

# The Educational Review.

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THE EDUCATIONAL REVIEW.

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A GREAT deal of space is given up in this number to the report of the proceedings of the N. B. Educational Institute. The papers and proceedings are of great interest to teachers. The papers of Chief Supt. Inch and Dr. Bridges, deal with important subjects, and both are marked by earnestness and breadth of thought.

IN Dr. Inch's address on another page, reference is made to an important matter. This is a reciprocity among the different provinces of the Dominion in regard to teacher's licenses. There is no good reason why a certificate issued by one education department should not be valid in all the provinces of the Dominion. Such a reciprocity would advance the teaching profession in Canada. Each provincial Education department and Normal school should then take more pride in sending out well qualified teachers.

THE next number of the REVIEW will be issued about August 10th, and we hope to have in it a variety of matter that will be interesting and useful to teachers recommencing their school duties after their well-earned, and, we hope, enjoyable vacation.

A REPORT of the Summer School of Science, with other matter, is held over for the August REVIEW.

WHILE teachers are enjoying their vacation, many thoughts and plans will occur to them that will be useful in their work for the coming year. Do not trust to the memory to retain these; have a note book and jot them down.

Do not let the mind become torpid during the vacation by inactivity. Let the nature that is around you teach you a course of lessons. Let your reading be of that invigorating stamp that broadens and inspires, and that will supply you with material not only to make you a better teacher but a better member of the community. What a boon to a community is a teacher with a well stored mind! Such a one can help to establish a reading circle, a course of lectures, or be a leader in any work that promises culture. Vacation is the time to lay up material for this work.

THE presence of Chancellor Rand at the recent Educational meeting in connection with the N. B. Teachers' Institute, was inspiring to those who recall the past and what he accomplished for education in the province in the most trying period of its present excellent school system. Dr. and Mrs. Rand are enjoying a much needed rest at Parrsboro, N. S. for the summer.

THE Proceedings and Transactions of the N. S. Institute of Science has just been published by Wm. McNab, Halifax. Of the 163 pages which it contains, 115 are devoted by H. S. Poole, M. A., F. G. S., to the coal fields of Pictou. This paper is well illustrated and will be of much interest to coal miners. "Venus in Daylight to the Eye and Opera Glass," is the title of a paper of 14 pages, in which Principal Cameron, of Yarmouth, records some interesting astronomical observations. Natural History observations, by Superintendent MacKay, will be of interest to teachers. He also writes on explosive gases generated in hot water apparatus. The Nova Scotia Institute of Science is one of the best societies that our teachers could join. The fees are only two dollars a year. Scientific work, no difference how humble, would be welcomed, and papers would be published without expense to their authors.

FOR THE REVIEW.]

"Is the Study of Latin a Practical Study?"

Since the above paper was read before the Educational Institute, I have been somewhat severely taken to task by the editor of the *Telegraph* for presuming to insist that the teaching of Latin is of prime importance in our school system. To two of his assertions I must respectfully object. The learned editor in the course of his remarks says, that the writer of the paper being a teacher of Latin, has very naturally come to regard the subject as an important one. Now it is not because I am a teacher of Latin alone that I have come to recognize the educational value of this language as a disciplinary subject, but it is also on account of its reflex influence on the teaching of English. From a long experience both as a teacher of English in our high schools and an examiner of the English papers of normal school students, written both by those who had instruction in Latin and those who had none, I have come to the conclusion that no thorough or comprehensive knowledge of the English language is possible without some acquaintance with Latin. Nor indeed am I alone in having arrived at this conclusion. Large numbers of the most prominent educationists on both sides of the Atlantic insist that Latin must not occupy any secondary place in the school curriculum, simply because the young student cannot acquire a thorough training in his own language in any better way than through the medium of the study of Latin. In the United States, moreover, both educationists and men of affairs alike, are thoroughly agreed as to the practical value of the study of Latin, and testimony as to its worth and importance coming from a prominent journalist like Charles A. Dana, of the *N. Y. Sun*, and Dr. W. T. Harris, U. S. Commissioner of Education, probably the most experienced educator on the continent, ought to convince any reasonable person.

As our own respected Superintendent of Education, Dr. Inch, as well as other experienced teachers have been violently assailed by the learned editor of the *Telegraph* for venturing to support the views advanced as to the practical value of a training in Latin, I may be allowed to quote the remarks of Dr. Harris, addressed to the great meeting of

teachers in Toronto some three years ago: "It has often been said that we should have studies that fit the student for practical life. What will be the vocation of the future man is not, as yet, determined while the child is at school. The child is educated not only because he is to be an individual plying a special vocation, but because he is to be a member of the family, and the civil society and the state. There should be such an education as is adapted to take the individual out of his idiosyncrasy as an individual, and make him a universal person, and thus round out his nature and help him to advance the civilization in which he lives. The primary purpose and function of education, is to elevate the individual and give him the benefit of the experience of all mankind. That should be the ground of all courses of study. It is not to take this individual or that individual who lives in a little narrow sphere with the horizon close by and make him more than that individual, but the education should be the training of his mind, giving him power to perceive, lifting him out of his little self into the greater civilization that is around him. The most important thing, in fact, is the education of the individual into civilization; is derived from a two-fold source—the Roman on the one and our civilization, being that of the Anglo-Saxon people, side, and the Greek on the other. I am in favor of the study of Greek and Latin, and I have never seen anything during the past twenty years which shook my conviction with regard to the importance of the classic studies in education."

It would almost seem superfluous to add anything to testimony so plain as this, and coming from such a high source, from a person, moreover, who has spent his whole life in active educational work; but I cannot refrain from giving a few remarks made by active business men in this province. A prominent citizen of Fredericton said to me within the last few weeks, that he never had any thorough grip on English Grammar until he studied Latin. A few years ago, a citizen of St. John, the secretary-treasurer of a large and influential corporation, told me that he felt to this day the value of the training in Latin he had received under that able teacher, Dr. Jas. Hutchison, formerly Principal of the St. John Grammar School. Numbers of my own pupils also in different parts of the Province, have assured me repeatedly, that they never had any clear or comprehensive knowledge of English until they had studied Latin. I submit that such testimony, coming from sources so widely different, ought to have some influence in a practical settling of the subject.

The other point on which I would join issue with the editor of the *Telegraph* is this. The editor of the *Telegraph* makes the assertion that most of the Latin words, which have been imported into the English language, have come to it through the French as one of the results of the Norman conquest. As a matter of fact such a statement is not only entirely incorrect, but it is also very misleading. As this is a question which must be settled by an appeal to authorities, I do not ask the readers of the *Review* to take my own *ipse dixit* in the matter, but will give you the words of Prof. Meiklejohn, the author of one of our standard English grammars. "The Latin words of the fourth period came in with the revival of learning, which is also called the Ren-

ascence. After the capture of Constantinople by the Turks in 1453, the great Greek and Latin scholars who lived in that city, packed up their priceless manuscripts and books, and fled to Italy, Germany, France, and even into England. These scholars became teachers; they taught the Greek and Roman classics to eager and earnest learners; and it came to pass in course of time that every one who wished to become an educated man studied the literature of Greece and Rome. From this time began an enormous importation of Latin words into our language. Being imported by the eye and the pen, they suffered little or no change. Neither the organs of speech, nor the ear affected either the pronunciation or the spelling of them. If we look down the columns of any English dictionary we shall find these later Latin words in hundreds. *Opinionem* became opinion; *factionem*, faction; *pungentem* passed over in the form of pungent; *pauperem* came in as pauper; and *separatum* became separate." This change went on not only during the sixteenth but also during the commencement of the seventeenth century, and its effect upon the language were so extensive that it nearly altered its character, in so far as the vocabulary is concerned. It being, therefore, an undoubted fact that the great majority of Latin words came directly from that language into the English, and not through the medium of the Norman-French, is it not wise on this account if for no other reason, to insist that the teaching of Latin shall not occupy any secondary or subordinate place in the course of instruction; and is it not also well that young students should be required to pursue a subject which the wisdom of ages has shown to be the best mental discipline for all persons.

The University, Fredericton, N. B.

H. S. BRIDGES.

#### St. Patrick's Girls' High School.

The closing exercises of St. Patrick's Girls' High School, Halifax, which were of an unusually interesting character, took place yesterday. In the senior section Chairman Longard presided, ably assisted by the archbishop and the superintendent of education. There were present Commissioner Eden, H. D. Blackadar, Dr. Murphy and Father Daly, besides several other clerical gentleman, Mother Bonaventure, parents of the pupils, and others.

After the opening chorus, Dr. MacKay examined the pupils in geometry, taking them over the familiar ground by entirely novel paths. The very foundations of their geometrical faith were laid bare. They were made to appreciate the beauty of the logical processes by which they arrived at even the simplest inferences. Every statement was subjected to the touchstone of axiomatic principles. The pupils enjoyed the intellectual exercise and acquitted themselves most creditably.

The archbishop examined the "B" class in Latin, selecting one of the most difficult passages in Cæsar, de Bell. Gal. Lib. V. They were readily translated and correctly parsed. In the meantime the grade "C",

pupils were engaged in an interesting exercise in English literature—a subject which receives great attention in this school. Miss Devereux read an essay on Macaulay's Warren Hastings. A literary gentlemen present who heard it declared that he would at once purchase a copy of this celebrated essay and spend the evening in reading it. Miss M. Wells read an essay on the "Rise and Progress of the English Drama."

While these exercises were being conducted in the principal's room, Commissioner Cragg was presiding over an equally interesting programme in Sr. Angela's department. History, botany and word analysis took up most of the time. On the blackboard were displayed very beautiful and accurate drawings from nature of the plants which had been analyzed and fully studied by the pupils. They were examined in this subject by Dr. MacKay—himself one of the most accomplished botanists. The *Sarracenia purpurea* and the *Fragaria Virginiana* were made to reveal the marvels of their construction with the same relentless accuracy that characterized the analysis of the geometrical propositions.

The examinations having been concluded, the gold medals were presented by the archbishop. \* \* \* His grace congratulated the young ladies on the thoroughness of their educational work. He pointed out the value of good literature in the formation of character, and commended the young ladies for their resolve to continue their studies in this department during the summer vacation. He pointed out the natural beauties of Halifax, which made it unnecessary for them to go abroad for recreation. At Point Pleasant park they could combine their literary and nature studies—enjoying the most healthful sea-breezes and the most charming scenery to be found anywhere. It would be delightful to have a class characterized by so much ability, return to its school work after holidays with unbroken ranks.

Dr. MacKay commended the methods of study pursued—drawing and plant analysis in botany, dissections in physiology, experiments in physics and chemistry—in short object teaching wherever applicable, and accuracy and clearness in everything. He had not seen better teaching anywhere.

Commissioner Cragg emphasized his commendatory remarks by offering a gold medal for next year. \* \* \* St. Patrick's Boys' High School was examined in the afternoon in presence of Commissioners Doyle (presiding), Bremner and Wier, the archbishop, R. J. Wilson and others. The class included several grades, and considering the ages of the boys, their proficiency, clearness of comprehension and practical knowledge, were very gratifying.—*Halifax Chronicle*.

### N. B. TEACHERS' INSTITUTE.

FIFTEENTH MEETING—PROCEEDINGS, PAPERS, DISCUSSIONS.

Three hundred teachers attended the Provincial Institute held in St. John, June 27th, 28th and 29th. All parts of the province were represented, and the proceedings were of a most interesting character throughout. The fog spread its mantle over the city during two days at least of the meeting, and was most grateful to those who had been enduring the almost tropical heat of the interior of the province. His Worship Mayor Robertson went so far as to say that should this representative gathering of the wisdom of the province decide upon any scientific plan of transporting the fog inland, he would let them have all they wanted—for nothing. A fine programme of speeches and music was carried out at the Mechanics' Institute on the first evening of the gathering, and on the second evening the New Brunswick Natural History Society opened its rooms and museum to the visitors, and several hours were most delightfully spent in enjoying the hospitality so courteously extended and so fully enjoyed.

Dr. Inch, Chief Superintendent, presided at all the sessions of the Institute with that ease and dignity so characteristic of him, and which went so far to make the proceedings pleasant and profitable to all. Mr. J. M. Palmer resigned the office of secretary-treasurer, the duties of which he has performed with skill and tact, and Mr. John Brittain, of the normal school, was elected in his stead, with Miss Grace Orr as assistant secretary. The secretary-treasurer's accounts showed a balance of \$175.21 in favor of the Institute. An excellent system of recording the attendance by depositing ballots, instead of the tedious process of calling the roll of members, was adopted at this meeting with seemingly good results.

The Chief Superintendent's address to the assembled teachers was as follows:

*Ladies and Gentlemen—Members of the Institute:*

It is my privilege to greet you once more in this annual conference of New Brunswick teachers. You have passed through another year of labor and responsibility; and you are here to congratulate each other on whatever success has attended your efforts, to sympathize with each other in the trials and discouragements you have experienced, to review the past, to plan for more effective service in the future, to learn from each other, to give and get in mutual converse and association.

I am glad from my general outlook to be able to report progress—slow it may be, but progress notwithstanding. There are yet parts of this province

where great ignorance prevails. There are districts where it is almost impossible to organize a board of trustees, the members of which can subscribe their own names to the teacher's contract. There are settlements in which a school has never been organized. There are here and there young men and women who have grown up in this country, boasting of its free school system, who have never had a day's instruction at school. And yet the light is penetrating into these dark places. The former days were not better than these; they were much worse, for the light did not then reveal the darkness.

The facts, as compiled from the last annual report, show decided progress. There are facts even more encouraging which cannot be tabulated in a report. I am happy to believe that the tide of popular interest in educational work is advancing, that the outlook is auspicious, and that the tendencies are in the right direction.

To create and help forward such tendencies is the best work we can do as educators. In our work we must patiently wait for results. As individual growth in healthy youth is not from day to day marked by any conscious change, and is not observable by his associates; so the educational progress which effects society "cometh not with observation." It can only be measured by comparisons made at intervals of time widely separated—by comparing generations of men, not successive years of the calendar. The educational schemes which promise wonderful results within brief time limits, as well as those which dispense with long continued study, voluntarily pursued, may always be regarded with just suspicion. If we can set tendencies in operation, the good results of which will be clearly manifest to the general public in ten, twenty, or thirty years, we are doing well. The man who plants the seed may not live to eat the fruit, but he has benefited his kind, notwithstanding. It is our duty to plant the seeds, to see that the conditions of growth are present, and then confidently trust the results to the unchanging laws which Divine wisdom has established in the universe of mind as well as in the universe of matter. Lord Bacon says: "Man can do nothing else than move bodies to or from each other; nature working within does the rest." It is much the same in regard to the work of the teacher upon the sensitive soul of the pupil. The teacher presents truth in many and varied forms in its relation to the senses and the reason; the child's mind, working under its own laws of apperception, elaborates the facts and truths so presented, and the result is knowledge, power, culture, which after many days transform society, and make the difference between barbarism and civilization.

Among the facts which may be enumerated as indicating that tendencies are setting in the right direction at present in our province, the following may be mentioned :

A gradual increase in the number of schools, and in the number of pupils in attendance.

A marked improvement in the quality, equipment, and number of school buildings. An increase in the number of school libraries.

A gradual increase in the average number of days per annum during which the schools are kept in operation.

Improved regularity of attendance.

A largely increased attendance at the normal school.

A gradual increase in the length of the period of service of teachers of the higher classes.

An increase in the relative number of first class teachers employed as compared with the number of second and third class teachers; and an increase in the number of second class teachers employed as compared with the third class.

Increased ambition and intellectual activity among teachers and pupils. This is clearly manifested by the large numbers who are voluntarily presenting themselves for the departmental examinations. For instance, at the closing examinations for license held from the 12th to the 15th of June, over 300 candidates stood the examinations, of whom 125 were teachers already licensed working for a higher class. For the approaching examinations to be held next week at eleven different localities throughout the province, about 675 have made application. Of these, 600 are for the preliminary examinations either for entrance to the normal school in September, or for advance of class; 60 for university matriculation, and fifteen for junior leaving certificates. The latter have completed the course of study in the public schools up to the end of the 10th grade, or the second year of the high school course. Those who succeed in the examinations will receive a certificate or diploma under seal which will serve as a testimony of scholarship covering a definite field of study, and vouched for by competent and impartial examiners appointed by a joint committee of the board of education and the senate of the university of New Brunswick.

Permit me here a word in regard to the educational value of these examinations, and the expediency of establishing a system of competitive examinations.

I know that competitive examinations are not infallible tests of merit, and need to be carefully guarded in order to avoid some undesirable results. But I do not know of any other test so likely to com-

mand confidence as to freedom from prejudice and partiality on the part of examiners; and on the whole so equitable when large numbers of candidates from different schools are brought together to show the result of their training. There may be cases of unfairness to individual candidates arising from circumstances which cannot be foreseen or controlled; but fallibility is an attribute of all human judgment, and the burden rests upon those who object to written competitive examinations to point out a more excellent way. Several hundreds of teachers and schools will be brought into friendly competition in these examinations. The tendency will be to an increase of the number from year to year. What a stimulus will thus be presented both to teachers and pupils! What mental activity will be awakened! The papers from year to year should so differ as to discourage *cram* in any special direction. From year to year the tests should become moderately more severe so as to keep up a gentle pressure for higher standards and more advanced scholarship. To those who are disposed to complain that there is now too high a pressure upon pupils in the schools, I reply: You judge of the matter from too narrow a circle of experience; you generalize from a very few instances. There may be a teacher and a school here and there whose ambition needs check, and who with a zeal without knowledge, disregard hygienic and intellectual laws; but in my opinion a dull, perfunctory, and monotonous discharge of routine duties is a much more frequent cause of failure and harm than too high a pressure of work. In the nature of things the curb is needed less than the spur.

I will not dwell here upon tendencies in the wrong direction in our educational history. If there be such the only advantage of discussing them is to direct public attention to them in order that a remedy may be found and applied. If evils be remediless, the less we talk about them the better. The old philosopher was wise who said: "There are two things we should never fret about: What we can help, and what we cannot help." If we can help the evil, let us do so, and cease grumbling; if we cannot help it let us bear it in silence.

I am glad to believe that few, if any, difficulties exist in connection with our educational work which may not be overcome by patient and well directed effort; but for the removal of some of them we must await the slow process of general enlightenment. A public school system having its ultimate sanction in the will of the people, and drawing from the people its sole means of support can only employ measures which public opinion and sympathy sustain. Every school district in the province is in itself a corporation

invested with the power of determining just how much or how little shall be appropriated in the district for educational purposes. In many cases ignorance, selfishness, personal animosities block the efforts of the more enlightened and public spirited. In many cases trustees are elected who have no intelligent interest in maintaining an efficient school, and whose greatest merit in the opinion of some of their constituents consists in saving expense. In other cases there is not sufficient interest manifested by ratepayers to induce them even to attend the school meeting. In not a few cases it is impossible for trustees, however earnest and intelligent, to maintain a good school even for one term in the year on the small pittance voted by the ratepayers. But why continue the unpleasant story? It is already too familiar in its vexatious details to many of you who felt the consequences of such unwisdom. In the cities and principal centres of population, the evils of which I speak do not exist except in a very limited degree. The problems difficult of solution are found chiefly in country districts, and must be patiently yet persistently dealt with until the conditions improve. Legislation and regulations of the board of education can do but little to improve these conditions. The truth may as well be stated that the equity of general taxation for the education of the children of the country has not by any means been universally admitted by those who have no children to send to school; as a consequence a policy of obstruction and passive resistance to the administration of the law is still too frequent.

I come now to speak briefly of a few matters of prospective interest to you as teachers. And first I may refer to the course of study. The present course for the first eight grades was authorized five years ago in 1889. There has never been up to the present a complete course authorized for the high schools. A revised course is now being prepared for all grades, including those of superior and grammar schools up to and including the twelfth grade. With the sanction of the board of education, this course will take effect at the opening of the next term, and I trust will be found well adapted to the needs of our schools, and in harmony with approved modern methods and ideas. It has been my purpose to depart from the present course only in regard to matters in which the opinion of educational experts favors a different plan. Some of you have seen and read the report of the committee of ten appointed by the Educational Association of the United States to draw up a syllabus of studies for the schools of that country. These ten invited the co-operation of six other groups of ten each, assigning to each group the consideration of

subjects in regard to which every member of the group was a specialist. Each of these six groups made an extended report to the committee of ten; and the latter compiled their several reports, and prepared a scheme which has been given to the public as the matured result of the best thoughts of the seventy. It would be difficult to devise a plan more likely to accomplish the purpose intended in providing the best possible curriculum for the public schools of the republic. I have studied this report carefully, and have availed myself of many suggestions it contains; but have not thought it expedient to follow too closely its details in the course prepared for our schools, as the conditions are somewhat different. Before formally adopting the revised course for our schools, I propose to submit it for examination to the members of the executive committee of this institute, and to invite their suggestions as to desirable modifications.

In this connection it may be proper to say a word or two in regard to the proper use by teachers of a prescribed course of study for the public schools. It is a difficult task to strike the golden mean between a freedom of action as to subjects taught, and the relative time given to each, which would allow the teacher in each locality to be a law unto himself; and on the other hand to demand a rigid uniformity which leaves no discretionary power to take local circumstances and individual necessities into consideration. And yet a mean between these extremes must be found if we are to avoid on the one hand confusion, disorganization, and waste of time; and on the other a mechanical system which exalts form above substance, and insists that every pupil in our schools shall be stretched on the same procrustean bed. The difficulty may be partly avoided in the higher grades (if a sufficient staff of teachers be employed) by allowing optional studies and elective courses. In the grades below those of the high schools the relative time devoted to each study must be, in some measure, left to the teacher's discretion; for even in the same school the conditions frequently change. The spirit, rather than the letter, of regulations should govern the teacher; but in any modification of a prescribed course of study, he should be careful not to depart from the written record, whether in regard to relative time or subject, except in so far as the best educational interests of any of his pupils shall clearly require a change. It would be detrimental to the general interests to permit the individual opinions, the personal preferences, the prejudices, or the whims, whether of pupils, teachers, parents, or trustees, to determine the kind and extent of the instruction to be given in any school; but

discretionary latitude must be allowed the teacher to some extent to provide for special cases and local conditions.

In addition to the carrying out of the programme provided for the guidance of the proceedings of this institute, I trust we shall be able to find time for the discussion of two or three matters in regard to which an opinion expressed by the teachers would have great weight with the board of education.

The first of these I shall mention is, whether or not it will be in the interests of public education to revert to the former arrangement as to the school year—that is, having the school terms beginning on the first of May and the first of November respectively, and the school year end on the 31st October. As the provincial fiscal year has been, by the action of the legislature at its last session, made to end as formerly in October, it would seem to be fitting that the school year should terminate at the same time. It is not necessary, however, that the school year and the fiscal year shall be exactly co-terminus. Such an arrangement would, without doubt, be desirable in many respects; but the inconvenience of disturbing present arrangements, the necessity that would follow of making numerous changes in the school manual, and the temporary confusion incident to a general change of any kind, when great interests and a large number of persons are concerned, suggest that the change should not be made unless it be clearly apparent that the educational interests of the country as a whole shall be thereby advanced. Should the school year remain as it is, and should the legislature be called to meet in January or February, I would probably find it impossible to lay the annual school report before the legislature at the opening of the session; but, I presume, that is not a sufficient reason for changing the school year, as the report could be ready before the close of the session.

As I propose to invite the institute to give an expression of opinion on this matter, I do not wish here to state the reasons which present themselves to me for or against the suggested change. I will only say that the general interests of education throughout the province shall determine the matter, not the convenience of either the educational department or of the teachers as a class—much less sectional views or local prejudices.

Another interesting subject of discussion pertains to the expediency of establishing some system of reciprocity between the provinces of the Dominion in regard to the recognition anywhere in Canada of teachers' certificates, or licenses granted by the Educational Department of any of the provinces. This question was introduced at the Dominion Association

held in the city of Montreal in 1892, when the Minister of Education for Ontario and the superintendents of the other provinces were constituted a committee to report on the feasibility of adopting some system of inter-provincial reciprocity in this matter. I have recently had a communication from the minister of Ontario on the subject, which I shall now read for your information :

EDUCATION DEPARTMENT,  
Toronto, 5th April, 1894. }

MY DEAR SIR,—

At the meeting of the Dominion Educational Association held in Montreal in 1892, the Minister of Education for Ontario and the various superintendents of the other provinces were constituted a committee to report on the feasibility of adopting some system of inter-provincial reciprocity in teachers' certificates of the higher grades.

In order that you may consider the standards adopted in the Province of Ontario, I enclose a memorandum of the requirements for first and second class certificates from which, and from the statutes and regulations respecting the public and high schools, which I send herewith, you will be able to compare the qualifications required for these grades with the qualifications required for similar grades in your province.

I shall be pleased to receive from you, at your earliest convenience, a similar memorandum of requirements for the same grade of certificates in your province, in order that I might be able to form an opinion as to whether it would be consistent with the standards in Ontario to receive teachers holding such grades of certificates without further examination.

If on consideration of the course of study required for Ontario, you are of opinion that teachers holding first and second class certificates may properly be accepted by you without examination, kindly let me know. I shall communicate with you, on receipt of the papers asked for, with regard to the acceptance or non-acceptance of your standards by the Education Department of Ontario.

By reference to page 30 of the Minutes of the Dominion Association you will observe that the same committee was appointed "to consider and report to the next meeting of the Association some general system of classification and nomenclature of schools."

I would be greatly pleased if the different provinces would adopt some common classification, as it would greatly facilitate comparisons and statistical references. If the different provinces could agree upon a classification for statistical purposes, under the head of elementary schools and secondary schools, all that would be required for statistical purposes would, in my opinion, be attained. The question to be settled, then, would be a common standard for these two classes of schools. In Ontario, public schools, separate schools, kindergartens and night schools would then be classified as elementary schools, and are practically so classified now under the designation public schools. In the same way our high schools are secondary schools, and the only class of secondary schools recognized by statute. If all the provinces in their statutes and regulations adopted

the terms "elementary schools" and "high schools" for certain courses of education, it would greatly simplify matters; but even if this were not done as a matter of statute, if the reports of the various departments summarized school population under these two heads, the same thing would be accomplished — providing the standards were identical, or nearly so, in all the provinces.

I would like the Dominion Association to hold its next meeting in 1895; my present impression is that the meeting should be held in Toronto.

Yours truly,

GEO. W. ROSS,

*Minister of Education.*

I will not anticipate the discussion on this important subject, which I trust we shall find some time for holding before the close of our deliberations. I will only say that however such a system of inter-provincial reciprocity might affect the individual interests of teachers in any of the Provinces, it can only be regarded with favor from a broad, patriotic national standpoint. The framers of the British North America Act were politically wise when they avoided the attempt to solve several difficult, if not impossible problems by relegating educational affairs to the care and control of the provincial governments, rather than of the central government. But it is nevertheless to be regretted that there is no strong central educational board to unite the several provinces of our common country in matters which lie at the very foundation of its prosperity, and which must be a potent factor in determining its status among the nations of the earth. The formation of a Dominion association of teachers was intended to aid in creating such a bond. One result of the organization of that association has been the appointment of a committee to prepare a Canadian history for our schools which shall treat the subject from a Canadian and not a purely provincial standpoint. Another result is the proposal before us to unite upon a syllabus of scholastic and professional qualifications for teachers, which will be recognized from the Atlantic to the Pacific; so that any one of you who shall have passed the prescribed examinations in his own province would be recognized throughout the Dominion as an educated and trained teacher having a right to offer his professional services to any board of school trustees from Cape Breton to Vancouver Island, without being subjected to the inconvenience and sometimes the humiliation of undergoing examination again, even upon the elementary subjects of a common school course. I believe there is no disposition in any of the provinces to disparage the educational work of its sister provinces; and yet judging from the sectional nature of our school regulations a stranger might be justified in inferring that the educational

department of each province viewed with distrust and suspicion the license examinations of all the others.

If it be for the highest interests of the Dominion to avoid racial and religious jealousies, to discourage provincial sectionalism, to promote a sentiment of national unity and true patriotism; then the schools must be inspired with a spirit of genuine charity towards all classes of our people, an abiding faith in the country we call our own, and a greater pride in being a Canadian than in being even a New Brunswicker or a Nova Scotian.

In my opinion it would materially conduce to this end were there an educational bureau organized at Ottawa under the direction of a man of ability and enthusiasm, equal to the ability and enthusiasm of W. T. Harris, the U. S. Commissioner of Education at Washington. There is an ample field and abundance of work for such a man and such an office, without encroaching in the slightest degree upon the educational autonomy of any individual province. The generous maintenance of such a department by the federal government would tend to solve some knotty problems, and could scarcely fail to promote the educational work of every part of the Dominion.

There are other subjects, ladies and gentlemen, upon which I would like to say a few words if time permitted; but I must forbear. The success of this institute as an educational agency is largely in your hands. The teachers who are appointed to read papers do not wish to monopolize the time of this institute. They present themes and thoughts for your consideration, and invite the expression of your views. The interests committed to us are of surpassing importance. To conserve them we need to gather information from every available source. We need *wisdom*, not simply erudition. We need the wisdom which is "profitable to direct."

We who are assembled here represent all grades and conditions of schools; we have been surrounded by social circumstances which greatly differ; but we have one purpose in common, to become better teachers. It is the duty of each to contribute to this result, whether he come from city or country, whether engaged in the higher or lower grades, whether ready of speech or disposed to plead as did the great Hebrew law-giver when confronted with a public duty: "O my Lord, I am not eloquent, neither heretofore, nor since thou has spoken to thy servant; but I am slow of speech and of a slow tongue." Take courage. The man, "slow of speech and of a slow tongue" did a great work for his kindred and country, while his more eloquent brother brought



shame and confusion to the host. I have made allusion to one Old Testament hero. I will refer to another in conclusion. It was said of David, the great King of Israel: "After he had served his generation by the will of God, he fell on sleep." Ladies and gentlemen, fellow teachers, we can have no grander ambition than to "serve our generation by the will of God." A greater than David said: "He that is greatest among you let him be your minister." Greatness is measured not by the number of our fellows who serve us, but by the number whom we are able to faithfully serve.

#### Public Educational Meeting.

The public educational meeting, presided over by Dr. Inch, was held in the Mechanics' Institute at eight o'clock, and was attended by a large number of teachers and citizens. A pleasant musical programme was carried out, Mrs. W. S. Carter delighting the audience with her finely cultivated voice, and Inspector Bridges' excellent bass was displayed to advantage in the "Miller of the Dee." A violin solo by Mr. E. B. Manning was well executed. Dr. Inch, in opening the meeting, paid a tribute to the business enterprise of St. John and to the efficiency of its schools, second to none in Canada. Mayor Robertson, in a happy speech, welcomed the teachers to St. John, and took occasion in the course of his excellent address to point out that the education of the youth of the land should be made as practical as possible to fit them for the every day struggles of life which they would have to meet sooner or later. There seemed to be a tendency on the part of the young men and young women to look down on manual labor and upon laboring men. The average boy seemed to be far more anxious to go into a lawyer's office than into a foundry or a machine shop. They seemed to think that in such a position they could more readily obtain access into the better families. His worship pointed out that this was not so in the United States, nor in the mother country, and that such a spirit should not be fostered by the young men or young women of Canada.

Dr. C. W. Weldon, chairman of the Board of School Trustees of St. John, paid a tribute to the high character of teachers' work and the responsibility devolving upon them. He hoped that in the future salaries more commensurate with the services rendered would be paid to teachers.

Chancellor Rand of McMaster University, formerly Chief Superintendent of Education both in Nova Scotia and New Brunswick, was enthusiastically welcomed by the meeting. He said it did him good to see the rapid progress being made in education in

this province. He often thought of New Brunswick and of her educational standing, and there was an educational periodical which he read with no ordinary interest. He scanned the pages of educational papers of Canada and the United States, but in his estimation none were comparable to the EDUCATIONAL REVIEW, which so admirably represented the educational interests of these provinces. He was free to say that if any person would compare this country with any other state or province on the continent, the relative standing of New Brunswick would be an honorable one and one which every citizen should feel proud of. In no other country did the teachers possess a higher social standing, and this was one of the greatest reasons for the success of the work. The manner in which the public men of New Brunswick had interested themselves in educational matters had not only surprised him, but had been very gratifying. Dr. Rand made mention of the present lieutenant governor of this province and of the late Hon. John Boyd as men who had done much for education in this province.

Prof. Andrews, of Mt. Allison University, Sackville, and president of the Summer School of Science, took a biological text, from which he wove a very instructive address, showing with considerable skill, the functions of "bioplasts" in the work of education.

Rev. W. O. Raymond, who had been expected to address the meeting on the early history of education in the province, excused himself from making a speech owing to the lateness of the hour.

#### Thursday's Sessions.

The election of the executive committee took place at Thursday morning session as follows: G. U. Hay, B. C. Foster, Geo. A. Inch, Marion Tibbits, Geo. J. Oulton, K. R. Bartlett, Lillian Burt, James Barry, S. W. Irons, A. C. M. Lawson.

Prof. H. S. Bridges, Ph. D., then read his paper:  
*Mr. President—Ladies and Gentlemen,—*

I must crave your indulgence for substituting another subject for the one which was first assigned to me on the programme, but the limited time at my disposal compelled me to take a subject to which I had already given some thought and one more in line with my own work—a subject in short which I could adequately discuss. There was, moreover, another reason which perhaps had even greater weight with me than the one I have just given. It seemed to me that our best teachers fully realized the importance of a broader and deeper scholarship in their profession and were making what effort they could in that direction. Indeed, that person is not

worthy of the name of teacher who does not feel the responsibility of his office, and realize the necessity of a broad and complete mental equipment; for I hold that the following maxim is essentially true, "the teacher and not the system makes the school." The teacher is to the school as the engineer to the engine, the captain to the ship, the general to the army. School-house, text-books, apparatus, classification, attendance, trustees and inspectors, may all be admirable in their way, and may possess every requisite of excellence, and yet, for the want of a good teacher, the school may be but a name. No good instruction will be given, no moral or mental discipline imparted, no desire for knowledge inspired—in short, all the costly and careful preparation for education will accomplish but little in the hands of an incompetent teacher. On the other hand, the accomplished teacher will almost create a good school in the face of every obstacle, since his power and skill will turn the very defectiveness of the means employed into the means of improvement. If it be true, as Disraeli has remarked, that "upon the education of the people of a country the fate of a country depends," it is hardly possible to over-estimate the importance of the teacher's office. In his hands is the plastic material which is some day to determine our country's fate. How important, then, that the teacher should be adequately prepared to discharge all the duties of his calling. But it is time for me to pass on to the subject which I have selected for discussion this morning.

It is the good or bad fortune of a teacher to be regaled from time to time with the views on education which are held by the parents among whom he labors. He meets with men of all kinds of opinions, sometimes with men of no opinions at all. Many persons send their children to school without a word of inquiry, and permit them to remain there year after year without manifesting any interest whatever in their progress. Some do this because they are too busy with their own pursuits, and have no time to *waste* on these things, others because they are too timid to give you their opinions, or, it may be, because they have no opinions on the subject at all. There are some, however, who honor the teacher with a free expression of their views about education. Of these, some send their children to school simply because it is the custom to do so. Such men evince a profound contempt for school instruction, and tell you that though they themselves had but one year's schooling in their whole lives, they have acquired far more money than many who have passed years at school. Men of this class seldom interview the teacher a second time, since they have no real interest

in what or how much their children learn, or how they discharge their duties at school. Yet there are parents who have a deep regard for instruction. They speak in the highest terms of its utility and advantages, and inquire into the methods of study pursued, the arrangement of hours, the rules and regulations—in short, they are anxious to know all about the entire internal economy of your school. One believes no school can be governed without the rod; another emphatically asserts that corporal punishment is a relic of a by-gone time and thoroughly out of harmony with the boasted refinement of our nineteenth century. One is most anxious for his boy or girl to have lessons enough out of school to keep his time well occupied at home; another is of the opinion that too many lessons will check the exuberant spirits of his child, and insists there shall be no tasks to be prepared out of school hours. But upon no point do opinions differ more than upon the branches to be studied. Most men have strong opinions of their own as to what is practical and what simply theoretical, and in general their notion of what is practical is drawn largely from their own occupations and their own individual experience. For example, the doctor attaches the highest possible importance to natural science, and values little else. The lawyer believing that there is little practical outside of litigation and politics says, give my son a thorough course of history, ancient and modern, and as much constitutional law as you can. The manufacturer lays the greatest stress upon mathematics and chemistry, while the merchant, looking hopefully at his son and remarking that he is soon to succeed him in his own business, enjoins you particularly not to neglect his arithmetic. The agriculturist states that he intends to make a plain farmer out of his boy, and of course it will not be necessary for him to learn geometry or algebra, and all those big studies. The clergyman will tell you that there is nothing more highly practical than classical learning, and will say, let my boy study Latin and Greek. The collector of the port, or the custom house officer, on the other hand, enjoins you to see that his boy is well grounded in the modern languages, remarking at the same time that, in these days of immigration and rapid intercourse between nations, a good French or German scholar can get good positions and fat salaries. In one word, it is certain that most parents have no comprehensive or correct views as to the nature and objects of education, but are satisfied to limit their observations upon it to the narrow sphere of their own visible horizon. It is therefore the duty of the teacher, amid this grand diversity of opinions, to ascertain by careful inquiry and thought, what sound education is, to form fixed

opinions of his own in reference to schools, methods and subjects of instruction which if called upon, he can defend with sufficient ability to insure for himself a respectful hearing.

Of all the complaints which parents make against established systems of instruction, the most common, perhaps, is that their boys should be obliged to waste so much precious time in the study of Latin. The time and labor of learning it, they urge, is great, and when it is learnt it is useless for the business of life. I propose, therefore, to consider whether the study of Latin is a practical study and adapted to the wants of the times, or whether it is out of harmony with the so-called progressive spirit which characterizes the present century. It will be necessary, in order to do this, to inquire briefly: What the objects of school instruction are? What, then, is the chief end or object of school instruction? The ever ready, but somewhat vague answer is, "to prepare the pupil for the proper discharge of the duties of his future life." If this be the correct answer, then manifestly the work of school instruction is one of great latitude and immense importance. It is enough, however, for our present purpose to insist that a great object of this instruction is to develop the intellectual strength of the child, and to furnish him with that *knowledge*, which is *power*. Allow me to quote the words which an eminent citizen of Boston uttered a few years ago when addressing the school-masters' club in that city: "A well disciplined mind is the first requisite of success in business as well as in professional life. The great variety of pursuits and the keenness of competition of the present day render the choice of an occupation for a boy a task of no little difficulty. It therefore behooves the teacher to so discipline the youthful mind that when a boy comes out of school he may be able to direct a well trained mind to such occupations as taste, fitness and circumstances may dictate. Whatever the instincts and endowments of the pupils, or whatever their future occupation may be, all should be taught habits of observation and concentration." To this I would add that a man may have gained more out of what he has forgotten than out of what he remembers of his school instruction, if in the process of instruction he has learned to use his own faculties and has had a spirit of inquiry developed within him. Man's relations to himself and others are of such a nature as to require that he should do his own thinking. It is then the first work of the true teacher to train the pupil by every method he can devise to do this. A spirit of inquiry must be awakened in a pupil, and until we succeed in doing this it is useless to attempt anything else; here, then, we must delay,

no matter how long the work may require. No matter what amount of time may be spent by the teacher in filling children's heads, no matter if they are conducted through whole treatises on arithmetic, grammar, geography and history, unless their understanding is taught and keeps pace with the process, the whole is simply mechanical, and at the end of the school period what they have gained in facts will not be equal to one principle thoroughly understood. It is the study of principles that disciplines and strengthens the mind, and they are the foundations of all solid learning. If the mind be strengthened and invigorated by systematic courses of thought constantly and habitually pursued, it may discover new principles, and perhaps even new sciences; but no weak or puerile mind ever yet originated anything of value to itself or others. On the other hand, we owe everything to the working of a strong mind upon principles. The mind of a Newton by reflecting on so simple an occurrence as the falling of an apple from a tree discovered the law of gravitation and solved for all time questions which had puzzled and baffled the ablest minds of previous ages. Again, it was the operation of a vigorous mind upon a well known principle that brought Columbus across the Atlantic and gave us for our heritage this glorious western world. And what shall we say of Franklin, who tamed the lightning and brought it from the clouds? All these men whom I have mentioned were independent thinkers with well disciplined minds habituated to active, persevering inquiry. It is, therefore, one of the main objects of school instruction to train up a community of independent thinkers, since they are the only men who can produce important results. If the independent thinkers of a community are but one in a hundred, they must and will in the end be the leaders of the whole, from the strictly necessity of the case. This, then, being admitted, it is obvious that the "business of the teacher is to teach the art of thinking, which is an essential characteristic of true manliness." I have never seen this idea better expressed than in the words of Dr. Edward Thring, the late distinguished head master of Uppingham school. "Thought," says he, "is the teacher's care, and the production of thought his intention. But as mind is a living power, with all the changeable properties of life, not only the production of thought, but the training and shaping it in such a way as to become skilful, self-restrained and consciously harmonious is a teacher's province. The work of a teacher, then, is two-fold, producing thought and training it."

We may now ask the question, By what subjects in the curriculum of study can this result be best

attained? I reply, unhesitatingly, by the study of mathematics, science and language. The study of mathematics is particularly adapted to train pupils to habits of systematic regular and connected thought, as it is progressive, each successive step arising immediately out of, and being an easy deduction from the preceding. The study of mathematics is one which very properly takes a prominent part in the school course, and it will meet the view which we have stated as to the objects of school instruction. It disciplines the mind and starts it upon new processes of thought, it suggests one inquiry after another and leads the mind to develop effectually its own resources and strength. It is also an exceedingly practical subject. Some acquaintance with mathematics is indispensable in all the higher arts of construction. The village carpenter, equally with the builder of a cantilever bridge makes hourly reference to its principles. The surveyor, the architect, the builder, the mason, and the various artisans engaged in the construction of a house are all guided by mathematical truths. Out of geometry, as applied to astronomy, has grown the art of navigation, which has so enormously increased our foreign commerce. There is also the application of mechanics on which the success of modern manufactures depends. We are indebted to machinery for almost all our comforts and luxuries. Take the house in which we live, the clothing we wear, the daily newspaper, the locomotive—these are all the products of machinery. But we need not dwell upon a point so generally conceded as the utility of the study of mathematics, since few persons I imagine, will question what has been urged in its favor. If we pass next to science, we shall find no less cogent reasons for its place in a well planned curriculum of study. Take for example the subject of physics. Joined with mathematics it has given us the steam engine, which does the work of millions of labourers—the thermometer, the microscope, the mariner's compass, the telegraph. Our obligations to chemistry are even more numerous than those to physics. In fact, to every one engaged in the business of life, a knowledge of science in some of its departments is of fundamental importance. Indeed the marvellous discoveries and inventions to which the study of mathematics and the sciences have led, have developed a strange misconception in the minds of superficial thinkers with respect to their value as instruments of mental discipline when compared with the study of language. It appears to be generally assumed that the study of mathematics, of physics, and of chemistry, will supply to the average man equally with the technical worker something which he may constantly put in use—while the study of

language, more particularly the study of the ancient languages and the subjects connected with them, supplies a pupil with idle things, with a knowledge that has no connection with daily life. Now, while I am a firm believer in the importance of giving every pupil training in mathematics, and some training in two or three of the natural sciences—say botany, physics and chemistry—enough to give him a clear conception of the way in which scientific work is carried on, I consider it to be detrimental to the interests of true education to maintain that their chief value lies in their practical application.

We shall now proceed to assert that the study of language is the other great and all important part of the course of instruction. Now, then, we are upon controverted ground, but I am bold enough to claim that language takes precedence, in some respects, even of mathematics and science as a primary study. What, we venture to ask, can there be more practical than the study of language? No individual passes a waking hour without bringing it into active use. We employ it in school in the communication of all other knowledge, and just in proportion as the pupils comprehend and appreciate the full force of the language used, do they conceive with clearness the idea to be conveyed. It is therefore important that they should at once begin the study of language which is "the most powerful of all agents in producing the changes that take place in the moral, intellectual, and material world." I cannot refrain from quoting in this connection some interesting words by Dr. Thring, to whom I have already alluded.

Something is required which shall be perfectly easy, and at the same time perfectly hard; familiar to all and known to none; so simple that babies learn it with ease, so complicated that the ablest are ever learning it unsuccessfully; all these, and many more like paradoxes, are reconciled in language. Language is the material ready at hand for the training of the whole world. Language is the most perfect field of exercise for accuracy, at the same time that it is the mistress of all knowledge, and the medium of all thought. No nation, therefore, can be considered to have made a beginning of true educational system, which does not use the store of material, which the most ignorant already possess, in order to train thought, observation and accuracy.

The disagreement, however, is not exactly here. All are agreed upon the necessity of language, and of an ability to use it with intelligence, strength and fluency. The main question is, what language or languages are necessary and of primary importance in the course of study? We use nothing but English in our daily conversation. Our instruction is given entirely in English. Why then is it necessary to learn any language but English? Why is it necessary to learn any language not now spoken, such as Latin? We

shall admit that the elementary principles which regulate the construction of sentences can be learnt best in the pupil's own language. After these are learned all reasonable difficulties become an advantage, not a disadvantage. "Observation and accuracy are of prime importance in the work of teaching; but, observation requires novelty, and accuracy requires difficulty for practice." Now it may be asked, Why is the Latin language better than our own for this purpose? The answer is because it is a language of inflections. Inflected languages have the power of changing the arrangement of the words according to the intensity of the thought. This produces the strange order of the Latin sentence which is so perplexing to the beginner, but which, when once understood, adds so much to the interest he feels in his work.

Now what a field for thought and observation is opened up to the pupil by this new power. In the hands of a skilful and judicious teacher the young learner is led to compare the two ways of expression, to examine closely the thought which is intended to be conveyed, to note which of the two languages has succeeded in expressing the real meaning in the best way; and even a beginner can be made to see that he cannot put the sense of one language into another, until he has found out the sense for himself. The poet Ennius said of himself that he had three souls, because he could speak Latin, Greek and Oscan. This is a profound truth, and one worthy of the greatest attention on the part of educators. The man of one language is always liable to be the servant and not the master of his thoughts. The large majority of people, even of those who are thought to be fairly well educated, do not understand the precise meaning of their own language, and this doubtless is a prime cause of the confusion and muddle that exist at present in both public and private life. Words have an absurd power over the untrained man because he thoughtlessly swallows them whole, but had he been trained carefully to find out the exact thought embodied in an English sentence, to trace words back to their roots and get at their real meaning, their effect upon him would often be very different. Allow me to give you an illustration of the importance of accurate and precise language in the matter of legislation. The Honorable Caleb Cushing, of Massachusetts, spent the greater part of his mature life as a member of legislative bodies. He was for years a member of the Massachusetts legislature, and though always in the minority on any political measure, he nevertheless saved the state from much unconstitutional legislation by his power over the English language. It was said that no lawyer ever brought a suit into court in which the success of the suit depended on proving to be unconstitu-

tional or defective any statute of which Cushing had the control in the committee which framed it. He was able to say, and to assist others to say, so precisely what was meant, that no person could misunderstand the statute, or any clear headed lawyer find a flaw in it on which to sustain a lawsuit. Those who know Mr. Cushing best, explained his power of precise utterance by one fact that he read and conversed in half a dozen different languages, and made language the study of his life.

Enough has probably been said to show the practical value of the study of language, to indicate how necessary it is for a man to know some language beside his own, and to point out why an inflected language like Latin is the best instrument for stimulating the thought of the young student. There are persons, however, who are doing their best to prove that French and German can supply the student with all the advantages to be found in the study of Latin or Greek. I am willing to admit that there is considerable scope for instructive observation in the teaching of these languages, especially if the students are well advanced. But these languages are not likely to take the place of the ancient ones, if the latter are ever overthrown. Owing to the unparalleled growth of the Anglo-Saxon race in recent times the average Englishman or American will soon think as little of learning French or German as he does now of learning Dutch or Chinese. As educational instruments they are very inferior to Latin, since their grammatical structure is almost as worn out as our own. Although they have some few inflections left, these are not marked by the clearness which characterizes the Latin and the Greek. And it is idle to maintain that they afford an equal mental stimulus! "Greek and Latin carry us into an entirely different country while their modern rivals can take us no further than another street or at most a neighboring town." The next point that I wish to make in favor of the practical utility of the study of Latin is this: English itself is a composite language and owes nearly one-third of its vocabulary directly or indirectly to the Latin. It is idle to inveigh against the intrusion of these Latin words into our own tongue. They are there to stay, and such being the case, it is not too much to say that no thorough or comprehensive knowledge of English is possible without some acquaintance with Latin. If we attempt to trace back the words of our own language only but a step or two, we are at once carried away from it and largely to the Latin. The person then, who has no acquaintance with Latin, can only explain a large number of words loosely; he may have, it is true, some general impression of their meaning, but he has no certain or exact knowledge of the aside

which they represent. Nor has any man who has not a knowledge of Latin, the right to deny its utility as a branch of instruction, because in this case—and I make the assertion with all due courtesy—he has not the power which is so necessary to qualify him for the consideration and decision of this important question. I would ask any teacher who has a school composed in part of those who are studying Latin or Greek if he has not observed how much more readily an idea can be conveyed to them than to those who study English alone. If they are reminded of the derivation of some technical term, they instantly apprehend its force and are filled with a desire to know all that can be said about it, but it can never be anything more than a mere arbitrary sound to the others. That teacher has had but very little experience or has made but a very limited use of this power, who will not respond heartily to the statement just made.

But I must pass on to point out very briefly another reason why the study of Latin must be regarded as one of the most practical of studies. It will be readily granted, I presume, that every boy who is to be educated at all must be taught to speak and to write with grammatical accuracy. The great English orator, John Bright, used to speak pathetically of the drudgery he had undergone in trying to learn Murray's grammar and how entirely it had been lost labour to him. He seemed to feel from his own experience that a practical knowledge of grammar was not to be gained in that way. Now there are obvious reasons why English alone is not a good language in which to learn grammar. It is composite in structure; here and there, it retains the old Saxon inflections, while it often rejects them for prefixes and auxiliary verbs; these with many more reasons will always make the task of teaching grammar in it a very difficult one. But the Latin language "evolved from its own resources without foreign admixtures, possessing such a fixed and systematic framework, such certainty of usage, such perfect symmetry, is the model language for the grammarian; in short, the fittest of all instruments for teaching the principles of universal grammar." If, then, a practical knowledge of grammar is a desirable accomplishment for all young persons, and if the surest way to attain this is through the study of Latin, no more need be said to prove that all, if they can spare the time and have the opportunity to do so, should study the language far enough to be able to read *Cæsar*, or to whatever length may be necessary for grammatical training. This alone ought always to vindicate for it a main place as an instrument of education without alluding to the fact that Latin is the key to the study of most

modern European languages. It is the direct parent French, Spanish and Italian, for they are mere dialects of the Latin, and may be acquired by the proficient in the original in far less time and with more ease and finish than by others. The German language also has received large accessions from its stores. These facts, therefore, should prevent many who set a high value on the knowledge of modern languages from decrying Latin as they do. All that has been said refers only to the grammatical and linguistic value of Latin, as an instrument of elementary training. Nothing need now be said as to its higher literary and historical bearing; since these can only be known by the advanced scholar, but I would ask any one who has felt the full force of Tully's voice, or 'Virgil's lay,' or 'Livy's pictured page,' if he ever regrets the time that he has spent upon the study of Latin.

I shall now bring this paper to a conclusion by making a few suggestions as to the proper age for the commencement of what is generally considered a difficult study. Those who learnt their Latin thirty or more years ago will remember that beginning the Latin grammar at the age of nine or ten they waded through *accidence*, *syntax*, *Delectus* and *Arnold's Latin Prose*, and that they were fifteen or so before they caught the first glimpses of beauty in the *Odes* of *Horace* or in the *Æneid* of *Virgil*. Now-a-days things are somewhat changed—perhaps it may be for the better—perhaps not. Boys and girls hardly begin Latin so young, and when they do begin it their minds are stimulated at the same time with subjects more varied and more interesting than formerly. We hear much talk, too, at the present time, about making all learning easy and delightful. This is hardly possible, for there are some who will take no interest whatever in anything which they have to learn; many more will be interested in but few things; and even the brightest pupils will meet with some things necessary to learn, but more or less irksome and not to be made either easy or delightful. This is particularly the case in those harder studies which are the best discipline, and which are only to be mastered at the cost of considerable labor and drudgery. Let no one suppose that there is any royal road to Latin, even though so much is said about the inductive methods now-a-days, and publishers advertise a "Gate to *Cæsar*." Still undoubtedly pupils were formerly made to begin Latin too young, and their road was made too difficult and thorny. Perhaps this accounts for the many indignant philippics which are often directed against the so-called dead languages. *Madvig*, the most illustrious Latin scholar of recent times, would not have pupils begin Latin before the

age of twelve. Dr. Thring would have a law passed that no child should be taught any language but his own as a study before ten years old. But then, he remarks, another law would have to be passed that no teacher should teach who could not make the pupils frame their own grammar rules, by leading them to see that every necessity of grammar is but common sense applied to words; and then a third law would be wanted to manufacture a supply of such teachers at once. It is well, however, to remember that the memory is strongest when young. It has then the greatest capacity for accumulating mere sounds such as the paradigms of nouns and verbs between the ages of eleven and thirteen. The greatest part of the drudgery, therefore, connected with learning the accidence of the Latin grammar should be performed when the memory is strongest, and I think that about eleven or twelve is the best age for the young pupil to begin Latin. This would introduce the subject in the seventh standard or grade of our public schools; that is, in towns where good graded schools are possible. If the declensions and conjugations are then mastered with infallible accuracy, it will save much toil afterwards and the young pupil will be well qualified to pursue the translation of his Latin authors by the time that he is thirteen or fourteen.

The paper was listened to throughout with the most careful attention, and at its close Dr. Bridges was loudly applauded. A brief discussion followed, in which Chief Supt. Inch, Messrs. John Montgomery, G. U. Hay and J. F. Rogers took part.

Rev. W. O. Raymond, at the invitation of the president, addressed the Institute, after which the subject of grading was discussed, and the following resolution, moved by Mr. J. M. Palmer, seconded by Mr. Jas. Barry, was unanimously adopted:

*Resolved*, That this Institute approve of the principle that the teachers from whom pupils are seeking promotion and the principals of the schools are the proper persons to determine who should be advanced.

In the afternoon, after a further discussion on the question of grading, participated in by Dr. Inch, Supt. March, Geo. A. Inch, Jas. Barry, Inspector Carter and G. J. Oulton, Principal Mullin delivered an excellent address on "The Names of Places in New Brunswick and their Origin." [We hope to publish this in a later issue of the REVIEW.]

#### Natural History Society Reception and Conversazione.

Over 500 invitations were issued to the reception in the Natural History Society rooms, not only to visiting teachers, but to prominent citizens and to corresponding members of the Society throughout

the province. The various committees of the Society had been planning and working for days beforehand to make the reception a success. A cordial welcome, brilliantly decorated rooms, attentive conductors, awaited the stream of guests that for half an hour poured into the rooms.

After introductions, Sir Leonard Tilley, the former patron of the Society, delivered an address of welcome, followed by Dr. Inch in reply, in which he cordially thanked the Society for opening its large and well appointed museum and assembly rooms to the members of the Institute. During the course of his remarks he congratulated the Society that one of the oldest universities in America had done honor to itself by enrolling on its list the name of Dr. G. F. Matthew, the honored president of the Society.

Two hours were then spent very pleasantly in examining the various collection of birds, mammals, insects, minerals, plants, archæological and other remains. In the upper rooms an eager throng was bending over the microscopes. In another room the Philharmonic orchestra, with Mrs. Gilchrist and Rev. A. G. H. Dicker as soloists, gave a rich musical treat. Efficient committees of ladies dispensed refreshments, and everywhere were animated groups of talkers, who thought that a museum was not a very dull place after all.

#### Friday's Sessions.

A long discussion took place on the subject of a change of terms,—to accord with the proposed change in the fiscal year, which is to end on the 31st October, and thus to revert to the old system and have the terms begin May 1st and November 1st. Among those who took part in the discussion, were Messrs. Montgomery, Belyea, Hay, Oulton, Mullin, Palmer, Carter, Cox, Barry, Lawson, Parlee, McLean, and Misses Duke and Colpitts. The general opinion was opposed to a change, although Messrs. Cox, Belyea, Lawson, and Miss Colpitts expressed themselves in favor of it.

G. J. Oulton moved the following resolution:

That in the opinion of the institute, it is not desirable to make any change in the school terms.

The resolution was carried by a large majority.

The Rev. L. A. Hoyt addressed the institute. He deplored the fact that little or no religious instruction was given in schools, and thought that the main elements in Bible history at least should be taught.

After a five minutes' recess, Mr. W. J. S. Myles, B. A., gave a practical talk on physics, with illustrations, showing and explaining the apparatus by which electrical attraction and other phenomena could be successfully taught.

At the afternoon session, Mr. H. C. Henderson, B. A., gave a practical talk on botany, taking the wild rose to illustrate the subject. Mr. Henderson explained the methods he would take to present the subject to a class, and showed how essential drawings were, and the importance of the formation of a school herbarium to exhibit the plants found in a district. Both gentlemen are to be congratulated on the thoroughly practical way in which their "talks" were carried on, and the many useful hints that were given. A collection of plants with descriptions and drawings attached, the work of Miss Annie R. Miller, of the Girls' High School, St. John, received the warm commendation of those who examined them.

The election of a representative to the Senate was the next business, and it was exciting while it lasted. There were two candidates nominated with the following results:

H. V. B. Bridges, M. A., .....	161 votes.
Eldon Mullin, M. A., .....	109 "

Majority for Inspector Bridges, .....

Both candidates looked pleasant, and each thanked the Institute for the handsome number of votes he had received.

Mr. B. C. Foster as chairman of the committee on changes in text-books, said he had no report to make, as the members of the committee had not been able to give the requisite time to the proper consideration of the subject. After some expressions of opinion on text-books, the committee was allowed to disband.

The Rev. Dr. Macrae was invited to address the Institute and spoke of the teacher's work and the importance of people of brains and character and common sense engaging in it. Dr. Inch made a short closing address in which he spoke of the kindness and courtesy which he had received at the hands of the institute, and concluded by wishing its members a pleasant vacation and a happy and prosperous year.

On motion—the following votes of thanks were passed:

To the members of the Natural History Society for their kindness in throwing open their doors to the members of the institute, and thus enabling them to spend an evening pleasantly and profitably; to the press of the city for the excellent reports they had published of the work of the institute; to the teachers of the Centennial school and to the committee that had charge of the room and arranged the furniture so comfortably for the reception of the members; and to the superintendent of education, Dr. Inch, for the affable and kindly manner in which he had presided over all the meetings of the institute.—Adjourned.

The moment you feel impatient, drop your voice; never raise it except to express gladness or admiration.

## Teachers' Association.

### ANNAPOLIS AND DIGBY COUNTIES.

The fifteenth annual meeting of the Teachers' Association for District No. 4, was held at Weymouth on May 24th and 25th.

The first session was called to order at 9 30 a. m. by L. S. Morse, E. q., inspector for the district.

The following officers were appointed:—Vice-President, J. M. Longley; Secretary-Treasurer, J. H. Crowe; Executive Committee, B. S. Banks, Nelson Churchill, Mrs. Benson, Miss Mabel Fash, and W. M. McVicar.

The executive committee thought it advisable this year to change the order of work, and instead of papers and discussions thereon, to introduce science teaching.

The first lesson taught was one in physiology, by O. P. Goucher, Principal of Lawrencetown school. Subject: "The Anatomy of the Human Skeleton," and "The Heart."

Mr. Goucher presented the subject in an interesting and practical manner, illustrating his lesson with parts of a skeleton, a dissected bullock's heart and drawings.

The subject was discussed by Principals Banks, Longley, Prof. Smith, of Truro, and others.

The Association cordially welcomed Prof. Smith for the first time to its gathering. The Professor gave evidence by his manner of entering into the discussions that he came to help, and many valuable hints were given by him.

Principal McGill, of Middleton, was to present the subject of chemistry, but was unable to attend; and Prof. Smith kindly filled in the gap with a talk on the sciences, discussing the difficulties and best methods of teaching them. He emphasized the fact, that art must precede science, but eventually they would go hand in hand. He claimed that drawing must play an important part in teaching the sciences.

At the afternoon session, Miss Addie Parker gave a lesson on the "Tonic Solfa." She first gave a short historical sketch of the origin and growth of the system, and then proceeded to teach a lesson to the Association as a class. Miss Parker was fully acquainted with her subject, and presented the same in a very pleasing and plain manner to her appreciative class.

It being impossible to obtain a suitable building for the usual public educational meeting on Thursday evening, an informal meeting of teachers was held in Weymouth Bridge school room, when questions of a miscellaneous nature were presented and discussed.

At Friday morning's session, Principal Cameron



of Yarmouth, who was present as a substitute for Principal McVicar of Annapolis, gave an interesting and useful lesson on "Physical Geography." Mr. Cameron presented his subject in his own unique and characteristic manner. Papers were then read by Principal Woodman of Weymouth, and Mr. Hogg of Digby. Mr. Woodman discussed the subject of Attention in a practical and helpful manner. Mr. Hogg gave a sketch of the life of Pestalozzi, and an outline of his work as an educator.

The remainder of the session was occupied by Principal Cameron on "Literature," subject, "Gray's Elegy," which he presented in his usual interesting and instructive manner, showing that he was master of his subject.

After the customary votes of thanks, the Association adjourned to meet in Bridgetown, in May, 1895.

The work this year was prepared for the purpose of aiding and stimulating teachers in scientific work. Owing to lack of time, a number of subjects could not be taken up.

The teachers separated to return to their respective schools feeling strengthened and inspired for the work of the coming year.

#### SCHOOL AND COLLEGE.

J. T. Windsor, Esq., New Mills, Restigouche, generously donated upwards of one hundred books in science, history, travel, biography, poetry, etc., as prizes to the schools in the parish of Durham, and to a few in the parish of Colbourne, which were competed for, and awarded at the close of the last term. It was announced in the respective schools at the beginning of the term that prizes would be awarded, which had a stimulating influence in the pupils in their studies.

Mrs. A. M. Cunningham, of Morris street school, Halifax, goes to England this month to visit her friend Mrs Grenville (*nee* Miss Jennie McGarry) one of Canada's most gifted elocutionists.

The following is from a Halifax paper, *re* New Glasgow High School: Work on the new High School building, New Glasgow, is progressing rapidly, and from its commanding position it looms up as one of the most noticeable buildings in town. Pictou Academy can be seen from its roof when completed. Mr. Oldershaw, of Toronto, is supervising the erection of furnaces, of which there are five. It is said that the ventilation will be perfect—a great consideration.

The eighth annual meeting of the Summer School of Science for the Atlantic Provinces of the Dominion of Canada is now in session in Charlottetown, P. E. I. Everything indicates a successful meeting of the school. It is with regret that intimation was received at the last minute that Rev. Dr. McIntyre, of Denver, Colorado, could not come. There are about ninety students in attendance.

The closing exercises of the Charlottetown Public schools took place on the 27th, 28th and 29th ult. Appropriate exercises were partaken in by the pupils of the several schools. The attendance of visitors was larger than usual. Interest in the schools of the city is on the increase. The examinations indicated a good year's work, and on the whole the citizens have reason to be proud of their schools. It is a matter of regret, that as a result of the recent reduction made in the salaries of the teachers, some of the best of them do not purpose to re-engage. The economy that refuses to give a sufficient salary to retain a good teacher is false economy.

As a result of the recent change in the school law of P. E. Island, the trustees of the Charlottetown schools felt themselves obliged to re-adjust the salaries of the teachers in their employ, making reductions varying from \$62 50 to \$5 00. The trustees of the Summerside schools have decided to make up to the teachers the entire amount withdrawn by the government.

The entrance examinations to Prince of Wales College and Normal School, Charlottetown, P. E. I., have just been held. The number of applicants was 362, a larger number than for some previous years.

Mr. Archie M. Covert, principal of North Head Superior School, has resigned to take a course at McGill College. He will be succeeded by Mr. W. C. Allen.

Mr. A. W. Hickson, teacher of Welchpool Superior School, is spending his vacation on a wedding tour. The REVIEW extends congratulations.

Mr. C. W. Semple, of Castalia, Grand Manan, and Miss Nellie M. Conley, of Lambert Town, Deer Island, have procured flags for their school buildings.

Jas. M. Palmer, Esq., A. M., classical master of the Fredericton Collegiate School, has resigned to accept the principalship of the Mount Allison Male Academy.

Miss Ella M. Veazey, of the Moncton staff, has resigned to accept a position in St. Stephen.

A new course of instruction will be in the New Brunswick teachers' hands at the beginning of the present term. No additional changes in text-books, as far as is known, will be made.

Mr. Wm. Brodie, of St. Andrews, contemplates a trip to the old country for the benefit of his health.

The report of Superintendent Maxwell, of the Brooklyn, N. Y., schools for 1893, is an important volume of 212 pages. Mr. Maxwell has been in charge for the last seven years and has inaugurated many improvements. Many more are still needed. The teaching staff is being continually augmented by untrained teachers. Many school-rooms are unfit and greatly over-crowded. "Nothing is gained by maintaining a class of over sixty pupils under one teacher, because in such a case there is always a percentage of pupils who learn next to nothing. The pupils who are not taught effectively

are acquiring habits of idleness and inattention that may impair their usefulness, their morals and their happiness in life." A manual training high school has been established with a course covering three years. Brooklyn has what every large city should have—a training school for teachers. It is not possible otherwise for the pupil-teachers to get the practice without which the professional training is often useless, or some good inspectors say worse. Much attention is given in Brooklyn to actual practice in the training of teachers, and much more is recommended. Compulsory education there requires children from fourteen to sixteen years of age to attend school, unless they are at work. This is a very great improvement on our compulsory school laws.

The Superior School at Milford, St. John Co., R. B. Wallace, principal, raised \$36 70 by a school concert, and this, supplemented by provincial aid, enabled the teachers of the school to procure about 150 volumes for a school library. The trustees have ordered apparatus for illustrating simple experiments in chemistry, to be supplied for the beginning of the term.

The EDUCATIONAL REVIEW entered upon its eighth volume in its June number. There is not a secular teacher in the Maritime Provinces but who ought to read this periodical. It is a capital publication and seems to improve in interest.—*The Eastern Chronicle*.

The closing exercises of the N. B. Normal School took place on the 8th of June. The Governor General's silver medal for the senior class was won by Miss Emma Veazey, of St. Stephen, and for the junior class by Wm. L. Tracey, of Hartland. A large number of visitors was present and the proceedings were of a very interesting character.

The closing exercises of the N. S. Normal School took place Thursday, June 28th, in the presence of a number of visitors, including Bishop Courtney, Premier Fielding, Attorney-General Longley, Dr. A. H. MacKay, Superintendent of Education, and Principal Forrest, all of whom gave inspiring addresses. Principal Calkin awarded the diplomas. There were 130 pupils enrolled, 123 of whom received diplomas. The first medal was awarded to Miss Jessie McKay, of Shubenacadie; second to Philip H. Doherty, Halifax; third to Miss Helen Begg, Kentville; Miss McIsaac, of Antigonish, was so nearly equal to Miss Begg that the Faculty presented her with a book. The medals were given this year for teaching and a lesson plan, instead of an essay as usual.

### BOOK REVIEWS.

THE GREAT TEACHERS OF FOUR CENTURIES; and OBJECT TEACHING, or WORDS AND THINGS, are two brochures published by E. L. Kellogg & Co., N. Y. The first gives a concise account of those teachers who have been foremost in the development of the theory and art of teaching in the past 400 years, while the second sets forth the right methods of object teaching.

LA PETITE FADETTE, par George Sand, abbreviated and edited with notes by F. Aston-binns, M. A., Oxford,

England. Paper; pp. 136; price 30 cents. Publishers: D. C. Heath & Co., Boston. A very entertaining story, prefaced by a sketch of the author, George Sand.

MACMILLAN'S CLASSICAL SERIES: *Cicero's Pro L. Murena*, by J. H. Freeze, M. A. (Cambridge). Cloth; pp. 130; price 2s. 6d. Publishers: MacMillan & Co., London and New York. This is a neatly printed, well bound volume with introduction, copious vocabulary and notes. The subject matter of the oration has always been held in high estimation by students of Latin for its studied moderation of language, so different from the violent invective of the Catilinian orations.

SELECTIONS FROM THE POETRY AND PROSE OF THOMAS GRAY. Edited with an introduction and notes by Wm. Lyon Phelps, A. M. (Har.), Ph. D. (Yale). Cloth; pp. 179. Mailing price \$1.00. Publishers, Ginn & Co., Boston. To those who read "selections," this book will commend itself. It not only gives some of Gray's poems, but also selections from his prose and letters, making a most useful short cut to the best productions of that author. The notes are good. They avoid telling us what every school boy ought to know. The notes on the poetry give instead—what is most useful to a busy student—abundant parallel passages. The introduction is an admirable essay on Gray and his place in literature.

THUCYDIDES, Book III. Edited on the basis of the Classen-Steup edition by Charles Forster Smith, professor of Greek in Vanderbilt University. Cloth; pp. 320. Price \$1.75. Publishers, Ginn & Co., Boston. The arrangement of the text, the excellence and clearness of the printing, reflect the greatest credit on the publishers.

PRIMARY GEOGRAPHY, by Alex. Everett Frye. Board; pp. 127. Price 75 cents. Publishers, Ginn & Co., Boston. This is an admirable book, attractive in get up, with every feature illustrated by engravings. The plan also is good; the language is suitable to children, but the book may be profitably studied by those of larger growth. Only the leading topics of physical geography are treated. These are clothed with stories of people, plants, animals, natural scenery, etc. In its general features it is a good book for children anywhere; in its special features it is for the children in the United States, no other country being treated with any fulness of detail.

### The July Magazines.

"Outdoor Sports" is the title of the opening article in the July number of *The Chautauquan*. In it John H. Mannigo writes of the various kinds of amusements from which the young men and women of to-day can choose. The article is illustrated. F. Martini, an Italian, writes of "The Universities of Italy." The Chautauqua programme, with many illustrations of Chautauqua scenes, is an interesting feature. . . . The *Popular Science Monthly* for July has an interesting table of contents. Prof. James Sully contributes the first of half a dozen papers on Studies of Childhood, the subject of imagination being first treated. . . . The *Forum* is a veritable repository of educational articles for the month. There is a group of articles under the general heading of "Efforts Toward Clear Aims in Education" . . . In the *Century*, "The Evolution of a Battle-Ship" and "What German Cities do for their Citizens," are articles of great interest. Readers of the *Atlantic* will be interested in Mr. Frank Bolle's Nova Scotia paper, "The Home of Glooscap."

OFFICIAL NOTICE.

EDUCATION OFFICE, HALIFAX, NOVA SCOTIA,  
2nd July, 1894.

The Syllabus of Grade XII, (A), 2, as published in the Nova Scotia "Journal of Education," April, 1894, portion within parenthesis, should read for "(1895, Shakespeare's *Othello*)" the following: "(1895, Shakespeare's *Othello* or *Coriolanus*)."

A. H. MACKAY,  
Superintendent of Education.

EDUCATION DEPARTMENT, NEW BRUNSWICK.

ANNUAL EXAMINATIONS, 1894.

Normal School Closing—Class II. Papers.

ENGLISH LITERATURE. Time, 1 h. 30 m.

1. Name the author of each of the following quotations, and the poems from which they are taken:
  - (a) "Weigh against a grain of sand the glories of a throne."
  - (b) "Theme of primeval prophecy  
Be still the poet's theme."
  - (c) "Truth from his lips prevailed with double sway,  
And fools, who came to scoff, remained to pray."
  - (d) "Lives of great men all remind us  
We can make our lives sublime."
  - (e) "Friends of the world! restore your swords to man,  
Fight in his sacred cause, and lead the van!"
2. Quote two consecutive stanzas from Gray's "Elegy in a Country Church-yard."
3. Explain briefly the italicized words and phrases in the following:
  - (1) Theme of *primeval prophecy*.
  - (2) Flung the *falchion* from his side.
  - (3) Let the *hawk stoop*, *his prey is flown*.
  - (4) 'Tis the *sunset of life* gives me *mystical lore*.
  - (5) The forests with their *myriad* tongues.
4. Define the following: Simile, Metaphor, Personification, and quote at least one example of each from your reader.
5. What is meant, by paraphrasing? What are its chief uses? Paraphrase the following:
 

What stronger breastplate than a heart untainted?  
Thrice is he armed, that hath his quarrel just;  
And he but naked, though locked up in steel,  
Whose conscience with injustice is corrupted.

GEOMETRY. Time, 1 hr. 30 m.

1. If one side of a triangle be produced, the exterior angle is equal to the two interior and opposite angles. Shew that any angle of a triangle is the supplement of the sum of the other two. Shew that the half of any angle of a triangle is the complement of the half sum of the other two. How large is an angle of a regular hexagon?
2. Work by the method of analysis the problem to draw a straight line through a given point parallel to a given straight line.
3. What is the square on the side of a triangle equal to:
  - (a) When it subtends a right angle.
  - (b) When it subtends an acute angle.
  - (c) When it subtends an obtuse angle
 Prove the three cases (a), (b), (c).
4. Describe a square that shall be equal to a given rectilinear figure.
5. Required (1) the locus of all points situated at a given distance from a given straight line. (2) The locus of all points equally distant from two fixed straight lines which intersect.

ENGLISH LANGUAGE. Time, 1 hr. 30 m.

1. Give the general and particular analysis of:
 

*There is a tide in the affairs of men  
Which, taken at the flood, leads on to fortune:  
Omitted, all the voyage of their life  
Is bound in shallows and in miseries.*
2. Parse the italicized words in the preceding passage.
3. There are three chief ways of forming the plural in English. Name them and give instances of English words which form their plurals in each of those ways. Give words that can be used only in the plural.
4. Distinguish accurately between *strong* and *weak* verbs, and write down the past tense and past participle of: bid, sit, drag, dig, teach, sow, grow, chide.
5. State as clearly as you can the syntax of the preposition. What prepositions should follow the following verbs: differ, conform, comply, bestow, thirst, confide.
6. Convert by the help of prefixes or suffixes, the following adjectives into verbs: large, just, humble, strong, light; and change the following verbs into nouns: compel, infer, dig, exhale, decline.
7. Punctuate the following:—John Milton the greatest of all our epic poets was destined for the church but being early seized with a strong desire to compose a great poetical work which should bring honor to his country he gave up all idea of becoming a clergyman.



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