

ized the importance of combining the study of geography with that of history. He referred to the French as the pioneers of Canada, stating that while we could not expect them to be as loyal to England as those of British connection, we might expect them to be quite as loyal to Canada, and, as a matter of fact, they were quite as loyal. We should remember with gratitude and admiration such splendid Frenchmen as Cartier, the discoverer of Canada, and Champlain, the founder of Canada. He spoke of Henty as doing a great deal for history, and that nearly every book he wrote was a lesson in that direction. He suggested the reading of much outside the text-book in order to teach history well.

The president here gave an outline of one good method to be followed in teaching Canadian history to pupils of the common school grades. Briefly stated it was: Read the lesson with the pupils when the assignment is made. Make a note of very prominent points on the blackboard and ask the pupils to study with a view to finding as much as possible about these principal features. At the recitation draw a diagram on the board and fill in under the chief headings as time and the attainment of the pupils make it necessary. Do not commit the text to memory.

Mr. Shields said we must make history interesting if we wish to be successful in teaching it. He had seen good progress made by reading history, and talking and asking questions about it. Dr. MacKay emphasized the importance of reading historical works. He asked the question, How many schools had libraries connected with them? and it was discovered that only fourteen of the schools represented had what might be called regular libraries.

Mr. Fred. H. Spinney, of Kentville, read a paper on "Nature Lessons—Methods of Teaching Them." The method he had adopted and found satisfactory was to begin with subjects within the child's reach, and if possible objects for which the children had some liking, such as the domestic animals. The work carried on as suggested in some of the books became too mechanical. By dealing first with those objects which children like, we can lead them with much eagerness and interest into the wider world of nature around them. The information regarding plants, minerals and animals may be of little importance, but seeking, observing, thinking, concluding and describing are of the utmost value as factors in education. Natural science, if rightly pursued, was a powerful means to this end.

Mr. T. B. Kidner, Superintendent of the Manual Training Schools of the Province, explained how manual training and natural science were akin in principle.

"Lessons in English" were given by Miss Ethel G. Brooks, of Windsor, and Miss Edith Angevin, of Hantsport. The lesson given by Miss Brooks was to her own pupils of Grade III. She taught the adjective as an enlargement of the subject. Her

illustrations were admirable, and the lesson was a model. Miss Angevin put an extract from the poem "Evangeline" on the board, and skilfully questioned the class, provided for her, so as to make them understand the meaning of the terms and language used in the poem. She also taught the pupils to analyze the piece and parse some of the words.

To make the lesson more impressive and give the situation of the Acadian land and the village of Grand Pre, the teacher drew a map on the board and had places marked on it as the lesson proceeded. Both these lessons were very valuable as illustrations of good teaching.

Mr. Shields, principal of Hantsport High School, gave an excellent address on "Our School System." He spoke as one who had studied the Nova Scotia system and tested it by actual work in schools where it proved in the main helpful as a guide to the best kind of work. He spoke of the criticism of the press during the winter, which had led to much discussion. We must have faith in our public schools, for if we lose faith in them their character will be injured. He believed their success was due chiefly to the teachers. Our system embraced the best features of the leading educational systems of the world, and has placed teachers far in advance of a decade ago. He showed the advance made in teaching nature lessons, which resulted in a better conception of training the powers of observation in the child. Defects which do not exist have been charged against our system and have done harm. Our system is a good one, and can stand many such unjust criticisms. One critic considered the studies taken up as a mass of useless knowledge, and a boy leaving school as unfitted for making a living for himself, and laid all the blame on the school system. Mr. Shields said, when any difficulty arose in the school, the parents, teacher and school board can readily settle it; and a remedy was always at hand for the critic when he, too, looks for it. He admitted that a dunce at grammar may prove a genius at the bench. We owe the advantage of manual training to the Council of Instruction. The school curriculum must be broad enough to embrace every employment. Our system is said to be too rigid. Why no system is more elastic. The abolishing of examinations was referred to. Germany, America and Canada agree that they are valuable and cannot be dispensed with. With our present superintendent at the head, and such inspectors as he had taught to aid the teachers, there can be no failure in our school system.

This address was discussed by Mr. Percy J. Shaw, principal of Berwick, Mr. Kelsey C. Denton, of Shubenacadie, Mr. Russell Ellis, of Maitland High Schools, and others.

Mr. Shaw spoke of the difficulty of teaching a school of eight grades, and of the still greater difficulty when two or three high school grades were added to those. In his opinion the course of study was reasonable and fair for the pupils; but contained