

## PORTAGE, CARDWELL, KINGS COUNTY.

By MRS. M. S. COX. Read before the Kings County Teachers' Institute, Sept. 29th, 1899.

Portage, or more correctly Sussex Portage, was settled by New England Loyalists.

The name Portage is adapted from an Indian name (*Oonegunse*) which appears in a slightly different form in the name *Anagance*. The Indians in the old time carried or *portaged* from the Anagance to the Salmon river, now known as Kennebecasis.

The first land was granted to Isaac Ketchum and his associates, who were Snyders, Dunfields, McLeods and Vails.

The original grant made to Capt. Ketchum, as he was called, is in possession of his grandson, F. W. Davidson, Esq., Waterside Villa, Portage. Capt. Ketchum died February 15th, 1885, aged 83 years.

There were no roads excepting paths following the river. People went to St. John on foot, on horseback, or by row boats on the river. The houses were built of logs, and had rough stone chimneys, or sometimes chimneys were built of mud and sticks. The first highway passed along the top of the ridge of hills that lie between Portage and Anagance; on this road as early as 1803, a stage travelled between Halifax and St. John. The first schoolhouse was built where Mr. Hugh Teakles lives. Three mills have been built here and all destroyed by fire.

One sad incident in the history of Portage deserves mention. A little child, five years old, belonging to a Mr. Belding, strayed away from home one Sunday morning in the summer of 1883. Search was made but he was not discovered for five weeks, when his remains were found on a little bridge on an old lumber road some miles from his home.

Times have changed since the days of the Loyalists. Now we can go to St. John in two or three hours. We have telegraph and telephone communication with all parts of the world. If we would use our superior advantages with the industry, perseverance and undaunted energy of the Loyalists, the history of our country could not fail to be great.

As we look at the hills that surround the fruitful farms of Portage, covered with many colored trees, glowing in beauty, we exclaim with the poet:

"Where is the coward that would not dare to fight for such a land?"

I have taken the REVIEW almost from its first appearance, and have found it very helpful and stimulating. A few hours with an old volume of the EDUCATIONAL REVIEW is next to an institute meeting.

L. A. M.

## The Utility of Knowledge-Making as a Means of Liberal Culture.

The following is an abstract of the address on the above subject, delivered by Prof. J. G. MacGregor at the opening of Dalhousie College:—

In infancy we all have to find things out for ourselves, or to make knowledge, for example in learning the mother-tongue, because we have no external source of information. In later life we get knowledge from people and books; and the knowledge-making power is apt to become weakened, perhaps to be lost altogether, through disuse. But it is a most important power to possess, from the point of view of success in life; for in whatever work we may be engaged, we can make little progress, unless we are able to learn by experience. The mental process which the merchant, the farmer, the artisan, must apply to his experience, in order to learn from it, is a knowledge-making process, the same as the child uses in learning its mother-tongue, or the scientific man in his investigations. That we may retain and strengthen this important power, it should be exercised continually in the school and the college. It can be exercised in the study of language and in the study of science. It is hardly possible to study a language without giving it some exercise, because in puzzling out the translation of sentences, we have to use our former experience of the usage of words and phrases. In order that it may be exercised in the study of science, science must be studied, as much as possible, as the investigator studies it, by finding things out for ourselves. The usual mode of studying science, reading in books about what investigators have discovered, and repeating in the laboratory or the field their experiments or observations, gives little or no practice in knowledge-making.

The old classical curriculum gave a great deal of such practice. For pupils had to do a large amount of translating, and in doing it were thrown largely upon their own resources and their own experience. But the training was one sided, because the experience they learned to use was language experience and unlike the experience they would have to use in later life. As the sciences developed, the opinion gained ground that knowledge of science, being useful, should be furnished by the schools; and science was therefore introduced. In the effort to furnish as much knowledge of language as before, students were driven to the use of helps, thus using their own experience less; and that they might be furnished with as much science knowledge as possible, they were made to get up books, thus hardly learning to use their experience in this study at all.