

Inspector Armstrong on behalf of the teachers replied in felicitous terms to the addresses of welcome. He was ably supported by Principal Soloan, of the Normal School, who utilized the opportunity in impressing upon the teachers many valuable principles of their profession.

Principal Soloan, speaking from some experience as a schoolmaster in Pictou County, assured his younger fellow-teachers that no community was more receptive of new ideas, more tolerant of other standards of thought and conduct than the Highland people of eastern Nova Scotia. An enterprising, practical teacher would find no lack of sympathy with his independence of thought and with his enthusiasm, so long as he was believed to be honest, intelligent and industrious. Let them cultivate well their acquaintance with this community which employed them, and let them work with increasing intelligence to fit their pupils to become leaders in the thought and action of this community. There was little fear that our school studies shall be made too practical; knowledge is a thing to be doubted until it is reduced to practice; and the only ground on which the public is disposed to criticise the education carried on in our schools is that it is not made to apply to the material conditions which surround us. This is the fault of the teacher who administers the school, not of courses of study or of examinations. It is a fault not easily dealt with by inspectors, or superintendents, or councils of public instruction; its rectification lies with the individual teacher.

After the enrolment of members on Wednesday morning the Institute was formally opened by a short address from the President, Inspector Armstrong. He related the various steps that led to the organization of the Institute in his division and expressed the hope that it might become a permanent institution of much benefit to the teachers.

Miss Connolly of Fisher's Grant read a paper on Calisthenics. We expect to publish it in full at a later date. In the meantime we need only say that the lesson by which it was illustrated and the voice and style in which it was delivered left nothing to be desired.

Miss Cassie E. McLean of New Glasgow read an excellent paper on English in Grade V. She pointed out that the teacher should be particularly careful to avoid the careless use of English and should try to familiarize her pupils with suitable literature from the best English authors. Practice is more important than theory. Recitations should therefore be conversational, the pupils being required to take as large a part as possible and to give full and explicit answers. Every mistake in English should be corrected whether made on the playground, in the arithmetic class, or in the grammar lesson; and the pupils should be thoroughly drilled on the correct forms of those expressions in which they are apt to make blunders.

For composition lessons the pupils should be supplied with interesting material,—a good story, an abstract of the nature lessons, etc.

It is a common mistake to attempt too much. Drill on a few common errors until the correct form becomes a permanent possession, and ultimate progress will be sure

and rapid. This point was strongly emphasized by Principals Simpson and Maclellan, who discussed the paper. Principal Campbell would insist on having exercises in composition re-written after they had been corrected, so as to fix the proper form; Principal Soloan would have the teacher use language somewhat in advance of the pupil, so that he might rise to a higher level; and he would call attention to mistakes of style, ambiguity, etc., as well as to grammatical errors. Mr. Smith, of New Glasgow, emphasized the advantages of memorizing good selections of English in all the grades.

Wednesday afternoon was devoted to Drawing. Supervisor McKay read a paper on the general theory. He thought every teacher should, without delay, make a beginning by the use of drawing in almost every study, more particularly in the nature lessons. By continued practice and with the help of such papers as the *Teachers' Art Monthly*, every teacher would acquire sufficient skill to do good work. He was supported by Mr. Matthews, of the Manual Training School, Truro, who exhibited a fine collection of drawings from the common schools of England. This paper was further illustrated by a good assortment of drawings from St. Patrick's Girls' School, Halifax.

Principal Kidner of the MacDonald Manual Training School, Truro, explained and illustrated the theory of paper cutting adapted for every school grade. Our readers are already familiar with the valuable impetus that has been given by him to this work in the columns of the *EDUCATIONAL REVIEW*.

Mr. Barteaux, of Truro Academy, gave an excellent lesson on Mathematical Drawing.

Wednesday evening was devoted to the consideration of the high school course of study and the high school examinations. Principal Campbell characterized the newspaper discussions on these subjects as being mostly aimless, yet they manifested a certain amount of dissatisfaction with the system. He referred to the resolutions passed unanimously at the Provincial Educational Association in 1891, by which it was decided that "the examination for teachers' licenses be assimilated with the course of study for high schools, each grade representing one year's work; that in connection with examination for teachers' non-professional certificates the Department of Education be requested to provide for the issue of diplomas to graduates of county academies and high schools; and that as soon and as far as circumstances permit the various non-professional certificates should be taken *seriatim*. The course of study slightly revised was adopted two years later.

Mr. Campbell expressed his own approval and that of every teacher in the province of the excellent work the superintendent of education was doing in securing the efficient working of the system and congratulated the profession in having at its head one always ready to carry out their wishes as far as possible.

With regard to the course of study for common schools the speaker took the stand that it was broad, complete, and well suited to the needs of our schools. The three R's form the basis of the work. Manual training, domestic science, and nature study, all have a place in the course proportional to their relative values in education. The great stumbling block to teachers, if