

The third annual session of the Provincial Educational Association was held at Truro on the 12th and 13th of July. It was attended by nearly 300 members either teachers or others directly connected with the work of education.

An essay on "Technical education" by Dr. J. Gordon McGregor of Dalhousie college, has been published and extensively circulated. It epitomizes with great clearness and precision the history of educational development in this important direction. It shows what Nova Scotia is not doing.

The third annual session of the Provincial Educational Association was held at Truro on the 12th and 13th of July. At 9 a. m. on Wednesday the 12th, the Superintendent of Education, as *ex-officio* President of the Association, called the members to order in the spacious Assembly Hall of the Provincial normal school. In his opening remarks he congratulated the Association on the success of its past meetings, on its growing influence for good, and on the auspicious circumstances under which it now convened. He wished members to claim and exercise complete freedom of speech on discussing all legitimate educational questions. The report of the executive committee, embracing a duly audited account of the year's receipts and expenditures, and a carefully prepared programme of exercises for the present session was prepared by the secretary of the committee, Mr. A. McKay. On motion the report was unanimously received and adopted.—Mr. A. McKay (Halifax High School) and Mr. B. McKittrick, B. A. were unanimously re-elected to the positions of Secretary and Assistant Secretary. Prof. Walter Smith, State Director of Art Education, Massachusetts, was at this point introduced to the Association, and proceeded, in accordance with the programme, to deliver an address upon the subject of drawing in schools. The specific title of Mr. Smith's lecture was "Definition of Industrial Drawing: How Industrial Drawing should be taught, and who shall teach it." In developing his subject, he sought to dissipate prevailing misconceptions regarding it. He clearly defined and illustrated the distinction between strictly artistic culture and the instruction possible in the ordinary schools of a country. Industrial drawing, as he aimed to make it general and popular, was something simple—a power to give clearness to the vision and precision to the touch. It was not a recondite accomplishment, impossible to the many. It was a faculty which all human beings of reasonable endowments can attain unto. The value of sense education was unfolded and eloquently insisted on. The closing part of the lecture dealt with the practical side of the subject. Mr. Smith exhibited a large number of illustrations representing the elementary steps in industrial drawing and showing what could be accomplished by regular teachers in connection with their ordinary school-room work. The futility of employing a class of specialists to do what regular teachers can be trained to do much more effectively was earnestly dwelt upon by the speaker. The first part of the afternoon session of Wednesday was devoted to practical exercises in teaching. Lessons were given in botany, mineralogy, and elocution by two teachers of the Model Schools connected with the provincial normal school, Misses Hamilton and Church. These exercises received careful attention from the large and deeply interested audience. After a brief recess, the report of the committee appointed last year by the Association to prepare a course of study for high schools and high school departments, was submitted to the chairman, Principal Calkin of the provincial normal school. In presenting the report, Mr. Calkin briefly indicated the difficulties encountered by the committee and the methods by which it had been sought to fairly compromise between conflicting views. Printed copies of the high school course were laid upon the table, and afterwards distributed among the members, as a part of the report of the committee. Mr. E. J. Lay (Amherst academy, in opening the discussion on the proposed course, expressed himself in terms of general approval. He vindicated the place assigned to classical studies. Mr. McKay (Secretary) vigorously impeached the arrangement of subjects in the course, so far as the natural sciences were concerned. The natural order was not observed, neither did the course articulate harmoniously with the preceding common school course. Mr. McKay (Pictou academy) spoke earnestly in defence of the course, particularly in view of the criticisms of the last speaker. He urged that in the common schools sufficient knowledge of the elementary parts and principles of science was obtained to enable pupils to take up the assigned subjects with profit. On motion, the discussion was adjourned. The evening session (Wednesday) was held in the hall of the Y. M. C. A. to enable the people of Truro to share with the association the pleasure of listening to Walter Smith's lecture on "Art Edu-

cation in its relation to Industrial Development and Household Taste." The chair was occupied by the Superintendent of Education. The audience was one of the largest ever assembled in Truro. Among others present was His Honor the Lieutenant-Governor. In the first part of his lecture, Mr. Smith gave an interesting history of the development of art education, particularly of industrial drawing as a branch of common school instruction, and traced the effects of this development on the progress and wealth of nations; in the latter, he dwelt with great humor and instructiveness on aspects of art education related to domestic economy and enjoyment. The lecture was illustrated by a superb collection of drawings from the normal art school, Boston. The proceedings of Thursday morning's session were opened with the reading of a paper on "Internal School Management" by C. W. Roscoe, M. A., inspector of schools, in which much sound thought was displayed and many valuable suggestions made as to the best methods of securing the healthful growth and development of mind and body. The speaker showed that unity of aim and effort on the part of all interested in carrying forward the work of education is necessary. The powers, prerogatives and duties of teachers were clearly defined. The legitimate means of securing proper attention to study in school were represented to be the instinctive love of knowledge, or curiosity, force of example, the desire of achievement, and, under proper regulation, the principle of emulation. The above paper, which was most attentively received, was followed by an object lesson in insectology by Miss Fletcher of the model school. This lesson served as an appropriate introduction to the next exercise, which was the reading of a paper by A. H. McKay, B. Sc., entitled "Notes on the Natural History of the prescribed common school course." It is impossible in this brief extract to do justice to this elaborate and excellent essay. At the close of the session the Superintendent of Education said he hoped that Mr. McKay might be induced to prepare a brief manual for the guidance of teachers on the natural history subjects of the common school course. This subject was warmly received by the association. The first part of the afternoon session was occupied by Prof. Smith, who delivered his closing address to the association on the subject of "Method" in teaching drawing. His remarks were exclusively directed to the teachers present, and were to the point. A hearty vote of thanks was then presented to the professor, which the president supplemented with a few words expressing appreciation of Mr. Smith's services. On motion of Inspector Condon, seconded by Inspector Mackenzie, the association unanimously resolved to ask the Council of Public Instruction to take steps whereby the teaching of industrial drawing shall become general in the schools of Nova Scotia. At this point a ballot was taken from members of the executive committee, with the following result: A. H. McKay (Pictou), Dr. Hall, Prof. Eaton, A. McKay (secretary), Inspector Roscoe, Inspector Condon, E. J. Lay. The whole of the closing session (Thursday evening), with the exception of a few minutes devoted to necessary routine, was occupied with the resumed discussion on the course of study for high schools. Prof. Eaton submitted a modification of the committee's course. He proposed to make Latin a compulsory subject, and would prefer to discard Greek altogether. Mr. Denton (Kentville), thought that no simple course would meet our educational circumstances. We have different grades of high schools or academies. Some were capable of more advanced and more varied work than others. This fact should be recognized in formulating a curriculum. The president (Dr. Allison), thought that a well devised course would serve as a high school test. If institutions called themselves high schools, and yet did not, and could not do high school work, it was time their pretensions were abated. He deprecated the suggestion of making Latin a compulsory subject, not because he did not appreciate Latin himself, but in view of a wide-spread public opinion which it was vain to combat. Mr. McKay (Pictou), in answer to Mr. Denton said the committee had done the best they could, but had never contemplated making a course which would enable one man to do the work of two or three. Mr. Waddell (Halifax high school), thought that the two courses, common school and high school, needed re adjustment so far as the study of history was concerned. There was too wide a gap between the "Brief History of England" and Sumter's "Outlines of the World's History." Pupils on this plan would have but an inadequate knowledge of their own country. Mr. Cameron (Yarmouth), expressed the opinion that the scientific provisions of the course had been criticized with undue severity. He saw no reason why astronomy should not have a place in such a curriculum. The stars above our