

in the teaching of geography. The intimate relations of political and physical geography were eloquently pointed out.

Inspector McKenzie (District No 10.) expressed himself as much impressed with one prominent idea of Dr. Hall's paper. We should aim at avoiding the enfeeblement of children's minds through over-much breaking up of subjects.

Principal Calkin said that we should consider what is the teacher's aim—words or ideas? The teachers' constant object should be to develop the child's natural desire for knowledge. Objective teaching for the young has a deep philosophical basis. Words are not so plain and gratifying to the young child as are objects. The order of natural development should be observed.

The exercises of the second session began with an illustrative "Miscellaneous School" conducted by teachers of the Model Schools and Pupil Teachers of the Normal School. This exercise deservedly attracted great attention. The pupils were drawn from the Public Schools, and the teachers engaged were Miss Hamilton of the Model School, and Misses Kirkpatrick, Calkin, Hamilton and Fletcher of the Normal School.

The Association then proceeded to discuss the submitted "Course or Study." In passing to this order the President expressed a hope that the report would be thoroughly sifted. Let not action be taken on so important a matter without the fullest and most careful consideration. The questions which should enter discussion, are: 1st Do we need a Course of Study? This is a general question. 2nd Does the proposed course meet our wants? The succeeding discussion was taken part in by Principals Calkin and McKay (Pictou), Inspectors McKenzie and Roscoe, Dr. Hall and Messrs. H. S. Congdon (Maitland), Lay, Tuttle, Crowell, Andrews, and others. Some argued that the "Course" was impracticable for "Miscellaneous Schools," being too heavily weighted with science and oral lessons. Others that many teachers were at present incapable of giving oral lessons effectively. On the other hand it was urged that the elements of scientific knowledge were of paramount importance, and that teachers who were too idle or stupid to teach such lessons as the course required could be well spared from the profession.

At the close of the afternoon's discussion, which was conducted in a most earnest, yet most gentlemanly manner, the President (Dr. Allison) observed that he was not irrevocably wedded to the sciences, but pointed out that it would be impossible to produce a single public school course of any civilized country, published within the last ten years, with less science than the course now before the Association contained. Why should not the study of minerals be imperative in this Province, filled with minerals, as in other countries which did not contain a single mineral? But it was better to be on the safe side; it was better to put too little science in the course, and add to it as advisable, than to overburden it now and prejudice teachers against its practical utility. The argument that the teachers would be unable to instruct their pupils was a very poor one. Carry the argument to its logical conclusion, and what would be the result? We should never take a step forward. We should stay where we are for five thousand years, because a large number of teachers would not be able, and would not be inclined to qualify themselves, to teach any new branches that might be introduced. As educationists we *must go forward!* At the same time we should not make our advancement more difficult than is absolutely necessary.

The third session was held in the Hall of the Y. M. C. A. A large audience assembled to hear an address from the President, on "The Educational Condition and Prospects of Nova Scotia." Principal Calkin presided, and was supported on the platform by many leading educationists. The address epitomized the various forms and forces of education existing or at work in the Province, pointed out defects, suggested improvements, and according to the summarized press reports, for which we are indebted to the *Herald* and *Mail*, closed as follows:

ARE WE USEFULLY EDUCATING THE CHILDREN OF THE COUNTRY?

Generally yes, and emphatically yes, if the comparison be with the past. But let us consider the friendly criticisms which are kindly volunteered from time to time. We are over-educating the people; educating them, or some of them, above their station in life. Is it a crime for a young man to be aspiring and ambitious? Is our system to be condemned because it has afforded many a youth the instruments of attaining to a better destiny? If it trains the young to despise their hard-working parents, or breeds sentiments which tend to overstock the non-productive occupations or professions, its practical working should be carefully watched. But

if we condemn it for fostering the impulse of honourable ambition, we condemn it for doing what all true education must do: the nature of things do. Considering the subject in detail, the speaker proceeded to suggest that possibly the criticism referred to could be explained by the almost exclusive attention given in our schools to bookish studies, the Humanities, as Scotch educationists say. He pleaded for a training which would at least let the pupils know that there is a physical world, that it has phenomena and laws, that they themselves are sentient organisms. The question of intermediate education was elaborately treated. He deplored the imperfect articulation with our colleges. The semi-animate University of Halifax held in suspense hopes he and others had entertained that its working would remedy the defect. It was unfortunate that we were to so large an extent shut out from the light and heat of which colleges are the natural centres and sources. The County Academy system was referred to, and suggestions as to its improvement made. The speaker concluded with a reference to our politicians and statesmen, discussing their rival policies of trade and commerce. The teachers should recognize that the determination of the destiny of this country is in *their* hands. Nations which produce great men alone are great. Nations whose people are educated cannot be poor. The dream of continental commerce thundering over this little peninsula to be transported in mighty argosies from its peerless harbours, may be realized or not. If we do our duty, Nova Scotia will be the home of an intelligent and virtuous people, and this includes the promise of everything a reasonable patriotism can desire.

(Next month's notes will contain remainder of report of this interesting educational gathering.—Ed. C. S. J.)

Gordon McGregor, A.M., Ph.D., Munro, Professor of Physics in Dalhousie College, is spending the summer in Edinburgh, pursuing certain scientific investigations, for which the famous university of that city offers special facilities.

The Governors of Dalhousie College have decided that all the facilities and privileges of that institution are available to young women as well as young men. Specially included in this statement are the Munro Bursaries and Scholarships. It is understood that one of the young ladies, whose application secured the above response, is Miss Calkin, daughter of the esteemed Principal of the Normal School. Miss C. stood third in the list of candidates for Licenses of the First Class at the Annual Examinations of 1880.

A large meeting of representative educationists met in the Legislative Library, Halifax, for the formation of a University Consolidation Association. Addresses were delivered by the Rev. Chancellor Hill, who presided, Wallace Graham, Esq., A.M. (Acadia), R. C. Weldon, Esq., A.M., Ph.D. (Mount Allison), and others. His Hon. Ex-Judge Wilkins, was chosen President, and C. B. Bullock, Esq., A.B. (King's), Secretary of the newly-formed Association.

MANITOBA.

The corner stone of the new Manitoba College was laid by His Excellency, the Governor General, during his stay here. His Excellency visited all the Colleges, the Governing Bodies of which presented addresses to him. An address was also presented by the Council of the University.

St. John's College School, and St. John's College Ladies' School, have re-opened after the vacation with an increased attendance in each case.

The Protestant Board of School Trustees for Winnipeg are advertising for five teachers. Mrs. Chisholm, who for some years has done excellent work as a teacher here, has just resigned. The total number will now be fifteen.

At the examination for Public School Teachers, which commenced on the 2nd of August last, there were ninety-two candidates. Of these eleven wrote for First-class Certificates, forty-one for Second, and thirty-eight for Third; and two undergraduates of the University of Manitoba, who have passed the previous examination of said University, took the paper on school organization and management.

The following is the classification of the successful candidates, the names appearing in the order of merit, viz.:

FIRST-CLASS.

GRADE B.—A. Springer, Miss Aggie Eyres, John D. Hunt, E. A. Flakeley, D. E. McLenn, P. D. McKinnon, John A. McGuire, Miss Nellie Brown.