

among us is strong enough to help educate public sentiment on this and many other points.

It is pleasant of course to have our school well spoken of as orderly, well classified, proficient, etc., but let us not forget, that after all the chief aim is to strive to train our pupils to be useful, thoughtful men and women. One of the chief works of the teacher is to train a child in character building, for this is an essential part of a child's school work and the teacher who fails to recognize this fact and act upon it, fails in making her work a success to a great extent. In summing up let me say that I believe as a class, we teachers belittle our own profession. We often complain that our work is not valued more highly. It is because we set out with the false notion that we can be paid for service rendered. No true teacher can ever be paid in money for work done in fulfilment of high ideal. "He that goeth forth and weepeth bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him." When the teacher of the country school enters the school-room each morning and encounters there difficulties unknown to many of her colleagues of the graded schools, often because the home life of the child is not a healthy one, let her not be discouraged if her ideal of the true result of her work be not the large account at the savings bank for herself, nor the mere acquisition of book knowledge for her pupils. She will see in the children before her, those whom she has led to breathe a purer air and see a broader view, and despite the fact that she may not stand high with inspectors and trustees, she will feel in her own glad thought, that God will look on her work and say, "It is very good." To the parents of the children she may do much to usher in the day of the larger heart and the kindlier hand; and many are the records of teachers, who with their wider sympathies, have done indeed among their employers the work of an evangelist.

But there will be many say, this is all impractical; we wear out body and brain and we have grievances to be redressed. So we have, but let us not forget that much rests with ourselves. When we go to work again and the glow of enthusiasm gained by seeing each other dies, we wake as from a dream to the fact that:

"Only in dreams is the ladder thrown
From the lowly earth to the topmost skies,
But the dream departs and the vision flies,
And man awakes on his pillow of stone."

The hard reality lies before us, but we go with quicker step and lighter heart if we think more of the real usefulness of the life to which it has pleased God to call us, and less of the many difficulties which often extort the cry, "Wherein lies the good."

"No stream from its source,
Flows seaward, how lonely soever its course,
But what some land is gladdened;
No star ever rose or set,
Without influence somewhere."

No life can be pure in its purpose and strong in its strife, and ALL life not be made purer and stronger thereby.

Nova Scotia Provincial Educational Association.

The most interesting and most important educational event in Nova Scotia for the last year or two was the assembling of two hundred and fifty teachers at Truro to discuss the various changes made since 1892 and the fundamental educational principles which seem for the time being to prevail among our educationists. The meetings extended over three busy days—the 16th, 17th and 18th of October. There were three sessions each day, during which papers were read and discussed and much business transacted.

At the opening session the Superintendent of Education was presented with an address and a handsome gold-headed cane.

In his opening address he referred to the various criticisms that had been made upon his administration, but he showed how they could easily be made to answer each other. He referred with pride to the increasing interest in education, as shown by the very largely increased expenditure for school buildings and teachers' salaries. The efforts that have been made to improve teachers professionally would naturally disturb some of them, but the general effect proved that the stimulus was much needed and most wholesome.

Principal Miller, of Dartmouth, made a very able plea for the establishment of a provincial reformatory in which incorrigible children now on the road to ruin might have all the benefits of a good home and thus be saved to society, and at less expense than they would be to the state if left to become criminals. The superintendent and inspectors were requested by the Association to collect information as to the need, benefit, and best mode of conducting such an institution.

Prof. Lanos, of Halifax Academy, read a lengthy paper on the teaching of French, in which he recommended, (a) reading with correct pronunciation, (b) translation, (c) grammar confined to the passages translated, (d) grammar review of paradigms and exceptions, (e) conversation on passages read. He thought it most desirable for the Acadians to master English, but he expressed the opinion that this could be more easily done by having them first learn French well. This opinion was endorsed by the Association, though many seemed to doubt its correctness. Father Parker spoke most eloquently in favor of having authorized French books at least in reading and grammar. It was a novel and pleasing feature of this Association that Prof. Lanos read his paper in the French language.

Inspector Roscoe demonstrated the benefits of institutes to teachers. He would have the province divided into thirty-six sections. In each of these an expert, assisted by the best local teachers, would conduct an