

The system is equally unjust to the teacher in training. If he is required to spend time and money at a Normal Institute a condition precedent to obtaining a license he has a right to demand that the instruction shall be of the best. He wants to sit at the feet of a master, and no man, whatever his ability, can in these days take rank as a master in any science, much less in so abstruse a science as that of education, without having made it a subject of special, and, to a large extent, exclusive study.

From whatever point of view we regard the scheme, it is essentially weak. It is foredoomed to failure as cheap and ill-considered economies usually are. The country wants the best in its educational system and is willing to pay for it. One thoroughly equipped Normal School, with an able staff of men who have made a specialty of their respective departments, or perhaps better still, a properly qualified professor of education in the Provincial University, might help to raise education to its proper rank amongst the foremost professions. It would at least create some interest and some enthusiasm in a most important branch of study. The present arrangement can do neither one nor the other.

AMERICAN EDUCATORS IN COUNCIL.

The recent mammoth gathering of educators at the fifty-sixth annual meeting of the American Institute of Instruction recently held at Newport, Rhode Island, marks well the interest taken in public education by our cousins across the line. Some fourteen hundred members of the Institute were in attendance, among them many of the foremost men and women in intellectual ranks in America. Our educational exchanges teem with extracts from the many excellent papers and addresses presented. We call a few short paragraphs by way of enabling our readers to "sample" the works. In the welcoming addresses some felicitous allusions were made to the interesting historical associations that clustered around the place of meeting.

Dr. Warren Randolph, who welcomed the educators on behalf of the Newport School Boards, said:—

"We have invited you to come, not only to the real birth-place of 'liberty and law,' but to a town whose people cherish with an unflinching interest their early traditions relating to religion and education. Should any of your members, skilled in archæology, unravel for us the mystery which for two hundred and fifty years has hung over the ancient pile of masonry in one of our public parks, he will be judged by our people entitled to rank with the benefactor who deciphered the meaning of the Egyptian hieroglyphics.

The ancient temple is still standing among us in which the idealist, Dean Berkeley, worshipped, before he became the Bishop of Cloyne. And, if you will give us the time, we will show you the Rocks, now called Paradise, whereon he sat studying the virtues of tar-water, and putting into shape the subtle statements of his Minute Philosopher."

Amongst other allusions Mayor Franklin reminded them that :

"The Old Stone Mill stands in yonder park, which is named in memory of one of our public benefactors. His remains are in the quiet city of the dead of which Longfellow has written :

"How strange it seems ! These Hebrews in their graves,
Close by the street of this fair seaport town,
Silent beside the never-silent waves,
At rest in all this moving up and down.

Gone are the living, but the dead remain,
And not neglected ; for a hand unseen,
Scattering its bounty like a summer rain,
Still keeps their graves and their remembrance green."

To these reminiscences President Patterson added :

"On the last day of February, 1639-40, Robert Lenthall, a learned clergyman, who had been silenced at Weymouth for promulgating the dogma that persons should be admitted to the church only upon the confession of their faith, having wended his way through the intervening forest, arrived on this Island, where the discarded minister was allowed to preach, and in the beginning of the following August, in the employment of the municipality, he opened a free public school, for the keeping of which he was paid from the resources of the same municipality. This we claim to have been the first free school organized under municipal control, and supported by public taxation, in America ; possibly the first organized anywhere.

The ex-Senator, in a subsequent address on the Sources and Uses of Wealth reminded his hearers that :

"The cottages of the middle classes of England to-day surpass the palaces of the nobles in the days of Elizabeth. Here, in three centuries, we have passed from a wilderness to a continental republic, full of all resources and vast power. In 1830 we had but twenty-three miles of railroad ; to-day we have more than one hundred thousand. At the close of the Revolution we were encumbered with debt ; in 1880 we could discharge our liabilities and have a surplus of forty billions."

The following from Prof. W. H. Payne, was rather hard on the new education :—

"It is the name for something which has no existence, actual or probable ; the movement had its origin in sentiment, and its strength lies in the fact of its vagueness, wherever this sentiment appears in any strength, it tends to destroy the school as it actually exists, but provides no definite substitute for it ; it counsels a violent revolution instead of an equitable evolution ; it employs the language of exaggeration, and appeals to prejudices and narrow views ; it preaches absolute freedom and versatility, but it is dogmatic in its utterances and authoritative in its precepts ; it represents an impulse to abandon certain errors in practice, but rushes blindly into errors of an opposite sort, and so is in direct opposition to normal progress ; *per contra*, it summons public attention to educational questions, excites thought and discussion, stimulates the sluggish, forces the thoughtful to give a reason for the faith that is in them, and so is perhaps the cause of some actual progress, though in itself an indication of chronic unsoundness in the intellectual condition of the teaching profession ; it is better to move in this way than not to move at all ; but it falls almost infinitely short of an ideal mode of progress."

President Patterson, said well in his address on Tuesday :—

"Mental and spiritual activity is the indispensable condition of mental and spiritual growth. No amount of mere manipulation or of memorizing of facts and formulas, not comprehended, have any tendency to awaken the intellectual faculties. It is only essential truth, fused and vitalized in the alembic of thought, which, when brought in contact with the mind of the pupil, starts a corresponding vitality and growth in him. Facts and propositions are largely isolated, inapprehensible, and worthless, till we discover their esoteric significance ; but this, when seen, brings them into logical and natural relations, and