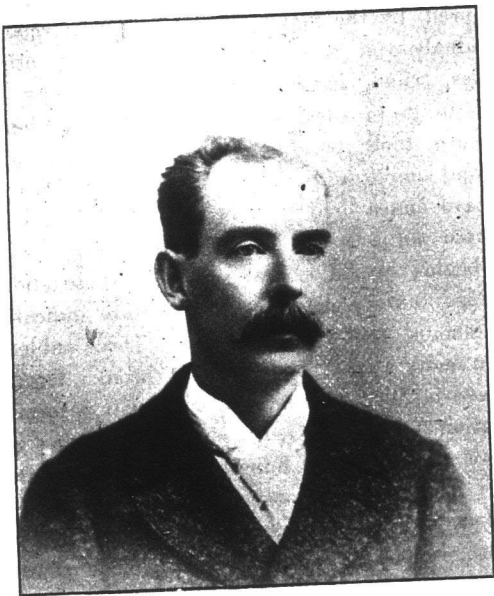


## G. J. Miller, Esq.

PRINCIPAL OF THE DARTMOUTH PUBLIC SCHOOLS.



Principal Miller was born at St. John in 1854. He received a good education from his father, S. D. Miller, M. A., who taught for many years the "Superior" school at St. John. He may be said to belong to a teaching family, for several of them taught with remarkable success.

In 1876 Principal Miller attended the Provincial Normal School at Truro, taking first rank and winning the Governor General's medal.

After this he taught at Berwick, several years at Canning, and then built up a high school at Hantsport, which almost took rank with the County Academy. While teaching here he secured a Grade A license and took a prominent part in teachers' institutes.

In 1892 he was appointed principal of the high school of Dartmouth and supervisor of the public schools of that town. He has twenty-three departments under his charge and over 1,200 pupils. Teaching is for him an easy and pleasant occupation, for he is very popular with all the pupils and their teachers.

He speaks well in public, writes good English, and has occasionally produced verses which were welcomed by the best periodicals of the day. His last literary effort was a well written and convincing paper showing the necessity for the establishment of parental schools for the training of incorrigible pupils. He was recently appointed lecturer on the History of Education in Dalhousie College.

## CONCENTRATION.

BY J. ALMYR HAMILTON.

Principal of Primary Department, Provincial Normal School, Truro, N. S.  
(Concluded.)

As a basis, therefore, on which we shall build our ideas of what the child should be taught, let us take geography. What is geography? "The knowledge or science of the *present* appearance of the earth's surface." This as you see on the face of it pre-supposes other appearances, that of the past that of the future; and what is geology but a study of the history of the appearance of the earth's surface. The connection of these subjects is not far to seek. We see an *effect* in geography, an upheaval, an erosion, a folding, a subsidence, and we look for the *cause* which geology holds out. What is more intensely interesting, more easily read, than this book of nature; this book that "he who runs may read;" this book of the Eternal.

But if we study geology we must of necessity study mineralogy, for it is the study of the rock material, while geology treats of the changes in that rock. In *true* mineralogy we study that which is right under our feet; the clay, sand, gravel; those things which every child comes in contact with every day. But what is the relation between mineralogy and geography? The latter is a study of form, but mineralogy partakes of the study of the nature of the slopes, river beds, and mountain peaks.

Thus can we see, readily, how these subjects, — geography, geology, and mineralogy, are bound in one unit, separated only by unscientific teaching, for they cannot, in thought, exist separately.

Wherefore this change that makes the geography of the world not the same "yesterday, to-day and forever?" Geology has helped us; mineralogy has helped us; but still we look for *force*. What changes?

Immediately with that question are we beginning physics and chemistry; the one treating of direct force; the other of the more subtle changes in the rock, the water, the air.

What is this that envelops the earth, this atmosphere? It is the great medium through which heat acts and re-acts upon the earth, changing it and modelling it, creating new forms. This science of heat is called meteorology. The products of sunshine and light are heat. This being so we must admit that the observation of effects of air and of water in all its forms in modelling surface makes meteorology, geography, mineralogy, geology, physics and chemistry, inseparable in the economical acquisition of knowledge.

These are but the sciences that treat of inorganic matter. We shall see how they are inorganically related to the science of life.