

SCHOOL AND COLLEGE.

The Westmorland County Teachers' Institute will be held at Sackville on the 2nd and 3rd of November.

Inspector L. S. Morse, of Digby, spent the first few days of October in a short visit to New York.

Miss Annie M. Holt, teacher at Digdeguash Mills, Charlotte County, N. B., has recently raised the sum of sixteen dollars, which will be devoted to fencing school grounds.

The teacher and ratepayers of McMinn, Charlotte County, N. B., have made the school grounds very attractive, and have provided a flag and fine flag-pole.

An excellent observance of Arbor Day was had at Scotch Ridge, Charlotte County, N. B. Trees were planted all around the extensive grounds. A fence should soon follow.

Slate blackboard surface has been ordered by Misses Mary Finlay and Rosa Gray, teachers at Little Ridge and Moannes, Charlotte County, N. B.

The New Brunswick University has this year the largest entrance class in its history—over forty members. The three students who were in the first division and made the highest provincial average at the July examinations are McLean, of the Campbellton High School, Lawson, of St. John, and Freeze, of Sussex. The number of new students matriculated from the different counties are: York County, 12; Kings, 9; St. John, 4; Carleton, 4; Charlotte, 3; Albert, 2; Westmorland, 2; Restigouche, 2; Kent, 1; Victoria, 1.

T. E. McLeod, principal of the Apohaqui, N. B., Superior school, has given up his school to take a college course.

Miss Margaret Kerr, former teacher at Elmsville, Charlotte County, N. B., has returned from a very pleasant trip to Ireland.

Miss Annie M. Hyslop, one of the teachers of Charlotte County, N. B., after a year spent in California, has resumed work in her native province, satisfied that it is not only the best place, but that its schools are quite as progressive as any she visited.

Kent County Teachers' Institute meets at Kingston, October 12th and 13th, and that of Carleton County on the same dates.

An exhibit of photos of school buildings and appliances from New Brunswick is asked for the Paris exhibition.

The children of the school in District No. 5, Norton, N. B., under the direction of the teacher, spent an afternoon recently in visiting the Indian camps at Apohaqui for the purpose of observing the occupations, habits and home life of these interesting people. The Indians were very agreeable, and gave descriptions of such works as were then in progress.

When Wm. M. Evarts was reading Virgil in Professor Thatcher's class at Yale, he translated: "Three times I strove to cast my arms about her neck, and—that's as far as I got, professor."

"Well, Mr. Evarts, I think that was quite far enough."

'ROUND TABLE TALKS.

S. V., N. S.—Through the columns of the REVIEW would you kindly answer the following: (1) In the sentence, "He has been known to do the same," what is the analysis of the italicised words? (2) In "I *durst* bring it," parse *durst*.

(1) According to Meiklejohn, "to do the same" would be, I think, a *factitive object*. (See Rule 33, p. 79). Turn the sentence into the active form—"We have known him to do the same." Here the verb "to know" is similar to *think* and *believe*, which are mentioned in the rule. The second of these objects remains with the passive verb. It might be called a "retained object." In a tabular analysis, I would place these words in the object column, for want of a better place.

I prefer, however, to consider the phrase as the *complement* of the verb. West, Nesfield, and other recent English grammarians use this term to denote the word or words which complete the sense of a verb of incomplete predication, whether transitive or intransitive. Perhaps the best plan is to call whatever completes the meaning of any verb the *completion*, and then include under this general term the *object* of a transitive verb, and the *complement*—i. e., any completion other than the object of a transitive verb.

(2) "I *durst* bring it." *Durst* is a verb, regular or weak—*dared*, irregular or strong—*durst*, intransitive (according to Meiklejohn's rule 34—second form—it would be transitive), active, indicative, past indefinite, singular, first,—agreeing with *I*.

G. L.—Three boys, Donald, Allister and Karl, went fishing. Donald had 5 biscuits and Allister had 3. After lunch—at which the three boys ate share and share alike—Karl threw down 8 cents to pay for the biscuits he had eaten. How many cents are each of the others entitled to? (Page 83, Common School Arithmetic, part III.)

In all there were 8 biscuits. Karl's share was $\frac{1}{3}$ of that; for which he paid 8 cents. Therefore 1 biscuit was worth 3 cents. Donald's biscuits were worth 15 cents, but as he had only 8 cents to pay he was entitled to receive 7 cents; and Allister's 3 biscuits were worth 9 cents, so he should receive 1 cent.

R. S. asks the REVIEW to answer the following: (1) Which do you consider of greater practical importance to pupils in drawing, *rapidity* or *delicacy*? Why?

(2) Make a freehand drawing of a rosette for carving in relief, and another of the same subject for decoration of a flat surface in line or color.

(3) Journalize: Bought of J. C. White goods to amount of \$3245. Gave in payment, cash \$1000, John Black's note for \$500 due in three months, less \$7.50 discount, my own note for \$600; balance remains on account.

(4) Post (a) discount and (b) bills receivable accounts.

(1) When pupils are learning to draw or write it is at first more important that the work in large and