

THE last two days of the term before vacation, a Teachers' Natural Science Institute, under the charge of Inspector Lay, was held in Amherst. Principal King, of Wallace, graduate of the Nova Scotia School of Agriculture and Science, took charge of the entomological section. Forty or fifty teachers of the inspectorate attended. In general educational activity Cumberland County seems bound to lead. We regret to have received no synopsis of the work of the Institute.

THE financial support of the Truro kindergarten in affiliation to the Provincial Normal School is assured, we are informed. This consummation is one which we hope to see resulting in great benefit to primary education throughout the whole country. To the intelligent zeal and unflagging energy of Mrs. Condon, President of the Nova Scotia Fröbel Institute, is this grand step in our educational career principally due. Let us now utilize, to its fullest extent, and with as much promptness as possible, the new advantage within our reach.

THE INTERPROVINCIAL CONVENTION.

If the satisfaction which springs from success be regarded as a sufficient reward, the committee who had in charge the arrangements for the teachers' convention ought to feel amply recompensed for the time and pains they so freely expended to secure a happy result. The good sense which characterized their proceedings prior to the meetings was only equalled by the order and precision with which the programme was carried out. To bring together five or six hundred teachers from all parts of these provinces was not perhaps so difficult a matter as to maintain their interest and secure their sympathy throughout, and to send them home full of the consciousness that they had not journeyed in vain, but that it was good for them to meet with their brethren, and listen to the words of wisdom and inspiration which fell from the lips of those who addressed them. No chance selection of speakers could, to an equal degree, have evoked the enthusiasm of their auditors, or left upon their minds an impression so benign and enduring. From the opening words of the conference, uttered by the Nestor of the profession, the illustrious principal of McGill university, to the closing speech of the last evening, the attention never flagged, but rather grew and gained in intensity at every consecutive session. Surely, therefore, the teachers who were present have every reason to congratulate themselves on the privilege they enjoyed, and to be grateful to those, who, by their unwearied exertions, business capacity, and

unbounded self-devotion, contributed so largely to the success of the gathering.

The key-note of the convention was struck by Sir William Dawson. To him was committed the duty of delivering the opening address, and certainly no more interesting or instructive topic could have been chosen than his retrospect of the last forty years, his contrast of the past with the present, and his anticipation of a great future for the Atlantic provinces of the Dominion of Canada. Hopeful, earnest, wise, and cheerful, his words fell upon attentive and sympathetic ears, and doubtless brought brightness and comfort to many a desponding heart. He was followed by Dr. Schurman, who spoke upon a "Canadian University Curriculum." With singular power and felicity he enunciated his views of the duty of the university. "The university," he said, "should produce a many-sidedness of interest—a sensitiveness and susceptibility to all that is and to all that happens in the world." And regarding intellectual education as "that which stimulates interest in man and nature," he proceeded to examine the present curriculum, and to enquire in how far it provides adequate means for the training of students in the humanistic and naturalistic sciences. Taking for granted the broadest and most general education previous to entrance upon a university career he recommended that special attention be paid to the history of our own country, and that literature be assigned a more important position than it has hitherto occupied; while the Latin and Greek languages, which have been studied at the high school or college, he proposed to relegate to the class of optional subjects at the university.

There was no speech or paper read or delivered during the two days of the convention which was so provocative of discussion, or to which more frequent reference was made by other speakers than that of Dr. Schurman. The question of the place of the Latin and Greek languages, and their literature, in a course of public instruction and a university curriculum, is one which has often been canvassed, and towards a settlement of which we are no nearer than we were twenty years ago. Dr. Harrison, of Fredericton, and others, regarded the study of the classics preferable as an instrument of humanistic culture to any substitute that has been proposed. Sir William Dawson also defended the present system and pointed out the disadvantage under which students labored who had no knowledge of Greek, as compared with they who had but a little, when they entered upon scientific study. "You can't cut off Greek," he said, "without damaging the teaching of our sciences." It was particularly gratifying to observe the unanimity which prevailed among our leading educationists