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# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., JUNE, 1897.

WHOLE NUMBER, 121

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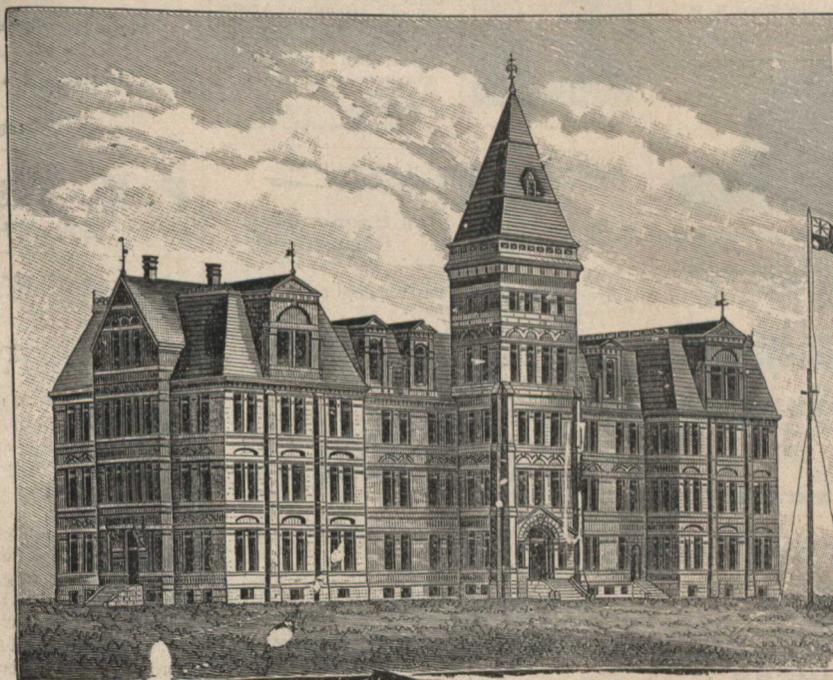
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# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY,  
Editor for New Brunswick.

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Editor for Nova Scotia.

J. D. SEAMAN,  
Editor for P. E. Island

## THE EDUCATIONAL REVIEW.

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THE REVIEW will not be issued in July.

AN INDEX to the first ten volumes of the REVIEW is attached to this number and should be bound with Volume X.

NOTICES of new books and other matter, crowded out this month, will appear in the July-August number, to appear on or before the 10th of August.

THE excellent summary on another page of a recent article in the *Atlantic Monthly* is of special interest just now.

MR. J. VROOM, of St. Stephen, makes a suggestion to the REVIEW about commemorating the Jubilee year that has much to recommend it. He advises that pupils of schools plant seeds of oak, beech, butternut, maple, or other tree; or, as it is rather late in the season for this, to go to the woods and obtain this year's seedlings, and transplant them for a Victoria or Cabot tree. "There is much pleasure," he adds, "as well as

good training involved in growing a tree from seed, and such a tree is much more fitting as a memorial than one of indefinite age, that only has the date of its last removal to connect it with the event commemorated."

At a recent meeting of the St. John Board of Trade addresses were given favoring the introduction of manual training in the public schools, and of the establishment of a technical school in the city. It will be seen in the report of the closing of Mt. Allison Institutions that steps are to be taken to introduce manual training there at an early day. These evidences of awakening interest in this important matter are none too soon. Everywhere it is acknowledged that public school training is defective if it does not give instruction to the masses in some definite training of the eye and hand which will have the effect, at least, of leading to a liking and respect for industrial pursuits and giving some preliminary training therein. The Province of New Brunswick is very much behind in this respect. Outside of the work that the Y. M. C. A. in St. John is attempting to do in this direction, we know of no systematic attempt being made to introduce manual training. What time more appropriate than the Jubilee year to establish such schools?

### University of N. B.

This excellent institution has completed another year of usefulness, and the large attendance, despite the unfavorable weather and the more than usual interest in the proceedings, demonstrate in an unmistakable manner the warm interest taken by the people of the province in the welfare of the university. The graduating class is smaller this year than usual, but it has been unfortunate in retaining its members owing to sickness and other causes, as in all there have been twenty-three students embraced in it. The university has always been conservative in granting honorary degrees—too much so in the opinion of many for the advancement of her material interests. No one will find fault this year with what has been done in this respect. Premier Mitchell's long and valuable services to the university, both in the capacity of member of the government and senate, place him conspicuously in the front rank of the

benefactors of the college, while his public career reflects the highest honor upon his *alma mater*. John V. Ellis, Esq., M. P., Dr. Matthew and Senator Wark have been for a long time largely in the public eye, and each, though laboring in a different sphere, has had a prominent and honorable career, and the university, in conferring honor upon them, reflects credit upon herself.

The appeal for increased financial aid by the senate should meet with a hearty and generous response, as in the efficient support of the university are nearly concerned the condition and progress of secondary education in New Brunswick.

The proposal to establish a chair of pedagogy and the granting of the Asa Dow scholarship are of peculiar significance to teachers, and must result in greater interest in the university on the part of all engaged in the work of teaching. It is wise and progressive policy on the part of the college authorities to come into closer contact with the teachers and public schools, as they are inter-dependent. Much has been done in this direction of late, and something yet remains to be done. Identity of interest and kindly co-operation will avail more effectually toward this result than diverse aims and ill-considered criticism.

#### Examinations.

In a few weeks the public schools will have closed, and in the meantime much ingenuity will be exercised by examiners in framing questions, and by pupils in estimating their probable scope and their ability to answer them successfully. If we could get the ear of those who prepare questions, or of those who are directing these examinations it would be to say: Do not make the time for examination too long. Pupils should not work at examination papers more than four or five hours a day. It is a cruelty to have examinations extend into the evening after students have been at work on papers both morning and afternoon. And let the examiner make plain what he expects the students to do. Sometimes they become confused and lose valuable time—and perhaps their wits—in trying to unravel what should be made perfectly clear, and without a particle of vagueness.

The REVIEW has doubted the utility of examinations. They are a source of worry, exhaustion, and are a drain on the nervous energy of teachers, students and examiners. They may show some things that the pupil does not know, but they cannot show what the pupil does know. They force a large majority of pupils to attempt more work than they can fully understand, so that they put a premium on "cramming." If they cannot be eliminated from our public school system let the princi-

ples of common sense and simplicity be applied to them. Let them be so directed that they will strike a blow at rote-teaching and instead be measurers of morality, thinking power and intellectual growth. This may be accomplished in part, if the teacher and examiner will reflect that students have other faculties to be trained than memory.

We say amen to the hope expressed by the *Educational Record* in its last issue, that examinations should be prepared for and conducted in such a manner as to be a potent factor in promoting morality.

#### Union Teachers' Convention.

In this issue is published the programme of the St. John, Charlotte and Washington County Teachers' Institute. In as far as known, this is the first County Institute to embrace teachers from Canada and the United States; but no doubt it will be found that the same difficulties are met with on both sides of the line. It is rare also to enjoy the privilege at these meetings of sitting at the feet of three state superintendents, all men of ripened experience and successful administrators. Dr. Bridges is well known in his native province, as is also G. W. Ganong, Esq., M. P., an old teacher, and one who has the deepest sympathy for the important work of teaching. Miss Whitlock, though young in the work of teaching, will no doubt acquit herself creditably in the important part assigned her.

The central object of the meeting is the excursion to the historic island of St. Croix. Messrs. Hannay, Vroom and Raymond, who have already promised to be present and give addresses, are all most familiar with the locality and its history, and their addresses may be expected to be most interesting and instructive.

The citizens of the border towns are already very much interested in the proposed meeting, and if the weather be fine, a most enjoyable visit it must prove to all who attend. It is expected that arrangements may be made by which the cost from St. John to St. Stephen and return will not exceed one dollar. This will depend somewhat upon the number attending. A competent reception committee has been appointed, of which Mr. P. G. McFarlane is secretary. It is probable that the Charlotte and Washington County teachers will have little difficulty in securing hotel accommodation; with the St. John County teachers it will perhaps be otherwise. These will do well to follow the directions in the programme. It is expected that arrangements will be made by which the St. John teachers may be able to return either Friday afternoon or Saturday. This will enable those who have never before been to the border towns to look around. The prospects at present are that the meeting will be one of the largest ever held in the Maritime Provinces.

**Queen Victoria's Coronation Oath.**

"Queen Victoria's 'Coronation Roll'" is described in the June *Century* by Florence Hayward, who copies from the official records the following oath signed and subscribed by the Queen on her coronation:

*Archbishop*: Madam, Is Your Majesty willing to take the Oath?

*Archbishop*: Will You to Your Power cause Law and Justice in Mercy to be executed in all Your Judgements?  
*The Queen*: I will.

*Archbishop*: Will You to the utmost of your Power maintain the Laws of God, the true Profession of the Gospel, and the Protestant Reformed Religion established by Law? And will You maintain and preserve in-

**OUR QUEEN FOR SIXTY YEARS.**

*The Queen*: I am willing.

*Archbishop*: Will you solemnly promise and swear to govern the people of this United Kingdom of Great Britain and Ireland and the Dominions thereto belonging, according to the statutes in Parliament agreed on and the respective Laws and Customs of the same

*The Queen*: I solemnly promise so to do.

violably the Settlement of the United Church of England and Ireland and the Doctrine, Worship, Discipline and Government thereof, as by Law established within England and Ireland and the Territories thereunto belonging? And will You preserve unto the Bishops and Clergy of England and Ireland and to the Churches there Committed to their charge all such Rights and

Privileges as by Law do or shall appertain to them or any of them ?

- *The Queen* : All this I promise to do.

The things which I have here before promised I will perform and keep.

So help me God.

*Victoria R.*

### The Diamond Jubilee.

THE celebration in Halifax of the completion of the sixtieth year of Queen Victoria's reign will be somewhat elaborate. The schools will assist by massing 5000 children in the exhibition building. They will in advance be trained to sing : " Victoria—Our Queen," " Mother-land Beyond the Sea," " Canada, Land of the Maple Tree," and " God Save the Queen " to some new verses.

There will also be a programme of short addresses from celebrated speakers and band music. " Mother-land Beyond the Sea," both words and music were composed for the occasion by Miss Kate MacKintosh, of the Halifax Academy. They have been well received, having been endorsed by the Woman's National Council.

On Thursday and Friday preceding the celebration, some attention will be given in all the class-rooms to Victoria, as Queen, and to the chief events of her reign. We would recommend to schools generally a somewhat similar programme. Teachers will find a small pamphlet issued by the Religious Tract Society, at one penny, and entitled " The Life and Reign of Queen Victoria," to be a great help in making their lessons interesting.

The Queen's Jubilee in St. John will be celebrated on the 21st, by the schools massing in the Assembly Halls of their buildings, where programmes of patriotic exercises will be carried out.

Throughout the whole of the Atlantic Provinces it is hoped that closing day, or some day before it, will be given up to an appropriate commemoration service of our Queen's long and prosperous reign. A little exertion will amply repay in the impression that will be left on children's minds of the greatness of the occasion.

The suggestion made by the REVIEW in last number, that the Jubilee celebration take some tangible and permanent form by the establishment of school libraries and the beautifying of school grounds, is being carried out in many places. Many of our school houses are yet without flags, and many more without a large picture of the Queen. If teachers will consult our advertising columns they will see where both may be

obtained at a low cost. Let rate-payers, teachers and head pupils set the ball in motion at once in one or all of the directions intimated above, if they have not done so already, and something will be accomplished.

An excellent picture of the Queen may be obtained from Steinberger Hendry & Co., Toronto. See particulars in their advertisement. A small half-tone photo of the picture is given on page 3.

### Mother-Land Beyond the Sea.

#### CANADIAN JUBILEE HYMN.

Words and Music by Miss Kate MacIntosh, Halifax Academy, N. S.

Mother-land beyond the sea,  
Thee we join in glad refrain  
O'er the glorious jubilee  
Of our Queen Victoria's reign.  
Distant hearts may love as well  
As do those who see her face ;  
And with pride our bosoms swell  
That we are of British race.

Then let million voices raise,  
Pealing loud o'er land and sea,  
Up to Heaven their song of praise :  
" God bless Her Gracious Majesty !"

From Acadia by the sea,  
Where the waves in thunder roar  
'Gainst its ramparts ceaselessly,  
Break in fury on the shore,  
Over smiling prairie lands,  
Rivers grand, and uplands vast,  
Mountains piled by Titan hands  
In the dim days of the past.  
Let our million voices raise, etc.

In this glorious jubilee  
Let each trifling discord die,  
And in glad prosperity  
Every need find full supply.  
May sweet Peace brood o'er the land,  
Holding forth the olive branch ;  
Let the world in concord stand,  
And like sounding avalanche  
All their million voices raise, etc.

Praise we Him beneath whose gaze  
All lies open as the day,  
That through life's perplexing maze  
He has guided all her way.  
May she live for years to come,  
Filled with happiness and grace,—  
In her people's hearts her home—  
Monarch's safest resting place.

Then let million voices raise,  
Pealing loud o'er land and sea,  
Up to Heav'n their song of praise :  
" God bless Her Gracious Majesty !"

### TALKS WITH TEACHERS.

There is a strong and growing necessity for the enforcement of a curfew law in New Brunswick, not only in the towns but in the country districts. Some very reasonable people are of the opinion that parental control is all the time growing weaker, and that a larger amount of what is often called paternalism should be exercised by the state. No one questions the right of the state to compel attendance at the schools, and none its power of regulating and restraining the action and conduct of all members of society.

The danger to boys, and perhaps girls—though it must be admitted that the latter are more carefully looked after than the former—is greater in small communities than in large ones; because in the former there is not the opportunity of selection as to companionship that there is in the latter, and a few bad boys may influence the conduct of the whole number.

Idleness usually begets mischief, and as the evenings are spent in that way by all classes, the boy who comes in contact with some of his elders on the street corners or in the country stores does not learn much to his advantage. He generally has the opportunity of hearing bad language, and it may be of acquiring the tobacco habit. What he sees and hears the men do he is liable to consider manly and to imitate it as far as possible.

The boy is not so much to blame as the parents, and both require guardians.

The teacher's duties and responsibilities do not end with the school hours, though it is feared that many so regard them. The ideal teacher will not only exercise influence upon her pupils but upon the whole community. I know teachers that are by far the most influential personages in the localities in which they labour, not excepting the clergymen.

It is true that the teacher who is able to overcome entirely the influences of the street and perhaps of the home, is of exceptional moral calibre. The state should step in to assist in overcoming the influence of the street, while the teacher has largely in her own hands the moulding of the homes of the future at least. Moral instruction should be practical and addressed to the actual needs of the pupils, not dull platitudes having no bearing upon anything in particular.

A few more practical lessons upon profanity, tobacco, the rights of others, bad companions, cruelty to animals, and such topics would be beneficial.

Such texts as the following might be taken, and I can vouch for their being well founded.

A commercial traveller returning to his hotel from a

country store amused the company there by his account of the bad language and tobacco exploits of the small boys who were allowed to congregate there in the evenings.

A respectable resident of a country village complained that it was impossible to have any public entertainment because of the bad conduct of the boys, many of whom attended the schools.

Another stated it was dangerous to pass along the road near a certain school because of the conduct of the pupils, and if remonstrance was used it was only greeted with insult.

Another said that the boys were constantly throwing stones either in his fields or at his buildings.

Another remarked upon the cruelty of boys to the birds—always throwing stones at them, and spending their holidays either in shooting them or destroying their nests.

Can the schools and teachers escape responsibility in these matters? They should not try to.

One of the first lessons children should be taught is to respect the rights of others.

More than precept and example are required to keep boys out of mischief. Occupation must be found for them; and it is the teacher's part to see that it is of the proper kind.

It is to be regretted that better school grounds are not provided for all schools. It has already cost the country very dear. Such amusements as a horizontal bar, baseball, cricket, croquet, lawn tennis, foot ball, etc., may be provided in many places. They will not only keep the boys off the streets, but will interest them in school to the end of attending more regularly and remaining longer. Manly exercise is one of the best safeguards against unmanly action and conduct.

When we have a workshop in connection with every school, another valuable aid will have been secured.

It was a happy thought to unite Bird day with Arbor day in the school celebrations of yesterday. The birds, trees and flowers are inseparably connected. The birds return to us at the time when trees and plants renew their verdure. Their songs of love are blended with the perfume of the flowers; their homes are amid the foliage of the trees, and the cradles of their young are perched on swaying boughs, rocked by the vernal breezes. Without trees, plants and flowers, the earth would be a desert; but with these, and without the pretty airy forms, the alert life and sweet music of the birds, what a void there would be in Nature's spring symposium! Yet for many years cruel hands have made war upon the birds till they have become sadly fewer than they were. Teach the young to study, take an interest in and love the birds, and you make them gentler, more refined and better, while at the same time the birds are saved and protected. — *Charlottetown Guardian.*

For the REVIEW].

### Russia or England?

A glance through the indexes of any leading periodical will show, probably, at least one article for every year's issue on what is generally known as "The Eastern Question."

That question, once—"Shall the Turk keep his foothold in Europe or no?"—seems to have advanced one step nearer to a final answer in assuming the form—"Who shall drive him out?"

So at least it is stated in a very interesting article in the *Atlantic* for June, in which Benjamin Ide Wheeler deals with Greece and the Eastern Question.

The writer accounts for the strong interest with which the world in general regards Greek interference with Crete, on the ground that it is but the first blow in the inevitable and, as he considers it, imminent struggle between East and West.

We may venture to suggest in passing, that Mr. Wheeler might have made his points better if he had not attempted to cover so much ground, nor drawn such hard and fast lines as he has done in history and geography. Also, he has not made it quite clear whether he considers Russia an eastern or a western power. But on the whole the article is suggestive, and in its conclusions strong; and a useful summary for those who have not time to study out for themselves all the complications of this difficult matter.

"The Eastern Question," says Mr. Wheeler, "is not a question of to-day or of yesterday. It is not a problem merely of the possession of Constantinople. It is a question which in its reality concerns the perennial antithesis between Occidentalism and Orientalism, and which in its practical statement for us and ours means this: Who is to lead, who is to champion, who is to represent Occidentalism in its inevitable conflicts with Orientalism."

The boundary line between these two influences is placed at the *Ægean* and the *Bosphorus*, and the contrast between the two is forcibly drawn between the *Time land* and the *Time-less land*.

"Over that frontier influences have gone from one to the other. Greece stood there at the gateway and whatever came from Asia to Europe came through it. It is an old rule of history that the people which has held that gate has determined the development of European civilization."

Mr. Wheeler thinks that the notion "Westward the course of Empire takes its way" is rather misleading, and uses the figure of a lamp wick thrust into the oil which it draws up to the flame, to illustrate the successive movements from west to east and from east to west. Power moved toward the sun, but only to flow back bringing with it to the western lands—knowledge.

"When the Aryan races first came in contact with the Asiatic peoples they were undoubtedly vastly inferior in cultivation and in the arts of settled life, but very soon, on more intimate contact, they absorbed the Asiatic civilization and passed it on to those behind them as by capillary attraction.

"The Greeks were the first to reach the boundaries of the Orient by the *Ægean*. Through them, when Rome pushed her empire eastward, civilization moved up the wick into Italy; the Gaul, passing over the Alps into the Po valley, drew back the dangerous oil into France; finally, the Teuton, pushing down into Italy, made it a way into the north countries, and that meant ultimately the civilization of Germany. This is the lesson of early European civilization: will, force, empire came down from the north; refinement, sense of form in life, in manners, in thought, and in the arts of settled life moved back in the reverse of their track."

This general truth is exemplified in detail by the writer,—and Greek colonization in Asia, the Persian invasions, the conquests of Alexander, are cited, and, more strikingly still, the Roman conquests in the east preparing the road by which Christianity marched into the west. And because of Rome's possession of the great gateway, European philosophy, art and Christianity—its whole civilization was Latinized. "From this may we not learn how important it has been for the civilized world of the west, who sat at the gate by the *Ægean*? For the one who controlled that gateway put his stamp on what came through it."

It is a far cry from Alexander the Great to Mahomet, but Mr. Wheeler takes the wave of Mahometan power which swept over the south and east of Europe, as the reaction from Alexander's inroads in the east.

That power which once reached through Spain to France and through Greece to the gates of Vienna, now holds only what is known as Turkey.

"The Persian Empire," we read, "survived the defeats of Salamis and Plataea for five generations, so long as the Greeks could not agree among themselves as to who should be their leader; so Turkey carries in Europe because the forces of modern Occidentalism are not united under leadership. So long as the forces of Occidentalism are disunited, or merely united in a sham accord, the Turkish barrier will deny the western world entrance to Asia, but when the leader emerges Occidentalism will straightway push out over Alexander's track to the Persian Gulf and this time it will build its roads with iron. Who is to be that leader? It is to hear the answer to this question that the world is waiting now."

The data of the problem are then discussed, the political spirit of Turkey is shown to be thoroughly Oriental—the main point being that the Oriental conception of government is of something "transcendent above and outside the people and not immanent, a power within the people." This being the case there is an

insuperable difficulty between Turkey and some of the races over whom she rules—the Armenians, Cretans and other Greek-speaking and Greek-thinking peoples, they being imbued with the western spirit of self-directed personality—self-governing communities.

“To the mind of the Turk, the Greek is what the Armenian is, a nuisance. The Turkish theory of government offers no full solution for the problems raised by his presence except utter subjugation or extermination.

“The unnaturalness of the situation teaches that postponement of a settlement can only be temporary. These districts (Macedonia and Epirus) represent areas still half submerged in the stagnant pools of Islam’s retreating tide. No fresh wave is coming. The sooner they are drained off and returned to tillage the better for the world.”

The reason why the Powers look with disfavor on the struggle of Greece against Turkey is, of course, based on the doctrine of the balance of power.

“There is a long list of claims filed against the estate of Turkey and the Powers are loath to recognize any preferred creditors. If Crete is to be assigned to Greece, other claimants must be appeased with some consideration.”

There are other things to be considered. The Balkan States, Roumania excepted, are in close alliance with Russia, and Roumania with Greece. Russia and Greece have the strong tie of a common faith. What if the great northern nation were to reach down through the Ægean to join hands with all who hold to the Greek church and to possess Constantinople?

Mr. Wheeler touches briefly on the attitude of some of the other Powers, on Germany’s policy of friendship with Russia, and her dislike to the Cretan war partly because the Greek debt is largely held in Germany, until he comes to the great Powers between whom the settlement of the question seems to lie.

He points out the different sources of Russia’s strength. Her geographical position, her unity, her hold over the Slavic Balkan states, her diplomacy—consistent in its policy of alienating other nations from England. Of this policy he instances that when the United States’ treasury was threatened with embarrassment by the withdrawal of confidence which followed President Cleveland’s Venezuelan message—Russia privately offered to furnish fifty millions of gold—an intimation that England’s foe was her friend. Another part of Russia’s strength lies in her semi-orientalism and consequent sympathy with the border-peoples of Asia, who, while they respect, fear and trust England, dislike the Englishman.

And what of the interests of England, and of her strength to support them? The main highway of her trade with the east—with India and Australia—passes by the ‘gate of the east.’

“Whether this remarkable hold on the greatest route of eastern commerce,” says Mr. Geo. R. Parkin, in his book on Imperial Federation, is the outcome of a grasping militarism, or the natural result which rises from a supreme commercial interest, may be judged from a single fact. Of the 3800 steamships which passed through the Suez Canal in 1891, *seventy-eight* out of every hundred were under the British flag, and of the whole tonnage eighty-two per cent. was British.”

“If she is to hold India and Australia, England must control the Suez Canal and its approaches,” says Mr. Wheeler.

But six years may change even geographical conditions, no longer fixed in every point but subject to the conquests of science, and already England and her daughter, the youngest of the nations, who stands at her right hand, have laid out their own highways subject to no foreign interference, to those far eastern lands and they are no longer east, but west. But not for this will she loosen her hold on the Mediterranean route. The *Atlantic* article on this point is so forcible and so clear that we quote in full:

“In severe contrast with Russia, England stands in political isolation—a grand isolation; strong, not by alliances, but in and by her own intelligence, rectitude and Anglo-Saxon grit. England has made up her mind that she must be strong enough, if necessary, to face all Europe single handed.

Within the last five years her navy has been doubled in strength. Within the next two years her army will be.

She is preparing for an inevitable conflict. That conflict concerns this question: Who is to be the leader and champion of Occidentalism in the twentieth century—shall it be the Anglo-Saxon or the Slav?

Has Russia the natural right to be the leader of Occidentalism? Occidentalism grounds itself in the right of the individual personality and the individual community to find the law of its action in its own purposes of being. Russia represents government from above and from outside. It means consolidation, not distribution of government. It pushes its interests by appeal to the unreal and by use of deceit.

The English empire, ill-defined as it may be in its apparent organization, is so by virtue of reliance on the immanent governing power of self-directing bodies of men of whom it may be said ‘The law is within them.’”

Mr. Wheeler thinks that Russia’s strength may have been greatly over-estimated and that the power of the British empire certainly has been enormously underrated—“The bonds which hold Russia’s empire together might weaken under the testing of adversity. Those which bind the British empire together would strengthen—England’s resources are unlimited, infinitely varied, and self-supplied.”

The author closes his consideration of the subject with an earnestly expressed wish—first, that the struggle

may not be a struggle of arms, and secondly, that when it comes, the Anglo-Saxon world may be at unity in itself.

"In the Arbitration Treaty the Anglo-Saxons will say to themselves: We will not spend our strength in fighting each other. In the Venezuelan settlement, England says to the United States: We leave you to fulfil your mission as representing the Anglo-Saxon spirit in the New World. We shall not be hampered in fulfilling ours in the Old."

What that mission is, or may be, has been well said for us by the Laureate of that Larger England to whom he makes the mother country say:

So long as the blood endures,  
I shall know that your good is mine,  
Ye shall feel that my strength is yours,  
And the law that ye make shall be law after the rule of  
your lands.

Keep ye the law—be swift in all obedience—  
Clear the land of evil, drive the road and bridge the  
ford,

Make ye sure to each his own,  
That he reap where he hath sown;  
By the peace among our peoples let men know we serve  
the Lord.

This is the ideal our poet holds before us, this is what England, strong in herself and in her children, may do for the nations over whom she rules. E. R.

For the REVIEW.]

#### Summer School of Science.

In regard to a permanent summer school, I believe that, if a sufficient financial guarantee could be secured, in order that buildings and adequate apparatus might be provided, the school could be established at one place; and I think Parrsboro or some other on the other side of the Basin of Minas would be best. Probably the town chosen would grant something. Then if the Nova Scotia and N. B. Boards of Education would grant \$250.00 each, and the P. E. Island Board \$100.00 for twenty years, suitable buildings with classrooms, laboratories and dwellings with kitchen, dining-rooms, sleeping-rooms, etc., might be erected. The general management of the school should be in the hands of a board; and it should be open to teachers and others during five weeks at least of the vacation. A full course and a short course of three weeks might be given. The curriculum should include (a) courses in English and other languages; (b) in mathematics; (c) in science; (d) in music and drawing; (e) in psychology and pedagogy.

The teachers and pupils would board at the institution. The teachers would be boarded free and receive some financial emolument. Facilities for bathing and exercise would be provided. I think such a school with sufficient endowment and efficiently conducted, would be extremely useful to our teachers.

Fredericton, 1897.

J. BRITAIN.

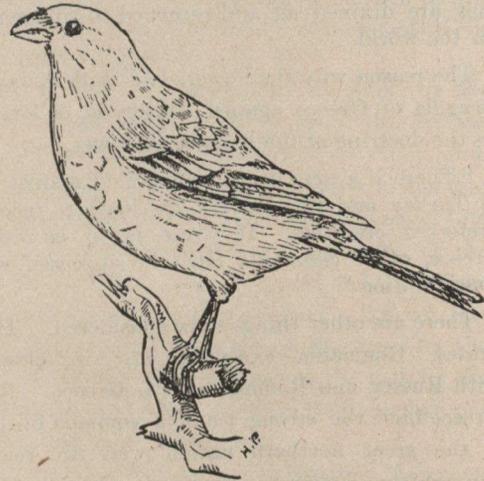
For the REVIEW.]

#### NATURE LESSONS.

##### Some Common Birds in their Relation to Agriculture.

The United States Department issued last month its "Farmers' Bulletin No. 54" by the Assistant Ornithologist of the Biological Survey of the United States, F. E. L. Beal, B. S. We summarize here the findings of this Department with respect to the character of the birds of the Atlantic Provinces from the agriculturist's and horticulturist's point of view.

##### THE ROBIN (*Merula migratorius*).



"Its food habits have sometimes caused apprehension to the fruit-grower, for he is fond of cherries and other small fruits, particularly the earlier varieties. For this reason many complaints have been lodged against it, and some persons have gone so far as to condemn the bird. The robin is, however, too valuable to be exterminated and choice fruit can be readily protected from its depredations."

"An examination of 330 stomachs shows that over 42 per cent of its food is animal matter, principally insects, while the remainder is made up largely of small fruits and berries. Over 19 per cent consists of beetles, about one-third of which are useful ground beetles, taken mostly in spring and fall, when other insects are scarce. Grasshoppers make up about one-tenth of the whole food, but in August comprise over 30 per cent, caterpillars from about six per cent, while the rest of the animal food, about 7 per cent, is made up of various insects, with a few spiders, snails and angle-worms. All the grasshoppers, caterpillars and bugs, with a large portion of the beetles, are injurious, and it is safe to say that noxious insects comprise more than one-third of the robin's food."

"Vegetable food forms nearly 58 per cent of the stomach contents, over 47 being wild fruits, and only a little more than 4 per cent being possibly cultivated varieties. Cultivated fruit amounting to about 25 per cent was found in the stomachs in June and July, but only a trifle in August. Wild fruit, on the contrary,

is eaten in every month, and constitutes a staple food during half the year. No less than forty species were identified in their stomachs; of these the most important were four species of dogwood, three of wild cherries, three of wild grapes, four of greenbrier, two of holly, two of elder; and cranberries, huckleberries, blueberries, barberries, service berries, hackberries and persimmons, with four species of sumac, and various other seeds not strictly fruits."

"The depredations of the robins seem to be confined to the smaller and earlier fruits, and few, if any, complaints have been made against it on the score of eating apples, peaches, pears, grapes or even late cherries. By the time these are ripe the forests and hedges are teeming with wild fruits, which the bird finds evidently much more to its taste. The cherry, unfortunately, ripens so early that it is almost the only fruit accessible at the time when the bird's appetite has been sharpened by a long continued diet of insects, earthworms and dried berries, and it is no wonder that at first the rich, juicy morsels are greedily eaten. In view of the fact that the robin takes ten times as much wild as cultivated fruit, it seems unwise to destroy the birds to save so little. Nor is this necessary, for by a little care both may be preserved. Where much fruit is grown, it is no great loss to give up one tree to the birds; and in some cases the crop can be protected by scare-crows. Where wild fruit is not abundant, a few fruit-bearing shrubs and vines judiciously planted will serve for ornament and provide the birds with all the food they require. The Russian mulberry is a vigorous grower and a profuse bearer, ripening at the same time as the cherry, and, so far as observation has gone, most birds seem to prefer its fruit to any other. It is believed that a number of these trees planted around the garden or orchard would fully protect the more valuable trees."

#### THE BLUE-JAY (*Cyanocitta cristata*)



The jay eats mice, fish, salamanders, snails and crustaceans, which altogether constitute but little more than

one per cent of its diet. The insect food is made up of beetles, grasshoppers, caterpillars, and a few species of other orders, all noxious, except some three and a half per cent of predaceous beetles. Thus something more than nineteen per cent of the whole foods consists of harmful insects. In August the jay, like many other birds, turns its attention to grasshoppers, which constitutes nearly one-fifth of its food during that month. At this time, also, most of the other noxious insects, including caterpillars, are consumed, though beetles are eaten chiefly in the spring.

"The vegetable food is quite varied, but the item of most interest is grain. Corn was found in seventy stomachs, wheat in eight, and oats in two; all constituting nineteen per cent of the total food. Corn is evidently the favorite grain, but a close inspection of the record shows that the greater part was eaten during the first five months of the year, and that very little was taken after May, even in the harvest time, when it is abundant. This indicates that most of the corn is gleaned from the fields after harvest, except what is stolen from the cribs or gathered in May at planting time. The jay's favorite food is mast (*i. e.* acorns, nuts, etc.), which was found in 158 of the 292 stomachs, and amounted to more than forty-two per cent of the whole food.

The results of the stomach examination show: (1) that the jay eats many noxious insects; (2) that its habit of robbing the nests of other birds is much less common than has been asserted; and (3) that it does little harm to agriculture, since all but a small amount of the corn eaten is waste grain."

Among our common birds whose characters have been investigated in this fashion, are the crow, bobolink, meadow lark, crow blackbird, the native sparrows, the swallows, the cedar bird, the kingbird, and the woodpeckers.

#### Dalhousie Convocation.

The closing exercises of Dalhousie College took place on Tuesday, April 27th. In his opening remarks the president called attention to the steady increase in the number of students in attendance, 343 this year, an advance of eighteen on last year's record; of the successful work of the successor of the late Dr. Lawson in the chair of chemistry, Dr. E. Mackay, an old Dalhousian and a Fellow and Ph. D. of Johns Hopkins, he spoke in the highest terms. Mention was also made of the gift to the college library by Dr. A. Macmechan, of two hundred and fifty dollars, the proceeds of a course of public lectures on Shakespeare. Since then the class of '96 has, through its president, notified the librarian that it will give the library the edition of the *Jesuit Relations*, now being edited by R. Thualtes. The edition will consist of sixty volumes and will cost about \$210. This the class offers as a class memorial. It may be remarked that recent classes have made an interesting and useful innovation in the variety of class memorials.

The classes of '94, of '95 and of '97 have already given collections of valuable books to the library for class memorials. The classes of '98 and of '99 have promised similar memorials.

The entrance scholarships, awarded to candidates for matriculation into the first and second years, were announced. The junior scholarships went to the following men of the first year :

John W. P. Ritchie, formerly of Rothesay School, a MacKenzie Bursary of \$200 ; E. A. McLeod, of Halifax Academy, a Professor's Scholarship of \$120 ; Joseph N. Ritchie, of Rothesay School, a Sir Wm. Young Scholarship of \$40 ; Jas. M. Flemming, of Halifax Academy, a Sir Wm. Young Scholarship of \$40 ; D. A. McKinnon, a Sir Wm. Young Scholarship of \$40 ; George Henderson, of Rothesay School, a Sir Wm. Young Scholarship of \$40.

Catherine F. Mair, of Campbellton High School, N. B., Alumni Prize of \$50.

To Geo. W. McKenzie, Pictou Academy, entering the second year, a Professor's Scholarship of \$120 was awarded.

The Waverley Prize of \$40 for the best mathematician of the second year was divided between R. Messenger, J. W. C. Baird, both from Pictou Academy. The Avers Prize of about \$40 for the best graduate taking the ordinary course, went to May Auster, of Halifax. The Sir Wm. Young Gold Medal for very high excellence in the work of the special course in mathematics and mathematical physics was awarded to Ira Cameron, of New Glasgow.

Degrees were conferred on sixty-eight : B. A. on thirty-four ; B. L. on one ; B. Sc. on two ; LL.B. on fourteen ; M. D. C. M. on eight ; M. A. on ten. No honorary degrees were conferred. Eight of the graduates were women, one taking the doctor's degree in medicine, one the master's and the others the bachelor's in arts. Four of the graduates were born in N. B., one in P. E. I., one in California, and the rest in N. S.

The following took special courses and graduated with high honors : H. T. Archibald in classics ; I. McKay in philosophy ; I. W. Cameron and S. C. McLean in mathematics and physics ; J. T. Murray and J. W. A. Nicholson in English and history.

The Rev. Wm. Dobson, of Grafton Street Methodist Church gave a very thoughtful address on two types of students—the reader and the thinker.

This year, for the first time, Dalhousie has conferred a degree upon a son of one of its graduates. Rev. E. D. Millar, of Yarmouth, graduated in 1869, and his son, Ross Millar, this year receives a B. A. A daughter of Rev. T. H. Chase, of Onslow, who graduated in

'66, and divided with Robert Shaw the honor of being the first graduates, is now an undergraduate of her third year. These facts vividly impress on one the youthfulness of Dalhousie. The college was re-organized but thirty-four years ago, in '63. One of the staff, Prof. C. McDonald, who was teaching then, is teaching today. Her graduates now number about 653.

One of the graduates of this year was but seventeen, and it is asserted that one of last year was still younger. Both took the regular undergraduate course of four years, one had taken the grade A examination before entering. It is to be regretted that some pass through college so young. They cannot derive so much benefit from their course as older students do. McGill now positively refuses to allow any one under sixteen to matriculate. What is the cause of the early entrance into college ? Are the schools forcing the students on too rapidly ? If a boy has completed his school course it may seem unwise to compel him to do nothing for one or two years — more unwise than to allow him to enter ?

#### Encœnia at the University of N. B.

The closing exercises at the university at Fredericton on May 27th were largely attended and of more than the usual interest. The degree of D.C.L. was conferred upon Judge Vanwart in course ; and honorary degrees of LL. D. were conferred upon Premier Mitchell, John V. Ellis, Esq., M. P., Dr. Matthews and Senator Wark. The address, on behalf of the faculty, was given by Prof. Raymond. Mr. C. C. Jones, of the graduating class, gave the valedictory, and the alumni oration was given by Dr. Ganong. All the addresses were eloquent, thoughtful and suggestive.

The graduating class numbered seven. *First division*, C. C. Jones, Moncton, W. A. Alward, Moncton, with honors in mathematics and physics, and J. A. Allen, P. E. I. *Second division*, Susie W. Gray, Hartland, J. M. Robinson, St. John, and A. H. Shea, Fredericton.

The degree of B. Sc. was conferred upon A. C. Tabor. The degree of M. A. (*ad eundem*) was conferred on A. W. Macrae, St. John, and M. A. in course upon A. Sterling McFarlane, Francis Allen and Allen T. Hoben. The Douglas gold medal was won by Mr. Arthur H. Shea. The alumni gold medal was won by W. A. Alward, who also captured the Montgomery-Campbell prize for classics. Mr. Roy McL. Vanwart was the winner of the Brydone Jack memorial scholarship. The Ketchum silver medal for engineering was awarded to A. C. Tabor. The Governor General's gold medal was won by C. C. Jones for mathematics. The '94 class scholarship was won by Louis W. Barker for

mathematics. Walter J. R. Wilson was elected to the Asa Dow scholarship of fifty dollars, tenable for three years. This scholarship is for male teachers who have passed the senior matriculation examinations, whose pecuniary circumstances render it difficult to obtain a university education.

At the annual meeting of the Alumni Society the following officers were elected: President, J. D. Hazen; Vice-Presidents, Dr. Bailey, Dr. McLaren, Dr. Ather-ton; Secretary-Treasurer, H. V. B. Bridges; Council, Fred. Bliss, Canon Roberts, Judge Vanwart, T. D. Walker, E. Mullin, B. C. Foster, and H. S. Bridges; Representatives to the Senate, Hon. Jas. Mitchell and Dr. Murray MacLaren.

Rev. J. deSoyres, in addition to a handsome cash donation to the library, has given the works of Goethe, consisting of about sixty volumes, and valued at over \$200.

A resolution in favor of establishing a chair of pedagogy was passed by the Alumni Society. Want of space prevents the publication of the orations, but the closing words of Dr. Ganong's address merit special notice:

Members of the graduating class, I passed from this college thirteen years before you, and in that time I have noticed some things that might interest you. I have observed that it pays to cultivate character; that temperance is consistent with hard work; that the familiar saying, there is room at the top, is true; that the man who succeeds is not the one who does everything that is expected of him, but the one who does more; that plodding concentrated industry makes more solid advance than brilliant spurting; that every step one takes should lead logically to another in the chosen path; that leaping beyond competitors is more satisfactory than to pulling them back; that service to the community brings greater pleasure than service to self; that well-based independence of thought and actions brings respect; that it pays to have the best. Another might tell these things in other words, but I am a specialist and must stick to my line. Every precept of religion I know of is independently confirmed by science. Of all tendencies of the present in education, in thought, in life, the greatest is towards this, the unity of truth.

#### **Mt. Allison University.**

Commencement exercises at the Mt. Allison institutions, Sackville, N. B., were of an unusually interesting character this year. No educational institution in Canada has striven more earnestly to meet the demands of a liberal culture than Mt. Allison University. In all its departments it has been successful in enlarging its endowment, and furnishing the facilities towards meeting the demands for a more progressive and all-round educational development. It is no wonder that

its friends are enthusiastic in their support of such an institution; and by their presence in increasing numbers every year evince their cordial appreciation of the efforts of its management under the inspiration of such an accomplished and energetic leader as Dr. Allison.

In its musical department especially Mt. Allison has commanded the services of eminent musical instructors, and the training imparted has been of a character to win confidence in its methods and results, and to gather within its walls students who would otherwise go abroad to secure a musical education.

The attention to college athletics and sports, coupled with the bracing atmosphere and congenial and wholesome surroundings of Sackville, show that the first requisite of a complete education is complied with—a sound mind must reside in a sound body.

The baccalaureate sermon on Sunday, May 30th, by Rev. Dr. Brecken, was a fluent and impressive discourse to the students about to assume the responsibilities of life's duties, and could not fail to deepen their earnest desires to carry out well their parts in whatever vocation they may assume.

Principal Palmer, of the Male Academy, has been most successful in his management, and there was a large number of graduates from both the academic and commercial departments. Principal Borden, in his report at the closing of the Ladies' college, reports a most successful year. The attendance had been nearly 200, and there is an urgent need of increased accommodation.

The university convocation took place on Tuesday evening, June 1st, after a day in which there were musical and literary exercises of a high order, consisting of a concert in Beethoven Hall, the annual theological lecture by Rev. Wm. Dobson, of Halifax, and the business meetings and social re-unions of the Alumni and Alumnae societies. The following is a list of the graduates in arts, seventeen in all, of whom three are ladies: Thompson Trueman Black, Sackville, N. B.; Harold Lothrop Borden, Canning, N. S.; James Bruce, Moncton, N. B.; Aaron Forsey Buffett, Grand Bank, Nfld.; Percy Edgar Butler, Milltown, N. B.; John Carey Douglas, Stellarton, N. S.; Adolphus Stewart Embree, Moncton, N. B.; Aubrey Taylor Fuller, Truro, N. S.; Charles Nelson Haney, Cumming's Cove, Deer Island, N. B.; David Jardine, Kingston, Kent Co., N. B.; Ada Killam, Yarmouth, N. S.; Cecil Killam, Yarmouth, N. S.; Grace Allison Paisley, Halifax, N. S.; Harry Prescott Patterson, Aylesford, N. S.; Jabez Melville Rice, Milltown, N. B.; Alfred Seymour Rogers, Truro, N. S.; Louise Beatrice Webb, Windsor, N. S.

Many of the members of the class will pursue studies

in higher universities. Some will attend Dalhousie Law School next year, and quite a number will go to McGill either to pursue medical or engineering courses.

The following received the degree of M. A. in course : Rev. George F. Dawson, B. A., '88, Dorchester, N. B.; Rev. Henry John Indoe, B. A., '94, Britannia Cove, Nfld.; Harriott Scammell Olive, B. A., '94, St. John, N. B.; Rev. Howard D. Townsend, B. A., '94, Brenton, Yarmouth Co., N. S.

M. A. (*ad eundem*): Rev. Charles Henry Paisley, M. A. (U. N. B.), Sackville, N. B.

It is expected that a manual training department will be put in operation next autumn. This is another evidence of the desire of the management at Mt. Allison to keep pace with the requirements of the age and provide some elementary training not only for those who are expecting to engage in mechanical and engineering work, but for those in the literary and other courses who may have some bent in this direction. The course will embrace wood and plaster carving, clay modelling, carpentry, free-hand and mechanical drawing and wood turning. A considerable part of the funds required to start this school has yet to be raised, but Prof. Andrews, who is much interested in this experiment, expects to raise a sufficient amount, and he should certainly receive a hearty support for his efforts to secure for Sackville the pioneer manual school for New Brunswick.

#### Acadia's Anniversary

The anniversary exercises at the Acadia Institutions are always looked forward to with interest and expectancy by the hosts of post-graduates and friends of that honored seat of learning. And those who visit Wolfville at this season never fail to carry away pleasant recollections of the interesting exercises, the hospitality of its people, and the beauty of that charming town and its surroundings, enhanced at this season of the year by the brilliance of blossom and foliage.

On Sunday, May 30th, the baccalaureate sermon was preached by Rev. W. B. Hinson to a large audience, including the graduating class of thirty seniors. On Monday evening, the Hon. J. W. Longley, attorney general, delivered the annual address to the Senate, Rev. Dr. Sawyer presiding, on the Origin and Functions of the University. In closing a brilliant and eloquent address, Mr. Longley paid a well deserved tribute to the faithful and earnest services of the retiring president, Rev. Dr. Sawyer, and predicted success under the management of the incoming president Rev. Dr. Trotter.

The meetings of the Alumnae and Alumni Associations of the college and academy, the field sports of the Acadia Athletic Association, the graduating exercises of the senior classes of Horton Collegiate Academy and Acadia Seminary, re-unions and conversaciones, were all of much interest and served as introductions to the great feature of the anniversary—the conferring of the degree of B. A. on the graduating class. These were :

Arthur C. Archibald, Wolfville, N. S.; L. Eva Andrews, Wolfville, N. S.; Robert K. B. Knowles, Milton, Queens, N. S.; Isabel Davison, Wolfville, N. S.; D. E. Hatt, Hantsport, N. S.; William W. Conrad, Wolfville, N. S.; Max A. Bowlby, Port Medway, N. S.; Avar L. Davison, Wolfville, N. S.; Frank W. Nichols, Digby, N. S.; Statira P. Caldwell, Wolfville, N. S.; W. Reginald Morse, Lawrencetown, N. S.; Churchill L. Freeman, Milton, Queens Co., N. S.; Stephen H. Rogers, Wolfville, N. S.; William I. Morse, Paradise, N. S.; George A. Martell, Newton Centre, Mass.; Lisbeth DeW. Mann, Milltown, Me.; Jennie Cobb, Short Hills, N. Y.; Harry C. Todd, Milltown, Me.; Etta J. Yuill, Great Village, N. S.; William E. Jonah, Eastport, Me.; Burpee L. Bishop, Greenwich, N. S.; Lizzie McH. Crandall, Wolfville, N. S.; Charles E. Morse, Paradise, N. S.; Stanley L. Jones, Wolfville, N. S.; Emma J. Best, Somerset, N. S.; Howard A. Morton, New Germany, N. S.; John D. Campbell, Weymouth, N. S.; Chesley D. Schurman, Summerside, P. E. I.; Charles R. McNally, Fredericton, N. B.; Simeon Spidle, Mahone Bay, N. S.

The following received the M. A. degree in course : Misses Jackson, Coates, Power, Strong and Durkee, and Messrs. W. A. Spinney, G. B. Cutten, Hogg, A. J. Pineo and H. H. Saunders.

The silver medal given by the governor general, awarded to the senior holding the highest average for the four years, was awarded to Charles E. Morse of Paradise, Nova Scotia.

The following are honorary degrees voted by the senate and announced by Dr. Sawyer : Master of Arts, Rev. W. B. Hinson, Moncton; W. E. Roscoe, Q. C., Kentville; Hon. Mr. Emerson, Dorchester; Doctor of Civil Law, Hon. J. W. Longley, Halifax; Doctor of Divinity, Rev. O. S. C. Wallace, Chancellor of McMaster University, Toronto.

The Alumni Association at their annual conversazione presented an address and purse to the retiring president, Dr. Sawyer, alluding in feeling terms to his long services and untiring efforts in behalf of Acadia. An address was also presented to the incoming president, Rev. Dr. Trotter, predicting prosperity to the college under his management. Both gentlemen replied in fitting terms.

Miss Ida M. Creighton.



Miss Ida M. Creighton, Principal Compton Avenue School, is a native of Halifax, where she received the greater part of her education. Having decided to follow teaching as a profession, she considered it to be her duty to enter upon her work as well prepared for it as possible. Consequently she took a normal school course at Truro, where she was very successful. And ever since then she has availed herself of every means for professional improvement.

For some time she taught in Albro street school, but when Agricola street school was opened she was made principal. When that school was enlarged and re-organized as Compton Avenue school she was still continued in charge of it.

In her work as principal she is methodical and helpful to her associates,—conscientious in holding teachers' meetings and looking after the interests of every department,—fully conscious of the fact that all that she can do in that way is necessary for the highest results in her own department.

In her own class-room she is almost idolized by her pupils, to whom she makes school to be much more than a drill in the course of study. She finds time not only to give a thorough drill in the three R's, but also to awaken an interest in science by the most delightful nature lessons, to establish the health of her pupils by physical exercise and a study of hygiene, and to keep abreast of the times by talks, systematically, on current events. Long before her pupils leave school they are eager helpers of every good work that tends to the amelioration of society. If from every school-room in the dominion there emanated such moral forces and abiding enthusiasm for temperance and other reforms, ten years would see the liquor traffic an impossibility, and many other evils abolished. Any bright girl who has been two years with Miss Creighton has gained, besides a thorough common school education, a lasting inspiration to do good to those around her wherever she goes. This is the highest possible praise for any teacher, and to be deserving of it should be the highest ambition of every one who holds the sacred office.

Miss Grace Orr.



For nearly nine years Miss Grace Orr has conducted with great success a kindergarten and primary department in the Victoria School, St. John. Under many difficulties and with discouragements that would have baffled less resolute minds, Miss Orr has been able to bring the principles of the kindergarten, with the gift lessons, occupations, plays and songs into a public primary school. The experiment has been watched with great interest not only in St. John, but elsewhere in the province, and many teachers who have visited the school and watched the work have been stimulated to study the principles of the kindergarten and apply them in their own schools.

With excellent judgment and tact in the management of children, and a ready sympathy with their nature, Miss Orr combines a charm and dignity of manner, with an earnestness of purpose, that has caused her to see many of her ideals accomplished. She deserves and holds a high place in the esteem of parents and the school board of St. John for the excellent work she has accomplished in her school, special mention of which has recently been made by the Chief Superintendent of Education.

Miss Orr received special kindergarten instruction from Miss Woodcock in Truro before beginning kindergarten work in St. John. This she has supplemented by diligent private study and by a further course of instruction in New York. A part of her early education was obtained at a high school in New York city, and she holds a first-class license from the Board of Education of New Brunswick with high marks.

It is hoped that what Miss Orr has accomplished in

introducing kindergarten work in a public school will induce the Board of Education to make provision for the establishing of kindergartens in the chief centres of the province, and that local boards will soon make this a part of the public school system.

Miss Orr will retire from her school at the end of the present term to assume other duties. The REVIEW extends its warmest congratulations to her on the event soon to take place, and wishes her the happiness and prosperity she so well deserves. It cannot, however, refrain from a feeling of regret that the teaching profession in New Brunswick is to lose one whose high character and special gifts for primary work have won for her such warm regard in the school and in the home.

#### Summer School of Science Notes.

Those having received calendars of the Summer School of Science will observe an error in the dates. Instead of being July 7th to 22nd, the dates should be July 8th to 23rd. Intending students will therefore remember that the opening of the school will be on Thursday, July 8th.

Persons attending the school, travelling by the C. P. R., will procure ordinary return tickets. By I. C. R. will purchase single first-class ticket and ask agent for standard certificate, and will be entitled to free return. By D.A.R. the arrangement is similar to that by I.C.R. — purchase single first-class ticket, procure standard certificate and will get free return. By P. E. I. Railway or P. E. I. Steam Navigation Co.'s boats, students will be returned for one fare. The following rates are granted by Yarmouth Steamship Company :

Halifax to Yarmouth and return . . . . .	\$5 00
Lunenburg to " " . . . . .	5 00
Liverpool to " " . . . . .	3 50
Lockport to " " . . . . .	3 50
Shelburne to " " . . . . .	3 00
Barrington to " " . . . . .	1 50
St. John to " " . . . . .	2 50

A most enjoyable time may reasonably be expected by all attending the session of the school to be held at Yarmouth this year. The town council of that enterprising town, with characteristic generosity, have appointed a committee of ladies and gentlemen to arrange suitable entertainment for the school in the way of outings, etc., and have placed the sum of two hundred dollars (\$200) at the disposal of the committee. This is unique in the history of the school. We hope there will be a very large number of the teachers of these provinces who will be participants in the generous entertainment provided for them.

#### Teachers' Conventions.

##### QUEENS AND SUNBURY, N. B., INSTITUTE.

The Queens and Sunbury Counties Teachers' Institute was held in the Woodville Union Hall, Hampstead, on Thursday and Friday, May 20 and 21. It was the largest in attendance of any on record, there being upwards of forty teachers enrolled. H. H. Bridges, president, in the chair. The election of officers resulted as follows: Wm. M. Veazey, president; H. A. Sinnott, vice-president; Horace G. Perry, secretary; Miss Annie Briggs, Miss Mattie Cambridge, members of the executive, with Mr. Crandall and Wm. Allingham as alternatives.

Mr. John Brittain, of the normal school, Fredericton, gave an interesting and instructive lesson in drawing for the common schools.

In the evening a public meeting was held, when a very successful musical programme was carried out, and speeches were made by Rev. G. W. Foster, Dr. Inch, Inspector Bridges and Mr. Brittain.

Early Friday morning a botanical excursion was made under the leadership of Mr. Brittain. At Friday morning's session a paper on Music in the Public Schools, was read by A. L. Dykeman, and a paper on A Plea for the Circulation of Literature, by H. A. Sinnott. These papers drew out a good deal of discussion.

At the session held on Friday afternoon a lesson on Drawing for the Common School was given by Mr. Brittain, and a paper on Relation of Teachers to the District and the Profession, was read by Wm. M. Veazey.

The meeting closed to meet at Gagetown in September, 1898, on the Thursday and Friday after Labor day. — *Condensed from the Daily Sun.*

##### ALBERT COUNTY, N. B., INSTITUTE.

The twentieth annual meeting of the Albert County Teachers' Institute met at Hillsborough on May 20th and 21st. President Thos. E. Colpitts, B. A., opened the Institute with an address on The Teacher and his Duties. This address was discussed by Wm. M. Burns and A. C. M. Lawson. Miss Annie L. Kierstead next gave a lesson on Sandstone; discussed by P. A. McDonald, Thos. J. Baizley and Miss Kierstead.

Greetings were sent to the Queens and Sunbury Teachers' Institute.

At the second session Harry F. Alward's paper on Hints on Moral Training, was read by A. C. M. Lawson. Discussed by Messrs. MacNaughton, Starratt, President Colpitts, Rev. W. Camp and Wm. M. Burns. The Institute next indulged in a natural history excursion.

The public meeting in the evening was addressed by President Colpitts, Rev. W. Camp, C. J. Osman, M. P. P., Inspector Steeves and Rev. Chas. Comben.

At the third session W. W. P. Starratt gave a good lesson in British History to Grade V. Discussed by Miss A. Minnie Colpitts, H. Ashley Wheaton and Amos O'Brien of Salisbury Superior School.

Miss Helena B. Atkinson read a carefully prepared paper on Some Ways of Obtaining Good Order in School. Discussed by Miss Mary E. Bray, Miss Mary L. Daly and Messrs. Wm. M. Burns, T. E. Colpitts and Inspector Steeves.

Miss Mary E. Bray next read an excellent paper on The Teaching of Temperance in Our Schools. Mr. Burns illustrated by Yaggy's Anatomical Chart. Inspector Steeves spoke to the paper in a very effective manner.

Thos. J. Baizley read a thoughtfully prepared paper on Ethics. Discussed by Rev. Chas. Comben and C. A. Moore.

At the fourth session W. H. Belyea read a short, pithy paper on Geometry; discussed by Messrs. R. J. Colpitts, Lawlor, Baizley, Starrett, Burns, Allen, and President Colpitts, Thos. J. Allen's paper on The Teachings of Blunders, was well received. It was discussed by Inspector R. P. Steeves.

The following officers were then duly elected for the ensuing year: W. W. P. Starratt, president; Annie L. Kierstead, vice-president; A. D. Jonah, secretary-treasurer.

Thos. J. Baizley and Miss Florence Vail additional members of executive.

It was decided to hold the next meeting of the Institute at Harvey Corner on the Thursday and Friday preceding Labor Day, 1898.

Institute donated five dollars toward the Jubilee fund for the public school library of Hillsborough. Upon motion it was suggested to the new executive that arithmetic, color, Canadian history to beginners, and practical grammar and composition be placed upon programme for discussion at the next institute. It was requested that the various papers read at the different sessions be published.

A. C. M. LAWSON,  
*Secretary-Treasurer.*

#### ANNAPOLIS AND DIGBY, N. S., INSTITUTE.

Under the excellent management of Inspector Morse, this Institute has for several years done much good to the teachers of his district. The last meeting held at Digby on the 20th and 21st of May was one of the best. An informal session held on the preceding evening was much enjoyed. Miss Carrie Westhauer read an admirable essay which we hope to publish.

Regarding the public educational meeting which forms one of the most attractive features of Teachers' Institutes, the *Chronicle* has the following:

The programme was a full and very interesting one, having as one feature a series of Tonic Sol-fa exercises under the direction of Miss McNeil; Superintendent of Education A. H. MacKay was the first speaker. In an admirable and very pleasing address, Dr. MacKay pointed out the difficulties which confronted the council of education in formulating a common school curriculum which should meet with universal approval. Objections were many, but they very often understood but little of the situation. Those who advocate the three R's as the proper sum total of education had failed

to catch the spirit of modern school work. In this age a boy needed a broad training, but this need not be a crammed training. We had much to learn from the country schools of England and Germany.

Professor Smith of the Truro Agricultural school spoke of the advantages which are not placed before our country youth. Our farmers' boys especially, had opportunities now which would be hard to excel anywhere. A farmer needed an education as thorough as in any of the walks of life, and the day had passed when farmer and the ignoramus were synonymous. For any of the vocations a training of the best type available was now absolutely necessary.

These speakers were followed by the local clergy, Revs. Philips, Johnson, Harley and Thomas, who spoke very appropriately along educational lines. Mr. Harley desired to see the religious atmosphere of our schools as pure as possible; where the young received early impressions was the place to instil morality. Mr. Thomas wanted a Union Jack in every school house, and patriotism taught, studied and lived.

The teachers of the district were assisted by Miss Smith of the normal school in a paper on drawing, and by Principal Cameron of Yarmouth Academy, by one of his inimitable lessons on Literature—the subject on this occasion being “Tennyson's Dream of Fair Women.”

The following officers were elected for next year:— Vice-President, W. M. McVicar; Sec.-Treasurer, A. L. Bishop Executive Committee: J. H. Crowe, A. D. Brown, Miss Laura Messenger, Miss Carrie Morse, Miss Margaret Archibald.

A correspondent says: “The influence of a good principal was well illustrated at the public meeting in the evening, when the large hall was crowded up to the door without seating room for many from eight o'clock until a quarter to eleven, and the youthful element kept as orderly to the end as if they were at a school examination. The musical entertainment was given by a number of the public school pupils who filed on and off the stage with the greatest precision; and the vocal music did much credit to Miss MacNeil, the Tonic Sol-fa teacher of the staff of the public schools. Order was visible everywhere, and with order the evidence of thorough work.

When at the meeting of the Institute a lesson was given by a teacher from a distant school section on the metric system, from one of the departments of the Digby schools any number of metric measures made and graded by the pupils themselves could be had to illustrate to the audience what could be done. The drawings on the boards of the different rooms were creditable, and the British flag appeared to have a place on each blackboard.

On passing by Annapolis, we found that the county academy students had raised funds for the purchase of a very large flag, and at a very considerable expense a flag mast of an unusually superior character was just erected. The lesson of the flag is evidently well taught and is becoming well learned in the garden of the west of Nova Scotia.”

### Report of the Chief Superintendent of Schools for P. E. Island.

The annual report on the public schools of Prince Edward Island for the last year, has recently been published. It indicates progress in many directions, while there are signs of retrogression in others. There are more schools, a better attendance, and more teachers. There is, however, a decrease in the average salary paid to teachers. This is to be regretted.

The statistical tables show an increase in the number of pupils studying Reading Books II, III, IV and VI, writing, grammar, history, geography, Latin, Greek, French, algebra and geometry, and a decrease in the number studying the primer, reading book V, arithmetic, orthography, composition, music, book-keeping, drawing, scientific temperance and agriculture. It is to be regretted that the numbers studying the important subjects of orthography and composition are fewer than in the preceding year. The natural sciences appear to receive little or no attention in the schools of the province, and the important subject of agriculture is receiving less attention than formerly.

In his comments on inspection, the superintendent directs the attention of the government to the necessity for the appointment of an additional inspector.

Stress is laid upon the insufficiency of accommodation in the Prince of Wales College, and the authorities are urged to provide a larger building.

### QUESTION DEPARTMENT.

A. P.—(1) An officer can form the men of his regiment into a hollow square twelve deep. The number of men in the regiment is 1296. Find the number of men in the front of the hollow square?

Let  $x$  denote the number of men in the front line. Then the next line will contain  $x - 2$  men, etc.; two less in each line  $x^2 =$  number of men if it were a solid square.

$$x^2 - (x - 24)^2 = 1296, x = 39$$

(2) An officer can form his men into a hollow square four deep, and also into a hollow square eight deep: the form in the latter formation contains sixteen men fewer than in the former formation: find the number of men?

Let  $x$  denote the number of men in the front rank of the first formation; then as each rank decreases by two and there are four ranks, the whole number of men will equal  $x^2 - (x - 8)^2$ . In the second formation the front rank will be  $x - 16$  and consequently the whole number of men will be  $(x - 16)^2 - (x - 16 - 16)^2$

$$\text{Therefore } x^2 - (x - 8)^2 = (x - 16)^2 - (x - 16 - 16)^2$$

$$x = 44$$

$$\text{The whole number} = x^2 - (x - 8)^2 = (44)^2 - (44 - 8)^2 = 640$$

(3) Find the length of the diameter of a circle when the chord cutting off  $\frac{1}{3}$  of the circumference is twenty inches.

Let AB be the chord and C the centre of the circle. Bisect AB in D. Join DC and produce the line DC to the circumference in E. Then ABE is an equilateral triangle.  $DE = \sqrt{20^2 - 10^2}$  Produce ED to the circumference in F. Then DF will equal  $10^3$  divided by  $\sqrt{20^2 - 10^2}$  and the diameter =  $\sqrt{20^2 - 10^2} + 10^3 \div (\sqrt{20^2 - 10^2})$

SUBSCRIBER.—Calculate the limits of error made in taking  $\frac{355}{113}$  as an approximate value of 3.1415926 to seven places of decimals.

$\frac{355}{113} = 3.1415929 +$  The first six places in the decimal are the same. Consequently the error lies between the last two.

L. A. M.—(1) ABC is any triangle: required to draw a straight line parallel to the base BC, and meeting the other sides MD and E, so that DE may be equal to the difference of BD and CE.

Produce BC to F. Bisect the angles ACF, ABF by CO, BO. Draw OED parallel to BC meeting AE in E and AB in D. The angle OBC = angle DCB = angle DBO. Therefore DB = DO. Similarly, EO = EC. But DE = the difference of DO and EO, this is of BD and EC.

(2) If a straight line is divided internally in medial section, and from the greater segment a part be taken equal to the less: show that the greater segment is also divided in medial section.

Let AB be divided in medial section at H.

From A cut off AX, = BH.

Given AB.BH = AH<sup>2</sup> and AX = BH.

$$\text{Now } AB.BH = AH.HB + HB^2 \text{ (II 3)} \\ = AH.AX + AX^2;$$

$$\text{Also } AH^2 = AH.AX + AH.HX \text{ (II 2)}$$

$$\text{Therefore } AH.AX + AX^2 = AH.AX + AH.HX; \\ AX^2 = AH.HX$$

That is, AH is divided in medial section.

(3) ABC is a triangle right-angled at C, and DE is drawn from a point D in AC perpendicular to AB; shew that the rectangle AB.AE is equal to the rectangle AC.AD.

Join BD.

Then from the triangle ADB, since DE is drawn perpendicular to AB,

$$BD^2 = AD^2 + AB^2 - 2AB.AE \text{ (II, 13).}$$

Again, from the triangle ADB, since BC is drawn perpendicular to AD produced.

$$BD^2 = AD^2 + AB^2 - 2AD.AC \text{ (II, 13)}$$

$$\text{Therefore } AB.AE = AD.AC.$$

(4) Divide a straight line AB into two parts at C, such that the rectangle contained by BC and another line X may be equal to the square on AC.

Draw the rectangle ABDH, contained by AB and X.  
Produce HA to F so that

$HF \cdot FA = AB \cdot X$  (II, 14 and Ex. 40 preceding).

On FA describe a square AFGC as in II, 11.

Produce GC to meet HD at K.

Then figure FK = figure AD

Take from these equals the common figure AK,

Then figure FC = figure CD  
or  $AC^2 = BC \cdot X$ .

(5) PQ and XY are two parallel chords in a circle; show that the points of intersection of PX and QY, and of PY and QX, lie on the straight line which passes through the middle points of the given chords.

Bisect PQ in R and XY in Z. Let PY and QX intersect in O. Join OR and OZ. Then triangle PXY = triangle QXY: and triangle XOZ = triangle YOZ. Therefore triangle PXO = triangle QYO. Also triangle POR = triangle QOR. Therefore triangles POQ, PXO, XOZ together equal triangles QOR, QYO, YOZ: that is, the lines OR and OZ bisect the trapezium PXYQ. Therefore the straight line RZ coincides with the straight lines OR and OZ: that is, O lies on RZ, similarly, if PX and QY intersect in O; O lies on RZ.

#### SCHOOL AND COLLEGE.

The meeting of the National Educational Association will be held at Milwaukee, Wis., July 6-9.

The teachers of Westfield and Greenwich, Kings Co., being now members of the St. John County Institute, are entitled to go with them to St. Stephen.

The trustees of Grand Harbor, Grand Manan, have added about thirty dollars' worth to their apparatus, consisting of Webster's dictionary, chemical apparatus and maps. Mineral specimens from Ottawa have also been received.

There is a good prospect of steps being taken at an early date toward building a new school-house at Castalia, Grand Manan, and it cannot be done too soon for the health and comfort of the pupils.

The herbarium of plants owned by the late Prof. Lawson, of Dalhousie College, has been purchased by Mt. Allison University. This is no doubt the largest and most representative private collection of plants in Canada, and its acquisition by Mt. Allison is most important.

In most of the country districts of P. E. Island the schools are just re-opening after a three weeks holiday. The children, we presume, got some practical lessons in agriculture, not, we fear, in the most attractive features of it. But really it would be more in the interests of the children educationally if they had mid-summer holidays as in the other provinces.

The many friends of Miss Sadie Cronk, a teacher well known in Charlotte County, will regret to learn of her death early in May.

Miss Lillian Ingraham, teacher at Head Harbor, Campobello, has by means of a concert secured for her school some excellent apparatus.

The final examinations for license began on June 8th; they were held in St. John, N. B., in the Centennial building, as usual. The preliminary examinations begin on Tuesday, July 6th, at 9 a. m. Unless notice to the contrary is given, they will be held in the Victoria school, corner Duke and Sydney streets, as in the past.

While in St. Stephen recently Inspector Carter and members of the Charlotte County executive met in Calais some of the Washington Co., Maine, teachers. Many details of the approaching institute were arranged, and great interest was manifested by all who attended in the success of the meeting.

There seems to be a revival of interest in spelling, and the old-fashioned match is once more coming to the front. Such contests are probably far from accurate measures of relative spelling ability, but they are nevertheless very exciting to the contestants and very amusing to the spectators. In matches held in Fredericton and St. Stephen it is at least satisfactory to learn that teachers in the public schools have come off victorious against all comers, Mr. John Brittain being the victor at the former place and Misses Mary Caswell and Jessie Whitlock at the latter. If our pupils are not able to spell, it is not owing evidently to lack of ability on the part of some of their instructors to teach them.

The closing exercises of the N. B. Normal School, Fredericton, took place June 4th. The total number of students in attendance at the beginning of the year was 260. Of these eighty had gone out at Christmas with third-class licenses. Principal Mullin announced that the governor-general's medal, awarded to the student showing the greatest proficiency in the senior class, had been won by Miss Eleanor J. Fletcher of Forest Glen, Westmorland County, and his excellency's medal for the junior division had been awarded to Miss Grace Brown of Petitcodiac. Addresses were delivered by Judge Landry, Dr. Inch and Dr. Harrison.

The closing exercises of the N. S. Normal School will take place at Truro on the 18th of June. Dr. Rand will be present and deliver an address on the occasion.

In its account of the reception held in the assembly rooms, Mechanics' Institute, St. John, on Wednesday evening, May 19th, by the members of Branch No. 134, Catholic Mutual Benefit Association, *Progress* of May 22nd says, "A delightful number was the recitation by Miss Katie Buckley, a popular member of St. Peter's school staff."

There is to be no meeting of the N. B. Provincial Institute this year.

The present term closes on Wednesday, just one day short of giving two additional holidays. If the term had closed on Thursday the schools would have re-opened on a Monday, but they will do so next year.

The country districts in P. E. Island are giving more attention to Arbor Day observance than formerly. Among other districts the Montague school duly observed the day this year.

The commencement exercises of Prince of Wales College, Charlottetown, P. E. I., were observed with due ceremony on Wednesday evening, the 2nd inst.

Among the attractive sights in Charlottetown was a recent "march out" by the kindergarten children. If the conservatism of the school authorities could be broken through and all our schools follow the example given by the kindergarten, it would be a benefit educationally.

Arbor Day was observed at Chatham, N. B., this year with more than usual interest in the planting of trees and appropriate school exercises. The address to the schools by Mr. J. L. Stewart, of the Chatham School Board, is admirable for its poetic descriptions and its suggestiveness. When trustees help the schools in Arbor Day and Jubilee celebrations, it shows that the whole community is becoming interested in the schools and their work.

The teachers and pupils of St. Eleanor's school, of which Mr. W. D. McIntyre is principal, had an unusually interesting Arbor Day this year, when about forty trees were planted, besides a general improving of the grounds.

Through the efforts of Dr. Cox and others, the "Miramichi Natural History Association" has been established and is now in excellent working order with a membership of over fifty, among whom are many zealous workers. A programme of weekly lectures has been carried out very successfully during the winter. Dr. Cox has presented his private collection of plants, birds, animals, etc., which it is hoped in time will help to form a museum that will represent creditably the fauna and flora of the North Shore.

Educational matters are progressing satisfactorily in Windsor. All the departments have most efficient teachers. Miss McLatchy, for many years the successful teacher of Grade VIII, having resigned her position in February, the vacancy was filled by Miss N. Forbes, B. A. Windsor will do well to retain Miss Forbes on the staff of teachers. A new academy building is to be erected this summer, to cost in the vicinity of \$35,000, to be of brick and stone. Messrs. Elliott & Hopson, architects, of Halifax, have secured the preparation of plans, superintending construction, etc. The building, when finished, will have no superior in the province for simplicity of internal arrangements, and the exterior is something new in finish. It will be heated by hot air, combining the general Smead with the latest in toilet

arrangements. With such a building there will be a great advance in the academic work, involving a larger staff of teachers.

Through the efforts of the teacher, Miss Jessie Sharp, the sum of twenty-two dollars will be spent in providing a school library at Parleeville, Kings Co., N. B.

Through the efforts of Miss Lucy Domville, teacher at Curryville, Albert Co., N. B., forty-nine dollars has been raised to supply a complete suite of furniture for school-house.

### Recent Publications.

"Science the Ally of Religion" and "Pre-Cambrian Fossils especially in Canada" by Sir Wm. Dawson, L.L.D., F. R. S., are papers, summaries of which have recently been published in pamphlet form.

An Address delivered by the Hon. G. W. Ross, Minister of Education for Ontario, on moving the second reading of a bill *re* University of Toronto, in the Legislative Assembly of Ontario on April 1st, has just been published in pamphlet form.

"The Viscosity of Polarized Dielectrics" is the subject of an article in the *Physical Review*, July-August, 1896, by Prof. A. Wilmer Duff, of Perdue University, Lafayette, Indiana.

"The Proceedings of the Portland, Me., Society of Natural History" Vol. II., part 4, has been received and has much in it of interest to the naturalists of these Provinces.

"A Monograph of the Place-nomenclature of the Province of New Brunswick" (contributions to the History of New Brunswick, No. 2) by Wm. F. Ganong, M. A., Ph. D., is republished from the Transactions of the Royal Society of Canada. This would be most useful to every teacher of New Brunswick.

We have to thank Prof. Wm. Crocket for a copy of the Calendar of Morrin College, Quebec.

"The Great Round World" and what is going on in it, is a weekly record of current events, well arranged, neat in form, and serviceable to teachers. Published by Wm. B. Harison, West 18th Street, N. Y.

### BOOK REVIEWS.

PHILOSOPHICAL REVIEW. Vol. VI, Nos. 1, 2, 3, Ginn & Co., Boston. \$3.00 per annum.

Another name has been added to the editorial staff, Prof. James Seth, lately of Dalhousie. The staff now consists of Pres. Schurman, Profs. Creighton and Seth. These numbers contain as usual articles from the representatives of such universities as Edinburgh, St. Andrews, Princeton, Chicago, Harvard, Yale, Cornell, Columbia, etc.

Educationists will be much interested to see Dr. S. S. Laurie, Prof. of Education in Edinburgh, playing the role of critic of the metaphysics of T. H. Green. It recalls to mind the fact that Prof. Laurie under the title of *Scotus Novanicus* has published two very important works in metaphysics and ethics.

Canada is well represented in these numbers. There are articles by J. D. Logan, a graduate of Dalhousie,

and Ph. D. of Harvard, by J. E. Creighton. Ph. D., also of Dalhousie, and now of Cornell, by Prof. James Seth, —all excellent articles. Miss Eliza Ritchie, Ph. D., a graduate of Dalhousie, now professor in Wellesley, takes part in a discussion on the relation of morality to religion. While among the reviews we find a lengthy complimentary notice by W. T. Harris, U. S. Commissioner of Education, of Prof. Dykes (of Queens), Translation of Hegel's Philosophy of Right. Appended to the summaries of articles and minor notices of new books we find not a few Canadian names—principally from the Maritime Provinces.

### June Magazines.

In the *Popular Science Monthly* for June Mrs. Helen Kendrick Johnson discusses the important question of Woman Suffrage and Education, and shows the stupidity of the clamor for the general admission of women into men's colleges, as if women could obtain education in no other way....*The Century* for June has one of its chief articles on Queen Victoria, apropos of the celebration of this month.... William J. Shearer, Superintendent of schools at Elizabeth, N. J., has evolved a system for grading students in the public schools which allows, more than any other ever has, for the individuality of the student. The success of his system has attracted to it the attention of all thoughtful educators, and he has written in the June *Atlantic* a most interesting and instructive description of it under the title "The Lock-Step in the Public Schools." Incidentally he shows the weak points in the usual grading system, and points out effective remedies.... "The Futility of the Spelling Grind" is the second instalment in the June *Forum* by Dr. Rice, whose criticisms on the public schools have created such wide-spread interest.... The June *Ladies' Home Journal* presents an infinite variety of strikingly interesting, timely and practical features. It opens with an article by Wm. George Jordan on "What Victoria has Seen," which graphically recounts the progress of the world in the past sixty years, since the coronation of our illustrious Sovereign. Coming on the eve of the Queen's Jubilee it is especially timely.... Apropos of the sixtieth anniversary of the reign of Queen Victoria, the June number of *McClure's Magazine* contains a series of life portraits of the Queen, the earliest showing her a child on her mother's lap, at the age of two years; the next at four, the next at five, and so on almost year by year, down to the present day. The reproductions are, in most instances, directly from the originals.

## MORRIN COLLEGE, QUEBEC, P. Q.

The season of 1897-98 of Morrin College will begin on Monday, Sept. 20th,

The Examination for Matriculation will Commence on Wednesday, September 15th, at 9 a. m.

This Institution, which is affiliated to McGill University in Arts, has been reorganized and fully equipped for the Course of Study prescribed by the University for the degree of A. B.

Eight Scholarships have been established; four of the value of Fifty Dollars each, and four of Twenty-Five Dollars each, to be awarded to Matriculants passing the A. A., or the Ordinary Examinations under the conditions set forth in the Calendar. Holders of any of these Scholarships are exempted from the payment of tuition fees.

Calendars and all necessary information may be had on application

To PRINCIPAL MACRAE, A. M., D. D.,  
5 COLLEGE COURT, QUEBEC.

Or to PROF. CROCKET, 2 COLLEGE COURT,  
(SIGNED.) ARCHD. LAURIE, Sec.-Treasurer Board of Governors.

## UNITED INSTITUTE

.. OF THE..

TEACHERS of ST. JOHN and CHARLOTTE COUNTIES, N. B.  
and WASHINGTON COUNTY, MAINE.

TO BE HELD IN  
THE RINK, ST. STEPHEN, N. B.

September 23rd and 24th, 1897.

### ...PROGRAMME...

**FIRST SESSION**, Thursday, Sept. 23rd, 11 a. m.  
Opening Address to Institute, J. R. Inch, Esq., LL. D., Chief Supt. Education, New Brunswick.

**SECOND SESSION**, Thursday, Sept. 23, 2 p. m.  
Paper: "Attention, The Best Means to Secure it."  
H. S. Bridges, Esq., Ph. D., Supt. St. John City Schools; Address: "Nature Observations in the Common School," A. H. MacKay Esq., LL. D. Chief Supt. Education, Nova Scotia.

**EVENING SESSION**, Thursday, Sept. 23, 8 p. m.  
Public Educational Meeting in the Rink—Addresses of Welcome to teachers—Mayors of St. Stephen, Calais and Milltown; Addresses on Educational Topics, Hon. W. W. Stetson, Chief Supt. Education, Maine; A. H. MacKay Esq., LL. D., Chief Supt. Education, Nova Scotia; J. R. Inch, Esq., LL. D., Chief Supt. Education, New Brunswick.

**THIRD SESSION**, Friday, September 24, 8 a. m.  
Excursion to St. Croix Island; Historical Addresses on the Island, James Hannay, Esq., James Vroom, Esq., Rev. W. O. Raymond and others.

**FOURTH SESSION**, Friday, Sept. 24, 2 p. m.  
Address: "What does the Teacher Owe the Pupils?" Hon. W. W. Stetson, Chief Supt. Education, Maine; Practical lesson to a class of pupils on Minerals, Miss Jessie Whitlock, St. Stephen; Address: Superannuation of Teachers, G. W. Ganong, Esq., M. P.

St. Stephen Local Time.

All United Meetings to be held in Rink, St. Stephen. Charlotte county teachers will meet in Mark's street building on Thursday, September 23rd at 10 a. m., for routine business.

Travelling arrangements will be made by which it is hoped the St. John teachers will be able to reach St. Stephen in time for the opening session. Particulars will be published later. Reduced travelling rates will be sought on all trains and boats into St. Stephen and Calais except the C. P. R.

Teachers desirous of securing accommodation will communicate with P. G. McFarlane, Esq., chairman of the reception committee, between the 10th and 20th of September.

At the Public Meeting, Supt. Stetson will speak on "Free Text Books." Music will be provided at this session.

The excursion to St. Croix Island will leave the upper wharf, Calais, at 8 a. m., September 24th, if fine.

Visitors will be Welcome at all Meetings.

WILLIAM S. CARTER, GEORGIE B. MEREDITH,  
President. IVA YERXA,  
Secretaries.

## N. B. EDUCATIONAL DEPARTMENT.

## Official Notices.

## DEPARTMENTAL EXAMINATIONS 1897.

## I.—License Examinations.

Final Examinations for Grammar, Superior and Common School Licenses, Classes I and II, will be held at the Normal School, Fredericton, at the Centennial School Building, St. John, and at the Y. M. C. A. rooms, Chatham, beginning on Tuesday, June 8th, at 9 o'clock, a. m. Candidates not in attendance at the Normal School should give notice to the Chief Superintendent on or before the first day of June. No candidate is eligible unless he has passed the preliminary examination for the class desired. Grammar School Candidates must notify the Chief Superintendent, not later than May 15th, of options or substitutions they may desire, under the provisions of Regulation 32 (School Manual, p. 89).

## II.—Normal School Entrance and Preliminary Examinations for Advance of Class.

All candidates for admission to the Normal School in September 1897 and all holders of Second or Third Class Licenses, who propose to enter the Normal School in January 1898, or to become eligible for examination for advance of class in June 1898, are required to pass the preliminary examinations beginning on Tuesday, July 6th, at 9 o'clock, a. m. (See School Manual, Reg. 31, 3, and Reg. 38, 6).

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

☞ Candidates who paid the fee at a former examination and who failed to obtain any class will not be required to pay the fee at the coming examination.

☞ Candidates cannot be admitted to the Normal School in September next unless, if male, of the full age of 18 years, and if females, of the full age of 16 years, at the time of enrolment.

## III.—Matriculation and Junior Leaving Examinations.

These examinations will be held, beginning on July 6th, at 9 a. m., at the same stations as the Normal School Entrance Examinations. Application, accompanied by a fee of two dollars, should be sent, not later than the 24th of May, to the Inspector within whose inspectorate the candidate wishes to be examined.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. (Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education Office.) Any High or Grammar school pupil who has completed Grade XI of the High School Course, should be prepared for matriculation.

NOTE.—Elementary Chemistry, as in Williams' Introduction to Chemical Science (Chapters I to XXX inclusive), is now required of all candidates for matriculation.

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

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

The stations at which the Entrance, Matriculation and Leaving Examinations will be held are the following. Fredericton, St. John, Moncton, Sussex, St. Stephen, Woodstock, Chatham, Bathurst, Campbellton, Andover and Hillsboro; provided, however, that if less than twelve candidates ask to be examined at any of the stations named, no examination shall be held at such station or stations, and the candidates who have chosen to be examined at such station or stations will be instructed to present themselves at some of the other stations.

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

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

☞ Examinations for Superior School License will be held both at the June and July examinations; on June 8th at 8 o'clock, p. m., and on July 8th, at 11 o'clock, a. m. The First Book of Caesar's Gallic War will be required in both cases.

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

## HIGH SCHOOL ENTRANCE EXAMINATIONS.

For the purpose of determining what pupils shall be enrolled as Grammar or High School pupils at the beginning of the second term in each school year, Entrance Examinations shall be held simultaneously during the last week of the term ending June 30th at each Grammar School in the province, and at the Moncton, St. Stephen, and such other High Schools as may hereafter be named. These examinations shall be conducted as follows:

1. Examination papers prepared under the direction of the Chief Superintendent shall be forwarded under seal to the local School Superintendent (or to the Secretary of the School Board if there be no Superintendent) in each city, town or district in which an examination is to be held.

2. The local Superintendent, or Secretary of the School Board, and the Principal of the Grammar or High School, with such assistance as they may deem necessary, shall supervise the examinations in accordance with instructions given by the Chief Superintendent.

3. The answer papers of the pupils shall be read and their values estimated by an Examining Board, consisting of the Principal of the Grammar or High School (who shall be the Chairman of the Examining Board), the teachers on the staff of the Grammar or High School, and at least an equal number of teachers of Grade VIII, the latter to be appointed by the City or Town Superintendent, or, where there is no Superintendent, by the Secretary of the School Board. Each paper must be read and its value estimated by two of the examiners, acting either jointly or separately. In case their estimates do not agree, the average of their separate estimates is to be taken as the value of the paper.

Note.—It is very desirable that all the papers on the same subject shall be read and estimated by the same examiners.

4. The names of the successful candidates shall be arranged in two divisions in accordance with the following standards:

Division I.—Those whose aggregate marks amount to not less than two thirds of the total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-half of the maximum mark assigned to each subject.

Division II.—Those whose aggregate marks amount to not less than one-half of the total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-third of the maximum mark assigned to such subject.

5. Candidates whose aggregate marks amount to less than one half and more than one-third of the total number of marks possible, may be further tested by an oral examination, conducted by the Local Superintendent or Secretary, the Principal of the Grammar or High School, and a teacher of Grade VIII (named by the local Superintendent or Secretary) a majority of whom shall determine which and how many of said candidates shall receive permits to enter the Grammar or High School under the Standard, Division III.

6. The Supervising Examiners shall make a full report of the results of the examinations, showing the number of Candidates who passed in Divisions I and II, the number recommended for admittance in Division III, and the number who failed, together with any suggestions or recommendations the examiners may desire to make. This report shall be submitted to the Board of Trustees, and a copy sent to the Chief Superintendent not later than the first day of August in each year.

7.—*Special Examinations.*—Candidates who have been unavoidably prevented from presenting themselves at the regular examinations, may make application at least ten days before the opening of the schools, to the Supervising Examiners for a Special examination. The application must state definitely the reason or reasons why the candidate failed to appear at the regular examinations, and if these reasons appear to the Supervising Examiners satisfactory and sufficient, they shall grant a special examination to such candidate or candidates at any time appointed by the Supervising Examiners before the opening of the school. Such examination shall be conducted and the papers estimated, as nearly as possible, in the same way as the regular examinations were conducted. Candidates admitted after special examination shall be regarded as on probation, and shall be subject to removal from the Grammar or High School classes at the end of the school year, if reported by the Principal as having failed to do satisfactorily the work assigned to the regular classes.

## GRAMMAR AND SUPERIOR SCHOOLS.

In order to be entitled to Grammar School Provincial Grant, after the close of the present school year, Grammar Schools in towns must have enrolled not less than fifteen pupils who shall have passed the High School Entrance Examinations, and Grammar Schools in villages must have enrolled not less than ten pupils who shall have passed the High School Entrance Examinations.

In order to be entitled to Superior School Provincial Grant, after the close of the present term, Schools must have at least two graded departments, and must have enrolled not less than ten competent pupils above Grade VII.

J. R. INCH,  
Chief Sup't Education.

Education Office, April 1st, 1897.

**N. S. EDUCATION DEPARTMENT.**

**Official Notices.**

To THE TEACHERS, PUBLIC OF SCHOOLS NOVA SCOTIA.

I beg hereby to intimate that the Education Department will be pleased if the principals of schools shou'd send in with their returns to the inspectors, on an enclosed sheet of paper, an outline account of the manner in which the occasion of the "Diamond Jubilee" of Her Majesty Queen Victoria, which is to be celebrated by a holiday on the 22nd of June, may have been utilized in their schools for the upbuilding of the character of the young Briton with reference to the "Greater Britain" citizenship of the future. No suggestions are given. The individuality and ingenuity of our teachers are sought to be exercised. The memoranda transmitted as above to the inspector will be records of the facts as well as glimpses into the sentiment of the Nova Scotian school-rooms in 1897.

Halifax, N. S., 1st June, 1897. *A. H. MacKAY.*  
*Superintendent of Education for the Province of N. S.*

Halifax, N. S., June 9th.  
"In Nova Scotia, the 22nd June will be a school holiday, by proclamation. First July is not a school holiday this year. Teaching days for present half year are one hundred and seven."  
*A. H. MacKAY.*

**CORRECTION OF LIST OF PROVINCIAL EXAMINATION STATIONS AS APPEARING IN THE APRIL JOURNAL OF EDUCATION.**

This is to notify all whom it may concern, that the following Provincial Examination Stations established in 1896 have been inadvertently omitted from the list of Stations in the April Journal. North Sydney, C. B. County; Sheet Harbor, Halifax County; Wolfville, Kings County.  
*A. H. MacKAY,*  
Education Office, Halifax, N. S.,  
1st May, 1897. *Supt. of Education.*

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other, the first prize will be awarded to the one first received and the second prize to the other.

Competitors will receive credit for all errors of any description which they may note, such as mistakes in spelling, construction of sentences, ambiguity, wrong answers, improbable statements, inaccurate reasoning, serious omissions, failure to express explanations in the briefest and clearest form, typographical errors, etc.

COMPETITORS ARE REQUIRED TO GIVE THE PAGE AND LINE IN WHICH THE ALLEGED ERROR OCCURS.

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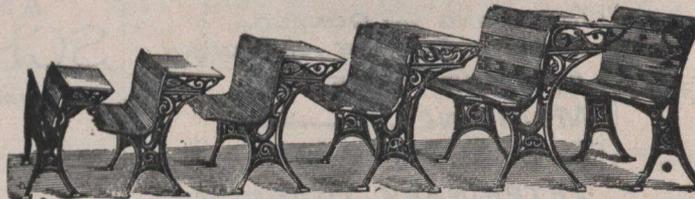
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