

reputation as a most enthusiastic and inspiring teacher, doing some of his best work in the Lawrencetown High School. During this time he also took two or three terms in the Boston University, receiving there his degree of Doctor of Philosophy.

He was called from the Principalship of Horton Academy in 1877 to his present position in the Provincial Normal School. Here within the last fifteen years he has met and assisted in training probably not less than 2,000 candidates for the teaching profession—a very large proportion of whom are now actively engaged in this work. As with all good teachers, Dr. Hall's strength lies not so much in the amount of information which he imparts, or causes his pupils to absorb, as in the motives and ambitions with which he inspires them, and the enthusiasm and self-reliance with which he imbues them, by showing them their own powers, and by throwing them upon their own resources.

All good works have found in Dr. Hall an able supporter, whether in church or in society. He was for years one of the mainstays of the Normal School Kindergarten—its most appreciative friend. If we mistake not, the Normal School Alumni Association owes to him its origin.

In 1883, he visited many of the principal towns of Europe, and fell so in love with the German schools, that he decided to spend a year in studying them.

Six years later, he was enabled to gratify this desire at Berlin and Jena in the pedagogical classes of Paulsen and others. In a small pamphlet which was well received, he set forth some of the leading principles of the German system. In his *Outline of Psychology, Logic, and the History of Education*, published last year, he devotes a long and able chapter to Herbart's pedagogical principles, showing that he has been a devoted student of the great German philosopher, and of the outcome of his teachings as exemplified in many of the German schools.

Dr. Hall has contributed to the progress of his Alma Mater as President of the Alumni of Acadia College, and subsequently as member of her Senate. The Summer School of Science is indebted to him for valuable support as secretary, and more recently as lecturer on Psychology. At the sixth session held in St. John, 1892, he was elected President, and presided with marked ability at the recent session at Sackville—the most successful in the annals of the school.

The recent changes in the Normal School at Truro, are in line with improvements advocated by the Doctor for years, and will greatly increase his facilities for usefulness in the line of his special studies—the professional training of teachers.

Dr. Hall on Scientific Education.

The following extracts from Dr. Hall's address at the opening of the Summer School of Science will be of interest to our readers:

* * * The possibility of simplifying and unifying the study of the natural sciences in its elementary stages opens a most inviting field to the thoughtful teacher. Much would be gained if the attention of educators and book-makers was directed to the consideration of the relation and dependence of each branch of natural science to every other.

Following the principles so clearly outlined by Fröbel, Liebnitz Herbart, and others, in the study of natural science, reform in the study of science must be two-fold—simplification and unification. Guided by these principles, the instructor in science would be a man who would see a part in the whole and be directed in his work by this fundamental principle. If science subjects were treated in this way the following results would naturally follow:

1. The congested course of study in our schools would be narrowed without being impaired.
2. The science subjects would be better taught in less time.
3. Related subjects taught in their natural connection would be more easily appropriated and understood.
4. Subjects thus taught in their proper relation stimulate the activities of the mind and fit it for the solution of the practical problems in life.

* * * The course of study in the Summer School has been enlarged year by year until the study of English literature, psychology, and the history of education, have found a place in the curriculum. The question arises whether the time has not arrived for a further revision and enlargement of the course of study by the addition of the following subjects, viz., logic, physical geography, the constitution of Canada, and civics. * * *

It is indeed inexplicable that we have been willing to let our young men pass out of our schools without directly turning their attention to the real living questions which they are asked to decide as soon as they leave the schools. Let our young Canadians be directed to study the growth, stability and freedom of our constitution, our boundless natural resources, our present status industrially, commercially, educationally, and socially. Let them consider our magnificent stretches of forests and wheat fields, our boundless prairies, our river highways, and our unparalleled mountain and lake scenery. Or if they are directed to regard those qualities on which the present greatness of a country depends, viz., industry, frugality, honesty and loyalty to a noble cause, it will soon appear that they have inherited the qualities of a great