

were to ask what Ulysses means, he would probably be set to study the passage in connection with such other passages as

"A living dog is better than a dead lion."  
 "Better fifty years of Europe than a cycle of Cathay."  
 "One crowded hour of glorious life  
 Is worth an age without a name."

A. CAMERON.

Yarmouth, N. S., December, 1895.

P. S. In the November REVIEW, on page 117, we are told that at the October meeting of the Provincial Educational Association in Truro "the counties of Pictou, Colchester, Halifax, Cumberland and Hants were well represented." I congratulate the teachers of these counties on their nearness to Truro, and am glad that so many of them took advantage of the opportunity to enjoy a cheap holiday. We are told that District No. 3 was not represented at all, not even by a commissioner. One of the Halifax commissioners attended but none of the Shelburne ones. Perhaps this is partly accounted for by the fact that Shelburne is two nights and a day farther from Truro than Halifax is. If it were as easy, as comfortable, and as cheap to get to Truro from the west of the province as it is from the east, perhaps No. 3 would not have been unrepresented. The "three days of almost uninterrupted speaking" (as one of the speakers put it) would have had few attractions for some of us, but we might have been drawn by the hope of seeing our own physiognomies figure among the "five portraits" which are to embellish the volume containing the papers and discussions.

A. C.

For the REVIEW.]

#### An Honest Fault-finder.

MR. EDITOR—Your lot has been a happy one in comparison with that of the ordinary occupant of the editorial chair, in that exception has never been taken to your utterances. Still, you cannot so far have forgotten your prominent position in the public eye, as not to live in daily expectation of fault-finding. I am going to find fault, just a little, to remind you of the lot of your less fortunate brethren.

I am not altogether satisfied with your article on "Conference of N. S. High School Teachers"—it seems to throw an undeserved reflection upon that body of workers. "The desire of every high school teacher is" not "to pass as many of his pupils as possible," but to do good honest educational work, and it is this latter desire that leads him to look for a course of study which by lessening the strain of what many consider a crowded course, may enable him to carry out this desire. His loyalty to the course of study prompts him to follow it as closely as possible, his individuality to wish for larger opportunity to carry out his own ideas. Of course, if he has no individuality, and no

ideas, he will follow the course slavishly, and desire an "easier" one.

Again, "pupils are admitted too young, or without the necessary ground-work." But our education department sets the standard and makes out the questions. True, the principals oversee the work, and examine the answers, but they are honorable men, and above admitting any that the department may not consider worthy. Now, I have not been severe, so will stop with saying that, so far as teachers can "remain unbiassed," the majority of the high school teachers of Nova Scotia are honest and in earnest for certain changes in the course of instruction, not, I repeat, that they may pass as many pupils as possible, but because they think those changes advantageous.

Yours sincerely,

STAHLFEDER.

For the REVIEW.]

#### Mispronunciations in School Work.

There are not a few words in the vocabulary of every-day school work which are very commonly mispronounced by the pupils; and for these errors the teachers are in most cases responsible, either through their own example or through their failure to notice and correct the mispronunciations. Perhaps a list of such words may be helpful. Here are a few, and the editors may be able to add others.

*The* and *a*, when used alone or emphatically, should rhyme with *tree* and *bay*. The practice—almost universal in the New Brunswick schools—of saying, for instance, "I did not say 'thuh man,' but 'ugh man,'" is simply barbarous.

*Adjective* too commonly has the "k" sound omitted before the "t."

The adjective *compound* is not "com-pound" but "com-pound."

*Direct* and *indirect* should be pronounced with the "i" after the "d" short as in "did."

*Equation* should rhyme with "nation" and not with "invasion."

*Italics* and *Italian* should not be called "eye-tal-ics" and "eye-tal-yan."

"Jography" is far too much talked of in our schools.

*Longitude* is not "lon-ti-tude," nor "long-ti-tood," nor "long-ghi-tude," but "lon-jit-yude."

*Nominative* is usually, but wrongly, pronounced "nom-a-tive."

*Perpendicular* should not end in "dickle-er," nor "dick-ler," but in "dick-yu-lar."

*Plural* has two syllables, the second of which is "ral," it is not "ploor-l," nor "plu-erl."

*Predicative* should have the accent on the "pred," not on the "dic."

*Recess*, though called "ree-cess" in high educational places, should be "rt-cess."

*Register* should have its three syllables sounded: it is not "redje-ster."

So with *transitive* and *intransitive*: do not say "trans-tive," but add "-ive" to "transit."—H. C. C.