

On Wednesday evening Prof. Locke, Dean of the School of Education of Chicago University, gave an address on The Relation of the School to Social Progress. It was a vigorous plea for leadership, on the part of the school, in social progress. Schools have so far but succeeded in reflecting existing civilization, have been followers instead of leaders in the social advance of civilization. Our courses of study are an inheritance from the past, and need to be changed to meet the changing conditions of today, and to prepare for the newer duties of the morrow. We must break with tradition, meet present wants and point out the way to the larger life in which our pupils are to be participants.

Rev. Father Drummond, of St. Boniface College, Winnipeg, in a discussion of First Principles of Education, saw no signs of the indefinite development of the human intellect on fundamental questions. He believed in cultivating the latent powers of the child's mind instead of trying to cram it with ill-digested erudition. An unmeaning profusion of subjects distracted and enfeebled the mind. The loud demand of the present to make education "practical" was a mistake. The main end of education should be to unfold the faculties. The educational value of uncongenial work was discussed, and the thought developed that morality without a law-giver is ineffectual against the great temptations of life.

Rev. Dr. Kilpatrick, of Manitoba College, pleaded eloquently for national religious education. True morality must be based on religion, and if education is to play a part in the upbuilding of a nation it must be firmly based on religion. Art, ethics and literature may do much to implant true principles; the teacher's example, his culture, his lofty sense of what is right, his purity of motive—all these are good, but specific religious teaching is needed. A system of secular education, supplemented by the Sunday-school, is an abortion, for morality is separated from its base. A gigantic task confronts us, for one half hour per week will never counteract the influence of the rest of the week. The speaker described the methods of giving religious instruction in Scotland, England and Germany, and suggested adaptations of these for Canadian schools.

The Excellences and Defects of the Ontario Educational System were set forth in an address eminently judicial and refreshingly frank.

The work of the sections was quite as interesting as that of the general meeting. In the higher education section, presided over by Prof. Squair, of Toronto University, the addresses of Mr. Houston, Toronto *Globe*, on the Rhythmical Structure of English Verse; Professor Coleman, Toronto University, on the Relation of Geology to the Teaching of Geography; Principal Young, of Portage La Prairie, on the High School Curriculum in its relation to the Adolescent; Prof. Young, of Trinity University, on Plows, Furrows and Harrows—a discussion of the disciplinary side of education; and

Prof. Locke, of Chicago University, on the American High School, were intensely practical.

In the inspection and training section, under the energetic management of Dr. Harper, of Quebec, Inspector Bryan, of Calgary, discussed Inspection as an Agency in Public Education; C. Johannsen, of Montreal, Three Years of MacDonald Manual Training Schools; Principal Soloan, of Truro Normal School, Some Functions of a Normal School; A. Fitzpatrick, Knox College, Toronto, Home Education; Principal Scott, Toronto Normal School, Domsie, A Study of Scottish Education—a unique and vigorous plea for individuality and freedom in education. A round-table conference on the Making of a Teacher, led by Principal McIntyre, Winnipeg Normal School, closed the work of this section.

Principal Montgomery Campbell, of Montreal, presided in the elementary section. Director Wallis, Winnipeg, discussed Nature Study in City Schools; Supervisor Minchin, Winnipeg, Music in Canadian Schools; Miss Rankin, Normal School, Regina, Art in Canadian Schools; Mr. Jewett, Winnipeg, Physical Training in Canadian Schools; Miss Agnes Dean Cameron, Victoria, B. C., Parent and Teacher.

The interests of the kindergarten section were looked after by the Free Kindergarten Association of Winnipeg, Miss McIntyre and Miss Cody, of Toronto, and Miss Aylesworth, of Chatham, Ont.

The exhibits of school work, school appliances and school supplies from Quebec, Ontario, Manitoba and the Territories surpassed in amount, variety and quality any yet made in Canada, and proved to be one of the most educative features of the meeting.

The invitation of Toronto University to hold the next meeting there was accepted and 1906 suggested as the date.

The active officers are: President, John Millar, B. A., Deputy Minister of Education, Toronto; Vice-president, W. A. McIntyre, B. A., Principal Normal School, Winnipeg; Secretary, D. J. Goggin, D. C. L., Toronto, with power to appoint an assistant; Treasurer, F. H. Schofield, B. A., Principal Collegiate Institute, Winnipeg; Directors, eleven, among whom are Supt. Bridges, of St. John; Principal Lay, Amherst; and Supervisor MacKay, Halifax.

A London ivory expert scouts the idea that elephants are killed for the ivory contained in their tusks. The African chiefs know where the elephant burying-grounds are, and it is there, from elephants long ago dead, that the ivory of commerce is produced. London handled 205 tons of ivory last year and Antwerp 355 tons. The market price ranges from \$75 to \$450 per hundred weight. Sea horse teeth and boar and walrus teeth are used as a cheap ivory.—*The Pathfinder*.