

colors by rubbing them horizontally with the tip of the finger. It is orange.

(b) Call up a section of the class to fill each a four inch square with orange made from a red and yellow crayon.

(c) Call up another section of the class when this is done to fill in a similar adjacent square with an orange crayon and compare the colors.

(d) Let them point out all the orange colors to be seen about the schoolroom.

(e) Let them mention all the orange things they can remember to have seen.

6. GREEN.

(a) Combine yellow and blue in a large square before the class as in the previous case.

(b) Call up a different section of the class to repeat it in four inch squares.

(c) Another section fills adjacent squares with green crayon, for comparison, as before.

(d) Point out all the greens visible about the school-room.

(e) Mention green things from memory.

7. PURPLE.

(a) Repeat as before, with red and blue crayons.

(b) Repeat as before, with a still different section of the class, until all have had their turn at the four inch purple squares.

(c) Repeat as before, making four inch squares of purple crayon, for comparison.

(d) Name purple objects in sight.

(e) Name purple objects from memory.

8. REVIEW.

Draw six four inch squares in a band thus:

1	2	3	4	5	6
Red.	Orange.	Yellow.	Green.	Blue.	Purple.

on several boards around the room.

(a) Call up a pupil to each, with a red crayon, to draw vertical lines, separated only by their own breadth, in squares 1, 2 and 6.

(b) Call up another section next, with yellow crayons, to draw similar lines in 2, 3 and 4.

(c) Call up another section, with blue crayons, to draw similar lines in 4, 5 and 6.

(d) Call up another section to fill in the blank lines of the primary colors with the same colors.

(e) Mention the colors in each square, beginning with red, (1, 3 and 5).

(f) Blend the colors in each square, name them, tell which are composite and which are primary.

INTERPROVINCIAL CONVENTION.

(Continued from September number.)

On Thursday morning, July 19th, the Convention met in sections:

Section A.—Normal Schools. The principals of the normal schools of each province met, and after an informal discussion considered the papers read, and then adjourned to meet with other sections.

Section B.—Inspectors. This section met at the Grammar School room, Oddfellows' Hall. Inspector Arbuckle, of P. E. Island, was elected chairman, and Inspector I. B. Oakes, A. M., Secretary.

Inspector Condon, of Halifax, read the first paper on "The Inspector a Necessary Factor in a Public School System." The following is an abstract:

He said he would speak plainly from an experience as Inspector for seventeen years. It is sometimes asked by a certain class of persons: Is a system of school inspection necessary? In view of the large amount of public funds expended on education it is of the first moment that this large expenditure should result in the best fruit possible. This can not be realized without an intelligent and faithful staff of Inspectors. In many sections, year after year passes while the school is sorely needing, school appliances. Without these the best efforts of the teacher are rendered almost fruitless, when perhaps \$10 worth of apparatus would remedy the defect. The Inspector must urge the necessity and see that apparatus is supplied. He is sometimes unable to effect a supply. There is urgent need that the Inspector have a larger discretion and authority in this matter. He should be a guardian of the proper expenditure of the public funds.

Again, there are many inefficient teachers and time-servers. As a rule the Board of Trustees cannot convert such. Hence the need of a discreet Inspector, who may faithfully point out to such teachers their failure, and if they do not reform the Inspector must plainly report and recommend penalties if necessary.

Again, we have a course of instruction to which it is important that schools faithfully adhere. Unless the Inspector keep a close supervision, many schools would overlook and override important parts and features of the prescribed course of study.

Mr. Condon favored the one term plan, extending over the school year. His address was greeted with applause, and he was followed by Inspector Mersereau in a few brief but spirited words endorsing the points made.

Inspector Roscoe, of Wolfville, N. S., then addressed the section. He pointed out the differences between the duties of Inspectors in Nova Scotia and