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# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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Editor for New Brunswick.

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Subscribers should promptly notify the REVIEW of change of address, giving old as well as new address. Communications from New Brunswick should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax; from Prince Edward Island to J. D. Seaman, Charlottetown.



WE take this opportunity to wish the many readers of the REVIEW a MERRY CHRISTMAS and a HAPPY NEW YEAR, and that 1894 may find them with many hopes of success realized.

THE EDUCATIONAL REVIEW and *Cosmopolitan* magazine will be sent for one year to one address for two dollars in advance (not \$2.25 as stated in the "clubbing rates" published elsewhere). This offer, particulars of which are found on the preceding page, should commend itself to every teacher who sees it. The *Cosmopolitan* is undoubtedly the cheapest magazine in the world. No investment of sixteen and two-third cents a month could pay better.

IF any of our subscribers receive two copies of the REVIEW this month, send one to a friend who is interested in it and who may become a subscriber.

*The Review and Cosmopolitan, One Year for \$2.00.*

SIR WM. DAWSON in a memorable address at McGill University a few days ago, reviewed the thirty-eight years that had elapsed since he undertook the presidency of that institution. It was an address full of meaning to those who have the leadership in our educational institutions, both great and small, showing what hope and faith and industry may accomplish.

IN the death of Prof. Tyndall science has lost one of its greatest lights. By his original inquiries, interesting writings and his deep love for nature he has left a void in modern science that it will be difficult to fill.

*The Review and Cosmopolitan, One Year for \$2.00.*

WILLIAM BRIGGS, Toronto, is doing a good work in publishing the best Canadian literature and giving it to the public in the neat and excellent volumes which have appeared. Reviews of two of these intended for this issue have been crowded out. They will appear in January. See his list in another column.

THE Kings and Hants, N. S., Educational Association, presided over by Inspector Roscoe, will meet at Wolfville on Wednesday, Thursday and Friday, December 20th, 21st and 22nd. An interesting programme of addresses and papers has been published, and the prospect is that every teacher in Kings and Hants who can get there will be present.

PLEASE mention the EDUCATIONAL REVIEW in correspondence with advertisers.

THE St. John Business College will re-open after the holidays, on Tuesday, January 2nd. Intending students will find full announcements on another page.

A PARAGRAPH on page 72 of the October REVIEW, beginning, "In the recesses of your being," should have been credited to the *Western School Journal*. The omission was either accidental or the article was found in an exchange without credit.

THE St. John *Daily Record* is the title of a bright, newsy evening paper published by E. S. Carter & Co. It made its first bow to an appreciative public about the middle of November.

*The Review and Cosmopolitan, One Year for \$2.00.*

WE DIRECT the attention of our readers to the notices, on other pages of this number, of the leading magazines for 1894, and also to the advantages of clubbing these magazines with the REVIEW. See the clubbing rate on another page.

AMONG the articles crowded out of this number is an editorial in reply to Prof. McDonald's inaugural address, several communications, and other matter.

*The Review and Cosmopolitan, One Year for \$2.00.*

THE Calendar of the Summer School of Science has just been published. The School meets next July in Charlottetown, P. E. I., as will be seen by advertisement in another column. Teachers should plan to attend this School, and reap the great advantages which it offers. Write to the Secretary for a Calendar, select your studies, and begin the preparation at once.

THE Calendar of the University of N. B. has been received. The University is in a flourishing condition. The matriculating class was larger this year than usual, and the attendance at the University is increasing not rapidly, but the growth is healthy. The staff of professors is complete and able in all departments. Although the students are not yet provided with residence at the College, their moral as well as their physical welfare is well looked after. Both the Y. M. C. A. and the gymnasium of the University are vigorous and well patronized. The public lectures given by the University this winter on practical subjects by practical men, the Sunday afternoon addresses by leading clergymen, and the continuation of the extension lectures in St. John, are evidences that the University is becoming more and more alive to the importance of extending its work.

THE announcement in last month's REVIEW that we intended to club this paper with *Our Times*, a monthly paper of current events, was premature, and cannot be carried into effect. Many of our subscribers will receive copies of *Our Times* and will be able to judge for themselves of its merits and adaptability of the contents to the schools of these Provinces.



**THE REVIEW AND ITS PATRONS.**

The REVIEW with this month enters upon the second half of its seventh year. The support it has received in the past, and which is gaining each year, warrants the hope that its influence may be extended still further. It is proposed this year to make it more valuable in every way. Its editorial columns will contain articles that no Atlantic province teacher should miss reading; its contributed articles will be from the pens of some of our most successful teachers, its selected matter will be made with the greatest care, its discussion of local matters will keep teachers in touch with the educational doings in these provinces, and its school and college news, its question department, book reviews, will be of the greatest value to teachers. Messrs. Barnes & Co., its publishers, to whom is due the excellent typographical appearance of the REVIEW—a delight both to editors and readers—will spare no pains to preserve the clearness of its pages and its neat appearance.

The December REVIEW should reach every teacher in Nova Scotia, New Brunswick, P. E. Island and Newfoundland. It is of importance to the teacher that it should be read by every person in each district interested in education. Why? Because its contents are of interest to trustees, parents and children, as well as to teachers. The advertisements, of which there are a goodly number, have been selected and asked for chiefly with a view to put before teachers and trustees reliable and prompt dealers in books, school furniture and other important requisites. Its columns also contain the advertisements of nearly all the important educational institutions in the Atlantic provinces.

The REVIEW has been progressive from its start. That is why it should be taken by every progressive teacher in these provinces. Scarcely a week passes but we receive from earnest men and women engaged in teaching the most encouraging words of the benefit that the REVIEW has been to them. These courteous acknowledgments of the value of the REVIEW are most encouraging to its editors and many contributors, and urge them to do even better in the future than they have done in the past.

Another word. Subscribers would find it to their advantage to pay strictly in advance. This would be more satisfactory to them and would relieve us from

much care and responsibility. Many teachers allow themselves to get in arrears, or leave a district without giving notice to have the REVIEW changed or discontinued, and it is continued for months to an address after the person has left the place. This is largely due to thoughtlessness, but it occasions much trouble. Lists of those in arrears, or who, it is thought, have changed their address, have to be prepared and sent to inspectors and others to inform us of the whereabouts and solvency of those who have neglected a very simple duty.

**THE DEATH OF LIEUT.-GOVERNOR BOYD.**

News of the death of Lieut.-Governor Boyd of New Brunswick, was heard with sadness and regret wherever he was known. A man of large sympathies, active, generous, and benevolent, his life was crowded with good deeds and undertakings that had for their object the good of his fellow man. His term of office lasted only a few weeks. During that short time, however, he brought to his position those qualities of an active citizen and a good man which always distinguished him.

The career of Governor Boyd is an example of what may be accomplished by faith and energy. He rose from one position to another, mainly through his own resources, until he occupied the highest position in his adopted country. His unflinching purpose, strict integrity and punctuality in business, his hopefulness in every cause in which he was enlisted furnish a stimulus to every youth in the province.

**EDUCATION AND THE CENSUS.**

The *St. John Sun* which has carefully studied the late census returns relative to the comparatively poor showing made by New Brunswick, has been able to clear up the matter and put its finger upon the weak spot, as it were. The explanation is as follows:—

It appears that the French counties of New Brunswick contain in proportion to their population the largest share of those who cannot read or write. In that part of New Brunswick which is not inhabited by Acadians, the educational status is far above the Canadian average, and equal to that of the most favored regions of Ontario.

There are over 10,000 persons between the ages of ten and nineteen who cannot read nor write. This is one-seventh of all the inhabitants between these ages. But the four counties of Gloucester, Kent, Victoria, (which takes in Madawaska) and Westmorland contain two-thirds of this illiterate population, though they have only one-third of the whole population. The proportion of illiterates in these four counties is four times as great as the proportion in the remaining counties. The French-speaking counties, or those having a large French population, not only make a bad shewing themselves, but drag down the average in the whole province.

It is most gratifying to know that in the purely English speaking sections of the province the average attendance is fully equal to that of the most favored



regions of Canada. Yet it is scarcely probable that the census does us full justice. What constitutes ability to read and write? A child that cannot read a newspaper fluently, can not always be said not to be able to read. Nor can a man who can only write his own name be always regarded as able to write. The census taker is at the mercy very often of an ignorant parent who does not know nor care whether his smaller children can read or write or not. A child must be in his third year at school before he can read fluently or write fairly. In poor and remote districts where schools are irregularly kept and pupils still more irregularly sent, it takes a longer time to reach that stage in which they can read and write. Why are the French districts so far behind the other parts of the Province? The learning of two languages is but a slight drawback to their writing, and is not a serious impediment to their learning to read.

The real trouble lies in untrained or only partially trained teachers. Local licensed teachers are still a necessity in French counties, and for some years French student teachers have attended a short term at the Normal School. Notwithstanding these added facilities in turning out teachers, French districts have often had to do without them for the want of suitable persons as teachers.

#### DEATH OF EX-INSPECTOR WETMORE.

D. P. Wetmore, ex-Inspector of schools, died at his home in Clifton, Kings County, in November. Mr. Wetmore led a life of varied usefulness, and died universally regretted. In the earlier part of his life he was a successful teacher. At the inception of the Free School law in New Brunswick, of which he was one of the most earnest advocates, he was appointed inspector for Kings County; a position which he continued to hold until a year or two before his death, when ill-health compelled him to retire. His work in this direction was performed with tact and excellent judgment, and few Inspectors have in a greater degree enjoyed the confidence and esteem of teachers and rate-payers. He was identified with and largely instrumental in founding the *Journal of Education*, the first educational paper started in New Brunswick. He took an active interest in military affairs, and reached the rank of Colonel. Next in importance to his school work, was the interest he took in farming. He may be said to have been the pioneer in small fruit culture in the Province. His farm at Clifton is a model of intelligent cultivation and productiveness.

He was never backward in giving others the benefit of his experience. This, coupled with the opportunities he had for diffusing his ideas, has been of incalculable benefit to a very large section of country. He was a man of genial and kindly disposition, impulsive and energetic in carrying out his work. Few men will be more sadly missed, and few more gratefully remembered.

#### FREDERICTON TEACHERS' SALARIES.

The Fredericton, N. B., school board in its wisdom has reduced the salaries of some of its teachers. It is scarcely necessary to remind the readers of the REVIEW that Fredericton is the capital of New Brunswick the seat of the university, as well as of the provincial normal school, and heretofore recognized as the leading literary centre of the province. Fredericton owes much of its importance to the possession of the normal school and university as, independent of the literary atmosphere they create, the revenues derived from them by the citizens are very considerable. In addition to this the university, until a year ago, has annually contributed one thousand dollars toward the maintenance of the high school, while the province provides the model school rooms and a large portion of the salaries of the teachers. In view of all these things, Fredericton might afford to be generous instead of parsimonious, and afford an example worthy to be imitated by the less favored parts of the province rather than one to be avoided.

It is urged in defence of the trustees' action that by law the assessment is limited to sixteen thousand dollars and that they cannot exceed it. It also appears that the Board has only received an average yearly sum of fourteen thousand eight hundred dollars, this being its proportion of the taxes collected. From the Act it would seem that the trustees are empowered to ask an assessment of sixteen thousand dollars, exclusive of the interest on debentures, etc. It does not appear that the trustees have ever made a demand in excess of sixteen thousand dollars, which would prove sufficient, if all of it were available. If the city taxes do not yield the amount requested, the Board should so regulate its demand, even to the utmost limit allowed it, to realize sufficient for the adequate support of the schools.

The REVIEW can only emphasize the opinion generally expressed, that the action of the Fredericton Board in this instance was ill-advised and retrogressive. Its action cannot but have a repressive effect upon teachers' salaries — already much too small throughout the province. Reputations are of slow growth, and it is not a sufficient answer that teachers may seek situations elsewhere if not satisfied. Permanency is one of the crying needs of the teaching profession, and a year, not a month, is short time enough to give a valued teacher in which to locate himself where his services may be duly appreciated. The trustees in this case must have known as well one year ago as now the condition of their finances, and surely longer notice should honorably have been given.



## TALKS WITH TEACHERS.

If your school-room is not provided with plenty of good blackboard surface, make it one of your first aims to have it so supplied. Blackboards, intelligently used, are the right arm of the schools. Do not be content with using them yourself, but get the pupils to use them. A pupil at the blackboard must work independently, and if there is any weak spot in his work it will show itself, and you will be able to see where he fails. Blackboards are not for ornamental use, as some teachers seem to think, but for every kind of every-day work, and are an excellent medium for training the hand, eye and mind. Few, if any, complete lessons can be given without the use of the blackboard. Not only arithmetic, but geography, history, grammar, writing, drawing, require its constant use.

Do all teachers prepare their lessons? I sincerely hope so. What a confession of weakness it is for a teacher to come before his class armed with the open text-book! Pupils are quick to discern and estimate a teacher's worth. With how much greater confidence will they regard a teacher who gives them instruction first hand than one who re-hashes it from the open book? If a lesson in geography is to be given, let the teacher come before the class able to draw the map. If in history, let him be familiar with every part of the work to be undertaken. It may be that you are familiar with the subject in a general way, but do not trust to that to carry you through. Make yourself thoroughly acquainted with everything bearing upon it before giving the lesson. A secondary reason for discarding the text-book is the stronger hold you have upon your class by being able to give it your undivided attention.

I have before spoken of the necessity of inducing your pupils to express themselves easily and freely, I would like to add, and pleasantly. Patience and care on the part of the teacher will bring this about. Most children's voices are naturally musical. The extremes are the low monotonous tones of some and the harsh, shrill tones of others. Both are to be avoided and bright, pleasant tones substituted. It is possible to do so. The children will be greatly influenced in this particular by the teacher. If you do not vary in speaking, the pupils will unconsciously fall into your way. What is more disgusting than a loud-voiced, blustering teacher?

This is the last month of what has been, no doubt, a busy term with you all, and I hope a pleasant and profitable one as well. No doubt many of you will be differently located before the next REVIEW reaches you. I hope you have well considered the change and have made it from some better motive than unrest.

## OFFICIAL NOTICES.

## Departmental Examinations.

## I.—Entrance and Closing Examinations for License.

Candidates for advance of Class who propose to enter the Normal School in January, in accordance with the provisions of Reg. 28, 3, will present themselves for examination on the preliminary subjects on the opening day of the Term (January 8th, 1894).

Application for admission to these examinations should be made to the Principal of the Normal School, not later than the 30th day of December.

Candidates for advance of Class who propose to present themselves for the closing examination in June next, without having spent an additional Term at the Normal School, will be admitted to these examinations without having previously passed the preliminary examinations, provided they are otherwise eligible for examination under the provisions of Reg. 31.1; but such candidates must also pass the preliminary examinations in July next before License will be granted to them.

Candidates who propose to enter the Normal School in September, 1894, as well as teachers who intend to seek advance of Class in 1895, should pass the preliminary examinations in July next.

For Syllabus of these examination, see Manual, Reg. 32.

## II.—Leaving Examinations.

No Senior Leaving Examinations will be held in 1894.

## Junior Leaving Examinations.

1. READING.—Oral. See Manual, Reg. 45, 13, (f).
2. ENGLISH LANGUAGE.—Meiklejohn's English Language, Parts I. and II., pp. 1-63, 86-115, 175-205.
3. ENGLISH LITERATURE.—Meiklejohn's English Language, Part IV. Shakespeare, Julius Cæsar.
4. HISTORY AND GEOGRAPHY.—Swinton's Outlines of the World's History. General Geography of Europe and America.
5. ARITHMETIC, ETC.—Common and Decimal Fractions, and Commercial Arithmetic. Measurement of Surfaces and Solids.
6. BOOK-KEEPING.—The general Principles of Double Entry with Examples.
7. GEOMETRY.—Euclid: Books I. II. and III. with exercises.
8. ALGEBRA.—To the end of Simple Equations.
9. NATURAL HISTORY AND AGRICULTURE.—A fair knowledge of the common Minerals, Plants, and Animals of the Province, obtained as far as possible by actual study of specimens. Text Book—Bailey's Natural History. The elements of Agriculture as in the prescribed text.
10. PHYSICS.—A short experimental course, including matter, energy, force, gravity, cohesion, capillary attraction, magnetism, frictional electricity, the physical properties of solids, liquids and gases.
11. BOTANY.—The analysis and classification of common flowering plants. Morphology of flowering plants. Text Book—Spotton's Botany.
12. PHYSIOLOGY AND HYGIENE.—The prescribed texts on Temperance and Physiology.



13.—LATIN.—Grammar (Paradigms and Rules of Syntax). Translation of simple English sentences into Latin. Caesar's Gallic War, Book I.

14.—FRENCH.—Grammar. (The regular Accidence together with the conjugation of the more common irregular Verbs, such as *aller, venir, pouvoir, vouloir, savoir, faire, prendre, etc. croquer, mettre, suivre.*) Translations of easy English sentences into French. Translations of extracts from Darey's *Lectures Françaises*, Macmillan's Progressive French Reader or other equivalent Texts when sanctioned by the Board of Examiners.

NOTE.—Each candidate is required to take only one of the following subjects or groups. (See Manual, Reg. 45, 6).—

- (a) Latin.
- (b) French.
- (c) Physics and Botany.
- (d) Physiology and Hygiene.

### III.—Junior Matriculation.

#### I.—CLASSICS.

GREEK.—Xenophon, *Anabasis*, Book I, ch. 1-4.  
Homer, *Iliad*, Book I, v. 1-303.

LATIN.—Caesar, *Gallic War*, Book I.  
Cicero, in *Catilinam Oratio* II.  
Virgil, *Aeneid*, Book I.  
Translation of simple English sentences into Latin.  
Latin Grammar, Allen's Elementary (Clar. Press Series).  
Greek Grammar, Goodwin's.

#### II.—MATHEMATICS.

ARITHMETIC.—As for Junior Leaving.  
GEOMETRY.—Euclid, Books I, II, III, IV.  
ALGEBRA.—To the end of ordinary Quadratic Equations.

#### III.—HISTORY AND GEOGRAPHY.

MODERN HISTORY.—(Chiefly History of England and Canada).  
ROMAN HISTORY.—(Smith's *Smaller History*).  
GRECIAN HISTORY. " " "  
GEOGRAPHY.—America and Europe.

#### IV.—ENGLISH.

GRAMMAR, ANALYSIS, WRITING FROM DICTATION, COMPOSITION.

\*SHAKESPEARE.—*Merchant of Venice*, or *Julius Cæsar*, or *Richard III*.

†LONGFELLOW.—*Evangeline*, or †LOWELL, *Under the Old Elm*, and other poems.

SCOTT.—*Quentin Durward*, or *Ivanhoe*.

ENGLISH COMPOSITION.—Candidates will be expected to have practised writing essays suggested by the books appointed for examination. And such knowledge will be looked for as may be got from such a book as Nichol's *Primer of English Composition*, or from Part II. of Meiklejohn's *English Language*, studied rather as books of reference for practising writing than as a manual of rules.

N. B.—An option will be allowed at the matriculation examination between: 1, Greek, and 2, French and Science; but in awarding County Scholarships credit will be allowed in Greek only, not in French and Science.

\* Clarendon Press edition, or Rolfe's edition.

† Riverside Literature Series (Houghton, Mifflin & Co., Boston).

#### ENGLISH GRAMMAR AND ANALYSIS.

Meiklejohn's *English Language* (Revised edition, pp. 1-63, 86-115, 175-188, 271-288).

#### V.—NATURAL SCIENCE.

Candidates for matriculation in natural science will be required to pass an examination in elementary chemistry and in elementary natural history.

The examination in chemistry will be based upon William's *Introduction to Chemical Science* (Chapter i. to xxxiii. inclusive), or an equivalent amount of other texts. The examination in natural history will be based on Bailey's *Elementary Natural History* and Spotton's *Botany*.

#### VI.—FRENCH.

MacMillan's *Progressive French Course* (1st year).  
MacMillan's *Progressive French Course* (2nd year), pp. 1-80.  
MacMillan's *French Reader* (2nd year).  
Xavier de Maistre: *La Jeune Sibérienne et Le Lézard de la cité d'Aoste* (MacMillan).

#### IV.—Senior Matriculation.

The first years Pass Course as given in the Calendar of the University of New Brunswick.

NOTE.—Candidates for Matriculation may correspond with the Chairman of the Board of Examiners, Professor W. F. Stockley, M. A., of the University of New Brunswick, in regard to substitutions or equivalents that may be allowed for any of the requirements as stated in the Calendar.

The Board of Education has ordered the following changes in School Regulations:

Reg. 17.—*List of Prescribed Text-books*:—Health Readers, Nos. 1 and 2 (New Brunswick Series, J. & A. MacMillan, St. John), in place of Palmer's *Temperance Teachings of Science*.

NOTE.—Palmer's *Temperance Teachings* may continue to be used at the option of trustees and teachers until July 1st, 1894.

Reg. 20, Sec. 6, amended so that the first sentence of the section shall read:

"6. *Length of Daily Session*—The term 'school hours' shall mean and include all the time between opening and the close of the school for the day; but the hours of teaching shall not exceed six each day, exclusive of at least an hour allowed at noon for recreation."

Reg. 22—The following sentence is to be omitted from Regulation 22: "Any other prayer may be used by permission of the trustees."

It is probable that the Board of Education will authorize for use in the high schools "Our Bodies and How we Live," by Albert F. Blaisdell, M. D. Ginn & Co. This book will not only meet the requirements of the law in regard to Temperance Teaching, but will serve as the text book on Physiology and Hygiene. Its cost will not exceed 75 cents, about one half the cost of the present text book on Physiology. The change, if made, will not take effect before the second term of 1894.

J. R. INCH,

Chief Superintendent of Education

Education Office, Nov. 10, '93.



### The Development of Intellectual Power.

Address delivered by Prof. A. G. McDonald, M. A., at the opening of the Normal School, October 25th, 1893.

The subject I have chosen for the address which I have been asked to give on this occasion is: The Development of Intellectual Power in our Teachers. I may state at the outset that my choice of subject was dictated by a desire to place before the body of teachers, whom I am now addressing, certain views and convictions which have been forcing themselves upon my attention for many years, on an important phase of educational work,—views and convictions which I make bold to hope, may not be wholly uninteresting or unimportant to those to whom they are addressed. Besides the opportunities presented by long service in the teaching profession, circumstances gave me other points of vantage that were exceptionally well calculated to enable me to see and ponder over the weak as well as the strong points in our educational fabric.

In a prefatory way, I may be permitted to make a brief retrospect of our educational progress since our public school system became an accomplished fact, a few years more than a quarter of a century ago.

It is but the truth to say that our progress during this period has been such as to inspire every Nova Scotian with a just and well founded pride;—a progress, whether judged by the multiplication of our common schools, academies and special institutions, or by the improvement effected in the quality of the teaching, or by the generous expansion of material facilities for school work, or by the rapid growth of the general esteem in which our schools are held—that can scarcely find an equal anywhere.

A succession of enthusiastic and capable educationists guided with much prudence and justice the development of our school system; successive governments vied with each other in framing enlightened laws for extending the benefits of education to all classes of our population, and in generously devoting to educational purposes a large portion of the provincial funds, now about one-third of the whole revenue; and the municipalities and school sections of the province, also recognizing how vitally the progress and the well-being of the country depend upon our schools and our teachers, contributed the last year for which we have statistics no less than \$530,145.12, which with the \$216,429.73 voted by the government make a grand total of \$746,574.85, or in round numbers three-quarters of a million dollars.

Twenty-nine years ago our teachers were few and generally ill-suited for their work; our school houses were simply wreathed; and, as to a course of studies we had none, every teacher being left free to teach

what subjects he thought he knew best, irrespective of the age, attainments or needs of his pupils.

To day we have a teacher for about every twenty-five families, on an average, certainly one for every thirty, in the province; our teachers, on the whole, are far superior to their predecessors of a generation ago; the improvements in school buildings and furnishings are, one might say, revolutionary; and we have a course of studies that aims at a rational co-ordination and direction of school work from the day the pupil enters the first grade of the common school to the day, when as a young man or young woman, he or she matriculates for the college or the university. Truly, illiteracy can no longer find an abiding place within the confines of our beloved Nova Scotia. It is no figure of speech to say that the designers and builders of our school system have reared for themselves "monuments more enduring than brass."

This goodly edifice, whose proportions were thus so generously conceived and whose foundations were so carefully laid, comes down to us from a past generation still incomplete in many of its details; it still lays under tribute the best skill and talent which our country can furnish; it still imposes new duties and responsibilities on our educational architects.

True progress in intelligence and morality consists in the gradual improvement of generations as they succeed each other; and, as every generation, in this sense, educates and gives character to the succeeding one, how important it is that we sow to-day judiciously, that the future may reap a sound and wholesome fruitage.

The remarks and suggestions which I am about to offer, I wish to be understood as referring rather to the sun-spots of our educational system than to the system itself.

Now coming back to the real matter in hand, it may perhaps be better to state exactly what I mean by intellectual power. Briefly, it is that healthy and vigorous condition of mind which results from a proper education of the mental faculties. It may be asked, what is that proper education? Let me define it in the words of a deep thinker and accomplished writer on the subject: It is that which removes the original dimness of the mind's eye; which strengthens and perfects its vision, which enables it to look out into the world right forward, steadily and truly; which gives the mind clearness, accuracy and precision; which enables it to use words aright, to understand what it says, to conceive justly what it thinks about, to abstract, compare, analyze, divide, define, and reason correctly.

Now, to what extent and in what measure do the great majority of our common school teachers, those



who, as a rule, have not had the advantage of a college course, possess this intellectual power? What recognized position do they hold in the community and in public estimation in virtue of their intellectual status? To what extent do they give tone and form and direction to the thought of the day? As the educators of the youth of the country, as the class to which is committed the sacred duty of determining, in a large measure, what the men and women of the future are to be, is it too much to expect that our teachers should rank next to our clergymen, lawyers and doctors in general intelligence, in improved understanding and in genuine mental culture? I fear the verdict of society would not to say the least be unanimous in awarding them this position. Nor, can we for a moment suppose that the teaching profession is not recruited, for the most part, from among the brightest and most promising of our young people. No, we may confidently assume that the opposite is the case.

The fact is, our teachers are, speaking generally, what the schools in which they were trained have made them. If the paramount object of the school be to get over the required syllabus of examination, in the shortest possible time, by undue exercise of the memory, the result is absence of thought-power in the graduates; but if on the other hand, the chief aim be to form the mind and quicken the intellect and sharpen the mental vision, the product is intellectual power in the students, even though they fail to answer in a given time a set number of questions at an examination. All this but establishes the fact that the great desideratum is the really capable teacher; and, to-day as in the past, the all-important educational problem is how to produce him.

Late changes in our regulations regarding examinations for scholarship grades are all in the right direction. With a number of subjects made optional the conditions for preparing for the profession are very much improved. Nor do I doubt that these beneficial changes are but the earnest and augury of others, at no distant day, having in view a still better intellectual preparation for our teachers.

May I venture the opinion that a reconstruction of the high school course that will exact a full, thorough study of some one major subject, or group of related ones, with a required minimum proficiency in the other subjects of the course, will conduce, in a marked degree, to give the country more capable and better intellectually-equipped teachers.

Whether or not the course embraces too many subjects I will not stop here to discuss, though it is a very fair subject for discussion.

If the development of intellectual power should be the chief aim in the high school course, as I think

it ought to be, and the acquisition of fact-knowledge be but a secondary object, then I submit that it can not be obtained by a fragmentary and elementary work in a great variety of subjects, but rather by continuity and intensesness of work in a few. This view is strongly supported by sound pedagogy.

The conditions under which candidates for scholarship grades prepare for their examinations at present are, to say the least, unfavorable to the development of scientific habits of mind, and for that matter, of healthy bodies. Their preparation is carried forward under an ever-present sense of hurry, worry and anxiety, under compulsion for want of time, under a feverish desire to succeed in getting their grade—the memory is liable to be loaded down with a mass of undigested facts; in brief, there is no time for that vigorous, patient, and sustained effort which alone can develop a strong intellectual muscle. Indeed, there are not wanting many schools in our province which partake largely of the character of factories; they send up candidates for examination as the manufactured article is sent up to the finishing room where it receives the trade-mark of the manufacturer. How much better it would be to require of the candidates a thorough, systematic, deep study, down to the very roots, in some restricted group of subjects, with a minimum pass in other subjects, as already stated.

Although preference might, with advantage, be given language or the mathematics, on account of their superior disciplinary character, yet, the natural sciences or history and geography could very suitably be made an elective according to the natural aptitudes of the pupils.

By the time the pupils finish the common school course their natural aptitudes assert themselves, and therefore the determination of what major subjects should dominate in their high school studies is rendered easy.

The breadth and scope of the common school course are made purposely, and very properly, ample, so that the faculties which come more actively into play, in early years, as those of memory and perception, may find abundant exercise.

The period covered by the common school course should be mainly devoted to the acquisition of fact-knowledge, presented with order and discrimination, and to storing up material for mental elaboration so to speak, during the high school course, when the higher faculties of the mind become more fully awakened. Habits of observation and classification should be so cultivated during the early years of school life, that a pupil ought to be able, before finishing his common school course, to recognize and refer to its proper class almost every object which



surrounds him in nature. An acquaintance with the mere title page and preface of the great volume of nature alone is not a sufficient preparation for high school work.

I have already said that a student's natural aptitudes should be taken into account when he enters upon the preparation for his life-work in the high school. Hear what Diesterveg, a learned German writer on pedagogy says: "Man ought to become what nature destined him to be, and it is from his aptitudes we are to infer his destination. You will vainly attempt to train him for things to which he is not adapted. You will never make an angel of him, for he was not born for that. He neither can nor ought to be any other thing than a man, and each individual in his turn becomes what his aptitudes demand and make possible. Do not attempt, then, to make a Mozart of a deaf mute or of a man without ears."

Let us now suppose that a boy who has manifested a taste for language, enters the high school course, and that he is given every opportunity to prosecute with all his energy, during the four years of the course, his favorite study—the other subjects of the course being made subordinate to it—and we shall thus see more clearly how intellectual power is gained by an intense and continuous study of one principal subject rather than by an inaccurate, slipshod study of many. And we will for convenience suppose that he is preparing a chapter of Cæsar, and that he has nothing to aid him but his previous knowledge of Latin and the Latin grammar, and his dictionary. He proceeds to get the meaning of it all, sentence by sentence, and word by word. The words of the text, somehow, do not seem to fit into their places. The idioms puzzle him. Out of the various meanings given to a word in the dictionary, he must select the one required by the context. The construction of the sentence requires frequent reference to rules of syntax. And thus as he goes from word to word he performs a great variety of mental acts. At every word he performs an act of classification by mentally placing the word in one or the other of the parts of speech. At almost every step he performs an act of discrimination by mentally balancing the probabilities of its having one or other of its various meanings in the particular instance before him.

And in studying the syntax of his lesson, he performs other mental acts, analyzing, comparing, selecting, rejecting, judging. Before he gets his chapter into presentable English, and knows all the cases, moods, tenses, and other inflections by mental reference to paradigms, with their relation of government and dependence, he performs hundreds or rather thousands of the very *same kind* of mental acts as he

will most need, when, as a teacher, or a lawyer, or a doctor, he comes to deal with the practical affairs of his calling. He may afterwards forget all the Latin he learned at school, but the mental acts of comparing, classifying, defining, reasoning,—these will remain as invaluable mental habits—a permanent possession, making him more than a match for others of greater natural talent but of inferior mental discipline.

When a boy so trained, becomes in the course of time, a member of any of the professions I have mentioned, or adopts any other calling, he is likely to succeed because he possesses the proper mental equipment. He readily seizes the strong point of an argument. He distinguishes clearly what is important from what is accessory or trivial. He possesses a facility for inferring the existence of a thing or a cause from slight indications of its presence. He knows what form of a question will elicit the exact information he wants. He is not carried away by a passing opinion or a novel theory, but tries to refer it to some principle or general law. He connects what he acquires with what he knows. He is quick to size up hobbies and fads as they crop up; and he is the terror of quacks and quackery. Such a person possesses intellectual power, mainly resulting from genuine and persistent study. If, on the other hand, the boy I just now supposed to be studying Latin, aimed chiefly at making a good pass at his graduating examination, at the end of the course, and that there were several subjects of co-ordinate importance requiring his attention, he would use a printed translation of Cæsar to get quickly the meaning of the text. Without the translation, he requires perhaps a couple of hours to prepare his lesson, but the pressure of other subjects makes him reduce his time at that lesson to half the necessary time, or less. He thus gets rid of hundreds of mental acts, and of a great deal of hard work at the same time; but he fails to gain the mental habits which these acts would, in time, produce. Discipline of the mind should therefore be held up as an *object* of study—indeed the chief object of study. And to this end the teacher should encourage the pupil to work out difficulties for himself, to avoid extraneous helps such as keys, translations and the like, to learn one thing before going on to another, to refer what he learns to what he knew before, and to try to systematize his knowledge into a mental whole.

Intellectual powers is the precious reward of patient persevering, genuine work; and he who would possess it must climb the steep ladder, step by step. The Almighty has placed a price on that which is valuable, and those who would possess a treasure must earn



it at the expense of labor. Intellectual as well as material wealth can only be purchased at the price of toil.

Greard, a foremost thinker on educational questions, says: "The purpose of study is, above all else, to create the instrument of the intellectual labor, to make the judgment surer; and for this purpose it is not necessary to teach all that it is possible to know, but that of which it is not permissible to be ignorant." And Compayre in his pedagogy says that education has not only to present knowledge to a mind already formed, but that its very duty is to form that mind.

I should like here to emphasize the fact that a mere addition to one's knowledge does not of itself signify an increase of intellectual power; on the contrary it may under certain circumstances produce mental weakness. Let us take a science, say astronomy, and test it under this aspect, as an educational instrument, in the case of young pupils. In the first place it is clear that a fairly large amount of information or fact-knowledge may be given them; they may be told that the sun is so many miles distant from the earth, that it is so big, so heavy,—that the earth is round like a ball and revolves round the sun in one year, and around its own axis in one day. The solar system may be described, and the names of some of the principal fixed stars and constellations may be given. All this is sure to interest the pupils of the class and to work up their imagination and fancy into great activity. But is there any training of the understanding or exercise of the reason going on all this time? None whatever. They receive the knowledge wholly on trust; and as the processes by which the facts related to them are obtained are entirely beyond their comprehension there is no room for the exercise of the reasoning faculty and therefore there is no mental discipline. And yet there is an addition to their knowledge.

The one who goes to Chicago to see the celebrated paintings in the art gallery at the World's Fair, not to improve his own sense of the beautiful, but to gratify a desire to see works of art much talked of, and to be able to tell his friends on his return that he saw such and such a painting, is not likely to gain much mental benefit from his visit to the Art Gallery. His added knowledge will no doubt, be varied and interesting to others, but as it lacks system and cohesion; as there has been no judicial comparison of one thing with another; as his aesthetic faculty has not been aroused to critical activity, he would have gained mentally as much at home by looking for an hour at the pictures in the windows of the nearest book-store.

I have endeavored to show you, my fellow-teachers,

that the study of one major subject or group of related ones, thoroughly, results in better mental culture than is possible by a superficial study of many. It does more. It gives the mind that happy poise which enables it to appreciate with desirable accuracy the possibility of knowledge in other branches of study; it gives the mind the power to delimit the bounds of the various sciences, and to estimate more or less correctly the scope and value of each.

Now, if what I have been trying to establish in this paper be true, what is the obvious conclusion, so far as you are concerned. It is simply this. Assuming that each one of you has by this time discovered in what direction his natural aptitudes, his strength, his mental predilections lie,—well, let him with all the energy of which he is capable work out his mental destiny along the lines of his discovery. And once he puts his hand to the plough let him not look back.

Some of you no doubt can go to college when you shall have, by teaching, grown rich; if so, make your favorite subject an elective, and prosecute it with ardor. All of you can turn your opportunities at the normal school to good account. The library, the laboratory, the other facilities of the school, the teaching staff and every member of it—all these are at your service, on occasions, if only you are in earnest in your chosen line of work; and when you go forth from this institution to bring a glad message to schools that are languishing, up and down our beloved country, for want of inspiration and power in their teachers, do not forget that your own mental growth is impossible without mental activity, and that you have your own favorite study clamoring for some attention. The earnest study for even half an hour each day, of whatever branch you have chosen, carried on for a few years will make you an authority in your specialty. It will help to keep your mind fresh and vigorous for your regular school work, it will be an antidote against *ennui*, it will lead to studious habits and in the course of time it may be the means of raising you to positions at once profitable to yourselves and useful to society. I know of more than one teacher who, by private study achieved success, if not distinction in life. If we are to become strong, if we are to become real men and women, if we are to fulfil properly our destiny here below, we must throw away the crutches too often provided for us by foolish friends. Gibbon says that "every person has two educations,—one which he receives from others, and one—more important—which he gives himself." The private student,—every student indeed,—has to contend with difficulties; but it is only in overcoming difficulties that the fine intellectual fibre is spun and twisted and knit and made excellent.



### The Provincial Normal School of N. S.

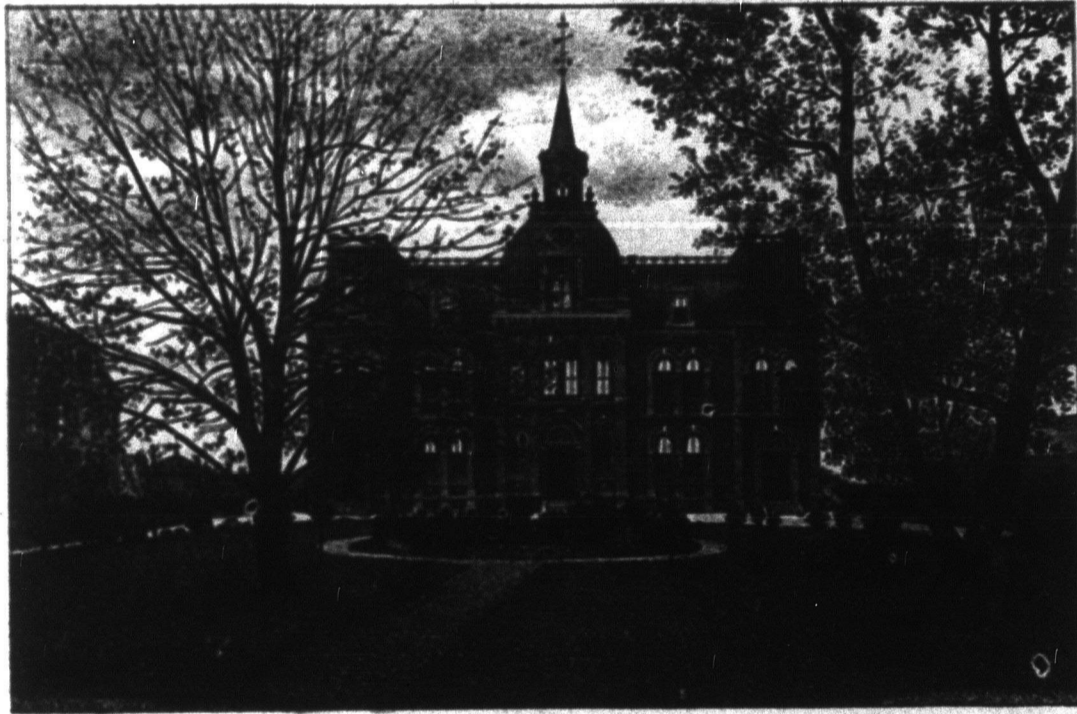
Many of our Nova Scotia teachers will look with pleasure, almost with affection, on the accompanying picture of their *alma mater*. They will see much more in it than the ordinary reader. It will awaken pleasant recollections of many happy hours spent in the first enthusiasm of their professional training.

Forty-two years ago a normal school was opened in Toronto. Influenced by this example, educational meetings throughout the province made the necessity for professional training a prominent topic of discussion. Resolutions asking for a normal school were sent to the government from all parts of the province. Mr. J. W. Dawson, Superintendent of Education, (now Sir Wm. Dawson) formulated this general

in the art that the schools need no longer be taught by raw and inexperienced bunglers."

The school was well filled with many of the most promising teachers—those who had been inspired by the clear expositions of Superintendent Dawson and the eloquence of Dr. Forrester, and who had long been looking forward anxiously for pedagogical light. After some years many over-sanguine educationists, failing to realize their bright expectations, became dissatisfied. Still the annual attendance kept increasing until it outgrew the accommodations, and it was thought desirable in 1877 to replace the \$4,000 wooden building by a \$40,000 structure, built of pressed brick and trimmed with freestone.

Architecturally it is regarded as perhaps the finest educational building in the province. It extends



N. S. PROVINCIAL NORMAL SCHOOL.

desire and assisted in framing a bill which Mr. G. R. Young introduced, but which was rejected by the House of Assembly in 1851. In 1853 Mr. Samuel Creelman was more successful, and in November, 1855, the normal school at Truro was opened with appropriate ceremonies in a one-story building—containing accommodation for about seventy pupil teachers.

The Rev. Dr. Forrester, as Principal and Superintendent of Education, and Messrs. C. D. Randall and Mulholland, as assistants, formed the first teaching staff.

Progressive educationists throughout the province were elated at this step in advance. They were told by Dr. Dawson that "a normal school would furnish one hundred well-trained and efficient teachers annually, so furnished with the latest improvements

ninety-eight feet in front, and, with the tower, is one hundred feet in height. It is well supplied with class-rooms and laboratories, containing every facility for educational work. On the third floor there is a very fine hall used for general exercises and as a classroom by the principal. As but two rooms are occupied by the model school, the rest of the building is capable of accommodating two hundred pupil teachers.

A word about the location. It was recommended by Dr. Dawson that it be at Truro, where board would be cheap, temptation to vice uncommon and agricultural facilities abundant. If the first reason is a good one, it still continues in force, for there is no town in the province where students can get such good board at a very moderate rate.

Dr. Forrester remained principal until his death in 1869. He was the author of an important educa-



tional work, "The Teachers' Text-book." He did a grand and noble work for education. In the classroom, by his ability as a teacher and his profound knowledge of the theory of education, he awakened the minds of the teachers to the consideration of educational principles. Throughout the province, by his ability as a public speaker and his earnestness, he excited a widespread interest in education, extended and deepened the foundations laid by Dr. Dawson, and prepared for and made possible the organizing work carried on by Dr. Rand. Dr. Forrester described his successor, Principal Calkin, who still holds the position, as a man whose scholarship was minute, accurate and extensive, and who possessed enlightened and enlarged views of education, thoroughly acquainted with all the details of the system. He is the author of valuable text-books on geography, Canadian history and education.

In the English department there have been many changes since the school was first opened. Mr. Randall was succeeded by Dr. Rand, afterwards Superintendent of Education. Then came Mr. Calkin, now principal; Dr. McCabe, now principal of the normal school at Ottawa; C. J. Major, Rev. James Christie, and for the last fourteen years Dr. Hall, the present incumbent.

Mr. Mulholland held the mathematical department until 1878, when he retired in favor of Prof. Eaton, who held the position until he resigned in 1891, and was succeeded by Prof. McDonald, formerly Inspector of Schools for Antigonish and Guysboro.

Towards the end of its second decade the normal school became very much disorganized and fell in the estimation of the public. The appointment of Dr. Hall, Prof. Eaton and Miss O. Smith in 1878, however, immediately restored confidence and raised the school to a high degree of prosperity. For the last fourteen years it has compared favorably with any Canadian or United States normal school.

Art work received but little attention until Miss Smith took charge of it in 1878 and made it one of the most important departments of the school. In 1888 Miss May N. Griffin did equally good service for elocution and music.

Prof. Smith, as teacher of science and agriculture, was added to the staff about seven years ago. He gives to his subjects the prominence which they should have in a normal school course. This year Professor Lee Russell teaches manual training. Very few normal schools have so complete a staff.

In 1857 the model school was opened and admirably managed by Principal Calkin for eight years, until his appointment to the normal school. The model school was intended as a practice ground for the

pupil teachers—a function which it fulfilled indifferently. A few years ago its management was handed over to the Municipal Council of Truro, and two model school departments were established in the normal school. They do not, of course, furnish anything like enough opportunity to give to one hundred and fifty teachers the requisite practice in teaching.

Under the new Superintendent of Education, Dr. MacKay, the normal school work will be more strictly confined to professional training—a very important step in our educational evolution.

We quote a few paragraphs from the last annual Calendar: "The work of the normal school will be chiefly of a professional character, including the study of educational principles and model school practice." "The course will include the following: 1. Psychology, general principles of pedagogy. 2. History of education, application of the principles of method to the various subjects of the school course. 3. Drawing and calisthenics. 4. Natural history and science. 5. Manual training. 6. Observation and practice in the model school." "It will be the endeavor to show that the rules of teaching and school government are but the laws of psychology transformed into practical maxims and tested by experience." "The students will be directed in studying the growth and relation of educational systems, with special attention to the trend of education at the present time." "Sympathy with the activity of childhood, skill in directing this activity, the inventive faculty of the teacher strengthened and developed, the hand and the eye trained as well as the mind."

The following extract from a letter written by Longfellow during his lifetime to Mrs. Caroline H. Dall is especially interesting to all who love Evangeline, and who does not? Teachers will do well to tell this incident to their pupils. Hawthorne would have been happy indeed had he known, when he called on Longfellow, how many thousands of children would read with delight the poem which was to grow out of his generous offer to Longfellow:

"Some time before I wrote 'Evangeline,' Hawthorne and Sumner were dining with me, and I think there must have been others present. After dinner, Hawthorne told us that he had lately become interested in the exile of the Acadians. It excited his imagination. He fancied two lovers, widely separated and wandering for years, meeting only to die, and wished to make a novel of it. He, however, thought the subject too difficult, and fancied he would have to give it up. I waited a while, heard nothing more about the novel, and finally asked Hawthorne if he were willing that I should make the story the subject of a poem. He consented, and was one of the first to congratulate me on its popularity."



**Manual Training School at Wolfville.**

The special State Commission appointed by the Massachusetts legislature to investigate existing systems of manual training and industrial education has just issued its report, consisting of 312 pages. After inspecting the existing systems of both Europe and the United States, the Commission makes, among others, the following recommendations: 1st, That the principles and practices of manual training be taught in the normal schools. 2nd, That in all cities of 20,000, or more population, a course in mechanic arts be established and maintained in high schools. 3rd, When smaller towns establish such schools, these departments shall receive from the State treasury the same grant as is paid in the larger cities. 4th, That the State provide for the training of man-

tion, equipment and course of study, approaches the regular manual training schools of the New England and Western States. A brief description will be of interest to our readers.

The building faces the university and seminary Buildings, and is entered through an arched portico terminating in a pediment, and is lighted by fifty windows. On the east end of the ground floor, and occupying one-third of this flat is the iron-working room, containing at present, seven sturtevant forges, connected with the chimney by a pipe 18 inches in diameter, also seven anvils, blacksmith tools, and a stock of iron in various sizes. Here successful work is done in forging, welding, filing, etc. The other two-thirds of the lower story is reserved for higher manipulation in iron, including machine work, when the school is ready to take it up.



MANUAL TRAINING SCHOOL AT WOLFVILLE.

ual training teachers. This points not only to a great stride forward, but indicates that manual training is meeting with increasing popular favor, and tends to reassure those who have been instrumental in introducing this new education into these Maritime provinces.

The department at Halifax, in connection with the public schools, has for two years done good work in what is known as the Sloyd system of hand work in wood. A new department of similar character has been opened in connection with the Truro normal school.

The Edward W. Young Manual Training Hall, a cut of which appears on this page, was opened in connection with Horton Academy, Wolfville, Oct. 1st, 1892. The building is 70 feet long and 35 feet wide, containing two storeys and a half, and in its propor-

Ascending a stairway, we reach the wood-working room, 45 x 35 feet, immediately over the machine room below. Here are eighteen work benches, each supplied with a vise, a set of tools, tool rack, bench brush and a drawer, in which the student may keep his apron, overalls, and pieces of work. A live shaft 34 feet long, is belted to twelve turning lathes on the west side of the room, also to the circular saw and the grindstone. Each lathe is provided with a set of tools. The entire machinery is driven by a five horse-power water motor, manufactured by W. P. McNutt & Co., of New Glasgow. This department also contains a tool room and a cabinet, in which are kept specimens of the boys' workmanship. Here, after exercises in marking, sawing, planing, squaring, etc., are made the various joints of carpentry; also boxes, frames,



tables, stands, rulers, Indian clubs, chisel handles, pestles, rollers, fancy vases, napkin rings, etc.

We next pass to the drawing department, 35x30 feet, occupying the east end of this flat and adjoining the wood-working room; underneath is heard the anvil chorus. Here we find twenty drawing tables and stools and thirty drawing boards. In a bank of thirty drawers the students store their drawings, drawing paper and instruments. Freehand, perspective and instrumental drawing are here taught on alternate days, tool work occupying the remaining days of the week.

Ascending another stairway we reach the upper storey, which is lighted by seven dormer windows. Here the stock for the school is stored and room enough reserved for any department of work that may in time become necessary. The object of manual training is not to teach a trade or to manufacture articles for sale, but to impart to the students a knowledge of tools and machinery, and to train them in the uses of these in various forms of construction in conformity with mechanical and mathematical principles. The aim throughout is to furnish the student with the best possible equipment for life. The work undertaken is therefore conducted so as to educate in the truest sense.

Drawing accompanies all the constructions, whether in wood or iron. Successful drawing is the essential part in mechanics and engineering, but hitherto drawing in high schools has largely failed, because it has lacked its necessary complement—construction. These two—drawing and construction of the thing drawn—go hand in hand in manual training. Many students have special aptitudes for mechanics—engineering, architecture, etc. A proper manual training course, accompanied by academic studies, leads directly toward these and kindred pursuits.

The following are eight definitions given by different applicants for a school appointment in a Western State of America. The presumption is that the offence defined is not so well known in those parts as certain writers would lead us to suppose it is among ourselves:

1. Plagiarism is an occult science.
2. Plagiarism is the act of plaguing.
3. It is the state of believing differently from the majority of people.
4. It is the act of telling falsehoods about an opponent.
5. It is downright meanness.
6. It is having the disposition to fight.
7. It is something made correct by usage.
8. I do not know, unless it refers to the power of witching.—*Educ. Times, London.*

FOR THE REVIEW.]

### New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

The first House of Assembly was dissolved by Lieut. Governor Carleton in 1792, and it is worthy of note that during their seven years' term the members received no remuneration for their services.

The second House of Assembly at its first session contrived to get at loggerheads with the Governor and Council in the way already described, regarding a proposed appropriation for parish schools. The immediate ground of controversy was merely a question as to the proper mode of procedure, but the incident is of historic importance as marking the commencement of the great political battle over the question of responsible government.

The controversy of 1793 between the House of Assembly and the Governor and Council was characterized by mutual lack of confidence entertained by either party as regards the motives and designs of their opponents. The immediate consequences were harmful to the interests of the infant province. It would appear almost incredible, nevertheless it is an historic fact, that in a matter of such paramount importance as the education of the youth of the country, the passage of the first act of the provincial legislature dealing with elementary education was delayed for nine long years by a controversy over a mere matter of procedure. Not until the last session of the third House of Assembly did the "Act for aiding and encouraging Parish Schools"\* find a place on the statute book of New Brunswick.

The text of this act is here given. The provisions contained therein are of the simplest nature, but the act is of special interest since we have in it the first attempt at school legislation in this province.

ANNO QUADRAGESIMO SECUNDI: GEORGH III REGIS.

AN ACT FOR AIDING AND ENCOURAGING PARISH SCHOOLS.

Passed the 5th of March, 1802.

Whereas, the education of children is of the utmost importance to their future usefulness in society; and whereas, the situation of many parents in the different parishes of this province renders them unable to procure for their children the benefit of instruction in reading and writing without the aid of the Legislature.

I. Be it therefore enacted by the Lieutenant-Governor, Council and Assembly,

That the sum of four hundred and twenty pounds (being ten pounds to each parish) be granted to the Justices of the General Sessions of the Peace in the different counties in

\* There appears to be no printed copy of this act extant, and for the text given above the readers of the EDUCATIONAL REVIEW are indebted to the kindness of Mr. F. St. J. Bliss, who made a copy from the parchments in the Provincial Secretary's office at Fredericton.



this province, to be paid by warrant of His Excellency the Lieutenant-Governor out of the public treasury, in trust, for the purpose of encouraging or assisting in the establishment of schools in the different parishes of their respective counties.

II. And be it further enacted, that the sum of ten pounds to each parish hereby granted in trust to the said Justices of the General Sessions of the Peace in each county, shall be by them with discretion apportioned and allotted to each parish in such a manner as shall best assist in maintaining such schools as may be already established or as shall induce the establishment of other schools where they may judge the same necessary.

III. And be it further enacted, that the said Justices shall make report to the Lieutenant-Governor, Council and Assembly at the next meeting of the General Assembly, how the monies granted have been laid out, and how far the purposes, hereby contemplated, have been used.

I assent to this Bill, enacting the same, and order it to be enrolled.

[Signed] THOS. CARLETON.

Meanwhile the question of secondary education was not entirely lost sight of, and on the 16th February, 1803, as we learn from the journals of the House of Assembly, Col. John Coffin, a member for Kings County, brought in a bill for establishing a public grammar school in the city of Saint John, which was read a first time. The bill, however, did not become law till two years later, when it passed with the somewhat more ambitious title, "An Act for encouraging and extending Literature in this Province." The preamble lays it down as an infallible truth that the "education of Youth is of the utmost importance in Society, and Public attention to that object has by experience been found to be attended with the most beneficial results."

The act provided for the establishment of a public grammar school in the city of Saint John, the corporation appointed to control its management including the rector of Trinity Church as President, the Mayor and Recorder of the city, and six of the inhabitants (whose names are given in the act) as trustees and directors. The board of directors were empowered to procure a proper place whereon to erect a building for the school, and to superintend the erection thereof; to provide a master and one or more ushers or tutors; to make regulations for the government of the school, and to enforce the same by fines and expulsions, or other public censures, as they may judge proper. The president and directors were further directed to hold public examinations of the school on the first Monday in April and the first Monday in September in each year. Provision was made for the admission of eight free scholars to the grammar school without any charge for their tuition.

The sum of £100 per annum was granted from the province towards the support of the master. The Legislature also voted £100 towards the erection of a school house. The idea of *endowment* of educational institutions seems to have prevailed at this time, and the trustees of the grammar school were empowered by the act to receive and hold "gifts and grants of lands and real estate, and to accept and receive donations for the erection of a building and for the endowment of the said school."

The House of Assembly were desirous at this time to promote common school education, and on March 11, 1803, it was ordered that Archibald McLean (member for York) and Robert Pagan (member for Charlotte), be a committee to prepare a bill for the establishment of county schools throughout the province. This bill, however, failed to pass, and for ten years the journals of the legislature are almost a blank as regards educational matters.

The next act dealing with the subject of education to find a place on the statute book was that for the establishment of a grammar school in the town of St. Andrews, in the county of Charlotte, passed March 11th, 1816. This act is almost identical with that by which the St. John grammar school was created. The rector of St. Andrew's church, together with eight of the inhabitants of the county of Charlotte (whose names are given) were appointed trustees and directors.

In the act of 1805, establishing the St. John grammar school, it was provided, as a matter of prudence, that when the income from all sources amounted to £600, the annual grant of the province should cease. At the expiration of ten years it was found that so far from there being any prospect of a decrease in the government grant it was necessary to supplement it, and accordingly an act was passed March 11th, 1816, the preamble of which states that the sums heretofore granted to the governor and trustees of the college of New Brunswick and to the public grammar school of St. John have been found insufficient for the purposes intended. Accordingly, there was now granted to the college an additional £150 per annum "towards the support of an usher, for the instruction of youth in English grammar, writing, arithmetic and book-keeping;" and to the St. John grammar school a like sum of £150 per annum, in addition to the former £100, for the support of the master of the school and contingent expenses.

The experience of the St. Andrew's grammar school was very similar to the two institutions just mentioned. Four years after its incorporation by Act of Assembly it was necessary to appropriate an additional £100 per annum towards the support of the school.



The year 1816 seems to have been productive of school legislation, no fewer than four acts being passed by the Assembly dealing with schools.

The establishing of the means for promoting secondary education at the principal centres, St. John, Fredericton and St. Andrews, having been attended to, the Assembly wisely decided to make similar provision in other counties. Accordingly an act was passed at the session of 1816 to establish grammar schools in the remaining counties of the province. By this act the Governor, with the advice of His Majesty's Council, was empowered to appoint during pleasure and remove when advisable, three or more fit and proper persons for the establishing of grammar schools in each of the said counties, to erect suitable school houses, to procure and maintain a master and ushers, make regulations for the government of the schools, subject to the Lieut.-Governor's approval, and to enforce obedience to the same by moderate fines, or expulsions, or public censure, as they may judge proper, and fix and determine the rates of tuition. No master or usher to teach unless duly qualified and licensed as by His Majesty's Royal Instructions is required. The scholars to be taught English grammar, the Latin and Greek languages, orthography, the use of the globes, and the practical branches of mathematics. Public examinations were to be held the first Monday in May and the first Monday in November. The trustees were empowered to nominate eight boys to be instructed gratuitously in the same manner as any other scholars, provided always that such boys shall be poor orphans or children whose parents cannot afford to pay for their education.

Do you know that every cruelty inflicted on an animal in killing, or just before death, poisons to a greater or less extent its meat.

Do you know that every cruelty inflicted upon a cow poisons to a greater or less extent its milk.

Do you know that fish killed as soon as taken from the water by a blow on the back of the head will keep longer and be better than those permitted to die slowly?

Do you know that the birds destroy millions of bugs, mosquitoes and harmful insects, that without the birds we could not live on the earth, and that every little insect-eating bird you may kill, and every egg you may take from its nest means one less bird to destroy insects?

Do you know that a check-rein which will not permit a horse to put his head where he wants to when going up a hill, is a cruel torture to the horse?

Do you know that the mutilation of a horse by cutting off his tail compels him to suffer torture from flies and insects every summer as long as he lives?

Do you know that every kind act you do and every kind word you speak to a dumb animal will make not only the animal but yourself happier, and not only make you happier *but also better?*—Geo. T. Angell.

For the REVIEW.]

## NATURE LESSONS.

### Plant Study.

No. V. THE APPLE, (*Pyrus Malus*.)

The excellent lesson on drawing on another page of the REVIEW is a temptation to make the apple the subject also of an object lesson in botany. This may be taken up by the teacher the day before or the day after the drawing lesson, but not on the same day. To observe the core well an apple should be cut through the centre, dividing it into an upper and lower half. How many of our readers have observed the ten dots on the cross section of an apple? Who will tell in the next REVIEW what they are? Observe the funnel-like depression at the attachment of the stem, and the shallower one opposite to it where are still to be seen the dried remains of the ends of the calyx. How many parts of the withered calyx can you count? The parts seen in the cross section are the seeds and that surrounding the seeds, called the pericarp, (*peri*, round about; *carpos*, fruit.) The pericarp is divided into three layers; (1) the hard core immediately enclosing the seeds is the endocarp, (*endo* within,) (2) the fleshy edible portion is the sarcocarp or mesocarp, (*sarx*, flesh; *mesos*, in the middle,) (3) the outer membranous covering, commonly termed the peeling, is the epicarp, (*epi*, upon.) How many seed cavities do you find? How many seeds in each cavity? Do all apples have the same number of seeds? Are the seeds fastened to the walls of the cavity? What direction do they always point? Are they all of the same size? Of the same shape? Carefully cut a seed open and examine its separate parts. The hard outer covering is the testa, the next coat just beneath the outer is the tegmen which immediately invests the kernel or nucleus. Examine the kernel. It will split into two parts called cotyledons which are pushed above ground and make the first tiny pair of leaves in the young plant.

The apple, pear and quince are classified in botany under the same name, the *pome*. These are formed from the calyx and receptacle becoming fleshy as the fruit grows and ripens. What is eaten, then, of the apple is the juicy receptacle and calyx tube, which botanists call the false fruit (*pseudocarp*.) The real fruit, botanically speaking, is the hard and papery bits that get between your teeth when you are eating an apple, together with the seeds which they enclose. Let the botanist enjoy his fruit, say you.

The many varieties of apples and their different degrees of excellence are produced largely by careful cultivation and grafting, through a long period of selection, from a form probably similar to the wild crab. It is said that there are now between 900 and 1000 different varieties of apples. What an example this is of what man can do by intelligence and skill in directing nature!



## The English Sparrows and the Ignorant Boy.

From "My Saturday Bird class," by Margaret Miller.

"Now I suppose you each have some bird to describe?"

BERTRAM. "I did not see any."

TOM. "I know a lot of them."

"Very well; describe one."

TOM. "Guess I'll take the chippy. It is a little bird about so big, and it is a kind of brown all over."

"Is that all you can say about it?"

"Yes'm."

"Then I think you have made a mistake. I should say that was a wren, from your description."

"Oh, but I know it was a chippy."

"How do you know?"

"Oh, by the looks of it."

"Yes; but you see that I do not know. If you were telling me about some strange bird, I could not give you the name of it from any such description."

"Oh, teacher," said Annie Blanchard, leaning over the back of my chair, "what is that bird that always goes in the bushes and seems so lonesome when there are no bushes for it to go in? It is a biggish kind of bird but I forget what color it is."

"Oh, dear," I said to myself, "I am getting into trouble by agreeing to tell the names of birds from description;" then aloud,—

"I do not know, Annie. It must be a strange sort of bird. Have you seen it often?"

"Yes'm, lots of times; but not very lately."

"Well, I hope you will see it again so that you can tell me more about the colors. What is it you want to say, Lois?"

"Oh, please, Miss May," said little Lois rising, "I saw some birds down lot, and they looked like this" (as she talked she patted the parts of her body as she named them.) "They were not as big as a robin, and they were bigger than a chippy. The top of the head—crown I mean—" (here she clapped both hands on her curls) "was grey, and I think the back was a kind of speckled grey and brown, and underneath was all grey, and it had a black patch on the throat, here, so, only some did not have any black at all. Do you know what kind it was?"

"Very good, very good indeed, Lois. There is no mistaking that bird. Those were English sparrows; the ones without the black were the females. You know they were brought over here from England several years ago. I am sorry they are getting so plenty in our village, for they are so quarrelsome and drive away other birds."

"I know all about these English sparrers," said Bertram; "there's a man down to N. gives five cents

apiece for 'em and me and another feller's been shootin' 'em all the mornin'." Bertram was as careless about grammar as about everything else.

"Are you sure you get English sparrows every time," I asked, "and kill no other birds by mistake? You know it is against the law to kill any other little birds, and you may be fined ten dollars if you are not careful."

"Oh yes'm, I know," said Bertram, easily. As we were going for our walk that afternoon we passed Bertram's house, and he ran in and brought out a string of five birds for me to see. Three were small birds, hardly as large as a chippy, with crimson patches on the tops of their heads. "Why, Bertram, do you call these English sparrows? Do English sparrows have red caps?"

"I guess that's blood," said Bertram, beginning to look confused.

"No it is not. These birds are called redpolls, which means red head, and they are the prettiest and dearest little birds that visit us, sometimes in late winter or early spring. They are so much smaller than the others I should think you would have known they were not English sparrows. Now let us see the other two larger ones. This one with the spotted breast is a song sparrow, poor thing! He will never sing his sweet song again, and all because a boy was so sure he knew, he would not take the trouble to make sure. Here is just one English sparrow out of the lot, and four innocent birds had to suffer. Are you not proud of yourself, Bertram?"

The London *Lancet* is one of the best medical authorities, and boys who think that their parents are old-fashioned and behind the times because they object to cigarette smoking, may be interested in what the *Lancet* says about the use of tobacco by growing lads:

"It is time," this authority says, "that the attention of all responsible persons should be seriously directed to the prevalence and increase of tobacco-smoking among boys."

"Stunted growth, impaired digestion, palpitation and other evidences of nerve exhaustion and irritability have again and again impressed a lesson of abstinence which has hitherto been too little regarded. A further stage of warning has been reached in a case which lately came before the coroner of Liverpool. A lad was in the habit of smoking cigarettes and cigar ends, and after an attack of sickness died somewhat suddenly. The post-mortem examinations revealed fatty changes in the heart, which there is little doubt, as the verdict held, had been fatally supplemented in their influence by the smoking habit referred to."

"This, of course, is an extreme example. It is also, however, after all, only the strongly colored illustration of effects upon health which are daily realized in thousands of instances. We have no hesitation in asserting once more our conviction, that it is incumbent upon the legislature, in view of the known pernicious effect upon mind and body during boyhood, to restrict this habit to an age limit, which will fall outside this period."



## The Crow Family.

OR THE BLUE JAY AND HIS RELATIVES.



Away to the woods! Away!  
 On a bright September day  
 To hear *Kee-yack,*  
*Kee-yack, Kee-yack,*  
 The song of the noisy Jay.

## I.

TEACHER. I know you all must have heard and seen the blue-jays when passing near the woods during the last few days. Let us see what we have been able to notice about them between us all. Now tell me, Joe, what strikes you first about the jay.

JOE. The bright blue about him.

T. When can you see the blue best?

JOE. When you creep up near him when he is sitting on a branch.

ANOTHER S. And when he flies down into the valley and you are on the hill.

T. Doesn't he look as blue when he flies over your head?

CHORUS. No.

T. That shows that the blue is principally on the —

CHORUS. Upper parts.

T. The lower parts are of what color?

S. Whitish.

T. His crested head is —

S. Blue—purple-blue.

T. Sides of head, chin and throat —

S. Whitish—with a purple tinge.

T. Bordered with a collar—of what color?

S. Of black—bluish black, purple black.

T. Yes, it is black enough. The back —

S. Is bluish.

T. The wings and tail quill feathers!

S. Very bright blue, with very dark bars of color crossing the feathers.

ANOTHER S. And a white bar across its wings.

JACK. And white on the ends of some of the wing feathers and on all of the tail feathers, except the two middle ones.

T. How long is the bird from the tip of the bill to the tip of the tail?

JACK. I would say about one foot.

T. And how long is its bill?

S. About an inch.

T. Let me see who can draw the shape of its bill best, Jack and Joe may try on the blackboard, while the rest may use their slates.

(Drawings shown).

T. Very good; I am glad to see no hooked bills. I think some are a little too stout at the base and a few are too slender; but many are very good. Let us try now to draw an outline of his shape on the blackboard, and we shall see who will make the truest one.

## II.

T. In our last lesson we were studying the appearance of the jay. Now let us get some points about his habits. How does he talk?

JOE. He says *chay, chay*, sometimes.

T. Is this what you have all been hearing?

CHORUS. No, no. (Various imitations made).

T. Well, I shall try to spell what you appear to find the most common note. Is this it?

"*Kee-yack, kee-yack, kee-yack?*"

JIM. Yes, but I sometimes think it sounds more like a hard g in the place of the first k,—"*gee-yack, gee-yack, gee-yack.*"

JACK. But he makes another very pretty sound sometimes. I heard it very loud and as clear as a bugle, but could not at first see the bird. At last I came near one in a bush and saw him distinctly when he sounded the note, which was neither like a bugle nor a bell.

T. Well, you tried to spell it, of course. What is the nearest spelling you have made for it?

JACK. "*Jer-reel'-oop,*" with a strong stress on the middle syllable, and the last syllable very short.

T. "*Jer-reel'-oop,*" "*jer-reel'-oop.*" Who have heard this note?

(A number of hands up).

T. They say the jay can mimic the notes of other birds. That might be a good point to prove. Now, some of you have been watching the jay to find out what he eats.



SCHOLARS. Wild berries, garden berries, beech nuts, birds eggs, crumbs of bread, grains, the eyes of a dead bird, etc.

T. Very well observed. From the shape of his bill he would not likely have so much success in trying to eat flesh as in eating berries, grains, and the like. But have any of you found the nest? If so, let us know what the eggs are like.

JACK. Nests are in trees, pretty high up, and are made of small twigs outside and very fine rootlets inside. And the eggs are four or five in number, oval, and about, or over, an inch long; greenish brown or olive, speckled over with light brown and dull lilac.

T. Very good, Jack. You must have had the nest and eggs very clearly before your eye to give so neat a description.

### III.

#### (NOTES FOR THE TEACHER)

The blue-jay belongs to the crow family; of which there are only four species in these provinces—two of them being jays.

The Canada jay is about the same size as the blue-jay; but it has none of the brilliant blue color of its relative. The breast, throat, sides of head and the forehead are whitish; the crown and hinder part of the head blackish; the back dusky gray or brownish; and the sides and under part paler. It is also called the gray-jay, and the whiskey-Jack. Its chattering noises and general habits are not so commendable even as those of the blue-jay, which it resembles in general habit so closely as to be easily known. The young are more dusky in color than the old. They are very common.

The appearance and habits of the crow are easily observed. It is generally very hard on the grain fields and on all the smaller birds.

The raven is of larger size than the crow, has a longer and stouter bill, a more flowing plumage, is more shy, keeps further away from civilization, soars more majestically, and feeds on the smaller animals, and even fish by the sea shore.

The crow family is one of the many families of the great order of the *perching* birds. There are about 100 species of this order to be found in Nova Scotia, New Brunswick and Prince Edward Island; and of these the crow family contain:

1. The Blue Jay.
2. The Canada Jay.
3. The Raven.
4. The Crow.

Observations should be made on these all by every pupil having the opportunity, as in the case of the blue-jay, and birds previously considered.

For the Review.]

### Drawing in the Public Schools.

OZIAS DODGE, HEAD MASTER VICTORIA ART SCHOOL, HALIFAX

#### CHAPTER III.

##### A Lesson upon an Apple.

It seems to me far better to select natural objects which are familiar to the pupils, to be drawn, rather than unfamiliar or artificial ones. Such objects seen every day of their lives will have a new interest for them after they have struggled to represent them on paper. Also this affords the teacher who is alive to the work, opportunities for giving valuable object lessons in connection with the drawing. By pointing out day after day the great characteristic things in the appearance of the commonest objects, which heretofore they had passed by unnoticed, they will be led to *observe for themselves*, which is the great thing.

Take then a few apples, place one upon the teacher's desk, and others about the room, upon the window-sill, or in such places that each pupil in the room shall be able to see one plainly. The object drawn should never be too near the pupil, as upon his own desk for instance.

The apples all being placed with the same end up, the teacher goes to the board and draws the outline of an apple in that position. The drawing should be in heavy lines, four or five times as large as the apple, and should be a typical apple as Fig 1. Of course, there are apples of other shapes, as the pippin for

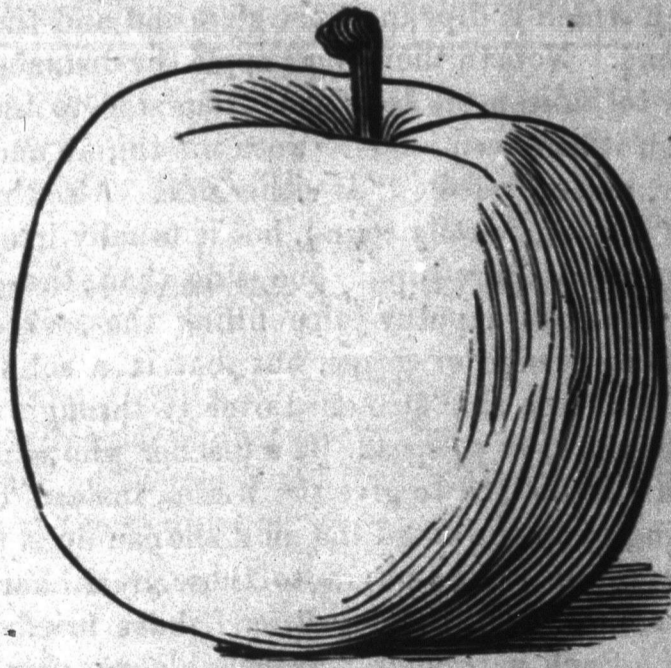


FIG. 1.

instance, and a second lesson might be taken showing the difference between them and the true apple shape. After the outline, shade with a few bold lines as Fig. 1. In regard to shading, about which so many confusing things have been said and written, only as shading comes out and emphasizes the *form* and *character* of the object, is it of any use to teacher or pupil. *We are talking with lines*, let these



lines then follow the form as the finger might if it was actually upon the object. The lines about the upper end of the apple for instance, run over the bulging portion and dip down into the pit where the stem is inserted. The eye follows each line into this pit, and is told plainer than by words that here is a hollow; the lines upon the side show that it is not

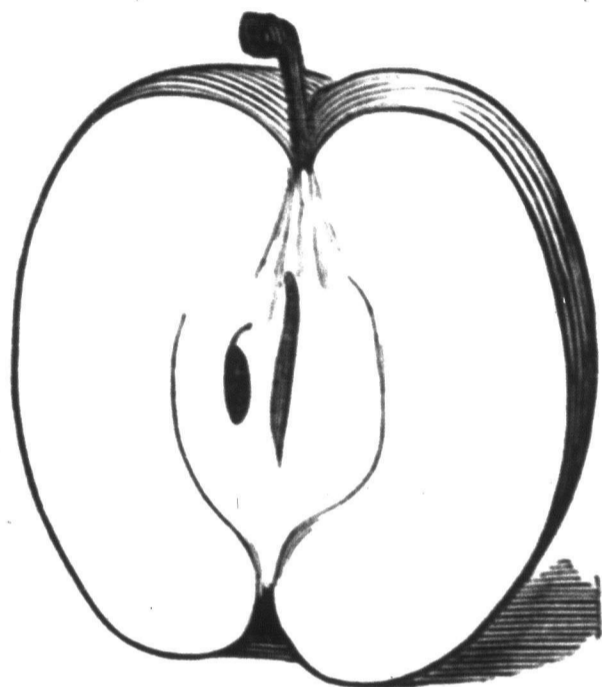


FIG. 2.

half of an apple, but that it has *another side*. Only as the shading is of this character, making plain the story which the outline partially tells is it of any value. Take up the apple upon the desk, and point out the way in which it dips in at the stem end and the blossom end. Note in the typical apple the distance from stem to blossom is less than from side to side, as though it had been held between the thumb and forefinger, and crowded out at either side. Also that the apple is not generally round, but is usually irregular, bulging out more upon one side than the other. That it is not a pulpy juice filling the sack like a ball as an orange or grape, but that is a solid fruit having a thin skin stretched over it through which its ribs show, so to speak. If a teacher who is unable to draw is obliged to give the lesson, instead of the drawing upon the board the most she can do is to call the attention of the pupils to those great characteristic things about the object as I have briefly done above. Such a teacher may be able to point out wherein the drawing is not like the object, and so help the pupils somewhat. Let the teacher go about the room and correct the drawings with a firm dark line, getting the angles of the outline by straight lines, changing the great proportions such as the width to the height until it is like the particular apple the pupil is drawing. Encourage the timid ones to draw bold and dark, for the mistakes must be plain or you cannot help them.

After the whole apple is drawn, cut all the apples in the room in two, then taking one half divide it. Draw upon the wood the half as Fig. 2 and point out that the inside line showing where it was cut, shows still better the hollow at the stem and blossom ends. Every pupil will see upon one side or the other somewhat of the outside as well as the flat surface which is cut, and this should be pointed out and explained.

You need now also to make one other thing clear that shading may show the fact of color as well as of form, as the black seeds and stem in Fig. 2, and the shaded outside. After this is drawn and corrected as was done with the whole apple, the quarter may be taken up in the same manner. First drawing it upon the board and shading as Fig. 3, show that there is one straight line the whole length of the top made by the cutting, and that this line is broken by the core and seeds; also that by making the seeds (and stem if it is attached to that quarter) dark the inside or flesh of the apple will show white as it is in nature. The quarter will be rather hard to draw if the pupil is looking upon one end as some of them will, but by first drawing the straight line and getting its *direction*, as in Fig. 3 it inclines up, then the other lines



FIG. 3.

can be drawn from this. The drawings of the apple and its parts should be as near the size of the object as they can estimate them, and by thus trying to match the size and proportion of the real object, they will be acquiring the ability to judge proportions correctly, which makes the difference between the good and poor draughtsman.

There is no limit to the probabilities of one's power to excel himself. But so long as a man has only to keep a little ahead of his neighbor, he has a dull spur wherewith to prick the sides of his intent. If that neighbor sticks fast, that is the end of the competition; after that both stick fast. On the other hand, when a man feels the necessity of bringing his future deeds into competition with his own past, there is no limit to the possibilities of life with him. *Sunday-school Times.*



For the REVIEW.]

**The "Royal William."**

In a late number of the REVIEW a sketch is given of the first steamship that crossed the Atlantic, called the "Royal William." A model of this steamer is exhibited in the rooms of the Quebec Historical Society, Quebec. The chief difference between this model and that of other steamers is that a curve is made in the middle of each side for the paddle wheels, I suppose for the purpose of protecting them from the seas and ice. This craft was sold in September, 1834, to the Spanish government, and named "Ysabel Segunda,"—being the first war steamer the Spaniards ever possessed.

A. S.

Springhill, N. S.

**Teachers in Council.**

WESTMORLAND, N. B., TEACHERS' INSTITUTE.

The Westmorland County Teachers' Institute was held in the superior school-house at Dorchester on September 21st and 22nd, S. W. Irons, President, in the chair. There was an enrolment of ninety members. The first session opened at 10 o'clock a. m. After some routine business the following officers were elected: S. W. Irons, President; Miss Sprague, Vice-president; G. J. Trueman, Secretary-Treasurer; G. J. Oulton, B. A., and Miss Mary Fawcett, members of Executive.

Before the afternoon session, through the kindness of Warden Forster, the members of the Institute were shown through the penitentiary. On re-assembling, Miss M. Brady read an interesting paper on "Geography," recommending the use of sand-maps. After discussion, Mr. H. H. Hagerman, B. A., read a thoughtful and suggestive paper on "Natural Science." He recommended the study of nature itself, beginning with the study of such objects as may be found in the neighborhood of the school. Lively discussions followed these papers.

During the second day's sessions the following papers were read: Miss Kate Willis read an excellent paper on "English Literature." She showed the great benefits arising from a taste for good literature. She thought the literature indulged in on Friday afternoons was too often more to amuse than to instruct, and thus teachers were in danger of losing sight of their real work as educators. G. J. Oulton, B. A., opened a discussion on "Spelling." He advocated teaching this very important branch by oral lessons, as well as written exercises carefully corrected. Constant drill was absolutely necessary in all grades. Spelling lessons should be assigned for home preparation. F. A. Dixon, B. A., read a carefully prepared paper on "The Relation of the Teacher to

Politics," giving a history of the growth of politics. This topic was further discussed by Dr. Inch, Chief Superintendent, W. W. Wells, M. P. P., Inspector Smith and others. Dr. Inch said that teachers should always and everywhere wage unceasing warfare against bribery and corruption that were becoming so prevalent in our country. Amos Oblenis gave an excellent lesson in "Arithmetic" to a class in Grade II. J. G. A. Belyea, B. A., gave an interesting talk on "Music" by the Tonic Sol-fa system, giving illustrations by using Mr. Oulton's wall charts and modulator.

Throughout all the sessions the greatest interest was manifested. The discussions following the various papers brought out many useful points and were participated in by Dr. Inch, Rev. J. R. Campbell, Inspector Smith, W. W. Wells, M. P. P., Judge Landry and A. J. Chapman, members of school board; Rev. H. Baker, Messrs. Wilbur, Belyea, Oulton, Lund, Dixon, Trueman, Black, Hagerman, Oblenis, MacDonald, Irons, and Misses Fawcett, Dupuis, Sprague, Mrs. Simpson, and others.

The public meeting was held in Robb's hall on Friday evening and was a great success. About 500 people were present. Mr. Justice Landry, Chairman of the School Board, presided. Excellent addresses were given by Prof. W. Andrews, of Mount Allison University, Rev. S. W. Kierstead, W. W. Wells, M. P. P., Rev. J. R. Campbell and Dr. Inch. Music was beautifully rendered at intervals—a vocal solo by Miss Maud Hanington, a vocal solo by Mrs. McGrath, and a violin solo by Miss Lulu Robb.

Many teachers were heard to say at the close that both Institute and public meeting were among the very best ever held in Westmorland.

ONE PRESENT.

Report of Kent Co., N. B., Institute will appear next month.

St. John County, N. B., Teachers' Institute will hold its regular annual session, as announced in last REVIEW, on Thursday and Friday, December 21st and 22nd, at the Centennial school, St. John.

The York County Teachers' Institute will meet in the normal school building, Fredericton, December 21st and 22nd. Papers will be read and addresses delivered by the President, Inspector Bridges, Messrs. Cecil Jones, Eldon Mullin, M. A., John Brittain, B. C. Foster, M. A., and by Chief Supt. Inch.

The school board of Fredericton seems to be moving a step backward. A reduction of teachers' salaries will perhaps save some money for the present. But in the end it will probably be found rather poor economy.—*St. John Daily Sun.*





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## The Atlantic for 1894

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## Christmas—Its Origin and Observance.

[Condensed from the N. Y. School Journal.]

Christmas day is by young and old regarded as the greatest and most glorious event in all the year. Christians particularly have reason to greet its annual recurrence with joy and commemorate it reverently, for it is the birthday of Jesus Christ, the Saviour of mankind. The celebration of the day as a feast of rejoicing is of much more ancient origin than the Christian church. It was observed even long before our Saviour was born in Bethlehem.

A PAGAN FESTIVAL was held on or near the winter solstice (December 21st), the sun having reached its utmost limit, to celebrate its return and the approach of longer and warmer days. This annual occurrence gave rise to a general feeling of joy in the hearts of the pagans who believed the gradual shortening of the day before the solstice to be the result of attacks upon their god of light by the powers of darkness.

WHEN DECEMBER 25TH WAS CHOSEN.—Why the 25th of December should have been universally adopted as the day on which Jesus Christ first showed himself in human form, cannot be definitely explained. So much is certain that the real date of the event is not known. The evidences that we possess regarding it are both traditional and conflicting. The Christians of the western churches appear to have been the first to adopt December 25th as the day for celebrating the nativity of Christ. This having been observed by the ancient pagan nations as "the birthday of the unconquered sun" it found favor with the new converts to Christianity. Probably this is the reason why the custom of the western churches prevailed. St. Chrysostom, who died in the beginning of the fifth century, relates that Julius I., bishop of Rome from 337 to 352, caused strict inquiries to be made regarding the date, and thereafter following what seemed to be the best authenticated tradition, settled authoritatively December 25th as the anniversary of Christ's birthday.

CHRISTMAS AND YULE-DAY.—The name Christmas derived, it seems, from the practice of the Roman Catholics to celebrate the day by special masses. One is held at midnight on Christmas eve, another at day-break, and a third later in the morning.

We often hear Christmas referred to as Yule-day. This is the name given to the festival of the winter solstice by the ancient North Germans. Their Yule-tide began in the night of the winter solstice, and lasted until January 6. It was the most joyous season of the year, consecrated to the God Freya, hence the birthday of the sun as it were. Commemorating as it did the turning point of the year, i. e., the period at which "fiery orb of day" made a revolution in its annual circuit and entered on its northern journey, a *wheel*, the symbol of the sun, was chosen as a device to mark the festival season in the almanac. *Hiol* or *j l* was the old Norse name for wheel; hence the word *Yule* day.

ORIGIN OF CHRISTMAS CUSTOMS.—Though the nature of the festival of the winter solstice has been completely changed by Christianity, many traces of the old pagan rites and ceremonies are still visible in our popular customs of celebrating the Day of Nativity. There are also to be found reminders of the Jewish Feast of Tabernacles. The time-honored practices were retained for good reasons. The early Christian missionaries found that attempts to abolish them were useless, and that they could render the cause of Christianity more agreeable to the great mass of the people, and promote it more

effectually by accepting them and giving them a new, a Christian significance.

The Jews celebrated the Feast of Tabernacles, the joyous season of Thanksgiving, by dwelling in booths made of the branches of the olive, pine, myrtle, palm "thick trees" (Nehemiah viii. 14-16), and "willows of the brook" (Leviticus xxviii. 40). From this is probably derived the practice of decking the houses and temples of worship with green.

The mistletoe when found growing upon the oak was regarded by the ancient Britons with the highest veneration. They held the tree sacred as belonging to their god Tutanee (the Baal of the Druids). At the period of the winter solstice, a joyous festival was celebrated in honor of this divinity. When the great anniversary arrived, the people accompanied by their priests, the Druids, marched with great pomp and rejoicings to the sacred tree.

The mystic parasite was cut off with a golden knife and dropped into a white cloth held out to catch it. The plant was then divided into small portions and distributed among the people who hung the spray over the entrances to their dwellings to appease and shelter the deities of the forests during the season of frost and cold.

To the cradle bough of a naked tree,  
Benumbed with ice and snow,  
A Christmas dream brought suddenly  
A birth of mistletoe.

The shepherd stars from their fleecy cloud  
Strode out on the night to see;  
The Herod north wind blustered loud  
To rend it from the tree.

But the old year took it for a sign,  
And blessed it in his heart  
"With prophecy of peace divine,  
Let now my soul depart."

—Harper's Magazine.

Another reminder of the great feast of our heathen forefathers is the burning of the Yule log, a custom still preserved in some American country homes. In pagan times a huge oaken log was kindled on the birthday of the unconquered sun. Half burnt twigs of the log were kept all the year as symbols of life and fruitfulness to re-light the next Yule-log.

Come bring with a noise,  
My merry, merry boys,  
The Christmas log to the firing,  
While my good dame she  
Bids ye all be free,  
And sing to your heart's desiring.

With the last year's brand  
Light the new block, and  
For good success in his spending,  
On your psalteries play  
That sweet luck may  
Come while the log is a teending—(burning).

—Herrick.

The Christmas-tree laden with gifts and glittering with light is an ancient German custom which has most likely been derived from the German Yule feast. The lights tell the story of the birth of "light to them that sit in darkness and in the shadow of death." The apples with which the branches are decorated are symbols of the fruit of the tree of paradise.

The fir tree stood  
In a beautiful room;  
A hundred tapers  
Dispelled the gloom.

All decked with gold and silver was he,  
And lilies and roses so fair to see.  
Hurrah for the fir tree, the Christmas tree,  
A prince in all the forest is he.



### The Forum's Reduction of Price.

The Forum, which its readers regard as the foremost of our periodicals, reduces its price, beginning with the December number, from \$3 to \$1 a year, from 50c. to 25c. a copy. This is the most noteworthy reduction in periodical literature that has taken place. Magazines of fiction and adventure, the illustrated monthlies, were within everybody's reach even before the recent reduction in price of some of them. But no periodical of the class of the Forum has ever been sold for 25c. It becomes the cheapest by half of all great Reviews in the world, and it remains the largest of all our periodicals of its kind, and its character is in no way changed.—This reduction in price puts the Forum easily within the reach of every reader who cares for it—of every man and woman who desires to keep abreast of the times. The extent to which this reduction will add to popular education on great subjects is incalculable. The ablest articles by the foremost writers are now offered at less than two cents each. The December number, for example, contains the following sixteen articles: "Are Presidential Appointments for Sale," Wm. D. Foulke; "Necessity for Immediate Tariff Reduction," A. Augustus Healy; "A Plan for an Automatic, non-Political Tariff," Hon. W. J. Coombs; "Francis Parkman and his Work," Julius H. Ward; "Child Study, the Basis of Exact Education," President G. Stanley Hall; "Israel among the Nations," W. E. H. Lecky; "The Beginning of Man and the Age of the Race," Dr. D. G. Brinton; "Need, not of More Money, but Better Exchange," T. G. Shearman; "How to Deal with a Filibustering Minority," John B. McMaster; "Use of Rich Men in a Republic," Frederic Harrison; "Mr. Goldwin Smith's Views on our History," Woodrow Wilson; "A Plan to Free our Schools from Politics," Dr. J. M. Rice; "The Most Popular Novels in America," Hamilton W. Mabie; "Lasting Results of the World's Fair," Alice Freeman Palmer; "The Fair's Results to the City of Chicago," Franklin H. Head.

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On Christmas eve, before going to sleep, the children hang up their stockings at the foot of the bed to be filled by Santa Claus (a corruption of St. Nicholas).

The practice of giving presents on Yule day is of pagan origin. The Christian church retained it and made it a symbol of the greatest gift that God has ever sent to man in the "Holy Night." The idea of making St. Nicholas the representative of the hidden donors seemed to be derived from the following story: St. Nicholas lived in Minor Asia, about the fourth century. He had inherited a large fortune which he spent in acts of charity. Hearing of a nobleman in his town who was sunk in such poverty that he could not give his three daughters suitable marriage portions, and was hardly able to preserve them from starving, St. Nicholas resolved to offer assistance. He proceeded secretly to the nobleman's house at night and threw a purse of gold into an open window. It fell at the nobleman's feet and enabled him to give a dowry to his eldest daughter. In a similar manner St. Nicholas bestowed presents on the second and third daughters. When throwing the third purse he was discovered by the nobleman, but made the latter promise that he would inform no one of the seasonable acts of munificence. From this incident is derived apparently the practice of placing presents in the shoes or stockings of friends and children, who, on discovering them in the morning, are supposed to attribute them to St. Nicholas.

#### In the Country School.

When the teacher comes to look upon his work in the right way, he will feel that he has a great deal more to do than simply to teach the text-books on the several subjects of school study; in fact, he will come to feel that a great deal of his work has but little to do directly with the acquisition of these subjects themselves. Not that they are to be neglected, or to be taught any less effectively than now, but it will be found that other things are deserving of attention; things a knowledge of which is quite as valuable, both for its practical use and for its power in giving a genuine education, as the subjects named in the time honored *curriculum*.

In the earliest years of life the child is absorbed in making acquaintance with his surroundings; in becoming familiar with the curious world into which he has been thrown. When he enters the school he has by no means finished this work nor outgrown his interest or desire for further acquisition of knowledge in this respect. We maintain that his work in school should give him valuable assistance in this acquisition. But, too often, it not only gives him no assistance whatever, but it actually strews his way with impediments. The result is that the child in the country is often found profoundly ignorant respecting the most familiar objects. We have several times asked a body of school teachers in the country to indicate whether they could recognize the note of the blue bird when he appears in the spring, and have found

that not half of them were able to do it. And these were intelligent young people; good teachers, and had for the most part passed their youth in the country.

This fact will give a hint as to a very valuable line of work to which an intelligent, earnest country school teacher might profitably give a few minutes every day. We make this suggestion especially to teachers of country schools for two reasons: one is, that in the country, the objects are at hand concerning which such knowledge is to be gained; the other is, that teachers in the country usually are less fettered by a fixed course of study, with special tasks assigned for every day, and consequently they are to a larger extent masters of their time and efforts. Field, wood, stream, and air teem with objects challenging observation and study; all that is necessary is that such study should be encouraged and directed. It need not be of a rigidly scientific character, but should aim at close observation and the learning of common every-day facts.—*The Public School Journal*.

#### SCHOOL AND COLLEGE.

Inspector Carter speaking of the work done in erecting new school houses in his district during the past year, said:—In Charlotte County new houses have been built at Seal Cove, Grand Manan, at Lord's Cove, and Lambert Town, Deer Island, at Moannes, St. Stephen, and at Fairy Bank, Clarendon. The St. Stephen Board are talking of a new primary building next year, and provision had been made for new houses at Richardsonville and Leonardville, Deer Island. In St. John County, Fairville has begun to build a fine new house of four departments. It will be ready for occupation next May. Little Musquash has a new house which will be ready at the beginning of the year. In the City of St. John new quarters have been provided for the schools formerly located in Loretto and St. Vincent's Convent buildings. In Kings County new houses have been built at Oak Point, Greenwich, and at Inglewood, Westfield.

These houses have all been built after the plans furnished by the Board of Education. Nearly all of them are painted white which looks so well in the country, and their appearance is very attractive.

Miss Bessie Howard will take the school at Elmsville, Charlotte County, next term.

Inspector R. P. Steeves is visiting the schools of Kings County, N. B. He will spend December in the parishes of Norton, Upham, and Hampton, and expects to visit the schools of Kingston, Kars, and Wickham, during January.

Chipman, Queen's Co., N. B., has recently made provision for establishing a graded school of two departments. As the village is growing rapidly, the step is a good one, and without doubt, a successful school will be the result.



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W. D. McIntyre, Esq., Principal of the Kensington School, P. E. I., has been appointed to the Principalship of the Summerside schools made vacant by the resignation of Principal Neil McLeod. The choice of Mr. McIntyre for this important position is an excellent one.

New furniture has been provided for the Chocolate Cove School, Deer Island, by the exertions of the teacher, Miss Edna Daggett.

**HEALTH READERS.** These valuable books are rapidly finding a place in the schools of Nova Scotia. The demand for them is so great that the publishers are unable to meet it. As indicative of a very general sentiment throughout the province we give extracts from a published letter from Principal Miller of Dartmouth: "No pupil can grade from any department in our schools to a higher, without passing an examination in that subject."—(The *Health Reader*.) In this nineteenth century it ought not to be necessary to convince by argument any parent of the importance of a sober community in which to live, and that the only effective method of arriving at that is by training the school children from the kindergarten up, in that knowledge which will make them familiar with the effects of poisons in general, and of alcohol in particular on their minds and bodies. The "hope of the future" is in the school children of to-day. "The boy is father to the man," or, to put it differently, a man is largely what he is as the result of his early training. It is the exception, not the rule, when he departs, in after life from his childhood training. The local government never passed a law which will have a greater influence for good upon Nova Scotians than that which makes temperance education imperative in every grade of every school in the province. Dartmouth teachers are notified that both Inspector Condon and Supervisor Miller, in their visits to the different grades, will require that the regulations in regard to this subject are carefully carried into effect.

There are but few country sections in which the schools are properly supplied with globes, maps, charts, ball frames, cabinets and such other necessary articles, which if not absolutely necessary, are at least very desirable. When a live teacher gets into such a section, defects in the outfit of the school room are soon made good. The trustees are interviewed and shown that to do good work, the teacher requires tools as well as the farmer or the carpenter, that it is poor economy to pay a workman his wages and not spend the few dollars more to double the amount of work done. Generally an earnest teacher will not have much trouble to get all she needs. But if want of funds prevents the success of her appeal to the trustees she will devise other means. She will go round with a subscription paper, or get up a concert. We find such a teacher in Clementsport, Annapolis, Miss L. E. Haines. Calling to her assistance the local talent of the place, and aided by her pupils, she gave to the people of that section a pleasant evening's entertainment and secured funds to add very materially to the equipment of her class-room. She now realizes that the gods help those who help themselves, for she finds that the people of the section appreciate her pluck and energy and are on that account more willing to help than before.

Mr. Philip Cox, A. B., B. Sc., has retired from the St. John Grammar School. He has been succeeded by Mr. Geo. W. Dill, Ph. B., Principal of the Indiantown school. Mr. H. V. Hayes has been appointed to Indiantown, and Mr. W. T. Kerr, of Woodstock, is filling Mr. Hayes' position in the Milford Superior School.

Miss Anna K. Miller, teacher at Bayswater, Kings Co., has raised enough money to paint her school house.

Miss May Ward, last year's medalist at the Normal school, is supply for Miss Beattie in St. Stephen. Miss Georgie Meredith has been appointed as supply for Miss Carrie Everitt who has been granted six months' leave of absence.

Miss Maud Maxwell, teacher at Mascarene, Charlotte County, has recently had a very successful school entertainment, the proceeds of which will be devoted to the better equipment of her school.

Miss Georgina Wagner, of French River, one of Pictou County's most successful teachers, is spending the winter in Waverly, Mass.

The Richibucto Superior School, of which Mr. H. T. Colpitts is the Principal, has just added seventy-five volumes to its library, including one set of Dickens, fifteen volumes, and one set of Waverly Novels, twelve volumes. The funds were raised by a school concert.

QUESTION DEPARTMENT.

G. U. M., St. PETER'S, C. B.—Please give general analysis of: "Pray, Mr. Opie, may I ask you what you mix your paints with?" said a brisk dilettante student to the great painter. Also, what figure of speech is "Into the valley of death."

ANSWER by Florence Wilkie, Halifax Academy:

"Into the valley of death," is a metaphor.

Analysis of "Pray, Mr. Opie," etc., complex sentence.

A. Principal,—Said a brisk dilettante student to the great painter.

1a<sup>1</sup> (Noun clause object of "said.") (I) pray (you) Mr. Opie.

1a<sup>2</sup> (Adv. cl. of condition.) May I ask you.

1a<sup>3</sup> (Noun cl. object of "ask.") What you mix your colors with.

INQUIRER.—Would you have the kindness to solve question 4, Section V, page 72, and question 3, Section V, page 166, in Hamblin Smith's Arithmetic?

Page 72, Section V, Question 4:

John spends 1st  $\frac{1}{3}$  of money — \$80

∴ he has left  $\frac{2}{3}$  " + \$80

John spends 2nd  $\frac{1}{3}$  ( $\frac{1}{3}$  of money + \$80) + \$40

∴ he has left  $\frac{1}{3}$  ( $\frac{1}{3}$  " + \$80) — \$40

That is he has left  $\frac{1}{3}$  " + \$80 — \$40

But he has \$40 left.

∴  $\frac{1}{3}$  of money + \$80 — \$40 = \$40

∴  $\frac{1}{3}$  " = \$40 + \$40 — \$80

∴  $\frac{1}{3}$  " = \$240

∴  $\frac{1}{3}$  " = \$240 ÷ 4 = \$60

∴  $\frac{1}{3}$  " = \$60 × 21 = \$180

∴ \$180 is the required amount.

(Question three will be answered next month.)



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SUBSCRIBER.—Would you kindly give the general and detailed analysis and parse the words in italics of the stanza below in your December REVIEW?

No action, whether foul or fair,  
Is ever done but it leaves somewhere  
A record, written by fingers ghostly,  
As a blessing or a curse, and mostly  
In the greater weakness or greater strength  
Of the acts which follow it, till at length  
The wrongs of ages are redressed,  
And the justice of God made manifest.

ANSWER.—The meaning of the passage seems, in parts, to be somewhat obscure. But with my interpretation of it, I would analyze it as below.

I find that very many teachers do not train their pupils to analyze and parse in anything like a proper form. If the editor can print the tables as here constructed it may be helpful to such teachers.

To call "as" a preposition may not meet with the approval of all, but it can be justified.—H. C. C.

ANALYSIS.

Notation.	Relation.	Connective	Subject.	Enlargement.	Predicate.	Completion.	Extension.
A	Principal.		No action,	whether foul or fair,	is done	.....	ever (adv. of time.)
x B	Prin.	but [— which not]	it	.....	leaves	a record (obj) as a blessing or a curse (attrib.) written by ghostly fingers (attrib.)	somewhere (adv. of place.)
+ C	Prin.	and	[record]	[this]	[consists]	.....	mostly (adv. of degree.) in the greater.....of the acts (adv. of subst.)
c <sup>1</sup>	Attrib. to "acts."	.....	which	.....	follow	it	
b <sup>1</sup>	Adv. of duration, to "leaves," in B.	till	the wrongs	of ages	are redressed		
2b <sup>1</sup>	do.	and	the justice	of God	[is] made manifest.		

PARSING.

Word.	Class.	Sub-class.	Inflections.	Syntax.	Rule.
As	Prep.	.....	.....	Showing rel. betw. "a record" and "a blessing or a curse."	Prep's show the relation, etc.
Blessing	Noun	common,	neut., sing., 3rd, obj.	Gov. by prep. "as."	Prep's gov. the obj. case.
Till	Conjunc.	adverbial,	.....	Joining "leaves a record" and "the wrongs, etc."	Conj's join, etc.
Length	Noun	common,	neut., sing., 3rd, obj.	Gov. by prep. "at."	Prep's gov., etc.



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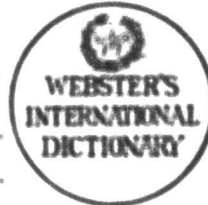
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### Obituary Notices.

A. J. Denton, A. B., died recently in Colorado. Many teachers throughout Nova Scotia who were acquainted with A. J. Denton will hear with much sorrow of his death. He was a native of Digby Neck, and as a pupil was the delight of his teachers. While still young he entered Acadia College where he always stood at the head of his classes. He excelled in classics. For some time he taught a superior school in New Brunswick, also in Kentville. In 1883, he was appointed teacher of mathematics in the Halifax Academy. Here, as everywhere else, he threw all his energies into his work, and was considered a good teacher. Early in his career, symptoms of the fell destroyer—consumption—appeared; but he worked manfully in spite of bodily weakness, and when many would have retired from the contest, he won a valuable science scholarship in Harvard University. Finally, he was compelled to seek a more favorable climate in Colorado, where for some time his health seemed to improve. He always lived a correct, honest, and religious life—taking an active part in the work of the Baptist Church. His wife and son have the sincere sympathy of teachers throughout the Maritime Provinces.

Wm. Owen, A. B., died at Antigonish at the end of November. He was a teacher of more than ordinary ability, and his loss to the profession will be deeply regretted. He was a bright student and writer of considerable ability. For many years he taught in his native county, Lunenburg. For some time he was laid aside by illness and a severe accident, but had so far recovered that he resumed the duties of his profession by accepting a situation in Antigonish at the beginning of the present school year, but an attack of inflammation of the brain resulted fatally. The teaching profession has lost in the prime of his life a man from whom they expected much.

### BOOK REVIEWS.

MY SATURDAY BIRD CLASS, by Margaret Miller; 7 x 5 inches, 107 pages. Boston, U. S. A., D. C. Heath & Co., 1893. This little book is gotten up in the usual good typographical style characteristic of the publishers, with clear type, fine paper and distinct cuts of a number of our common birds. The class is a voluntary, holiday, Saturday class of a few young girls and boys; and the teacher's method is the true one, described in simple language which can be followed by a child and which cannot fail to be suggestive to the ordinary teacher. At the end of each chapter is given a short description of a number of birds related to those forming the subject of the lesson for the use of the teacher. To illustrate the style and at the same time to give a very valuable lesson, we give elsewhere a short extract, "The English Sparrow and the Ignorant Boy."

ELEMENTARY COURSE OF PRACTICAL SCIENCE, Part I, by Hugh Gordon, M. A., Oxford, etc. London and New York: MacMillan & Co. The author of Practical Science gives his experience in teaching and superintending the teaching of science in London schools. The method outlined of teaching by suggesting, "combined with the minimum amount of demonstration—that of asking questions, not of answering them," is a good one. The aim of the book is to lead the pupil to question "nature herself, and of understanding her answers."



## THE EDUCATIONAL REVIEW.

**BRIGITTA.** Erzählung von Berthold Auerbach. Edited by Dr. Gore. Columbian University; pp. 114; price 55 cents. Published by Ginn & Co., Boston. We think the editor's claim correct, "that Brigitta is unparalleled for sight-reading." We intend to use it ourselves for that purpose, and strongly recommend it to others connected with academic education.

**COLLAR'S SHORTER EYSENBACH**—a revision by Clara S. Curtis; pp. 242. Publishers, Ginn & Co., Boston. In our judgment the text-books prepared by Wm. C. Collar take rank with the very best that are used in our schools. (His first edition of Eysenbach was too bulky for general use). We are therefore delighted to see a smaller edition on precisely the same plan. Its size is such that pupils will now be encouraged to attempt its complete mastery—an important consideration. Those who use Collar & Daniel's Beginner's Latin Book will be sure to select this book for their German classes.

**THE SCIENCE OF EDUCATION AND THE AESTHETIC REVELATION OF THE WORLD**, by Herbart; pp. 268; price \$1.00. Published by D. C. Heath & Co., Boston. A preface of twelve pages by Oscar Browning refers to the advantages to the teacher of a knowledge of educational systems, and clearly shows that sound educational principles must be derived from a sound psychology. Therefore, the value of this treatise to teachers must be evident when it is considered that Herbart was the father of modern exact psychology, if such a thing can be said to exist. The translators, Henry and Emmie Felkin, devote fifty-six pages to an introduction, which gives a sketch of Herbart's life and an analysis of his philosophy and principles of education. The earnest teacher, with this assistance and the help of numerous footnotes, will not have much difficulty in following the profound thoughts of one who is revolutionizing education in Germany and whose influence is extending to America. Our teachers who have read Dr. Hall's History of Education (Truro) will be likely to secure a copy of this valuable translation. Oscar Browning, Fellow and Lecturer of Cambridge University, and Dr. Harris, United States Commissioner of Education, are also most ardent admirers of Herbart.

**MACMILLAN'S HISTORY READER FOR STANDARD VII.** London. Published by MacMillan & Co., 1893. Price 1s. 6d. The MacMillans have added to their previous history readers Book VII, containing an account of the House of Hanover, with biographies of leading statesmen and men of letters, notices of the chief legislative acts, and chapters upon the growth of the Colonial Empire, 1716-1893. This is a very readable history, having the advantage over ordinary text-books in history of being suitable for a supplementary reader.

**CANADIAN ALMANAC AND MISCELLANEOUS DIRECTORY FOR 1894.** Pages, 298. Price, paper, 20 cents. Cloth, 30 cents. Publishers, The Copp, Clark Co., limited, Toronto. It would be difficult to find more information of just the kind that people need every day, than is compressed in this cheap and handy volume. The article on the Canadian flag is alone worth the price to teachers.

**LITTLE PEOPLES' READER**, by Miss Georgia A. Hodskins, Springfield, Mass. Boston: Ginn & Co. Price, 30 cents. This is a collection of little lessons for supplementary work in First Grade reading. They were written to fill a demand for variety in her own class, and they proved successful. Miss Hodskins does not confine herself to monosyllables,

but only words are used with which the little ones are familiar. The sentences are just such in which children delight.

### BOOKS RECEIVED.

*Laboratory Guide in General Chemistry*, by Geo. Willard Benton, A. M. D. C. Heath & Co., publishers.

*Drawing and Design for Beginners*, by Edw. R. Taylor. MacMillan & Co., London and New York.

*Virgil's Aeneid*, Book VIII. Edited by John Tetlow, D. Sc. Ginn & Co., Publishers, Boston.

*Elementary Science and Physiology, Taught objectively*, by H. Dorner, Ph. D. Published by the author, Milwaukee, Wis.

*Patriotic Recitations and Arbor Day Exercises*, by Hon. G. W. Ross, Minister of Education, Ontario. Publishers, Warwick Bros. & Rutter, Toronto.

*Cæsar's Gallic War*, with notes, vocabulary, maps and illustrations. Publishers, Albert Scott & Co., Chicago.

### College Exchanges.

We have received the *Acadia Athenæum* for November, a very creditable number. It reports forty students in the Freshman class, and over 120 in the Arts course. Prof. F. A. Haley's opening address is published. He argues for a broad and deep education as a preliminary to the special training required for life's work; but he would also allow option, believing that there is mental discipline in any study properly taught.

The *Sackville Argosy* comes to us in an entirely new dress, and is from title page to colophon, one of the brightest of college magazines.

### The December Magazines.

In the *Atlantic Monthly*, Woodrow Wilson writes an interesting article entitled "Mere Literature."

In the *Forum*, Pres. G. Stanley Hall treats of "Child Study: the Basis of Exact Education," and Dr. J. M. Rice contributes an article on a "Plan to free the Schools from Politics."

The December *Century* is a distinctly holiday number. The sermon preached by Phillips Brooks last Christmas is given in this number.

In *St. Nicholas*, Helen Keller's letter describing her visit to the Fair is a good example of what education is able to do for a young girl deprived of sight and hearing.

The *Popular Science Monthly* contains an ably written sketch of Sir Daniel Wilson, the late President of Toronto University.

### Clubbing Rates.

Our subscribers frequently write, asking for clubbing rates with other magazines. Below will be seen the advantage of this arrangement.

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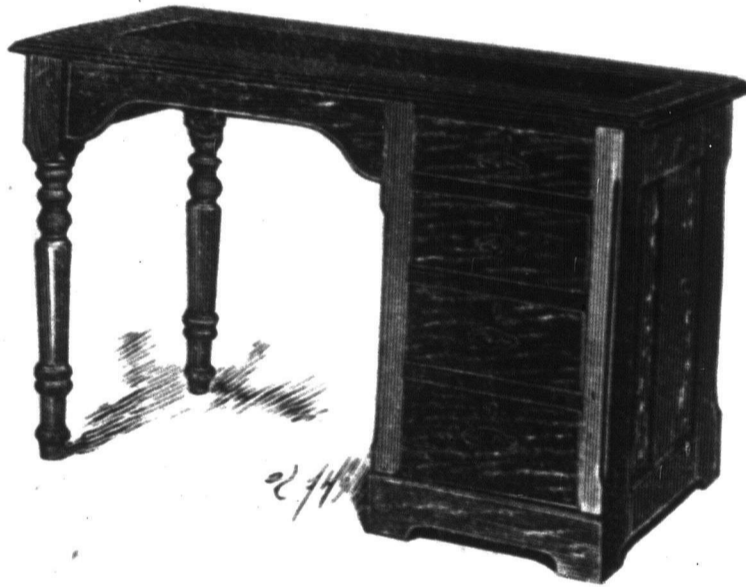
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The Calendar for the Session 1893-94, contains information respecting conditions of entrance, course of study, degrees etc., in the Several Faculties and Departments, of the University, as follows:

**FACULTY OF LAW.** (Opening, September 4th).

**FACULTY OF MEDICINE.** (October 2nd).

**FACULTY OF ARTS, OR ACADEMICAL FACULTY.**—Including the Donalds Special Course for Women. (September 14th).

**FACULTY OF APPLIED SCIENCE.** Including Departments of Civil Engineering, Mechanical Engineering, Mining Engineering, Electrical Engineering and Practical Chemistry. (September 15th).

**FACULTY OF COMPARATIVE MEDICINE AND VETERINARY SCIENCE.** (October 1st).

**MCGILL NORMAL SCHOOL.** (September 1st).

Copies of the Calendar may be obtained on application to the undersigned.

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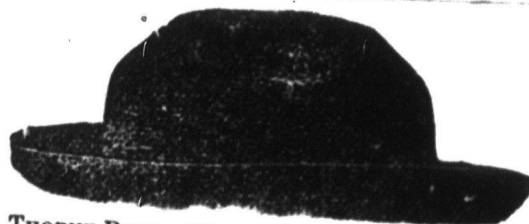
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