

## Expulsion of the Acadians.

[An American Sketch.]

In a paper on the Rhode Island emigration to Nova Scotia, by Ray Greene Huling, A. M., New Bedford, Mass., U. S. A., reprinted from the *Narragansett Historical Register*, April, 1889, beginning at page 6, we find the following sketch:

In 1749 the English themselves laid the foundation for a settlement on the beautiful and capacious harbor of Chebucto and named it Halifax. A jealousy soon sprang up between these English settlers and their French neighbors, the nearest of which were at Pisiquid, now Windsor, some forty-five miles away. Soon war was renewed between the English and French governments, during which both the Acadian settlers and the Indians in Nova Scotia, though professedly neutral, were found in ardent sympathy with the enemy. Blood and religion were stronger than political relations. The Acadians repeatedly refused to take the oath of allegiance to the British crown, except one so modified as to exclude service against the French. The English governor, Charles Lawrence, clearly saw that the Acadian settlements on the Annapolis and the Basin of Minas offered a constant rendezvous for attack upon the feeble settlement of Halifax, and determined upon the forcible removal of the French to the southern colonies, with such dispersion of them as would prevent their concerted action. To accomplish this required hasty and secret preparation. *No word was sent even to the Home Government, though the two admirals on the station were consulted.* Seizing an opportune moment, when a New England force under Lieut.-Col. John Winslow was at hand, brought thither for the capture of the French forts at the head of the Bay of Fundy, Governor Lawrence instructed his officers to collect the Acadians in the whole region, prevent any from escaping, and put all on board transports which would be provided. Families were to be kept together as far as possible. The work was done by Winslow at Grand Pré and that neighborhood, and by Capt. Murray at Pisiquid. The blow fell early in September, 1755, and was made by the New England troops as light as their orders permitted. After a little waiting, in order to bring in the men who had fled to the woods, the vessels sailed, bearing three thousand souls from home and native land to various points along the coast in what is now the United States. To preclude a return the houses about Grand Pré, certainly, were burned, but elsewhere the work seems to have been less complete.

We italicize the sentence referring to the "Home Government."

**THE CORINTH SHIP CANAL.**—The ship canal across the isthmus of Corinth was opened August on 6th by the king of Greece in the presence of a crowd of native and foreign notables. King George expressed his pleasure at seeing the canal finished during his reign. The first sod of the canal was turned by the king in April, 1882. The isthmus is about three and three-quarter miles in breadth. In the middle is a ridge 120 to 180 feet high, which is approached on each side by a plain from the seashore. There is a harbor at each end of the canal.—*Our Times.*

The guiding star to successful teaching in chemistry is the personality and enthusiasm of the instructor. With the great increase in attendance in many institutions the earlier relations between student and instructor, which were frequently mingled with deep personal feeling, somewhat akin to veneration on the part of the student, are well-nigh impossible. Nevertheless, an enthusiastic teacher with tact and good judgment has little difficulty in maintaining a profound interest even in large classes. In successful teaching we all know how much depends upon the attitude of the instructor toward his students. Courteous relations, with a clear understanding that teacher and students are mutually interested in the acquisition of knowledge, readily secure the confidence and esteem of a body of students, and the instruction need seldom be interrupted by questions of conduct. A faithful teacher does not limit his attention to the brighter minds; students slow in comprehension, but earnest in application, secure a store of information which will be used later to the best advantage. It was a wise teacher who said: "I am faithful in my duty to dull students; in my old age I may need favors of the men of wealth."—*Science.*

In the recesses of your being earnestly ask yourself these questions: How many good books have I read since I began to teach in this school? How many boys and girls are perceptibly better physically, intellectually and morally because of my teaching and influence? How many evenings during the term have I devoted to study, how many to fantastic frivolity, empty gossip, or unseemly revelry? How many recitations have I conducted listlessly, mechanically, monotonously, impatiently? How much time have I given to preparation for lessons? How many times have I punished or reprovved in anger? How oft has the sun gone down on my wrath? How many times have I used slang in the school-room? Looking back over my work, do I truly think that it can be said of me now or hereafter, "Well done, good and faithful servant?"

Do you want a better salary? Then do such work this winter that your patrons will be anxious to have you teach the same school next winter. Prepare yourselves better for the work, and your services will be in demand. The greater the demand for an article the higher the market price. There are but few communities indeed that will not supplement the salary of an earnest, devoted normal teacher. The trouble is that so many teachers do not really earn the salary they now receive, and the American people are too shrewd to pay more for anything than it is worth.—*Selected.*