

later generation must determine, died at Cape Town on the 27th of March. He was an Englishman by birth, but for more than half his lifetime a resident of South Africa, and for many years Prime Minister of Cape Colony. To the Dutch hopes of driving the English out of South Africa, he opposed the idea of a United South Africa under British rule, a federation extending from the Zambesi to the Cape; and to him is due the plan of a "Cape-to-Cairo" railway, which should ultimately bring the greater part of the continent under British rule. His great wealth, acquired in the diamond fields, was used to promote colonial extension and to forward schemes that he believed to be in the interests of the empire. He will be buried, at his own request, on an eminence far in the interior of the country, where an important treaty with the natives brought the northern territories of Rhodesia under British protection.

After an interview with Lord Kitchener, acting President Schalk-Burgher of the former Transvaal government, has gone to meet President Steyn, General Delarey and other Boer leaders, to discuss proposals for peace. It is reported that General Botha will also attend this conference and abide by its decision. The peace movement, however, has not interfered with the military operations; and the British, though they have met with more than one serious reverse within the last two months, are gradually narrowing the field of operations and reducing the strength of the enemy.

There was severe fighting all day long on March 31st, in the neighborhood of Hart's River, in the southwestern extremity of the Transvaal, between a force commanded by General Kitchener (brother of Lord Kitchener), and the forces of Generals Delarey and Kemp, resulting in the repulse of the Boers, after heavy losses on both sides. The Canadian Rifles especially distinguished themselves, one party, under Lieutenant Carruthers, holding its post until every man was killed or wounded.

It is reported that a force under General Botha is advancing toward the Natal frontier, and that the town guards of Ladysmith and the nearer towns are under arms to repel invaders.

Negotiations concerning the Manchurian treaty between China and Russia are completed. The terms of the treaty are understood to be satisfactory to Great Britain and Japan.

Teachers' Institute at Pictou.

The first meeting of the Teachers' Institute for Inspectoral Division No. 9, which includes the County of Pictou and South Colchester, was held in the Pictou Academy on the 25th, 26th, and 27th of March. There was an enrolment of 170, including the most of the teachers from the towns of Pictou, Truro, New Glasgow, Westville and Stellarton. At the opening meeting on Tuesday evening the Institute received a cordial and well expressed welcome from Mayor Macdonald of Pictou and Principal Maclellan of the Academy. They were followed by Dr. MacKay, the Superintendent of Education.

After making a few local allusions he referred to the tendency to simplify the three R's which are merely instruments and not culture. No teacher could be excused for neglecting the most thorough drill in correct spelling and reading, the most legible and beautiful style of writing, and the most accurate and rapid manipulation of figures. He called attention to the attempts to make spelling more simple, to make writing more brief, as in shorthand, and to make school arithmetic less complicated by the adoption of purely decimal weights and measures. The schoolmaster could not wait for these improvements to come on the stage. He must teach his pupils to master them thoroughly as they stand at present. But they are not culture, only the instruments for the winning of a living and the obtaining of culture.

He next referred to the group of subjects which might be called the "inspirational," because they started the pupil to think in useful lines, enabling him to use the three R's as an implement of culture and industry, the present condition of man as shown in geography, what he has done in history, what he is doing in modern civics, the laws of nature which condition all he does in nature-study. When the three R's formed the whole course of the school, Shakespeare described the school boy "creeping like snail unwillingly to school." With all the crowding of the new subjects the Shakespeare of today would see him "tumbling with merriment and observant fun" to school.

A century ago the training of the boys was a practical apprenticeship to work. The recoil from this experiment during the past century carried all educationists over the world perhaps too far in the direction of a purely intellectual form of education. We are now recovering to the extent of combining the intellectual and the practical. When the hand is trained to draw whatever the eye can see, three-fourths of the training of the muscles for each and every manual employment is virtually obtained, a moral alterative school tonic is given, and the idea of the dignity and utility of skilled labor is suggested at an early age. The manual training school programmes, as well as the domestic science course, the laboratory and field courses of nature-study, and school gardens, develop this combination of the intellectual and the practical still more completely.

He referred in some detail to the history of the experiments made in France during the last quarter of a century in developing the most effective system of rural education. No country appeared to be so free to experiment, and the experiments were considered of such value by the British Educational Commission that the whole of Volume VII of their special reports was devoted to their presentation in a clear form to the British public. He concluded by reading several extracts from the conclusions of the two chief writers and investigators, and of the director of the commission, in which they recommended to the British people and parliament, a combination of intellectual and practical education, and the support of good schools and the best teachers possible in the rural districts of the country as well as in the centres of population. The extracts were in striking accord with the educational reforms which were already introduced in our own province.