

perience so as to discuss them intelligently if required, and to carry away from the gathering something that will give an uplift and stimulus to her work. This is only just, as the time taken by teachers to attend an institute is not their own.

Marking Historic Sites.

The Historical Societies of Nova Scotia and New Brunswick appear to be alive to the importance of marking the many important sites which indicate points of discovery, foundations of settlements, forts, birthplaces of noted men, etc. Halifax and St. John and perhaps a few other cities in the two provinces have already commemorated by memorials and tablets some early events of their history. The Historical Society of Nova Scotia has recently placed tablets of aluminum in Halifax on the residence marking the birthplace of Joseph Howe, and on the spot where General Wolfe made his headquarters while preparing to take Louisburg and Quebec. Other historic places will be marked in the same way.

The New Brunswick Historical Society will, this month, erect a memorial on Caton's Island (Emenenic), on the Long Reach, St. John River, to mark the first settlement in New Brunswick, which was made three hundred years ago (in 1611), by people of St. Malo, France. A plan is also proposed to erect a provincial historical museum or other suitable memorial to the Loyalists, after whom St. John has been named the "City of the Loyalists."

There are many other historic sites in these provinces which should be preserved and marked in some appropriate way. Many of these, such as the remnants of old forts and other landmarks, are rapidly crumbling away and will soon utterly disappear unless some attempt is made, if not to preserve them, at least to mark their sites. Principal A. D. Jonah, of Sackville, N. B., in a letter to the REVIEW some months ago, referred to the deplorable condition of the old graveyard at Fort Moncton, near Port Elgin, Westmorland, County. The bodies of the British soldiers who shed their blood in defence of the Fort have all been washed away but one by the encroachments of the sea. Is not this a sad comment on our reverence for the past?

The chief historic landmarks of Nova Scotia and New Brunswick are pretty well known. In New Brunswick these have been carefully mapped

out and described by Professor W. F. Ganong in a monograph entitled "The Marking and Preservation of Historic Sites in New Brunswick." It remains for the Historical Societies to so influence public opinion and liberality throughout these provinces that people will be moved to do something in the way of fixing these memorials in our history.

One of England's most interesting monuments is that erected by children to the memory of Daniel Defoe, in Bunhill Fields, London. The children of this country would take a far greater interest in the deeds and history of our Past if they were led to assist in planting such memorials, perhaps of a simple character, in our midst.

The First Day.

In taking charge of an army a general makes himself familiar with all details about his men and plans of his approaching campaign. In like manner does a teacher if she wishes to make a success of her school. It may be her first. The better she is prepared with this knowledge the more confident is she of success. This is what tells; and the youth, strength and resources of a girl of eighteen may gain the day where laxity even if accompanied by experience may fail. So much depends on preparation and control.

Try to see or communicate with the former teacher before school opens. If that is impossible spend as much time as you can in getting as accurate an idea as possible of the standing and classification of the pupils. This is essential if you would act with decision on the first day of school.

Another essential is to know exactly what you are going to do in every class and recitation. Make your preparation. Make your plans and stick to them. Be careful in assigning the children's home work, and see that it is done.

What you do in planning and preparation for the first day do with equal faithfulness for the second and every other day. For want of such resolution many a "flash in the pan" teacher fails.

Make a study of the children's faces and try to learn the appearance and name of each on the first day. This will give the teacher a reputation for alertness and apprehension, and besides it will show a sympathy for and interest in the children that they will be quick to appreciate. After the children have written their names on slips of