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MISSING

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G. U. HAY, Ph. B.,
Editor for New Brunswick.

A. McKAY, Supervisor Halifax Schools,
Editor for Nova Scotia.

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THE EDUCATIONAL REVIEW.

G. U. HAY, St. John, Managing Editor
W. T. KENNEDY, Academy, Halifax, Business Mgr. for N. S. and Nfld

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Subscribers should promptly notify the REVIEW of change of addresses. Communications from New Brunswick and Prince Edward Island should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax.

THIS number closes the sixth volume of the REVIEW.

HIS HONOR JUDGE FRASER has been appointed a commissioner with power to make the fullest enquiry into the condition of Bathurst school matters and report to the New Brunswick government.

CHAIRMAN H. J. THORNE, Esq., after a term of ten years' continuous service on the St. John School Board, has resigned his position. Mr. Thorne's faithfulness in the discharge of his duty won for him many warm friends among the teachers of the city. In the appointment of C. W. Weldon, Esq., Q. C., to the chairmanship, the city has secured a gentleman whose influence in the community and excellent business and literary qualifications will prove of great service to the educational interests of the city.

THE twelfth general meeting of the Royal Society of Canada will be held at Ottawa on Tuesday, 23rd inst.

SINCERE and general sympathy is felt for Prof. W. F. Stockley of the N. B. University on account of the loss of his wife, to whom he had been married scarcely a year. A lady of fine literary taste, of engaging manners and loveable disposition, she had endeared herself to the people of Fredericton and the students of the University, as well as to many warm friends in St. John, who feel the loss as a personal one.

THE St. John Business College had a very large attendance during the winter term. A significant feature was the number of ladies pursuing the various courses of study,—an average daily attendance of forty ladies being maintained throughout the term. The College keeps open all summer. A teachers' and students' special vacation course is an annual feature of the College, and Messrs. Kerr & Pringle offer a discount of twenty per cent from the usual rates to all teachers and students during the coming vacation season.

TEACHERS' examination for license will be held in St. John in the Centennial School hall, beginning at 9 a. m. on Tuesday, June 13.

THE N. B. Educational Institute will be held this year in Fredericton on the last three days of June. Consult the excellent programme in another column.

THE preliminary arrangements for the writing of a school history of Canada are approaching completion, and the terms of the competition will shortly be announced. The sum of \$2,000 required for preliminary expenses has been guaranteed by the several provincial governments, each contributing in proportion to the number of its schools.

THE St. John Horticultural Association has been established, the aim of which is to beautify and keep in order the squares in the city. The city council has been asked to hand over these grounds to the Association, and if success attends these efforts, and if the citizens generally encourage the promoters, they will extend their good work so as to adorn with shade trees the approaches to the city and secure grounds for a public park. The names of the following directors are a sufficient guarantee that nothing will be left undone to carry out the worthy objects that the Association has in view: Sir Leonard Tilley, President; W. W. Turnbull and Thos. McAvity, Vice-presidents; Hon. John Boyd, Hon. A. G. Blair, J. V. Ellis, Joseph Allison, George Robertson, A. H. Hanington, and James Reynolds, the Secretary-Treasurer.

NOVA SCOTIA REVISED COURSE OF STUDY.

Several letters recently appeared in the Nova Scotia papers criticising the course of study very severely, alleging that it was overcrowded with studies and tended to foster cram. A reporter called on Dr. Mackay, whose replies to many of the questions asked of him will be of interest to many readers of the REVIEW. He says:

"We are placing a premium on trained teachers and giving better opportunities for good training. Hereafter the normal

school will not be competing with the high schools and academies. In the normal school, the laws of the development and action of the human mind will be observed and studied. The methods of teaching the various subjects will be illustrated, discussed and experimentally tested. And to make the teachers more of a living and useful power in every school section, they shall study practically the natural science of the country as bearing on all its possible industries. Many teachers in a country section now can apparently see no more in their country than the stumps around them. No wonder our clever young country boys tend to crowd into a few of the learned professions, or to seek their fortunes in another land. There are yet multitudes of teachers who cram the boys with spellings, grammatical definitions, historical meaningless dates and, to the boys, senseless geographical lists. And instead of pointing out to the children on the roadside the beauty, virtues, wonders and evils in each of the plants in the field or by the roadside, of unravelling in play the history of insect life now becoming so important a factor in successful agricultural or horticultural enterprise, of fascinating the wondering pupils with the fairy tales spoken by the pebbles in a gravel ridge or the clay in a swamp, instead of making the young people feel that their commonplace country is filled with a glory of wonders, they state some scientific facts to their pupils which they are told to remember. Better for the children to be running wild than having such lessons. The proper science lessons are observation lessons, and when properly conducted are a healthy recreation for both mind and body, acting as a mental tonic for the study of language and mathematics. But the normal school teachers will after this have, in addition, manual training. This is not to enable them to become mechanics, but to train the hand to execute what the mind can design; to enable them to understand how things may be done; to have it in the air of the school room that manual work is as noble as any other kind of work. The teacher must have a practical knowledge of, not what is in books alone, but of what is in the country—the school section. Parents as well as the children should see in the teacher their local seer who understands the general principles of all common things. This notion created in the school room will turn the attention of many a little fellow to think of the many new and strange things that may be done at home. Thus our school rooms may tend more to turn the attention of our young to the infinite possibilities of what intelligent labor may do for our country. Our lawyers and other professional men will fare better, too. They will not be so crowded; and there will be wealthier clients in a country abounding in varied industrial pursuits."

He then goes on to show that English is now better taught than ever before—that the course of study is the result of the careful work of the foremost educationists of the country, assisted by suggestions from parents, and that it is especially framed to prevent "cram;" that it has been greatly simplified recently, and that the so-called *fourth* year is really a post-graduate academic course intended to extend over two years' work in the larger academies. Hereafter candidates for Grade A will be required to write only twenty papers instead of thirty as in the past.

"Our academies have been doing work as thorough, so far as their course extends, as has been done in any of our colleges. Some of them, judged by whatever test you choose to

apply, have been doing even more thorough work. I think, however, that the specialization in our Grade A course, and the reduction in the number of subjects, will enable us to attain a higher standard in both classics and science in the future, without straining to such an extent as formerly the natural bent of different students."

NOVA SCOTIA SCHOOL REPORT.

The annual report on the public schools of Nova Scotia for 1891-92 has been received and shows that decided advancement has been made in that province in school matters all along the line. The total number of teachers employed and schools in operation increased by about 40. The pupils increased by over 1,000. The attendance was more regular than during any previous year. The average salaries of first-class male and female teachers increased, while those of the other classes decreased,—showing a growing appreciation for superior teachers. The government increased its expenditure by over \$2,500, and the people gave \$19,000 more than during the previous year. The total government expenditure for schools was \$216,429.73. Local expenditure, \$530,145.12. Total expenditure for public education, \$746,574.85. The average attendance of pupils was nearly 60 per cent. The number of different pupils registered during the year 1892 was 102,586. The number of schools in operation during the winter term was 2,158, and during the summer term 2,281.

There were 558 male teachers employed and 1,691 females. The average salaries were:

Male teachers,	I. class,	\$488.95	increase	over 1890-91
"	II. "	255.45	decrease	" "
"	III. "	180.05	"	" "
Female	I. "	295.77	increase	" "
"	II. "	224.24	decrease	" "
"	III. "	158.43	"	" "

The total of grants to teachers (\$167,500) is now fixed by law in Nova Scotia, so that the more schools that are in operation the greater the sub-divisions of this amount. The new superintendent appears to have begun his work vigorously and progressively. Some changes have already been made and others are foreshadowed. A few of the changes already made may be summarized:

One school term in a year.

The engagement of a teacher for a less period than a year illegal, except under special circumstances by sanction of the inspector, the opening of every school to be immediately reported to the inspector.

Annual meeting of sections on last Monday in June.

Provincial grants payable in February and July. County grants in July.

Registers modified to give fuller statistics.

Returns in full to be made annually.

The high school course of study and the syllabus of the "Teachers' Examination" unified.

Provincial classification and certification of high school scholarship, admitting to universities, normal schools, teaching profession, etc.

Candidates for teachers' licenses, having all the other qualifications, can obtain licenses whenever they attain age limit.

Premium on normal school training equal to one grade in class of license.

Normal school devoted to professional training and special teaching.

Temperance teaching made compulsory in all schools; special attention to different subjects in the course of instruction, emphasizing modern and practical requirements.

Beside the general report, there are full statistical tables and appendices, embracing reports of normal school, Inspectors, Halifax School Commissioners, Institutions of Deaf and Dumb and Blind, miscellaneous institutions and universities.

DALHOUSIE CONVOCATION.

The convocation exercises of Dalhousie University took place on Tuesday afternoon, April 25th, in the Academy of Music, Halifax. President Forrest, in an energetic address, referred to the work of the year, which in all departments had been of a most satisfactory character—the most satisfactory in the history of the institution. But the financial condition of the college was not what it should be. Had it not been for the benefactions of Munro, McLeod and Mott, work might have ceased. The college needs an endowment of \$100,000 at once, or at least \$4,000 annually. Dalhousie's 500 graduates, her 700 partial students, her 1,000 alumni, should find the raising of that amount a small matter. An appeal was made to other friends of the college to contribute to her support.

The degree of B. A. was conferred on twenty graduates, B. Sc. on two, LL. B. on twenty, and M. D. on six. The degree of M. L. was conferred on Ethel Muir, B. L.; of M. A. (*ad eundem*) on Prof. W. C. Murray, M. A. (Edin.); of M. D. (*ad eundem*) on Arthur Morrow, M. B. C. M. (Edin.); and Hon. LL. D. on His Honor Judge Sedgewick.

The latter, in acknowledging the honor conferred upon him, said that to Dalhousie more than to anything else was he indebted for whatever good luck had followed him. He thought that in Nova Scotia there was need of a better cultivation of sentiments of loyalty, not merely to the empire, but to this

"Canada of ours." One could not help being stirred by such sentiments who had seen the broad expanse of the Dominion from ocean to ocean, but a better idea of our country's greatness should be instilled into the minds of the Canadian youth. That is what is done with the children of the republic, and you would travel a long day's journey ere you met a Yankee who could discover anything wrong with the States. Within a couple of centuries Canada will have the best of the world's civilization. Judge Sedgewick urged the young men within his hearing, if they were to succeed in life, to do whatever was their duty with absolute thoroughness. The only road to success is to stick to the work before them. One thing Dalhousie is noted for is her spirit of fair play—her toleration and spirit of liberalism to all; and her influence has been to bring together men of all shades of political and religious belief, in the common cause of education.

A new departure has been made in the curriculum, providing short courses for science teachers. These courses are intended to prepare students for discharging the duties of science masters in high schools. They include the more important of the subjects of examination for the Grade A (scientific) license issued by the Nova Scotia Education Office.

The following course extends over two years: *First year*, mathematics (2nd year class); junior physics; inorganic chemistry; botany; psychology; drawing. *Second year*, practical physics; practical chemistry; mineralogy; education (history, theory and practice); drawing; physiology.

For the advanced student already sufficiently familiar with mathematics, physics and chemistry, the following one-year course is suggested: Practical physics; practical chemistry; psychology; education; two or more of botany, mineralogy, physiology, drawing.

Students who are already familiar with some of the subjects prescribed above, may substitute others for them with the approval of the faculty.

Students taking these courses are recommended at the same time to obtain instruction in the Tonic Solfa system of musical notation, and in manual training. Information as to available instruction in these subjects may be obtained from Mr. A. McKay, lecturer on history of education.

The N. B. Alumni Association prize of \$50 will be awarded to the student from New Brunswick who stands highest in the matriculation examination in September, 1893-94, provided such student's education has been received in greater part of New Brunswick, and that he or she has not been at school outside the province for more than a year previous to the date of the examination.

TALKS WITH TEACHERS.

Have you a time-table? Nearly, if not quite all, will answer in the affirmative, but how many can truthfully say that it is not rather a programme of daily work rather than an accurate timer of the same. The time-table may be elaborately gotten up with different colors of ink and styles of type, but this will only render the hypocrisy the greater if it is other than it seems. How many teachers go on from term to term and from year to year with the same old time-table. It may as well be this way, as a new one every week, not followed. The value of a time-table depends entirely upon the adherence to it. It should not be on the wall because the regulations require it, but because no school can be completely successful without such system as a well considered time-table will provide. Some teachers say, "Oh, I cannot adhere strictly to my time-table, because some days more time is required for a subject than on others. Some days the pupils recite well and others ill, and it is impossible for me to go exactly on time." This may all be true in a measure, but cut your work in accordance with your time. A violation of the time-table early in the day produces confusion throughout it, and if one subject is given undue attention, another is wholly or partially neglected. Sometimes the work of one department depends on another, or a number of departments may depend on one. For example, what can be worse than for the principal of a school to delay ringing the recess bell until he has finished some particular work, regardless of time?

Depend upon it, there is nothing like system in any line of work, and, teachers, do not hang up your time-tables for ornament, but for use.

How can pupils be induced to speak out? This is a very perplexing matter to many teachers, and I do not know that I can answer the question. Perhaps some of our teachers who have been successful in this direction will come to my aid with suggestions for future issues. I think all pupils should be required to speak distinctly enough to be heard from any part of the school-room, but what a difficulty there is in many cases in securing even this much. I would suggest frequent articulation exercises, as pupils who enunciate clearly make themselves heard with less effort than the louder voiced ones. I have noticed that where singing is taught that there is much less difficulty in this direction.

What a chance there is for improving the voices of our school children, Pitch, rather than tone, is

looked to, while little, if any, pains is taken with modulation. What sounds better than the natural voices of children carefully trained?

Has the teacher power to suspend pupils? This is a question that is often asked and the answer is usually in the negative. I doubt that it should always be answered so. There are cases in which it would seem impossible for the teacher to do otherwise than to temporarily suspend pupils. For instance, if a pupil is unbearably insolent, or openly defiant of authority, or assaults the teacher, the discipline and tone of the school demand prompt action; and where it is not convenient to secure the immediate attendance of the trustees, I would advise the teacher in such cases to temporarily suspend and report at once to the trustees.

Are there any teachers who do not give "home lessons" at work in New Brunswick or Nova Scotia? I do not refer, of course, to primary grades. If there are any such I would be very glad to hear the result of their experience, not only with the pupils, but with the parents.

It is somewhat curious that nearly all teachers dread what are called "second year" pupils, that is pupils who have been one year in a particular grade and have failed to advance. These pupils usually take less interest in the work of the school during the second year than during the first, and tax the energies of the teachers to the utmost. The work has lost its variety and novelty for them, because they have been over it before. They are ashamed to be grouped with a lot of boys or girls of less years and smaller size. They are, moreover, discontented that a year must elapse before they have another chance, and then their former class-mates will be another step beyond them. All these circumstances combined produce indifference and inattention to school duties.

Should not our pupils have more frequent chances for advancement? Would it not be possible for semi-yearly examinations to be given, at least to those pupils who have barely failed to advance? Why should a pupil entering the primary school at the age of seven be detained there a year when he can do the work in six months? Or why should a kindergarten pupil be kept in Grade I. for a whole year?

Some teachers speak of having pupils two and even three years in the same grade. It is very doubtful if after two years in the same grade pupils will make much further progress there, and unless the reason is very strong for a contrary course, they should be advanced.

[For the REVIEW.]

Notes on English.

"What do you advise a teacher to do when pupils ask about the meaning of this, that and the other thing that puzzles them in what they are reading?"

I find two symptoms of healthy spiritual life in this question. One is that the pupils ask about the meaning of what they read, and the other is that the teacher does not feel quite sure as to what is the best thing to do under these circumstances.

There are many readers—and they are not all young—who read in much the same way as Tennyson's farmer listened to his parson's sermons, and who get about as much good from their reading as he did from his listening.

"I hallus coom'd to's chooch afoor moy Sally wur dead,
An' 'eard 'um a bummin' awaay loike a buzzard-clock ower
my 'ead,
An' I niver know'd what a mean'd, but I thout a 'ad
sammut to saay,
An' I thout a said what a out to 'a said an I' coom'd
awaay."

This quotation naturally suggests another of the same kind, but showing a decided advance in intellectual activity. Dolly Winthrop says, "I can never rightly know the meaning of what I hear at church, only a bit here and there, but I know it's good words—I do." Readers who read as Dolly listened form a much more hopeful class than those of the Northern Farmer type. And those who do not rest satisfied with "never rightly knowing the meaning" of what they read, belong to a still higher grade, and the teacher who sends the above questions is to be congratulated on having pupils of this kind in his class.

He is also to be congratulated on not feeling sure that the best thing to do is to answer the questions his pupils ask. This is usually the easiest and quickest way to dispose of them—that is when you *can* answer them. And just because it is the quickest way, it is also the best way, for some purposes. If you make it your chief business, either from choice or from necessity, to prepare your pupils to pass some examination, and if the examination is likely to be one at which a well-crammed memory will pay better than a well-cultivated understanding, then you will probably find it best to supply your pupils with ready-made answers to such questions as may be expected to appear on the examination paper, and the tendency to ask other questions you will repress as an unprofitable and sinful thing. If, however, you can afford to face the consequences of making it your chief business to teach your pupils how to learn for themselves, then you will answer very few of their

questions, and none at all that they can find answers to for themselves.

So much—or so little, rather—by way of general advice. The special forms that advice would assume in particular cases will depend largely on the nature and the circumstances of the cases. Certain kinds of cases might be specified and something in the way of formal advice given on each, but, instead of attempting this, it will suit me better to deal with the matter in a concrete form; and any one who cares to do so may abstract from the method of treatment whatever bits of advice he can find lying about or under it. For this purpose I take the following passages just because they happen to be the first that occur to me. All of them have at some time, and most of them quite recently, been the subjects of queries within my own teaching experience:

- (1) "Conscience does make cowards of us all"
- (2) "I know nothing by myself."
- (3) "A maiden hath no tongue, but thought."
- (4) "That famous ring that pricked its owner when he forgot duty and followed desire."
- (5) "Some time,
Sooner or later, will gray prime
Make thy grass hoar with early rime."
- (6) "How fares it with the happy dead?
For here the man is more and more;
But he forgets the days before
God shut the door-ways of his head."

It may seem to some that only very young or very dull students could have asked for the meaning of some of these passages. But it is best not to feel too sure of that. The first one certainly carries a very plain meaning clearly on the surface of it, but so does that passage of scripture which Young's concordance gives thus, "My son, if sinners entice thee, consent." Of course the author of proverbs gives no such advice, although many sons act as if he did. It is not as much a matter, of course, that Hamlet does not say what he seems to say, but when full value has been given to the "thus," which links the passage with what goes before it, I think some readers at least will feel less sure than before that all the words in this line have exactly the meaning that we usually assign to them. And the more familiar a student is with Shakespeare's language the more ready he will be to suspect that "conscience may not always have meant to him what it means to us." Let half-a-dozen or more passages be searched out that contain the word, and examine them to see if any will supply a meaning for this line which will better agree with the context than the familiar meaning. Among the half-dozen there will certainly be some where "conscience" is used as we use it, but the seekers may

come across an instance or two where it is pretty clear that this is not so. And the searching will do them good in any case.

The second passage is like the first in carrying a perfectly plain meaning full on its face. Ask the first dozen persons you meet what it means, and it is odds that they will all give the same answer and give it readily. If any hesitate, tell them it is a saying of St. Paul's, and the odds in favor of the above event will be greater than before. Now get them to turn up their Testaments and study the passage, not as an isolated scrap, but as a part of the whole to which it belongs, and, unless they are very ignorant, or very dull, or very obstinate, they must admit the meaning they first thought of can't be made to fit in with the context. So there is something the matter and we must find out what it is.

The Greek text won't help us much, but if any of our students have learned to hew their way through a Greek sentence they should be encouraged to try for a solution of the difficulty in that way. The Revised English Version will cut the knot for us, but our object is to learn to untie it for ourselves.

The language of King James's Bible is the language of Shakespeare, and students of Shakespeare would soon pitch upon the "by" as being the source of the difficulty. One of the most noticeable features of Elizabethan English is the queer way (so it seems to us moderns) in which prepositions are used. A class will not take long to make an interesting collection to illustrate this. They will find *on* for *of*,—"We are such stuff as dreams are made on;" *with* for *by*,—"He was torn to pieces with a bear;" *to* for *for*,—"Prepare yourself to death;" *of* for *with*,—"I am provided of a torch-bearer;" *for* for *against*,—"I warrant him for drowning;" and so on and so on until they begin to think that any preposition may mean anything. And *by* is no exception to the rule. It may mean *for*, or *in*, or *near*, or *about*, or *against*, or whatever you please almost, as is shown by the passage we are considering and by such other passages as: "A fair vestal throned by the west;" "By him and by this woman here, what know you?" "Feared by their breed and famous by their birth," etc., etc.

But this has run over two columns, and the editor will growl if I write more.

A. CAMERON.

Yarmouth, N. S., May 3rd, 1893.

W. F. Ganong, M. A., (Univ. of N. B.), who has been for several years instructor of Botany in Harvard University, will spend the ensuing year in Germany, devoting himself to his special study, botany. He will be accompanied by Mrs. Ganong. The readers of the REVIEW, who have been so much indebted to Mr. Ganong's pen in time past, will unite with us in wishing them a pleasant and profitable trip abroad.

For the REVIEW.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

WOODSTOCK, 4th Jan'y, 1790.

SIR,—I have received a letter from the Secretary of Hon. Board of Commissioners, dated the 7th of Nov., '89, inclosing an extract from their proceedings the 14th of October, which I did not receive till the 20th Dec., and will attend the Board as therein directed with my accounts.

I have succeeded in opening a school with the Indians, and have now twenty-two scholars; eighteen of them have been to school from the 20th of November. There are eight families (the heads of three of them are widows) who have made their wigwams close by me on the school lot. My scholars consist of five married Indians, two married Squas, five young Squas and ten boys.

They require cloathing and provisions, which I have complied with. They receive for five persons one bushel of corn and one piece of pork per week, and there are forty-seven individuals. They often want beans and potatoes, and then they are deducted out of the corn; half a bushel of beans and two of potatoes equal to one of corn—which is the difference when they purchase them. They have received $2\frac{1}{2}$ yards of blue cloath for coats and stockings, and $2\frac{1}{2}$ do. linen for shirts, and thread each; hats and books what I had rec'd.

They are constant in their attendance and exceeding quick in receiving instruction, five of them in particular are amazingly so, having made great improvement both in spelling and writing.

They are continually making application to be received, and there are now thirteen who are making their Wigwams with the idea of becoming scholars and receiving provisions and cloathing. I believe there is no doubt but there will be a constant school, for their prejudices are removed and they appear to be ambitious of learning, and the whole of them will become scholars if they can receive provision and cloathing. I am at a loss how to act, for I have just rec'd intelligence that there are six families coming down the river who expect to be treated in the same manner. Must beg of Col. Allen to give me instructions, for I am uneasy for fear I may not be justified in what I have done and how far I am to proceed to answer the intention of the Board.

There are a number of families (about thirty) who have been very industrious last fall in clearing land to plant in the spring, which I have encouraged all in my power: some at Back a Gimock and others on an island* four miles above me, and there are three families which intend to plant on the Indian lot. Wish to know if they will be allowed axes or howes, as they often apply to me, and I have promised to write for information.

I have built a good log-house (school-house) on the Indian lot, 26 feet by 22, and have materials prepared for an addition in the spring, the expence of which I will lay before the Board. Should be happy if Col. Allen would please send a line as soon as convenient with his sentiments on what

* This island, now called Bull's Island, lies opposite the lower end of the town of Woodstock.

I have done and how to act, for their wants are innumerable, and I wish to have their confidence and obtain your approbation.

I should have wrote sooner, but the difficulty of travelling prevented conveyance.

I am, Sir, with all respect,
Your most obedient serv't,

FRED'RK DIBBLEE.

HON. COL. ALLEN.

The school-house referred to in Mr. Dibblee's letter stood on a beautiful little knoll very nearly opposite the site of the old Parish Church at Woodstock, and only a few rods from the spot where several Indian families now reside, not however in their ancient wigwams, but in comfortable houses.

A few summers ago a roving reporter of one of the St. John daily papers, desirous of seeing the noble savage in his native majesty, visited this Indian camping ground, but the result was disappointing. "It was not," he said, "a good time to see him in his native majesty. We were at least a hundred years too late. He owns a wheat field, he reads an English book, and he sits outside his door in a rocking chair, while his wife occupies a wooden bench without a back. Clearly the Indian is well on in civilization."

With the help of Mr. Dibblee's account of expenses incurred in building the Indian school-house, we are able to form a pretty clear idea of its general character. It was a log building, twenty-six feet long by twenty-two wide, with a porch at one end. The roof was covered with hand-shaven pine shingles, three feet long, laid twelve inches to the weather. At the end opposite the porch was a large chimney, the stones of which were laid in clay. On each side were two windows, and smaller ones at each end. These windows were placed high above the floor in order that the pupils might be unable to see anything passing outside which might distract their attention. The windows on the side were only two and a half feet wide and four feet high, with twenty, seven by nine inch panes of glass, of which twelve were in the upper sash and eight in the lower. The amount of light admitted was little enough, yet it was decidedly an improvement on the lighting facilities of the wigwam. Amongst the items in the bill which appear below are "9 H hinges" and "3 thumb latches," thus indicating the existence of three doors, which we may assume to have been outside doors to the porch and school-room, and the door of an anteroom or closet. Under the school-house was a cellar for storing supplies from time to time issued to the Indians. The walls of the cellar, in accordance with the usage of the early settlers, were built of logs.

The account of expenses given below is something of a curiosity, as being in all probability the oldest existing statement of the cost of a building erected for educational purposes in this province.

ACCOUNT OF EXPENSES IN BUILDING A SCHOOL-HOUSE AT
WOODSTOCK.

	£	s.	d.
1788.			
Sept. 15	Cash paid for digging and logging seller and getting logs,	4	5 0
	For raising and covering house,	6	5 0
	For 3,000 shingles @ 30s is £4. 10; for 500 do. @ 20s,	5	0 0
	For 9 sashes @ 5s. is £2. 5, and for 2 do. @ 1s. 8d.,	2	8 4
	For 4,500 feet of boards @ 60s.,	13	10 0
1789.			
June 13	Paid carpenters,	8	0 0
	Paid mason and attending mason,	2	9 6
	Paid carpenters,	3	15 0
	125 wt. nails @ 9d. is £4. 3 4. & 9 H hinges 20s.,	5	3 4
	9½ doz. window glass @ 5s. is £2. 7. 6. & 1 King lock 7s.,	2	14 6
	3 Thumb latches @ 1s. 3d. is 3s. 9d. & 10 lb. nails @ 9d. is 7s. 6d.,	0	11 3
	10 lb. putty @ 9d. is 7s. 6d., & 15 lb. nails @ 9d.,	0	11 9
1790.			
Sept. 22	Paid carpenters,	16	11 6
		£71	5 2

The entire cost of the school-house was about £87 currency, being the amount of the above account, plus £16 afterwards spent in the completion of the building.

It will be noted that the cost of building materials has undergone a very considerable change with the lapse of a century. The lumber used in the construction of the school-house was very moderate in price, but nails, glass, etc., were much more expensive than now. Nails, which form no inconsiderable item in Mr. Dibblee's bill, were then of wrought iron, made by hand with simple tools.

A Correction.

To the Editor of the EDUCATIONAL REVIEW :

DEAR SIR,—Kindly allow me to correct the statement in the April REVIEW, that "an adjourned meeting of the executive of the Provincial Teachers' Institute was held in the principal's room of the Victoria school, St. John, on the 3rd inst.," when the "course of instruction was up for consideration." The revision of the course of the instruction was not ordered or suggested by the Institute, and was not a duty of its executive committee. The Chief Superintendent, desiring to hear any suggestions teachers might have to make, consulted with those whom he could conveniently get together. These in January were members of the executive, whilst at Easter they were members of other committees then convened. The executive did not meet during Easter vacation.

Yours truly, JAMES M. PALMER,
Sec. to Executive Committee.

For the REVIEW.

"The Teaching of Ethics in Schools."

REV. E. P. HURLEY.

I did not intend, when writing the concluding part of my paper on "The Teaching of Ethics in Schools," to return to the subject so soon again, and if I do so now it is only to clear the way a little for the free ventilation of opinions on the part of others having much more leisure and more ability to bring to so important a discussion than I have myself.

Professor Murray, unlike many defenders of a theory or a cause, does not indulge in vain and useless generalities, nor becloud the subject debated in a mist of foggy terms; he is precise, clear, specific, and renders the purpose proposed to myself in the writing of this paper no very difficult task. That purpose is, as I have stated above, mainly to open the way for others, and also, as far as I can, to save myself from being misinterpreted.

To pass over some things in the second paragraph of the Professor's paper, which would lead me into much lengthy discussion, I will hurry on at once to his "first" and then to his "second why." His "first why" I will, for sake of clearness, call the *authoritative why*; the "second" I will name the *theoretical why*. I do not say this distinction is strictly correct, but it will do for the purpose. The authoritative why presents itself to the mind like an axiom—a fundamental truth. It has the sanction of the world at all times. It has its foundation deep down in our human nature. As he rightly says it was *this why* I desired should be given to children, but not by any means to the exclusion of the second, or *theoretical why*; at least not from those young people who are developing fast enough to grapple intellectually with it. I combined them both in my line of argument. Of the authoritative why there can, to my mind, be no question whatever, for surely children rush at once to the conclusion that it is a good thing, for instance, to honor parents, to be thankful for a benefit received, to go to the rescue of one in great distress, etc. Children come as naturally to such conclusions as they would, having exhibited two apples before them, one of which is twice as large as the other, you should ask them which is the greater?

That this why, as also the other or theoretical why, should be taught to children will be still more evident when I remind the reader that a true gospel morality will have its subjective essence, or the foundation for its praise in the good will or intention of the agent. Utility and moral goodness are surely not identical. The boy at play in the school-ground may do something with the avowed purpose of injuring another boy, but it is possible such act of the former may result in great benefit to the latter; or one may do in his sleep an act which would benefit or injure his neighbor. We do not praise or blame one for such act, and I cannot conceive there is any moral goodness or badness in it. But why? Because there was no desire for good or bad; no virtuous or evil motive back of what he did. In teaching morality, then, a stream of good intentions, operating as inducements, should, I think, be continually poured into the minds of our children. But will such good intentions or aims be as likely to exist in the child's mind under the system advocated by Professor Murray as in that for which I contend? Deprive the child of a motive and you leave him only the good act, objectively considered. It is a question of active goodness without motive, or of goodness and motive co-existing; the latter stimulating, and, as it were, acting as the soul, of which the former (goodness in

actuality) is the body. Under which teaching will the more "concrete person," or more excellent type of manhood, be fashioned? Under the system advocated by Professor Murray the recipient of the benefits of the child's good deeds, or the race, would be, perhaps, as much advantaged outwardly as in that for which I strive. But what about the child himself, his heart and conscience? He is accomplishing good acts, but it seems to me blindly. Good, indeed, they are, objectively, we suppose, because his teacher directs him to do what he (the teacher) believes, I will say *knows* to be right. The child responds willingly, gladly if you will, to every demand for the "good and true," but his responsiveness does not rest on the actuating principle of knowledge.

Here I might remark in passing that the "certain phase of religious enthusiasm" to which Mr. Murray referred in his first paper is open to his "objection," not so much, I think, because the "right" is constantly (for the time being, of course, while the people are being aroused by some roaring orator) "on the lips of everyone," as because such enthusiasm does not spring from beliefs laid on any systematic ground-work of knowledge. When such enthusiasm goes out again to face the stern realities of actual life, it vanishes like a mist or bubble, and those empty discourses which generate it are remembered only as hollow-sounding dreams.

And now to the second or theoretical why. The question under debate is, which is the more comprehensive as well as the more efficacious method of teaching morality in schools? The influence exercised by the doctrines of morality, as seen in the teacher's own life, or that same influence exercised in the same way, and furthermore, sustained theoretically by a system of teaching which, skilfully imparted according to the age and ability of the child, will fill the mind with wholesome food for present or future digestion. Let it not be said these ethical systems or theories are mere matters of opinion. Granted. What then? Some of the most important affairs in men's lives are conducted on principles of moral certainty, and the standards or rules of morality, as we have them, satisfy the masses of men, even if with Mill we should rashly conclude that "utility was the utmost appeal on all ethical questions." Opinions will go out into action sooner or later, and the all-important thing is to anticipate the future man in the child and fortify his mind as far as possible by putting into it, as it were, drop by drop, the purest stream of ethical Christian codes.

In the case of the teacher himself, it may be laid down as a general rule that his mental life determines his social acts and words, thereby imparting its character and coloring to his influence; we may thence infer that the mental life of the child or young person should not be left a chaotic void as to all the abstract principles of ethical science; for who does not know that to try and induce young people to act without the sanction of an inducement is often-times much more difficult in their case than it would be in the case of their elders. I do not say "that the most potent moral motive is *knowledge* of the right," but what I do say and believe is, that both for teachers and pupils' knowledge of the right joined to practice of the right is of incalculable importance. If Professor Murray's paper was intended to mean no more than that all our teachers should exemplify in their own lives a high Christian morality, I, of course, would heartily concur with him. But the paper does, I think, go much farther than that. It would have us believe that we need not be so particular about imparting the theoretical knowledge of the right as long as we

can inculcate the practice of it. Here is where I join issue with him. No doubt he is for theory, too, but only after the child shall have become "familiar with self-reflection." But what, if then, as in most cases it will be so, the child or youth shall have ceased to attend school and have gone out into the busy, sinful world and is being tossed about on the teeming ocean of life? Ethical theories he has none, for we suppose him not to have learned any while at school, and his practice of the right, how long will it continue against the forces of evil? Would his ethical knowledge, if he had any, be now of no avail against such tremendous odds, or would it be all the more hurtful? This is a question which I think is very pertinent. Professor Murray, I confess, has the drift of the world's opinion with him in this respect. The tendency now-a-days is to think very little of formal teaching in religion or morality. The standard of judgment is, "his beliefs can't be wrong whose life is all in the right." But notwithstanding it all, I cannot put from my mind the fact that creed has much to do with character.

Hitherto the discussion between Professor Murray and myself has altogether been on the positive side of ethical teaching, but there is a negative aspect which cannot altogether be overlooked. If the authority of parents or teachers must command or induce children to do the right, it must also forbid or counsel against the wrong. The "you ought" of ethics implies the "you ought not." Here, also, I entirely agree with Professor Murray that a very essential thing is that the child should have faith in his teacher. But what will generate that faith? The exemplary life of the teacher. If the child have such faith he will not be ready to quarrel with the prohibition, but will receive his teacher's word with no hesitating submission. Here, too, I would not leave the child the opportunity to look wanderingly or enquiringly at the negative aspect of any teaching, but would show him as far as his capacity could take it in the positive reason for any injunction. I would not construct his Christian character of purely innocence, but would round and develop his innate nobility. I would tell the child not to do something, which, perhaps, it otherwise would do, and at the same time I would furnish him with a new motive for abstaining from doing it. I would teach him, not with a view to what he now is—a child, it is true, but a child evolving a conscience about the morality of his own acts—but also with a view to what he is to be, an enquiring, rational man. I would have moral comprehensiveness—completeness as far as possible in the fullest sense. I would rouse the intellect of the child to a fuller vitality and stimulate every faculty within him for good. And if, as I think, one is the more morally concrete whose outward life proceeds from an inward principle of ethical knowledge and conviction, the practical question would be: When is it too soon to begin to build up the child into such a concrete person?

I may be wrong, but I am persuaded that any one's life can be so much the less moral, as his moral comprehension is the less complete. In other words, it is possible for one to rise higher and higher into the purer regions of moral being in proportion as the inward principles of his knowledge are the more easily derived from the fountains of ethical truth. This also implies that a man can sink deeper into the abysses of immorality in proportion to his knowledge of the right. When Darius, after the battle of Arbela, invoked a blessing on Alexander, he was lifted above the opposing forces of passion within him by some inward conception of honor and

gratitude, if of nothing higher. When Cato plunged the dagger into his own breast at Utica, his false ideas of honor and patriotism led him to commit what in itself must be regarded as nothing better than a crime. How different, again, is the case of Socrates? He died voluntarily, too, but it was in obedience to law and for a principle of truth. Does not the mind, duly informed, exercise a tremendous influence on the outward life?

Professor Murray evidently does not believe that reason and the will are separate faculties. Well, I certainly do, and if I err in this, I err in the very best of company. I do not believe with Mr. Herbert Spencer that my will is nothing more than the "impulse of psychical states." That may be very fine verbal philosophical pabulum, but I do not find in my consciousness any corresponding equivalent for the phrase. I plot the murder of a man whom I hate. All the time I am laying my plans, my reason, that is, my enlightened conscience, forbids the act; but I go on and accomplish the dark deed. Is the faculty that resolved to go on identical with the faculty which forbade? Are to do and not to do one and the same? Is to go on nothing more than my dominant appetite under the circumstances? But am I not conscious that I can choose contrary to my strongest natural appetites when I bring my will under control of my reason? Or, again, I think about something that does not yet exist, but which I can make. I examine mentally all the proportions I wish to give it, everything now is found satisfactory under the cognizance of reason. Finally, after weeks, I determine to make it, and I bring it to completion. I had no such desire when I first began to reason about it, not the least. Is that (the desire) which to-day exists for the first time identical with that which weeks ago went through a lengthy process of reasoning within me, and of which, all the time, I was thoroughly conscious?

But this is a digression in the argument into which, I think, I ought not to wander at any length.

It is certainly a credit to the educational institutions of this country that we have men like Professor Murray helping to form the character of the rising generation, who, though they must have read and studied most, if not all, of the anti-Christian ethical systems of this age, nevertheless do not, like Mill, "believe that other ethics than any which can be evolved from exclusively Christian sources must exist side by side with Christian ethics to produce the moral regeneration of mankind." Christ's life is the pattern for our own and the guide for our instruction of the young. It is with no little pleasure and freedom, then, that I now recur to Professor Murray's paragraph, regarding what he would be pleased to call the "concrete morality" of Christ's teaching. Christ's life was certainly the living, active side of His ethical teaching. He did not preach doctrines which He had learned from books, but which he had lived in his own human life. But there is a fact in the life of Christ which Professor Murray seems to have overlooked, viz., that He assigned a reason for all His teaching. I do not find, taking his public life through and through, that he wished very strongly to inculcate a faith or a practice except upon a basis of knowledge. To love your enemies will make you "the children of your Father who is in heaven." To practise the courtesies of a true Christian life will make you "perfect eyes as your Father which is in heaven." Let men see your good works that they may thereby be led "to glorify your Father which is in heaven." Be doers of the word and not hearers only lest you "deceive your own selves." The faith which will merely say to the naked

or hungry brother, "Depart in peace, be warmed and filled," will be worthless for both. To feed your hungry enemy and give him drink when he thirsts will be to "heap coals of fire on his head." This is positive teaching of the strongest type, but it is positive teaching with a motive back of it. Here is an impelling cause everywhere assigned. I do not here inquire into the power of that motive to conquer the opposing elements deeply seated in the feeble natures of his auditors; I simply state the fact.

To sum up, let me briefly, but respectfully, say that I think Professor Murray's treatment of the whole matter is, in some respects, open to Mill's charge against the religious side of our education, in which that gentleman says, that in our standard of ethics "the only worth professedly recognized is that of obedience." Certainly obedience to the dictates of right reason, above all to the known will of an Infinitely Holy Being, is the very highest kind of liberty, but this obedience might, I think, be linked with the developments of personal thought and inquisitiveness in the child, and so evolve itself into the exercise of a rational liberty of action.

For the Review.]

Parisian Teachers on a Half Holiday.

[Received too late for April number.]

Statistics of primary education in France show that nearly ninety per cent of the children are now being taught to read and write; and in one department, d'Hévault, more than ninety-nine. It is certain, too, that some not at school are taught at home. There is an extraordinary revolution indeed for a European country. Whatever reproaches are to be addressed to the French republic, certainly it has heartily supported the demand for general free education, and has excited further demand and roused interest among the poorest classes, and insisted on careless parents giving their children some chance in this gradually equalizing society. It would, indeed, be absurd to say the republic began something new in this popular education, as its supporters sometimes do hint and say; but at least these have whatever excuse is to be found in the facts above alluded to.

To be sure wherever in Europe or America we speak of popular education, it is well to recollect what truth is in Ruskin's words, that he would rather not have a child taught to read at all than not taught how to use the reading for things pure, lovely, and of good report only, for popular education is not only a god but a fetich; most of us, however, hope that out of this false worship will develop true religion; and we cannot cease taking interest in the development.

From the general state of instruction in France, come down to a particular experience. At *le musée pédagogique*, teachers (men and women) are assembled for classes given by different well-known professors, among them the writer of educational historical books, Mr. Gustave Ducondray. That is the way these enthusiasts in their profession spend their half

holiday, which is Thursday in France, not Saturday. And they are not so young as American teachers, their average age perhaps at least thirty. One thinks, too, of how this is their profession—their life's profession; and one ventures to hope for the good time coming in America when it will be possible for as large a class and as high a class to give up its life to teaching, as one sees now at work in Germany and France. Aristocratic and class-divided England, whatever be the excellence of its habits in education, does not enter into this comparison.

And are these Parisian teachers all following a will-o'-the-wisp, the intangible phantom of earnest, successful and happy doctors and scholars, which dazzles the mind and breaks the heart of half our intelligent young men and women? The troublers of our peace, the strikers of terror who say what is only half true. "I should rather teach an apprentice anxious to earn his bread how to make shoes than to teach languages to apathetic, silly students." Certainly that was a wise human spirited speaker. But shoemakers' apprentices are sometimes apathetic, perhaps, and anyway not all language learners, philosophy and scientific learners, and the rest, are so; teachers can recollect, surely, losing all strength of mind and body in face of the dull or dulled souls; but surely they can also recollect what Milton calls "meeting souls," giving them as good a tonic as happiness can give, better than champagne, and whatever is its latest teetotal rival.

So the interest of these French teachers, you can take for granted, was felt as much as shown. "We club together, and so get this advantage." Some thirty or more were in the lecture-room for history, geography, philosophy and literature. There are also rooms for studying drawing, with models and drawings in profusion; and for chemistry there is a laboratory. The room we are in has many pictures and excellent maps—unhappily not a large one devoted to Central Europe alone, which Mr. Ducoudray demanded for his talk about Maximilian in presence of disunited Germany. The position of the Archduchy Austria, its relation to other states, the aim of the modern minded prince to bring union, the condition of things immediately after his time and before the awful civil strife, which helped to put off German unity for many a long day, the setting forth of all these things would have been aided by a more detailed map than the excellent central one of Europe. But the professor was clear and vigorous and determined, on the freest terms with all, walking about and talking like the rest before beginning, and indeed beginning while everyone was still standing at ease, finding that the simplest way of getting attention. He

had most perfect attention, and continued note-taking, even in details, and went on heartily even after his successor had come in, at last giving up and calling out, "La parole est à M———."

This was for the third class, philosophy having preceded history; and now this was literature, to be followed by German in this room, English in another. The literature professor first chose out two members of the class to treat, three weeks hence, certain literary subjects. Next week he would talk about them himself. Then the subject of this day, didactic poetry, was to be treated by one of the ladies present. There was in the tone of this class more of what is the vice so often inseparable from the virtue of method, a certain pedantry and formality, less noisy than Mr. Ducoudray's natural torrent, but less real; more precise and correct. However, humanity asserted itself, for the young lady suffered very much from hysterical nervousness. She had often written very well and at great length, the professor said afterwards; but now, at first with tears and then with laughter, she had to stop in her long task. The professor did his best, and did it admirably, assuring the speaker that the ideal of good speaking was in no wise unceasing rapidity, as some frequenters of sermons seem to imagine, but that more deliberation, and even stopping and changing of words, were signs that there was thought behind speech. The criticism, or rather history of didactic poetry, was taken up again, but again had to stop; and the professor took the liberty of explaining the cause of failure—that an enumeration had been attempted instead of a demonstration, a history of each writer, from Hesiod to Pope, with innumerable facts, and not a grouping and illustrating. In fact there had been an attempt to learn off a speech, though notes were used, serving probably only to increase confusion. There was a good deal to be learnt from both master's tact and pupil's inexperience out of what easily might have been allowed to be more painful.

At last it came to this: "Mademoiselle, will you allow me to take for granted you have said all you have to say about each author, that all has been said truly and exactly; will you allow us to assume you have come to the moment of drawing a conclusion?" This was repeated, but the answer was, *Je ne sais pas, Monsieur*. "Will you allow me to offer my help, to assume you have said everything about each author, and are nearing the conclusion, or will you try to go on?" The speaker did just try to go on, without being able to seize or understand a word of the suggestion, but failed again; and the professor took the matter up, treating of the turn didactic.

literature has taken, expressing itself in the novel. However, that by the way. What is certainly worth attention is the example of the effect of a mental strain. Do young women often suffer so? Must they so suffer if they are to be teachers? And in comparison with men? Has one to take into account that men show their suffering less? Or are we doing wrong by putting this particular strain on women?

The question is often asked and often answered. Even one fact is perhaps worth keeping in mind.

W. F. STOCKLEY.

For the REVIEW.]

The First American Zoo.

Perhaps few of your readers know that to one of the Atlantic Provinces of Canada is due the honor of the first American Zoological Garden. I quote from an admirable three column article, by Charles Hallock, in *Nature*, New York, Jan. 4, 1890, a sketch of this great naturalist, who died only within the past year:

"There is a venerable naturalist named Andrew Downs, now (1890), in the seventy-ninth year of his age, residing at Halifax, Nova Scotia, where he has lived for the greater part of the past forty-five years, in the seclusion afforded by a considerable tract of suburban woodland, where he has kept collections of animals and birds, and devoted his time to the study of subjects which Audubon and Thoreau so much loved. He was the founder of the first Zoological Garden on the continent. For forty-five years, Downs has been widely known to men of science all over the world. He is a fellow or corresponding member of many natural history societies in America and Europe. He has enjoyed the hospitality of the nobility abroad, and received the compliment from the Queen of England of a free passage across the Atlantic in one of Her Majesty's vessels of war, on which occasion he took with him fifty living specimens, two cases of stuffed birds, and a stuffed moose, which he presented to the London Zoo, receiving some seventy specimens in exchange. And yet his modesty is such, that outside of scientific circles it is scarcely known that he exists! In quiet retirement, he devotes himself to his congenial calling, and is content with the love and recognition of the simple creatures he fondles. Perhaps they are not conscious that he ranks with men who have discovered continents and named the constellations, and that his credentials lie folded away in a napkin. And so they meet him on equal terms, as it were, and without jealousy.

"As a scientist, Downs started half a century ahead of his time; but he bridged more than half that interval by educating the popular taste up to his standard. He was contemporary with Audubon, but he worked in a different groove. While Audubon killed, and stuffed, and painted, he preserved and propagated. One perpetuated the *vraisemblance*, the other the actual life. Downs started his Zoological Garden at Halifax, in 1847. It was not until 1863, that the collection in Central Park was opened to the public in New York. The Philadelphia Garden opened its gates in July, 1874, although the Society was incorporated in 1859. The Cincinnati Zoo opened in September, 1875; the St. Louis Zoo in 1877, and the Lincoln Park Garden in Chicago in 1881. Woodward's Aquarium at San Francisco, was opened, I think, in 1876, though this was

not technically a Zoological Garden, and a small affair was started in Detroit in the latter part of the summer of 1883, but it failed to pay, and was abandoned in August, 1884.

"Downs was poor in purse at the beginning of his enterprise, and it was a financial struggle to maintain a little park of five acres; but by the year 1863, he had become regally established on a domain of *one hundred acres*, whose diversity of hillside, lake and running stream; of forest, lawn, precipice and ravine, would delight the souls of enthusiasts who look for a model animal garden. In 1863, Downs was thirty years in advance of the present day, and four years later he was proposed for superintendent of the Central Park Menagerie.

It was this appointment which scattered to the four winds of heaven the great collection of the North-west Arm in Halifax. Owing to some unsatisfactory proceedings, Downs declined the New York Zoo. Returning to Halifax sometime later, he quietly amused himself on a smaller scale, until as a white-haired octogenarian, he was finally called away.

There are many young naturalists now in our Provinces who would appreciate such a man's work as it could not have been appreciated then. But his work had gone, and he himself had left us before we knew it. Halleck gives a very pretty description of his person and grounds as he saw them during 1864. He was, undoubtedly, one of our great men, and his biography would be one of wide-spread interest.

A number of very fine cases of birds mounted by him, are now being put on the market. It is to be hoped they may be absorbed into our own museums, that our provincial birds mounted by this master hand, may be retained for our own edification and delectation. It is possible that some of our fine high school museums may be able to obtain some of them. In mentioning this fact, I think, I may be doing some of our ambitious institutions a favor.

Halifax, N. S.

NATURALIST.

Pensioning Teachers.

The *Recorder*, of New York City, is making a persistent and heroic fight for the pensioning of the teachers of the city. It is right plucky in its attacks and defense. Success to it in this great work! Let every teacher in the land who believes in the pensioning of teachers, write the *Recorder*, thanking it for the work it is doing, and let every teacher in New York and vicinity who believes in the teachers' pension project, read the *Recorder* daily.

So says the *New England Journal of Education*. Now, we have a few words to say on this subject; and we say them with all earnestness, although we have not space to enlarge at this time. We are thoroughly opposed to the whole project of pensioning teachers in any case whatever. It is vicious in principle, and is calculated to work great harm to teachers themselves.

In the first place, it is unjust. One thing of two must be true: either the teacher has earned the pension or he has not earned it. If he has earned it, he should have received it at the time he earned it; if he has not earned it, he never should have it.

Good teachers never receive what their work is worth; poor teachers always get more than they are worth, and the longer they teach the more they defraud the public. Every one knows that good teachers ought to have better salaries than a large majority of them receive; but it should come as wages, and not as a pension—a kind of charitable dole, after they have worn themselves out in ill-paid public service. And it does not require extraordinary sagacity to see that the direct tendency of a system of pensions would be to hinder the success of all efforts to secure that increase in the pay of good teachers which they deserve. In fact, we can readily imagine an opponent in any movement towards increasing the just compensation of teachers, advocating a system of pensions for them as one of the shrewdest ways of preventing their receiving, at the time it is earned, that reward which is justly their due. In some countries the teachers are now pensioned after a certain number of years' service; but, so far as we know, in every such country the regular pay of teachers is smaller than any self-respecting American teacher would accept.

Again, a system of pensions would remove teachers still further from the common conditions and responsibilities of other people. The tendency of the work now is to make teachers a class apart from their fellow-workers—a tendency which needs correction, not fostering. No; weed out poor teachers; give good teachers fair salaries; then let them meet the cost and the vicissitudes of life just as other people do. There is no shadow of a good reason for giving them pensions.—*E. C. H. in Public School Journal.*

Ethics of Arbor Day.

The fact that this rushing American life can be checked and slackened for a single day by a sentiment alone is a subject for gratulation, and holds a hope for the future.

The children in the school-rooms feel this sudden halt in the monotonous whirr of life,—this voluntary pause without an apparent reason—more than any others who participate in the annual Arbor Day occasion. They are at the age to feel every breath of change most keenly. They are in the impressible mental stage where every marked event is an epoch. For this reason, the observance of Arbor Day should be fraught with the deepest and truest meaning for

the moulding of the character of these children, as well as for the cultivation of the æsthetic sense.

It was a thought as happy as wise, to appoint this day in a month when the children were together in the school-room and when the natural longing for the return of spring prepares them to welcome and observe any signs of awakening nature. It must seem to them like helping the summer glories to come sooner, to plant trees, and to be co-workers in the field of nature.

The teachers have entered upon the annual observance of Arbor Day with a most delightful spirit of sympathy and helpfulness. They have not begrudged the work of preparation and have given generously of time and effort to render the day's exercises a fitting tribute to nature.

Let the children be taught what we wish our future men and women to do. To quicken the love of nature and open eyes still wider upon the marvellous beauty of plant life is a benefaction in the life of any child and a stimulant to moral growth, but combined with this æsthetic training should be imparted the real object of the Arbor Day observance—the *preservation of the forests.*

Children in the lowest primary rooms are not too young to understand a few facts connected with the utility side of this subject, such as these:

Forests affect the climate of a country. Let the teacher explain "climate" and how it is influenced by forest growth. Nobody can tell the primary teacher how to do this. She knows the capacity of her children and will do it better than anyone can tell her.

Forests influence the rain of a country. This can be explained by simple illustrations of the cause of rain.

Forests build up a wall and protect the farmers' crops. The children will need very little help in grasping this fact.

Forests keep the air pure. The smallest children get these facts so early in their botany work that they will understand this readily.

The leaf-mould in forests holds back the rains and gives refreshing springs in place of floods. The sponge will explain the principle of absorption involved in this statement.

These are but a few of the facts that should be given to the older pupils, but these are enough to call out the ethical side of Arbor Day—to teach the selfishness and wrong of cutting down trees. Regard for the rights of others; a general spirit of benevolence to man and beast and a reverence for trees, should be the direct results of Arbor Day teaching in the primary rooms as well as in higher grades.—*Primary Education.*

QUESTION DEPARTMENT.

A "PERPLEXED TEACHER" asks: Could some one suggest a means of securing good reading, especially amongst older pupils? It has almost become a trial to me to listen to the reading of some of the children. The older pupils, but particularly the boys, seem to take no interest whatever in trying to read with expression. Some hesitate and drawl over their lesson; others, again, seem to take a special delight in rhyming it off as fast as possible. I have tried every expedient which suggested itself to me, but do not seem to gain the desired result.

ANSWER BY A TEACHER WHO HAS "CROSSED THE RUBICON."—For several years reading has been a subject on which I have bestowed much thought and care, and sometimes, I am forced to say, to my great discouragement. But this much I have learned, that success is proportionate to the time and care spent in the careful preparation of the lesson, or portion to be read. The teacher must become thoroughly acquainted with the subject. Suppose the selection is a portion of prose narrative. Read it carefully through once—twice, if necessary—in order to become thoroughly acquainted with the story. Note carefully pronunciations that have different authorities so that you will be able to fix firmly in the minds of the pupils which is the accepted one. Thus much for preparation.

The reading hour has arrived. Above all try to make it one of recreation, not a dry task; so many paragraphs to be read, so many pupils to be heard, and so much time to accomplish it. May not this very selection of prose be the means of leading the pupils off into the most delightful fields, trips in geography, historical connections, biography, plant life, and what not? Your class is becoming interested, they are telling you what little they know, you are adding to it, and they are getting such an intelligent idea of the subject in hand that they turn to a given paragraph and read it with a vim and an expression that would never have been reached had it not been for these bright bits of conversation. Exercises such as these may be continued once a week, or oftener if you can get time, through the first term of the year. By that time you will find that the majority, if not all, of your pupils will be able to read distinctly and intelligently. Be sure to take at least ten minutes at the commencement of each lesson for practice upon some particular point to be aimed at during the hour, such as articulation, inflection, force, pitch, etc., and such exercises as are found at the beginning of the Sixth Reader.

Let there be a great deal of simultaneous reading—the difference in tone can be brought out better, and helps greatly in the after individual reading.

Ponder carefully each thought, and lead your pupils to read between the lines, and do you not see that by such exercises as these you are paving the way for that other equally difficult subject—English composition, especially this part of paraphrasing? Study each character and adopt a tone of voice to suit.

I have found my plan for the last year a fairly successful one. In the holidays of 1892 I prepared reading lessons for each week of the coming year—prepared, I say, well, in this way I selected the lessons I wished read each week, and kept almost strictly to the plan, and though my class is far below my ideal, yet they are nearer it than any former class.

Another help I have found is praise—praise when the reading is far from good, but whenever I have found it an improvement on a former trial. Oh, it is good. Who is there among us who does not like a word of praise now and again? It does stimulate to greater effort.

My parting word of advice, then, to any fellow-traveller is: arrange for some time ahead, at least six months, a carefully prepared reading plan. Keep to it, and as each lesson comes, prepare it thoroughly, branching out with as many side issues as you deem necessary; be animated in the rendering, and in nine cases out of ten you will succeed.

B. H.—Please work No. 4, Section V., page 148, Hamblin Smith's arithmetic.

ANS.—Distance from Toronto to Hamilton in inches = 2479167. According to page 116 the weight of 100 cents is 1 lb., and as a cent is one inch in diameter, the weight would be 24791.67 lbs., or

Tons.	cwt.	qr.	lb.
12	7	3	16 67

A. K. M.—Please solve No. 4, Section VI., page 101, Hamblin Smith's arithmetic.

$$\frac{1}{5} = \frac{2}{10} = .2.$$

$$\frac{1}{5} \times \frac{1}{5^5} = \frac{1}{5^6} = \frac{2^6}{10^6} = 000064;$$

$$\text{Therefore } \frac{1}{5} + \frac{1}{5} \times \frac{1}{5^5} = .000064;$$

$$\text{Also } \frac{1}{5} \times \frac{1}{5^3} = \frac{1}{5} \times \frac{2^3}{10^3} = .0026666$$

$$\frac{1}{7} \times \frac{1}{5^7} = \frac{2^7}{10^7} = .0000018;$$

$$\text{Therefore } \frac{1}{3} \times \frac{1}{5^3} + \frac{1}{7} \times \frac{1}{5^7} = .0026685.$$

$$\begin{aligned} \text{Therefore } 16 \times \left(\frac{1}{5} - \frac{1}{3} \times \frac{1}{5^3} + \frac{1}{5} \times \frac{1}{5^5} - \frac{1}{7} \times \frac{1}{5^7} \text{ etc.} \right) &= \frac{4}{239} \\ &= 16 \times (.200064 - .0026685) = .016736 \\ &= 3.141592. \end{aligned}$$

SCHOOL AND COLLEGE.

Miss Helen Adam, who for the past fifteen years has filled worthily the position of teacher of one of the primary departments in the Victoria School, St. John, has been appointed to a position on the staff of one of the Indian mission schools in the Northwest. Miss Adam goes to this distant field with the warmest wishes for her success of her co-workers.

In accordance with the general provision made for the recognition of normal schools other than the one at Fredericton, St. Martins Seminary is about to establish classes to prepare students for teaching.

Prof. A. W. Duff, of the N. B. University, will spend the summer vacation in Europe.

C. W. Weldon, Esq., ex-M.P., has been appointed Chairman of the Board of School Trustees, St. John, in place of H. J. Thorne, Esq., resigned.

Encoenia at the University of New Brunswick June 1.

H. V. B. Bridges, A. M., Inspector of Schools, has been selected to deliver the alumni oration at the University of New Brunswick this year. A better choice could not have been made.

Miss Augusta B. Wade has been granted a leave of absence by the St. Andrews Board. Her place is supplied by Miss Jennie Kerr.

Military drill and a horizontal bar are among the latest features of the St. Andrews schools. The "ancient spirit" is not dead, and Charlotte County boys propose to keep up their record in athletics.

Miss Mary Easton, teacher at Black River, St. John Co., recently gave a very successful school entertainment.

It is understood that Mr. W. J. Richardson will have charge of the Moore's Mills Superior school next term.

The trustees of Fairville, St. John Co., are going to build a \$5,000 school house.

All the New Brunswick inspectors that have been heard from have proclaimed May 19th as school Arbor Day.

The Charlotte County Teachers' Institute will be held this year in Milltown, October 5th and 6th. A good attendance of teachers is looked for.

Inspector Carter expects to visit the schools of Grand Manan and Campobello and St. John County East during the month of May.

The Queens County, N. B., Teachers' Institute will meet at Gagetown, on Thursday and Friday, May 25th and 26th. The Sunbury teachers will meet with the Queens County teachers and a profitable institute is looked for. A public educational meeting will be held on the evening of Thursday, May 25th.

Miss Vena F. McPhee, of South River, Antigonish, and a graduate of Dalhousie College, is now doing admirable work as a teacher in Virden, Manitoba.

Inspector Mersereau recently addressed the ratepayers of the Bryentown school district, Northumberland County, says a correspondent of the Newcastle *Advocate*, on the importance of comfortable school buildings, needful appliances, good teachers, and the duties of parents, ratepayers and trustees. After short addresses from prominent ratepayers, certain difficulties which had arisen in the district were satisfactorily adjusted.

The Harkins' Academy, Newcastle, N. B., was recently burned, and its destruction is a great loss to the town. The trustees of the Harkins' Trust Fund, by means of which the original building was erected, have decided to put a fine new building in its place and lease it to the school trustees for twenty years at the nominal rental of \$100 a year.

The University of New Brunswick received an extra \$1000 grant at the last session of the house.

Miss L. B. Shaffer, one of the faithful and efficient teachers of Halifax for the past sixteen years, is forced to give up work for a while on account of throat trouble. She goes to Denver for rest, but her many friends hope to see her back again ere long with perfectly restored health.

F. G. Berton, A. B., (Univ. of N. B.), has entered upon his duties as headmaster of the Bathurst Grammar school.

Geo. Stewart, LL. D., Quebec, C. G. D. Roberts, A. M., Kings College, Windsor, two distinguished New Brunswickers, have been appointed literary arbiters at the World's Fair, Chicago.

W. T. Raymond, B. A., (Univ. N. B.), and B. A., Harv.), has been appointed classical teacher Hereford College Collegiate School, Philadelphia, at a salary of \$1,200 and board and rooms.—*N. B. University Monthly*.

A kindergarten has been established in Fredericton with encouraging prospects of success.

BOOK REVIEWS.

THE FOOD OF PLANTS. An Introduction to Chemistry, by A. P. Laurie, M. A., B. Sc. Pages 77, price 1s.: London, Mac Millan & Co., and New York. Whoever will take the trouble to master the contents of this primer, and perform the experiments skillfully, will have laid an excellent foundation for teaching agriculture.

HEATH'S MODERN LANGUAGE SERIES. There have recently been published in this excellent series, the following French stories, in paper covers. Price 25 cents each. Gervais' *un Cas de Conscience*; Jules Verne's *L'Expédition de la Jeune-Hardie*; Assolant's *Une Aventure du Célèbre Pierrat*; Erckmann-Chatrian's *Histoire d'un Paysan*; Beaumarchais' *Le Barbier de Seville*. D. C. Heath & Co., Publishers, Boston, Mass.

GODS AND HEROES; or, the Kingdom of Jupiter, by R. E. Franchillon. Pages 292. Price, 60 cents. Publishers, Ginn & Co., Boston, Mass. This is the authorized American edition in Ginn's "Classics for Children" Series of a work which should be put into the hands of every boy and girl beginning the study of the ancient classics. By its hundreds of allusions are made intelligible and interesting.

Nervousness.

HORSFORD'S Acid Phosphate.

An agreeable and beneficial tonic and food for the nerves and brain. A remedy of the highest value in Mental and Nervous Exhaustion.

Trial bottle mailed on receipt of 25 cents in stamps. Kumford Chemical Works, Providence, R. I.

GINN'S CATALOGUE AND ANNOUNCEMENTS for 1893, is excellent to have by one when books are needed. Send for one: Ginn & Co., Publishers, Boston, Mass.

THE ONENESS OF ARITHMETIC, by Warren Holden, A. M., Instructor in Mathematics in Girard College, Philadelphia. J. B. Lippincott, Publishers. This little tract, containing 17 pages, we should like to see in the hands of every reader of the REVIEW. (The price is not given, but it should be obtained for 10 cents, on addressing the publishers.) It aims to show that arithmetic may be presented as a series of propositions growing out of one general principle—that of ratio and proportion.

GREEN'S SHORTER HISTORY OF THE ENGLISH PEOPLE. In parts, 1 shilling each, MacMillan & Co., London. Parts 17-20 of this work have been received, bringing it down nearly to the end of the Tudor Period. The beauty of the engravings and letterpress, seem to increase with each new part.

THUCYDIDES, BOOK VIII. Edited by Dr. Tucker, Prof. of Classical Philology in the University of Melbourne. This is another of those scholarly editions of the books of Thucydides which are being published from time to time by Messrs. Macmillan, of London. So far as we have been able to observe no real difficulty has been left untouched in the notes, which are terse and to the point. The editor has, in several instances, pointed out inaccuracies in the well-known translation of Prof. Jewett. The introduction deals mainly with the text of Thucydides, discussing more particularly that of the eighth book. B.

THE BACCHÆ OF EURIPIDES. Edited by R. Y. Tyrrell, Litt. D., Professor of Greek in the University of Dublin. Macmillan & Co., London and New York, publishers. This is a new edition of this play by Prof. Tyrrell, already well known as the editor of Cicero's letters in three volumes. The introduction and notes are admirable. It may be safely said that this edition of the Bacchæ is admirably suited to the wants of college students both in Canada and the United States. An interesting feature of the book is a translation into verse of all the choral odes. B.

BOOKS RECEIVED.

ELEMENTARY TREATISE ON MODERN PURE GEOMETRY; EXERCISES IN EUCLID: London. MacMillan & Co., and New York.

LIFE AND WORKS OF COMMENIUS. C.W. Bardeen, Publisher, Syracuse, New York.

DROSEN'S PRINCIPLES OF HISTORY. Ginn & Co., Publishers, Boston.

THE NORMAL COURSE IN NUMBER, embracing *The Elementary Arithmetic*, (price, 50 cents), and *The Advanced Arithmetic*, (price 72 cents)

Educational Articles in the Magazines.

There is an interesting article in the May *Cosmopolitan* (N. Y.) on the "The Pedagogical Value of the Novel."

All teachers will be interested in an article in the *Atlantic Monthly* for May, entitled "The English Question," written by James Jay Greenough, for many years a teacher in one of the leading schools fitting for Harvard University. The writer ably shows that the fault of the wretched English written by boys in school is not entirely that of the preparatory schools, and that the poor results come mainly from three causes which affect injuriously all branches of school work. These are, a narrowness in the range of the modern boy's ideas, a lack of clearness in these ideas, and an increasing inability to read a printed page understandingly. A thoughtful plan for bettering this condition of things is given, and the whole paper is of great value to all who are interested in college and secondary education.

The May *New England Magazine* contains a paper describing the relations of "Phillips Brooks and Harvard University." The article is accompanied with illustrations, which show the familiar haunts of Brooks while at Cambridge. A paper on "Milton as an Educator," by Phillips Brooks is also in this number.

In the *Popular Science Monthly* is an illustrated article on the Oswego State Normal School, the founding and management of which has been the life-work of that veteran teacher, Dr. E. A. Sheldon. An editorial in the same number, "Sound Words on Education," gives a summary of recent valuable articles on education.

"The Mission of the Scientific Spirit," by Thos. Crowder Chamberlain, Ph. D., LL. D., in April *Current Topics*, Chicago, is a stimulus to educational thought.

In the May *Century* Jas. L. Hughes, Inspector of Schools, Toronto, writes that Ontario was the first place in the world to make the kindergarten an organic part of its state system of education. The kindergarten, he states, is widely established in Ontario, and its beginnings in other provinces of the Dominion are noted.

In *Wide Awake* for May is an article on "Golf: The Coming Game," which should be read by those interested in school athletics.

In *Goldthwaite's Geographical Magazine* for March-April are valuable articles on "The Study of Geography," "How the Ocean Became Salt," etc.

Littell's Living Age in recent issues has had articles on "Aspects of Tennyson," of great importance to the literary student.

"A year's reading in *Garden and Forest* (N. Y.) is an education." Teachers interested in beautifying school grounds and planting trees should accept the offer of the publishers to send this beautifully illustrated weekly for three months for dollar.

OFFICIAL NOTICES.

Normal School Entrance, University Matriculation,
and Grammar and High School Leaving
Examination.

The attention of teachers and of candidates for any of the above examinations is directed to the following regulations:

All these examinations will be held under the supervision of the same officers, beginning on Tuesday, the 4th day of July, at nine o'clock, a. m., at Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Andover, and such other places as the Board of Education may hereafter determine.

A supplementary entrance examination will (on application to the principal not later than the 15th day of August) be held at the opening of the Normal School in Fredericton in September, 1893, for those candidates who shall have failed to present themselves for examination in July, or having attended shall have failed to pass.

1. NORMAL SCHOOL ENTRANCE EXAMINATIONS.—These shall include the following subjects for all classes, viz., Reading, spelling, writing, English grammar and composition, geography, history, arithmetic (including the keeping of accounts), and elementary natural history. Male candidates for the first and second classes will also be required to pass examinations on the first book of geometry (Hamblin Smith's), and on algebra, including the elementary rules and simple equations of one unknown quantity.

Remark.—The examination papers on the above subjects will be graded as to extent and difficulty according to the class of license applied for by the candidates respectively. For example, candidates for the third class will be examined on the outlines of Canadian and British history, the general geography of North America and Europe, with the geography of New Brunswick in detail (including the drawing from memory of an outline map of the province), the elementary arithmetic as prescribed, and the common minerals and plants of New Brunswick, as contained in Bailey's Elementary Natural History.

Candidates for the second class will be required to show a more extensive knowledge of grammar, history, geography (particularly of the several provinces of the Dominion of Canada), of the minerals, plants and animals of New Brunswick as contained in Prof. Bailey's Natural History, advanced arithmetic to the end of compound interest, and the keeping of accounts by single entry.

Candidates for first class will be required to have an intelligent acquaintance with prescribed text-books (including that on general history) except as limited by the above regulation in regard to geometry and algebra.

In the entrance examinations the standards of awards will be the same as given in Regulation 31, 10(a) School Manual.

2. LEAVING EXAMINATIONS.—In addition to reading, drawing, book-keeping, the subjects of examination for the Junior Leaving Examinations shall consist of English grammar and analysis, English composition, English literature, history and geography, arithmetic and mensuration, algebra and geometry, natural history and agriculture, with Latin, or French, or physics and botany, or physiology and hygiene; and for the Senior Leaving Examinations of English grammar and rhetoric, English composition, English literature, history and geography, algebra, geometry, trigonometry, land surveying and navigation, natural philosophy, with Latin and Greek, or Latin and either French or Ger-

man, or French and German, or chemistry and physics and botany and zoology, or physics and chemistry with either Latin, or French or German.

3. MATRICULATION EXAMINATIONS.—All candidates for Junior Matriculation shall take the pass subjects in Latin, mathematics, English, history and geography, and in one of the following: (a) Greek, (b) French and natural science. Candidates for Senior Matriculation shall take in addition the pass subjects of the Freshman year in Latin, mathematics, English, history and geography, natural science, and in one of the following: (a) Greek, (b) French, (c) German.

10. Pass Standard.—Any candidate who obtains one-third of the marks in each paper and one-half of the aggregate marks obtainable, shall be entitled to the certificate for which he has been examined. Any candidate who obtains one-half of the marks in each paper and three-fourths of the aggregate marks obtainable, shall be entitled to an honor certificate.

11. Holders of the Junior Leaving or Junior Matriculation Examinations shall be admitted to the Normal School without being required to pass the usual entrance examinations; certificates of having passed the Senior Leaving or Senior Matriculation Examinations shall be accepted *pro tanto* in the Normal School closing examinations for license.

Reading.—The examiner shall conduct an oral examination in reading at the time arranged in the programme. Each candidate shall read at least twenty lines in prose and twenty lines in poetry from passages previously selected by the examiner, and shall also read a passage of equal length, selected by himself, from any book which he may bring into the room for the purpose. The examiner, in estimating the value of the reading, shall pay special attention to pitch, distinctness of enunciation, ease and natural expression, and, by asking easy questions, shall determine whether the candidate has read intelligently. He shall forward, with the other papers, to the Department a report of the marks in reading assigned to each candidate—100 being taken as the maximum.

4. NOTICE BY CANDIDATES.—Every person who purposes to present himself at any of these examinations shall send to the Inspector within whose inspectorial district he intends to write, not later than the 24th of May preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied in the case of a candidate for Normal School entrance by a fee of one dollar, and in the case of a candidate for other examinations by a fee of two dollars. In case a candidate fails to pass he will be admitted to any future annual examination without the payment of an additional fee.

Forms of application will be sent to teachers of grammar and superior schools, and to the Inspectors, for distribution to intending candidates.

5. The above examinations do not in any way conflict with the closing examinations for license, which will be held, as in former years, at the Normal School, Fredericton, and also at St. John and Chatham, beginning at 9 o'clock, a. m., on the second Tuesday in June. For student-teachers in the French department, and other candidates for third class license, a closing examination for third class only shall be held at Fredericton twice each year, beginning respectively on the Tuesday next preceding the last Friday of May, and on the Tuesday next preceding the week in which Christmas falls. All candidates, other than those presented by the principal of the Normal School, required to be examined in reading at the Fredericton station, shall present themselves in the Assembly Hall of the Normal School at 2 o'clock, p. m., on the day immediately preceding the date fixed for the opening of the written examinations, for examination in reading.

For details in regard to all examinations, candidates are referred to the School Manual, Regulations 31, 32 and 45.

J. R. INCH,
Chief Supt. of Education.

Educational Institute of New Brunswick.

The Fourteenth Meeting of the Educational Institute of New Brunswick will be held in the Assembly Hall of the Provincial Normal School, Fredericton, on Wednesday, Thursday and Friday, the 28th, 29th and 30th of June next.

PROGRAMME:

FIRST SESSION.—Wednesday, June 28th, 2.30 p. m. Enrolment and Routine Business, Report of the Committee on "Grading."

SECOND SESSION.—Wednesday, 8 p. m. Public Meeting: Addresses by the Chief Superintendent of Education, the Chancellor of the University and others.

THIRD SESSION.—Thursday, 9 a. m. Election of Executive Committee, Paper—"Do existing methods of teaching as applied in our schools develop, as they should, the ability of pupils to think," by Philip Cox, A. B., B. Sc. Discussion.

FOURTH SESSION.—Thursday, 2.30 p. m. Paper—"The demand of a broader and deeper scholarship in our teachers," by Prof. H. S. Bridges, A. M., Ph. D. Discussion.

FIFTH SESSION.—Friday, 9 a. m. Election of Representatives to the Senate of the University of New Brunswick, Division of the Institution into three sections.

SECTION A. Kindergarten and Primary. Papers.—(1) "The place of the kindergarten in education," by Mrs. Susan S. Harriman, of Halifax, N. S. (2) "Reading in the primary schools," by Miss Minnie C. Edgar. Discussion.

SECTION B. Intermediate. (1) "The necessity of unity in the teaching of Arithmetic," by J. F. Rogers. (2) "Suggestions on teaching composition and Grammar," by N. W. Brown, A. B. Discussion.

SECTION C. Superior and Grammar. Papers.—(1) "The place of Classics in the school curriculum," by P. G. MacFarlane, A. B. (2) "The study of English Literature in the schools," by Miss Elizabeth McNaughton, A. B. Discussion.

SIXTH SESSION.—Friday, 2.30 p. m. Report of Committee on "Text-Books." Discussion. Routine Business.

The usual travelling arrangements will be made, particulars of which will be given at a later date.

JAMES M. PALMER,
SECRETARY TO EXECUTIVE COMMITTEE.

SUMMER SCHOOL OF SCIENCE
FOR THE
ATLANTIC PROVINCES OF CANADA.
SEVENTH SESSION, SACKVILLE, N. B., JULY 5TH, TO 21ST, 1893.

THE OPENING MEETING of the Session will be held in the University Convocation Hall, on Wednesday, July 5th, at eight p. m. Josiah Wood, M. P., will preside, and Dr. Allison, President of the University will deliver an address of welcome. Dr. Inch, Supt. of Education for New Brunswick, Dr. McLeod, Supt. of Education for P. E. Island and Dr. MacKay, Supt. of Education for Nova Scotia, will reply on behalf of the School. J. B. Hall, Ph. D., President of the School of Science, will then deliver the opening address, and will be followed, it is hoped, by W. S. Fielding, Premier of Nova Scotia, Premier Blair of New Brunswick, and others. Music by a select choir. After the meeting a reception will be held in an adjoining room by the President of the School, where citizens and scientists will have an opportunity of becoming mutually acquainted.

The Subjects of Instruction will embrace Botany, Chemistry, Elocution, English Literature, Geology, Mineralogy, Music (Tonic Sol-fa), Pedagogics, Physics, Physiology, Psychology and Zoology.

In Natural Science the subjects will be treated experimentally, with field work and laboratory practice by the aid of the simplest equipments such as are within the reach of Common Schools, practical instruction in arranging and mounting plants, insects, &c.

Expenses:—Class fees from \$2.00 to \$2.50, Board \$3.50 per week, Return tickets free or one-third. Intercolonial Railway gives return tickets free on presentation of certificate (on printed form) signed by the agent who sells the tickets, and countersigned by Secretary Summer School. Do not fail to get this certificate when you purchase your ticket. Agents are ordered to furnish them.

Prizes:—A Prize of \$10.00 will be given for the best set, and another prize of \$5.00 for the second best set of home made apparatus adapted for the use of Common Schools in teaching Physics and Chemistry; provided, however, that there are not less than five competitors.

Round Table Talk:—A new feature of the session is the "Educational Symposium." Three or four meetings will be held during the session, at which subjects of vital and practical importance to every member will be discussed. Every member of the School is invited to participate in these discussions.

Family Table:—The instructors and other members of the School will lodge and board in the Institution. The ladies will lodge in the beautiful rooms of the Ladies' College, and the gentlemen in the Collegiate Academy. All, however, will board at the same table.

Excursions:—There will be afternoon excursions to the Tantramar Marshes, to Fort Lawrence and the Ship Railway; with an all day trip to the Joggins Mines, which will be a red-letter day for the geologists.

N. S. Teachers who attend the Summer School will be allowed to close their schools one week earlier without loss of provincial or county grants.

Those who purpose attending the School are requested to notify either the Local or General Secretary not later than June 15th, so that arrangements may be completed for entertaining all in the buildings connected with the University.

J. B. HALL, PH. D.,
PRESIDENT.

W. T. KENNEDY,
COUNTY ACADEMY, HALIFAX,
SECRETARY.

C. E. ATKINSON,
SACKVILLE,
LOCAL SEC'Y.

Write to the Secretary for a Calendar.

HARVARD UNIVERSITY,
SUMMER COURSES OF INSTRUCTION.

During the summer of 1893 courses of instruction will be given as follows,

ENGLISH, three courses, viz.:—Rhetoric and Composition (two courses):—A. Elementary Course. B. Advanced Course. Anglo-Saxon.

GERMAN, two courses.

FRENCH, two courses.

AMERICAN HISTORY.

DRAUGHTING and DESCRIPTIVE GEOMETRY.

TRIGONOMETRY.

ENGINEERING, three courses, viz.:—Topographical Surveying, Railway Surveying, Electrical Engineering.

* * * The course in the History and Art of Teaching omitted this year will be given in 1894.

PHYSICS, two courses.

CHEMISTRY, four courses, viz.:—Fundamental Principles of Chemistry, Qualitative Analysis, Quantitative Analysis, Organic Chemistry.

BOTANY, two courses, viz.:—Vegetable Morphology and Physiology, and Microscopical Anatomy of Phaenogams, Cryptogamic Botany.

GEOLOGY, three courses.

PHYSICAL TRAINING, two courses.

COURSES AT THE MEDICAL SCHOOL.

Women as well as men are admitted to these courses, except those in the Medical School, those in Engineering, and the two more advanced courses in Geology.

In addition to the above-mentioned courses, certain lectures on methods of instruction will be given by teachers in the several departments represented by the schools. These lectures will be open, without charge, to the persons who are enrolled as members of any of the summer schools in the University.

In general these courses are adapted to the needs of those who intend to be teachers in the several subjects. Several of the more elementary, however, are intended also to meet the needs of beginners and may be taken by students in lieu of the corresponding courses in the College and the Lawrence Scientific School, and may be counted towards a degree.

During the session of the Schools the College Library will be open from 9 A. M. till 5 P. M. The Museum of Comparative Zoölogy, the Peabody Museum, the Semitic Museum, and the Mineralogical Collection are also accessible to students during the summer vacation.

In general the fees for the above mentioned courses, except those in Chemistry, Botany, Engineering and Physical Training, are \$20 for each course.

Board and lodgings may be obtained in Cambridge during the summer vacation at a cost of from \$5 to \$10 per week. Students are advised to take their meals at the restaurant provided by the schools, where food will be provided at cost.

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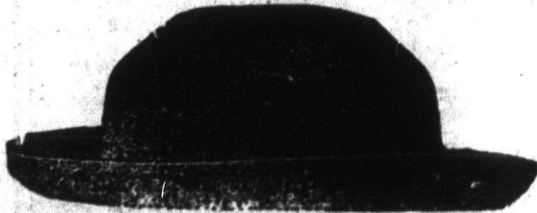
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