

tended, and as evidence of this it may be said that during this period of over four years he prepared more than thirty pupils for normal school, all of whom were successful, as were also two students who passed examination for matriculation—one into the University of N. B., the other into Mt. Allison.

In 1879 Mr. Smith resigned his position as master of the Albert County Grammar School to accept the position of inspector of schools for inspectorial district No. 3 as then constituted. Although the bounds of his inspectorate have been occasionally changed, no material alteration has taken place since his appointment in 1879.

Mr. Smith has brought to the position of inspector the same qualities of tact, geniality and thoroughness which distinguished him as teacher.

He was married in 1878 to Miss Angeline Steeves, and of five children of that union, three are living. Mr. Smith resides at Sackville, near his alma mater, which may serve to recall the struggles and triumphs of years ago, where he compelled regard and won respect for the plucky and self-sacrificing spirit which he showed in paying his way through college against many adverse circumstances, and where he has the gratification of seeing his only son enjoying the greatly increased facilities which that excellent institution affords for obtaining a liberal education.

For the Review.]

Materials for a History of the Province of New Brunswick.

BY W. F. GANONG PH. D.

I.—THE BIBLIOGRAPHY OF NEW BRUNSWICK.

Since of making many books there is no end, it has come to pass that no one can keep track of such a multitude without the help of lists and classifications of them. Hence we have books which are lists of books, that is bibliographies; and if books continue to multiply, as of course they will, a science of arrangement of knowledge about them must arise, which perhaps will be called Bibliology.

For the existence of proper bibliographies I can think of several reasons, which may be arranged as follows:

First, there is the hugeness of the number of books, or rather of things printed, which makes it impossible for any but specialists, and hard even for them, to keep up with the advance of knowledge which they mark in any subject, while he of more general interests is well-nigh helpless. Proper bibliographies, kept up to date, enable all to know what exists upon any given topic.

Second. When future students undertake the thorough investigation of any topic, the literature will

be so voluminous that without bibliographies it will be nearly impossible to find what relates to that subject, and hence much of value will be lost to him, and much already in print will be done over again. It is our duty, and will assist in the advancement of knowledge in the future, to make complete contemporary bibliographies.

Third. Many books of great interest are likely to be lost sight of by those who would value them, unless called to their notice by bibliographies. I have heard people lament the paucity of good literature relating to New Brunswick. How many know even of the existence of such works as Dean Sage's book, "The Restigouche," by far the most superb work ever issued about any part of the Atlantic Provinces, and probably about any part of Canada. With its clear and entertaining English, its valuable original observations on the physiography, natural history and ethnology of the Restigouche region, its splendid illustrations and its sumptuous make up in type, paper, form and binding, it is a work to warm the heart of all lovers of any kind of books. Then there is Governor Gordon's "Wilderness Journeys," a classic in the literature of the esthetic utilization of our noble rivers, while Dashwood's "Chiploquorgan," Hardy's "Forest Life in Acadie," Alexander's "L'Acadie," Adams' "Field and Forest Rambles," and parts of many other books, provide an altogether unusual abundance of good matter on outdoor life in New Brunswick. Those who are interested by early New Brunswick life would, if they knew of it, find Mrs. Beavan's "Life in the Backwoods," an account of country life fifty years ago, written by a cultured and observant Englishwoman—most entertaining, while Head's "Forest Scenes," and many others which I cannot even mention here, contain valuable and interesting materials upon New Brunswick history, natural history, topography, etc. There is no lack of literature about New Brunswick, but only of proper bibliographies to make it known to us.

Fourth. Perhaps the most marked feature of present educational progress is the tendency to bring students into contact with original sources of information, so that they may derive their knowledge freshly and at first hand. The naturalist sends his pupils directly to nature, and the historian is coming to send his to the original documents upon which our knowledge is founded. It will be a happy day for the schools of the Atlantic Provinces when the narratives of Cartier, Champlain, Denys and other explorers are made accessible to them in the original or in literal translation. Another tendency in higher education is the encouragement of the comprehensive and comparative study of