

Halifax as an Educational Centre.

Few cities of its size in Canada or elsewhere can boast of greater variety and excellence in its educational institutions than Halifax. Simply to enumerate would make a long list; it will suffice to mention briefly a few.

Of colleges, there are Dalhousie and Pine Hill, while the Roman Catholics have several well endowed educational institutions for men and women, among which are two degree-conferring colleges, St. Mary's and the Holy Seminary of the Eudist Fathers.

Dalhousie has outgrown the college building erected about a score of years ago, and which then provided sufficient accommodation. Now it is totally inadequate to meet the growing needs of the various departments and the annually-increasing number of students who flock to this well-known seat of learning. The class-rooms and laboratories accommodate with difficulty the more than four hundred students in attendance this year. The need is great for extension, and for more comfortable quarters. Probably within the next few years Dalhousie's students will gather in noble college buildings, of which they and its distinguished graduates of the past will be proud—not one building only, but many, where its library, the museum, the various departments of arts, law, medicine, sciences, with well equipped laboratories, may be comfortably housed with plenty of room for the greater expansion of the next score or two of years and with fuller opportunities and fewer obstacles for the earnest and scholarly men who compose its faculty. One gathers that such enlargement has been planned, and that a progressive board of governors, aided by a liberal public, will quickly proceed with the work when once a proper site has been chosen—the main requirement at present.

Great hope centres in the new technical college which is rapidly approaching completion in the city of Halifax. It owes its foundation in the desire for a more complete industrial education through various portions of the maritime provinces. It will afford facilities for scientific research and instruction, and meet the growing demand for professional training. When one thinks of the slender equipment that correspondence schools give to their students, and the thousands and tens of thousands of dollars that have been expended in this way in past years, it is a wise policy in the Nova Scotia government to provide the college and seek to en-

courage the local technical schools and night classes which have sprung up as if by magic in the industrial centres of Nova Scotia. Professor F. H. Sexton, the director of technical education and principal of the college, is pushing forward his work with energy and that clearness of vision which distinguishes the vast possibilities in this movement for the improvement of the industrial classes.

Close to Dalhousie University is the fine new concrete building of the Maritime Business College, a description of which has already appeared in the REVIEW. The enterprise of the principals, Messrs. Kaulbach and Schurman, in erecting and furnishing such a fine college building, is rewarded in the increasing number of students who are seeking admission to their classes. Enterprise and business integrity are watchwords in this successful institution, and the consideration shown by its managers for the comfort and improvement of their students is evidently appreciated.

Not far away from this "educational centre" is the School for the Blind for the Maritime Provinces, one of the institutions of which Halifax is justly proud. Measured by its usefulness and what it has accomplished in making an unfortunate class happy, self-respecting, self-supporting, it is more than worthy of all that has been said and done in its behalf. It is not praise, it is simple justice to say that Professor C. F. Fraser, himself a blind man, deserves a place among the foremost benefactors of his time for the conspicuous ability and energy he has displayed in making this school the equal of any of its kind on the continent. Not only that—his active brain is constantly devising new plans to open up new avenues of usefulness to blind students. Practice in music and piano tuning have hitherto been the chief means of support of the graduates. Some are now being trained for business and professional pursuits, and even for journalism. To these typewriting and stenography are taught and practised with a rapidity and precision equal to those who have their eyesight. Think of a blind person constructing a figure and demonstrating a proposition in Euclid, or making rapid stenographic notes! and yet these are no more difficult of accomplishment in the School for the Blind than in other schools. Surely the people of the Maritime Provinces owe a debt of gratitude to Principal Fraser and his co-workers.