

which the teacher is constantly going off at a tangent and forgetting to return; (6) the wrongly directed lesson, which is given to the inspector instead of to the pupils; (7) the disproportionate lesson, where a want of due relation magnifies the unimportant and glosses over the essential; (8) the unorganized lesson, which is given without due regard to the previous knowledge of the children; (9) the inelastic lesson, in which no answer is accepted that is not in exact verbal accord with the answer already in the teacher's head; (10) the mechanical lesson, in which the questions leave no room for the exercise of the intelligence; (11) the irrational lesson, in which attempts are made to 'elicit' from the children matters of fact of which they have never heard."

WE cull a few notes here from the annual report of Miss Copeland, a graduate of the Pietermaritzburg academy, now teacher of the Indian school, San Fernando, Trinidad.

"In June, of this year, there was a jubilee examination subject, 'Her Majesty's Colonies,' open to children of all the schools in Trinidad; a large number competed; ten were sent up from our school. Thirty-two prizes were awarded, two of which were taken by our pupils. It is suggested that these examinations should take place annually, on different subjects, to encourage the young to study.

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"As in former years our school has been visited by Canadian friends of the mission, also by His Honor, Justice Lumb, lately from England. He spent a morning with us and examined each scholar, showing such a kindly interest in them that all felt better for his visit, and encouraged to go 'forward.' In his address to the young men in the church in the evening, he made the proposal that a penny bank be started, which was carried into effect in September, in connection with the Sabbath-school. It is open every Wednesday evening at six o'clock, a half hour before prayer-meeting. I keep a little cash-box in the school, and as the children get a penny they bring it to me for safe keeping. Most of the children have taken a decided interest in it, and although some can afford and do deposit larger sums, we see many little ones walking up at the appointed hour with bank book and penny in hand. One afternoon Mr. Grant asked three little Indian boys, who were playing in the yard, to come and do a little work for him; when they had finished he gave each a penny to buy a piece of bread for themselves, but they came around to the other side of the house and asked for me, and gave me their pennies to keep until 'bank night.'"

THE N. S. Normal School museum has recently been enriched by a number of very valuable contributions from its friends. Mr. George Stewart of Truro has given a fine specimen of very high grade silver ore from Mexico, and Mr. Watson Bishop, the Kentville ornithologist, the following: An alligator's egg, a logger-head turtle's egg, and a set of two eggs of the brown pelican, all from Florida, together with the following from Nova Scotia: A purple finch, stuffed; a nest of the chipping sparrow, with a set of four eggs; a set of three eggs of the spotted sandpiper, and a set of six eggs of the yellow-hammer, all from Kentville and vicinity; two eggs of the great black-backed gull, from Isle Haut, and a set of three eggs of the herring gull, from the same place. Friends of the institution may feel quite sure that such contributions are welcomed.

LET us get rid of the superstition that the process of analysis and parsing by themselves, can be made to do duty as the means of gaining a knowledge of the English language. Let us rather by patient study of an author gain an insight to the thought, and with the inspiration that comes from successful effort, endeavor to lead others by right methods and patient trial to see and appreciate what we ourselves have gained only by effort. This is the only way to gain what is excellent in thought, and the method may be summed up in a word or two: the ability to think and to do, and afterwards to get our pupils to think and to do. This is the gospel of the new education.

IN THIS number of the REVIEW we bring to an end the proceedings of the Interprovincial Convention of the teachers, held in St. John, in July last. No arrangements could be made at that time to publish the proceedings and principal papers in a volume. In the absence of such permanent form the REVIEW has, with the assistance of the daily press of St. John, endeavored to supply the deficiency by publishing an outline of the proceedings together with some of the more important papers and addresses. The admirable review by Sir William Dawson of the work of the convention, and the possibilities of future education in the Atlantic provinces, which we publish in this issue, coupled with his notable retrospect at the opening of the convention, found in the August number of the REVIEW, is a suitable ending to an introduction which struck the key-note of power and enthusiasm in that remarkable convention.

If our readers have preserved the copies of the REVIEW and will bind them for this year, they will preserve in permanent shape a record that will as years elapse grow more and more valuable.