

basis of social life. Without this "playing fair" society, nations, could not exist.

Thus the aim of all the instrumentalities of the Kindergarten is the development of the social nature of the child.

The need of the school system for the Kindergarten is just this need of the child for social development. The great problem of the primary teacher is, not the teaching of reading and writing, but the adjustment of the child to the social order of the school room. Her difficulties are social rather than mental. The child is more interested in the other children than in his books, and yet if this is his first experience of any kind of school life, he does not know how to get along with his playmates. The primary teacher has not the best means at hand to give her pupils this training, but the Kindergarten has, for it is a play-school, and that does not mean an idle school but a very busy school; for "play is the serious business of childhood."

But most profoundly does the Kindergarten begin training the child to become a member of the community. Every Kindergarten is a little community in which the children are living in play the ideal elements in the life of the larger community which surrounds them. The uplifting of the community must begin with the training of the individual who is to do the uplifting. And the foundation of this training must be laid in childhood. If in the little child there grows the feeling of sympathy with the home, some day he will do his share towards uplifting the home. If he is in sympathy with the workman, some day he will help to uplift the workman. If he is in sympathy with the law because he obeys it, some day he will help in making right laws. If some day he is to be a citizen, not merely of his own country but of the world, if he is to help bring about right relationships between nations, then the seeds of sympathy and love for humanity must be planted in the hearts of the children.

However widely Kindergartners may differ on points of use of materials, on forms and sizes of gifts, or forms of games, they are at one on this fundamental point of the importance of social development. It is the one aim underlying the whole Kindergarten system, which has as its ideal end the development of a strong character, a complete personality.

TEACHERS' CONVENTIONS.

Prince Edward Island Convention.

The Annual Convention of the Teacher's Association of P. E. Island, was held in Prince of Wales College Hall, Charlottetown, September 25th to 27th, with a record attendance of 279.

At the opening meeting the Association was addressed by the President, Hammond Johnson, followed by M. L. Perrin, LL.D., Ph.D., of Boston University, who spoke on The Modern Child. It was a splendid address and much appreciated by the hearers.

On the evening of the 25th, a public meeting was held, with acting-Premier McKinnon in the chair and a number of prominent men on the platform. The Hall was crowded and the addresses by Dr. Perrin and David Soloan, LL.D., Ph.D., of the Normal College, Truro, were listened to with a great deal of pleasure and interest.

On Thursday morning, September 26th, the teachers were addressed by Superintendent J. A. Clark of the Experimental Farm. He spoke on the need of school gardens in the teaching of botany and agriculture and invited teachers to visit the farm, with or without their scholars, at any time, where he would meet them and give as much help as he possibly could. He also offered to assist teachers in procuring trees for the school grounds and seeds and plants for the teaching of botany and agriculture.

He was followed by R. H. Campbell, Superintendent of Education, who spoke of the improved conditions in education in the Province, and said that, having started, they would continue to improve from year to year.

The closing meeting on Friday, the 27th, was taken up with the Question Box, reports of committees, election of officers, etc.

The Convention was one of the best ever held by the Association, both in the attendance and in the interest taken in the proceedings by the teachers.

The following are the officers for the year 1912-13. President, R. H. Campbell, Chief Superintendent of Education; Vice-President for Prince Co., W. Boulter, Inspector of Schools; Vice-President for Queen's Co., J. A. Devereux, Inspector of Schools; Vice-President for King's Co., Lloyd Shaw, New Perth; Recording Secretary, M. E. Francis; Secretary-Treasurer, G. H. Campbell, 15 Grafton Street, Charlottetown; additional members of

