

Oakes, assisted by Prof. Fuller, the manual training teacher, and attracted much attention and favorable comment. Acadia Seminary also made a handsome display of natural history drawings, crayon work and paintings, which were in charge of Miss Telford.

The Provincial Normal School covered about four hundred square feet of surface with drawings, maps, kindergarten work, natural history illustrations, etc. A few of the original designs were passable, and the drawings to illustrate the teaching of science, especially those of butterflies by Miss Jessie McKay and Miss Mary Bell, were very fine. Some departments of normal school work were scarcely at all represented—manual training, collections and preparations in natural history, agriculture and chemistry, microscopic work, etc. In spite of these defects, the normal school exhibit was one on which the friends of the institution could look with pride, as showing a great advance upon any former display of the kind in the province. Miss O. Smith, Prof. McDonald, and Mrs. Patterson of the kindergarten, are deserving of special credit. This exhibit received seven awards.

The remaining part of the educational exhibit consisted of a miscellaneous collection of school work almost wholly from Halifax and Dartmouth. Carpentry, sewing, map-drawing, writing and kindergarten work, were all good, and received over thirty awards. Morris street school showed several pieces of electrical apparatus in working order—all constructed by the boys. If the same amount of material had been shown in four times the space, it would have been a great advantage.

We would suggest that in future exhibitions the work be exhibited by grades and not by schools, and that ample space be provided. Public money is being misappropriated when those who utilize the exhibition merely to advertise goods manufactured in other countries, or goods inimical to national prosperity, occupy space and receive prizes which should have been given to education, mining, the fisheries, natural history, manufactures, etc.

Another suggestion. Let every school encourage its pupils to prepare some specially good exhibits in every department of school work. Let the best of such work be preserved in the school and utilized on examination day. It will greatly interest parents and other visitors. It can also be shown at local or county fairs. When a provincial exhibition takes place there will then be an abundance of material from which to select without unduly taxing the teacher and pupils. If school inspectors gave some attention to this matter they would find it very stimulating to their schools.

CONFERENCE ON ENGLISH.

In the June number of the REVIEW we deduced from the report of the Conference on Mathematics such practical lessons as we considered might be useful to our readers. The report of the Committee on English still more deserves our study. The members of this committee are all men of scholarly attainments and most of them men of considerable ability and sound judgment. But their task was much more difficult than that of the other conferences.

Many of the things that lie nearest to us and are of the greatest importance have less interest for us than those more remote. The courses of the planets were understood before the circulation of the blood was discovered. The learned were more interested in the barren philosophical speculations of the ancients than in learning the condition on which human life depended. Even the skilful use of their mother tongue was gained only incidentally through the study of the classics. We inherit the traditions and usages of a thousand years in the study of Latin. We would therefore expect a tolerably well defined plan of teaching this subject. We have scarcely yet begun the serious study of English with the double end in view of securing the highest intellectual discipline and the ready use of an instrument not only necessary for the interchange of thought, but perhaps even for its existence so far as we are concerned. We suppose it is on the principle that in shallow minds familiarity breeds contempt that so many do not think our mother tongue, which is more than half of life, worthy of one-tenth of the labor which we bestow on classics.

As the earnest thorough study of English is only just beginning, this conference had a more arduous task than the conference on such subjects as Latin, Greek and mathematics. Its work was done, however, with great care, and its recommendations are of the greatest value, though not by any means original. Indeed, we find that most, if not all of them, had been embodied in our own course of study. In teaching English, every good teacher will seek to make his pupils effective and ready in speaking and writing. Scarcely less important is it to have the intellectual tastes of every boy and girl so cultivated that good thoughts well expressed will be a delight, and their opposites distasteful. But the conference neglects to state that a third end in view should be the teaching of English in such a way as to make it the equal of any other subject as a mental discipline and superior to every other as a means of culture. We find many pupils who are taught to manipulate English words very skilfully,—we find that a few acquire a taste for