

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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We give up a large portion of space in this issue to reports of teachers' conventions. Although the merest outline of the proceedings is given in each case, this will, at least, preserve a record of these meetings that will be of some value in our educational history. The readers of the REVIEW will be interested in comparing the plans of work in the different institutes. In some, papers and discussions filled the programme, in others a variety as well as a practical turn was given by teachers instructing classes before the institute. This is an admirable plan, and we hope to see it more generally carried out in the local convention. At the Provincial convention, in educational works, in school journals, the teacher comes in contact with enough of theory. Just how to present a subject and come in touch with a class is what is of value to hundreds of teachers. A lesson to a class by one who has been successful in a certain subject will quicken the educational pulse far more than the most carefully prepared paper, and give to many a teacher practical hints which could be obtained in no other way.

His Excellency, Lord Stanley of Preston, Governor-General of Canada, has, with praiseworthy energy and most admirable endurance, paid much attention to educational matters in his visits. In Halifax, for instance, he visited the University of Dalhousie, the Convent School of the Sacred Heart, the Halifax Ladies' College, St. Patrick's High School, and the Halifax County Academy. At the latter institution he gave a very able address, worthy of any professional educationist, which, while directed to the students, was, of course, in many points meant for instructors and the public moulders of our system as well.

A NOTABLE MEETING.

The annual convention of the College Association of the Middle States and Maryland, held at the close of last year, was in many respects a notable meeting. From the volume of proceedings before us, we notice that forty-six presidents and professors, representing twenty-three colleges and universities, assembled to read papers and exchange views on some of the problems which are most urgently demanding solution in the educational world.

Of these subjects the papers on technical education are characterized by wisdom and moderation—particularly that of President Adams of Cornell. No one has had better opportunities of studying the working of a technical college as a department of a great university than he has had in the Sibley College, at Cornell University; and he expresses the view that it is an unmistakable advantage for technical studies to be prosecuted in touch with those of the other faculties—that there is produced "a certain cosmopolitanism which cannot be found in an institution when they are isolated from all others." And emphasising his objection to narrow specialization he continues to say: "While it ever remains true that the professional man must learn his profession thoroughly, it is equally true that he will not practise his profession with the greatest success unless he knows also a great many other things. He must know human nature; he must know what is going on in other fields of learning; he must have that breadth of view, that spirit which I have called cosmopoli-