

tal. Point it to the front. Make it slant upwards half way between the *horizontal* and the *vertical*. Point it to the right. Make it slant downwards half way between the *horizontal* and *vertical*. (Repeat the motions with the left hand.)

Exercise 5. Let us look out on the great world. Has it a right side and a left side? Let us see. Look all around the sky where it seems to touch the trees, the hills or the sea. Which side shall we call its right hand? It must be the same for every place? Well now, is not that side the side where the sun rises? The side from which the light comes? How glad we ought to be to have the sun come every day after the darkness. Well, let us all turn ourselves so that our right hand will be on the side where the sun rises. Where will our left hand be pointing? "Where the sun goes down." Now stretch our hands out horizontally—the right to the side where the sun rises; the left to where it goes down. The right hand points to what we call the *east*—the right side of the world; the left hand points to the *west*—the left side of the world. Point the right hand east—west—east—west.—Point the left hand west—east—west—east.—Point both hands out to the front. That is called the *north*. Point them both back as far as you can—that is *south*. Without changing your position, stretch both hands as strongly as you can, to the north—south—north—south;—east—west—east—west;—north—south—east—west.—

THE INTERPROVINCIAL CONVENTION.

The closing sessions of the Interprovincial Convention in St. John were marked by papers and addresses of great interest to teachers. In the afternoon, Mrs. F. W. Parker, of the Cook County Normal School, Illinois, gave an address on the Delsartian School of Expression; Miss H. C. Magee, of the Wisconsin Normal School, read a paper on Art in Education; Monsieur Vitrain, of Philadelphia, delivered a short address on the methods of the Berlitz Schools of Languages.

His Honor, Lt.-Governor Tilley, presided at the public educational meeting in the evening. The large hall of the Mechanics' Institute was crowded to its utmost capacity. Addresses were delivered by the chairman, by Dr. J. G. Fitch, of London, Sir Wm. Dawson, Hon. G. E. Foster, Minister of Finance, Hon. Mr. Ferguson, Provincial Secretary of P. E. I., Dr. Allison, President of the Convention, and Col. Parker. The eminent and scholarly attainments of many of these speakers, the earnestness and good sense with which they dealt with the different phases of educational work will be long remembered by those

who attended that memorable meeting. We can only find space at this late date for a full synopsis of Sir Wm. Dawson's admirable address which we commend to the careful attention of our readers:

SIR WM. DAWSON'S ADDRESS.

Sir William said that, without flattery, he doubted if he had ever attended such a remarkable meeting of teachers. He had before him remarkable specimens, speaking as a naturalist, of educational men and women. Since his address at a previous meeting on the History of Education in Nova Scotia, he had learned something about its progress in New Brunswick, which was equal to that in the sister province. In 1853, he visited New Brunswick as a member of a commission to revivify the provincial university, which was then in a moribund state. Among the commission's recommendations was the establishment of a school of engineering. Many of the recommendations of that commission had been carried out, and the university of New Brunswick was now in a satisfactory and progressive condition, while Mt. Allison had also made great progress. The schools of St. John were admirably organized, and the Girls' High School, of which he knew well both the principal and the work of the pupils, was the largest and probably the best organized in Canada. He had not referred in the previous address to college education. The more he thought over the title of the debate of last evening, "The Influence of the College on Industrial and Social Life," the more he saw in it. The industrial vitality of any people was always in proportion to the development of higher education, and the place which the people of any country could secure socially among the nations of the world was regulated by the same cause. You may search the world over and you will not find a country which has advanced to the height of prosperity and consideration among others that has not paid great attention to its colleges and universities. His own institution, McGill, had extended a helping hand to education for the ministry, the bar, and the practice of medicine, the teaching profession, etc. They had a school of civil engineering and mechanical engineering, and one of mining engineering, and another of practical chemistry. Was not McGill thus contributing to the industrial progress of the country? The wisdom of the public would be to give the smaller colleges also the means to do this. We were thus training our young men for the higher work, instead of having to import men from abroad. To do this well, a chain of connection was needed from the elementary schools up to the universities, and a reflex influence from the colleges on the schools. Sir William complimented Prof. Anderson on his