

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XI. No. 6-7.

ST. JOHN, N. B., DECEMBER, 1897.

WHOLE NUMBER, 126-7

A Compendious History

Of the Northern Part
of the Province of

NEW BRUNSWICK

AND OF THE DISTRICT OF GASPE
IN LOWER CANADA A re-print of the edition printed in 1832.

BY ROBERT COONEY.

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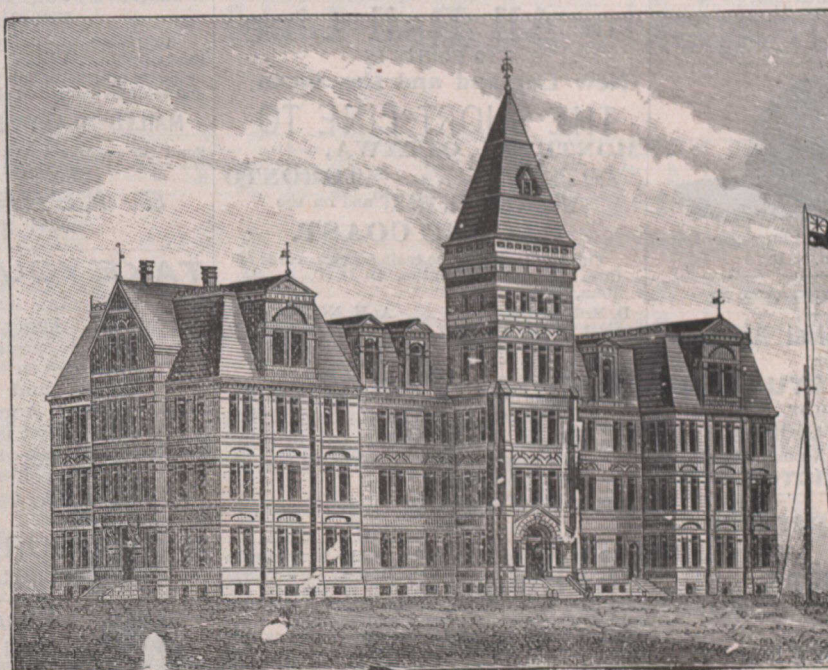
Session begins
Sept. 3rd, 1897.

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Session begins
September - - 8th,
1897.

FACULTY OF MEDICINE.

Session begins
September 30th,
1897.



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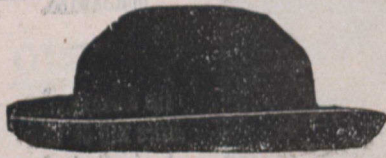
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EDUCATIONAL REVIEW SUPPLEMENT,
CHRISTMAS * 1897.

TO THE PATRONS OF THE

“Educational Review,”

A MERRY CHRISTMAS AND A HAPPY NEW YEAR

WHERE THE SUGAR MAPLE GROWS.

[Dedicated to the Boys and Girls of Canada.]

Words and Music by

G. W. JOHNSON, Upper Canada College.

1. Oth - ers may sing of the mem - o - ries that cling To the home of the

This - tle, or the Sham-rock, or the Rose, But the land I love the best is a

re - gion in the West, Where the wild flow - er blos - soms and the su - gar ma - ple grows.

CHORUS.

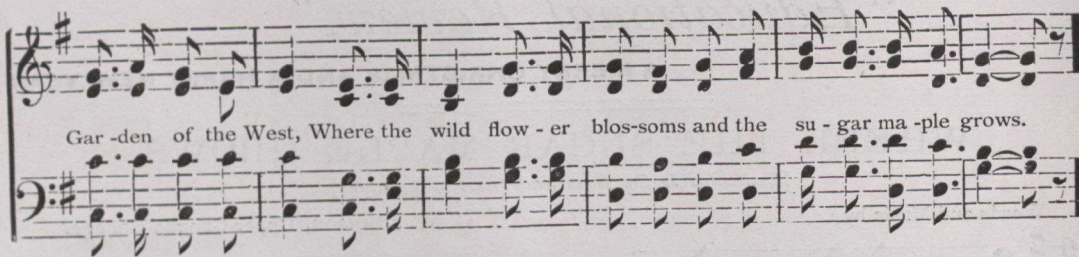
Hip! Hip! Hur - rah! for my na - tive Can - a - da! For the Queen of the

Sum - mers, and the La - dy of the Snows; 'Tis the land I love the best, 'tis the

FROM THE BOUQUET OF KINDERGARTEN AND PRIMARY SONGS,

PUBLISHED BY SELBY & COMPANY, TORONTO

WHERE THE SUGAR MAPLE GROWS.



Gar - den of the West, Where the wild flow - er blos - soms and the su - gar ma - ple grows.

2

Green are the hills when the rivers and the rills
Join the song of the Springtime as they journey to
the sea ;
When the orchard trees are white, and the meadow
blossoms bright,
And the blue-bird is calling to the robin in the tree
CHO.—Hip! Hip! Hurrah!

3

Brightest and best is my Lady of the West
In the long days of Summer when the flower-
scented breeze
Bends the yellow-bearded grain, and I catch the glad
refrain
That the wild birds are singing in the leafy maple
trees.
CHO.—Hip! Hip! Hurrah!

4

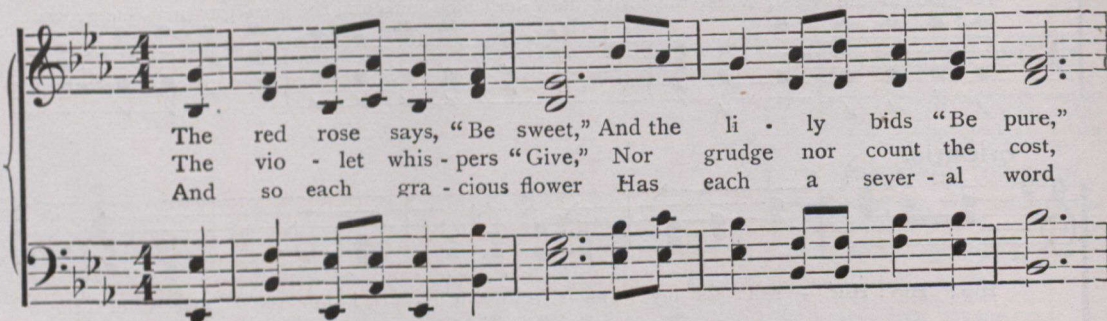
Golden and brown is the Queen of Autumn's crown,
When the grape's in the purple, ere the rime is on
the rill,
When the orchard trees are low with the weight of
fruited bough,
And the quail's piping softly in the stubble on the
hill
CHO.—Hip! Hip! Hurrah!

5

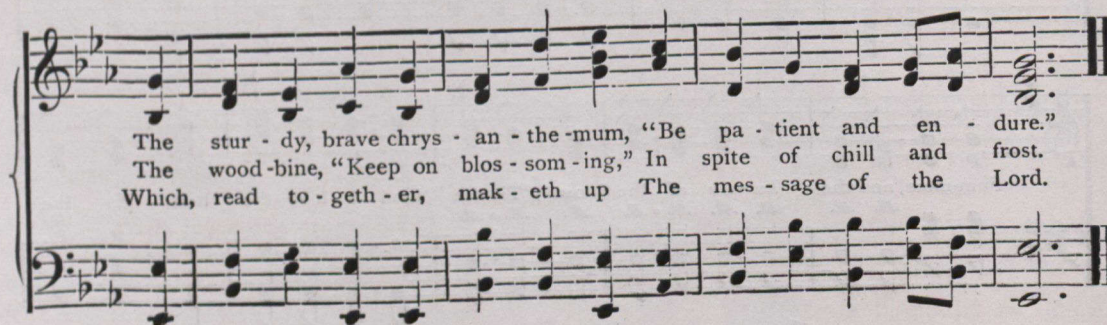
Fair as a rose is my Lady of the Snows,
As she walks down the valleys with the Winter in
her train,
When the skaters laugh and sing, and the merry
sleigh bells ring,
On the ice on the river and the snow upon the plain.
CHO.—Hip! Hip! Hurrah!

FLOWER VOICES.

WM. SELBY.



The red rose says, "Be sweet," And the li - ly bids "Be pure,"
The vio - let whis - pers "Give," Nor grudge nor count the cost,
And so each gra - cious flower Has each a sever - al word



The stur - dy, brave chrys - an - the - mum, "Be pa - tient and en - dure."
The wood - bine, "Keep on blos - som - ing," In spite of chill and frost.
Which, read to - geth - er, mak - eth up The mes - sage of the Lord.

Christmas Carol.

"A multitude of the heavenly host praising God."—LUKE II. 13.

MRS. F. E. PLATT.

M. W. HANCHETT.

Sprightly.

1. Sing we all a Christ-mas ca-rol; Sing how shin-ing an-gels came,

Once in glo-rious white ap-pa-rel, Je-sus' com-ing to pro-claim,

How the dis-tant hills re-sound-ed, E-choing back th'an-gel-ic song!

How the shep-herds were as-tound-ed, As the mu-sic roll'd a-long!

2. Ah! no more the lowly manger
Pillows that dear sacred head;
Beams no more that starry stranger
That the eastern sages led:
But we tell the joyful story
* To the aged and the young,
And we sing that "Glory, glory!"
Which the herald angels sung.

3. Though no sudden light burst o'er us,
Such as shone on Bethlehem's plain,
We can join the heavenly chorus—
"Peace on earth, good-will to men."
Sing we then the glad hosanna,
Sing of Him who reigns above:
Praise to Jesus, for His banner
O'er His children waves in love.

* LEST WE FORGET *
RECESSIONAL.

Words by RUDYARD KIPLING.

Music by WILLIAM SELBY.

mf God of our fathers, known of old— Lord of our far-flung bat - tle line—

Be - neath Whose aw - ful Hand we hold Do - min - ion o - ver palm and pine—

mp Lord God of Hosts, be with us yet, Lest we for - get, lest we for - get. A - men.

2

mp The tumult and the shouting dies—
The Captains and the Kings depart—
cres Still stands thine ancient sacrifice
An humble and a contrite heart.
mp Lord God of Hosts, be with us yet,
Lest we forget—lest we forget !

3

Far called our navies melt away—
On dune and headland sinks the fire,
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre !
Judge of the nations, spare us yet,
Lest we forget—lest we forget !

4

mf If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boasting as the Gentiles use
Or lesser breeds without the law ;
mp Lord God of Hosts be with us yet,
Lest we forget—lest we forget !

5

mf For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust
And guarding calls not Thee to guard—
cr. For frantic boast and foolish word
mp Thy mercy on Thy people, Lord !
—Rudyard Kipling in London Times.

CHRISTMAS! GLAD CHRISTMAS! TO ALL MERRY CHRISTMAS,
SING TILL THE ECHOES SHALL ANSWER AGAIN ;
THIS IS THE BIRTHDAY OF JESUS THE HOLY,
JESUS WHO CAME TO BRING GOOD-WILL TO MEN.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., DECEMBER, 1897.

\$1.00 PER YEAR

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

PRINTED BY BARNES & Co., St. John, N. B.

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THE LIVING AGE

FOUNDED BY E. LITTELL, IN 1844.

1844

Reproduces without abridgment the ablest articles from the Leading British reviews, magazines and weekly literary and political journals in every department of Literature: also, TRANSLATIONS from leading Continental sources.

1898

ENLARGED by the addition of a MONTHLY LITERARY SUPPLEMENT, containing Readings from American Magazines, Readings from New Books, a list of the Books of the Month; contributing to make this periodical

Encyclopedic in Scope, Character, Completeness, Comprehensiveness

"AN EPOCH-MAKING STORY."

"WITH ALL HER HEART." From the French of M. Rene Bazin.

Arrangements have been made for the Serial Publication of a Translation, made expressly for The Living Age, of this famous novel. The first instalment appears in the number of November 6th, and it will be continued weekly for several months until completed.

The novel in its recent presentation in the REVUE DES DEUX MONDES, aroused the greatest interest, attracting the attention of litterateurs both in France and England. A vivid portrayal of life in a French industrial town, it is interesting alike as a social study, and as a realistic, yet delicate story of modern life.

Its literary and esthetic qualities are so unusual that LES ANNALES LITTERAIRE ET POLITIQUES described it as "An Epoch-Making Story."

The LONDON ATHENÆUM characterizes it as "a work of fine and searching analysis, full of charm and redolent of a perfume which is exquisite and possesses no disquieting element."

DURING THE YEAR other translations from the best writers will appear from time to time, with serial or short stories by the Leading British Authors.

FREE To all NEW SUBSCRIBERS to The Living Age for 1898 will be sent FREE the EIGHT NUMBERS of 1897 containing the first instalments of "With all her Heart," CHOICEST LITERATURE AT CLUB PRICES. For \$9.00 THE LIVING AGE and any \$4.00 (or Harper's Weekly or Bazar) sent for one year; or, for \$8.00 THE LIVING AGE and Scribner's magazine.

Published Weekly at \$6.00 a Year, postpaid. Single Copies 15 cents.

THE LIVING AGE CO., P. O. Box 5206, Boston.

EVERY mail brings something encouraging for the REVIEW. A recent mail brought eighteen subscriptions—all new.

NOTE that this number of the REVIEW is a double one—126 and 127. This is to make up in part for the failure to publish in July last. We would like to publish these extra numbers more frequently. We are not so anxious to make money as to make a good paper.

THE REVIEW is an educational paper in the widest sense. The earnest teacher always finds much in its columns helpful and inspiring, and there is not a parent that would not be benefitted by its monthly visits. Those who look over its pages this month will see how much there is to interest and instruct parents as well as teachers.

A SUBSCRIBER in the October REVIEW made the following inquiry: On opening the swollen portion of some stems of the Golden Rod, or branch of willow, a grub will be found comfortably established in winter quarters. Is there any symbiotic relation here? or does the grub get its house and food supply without making any return to the plant?

It might be expected that the insect would make some return to the plant by supplying it with nitrogen, but an excellent authority assures the REVIEW that there is no evidence at all of any benefit to the plant. The advantage is all on the side of the insect. It is therefore not a case of symbiosis.

WE hope our subscribers will appreciate the Christmas supplement that goes with this number. It is made up of a few excellent selections of music from Selby &

Co.'s Bouquet of Kindergarten and Primary Songs, which has just been published at Toronto. It contains sixty selections, most of which are for the kindergarten and primary schools, with notes and directions for gestures. It is without doubt the best collection of school songs ever published in Canada. Its festival day and patriotic songs should command for it a wide circulation in our schools.

SPECIAL attention is directed to the advertisement of the Educational Review School Supply Company. Teachers are particularly requested to bring it to the notice of trustees and their friends. Satisfaction as to quality and prices is guaranteed. All can be assured that purchases and supplies will be forwarded as carefully as if made personally by those requiring them. Slate black-boards and trustees' supplies a specialty.

BILLS go out with this number of the REVIEW to many subscribers. Remember that a bill is not necessarily a dun. It is a statement of a financial obligation to be met at the earliest convenience of the one who receives it. We believe that the subscribers who carefully scan these columns will find many good reasons for remitting promptly.

THERE are two ways open to those who do not wish to continue taking the REVIEW. We leave our readers to judge from the following which is the better and more honorable course to pursue:

I have read your paper to my own improvement for the past few years, but as I am about to go out of the teaching profession for a while at least, I will, from the financial side of the question, ask you to discontinue the paper to me.

J. E. P.

The next is from a postmaster and serves to point a moral:

—has removed from this county and left no instruction or address to forward to.

WE take pleasure in referring to the excellent prospects of the University of New Brunswick. We are informed on good authority that the average attendance has increased fifty per cent during the last ten or twelve years. Its professors are scholarly and able men. The students, numbering nearly seventy this year, are capable and earnest. The class preparing to graduate in arts this year numbers 19, with one in engineering, making 20 in all. Each class that has gone out from the University in recent years has given a scholarship or a gift of some kind.

The University has done distinguished service to the province, and the outlook is bright for the future if its friends will put aside luke-warmness and rally to its support more than ever.

IN another column will be found the announcement of the clubbing rates of the REVIEW with leading periodicals. Those who have not yet ordered would do well to consult these rates which are exceptionally advantageous—for example, those for the *Canadian Magazine* and *Montreal Daily Witness*. These with the REVIEW may be obtained from us for \$4.40 a year. A small sum when you consider that it will give you the reading of the best Canadian magazine, an excellent daily paper, and a good educational journal for a whole year.

THE N. B. *University Monthly* has appeared in a new and much improved form, with a fresh cover, brighter looking pages, and the character and scope of its articles show a vigorous management.

OUR advertising columns are of special interest to our readers this number. Our subscribers will do us a favor by mentioning the REVIEW in their correspondence with advertisers. Several of these have never made use of the REVIEW, others will be recognized as old friends by our readers.

THE following was received too late to be included in the list of Teachers' Conventions, on page 127:

The Teachers' Institute of District No. 5, Kings and Hants Counties, will be held at Hantsport, N. S., Dec. 22d and 23d, 1897. The following are some of the subjects which will be introduced, either by written papers or orally, by different teachers: "Superannuation of Teachers," "The Course of Study," "Time Tables," "Public School Examinations—Their Use and Abuse," "Shall the Text-Books on English Grammar be eliminated from the Common School Course?" "Science in the Common School Course." There will be illustrative lessons on "Botany," "Natural History," "Geography," "English Grammar," "Mathematical Drawing," English Language, Reader No. 6."

The following teachers will take part in the above: Messrs. L. D. Robinson, John Sturk, Angus McLeod, J. S. Layton, W. M. Woodworth, W. W. Saunders, Ernest Robinson, Misses Burton, Power, Chipman and Jamieson. A grand public meeting will be held on the evening of December 22d, to be addressed by eminent educationists.

The usual reduction in fares on D. A. R. and I. C. R. Teachers wishing board, etc., will communicate with Principal N. J. Lockhart, of Hantsport. All teachers who attend must procure a standard certificate from the station agent from whom they purchase a first-class ticket to Hantsport. If they do not, no free return can be obtained.

Teachers of Inspectoral District No. 5 should attend this Institute, as it promises to be the best ever held. By giving due notice to trustees, the grants will be secured.—J. A. SMITH, Sec'y-Treasurer.

SUPT. Stetson of Maine, writing to a member of the executive of the late educational meeting in St. Stephen, N. B., says: "I remember our very profitable meeting in St. Stephen with great pleasure. I made some very enjoyable acquaintances on that occasion." If Supt. Stetson received a tithe of the pleasure he conferred, it must have been indeed enjoyable to him. No dissenting voice has been heard as to the impressiveness of the great speech he delivered in St. Stephen. Maine is to be congratulated in having a man of his calibre to preside over her education department. He is not only a man of brilliant and progressive ideas, but one who possesses in an exceptional degree the power of expressing them most eloquently. His visit was all too short for those who had the privilege of listening to him here and all very ardently desire to hear him again and greatly hope that it may be brought about at no distant date.

SURROUND young people during school hours with pictures and statuary, set off by tinted walls and ceilings, and the silent beauty irradiating therefrom will quicken and purify the taste, without encroaching on school time, or in any way interfering with school work.—*Francis A. Waterhouse.*

If you cannot decorate your school-room with pictures, hang at least one picture above the blackboard behind your desk. Place a box with flowers, or even ferns, on your desk.

THOUGH wars and rumors of wars still vex the world, our Christmas books and magazines bring once a year the thought of universal peace; and every Christmas Day brings nearer the promised time when war shall be no more. In reading the story of the treaty of Caughnawaga, in another column, we may wonder that the red men heard and accepted the message of "Peace on earth" before their white teachers had learned to heed its gracious meaning. When will the seven wisest men of Europe, Asia and America meet in a wigwam of silence and establish a great council fire for all the world? It may be sooner than we now suppose.

A CORRESPONDENT wishes to know if we can supply back numbers of the REVIEW. We can do so to some extent regarding those of the past six years. Copies of the REVIEW for the first four years are now somewhat scarce, and we would willingly pay a good figure for certain missing numbers between 1887 and 1891. Full sets of the REVIEW, bound, are preserved in our principal libraries, in the parliamentary library in Ottawa, in the Education offices at Halifax, Fredericton and Toronto, so that it is easy of access for the purpose of reference. Many teachers have bound volumes of the

REVIEW. Some of the convent schools, not only in the Lower Provinces, but also in Montreal and Quebec, set a good example in this respect. They have complete volumes of this journal from the beginning. When it is considered that the REVIEW for over ten years has been as far as possible a faithful index of our educational life and thought, its value as a reference is very great.

THERE are several ways in which the Educational Review Supply Company can be very useful to teachers and trustees—for instance in the personal selection of school libraries, dictionaries, scientific apparatus, small microscopes and pocket magnifying glasses and other apparatus for the equipment of teachers and schools. Mr. Hay's experience gives him excellent opportunities to make a choice in such matters, and all inquiries will meet with prompt attention.

A Teachers' Bureau.

At the beginning of the ensuing year it is proposed to establish a Teachers' Bureau under the management of G. U. Hay, editor of the REVIEW.

It is not too much to say that such a Bureau will command the confidence of teachers and school officers throughout the Maritime Provinces, and it is believed will confer great educational benefit upon the schools.

It will be the aim of the promoters to strive conscientiously to bring good teachers in touch with good schools, to register none but those of approved skill and success in their profession, and to deal promptly and honestly with school boards in assisting them to select suitable teachers.

None will be concerned in the management of the Bureau save those who have an intimate acquaintance with the requirements of the schools, and the personnel of the teachers as well as of the geography of the districts; and it will be an important object to locate teachers, as far as possible, as near their place of residence as may be practicable in order to lessen travelling expenses.

The Bureau does not propose to begin under any false pretences. Its fees will be moderate. It will not guarantee situations to any but will engage to use all the influence at its command to secure positions for all whom it may register, giving preference to teachers of any county to the schools vacant in that county, unless requested to do otherwise.

No charges will be made to school officers for teachers supplied.

Further and more particular details will be given later.

A Great Premium Offer.

To increase the circulation of the REVIEW, we make a notable offer, the terms of which will be found in our advertising columns. We wish all our subscribers to have a good pen. It is a 14-karat solid gold fountain pen. We have made a test of it and find it exceeds our most sanguine expectations. Hence we have no hesitation in offering it *as a gift*. We do not sell it. We guarantee it for one year, and with care it will last many years. If it is not what we claim for it, or if it has any defect whatever, send it back to us and its value will be immediately refunded, or a better one procured.

We have had more satisfaction in using this pen than one we recently paid \$4.50 for.

It is only by purchasing a large number of these pens at once that we are enabled to make the offer that we do. We hope our subscribers will avail themselves of the opportunity to get a beautiful and useful pen. They will never want to use any other.

When you get it—and hundreds will be using it in the next few months—study *carefully* and follow *implicitly* the directions for using it. That will prevent trouble and useless correspondence.

Halifax and St. John.

There is a great deal of rivalry between the cities of Halifax and St. John. But it is all generous and good natured. The true citizen of either place earnestly wishes for the welfare of the sister city. A citizen of St. John when abroad would as quickly resent a reproach on Halifax as he would on his city. And so with the citizen of Halifax.

It is in this spirit we would like to refer to some educational matters. The schools in each city are excellent, especially the primary. If there is any advantage in this respect it is in favor of St. John. But there is in the latter city more of what we may term educational waste. Its schools take up a new idea or subject, pursue it eagerly for a few weeks or months, and drop it. A few years ago the teachers were instructed in the Tonic Sol-fa system at the trustees' expense. Little attention is now paid to that system. Again, clay modelling was entered upon vigorously for a time. It, too, has gone. The departmental system of instruction was pursued in the high school. A return has been made to the old system of each teacher attempting to teach all the subjects of his or her department. Meetings of teachers were once regularly held in which special subjects were taught by teachers well versed in those subjects, or by specialists. That, too,

has lapsed. One man fills the two offices—principal of the high school and city superintendent. That would do for a country town of four or five thousand inhabitants, but not for a city of 45,000. Here are some examples of educational waste, and we might cite others. They do some of these things better in Halifax.

Again, there is a very good manual training school in Halifax, where hundreds of boys receive instruction, and there is a cooking school for girls. There is a well-conducted kindergarten school in Halifax and another in Dartmouth. St. John is at present without any of these appliances of modern education.

The meetings of school trustees in Halifax are open, not only to the press, but to any one interested who may choose to attend. The chairman is elected yearly by the votes of his brother commissioners, and it is an office to which any commissioner may aspire. In St. John the chairman is appointed by government and holds office for four years, and meetings are not open to the press.

There are other differences, to which we may return again. In the meantime, while we in St. John are seeking to eclipse Halifax commercially, we cannot disguise the fact that in many important educational matters she is ahead of us.

The Canadian Magazine.

Readers of Canadian literature cannot but be gratified at the remarkable progress that has been made recently by the *Canadian Magazine*. It would be easily first in a much greater field than Canada, with such writers as Goldwin Smith, Dr. Bourinot, Gilbert Parker, Principal Parkin, Th. H. Rand, Geo. Stewart, Hon. J. W. Longley, and other well known literary men. The Christmas number has just been issued, and it is well worthy of special mention. It contains 200 pages, is specially illustrated, and has a bright holiday cover. Goldwin Smith, Principal Parkin and Gilbert Parker are the three chief contributors. The leading story is "John Carew's Christmas Eve," by Charles Gordon Rogers. Other stories are contributed by Gilbert Parker, Fergus Hume, Ella S. Atkinson, James Workman and Katharine L. Johnston. The poetry is especially good, the leading contributors being Louise Frechette, Arthur J. Stringer, W. V. B. Thompson, Jessie A. Freeland, Florence Hamilton Randal and Geo. J. Low. Dr. Bourinot has an important article on the "Founders of New France," and Robert Larmour gives his personal reminiscences of Booker's Column and the Fenian Raid of 1866. Altogether the number is very bright; the illustrations are numerous, and the issue a credit to a country where native literature can scarcely make headway against great adverse influences. The artists who have contributed to the number are also to be congratulated upon the value of their work.

The Educational Review Scholarships.

The announcement in another column that the REVIEW is willing to devote a portion of its income, under certain conditions, for the next four years to the foundation of scholarships, will be hailed with satisfaction. Such an offer will commend itself to many ambitious students who are anxious to secure the means to pay their way through college. A few weeks or a few months of earnest, steady work will do it. The one who makes the offer of these scholarships, while Principal of the Girls' High School, St. John, saw with delight many of its brightest students graduating with the highest honors from more than one of our Canadian universities. He also saw with regret that many equally bright students had not the opportunity to carry out their plans. He has thought of this matter long and deeply, and the present offer is the result.

These scholarships cannot be won without effort. We would dissuade any one from making the attempt who is not possessed of the requisite earnestness and pluck to carry it through successfully. If won under the conditions attached, such a scholarship would be far better than a gift. It would create that independence that is born of honest, well-directed and persistent effort.

We believe this offer will call forth many responses, not only in the Atlantic Provinces, but elsewhere in Canada. It is unique, nothing of the kind having been proposed by any journal in the Dominion, so far as we know.

Parents' Associations.

The Halifax Branch of the Woman's National Council, thinking that schools generally might be benefited if parents and teachers could in some systematic way confer frequently on educational subjects, invited Prof. Bell, the telephone millionaire, to lecture on "The Relation of Parents to the Public Schools." Prof. Bell, was for many years interested in the education of deaf-mutes. He found that their schools were languishing and ineffective from want of moral and pecuniary support on the part of parents. Associations of parents were formed to discuss the needs of the schools, to present their claims to directors and state governments, and generally to extend to them sympathy and such aid as they might need. The result was splendidly equipped schools, and a general interest, where before all was apathy. The Professor argued that what was of so great benefit to the deaf-mutes could scarcely fail to be useful to all other schools.

Love for the child in our schools does not yet exist as an organized force. Those who have our schools in charge are actuated by mixed motives. Let the parents

organize on behalf of the schools and the children, and there will be a force in existence whose only motive is love. What abuses might by this force be prevented and what reforms effected! Children's health would be more carefully guarded as well as the cultivation of their minds more zealously watched. It is the parent who has the real, the heartfelt interest in the scholar, and not the trustee or the teacher. The school is an extension of the home and the parent should be represented there in organized force. Sympathy between teacher and parent, between scholar and teacher and mutually between all, should and would be enhanced.

In several respects the schools for the deaf-mutes had lead in the improvement of educational methods. For example it was in them that the look and say method of learning to read had been scientifically proved to be the best. It was found that a child could very much more easily learn to recognize 26 words than 26 letters; interest was elicited. For the same reason 26 sentences could be learned more easily than 26 isolated words. Thus the difficult beginnings of learning to read were made interesting. Later, partly intuitively and partly by direct teaching, the force of the letters was acquired.

If, then, the difficulties which had to be overcome in teaching deaf-mutes had compelled greater attention to pedagogical principles, why should not the public schools appropriate what might be beneficial in a broader field.

The academy and public schools of Baddeck, where Prof. Bell resides, had been greatly improved by the interest taken in them by the Mother's School Association of that town. It was found that the teachers, backed up by such powerful influences, could obtain from the trustees whatever was needed for the school-room. But more important still, the pupils devoted themselves more earnestly to their work at home, and behaved better in school; for they found that their teachers had the sympathy and co-operation of their parents.

A very interesting discussion followed, in which President Forrest and Professor Macdonald of Dalhousie College, Hon. Senator Power, Dr. A. H. MacKay, Principal Kennedy and the Chairman of the Halifax School Board took part.

It seemed to be generally agreed that—

1. A new and important factor was about to be introduced into the management of our public schools.
2. That parents' organizations, such as had so greatly helped the schools for deaf-mutes, would require to be greatly modified in order to be helpful to the common schools.
3. That in large towns such organizations would be unwieldy and impracticable as applied to large schools.
4. That parents' and teachers' meetings conducted in the school-rooms or assembly halls of the schools would be of the greatest possible value. "All school work must fall short of the highest results, unless, in addition

to good teaching, suitable equipment, a rich course of study and efficient supervision, two other factors are brought into play: The love and loyalty of the children and the co-operation of the parents." Parents and teachers are often pulling the child in opposite directions, due to misunderstanding on both sides. How many hard places might be smoothed over if both teachers and parents knew more of each others' difficulties? How much more sympathy the teacher would extend to troublesome pupils if she knew their home circumstances well enough to wonder that in many cases they are even as good as she finds them. If parents clearly understood the enormous difficulties of the school problems which press upon the teacher, how often they would help instead of hindering? Pupils would enter the school-room with a new zeal and a new purpose if they knew that next week mother or father would meet the teacher to discuss matters pertaining to their interests.

5. It was agreed that in the past nearly all the best teachers, some in one way and some in another, made it a point to secure the acquaintanceship, sympathy and co-operation of the parents of their pupils, and that all wide-awake parents cultivated the friendship and sought the counsel of the teachers. In the future it only required that this should be done more systematically.

6. It was thought that teachers engaged in scientific child-study might be greatly assisted by the knowledge of child-nature gained from parents.

7. In short, parents' and teachers' meetings were considered to be the missing link in our educational system.

Consolidation of Country Schools.

Small country schools labor under great disadvantages.

1. Some of them are in session only for a few months of each year.
2. For the same reason the buildings are uncomfortable. They do not have suitable apparatus.
3. Usually they must be content with low grade, ill-paid teachers.
4. The attendance is poor, owing to bad roads and bad weather.
5. In a miscellaneous school of less than twenty pupils the classification must be defective.
6. There will be wanting the healthy spirit of emulation and interest which numbers always foster.
7. High school studies will be all but impossible.
8. The cost per pupil will be very high,

"Futhermore, the small school in itself is unprofitable for the child. He loses that attrition of mind with mind which is necessary for keenness; he loses the stimulation to excel which can exist only in larger classes; he loses vigorous habits of thought and work unless well buttressed and supplemented at home."—*[Supt. Stone.]*

Now in almost every county of the maritime provinces there are many such small schools, subject to all

the disadvantages enumerated above. Thousands of pupils are deprived of nearly all the benefits of a good common school education and receive no high school education whatever. Yet if these same pupils had a fair chance they would be the equals of the best.

In the past the tendency has been to make the schools accessible to all by multiplying and thereby weakening them. This policy has been followed to a ruinous extent in some places; for example in some counties of Cape Breton.

If, throughout a convenient group of sections, the boundary lines were abolished and a township formed with one board of school commissioners, then one or two large well-equipped, well-graded schools might be established. But the question will arise: Would not some of the pupils be too far from this central school? To give an equal chance to all it would be necessary to convey the more remote pupils at public expense. This principle has already been adopted in Nova Scotia in regard to the Normal school. The travelling expenses of the students are paid by government.

In Massachusetts it has been applied to the conveyance of pupils to the high schools and to consolidated schools where the smaller schools have been closed. Wherever it has been tried the success of the plan has been so great in regard to efficiency and economy that the people could not be induced to change back to ungraded schools.

Pupils may be conveyed from one central point, or a carriage might pass through the principal thoroughfare, or they might be taken from their homes. The latter is the most satisfactory plan. The attendance is found to be much improved, because the pupils can ride in comfort and safety when weather conditions would be unfavorable for walking. More comfort in going and coming, more comfortable school rooms, better teachers, more stimulus to study, and all at less cost these—are some of the advantages of consolidated schools.

At present we have no legal machinery to facilitate the formation of large central schools, giving all the advantages of city schools, while retaining all the benefits of country life. But it is possible that an act may be introduced into one or more of our legislatures next winter enabling groups of sections to form one township, and authorizing the conveyance of far-away pupils at public expense. No doubt such a measure would meet with much opposition from local jealousies, and many theoretical difficulties would be advanced with much gravity of wisdom by those who never take the trouble to learn from any experience but their own. But one or two successful schools of this kind would silence such opposition,

The Most Important Education.

If we do not train our boys and girls to pursue knowledge, and give them a love for knowledge in the public school, then the great object of the state in promoting free education is, to a great extent, lost. If the teacher who teaches reading does not inspire a pupil with a love for good, and a taste for high-class literature, then the work of education is in vain.

We have so moulded our young people in our high and public schools with a taste for the literature of the great masters, the great poets and historians, the literature of your country and our own, that fiction, in the ordinary sense of the term, is not sought as it was ten or fifteen years ago.

If we are to have great men — stalwart, vigorous men and women to bear the burdens of this state and to keep a clear head, you must indoctrinate them with the knowledge of the best literature of this and past generations.

Under a democratic system, such as yours or ours, the danger is that demagoguery will have sway, or that some great leader will stampede the ballot-box. What is to be the steadying force in the state? I answer, educating our young people for citizenship. The value of education is felt in the solidity of the state, in the continuity of legislation, in the steadfastness of civil government.

Character-building is the great work of the teacher. If the pupils are not trained to be honest, persevering, energetic and progressive, to be well-balanced in their judgment, all their knowledge is in vain. We look to our public schools to lay the foundation of that character which is needed in every position of life, the high schools to continue the structure, and the universities to fit for other professions in life.—*Hon. G. W. Ross before the New York State Association of Commissioners and Superintendents.*

[The Hon. Mr. Ross stands at the head of the educational affairs of the largest province of the Dominion, and a province which for many years was reputed to be in the first rank of educational progress among the countries of the world. In such a position he has the best opportunities of knowing the educational needs of the people and of forming the soundest judgment as to the character of the education required. It is gratifying to find such a man agreeing with so many other great educationists in giving a first place to literature, civics, and morals. For this life and for all men there is no knowledge more important than the knowledge of man — the object which stands in the closest relationship to us in the environment of life. We must therefore study man, his natural history, his progress, his mental achievements, his social, moral, and physical relations.]

We wish our boys and girls to know that they are not at school merely to learn how to earn a living, or to be able to read many books, but to become men and women who shall help the state by their lives and work.—*Charles F. Dole.*

Teachers Rejuvenated

The methods, illustrations and expressions of teachers, for several years engaged in the same school, become monotonous both to themselves and to their pupils. It is true that some teachers, by the use of educational papers, by devoting themselves to some branch of science or literature, and by other means, keep out of the ruts longer than others. But all teachers need the inspiration obtained by visiting other schools, by travel, and by meeting distinguished educationists. We have read that in some town in the United States teachers are allowed to take one year in nine, and that, if the time is spent mostly in visiting schools in other states or countries, they are allowed half-pay.

In every town having as many as 4,000 inhabitants no better use could be made of, say, \$250 of its school funds every second or third year than by allowing one of its more enterprising teachers to spend six months in becoming rejuvenated and again inspired with the best ideals that prevail in other places. It is probably thoughtlessness that has hitherto prevented our school boards from adopting this plan of putting new life into their whole school system.

In Halifax it is not uncommon for the Sisters of Charity, twenty-five of whom are teaching in the public schools, to send one of their number to visit the schools of Boston, New York or Chicago for six weeks or six months. They learn much of the best methods in vogue in these places, and on their return they incorporate these improvements into their own schools. In some cases their whole pedagogical training is obtained abroad.

Sr. Perpetua of St. Mary's school, Halifax, has returned from an extended visit to the schools of Boston. She saw much that was new and interesting to her, but did not find the pupils upon the whole much better than those of Halifax, in some respects not so well advanced. The Swedish system of gymnastics was well taught, and met with her approval as being the best system for an all-round physical development. Manual training received very great attention in all grades. In only one particular did she find the Boston pupils superior to ours — in the power of expression. They could talk and read well, using good language and enunciating very clearly. They could also draw well. She studied carefully their best systems of teaching reading in the primary schools.

“Make my mental dreams come true
With the good I fain would do;
If there be a weaker one,
Give me strength to help him on;
Clothe with life the weak intent;
Let me do the thing I meant.”

Cooking in the Public Schools.

Nova Scotia has enlarged her common school curriculum by the introduction of cookery. In 1891 the Halifax School Board decided that the training of the schools should prepare the pupils for industrial as well as for literary pursuits. The supervisor of the city schools was sent to the United States to secure competent kindergarten and manual training teachers. While there he visited several of the best schools in which hand work was made to supplement head work. In the kindergartens and in the primary grades boys and girls had the same training in drawing, modelling and elementary sloyd; but in the higher grades, while the boys were taught carpentry, wood-carving and metal work, the girls devoted their attention to sewing and cooking.

In his report to the School Board for that year, with regard to the lessons on cookery, Supervisor McKay says: "I found them to be not only of great practical utility, but also educative in their effects. The study of the history of our food supply, the various experiments, observations and written essays required of the pupils, developed just as much of the scientific spirit as did the study of botany or zoology. But one of the most interesting facts I learned was that all parents particularly appreciated the teaching because they found that their daughters were able, with a given sum of money, not only to supply more palatable food than formerly, but also to utilize it better, inasmuch as there was less waste."

About this time Alderman Geldert, of the Halifax School Board, while in Boston had an opportunity of studying the results of this form of manual training for girls. He wrote in the Halifax papers strongly urging the introduction of cookery into the schools.

The ladies of the Woman's National Council, finding that a manual training school for boys had been in operation for several years, while the girls were neglected, wrote to the School Board last year urging the experience of other towns and the opinions of all well-informed educationists as being in favor of domestic economy as a most desirable part of a girl's preparation for the duties that would probably fall to her lot in life.

At first there was but little sympathy with the movement, and the opposition against it was violent and unreasonable, scarcely touching the real merits of the question. But as the members of the Board, and intelligent persons generally, studied the subject they soon realized its importance. Accordingly, at the last meeting of the School Board it was decided, almost unanimously, to establish a department in cookery for the girls of the eighth grade, and to appoint Miss Helen N.

Bell of Hamilton as teacher. Miss Bell is a graduate of the Glasgow Normal Training School. She has already demonstrated her abilities as a superior teacher in a series of lessons given to various public and private classes during the last six months. These classes were supported by the ladies of the Woman's National Council, in order to show the value of the work. As many as 120 eighth grade pupils received free tuition from them. It is expected that one of the young ladies, now in training as a teacher of cookery (Miss Rogers, of Stellarton), will be prepared, in the course of another year, to open classes in Truro, Pictou and New Glasgow.

The Superintendent of Education, Dr. A. H. MacKay, took much interest in the protracted discussion regarding the right of the teaching of cooking to a place in the public schools. After hearing both sides, and seeing the classes in operation, he decided the question by having cookery placed in the curriculum.

As this subject may be new to many of our readers, it may be well to conclude this brief sketch with a quotation from the late General Walker, who was one of the ablest and most practical educationists of the United States:

No one can spend an hour in the cooking schools of Boston without being impressed by the very high educational value of the instruction given. As a great object lesson in chemistry, as a means of promoting care, patience and forethought, as a study of cause and effect, as a medium of conveying useful information, irrespective altogether of the practical value of the art acquired, the short course, which alone the means at command allowed to be given to each class of girls, has constituted, I doubt not, the best body of purely educational training which any girls of all those classes ever experienced within the same number of hours.

For many years it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far, at least, as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that constantly meet me with a salutation which I cannot answer as things are. Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day.—*Thomas Carlyle.*

"It seems," says the *Christian Intelligencer*, "as if text books for children were now made so simple as to leave hardly any chance for misunderstanding, but the little folk still continue to commit to memory the words without much thought of their meaning. 'How do we know that the earth is round?' asked a teacher of one her boys. The pupil rose promptly and with a perfectly stolid expression answered glibly, 'We learn that the earth is round from the following facts,' and immediately sat down again, evidently feeling that he had given a full and most satisfactory reply."

For the REVIEW.]

Art Studies and Drawing in the Schools.

Reading the articles in the last EDUCATIONAL REVIEW on the cultivation of art reminded me of a recent article in the *Popular Science Monthly*, in which the writer sets forth the testimony of several distinguished teachers of art to the effect that students in their classes who have taken courses in free-hand drawing manifest no more aptness for studies in art than students who had no training in that branch. As considerable time is given to free-hand drawing in the public schools, would it not be well if some one who has given attention to this subject would show us what is the intended and the actual relation of this study to the cultivation of art. W.

The article in the October *Popular Science Monthly*, to which we presume our correspondent alludes, begins by quoting certain popular and expert opinions as to the uselessness of drawing as ordinarily taught in the New York schools. The substance of these opinions is that pupils who have been trained in other than pure art schools have received no benefit from their lessons in drawing. So far as the artists are concerned, this is a case in which their opinions may be of no value. Usually the more highly developed the artist in any subject the more one-sided his development and the less capable he is of sound judgment in matters not directly in his own line.

We have noticed that almost invariably eminent teachers of music depreciate as valueless or worse all the previous training of a new pupil. And yet we spend hundreds of thousands of dollars every year for such training. Nor for our purposes is it valueless, but on the contrary most valuable. It gives manual training, industrious habits, love and appreciation of music and a culture, all of which counts for nothing with the talented but one-sided music teacher.

It is so in drawing. We have various forms of drawing, some of which are entirely ignored by artists. Mechanical drawing trains to habits of neatness and accuracy, opens the road to success in geometry, and is the foundation of skill in many of the industrial arts. It is true that on account of so much reliance being placed on instruments it does not cultivate the eye to a nice discrimination of the relation of points and lines to each other. But this training is obtained in other departments of the subject.

Then we have object drawing as applied to our nature studies. The pupil who is required to make a representation of an object in his science study must observe very closely and learn much of it in his efforts to depict its essential features.

We have original designing which develops the inventive faculties and is the best possible exercise of

certain forms of the imagination. All these forms of drawing are most valuable and worth more than they cost in time and trouble.

Drawing from the object, from casts, from life and of scenery, it must be confessed, is badly taught; and yet in a large proportion of cases, such teaching as we have is beneficial. It implies the development of a certain amount of culture, of appreciation of beauty of form and of artistic taste which may be transmitted. In the judgment of competent teachers of our public schools one hour per week in drawing as a science study enables the pupil to make much more rapid progress in some other studies. Of course in particular cases where drawing is very badly taught the time might be more profitably spent otherwise, but even in such cases it would be difficult to show any direct injury.

Young persons having a talent for drawing and wishing to become first-class artists should of course be trained only by the best teachers in art schools. But the public schools have other and higher functions than the production of specialists in art. For general purposes the art work now done in our schools is very much better than none, and the ideals towards which we are looking and for which we are striving are most commendable and essential,—the attainment of which must necessarily be tedious. The process of evolution is slow but sure.

It has taken us twenty years to learn that drawing from the flat is a mistake,—that drawing to be educative must always be from the object. There is no artist who would nowadays think of teaching it in any other way. It is time for our teachers to begin to recognize this fact and to act upon it.

Mr. Fitz, in the article referred to above, says: "Drawing to have educational value must be the graphic record of a perceived fact. The drawing in itself is of no consequence except as it stands for the record of an *exploration* and a *discovery*. Time is now wasted in technical finish that might to the pupil's lasting benefit be spent in discriminating," etc. By a more complete co-ordination of scientific and educational methods there would be no trouble in making the power of the average child at twelve years equal to that now acquired by the adult, and the gain would be obtained by bringing all those now weak up to or about the present average. We might then come to be able to see the beautiful in Nature spread at our feet, and in common things at our very door, and not as now, under the name of *art*, hew down the mind of the rising generation to the narrow notion that the beautiful must be sought only on the canvases and in the conventionalities of the past and present age of interpreters, however exquisite or grand their work may be."

For the REVIEW.]

Christmas: Old Times and Carols.

BY JOHN MARCH.

The approach of the Christmas season never fails to take me back in thought to the home of my childhood in dear old England, where the religious and festive observances so closely identified with the season and made venerable by custom, were maintained with ardor, and joyously participated in by old and young, rich and poor, whilst the day itself was both a holy-day and a holiday — the centre about which cluster the highest sentiments and the purest pleasures — the days closely preceding and following being filled with old-time practices which quickened into an intense activity all that was best in peer and peasant, culminating in a round of acts, the outcome of charity and goodwill.

I have already in the columns of the *EDUCATIONAL REVIEW* (December, 1895,) referred to many of these customs, but the subject is ever fresh and new, and its interest inexhaustible. At the editor's suggestion I again draw from the overflowing storehouse of memory a few items which may interest the lover of the quaint but rapidly fading scenes which marked the Christmas seasons of our forefathers.

Christmas carols — how easy and natural the alliteration seems — stand out most clearly in memory when one's thoughts turn to review the past. And they are at once a revelation and an inspiration. Yet, alas! how little of thought and study are given to them in these degenerate days. Yet what a harvest of sweet things may be garnered from them. Ancient and modern alike seem to provide a natural channel through which all sweet, tender sentiments may flow to refresh the life and cheer or soothe the spirit. How touchingly, yet in what simple language does Mary Howitt sing of Old Christmas and his glorious deeds! Why should not every school boy and girl learn her carol by heart and treasure up its teachings. Well do I recall the feelings it excited in my mind and heart as my sainted mother recited it to me in my young days, and what a picture "our dear old friend" impressed upon memory as she sang

Now he who knows Old Christmas,
He knows a carle of worth ;
For he is as good a fellow
As any upon earth !

He comes warm cloaked and coated
And buttoned up to the chin,
And as soon as he comes nigh the door,
We open and let him in.

What a fine old fellow he is!
With his faculties all so clear,
And his heart as warm and light
As a man in his fortieth year!

What a fine old fellow, in troth,
Not one of your griping elves,
Who, with plenty of money to spare,
Think only about themselves!

He must be a rich old fellow.
What money he gives away!
There is not a lord in England
Could equal him any day!

Good luck unto Old Christmas
And long life let us sing,
For he doth more good unto the poor
Than many a crowned king!

There is another carol, very different from Mary Howitt's, which I have always greatly admired for its quaint tenderness and poetic beauty. It belongs to the latter half of the fifteenth century — Henry VI to Henry VII. It is remarkable for the easy flow of its verse, its grace of expression, and a general refinement which tends to raise one's idea of the tastes and character of the people of this period of English history. It is called "The Virgin and Child," and narrates a conversation between the infant Jesus and His mother, told in seven stanzas of eight lines each, and is therefore too long to reproduce here. Though lamenting her lowly condition, her mother heart ceases not to say its lullaby, whilst she purposes to fulfil all His will. The closing stanzas are as follows :

"My dear mother, when time it be, thou take me up aloft,
And set me on thy knee, and handle me full soft ;
And in thy arm
Thou wilt me warm,
And keep me night and day ;
If I do weep
And may not sleep,
Then sing, by by, lullay."

"Nay, sweet Son, since it is so that all things at Thy will,
I pray Thee grant me a boon, if it be both right and still,*
That child or man.
That will or can
Be merry upon my day;
To bless them bring.
And I will sing
Lullay, by by, lullay."

* Reasonable.

In kindergartening, a little knowledge is a dangerous thing. "A woman wrote to me," said Miss Angeline Brook, not long ago, "asking if she might visit my school. I replied that we were always glad to have visitors. She came the next day, and while I was showing her around said: 'I am much interested, because I intend to start a kindergarten myself next month.' I asked, 'Where have you been trained for the work?'"

"I expect to get my training here to-day."

"I suggested that my teachers had studied two years.

"Well," she said, "the lady who had the school I mean to take told me she never had but one lesson, and that she never used that."

For the REVIEW.] NATURE LESSONS.

Coral Plants.

Give me Winter's briny spray
Where the coral insects play;
But when Summer gilds the sky
To the northward let us hie
Where the roaring billow pants
On a coast of coral plants.

So the boy rolled up his pants and waded into these same haunts and got the coral plants shown below.

Numbers 1, 2, 3, 4 and 6 are ordinary stones taken from tide pools at low water; but they are covered with patches of a purplish or reddish incrustation which become bleached into pure white when exposed for some time to the light. This incrustation is one of the red seaweeds which spreads not very unlike a lichen on the rock; but it adheres very closely to the stone, and secretes from the sea water carbonate of lime, as does the coral insect in the tropical seas. This carbonate of lime it lays up within and around its vegetable tissue, so that it would appear to be entirely mineral until you dissolve the lime out, which can be done by dilute hydrochloric acid very well. Its red color when growing is of the same nature as of the red of dulse.

But there is a pretty tufted moss-like or feather-like plant growing on them, shown more abundantly on 4 and 6, from one to two inches in length. It is purplish or reddish like the incrustations; and when thrown up on the beach it is soon bleached into chalk-white, miniature fern fronds, more beautiful in some ways than the growing plant. This is the common Corallina (*Corallina officinalis*) which for a long time was thought to have been of animal nature and related to the corals. It was also used when powdered as medicine in the olden time. Hence the specific name, for *officinal* medicines are those which are generally kept in stock at the apothecaries. Looked

at closely it will be found to be made up of short joints which are broader above than below. They branch very regularly, but the photograph reproduced here is on too small a scale to show them. The fruit, or what corresponds to the seed, is found in small ovate projections on the ends of some of the branches, and corresponds in its character with that of the other red algæ nearly related to it.

Numbers 7, 8, 9, 10, 11 and 12 are incrustations which grow out into nodules or tubercles as if they were attempting to grow into branches. They are on stones, except 10 and 12, which surround old mussel shells. They have also the color characteristic of the red seaweeds. Number 5 in the centre surrounds a stone, but the nodules rise up into rude stems showing a disposition to branch. These sometimes surround a stone and grow all around it in a regular manner so as make a sphere radiating outwardly in short, crooked,

pretty rude branches. Three kinds of this incrusting plant are shown here, the smooth, tubercled and rudely branching. Their fruit is contained in minute cavities sunk in the calcareous frond rather than rising above its surface. This genus is called *Lithothamnion* from the Greek word *lithos* a stone and *thamnion* a little bush, because the prettier kinds branch



(Reduced to nearly one-fifth of natural diameters.)

clumsily like a bush; but then it is a stone bush.

The Coralline grows on loose stones and shells as well as on the solid rock, and is therefore often thrown on the shore by the waves, as is also the Lithothamnion. This kind of botanizing can therefore be done in December on the Atlantic and Bay of Fundy coast, even should the country be completely covered up with a sheet of snow.

The lightest substance is said to be the pith of the sunflower, with a specific gravity of 0.028, while elder pith has a specific gravity of about 0.09; reindeer's hair 0.1, and cork 0.24.

For the REVIEW.]

Witch Hazel.

At the roadside, half-way up the rocky hill, we find a solitary bush of Witch Hazel. In chill November, and often as late as December, its leafless twigs are fringed with ragged yellow flowers—unkempt, garish, impudent things, rudely claiming the notice of the passing traveller.

On closer look we can discover a pleasing symmetry about the clustering blossoms, an austere beauty in their twisted petals, and a frigid harmony with the grey bark that seem to demand rather than invite our admiration.

What tidings have they for us that they would make us stop and listen on such a day as this, when snowflakes mingle with the fallen leaves that whirl across our path? Let us turn our backs to the cold blast and listen for their urgent message.

“Rejoice! for another year has come, and life and health and vigor are in the autumn winds.”

Strange message, this! Its note of exultation is sadly out of tune with the dirge that wails among the naked beeches and deepens in the sighing pines. Surely only suffering and death, not life and health, are borne upon the frosty air. The year is dead, or dying. The few white violets we found some weeks ago, cowering in the warmest nook beneath the hill, were frail things out of season—pathetic reminders of youthful days long past—playful humors in the second childhood of the doting summer. Now, they, too, are gone. The end has come; the life of the year departs. The witch hazel's gleaming flowers make ill-timed revelry; its hopeful message mocks our sadness and falls unmeaning on our ears.

Yet the brave blossoms tell their tale anew: “Hope is not dead; another year has come.”

Do they, indeed, anticipate a victory not yet won? and are they like impatient prophets of a coming era, lifting their cry too soon, leaders of men whom none will follow, a glorious victory hid in their defeat? Then must our Anglo-Saxon fathers have lit their yule fires just three months too late; or, perhaps, they celebrated not the birth of the new year, but rather its arising in its strength to take possession of its heritage.

Yes; even so. The year began with the autumnal equinox, and grove and hillside then donned their brightest robes to join in nature's new year festival. Then was nature's seed time, in field and forest, hill and dale, for the harvest that is to follow after many days. The evening and the morning were the day at time's beginning, the winter and the summer are the year. Our lilacs and our tulips have already prepared their showy banners for the pageantry of spring, and

hid them safely from the winter's gales, holding them in keeping till the appointed time.

“Our blossoms are for another season's fruitage. We are the first flowers of the year, and not the last. Another year has come.”

The insistent yellow flowers repeat their story, and the Alders, lifting a thousand deep brown, half-developed catkins, calmly support its truth. J. VROOM.

For the Teacher's Note-Book.

A teacher whose knowledge is not questioned, who is never obscure in his lessons, who speaks with exactness, will always be listened to with respect. A teacher whose every act is known to be inspired by love for his pupils has only to speak to be obeyed. He will govern by persuasion. Especially a firm teacher, who possesses the serenity of conscious power, will inspire his pupils with a salutary respect which will make it impossible for them to fail in their tasks.—*Gabriel Compayre.*

Lack of neatness, disregard of dress, has stood in the way of many a teacher's highest success.—*Pres. Slocum.*

It is of the greatest importance that all subjects be presented to the child in such a manner as to be interesting. It does not necessarily follow, however, that in order to be interesting everything must be made easy. All growth and development of mind, as well as muscle, is made by active service. Awaken a deep interest in every subject, but do not carry the child up the hill of knowledge—let him climb. Telling a child, instead of setting his mind to work, always benumbs the mind.

Already some of the educational “fads” of a few years ago are becoming fades.

Teaching is the noblest of all professions, but it is the sorriest of trades; and nobody can hope to succeed in it who does not throw his whole heart into it, and who does not find a positive pleasure as he watches the quickened attention and heightened color of a little child as he finds a new truth dawning upon him, or as some latent power is called forth. There is no calling more delightful to those who like it; none which seems such poor drudgery to those who enter upon it reluctantly, or merely as a means of getting a living.—*J. G. Fitch.*

BOYS ARE UNDER-ESTIMATED.—Now, I have an idea, says Herbert H. Smith, curator of Carnegie Museum, that we under-estimate boys. When they are in earnest they are capable of accomplishing almost anything that men can do. Besides, my sympathies were enlisted,

My own boyhood was passed in a small village. Before I was ten years old my taste for natural history had led me to attempt small collections of plants and insects; but there was no one to help me, no one who had the slightest sympathy with such pursuits. I think now of the discouragement, and even ridicule, that met me at every step and almost drove me to despair. No wonder, then, that I have a fellow-feeling for these boys; no wonder that I longed to help them. For the love of nature is a heaven-given instinct, a thing to be encouraged as we encourage literary tastes and good morals; it enlarges and ennobles the mind, trains the powers of observation and opens the way to quiet enjoyment.

THE RIGHT SORT OF TEACHER FOR GIRLS.—The wisest and most helpful teacher is not the one whom the girls themselves "rave over" and find most "magnetic." It is she who carefully avoids the appeal to the emotions, and who, without repelling the affections, knows how to check hysterical excess and keep the young nature cool and steady by a delicate reserve and a gentle decision at the first indication of need. It is a curious fact in psychology—or is it physiology?—that while hero worship is a good thing for a boy it is seldom a good thing for a girl.—*Helen Moody Waterson, in Scribner's.*

They who teach a child grammar before language lessons should be consistent enough to teach him geology before he handles rocks, and botany before he plucks flowers. "O, that's a different thing," you say. Yes, it's always "different" when it makes our position ridiculous.

If there are degrees in heaven, the choicest place awaits the teacher who by patience, tenderness and work, lifts a little one from a life of evil and trains it to love, truth and knowledge.

No system of government or morals or education can safely be left to run itself, any more than can a private business enterprise. The wonder is that the schools do as well as they do.

Benjamin Franklin, when a printer boy in London, would drink no beer, and his companions called him the water American, and wondered that he was stronger than they who drank beer. His companion at the press drank six pints of beer every day, and had it to pay for. He was not only saved the expense, but he was stronger than they, and better off in every way. If he had gone to drinking beer at that time, like the other printer boys, it is likely that we should never have heard of him.—*The Human Body, by Buckelew and Lewis.*

Things Useful to Tell.

Potatoes, native of Peru, were discovered by the Spaniards in the neighborhood of the Quito, where they were cultivated by the natives. Condor, a monk, first introduced them into Spain, whence they passed into Italy, and thence to Belgium. Humboldt says that at the discovery they were cultivated in all the temperate parts of the continent from Chili to New Granada, but not in Mexico. In 1585 potatoes were taken from North Carolina and Virginia, on the return of the colonists sent out by Sir Walter Raleigh, and were first cultivated on his estate near Cork. The sweet potatoes, native of the West Indies, were given to Columbus by the natives of Cuba. They were introduced into England by Sir Francis Drake, who wrote of them in praise, but forgot to send instructions to eat only the root. The gardener of Queen Elizabeth planted them, and ate some of the tops. Being disgusted by the taste he pulled up his crop, made a fire of the pile, was attracted by the pleasant odor of the burning tubers, picked up a root, ate it, and, being pleased with the taste, continued the cultivation and introduced them to others.—*Calvin Dill Wilson, in November Lippincott's.*

RESULTS OF NANSEN'S EXPEDITION.—The scientific results of Nansen's arctic expedition are very great. He showed that the Arctic Ocean was not shallow, as was supposed. He found water there 12,500 feet deep. One member of the party explored the western part of Franz Josef land and made accurate maps of the territory. He discovered new regions, especially a large tract beyond the heretofore known limits of the island, magnificent headland covered with ice from foot to summit, and huge rampart of ice, that could not be passed over at its base. Here the party met with a series of furious gales, fogs and driving snow storms. Frequently they barely escaped with their lives from being smashed by the ice. Another lofty headland was discovered up Cambridge Bay. A number of valuable photographs were taken, picturing the terrible arctic nature of the ice-capped country.

LONGEST RAILROAD IN THE WORLD.—From Tcheliabinsk, the present eastern terminus, the length is 4,741½ miles; in other words it is much the longest railroad in the world. It goes west from Tcheliabinsk, passing the southern edge of Russia's great Siberian dominion, through Ob and Krasnoyarsk to Irkutsk, then takes a sudden turn around the southern end of the great lake Baikal, and follows the Amoor River along the northern boundary of Manchuria to Vladivostock. Until it reaches the Yenesei River, the road

passes over a steppe country that renders the engineering very simple; but beyond that, in the vast mountainous region above Tartary, the cost of construction has been heavy. When the three great railroad bridges are taken into account, Russia will pay at least \$175,000,000 for the privilege of reaching the Pacific. But Russia has always wanted to reach the sea. She is practically an inland country, with the Baltic frozen up half the year and the Arctic and White Seas eternally blocked with ice.—*From About the World, in Scribner's.*

The eyes of bees have been made to see great distances. When absent from their hive they go up in the air till they see their home, and then fly toward it in a straight line and with great speed. The shortest line between two places is sometimes called a "bee-line."—*St. Nicholas.*

Greater New York, of which Judge Van Wyck, the Tammany candidate, was recently elected mayor, will embrace on and after January 1st, 1898, Staten Island, the whole of Brooklyn, as far down the bay as Rockaway Beach, and will extend as far north as Yonkers, and stretch across the country to the Sound, which it will cross to take in Queens County on Long Island. The population of this much spread-out city is 3½ millions, next to London, and the second in the world.

FIRST LOCOMOTIVE WHISTLE.—The demolition of a wagon load of eggs and butter was the cause of the evolution of the locomotive whistle. Back in 1833, when most of the country roads crossed at grade, farmers had to be very cautious in approaching the railroad tracks, as the engineman had nothing but a tin horn to warn people that his train was approaching. When a train smashed up a farm wagon containing eighty dozen of eggs and fifty pounds of butter, and the company had to pay the costs, Ashland Baxter, a director, went to Alton Grange, where George Stephenson lived, to see if he could not invent something that would give a warning more likely to be heard. By the next day Stephenson had a contrivance which, when attached to the engine boiler and the steam turned on, gave out a shrill, discordant sound. The whistle so delighted the directors that it was ordered on all the trains. From that primitive whistle developed the powerful locomotive "screecher" of to-day.

A lotion of cologne and quinine is a most efficacious panacea for aching muscles, if well rubbed into the skin, an excellent tonic for strengthening weak members suddenly called upon to do unwonted duty. The proportions are 16 grains of quinine dissolved in ½ pint of cologne, to be rubbed directly upon the person after the bath. This will serve as a preventive of cold, a pain alleviator and tonic.—*Popular Science News.*

Public Opinion.

THE NOVA SCOTIA SCHOOL OF AGRICULTURE AT TRURO.—With over half a million of a farm population in New Brunswick, and room for five millions more, we think it is time that some attention should be given to agricultural education. Few people, we think, deny the need of a better understanding among our farmers of how to produce most cheaply those products that are most in demand. As a means to this end, we want an agricultural school, combining the various branches of farming. We do not mean that at present we should attempt a complete agricultural college. We should pattern after the Truro school, and evolve a system of agricultural education from short courses that would finally meet the needs of our people.—*The Co-operative Farmer, Sussex, N. B.*

PERMISSIVE LICENSES IN NOVA SCOTIA.—Le journal de l'éducation nous arrive avec du nouveau. Nous nous réjouissons de ce nouveau plus que personne, parce qu'il est peut être destiné à nous faire plus de bien, à améliorer nos écoles sur une plus vaste échelle, à mettre fin à plus d'abus dans nos districts français que partout ailleurs. Après la présente année scolaire il n'y aura plus de permis d'enseigner, c'est à dire "Permissive Licenses" d'issus.—*L'Évangéline, Weymouth, N. S.*

THE POET LAUREATE ON POETRY AND SCIENCE.—It is so commonly assumed that poetry and science are antagonistic, that an address delivered by the Poet Laureate, Mr. Alfred Austin, at the opening of the new school of science and art last week, deserves a wide publicity. Macaulay, with his well-known love of antitheses, once endeavored to show that as civilization advances poetry almost necessarily declines; and taking science as one of the most important factors in the civilizing process, the inference is that a poet with a knowledge of scientific facts labors under a disadvantage. Now, however, we are able to give a Poet Laureate's opinion that science and art are complementary to one another, and not rivals. Science, said Mr. Austin, is exact knowledge—that, and nothing more. But exact knowledge is the foundation of all the arts, and no man ever achieved real greatness in any of them who did not have the firmest grasp of the permanent facts which underlie them. Music, the most intangible and fantastic of the arts, cannot move one step, nor excite a single emotion without submitting to the severe discipline of numbers. Finally, the matter of a poet's verse is not of much account unless it be animated by the scientific spirit of close and wide observation and of loving accur

acy. There is thus no means of getting away from exact knowledge or science if one aspires to be an artist. It must be obvious to any one who has read the "Divina Commedia" that the greatest poet of the middle ages (than whom there was none greater in any age) was thoroughly familiar with all the scientific or exact knowledge of his time; and Leonardo da Vinci, who might have equals, but had no superior, in the realm of painting, was not more fascinated by artistic conceptions than by what are called scientific problems, and at these he labored indefatigably. Alike, therefore, by necessity and choice, art exhibits a systematic kinship with science. The scientific spirit, far from being hostile to the artistic spirit, is ancillary to it, for, as Dryden said, "Genius is perfected by science." The noblest manifestations of both have always occurred in one and the same epoch.

Athens produced Euclid as well as Praxiteles; the vigorous old age of Michael Angelo overlapped the precocious youth of Galileo; and Bacon was the contemporary of Shakespeare. And although the century now drawing to a close has been pre-eminently a scientific century, the locomotive and the telephone will not be more enduring than the verse of Byron and Tennyson, or than the pictures of Turner and Watts. The reasoning intellect is the foundation alike of science and art; but, concluded Mr. Austin, while reason alone suffices to science, art is reason transfigured by emotion.—*Nature, London, Eng.*

PITMAN.—It is proposed to erect a memorial in some form to Sir Isaac Pitman, the inventor of phonography, and a letter asking for subscriptions towards it appears in this paper—a proposal to which all phonographers will no doubt respond. Not all the admirers of Sir Isaac will go to the startling length reached by one quoted in that letter, who says: "Of all the inventions of the century, none, singly, has surpassed, if it has equalled, in happy, widespread influence that of phonography," yet those who judge fairly will give the inventor of phonography a very high place among the world's benefactors. Although we would not put the advantages which accrue from the use of shorthand for a moment beside those, for example, which come to us from anæsthetics or from antiseptics, the use of shorthand is only a part of what Pitman has done, or rather is going to do, for mankind.

He was not only an inventor, but a philosopher. He analyzed the language which we use and drew the attention of the world vividly to the enormous waste of power which those who use the English language are suffering from, the use of a system of spelling which bears no exact relation to the sounds it is meant to represent. The art he invented serves to keep this evil vividly before a people which endures infinite hardship rather than change its hoary customs. The time must come, sooner or later, when phonetic spelling will supersede the random method now in use. When it does, those

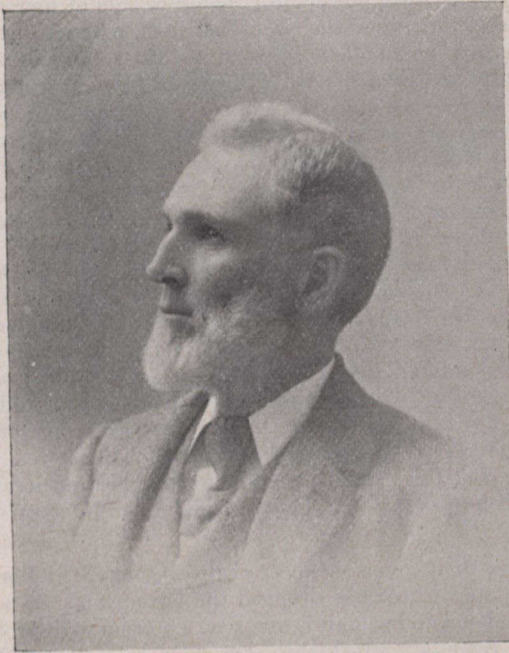
born to the English language will learn to read in much less than one-half of the time now needed, and thus have their fresh powers for acquirements of more solid value to them than the maintenance of an erratic orthography can be; and those born to other languages will learn to use English with a facility at present unknown. The introduction of the phonetic spelling is almost a necessary preliminary to a universal adoption of English as the language of intercommunication throughout the world. To illustrate, suppose a Chinaman approaching our language through the written medium and coming upon the word *through*. He knows the sound of "t," but there is no "t" sound in *through*. There are two "h's" in the word, but there is no "h" sound in it. He has been taught how "o" ought to be pronounced, but there is no "o" sound in *through*. Sometimes the same character is put for half a dozen different sounds in one line. All this might be easily removed, and will some day, and when it is the name of Sir Isaac Pitman will get great glory—not because he discovered anything, but for the ability and life-long pertinacity with which he fought for phonetic spelling.—*Montreal Witness.*

And then comes this note of discontent: The London newspaper which has dropped the letter "u" in words like labour and colour, is now overwhelmed with protests from readers against this surrender to a demoralizing Americanism in spelling. Such butchery of the English tongue, they argue, should never be condoned.

More than once (during a visit to the United States) I was addressed with the playful suggestion that Canada should unite her fortunes with those of the great republic. To these invitations I invariably replied by acquainting them that in Canada we were essentially a democratic people; that nothing would content us unless the popular will could exercise an immediate and complete control over the executive of the country; that the ministers who conducted the government were but a committee of parliament, which was in itself an emanation from the constituencies; and that no Canadian would be able to breathe freely if he thought the persons administering the affairs of the country were removed beyond the supervision and contact of our legislative assemblies.—*Lord Dufferin.*

Canada, though a British colony, makes her own laws, chooses her own legislature and her own ministers, and in all matters essential to liberty or to her social life is her own mistress. Is it, then, worth while to pretend that the existence of a great democracy of five millions of people on our northern borders is a menace to this republic? Yet that is what some of the jingo papers have lately been saying. If they will simply print the facts, and show to their readers the Canadians in the act of determining their own destinies by their own votes, the spectre of monarchical menace will vanish out of sight. Canada, if not a republic, is a democracy, and her citizens contrive to get their will executed much more promptly than we do under republican government.—*New York Herald.*

Mr. [G. W. T. Irving, Chief Clerk, Education Department, Halifax.



The subject of this sketch, Mr. George W. T. Irving, was born in the pretty little village of Clifton, on the southern shores of Cobequid Bay, in the year 1841. The old homestead has since disappeared, having been washed away by the high tides of the bay. His ancestors were Scotch, connected with the family of the celebrated clergyman and pulpit orator, Edward Irving.

Having at the age of thirteen completed his common school education, he was sent to the Windsor Grammar School, and afterwards to the Collegiate Academy, where he made good progress in all his studies, including a good grounding in French, under Professor Stiefelhagen.

After a year spent in teaching, he returned to his native village and gave some attention to farming. Maitland was at that time famous for its shipbuilding, and Mr. Irving soon became a ship owner, unfortunately at a time when shipping began to decline very rapidly in value. Not finding the business as lucrative as he hoped, he was compelled to abandon it and to adopt teaching as a profession. Here he found congenial work, and from the first took rank as a superior teacher. After seven years' service he accepted a better position as secretary of the Maitland Maritime Insurance Co. In 1879 he was appointed to his present position as secretary in the Education Office, Halifax.

All his previous work seemed to be a special training for his present varied duties. As a farmer he became interested in our staple industry, which the Education Department is now doing so much to foster. As a

ship owner he became widely acquainted with commerce and with business men throughout the Province. As a student at Windsor he was brought into close contact with the best traditions of classical learning, and as secretary of the Insurance Company he had a good office training, and became a good judge of character.

He is then, as we might expect, a good, all-round man, well developed in all respects, incapable of being led aside by any hobbies. His calm, well-balanced and sound judgment has made him an invaluable assistant in the office for the last eighteen years, and a safe counsellor, for his advice has often been sought by teachers, inspectors, and even by the two superintendents whom he has so faithfully served. No indiscreet word of his has ever embarrassed any member of the Council of Public Instruction, for he has the rare faculty of knowing when and how to be silent without giving offense. His uniformly genial temperament, his inexhaustible fund of anecdote, his fine sense of humor (cultivated by a few weeks spent with the author of "Sam Slick"), and his wide general information, make him a delightful companion.

Mr. Irving devotes much of his spare time to anthropological and allied studies. Indeed, in these subjects he is without doubt the best-informed man in the Province. Mr. Irving's wide knowledge of men has no doubt influenced him in selecting anthropology as a favorite study, and his favorite study has given him an insight into human character that no other science could have done.

Gentle and unobtrusive in his manner, he shrinks from publicity, but he has made many warm friends, who will be pleased to see this recognition of his merits, and the accompanying likeness, which at least does him some measure of justice.

For the REVIEW.]

Notes on English.

When Sir Charles Napier—Indian Charlie, not his cousin, Admiral Charlie—conquered Scinde, it is said that he announced the fact in a despatch which contained only the one word "Peccavi." That beat Caesar's thrasonical brag of "Veni, vidi, vici" by three to one, and came very near beating the record as an atrocious pun.

Sir Charles's despatch, be it authentic or apocryphal, happens to suit me first-rate at present, and that without any punning.

I have had on hand, as subjects for *Notes on English*, quite a number of queries for quite a long time. I had hoped to get some of them off my hands last month, but partly the fates were against it, and partly—well, "Peccavi."

One querist—let us say A.—has three queries on Shakespeare's *Richard II.* B. wants to know what "triads of negatives" are. C. wants a set of questions on "*Ben Hur.*" D., E. and F. want ditto on the Nova Scotian prescription for Irving's "*Sketch Book,*" on "*Lady Clare,*" as in the 5th Royal Reader, and on "*King John,*" as in the 6th Reader. G. is uncertain whether the "vacant mind" of Goldsmith's *Deserted Village*, v. 122, means an idiot, or something else. H. wants to know if any poet besides Scott has produced an example of hyperbole comparable with—

"E'en the slight harebell raised its head
Elastic from her airy tread."

K. asks if the Lord Halifax, whose character is sketched in Macaulay's essay on Temple, is the same Halifax who is mentioned so often in the essay on Addison, or is the latter the son of the former. And now here comes a note from L.—the name really begins with M.—asking who is the earlier author referred to by Tennyson in the opening stanza of "*In Memoriam.*"

* * * * *

It is not likely that all these queries will be answered this time. If any remain unreachd when my column or two is filled up, they will probably make interesting exercises for some of the readers of the REVIEW. Any answers to them may be sent to the editor, or to me, and, if considered of general interest, will be served up next month and duly credited to the senders. Some of them are hardly worth answering—K.'s, for instance. He must have read the two essays very carelessly to ask such a question. Let him read them over again, with more care, and find the answer for himself.

* * * * *

New students of "*In Memoriam*" are always wanting to know the name of

"Him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things."

We used to be told it was St. Augustine, or Longfellow, or Coleridge, or—I forget the rest; and passages were cited from the works of these writers as the originals of the thought in the last two lines of the stanza. But several years before his death the poet authorized the statement that it was Goethe he had in mind, and that no particular passage was referred to. And, indeed, as to the last part of the statement, there is the stanza to speak for itself.

I hope this New Brunswick "*In Memoriam*" class will let us hear from it again. The poem is prescribed in Nova Scotian schools this year, and there ought to be readers in both provinces interested in it.

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The question on *Richard II.* came from New Brunswick, too. (By the way, I wish that correspondents would write their questions on separate slips of paper and not in the body of the accompanying letter, and write only on one side of the sheet; then I would be saved the bother of transcribing them, and the printer would be saved from that much of my caligraphy.)

A.'s first question cites Act I., Sc. 3, vv. 129-139; and asks, "What is the antecedent to "which" in the line "Which so roused up with boisterous, untuned drums?"

Critical editions of the play usually note the fact that vv. 129-133 are not found in the folios. If the folio text were the one used by A., the answer would not be the same as in the case of the usual modern text. The Clarendon Press editions say that "which" has no proper antecedent in the folio text. This remark seems to imply that they think it has a proper antecedent in the accepted text, but they don't tell what they think it is. Neither do the editors of any of the other first-rate editions that I have been able to lay hands on. There is a school edition of the play, published by the Macmillan's, which says the antecedent is "sleep." This is about what might be expected from a school edition. It will probably satisfy teachers who are using *Richard II.* as raw material for exercises in grammatical tomfoolery, but I am quite sure it will not satisfy my correspondent.

I don't know what the antecedent is. There seems to be no "proper" antecedent in the accepted text any more than in the folio text—and for a very simple reason. *Richard* is as fond of hearing himself talk as *Polonius* is. In this speech, by the time he gets down to "which," he has become so charmed with his own eloquence, so "inebriated with the exuberance of his own verbosity"—as Lord Beaconsfield said of Mr. Gladstone in 1878—that his thoughts have become confused, "peace" and "sleep" have got jumbled up together, the mouth is working too fast for the brain, and the joints in the syntax are as loose as they are in the sequence of thought.

* * * * *

A.'s other two questions are on passages in Act II., Sc. 1. *John of Gaunt* is the speaker in both places. He is old; he is dying; he has a fondness for playing upon words; he is heart-broken at the misery which *Richard's* folly has brought upon England. If we keep these things in mind we shall not expect to hear him talk in sentences compounded according to the prescriptions of the school grammar, or unpack his heart with words that can be parsed and paraphrased down to the comprehension of school children.

One of the passages consists of vv. 100-104. "What is the sense of these lines?" is the question. The querist knows the "sense" quite as well as I do. The task of reproducing it in a paraphrase would be a good one to set to a Shakespeare class, which was really fit to tackle Shakespeare, but I beg leave to decline the job myself. I have one ready-made in that aforementioned school edition, but it is not worth the trouble of copying out. Some editions give the technical meanings of the words "verge" and "waste," but these meanings are not needed for taking in the general sense, and help nothing towards a paraphrase.

The other passage is vv. 12-14. There are two ways of punctuating it:

(a) "The setting sun, and music at the close,
As the last taste of sweets, is sweetest last,
Writ in remembrance more than things long past."

and (b)

"As the last taste of sweets is sweetest, last"

(a) is the reading of the old copies and of all the best modern editions I have consulted; (b) is a conjecture by Mark Mason, and is followed in the texts of Staunton and Hudson. Knight adopted it in his first edition, but abandoned it for the old reading in his revised edition.

"Is the second 'last' a verb? If not, what is the connection of 'writ'?"

In (b) the second "last" is a verb, in (a) not. In (a), if any reader feels the need of an "is" in front of "writ," of course he is free to imagine one of those "understood" ones that parsers and analyzers are so fond of.

A. CAMERON.

Yarmouth, N. S., Dec. 1, 1897.

The Archbishop of Canterbury in a speech, said he had been for many years engaged in teaching, and long ago he came to see that no man could teach who had ceased to learn. A man must be a learner to the end of his life if he had to teach. He should prepare every lesson by careful study; otherwise his lessons would be flat, stale and unprofitable. The student teacher had a freshness in his teaching which nothing else on earth could give him. If what he taught was stale to his own mind, it became stale to the minds of his pupils. Much, very much, depended on the way in which things were put; and the successful teacher was one who produced in the scholars an aptitude and love for learning.—*Ed. News.*

The announcement is authoritatively made that on and after Jan. 1 next, the rate of postage on letters from Canada to parts of the British empire would be three cents for one ounce. At present the rate on letters to Great Britain is five cents per half ounce, and correspondingly higher to other and more distant parts of the empire.

TALKS WITH TRUSTEES.

Are you changing your teacher for the next term? If so, for what reason? Is it because you wish to obtain one at a lower rate of salary? Is it because she does not board at a place suitable to the majority of your board? Is it because of the complaints of a few rate-payers in the district? Is it because you think you have had her long enough, and would like to see a new face in the district? Is it because of inefficiency?

Let me say here that the latter is the only justifiable reason for a change, and, supposing such a cause is alleged, how have you sat in judgment in the matter? Have you visited the school during the term to ascertain for yourselves, or have you asked the opinion of any persons who have?—the Inspector or other school officers, for example? Have you, on the other hand, been guided largely by the opinion of ratepayers who have been no more frequent visitors than yourselves, and whose judgment is based almost wholly upon the report of the school children? Are you trustees of a district of which it may be said that the pupils determine the tenure of office of the teacher? If so, what do you think of such a tribunal of opinion? You have been elected to office to exercise very important prerogatives. You surely would not consciously delegate them to school children. If so, the whole school government may be characterized as childish.

What does a change of teacher usually mean? It can be described in one word—retrogression. The prime cause of the backwardness of many rural schools is in the frequent changes of teachers. Show me a school in which there are few advanced pupils and I will show you one that is always finding fault with the teacher? Is it at all remarkable? Not if you give the matter any consideration. How do frequent changes operate in the ordinary transactions of life? They always cause disturbance, unrest, and often profitless experiment; schools are more affected by this than anything beside. The new teacher naturally desires to make herself felt, and it is often in the way of discounting what has been done by her predecessors—in common parlance, "she puts the pupils back," and by the time another change occurs the pupils have perhaps recovered what they have lost, only to be upset by another teacher. This goes on from term to term until all interest in school work is lost, and only the new teacher remains to break the monotony.

Are you changing because you desire to engage a teacher at a lower rate of salary? Do you, as a conscientious school officer, wish good or poor work to be

done? or do you feel that your duty is done if only there is a teacher in the school-room? What do you think the position is worth? Have you ever considered why the graded schools do better work than the rural schools, and what induces the best teachers to gravitate toward them? Why, also, do most of the advanced pupils come from them? In the graded schools the salaries are always placed at a fair rate. Is this true of the country districts? Suppose the city boards put their schools up each term to the lowest bidders. What do you think would be the result? There would be plenty of applicants, no doubt, but what would be the effect upon the schools? The difference between the town and country school is mainly that in the one ordinary business principles are adhered to in the engagement of teachers, in the other these are too often lost sight of in the pursuit of a false economy. But, you say, we can not afford to do as the town schools do. Let me say to you that you cannot afford to do otherwise. There is no greater waste indulged in than the maintenance of a cheap and irregular school. You are incurring responsibility, not only for the present, but for the future. See to it that you act the part not only of a good citizen, but of a good business man.

I will return to this topic again.

Do you do your other school business in a business-like way, or does what has been called the "fence caucus" principle operate in your transactions?

Do you hire and discharge your teachers on the roadside, as you casually meet your co-trustees, or do you have regular trustees' meetings, and keep accurate minutes thereof? If the former is your method, your proceedings, if objected to, are likely to be set aside; if the latter, there is very little to apprehend. You must bear in mind that all the trustees must be consulted, and at a meeting of the board—not separately, as is too often done.

Has your Secretary given bonds, and are they filed with the County Secretary? Are you provided with a book in which all the transactions of the district appear, including minutes, accounts, assessments and auditor's reports. Is your Secretary in the habit of tearing leaves out of this book for his own correspondence? This is a very unsafe proceeding, and may cause unpleasant reflections to be made by succeeding officers.

Why should not school trustees, in order to keep posted on what is going forward in the educational world, take an educational paper as men in every other business calling take a class paper?

If every district would vote that the school officers be supplied with a good paper, the amount spent would be returned many fold each year in the increased enlightenment provided for the conduct and true progress of the schools.

TALKS WITH TEACHERS.

I heard of a plan, which is being brought to the notice of the teachers by one of the Inspectors, to provide the schools with good supplementary reading. It has been tried thus far in some town schools with most satisfactory results.

In most cities the pupils have access to public libraries, and while in these there are excellent books, there are others which it is not so desirable to put in their hands. There is also the dime-novel ever at hand and the cheap literature that is so pernicious to the young. It is of very little use for the teachers to try to curb the appetite of pupils for reading, they should rather endeavor to direct it into the best and most healthful channels. In order to do this successfully it is necessary that the reading matter should be under the teacher's control and in the schoolroom if possible. Many country districts are distinctly in advance of those in cities in that small school libraries are provided. In many of them, too, there are tables on which there is a supply of good children's magazines and other literature.

The Inspector's plan is briefly as follows: In every school there are pupils who have an abundance of good reading matter provided them at their homes, and there are others who enjoy few or none at all of these advantages. Why should not the more favored share with the less. After a boy's or girl's Christmas books are read they are often relegated to the attic or are allowed to be destroyed. Most of these pupils would be glad to give these to the schools. In every department from one-half to two-thirds of the pupils willingly contribute from one to two good books. There are others who do not exactly like to give their books but who will lend them perhaps for a time. All books of course must be given with the consent of parents and must be approved of by the teacher. No pupil is to be permitted to purchase a new book for the school and only those pupils who can spare them need contribute. All pupils are not expected to contribute. There is nothing to prevent parents from giving books and the giving of the second reading of suitable magazines is to be encouraged. In this way, if a suitable bookcase is provided, a good supply of excellent books may be accumulated and an exchange may be made with other rooms. The teacher, by Friday afternoon readings by pupils and herself, can excite an interest in good reading and can regulate its distribution to pupils, taking care that there be not too much or that it interferes with school work.

The Inspector states that it is no longer an experiment. Two years ago he discussed the plan with two

teachers in one of the city schools. At his next visit one year later, he found in each room nearly one hundred well selected books. Many of these had been contributed by pupils, some by parents and others had been procured by pupils combining to save soap wrappers. In as far as could be ascertained by the teachers no literature of the dime-novel class was being indulged in by their pupils. In another school in two or three days after the scheme had been proposed, twenty-five acceptable books found a place in the book-case.

Let all the teachers think over this and if they judge favorably of it, why not try the plan? Discuss it with your pupils at all events.

I have often thought that if the average school trustee had access to the same channels of information regarding schools as the teachers, that it would give him far different ideas of the conduct and management of them. It would thus tend to give him clearer and more enlightened ideas of what is going on in other districts regarding improvements, salaries, changes of teachers and all matters. Any intelligence of this kind must have a tendency to broaden ideas and render the teacher's position more pleasant.

If you look over the ground you must be struck by the gap which exists between the education department and the trustee. There is absolutely no means of bringing them in touch. We used to have a semi-annual circular in New Brunswick which provided the missing link, but that was done away with some time ago. In Nova Scotia they do much better in this respect and have a means of reaching trustees in their official semi-annual Journal, which I envy them. As I look over it, in addition to statistical tables which must have great interest for those concerned, I notice that all regulations and topics of general educational interest are most ably discussed. For example, how beneficial must be the discussion of the ethics of examinations in the last number, or the relations that should exist between teachers, trustees and inspectors in the discharge of their duties. Each teacher has access to this Journal and it must be nearly equal to a school paper. Such a paper must have a telling effect upon the schools.

For the last fifteen years the clerical party, or "Moderates," as they wished to be called, was able to secure a majority at every triennial election of the London School Board. At the recent election, however, it was badly beaten, partly owing to internal dissensions which disgusted many voters. With one exception, all the Progressives offering were elected. On the new Board there are eight women as against four on the last one.

SUPPLEMENTARY READING.

The Treaty of Caughnawaga.

The Wabanakis, or Micmac, Milicite and Penobscot tribes of Acadia, regarded all the tribes living to the westward as wild Indians. The fiercest and most dreaded of these wild Indians were the Mohawks, whose very name was a name of terror, and of whose stealthy approach they lived in constant fear; and the first league of the Wabanaki was probably formed with the hope of excluding these marauders from the Acadian hunting grounds.

It was a long route by lake and river from the Mohawk country, west of Lake Champlain, to the land of the Wabanaki; yet many a fierce war party made the journey, drifting down the silent streams and creeping through the leafy forest in search of human prey. Though at peace amongst themselves, the Wabanaki people could not well unite against such unseen foes. Strong encampments were avoided, the weaker taken by surprise, and death were preferable to the indescribable tortures that followed a defeat. The short intervals of peace, when the wild Indian visitors were treated with most courteous hospitality, were filled with the ever-present apprehension of the danger of another secret foray. And so the Mohawk wars went on.

Resistance to the attacks of the Mohawks, much as they were feared, was not always ineffectual. Micmac and Milicite traditions are full of marvellous stories of the defeat and discomfiture of the fierce invaders. But when the encroachments of white men began to alarm the warriors of the Six Nations, and the Mohawks sought for peace with all their ancient enemies, the Wabanaki tribes were ready at once to send representatives to the council of peace.

Thus it came to pass, sometime about the beginning of this century, that delegates from the Six Nations of the Iroquois, the Seven Nations of Canada, and the Five Nations of the Wabanakis met at Caughnawaga, in the Great Fire Council, that they might know each other better and make friends.

When all had reached their destination, seven of the wisest men were chosen to make a treaty of perpetual peace. They entered the place of meeting (called the wigwam of silence), going in at early morning, at the rising of the sun, and not leaving it until the sun had set. During all these long hours not a word was spoken aloud, or even whispered. They formed their ideas in their hearts.

The wigwam of silence lasted seven days. On the eighth day the seven wisest men entered again, and with them many other representatives of the various

tribes. Each of the seven spoke, saying that the work of cruelty and torture must no longer continue, as it was diminishing their numbers, and, if they continued thus to fight amongst themselves, the white people, who were increasing in numbers, would soon come upon them and destroy them. Religion, too, which they had learned from the teaching of the whites, forbade their cruel warfare.

Then all the tribes of the Six Nations, the Seven Nations and the Five Nations united in a wigwam of protection, surrounded by the strong fence of fidelity, and established the great council fire, around which their delegates were to assemble at stated times. The treaty was recorded in wampum. All the tribes marked upon the wampum are still bound by the treaty. No battle has ever since been fought between them. They remain at peace to this day, and the war hatchet shall be forever buried, as long as they see the rising and the setting of the sun.

NOTE.—I have heard the wampum of the treaty read by Sopeol Selma (Jean-Pierre Solomon), official historian of the Passamaquoddis with Lewy Missel (Louis Michel), their former representative at the Maine State Legislature, as interpreter. The facts and the figures of speech are Sopeol's, and many of the English expressions are those of the interpreter.—J. V.

A Poser in Arithmetic.

A Chinaman died leaving his property by will to his three sons, as follows :

"To Fuen-huen, the oldest, one-half thereof; to Nupin, his second son, one-third thereof, and to Ding-bat, his youngest, one-ninth thereof."

When the property was inventoried it was found to consist of nothing more nor less than seventeen elephants, and it puzzled these three heirs how to divide the property according to the terms of the will without chopping up seventeen elephants and thereby seriously impairing their value. Finally they applied to a wise neighbor, Suenpunk, for advice. Suenpunk had an elephant of his own. He drove it into the yard with the seventeen and said :

"Now we will suppose that your father left these eighteen elephants. Fuen-huen take your half and depart."

So Fuen-huen took nine elephants and went his way.

"Now, Nupin," said the wise man, "take your third and go."

So Nupin took six elephants and traveled.

"Now, Ding-bat," said the wise man, "take your ninth and be gone."

So Ding-bat took two elephants and vamoosed.

Then Suenpunk took his own elephant and drove him home again.

Query: Was the property divided according to the terms of the will?—*Exchange*.

PRIMARY DEPARTMENT.

Primary Reading.

Miss M. Mitchell, one of the best primary school teachers of Boston, has published a very interesting pamphlet of nineteen pages, in which she briefly, but clearly, expounds her method of teaching reading—a method nearer to perfection in our opinion than any that we have seen. She tried the various methods singly, but found them all to be failures. This she might have known without experiment; English spelling is so anomalous as almost to defy rules.

Miss Mitchell then adopted from each method what the needs of her pupils seemed to demand. "The first week is spent in getting acquainted, learning songs and games, telling stories, and having talks on familiar objects." She then classifies her pupils into groups. Taking one of the groups to the blackboard, she gives each child an object. In reply to her questions each child makes use of a simple sentence which she *prints* on the board. These sentences, as wholes, are easily learned, for the children are interested and understand them. In the second lesson the same objects are given to different children, and they find the corresponding sentence. Thus they learn "have," "see." They tell what they can do, and learn to know "run," "hop," "jump." They soon learn the key-words—*can, fig, bed, milk, doll, wax, have, see, run, hop, jump*. By pronouncing these words very slowly they learn to distinguish the sounds, and always refer to these words when they forget any one of these twenty-four sounds. This is simply following the educational principles: (1) of teaching the whole before its parts, and (2) of learning the unknown from the known. These sounds are made use of in finding out new words, and each week one or two new sounds are learned and connected with a new key-word. Very few diacritical marks are used. Prefixes and endings are learned.

Miss Mitchell starts, then, with a number of sentences. To these she adds new words each day, relying for some time on memory, assisted by much repetition. Gradually the class sound-lessons enable them to find out new words for themselves, after which their progress is rapid.

Much attention is now given to natural expression, which is always got from the pupils themselves by conversation on the subject of the lesson.

Before Christmas the pupils learn 300 words altogether from the blackboard. They are now ready for books. "During these four months they have never had a book in their hands in school, and now, from their knowledge of words and their power of finding out new

ones, the books have a real meaning for them ; and, as the books have had nothing to do with the task of learning to read, their idea of a book is pleasurable from the first. In fact, they come to this feast with the best of appetites."

"As reading is getting the thought, therefore they need to know the words ; and, as in books new words come very rapidly, I now take for the sound-lessons words from the books they are going to use. I take these words some days in advance of the lesson they are to read, and use them in two or three sound-lessons, so, when they come to them in the book, finding out the word will never interfere with the true object of reading, which is — *getting the thought.*"

The Spirit of the Primary School.

The spirit of the primary school should be a spirit of love. What sunshine is to the garden, love is to the school-room. Lichens will grow on rocks, and stunted oaks are found in high altitudes ; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in child-life, is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter into closest relationship with the child-heart that we reach and move that delicate and yet mighty engine, the child's will. Whom the child loves he obeys. Fear degrades, paralyzes, dwarfs ; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by striving becomes good and beautiful and true. Let love reign.—*Thomas J. Morgan.*

Just as soon as the pupil has learned six words so that he can pronounce them, he should learn to read them properly. We think in groups of thought, and children should be taught to take sentences and bring out their meaning. Getting, holding, and giving the thought should be the teacher's objects.—*Prof. S. H. Clark.*

In the November REVIEW hints were given for the decoration of rooms for Thanksgiving and Christmas. A few suitable mottoes, with evergreens and a picture of Santa Claus, drawn in colored chalk on the board, would be appropriate additions. A few branches of deciduous trees, covered lightly with white cotton batting, representing snow-laden boughs, would be seasonable both for this month and January.

QUESTION DEPARTMENT.

[Those requiring answers in this Department should give their names in confidence to the editor, otherwise no notice can be taken of their request.]

B. W. R.—Please solve the following:

1. Hamblin Smith's Arith., (c) Ex. 2, p. 184.

The bill is due on Sept. 20.

Interest on \$722.70 for 40 days at $7\frac{1}{2}\%$

$$= \$ \left\{ 722.70 \times \frac{40}{365} \times \frac{7\frac{1}{2}}{100} \right\}$$

$$= \$5.94.$$

Therefore he received $\$(722.70 - 5.94) = \$716.76.$

2. H. S. Arith., (c) Ex. 2, p. 184.

The bill is due on Nov. 12.

Interest on \$7850 for 146 days at 10%

$$= \$ \left\{ 7850 \times \frac{146}{365} \times \frac{10}{100} \right\}$$

$$= \$314.$$

3. H. S. Arith., Ex. III., 4, p. 185.

See EDUCATIONAL REVIEW, April, '96.

4. H. S. Arith., CI., Ex. 8, p. 188.

See EDUCATIONAL REVIEW, November, '94.

5. H. S. Arith., Ex. I., 5, p. 197.

If r represent the rate per cent.,

$$\text{then } 7600 \times \left\{ 1 + \frac{r}{100} \right\}^2 = 9196$$

$$\text{and } \left\{ 1 + \frac{r}{100} \right\}^2 = \frac{9196}{7600} = 1.21$$

$$\text{Therefore } \left\{ 1 + \frac{r}{100} \right\} = \sqrt{1.21} = 1.1$$

$$\text{Therefore } \frac{r}{100} = .1$$

$$\text{Therefore } r = 100 \times .1 = 10.$$

6. H. S. Arith., Ex. III., 3, p. 198.

See EDUCATIONAL REVIEW, September, '94.

7. H. S. Arith., Ex. IV., 5, p. 199.

See EDUCATIONAL REVIEW, March, '95.

SCHOOL AND COLLEGE.

Mr. B. W. Robertson has recently, by means of a school concert, added largely to the excellent school library in the district, Westfield, Kings Co.

Miss Emma Hunter, teacher at Bocabec, Charlotte Co., has been able to add to her supply of apparatus.

All will regret to learn that the schools of St. Stephen are to be deprived of the services of such an excellent teacher as Miss Georgie Meredith, but it is tempered by the announcement of the happy event in prospect. Miss Meredith has not only been a very efficient member of the teaching staff of the county, but has had a most useful career as secretary of the Institute, in which

she will be much missed. The REVIEW tenders congratulations in advance.

Inspector Carter has been holding meetings with the teachers in the different buildings as his work progressed in the north end of St. John city. Meetings were held in the Aberdeen, Winter street, St. Peter's, Madras and Indiantown. At these meetings he has brought to the teachers a plan to provide supplementary reading, referred to elsewhere in the REVIEW. He expects to begin work in Charlotte County as soon after the beginning of next term as travelling permits.

Trustees should bear in mind that, if they desire to secure a good teacher, that it is well not to put it off until the last moment, when the chances are that the best teachers will be engaged. It does not give an Inspector a fair chance to secure a good teacher if the field for selection is curtailed.

The great fire at Windsor, N. S. in October, destroyed the Academy and the public school buildings, and scattered the pupils. The population of the town was reduced to 2,000. The Academy was re-opened about six weeks ago, on a reduced scale, in a room in the Collegiate school, placed, free of cost, at Principal Smith's disposal by Dr. Willetts. It is thought that two or three of the common school departments may be re-opened after Christmas holidays. The new Academy building will be completed by Mr. James Reid, of Dorchester, N. B.

Mr. Pierre Doucet, teacher at Little Brook, Digby Co., N. S., died quite suddenly a few days ago. He was an experienced and successful teacher, and will be much missed in the county in which he taught. Mr. Doucet was a graduate of the Normal School, Fredericton, and taught for some time at Bathurst, N. B.

Inspector L. S. Moore is visiting the French schools in the northern part of Clare, Digby Co., this month.

Miss Jennie Drake, teacher at the Grant, Kings Co., N. B., has, with the assistance of friends, raised money with which a map of the Dominion has been procured, and also improvements made to the school-room.

Of the seven candidates from Pictou Academy who wrote for A. at the recent Provincial examination five were completely successful, the sixth lacked only five per cent. in one of the twenty subjects. Only one failed to make the required aggregate. The percentage of successful candidates for the grade for the Province is about thirty, and Pictou Academy has made over seventy. Below are the names of successful candidates in order of merit: A. A. McKimmie, Pictou; W. A. Lawson, Wallace; G. H. Sedgewick, Middle Musquodoboit; J. Crerar McDonald, Jennie R. McLean, Pictou.

About a year ago Inspector Creighton, of District No. 1 (Halifax Co.), Nova Scotia, asked the teachers of his inspectorate to procure and use in their schools: "How Canada is Governed," Shaler's "First Book in

Geology," "Parkin's Round the Empire." The most of them responded. Now he adds "Teaching of Geography, by Geikie." These up-to-date books, in every school-room, are powerful influences for good.

As a result of consolidation, there are now 1100 fewer schools in Maine than formerly. The present schools are better provided for and more popular with all classes than the former small schools, and probably conducted with less cost.

Preston, Halifax Co., has been without a school for over fourteen years. A few months ago Inspector Creighton succeeded in getting Messrs. Wood and Eaton interested in the section. They collected some money and built a school-house, which was dedicated with appropriate ceremonies about the first of November. They have also secured a good teacher.

RECENT BOOKS AND MAGAZINES.

The books on elementary Science¹ which continue to pour from the press are so numerous as almost to bewilder the ordinary student who is seeking a choice. No teacher of science who needs help need be without it. The only difficulty is in deciding what is best suited for the wants of each enquirer. The columns of the REVIEW will in future supply this information, as far as possible, by placing such books in the hands of specialists for review.

So completely has the term physics superseded natural philosophy, in describing the processes in nature outside of the organic and mineral world and chemistry, that it seems somewhat odd to find a modern elementary book with the title "Elements of Natural Philosophy." This is a revision of a well-known school book, and while preserving many of the devices of the old-fashioned textbooks on natural philosophy (*vide* the illustrations at the head of each chapter), has incorporated in it the advances made in the different branches of physics. The excellent general treatment, with the admirable order and grouping of subjects, clearly printed pages, should make this book a favorite with beginners in physical science.

Of books constituting an introduction to physical science, none seem to be so well adapted to the purpose as Macmillan's *Physiography for Beginners*, and the *Physiography for Advanced Students*. Not only the student, but the general reader will find in these books an explanation of familiar natural phenomena, in the knowledge of which so many are lacking, or have but vague general ideas. No better illustration of the value of the book can be given than to give a list of the subjects treated: Matter; Work and Energy; Heat and Temperature; Waves in Water, Air and Ether; The Atmosphere and Atmospheric Movements; Atmospheric Phenomena in Relation to Climate; Seas and Lakes; The Tides; The Earth's Crust—Rock-forming Materials, Rocks and their Classification, Phenomena connected with the Internal Heat of the Earth, Movements in the

¹ THE ELEMENTS OF NATURAL PHILOSOPHY for the use of Schools and Academies, by Edwin J. Houston, A. M., Ph. D. (Princeton). Revised edition; cloth. Pages 323. Philadelphia: Eldredge & Brother.

PHYSIOGRAPHY FOR ADVANCED STUDENTS, by A. T. Simmons, B.Sc. (Lond.). Cloth. Pages 483. Price 4s. 6d. London: Macmillan & Co., and New York.

THE HISTORY OF MANKIND, by F. Ratzel; to be completed in thirty parts. Part 22, price 1s. each part. Illustrated. London: Macmillan & Co., and New York.

OUR BODIES, AND HOW WE LIVE, by Albert F. Blaisdell, M. D. Revised edition. Publishers: Ginn & Co., Boston; Halifax, T. C. Allen & Co.

Earth's Crust and Some of their Results; The Universe—Gravity in the Solar System, Physical Features of the Sun and Moon, Planets and their Moons, Comets and Meteorites, Magnitudes and Motions of the Stars, Double Stars, Clusters and Nebulae, Celestial Measurements; Terrestrial Magnetism.

If "the real object of studying physiology in our schools is to teach young folks how to keep well and strong, and to avoid evil habits that destroy character as well as health," then the simpler such instruction the better, with an avoidance, as much as possible, of technical terms, and the use of clear language and a direct and earnest presentation of the subject. In Mr. Blaisdell's book is noticed an excellent feature—a series of easy and practical experiments, which, if faithfully performed, will give interest and variety to the study, and assist materially in giving young students a grasp of the subject. Much stress is laid upon points in regard to personal health, and the dangers of the use of tobacco and alcohol. It is written in a lucid and entertaining way, and the subject matter, independent of its value, creates an interest which all books on this subject do not.

Between theory and practice in education there is a pretty wide gulf which very few writers have attempted to span, if we except Thring, Fitch, Payne, and perhaps a few others. If the science of pedagogy is still in its infancy, if there is no standard authority on which teachers, as in the case of lawyers or doctors, can rely, there is certainly a mass of educational literature, some of which, at least, every well-informed teacher should read.²

The National Educational Association of the United States, at its meeting in 1895, appointed a committee of twelve to enquire into the problems of rural school education. The committee included some of the chief educationists of the United States, among them W. T. Harris, Commissioner of Education. Their report has been recently published, and embraces such topics as School Maintenance, Supervision, Supply of Teachers, Instruction and Discipline. The enquiry, though not exhaustive, contains an admirable array of facts and suggestions on rural schools. Elsewhere will be found an article treating on one of the topics dealt with by the committee, and the REVIEW will refer to others in future issues.

In the REVIEW of January, 1897, appeared a synopsis of the article on Children's Reading, by H. C. Henderson, of the Fredericton, N. B., High School. This article is published in full in the pamphlet on Child-Study, and is very suggestive to those who have the oversight of children's reading.

Those who have read Bardeen's "Roderick Hume—the Story of a New York Teacher," will always turn with interest to anything from his racy pen. His four addresses on Teaching as a Business cannot fail to be enjoyed by everyone in the "business." In humor, shrewdness, candor, and hitting-the-nail-on-the-head, Mr. Bardeen is unique in pedagogical literature. A

² REPORT OF THE COMMITTEE OF TWELVE ON RURAL SCHOOLS.—Published by the National Educational Association, University of Chicago Press.

CHILD STUDY.—From the report of Chas. R. Skinner, State Supt. Education, N. Y.

TEACHING AS A BUSINESS.—Four addresses by C. W. Bardeen, editor of the School Bulletin, Syracuse, N. Y.

THE COMMON SCHOOL AND THE NEW EDUCATION, by M. P. Groszmann, Ph. D. C. W. Bardeen, publisher, Syracuse, N. Y.

STATE UNIVERSITIES AND CHURCH COLLEGES, by Francis W. Kelsey.—*Atlantic Monthly* for Dec.

LIBERTY IN TEACHING IN THE GERMAN UNIVERSITIES, by R. Eucken.—*Forum* for Dec.

THE USES OF EDUCATION—PARENTAL NEGLECT AS A SOURCE OF HOODLUMISM.—Editor's Table, *Popular Science Monthly*.

CÆSAR AS A TEXT BOOK, by T. H. Howard; PREPARATORY COURSE IN LATIN, by F. J. Miller.—*The School Review*, University of Chicago Press.

whiff from him is refreshing, especially when one is tired of theory—too finely spun out. H.

A book on elementary science, without diagrams or pictorial illustrations, strikes one at first as a questionable innovation. An Introduction to Botany (Setchell's), recently published, is entirely wanting in such illustrations. The book before us (Macbride's)¹ has a bare half-dozen of diagrams, although its cover is handsomely illustrated with designs of leaves. And yet, on a careful perusal of the book, such omission is evidently wise on the part of the author. His book is practical from beginning to end. He insists on the study of the plant rather than the book—not fragments of plants, but plants as a whole, and plenty of them. Where possible, he would have students go afield, with pencil and notebook in hand, to make observations on the structure, mode of growth, habits, etc., of plants. He insists on outline drawings of the plant from the first. This is good. If anything like a reasonable amount of material for botanical class-work is to be provided for students in large towns and cities, the trees and other plants in the neighborhood, especially in spring, will soon show the marks of the ravages of vandal collectors of "specimens." And yet specimens are needed. Not long ago, in a school not a thousand miles from where the book is published, I heard a lesson on buds, and not a bud before the class. And yet the woods were full of them. There is no doubt that much time is yet wasted in teaching botany from the book, even in very good schools. And even in schools where there is an abundant supply of material before the class, it has long been a matter of doubt in my mind whether the advantages are as great as might reasonably be expected. Plants, or fragments of plants, introduced into the class-room have no value comparable to the plant seen in its natural environment. There is something else beside mere structural details to be studied. There is, first of all, a loving sympathy with nature to be fostered, and one can hardly expect that the battered and wilted specimen of the class-room, dissected, and examined in detail, and then thrown into the rubbish box, can stimulate that love. It has rather the opposite effect, and yet to create a love for nature should be one object of plant study. The habits of plants, their modes of obtaining food, the care of their offspring, the many curious contrivances for reproducing themselves, their relations with insects, etc., can be told in the class-room. If you would know plants you must treat them as other living beings—visit them in their homes. And the excellent little book written by Mr. Macbride helps us to do this. H.

Hereafter the Macmillan Company of New York will publish the *Philosophical Review*.² Six years ago the *Review* was founded. When *Mind* was started Prof. Bain gave it an endowment sufficient to put it beyond the dangers of financial shipwreck. The late Mr. Sage was also kind to the *Review*. Dr. Schurman was the first editor; later Prof. Creighton was associated with him, and now Professors Creighton and Seth practically divide the editorial duties between them. When the *Review* was started there was an understanding that psychological articles were to be left for the *American Journal of Psychology*. Prof. Fitchener (Psychology), of Cornell, consequently became associated with the journal's editorial staffs.

The *Review* has been singularly fortunate in securing contributions from such men as Pfeiderer of Berlin, Campbell Fraser, A. Seth, Calderwood and Laurie of Edinburgh, Ritchie of St. Andrew's, James and Royce of Harvard, Ladd of Yale, Baldwin of Princeton, Dewey of Chicago, Watson of Queens, Clarke Murray of McGill, Harris, U. S. Commissioner of Education.

¹ LESSONS IN ELEMENTARY BOTANY, for Secondary Schools, by Thos. H. Macbride, State University of Iowa. Cloth. Pages 233. Publishers Allyn & Bacon, Boston.

² PHILOSOPHICAL REVIEW. Vol. VI., Nos. 4, 5 and 6. Ginn & Co., Boston.

Previous to 1876, when *Mind* first appeared, the only philosophical journal published in English was the *Journal of Speculative Philosophy*, edited by W. T. Harris, and first published in 1867. President Hall's *Journal of Psychology* was the next to appear in 1887. It was followed by a small battalion of philosophical magazines—*Journal of Ethics*, 1890; *Monist*, 1890; *Philosophical Review*, 1892; *Psychological Review*, 1894; *Pedagogical Seminary*, and *New World*. With the exception of perhaps the *New World*, these magazines exclude all theological, economic and other articles which have not a direct bearing on philosophy.

This sudden appearance of half a dozen magazines only partially indicates the extent of the revival of philosophical studies on this continent. The first psychological laboratory was founded at Leipsic by Wundt in 1878; the first in America at Hopkins in 1883, by Hall. Now nearly every second-rate, and many third-rate universities and colleges, and a number of normal schools in America, have laboratories. Since 1890 the important psychological works by Ladd, James, Baldwin, Stout and Fitchener have appeared. Besides these a great number of monographs, text-books and translations of German, French and Danish works on psychology have been given to English readers. This unprecedented activity in psychology is paralleled in ethics, political and social philosophy, and in logic, and even in metaphysics.

Corresponding with this development in the speculative sciences, there has been a marked development in the practical sciences of education. The universities have provided courses of instruction; educational problems have been studied experimentally and from the standpoint of psychology. Text-books and monographs on educational problems, and translations of German and French works have appeared in reckless profusion.

Surely something permanent and good will result from all this labor and research. At present hopes are high.

M.

TEACHERS' CONVENTIONS.

The Carleton County Teachers' Institute will hold its Twentieth Annual Session in Graham's Opera House, Woodstock, December 16th and 17th, 1897.

THURSDAY—First Session, 10 a. m.—Opening. Enrolment. Appointment of Committees. Addresses.

Second Session, 1.30 p. m.—Roll Call. Paper by Mr. C. H. Gray, "Practical Teaching;" discussion opened by Mr. A. Rideout. Paper by Miss Wiggins, "First Steps in Reading;" discussion opened by Miss Carman.

Third Session, 7.30 p. m.—Lecture by G. U. Hay, M. A.

FRIDAY—First Session, 9 a. m.—Roll Call. Lesson by Miss McCormac, "Natural Science." Paper by Mr. H. Perry, "Mathematics." Paper by Mr. D. Hamilton "Current Events;" discussion opened by G. H. Harrison, M. A.

Second Session, 1.30 p. m.—Roll Call. Paper by Mr. J. Page, "Natural Science;" discussion opened by Mr. W. L. Tracey. Business. Closing.

F. A. GOOD,
President.

K. F. McLEOD,
Secretary.

The York County Teachers' Institute will meet in the Normal School, Frederickton, N. B., December 16th and 17th, 1897.

The following is the programme:

THURSDAY, 10 a. m.—Enrolment. Addresses by the Chief Superintendent of Education, and the President of the Institute. Appointment of Nominating Committee.

THURSDAY, 2 p. m.—Subject, "Grammar." Paper by Mr. Geo. A. Inch. Illustrative Lessons: Grade VI., Miss Lottie Vandine; Grade VIII., Mr. Ernest McKay. Discussion.

FRIDAY, 9 a. m.—Subject, "Arithmetic." Illustrative Lessons: Grade II., Subtraction, Miss Lizzie Dougherty; Grade VI., Fractions, Miss Edith Emack; Grade VIII., Percentage, Mr. James Edmonds. Discussion.

FRIDAY, 2 p. m.—Address by Prof. Stockley, of the U. N. B. Election of Executive. Unfinished Business.

W. T. McDIARMID,
President.

E. L. THORNE,
Eec. Secretary.

The Teachers' Institute of District No. 10 (Cumberland, North and West Colchester), will be held at Tatamagouche, N. S., December 23d and 24d, 1897. The following is the programme:

1. Address..... Inspector Craig
2. Enrolment.
3. Lesson—Brooks; their Origin, Use, etc..... Miss Annie Campbell
4. Paper—English in the Common School Grades..... Prin. Sedgewick
5. Address—Some Hints on the Organization and Management of Rural Schools..... Prin. J. B. Calkin, M. A.
6. Lesson—Hydrogen as a Reducing Agent... Prin. W. H. Magee, Ph. D.
7. Paper..... Prin. McDormand
8. Lesson—Blackboard Reading Class..... Miss Cameron
9. Public Meeting, Wednesday Evening—Addresses by Dr. MacKay, Supt. Education; G. U. Hay; Principal Lay, and others.
10. Paper—Agriculture in the Common Schools..... Prin. McKay
11. Lesson—Limestone and Its Compound..... Miss Kate Nicolson
12. Paper—Nature and Natural Phenomena..... Prin. Brownrigg
13. Lesson—Bookkeeping..... Miss McEachern
14. Paper—By-Ways of Teaching..... Mr. A. D. Ross
15. Address on the Benefits of Written Examinations in Miscellaneous School Work..... Prin. Slade

The journey to and from Tatamagouche may be made for the price of a single First-Class Fare on the Intercolonial, Joggins, and the Cumberland Railway and Coal Company's lines. On the Intercolonial certificates *must be obtained* from the Station Master at the starting point.

Board may be obtained at very reasonable rates. Those wishing accommodation at private houses should write to W. A. MacKAY, Tatamagouche, Local Secretary.

LENFEST RUGGLES,
Sec'y-Treasurer.

The Century Magazine for the Coming Year.

The Century Magazine, with its November number, entered upon its twenty-seventh year. During its long existence, by reason of its many notable successes, it has won an assured and commanding position. During the coming year The Century will maintain its exceptional position as a magazine of entertainment and as a leader in art and thought.

Its pictorial features will be notable, and it will command the services of the foremost artists, illustrators and engravers of this country and of Europe.

Nothing like a complete announcement of its literary features can be attempted now. Dr. Weir Mitchell, whose novel of the American Revolution, "Hugh Wynne," is the great success of the year, has written a new story for the present volume. It bears the piquant title: "The Adventures of Francois: Foundling, Adventurer, Juggler and Fencing-Master during the French Revolution." The tale is full of romance and adventure. Mrs. Burton Harrison contributes a new novel of New York life, called "Good Americans," in which contemporaneous social types and tendencies are brightly mirrored and described.

There will be a group of clever stories about horses and people who like horses, under the general title of "Gallops." "A Woman's Reminiscences of the French Intervention in Mexico" will be given in a series of graphic and highly picturesque papers by Mrs. Cornelius Stevenson. Further contributions to the interesting series of "Heroes of Peace" will be made by Jacob A. Riis, Gustav Kobbe, Elizabeth Stuart Phelps Ward and others.

For the benefit of readers of *The Century* an unusual combination offer is made for this year. There has been issued "The Century Gallery of One Hundred Portraits," made up of the finest engravings that have appeared in the magazine, and representing a total expenditure of nearly \$90,000. These are printed on heavy plate-paper, with wide margins, like proofs. The retail price of the gallery is \$7.50, but this year it will be sold only in connection with a subscription to *The Century*, the price of the two together being \$6.50.

The New Volume of St. Nicholas.

St. Nicholas, conducted by Mrs. Mary Mapes Dodge, entered upon the twenty-fifth year of its successful career as the leading magazine for boys and girls with its November issue. A remarkably varied and attractive list of features has been secured for the coming year, including contributions by several of the foremost writers of the day.

Rudyard Kipling's first "Jungle Stories" were written for *St. Nicholas*, and this year he will contribute a new series of stories to the magazine, called "The Just-So Stories," written in a new vein—fantastic stories. Some stories, Mr. Kipling says, are meant to be read quietly

and some are meant to be told aloud. Some are for rainy mornings and some for long, hot afternoons, and some are for bedtime. These stories of Mr. Kipling's are meant to be told "just so," and one must not alter one single little word. They are stories about animals, queer, very queer animals.

Mr. Frank R. Stockton will contribute "The Buccaneers of Our Coast." This is a series of narrative sketches in which will be treated the origin, characteristics, adventures, and exploits of that wild body of sea-rovers, calling themselves "The Brethren of the Coast," who during the greater part of the seventeenth century ravaged and almost ruled the waters and shores of the West Indies.

Mr. J. T. Trowbridge has written a serial, "Two Biddicut Boys, and Their Adventures With a Wonderful Trick Dog." This is marked by his best qualities and is full of effective interest. A lively story of track and field is "The Lakerim Athletic Club," by Rupert Hughes, which will tell of a year of sports carried out by a party of "real boys." Mr. W. O. Stoddard writes a stirring romance of chivalry, "With the Black Prince," telling of the fortunes and adventures of an English lad who fights at the battle of Crecy. A fairy tale of science "Through the Earth," by Clement Fezandie, is a serial of the Jules Verne order. It tells of the daring conception of a scientist of the next century, who by the enormously increased power of electricity succeeds in boring a hole through the earth and sending a boy in a cigar-shaped car through the tunnel.

There will be the usual number of articles of instruction and entertainment, short stories, poems and jingles, as well as hundreds of pictures by leading artists. The price of *St. Nicholas* is 25 cents a copy, or \$3.00 a year.

Education Department—Province of New Brunswick.

Official Notices.

I. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License.*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School buildings in St. John and Chatham, beginning on Tuesday the 9th day of June, 1898.

The English Literature required for First Class candidates is Shakespeare's Henry V., and Byron's Childe Harold, Canto IV.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class.*—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 5th, 1898, at 9 o'clock a. m.

Candidates are required to give notice to the Inspector within whose inspectorial district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Junior Leaving Examinations.*—Held at the same time and stations as the Entrance examinations.

The Junior Leaving Examinations are based upon the requirements of the course of study for Grammar and High Schools as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra and Geometry; History and Geography; Botany; Physiology and Hygiene; and any two of the following: Latin, Greek, French, Chemistry, Physics. (Nine papers in all).

The pupils of any school in the province are eligible for admission to this examination. Diplomas are granted to successful candidates.

Fee of Two Dollars to be sent with application to Inspector, not later than the 24th of May.

The English Literature for the Junior Leaving Examinations will be Select Poems of Goldsmith, Wordsworth and Scott, as found in collection published by W. J. Gage Co., 1897.

(d) *University Matriculation Examinations.*—Held at the same time and stations as Entrance examinations. Application to be made to Inspector, with fee of two dollars, not later than May 24th.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. (Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education Office.)

The English Literature subjects are, Shakespeare, Henry V. or Richard II., Rolfe Edition, and Byron's Childe Harold, Canto IV., Gage, Toronto, 1897, or Selections from Tennyson, Gage, Toronto, 1895.

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examinations. The First Book of Caesar's Gallic War will be required in both cases.

Forms of application for the July examinations will be sent to candidates upon application to the Inspectors, or to the Education office.

(e) *High School Entrance Examinations.*—These examinations will be held at the several Grammar and other High Schools, beginning on Wednesday, June 15th, at 9 o'clock a. m. Under the provisions of the Regulation passed by the Board of Education in April 1896, question papers will be provided by the department. The Principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

II. THIRD CLASS TEACHERS.

Regulation 33. Employment of Third Class Teachers.—Add to Regulation 33 the following Sections:

6. Third Class Teachers shall not be employed (except as class room assistants) in Districts having an assessable valuation of fifteen thousand dollars or upwards, unless by the written consent of the Chief Superintendent.

7. Third Class Teachers who have received License after attendance at the French Department of the Normal School, and who have not subsequently passed through the English Department of the Normal School, shall be employed only in Acadian Districts or in Districts in which the French language is the language in common use by a majority of the people, unless by the written consent of the Chief Superintendent; and no such teacher shall be employed in any District, whether such District is Acadian or French speaking as aforesaid, or otherwise, if the Chief Superintendent shall notify the Trustees of such District that no such teacher shall be employed therein; provided that if such teacher is engaged under contract entered into with the District prior to the giving of such notice the employment of such teacher shall continue only to the end of the term current when such notice is given, and shall then terminate, unless previously terminated by the terms of the contract itself.

J. R. INCH,

Chief Superintendent of Education.

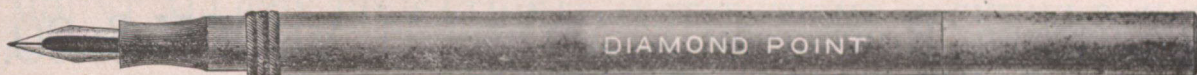
Education Office, Dec. 1st, 1897.

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Farm and Fireside,	"	50	"	1.40
Family Herald and Weekly Star,	"	1.00	"	1.65
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