

The Educational Review.

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THE EDUCATIONAL REVIEW

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CHIEF SUPERINTENDENT DR. INCH and Senator Wood, of New Brunswick, have started on a holiday excursion to Manitoba.

THE Teachers' Institute of Kings County, N. B., will meet at Sussex, on Thursday and Friday, September 26th and 27th.

THE International Exhibition, which will open in St. John on September 24th, and will continue until October 4th, promises to be a very successful and imposing affair.

IT is stated on very good authority to be in contemplation in New Brunswick to cancel the old third-class licenses. Such a course may or may not be followed, but the suggestion contains a hint for the holders of such licenses, and may prove a spur to them to advance. All progressive teachers should be sufficiently ambitious not to be long contented with the lowest standing, and it is questionable whether or not those who continue to teach under such qualification should be permitted to do so for any length of time.

THERE is no doubt that the schools should receive more of the attention of parents. These should visit schools more frequently, in order that they may become acquainted with the quality of the instruction their

children are receiving, and that they may become personally acquainted with the teacher and the school surroundings. Many parents never enter a school—may, they may not even be personally acquainted with the teacher of their children. Parents should find time to show their interest in their children's welfare by at least occasional visits to the school-room.

IF it is the parents' duty to visit the school, it is also the duty of the teacher to visit the home. The teacher will work more intelligently who has an insight into the domestic influences which surround the pupil, and who knows the wishes of the parents and the peculiarities of the child. Parents should welcome the visits of teachers to their homes. Such visits cannot fail to be of benefit to all concerned. The bright, intelligent and well-informed teacher cannot fail to be a welcome guest at the home.

AT the re-opening of the schools and the beginning of the teacher's work for the year, there should be a well defined plan of preparation, not only for all school work, but also for the teacher's own intellectual improvement. A course of reading diligently adhered to, and not allowed to be interrupted by trivial causes, will be of the utmost value in fitting teachers for advancement and a higher sphere of work should they be called to it. And it will depend upon themselves whether they are called to it or not.

MR. EDWARD BOK in the *Ladies' Home Journal* of a recent issue, speaks of the giving prizes in schools: "While in this country we give to our school children rewards of merit, a certificate, a medal or a book, the most frequent prize in French schools is a savings bank-book with a small sum of money to the credit of the prize winner. The sum thus deposited to the pupil's account is, on an average, about five francs, or one dollar of our money. The result is that early in youth the French child is taught the lesson of saving money. The girl or boy takes a pride in his bank-book, and his greatest desire is to add to it and "see it grow." The result is, as recent statistics published in France show, that comfortable fortunes have been built up on these small bank accounts. In over seventy per cent. of the instances where the bank account was started for the pupil the habit of thrift was inculcated and the accounts were continued, while only in thirty per cent. was the desire to add to the account lost."

Nova Scotia Provincial Educational Association.

By reference to our advertising columns it will be seen that a meeting of the Provincial Educational Association of Nova Scotia is called for next October at Truro. The last meeting was held at Halifax, December, 1890. Formerly the membership was supposed to be confined to members of the teaching profession. In this educational parliament, however, a special effort will be made to have representative lay members as well as professional. When educational topics are discussed from both standpoints, the conclusions will no doubt be of greater value and more generally acceptable. The course of study will either be modified to suit the people or they will be the better able to understand its effect and general tendency, and so be able to give more assistance and sympathy to teachers in their arduous labors.

The programme deals with the educational problems of to-day. The discussions will be looked forward to with more than ordinary interest, inasmuch as several important changes have been introduced into our educational system since the last meeting, and those who are to discuss them are exceptionally able men. In the meantime it would be well for our educationists to be studying the subjects of the programme if they are to command the respect of their new coadjutors, and to give and receive the greatest benefit that the meeting is capable of producing.

Some Matters Discussed by Quebec Inspectors.

At the request of the education department of Quebec, a conference of inspectors has been held at St. Hyacinthe, the results of which may be profitable to others. It would seem from the proceedings that salaries of teachers are much lower in Quebec than in the Maritime Provinces. Some of the wealthiest districts there paying not more than one hundred dollars per year. To remedy this state of affairs it has been almost unanimously recommended by the inspectors to fix a minimum salary for teachers, varying in accordance with the resources of the district and the license held by the teacher.

The inspectors deplore the employment of untrained teachers, of whom there seem to be a great number; the lack of uniformity in the instruction given in the schools, and the disinclination to give reliable statistics on the part of many districts receiving state aid.

They recommend that the inspector's first visit in the year be devoted to calling together and instructing the teachers of the municipalities in their work; that the number and efficiency of the normal schools be increased, and that more complete and accurate statistics be re-

quired from all schools receiving provincial assistance. They further recommend that special bonuses be given to teachers according to the class of their diploma, the report of the inspectors and their years of service, as a means of encouragement and of keeping in the profession a larger number of competent teachers.

The idea of a minimum salary seems to be a good one. The state regulates the amount each teacher shall receive according to fixed conditions. Why should the amount to be raised for school purposes by each district be also determined?

It is understood that the Board of Education in New Brunswick contemplates making a regulation that no district possessing property above a certain valuation can employ a third class teacher. It has not transpired what this valuation may be, but it should not be higher than that of a poor district. It might be well also to enact that a minimum salary be paid as is done now in the case of superior schools. There is no doubt but that it is implied in the Schools' Act, that teachers suitable to the needs of the district are to be employed; but there are always teachers of all classes willing to work cheaply.

The bonus system does not seem to be a good one. Would it not be preferable to substitute pension for bonus under the same conditions?

TALKS WITH TEACHERS.

Do you keep your pupils in at recess? I am afraid many of you do, but I would advise you not to do so. The objects of recess are fresh air and recreation. It may also be added, the getting rid of much surplus energy that might otherwise develop into a nuisance for the teacher. Many teachers do not seem to regard it in this way, but rather as a convenient time for studying ill prepared lessons or making its deprivation a punishment for some offence. You have no right to deprive a pupil of recess for either of these causes, and it is injurious both to them and yourself.

You require fresh air as well as your pupils, and they require your presence in the play ground; besides, it is the time for ventilating the room, which cannot be done if there are pupils sitting in their places.

There are some pupils who never seem inclined to leave the room at recess, and you are often instructed regarding this by notes from their parents. If the day be fine, and most days are fine, insist upon them going out. If they complain of illness, in most cases they would be much better outside than inside, and you can not keep the windows and doors closed for one or two pupils.

There is one case in which I would deprive a pupil of recess, but he need not necessarily keep his seat, and you will not require to do so very often.

Some pupils are continually asking to be excused. You doubt the necessity, but do not care to take the responsibility in all cases of refusing. If you allow one, another considers it his right, and it soon becomes a fixed custom. The following plan will reduce it to a minimum. Give the pupil the option of going out once or losing his recess. There are of course exceptional cases, but these you can deal with separately.

Should pupils be kept in after school? Much nonsense has been talked about pupils' rights in this respect, but I think the teacher has a perfect right to keep pupils in after school. They may be detained for other purposes, and why not for poorly prepared lessons, etc. Teachers are admonished not to use corporal punishment in such cases, and they are told not to keep them in at recesses. What are they to do? Allow them to go unprepared? Not by any means. School hours are not so very long, and they have been getting shorter for some years. If a pupil is idle at home and in school, let him work longer hours. It will not injure such an one, and it is the way of life. Those who are slow must take the longer time. It is true it is somewhat hard upon the teacher to remain after school is dismissed, but surely the parent should be grateful for her trouble in the matter, to say nothing of the pupil. I am sorry to say that such is not invariably the case, and I often think it a good thing that some people are looked after—the boy of course is not capable, but the parent! —

Some teachers give no recess, especially in the afternoon, and let the pupils go that much earlier at night. Others give only a half hour at noon for the same purpose. Both practices are objectionable, especially the last, and what is more, they are illegal, for the reasons given above—two daily recesses are required especially for the younger pupils, and they should not be put at work immediately after a hurried dinner.

The twenty female school teachers appointed a few days ago to teach in the West Chester, Pa., public schools during the ensuing year, were required to sign an agreement not to get married during the year for which they were appointed. There is no rule against courting, provided it is done out of school hours. The board says it is by no means opposed to matrimony, but that it has found such an agreement necessary in order to prevent breaks in the corps of teachers at inconvenient times.

For the Review.]

NATURE LESSONS.

FUNGI—(THE MUSHROOM PROPER).

T. Well! What a variety of toadstools, mushrooms and the like you have brought this September morning! I think no one ever saw so many curious kinds growing together in one place. Here we have fungi from every part of the school section. Now, I do not know the names of one-quarter of them. If I did I might begin to write a book on nothing else than the fungi of this one section. But names are not much, if we do not know something more about them. And the school course of study says we should observe all things. Now what can we observe? Give them names of our own until we know the scientific names.

S. We can observe a good many things about them. Here's a mushroom. Mother just breaks off the stem from it, then peels the skin of its cap and fries it with butter and pepper and sometimes with milk, and they are better than oysters; and we can get any number of them now in our fields, and they cost nothing.

Another S. Yes. I saw people pay ten cents just for a very few of them when I was in the city.

T. Don't you know anything else about them?

S. They say the toadstools are very poisonous, and we would be afraid we might mistake a toadstool for a mushroom; but I never knew any one eat a mushroom. We would be too much afraid.

T. Well, I happen to know something about the mushroom. They make, as one of the boys has said, very delicious food, and as another has said, they are valued very highly where they are known. It is therefore too bad that we here in the country should not know the useful ones for food. It is just as if manna were rained down upon us from heaven, and we were so stupid as not to know it. There are very many of what we call toadstools which make the most delicious food; but some of them are very poisonous; and I am very sorry to be unable yet to know all the good ones. But I know the edible mushroom, and we can be all so sure of it that we may learn not to let any of them appearing on any of our farms go to waste. All the nice things the people in the cities are ready to pay so much money for grow in the country; it is therefore too bad that we do not know at least some of the good fungi ourselves. There are over a dozen kinds, I am quite sure, which are as good as the mushroom; but it is not safe to try them without some knowledge, as some of them are very poisonous indeed. Now let me just read you for a minute a passage from an American writer, Julius A. Palmer, who knows a great deal by experience of our fungi:

Many people claim to know a mushroom from a toadstool. This means that there is one variety out of a thousand of which they eat with safety, and it means nothing more. A person might as well select one fish from the sea, and avoid all other members of the finny tribe, on the ground that there are poisonous fishes. It is strange that this general ignorance is most apparent in the case of the English speaking people. The fungus eaters form a little clique in England, but the majority of her people know nothing of this gratuitous offering from Nature's storehouse. No country is richer in mushroom food than America. Were the poorer classes of Russia, Germany, Italy, or France to see our forests during the autumn rains, they would feast on the rich food there going to waste. For this harvest is spontaneous; it requires no seed-time, and asks for no peasant's toil. At the same time, the economic value of mushroom diet ranks second to meat alone. With bread and mushrooms properly gathered and prepared, a person may neglect the butcher during the summer months. This is self-evident to the scientific mind by the simple facts that mushrooms make the same use of the air we breathe as is made by animals, that cooked they resemble no form of vegetable food, and that in decay their odor, in some cases, cannot be distinguished from that of putrid meat. To this feast, abundantly provided by Nature for the poorest as well as the most epicurean, we invite the American people.

T. But we must be careful; so that I will not try now to do more than to point out one of the best known of the very many valuable for food. Now, I pick out as many of the "mushroom proper" as I see in your collections, and give one to each desk so that you may tell me what you see. I shall begin with the "cap," which sometimes gets the Latin name *pileus*. The skin of the "cap" is—

S. Dry, silky, downy.

T. It's shape is—

S. The young ones are roundish, with a veil joining the edge of the "cap" to the "stem." The older ones more expanded, bell-shaped; at last even flat.

T. The color is—

S. White, whitish, greyish-white, whitish-brown, brownish, dark brown.

T. The older ones are darker ones, are they not? Can you peel the skin, "cuticle," off them easily?

S. Yes, we can.

T. Now, if you look under the cap you will find a great number of thin leaves or curtains running out from the stem to the margin of the cap. They are called "gills."

S. What is the good of the gills?

T. The whole surface of the gills produces millions of small, dust-like specks called spores, which are the seeds of mushrooms. Just try the experiment when we are done, of breaking away the stem and placing the cap gills downward on a piece of white paper for a few

hours, say from night until next morning. You will then see that thousands of spores fell from the gills to the paper, forming lines running out from the centre like the spokes of a wheel.

S. Why? One of the specimens left lines of spores beneath it since it was put on the desk this morning. The lines of spores are brownish, or purplish, I think.

T. Quite correct. You will find that the spores of the mushroom proper are purplish brown next morning.

S. Are the spores of all fungi purple?

T. By no means. You see that those which have been resting on this desk for a long time leave different colored lines of spores. I recommend you, then, to put a piece white of paper beneath each of your specimens after you gather them. You will then find that some are pure white, some rosy or salmon colored, or red-brown, or brown, or purple-brown, or even black. And that is one of the ways we can distinguish between the different kinds.

But now tell me if the stem is hollow or solid?

S. Solid.

T. Is it big at the base and tapering smaller towards the cap?

S. It is pretty *even* in size.

T. That is right. Some poisonous fungi have a large bulb or swelling at the base of the stem. But what is the color of the gills?

S. Mine is pink. Mine, purple. Mine, black.

T. Yes. The young ones are pink, and the old ones may become quite blackish. But you will never find any of them with white gills. What is the odor?

S. Quite pleasant. I think I would like to taste it.

T. Taste it, then.

S. I like the taste. I don't dislike the taste altogether.

T. Did any of you find any of these pink-gilled mushrooms in the woods?

S. No. I found them in an old pasture. I, in an old lane. I, on the roadside.

T. Correct. It never grows in the woods.

S. There is a large soft "gill-cap" toadstool that is so poisonous that they mash it in a little water into which sugar is put, in order to kill the flies which are attracted by the sugar.

T. Yes. But that soft "gill-cap" has a yellowish skin on its cap, which is also covered with wart-like patches. Its spores are white, and the base of the stem is quite bulbous. It is sometimes a very large and fine looking toadstool, but it is very poisonous.

S. Can you tell us some of the ways the "proper mushroom" may be cooked, so that we may tell them to try it?

T. Yes; but I will dictate the receipt to you as our next lesson, so that you may carry away the proper directions. In the meantime we will put all our specimens on this desk to dry for future use. We shall put all the "soft gill-caps" by themselves on these pieces of papers which will show us the color of their spores. We will put all the "soft tube-caps," or "pore-caps," next them in the same manner. Then we will put the hard, corky "tube-caps," or "pore-caps," next. These are generally fan-shaped, or hoof-shaped, the fine "tubes" or "pores" being underneath instead of gills. The spores fall out of the little tubes in which they grow. Beside them we put the "spine-caps," which, instead of tubes or gills, have spines on the surface of which the spores grow. Then next to these place all the other various kinds we have got—the buff-balls, and their relations, the branching, and club-shaped, and ear-shaped, and shapeless fungi. Some of these may decay before we can study them, but the most of them can be dried, although fungus mummies are very unlike their original selves. The eggs of certain flies are probably embedded in some of them, so that we may find their larvæ as maggots eating the decomposing fungus on which they live during this stage of their life. There is one family of the fungi which, when decaying, has even a worse odor than a putrefying carcase. It is quite possible that you may come across at least two species of it. One of these looks like a piece of flesh of the size of a finger. Such specimens we may have to remove from our ordinary collections.

HOW TO EAT THE "MUSHROOM PROPER."

PICKING.—In gathering mushrooms for food, cut the stems off about an inch below the cap, and place them in the basket or dish, gills upward. Never twist or pull them, as the gills become thereby full of dirt, which is not easily removed. By placing the gills downward, they will shed their spores largely, and thus lose flavor. The stem, in cutting, will often exhibit fine holes. This indicates that maggots have been hatched in the mushroom, the larvæ of certain flies which frequent them. If the substance of the cap continues firm and hard, the mushroom may be safely eaten, it is said, when cooked; but if the cap is perforated with maggot-holes, and soft, the decomposing state of the mushroom makes it more or less poisonous.

To Cook.—Stew in milk or cream.

To SERVE WITH MEAT.—Chop the mushrooms fine, let them simmer ten minutes in a very little water, with butter, salt and pepper, as for oyster sauce; thicken with flour or ground rice; pour over the meat and cover quickly.

To BROIL.—Place the tops, like oysters, on a fine wire grid-iron; as soon as they are hot, butter them lightly, and salt and pepper to the taste. Put them back over the coals, and when they are heated through they are cooked. Butter them, if required, and place in a hot dish.

To ROAST IN THE OVEN.—Cut the larger specimens into fine pieces, and place them in a small dish with salt, pepper and butter to taste; put in about two table-spoonfuls of water, then fill the dish with the half-open specimens and the buttons (young mushrooms); cover tightly and place in the oven, which must be over-heated, for about twenty minutes. The juice of the larger mushrooms will keep them moist, and, if fresh, yield further a most abundant gravy.

For the Review.]

A Lesson on September Flowers.

"The flowering plants that I used to take into the school in May and June were so easy that it was a delight to give lessons upon them, but the September flowers are all so difficult that I cannot understand them, and I cannot get up the same interest in plant study as before the holidays."

So wrote a "perplexed teacher" the other day, and asked the REVIEW to come to her assistance.

It is the experience of many a teacher that plant study is more delightful in May and June than in September and October, but it need not be so; and this number of the REVIEW is designed to help teachers in their plant lessons.

Nature, as if to woo us to study her, makes the spring flowers more beautiful and easier to study. Then in late summer she sends out a profusion of flowers, difficult to study, but they will well repay the effort.

The greater part of the flowers that bloom in September belong to the family *Compositæ*. To this great family belong about one-seventh of the flowering plants of the temperate zone—the asters, golden-rods, sunflowers, and hosts of others that vie with the golden grain in making the September fields so bright and beautiful.

Ask each pupil to bring to the lesson a sunflower and one of the wild asters that will be found in every section, growing near the school house. Place a whole plant of the sunflower, root and all, before the class, and alongside of it place a whole plant of an aster. After a study of the root, stem and leaves, take up the flower, and notice the extraordinary resemblance in structure between the sunflower and the aster. By questioning and observation the pupils will be led to see that what they regarded as one flower in each plant is in reality an aggregation of flowers in one head, situated on a

common receptacle, and surrounded by one or more circles of small leaf-like forms or bracts, called the involucre. What does this involucre correspond to in the strawberry, the wild rose and other flowers? The calyx. This will probably be enough for one lesson. Let the pupils put the flowers in water to have them fresh for the next day, and ask them to observe other flowers of the same structure on their way to and from school.

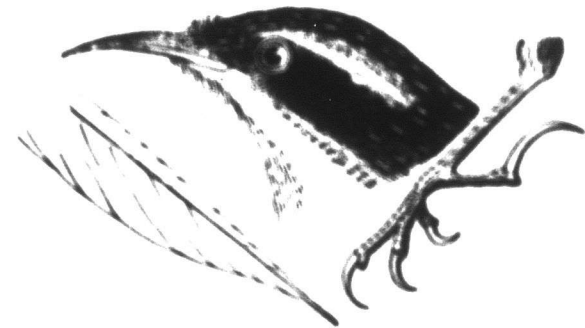
At the next lesson (it may take several lessons to study the sunflower and aster, but it is well worth doing thoroughly) compare the circle of yellow petal-like forms of the sunflower with the circle of white or blue petals of the aster. These are the ray flowers, because they radiate from the centre or face. Ask the pupils to compare and draw the bright yellow ray of the sunflower and the white or blue ray of the aster. They will find an important difference, what is it? They will see at the base of the aster a small oblong, flattish form, surmounted by bristles and a little thread-like stalk from its centre bifurcated at the top. This latter is the two-cleft style, proceeding from the ovary below, forming a complete pistil. The ray-flower of the aster is therefore *pistillate*. It lacks stamens and is consequently incomplete and imperfect. *Nothing* will be found at the base of the yellow ray of the sunflower, which is therefore said to be *neutral*. It may take some time for the pupils to see and understand the parts of the ray-flower of the aster. The calyx tube surrounds the small ovary from which it does not separate, and the bristles at the top are the divisions of the calyx limb.

Next compare the brown centre of the sunflower and the yellowish centre of the aster. This centre is called the disk. The flowers which compose it are tubular, so called from the tube-like form of the corolla. It will be very interesting to compare the disk flowers of the sunflower with those of the aster. They do not differ materially except in size; and when the pupil has mastered the structure of a disk flower in the sunflower, he has mastered the structure of all tubular flowers in the composite family, the only important difference being the calyx limb. The calyx tube, as in the pistillate flower of the aster, surrounds the ovary. The limb in the tubular flower of the sunflower is composed of two chaffy scales jutting out from the two principal angles of the ovary. What is the calyx limb in the tubular flower of the aster? The corolla is in both instances how many times cleft at the top? What is peculiar about the stamens? It can be easily seen by the large tubular flowers in the sunflower that they are united by their anthers (syngenesious) forming a circle inside the tubular corolla. That is true of every tubular flower of this family. Inside this circle made by the anthers is the style, two-cleft at the top.

After completing the study of the flowers, ask the pupils to make a table, summing up the characters of this important family. Ask them to observe any differences. For example, the dandelion head is made up of ray flowers only, the common thistle of disk flowers only.

For the Review.]

The Brown Creeper.



Head, Foot and Tail of Brown Creeper

The Brown Creeper is known to ornithologists as *Certhia familiaris*, which when translated might read "the common creeper." It is probably named from its habit of creeping up spirally around the trunks of trees in search for the small insects hiding in the crevices of the bark, from which on account of its peculiar marking and coloring the bird cannot be distinctly seen always. Its note when thus seeking its food, *cree cree cree ep*, may also have helped the suggestion.

It is the only representative of its family in north eastern America. The long, slender, decurved bill shown in the cut above is quite a distinctive feature of the bird, as well as the foot and claws, and the pointed tail feathers with which it is wont to prop up its body by pressing them against the trunk of the tree like a woodpecker. Its plumage is above dark brown, becoming rusty brown at the rump and much barred and streaked with white; below pale, rump clear tawny. It is about five and a half inches long. The cut shows the whitish line above the eye.

It often builds its nest in decayed trees, or in the holes deserted by woodpeckers. It lines a rough skeleton nest of rotten wood or similar rubbish with feathers and fine fur of animals. Its five eggs are small, nearly oval, greyish white, and dotted with fine reddish brown spots.

It is not very common, but when seen it should not be molested, as it never uses its slender bill to injure a tree, and its food are the insects which make their hiding places within the crevices of the bark. It is a most indefatigable hunter, too, for no sooner than it explores one tree it flies off to another with the same object in view.

A JUNE RAMBLE.

Only an evening ramble to see what birds were about. The American Robin (*Merula migratorius*) was there in force. And from different points came his short snatchy song, "Bee-o-la, bee-oh-la, a-bee-o-la," as if his breath were too short for a continuous roundelay; and from the top of a lofty withered fir came a very similar song, but rich and rolling as from a magic flute with no suggestion of lack of breath. Could it all come from the throat of that brownish little bird, not so big as the robin though in many respects like him? There could be no doubt of it. He sat up calmly there, every now and then letting free a long roll of silvery flute notes with the force and twang of a clarion, and then seemed to watch his circle of music floating onward to the neighboring town on his left and the sea on his right. When it reached the distant limits of the echoes he sent another melody in like manner over the vibrating evening air. It was the hermit thrush (*Turdus aonalaschkae*) from his solitary tree in the swampy woodland, the muezzin of the grove.

From many points more or less remote came the echo of the white-throated sparrow's (*Zonotrichia albicollis*) song-prayer, "Oh — my — Canada — Canada — Canada," "My — own — Canada — Canada — Canada," to such music as the following:

| d : - - | m : - - | s : s : s | s : s : s | s : s : s | , or
: - - | t : - - | l : l : l | l : l : l | l : l : l | .

The American Redstart (*Setophaga ruticilla*) betrayed his hiding place by his "witchie-witchie-witchie," and anon, a flash of black and flaming orange reveals his restless flight to another temporary perch, where his mate with her more modest livery of olive grey is ever flitting, showing every now and then the quieter gold patches adorning her sides, wings and tail.

Then the summer yellow-bird (*Dendroica aestiva*) appears all robed in yellow with only a slight olive wash and some dusky streaks on the breast, and he "chips, chips" when he is not excitedly whistling or screeching something very like the redstart. His mate is near by him in a very modest olive from under which the yellow but slightly shows.

Another warbler also shows itself for a few minutes. Its black and white is very prettily relieved by its yellow crown, sides of breast and rump. It is the myrtle-warbler (*Dendroica coronata*) sometimes called the yellow-rumped warbler, because none of the other warblers have a bright yellow spot on the lower portion of the back.

But a short curious note comes from the top of a neighboring tree. The shrill sound from this small warbler can be heard a very great distance. "Dzee-

dzee-bebe-dze" to the music | d : - | r : - | d : d | r : | I wait for a minute and the sound comes again, "dzee-dzee-bebe-dze." I now find him with my glass. The belly is white. The throat is black and the blackness spreads like a vestment along its sides. The sides of the head are a very bright yellow. From below it is very difficult to see the olive yellowish green of its upper plumage, but it is plain this is the black-throated green warbler (*Dendroica virens*). Next to the yellow summer warbler (*D. aestiva*) it appears to be now the most common of the warblers in the forest.

The blue slated colored juncos (*Junco hiemalis*) chirped and flitted about, expanding their tails as if to show what a good white "V" they can display when gliding through the air by means of the two white feathers on each side of their tails.

The American crow (*Corvus americana*) broke the spell of music with his hoarse "caw, caw," and the shadow of his black wings seemed to bring night; so I turned my footsteps homeward, dreaming.

Inspector C. W. Roscoe, A. M.



We are sure that very many of our readers will welcome this number of the REVIEW, containing as it does such a good likeness of C. W. ROSCOE, A.M., Inspector of Schools for Kings and Hants Counties, Nova Scotia.

Mr. Roscoe was born in the quaint and romantic little settlement of Hall's Harbour, on the Bay of Fundy, on the 31st of August, 1839. He grew up a strong, active and thoughtful boy — fond of his books, but for a time learning more from the varied employments of the farm. At length he had the good fortune to attend for one year a school taught by Mr. Calkin, now Principal Calkin of the Provincial Normal School.

At that time Nova Scotia enjoyed the services of a few exceptionally able teachers whose enthusiasm had been kindled by Dawson and Forrester. Mr. Calkin was one of these, and young Colin Roscoe may be ranked as one of his many disciples, of whom not a few afterwards attained to high positions.

Mr. Roscoe received the rest of his education in Horton Academy and Acadia College. After teaching school for ten years he was promoted from the principalship of the Wolfville high school to the inspectorship of Kings County in 1873. In 1880 Hants County was added to his inspectorial district. In 1884 Acadia College conferred on him the degree of Master of Arts.

He takes an active interest in the educational work of the Baptist Church, of which he is a member. In 1890 he was elected one of the Governors of the College and 1892 one of the Executive Committee.

In 1894 he was elected vice-president of the Baptist Convention and one of the directors of the Horticultural School.

It is to his inspectorial work, however, that he devotes his best thoughts. He has done very much to place the schools of his district in the first rank educationally and he has succeeded.

In the Nova Scotia Exhibition at the World's Fair, Hants and Kings took the lead for ordinary, common, and high school work.

Punctuality, method and faithfulness characterize all his work — and from these arises his ability to accomplish so much. His candour and firmness are so tempered with kindness that the weakest teacher looks up to him as to a true friend. His recommendations are never given to please, but can be always taken at their face value.

In short, he is physically, mentally, morally and professionally a good type of the kind of a man who is needed to stimulate the healthy development of our educational system.

The Late Inspector Condon.

We regret to have to record the death of Hinkle Condon, Inspector of Schools for Halifax. He died at his residence, on the 26th of July, after a few months of illness, which did not very seriously interfere with his duties previous to holidays. He was sixty-nine years of age and a native of Annapolis. He received the most of his education at Horton Academy and the old Goreham College, Liverpool. Here he became acquainted with the accomplished lady to whom he was shortly afterwards married—Miss K. Tompkins, daughter of Dr. Tompkins, of London, an author of national repute.

Mr. Condon taught in Goreham College, in Lockeport and in Yarmouth. Here he lost a favorite daughter. His two eldest sons were educated in the University of Toronto. One of them died there suddenly just as he had completed his course. The other, Fred. G., is now a leading lawyer in Halifax.

Mr. Condon devoted all his thoughts and energies to his large and difficult inspectorate for the best twenty-three years. The County of Halifax is extensive, and most of the schools are peculiarly difficult of access on account of the bad roads and deep indentations of the sea. Notwithstanding this, he never failed to visit all the schools once a year and many of them twice.

Though he had in them every grade of intelligence from the rural sections of Musquodoboit to rocky Preston representing several nationalities yet he always won the approbation and co-operation of his constituents by his respectful attention to all their varied wants, by his genuine sympathy, his spirit of fair play and his unwavering adherence to the school law.

In the school room he was a help to the teacher and the children's delight. They always looked forward to his visits with pleasure. He brought out the best that was in them by his fairness in examination and by his cheery address. Every visit had its appropriate closing in words of advice which inspired the little ones to higher moral effort and left them in a better frame of mind.

Temperance found in him its strongest and most consistent advocate. His presence was everywhere an influence for good, and his end was a peaceful and glorious triumph over death. May his successor be just such a man!

The child goes to school to learn through mental development, to be subjected to authority and discipline — attributes that in family belong naturally to the father — and when such responsibilities are undertaken by women in the school room, it should be because of special training and fitness to exercise such authority and to exact obedience. Love and sympathy belong to the mother in the family, and to women generally because they are of the feminine sex, and especially when all other qualifications as teachers are made subordinate to the sex one. It never seems to strike these mothers who are content to have their duties intrusted to a proxy, that "womanly sympathy," divided among fifty-two children belonging to some other woman, distributed over five days of the week, is apt to wear a little bit threadbare and thin. *Tessa L. Kelso, Los Angeles Library.*

Scolding.

Schoolroom scolding is often worse than corporal punishment. It demoralizes the dispositions of the children. It is always done in the presence of the whole school, and almost invariably hurts the gentle, sensitive children more than the one scolded.

The rod always stings or tingles. The child never gets so used to it that the physical effect is not definite. In the case of scolding, there is no effect except in the way it is received by the child, and after the first humiliation is over, it is painless in every sense and as useless as it is impressionless.

Scolding is very deceitful to the teacher who estimates the effect upon the scolding by the intensity of the scolder. If the teacher flatters himself that he has said a specially bright, sarcastic, or caustic thing, he assumes that the child has been hit to just that extent, forgetting that in scolding the effect has no appreciable relation to the cause.

The most disastrous effect of scolding is upon the teacher. It wrinkles the brow, hardens or tightens the skin upon the face, robs the eye of its geniality, takes the elements of grace from the movements, and makes the voice harsh. Teachers seem to think that only the voice suffers—not so; the entire being, even the thinking, to say nothing of the loving and willing activities of heart and mind.

Scolding makes war upon all that is best in the teacher, jeopardizes chances of promotion in school, and minimizes the probabilities of success in getting out of school.

There is rarely any excuse for corporal punishment; there is never any for scolding.—*Journal of Education.*

A Problem in Percentage.

A man bought 84 shares of stock at $98\frac{1}{2}$ and sold it at $6\frac{1}{2}$ per cent advance; how much money did he make?

PUPIL.—I don't understand what stock is.

TEACHER.—When you and several other persons agree to go into business together, you all put into the business a certain amount of money. Suppose all put in \$50,000. What will be the whole amount of the stock?

P.—Fifty thousand dollars, I should think?

T.—Yes. Now they divide that stock into one-hundred-dollar shares; how many shares will there be?

P.—Five hundred.

T.—Yes. And suppose you own one hundred of those shares, how much stock will you hold?

P.—Ten thousand dollars.

T.—Now suppose the business does not prove to be profitable enough to pay what the money would be worth if put out at interest; could you sell a share of your stock to some one else for one hundred dollars?

P.—I should think not.

T.—How would the stock be rated then? Above or below par?

P.—Below.

T.—Now suppose a man buys 84 of your shares at $98\frac{1}{2}$. How much would he pay for each dollar of the stock?

P.—Wouldn't it be ninety-eight and a half cents?

T.—Yes. How much would you lose on each dollar?

P.—One cent and a half.

T.—Now let us suppose that the business improves, and that the profits are greater than the interest that could be gotten for the money invested; how would the stock be rated now?

P.—Above par.

T.—Suppose, now, that this man sells his 84 shares at $6\frac{1}{2}$ per cent advance. How much will he get for each dollar of stock?

P.—One dollar and six and a half cents.

T.—And he paid how much for it?

P.—Ninety-eight and a half cents.

T.—How much did he make on each dollar of his stock?

P.—Eight cents.

T.—How much on one share?

P.—Eight dollars.

T.—And on eighty-four shares?

P.—Eighty-four times as much.

This is here carried out to the end, but in actual practice the pupil "caught on" before he got half through it, and then the teacher let go and he went along the rest of the way.

There is nothing in percentage that cannot be made just as simple by a series of well-directed questions. Our experience is that when the children do not see their way it is because they do not know the meaning of the terms used, or else they are not mature enough to follow the chain in the reasoning. They get lost. When the latter is the case the problem is too difficult, and should be dropped for something not so complex.—*Public School Journal.*

St. John Globe: The great trouble in the world to-day is that with all the appliances and opportunities for educating men, they are not educated enough. * * * The field of useful knowledge is so broad and needs to be ploughed so deep that there is scarcely time to go thoroughly through it. Let any intelligent man examine himself honestly and he will soon realize how deficient he is in substantial information with respect to the world of religion, of politics, of science, of art. * * * The problem which confronts the educator is not how to keep knowledge away from men, but how to spread all knowledge before him, so that he may learn the secrets of nature, the discoveries of science, and complete self-government. The great impetus which has been given to discovery and to invention, and to the production of labor-saving devices, has been largely because of the constant and steady extension of knowledge among men, because of the opportunities afforded to make greater use of the inventive faculties, and because a stimulus has been given to enquiry by reason of the fact that the more men are educated the better will be their position for appreciating the work of the inventor.

School-Boys of Antwerp.

The school-boys, too, would delight you. So far as legs go, they are clad as any American boys might be clad—in knickerbockers or long trousers; but around their shoulders they wear dark-blue capes with hoods, and on their heads such jolly caps! Rubens, the great painter, lived in Antwerp. He died there two hundred and fifty years ago; but the boys of Antwerp know as much about him as you do about Christopher Columbus or George Washington—maybe more—and they keep his memory green by the caps they wear. These are of the same style as those worn by Rubens, and for that reason they are much worn by art-students generally and, therefore, in towns where Rubens is not so well known as he is in Antwerp, they are described as “painter’s caps.” They are much larger in circumference than the tam-o’-shanter, and instead of being knitted or crocheted they are made of dark blue or black cloth, and have a cunning little pigtail on the top, not more than an inch in length, and smaller around than a lead pencil. The boys wear these caps in all sorts of ways: pulled down over the eyes to keep the sun out, pulled entirely back from the forehead, as is the fashion of Neapolitan fishermen, or worn rakishly on one side or the other, and hanging well down to the shoulder. Not one straw hat or one “Derby” did I see on the head of an Antwerp school-boy. The effect of these caps and the short cape was very picturesque, and I felt as if I was looking at so many little Rubenses when I saw them romping through the streets on their way to and from school.—*Jeannette L. Gilder in the September St. Nicholas.*

A Half-Year’s Work—Language.

HOW TO WRITE.

1. Sentence Building for Composition.

1. Sentence—A thought expressed (told) in words.

2 Kinds.

1. Saying.—A group of words which says or tells something.

2. Asking.—A group of words which asks something; a question.

3. Surprise.—A sentence which tells of sudden feeling.

4. Command.—A sentence which commands something to be done.

3. Helps to be remembered.

1. Think before we write.

2. Put our thoughts into the best words we can find.

3. Have but one thought in a sentence.
4. Do not repeat words in the same sentence.
5. Begin every sentence with a capital letter.

4. Marks to be used

1. Period (.) after a saying or commanding sentence, after initials, after abbreviations, after numbers.

2. Question (?) After question sentence.

3. Surprise (!) After surprise sentences, and after separate words showing surprise.

4. Comma (,) after an attention word, after each of a series, excepting the last, after a direct quotation.

5. Quotation Marks (“”) When the direct words of the person are quoted or used.

5. Begin with Capital Letters

1. Every sentence.
2. Every line of poetry.
3. Initials.
4. All names of persons and places.
5. The days of the week.
6. The months of the year.
7. All holidays.
8. All appellations of the Deity.
9. All quotations.
10. Important words in titles to stories.

II. Story Writing.

1. Every story divided.

1. Introduction. Meaning of the word: In-duction, the art of leading into; to get acquainted with. We must first get our reader acquainted with our subject before we talk about it or tell our story.

2. Main body: The story part of our composition the longest part. Descriptions, uses, importance, etc.

The Ideal Teacher.

Let me introduce you to my ideal teacher, who came with a trunk full of curiosities. Her coming, to the wonder-stricken pupils was like the advent of Santa Claus to the children of poverty. She hung pictures on the wall and she had a wonderful bell; it was shaped like a guitar. She was neatly dressed, and her smiles made us think of all sorts of good things. We soon learned to love her. Even her reproofs seemed music. What a neat school room we had! The stove was blacked and moved into the corner. We sung, we marched. Each pupil and each grade had a place at the blackboard, and each day had something new for us. Our monitors gathered our penholders, pencils and ink bottles. They brought us our wraps and our dinners. The teacher gave to us little ones envelopes with our names on the outside, and inside we found letters, words and sentences, yes, and we found many cards of

different colors, and many figures for our drawings—all to interest us in busy work.

We had papers, not slates, to write upon. Each day we had a mystery; it was behind a curtain which concealed a part of the black-board. In general exercises we guessed what was behind that curtain. Sometimes it was a song for us to learn, sometimes it was a question for us to answer.

One day it was a bunch of badges, and we were soon decorated with these for not being absent or tardy during the month. I may say that there were but few truant or tardy pupils that term. Each pupil brought drawing paper, and the teacher made a book of it, and we drew maps upon its pages, or else we copied the gems from the authors that we had learned; on other pages specimens of our best penmanship. These books were left in the school-room the last day as our contribution to the work of the school.

In reading, if a mistake was made, as in pronunciation or expression, another pupil was asked to correct, and the pupil making the mistake was requested to read it again. This made us careful, and soon but few mistakes were made. When the teacher wanted the attention of the class she said, "Listen," and every eye was riveted upon her. When a pupil went out he turned the cardboard, and, returning, left it as before, and recorded his name as having been absent from the room. We had a code of signals so we could communicate with the teacher without speaking. We had a quiet school, and system and method characterized it throughout. For drill work in arithmetic, we found slips of paper with problems upon them on the teacher's desk; we took one, solved it on the board, and if time permitted we got another slip. After explanation, the slips were placed in another place on the desk. In this way there was no confusion and no waiting. Some days we spelled in class, and other days we wrote our spelling lessons. The school was well visited. Parents liked to go there as well as did the pupils. The superintendent of schools came, complimented the school, and said that Miss M. used so many expedients. We little ones didn't know what expedients meant, whether it meant smiles or frizzes, but we knew it must be all right for he called us little ladies and little gentlemen, and we sat up wonderfully straight, folded our arms, and tried to look our very prettiest.

The trustees tried to hire that teacher again, but, alas for us, she was married to that superintendent, and we didn't like him as well after that, or our next teacher didn't have as many expedients. We learned that expedients meant anything that helped the school.

School Education.

The Good School.

It is a mistake to consider a school solely or even mainly as a place where children and youth may be instructed in the various elementary branches of knowledge. It must do this, it often does this, and yet fails of its higher mission. The school is really one of the "divine four," as a vigorous writer has called them—the home, the church, the school, and the state. The important function of the school is to take the child who has been guarded and secluded in his home and introduce him where he may influence and be influenced by his fellows—others of his own age and rank of thought—and teach him to live with them, and through them; treating them courteously, behaving himself modestly and decorously, and working out a ready career with them. He has in him more or less deeply planted the seeds of what we term character; these are to be encouraged to grow into strength and power.

The first stage, usually of seven years, has been spent with the parent at home; the second seven is to be with the teacher at the elementary school. It is important to know what is done at home, what the child learns and how he looks at things, for the teacher is but to continue the process and the instruction on wider circles. He must not make an abrupt new beginning. The law says the teacher stands in the place of the parent, and it is right; it does not mean this simply for chastisement purposes, it means for development purposes. So the teacher must look at the young pupil as he enters the school-room as the parent looks at him as he enters his home—with feelings of love and interest, concern for his comfort and happiness and growth.

The child in the church has been brought somewhat into society—to be one of a group of persons of similar aims and have facilities to act upon others, and to be acted upon by them. But the school is the place where he begins to rank with others and to exert and receive influences that will make a permanent mark. It must be noted here that the church is doing far more than it used to do in this direction; it, too, recognizes the influence of the society of similar minds; it, too, employs the methods of the school. To know others, to draw life from—it is the period of imitation after observation and reflection—this is the great purpose; the family, the church, the school are all agencies to this great end.

The good school considers the building up of character far more than the instruction in the branches of knowledge marked down in the course of study; it uses these mainly to develop character. In his home the child was a centre of interest; the parent often develops selfishness instead of character; the attempt is to

gratify every whim under the impression that pleasure is thereby the result. The need of the bestowment of care, which the parent instinctively feels, blinds his eyes to the supremacy his offspring has attained in the home. The school breaks this centripetal selfishness; the pet of the home finds he is now but one of a group of persons instead of the only object of interest. Yet the teacher should not strive to make the passing into this larger life painful, for it may be and should be pleasurable.

The will of the child has been hitherto the sole law; now the common good must be the aim. He must yield his preferences to the preferences of others. The post he has hitherto held of favorite he must vacate; there are to be no favorites; each is to have an equal claim on the sympathy and love of the teacher. Habits and ways often overbearing and troublesome at home cannot be tolerated at school. The art of living with others who think differently must now be learned. The sufferance of the society of those whose opinions are quite opposite—to say nothing of habits, or of repellent temperaments, carriage, habiliments, and inharmonious features, must be acquired because a part of this new world into which he has been introduced.

In after years the pupil will assume citizenship in the state; he is now a citizen in a miniature state which has its laws and its responsibilities. The teacher who thinks only of the lessons in the books makes a great mistake. Our ancestors were not so far out of the way when they demanded as a first requisite that the teacher should keep good order; but they erred in supposing this good order was to aim at anything beyond the welfare of the little commonwealth. The term "school discipline" means the training into school citizenship. There must be a recognition of rules made for the good of the whole; he must learn to spend part of the time by himself and give an account of it when his class is called; he will come to a clear knowledge of himself when required with others to put his thoughts concerning a given object into statements.

For a good school the teacher must be a leader, a person of influence; the examinations show only the amount of knowledge required. It is well that there is a course of study, but this must be looked on as the means which the teacher of a band of young people would select in this leadership. It is not the course of study that does it. The good teacher would produce noble educational results if arithmetic were left out. The various studies are like the apparatus the gymnast uses. The reliance must not be on the studies; the teacher uses them to impress habits, cause industry, and develop the thinking powers, and build the character.

What does the school of to-day do better than the school did formerly? It must not be sought in an increased scholarship, that is, that a boy of fourteen now shall know more than the boy did a half century ago. If the schools of to-day are better, and it must be admitted they really are, it is because a larger percentage have received the impressions that form an enduring character. This means that the new teacher has learned how to occupy the new position into which an enlightened public sentiment has placed him. The teacher cannot teach more arithmetical truths than the teacher did a half century ago, but he can direct his teaching at the personality of the pupil, and develop in the school room a higher form of life, and employing pedagogic skill may attain those possibilities that seem to be the heritage of childhood.

The one thing that will mark the school as a good one is the superiority of the teacher; the schools will be good only where superior men and women are teachers in them; this superiority is only partially shown by the examination; the certificate only shows that the person possesses a moderate, not a great degree of knowledge. That a state has ten thousand school-houses, each with a teacher, is not a proof that it is doing a great educational work. If each of them has a person of superior character in it, it is certain great results may be looked for. The school room is the place for a person of a high nature only. A person of low nature may have the scholarship and hear the lessons, but he cannot do the teaching; the person of weak nature does no teaching at all; the most gifted among the pupils then build whatever character is built; as character, in fact, builds itself. *School Journal.*

SCHOOL AND COLLEGE.

Very handsome cabinets for minerals have been placed in the St. Martins and Milford superior schools.

Miss Annie D. Robb and Miss Bessie Colwell are substituting in Fairville for Miss Ottie Stewart and Miss Lizzie Mowry, who are seriously ill.

Dr. Bridges, Dr. Ganong, Prof. Duff, and Supt. McIntyre of the Winnipeg schools, have been spending part of the summer in St. John.

Miss Jessie Whitlock, of St. Stephen, has been appointed teacher at Mascarene.

Miss Annie W. Prescott, one of Charlotte's best teachers, was married during vacation to Mr. S. Skillen, of St. Martins. The REVIEW extends congratulations.

Mr. H. E. Colpitts, of Richibucto, is substituting in the St. Andrews High School for Principal Brodie, who has taken a trip across the Atlantic.

Inspector Steeves has purchased a house, and is about locating at Sussex, N. B.

The engagement of one of the bachelor inspectors of N. B. to one of the fair daughters of the Celestial City is announced and congratulations will soon be in order.

Inspector Carter will be engaged during September and part of October among the country districts of Charlotte County.

Labour Day was observed as a holiday in all the schools.

Inspector Mersereau will spend September in Restigouche and Gloucester Counties. He is making his tour on a bicycle.

Mr. W. A. Hagerman has been appointed second master of the Collegiate School, Fredericton, in place of Francis Walker, resigned.

The trustees of the Jacksonville, N. B., Superior School, of which Mr. C. H. Gray is principal, have purchased a copy of the Standard Dictionary for use in the school.

The Normal School of New Brunswick opened the first week in September with an enrolment of 221, made up from the counties as follows: Albert, 8; Carleton, 20; Charlotte, 13; Gloucester, 9; Kent, 9; Kings, 37; Madawaska, 9; Northumberland, 11; Queens, 14; Restigouche, 7; St. John, 19; Sunbury, 5; Victoria, 6; Westmorland, 21; York, 32. Kings leads with 37.

The students are divided as follows denominationally: Baptist 42, Church of England 29, F. C. Baptists 22, Methodists 32, Presbyterian 31, Roman Catholics 56, other creeds 9. Total, 221. There are 139 young women and 53 young men in the English department, and 7 young men and 22 young women in the French department, under Prof. Belliveau.

R. H. Campbell, Esq., Vice-Principal of Prince Street School, Charlottetown, has been appointed Principal of the Davies School, Summerside, and grading master for the Summerside schools. R. McDonald, Principal of Georgetown School has received the appointment of Vice-Principal of the Davies School, Summerside.

A very large attendance of teachers is expected at the Saint John and Charlotte County Teachers' Institute, which meets in the Centennial School Building, Brussels Street, St. John, September 26th and 27th next. The Chief Superintendent has signified his intention to be present, and it is very probable that many others than the teachers will be in attendance. Each county will organize separately after meeting in the general hall on Thursday morning to receive a welcome from the St. John teachers. The president of each county will give an address to his teachers as usual. It is expected that the teachers will attend punctually, and no credit will be given for other than full attendance at each of the sessions. It is also expected that the officers will adhere, as far as possible, to the allotted time. No public meeting or evening session of any kind will be held, in order that that time may be given the teachers to visit the exhibition. It is not proposed to ask any special travelling rates for the teachers, but to take advantage of the rates given to the general travelling public at that time. It is advisable for the teachers, if possible, to arrange for accommodation in advance, but a committee of St. John County teachers will attend the arrival of trains and boat on Wednesday afternoon and evening preceding to give direction or suggestion to any outside teachers. Mr. M. D. Brown, Durham St. School, St. John North, is Secretary of the St. John County Institute, and any inquiries made of him will be promptly attended to.

BOOK REVIEWS.

HERBERT AND THE HERBARTIANS. In "The Great Educators" series; in which have been also published *Aristotle, Alcuin, Abelard, Loyola, Fröbel*. (Scribner's Sons, Fifth Ave., N. Y. \$1 net).

This book—as is natural from the subject—is partly an essay on philosophy and partly of more tangible interest to most teachers. No doubt all will do well to get the book in this series; they will prevent us from thinking we are inventing when we are only discovering. We are none the less wise for thinking there were some wise people before our day.

The suggestion in that remark is applicable to "Herbartians," probably, as well as to other "schools." The writer of this hand-book—Dr. deGarmo, of Swarthmore College, Pennsylvania,—says: "Herbartians seek to fit the child for every important phase of family, social, civil, religious, and economic life,—to develop, in short, the whole boy or girl." He does indeed add: "In this broad aim they are not peculiar." Was not the fair vision before John Milton some time ago: "I call, therefore, a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war?" We may indeed allow that Herbartians have

"made some contributions as to the means for accomplishing this end," but we are all finding out once more that progress gets along in rather a rickety fashion; and we are a little tired of theories and romancing in studies and coming out to a howling mob with "Ah, my dear friends, just listen to my philosophy; I have, etc., etc." That is suggested by what is forgotten rather than by what is expressed throughout this book. But in the closing chapter, on *A New Era in Education*, there is more of the positive expression of curing all our ills by better schooling. The writer is repeating what may be rudely called twaddle, for he cannot be consistent, he himself finds. Our forefathers (p. 282) thought we were citizens of heaven, wretchedly stranded upon this desert island in the sea of eternity." But we can all be happy with "universal education, high standard of living and dense population." However (on p. 289) he admits that so far "under adverse circumstances the most wholesale misery may exist."

You may call it sin, with the theologians, or whatever else it is that gave us a "jog, maist ruin'd a"; but the world is pretty tired of the solemn trifling about sin and death being bugbear fancies of our ancestors, to be got rid of by improved systems of sanitation and education. Meanwhile child-murder and suicide rapidly increase. Dr. deGarmo writes: "The antique brings the god to earth; the mediæval translates the mortal to the skies; but the modern man uses his godlike powers to realize the heaven within himself." The proud religion of those who have never sinned. Or, as Dr. Burchell said when he listened to bunkum, "*Fudge*."

Herbart himself reminds one that even in the growing child is a will to be won over by the teacher, "if the incongruity of a conflict unseemly to both is to be avoided." Herbart was born in 1776 at Oldenburg, and died a professor at Gottingen in 1841.

All education "for the sake of the true moral nature," as Pestalozzi says; and so Herbart. His work, "The Moral Revelation of the World as the Chief Function of Education," has been published in English by Heath & Co., of Boston.

The training of our faculties, the adjustment of our courses of study in such a way that the various faculties will receive the appropriate subject-matter and method of training, as they appear one by one in the order of their unfolding—all that is rejected by Herbart as folly based on nothing. Hence, too, his scorn of mental discipline and formal culture of the intellect; "like chewing rubber, not beefsteak," his sympathetic critic adds from his American experience of that habit fit for savages.

"The ethical need demands that the teacher shall endeavor to concentrate the spiritual forces of the pupil, so that they shall not be dissipated, but shall in their union call forth strong effective action. Without such concentration of mental forces no moral character is conceivable. But if the pupil is to be able to effect this concentration of his powers, the greatest care must be taken that his mental store be not broken up into disconnected parts, but unified to the greatest possible extent."

Herbart holds that it is not so much sense-perception that is needed in education as *apperception*; not so

much seeing and hearing and handling things, as recognizing them and understanding them. The meaning of that term must be kept in mind by every reader. (Though, indeed, one is often tempted when reading this book to quote Joubert: "Be profound with simple terms and not with obscure ones; think like a philosopher, but talk like a plain man.")

Pp. 74 sqq. discuss attention, voluntary and involuntary, as treated by Herbart. He approves of bodily movement, oral recitation, often in concert, writing, drawing. There must be no hurry. There must be intermissions. A fundamental rule is that before being set to work the pupil shall be led into a field of consciousness similar to that in which his work is to lie—as by a short review of preceding lesson. (V. Theory as touched on above).

The formal steps of instruction are clearness, association, system and method.

As to the materials of instruction. Of literature and history, Herbart says: "Periods which no master has described, whose spirit no poet breathes, are of little educational value." Guided by the doctrine of *apperception* as an index to the child's natural interests, he insisted that Greek should come before Latin. He found his boys ready and eager to read the *Odyssey* (not the *Iliad*) at a period when Latin was distasteful to them. "I am indebted to the *Odyssey* for one of the happiest experiences of my life, and in a great degree for my love of education. . . . Let us look on the *Odyssey* as the point of touch in a fellowship between pupil and teacher, which, while it elevates the one in his own sphere, no longer depresses the other; and while it guides the one farther and farther through a classical world, yields the other a most interesting picture in the initiative progress of the boy, of the great development of humanity, and lastly, prepares a store of recollections."

In that is seen the spirit of this lover of teaching, and also his sense, that the training of the moral nature by what is read is the aim. Hence his recommending the historical writings of Xenophon, "not, however, the essentially immoral *Memorabilia* which owe their reputation to the greatest happiness doctrine."

For the sixth grade of an elementary school a co-ordinated curriculum—according to the Herbartian, Rein—would be divided:

a. Humanistic studies.

I. Historical instruction.

1. Bible history (2 hours per week).
2. Profane history (2 hours per week).

II. Art instruction.

1. Drawing (2 hours per week).
2. Singing (2 hours per week).

III. Language.

1. Mother tongue (3 hours).
2. Latin (6 hours).
3. French (3 hours).

b. Nature studies.

- I. Geography (2 hours).
- II. Natural history (1 hour—out of doors).
- III. Arithmetic (2 hours).
- IV. Geometry (1 hour).
- V. Practical work (1½ hours).
- VI. Gymnastics.

A detailed lesson on *Robinson Crusoe*, with conversation, questioning and answering, is given, Part II, chap. 6, from Dr. Klemm, *European Schools*. "My readers may believe me if I say the pupils sat there spell-bound, tears in their eyes, and many of them sobbing. The teacher had told the story so touchingly that the children's sympathy had been aroused. Not an incredulous smile, not a sneer was seen, not a word was heard from them for some moments after the teacher had closed his narrative."

Dr. de Garmo does not think, but Mr. Oscar Browning in his *Educational Theories* does think, that "the truth or falsehood of Herbart's principles of education must stand or fall with the truth or falsehood of his psychology."

But it seems a shame to find fault with the half-American who writes, "Herbart's theory of the manner in which we arrive at moral judgments may or may not satisfy the mind of the student; yet this is a matter of small consequence, for all ethical systems arrive at substantially the same rules of life." Bless us, what a fuss philosophers, saints and heroes have been making about nothing. He quotes with approval: "In a many-sided interest the pupil should find a moral support and protection against the servitude that springs from the rule of desire and passion" (p. 59). But he seems to want to get strength infused into their rosewater for sores, and says, "One of the most distinctive features of recent Herbartian thought is that all instruction, even in what we regard as non-moral subjects . . . should tend powerfully to the formation of moral, not to say religious, character. If this view has more than a sentimental validity, it is worthy of the most serious attention; for it is evident to every thoughtful man that our public schools have . . . become secularized to an unwarrantable extent."

"As for man," Herbart says in Mr. Huxley's later words, "physiology is powerless to explain moral life;" and adds, "it is forced, therefore, to bow down before religion, which alone can take those wondrous facts into account."

For Herbart religion is above all feeling, humility, reverence; and he does not consider that it is desirable to have any exact idea of God or of His will. He thinks the religious feeling of childhood should be cherished; for it is impossible suddenly to restore a lost religious sensibility through a speculative conviction. . . . The followers of Herbart, continues Dr. de Garmo, seizing upon the fact that Germany is a unit in demanding the teaching of religion in the schools, have made this the pivot about which everything turns, and to which everything is related. This, he says, may be regarded as purely accidental, and by no means necessary to a thorough application of Herbartian principles.

He is alluding to education in Germany being denominational. The 1882 circular of Prussian Minister of Public Instruction reads: "Religious instruction shall comprise, 1st, The history of the Bible, but chiefly of the New Testament; 2nd, The catechism, with the scriptural passages and traditions which explain it; 3rd, The ecclesiastical year book, and complete knowledge of the principal hymns; 4th, Knowledge of the main facts contained in the scriptures, chiefly in the New Testament,

reading of various passages selected from the original); 5th, Fundamental points of dogma and morality; 6th, Knowledge of the most important dates of the history of the church, of eminent personages, and of the lives of the principal saints." On leaving, the diploma begins: "We hereby testify that the pupil of Roman Catholic, or of Evangelical, faith, is efficient in religious knowledge." (*The Germans*, by Father Didon. Blackwood & Sons, 1884).
W. F. P. S.

FIVE HUNDRED BOOKS FOR THE YOUNG. A graded and annotated list. Prepared by George E. Hardy, Chairman of the Committee on Literature of the N. Y. State Teachers' Association. Second edition. Scribner's Sons, New York, 1892.

Such a list is just what parents and teachers need. It is hard, on the spur of the moment, to recollect a suitable book for reading at home or in class, for boy or for girl, for lending or for gift. Here are poetry and fiction, fairy tales, history, adventure, famous boys and girls, men and women, and books of science, and of art, and of wisdom of life.

Prevention is better than cure. So in reading, too. Teachers and parents are bound to prevent. They are not fair to young people, who ought to be shown good instead of bad interesting stuff.

Mr. Hardy in his introduction says, "It was the contemplation of the vast amount of desultory, undirected, and unrestrained reading of what Mr. Frederick Harrison has called 'the poisonous exhalations of mere literary garbage and bad men's worst thoughts,' that drove him to exclaim that he 'could almost reckon the printing-press as among the scourges of mankind.'"

A lady quoted here urges the public to protect young people from bad books. Do we protect them enough? This book will help. Get it. 50 cents.

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W. F. P. S.

THE PHILOSOPHICAL REVIEW; edited by J. G. Schurman and J. E. Creighton. The May and July numbers of this ably conducted periodical contain a variety of articles of unusual interest. Perhaps that appealing to the widest circle of readers is a paper by Dr. Schurman himself, on Agnosticism. In the interests of clear thinking upon a host of vital themes, we could heartily wish that this choice morsel of criticism were re-printed separately and circulated by the thousand. For the language is almost utterly free from technicality of any sort, yet the thoughts are expressed with a force and insight possible only on the part of an accomplished philosophic student. Simple as is the treatment, the article is so condensed that to attempt an outline of its contents without quoting the whole is a matter of no little difficulty. At the risk of disfiguring, or even of

misrepresenting the author's handling, we shall endeavor to whet the appetite of our readers, and to induce them, after having tasted a fragment or two, to consult the original.

The word "agnostic," it is well known, was coined by the late Prof. Huxley from "the Greek designation of that unknown God whose altar Paul saw at Athens." Huxley invested the term with a new metaphysical meaning—using it, as it has now become current, to denote an alleged mental incompetency in regard to the knowing of God—the incapacity in general of the human mind to know anything beyond the phenomena of the sensible world. Every attempt to go farther involves us, he and his school claim, in contradictions. Prof. Schurman carries the war into the enemy's camp; shows first, how agnosticism tends invariably to arise under certain conditions,—glances at its existence in ancient times,—relates how Hume and Kant laid its foundations in modern days,—how, from the "very dawn of reflection, it has haunted with its shadow the struggling light of divine philosophy." "The themes of philosophy are Reality and Knowledge. But even the best system has fallen short of a perfect conception of the Supreme Being and of an infallible theory of the origin and nature of knowledge." Man, too, is prone to "reduce knowledge to" what he can learn through the senses, and to "picture God after the analogy of material things or mechanical processes. Such a representation of God easily discloses absurdities and contradictions, for neither eye nor ear nor any other sense can perceive Him." "Agnosticism is a challenge to philosophy to frame a rational theory of knowledge and a spiritual notion of God." Its affirmation is "that we cannot know God."

Dr. Schurman meets this affirmation, first, by asking "why should knowledge be disqualified from reporting the Supreme Reality?" Having shown that the agnostic can dare the assertion of our disqualification only by misrepresenting the subject of knowledge, to wit, the nature of the knowing mind, and by misreporting the elements of knowledge, through limiting these to mere sensations, he says, "No other generation, it is safe to predict, will see the farce of nescience playing at omniscience in setting the bounds of science,"—a sentence which deserves to be printed in letters of gold. His next step is to prove that the agnostic "misunderstands the very meaning of knowledge." Having disposed of the agnostic's attempts to set limits to man's powers of knowledge, the article deals next with the other aspect of the theme,—that God by His very nature is incognizable. On the one hand the agnostic affirms that knowledge by its very nature must fall short of God,—on the other, that God by His nature must transcend knowledge. "The eternal divorce of the Divine Being and human intelligence is the burden of both; only, in one case the ground is discovered in a Divine excess, and in the other in a human defect." Thus, the agnostic, who is continually parading his humility, is really guilty of the sublime presumption of "setting limits to the nature of God Himself." For his contention, in fact, is that God cannot reveal Himself to man. "Agnosticism is only a transitional and temporary phase of thought," for "the human mind can no more surrender its belief in God

than its belief in a world or in a self." Modern agnosticism is traced, at the close of the article, 1st, to the great advance recently in knowledge. It is "blindness from excess of light." 2nd, To "the excessive dogmatism of metaphysical theology." 3rd, To "the material progress and spirit of the age." On all of which points Dr. Schurman has somewhat to say worth careful perusal by readers of every grade of ability and attainment.

The tenth is not told. And we have left ourselves no room to refer to, much less characterize, the other contents of this able periodical. In the July number is an article by Prof. Watson, of Queen's University, Kingston, no whit inferior in ability to that of Dr. Schurman, and touching in part on the same theme of agnosticism. Albeit somewhat more technical in phraseology, it presents no real difficulty to the careful reader. Like the other contents, these articles merit and will repay perusal by all who desire to note the currents and trend of the profoundest thinking of the age. We have great pleasure in commending this admirable magazine to the attention of our thoughtful readers. The other contents consist of articles on ethics, discussions on various topics, summaries of articles in other magazines, reviews of books, and interesting "notes" on matters of interest to "students of Divine philosophy." D. M.

MILTON'S TRACTATE ON EDUCATION, with introduction and notes by E. E. MORRIS, M. A. Macmillan & Co., London and New York. Price 1s. 6d. The text covers only twenty-seven pages. The introduction, partly biographical and partly analytical, takes forty-five pages, and the notes, which clearly explain nearly all difficulties, archaisms, allusions, etc., takes twenty-three pages of small print. The editorial work is therefore very full and satisfactory, and the book will be useful to those who are studying the history of education. If Milton was, as is alleged, "the greatest man that ever was a schoolmaster," a few quotations from this short treatise of his may be of use to our teachers. 1. "Because our understanding cannot in this body found itself but on sensible things, nor arrive so clearly to the knowledge of God and things invisible as by orderly conning over the visible and inferior creature, the same method is necessarily to be followed in all discreet teaching." 2. "Language is but the instrument conveying to us things useful to be known. Though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet, if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." 3. "In those vernal seasons of the year, when the air is calm and pleasant, it were an injury and sullenness against nature not to go out and see her riches, and partake in her rejoicing with heaven and earth. (The German field lessons). These ways would try all their peculiar gifts of nature, and if there were any secret excellence among them would fetch it out." What is all this but a condemnation of verbalism and formalism in teaching and an advocacy of nature instruction. Milton also makes a strong plea for hand work and a general technical instruction. Let us all

try to estimate ourselves as teachers by this quotation: "But here the main skill and groundwork will be, to temper them such lectures and explanations upon every opportunity, as may lead and draw them in will obedience, inflamed with the study of learning, and the admiration of virtue stirred up with high hopes of living to be brave men, and worthy patriots, dear to God and famous to all ages. That they may despise and scorn all their childish and ill-taught qualities, to delight in manly and liberal exercises; which he who hath the art, and proper eloquence to catch them with, what with mild and effectual persuasions, and what with the intimation of some fear, if need be, but chiefly by his own example, might in a short space so gain them to an incredible diligence and courage; infusing into their young breasts such an ingenuous and noble ardor, as would not fail to make many of them renowned and matchless men."

MENTAL ARITHMETIC. Wentworth. Published by Ginn & Company, Boston. 190 pages. One often wonders why so much skill of publishers and ability of authors are wasted in getting up school books which good teachers do not need and poor teachers will not use to advantage. In the last few pages of the present volume there is much valuable information on other subjects conveyed incidentally.

ELEMENTARY PHYSICS. by Balfour Stewart. New enlarged edition. MacMillan & Co., London and New York. 475 pages. Price 4s. 6d. Balfour Stewart's Elementary Physics has been a favorite text-book since it was first published in 1870. Since then it has been reprinted more than twenty times. This is the fourth edition. It has been brought up to date by the addition of many exercises, new plates, and several new pages on recent electrical discoveries. One of its chief merits has been the clearness and simplicity of its style.

THE EDUCATIONAL IDEAL—an outline of its growth in modern times. By J. P. Munroe. D. C. Heath & Co., Boston. 262 pages. Price \$1.00. To any one already fairly well read in the history of education this will prove to be a most interesting and valuable book. The author's representative educationists are selected with excellent judgment. His criticisms are cautious, fair, and never extravagant, whether in praise or in blame. Although the author modestly claims that his sketches are fragmentary, yet we believe he shows a profound knowledge of his subject. We hope that the educational ideal may be enriched by further contributions from his able pen,

The September Magazines.

In the *Atlantic Monthly* for September the second of Dr. John Fisk's historical papers has for a subject John Smith in Virginia, in which he reopens vigorously the discussion in regard to this interesting character. . . . There is much variety in the *Century* for September. Prof. Sloane's life of Napoleon Bonaparte presents Napoleon as the "supplanter of the Revolution," dealing with his work in the organization of France and the code Napoleon, and considering him as he appeared at the threshold of the monarchy. . . . The close of the

vacation season is signalized by the appearance of the September number of *St. Nicholas*. Boys and girls will find in its pages much that will supplement pleasantly the lessons learned in the class-rooms. . . . The *Popular Science Monthly* has interesting educational articles as usual. The Studies of Childhood, by James Sully, is continued; there is an illustrated article on the Study of Birds out of Doors, by F. M. Chapman. Sham Education is discussed by the editor, who concludes, "that if it can once sink into the consciousness of the community that education for both sexes should be regarded not as a preparation for a career of mere self-seeking, but as an introduction to all the possibilities of higher mental and moral life, a most important step in the progress of the race will have been won." . . . *Littell's Living Age*, in the last few numbers, has the following among its table of contents: "Recent Science," by Prince Kropotkin; "The Letters of Coleridge," by Andrew Lang; "The Grave of the Druids," by Harrison Barker; "Glimpses of some Vanished Celebrities," by F. M. F. Skene; "Intellectual Detachment," by Sir Herbert Maxwell; "England and France in the Nile Valley," by Captain F. D. Lugard; "Mr. Wm. Watson's Serious Verse," by Laurie Magnus; "Formosa, by a Native of that Island," by Harry Jones; "Labrador," "Our Last War with the Mahsuds," by S. S. Thorburn; "My Native Salmon River," by Archibald Forbes; "Religious Movements in India," by Banda Khuda. . . . Fiction and travel are the strong points of the September *Cosmopolitan*. A delightful sketch of "An English Country House-Party," is from the pen of Nina Larre Smith—the house at which she visited being no less than the historic Abbotsford, still occupied by the direct descendants of Sir Walter Scott.

St. John County Teachers' Institute.

The seventeenth meeting of the St. John County Teachers' Institute will be held in the Assembly Hall of the Centennial School, St. John, N. B., on Thursday and Friday, September 26 and 27, 1895.

PROGRAMME.

FIRST SESSION—THURSDAY, 10 A. M.

Enrolment and Address by the President. Report of the Secretary-Treasurer. Short Papers on "Moral Teaching," by Mr. John McKinnon, and the Misses Iva Yerxa, Annie Hea and Louise D'Orsay. Discussion.

SECOND SESSION—THURSDAY, 2 P. M.

Practical Lessons. "Reading," Grade II, by Miss Elizabeth Beateay. "Word Building," Grade I, by Miss Kate Lawlor. "Geography," Grade VI, by M. D. Brown. Discussion.

THIRD SESSION—FRIDAY, 9 A. M.

Institute to divide into Sections. Each Section— "Short Papers and Practical Lessons in Writing. Section A, Grades VI, VII, VIII, by the Misses Emma Colwell and Amy Iddles. Section B, Grades III, IV, V, by the Misses Ottie L. Stewart, and E. Enslow. Section C, Grades I and II, by Miss Harriett D. Gregg. Discussion. Practical Lesson on "Plant Life," Grade IV, by Mr. John Brittain. Discussion.

FOURTH SESSION FRIDAY, 2 P. M.

Practical Lesson on "Minerals," Grade VI, by Mr. John Brittain. Discussion.
Election of Officers. Miscellaneous Work.
Adjourn.

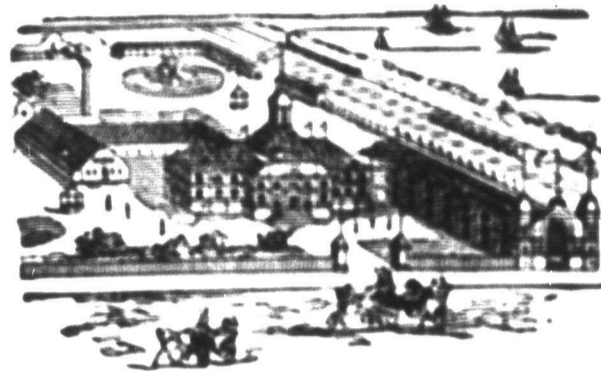
MALCOLM D. BROWN, Sec. Treas.
JOSEPH HARRINGTON, President.

Charlotte County Teachers who purpose attending the St. John Teachers' Institute, to be held at St. John on the 26th and 27th inst., and who desire to secure hotel accommodation, will please correspond with any member of the following Committee: Wm. H. Parlee, Leinster Street School; Geo. U. Hay, Victoria High School; Thomas Stothart, Winter Street School; Miss Grace Orr, Victoria School; Miss Annie G. Flaherty, St. Peter's Boys' School. Return Tickets may be secured on the C. P. R., Shore Line, and International S. S. Line, for one fare.
M. D. BROWN,
Secretary Institute.

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SESSION 1895-6.

The Calendar for the Session 1895-96, contains information respecting conditions of entrance, course of study, degrees etc., in the Several Faculties and Departments, of the University, as follows:

FACULTY OF LAW. (Opening, September 2nd).

FACULTY OF MEDICINE. (September 24th).

FACULTY OF ARTS, OR ACADEMICAL FACULTY.—Including the Donalds Special Course for Women. (September 17th).

FACULTY OF APPLIED SCIENCE. Including Departments of Civil Engineering, Mechanical Engineering Mining Engineering, Electrical Engineering and Practical Chemistry. (September 18th).

FACULTY OF COMPARATIVE MEDICINE AND VETERINARY SCIENCE. (September 20th).

MCGILL NORMAL SCHOOL. (September 2nd).

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

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PROGRAMME

NOVA SOTIA

Provincial Educational Association,

NORMAL SCHOOL, TRURO, Oct. 16,-18, 1895.

Wed. 9 a. m.	Enrolment.	10 a. m.	Organization and President's Opening Address.	Thur. 4 p. m.	"Kindergarten—How can its principles be made to vitalize primary work (a) in town schools (b) in country schools." By Mrs. S. B. Patterson, Director of the Model School Kindergarten, Truro.
" 10½ "	"	"	"A Provincial Reformatory for Incur- rigible Pupils," by Geo. J. Miller, Esq., Principal Dartmouth schools.	" 2 "	High School Section. "The conditions under which the study of Natural Science becomes a better mental disci- pline than the study of the Ancient Clas- sics." By F. R. Haley, M. A., Pro- fessor of Physics, Acadia College. Discussion.—Rev. Dr. Thompson, Pro- fessor of Science, St. Francis Xavier's College; Rev. W. W. Andrews, M. A., Professor of Chemistry, Mt. Allison College; and others.
" 11¼ "	"	"	"Advantages of the union of several school sections under one Board of Trustees," by	" 4 "	"What Qualification should the Head Master of an Academy possess?" By A. G. Macdonald, M. A., Professor of Mathematics, Normal School, Truro,
" 2 p. m.	"	"	"District Institutes," by C. W. Roscoe, A. M., Inspector of Schools for Kings and Hants. Discussion opened by L. S. Morse, A. M., Inspector for Digby and Annapolis.	" 8 "	"Nature Studies in the schools the best preparation for industrial Occupations. By W. R. Campbell, M. A. Principal of Truro Academy.
" 3 "	"	"	"Concentration," by J. B. Hall, Ph.D., Professor Normal School, Hist. of Edu- cation, etc.	" 9 "	"The Ideal Product of the Common School Grades." By Alderman Stewart, Commissioner of Schools, Halifax; Commissioner McKerron, Halifax, and E. J. Lay, Esq., Principal Amherst Academy.
" 4 "	"	"	"Manual Training in the Public Schools," by Lee Russell, B. Sc., Pro- fessor Science Normal School.	Frid. 9½ a. m.	"The Relations of Teachers to Morals and Citizenship." By the Rev. Dr. N. McNeil, of Descousse, and W. C. Murray, M. A., Professor of Philoso- phy, Dalhousie College.
" 8 "	"	"	PUBLIC MEETING. Educational ad- dresses by Dr. Allison, President of the University of Mt. Allison Col- lege; Rev. Dr. Forrest, President of Dalhousie College; Rev. Dr. Chis- holm, President of Saint Francis Xavier's College; Rev. Dr. Sawyer, President of Acadia College, and Hon. W. S. Fielding, Provincial Secretary, Nova Scotia.	" 11 "	"On the Characteristics of the Edu- cational Periodical best calculated to aid the Teacher," by M. J. T. Macneil, B. A., Inspector of Schools for Cape Breton and Richmond; and I. C. Craig, Esq., Inspector for Cumberland.
Thur. 9½ a. m.	"	"	"On the Correlation of the Studies of the High School and the best methods of testing its work," by A. H. Mac- kay, LL. D., etc., Superintendent of Education. Discussion. By Rev. Dr. Chisholm, President of St. Francis Xavier's College; J. B. Calkin, A. M., Principal Normal school, Truro; and others.	" 2 p. m.	"Superannuation of Teachers," by Peter O'Hearn, Esq., Principal St. Patrick's Boys' School, Halifax.
" 11½ "	"	"	"On the General Characteristics of a good School Text-Book," by F. H. Eaton, A. M., Kentville.	" 3 "	Election of officers. Miscellaneous busi- ness.
" 2 p. m.	"	"	COMMON SCHOOL SECTION. "Drawing in the Public Schools," by Miss Ottie Smith, Normal School Instructor of drawing and calisthenics. "Music in the Public Schools," by Miss Mary B. King, Normal School In- structor of Elocution and Music. Practical Lesson in Tonic Sol-fa, con- ducted by Miss King.		

Full particulars regarding reduced fares, etc., will be published in September.

A. MCKAY,
Secretary.

Halifax, 24th June, 1895.

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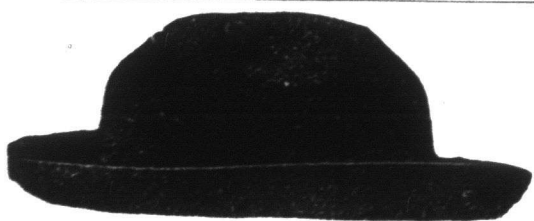
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