

Nova Scotia Educational Association.

The annual convention was opened on Monday evening, December 29th, in the Convocation Hall of Halifax County Academy, by the President, David Allison, LL. D., Superintendent of Education. Although the weather was not all that was desirable, the attendance was quite large. After the minutes of last meetings were read by the Secretary, A. McKay, Supervisor of the Halifax schools, a paper from Prof. F. H. Eaton, now in Berlin, on "the necessity of a Provincial manual training school for the Province," was read. This paper was printed in the Halifax newspapers, and attracted much attention. The school should be of the same grade as the high schools or academies, the academic studies being limited to English, civics, mathematics and science. The manual training should be drawing, modelling, scientific laboratory work, and a course in the workshop in wood and metal working. The course would thus fit the student for intelligent citizenship, and for the successful prosecution and development of our industrial arts.

The opinions elicited were thoroughly in favor of the principle, with a modification in detail favoring the affiliation of a manual department to each high school or academy.

The president next delighted the audience with a graphic sketch of the development and present state of education in England. His visit of a month or two this fall, following a visit a few years ago, gave him a good opportunity to note the character of late changes. The first lesson we should learn from the study of the peculiar English system is the folly of blind imitation; the second is toleration. For here, without any system of popular education in our sense of the term, the English people have shown a progress which is the admiration of the world. Then, so conservative are they of everything relating to the past, that when the spirit of the age grows with the efflux of time, the shreds of its ancient investment are retained. While the spirit changes the form still remains. He sketched rapidly the growth of popular education efforts, beginning with the Sunday-school movement of 1780, which had scarcely anything in common with Sunday-schools of to-day, except the day. Then referred to the efforts of Lord Brougham in 1816, of Lord Spencer, and Lord Althorp; and the commission of 1860 to investigate the educational systems of Germany, United States and Canada, etc., all of which led to Foster's bill of 1870. Then was laid the foundation of a state system which is fast absorbing private systems, Lancastrian and Madras, in their modern developments and denomi-

national schools. The examination and certification of teachers, prescription of courses of study, are already largely in the hands of the government. Fees are yet required to be paid in England, when pupils are able to pay. In Scotland the last step in this direction has just been taken. He eloquently illustrated the tremendously great work which the London School Board is doing in educating the entail of thirty or forty generations of illiteracy in Darkest England. He showed how the heroic educationists of the London Board throw those of other boasted cities into relief as pigmies in their efforts to elevate the masses. For, instead of following public opinion they dared to lead it. They voted a piano for every school, although nearly every paper in London condemned it as extravagant; they replied by voting a swimming tank for the children in addition. The speaker referred to the attentions received from the educational authorities, among whom was Dr. Fitch, a visitor to our interprovincial convention of 1888. R. J. Wilson, Esq., Secretary of the Halifax Board of School Commissioners, in moving a vote of thanks, referred to the historical remains of the Madras and Lancastrian schools in Halifax; the former under the title "National" system, giving its name to the "National School." Principal Oakes, of Horton Academy, and Inspector Morse, of Annapolis, seconded the motion, which was enthusiastically carried.

TUESDAY MORNING.

Professor Andrews, of Mt. Allison, read a very able paper on "The Teaching of Method" or "Mental Gymnastics." The keynote of this remarkable paper, which we hope to summarize at some future time, was Physiological Psychology.

Professor Seth, of Dalhousie, followed with another able psychological paper, entitled, the "Educational Ideal," in which he beautifully pictured the natural development of the three-fold activities of the human nature — intellectual, æsthetic and moral; and laid great stress on the necessity of psychological study on the part of the teacher, and the advantage of the study of the elements of logic in the last year of the high school.

A. McNutt Patterson, Principal of Acacia Villa Seminary, Dr. Hall, Principal MacKay and several others followed in an interesting discussion on some points mooted.

The next speaker was Mr. W. Patterson, M. A., head master of the Royal Arthur School of Montreal, and convener of the Quebec provincial committee on Canadian history. On being introduced by the president of the association he announced the object of his visit to be an endeavor to secure the co-operation