

institute for one week, with compulsory attendance for untrained teachers. Inspector Morse followed showing how much good had been done by the institutes in his own district. The Association passed a resolution calling the attention of all inspectors to this important subject.

Dr. Hall dealt with the Herbartian principles of concentration. All subjects of knowledge are so related that any one of them can be neither efficiently nor economically taught if its relations to other subjects are not constantly kept in view. Attention to this principle would solve the difficulties arising from multiplicity of subjects in the course of study. The new and all important science for the teacher is that of child study.

The subject of manual training was ably handled by Mr. Nelson H. Gardner, of the Halifax Manual Training School. Mr. Gardner's maiden effort showed him to be a man of modesty, good sense, and a pleasing speaker. He advocated manual training as a disciplinary study of special value—broader in its effects than other studies and supplementing them where they were weak.

The public meeting in the evening was very largely attended. Dr. Forrest, the first speaker, found that each year brought to the colleges a higher grade of students. He would simplify the course of study and improve the text-books, especially by reducing their bulk. He paid a glowing tribute to the enthusiasm and ability of the leading teachers—of the teachers as a body.

He was followed by Father Parker, who claimed that he represented an important factor in our civilization—the Acadian-French. He was much pleased with the consideration shown to them by the Association. His fine voice and stirring eloquence gained the favor of the audience even when he asked for his clients such special privileges as that of French text-books as the readiest means of emancipating them from the pains which is now so disadvantageous to them.

President Allison, ex-Superintendent of Education, was warmly welcomed by his former constituency. His own experience in connection with the education of the province enabled him to speak authoritatively and approvingly of the recent changes which showed that the teachers and pupils had no better friend than his successor.

Dr. Chisholm, while looking upon the course of study as a necessary compromise of conflicting opinions, yet expressed his full sympathy with the public school system of which he was himself a product. He was a clear, logical and convincing speaker.

Premier Fielding, seated with pride to the platform representing every class and creed in Nova Scotia working in the educational field with the utmost harmony—an object lesson to every other province. As a public man he heard various criticisms on the school system, but he usually found that they effectually neutralized each other. He would like to have more attention paid to civics so that the pupils might know their own country better and have more faith in it.

One of the speakers paid a most fitting tribute to the modesty, moral worth and efficiency of the late Inspector Condon, whose striking form and harmony producing tendencies were so much missed.

The principal paper of the second day was that of the Superintendent of Education. It was an elaborate defence of the modern broadened curriculum which was shown to be more natural and better adapted to modern conditions than the old, and therefore when properly taught more easily assimilated. The acquisition of the fundamental principles of science which brings the pupil into harmony with his environment is, under the intelligent teacher, a stimulating and recreative rather than an exhaustive study. A natural system of all-round practical studies produce a much healthier development of the whole man than can be obtained under the partial, artificial system now happily passing away as fast as trained teachers are coming in.

Before a pupil is asked to make a choice of his life vocation he has a right to be allowed to look upon the horizon of knowledge from all sides so that he may be enabled for his specialized studies to turn in the direction in which his genius from its wider outlook may find the best conditions for its successful exercise. Other countries are progressing in the same direction. Nova Scotia must not take a second place. In some respects she has anticipated the most progressive.

The multiplicity of subjects in the course of study seems formidable but it does not represent more work where correlation and concentration of studies are properly understood.

Dr. Chisholm considered that the course of study was a lasting monument to the skill of those who had framed it. He emphasized the desirability of having a course that would develop mental power rather than a wide range of knowledge. The classics had for centuries been proved to be the most potent factor in human culture and should therefore hold the place of honor in the curriculum.

Principal Calkin held that specialization of studies should not begin until the college is reached although local environment might be allowed to have its influence. No one subject is properly understood unless seen in its