

Lieutenant-Governor, was in the chair. Dr. MacKay, Superintendent of Education for Nova Scotia, gave expression to the hope for greater Anglo-American co-operation. He paid a tribute to the distinguished character of the membership of the Institute. Archbishop O'Brien heartily welcomed the guests to Halifax as a restful and health-giving place of sojourn after the year's hard work. He pleaded for an all-round education which should not leave out the child's moral and spiritual development.

The visitors were represented in the replies by the Hon. Mason S. Stone, Superintendent of Education for Vermont and President of the Institute; the Hon. John G. Foster, U. S. Consul-General at Halifax; and the Hon. W. W. Stetson, Superintendent of Education of Maine. The visitors heartily expressed their sense of the many points of union between the United States and Great Britain and their pride in the achievements of Old England and New England.

The subsequent meetings were equally interesting and profitable. The editor of the *School Journal*, New York, advocated making the school a social centre for the district. A library, lectures, art exhibitions could be started in the school. The school, being free from social, racial, and religious prejudices had natural advantages for performing this desirable work in social intercourse.

A. W. Edson, a school superintendent of New York city, spoke of the personal qualities which often makes the difference between a teacher's success and failure. A good physique, a good address, good health, and a good character, went far towards securing favor and employment. A person possessing these, scarcely ever has any trouble in discipline. Another great help to a teacher was a sweet melodious voice. Clear articulation and the use of choice English, the natural result of a good education, were very desirable. A pleasant smile and a good temper were indispensable. Nothing sank so easily and so deeply into the hearts and memories as example. The teacher should be a living example of what he taught; if not his words were as sounding brass and tinkling cymbals.

C. C. Rounds, Ph. D., of Washington, gave some instances of what might be done by education to overcome disadvantages of birth. In the Carlisle Indian school they took and kept the pupils away from their early surroundings. In time they compared favorably with the average white man.

Dr. Winship told of some interesting movements to reform the degraded. The George Junior republic has just completed five years of existence, but has excited the widest interest in the success of its novel plan. It takes boys and girls from the slums of New York and

teaches them the elements of good by inducing them to elect their own officials and to otherwise govern themselves. He urged teachers to tell the pupils of great educational reformers, such as Ascham, Locke, Comenius and Pestalozzi.

Judge Stafford gave a memorable address on Burns. From this we give a short extract:

"Burns never looked upon himself as we look upon him. He never wrote for us, for the unknown future. The modest, manly words with which he prefaced his poems when he printed them, show clearly how humble his ambition was. To himself he was but the Ayrshire bard; and it was an accident that he published at all. Scarcely one of the wonderful productions of the unpretentious little Kilmarnock edition had been written to be printed at all. They had eased his own morbid or passionate hours. They were merely his own experiences, his own loves and hates, or some incident that set him moralizing or stirred the deeper and finer forces of his nature. As he walks behind the plow one day, the share turns up a mouse's nest and the "wee sleekit, cowrin', tim'rous beastie" scurries away across the field. It never enters his head to go to the house, sharpen his quill and write a great poem; he steadies the plough and falls a talking to himself

"Croonin to a body's sel
Does well enough."

And it is no care or vanity of his that we are permitted to hear him. How close and human it all is, and nearer, more pathetic still, when the mouse's sad case reminds him of his own:

"Still art thou blest, compared wi' me!
The present only toucheth thee;
But oh! I backward cast my e'e
On prospects drear!
And forward, though I canna see,
I guess and fear."

The Rev. Josiah Strong spoke on "New Conditions Confronting the New Century." He said in part that America must do what England had done for centuries—extend her colonies. All the great nations were supplying their own markets. Hence the necessity for tropical markets. We must reckon with the Chinese, and them awake. The awakening of over four hundred million people must mean much from merely a commercial aspect. Japan, which fifty years ago was a mummy, now was tingling with feeling and life. When China was as much awake as Japan, her commerce would be as much greater as was her population. The Pacific was to become an Anglo-Saxon sea. The great question of the twentieth century was "Shall the Anglo-Saxon or the Slav rule the world?"

A paper on the schools of Jamaica was read by Mr. L. Z. Brandford. He maintained that Jamaica had the best school system in the West Indies.

The Rev. William J. Long, the author of "The Ways of Wood Folk," told many anecdotes of forest