

relations. The teacher and not the subject taught is the chief factor in developing mental power. The written examination system, though not the best test of the pupils' acquirements, is yet over a large area the only practicable test.

Admirable papers were read by Miss Smith on the love of the beautiful as developed by drawing, by Miss King showing that Tonic Sol-fa is the best musical notation for popular use, and by Miss Patterson showing that kindergarten principles underlie and vitalize all teaching worthy of the name.

Prof. Haley, of Acadia College, read a paper on Science before the high school section. By the study of science we acquire that mental attitude that enables us to discover and accept truth and to detect error. Our senses are developed, our powers of observation increased. We learn to reason inductively, to collect facts and to generalize. In short we cultivate the mental processes most used and most serviceable in the conduct of life, and all this while we are storing our minds with useful knowledge and training a rational memory not a memory of mere words.

Professor Macdonald having collected opinions of forty five leading educationists, came to the conclusion that the academy teacher of the future should be a college graduate with a minimum of two or three years' experience and a normal school training. He would then command the respect of the school boards and be largely consulted by them.

A valuable discussion on the benefits and methods of nature studies was introduced by Principal Campbell. The child should study things, not names. Teachers should not be mere lesson hearers. They should not use text books in their recitations. Classes should be led out sometimes into the fields that they may get clear fundamental conceptions as a basis for a constructive imagination.

The only school commissioner of the province who availed himself of the new regulations admitting the laity into the councils of the teaching profession, was Mr. McKerron, of Halifax. Throughout the various sessions he contributed largely to the success of the discussions. In describing the ideal product of the common schools, he laid great stress upon the teaching of independent thought in place of memory and cram, upon accuracy, but especially upon the teaching of morals.

He was followed by Principal Lay in a paper so rich and racy that we must give our readers the pleasure of perusing it entire, as it defies condensation.

Prof. W. C. Murray showed that the nature of the child's moral development depended largely upon his

environment. Let this, therefore, be controlled so that the child in his earliest years at least may see and hear as much as possible of the good and the true and the beautiful. In the school-room if not elsewhere the teacher has control of this matter. The school is society in miniature. Text-books on morals are not effective. Ideas of morality should be conveyed through stories, biographies and histories, which inspire to right and noble action. But above all the teacher must always and everywhere be the living example of all that he would inculcate.

On the score of morality Inspector Maclellan made a strong plea for handsome school-rooms and well-kept school-grounds. He proved by examples that rude children become polite and considerate, simply as the result of improved surroundings.

Inspector Craig's ideal "Teachers' Paper" was very well conceived and very suggestive to the editors of the EDUCATIONAL REVIEW. To a great extent this happy picture might be realized if teachers generally took the REVIEW, paid for it regularly and made it the medium for giving as well as receiving professional instruction and educational news.

Principal O'Hearn outlined the plans of superannuation adopted elsewhere for the benefit of teachers and suggested the appointment of a committee to formulate a scheme applicable to Nova Scotia. It was the general opinion that the teachers should, with the assistance of the government, provide a superannuation fund.

The above outline of the doings of the Provincial Educational Association of Nova Scotia is necessarily brief. No previous association of teachers in the province had such a good attendance, showed so much interest, worked in such harmony, or did so much for education as this one.

The papers and discussions upon them will be published in full with fine portraits of as many as possible of the chief speakers.

Teachers' Associations.

QUEENS AND SUNBURY, N. B.

The annual meeting of the Queens and Sunbury Counties Teachers' Institute was held at Gagetown, October 3rd and 4th, in the Grammar School Building.

In the absence of the president, Inspector Bridges opened the first session. Twenty-seven teachers were enrolled as members of the institute. After the usual routine business the institute took up the consideration of a paper on "The Teaching of English Literature," by Miss Lida Palmer, B. A. Miss Palmer being absent, Inspector Bridges read the paper. It created a lively