of the teacher is fourfold in its object: (1) to the state; (2) to the parent; (3) to the school commissioners; and (4) to the pupil. After pointing out the importance of the teachers' work, the speaker proceeded to point out the nature of education in its various aspects, and concluded his address in the following spirited tone:—No education can be complete without the cultivation of the conscience. Intelligence is no doubt essential to the progress of a people, but so is morality. We need wisdom, but we need righteousness, too. It is righteousness that exalteth a nation. Duty is a sacred thing, because it comes to us based on the authority of God. His will is the law of conscience, and that will is given to us in its highest manifestation in His Word—in that Book, the grandest text-book the world ever saw, because in it is contained the lessons that pertain to and that can alone make men wise to salvation. With increase of information, let there be increase of reverence for God and things divine. This is an age of progress. We have the sun for our photograph, electricity for our winged Mercury and steam for our motive power to carry us over seas and continents. We have many vexed problems to vex and annoy us. Whither is this progressive age leading us? Rightly directed, it should lead us to a larger intelligence and a larger faith in God as our Creator and Ruler, and Christ our Redeemer.

The Rev. Mr. Sparling, at the conclusion of the President's address, came forward and welcomed the teachers of the province to Huntingdon, a welcome which drew responses from Dr. Robins, Dr. Harper and Mr. Rexford, and after which, the gathering broke up for the night in the best of good humor.

On Thursday morning the convention resumed its session at half-past nine, the President in the chair. After devotional exercises, Mr. Kneeland read a paper on "What of Arithmetic should be taught in public schools." All instruction had a two-fold object in view—firstly, to fit the child for the active duties of life, and secondly, to cultivate his intellect, strengthen his memory, draw out his reasoning powers and enlarge them. In the words of Fitch, there are two distinct uses of arithmetic: (1) its direct or practical use as an instrument for the solution of problems, and (2) its indirect or scientific use as a means of calling out the reasoning faculties. From a utilitarian point of view it was