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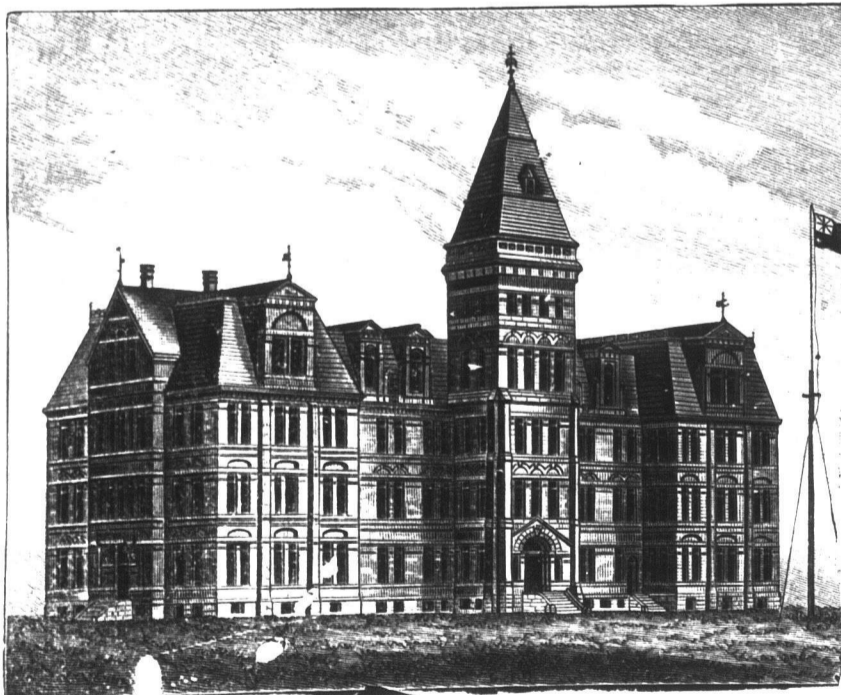
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THE public reception given to Dr. G. F. Matthew by the New Brunswick Natural History Society on his return from the meeting of the British Association at Liverpool, was a well-deserved recognition of the great services he has rendered to science as a geologist. Many letters were read from distinguished scientists throughout Canada, and from Canadians abroad, showing their appreciation of the work Dr. Matthew has done, and expressing the hope that he may be long spared to continue his researches.

THE installation of the Rev. Dr. Macrae, late pastor of St. Stephen's Church, St. John, as principal of Morrin College, Quebec, took place on Thursday evening, Oct. 29th. The cordial welcome extended to Dr. Macrae, and his eloquent and scholarly address in reply, are indications that Quebec has secured one who will be an ornament, not only to its academic halls, but also to the cultured society of that historic city. St. John could ill spare such a man as Dr. Macrae.

THE engravings that appear in the REVIEW from month to month are the work of the F. C. Wesley Co., St. John. It is unnecessary to say that this work is quite satisfactory. It speaks for itself. For schools, wishing copies of photographs of groups or buildings, at very little expense, the facilities of the Wesley Co. to furnish them are very great, and they can be relied on to do excellent work.

CHIEF Superintendent Dr. Inch, in his address before the teachers of Northumberland last month emphasized the importance of self-culture, especially of those who are cut off from communication with other teachers: In order to be a success in his profession the teacher must be a student all his life. He ought to be a lover of good books, and let no day pass without devoting a certain time to study so that he may keep up with the intellectual march of progress. He should be methodical in his studies, and have a certain plan to follow, and in this way derive more benefit from his reading.

ABOUT one-fourth of the children in our schools are defective in hearing and about one-third are wanting in normal sight. These defective children may be in other respects mentally equal or superior to those whose sight and hearing are normal. Yet if placed too far from the blackboard or the teacher they appear to be stupid and dull. In selecting seats for your pupils, account must be taken of defects of sight and hearing as well as of size, health and morals. Indeed the teacher who can arrange his pupils to the best advantage so that those sitting together are congenial and helpful, so that the size of the pupil and the desk correspond, so that the delicate are in the least draughty parts of the room, and so that the dull of hearing and seeing are to the front—a teacher who can do all this well is likely to succeed.

MANY teachers are even now looking forward to a change for the next year or term. It is a matter of deep concern to all real friends of education that teachers are not better paid—indeed it is a menace to the future of the profession. If the best material is to be attracted to the work of teaching, fairly adequate remuneration must be provided. Teachers complain of the action of school boards, and sometimes with reason; but the salary question is much more dependent upon their own line of action. Teachers have not yet even contemplated organization and union to keep up wages, nor is it desirable that such a course should be adopted, but there are certain courtesies in a professional way that one teacher owes to another. One is not to apply for a school unless it is known to be vacant. Inquire first, apply afterwards. In the interests of the profession do not offer to accept a lower salary than your predecessor. If you do, a precedent will be established in the district which will always be quoted, and the salary once reduced, will be difficult to raise again.

Shall Teachers be Pensioned?

Many of our best teachers would like to continue teaching until incapacitated by age, but they see a reasonable prospect of being able to save from their average salaries enough to support them in their declining years. Consequently all of them who can do so seek other professions. There are many of our best high school and college graduates who never enter the teaching profession because of the poor financial and social prospects. Thus both talents and valuable experience are lost to our profession because no provision is made to secure us from want when old age or sickness comes. Even those who remain in the profession are rendered less useful by their anxiety for the future. Instead of being energized and harassed by heat and misgivings, they should be enabled to give themselves up unreservedly to their lofty but difficult duties.

In the civil service those who collect duties or distribute letters receive pensions. After twenty-one years' service in the army our soldiers, who may never have fired a shot at an enemy, are pensioned. Then why should not our teachers, who fight the destructive forces of ignorance and who render their country the greatest of all services, be also pensioned? Their work is more perilous to health and life than the work of the soldier. They require more learning, skill and preparation, more moral courage and more brains, and they should be, as they are in Germany, cared for by the country whose greatness they create. The German system of education is confessedly the best in the world. Why? Largely because of the prominence given to the teacher on account of the recognized importance of his work. He is a dignified government official, with permanent employment, and a recognized social position, provided for by the state when he is unable to continue his work, and even his wife and family provided for after his death.

Teachers are pensioned in nearly every civilized country in the world. England has no adequate system of pensions yet, but we all know in what a chaotic state her educational system has always been. It is true that she has several endowed schools, the best in the world, but her national system, if system it can be called, is but a series of awkward compromises. But even England has made more progress in the pensioning of teachers than we have. In 1893 the House of Commons unanimously resolved that a national state-aided system of superannuation for teachers in public elementary schools should be established at an early date.

At present, in our provinces, teachers are so ill paid, and the possibility of making provision for old age so

uncertain, that our profession is filled with untrained novices who make it a stepping stone to some other employment. This state of things will continue until some provision is given to the teacher's position by providing pensions and making professional training compulsory for all teachers.

This is too important a matter to be left to the crude and ill-formed opinions of young teachers. Not many young men, and probably no young ladies, become teachers expecting to make teaching a life-long business. It would therefore be unwise to decide a question into which selfish considerations may so easily enter by the votes of those who are not in a position to look upon it without prejudice. If we now find so many teachers underbidding each other, how can we expect from them a wise decision on a question requiring the fullest knowledge of difficult economic science and the experience of other countries.

The pensioning of teachers is so important a subject that it should be considered and decided wholly by the Council of Public Instruction, aided by the wisest and most experienced educationists of the country.

In a future number we will give an account of the system of pensioning in the United States, Quebec, Ontario and some European countries.

Teaching vs. Telling.

Every trained teacher will agree at once that telling is not teaching. It has been called by some one the didactic disease, and how many are afflicted with it! If you visit our schools and sit quietly for a time, you will be struck with the disproportion of talking done by teachers and pupils. Our normal school training is on the principle that a pupil is not to be told what he is capable of finding out for himself. First, a desire for knowledge is to be created or stimulated, second, the way to acquire knowledge, and third, the power to express knowledge. It is the teacher's duty and function to direct and supervise all the channels, and especially to take cognizance of how far the pupil is becoming exclusive owner of this property.

If pupils meet no difficulties, they acquire no power of overcoming them. If they are not required to think they will not develop increased power of thought. It is therefore the unwise teacher who helps his pupils too freely.

An amusing sketch is published in *School Education*, and it represents what is taking place daily in some of our schools.

The Author of *Shant* decided to make a pilgrimage to the Cave of Sarnon School. First of all he dropped into the *Oratory of Chant* Abbey, where a friar who

had studied under Alcuin himself was teaching methods. And this is what he heard.

"The object of teaching is to arouse self-activity in the child, is it not?" "Yes," unanimously.

"Then a pupil should not be told what he can reasonably be expected to discover for himself, should he?"

The air was fairly blue and sizzling with the tremendous generation of thought on the part of the class, which culminated in a seismic shake of the head.

"It kills enthusiasm in a class to have everything told by the teacher, does it not?" Heads move in the perpendicular plane.

"Hence the teacher should never deprive the pupil of the right to do his own thinking, should he?"

Vigorous motions of head in the horizontal plane.

The Abbot drew a deep sigh, thinking perhaps of the infidel Saxon's attack on his liege lord.

Next he heard a lesson in botany by a professor from Queen Guinevere's own normal school.

"This is the corolla of the flower, is it not?"

Mysterious are the workings of the human mind. Sixty immortal souls in that room got the same grand thought in the same moment and expressed it eloquently with "Yes."

The Abbot had seen and heard enough of botany. Such a double back action and self-cooking sixty-shooter of thought he had never seen before.

Next he passed to regale his faint spirit on historic lore under the learned professor of history from the Royal University.

The professor had notes. He had nothing but notes. He read the notes. He did nothing but read his notes. This is what he read:

"Bloody Mary was the daughter of Katharine of Aragon, wasn't she?"

The class thought so emphatically.

"And Queen Elizabeth was the daughter of Anne Boleyn, wasn't she?"

The class hadn't a doubt as to the historical correctness of the statement.

"Hence Mary was older than Elizabeth?"

TALKS WITH TEACHERS.

Notwithstanding the fact that the day of the annual meeting this year in New Brunswick (October 10th) was advertised in the *Royal Gazette* and other papers, as well as the Review, a few districts have persisted in refusing to hold it on that day, alleging want of formal notice or the unfortunate error in the blue books. Precaution was taken at nearly all the County Institutes to notify the teachers of the correct date, with the request that they notify their secretaries. It would not have mattered very much if the few wise-acres who looked into the blue books had not been so imbued with the magnitude of their discovery as to feel in duty bound to scatter it abroad and try to bewilder others.

The date of the school meeting was changed because of the break in the week caused by the holiday on

Thursday, and many teachers took Friday as well—making up the day on some Saturday when the school attendance is usually much smaller. It is stated that by an error of the engrossing clerk, the act was made to read the second Saturday in January instead of October, and the mistake was not discovered until it was printed. It will be rectified, no doubt, this winter.

Would it be too much to ask the teachers to inform their secretaries that it is required of them to send a copy of the minutes of the annual meeting to the inspector, (Reg. 1) not to the education office as a few of them continue to do. Some secretaries fail to send the copy at all.

I would like again to refer to the subject of home lessons. It may be that some time in the future our methods of teaching will reach such a degree of perfection that we will be able to do all the work required of us within the present school hours, but home lessons are yet a necessity. There are two classes of parents that the teacher has to dread. One, living for the most part in the cities, which objects to home lessons almost *in toto*; the other residing in the rural districts, which is forever complaining that the children have not enough to do at home. I can only urge as I have done before—give as few home exercises (requiring manual excellence) as possible, as the facilities for doing such work to advantage and with profit, are few in many homes. Do not permit lessons supposed to be prepared at home, to be studied in school. If there is time for such, allow it for the entire preparation of one or more home lessons.

I think we should devote more time to instructing pupils how to prepare home lessons. How often do we hear parents say: "I heard my boy or girl recite the lesson and he knew it perfectly." The teacher often takes a different view of the matter, and it is not strange. Parents' well intentioned efforts to assist their children at home should not be discouraged, but their methods are not the methods of trained teachers. Their memoriter work will not do, hence the pupils should have an exact idea of what is required of them and above all should be taught system in connection with home work. The pupil who steals desultory glances at his home work whenever his attention is not otherwise occupied and who depends upon the few minutes allowed in school will profit but little by it.

Teachers in selecting terrestrial globes for the use of their schools, should take care that they are suited for working out any problems. There is a cheap class of globes on sale that will not answer at all—some are not even supplied with a brazen meridian, and the inclination of the earth's axis is fixed. Do not be put off with anything but the best, as all others will be found nearly useless for many purposes for which they are required.

For the REVIEW

Notes on English.

"FAULT"

"Yet he was kind, or if severe in aught,
The love he bore to learning was in fault."

So sings Goldsmith of his old domine, Paddy Byrne that is, if the commentators are right in saying that Goldsmith was a disciple of Paddy, and in supposing that Paddy was the model from whom the poet painted his picture of the Village Schoolmaster.

By the way, isn't it a pity that the good old name of 'schoolmaster' should have been allowed to fall into disuse among us Canadians? Instead of 'schoolmaster' and 'schoolmistress' we have such Yankee abominations as 'school teachers' and 'school mams' (or 'lady teachers'), and some of us even aspire to emulate and imitate those barbers and boot blacks and other professional 'gents' who call themselves 'professors.' I'm not quite sure whether I have any very good philosophical reason for disliking these latter names, but I have an excellent *Philosophical* one. I do not like them.

* * *

The above couplet might form not a bad text for a dissertation on pedagogical ethics or apologies or something of that sort, but this is not what it is going to be used for at present. 'The Deserted Village' is part of the literature prescribed this year for Grades IX and X in the schools of Nova Scotia. While one of these classes was reading it over a few weeks ago, a girl jumped up and charged the poet with being guilty of making a bad rhyme in that couplet. 'taught' does not rhyme with 'fault.' A bad rhyme is as easy to detect as a piece of bad grammar, and young critics are apt to feel quite cocky when they discover such a hole in a poet's coat. Sometimes older critics too, for it is not so very long since a professor of English literature pronounced *The Song of the Shirt* and *The Bridge of Sighs* no poetry at all, and gave as his first reason that some of the rhymes were bad.

Some of the pupils were willing to let Goldsmith off on the plea of poetic licence, but there seemed to be an uneasy feeling that a man who couldn't make a better rhyme than 'taught'-'fault' must be rather a poor sort of poet. Scarcely good enough to have his so-called poetry prescribed for Grade IX and surely too poor to be honoured by the veterans of Grade X who had gone through the first part of Dalgleish.

We were just about resigning ourselves to abandon our belief in poor Goldie's inspiration when some one suggested that perhaps *aught* and *fault* did rhyme in his day. They were told to look into the matter and report later on. One of them found two similar rhymes for *fault* in Pope, and another found one in Moore. I forget just what these were, but the matter may be of some interest to teachers and students generally and the following notes and passages are given for their benefit.

In Chaucer I can't find *fault* rhyming with anything. Can't even find the word at all. Skeat says in his dictionary that the Middle English form is *faute* and

that this occurs in line 10757 of *The Canterbury Tales*. And so it does in Tyrwhitt's edition, but in Skeat's own edition the word is *faik*.

I looked thro' the first six books of *The Faerie Queene* but found no *fault* nor *faute*.

Shakespeare uses *fault* twice at the end of a rhyming line. In Sonnet 89 it rhymes with *halt*, and in the Epilogue to *The Tempest* with *assault*.

Marlowe also makes it rhyme with *assault*, in his version of Ovid's 8th Elegy. (The only case I have found in his works.)

Ben Jonson rhymes it with *vaunt* in Epigram 124.

So it would seem that to Marlowe, Shakespeare and Jonson either the *f* was sounded in *fault*, or it was silent in *halt*, *vaunt* and *assault*.

Milton does not appear to use *fault* in any rhyming passage, at least I have not found any.

And so we come to Dryden, where we find

"To tell men freely of their foulest faults,
To laugh at their vain deeds and vainer thoughts."

Essay on Satire 13, 14.

"I, who have all this time been finding fault
Even with my master, who first satire taught."

Id. 254, 5.

"The gospel offers nothing to our thoughts
But penitence, or punishment for faults."

Art of Poetry 628, 9.

"Hear all the world, consider every thought;
A fool by chance may stumble on a fault."

Id. 904, 5.

Coming now to Goldsmith's century we find his less pronounced pronunciation of *fault* countenanced by Pope, Swift and Cowper, and I don't know how many others. My copies of these three poets are not lined and it is too much trouble at present to count them.

Pope has in the *Dunciad*, Book I

"Oh, born in Sin, and forth in folly brought
Works crushed, or to be crushed" (your father's *fault*.)

And in Book IV,

"Wrapped up in self, a god without a thought,
Regardless of our merit or de *fault*."

Here are two more from the *Essay on Criticism*.

"I know there are to whose presumptuous thoughts
Those freer beauties, even in them, seem faults."

"Before his sacred name flies every fault,

And each exalted stanza teems with thought."

The editor of my Pope says that the poet was censured by Swift for incorrect rhymes, and mentions *fault* as one of them. In Swift's own *Strephon and Chloe* I find

"For if they keep not what they caught
It is entirely their own *fault*."

In Cowper's version of Horace's Sat. I. 9, he has

"Refute the charge the plaintiff brought,
Or suffer judgment by de *fault*."

The *Deserted Village* passage is only one of three in which Goldsmith uses *fault* in the same way.

In Retaliation he says

"Say, where has our poet this malady *caught*?
Or wherefore his character thus without *fault*."
And here is a stanza from his Hermit,
"But mine the sorrow, mine the *fault*,
And well my life shall pay;
I'll seek the solitude he *sought*,
And stretch me where he lay."

It looks as if our student's suggestion had something in it. If *fault* was always pronounced as we now pronounce it and as it appears to have been pronounced in Shakespeare's time (as to the *l* at any rate) it seems strange that Dryden, Pope, Swift, Goldsmith and Cowper should always make it rhyme with words that contain no *l*. That "always" is stronger than I have warrant for, but I shall leave it there until I learn that it is wrong.

It is not likely that *fault* was always pronounced in Goldsmith's time without the *l*, unless *vault* was treated in the same way, for every school girl knows that Gray makes these two words rhyme in his *Elegy*.

The Century Dictionary says the *l* in *fault* is a modern insertion (Skeat says "due to the insertion of *l* in the O. F. *faute* in the 16th century") affecting at first only the spelling; it was not sounded till recently.

Skeat's precise statement is more satisfactory than the vagueness of the Century's "modern" and "recently." And what about the *l* in the word as used by Marlowe and Shakespeare and Ben Jonson? O, for the F volume of Murray's Dictionary! A. CAMERON.

Yarmouth, N. S., Oct. 28, 1896.

The Teacher and Discipline.

H. L. BRITAIN, B. A.

(Read before the Westmorland County Teachers' Institute, Oct. 1896.)

Cynics have said that the less a man knows the more ready he is to express an opinion. If this be so, a better choice of a writer for this paper could not have been made, since a copious expression of opinion should be in favor of a healthy discussion of the subject.

In order that our thinking along this line may be definite, let us select a definition of discipline for the purposes of this paper. Discipline is anything and everything which tends to oil the wheels of school machinery to make scholars attentive, prompt, and studious, and teaching easy. Discipline covers all the means used to bring harmony of class. The end of discipline is harmony.

1. What qualifications must the teacher have to be a good disciplinarian? The ideal disciplinarian must have harmony within himself. He must be well balanced morally, mentally, and physically. If the breast of the teacher himself be a battle-ground of conflicting emotions, shifting opinions, and vacillating intentions, how can it be possible for him to inculcate by word or deed the beauty of the harmony he knows not of. What a pitiful example of the blind leading the blind is given by a teacher who habitually corrects in anger! No one can bring milk from a stone.

Neither can a teacher, himself a mass of discords, impart order to his school.

He must be, morally, well balanced. This I put first because moral balance is most important and least often found. The teacher must be able to put a value approximating correctness on any act from an ethical standpoint, and that, too, with promptness. The teacher who hesitates is lost. A child is quick to detect irresolution and as quick to act when it is once detected. Reproof in all cases of petty disorder should follow close upon detection. Swift reproof in these cases is in preventing like offences most effective.

Again there should be harmony between a teacher's preaching and practice. Children are terrible critics, and usually correct—terrible because they are correct. Nothing so undermines a teacher's influence as moral inconsistency. The teacher should endeavor to foster that moral intuition which was his as a child, for in this respect, as in many others, we are more richly endowed in youth than in later age.

Our birth is but a sleep and a forgetting,
The soul that rises with us our life's star,
Has had elsewhere its setting and cometh from afar.
Not in entire forgetfulness
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home.
Heaven lies about us, in our infancy
Shades of the prison house begin to close
Upon the growing boy,
But he beholds the light and whence it flows, —
He sees it in his joy;
The youth who daily farther from the east
Must travel, still is Nature's priest.
At length the man perceives it die away
And fade into the light of common day.

The teacher must be mentally well balanced. We do not mean by this that he must not be a lunatic, neither do we mean that he must be an expert in applied science, a connoisseur in art, and a professional litterateur. But we do mean that no one faculty must be developed at the expense of others. He must not be solely mathematical, else the order of the school will suffer owing to that restlessness which is the inevitable result of monotony. He must not find his sole pleasure in teaching the Latin and Greek verbs, nor must he allow the Natural Sciences to assume such dimensions as to obscure the remainder of the educational firmament. The teacher should avoid hobby riding. Nothing will do more to cause discontent in a section, and indirectly to produce a bad effect on the relations of teachers and scholars. But if he has a hobby, and the hobby is there to stay, let the rider be sure that he rides well, as any unlucky tumble will almost invariably result in utter ruin. Do not work up a reputation as an oracle on any subject. The teacher should keep out of the oracle business. It does not pay. I lately heard a child say of a teacher: "I guess all he knows is arithmetic, for he keeps us at it all day; but he isn't much at that for I stuck him myself."

The ideal teacher is well balanced physically. He is not necessarily an athlete, but he is an athlete in the

small. Of course a man or woman may be a highly successful teacher without the aid of a well and harmoniously developed body, and even in spite of physical deformity. It is highly important that the carriage of the teacher should be graceful and easy. Children are the best mimics imaginable, and a mere physical trick, such as a peculiarity of the gait, is more easily acquired than a mental habit, for the reason that ordinary motion, being controlled by the lower nerve centres, is capable of becoming more highly reflex than thought. Everyone is aware of the wholesome respect which is inspired by an appearance of physical strength. We all more or less worship strength, since, in all of us, more or less, lingers a vestige of the nature of primitive man. Other things being equal, the man with the greater amount, or greater appearance of physical strength, will find it easier to maintain discipline than one less fortunate, and that too, without the use of any force whatever. Then there is a great deal in the eye. Some men inspire terror in the evil doer by a mere glance, other men might stare for a year without effect. In fine the majority of us would find our work easier if we possessed "the front of Jove to threaten and command."

To a person who is not so fortunate as to possess a vigorous and graceful body, the road to success in discipline must be in the sunny ways of love. Even the highly favored must work more through the affections than through fear or even respect, by as much as love is superior to respect and fear. Fear dwarfs, love expands. The teacher should be more apprehensive lest in dwarfing evil tendencies capabilities for good become atrophied, than that in drawing out the powers of the child by means of the affections the repression of evil tendencies should be slighted. Every farmer knows that the best way to keep weeds and tares in check is by encouraging a vigorous growth of wheat. So the very process of developing moral and mental excellence tends to dwarf the evil propensities of child-nature. Fear may repress evil; it cannot draw out the good. Love, in drawing out the good, represses the evil. Which, then, in the vast majority of instances, is the more effective weapon?

Having considered now at some length what the teacher must be, let us next enquire, "What must the teacher do?"

He must become at one with his daily environment. He must develop, if he has it not already, a sympathy with the sentiment and intelligent material upon which he has to work. Even the potter may not fashion his fabrics without any reference to the quality of the material upon which he is at work. The carpenter must select his tools according to the quality of the wood he is moulding. The clay, the wood, are soul-less, will-less, and the qualities of each particular variety is constant. The child is soulful and wilful, and is an ever-changing quantity. How vitally important, therefore, nay, how indisputable is it that the teacher should be in real, living sympathy with his pupils, as a result of a real intimate knowledge of their individual characteristics.

We are often shocked by the seeming heartlessness, and lack of sympathy of those around us for things

which stir our deepest feelings. Have we ever asked ourselves why they are apathetic and we are sympathetic. Or have we simply set them down as barbarians and moral degenerates? Believe no view so pessimistic can be the true one. The reason we feel, and they do not feel, is that we know and they do not know. The cause of apathy is ignorance, and the basis of sympathy is knowledge. This view has at least the merit of being optimistic.

If the teacher, then, is out of sympathy with his environment, he must not lay the blame on nature, he must be honest with himself and lay the crime, for it is a crime, at the door of indolence. If the laziness is constitutional, the quicker one is out of the profession the better. If it is merely habitual, the cure is study, hard, unremitting, patient study. And what a study! The philosopher poet has said, "The proper study of mankind is man." There is a place and time to begin every study. In the case of man, the time to begin is during his childhood. Because, in the first place, then is the time when the foundations of his character are being laid, and because in the second place, then his motives are the most transparent and his actions the most spontaneous. The child uses words to express his thoughts and feelings. The man uses words to express what ought to be, or what he wishes to be considered as his thoughts and feelings. The easiest time to learn the ground plan of a building is just after the foundations have been laid. The easiest time to learn the plan of a human character is just at its beginnings.

I have often been pained in school rooms by teachers allowing and even encouraging their pupils to laugh at the mistake of some unfortunate. This is deplorable. It not only dulls the finer feelings of those who laugh, but it gains the lasting ill will of the victim. If this is a common thing in school, the teacher will be rightly rewarded by a listless or positively antagonistic attitude of his school.

The psychological correctness and the effectiveness of the teacher's punishments and methods of teaching will be in direct ratio to his knowledge of and sympathy with child nature, both individual and general.

I suppose that anyone who undertakes a paper of this kind is expected to say something about the methods and aims of punishment. But this subject has been so often and so thoroughly discussed, and without arriving at any satisfactory conclusion, that I will be pardoned for passing it over but lightly. Let it suffice to say, that although I believe firmly in the efficacy of the rod in certain cases, yet I regard that one of the ends of discipline is to do away with punishment as commonly understood, and that any harsh punishment, such as corporal punishment, should be the exception rather than the rule.

A well ordered time table is an invaluable aid to the teacher in maintaining good discipline. The principle of order, harmony underlying it, insensibly exerts its influence on the minds of the children. They grow orderly without knowing why. A good time table, or working programme rather, also aids in discipline by preventing uncertainty and litches in passing from one class and subject to another.

Beautiful surroundings, both inside and outside of

the school room, exert a restraining influence and induce a sense of order in the childish mind by their harmony of form and colour.

Music and the various physical exercise drills are factors of real force in maintaining discipline. That "music hath charms to soothe," we all know, even if the savage has been entirely eliminated from our composition. Every one of us has been soothed, softened, and stimulated by music according as it was restful, solemn, or martial. Music is harmony of sound. It is bound therefore to have a tendency toward creating harmony in the human mind. To Plato and Aristotle, "Music was not only the gymnastic of the ear and voice, but of the spirit, and the foundation of the higher life. Its rhythm and harmony penetrated into the soul and worked powerfully upon it." "Music develops taste," says Plato, "rhythm and harmony find their way into the secret places of the soul, on which they mightily fasten, bearing grace in their movements, and making the soul graceful of him who is rightly educated or ungraceful if ill-educated."

Physical drills exemplify harmony of motion, and as certainly must have their effect in reducing the lawless to the lawful.

If the teacher is able and willing to diligently prepare his lessons so as to make them interesting, and thus compel attention, the question of discipline in most schools will solve itself. For this, as in all other departments of the teacher's work, a good knowledge of child nature is absolutely indispensable. In a great many cases the teacher himself is to be blamed for the inattention and listlessness of his pupils. It is the legitimate and inevitable outcome of lack of preparation. Few teachers, without study, are so brilliant as to make any subject interesting. What then shall we say of the teacher who goes to his work, morning after morning, without one minute spent in preparation. Such a teacher does not deserve to succeed. There is all the difference in the world between a poorly and a well taught lesson as well from the point of view of discipline as from that of instruction. A well prepared lesson is easier for the pupil to imbibe and the teacher to impart. Preparation aims at making the mental pabulum palatable, and thus lessening the resistance of the child and the necessity of punishment.

The end of discipline is harmony—harmony in the school-room and harmony in the three-fold nature of the pupil. And the most effective way in which discipline can work, is by rendering harmonious the pupil's mental and moral environment. The highest product of educational discipline is the man harmoniously developed in all his parts.

From harmony, from heavenly harmony
This universal frame began.

From harmony to harmony through all the compass of
the notes it ran,
The diapason closing full in man.

Can a teacher not naturally so become a good disciplinarian? Yes: in most cases, if he is willing to do hard work. He must begin with himself and strive to approach that harmony within himself which he wishes to make part of the character of his pupils. He must

become even tempered, self-controlled, firm, and sympathetic. Then, and only then, will his efforts in subjecting his pupils to discipline be successful; because then and only then, will such efforts be natural instead of artificial.

I hold it truth with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things.

For the REVIEW.]

My First Lessons in Natural History.

It was my good fortune, at a time when the three R's were almost the limit of instruction in our common schools, to be sent to a school, the master of which was an ardent lover of nature, and whose practice was to enliven the tedium of boarding-school existence, by setting apart a day occasionally for an outing on the hills, in the forest, or on the long sandy stretches of seashore; and there, while many of us, perhaps the greater number of the boys, disported ourselves at cricket or swimming, or in the pursuit of any pleasure that suited our fancy, some of us would gather around the master and learn of him the wonderful and beautiful things in nature, which were secrets only to those who did not care to read them. Under his loving tuition, the structure and habits of domestic animals, and of birds and insects, a sealed book then to most boys of our age, became quite familiar to us. The common rocks, such as the chalk and flint of which the hills in that part of England are built, became, under his hammer and lens and our growing fancy, but the lime and the sponge at the bottom of the sea, out of which they were formed ages and ages ago. We learned to distinguish the songs of the birds which filled the woods and fields with melody, and we learned that around the fairy-rings which here and there circled about the hillsides, no elfin footsteps ever trod; but that the rings resulted from a tendency on the part of certain fungi to grow and spread in a circular direction.

One field day, while we were engaged in the examination of some plants the master had encouraged us to find upon his description of them, one of the boys brought a cluster of primroses and another of cowslips, and a comparison of the two began immediately.

When we had expended all our little stock of botanical knowledge in the effort to account for the likenesses and differences which the two species present, the master came to our aid with the information that every plant has a tendency to vary, and every new character not produced by external agency tends to become hereditary. With respect to species, he told us that some botanists held that certain exigencies in the life and circumstances of plants have arisen to which the plant must either adapt itself or cease to exist; and that the various forms of adaptation thus brought about, have, in the course of many generations, greatly modified the original character of the plant; and that we had in the cowslip an example of this modification. The English cowslip which grows abundantly on hill-sides and banks of ditches in the British Islands, and is now extensively cultivated in our American gardens, differs

from its congener, the primrose, only in the length of its scape and in the size and in the slightly altered proportions of its petals. The latter plant grows for the most part in level, moist pasture lands, with its beautiful yellow, exquisitely scented petals close down among the thick crinkled leaves of the plant.

The cowslip, formerly a primrose growing on the bank, was in danger of being hidden by the surrounding and overtopping foliage, so its blossoms were pushed out on umbels at the ends of tall slender scapes to attract the attention of bees and wasps, upon which insects it has to depend for the fertilization of its ovules. When the variations have been produced by the agency of man, as in the case of our field and garden plants, such as the turnip or the parsnip, they are not of a permanent character. If left to themselves, these plants would, in the course of a few generations, revert to a condition similar to that from which they originally sprang.

The primrose is, as its name denotes, one of the earliest flowers of spring; and in some places grows so abundantly as almost to cover the meadows with its bright yellow flowers, and a beautiful sight it then presents. But I am not so sure that the farmer regards them with very favorable eyes.

The cowslip was formerly thought to possess wonderful medicinal powers, but its use now is limited to the making of "cowslip wine," a beverage still prized by a few old country people.

H. TOWN.

*Principal Centennial school,
St. John, N. B.*

The following letter needs no explanation. It is from a valued subscriber who on changing her condition in life, does not forget to advise us delicately of the fact, and request a discontinuance of the REVIEW. Some subscribers, in similar circumstances, have forgotten in their moments of bliss to apprise us of their altered conditions, thus leading to mutual embarrassment.

DEAR SIR, I shall have to ask you to stop your paper, which is now being sent to the following address: Miss My subscription expired with last number of the REVIEW, I think. I would not think of giving it up only that I have changed my occupation. During the time I was teaching I got many useful hints from it which aided me in my work; but now that I am no longer teaching I feel that I must give it up. Regretting that it must be so,

I remain, yours respectfully,

October 26th, 1896.

Mrs.

Some one has suggested that the centenary of the birth of Thomas Chandler Haliburton, the famous author of "Sam Slick, the Clockmaker," should be celebrated on 17th December next, by the setting up of a suitable memorial. Haliburton was a humorist, but a man of good common sense at the same time. Later generations know very little about him. How would it do to commemorate the hundredth anniversary of the birth of this noted Canadian by issuing a popular edition of his masterpiece?—*London Ont., Advertiser.*

A Distinguished Lady Principal.



For nearly ten years—from November 1878 to September 1888—the principalship of the Victoria and Girls' High School, St. John, was occupied by Mrs. M. Carr, now Mrs. deSoytes. Her strong personality, ripeness of scholarship and devotion to her work, soon made the school one of the first in Canada. Indeed so great was its reputation and so excellent its management, that Lord Lorne on his visit to it in 1881 pronounced it "the finest school of its kind he had seen anywhere."

That this was not a kind compliment to St. John was shown in the fact that some years afterwards a gentleman in this province happened to be in the audience at the opening of the Imperial Institute, in London, where Lord Lorne spoke of Canada and made a special reference to the Victoria High School, of St. John, N. B., using almost the very words he had used in the presence of the St. John people.

So deeply attached did Mrs. Carr become to her school, and so strongly entrenched in the affections of the people of St. John, that a tempting offer to assume the principalship of Terzaghi Institute, Montreal, in 1887 was declined.

Mrs. Carr's career as a student and teacher was brilliant, and impressive in the highest sense. Previous to entering on her career as teacher she had such unusual bereavements, in losing five members of her once

honored, happy home, that the lessons for others in heroic self control and patient submission must be our only excuse in referring to it.

Mrs. Carr (Miss M. M. Bothwell, third daughter of the late Frederick Bothwell, Esq., of Quebec) had received her preparatory training from her brother, Mr. Bothwell, a brilliant Montreal lawyer, whose untimely end is still counted a national loss; and to his family the loss was irreparable. Later she studied for two years under the tuition of Rev. Robt. Laing, M. A., now principal of the Ladies' College, Halifax, N. S., and after spending three years under the personal direction and tuition of Sir Wm. Dawson, Dr. Robins, and Dr. Darcy, she graduated second in her year, taking honors in mathematics, English, Latin and chemistry. Soon after she came to St. John, N. B., as the wife of the late Rev. J. E. Carr, assistant minister of St. Mark's parish. Removing two years later Mr. and Mrs. Carr worked for five years in Kingsclear, York County, N. B., building up a solid and enduring parish. Their work there is well known throughout New Brunswick, in every department of church work. In February, 1878, Mr. Carr was stricken by a malignant form of diphtheria and with his second daughter died after a two days' illness. In the following November at the suggestion of Governor Boyd and Dr. Rand, Superintendent of Education, Mrs. Carr removed to St. John once more and took charge of the Victoria High School. In 1881 Mrs. Carr was appointed by the N. B. Board of Education as provincial examiner in domestic economy, for teachers' license. In 1887, as already stated, she was offered the principalship of Trafalgar Institute, Montreal, but at the urgent solicitation of the St. John school board she was induced to remain. In September, 1888, she resigned the principalship of the Victoria to become the wife of the Rev. J. deSoyres, rector of St. John's Church.

Mrs. Carr's work in the Victoria was of that solid and enduring character which time cannot efface. Truth, honor, obedience to law, courtesy, as well as accurate scholarship, were taught by example and precept. Her own careful training added to a dignity of manner and a rare gift of imparting knowledge, placed her in the foremost rank of teachers. Her work speaks for itself, but with that modesty which is the characteristic of every true teacher, she felt that she was not doing and could not do enough for those placed under her charge. When she sent candidates from the Girls' High School for matriculation to the N. B. University these at once took a high position, and when she opened to her students the larger field of the examinations of McGill University and Lennoxville, the results were even more gratifying, and called forth high praise from the McGill examiners for the accuracy of their scholarship and the many excellent features of detail in their work.

Nova Scotia Provincial Educational Institute.

The Thirteenth convention of the Nova Scotia Provincial Educational Association, was held in Truro on the 14th, 15th, and 16th of October. The programme was full and varied, and covered the most important issues now before educationists. With two or three exceptions, the papers were excellent. The attendance was much larger than that of last year, and the interest better sustained. At every session the large assembly hall of the normal school was completely filled—all this in spite of the very unpleasant weather.

In the opening address, the superintendent of education showed the necessity of normal school training for all teachers. The course should be greatly extended, covering in no case less than one year. The Truro normal school he claimed as the best in the Dominion, with a fuller all round course than any other. Well-trained teachers could command better salaries and yet give much greater value for their services than the cheap untrained teacher. The proportion of at least partially trained teachers is yearly increasing. The importance of having only the best teachers is evident from the fact that the school gives by far the best opportunities for training for good citizenship—for the school is a miniature commonwealth.

The Committee on Superannuation, through their chairman, Principal O'Hearn, reported in favor of the pensioning of teachers. The fundamental principles only were formulated. The details of any scheme must be worked out by a skilled actuary. Any system adopted should be managed by the Council of Public Instruction, and should apply to all teachers and school officials wholly engaged in educational work. The principal part of the funds necessary should be a tax upon those who might possibly claim the benefits. The amount of the pension should be the minimum necessary for comfortable subsistence. It was argued from general principles and shown by the experience of other countries that a system of pensioning teachers raises the status of the profession and secured to it all the benefits of accumulated experience. Teaching would not then continue to be in the hands of novices who made it merely a stepping stone to some other profession, and whose interest in it was mainly measured by the dollars and cents they could make out of it while waiting or preparing for something else. Teachers always have been, are, and always must continue to be poorly paid. This is because the prime importance of a good education is not generally understood. Besides, so many teachers are required that it is difficult to make adequate provision for all so as to enable them to have enough to lay up for old age and at the same time live as they should. A partial remedy, however, and the only one available is to pension those who have spent their lives in the service of the state. The experience of other countries, and to a limited extent, the experience of our own country, proves that the pensioning of teachers would greatly improve the character of our educational work.

On the other side, however, it was argued that teachers, like others, should learn to be provident and be to their pupils examples of thrift as of all other virtues,

rational methods of teaching. Personal experience, young teachers must get, but at the first it should be acquired under skilled supervision, so that the pupils may be protected from the mistakes of teachers, and the teachers brought to know by the shortest and most direct methods.

Mrs. Charles Archibald, President of the National Council of Women for Nova Scotia, read a paper on "Manual Training for Girls." Women need training in the manual arts as well as men. The training should be given by specialists and at a certain point it should begin to differ from that given to boys. No girl is properly educated unless she is familiar with the fundamental principles of domestic science. Two hours a week of school time is needed for this work. Its feasibility should be at once demonstrated by the Council of Public Instruction, by the establishment of special classes in Halifax.

The evening session of Thursday was taken up by a public meeting at which Lieut. Governor Daly presided. Prize essays on the "Public School as a preparation for Citizenship," were read by Mr. J. A. McKeen and Principal Miller. The Lieut. Governor was very happy in his remarks. He would have patriotism strongly inculcated in the public schools. There should be such opportunities given for technical training that it would not be necessary for our young men to go abroad to fit themselves for skilled labor.

General Laurie followed with a very interesting account of the educational problems that are now agitating England.

Dr. Bell, the inventor of the telephone, spoke briefly, showing how much may be learned by the ordinary teacher from a study of the methods adopted in teaching the defective classes. If some of the senses are wanting, much skill is required in order to develop mental faculty with the help of only those that remain. The work of the school is enormously increased when the parents of pupils give an intelligent co-operation. He described in this connection the origin and work of a new society called the "Parents' Association for the help of their children at school." Such a society, the first of its kind in Nova Scotia, exists at Baddeck, Cape Breton.

Rev. J. deSoyres most eloquently described the work of university extension in England and also in New Brunswick, recommending its extension to Nova Scotia.

The Hon. Attorney General, Longley, followed in a most effective speech, which we purpose publishing.

The work of Friday was opened by Principal Cameron on "Summer Schools." After a brief historic outline of the Summer School of Science for the Atlantic Provinces he advocated that it meet in different places so as to give teachers and students an opportunity to study the distribution of our fauna and flora and extend generally their knowledge of their own provinces. It was argued by others who had given the subject much thought that the only prosperous summer schools were those connected with colleges or otherwise permanently located in one place. A permanent location means the accumulation of museums, suitable buildings and apparatus, and advancement each year in the character of the work.

The association at this point adjourned a few minutes to give an opportunity for the formation of a teachers' union. Principal Kennedy reported the objects of the union to be: (1) To elevate and unify the teaching profession in Nova Scotia. (2) To bring the claims of the profession before the public and legislature of Nova Scotia as occasion may require. (3) To watch the educational outlook and trend of thought in other parts of the world.

The officers for the ensuing year are: Principal Maclellan, President; Prof. McDonald and Principal Miller, Vice-Presidents; Principal Kennedy, Secretary; Executive Committee, Miss Mackintosh, Miss Hebb, Miss McPhee, Miss Hilton and Miss Graham.

During the forenoon there was also a meeting of the members of the Normal School Alumni Association. Mr. Hepburn was elected president, and Mr. Creed, secretary. The executive committee are Inspector Roscoe, Miss Mackintosh, Dr. Hall, Prof. McDonald, Mrs. Patterson and Principal Goucher. Prizes will be offered for the best essay on a subject to be selected.

In the afternoon Dr. Stewart read a very able paper on "Physical Education," a subject neglected in all our schools in this country. In some other countries circumstances have compelled attention to it—growing defects of sight, child suicide, deteriorated physiques, etc. Not only should the pupils be placed in favorable physical conditions but they should be carefully taught the lessons of hygiene and sanitary science generally. Free development of the muscles in the playground and in the gymnasium must be encouraged and made compulsory.

Miss Holmstrom, teacher in gymnastics in Halifax, supported Dr. Stewart's plea for more physical education in a very thoughtful and scientific paper, advocating Swedish gymnastics.

Dr. MacGregor read a paper on "Natural Science in the Public Schools." The fact that in the majority of cases the lively curiosity of the normal child attending school disappears shows that the teaching is bad. The proper teaching of science affords the very best opportunity for keeping alive the child's desire to know of the causes of things and for the training of his reasoning powers. Science also cultivates the observing powers. In field work children can be made to take an interest in birds, plants, minerals, etc. The teacher must be a co-worker with his pupils if he would get the best results. Examination questions should test the pupil's own nature work, not his memory of results obtained by others.

From the above very meagre and imperfect sketch, it will be seen that this was one of the most important sessions of the association ever held. Those who attended returned to their work greatly stimulated by the excellent papers and discussions and by their personal contact with so many men and women distinguished not only as teachers but in other walks of life.

The subjects relating to enlarged school sections, the pensioning of teachers and the founding of parental schools for incorrigibles, will be more keenly studied than ever, and when adopted in our school system they will be the more firmly established on account of the intelligent opposition with which they have been met. They will all continue to re-appear until their claims upon the legislature become irresistible.

Letter from Inspector Carter.

St. John, N. B., October 31st, 1896.

To the Editor of the Review.

SIR:—A few days ago I received a letter from a lady well known in St. John but now living in Charlottetown advocating a "Bird Day" for our schools. Among other things she said: "So often have I heard my father deprecate the loss of the birds, especially the robins from among the trees in the Square and old Barfild Ground and wondering the cause. If he had happened along at various times he might often have seen boys throwing stones at them, which may or may not have helped to drive them away. It may be there are Bird days in some of our Canadian schools already, but if not why may not St. John take the lead in this merciful movement?"

A year or two ago, when on Grand Manan, Captain J. A. Pettes, a great friend of the birds, asked me to distribute among the schools placards which he had printed at his own expense, containing the game laws of the island together with the well known lines of Coleridge:

He prayeth well who loveth well
Both man and bird and beast,
He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

Mrs. Olive Thorne Miller, a recognized authority on all matters pertaining to birds says in the *New York Times*:

"By all means let us have a Bird day in our schools," was her cordial reply to a request for her sentiments in the matter. "I've come to the conclusion that the children are our only hope of salvation for our birds. Through them, a public sentiment must be created that shall make this wanton destruction of birds cease. All that is needed is to interest a boy or girl in a live bird to make him or her a bird protector ever after."

"Every woman who buys a bird this year insures the death of another next season." I recall these lines of May Riley Smith:

"What does it cost, this garniture of death?
It costs the life which God alone can give;
It costs dull silence where was music's breath,
It costs dead joy, that foolish pride may live,
Ah, life, and joy, and song, depend upon it,
Are costly trimmings for a woman's bonnet?"

"These Bird days will spread knowledge among young people, and mothers will soon be judged out of the mouths of their own children." I notice a constantly increasing interest among the boys and girls to whom I talk. Last spring, at Pittsfield, where I gave a series of field and house talks under the auspices of the Kindergarten Association, I declined to admit boys to the field classes of adults, being a little dubious about their conduct. Whereupon some of the boys came to

me and asked if I would take a special class of boys. I said, "Yes," and they got it up themselves and did excellent field work.

"The matter is a serious one, aside from the humanity of it. Birds are our protectors, and we must protect them. This plague of caterpillars in Brooklyn would not have come if the birds had been here in force to destroy them. Massachusetts has spent hundreds of thousands of dollars fighting the gypsy moth, a foreign insect imported by a scientist for experimenting purposes, and allowed to escape. If our birds were not so depleted, these and other destructive insects could never have got the start they have. Let us have Bird days, or any days which will give us wisdom in our relations with these lovely helpers and most useful little friends."

"The Department of Agriculture has been conducting experiments for a long time in order to determine the value of the consuming qualities of the different birds. I have been in the examining room in Washington, where, ranged on shelves, are thousands of bottles containing the contents of the stomachs of thousands of birds. To give an idea of the perfection of this work, in a single bird stomach have been counted several hundred skulls of ants. As a result of all this patient and careful study it has been found that the only bird not much more useful than harmful is the English sparrow."

I have myself noticed a great many cases of cruelty to birds especially in the country, and have not failed to bring the matter to the notice of the schools, but isolated efforts will not meet the case. I think if the REVIEW should take the matter up and arouse the interest of all the teachers great benefit would result.

I would not suggest at present the appointment of a "Bird day" in our schools, but that incidentally any school day should be a bird day and that emphasis should be given on Arbor day by devoting a portion of it to birds. Audubon societies might also be formed among our boys and girls.

Yours faithfully,

W. S. CARTER.

Practical Psychology.

To the Editor of the Educational Review.

DEAR SIR:—I desire to express my appreciation of the article of Prof. Murray on the cause and cure of errors in spelling, as it appeared in the October number of the REVIEW. The article is valuable for two reasons: first, for the clear diagnosis of one of the most common of pupils' mental maladies, and for the careful line of treatment suggested; and second, for the illustration given of how a careful analysis of the child's modes of thought may be directly applied to the daily work of the school room.

The study of psychology has in the past been largely divorced from the practical needs of the teacher. It

has been in the main a technical study, good for the mental training of the student, but of little service to the teacher when brought face to face with daily instances of "things that ought not so to be," and who yet feels helpless in stemming this tide of incorrect and slovenly habits of thought. The whole question of mental imagery is one of great importance, affecting not only the subject of spelling, but to a greater or less degree every other in the school curriculum.

As teachers, we must feel indebted to Prof. Murray for his interesting and suggestive article, and must unite in hoping that further diagnoses may be presented by his skilful pen.

Sincerely yours,

Frederickton, N. B.

H. C. HENDERSON.

Teachers' Associations.

NORTHUMBERLAND COUNTY INSTITUTE.

The Northumberland County, N. B., Teachers' Institute met at Chatham on Thursday and Friday, October 15th and 16th, with an attendance of eighty teachers. The following were elected officers: President, J. M. McKenna, B. A.; Vice-President, Miss Bessie M. Creighton; Secretary-Treasurer, Miss Anna G. McIntosh; Miss Frazer and J. J. Clarke additional members of the executive committee.

Mr. D. L. Mitchell, the retiring president, gave the opening address and was followed by Chief Superintendent Dr. Inch who impressed upon his audience the importance of teachers devoting time to the study of good literature, and of inculcating a spirit of patriotism among their pupils. Miss V. C. Wright read a very useful paper on the study of Practical Arithmetic for grades I-IV. This was discussed by Inspector Mersereau, Messrs. McIntosh, Yorston, McKenna, Misses Curran, Creighton and Coughlan, and Dr. Inch and Mr. J. L. Stewart. Miss C. McLean gave an interesting lesson to a class of pupils on the Transformation of Insects, which called forth much favorable comment from the speakers who took part in the discussion. Dr. Inch and Inspector Mersereau answered questions from the question box. Mrs. Salter, on behalf of the W. C. T. U., urged the teachers to inculcate daily the principles of temperance, and the institute tendered a cordial vote of thanks to Dr. Inch for his assistance. In the course of his reply Dr. Inch stated that when all things were considered he thought greater progress had been made in this inspectorate than in any other; and he expected the schools of the town of Chatham, and the teaching done therein, to be models for the northern part of the province.

The public educational meeting on Thursday evening, presided over by Inspector Mersereau, was, to judge from the interesting report in the *Chatham World*, one of the best ever held on the North Shore. The speakers were Mr. J. L. Stewart of the Chatham School Board, Rev. Jos. McCoy, Dr. Inch, Rev. Dr. McKay, Rev. Father Joiner and Hon. L. J. Tweedie. The drift of opinion was that if Chatham is to be the educational centre of the North Shore, it should have a well equipped high school and more money raised for school purposes.

During the first session on Friday, papers on Vertical Writing were read by Mr. Jas. McIntosh and Miss

Anna McIntosh, and one on Teaching Sounds by Miss Bessie M. Creighton. These papers were very instructive and called forth animated discussions. At the afternoon session a resolution was passed conveying to Dr. Cox the regrets of the institute at his unavoidable absence, and thanking him for the interest he has always manifested in the institute. The subjects discussed at the afternoon session were Truth Teaching, a paper on Ungraded Schools by Miss Annie Simpson, and to What Extent can the Principles of Grading be applied to a Miscellaneous School? led by Inspector Mersereau.

The next institute will be held at Newcastle in September, 1897.

KINGS COUNTY, N. B. INSTITUTE.

The eleventh annual meeting of the Kings County, N. B., Teachers' Institute was held at Hampton, on Thursday and Friday, September 9th and 10th; Amasa Ryder, of Havelock, president, in the chair. Dr. Inch, Chief Superintendent of Education, and Inspector Steeves were present, and took part in the proceedings of the institute, and also addressed the public meeting on Thursday evening. Papers were read by A. E. Pearson on Everybody and Schools; by C. D. Strong on Newspaper History; by R. King, principal of the Sussex Grammar School, on Early Education. A resolution was passed disapproving of the change from Thursday to Saturday for the annual school meeting throughout the province. The following were elected officers: S. L. T. McKnight, president; Miss Edith Darling, vice-president; C. H. Perry, secretary-treasurer. Miss Margaret Stewart, and J. W. Menzie additional members of the executive.

It was decided to hold the twelfth annual institute at Sussex on Thursday and Friday preceding Labor day.

VICTORIA COUNTY, N. B., INSTITUTE.

The teachers of Victoria County met on the 8th and 9th October, at Andover. Thos. Rogers was elected president, Miss Bessie Scott, vice-president; C. H. Elliot, secretary-treasurer, with J. L. White and Miss Phoebe Emack as additional members of the executive committee. The following papers were read: C. H. Elliot, A. B., of the Andover grammar school, on Algebra; Miss Fletcher on Department; Miss Mabel Barker on Nature Lessons; by President Rogers on Ocean Currents; Miss Bessie Scott on Discipline. Chief Superintendent Dr. Inch and Inspector Meagher were present. A public educational meeting was held on Thursday evening, at which excellent addresses were given by the chief superintendent and others.

A programme for next year's institute was made up as follows: School Entomology, or Farm and Garden Pests and How to Deal with Them, Thos. Rogers; Correlation of Arithmetic, Algebra and Geometry, C. H. Elliot; Lesson on Winds, J. Leigh White; Correlation of History and Biography, J. T. Tuthill; Teacher's Personal Influence in Country Districts, J. B. Stevenson. Besides, six lady teachers are to have papers all on one subject; subject to be chosen by executive committee; papers not to exceed five minutes. The institute decided to meet again in Andover, on the last Thursday in Sept., 1897.

Natural History Notes.

From the N. S. Institute of Science comes an interesting study on Dendritic formations on freestone, also on Batrachians and Reptiles of Nova Scotia, by A. H. MacKay, LL. D., Superintendent of Education, who, notwithstanding the cares of office, finds time to take a keen interest in the proceedings of this body.

We have received a copy of a paper on "Some Nova Scotian Illustrations of Dynamical Geology," read at a recent meeting of the N. S. Institute of Science, by Prof. L. W. Bailey, Ph. D., of the N. B. University.

The following portion of a communication from a teacher in Prince Edward Island has been sent by the recipient, a member of the N. S. Institute of Natural Science, to us for publication, as it well illustrates some kinds of observations which can be made and should always be noted down.

I remember to have read somewhere, perhaps in the transactions of your Institute, that a doubt was cast on the correctness of the statement made by some that snakes can charm small birds. About twenty years ago I saw a case of bird-charming by a snake. While travelling in a wagon along a public road a few miles distant from Charlottetown, I saw a small greybird fluttering in great distress above a small heap of brushwood. Upon closer inspection I saw a large snake in the brushwood with its head and fore part of its body raised and gazing fixed and unmoved at the bird. The bird continued chirping and fluttering, struggling to escape from the fascination which held it, but without success; for it was approaching gradually but surely the doom which was awaiting it, if nothing intervened. When it was within two or three feet of the jaws wide open to receive it, with a stick I found close at hand I struck down the snake. The charm was broken and the bird instantly flew away.

On another occasion, I saw a bird fast in the jaws of a snake. It might have caught the bird, of course, while in its nest or on its perch. J. M. S.

From Wallace River, N. S., came the following observation in early summer this year.

Please name the bird I found yesterday building its nest in a thorn bush by the side of the Wallace River: Color dark slate, under parts a lighter shade of the same color, head nearly black with a lighter line over the eye, under coverts almost a bright red but not seen when bird is in natural position. Size two thirds of Rusty Black-bird. Note, a disagreeable *meow*, not unlike a cat's. Birds exceedingly shy. I watched the pair an hour, and when I approached their half built nest of leaves of long river grass they remained hidden until they knew I had found them out, when they became more pugnacious than the Kingbird (*Tyrannus tyr*

annus, when it has young. Its note of defiance was not so disagreeable as its note of surprise at first referred to. I am not positive that both birds had under tail coverts red. Height of nest from ground five feet. L. C. C.

This is a typical naturalist's observation, noting habit as well as form. The bird is *Geothlypis Carolinensis*, a congener of the Mocking bird. It is our Cat bird, now becoming rare in Nova Scotia.

The spines are very loosely attached to the porcupine and they are very sharp—as sharp as a needle at the outer end. At almost the slightest touch they penetrate the nose of a dog or the clothing or flesh of a person touching the porcupine, and stick there, coming away from the animal without any pull being required. The facility in catching hold with one end and letting go with the other, has sometimes caused people to think that the spines had been thrown at them. The outer end of the spines, for some distance down, is covered with small barbs. These barbs cause a spine, once imbedded in a living animal, to keep working further in with every movement of the muscles, so that it is not a pleasant thing to get stuck full of them. *Portland Oregonian*.

In the course of the foregoing survey of 'A Century's Progress in Science' one fact stands out with especial prominence. It appears that about half a century ago the foremost minds of the world, with whatever group of phenomena they were occupied, had fallen and were more and more falling, into a habit of regarding things not as having originated in the shape in which we now find them, but as having been slowly metamorphosed from some other shape through the agency of forces similar in nature to forces now at work.

Ever since our earth cooled to a point at which its solid crust acquired stability, since the earliest mollusks and vertebrates began to swim in the seas and worms to crawl in the damp ground, if you could at almost any time have come here on a visit, you would doubtless have found things going on at measured pace very much as at present, here and there earthquake and avalanche, fire and flood, but generally rain falling, sunshine quickening, herbage sprouting, creatures of some sort browsing, all as quiet and peaceful as a daisied field in June, without the slightest visible presage of the continuous series of minute secular changes that were gradually to transform a Carboniferous world into what was by and by to be a Jurassic world, and that again into what was after a while to be an Eocene world, and soon into the aspect of the world that we know to-day should indubitably stand upon us.

PRIMARY DEPARTMENT.

Observation of Kindergarten Methods as a Help to the Primary Teacher.

The great interest manifested at the late Educational Association, held in Truro, in kindergarten principles and methods is of good augury. This interest arises partly from the increasing study of the history and philosophy of education; but still more from the growing conviction on the part of teachers that the old-time scholastic drill of the primary school must give place, with little children, to more natural and efficient methods if they are to be well prepared for the succeeding grades. But, above all, and stronger still, is the conviction, born of experience, of those teachers who have been privileged to receive into their schools children who have had the benefit of good kindergarten training; for they soon find in such children curiosity (the desire of knowledge) all alive, an accurate sense of number, so far as it goes, the ability to sing in pure, pleasant tones and to use language with more or less facility. There is also a disposition to obey orders, and having felt the comfort of law and order, to fall in cheerfully with the regulations of the school. A marked feature is kindness of manner to school-fellows, and if the teacher will reciprocate, she will receive the same affectionate respect which the child has hitherto felt for the kindergarten.

And we may add that intelligent people, parents and teachers, who travel, and who see the effect of kindergarten principles practically applied in the school systems of other countries, will very soon demand that our school system shall also share the benefits accruing from Froebel's system. As it is a mark of wisdom to be prepared to satisfy imperative demands with a good grace, and even to forestall them, it will be well for our teachers to face this matter fairly. About five years ago, training and instruction in kindergarten was introduced into the Boston Normal School as a part of the course. On a recent visit the writer found that during the second term, *all* the pupils study theory of kindergarten three hours weekly for four weeks, which equals twelve lessons. The third term, or first half of the second year, *all* study kindergarten methods for eight weeks, two hours weekly, equal to sixteen lessons. Thus it will be observed that, exclusive of the general and illustrative references, which would be made incidentally in psychology and pedagogics which begin in the first term and continue all through the two years, each pupil-teacher receives twenty-eight lessons of one hour each during the second and third terms. Any one who has interviewed Dr. Dunton, the principal, and marked his solid New England face and manner, will understand that these are real, thorough lessons, not mere perfunctory performances.

Those, however, who are training for kindergarten alone, devote the second year wholly to theory and practice of kindergarten, and some take a post-graduate course. Last year saw thirty of these graduates in charge of the city kindergartens of Boston. Out of sixty-one graduates of the class of 1895, eight took the kindergarten course. These latter had also practised

and observed eight weeks in grammar and primary schools, principally in the latter. Thus it will be seen, by judicious arrangement, both teachers and kindergartners are made sufficiently acquainted with each other's special work to secure intelligent co-operation.

Is not this an end for which we should work?

Not only must we have observation in our normal schools, but practice also, and we must take the whole question seriously. How shall this be done? In two ways. First by private study of the literature and material of the kindergarten which is full, scientific and brilliant. This we leave for future reference, if permitted. But great as is the value of private study, observation in a good kindergarten is absolutely necessary; nothing will compensate for the lack of that, if we wish to be successful in applying kindergarten methods to primary school work. The earnest teacher, who will spend a few days in a good kindergarten, and who will surrender herself to its benign influence, becoming, as it were, a little child again with open heart and attentive eyes, will gain an insight into child-nature that will enable her to read many open secrets that will add to her power as an educator. And if our teachers will spend even a few weeks observing the kindergarten, which many of them might do, if they would explain the necessity of more pleasing methods with the little pupils, to the parents, *especially* the *mothers*; for in many cases, particularly in graded schools, the trustees might be won, if the teacher would plead for the privilege and show the advantages to be gained, to grant a few weeks for the purpose of studying kindergarten methods in order to improve their school. The fact that two school sections in Nova Scotia, are already availing themselves of the privilege of observation offered by the Truro normal school kindergarten and the Dartmouth free public school kindergarten will furnish a precedent, and either of these will be an admirable field for study and observation. The trustees of Lockeport, Shelburne Co., deserve great praise, for they give the lady her time and pay her travelling expenses to and from Dartmouth. But they will reap advantages that will repay them many times over. The law allows eight teaching days, without loss of grant. The time approaches, when in Nova Scotia, every teacher will be required, as in Boston, to spend part of their normal school course in serious study of Froebel's system. There is an opportunity now for well-educated young women to fit themselves to take charge of kindergartens by going either to Truro with Mrs. Patterson, or to Dartmouth with Miss Hamilton, and taking a full course. Both these ladies are thoroughly competent and their kindergartens offer a fine field for observation and practice. The training is given free in consideration of faithful discharge of the duty of an assistant and it is for one year. It may be added that for those who are diligent in practice and study and especially for those who hold a provincial license, there will no doubt be situations open at the close of the course.

But many primary teachers who cannot afford to drop out a whole year if they really see the need for improvement in their methods, can, as suggested above, make a short visit for observation to whichever one

of these institutions is most convenient, and they may feel assured of a kindly welcome and valuable assistance in their laudable endeavor. No plan seems to the writer better adapted at present, to enable our primary teachers to become acquainted with new ideas and methods of practical value in the school room, at a cost hardly worth mentioning, and if soon a score of our teachers in different parts of Nova Scotia will avail themselves of the opportunity, such teachers will be centres of influence for kindergarten methods where ever they may be. A little preliminary study will be profitable, and the writer will be only too happy to advise any teachers as to the line of study, books, etc. Any letter of enquiry on this subject (kindergarten) will receive a prompt answer if addressed as follows: "Mrs. Hinkle Condon, care of Education Office, Halifax, N. S."

CARL M. CONDON.

To the Children.

Children, who read my lay,

Thus much I have to say:

Each day and every day

Do what is right!

Right things, in great and small!

Then, though the sky should fall,

Sun, moon and stars and all,

You should have light.

This, further, I would say:

Be you tempted, as you may,

Each day and every day,

Speak what is true!

True things, in great and small!

Then, though the sky should fall,

Sun, moon and stars and all,

Heaven would show through.

Life's journey, through and through,

Speaking what's just and true,

Doing what's right to do

Unto one and all.

When you work and when you play,

Each day and every day:

Then peace shall gild your way

Though the sky should fall.

ALICE CARY.

Early Varieties.

There are early varieties in children as well as in pumpkins and potatoes, and those that ripen first should be the first on the market. The bright pupils in every school should deserve an opportunity to exercise their talents, as the bright man in the business world has a chance to exercise his, without anything but an honest and honorable relation to the activities of others. If a child does not have this opportunity for free competition, he soon becomes a dawdler, cultivates, perforce, habits of inactivity, and is outstripped by those naturally not so keen as himself. He makes a poor citizen when he becomes a man. We need to limber up our city school system, so that the bright boys of the city, and there are a few of them, may have as good a chance as the bright boys of the country. *Supt. Whitney, Ypsilanti.*

Personal Pronouns.

Write these sentences on the board and use as a reading lesson to familiarize the children with the sight and sound of the correct forms. Then write similar sentences leaving blanks where pronouns are to be written in by pupils.

1. Here is Dick, it was he whom I saw.
2. Was it she who wrote that line?
3. I think it was she, but I am not sure.
4. It looks like Mary, but it is not she.
5. Do you think it was they?
6. No! I am sure it was not they.
7. Was it we whom you called?
8. He said he thought it was I.
9. They think it was she and I.
10. Who do you think he was?
11. Whom do you think he saw?
12. It was not they, it was we.
13. It will be he and I who will.
14. Was it he who brought the letter? No; it was she. *Primary Education.*

SCHOOL AND COLLEGE.

Windsor is moving in favor of a kindergarten. At a public meeting held there recently, Miss Ball read a valuable paper showing what the kindergarten does for children. She was ably supported by the Chairman, Principal Smith, and several other good speakers, all strongly in favor of founding the common school system on Froebelian principles. Windsor is also to have a new academy, none too soon. In the wealthiest section in Nova Scotia, with one of the best academic teachers and particularly bright pupils, there should be a creditable school house.

In East Hants, N. S., there are five sections unable to get teachers. There are several such sections in Halifax County and very many in the Island of Cape Breton, where it is found necessary to grant many permissive licences. If teaching is so easy and teachers' salaries so good it seems strange that the profession is not overcrowded like that of law and medicine.

Through the exertions of the teacher, Miss Olevia Maxwell, the school house on Tower Hill, Charlotte County, N. B., has been painted, and a handsome flag procured.

Beaconsfield, Charlotte County, though a somewhat remote district, is well to the front in the matter of school improvement. Its house has been neatly coiled and painted within and without.

Miss Lottie Bleakney, teacher at Lower Bayside, Charlotte County, has by means of a school concert been

able to purchase a teacher's table, provide better black-board surface and otherwise add to the school apparatus.

The teachers and pupils of the Summerside High School have procured Canadian ensign for their school. The formal raising of the flag was an interesting event. The pupils arranged at the front of the building gave three ringing cheers as the flag was run up followed with "The Song of Freedom." High Sheriff Gaffoney then gave a short, eloquent and highly patriotic address.

Miss Maggie Hawthorne and other advanced pupils of Miss Bessie Richardson's school at Waweig, Charlotte County, have provided that school with the means to procure an excellent globe.

The trustees of Hill's Point, Charlotte County, have ordered slate black-boards for their school. May their example prove contagious.

Inspector Carter will be engaged during the first part of November with the schools in the country districts of St. John and Kings Counties, after which he will work in the City of St. John for the remainder of the term.

Miss Bessie Dalton, teacher at Red Head, St. John County, by means of a school concert raised the sum of twenty-three dollars with which she has supplied her school with a teacher's table, chairs, dictionary and other needed apparatus.

Miss Minnie Stewart, teacher at Piskalugan, Charlotte County, has made a good beginning toward supplying that school with better furniture.

Mr. B. W. Robertson, teacher at Round Hill, Greenwich, Kings County, assisted by pupils and friends, recently raised enough money to provide his school with an excellent dictionary and add to his school library.

The Chief Supt. of Education for P. E. I. D. J. McLeod, Esq., delivered his popular lecture "The Old Log School House" to an appreciative audience in Centreville, Bodeque. The revival of the memories of the past and the marked contrast with the present, tended to give his auditors a keen appreciation of the advantages enjoyed by the present generation.

Inspector Mersereau will give his attention during the months of November and December to the schools of Northumberland County.

The N. B. Board of Education has given permission to the St. John and Charlotte County Teachers' Institutes to meet together next year. The combined meeting will be held in St. Stephen, and it is expected that it will be one of the largest and most inspiring gathering of teachers ever held in the Maritime Provinces.

Wm. Albert Creelman, principal of the North Sydney Academy, C. B., passed creditably the London University matriculation examination held this year at Halifax.

Miss Lottie Worrell, teacher at the Ledge, Charlotte County, assisted by her pupils and friends, has raised the sum of twenty-six dollars with which new furniture will be purchased.

The school houses at Second Falls and Bonny River, Charlotte County, have been painted and repaired.

The reward of work has come to another member of the Faculty of McGill. This time it is Mr. Leigh Gregor, Lecturer in German Language and Literature, who has had conferred upon him the degree of Ph. D. Heidelberg. Dr. Gregor commenced his study in 1873 at the Prince of Wales College under Dr. Anderson, where he remained five years, and as *dux* won the Dufferin Silver Medal. He entered McGill in 1878 and graduated in 1882, having during his course won many prizes, notably the New Shakespeare Society's Prize, scholarships and honours in mental and moral philosophy. Dr. Gregor spent four semesters in Heidelberg under Braune and Newmann, the celebrated Professors of Germanic and Romanic philology, and obtained the degrees of Doctor of Philology, and obtained the degree of Doctor of Philosophy at the end of his course with a very high *nota*.—*McGill University Fortnightly*.

The School Board of Charlottetown have made a change in the manner of grading their schools which will prove a decided improvement on grading by set examinations for that purpose. The following are the chief features of the plan: In grades I. and II. pupils shall be promoted on the recommendation of the teacher. In grades above II. instead of set grading examinations the general grading will be done on the result of the year's work. All pupils where record is Excellent or Good for the year's work are promoted without further question. If the work is Fair, and standing in "Department" and "Habits of Study" "Excellent" or "Good," the pupil will be advanced. All others will receive a final test by the grading officer.

The following plan of conducting examinations has also been adopted: I. There shall be no stated or previously announced examinations or tests. II. Whenever a teacher, principal or supervisor wishes to sound the proficiency of a class or to determine or direct the quality of teaching, a written test may be given covering the recitation period of the subject tested. III. Once or twice each term a special written or oral test shall be held. If written, it shall be held in the following manner and the results kept on file for inspection and reference: 1. Begin with such subjects as the teacher may select which may be different in different rooms of the same grade in the same building. Do not test on consecutive days. 2. Give no notice to the pupils before hand. When the time comes, the teacher will simply state that instead of the regular recitation a written test will be held. 3. Do not call the work an examination, but a written test. 4. The test may occupy two recitation periods, but in no case shall last longer than one hour and a half. There are several other minor details but these are the chief.

N. B. Normal School Closing.

Gr. Sch. and Class I.

Time: 1 hr., 15 min.

BOTANY.

NOTE.—Six questions, including the last three, make a full paper.

PART I. : hr., without text.

1. Define or explain Bract, Compound Leaf, Carpel, Fruit, Raceme, Monœcious, and name a different plant to illustrate each.
2. What becomes of the sugar present in the spring in the sap of trees? Give proofs of your answer and show the nature of the change.
3. Show how the absence of light affects the growth of a plant. Give proofs.
4. Compare the Buttercup, Cress, Aster and Buckwheat families, as to the insertion (adhesion) of their petals and stamens.
5. (a) Give the principal *family* characteristics and one of the *generic* characteristics of the plant on your desk; and (b) make a drawing showing the structure of its flower.
6. Make a tabular analysis of the above mentioned plant.

PART II. : min., with text.

7. Determine the series, class, sub-class, order, genu, and species of the plant you have analysed; writing out, as found in the text, every line leading to its complete determination.

Gr. Sch. and Class I.

Time: 1 hr., 15 min.

DOMESTIC ECONOMY.

Theory.

1. Why are women beginning to abandon domestic and private life for public life?
2. A great deal of house work requires time and hard labor. What definite plan can you arrange to economize force in (a) spring house cleaning; (b) family washing and ironing.
3. What is (a) Fever? (b) Inflammation? (c) Congestion? How should wounds be treated in an emergency?
4. Ophthalmia in schools. What series of causes are preventable and demand more attention than they have received?

Practice.

1. Give an example of your stitching.
2. Distinguish between the English and German methods of knitting.
3. What is Grafting? "Twill" darning? Wave darning? Give examples.
4. Work one button hole.

Class I.

PHYSICS.

Time: 1 hour.

NOTE.—Five questions make a full paper. Candidates for Superior License and Grammar School License must take the first two questions.

1. In a lever of the second class, a force of 10 pounds, acting at a distance of 12 feet from the fulcrum, balances a weight of 60 lbs. How far is the weight from the fulcrum?

2. If the base of an inclined plane be 15 feet and its height 20 feet, what force, acting in the direction of the plane, will be required to balance upon it a weight of 100 lbs.?

3. Mention a body which can be readily electrified by induction, and describe and explain the process by which you would electrify it (*by Induction*.)
4. In which way are liquids in general more readily heated—by conduction or by convection? Why? Explain the latter process.
5. Account for the fact that a mixture of snow and liquid water, sitting in a warm room, remains at a constant temperature much below that of the surrounding air? What is the temperature of the water?
6. Under what conditions does light suffer refraction? Upon what does the amount of refraction depend? Mention some phenomena due to refraction of light.

BOOK REVIEWS.

THE FACTS OF LIFE, by Victor Betis and Howard Swan; George Philip & Son, London, publishers; price 3s. A systematically arranged dictionary of facts relating to home life, the school, travelling and plants. The book furnishes another valuable aid to instructors in the natural method. No English is used. The meaning of the expressions is brought out in carefully chosen and yet ordinary sentences which the skilful teacher can readily make clear to the pupil.

A FRENCH GRAMMAR for schools, by G. Eugene Fasnacht, editor of Macmillan's series of foreign classics; Macmillan & Co., publishers; price 2s. 6d. In this grammar the author presents a very carefully prepared treatise on the formation and syntax of the French language. It is not a book for beginners but one in which students of French would greatly delight. The accents, genders of nouns, etc., are all carefully explained.

SELECTIONS OF FRENCH IDIOMS, Plan and Roget, Macmillan & Co., publishers; price 3s. 6d. This is a very fine collection of French idioms which are explained by simpler, synonymous French phrases and not by corresponding English idioms. Thus the true spirit of the expression is not interfered with and the student is obliged always to think in French. Another commendable feature of the book is the fact that quotations are given from the best writers to exemplify the use of the idioms.

AUS HERZ UND WELT, edited by Dr. Wilhelm Bernhardt; D. C. Heath & Co., publishers; price 15 cts. This little book contains two short stories by two of the most popular literary women of Germany, Natty von Eschsruth of Berlin and Helene Stokl of Vienna. The stories are accompanied by very full notes and are valuable as examples of the colloquial language of the day, and have been presented to the public at the request of the publishers to meet the demand for everyday German.

F.

THE RAND-MCNALLY ELEMENTARY GEOGRAPHY. Rand, McNally & Co., Chicago, publishers. This textbook is admirably printed and illustrated, and is specially devised for the topical method of teaching elementary geography. In addition to the usual treatment of surface features, the environment and habits of man and his efforts to subdue nature, receive a due share of attention.

November Magazines.

In the *Popular Science Monthly* Prof. Edward R. Shaw treats of The Employment of the Motor Activities in Teaching, showing how natural tendencies of the child that are troublesome if repressed are helpful when properly directed. Colonel Higginson speaks a good word for the village as a birthplace in his *Atlantic Monthly* reminiscences. He says "A so-called cosmopolitan man has never seemed to me a very happy being, and the cosmopolitan child is above all things to be pitied. To be identified in early memories with some

limited and therefore characteristic region, that is happiness." This number has a story of unusual interest by Chas. G. D. Roberts, entitled "Stony Lonesome." The current number of *Massey's Magazine* (Toronto) is bright with illustrations and replete with articles on Canada, among which are: The Representation of Canada in the United Kingdom, With Parkman Through Canada, etc. The contents of the *School Review*, (University of Chicago Press), are of an unusually high order of excellence for this month. The *Forum* has two educational articles of great interest—The Future of Spelling Reform, and Another Phase of the New Education. The *Ladies' Home Journal* contains the first of Mr. Moody's Bible-Class articles, which the famous evangelist will contribute to the *Journal* in the future as the leader of a great National Bible Class. *Littell's Living Age* (Boston) which has lately reduced its annual subscription from \$8 to \$6, promises some new literary features for the forthcoming year which will make it even more valuable. A generous offer to new subscribers for 1897 is made of all the weekly issues of 1896 published after the receipt of their subscriptions.

THE CENTURY

In 1897.

ALL NEW FEATURES.

The Century will continue to be in every respect the leading American magazine, its table of contents including each month the best in literature and art. The present interest in American history makes especially timely

A Great Novel of the American Revolution.

its leading serial feature for 1897 and the masterpiece of its author, Dr. S. Weir Mitchell. The story, "Hugh Wayne, Free Quaker," purports to be the autobiography of its hero, an officer on Washington's staff. Social life in Philadelphia at the time of the Revolution is most interestingly depicted, and the characters include Washington, Franklin, Lafayette, and others well known in history. It is safe to say that the readers of this great romance will obtain from it a clearer idea of the people who were foremost in Revolutionary days, and of the social life of the times, than can be had from any other single source. The work is not only historically accurate, but is a most interesting story of love and war. The first chapters are in the November number. Howard Pyle will illustrate it.

Campaigning with Grant,

BY GENERAL HORACE PORTER.

is the title of a series of articles which has been in preparation for many years. General Porter was an aide on General Grant's staff and a close friend of his chief, and the diary which he kept through the war is the basis of the present articles, which are striking pen-pictures of campaign life and scenes. They will be fully illustrated. The first one is in the November Century.

A New Novel by Marion Crawford.

author of "Mr. Isaacs," "Saracinesca," "Casa Braccio," etc., entitled "A Rose of Yesterday," a story of modern life in Europe, with American characters, begins in November. The first of a series of engravings, made by the famous wood engraver, T. Cole, of the old English masters also is in this issue. New features will be announced from time to time.

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The Coming Year

will be a great one in its history. It will have a more varied table of contents and more spirited illustrations than ever before. The leading serial, beginning in November, will be

A Story of Shakespeare's Time.

"MASTER SKYLARK."

BY JOHN BENNETT.

Illustrated by Birch,

This is a live story, full of action, color, merriment, and human nature. The world's greatest poet figures as one of the principal characters, although the hero and heroine are a boy and a girl. It is poetic in treatment, but full of the romance of the Elizabethan age, and very dramatic in plot. Another serial, beginning in November, is

A Great War Story for North and South.

"THE LAST THREE SOLDIERS."

BY WILLIAM H. SHELTON. A strong story with an unique plot. Three Union soldiers, members of a signal corps, stationed on a mountain-top, cut a bridge that connects them with the rest of the world and become veritable castaways in the Confederacy. Will be read with delight by children North and South.

A Serial for Girls.

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Tuesday, 8th Sept.
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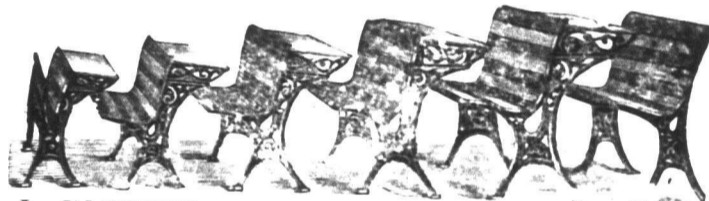
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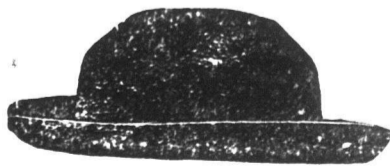
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