

opportunity than the teacher to acquire habits of perfectly correct speech, and that great intelligence and skill may exist in spite of an occasional slip in grammar. Under the influence of such surroundings it is not to be wondered at if the teacher's faculty for prolonged and severe thinking becomes dormant. Less and less keen is likely to grow the sense of deficiency and the divine thirst for knowledge felt as a student. Years slip on. News sometimes come of a former schoolmate who is making a name for himself in the pursuit of knowledge; but the teacher reflects rather scornfully on the opportunities the fortunate one has had. He is quite sure that he could have done as well, probably better, himself, and does not know that all the time he is becoming less fit for study and investigation.

There is one study, however, which should save the conscientious teacher from the ill effects of his surroundings. Is it necessary to say what that study is? Is not any teacher, who is worthy of the name, continually thinking how the truths he is supposed to teach must be expressed that the minds of the children may apprehend them, may know them to be truths? We may, perhaps, call the study applied psychology. First of all in preparing to teach a subject, of which we will suppose the teacher has been a successful student, he must try to travel again in thought the way in which he himself has learned the subject. In teaching geometry he must try to think what work in mathematical drawing will make the truths of the propositions irresistibly plain, what drill in logical statement, and what order and character of geometrical exercises will enable him to do real work for himself. In teaching literature he must think what descriptions are necessary to enable the pupil to understand the author's images, what information that the argument may be clear, what exercises in reading and expression that the auditory sensations may do their proper work, a thing which is very essential in awakening delight in literature. There is also the important duty of finding out what order of studies will cause the least unnecessary fatigue and tiring of nerves. The primary teacher has a task in which her own experiences as a learner are far removed from those of the opening minds of her children; but her continuous loving observation and her true instincts enable her to make progress in her difficult work.

Still, in spite of all that one can learn from one's own experience and from observation of the pupils, contact with other teachers is very much needed to awaken a knowledge of one's own narrowness; hence the prime importance of teachers' discussions and meetings. After attendance at a good teachers' convention, subjects that have been more or less unconsciously

slurred over will be taken up with renewed vigor. One will hear from the experiences of other teachers facts about the children's minds that will increase his interest in his work and in the children. From some speakers he may catch inspiring thoughts which will never lose their influence during his life as a teacher

Since the famous International Convention held at St. John some years ago, no such opportunity has been presented to the teachers of the Maritime Provinces as is given this summer in the Dominion Educational Association to be held at Halifax the first week in August. In the halls of Dalhousie and in the Academy of Music will speak such educational enthusiasts as the Minister of Education for Ontario, and Dr. Parkin, the author of "The Great Dominion." There will be separate sections where the primary teacher, the high school teacher, and the principal and inspector can hear papers and discussions on their special subjects. These discussions can hardly help being highly interesting and profitable when we consider the constituency from which the convention is to be drawn.

Besides the inherent attractions of the programme to be carried out there are many things in Halifax itself which will be of interest. It is a military and naval station of some importance. The large fort which crowns the citadel was built there under the direction of the father of Queen Victoria. The warship "Renown" is a battleship of the first class, and a notable example of the floating forts which Great Britain has prepared to defend her colonies and commerce. Then there is the provincial building, most interesting to students of Nova Scotian history; the provincial museum with its botanical, zoological, and geological specimens; the beautiful and instructive public gardens which are situated very near the Dalhousie College building in which the convention is to be held.

Lastly the social pleasures of such a meeting are likely to be among its most attractive features. On the whole it would seem that the first week of August could be spent with rare pleasure and profit at beautiful Halifax by the sea.

Keep engagements to the letter,
Let this praise to you belong:
"Oh, his word is just as binding
As would be his legal bond."
Thus your name will e'er be honored,
If you always keep your word.

—*Little Poems for Little Children.*