

teachers and school boards are called upon to deal, set down for discussion. We cannot, I presume, expect ever to hear the last word concerning all important topics such as methods or devices of teaching, the training of the teachers, or courses of study.

I ask Dr. Gordon, who has only lately come to us from another Province, to notice that the general work of the Association is subdivided into no fewer than twelve sections, that it is so comprehensive as to embrace the work of the High School, and of the Public School including the Kindergarten, the work of both teacher and inspector; that there is a 'Trustees' section to which has been assigned the discussion of very important practical questions, and that while prominent place is allotted to the discussion of matters of interest relating to the old and time-honored studies, such as classics and mathematics, the newer studies demand and receive an equal degree of attention in the science and commercial sections.

The comprehensiveness of the work of the Association, and the wide scope of its programme, are certainly worthy of more than passing notice.

Another equally interesting feature is revealed when one scans the names of those who are, during the various sessions, to take a prominent part in the discussions.

University Professors and Lecturers read papers on topics more or less abstruse in one room; in the adjoining room an able, sympathetic plea is made for the Kindergarten, and in still another room some representative from one of our School Boards will be found discussing some question of close interest to the rate-payers of the Province.

Nothing, Sir, could be more pleasing to me, speaking for the moment officially, than the fact that