

**PAGES**

**MISSING**



# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., SEPTEMBER, 1892.

\$1.00 PER YEAR

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

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Editor for Nova Scotia.

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G. W. PARMELEE, B. A., late McGill Normal School, Montreal, now Sec'y  
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The Map of the Dominion which you have sent me for examination  
bears out the high opinion I had previously formed of the "Excelsior"  
Series of Maps. There is no better series, I think, for school purposes.  
The outline being clear, the divisions well marked, the natural features  
being readily observed in the river lines and mountain tracings, the po-  
sition of the towns and cities being prominently indicated by circular  
marks in red, while at the same time the harmonized coloring of the  
political divisions is not only pleasant to the eye, but points out the divi-  
sions so distinctly that the pupil has no trouble in forming a picture of  
them in combination or by themselves. I am sure our teachers will  
appreciate the series.—Dr. J. M. HARPER, M.A., F.E.I.S., Inspector of  
Superior Schools for the Province of Quebec.

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### THE EDUCATIONAL REVIEW.

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

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A SUPPLEMENT will be issued with the October  
REVIEW containing the papers and addresses delivered  
at the New Brunswick Educational Institute in June  
last. This number of the REVIEW will be a valuable  
one for New Brunswick teachers especially. The  
papers and addresses touch upon matters of great  
importance to teachers. Orders for extra copies  
should be sent in at an early date.

THE "Astronomical Notes," by Principal Cameron,  
which have been a feature of the REVIEW for more  
than two years and which have, we hope, led many  
to study this fascinating subject, will be missed from  
this number. The readers of the REVIEW will wel-  
come Mr. Cameron in a new department in October,  
that of English Literature.

THE Mount Allison Institutions at Sackville re-open  
this month. During the vacation some changes have  
been made in the teaching staff. Mr. Dalpé, a grad-  
uate of McGill Normal School, and who took honors  
both in English and French, is the professor in  
French. Mr. George M. Blakney has been engaged  
to teach mathematics in the academy, and Mr. Costin  
has been secured as instructor for the academy gym-  
nasium.

A VERY neat calendar has been issued of the St.  
John Business College and Shorthand Institute by  
Messrs. Kerr and Pringle, its proprietors. This insti-  
tution is in its 25th year, and its calendar, contain-  
ing the special courses of study fitting students for  
business life, is a fine testimonial of what it has  
succeeded in accomplishing in the first quarter of a  
century of its growth.



THE autumn term of Acadia Seminary opened on Wednesday, Sept. 7th, with a full staff of teachers and 46 students.

ON the 9th September, there passed away full of years and honors the Most Reverend John Medley, Bishop of Fredericton and Metropolitan of Canada. He was 88 years of age, had been bishop of the diocese of New Brunswick nearly half a century, and was the oldest bishop in the Church of England except Dr. Austin, bishop of British Guiana.

A SUBSCRIBER writes: "I like the REVIEW very much and, although I have not always been a subscriber, I have generally been able to read it; in fact, I do not think I have missed seeing a single number. It was an excellent paper from the beginning and constantly improving.

THE N. B. Normal School opened on the first of September, with a larger attendance than of any previous year. Two hundred and eighteen students passed the entrance examination, and with others admitted on University matriculation certificates, the number will not fall far short of 250. The examination papers will be found in another column.

THE Kindergarten in Halifax is so popular, writes a gentleman of that city, that if visitors continue coming as they do, to the school, they will have to be shut out except on certain days set apart for that purpose. In St. John the department in the Victoria school, managed so successfully by Miss Orr, attracts many interested visitors, and it is to be hoped that ere long the kindergarten work that Miss Orr has accomplished with such enthusiasm and ability will cause her school to be made a kindergarten pure and simple.

Apropos of kindergarten a lady, the mother of a bright little boy, said a short time ago, "Why is there a kindergarten for girls in St. John and none for boys?" We turn the question over to the educational authorities for solution.

"WILL our schools celebrate Columbus Day, Oct. 21st?" asks a correspondent. "Has there been any mention of preparations for a similar day in Canada, or is the United States all of North America, and have we not yet been discovered?" In reply to the timely question of our correspondent it may be said that the Ontario schools are making preparations to observe the day. From a national and historical point of view, if from no other, it would be profitable for our schools to hold a similar observance, for we certainly claim to be Americans and we hope we have been "discovered." The October REVIEW, which will be published about the 10th, will provide something

for the day, to help along the work, and the Superintendents of Education will direct attention to the matter no doubt at an early date.

THE spread of Asiatic cholera in Europe is causing alarm in America, and very justly, for an epidemic may begin at any moment through the landing of goods or passengers from an infected city of Europe. Good ventilation, good drainage and cleanly habits are the best preventatives of this and other infectious diseases. If these be carefully attended to the "visitation of Providence," as some persons choose to call these epidemics, would be less frequent. It behooves the teachers to give increasing attention in their schools to matter of cleanliness. A good example is one of the best means to secure personal neatness among pupils. Every pupil should be taught to assist in keeping the school room and surroundings neat and clean. Scraps of paper, crumbs of bread, parings of fruit should not be allowed to remain for a moment on the floor or about the yard. Cultivate the spirit among pupils that it is disgraceful to be untidy, or dwell amid untidy surroundings. We once heard a teacher giving a lesson on patriotism to a disorderly school, in a dirty school room. Patriotism should begin nearer home.

THE following despatch is dated Chicago, Sept. 13, and will be read with interest by astronomical students:

"Prof. Barnard has earned a niche for himself besides Galileo and Herschel, and the permanency of his fame is as secure." S. W. Burnham, the well-known astronomer who recently resigned from the staff at the Lick Observatory to accept the position of clerk of the U. S. Circuit Court in this city, made that remark to-day. "The discovery of a fifth satellite to Jupiter, which was made by Barnard, Saturday," continued Mr. Burnham, "is the greatest astronomical achievement of the century and will cause the world of science to ring. It simply means the addition of another body to the solar system, which is, in these days, a most stupendous discovery. It is far greater than the finding of the satellites of Mars, for those two bodies were more or less easy of observation. Barnard's work makes an addition to the solar family in a field that was well-worn out, and which was thought to have been so thoroughly sifted that astronomers gave up the task of looking for fresh facts. Then, too, Jupiter has been the most observed of all the planets, for the reason that it is so very large and such a grand body withal that it invites inspection. I can tell you that this will be grand news for the astronomers of Europe."



AT the N. B. Provincial Institute, Mr. W. B. Jonah speaking of fault-finding in regard to text books, told the following story: A man working with an adze cut himself very badly and at once indulged in some very uncomplimentary remarks regarding the tool. When it was examined it was found to be one of the very best instruments of its kind, and that the fault was in no way due to it, but to the want of skill on the part of the user. Teachers can draw their own inference.

ST. MARTINS Baptist Seminary, under the principalship of Dr. deBlois, opens on the 15th September with a complete and accomplished staff of instructors, and with the largest class of matriculants that has ever entered its doors.

THE death of Geo. Wm. Curtis, editor and author, and John Greenleaf Whittier, the poet, are serious losses to American literature. The latter was in his 85th year; and certainly no poet in America was more national than he. Its early history, its struggles for the abolition of slavery, its natural scenery, its home life and what it should be, found expression through his pen.

#### SOME INEQUALITIES.

Considerable criticism is being indulged in at the present time regarding methods of examination, but it chiefly has a reference to pupils rather than teachers. Whatever may be said against our present system of examinations, it is by no means certain that any better one has been devised, but there are many inequalities existing at present, more especially as relates to teachers.

Take for example Grade 8 work in city schools. It is found that one teacher has Grade 8 and nothing else, another has Grades 7 and 8 and still another has Grades 6, 7 and 8. These teachers have the same time in which to do the same amount of work and their pupils have to undergo the same examination. The results are tabulated in the same columns and no remarks are made as to the difference of the conditions. As the teacher's reputation is to a large extent dependent upon the showing of his pupils made at these examinations, should there not be some distinction made? It is very apparent to any one at all acquainted with school work that the teacher with only one grade has a much better chance of working up his pupils, especially the backward ones, than the teacher with three grades. It may be true that the number of pupils may be about the same in each of the schools, but while numbers may increase individual work, multiplying classes increases the teacher's work much more, and what is worse gives him no time at all for individual work. Probably no fault

will be found with uniform examinations for the same grades in the same place. Whether the same quality of work should be exacted for promotion under different conditions is open to question. It is certain that the results should not be given without some comparison of the conditions under which they are obtained.

#### SCHOOL LIBRARIES.

Provision is made in Canada for the admission of books (not exceeding two copies of any one work) for public libraries, free of duty. Some of the collectors in New Brunswick have refused to recognize school libraries as public libraries, just on what grounds it does not appear. If any library is public it is certainly the school library because it reaches all the children and through them all the people of the district. The money to purchase the books, too, is raised largely from the same people who read them, which increases the public interest. It would certainly be a great boon to the promoters of school libraries to be able to purchase at will. It would not only cheapen the books, but insure a better selection. As it is now the buyer has often to be content not with what he desires, but with what the bookseller has in stock. It would be well for the Chief Superintendent to take cognizance of this matter at once and ascertain from the Minister of Customs whether or not school libraries are to be regarded as public libraries.

#### Prince of Wales College.

The Calendar of the Prince of Wales College and Normal School, at Charlottetown, P. E. I., is at hand. This excellent institution, which, under the able principalship of Dr. Anderson, has become so well known both at home and abroad, and whose graduates have won distinction wherever they have gone, is not only maintaining its well-earned position, but is improving its course by giving more prominence to such branches as agriculture, natural science, and others that will meet the requirements of the present age. At the same time, an inspection of its course abundantly proves that its framers are alive to the fact that man has other than material wants to satisfy. In the study of classic and English literature the students are brought in contact with some of the best thoughts and best thinkers in all ages.

It has been said that the buildings and apparatus of the Prince of Wales College are not by any means up to the requirements of the Island's leading educational institution. If this is the case, the people of Charlottetown and the Province generally should take pride in providing a building and appurtenances in proportion to the excellence of such an institution.



The following information is taken from the Calendar:

The session of the Academical year began on the 6th Sept. The staff is Alex. Anderson, LL.D., Principal, Latin, Greek, Senior Mathematics. John Caven, English, French, School Management. Geo. Harcourt, B. A. Sc., Chemistry, Physics, Natural History, Physiology and Agriculture. Geo. E. Robinson, B. A., Mathematics, Arithmetic, etc., etc. Frederic E. J. Lloyd, F. C. C. G., Music. Joseph C. Arsenault, Principal of the Model School and Assistant in French. Alexandria Scott, Teacher of the Infant Department.

The College, which was founded in 1860, was amalgamated with the Provincial Normal School in 1879. The joint institution is intended to provide an education for young people of both sexes in literature and science, and to train teachers for their profession. There are consequently two classes of students in attendance, but as both require education in the same subjects, they are taught by the same masters and at the same time. The curriculum is arranged accordingly.

In future the graduating diploma will be of three grades: 1st. An Honor Diploma will be given to those who have taken the full course of three years, or the second and third years, having by examination been admitted to the second year, and who have in the written examinations of the third year obtained at least 75 per cent. of the attainable number of marks in the above mentioned subjects. 2nd. A first class ordinary Diploma will be given to those who have taken the first and second years' course, and who have made at least 75 per cent. of the number of marks attainable in the written examinations for the second year. 3rd. A second class ordinary Diploma will be given to those who, under the same circumstances, have gained at least 60 per cent. in the examinations in Latin and Greek, and classics, English, French, mathematics, science and history.

#### TALKS WITH TEACHERS.

Instead of directing all my talk to the teachers it often occurs to me that I should offer a few remarks to trustees and districts. It is a pity that the REVIEW does not reach the Trustees of all the schools; I am glad to know, however, that a good beginning has been made in that direction. It would be a good plan for the teachers to lend their papers where they are likely to do good.

While many School Boards are not only willing but anxious that their teacher should attend Institutes, there are a few so mean and unprogressive that they not only begrudge the time so taken but even deduct pay for the days "lost." It is not necessary, I hope, for me to say that this can not be legally done, and the teacher can recover for the days if she has notified the trustees of her intention to attend. In case of a dispute of this kind it would be well to refer the matter to the Inspector.

Why is there so much interference with teachers in the matter of boarding places? In some districts to such a pitch is this carried, that the teacher's selection of a boarding place often determines the length of her stay in the place. Trustees often obtrusively interfere in this matter. It is well enough for them to give advice in the matter when requested, but the stipulation of the house at which the teacher must board is simply impertinence. The cost too, at which board can be procured at a certain house is often made a factor in determining the amount of salary to be given. Teachers are very foolish to submit to any such conditions. It is always best to make all such arrangements entirely independent of the trustees.

Ratepayers often find much fault with teachers regarding the employment of their time outside of school hours. Where such employment may or does interfere with her work in the school-room, such complaint may be justifiable, but where fault is found because a teacher does not attend a particular church or take a class in the Sunday-school, the complaint is not justifiable. Criticism is often indulged in because the teacher is socially inclined and perhaps may dance. It is not well to carry anything to excess, but I think it is not good policy for the teacher to hold herself aloof from the social life of the district. She has there an excellent opportunity for studying the disposition of the people with whom she has to deal and may be the means of elevating the tone of the place. As to dancing, it must be borne in mind that opinions differ very widely as to its harm in moderation.

*To the Parent:* When the teacher visits you do not make up your mind that it is for the purpose of finding fault. It may be the opposite, and the call may have no special significance beyond a mere social one. If the call relates to school matters, kindly send the children from the room as it will not be pleasant for the teacher to have them present, perhaps to be called upon to sit in judgment upon her. If it is a social call, do not bring up school matters at all nor expatiate upon the strong and tender qualities of each young prodigy in the presence of the parties concerned. It is very embarrassing.

When a teacher begins the work of teaching or takes charge of a new class the very first thing to be done is to get thorough control of the pupils. Without this no work, satisfactory or pleasant either to the one or the other, can be done. No matter whether it takes one day or ten to do it let everything else occupy a secondary place, or be employed only as a means to this end, until it be accomplished. It is



not necessary that there should be the severity or austerity of military discipline, but at the same time there must be only one centre of authority—the teacher, and that authority must be as absolute and unquestioned as that of the general on the field. If the teacher be wisely skilful the pupils will not think of this as *authority* but will find everything so natural that they will think they are governing themselves; but at the same time the pleasantly spoken “if you please, John” will be obeyed as promptly as the soldier obeys the order of his commander.

Now in nine cases out of ten when a class gets a new teacher it acts as if it had never been trained to work. Let the teacher then take a leaf out of the book of the farmer who “hitches up” a pair of colts or a pair of strange horses for the first time. He does not take them at once to the harvest-field for the purpose of doing work. He drives them hither and thither until they become, or show themselves, tractable and obedient; and if he hauls a load in the meantime it is only for the purpose of proving them to be *under control*, or, in other words, *ready for work*. And the teacher must feel that he has the reins, and the pupils must consciously or unconsciously accord him his place before it is of the least use to attempt ordinary school-room work.

#### N. B. County Institutes.

**THE RESTIGOUCHE COUNTY TEACHERS' INSTITUTE**  
will meet in River Charlo Superior School-house, on the 22nd and 23rd inst. Dr. Inch, Superintendent of Education and Inspector Mersereau are expected to be present.

#### KINGS COUNTY TEACHERS' INSTITUTE.

The seventh Annual meeting of the Kings County Teachers' Institute was convened at Sussex, Sept. 8th and 9th. Mr. W. J. Goodwin, the president, occupied the chair. Inspector Whelpley was present and took an active part in the proceedings.

An enrolment fee of fifty cents for gentlemen and twenty-five cents for ladies was agreed upon.

The election of officers resulted as follows: R. D. Hanson, A. B., President; A. H. Sherwood, Vice-President; C. H. Perry, Sec'y-Treasurer; Miss Louise Wetmore, Miss Beatrice Duke, Members of Executive.

Messrs. McKnight, Lawson, and Richardson were appointed to examine into the financial condition of the Institute.

Miss M. E. Harrington then read a good paper, “How to Teach the Nations of the Earth.” The discussion was participated in by Inspector Whelpley, Messrs. Hanson, Goodwin, Lawson, and Robinson, Editor of the *Record*, and Misses Smith and Duke.

At the afternoon session, Miss Edith Darling read a paper, “Methods of Preserving the Curiosity Natural to Children.” Miss Louise Wetmore read a paper, “Ways and Means of Interesting Children.”

The discussion which followed was taken part in by Inspector Whelpley, Messrs. Hanson, Sherwood, Lawson, Kierstead, Colwell, Richardson, and Misses Duke, Smith, and Ryan.

During the second day's proceedings papers were read by Mr. A. H. Sherwood on Reading, by Mr. W. N. Biggar on Literature, by Mr. A. C. M. Lawson on Teacher versus Parent, by the President, Mr. R. D. Hanson, on the Object of Education, and by Mr. J. W. Richardson, on Thoroughness in Teaching. Discussions on these papers were interesting and spirited. The next Institute will meet at Havelock, on the second Thursday and Friday in September, 1893. The presence of Chief Supt. Dr. Inch and his explanations on text books were much appreciated. Dr. Inch addressed a public meeting on Friday evening. In the course of his remarks he said that Kings County is the best school-attending county in the province in proportion to population.

#### ST. JOHN COUNTY TEACHERS' INSTITUTE.

At a meeting of the Executive of the St. John County Teachers' Institute, St. Martins was determined upon as the next place of meeting, and the dates fixed on were October 6th and 7th. A public meeting will be held in St. Martins and a very pleasant reunion is anticipated.

#### CHARLOTTE COUNTY TEACHERS' INSTITUTE.

Final arrangements have been made for holding the Charlotte County Teachers' Institute at North Head, Grand Manan, during the last part of September. Convenient travelling facilities will be afforded to teachers from all parts of the County by the Shore Line Railway and the steamer *Flushing*. Greatly reduced rates are given by both companies. A committee consisting of the teachers of North Head has made ample provision for the accommodation of all who may attend. A public meeting will be held at North Head on the Friday evening of the Institute. It is expected that Messrs. Broad, Vroom and Brittain will be present as Instructors. A very large attendance is looked for, not only of teachers, but of trustees and others interested in the teacher's work, who will be glad of such a good opportunity to visit Grand Manan. The programme this year will differ from that of other years in that the work will be mostly in the open air, if the weather proves favorable. See programme in advertising columns.



### Supplementary Reading in the Public Schools.

Read before the New Brunswick Teachers' Institute by Edward Manning, M. A.

The highest aim of the school, as of the church, is the building up of character. And as every one is moulded to a large extent by what he reads, the question of what literature we should set before our pupils surely becomes of the very gravest importance. At first sight there may seem to be little need for anxiety on the subject, for we all know that the present is an age of reading. The twenty cent novel, nay the ten or five cent novelette, is commoner than the Canada thistle; the press is everywhere, and deals with everything and everybody; and the voice of the book agent is heard in the land. As the spread of the language is marvellous—nearly ten fold in the last century, I believe—so also the increase in its literature is commensurate, and its horizon is now world wide. One day a star appears in it above the Golden Gate; another, the next day, glitters beyond the Indus; a third blazes up suddenly beneath the Southern Cross at Melbourne; a fourth is now in occultation in far Samoa, and a fifth has just emerged from it in strange Japan. And easy-going optimism says, "Oh! turn the young mind out to browse at will, and it will all come right." But a close view reveals reason for demur and doubt. Are the pretty row of show volumes in the ordinary town home proof of abundance of good reading, or the gaudily covered magazines, often as rich in illustrations as poor in real food for thought? or again, the one poor shelf in the farmhouse, half taken up by consolidated statutes, garden seeds, and old almanacs? And the doubt grows more serious yet, when one meets such a fact as the recent destruction of two tons of obscene matter in New York the other day by the Society for the Suppression of Vice, and then wonders what proportion this immense mass bears to that which has escaped detection, and is doing its devilish work. Eyes of a reputable newspaper, what fraction is really fit for the eye of the young? Clearly the tares are springing up as of old among the wheat, and altogether the lustier growth of the two. And so it behooves us as teachers to occupy the soil betimes with good seed and plenty of it, and so to leave as little room as may be for the crop of noxious weeds ever ready to choke it. Not content with constant effort to have the very best text-books, the cry is now for more of extra reading, for courses in English literature, for the use in schools and colleges of the best classics of the mother tongue. And in our own little corner of this vast domain, the question is raised—"How far is a supplementary course of read-

ing advisable and practical in our schools, and what shall it be?"

Now, where the books are provided by the trustees, as is the case sometimes in Britain and the United States, supplementary readers can of course be added as seems best. But the adoption of this plan by us would involve parents in extra expense, which would, in all likelihood, prove a fatal objection. It is already urged that we have too many cumbrous and expensive text-books. How then can the matter be managed in our primary and advanced grades?

As to the first of these, say up to Grade 3, the answer is plain. Children at this stage could make but little use of books if they had them. Any supplementary reading here then must be that given by the teacher, one of whose most essential accomplishments is to be a thoroughly good, clear, sympathetic reader—an accomplishment, by the bye, much rarer than is commonly thought to be the case. Such a teacher, however, can hold the attention of the little ones rapt with the impressive delivery or recital of many a simple apologue or lyric—sometimes reaching back in its origin to the childhood of the race, and instinct with the very spirit of childhood, simple enough may be in its wording, but vindicating by its very age its claim to live on. A learned Hindoo clergyman who has collected some of the folk lore of Bengal says in his introduction that "They have been handed down verbatim by Bengali mothers for a hundred generations." What seeds of love, of thought, of wisdom may be sowed in the virgin soil of little minds by these easy means? And even beyond these grades, the teacher may still use this expedient occasionally, in common with others, though to a less extent.

One of these others, say in Grades 4 to 6, is to allow the pupil to bring to school any book which has interested him. If judged suitable, the pupil after reading a passage to the teacher privately, to secure that it be well presented, may then read a piece aloud to the class. If the pupil is naturally a good reader as may happen at this stage, this exercise would fill a useful place in the miscellaneous work on Friday afternoons. It is also well for the others now and then, to listen to one of their own number, without having the passage before their eyes in their own text books.

In Grades 7 and 8 the teacher may suggest to the scholar extra reading from the stock at home, or procurable from the Sunday-school or Public Library; as good works on travel and adventure, information on common things, or science presented in easy and intelligible form, or natural history, or on sound fiction and poetry. A bright boy or girl at this stage of progress (say from 11 to 13) would be only too



glad to be directed to such works as Kingsley's *Madam How and Lady Why*, Emile Souvestre's *Population of an old Pear Tree*, the splendid works of Hartvig, Figuier, or Michelet, or the beautiful S. P. C. K. series on British botany and zoology, wherein are described and illustrated every beast, bird, insect, plant, shell, and seaweed of the mother country, in a style that would gladden the heart of Gilbert White of Shelburne; whose own book should find a place here, as well as Ruskin's and Mrs. Marcett's *Tales and Talks on Political Economy*, Faraday's *Chemistry of a Candle* and Wilson's *Five Gateways of Knowledge*. Or if interested in history (as who is not?) how glad they would be to be told of Kingsley's *Hereward and Westward Ho*, Scott's *Tales of a Grandfather* on Scotch or French History, Dickens' *Child's History of England*, many of the Waverley Series, all the works of Prescott and Parkman, Smiles, and Thos. Hughes, *Barnaby Rudge*, Thackeray's *Virginians*, Cowper's *Task*, Wordsworth's *White Doe of Rylstone*, Cooper's *Spy* and *Last of the Mohicans* — in which our fore fathers defile before us in lengthened line, "each in his habit as he lived."

Nor must the work of former labourers in the educational field be overlooked. Such work as the *Evenings at Home* of Dr. Aiken, and his sister Mrs. Barbauld, and specimens of the good work done by Mrs. Trimmer and Jane Taylor and Dr. Day of *Sandford and Merton* fame, lose little of their intrinsic value as time flows on. As for the books, annuals, and magazines written expressly for youth, the teacher will not need to recommend them, because the scholar will find them out for himself, and they will probably form the bulk of the reading matter brought to the school to be read, as referred to above. Only let the fresh young mind get a thorough taste for reading like this; and it will turn away from the trash which now tempts it on each hand, and turn too, let us hope, from the low ideals of life, too common in ordinary politics, business, and society. And the opportunity to do the world this great service is in youth, while the heart and mind are still plastic and impressionable.

Again, as the great aim of education is to build up character, it is to be deplored that our sad religious differences practically shut out the Bible from our public schools. Our system is thus left a truncated cone — for surely the *moral* is the apex of the educational edifice. I can never feel that we did well in departing from the example of Britain in this respect. In the great school where in 1849 I entered as a pupil teacher of 14, the Bible lesson began every day's work, the day and Sunday-school were one and the same, and a simple exemption from the first lesson in the very rare case of any pupil whose friends desired

it, settled the whole matter. So it is yet in thousands of British schools, and so may it long be! For how can any one fail to perceive that one main cause of Britain's wondrous success in the last 150 years has been, that as a nation, she has held fast by the Bible; just as the opposite course in France has gone hand in hand with corresponding decadence? We, however, in the Maritime Provinces, as in Ontario, have seen fit to take a different course; so that a new struggling country has a threefold school machinery to support — day schools, Sunday-schools, and denominational colleges — while indulging too in that other costly luxury of a threefold government. The Bible, however, may surely stand first on the list of supplementary reading. May the day never dawn when we shall lose that best, safest, and tenderest guide of the human heart? Let sceptics say what they will, may we and ours never cease to retrace its peerless narrative, and listen to its priceless precepts? Even as literature — to take the lowest ground — we cannot afford to do without it. One of the most striking passages in the language is Isaac Taylor's *Dream of the Lost Bible*; where he describes how the world wakes up one morning and finds aghast all its Bibles blank paper, and then, on further search that all quotations, allusions, and references in other works are gone too — so that not merely such classics as Shakespeare, Milton, Hooker, Jeremy Taylor, Dryden, Pope, and Scott; but even such writers as Byron, Moore, and Burns are hopelessly marred and mutilated — till happily the faithful memory of the true hearted few serves to bring it back piecemeal, and men once more go on their way rejoicing. By all means let it stand first on the supplementary list, Apocrypha and all, what version you please — but left among us ever, for the need of every aching heart. Creeds may part us brothers, and their strife is not seemly, but are we not all striving each to make this bad world a little better? and if this be so, the final outcome must be the common weal, and even a stray wound got in the fray will heal, as the doctors say, "by the first intention."

The ethical apologue, then, the heroic example in poem, fiction or actual life; the gently insinuated moral lesson; the simple explanation of the wonders of nature, wherein the greatest has stooped now and then to the level of the lowliest; the spirit stirring march of national progress; the sacred Scriptures, spanning with rainbow arch the millenium of gloom and void that divides the older from the newer world — such is the bill of fare to be set before the youthful mind; and the fare would perhaps be the more relished for being dissociated somewhat from the set tasks and irksome restraint of school.



It is a pity that school libraries are not provided more generally and generously than they appear to be, for they are one of the cheapest and best investments a school district can make. Such a way of raising the necessary funds as the Victoria School lately tried so successfully, might be resorted to, if the authorities cannot, or will not, do so.

Supposing, however, that this is impossible, as in the great majority of districts it is, another plan may be tried. The teacher may collect useful matter for his school in a scrap book, as many newspaper men do. There is scarce an issue of any serial or paper, of however low a value generally, that would not yield some thing worthy of preservation; and it would often happen that a watchful eye would detect some passage—it may be a whole article—worth clipping every day or week. It is very well known that a very large part of the contents of country issues is made up of these very clippings, and the accumulation of a year or two would be a genuine surprise. They should be sorted and indexed of course, none being received but such as are in every way suitable for school use. And they may often be commented on and explained.

A few words before closing, on the ordinary books. The primary grades, including ages say from five to nine, are provided for by the Primer and Readers I to III; the three lower of the advanced, including children of nine to twelve years, by Readers IV and V; but what of the eighth grade, including scholars of 12 or 13 years of age? This grade seems to require an intermediate reader, and here is opportunity to give a more Canadian tone to the work. There might be for home topics Niagara and other Canadian waterfalls, the lakes of the St. Lawrence, the River St. John, the southeast corner of New Brunswick, including notices of the Bore, the Tantramar Marsh, the projected ship railway, the Parliament buildings at Ottawa, accounts of the beaver, moose, caribou, Canadian bears, salmon fishing, the coal and gold fields of Nova Scotia, the Joggins strata, the scenery of the Bras D'or, cod fishing on the "Banks," and the making of a farm in the far West. In science some selections from Geikie and Lockyer might find a place, some simple physiology, a little more advanced than in Book V, and some such easy political economy as Whately's lessons in the Irish Board series. In poetry there might be Gray's *Bard* and his *Ode on a Prospect of Eton*, a little fuller selection from *Julius Cæsar* than the two poems given in Book VI, the *High Tide* of Jean Ingelow, Horace Smith's *Lines to a Mummy*, some of Macaulay's Roman and British lays, and part of a canto of Childe Harold. In knowledge of common things—animal life, treated in the manner of the lessons on plants in Book V, with some lessons

on the more important minerals and metals. In history an outline of the pre-revolution times in the United States from McKenzie, and also extracts from the same author's *History of the Nineteenth Century*. A few lessons helping to inculcate modesty, candour, filial duties, temperance, appreciation of school, patriotism, sympathy, self sacrifice, gratitude, and reverence. In biography an account of Judge Haliburton, Joseph Howe, Generals Gordon and Havelock, Florence Nightingale, Sir John MacDonald, Judge Wilmot, William Cobbett, General Grant and David Livingstone. And lastly a few lessons on the leading British manufactures and a few more on the Australian, African and tropical American colonies, and on India. Everything admitted should bear the stamp of literary and moral excellence, and such scrappy selections as those which somewhat mar the latter part of the Sixth Reader should be avoided. The Sixth Reader with a few hundred lines of the *Paradise Lost*, or an equivalent from Longfellow or Tennyson, substituted for said scraps, might then serve exclusively for grade nine, and grades ten and eleven are provided for by the prescribed texts in English, foreign, and ancient literature.

We then hand on our charge to the higher culture of the university; and when they thence emerge, after having had their minds stored with the best the ages can give throughout the most important fifth of their wholly earthly span, and "the world is all before them where to choose"; we have fully done our part in leading them to choose aright, in setting before them high and pure ideals, and making the after choice of any lower or coarser ones a violence against use and wont not to be looked for, unless the natural bent is radically wrong. On our success in this attempt hangs the hope and promise of the race.

Teaching is an art; an art based upon science, and by no means easy to be acquired. Special preparation and professional training are essential to a successful entrance upon the work of teaching. How idle to hope for good results when the teacher is ignorant of the laws of mental growth, and even of the faculties which are to be trained. Some persons possess aptitude to perceive and interpret the wants of the learner. They are sometimes called natural teachers, and are popularly supposed to be guided by intuition. But the number of such teachers is limited, and fortunately no such difficulty is involved in acquiring normal principle and laws as to render success in teaching unattainable by most of those who will make the effort. If we were limited for our supply of teachers to those who were born such, nine-tenths of our school rooms would be vacant. And even those who possess a greater or less degree of fitness for the work of teaching by virtue of their natural endowment, will usually be greatly benefited by normal training. If the fact were not so familiar, it would be regarded as a very strange thing that persons should propose to enter upon the work of teaching without generous culture and professional training.



For the REVIEW.]

**The Educative Value of Play.**

"In my home, in your home  
Over the way  
What is it that we hear the children say?  
'Let's play.'"

The period of childhood is pre-eminently one of play. This universal instinct of play means something, and it should be turned to good account.

To a very great many the idea of connecting what seem like direct opposition — namely education and play — may be very ridiculous. It is nevertheless true that they are connected, and that very intimately. Indeed in the education of children play lends a valuable helping-hand; one not to be discarded. But how many realize this? Only a very few of the great, great number, who undertake the care of children.

Mothers say: "I keep my children well supplied with toys. I get all the newest for them and let them play just as much as they like. What more can I do?" What more? Foolish mother! In your anxiety to make the children happy, you do too much. It is this forcing upon them of an overabundance of perfected toys that is tending to make them dull and dissatisfied. The children are being robbed of their right to be happy by what has been termed toy-indigestion. The toys are heaped upon them in a jumbled mass, without order and connection; and they are expected to play and be happy.

What opportunity is there for creation and reproduction in the majority of the present century playthings. None at all! There is nothing left undone for the child to complete. He has no opportunity for exercising his constructive powers. What does he do? In nine cases out of ten he exercises the opposite power — namely the destruction — and the costly toy has to suffer.

And has the play of children as it is seen in the average home, any definite aim? Very seldom. Mothers are busy. They have scarcely time for their household duties and the duties of society. A few moments cannot be spared to the children. They are told to "run away and play." How vague! The restless activity must be satisfied. And so it is. But with what results. Do not the fantastically carved window ledges and chairs, the up-rooted plants, the dirty baby faces and hands, and torn frocks, each tell its own tale?

Let us turn from the consideration of play and playthings and hear what Aristotle says: "Let the very playthings of your children have a bearing upon the life and work of the coming man." But Aristotle did not go far enough. It was left for Fröbel to systematize play. He saw everywhere in his study

of children, activity expressing itself in play; for "play is the natural and appropriate occupation of childhood." But he also saw that this play could be made of educational value, with proper guidance. After watching children at play he said: "I see that these children delight in movement. They are always running, jumping and hopping; and moreover are pleased with rythmical movement. I can contrive means for the same use of the limbs which shall result in increased physical power, and shall train the children to a conscious control of their bodily organs."

Furthermore he says: "I see that they observe, but their observations are indefinite and unfruitful. I will concentrate their attention by exciting their curiosity and interest, and thus teach them how to observe. Thus they will gain clear and definite perception, bright images instead of blurred ones."

And so in his Kindergarten system he has contrived means by which all children's activities, energies, amusements and occupations may be converted into work that shall be in the truest sense regulated activity and an education. It is from his play and playthings that the child should gain his early education. For we are told that the first mental as well as physical development goes on in its play.

Should this stage of development be left to chance? No! It should be as much systematized and directed as the instruction imparted at a later age. In our every day life we see good or bad results the outcome of good or bad beginnings. Do we expect to have good solid structures if the foundation is not firmly and securely built? Do we expect to have a sturdy, thriving plant, if we have not carefully tended the seed from the time it was placed in suitable soil?

To both of these questions the answer readily given is No. Then how can we expect a complete and natural development of the child, if the first stage of that development has been neglected. Do not consider the early play of the child useless or meaningless. As Aristotle says, it should be made to have a bearing on the life and work of the coming man. "The creative spirit must be allowed to work in them, that thus the rising generation may be saved from the demon of excitement seeking, which is ruining morality in our days. Action in the form of play must supply the elements of all knowledge and practice.

"The purpose of all play and playthings should be to facilitate from the very first the perception of outward objects; by the simplicity, the method, and above all the fitness of the things set before the child to enable it the more easily to take in form, size, color, number, etc.; and by their definiteness, serial order, and connection, to produce clear and distinct impressions corresponding to the first budding powers of comprehension.

D. MAHONY.



**N. B. Normal School Entrance Examination Sept, 1892.****HISTORY—TIME, 1 HOUR 45 MINUTES.****A**

1. Write a short paragraph on each of the following topics, giving names, dates and places to show your acquaintance with each, viz:

- (a) The discoveries of the French and English in America.
- (b) The struggle between France and England for the possession of the new world.
- (c) The final settlement of the struggle.
- (d) The Quebec Act.
- (e) The American Revolution.
- (f) Responsible government in Canada.
- (g) The confederation of the provinces.

2. Give, in tabular form, a list of the provinces of the Dominion, with the date of their admission into the confederation, and the constitution of the legislature of each.

3. *Current Topics.* What was the question at stake in the late general elections in Great Britain? What statesman has been returned to power as a result of them? Describe him briefly. Why did President Harrison issue his late proclamation with reference to the use of American canals by Canadian shipping? How does Canada hope to make herself independent of American canals in the near future? What power to restrict commerce on a Canadian railway is in the hands of the United States government? Give the names of the present executive of this province. In what counties of the province are by-elections pending?

**B**

4. Show your acquaintance with three of the following topics, selecting one from each of the groups lettered a, b and c.

**[a]**

- Roman rule in Britain.
- The Anglo-Saxon conquest of Britain.
- The Danish invasions.
- The Saxon Heptarchy.
- England under Saxon rule.

**[b]**

- The coming of the Normans.
- The Plantagenet line of sovereigns.
- Magna Charta.
- The wars with Scotland.
- The Wars of the Roses.

**[c]**

- The Stuarts and the Puritans.
- The Elizabethan Age.
- The revolution.
- England under the four Georges.
- The reign of Victoria.

5. Name three persons of each of the following classes, tell in what reign they lived, and what made them famous: British statesmen, poets, artists, scientists, generals or admirals, inventors, novelists.

6. In what way are the following persons connected with Canadian or American history, viz: Henry VII., Charles I., Oliver Cromwell, Sir Walter Raleigh, William Pitt, Earl Dufferin, the Marquis of Lorne?

N. B.—In A, 2 and 3 are alternates; in B, 5 and 6.

**GEOGRAPHY—TIME, 1 HOUR 30 MINUTES.**

1. Draw, using any construction lines, or freehand, an outline map of New Brunswick, not less than six inches

square. On it indicate by printing names and with suitable markings, the following, viz; Harvey, Tabusintac, Carleton, St. Croix, Upsalquich, McAdam, Florenceville, Grand Lake, Hampton, Belleisle, Petitcodiac, Stanley, Oromocto, Lepreau, Dalhousie, Salmon, Caraquet, Kingston, Campobello, Woodstock, Shepody, Aroostook, Newcastle, St. Basil, Grand Falls. [Where any of these names occur twice give the locality of each.]

2. Give three places [not included in the above answer] with [a] Indian, [b] French, [c] the Loyalist, [d] English, [e] Irish, [f] Scotch names, [g] names of governors of New Brunswick or Canada, [h] of native animals, [i] of fishes, [j] of colours. Locate each on your map.

3. Draw a parish map of your native county.

4. Describe in detail three routes by which a traveller may reach St. Stephen from Moncton.

5. From what races are the inhabitants of New Brunswick descended?

6. What reasons may be given of the fact that the population of the province has increased very slightly during the last decade?

7. Where and for what noted are the following, viz: Mobile, the Selkirks, Boston, Geneva, Milan, Madras, Chicago, Moscow, Port Natal, Honolulu, Melbourne, St. Louis, Hobart Town, the District of Columbia, St. Salvador, Metz, Longford, Rat Portage, Florence, Sherbrooke, Los Angeles, Aberdeen, Cadiz and Yokohama?

8. Contrast [briefly and generally] North America and Europe with respect to — area, form, direction of greatest length, distribution of mountains, direction of water-sheds and slopes, size and number of political divisions, length and volume of rivers, climate.

N. B. Questions 5 and 6, and 7 and 8 are alternates. Five questions, including the first, taken as a full paper.

**ARITHMETIC—TIME, 1 HOUR 30 MINUTES.**

1. Divide seventy-two thousandths by twelve ten-millionths.

2. Given divisor  $2\frac{1}{2}$ , quotient 25, and remainder 5-6. Find dividend.

3. A and B start from opposite ends of a road 12 miles long at the same time. A walks three miles an hour, and B four miles an hour. Where and at what time will they meet?

4. Find the cost of papering the walls of a room  $22 \times 18 \times 12$  feet, with paper costing  $7\frac{1}{2}$  cents per square yard, and allowing 20 square yards for doors and windows.

5. A field 220 yards wide contains  $12\frac{1}{2}$  acres. How many rods long is it?

6. A student weighing 148 lbs. at the beginning of the year, weighs  $156\frac{1}{2}$  at the end. Another weighing 118 at the beginning, weighs  $112\frac{1}{2}$  at the end. Compare the percentage of gain and loss.

7. Exhibit in proper ledger form a running account between two parties, extending over a period of six months, and containing at least three items on the debit side and two on the credit side, leaving a balance in favor of the seller of about \$40. At the end of the six months close the account by a note at three months with interest at 7 per cent. Write out all the papers that would pass between the parties, and calculate the amount of the note.

8. A vacant plot of ground in the vicinity of a town containing  $8\frac{1}{2}$  acres, is bought by a company for \$650. It is cut up into building lots 122 feet long by  $82\frac{1}{2}$  feet wide. These are sold for \$250 each. What is [a] the total gain, [b] the gain per acre, [c] the percentage of gain per acre?



9. The C. P. R. express leaves St. John on time and reaches Sussex, 45 miles from St. John, in  $1\frac{1}{2}$  hours. There a delay of fifteen minutes occurs. At what rate per hour must the distance to Moncton [45 miles further] be run in order to reach the latter place on time?

10. Divide \$100 between A, B and C, so that A may have twice as much as B, and B twice as much as C.

N. B.—Any eight questions taken as a full paper.

LANGUAGE—TIME, 1 HOUR 30 MINUTES.

1. Write from imagination or from memory a paragraph of not less than twelve lines on two of the following topics, viz: Closing Exercises at School, A Public Meeting, A Character in History, Indian Summer, A Noble Action, Your Favorite Poet, A Beautiful Scene, The River St. John.

2. Write [a] a business letter, [b] a letter of friendship, and [c] a formal invitation.

3. Distinguish between compound and complex clauses; attributive and adverbial phrases; the past and perfect tense; the pluperfect and the futureperfect tense; the indicative and subjunctive moods;

[1] "I write, [2] I am writing, [3] I do write, [4] The letter is written." Describe the form of the verb in each of these sentences. State the correspondence between [1], [2] and [3]. Contrast the form of the verbs in [2] and [4].

5. "My heart doth joy that yet in all the world I found no man but he was true to me."

[1]. Give the general and detailed analysis.

[2]. Parse the words italicised.

USEFUL KNOWLEDGE—TIME, 1 HOUR 15 MINUTES.

Four questions including the first or second, the third, and two of the last three, make a full paper.

1. State briefly your knowledge concerning the composition and origin of clay. For what purposes is it used as a raw material in manufactures, and what qualities render it suitable for such purposes?

2. Mention two minerals which are much used as fertilizers, and tell how you would distinguish them by their properties. State what you know of their composition.

3. State briefly your reasons for insisting upon temperance as highly conducive to health.

4. How do you distinguish the cone-bearing family from other families? Of what does the fruit of conifers consist? Mention five useful native cone-bearing trees and tell how you know them apart.

5. Describe the plant on your desk—stem, leaf, flower, and fruit; or write a tabular analysis of it.

6. Refer the plant on your desk to its proper series, class, subclass, and family, and point out the difference in structure between its flowers and that of a plant of the Rose family.

INDUSTRIAL DRAWING—TIME, 1 HOUR 30 MINUTES.

Read this first—The drawing must be made without the aid of a ruler, compasses or anything to serve as such. Work done in violation of this rule will not be accepted. Observe also the direction regarding the size of the drawings.

1. Make freehand drawings of three of the following, each being not less than three inches long:

[a] A rosette of simple curves—symetrically placed in a square.

[b] A vase outlined by compound reversed curves.

[c] A design [original or remembered] for a border, based

upon one or more conventionalized forms—repeating the unit or units, at least three times.

[d] A front view, end view, or oblique view of one of the tables in the Assembly Hall. An oblique or perspective view will be worth more than the others.

2. Explain the terms printed in italics in the first question.

3. Answer one of the following;

[a] For what reason, in your opinion, is industrial drawing taught in the public schools?

[b] What varieties of drawing are not included under the title Industrial Drawing?

Veracity.

Complete truthfulness is one of the rarest of virtues. Even those who regard themselves as absolutely truthful are daily guilty of over-statements and under-statements. Exaggeration is almost universal. The perpetual use of the word "very," where the occasion does not call for it, shows how widely diffused and confirmed is the habit of misrepresentation. And this habit sometimes goes along with the loudest denunciations of falsehood. After much vehement talk about "the veracities," will come utterly unvarnished accounts of things and people—accounts made unvarnished by the use of emphatic words where ordinary words alone are warranted: pictures of which the outlines are correct but the lights and shades and colors are doubly and trebly as strong as they should be.

Here, among the countless deviations of statement from fact, we are concerned only with those in which form is wrong as well as color—those in which the statement is not merely a perversion of the fact but, practically, an inversion of it. Chiefly, too, we have to deal with cases in which personal interests of one or other kind are the prompters to falsehood:—now the desire to inflict injury, as by false witness; now the desire to gain a material advantage; now the desire to escape a punishment or other threatened evil; now the desire to get favor by saying that which pleases. For in mankind at large, the love of truth for truth's sake, irrespective of ends, is but little exemplified.—*Herbert Spencer, in The Popular Science Monthly for August.*

Teachers Associations.

We sometimes meet teachers who take no interest in and do not attend teachers' meetings. We are sure that this is a serious mistake. There are two classes of teachers who ought to be present at such meetings as often as possible—those whose knowledge and experience makes their words valuable to the younger members of the fraternity, and those whose inexperience should make them eager to gain wisdom from older and wiser heads. Those who do not be-



long to either of these classes can remain away without detriment to any one. We believe it to be a fact that the best teaching is done in those sections of the country where teachers' meetings are most frequent and have the largest attendance. This being the case, the converse is also true. It is unfortunate that most meetings of the kind are frequented by chronic talkers whose speeches often are not conducive to edification, but this is an evil that is better endured than cured by absenteeism. In some regards the larger meetings are perhaps less generally and directly profitable than smaller ones; yet even here it is the teacher's own fault if he is not benefited. The largeness of vision that will rise upon the mind of the young teacher, to say nothing of indirect benefits, who for the first time finds himself one of the host that annually gathers at the meetings of the National Association, is worth far more than the small outlay necessarily involved. We believe the scriptural injunction not to forget the assembling of themselves together is as good for educationists as for Christians. —*Journal of Pedagogy.*

#### Cure for Low Spirits.

Take one ounce of spirits of resolution, an equal proportion of the oil of good conscience; infuse into these a tablespoonful of the salts of patience and add thereto a few sprigs of others' woes, which grow extensively in the garden of life. Gather also a handful of the blossoms of hope, sweeten these with the balm of Providence, and if possible procure a few drops of genuine friendship, but be careful of counterfeits in the ingredients of self interest, which grows spontaneously; the least admixture of it with the above would spoil the composition.

Reduce the whole to an electuary by a proper proportion of content, flavor with the essence of good judgment and regulate the quantity according to the virulence of the disease. Having tried the above recipe we know it to be an infallible cure.—*Philadelphia Times.*

#### Further Gifts to McGill.

It is understood that Sir Donald A. Smith is contemplating the carrying out of several schemes in connection with McGill University, which, including endowments, a Governor stated would cost Sir Donald close on two million dollars before he was done. Some time ago, Sir Donald purchased the fine Workman property on the corner of University and Sherbrooke streets. It is Sir Donald's intention to convert this property into a ladies' college, which will be affiliated with McGill University. Considerable alterations will be made on the present building, and

an addition will be built to it. The present intention is also to erect two additional buildings, adjoining the present property, the whole to form the ladies' department. It is understood that the plans have been drawn up, and have been submitted to Sir Donald, but have not yet been finally approved of. It is rumored that another wealthy Montrealer contemplates spending a quarter of a million on the medical faculty of McGill very shortly.

#### Why Do The Leaves Fall?

It is generally supposed that leaves fall in the autumn because they die. This is not a correct view. If we break off a leafy branch, the leaves will soon wither, but not drop off. In fact, they will cling to the dried branch with greater tenacity than when they were green and alive, requiring some force to wrench or twist them off. In tropical climates they remain green much longer than in temperate countries, and their fall, when it does take place, is not just before the cold season, but during the hot dry season. Many of our own trees, as oaks and hornbeams, retain their leaves dried and withered till the pressure of the new distending bud in spring displaces them.

As in man, the seeds of his decay are born with him, so in the leaf-bud there may be discovered the rudiments of a very delicate layer of cells, whose plane is at right angles to the plant of the leaf. When the time comes, this upright growth of cells enlarges, pushing from above downwards, cutting through the woody fibres of the stem like a knife blade. Thereafter,

“At every gust, how the dead leaves fall?”

—*Harper's Bazar.*

#### The Prospect for Simplified Spelling.

A general simplification of English spelling promises to be one of the events of the near future. Articles in favor of it are appearing with increased frequency in our leading magazines, the latest being by Brander Matthews, in *Harpers' Magazine* for July. The philologists as a body desire the change, and there is not one linguistic scholar of any prominence who opposes it. When publishing firms nowadays select editors to make or revise our leading dictionaries, they get spelling reformers, for all the men competent to do such work are of this class. The late President Porter, who edited the *International Webster*, has expressed himself in favor of simplification; Prof. W. D. Whitney, editor-in-chief, and several of the other editors of the *Century Dictionary*, are active workers for this reform; Prof. F. A. March, who is in charge



of the departments of spelling and pronunciation in the forthcoming Standard Dictionary, is President of the Spelling Reform Association, and many of the collaborators on this work believe in logical spelling. In England, Dr. James A. H. Murray, editor-in-chief of the Philological Society's Dictionary, the greatest lexicographic work on the English language ever undertaken, is an unhesitating advocate of orthographic reform, as is Prof. Walter W. Skeat, author of the Etymological Dictionary. If English spelling were to be made phonetic next year, or in 1900, a few persons might cry, "Give us back our silent letters," as the mob cried, "Give us back our eleven days," when the calendar was changed from the old style to new; but only a few months would pass before all would be asking, "Why was this not done generations ago?"—*Fernald, in The Popular Science Monthly for September.*

#### A Disinfectant.

It may not be amiss at the present time, when the public mind is so aroused with the fears of cholera, typhoid, etc., etc., to lay before the people a recipe for making one of the best if not the very best disinfectant known to science, and which can be made by anyone and at a cost so trifling (less than ten cents) that certainly places it within the reach of all. Moreover, this disinfectant is so very unlike many disinfectants, it leaves no offensive odor after its use:—1-4 oz. nitrate of lead, 1-2 oz. rock salt (common salt will do), dissolve the nitrate of lead with two gallons of rain water, dissolve the salt in a quart of rain water and mix both together—the disinfectant is then ready for use. Pour half a gallon down sinks and closets, sprinkle a quart around the corners of cellars and a little, say a teacupful, around bedrooms and under the beds, stables and outhouses according to size. A sponge well saturated and hung in a room will disinfect it in a few minutes.—*Cor. Toronto Globe.*

#### Prof. Seth's Successor.

The governors of Dalhousie college are to be congratulated upon their choice of a professor to fill the chair made vacant by the resignation of Prof. Seth. They have chosen a young man, who has not only proven himself to be a thorough scholar, but an enthusiastic and successful teacher; and they have not found it necessary to go beyond the limits of Canada for the man of their choice. The day has gone by when Canadians were considered necessarily incompetent to fill the highest teaching positions in their own country.

Prof. Walter Murray, of the University of New

Brunswick, is a Canadian born and bred. He received his early education at the Fredericton high school and while there won the bronze medal and the Douglas silver medal. This was only the beginning of an unusually brilliant career. Entering the University of New Brunswick in 1883, he graduated B.A. in 1886. During his course he won not only the governor general's gold medal for classics and the silver medal for mathematics, but also the alumni prize for a Latin essay and the mathematical scholarship in his senior year. In 1887 he won the famous Gilchrist scholarship, which enables the successful student to study abroad, and among competitors from all over the world ranked third on the honour list. In the same year he went to Edinburgh, where he attained to the degree of M. A. in 1891, with first rank honours in philosophy. Here his course was no less distinguished than it had been at home. Medals in natural philosophy, logic and psychology, moral philosophy and in metaphysics; prizes in mathematics and political economy, and the Newton Bursary attest the solidity of Prof. Murray's parts and his assiduity as a student. Last year he was appointed professor of philosophy in his own university to New Brunswick, and now he comes to fill a similar position in Dalhousie.—*Halifax Chronicle.*

#### Don't.

Don't say or write Austro-Hungary. The best writers prefer Austria-Hungary.

Don't call the Chinese "Mongolians." It is better to reserve the latter name for the people who live north of China proper.

Don't speak of a native of China as a Chinaman. You would not say that you had an Ireland man digging in your garden. It is best to call John a Chinese.

Don't forget that Oriental names ending in "an" have the accent almost invariably on the last syllable, as Teheran, Beloochistan.

Don't imagine that the spelling of geographical names in the newspapers is necessarily accurate. It is safe to say that one-half of the place names in Africa and Asia, as they appear in our daily press, are mangled almost beyond recognition by the cable or the types.

Don't call Bermuda "a North American Island," as a writer in a newspaper did the other day. There are plenty of North American islands, but Bermuda is not one of them. It is an oceanic, not a continental, island.

Don't be mystified if on one map in your atlas Hudson Bay seems to be larger than the Gulf of Mexico, while on another sheet of the same atlas the



Gulf of Mexico appears larger than Hudson Bay. The apparent discrepancy is doubtless due to the different map projections employed. You know, for instance, that areas far removed from the equator are very much exaggerated as they appear on maps of the Mercator projection.

Don't say that the compass points to the true north, for it doesn't except in certain places. The compass points to the magnetic north, which is at present considerably west of the North Pole. When Lieut. Greely was at Lady Franklin Bay the declination of his needle was found to be very great, the needle pointing toward the magnetic pole in a direction nearly south-west.

"Don't make the mistake some people do of thinking the word "alluvium" to be synonymous with "soil." Only those soils which are the result of the deposition of sediment by running water can properly be called alluvial soils.

Don't for mercy's sake say "The Smithsonian Institute." The name is the Smithsonian Institution.

When you are writing a novel don't get your geographical facts so badly mixed as to reflect discredit on your early training. In one of the popular novels of the day the Azores are referred to as in a southern latitude. The writer also introduces his hero into the Antarctic regions in January, and speaks of the "inky blackness" of the nights he experienced there. Of course anybody ought to know that the month of January is the height of the Antarctic summer, and the entire month is one continuous day.—*Goldthwaithe's Geographical Magazine.*

#### Influence of Tobacco.

Dr. Gordon Stables of the English navy relates in *The Young Man*, an anecdote, and draws a moral regarding tobacco using that is well for many young men to bear in mind. He says: "Once a man belonging to my ship dislocated his shoulder while boat cruising. I had no chloroform, and muscular though I was, failed to overcome the action of the sailor's muscles, and reduce the dislocation. 'Do you smoke?' I said. Happily he did not, though most sailors do. I had a pipe lit and handed it to him. In three minutes' time the muscles were flaccid enough, and the ball of the humerus went into the socket with little exertion on my part. I pitied my poor pale patient for a time, however. Now, if tobacco has this power over nerve and heart action even in a strong, hardy sailor, does it not prove it must interfere with the nutrition of the body of a half-grown sapling of a boy? Be wise in time, therefore, and do not learn a habit that tends to injure you, simply because you think it is manly."

#### Agassiz the Teacher.

Agassiz was above all else a teacher. His mission in America was that of a teacher of science—of science in the broadest sense as the orderly arrangement of all human knowledge. He would teach men to know, not simply to remember or to guess. He believed that men in all walks of life would be more useful and more successful through the thorough development of the powers of observation and judgment. He would have the student trained through contact with real things, not merely exercised in the recollection of the book descriptions of things. "If you study Nature in books," he said, "when you go out of doors you can not find her."

Agassiz was once asked to write a text-book in zoology for the use of schools and colleges. Of this he said: "I told the publishers that I was not the man to do that sort of thing, and I told them, too, that the less of that sort of thing which is done the better. It is not school-books we want, it is students. The book of Nature is always open, and all that I can do or say shall be to lead young people to study that book, and not to pin their faith to any other."

He taught natural history in Harvard College as no other man had taught in America before. He was "the best friend that ever student had," because the most genial and kindly. Cambridge people used to say that one had "less need of an overcoat in passing Agassiz's house" than any other in that city.—*From Agassiz at Penikese, by Prof. David Starr Jordan, in The Popular Science Monthly for April.*

#### The First Cup of Coffee.

A long time ago a poor Arab was travelling over the hot desert. Weak and weary with fatigue he came at last to a grove. He cut down one of the trees to cook his rice, and after he had eaten found that the small dead berries that covered the tree, and were now half burned, had a very pleasant smell. He gathered some of them and crushed them with a stone. As he was doing this some of them fell into a can of water that stood by him. Instantly the stale water, which he had carried a long distance, had the same delicious smell as the berries. He tasted it and found it pleasant; drank some of it and in a little while was much refreshed and able to go on his journey. He brought some of the berries, and carried them to the Mufti, relating the effect they had had upon him. The Mufti tried some and was so pleased with them that he named the tree on which they grew *calnah* or *force*, but our name for it is coffee.—*Selected.*



One of the most difficult tasks of the teacher is to check the spirit of vandalism that seems to possess the youth, and especially the male portion of youth, in this country. That there is something wrong in the training of children on this point before they enter the schools there can be no doubt, and that there is but little training or restraint by the teacher is seen from inspection of almost any school house and grounds. If the seats and desks are not whittled and marked you will find traces of the jack knife and pencil on the rear end of the house, and on the out buildings. The trees with broken and shaggy tops and the dilapidated fences show the futility of the patrons to beautify the grounds.

In many places in Europe the school grounds and other public places are adorned with both shade and fruit trees, and no one thinks of molesting even the fruit. Let teachers resolve to stop this destruction of school property, and use every incentive to make the pupils take pride in keeping the school house and grounds in good order. Urge upon the board to put out trees, and the pupils to take care of them—appoint days to plant, cultivate and to cut weeds. Some of these days will come in vacation time and should be made a kind of picnic day. Both girls and boys and as many of the patrons as possible should be there.

The subject of the employment of men as teachers, or women as teachers, will always be discussed. Why, in Brooklyn there are twenty-five women employed as teachers to one man!

Is it because men cannot teach as well as women? Not at all; the board of education has fixed a rule that only one man shall be employed in a school. The question whether a man is a better teacher than a woman is not needful to discuss; it is too much like the question "Was Washington or Napoleon the greater general?" It has been discussed over and over at the country debating schools and no permanent conclusion reached.

There are men who would be superior as teachers, there are women who would be; the practical question is are such invited into the school room? Are such sought after? Does it look as though Brooklyn (or any other city) was after the best teaching talent when it says it will not employ but one man in a school? To crowd out men for the sake of giving women employment is a wrong to the children. The educational question should not be reduced to a question of sex.

State Superintendent Luce of Maine says that the increase in attendance upon the schools during the past year is due to the introduction of free text books.

In 1867 there was a very strenuous effort made in this Province to secure separate schools. A distinguished prelate went to trouble and expense to attain the object; but he failed. Shortly after Confederation a bill to grant separate schools was introduced into our local legislature, but it had to be withdrawn. Still, in Nova Scotia, the minority have suffered no injury, and they really have no grievance. In New Brunswick there was an effort made by the minority to extort separate schools by legal process. The effort failed. The same is true of P. E. Island. In both these Provinces the public school law has been so enforced as certainly not to be oppressive to Roman Catholics. We have no doubt the result in Manitoba will be similar. The part of wisdom as well as justice and right is to let Manitoba have her own way. Her rights, as vindicated by the Privy Council, will be exercised with discretion and prudence.—*Pres. Witness, Halifax.*

In the ungraded country school the child knows neither where he is, where he should be at the end of the term, nor where he may expect to be at any future time in the course of his school life.

Now there is no sufficient reason for this haphazard, unbusiness-like playing at educating our children in the country schools; a course of study is as practicable in the country school as in the city school; a place to begin, a time to continue, and a place to stop in the study of any subject, and a systematically arranged series of subjects is as necessary and as fruitful of good results in one of these schools as in the other; the progress of the pupil is more rapid, his interest is deeper, his attendance is more regular in the school whose affairs are administered according to a well defined system, and necessarily his work is more thoroughly done because it is more intelligently done.—*A. K. Goudy, Supt. Public Instruction, Lincoln, Neb.*

While it may be supposed that the course of study is fixed, yet a little consideration will show that this is changing. At the present time, for example, manual training is being engrafted on the course of study; in the primary school, kindergarten occupations are being added. If we look back, we see the grammar is being slowly and regretfully put on the shelf, and that the study and practice of language is taking its place. Busy-work has now a firm hold, but it was not mentioned ten years ago. Nature studies are now being urged, and in ten years will be adopted in most of the schools of the country. These things show that the course of study must be one of the subjects for consideration. "What shall our pupils study?" will be a proper question at all associations.—*School Journal.*



The teacher of the future will be more than a mere scholar. He will be a leader whose influence will elevate; whose enthusiasm will inspire; whose sympathy will abide with his pupils; whose impress will be made upon characters. It will be a better day for teachers when the American people perceive that it is the province of education not only to train the mind but to form character. Then a teacher will be measured by his manners, his habits and his power to call forth what is good in every child's nature. This will speedily rid the profession of the class of teachers who lack the professional spirit, and the teacher in every community will become a center of influence, and the great army of teachers will become an acknowledged power in this country. The teacher must educate the public to a realization of their mission. It is folly to complain of the failure of the public to recognize the dignity of our profession. It is our business to compel recognition, by proclaiming our mission and showing ourselves worthy of the high vocation whereunto we are called.

#### INSPECTORS' VISITS.

[Inspectors are invited to send the REVIEW at the beginning of each month, their plan of visits for that month.]

Inspector Bridges will devote the remainder of this month and October to Carleton County.

#### QUESTION DEPARTMENT.

Will the teacher at Breadalbane, Restigouche, N. B., please send his name to the REVIEW office.

C. H. C. The cocoon sent in the box contained probably the caterpillar of the Emperor Moth—*Platysamia Cecropia*.

#### SCHOOL AND COLLEGE.

At a special meeting held in Fairville, St. John County, recently, the sum of \$5000 was voted for a new school building. It is proposed to build a house similar to that in St. George, which is one of the neatest and most conveniently arranged four department buildings in the province. With such a house Fairville will be up to the times in school matters.

Mr. Charles McCullough, A. B., has been appointed principal of the Newcastle, Queens County, Superior school.

Dr. Bridges of the University of New Brunswick spent a large portion of his summer vacation in St. John.

Miss Minnie Knowlton has been appointed to the staff of the Girls' High school, St. John.

Miss Ida Dayton has accepted a position at Second Falls, Charlotte County.

Miss E. McNaughton, B. A., has been appointed to the principalship of the Sunbury County, N. B., Grammar school. Miss McNaughton is a distinguished graduate of Dalhousie University, having completed a four years' course there.

The Mount Allison Institutions at Sackville, open this month with prospects of large classes, and with a strong staff.

Miss Helen Adams, of the Victoria School, has obtained leave of absence for two months and will visit Ottawa, Toronto, and other Western cities.

On the 23rd of October next, Mr. John March will have completed twenty-one years of service as Secretary of the Board of School Trustees, St. John. On that day he will assume the duties of Superintendent of Schools of that city, made vacant by the death of Mr. F. H. Hayes, and Mr. Edward Manning, M. A., of the Grammar School, will assume the duties of Secretary. During Mr. March's long term of office he has won the esteem of the teachers of the city, and as Superintendent of Schools he brings to the position a varied experience and a long acquaintance with the public school system and its requirements. Mr. Manning has been connected for a long time with secondary education in St. John, and a gentleman of his refined and scholarly tastes will be missed from the ranks by his fellow teachers.

Mr. Philip Cox, B. Sc., of the Harkins Academy, Newcastle, has been appointed to the vacancy in the Grammar School. The city is fortunate in securing Mr. Cox's services. His experience as a teacher, his enthusiasm, his scientific attainments, and his wide scholarship are qualities that will command success.

Mr. D. J. S. Myles, B. A., Principal of the Douglas Avenue School, fills the vacancy in the Grammar School caused by the resignation of Mr. D. P. Chisholm. Mr. Myles is a graduate of the St. John Grammar School and the N. B. University, and has the qualities of a painstaking and successful teacher.

Mr. W. C. Simpson, for a long time principal of the Benevolent Hall School, has assumed the Principalship of the Douglas Avenue School, made vacant by the promotion of Mr. Myles to the Grammar School.

Miss Bessie Howard, teacher of the St. Andrews primary school, has resigned.

The following teachers have passed the examination and gained the elementary certificate in Tonic Sol-fa: Edward L. Armstrong, Pictou; Murray McNealy, Summerville. The REVIEW for October will contain an article from the pen of the Rev. Jas. Anderson, on transition from the Tonic Sol-fa notation to the staff notation.

At a recent meeting of the Senate of the University, Mr. John Davidson, a graduate of Edinburg University, was appointed to the chair of Philosophy and Political Economy, made vacant by the resignation of Prof. Murray. Mr. Davidson was a classmate of Prof. Murray, and was one of the most brilliant students in the University, having carried off a number of prizes and medals and at present holding two valuable scholarships. In the standing in Political Economy he occupied second place in his year. Independent of the very high opinion expressed of Prof. Davidson by Prof. Murray, he was appointed with no other testimonials than those gleaned from Edinburg University Calendar, where his qualifications are expressed somewhat briefly, but very emphatically and satisfactorily. Prof. Davidson is at present, and has been for some time pursuing his studies in Berlin. He will be present at the opening of the University, which has been most fortunate in having been able to secure the services of such an able man.



## BOOK REVIEWS.

LESSONS IN HEAT AND LIGHT, by D. E. Jones, B. Sc. (London); pp 315, price three shillings and sixpence. London, MacMillan & Co., and New York. These lessons are intended to introduce beginners to the study of experimental physics. They are very suitable for this purpose, being written in an easy style, having reference to ordinary phenomena and illustrated by experiments. The plan of the work is so well illustrated in the preface, and applies to natural science teaching so well that we quote the author's words:

"I am well aware that many educational authorities hold that teachers of science (more especially in schools) should confine their instructions to the principles of the subject, without entering into details of manipulation or methods of experiment. To the teacher who aims chiefly at getting "results" this view readily commends itself; it saves trouble and expense, and enables him to devote more time to laws and generalizations. Unfortunately the results thus obtained are not of great value. A school boy may be taught to repeat glibly certain forms of words respecting the conservation of energy or the atomic theory; but until he has acquired considerable familiarity with behaviour and properties of bodies, the words convey no clear idea to his mind. My own experience in teaching has led me to the conclusion that students who come to college with an elementary knowledge acquired in this way are very unsatisfactory material to work with. They have been accustomed to get their knowledge at second-hand from their teacher or from their book; and they find an experimental course more troublesome, more tedious and apparently more uncertain. They are easily discouraged, and do not see how much can be learned from their own failures. The method fails to bring out one of the chief advantages of science as an educational subject—the training in the habit of observation, and of learning from things at first sight.

OUTLINES OF PSYCHOLOGY, LOGIC AND THE HISTORY OF EDUCATION, by J. B. Hall, Ph. D. Provincial Normal School, Truro, Nova Scotia. Published in Toronto, by William Briggs, 1892. Pages X + 200, 7 in. x 5 in.

There is no other subject of study so difficult as Psychology. So far the whole field is covered with a rank growth of personal and bigoted beliefs,—subtle and antagonistic. A fair comprehension of the profoundest of these systems of beliefs is possible only to the most gifted. Every age produces one or two great philosophers able to shake or overthrow the work of his predecessors and so build up a system of his own which seems firm until his successors demolish it in turn. Such a science, if science it can yet be called, would evidently form a somewhat unstable foundation for educational theory or practice. Yet as psychology and physiology investigate the properties of body and mind, such studies are likely to prove useful to the educator, and should be encouraged.

With this idea, Dr. Hall has written this little book of "notes" from his professional readings. These notes and quotations, covering so many subjects, are, as might be expected, too meagre and sketchy to be of much value,—yet they are selected with good judgment. Any book treating these subjects less exhaustively than Quick, Compayre, or Lendner, is practically valueless as a text book. A mere outline, being associated in the mind of its author with all that he has read and thought on the subject may seem to him rich and suggestive. But to the mind of the learner it appears most dry and barren. We were surprised to find throughout almost the entire book evidences of careless composition,—scarcely a page without ambiguous phrases,

errors in grammar, or faulty proof reading. Psychology without accuracy is of course valueless.

The chapter on Logic, on account of its brevity, would be useful only as notes in the class-room. Inductive reasoning should have received some attention. The value of the chapter on the History of Education is not seriously affected by the characteristic defects of the book. The development of educational thought is traced from the earliest nations down to the present times—particular attention being given to the deductions made by Herbart's disciples from his philosophy.

The Doctor does not venture the attempt to show what connection exists between the psycho-mathematical formulae of Herbart and these deductions yet he conveys to his readers a very clear idea of the great philosopher's pedagogical system—the clearest and fullest outline that we have seen of it. In his intuitive grasping of the system and his profound sympathies we see the elements of Doctor Hall's success as a teacher.

NATURE READERS, SEA-SIDE AND WAY-SIDE, No. 4, by Julia McNair Wright, cloth, pp 361, price 70 cents, Boston, D. C. Heath & Co. publishers, 1892. Of all the writers who are striving to make natural science popular, Julia McNair Wright stands among the first. By a series of talks on common and familiar topics in the animal, vegetable and mineral world she has made clear, in an original and highly entertaining way, much that is interesting and instructive to the ordinary mind. In this book, No. 4. of the series, she has not been less successful, although appealing to the more advanced readers, who have followed her in the previous parts, 2 and 3, of the series. The present volume is designed to open the way for severer studies in geology, astronomy and biology.

## BOOKS AND PAMPHLETS RECEIVED.

ON THE GRAPHICAL TREATMENT OF THE INERTIA OF THE CONNECTING ROD, by Prof. J. G. MacGregor, D.Sc., Dalhousie College, Halifax, N. S. (From the transactions of the Nova Scotia Institute of Science.)

## Current Periodicals.

The contents of the *New England Magazine* for September indicate that this young magazine is more skilfully edited than many of the older monthlies. The number is exceptionally well balanced; it contains matter for all tastes, and manages to combine solid reading with light, as few of its competitors do. . . . It is scarcely possible to take up a single number of *Littell's Living Age* and not find in it some specially valuable paper. In No. 2514 (Sept. 3rd issue) it is a biographical sketch that attracts particular attention. Sir John Franklin is the subject, one of the most noted Arctic explorers, whose terrible fate was for many years shrouded in mystery, and for whose rescue or discovery so many gallant efforts were made. The sketch is by one who, as a very young man, lived for three years an inmate of the great explorer's family. But it is of his Arctic travels that this paper mainly treats, and for which he was best known. He took part in four different Arctic expeditions; the first in 1818, and the last which resulted so disastrously in 1845,



when in his sixtieth year... The September *Wide Awake* is a bright, descriptive and story-telling number full of strength and excellence. Prominent among its illustrated papers is a charming description of Old Plymouth and Plymouth Rock as they look to young tourists, under the title of "A Red Letter Day," profusely illustrated. A paper on "Our Lighthouses and Lightships," is full of new and interesting material about these guardians of our coasts. Sophie Swett has a capital boys' story of school and cricket. ... In the September *Century* is a finely illustrated article on the Grand Falls of Labrador. ... In the September *Atlantic Monthly* is a poem dedicated by Oliver Wendell Holmes, on his 83rd birthday, to his brother poet John Greenleaf Whittier. The death since of the latter, gives an additional interest to the poem. ... In *University Extension* for August are two very interesting articles, "Extension Teaching in Botany" and "Literature a Criticism of Life." This is number two of the second volume of this valuable periodical. ... A philosophical discussion of much value and interest to thoughtful people of the best methods of really learning foreign languages, is given by Dr. Howell T. Pershing, in an article on "Language and Brain Disease," in *The Popular Science Monthly* for October.

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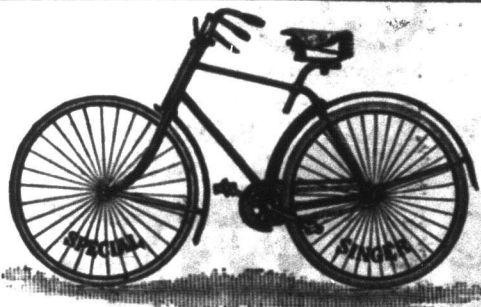
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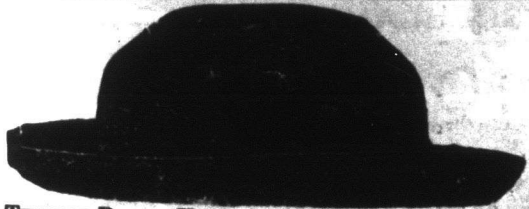
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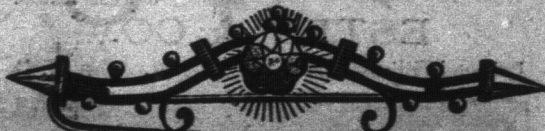
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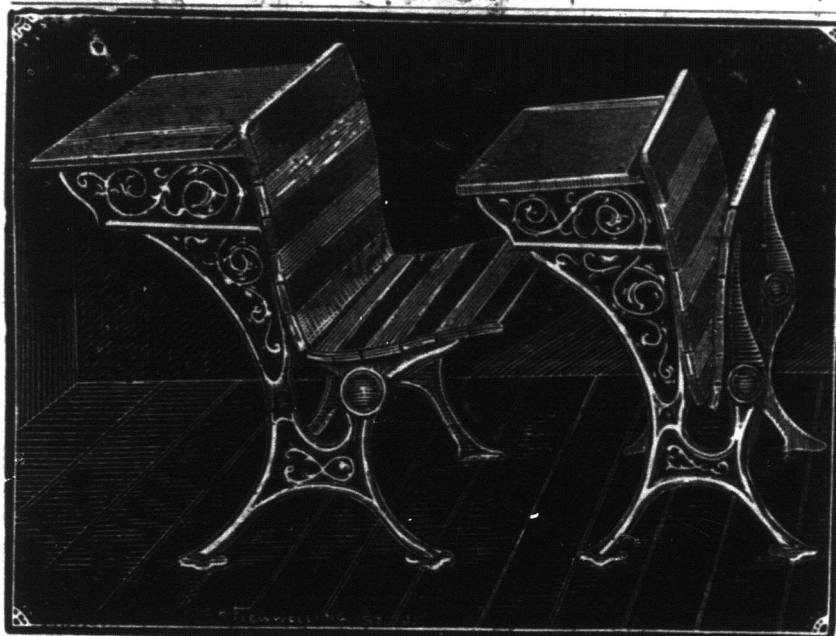
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