

experience, it fails to give them what is at least one great essential of success, not in farming merely, but in whatever kind of work they may be called upon to undertake.

How, then, can we secure the cultivation of the knowledge-making power adequately in school and college? Not by going back to the old classical curriculum; for (1) a combination of science study and study of language (not necessarily classics) may be made to give far better practice in knowledge-making than either singly; and (2) considerable scientific study is necessary that pupils may later on be able to acquire information by reading. Our course of study, therefore, should include both language and science, and in both departments students should be made, as much as possible, to find things out for themselves.

As higher teachers must be trained knowledge-makers, and as they come from the universities, reform must begin with the universities, which must demand of their students less mere information and more making of knowledge than heretofore. And, with brained teachers available, if the Councils of Public Instruction are willing to modify their regulations, the new mode of teaching may be introduced into the schools.

It would be premature to discuss in detail the changes which would be requisite in our school arrangements for this purpose. But it is clear (1) that our centralised system of high school examinations should be abolished; (2) that our mode of testing candidates for teachers' licenses should be remodelled so as to render it possible to recognize competent teachers in science; and (3) that our course of study should be remodelled so as to aim, not at furnishing an impossible universality of knowledge, but rather at the cultivation of the power of acquiring knowledge, and the power of learning from experience.

The remainder of the address will be of less interest to our readers than the part outlined above. It dealt with the equipment which the college should have in order to be in a position to do fruitful knowledge-making work, and with the way in which students should use the opportunities offered by a college course, for the cultivation of the power of finding things out for themselves.

The Secret of It.

"Where does the clerk of the weather store
The days that are sunny and fair?"

"In your soul is a room with a shining door,
And all of those days are there."

"Where does the clerk of the weather keep
The days that are dreary and blue?"

"In a second room of your soul they sleep,
And you have the keys of the two."

"And why are my days so often, I pray,
Filled full of clouds and of gloom?"

"Because you forget, at the break of day,
And open the dreary room."

—Amos R. Wells in January *St. Nicholas*.

Educational Associations.

KINGS AND HANTS TEACHERS' INSTITUTE.

The teachers of Kings and Hants Counties, to the number of one hundred, met in their yearly institute at Canning, N. S., on Wednesday, December 20th, and continued in session until the following Friday. Inspector C. W. Roscoe presided, and to his tact and courtesy much of the success of the institute was due. He has the rare faculty of forgetting nothing that tends to insure success in an institute. The papers read were scholarly and stimulating, and the discussions upon them moderate in tone and of a character well fitted to impress a listener with the excellent educational spirit that prevails among the teachers of this district.

Inspector Roscoe in his opening address urged the teachers to use their influence to advance education in every possible way, to impress their personality on the community, and to improve the school surroundings.

A paper on Composition in the Public Schools was read by Miss A. McKenzie, of the Kentville Academy, the merits of which was acknowledged in the spirited discussion it called forth.

Agriculture in the Common Schools was dealt with in an original and suggestive way by Mr. Percy J. Shaw, who clearly showed that by a regular and systematic instruction in nature study, combined with experimental work suited to the capacity of the child, the best results could be obtained. Mr. Shaw has promised the REVIEW a few lessons on the plan of experimental teaching, which he has found successful in interesting his pupils.

Miss Etta Yuill, M. A., read a scholarly paper on the Educational Value of English Literature. Its expression of human life, its power as a help to language, were dwelt upon in chaste and beautiful terms. The value of the story for children was shown. If the story were slovenly or poorly told, it left no impression or a bad one. The simplicity and naturalness of many of the poems of Tennyson and Longfellow were especially dwelt upon. In the discussion which followed the necessity was very clearly pointed out of having the works of authors, properly graded, instead of the usual school readers. These should have few notes (Principal Cameron's notes were referred to as models), and all teachers should have access to a good English dictionary, a classical dictionary and if possible an encyclopedia.

Mr. J. N. Sturk read a valuable paper on the Three R's, favoring a thorough elementary training in inflection, pronunciation, and meaning of words in reading. In writing the vertical system was favored. In arithmetic a thorough knowledge of fundamental rules with practice should be rigidly insisted on.

Mr. E. Clark Gormely, B. A., showed some simple