculcation of patriotism. At a subsequent meeting, the 23rd of May was selected as Empire Day. Dr. MacKay was followed by the Hon. Dr. LaBruere, Superintendent of Public Instruction for Quebec, Superintendent Goggin, of the N. W. Territories, Dr. MacCabe, for Ontario, Chief Superintendents Inch of New Brunswick and McLeod of P. E. Island and Hon. W. W. Stetson of Maine.

Next day the reading and discussion of papers was carried on by the various sections of the Association simultaneously in the class-rooms of Dalhousie College.

A paper by the Hon. W. W. Stetson on the "The Emotions as a Factor in Education" attracted much attention, largely perhaps on account of the splendid elocutionary powers of the speaker. In attributing the ineffectiveness of our educational system to an overcrowded curriculum rather than to its true cause, defective professional training, he made a mistake very common among public speakers and writers on education. A more careful study of the reports of educational experts and of the German system of education would easily dispel this popular delusion. When we come to have a majority of well-trained and experienced teachers in our common and high schools, the complaint about a congested course of study and the three R's will be heard no more.

In the department of Inspection and Training the papers read by Inspectors Bridges and Carter were so good that we shall at an early date present them to our readers as fully as possible.

Principal Kirkland of the Toronto Normal School showed how to counteract the seven retrograde tendencies which hinder our educational progress.

Prin. Robertson, of St. Catharines, gave a clear and philosophical account of the development of the educational system of Ontario. He pointed out that the demands of the colleges did not allow the high schools to emphasize the really important studies of the curriculum—that English literature and history should be the central studies for English speaking people. He also referred to the evils of the examination system as at present conducted in Ontario.

The afternoon of Wednesday was devoted to a delightful excursion on Halifax Harbour in the steamers