

In the course of his address on the "Child-Mind," Dr. Murray claimed, according to *The Herald* report, that education was after all the education of the will, which was dependent on the intelligence and feeling with which it was associated. Will divorced from these was merely blind, unfeeling force, exhibited in the harshness of nature of many men. The highest education was closely connected with the highest emotion, religious feeling, and therefore he felt deep sympathy with those who sought for religious instruction in schools. In dealing with difficulties with which teachers had to cope, Dr. Murray pointed out that they had to begin with directing muscular action into right channels. The tendency of nervous and muscular vibrations was to widely diffuse themselves, as shown, for example, in the lolling tongue with which many children followed the movements of their pen. Hence more energy was used up than was required, and the teacher had to try to prevent this. The direction of the will depended on the feelings of pain or pleasure, and the teacher who could arouse that attraction in study known as interest had attained a great deal. The emotional feeling varied in different persons from stoicism to mere sentimentalism. The teacher had to develop the emotional nature where it was weak and repress it where it was strong. This led to the question: What form of educational discipline best developed the will? Many educationists fell into the error of supposing that there was a royal road to learning. The idea that anything worth learning could be learned without dogged, continual endeavor was a delusion and a snare. If learning could be obtained without labor it would be valueless, because it would fail to develop the intellectual and emotional energies, the energies of the will which formed the great aim of education. The discipline needed was

one which would develop the habit of voluntary action, of instantly saying yes or no when duty prompted or wrong tempted. The training of sustained attention was important, and of accurate observation and reasoning. What did present educational systems supply in the way of this necessary discipline? It must be said that these systems gave far too exclusive prominence to the development of the intelligence, to the attainment of mere knowledge; that there was almost no specific discipline adopted for the purpose of training will power, at least the disciplines with that object in view were not so numerous and prominent in educational systems as those which aimed at giving knowledge and training the intellectual powers. Public schools offered a valuable discipline in the training of punctuality, which should also be enforced at home; and the schooling of oneself to like a duty should not be overlooked. The wreck of lives was nearly always due to the failure to early develop the will, the victims of tragedies being unable to say "no" or to say "yes" at the right moment.

The Hon. Boucher de la Bruere, Superintendent of Public Instruction, has just issued a circular, addressed to heads of universities, colleges, normal schools, high schools, academies and other higher educational institutions. Portion of the circular is as follows:

"I have the honor to announce to you that the Province of Quebec will take part in the Paris Universal Exhibition of 1900, and the Government desires that the Department of Education should adopt measures suitable for instructing the world as to our school system and its working.

"I believe it my duty, then, to request the aid of all educational establishments. We are only one school year from the time at which exhibits must be forwarded. I have no doubt