

Educational Changes.

Following the resignation of Dr. J. R. Inch, who has so long and so honourably filled the post of chief superintendent of education in New Brunswick, the government appointed Inspector W. S. Carter to fill the vacancy. No better selection could have been made. Mr. Carter is still in the prime of life; he has been a capable teacher and inspector, and is a man whose views on educational questions have always commanded respect and attention. His executive abilities are of high order. He is possessed of much natural ability, readily grasps the details of public questions, and is prompt in his decisions. He is a ready and convincing speaker, and at times becomes impressive in his logical array of arguments. His knowledge of the educational conditions of his native province is exact, and founded on careful judgment and experience. As the chief educational officer of New Brunswick, he may be relied on to fulfil his duties with tact and discretion, and to suggest, as the government's adviser, a wise, salutary and progressive educational policy.

The position of inspector of schools for St. John and Charlotte Counties, made vacant by Mr. Carter's elevation to the chief superintendency, has been filled by the appointment of Principal W. M. McLean, of the Aberdeen school, St. John. Mr. McLean has had a long experience as teacher, extending over nearly forty years. He has been a painstaking teacher, popular with his fellow-teachers and students, all of whom are glad to hear of his promotion. As president of the New Brunswick Teachers' Association, Mr. McLean has done excellent service in urging the claims of teachers for pensions.

The following extract is from the *School News*. Is not the third kind of teacher the one whose acquaintance should be cultivated?

There are three kinds of teachers who have "good order" in schools:—first, the one who coerces the weaker body or will of the pupil and compels him to keep still; second, one who by coaxing or other form of personal influence secures the same or a better state of order; third, the one who teaches by discipline and disciplines by teaching; who instead of compelling or persuading children to behave, leads them to want to behave; who causes them to have a desire for learning rather than to bribe or drive them to study. This is the best discipline for the teacher and the best for the school because it is the best for the individual pupil.

The Mayflower.

Very pretty are the legends and associations clustered about the Mayflower, to which, rather than to the season of blooming, it is indebted for its name; for in middle latitudes it is more often an April than a May blossom. In an introductory note to his beautiful poem, Whittier states that it was the first flower that greeted the pilgrims after their fearful winter; also that some credit to them the common nomenclature, in memory of the frail vessel to which they owed so much.

Its season of blooming varies much in different localities, and is in most sites less ephemeral than that of most spring blossoms. As the buds form in autumn on the evergreen branches they are prepared to unfold on short notice. Thus we are accustomed to hear them associated with melting snow banks—a not exaggerated statement as it applies to some parts of New England, but in the Middle States they more often wait for the spring beauty and adder's tongue to take the initial step. And those not familiar with the habits of the plant might pass its shell-tinted blossoms many times without suspecting their presence unless betrayed by the perfume, for the most richly coloured ones are completely hidden by the covering of brown leaves.

The Mayflower exhibits a peculiar trait known botanically as *dimorphism*. There are two kinds of flowers, some with long stamens and short pistil, others with the relative length of the essential organs reversed.

The variations in form have been the subject of much interesting comment among botanists, and it is evident that the plant is in a transitional state. The bluets and partridge berry show the same interesting habits.—*Selected*.

[According to the writer's observation the Mayflower rarely develops seed, and many students of plants have had the same experience. It may be that it develops seeds in certain seasons, and that other years are "off" years. Professor Benoit, of Truro, a few weeks ago sent some finely developed capsules, full of seeds which were found by Miss Ruth B. Simpson, Dartmouth, N. S. A. H. Hanington, Esq., St. John, reports finding fully developed seeds near Nerepis, N. B. A few years ago some well filled capsules were received from Principal Soloan, Lake Annis, N. S. It may be that Mayflower seeds are commoner than has been supposed. To settle this point it is worth while to look more carefully for them.—EDITOR.]