

became law in 1871. Hon. Mr. King's fearless advocacy of free schools, the ability and force with which he overcame all arguments against the measure are too well known to need repetition here. It is sufficient to say that our admirable system of free schools, which in the opinion of those qualified to judge has no superior, will stand as a monument to the ability and unflinching support of Judge King.

But Mr. King's advocacy of free schools did not end with the passage of the bill. When the N. B. school act was made the subject of attack at Ottawa, he with his colleagues came to the rescue and vigorously defended his measure in words whose soundness cannot be questioned :

"The House of Commons by asking for the disallowance of a particular Act virtually takes upon itself the power to determine what Acts of the Provincial Legislature shall be allowed; in short, it would thus make the legislature of provincial parliament subservient to the opinions of the majority of that body. To establish any such principle would be wholly destructive of the Federal Union, and would entirely destroy the independence of the Local Legislatures."

LIEUT. GOVERNOR JOHN BOYD.

The appointment of Hon. Senator Boyd to succeed Sir Leonard Tilley as governor of New Brunswick has met with general favor. Mr. Boyd has always taken such a strong interest in educational matters in the province that a short sketch of his life will be of interest to the readers of the REVIEW.

He was born in the County of Londonderry, Ireland, in the year 1826. His father died in 1831, after which his mother crossed the Atlantic, intending to settle in New York, but arriving in St. John after a passage of eleven weeks she decided, fortunately, to take up her abode in this city. The reader might apply this term *fortunately* to Mr. Boyd, as he has risen by degrees to the governorship of his adopted country; but it might with more force be applied to the City of St. John. No citizen ever entered more earnestly and with more ability and diligence into its business and industrial development than he has. No one has been more ready to extend a helping hand to others, or to aid with brain, voice and pen every worthy object that tended to advance the interests of his adopted city. And his persistent faith in the resources of the city and province, backed by a cheerful and happy way of always looking at the bright side of things, often restored heart to many a discouraged one. Instead of grumbling or waiting for "something to turn up," Mr. Boyd was hopeful and made things turn up. The "fortunately" seems in favor of the city.

For ten years Mr. Boyd was chairman of the St. John School Board. To his tact and readiness is due the healing of the differences between Protestants and Catholics, and causing the latter to accept the free schools for the education of their children. The result has proved the wisdom of the step taken by Mr. Boyd and his colleagues on the school board. Harmony has reigned where serious differences might have impaired the efficiency of the schools or imperiled their existence.

We hope Lt. Governor Boyd and Mrs. Boyd have years of happiness before them, for both have been the means of increasing, to a large extent, the happiness of others.

USEFUL KNOWLEDGE.

Cyclones and Hurricanes.—Prof. Graham Bell, of Bell telephone fame, delivered an interesting and highly instructive lecture in Baddeck lately. The subject was "Cyclones and Hurricanes." He suggests that Dalhousie or some other Maritime university should be the first to make use of the enormous mass of facts relating to the movements of the winds, atmosphere, etc., collected during the past twenty years by the weather bureau, and which are still lying unutilized, for the purpose of study. There was a large audience, which filled the court house.

Why not call on the teachers for some of this work? They may benefit themselves, their pupils and the public by constituting themselves a scientific corps—some to collect facts regarding some plant curious or injurious; others to study the habits of destructive insects; others to watch the migrations of birds; some to collect marine algæ, and others to find how the temperature of the earth is affected at various depths by the season and by the nature of the soil. There are hundreds of subjects. Become a corresponding member of the Institute of Science and your efforts will be directed, encouraged and appreciated. Why should so much energy and time be lost when it can be utilized to place the Maritime Provinces in the van of scientific research? No part of the world is so rich and varied in the products of nature, the sea, the mine and the forest. Let every teacher have a hobby, a mental safety valve, a source of recreation and happiness.

This insistence on examinations, this substitution of one of the instruments of teaching for the teaching itself, this exaltation of the means above the end is one of the evils that threatens our schools. A strict application of the marking system is little likely to encourage culture. Narrowness is more easily produced than breadth.—*Adapted.*