

They tell us of the cunning of the fox, or the tragic deeds of the eagle; the romance of the moose, or a story of the bears; but never anything they saw with their eyes. Having eyes they see not. They have never been taught.

THE EDUCATIONAL REVIEW for October, which is published monthly at St. John, N. B., has been received at this office, and is a most creditable and entertaining publication, more especially for those engaged in the teaching profession. It is well filled with pertinent and useful articles that will well repay the reader for the time taken in their perusal.—*Truro Sun, Oct. 24, 1888.*

MR. JOHN BRITTAIN, Principal of the Petitediac schools, N. B., during his trip down the Restigouche the past summer, discovered sixteen species of plants new to the province, besides collecting a great deal of information on other features of the natural history of that interesting river. Mr. Brittain was the pioneer botanist on the Restigouche. The result of his investigations will be given in a paper to be read before the Natural History Society of New Brunswick this winter. From Mr. Brittain's accurate habits of observation, as well as the important service he has already rendered in extending natural science work in New Brunswick, an interesting report from this *terra incognita* may be looked for.

The University of New Brunswick began its year's work Oct. 1st, with seventeen matriculants to its freshman class. Mr. Fred. P. Yorston, of Douglastown, led the class, closely followed by Bernard Baxter, of Perth Centre, Victoria county. Mr. N. W. Brown, of the collegiate school staff, matriculated into the sophomore class, under provisions for first class licensed teachers.

THE BERLITZ SCHOOLS.—The Berlitz schools of languages, which have become deservedly popular where they have been established in New Brunswick, aim to teach a language by natural methods. These methods are founded upon intelligence and common sense. No one can listen to Prof. Bober giving a lesson in German, or to Prof. Ingres or his assistants leading students into the niceties of the French language, without being charmed by the naturalness of a method which aims to make one acquainted with a foreign language in the same way in which his mother tongue was acquired. Many teachers in St. John and Fredericton have joined these classes, and so far as can be learned, their progress has been as satisfactory to themselves as it has been gratifying to the skilful teachers of the Berlitz school.

Prof. Dr. Paulsen, of the University of Berlin, Germany, in a letter in regard to the Berlitz schools of language, says:

"The method of Mr. Berlitz appears to me, as far as I have had the opportunity of familiarizing myself with it by some lessons and the expedients applied, a process specially suited to lead the pupil rapidly, safely, and with comparatively little trouble to himself, *stato, cito, parvulo*, in the words of old Comenius,—to the practical mastery of the modern languages. Its peculiarity consists essentially in introducing the foreign tongue as a living tongue, drilling it from the very beginning by ear and speech instead of teaching it by reading and writing, like the deaf-mute language. During the instruction the pupil hears and speaks only the language he is to learn. The effect of this is, first, that he is enabled to follow, without difficulty, even rapid conversation in the foreign tongue; and, second, that he thoroughly acquires the pronunciation as well as the various expressions used in forming an assertion, question or command. Whether the method can be employed in the instruction of large public-school classes, I am not yet able to state. It appears to me, however, beyond doubt, that the method is specially adapted to advance rapidly adults who desire to study a modern language for practical application. But I am also inclined to believe, that its use, at least supplementary to the ordinary public school course, is practicable even in large classes, provided the teacher himself can converse in the language to be taught. It would be apt, above all, to re-awaken the pupils' interest, so easily blunted by grammatical exercises and translations. Really the method is only the systematized form of learning a foreign language in a foreign country by its actual use."

THE late report of the Superintendent of Insurance shows a growing tendency on the part of Canadians in favor of their own institutions. In 1875 Canadian Companies did only one-third of the life underwriting in Canada, while last year they did more than 60 per cent of it. In 1887 the Canadian offices wrote \$23,505,549 of business, a gain of \$4,215,853 on their record of the previous year, while the American companies decreased their business in Canada by \$391,654, and the British companies theirs by nearly one million. Since 1875 our home companies have increased their business in force, 500 per cent. While the increase of Canadian business with British offices has been only 50 per cent., and with American companies only 42 per cent.

The rate of interest and the rate of mortality being so much more favorable in Canada than in the United States or Great Britain, there is no reason why our own life offices—equally safe—should not do a still larger percentage of the business, and retain for investment in our own land the \$3,176,286 which we now pay foreign institutions for life and endowment policies that we can secure with equal safety and greater profit at home.