

use of capitals, to correct spelling, to neatness, to accuracy of expression—in short, to everything that should characterize English composition. But is such knowledge worth anything? A gentleman from a distant city, who often finds business situations for young people, recently told the writer that he could secure desirable places for any number of young men and young women at \$15 per week, if, having other qualifications, they could write good English and spell correctly.—*Report of Bennington, Vt., Schools, 1890.*

A number of other opinions equally strong are given by Dr. Mowry—statements that might seem to exaggerate the utility of the typewriter in the school did we not consider the disposition of a boy or girl. The click, click, of the ingenious piece of mechanism, the enthusiasm which leads him or her to follow up every step until a perfect mastery of the machine is acquired, and the pride which is taken to make the page as free from blemishes as the printed page, are all powerful incentives to improve in manual work, and to use good English.

LOSS TO THE PROVINCE.

All who know Miss Jennie Lyle, and there are few teachers in New Brunswick to whom she is not known by reputation at least, will regret to learn that she is about to give up teaching here and remove to the United States.

Miss Lyle is a native of Moore's Mills, Charlotte County, and obtained the larger part of her education at the excellent school which that enlightened community has always maintained. In 1875 she attended the Provincial Normal School, where, in the words of Principal Crocket, "She gave promise of becoming a teacher of superior tact and skill." She obtained a first-class license and was first employed by the trustees of the Town of Portland, where she taught for one term in the Winter street school. A vacancy having occurred in the Model school, at Fredericton, Miss Lyle was at once offered the position and accepted it. While in Fredericton she gave the highest satisfaction to all connected with or interested in the work of the Model school, and, when after six or seven years service there, she resigned to take charge of one of the primary schools in St. Stephen, near her native place, general regret was expressed. Miss Lyle has been equally successful in St. Stephen as in the other places she has taught, and the Board and citizens generally deeply regret her departure.

Ex-Chief Superintendent of Education Crocket, than whose no testimony is more valuable in the province, says, concerning Miss Lyle, "The reports of the school inspectors to this department invariably testify to the excellence of her work—a testimony which, from my own personal knowledge of it, I know

to be correct. I regard her as one of our best teachers."

In another column the loss of one of our best primary teachers is mentioned. She does not propose to give up teaching, but another country is to reap the benefit of her skill and talents. Primary teachers possessing the necessary tact and sympathy are priceless. When will our boards of trustees learn to appreciate them properly? It is a want of knowledge that our schools and children are paying dearly for. It is satisfactory to the teachers, at least, to know that school boards in far off places are awakening, if they are not already awake, to a proper appreciation of their merits.

NOVA SCOTIA EDUCATIONISTS IN CONVENTION.

The school inspectors of Nova Scotia and the staff of the Normal school were called together by Superintendent MacKay for the discussion of all questions relating to their work. There were no absentees and several of the meetings were attended by Premier Fielding. The inspectors were able to furnish the Superintendent with much valuable information which could not have been so well obtained in any other way. The boundaries of school sections were to be more exactly defined and small sections to be absorbed into larger ones where it could be done to the manifest advantage of all concerned. It was suggested that some time in the more or less distant future several sections might be managed by one board of trustees.

It was agreed that inspectors should have increased powers in dealing with inefficient teachers and penurious trustees, of whom there were reported to be several throughout the province. More frequent visitations; the requiring of trustees to visit their own schools with the inspectors; diminishing the government and county grants, were some of the means suggested for dealing with teachers who had degenerated into lesson hearers, or with trustees who failed to supply comfortable school rooms and suitable apparatus.

Several simplifications of our present complicated tables of school statistics were asked for by the inspectors. Improvements also in the methods of paying teachers were called for. The object was to give the inspectors as much time as possible for the work of visitation, which was looked upon as the part of their duties most productive of good in vitalizing and energizing the schools.

We understand that the meeting was unanimously in favor of having the school year begin on the first