

Chebucto and Whitney. The members of the Association had the pleasure of forming the acquaintance of many leading citizens of Halifax. The City Council provided refreshments.

In the evening the Academy of Music was again crowded. Hon. Dr. LaBruere described the schools of Quebec, speaking in English and showing a complete mastery of the language.

Hon. Attorney-General Longley criticised the public school system of our age, saying that it was too practical in that its aim seemed to be to make the highest good consist in the achievement of wealth, the development of machinery, the advance of science and the securing of personal comfort. It is not sufficiently practical in that its supreme object seems to be the preparation of pupils to pass splendid examinations or to graduate them with the highest honors. Such an education is compatible with the acquisition of high ethical notions but mere morality is not sufficient, unless indeed this life ends all. A system of education which leaves man's vast spiritual possibilities undeveloped and unregarded is unworthy of a Christian country. The highest aim of the teacher should be to lead his pupils forth into the highest regions of spiritual life. Though this cannot be done by the teaching of dogma, yet surely with a properly developed teaching body religion in its full, broad, and beautiful sense may be taught in the public school. A nation that ignores poetry, sentiment or religion must sooner or later fall by the corroding influence of its own sordid aims. The true teacher will from the first and at all times take into account the fact that he is dealing with souls whose destiny stretches beyond this mortal life. Of such teachers there are but few, very few who seek with patient devotion to develop the great immortal qualities of those beings entrusted to their care.

The learned speaker charmed his vast audience with the clearness of his statements, his eloquence, and the noble ideals which he set before them. Yet he failed to give them even the most meagre suggestions as to how these ideals might be realized, and he seemed to ignore the fact that the larger proportion of our teachers by being themselves living examples of unselfish devotion to all that is purest, highest and best in religion and morals, are in the most effective way training their pupils for time and for eternity,—that every good lesson in science or mathematics is a lesson in the love of truth, genuineness and consistency.

Dr. Harper, of Quebec, followed with a paper on the importance of having a central educational bureau. In order to emphasize his subject, he gave a glowing description of the grandeur of our Canadian inheritance.

A central educational bureau would be a great co-ordinating force in our educational affairs, leading to "an assimilation of provincial educational necessities and pedagogic affinities that would eventually bring all the teachers in Canada, and through them the rising generation, to see the provisional shading away into the federal, into the national."

On Thursday forenoon and afternoon there were so many papers read that we have not space to give even the titles. Prof. Dyde would have poetry utilized in the training of children even from their earliest years. It is curious in this connection to note how much of the beginnings of literature take the poetic form.

Dr. Eliza Ritchie proved from the experience of the best American colleges that the best results in the education of women are obtained when they are educated with men and by men. Women need the invigorating influences that come from intercourse with minds supplementary to and of a calibre superior to their own.

Mr. G. U. Hay finds the open door or perhaps the path of least resistance to the child's interest, in the study of nature—that physical environment which largely makes him what he is, and in the world's various literatures, the highest products of the best minds of all ages—the pabulum best suited for his mental and moral development. With interest awakened along these two lines learning to read would become a pastime, and learning to write but the natural outcome of a desire to give expression to thought.

Mr. J. W. Logan, of the Halifax Academy, in a very able paper proved to the satisfaction of the classical men present that classical studies, better than any other subject, invigorate the intellect and make the student master of his faculties.

Means and Methods in the Common School, by Prof. Britain of Fredericton, will be found to be a most valuable paper to all our common school teachers particularly. He agrees with Prof. Dyde in condemning our school readers.

Prof. Hume's plea for pedagogics as a university subject should lead our larger colleges to provide as thorough a post graduate course for teachers as is now provided for doctors or lawyers. In no other way can we ever hope to see our high schools provided with an adequate supply of efficient teachers.

The evening meeting of Thursday was held in Orpheus Hall. Prof. MacCabe argued in favor of a uniformity of teachers' licenses throughout the Dominion, so that licenses issued by one province might be good in any other province. There does not seem to be any immediate prospect of the extension of this reciprocal good feeling among our educational authorities.