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MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., MARCH, 1893.

\$1.00 PER YEAR.

G. U. HAY, Ph. B.,
Editor for New Brunswick.

A. McKAY, Supervisor Halifax Schools,
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G. U. HAY, St. John, Managing Editor
W. T. KENNEDY, Academy, Halifax, Business Mgr. for N. S. and Nfld

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A PORTION of the April REVIEW will be given up to hints and suggestions for the observance of Arbor Day.

The interest in the N. B. University extension lectures in St. John this winter has been as great as last winter, although the attendance has not been quite as large, owing, perhaps, to the increase of fees. The first series by Prof. Duff on Electricity, and Mr. A. E. McIntyre on Chemistry, has been finished, and the second series by Dr. Thos. Walker and Mr. A. E. McIntyre on Hygiene, and Prof. W. F. Stockley on English Literature, has begun. Each course consists of ten lectures. On a recent afternoon Dr. Walker repeated his lecture on "Clothing" in the Victoria school hall to the teachers and students of the girls' high school. The lecture was filled with plain and sensible advice on the proper choice and care of clothing—suggestions which we wish every teacher and parent in the province might know, and to teach those committed to their care to observe.

SCHOOL directors should aid teachers in establishing and enforcing the rules for the government of their schools. A teacher in Iowa, who had been dismissed for failing to keep order, gained his case in the courts by showing that he had not been properly supported by the trustees. We have known trustees of schools incite insubordination for the purpose of having an excuse to remove good teachers to make

room for personal friends and relatives. It is well for teachers to know that they have some protection against such conduct.

A YEAR ago the University of New York enlarged its work by establishing courses of lectures on the History of Education, Psychology and Ethics, Theory and Art of Teaching Educational Literature and Criticism, and Systems of Education. This department of the university has been specially successful. Could not other colleges follow a similar course with much advantage to themselves and benefit to the country? A teacher taking such a pedagogical course would have many advantages not possessed in an ordinary normal school.

THAT the teacher makes the school is well illustrated in Berwick, N. S. Mr. L. D. Robinson, with the help of his able assistants, has placed his school in the front rank. Eight years ago it was only an ordinary school of two departments, attempting little work of a higher character than that of the eighth grade. It is now a school of four departments, excelling many of the academies in the high character of its work. So popular, indeed, has it become that pupils in large numbers are attracted to it, not only from the schools of Kings County, but also from the schools of the neighboring counties. In selecting teachers the trustees have looked to efficiency rather than to economy, and their wisdom has been more than justified in benefits to their own families and to the section which they represent.

OUR free school system has become so incorporated into our social life that to be denied its privileges would be denying our children bread. To extend this privilege to all classes and conditions of men, the N. S. Council of Public Instruction has established in various communities throughout the province night schools; they have placed the gift within the reach of all young men, making proper representations to them that they are anxious to recover forbidden or neglected opportunities. It is to be regretted that when this priceless boon has been proffered and accepted that it should be treated so lightly. This very season schools have been established, and after running a few weeks have collapsed for want of attendants. It ought not to be surprising to these communities when, in the future, the right is asked that it cannot be so easily obtained. It would be guarantee of good faith if a declaration were demanded those seeking a school that they would attend seventy-five per cent of the time, sickness only preventing.

Educational requirements for the exercise of the suffrage, often stimulate the illiterate to gain knowledge. In Maine, the evening schools of many towns

are crowded, because a law makes the privilege of voting conditional on a man's ability to read and write. Popular education and popular suffrage should join hands. Let the law-makers and friends of universal suffrage make a note of this.

THERE has been a desire expressed by several of the members of the committee engaged in the revision of the course of instruction that the Easter session should be held in St. John. In view of the fact that St. John is the most central for the majority of the members, and that there has already been one session held in Fredericton, no doubt the Chief Superintendent will give the matter favorable consideration.

It is to be hoped that the sub-committee appointed to suggest changes in the course of instruction for New Brunswick schools will have them well thought out by the time of the meeting, as there is always great divergence of opinion in a matter of this kind. It would almost seem—the larger the committee the less progress.

It seems unfortunate that in nearly all instances the members of the executive of Educational Associations consist of teachers of graded schools, and usually of grammar and superior schools. These men are entirely conversant with the work of their own departments, but it is doubtful whether they are in touch with the work and requirements of the lower grades, either of city or country schools. It is true the committee has the assistance of the inspectors who cover the whole ground, but often the advice of the teachers actually engaged in the work would be very valuable.

THE SUMMER SCHOOL.

The calendar of the Summer School of Science of the Atlantic Provinces has been issued, and may be obtained by addressing the secretary, Mr. W. T. Kennedy, of the Halifax Academy. The school will meet this year in Sackville; and from its central position will undoubtedly draw a large number of students from all the provinces. The class rooms and appurtenances of Mt. Allison University will be placed, to a great extent, at the disposal of the school. In addition to the regular work of the school—the stimulating instruction in the class-room, followed by field work and excursions—there will be four evenings devoted to "Round Table Talks," which will comprise the discussion of some important educational topics. Our teachers ought to see the calendar, note the many advantages to be derived from the school, then make up their minds to be present and enjoy those advantages to the utmost.

THE NEW N. B. SCHOOL MANUAL.

A new school manual has been issued, or rather a new edition of the old one, with some additions. There is probably no book published in New Brunswick more widely and perhaps more numerously circulated than the Manual of the School Law. Whatever school property retiring trustees and secretaries may surrender, they never give up their school manuals; and as school boards are constantly changing, there is a constant demand for these books and of the latest issue.

The school law has not only promoted the education of the children of the province, but it has developed a decided taste in certain and numerous ratepayers within its bounds for the study of law, and, as the text-book has been supplied free and is convenient in form as well as easy of reference, many of these local lawyers have acquired a commendable degree of proficiency in theory as well as an occasional opportunity for practice.

Few take the trouble to master the whole text, but the study given to certain sections and the interpretation placed upon them have been at least remarkable, and have furnished occupation from time to time to judges, lawyers, school inspectors and even the Board of Education.

A few changes and some additions have been made, some of which will be noted in full and others briefly indicated in this review. For fuller particulars our readers are referred to the manual itself.

REGULATION 10 provides for the lease of school buildings by trustees, and except under exceptional conditions requires that the buildings owned by them be first utilized.

REGULATION 20 provides for six weeks, summer vacation in country districts and eight weeks in cities and incorporated towns. It is needless to remark that this regulation will meet with approval.

REG. 31.—*Licensing of Teachers: 3. Times and Stations of Examination:* (1) Examinations for admission to the Normal school shall be held each year at Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Andover, and such other places as the Board of Education may hereafter determine on the first Tuesday of July, beginning at 9 o'clock in the forenoon.

(2) Closing examinations shall be held each year at Fredericton, St. John and Chatham, beginning at 9 o'clock, a. m., on the second Tuesday in June. For student teachers in the French department, and other candidates for third class license, a closing examination for third class only shall be held at Fredericton twice each year, beginning respectively on the Tuesday next preceding the last Friday of May and on the Tuesday next preceding the week in which Christmas falls. All candidates, other than those presented by the principal of the Normal school, who are required to be ex-

amined in reading at the Fredericton station, shall present themselves in the Assembly Hall of the Normal school at 2 o'clock, p. m., on the day immediately preceding the date fixed for the opening of the written examination, for examination in reading.

REG. 32.—(1) *Normal School Entrance Examinations:* These shall include the following subjects for all classes, viz., reading, spelling, writing, English grammar and composition, geography, history, arithmetic (including the keeping of accounts), and elementary natural history. Candidates for the first and second classes will also be required to pass examinations on the first book of geometry (Hamblin Smith's), and on algebra, including the elementary rules and simple equations of one unknown quantity.

Female candidates will not be required to pass the examinations in geometry and algebra until 1895.

REG. 32.—*Latin:* At the closing examinations in 1895 and thereafter candidates who may wish to qualify themselves for the principalship of superior schools will be required to pass an examination in elementary Latin grammar, and one book of Cæsar, or its equivalent.

REG. 32.—REMARK 2.—Candidates for grammar school license will be allowed the privilege, upon application to the Chief Superintendent six weeks before the date of examinations, of being admitted to examinations on a stated part only of the subjects of the syllabus. Examinations on the remaining subjects must be passed the following year. No certificate shall be issued until all the requirements have been met.

This is a change which the REVIEW has for some time advocated, and by the provision made many of our hard-worked teachers will be enabled to work for grammar school license.

REG. 33.—*Licenses of the Third Class:* 1. Licenses of the third class bearing date subsequent to December 31st, 1893, shall be valid for only three years. When any such license has expired, it may be renewed by the Chief Superintendent on conditions to be prescribed by the Board of Education.

The attendance at the Normal school is divided into two terms. In view of the present scarcity of teachers, a student by an attendance of one term may obtain a license of the third class. These licenses are only tenable for three years.

REG. 44.—*Enrolment of Pupils in Standard I:* No pupil shall be enrolled (except by transfer) for admission to Standard I later than two weeks after the opening of the school in any term.

This regulation will meet with the unqualified approval of all interested in our primary schools. The REVIEW has always strenuously urged such a measure.

REGULATION 45 provides for grammar school leaving examinations and university matriculation examinations, the scheme of which the REVIEW has already outlined.

While the REVIEW may take occasion to comment more at length upon some of the changes made, it

may be remarked here that they are all in the right direction, and will no doubt meet with the approval of the teachers generally. They have been conceived in a broad spirit and mark another step forward of our excellent school system.

THE SCHOOL STUDY OF CURRENT EVENTS.

Every good teacher knows and utilizes the two following principles:

1. The readiness with which the mind absorbs and reproduces a fact depends upon the number of links connecting it naturally with other facts already apprehended.

2. Consequently the rapidity of a pupil's progress depends largely upon the teacher's skill in relating the unknown to that in which the pupil is already most deeply interested.

In this connection we have already called attention to the importance of connecting the pupil's studies with the near in time and space—the action of natural forces around him and the history of his own times.

Interest your pupils in those events now transpiring which will remain as history and you confer on them the inestimable benefit of being able to distinguish between the trivial and important—the evanescent and the permanent; you enable them to become your most efficient helpers in their own education. Besides occasional references devote half an hour each week to the discussion of the news of the day. You will receive much assistance from such papers as *Our Times* published by E. L. Kellogg of New York. We select a few items:

ANOTHER PROVINCE FOR CANADA.

The farmers and miners of Algoma, a district of Ontario, are anxious to have that territory created into a province of the Dominion. Algoma takes in almost the whole of the north shores of Lakes Huron and Superior, and reaches westward to the boundary of Manitoba and northward to Hudson's bay. The district is adapted to agriculture, stock-raising, fruit-growing, mining, lumbering and fishing.

EGYPT IN THE BRITISH LION'S POWER.

The young khedive of Egypt, Abbas Pasha, lately received a very chilling snub from Great Britain. He appointed a ministry that was not considered in harmony with British interests in that country. The British ministry met and decided to inform the khedive that "his position as the ruler of Egypt depends upon the good will of Great Britain, and that the British government refused to recognize the reactionary ministry that he had appointed." The khedive yielded. This action of Great Britain is also humiliating to France, which has also been looked upon as a protector of Egypt, but France has her hands too full at home with Panama matters to make a serious protest.

CHICAGO'S MAMMOTH TOWER.

The World's Fair is to have a tower 560 feet high and a diameter uniformly of 200 feet, with a spiral double track 40

feet wide for cars, which will be propelled by electricity. The ascent to the top will be about a mile. Eight cars will be provided, half of them ascending as the other half descend. A train will be made up of the motor and four other cars, each car holding eight persons. At night these cars will be illuminated with incandescent lamps, and there will be powerful search-lights in the observatory on the top. The numberless gilded stars and pendent lamps will add to the brilliancy of the spectacle.

THE HOLY LAND RAILWAY.

The railway from Jaffa to Jerusalem is completed and passenger trains are running on it. It will be extended eastward to Damascus. When the first locomotive and train entered Jerusalem some Arabs exclaimed: "What is the great God doing?" "This is the work of Satan!"

SEEKING THE NORTH POLE.

Dr. Nansen has decided to reach the north pole by sea. His plan is to start from the Lena river in Siberia, to steer thence northwest to the Liakhov islands, and to Bennett island (thus advancing by the route of De Long's return in 1882), and thence to attempt the passage directly across the Arctic circle to the North Atlantic, which he hopes to reach in three or four years. The possibility of passing over the polar regions by this route is based on his belief in a rapid current and ice drift in that direction. Articles that were abandoned by De Long's *Jeannette* expedition north of Bennett island were found two years later on the south coast of Greenland to which place they must have been carried by the current. Nansen will go in a 250 ton boat well provisioned, and will take balloons and other articles to be used for retreat in case of disaster.

THE HEIGHT OF THE AURORA.

A Danish scientist at Gothab has measured the height of auroras with theodolites situated four miles apart. They were found to be from one to forty miles above the earth. At Spitzbergen they were found to be from three hundred yards to eighteen miles high. He infers that the aurora only appears at considerably height in the temperate zone, while in the auroral zone proper it is generally in the lower atmosphere.

THE SALTNES OF THE SEA.

It has been found that the saltiness of the sea diminishes from the surface to a depth of eight hundred to a thousand fathoms, and thence increases until the bottom is reached. The average quantity of saline matter is about three per cent.

VERTICAL WRITING.

Among the many great improvements in the new course of study for the common school of Nova Scotia issued by Dr. Mackay is the giving of the first place to *vertical* rather than to *slant* writing. He finds that it has been adopted for the civil service examinations, for the great majority of English schools, and by the advice of educational experts for many schools on the continent.

A very good article on this subject by John Jackson, F. E. I. S. published in the *Canada Educational Monthly* should be studied by all our teachers.

We give his most important statements:

Vertical writing is far and away the best style of writing possible for all commercial, professional, private and public

purposes. Its general adoption would save much time and expense, and give us a calligraphy at once readable and elegant.

1. Vertical writing is without doubt more legible than sloping writing of the same quality and size. For this reason our literature is printed in the upright characters instead of in italics.

2. The unique conciseness of the upright calligraphy both in ordinary work and tabular forms economises in a wonderful manner time, space and material. It has been accurately computed—the computations being repeatedly verified by practical tests—that vertical writing occupies about three-fifths to seven-tenths of the space required by oblique writing of the same size.

3. Vertical writing was the only kind in use until about the middle of the sixteenth century and it is now rapidly coming into general use.

4. The vertical writer sits naturally and erect at his task whilst the sloping writer assumes all sorts of abnormal postures, twists and contortions of head, neck, spine, etc., in a more or less cramped and unnatural attitude that will necessarily handicap him very much in the contest. The highest possible rate of speed is impossible with the writer in such a painful position, and thus the superiority of the vertical system is at once apparent.

And besides this, the sloping writer will feel the effects of long continued writing much sooner and much more severely than his fellow clerk who has no such attitudes to sustain in the upright method.

Time will determine the amount of educative virtue there is in the system of upright penmanship and the extent to which these observations or arguments apply, but it is notorious as a fact of past history—which every student can verify—that the introduction of slope and the origin of scribbling were coincident, and it is no less an historical fact of the present that on the continent all sloping writing has been prohibited in many districts, whilst in Belgium and Germany the slope or slant has been limited to 10° and 20° from the vertical respectively, so deeply are the evils of oblique writing felt in these countries.

5. Some remarks in the *Lancet* a little time ago were very interesting inasmuch as they referred to another *unique* advantage of the vertical system and that is its capability of being written with either hand equally well.

Just recently I have received some beautiful specimens of left hand upright writing, and it is well known that whilst the great Admiral Nelson wrote a very scrawly and sloping style with his right hand—the result of years of teaching at school—he afterwards wrote a beautifully bold, legible and superior vertical style with his left hand shortly after the accident which deprived him of his right arm—and this he did without a teacher, thus confirming our oft repeated dogma that vertical writing is the only *natural* writing.

The advantage of being able to write with both hands is incalculable, as the *Lancet* points out, and vertical writing is the only method that renders this practicable.

6. Medical experts of the highest reputation in their respective departments, have given this subject their closest attention for years and after conducting many series of exhaustive experiments—requiring the examination of many thousands of school children—they assure us that sloping writing is most pernicious in its effects upon the physical frame. They tell us that sloping writing is one of the chief causes of

spinal curvature; that myopia or short sight is induced and encouraged by it in thousands of cases; that pulmonary or chest diseases are also produced or developed to an alarming degree by sloping writing, and that it gives rise in many cases to writer's cramp. All these diseases have been clearly traced to the postures taught in and required by sloping writing. The results here epitomized are duly and scientifically set forth in long and learned essays and lectures still in print. For a fairly full discussion of this vital point the reader is referred to a manual "The Theory and Practice of Handwriting" now being published by Sampson Low & Co., S. Dunstons, 110 Fetter Lane, E. C.

It is healthier for the writer, it is easier and quicker to write, it is easier or plainer to read, and it is far more economical than any system of slope hand writing whatever.

This subject has been studied very carefully and discussed fully by the Halifax teachers and their conclusions agree substantially with those given above. They are now introducing the system.

GRADING EXAMINATIONS.

To those who think that examinations are a *sine qua non* for promotion, we recommend the following extract from the *N. Y. School Journal*:

A number of years ago New Bedford, Mass., abolished written examinations for promotion in the primary and grammar schools. The plan worked so well that it was extended last fall to include the high school. It is interesting to hear the testimony of Supt. William E. Hatch, regarding the working of the system. In a letter to the Boston *Commonwealth*, he says: "The condition of things that those who insist on examinations for promotion have always predicted in case the examinations were abolished has not occurred in our schools. The pupils work as well without examinations and the schools are as efficient as in other cities where examinations exist."

Going further into details, Mr. Hatch says: "The teachers have no excuse for rote teaching when examinations for promotion do not exist, neither do they have any excuse for cramming their pupils with stereotyped questions. They are free to study the children themselves and to develop their thinking powers, being required only to cover each in her own way (provided her thinking is based on sound educational principles) the required course of study. Examinations for promotion were abolished in the lower schools seven or eight years ago at least, so we have had time to judge of the merits or defects of the plan. The plan was introduced in the high school at the beginning of this school year. I learn from talks with several of the teachers there that there is no visible loss of interest or effort on the part of the pupils so far, nor do I think there will be. To sum up: After a number of years of trial of the plan of basing promotions on the recommendations of the teachers, rather than on examinations, we consider it an unqualified success. There is no desire on the part of any to return to the old plan, and we consider that to do so would be a decided step backward."

The handsome two story wooden grammar school-house at Sussex, N. B., erected in 1875 at a cost of \$8,000, was recently burned to the ground.

TALKS WITH TEACHERS.

Do you ever have a written examination in your school? I do not mean for the purpose of ascertaining results, so much as for the value it has as a disciplinary exercise. Sooner or later perhaps, many of your pupils will have to undergo written examinations and whatever may be said for or against them as an accurate method of determining pupils knowledge it is certainly an important part of their education that they should be able to express with facility and in proper form their ideas in writing. This cannot be done without practice as many have found to their great disadvantage. The necessity for this mode of examination is emphasized by the fact that in the future it will be required to pass our pupils out of the high schools, and later may extend lower down.

It is well not to wait until the end of the term to hold written examinations but to give them at certain intervals throughout it—say, once per week give a paper of about one hour's length and embracing two or three subjects for one grade. The next week give a paper to another grade and so on. Be very particular as to the form of the paper, such as the heading, margin, numbering of questions, paragraphs, folding of paper, endorsing etc. Of course it is not necessary for me to dwell upon the correction of the matter, as too much care cannot be taken in that particular. Always insist upon the pupil doing his best in the writing.

It seems to me rather a pity that the good old fashioned custom of Friday afternoon recitations has died out in so many of our schools. It is true that the variety and character of the selections often made, may have had something to do with it. In a large school it is certainly impossible to demand them with any care from all the pupils. Is it well to allow the pupils to make their own selections? I think not. Some suitable selection should be made by the teacher for each grade and attention directed to the beauties it contains. Too great a tax should not be put upon the child's memory. Whatever he memorizes in his school days will probably never be forgotten, and if the selections are good they will always be a delight to him. Hence the teacher should look to it that the choice selections of literature contained in the readers at least should be memorized. A pupil should not leave the fourth book without knowing Scott's ode, "Love of Country," nor the fifth book without memorizing Grey's "Elegy," nor the sixth without committing portions or the whole of "The Lady of the Lake," and as many as possible if not all the excellent selections in each of the readers. At the

same time direct the pupil's attention to the authors and some of their other writings, if not in the readers, then elsewhere. Having formed a taste for one selection the pupil will be induced to look up and examine others.

Do any of our teachers continue to require that Canadian history should be memorized from the text-book? If so, hasten to discontinue such an irrational process. Memory is a good thing to cultivate, but not in that way. More distaste for history has been engendered in this way than in any other. It is pure laziness on the part of the teacher to properly prepare the lesson herself for the pupils' benefit. Canadian history is sadly in need of reform, or rather the teaching of it, in some of our schools. Pupils are constantly leaving them with no knowledge beyond the French period. Is it any cause for surprise, then, that when large boys and girls return for a winter's schooling that they manifest a decided aversion to the study of Canadian history? If the knowledge that would qualify them to become intelligent voters were given them, they would take a more patriotic interest in their native country. A knowledge of the British North America Act and the history of the attainment of responsible government is of far more practical value than that of the French period. Why not begin at the present, then, and go back? Why does each new teacher think it necessary to put the pupils back to the beginning of the history? Review should be progressive and carried on from day to day.

If you have any pupils preparing for Normal school or the university matriculation examinations in New Brunswick, take care that the applications are presented to the proper persons and at the proper times.

The following, clipped from an exchange, shows the progress made in kindergarten training:

The kindergarten system of education is making its way slowly even in the larger cities of the east, always slow to adopt new things. In a few years it will be part of the public school system in all the leading cities. It ought to be. Even if to inaugurate it meant the lopping off of some of the ornamental branches in the public high school, kindergartens for the younger pupils would pay well at the cost. Not more than one school child in a hundred goes to the high school; every child goes to the primary school. The kindergarten system of education means less book stuffing, better eyesight, better reasoning power, a trained observation of objects in nature, the use of hand and eye to an extent which seems marvelous to any advocate of the old methods, and a moral education which our present plan of education, either in public or private schools, fails to supply. Our schools want moral education—the more of it the better—not sectarian training.

For the Review.]

Notes on English.

MISUNDERSTANDING AND SOME OTHER THINGS.

Here's a bit of Ruskin I have just been reading:

"A man who uses accurate language is always more liable to misinterpretation than one who is careless in his expressions. We may assume that the latter means very nearly what we at first suppose him to mean, for words which have been uttered without thought may be received without examination. But when a writer or speaker may be fairly supposed to have considered his expressions carefully, and, after having revolved a number of terms in his mind, to have chosen the one which *exactly* means the thing he intends to say, we may be assured that what costs him time to select will require from us time to understand, and that we shall do him wrong, unless we pause to reflect how the word which he has actually employed differs from other words which he *might* have employed. It thus constantly happens that persons themselves unaccustomed to think clearly, or speak correctly, misunderstand a logical and careful writer, and are actually in more danger of being misled by language which is measured and precise than by that which is loose and inaccurate."

I hope my readers will agree with me that this passage is well worth printing in the REVIEW, and I hope, also, that they will be so pleased with me for affording them an opportunity to read it that they will pardon the use I am going to make of it.

I gather from certain questions that I have been asked that there are some things in the *Notes on English* in the December REVIEW which have been misunderstood by some readers. I was rather surprised at this, for I had taken pains (at least I thought so) to select for the misunderstood passages the very words which I thought would leave least doubt as to what exactly I meant to say. But that extract from Ruskin removes my surprise, and I see now that misunderstanding is the very thing I should have expected from a certain order of minds.

Let me assure these misunderstanding readers that if I had meant to say "I don't know how to give instruction that will produce (certain specified results)," I would have said this instead of the quite different thing which I did say in the first column of page 129. And in the last note—on Gray's use of "has broke," I certainly did not mean to convey the impression that I considered "has broke" good correct English of to-day when I wrote "Perhaps (the editor) only means that 'has broke' is not the form in general use to-day, but surely those that buy the books did not need to be told that."

And so with the other misunderstood matters.

I am afraid that the misunderstanding of what I said on "has broke" rests at bottom on a lack of appreciation of the fact that English is a living language, and that like all living things it is undergoing perpetual change. And I am afraid that many of our teachers have never been taught themselves the importance of this fact. They have been able to pass their own examination in English, and they have succeeded in passing their pupils, without any other knowledge of the language than is to be got from the dogmatic and pedantic school grammars. As a general rule that kind of knowledge does not enable them to understand that what is quite proper in the language of one century may become improper in the language of the next. It was quite proper to say and to write "has broke" in the middle of the eighteenth century because the best writers and speakers of that time spoke so and wrote so. It is not proper to say "has broke" now because our best writers and speakers do not now speak and write so. Usage was in favor of it then, and usage is against it now. That's all there is about the matter, and the thing is perfectly plain to anyone who has given even a week to the *historical* study of his mother-tongue, however hard a saying it may be to those whose knowledge of the subject does not go beyond that of the *dogmatic* school grammar and the *dogmatic* pocket dictionary.

It seems strange that many people who admit readily enough the supremacy of *usage* in determining what is proper in other matters are so adverse to admitting its supremacy in the matter of language. Of course by "usage" I don't mean the usage of Tom or Dick or Harry, or even of all three of them. I mean, for the current language, the usage of the best educated and most cultured Englishmen of to-day; and, for the historical language, the usage of our classic writers of all ages—the makers and markers of our language. Against this usage as the supreme arbiter of what is or what was "good English," there is often set up a something which its advocates like to call "authority." If this something be examined it will be found to be made up of the dicta of grammarians and censors and critics, based—always professedly and often really—on arguments drawn from etymology and analogy and the principles of language.

Of "the principles of language," I have no wish to say anything disrespectful, but, so far as I am acquainted with the things so-called by anti-usage controversialists, they are generally some nebulous or nonsensical generalities, behind which their advocates strive to conceal what is nothing more exalted than mere dislike of the usage they happen to be fighting against.

The *Edinburgh Review* once appealed to "the principles of language" against the use of "supplement" as a verb. "We cannot admit the authority of usage," it said, "when it is clearly opposed to the very principles of language." The Reviewer admits that the word has been so used by prelates and judges, and confesses that it has once or twice even crept into his own pages. But these prelates and judges, he tells us, "ought to have abhorred such a solecism," for "by its form 'supplement' means 'the thing added or supplied' and not 'the act of supplying.'" This is its "proper" meaning, and the word can only be used as a "noun substantive." Now what are the principles of language that support the Reviewer's contention? Is it a principle of our language that the only "proper" meaning of a word is the meaning which it has "by its form?" Test the matter with the first half-dozen words that happen to slip from the point of your pen. But let us suppose for a moment that this is true, and take a look at a few other words of similar form. There is "acquirement," which means "act of acquiring" as well as "thing acquired," and so with "achievement," "allotment," "assignment," etc. Then there is "astonishment," which does *not* mean "the thing astonished," as it should according to the Reviewer, and so with "abatement," "adornment," "amusement," etc. If the verb "supplement" "should be allowed as a solecism," then we must give up, also, such verbs as "augment," "ornament" and "torment."

This sort of thing might be continued to almost any extent, but the editor would probably object to have a dozen or so of his columns filled with illustrations of the absurdities and inconsistencies into which people fall when they go butting their heads against linguistic usage.

A. CAMERON.

Yarmouth, N. S., Feb. 28, '98.

The power of common opinion or popular sentiment is seen and felt in every school and every class. Every pupil patterns his or her conduct after the popular sentiment, to a greater or less degree, and obeys the common judgment, feeling its approval a satisfying reward, its condemnation an unbearable censure. When a pupil is corrected, if he can, returning to his seat, look into the faces of his companions and receive their sympathies, the act of the teacher has only excited indignation and does not reform. If, on the other hand, the scholars are with their teacher in their opinion of the offence and its just deserts, never by word, look, or sign will the offender allude to the correction visited upon him. How shall we gain this state of affairs in which the schools is in favor of order, obedience, honesty and industry, and uses its influence as a school toward this end?—*Ex.*

For the REVIEW.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

INDIAN SCHOOLS.

No account of the first schools of the province would be complete without some reference to the attempt made by the New England Company (so called) to civilize and educate the native Indians.

It was in the year 1649, during the protectorate of Oliver Cromwell, that an ordinance was passed by the "Long Parliament" for "the promoting and propagating of the gospel of Jesus Christ in New England by the erection of a corporation to be called by the name of the President and Society for the Propagation of the Gospel in New England, to receive and dispose of moneys for that purpose."

Under Charles II the charter of the society was renewed and the sphere of its operations extended; and the corporation thenceforth styled "The Society for the Propagation of the Gospel in New England and the parts adjacent in America."

This society was in no way connected with the missionary society for the propagation of the gospel in foreign parts, already referred to in this article.

For more than a century previous to the Revolution the New England Company carried on the work begun in 1646 by John Eliot, "the apostle of the Indians."

The annual revenue at their disposal amounted to only about £600 sterling, but by means of this they secured the services of from twelve to sixteen missionaries and teachers — English and Indian — to whom they gave yearly stipends of from £10 to £30. They also erected schools and supplied them with books, including many hundreds of Eliot's translation of the Bible. As a result of these and similar efforts, many of the Indian tribes of Massachusetts Bay, Plymouth, Martha's Vineyard and Nantucket were Christianized.

In consequence of the American revolution the scene of the New England Company's labors was transferred to New Brunswick, presumably on the recommendation of members of the former local Board of Commissioners who had come to the province with the Loyalists in 1783.

On the 14th day of June, 1786, the Company appointed as its agents or commissioners in New Brunswick, His Excellency Governor Thomas Carleton; the Honourable Chief Justice George Duncan Ludlow, the Honourable Isaac Allen, Judge of the Supreme Court; Jonathan Odell, Provincial Secretary; Jonathan Bliss, Esq.; William Paine, Doctor of Physick; and John Coffin, Esq.; empowering them or any three of them to engage and pay suitable

teachers "for civilizing, teaching and instructing " the heathen natives and their Children, not only in " the principles of the English tongue and in other " Liberal Arts and Sciences, but for the educating and " placing of them and their children in some Trade, " Mistery or lawful calling." The Commissioners were also "to treat, contract and agree with any " person or persons for Cloaths, Books, Tools, Imple- " ments and other necessaryes for the civilizing, " employing, educating or placing out any of the " Heathen Natives or their Children in English " families and with and under English masters."

The Board were not long commencing operations at the most promising centres in various parts of the province. Under date 28th October, 1787, Ward Chipman, then acting as treasurer, mentions "that the Board at their last meeting voted the sum of £200 for the payment of the salaries of missionaries and school-masters, and for the further supplies of necessaryes to the tribes of Indians in the adjacent country during the ensuing winter." A school for the Indians was established at Fredericton in the year 1787, of which the first instructor was a Mr. Andrews. He was succeeded the following year by a Mr. Gilbert. Nothing further is known by the writer about the Fredericton school for the Indians except the facts that may be gleaned from the following:

Account of money disbursed for the Fredericton school, 1788—

Feb. 13	Paid Mr. Andrews, Instructor (stg.),	£12	10	0
Mar. 24	" " "	12	12	0
Apr. 2	" Mr. Gilbert, Instructor,	10	11	10
		£35	13	10
	Add 1-9,	3	19	3
	Currency,	£39	18	1
May 15	Paid F. DePeyster, Esq., for a Copy of King's College Charter, New York,	1	11	8
June 16	Paid Mr. Gilbert, Instructor,	12	0	0
July 8	" the order of Gervas Say, Esq., in favor of Harrison & Allen,	14	3	6
Sept. 22	" Mr. Gilbert, Instructor,	10	5	0
Oct. 10	Cash remaining in hand,	6	18	1
	JONATHAN ODELL.	£84	10	11

Simultaneously with the establishment of the Indian schools at Fredericton, efforts were made to start similar schools at Sheffield, Woodstock, Miramichi and Sussex. These efforts were successful, and a very brief account will now be given of these schools.

The agents of the New England Company appear to have made a careful selection of their instructors, of whom Oliver Arnold was a graduate of Yale and Frederick Dibblee of Kings (now Columbia) College,

New York; James Fraser apparently was a Presbyterian minister, and Gervas Say one of the old Sunbury County magistrates. Such records as remain abundantly prove that these men were exceedingly well educated for the time. Their letters are models in their way; the spelling somewhat antiquated, it is true, but excellent in the main; ideas well expressed; the handwriting in the old-fashioned style and with a more liberal use of capitals than is now customary, but beautifully clear, and in some cases even elegant.

Gervas Say, the instructor of the Indian school at Sheffield, was one of the pre-loyalist settlers on the St. John river. The following curious record of his marriage is preserved among some old Sunbury County documents:

" MAUGERVILLE, Feb. 23rd, 1766.

"In the presence of Almighty God and of this congregation, Gervas Say and Anna Russell, inhabitants of the above said township, enter into marriage covenant lawfully to dwell together in the fear of God the remaining part of our lives, in order to perform all y^e duties necessarye betwixt husband and wife, as witness our hands.

" GERVAS SAY,
" ANNA SAY."

The names of Daniel, Palmer and six others are appended as witnesses.

In his efforts for the instruction of the Indians, Mr. Say seems to have been active and fairly successful. His school was visited in the summer of 1792 by Bishop Inglis, who examined the scholars and expressed his opinion that the Indians learned as fast as the whites and were fond of associating with them. The Bishop considered the most encouraging feature in the work to be that the Indians were now seriously thinking of relinquishing their wandering mode of life and in future devoting more attention to the cultivation of their lands. While at Sheffield the Bishop conversed with a very intelligent Indian named Peter Paul* and went to see a field of rye which he had cultivated. In consequence of this interview with the natives, Dr. Inglis, when at Fredericton, solicited the Governor and Council to grant the Indians lands for cultivation. Governor Carleton assured him that his request would be complied with.

Unfortunately for the philanthropic designs of the New England Company, it soon became apparent that the Indians were much more interested in their supplies of provisions and clothing than they were in the benefits of education. This fact will appear as we proceed with our story.

* A few years ago could be seen beside the central path near the Sydney street entrance to the old graveyard in St. John, a head-board marking the resting place of an Indian named Peter Paul, who was, it appears, well known and respected. There is some ground for believing him to have been the Indian mentioned above.

Early in the year 1790 an attempt was made, doubtless at the instigation of Col. John Coffin—who for years filled the post of Superintendent of the operations carried on in the province by the New England Company—to establish a school for the Indians near his residence* in the Parish of Westfield, Kings County. The teacher appointed was a man named Burrows Davis. The lines on which Mr. Davis proposed to conduct his school will appear from the following communication which we give *verbatim et literatim*:

"The Honourable Commissioners of the Gospel Board will please to receive my thanks as a testimony of gratitude for the appointment they have been pleased to give me as a Missionary under them and I hereby assure them that I will always use my utmost exertion to do my Duty in that line so as to meet their approbation.

"I have this day obtained the consent of an Indian family, who have submitted themselves to be instructed, and profess great willingness to give up their children to be educated in the English manner.

"The father and mother being old and by no means would part from their children, I have taken home with me to maintain. I intended waiting on the honourable Board myself, but the Situation and Necessity of the Indians were such that I was obliged to get Horses and Slays to carry them immediately Home. Their names are as follows: Joseph Maductic Governor, the Father; Mary Tobec, his Squa.

Scholars Names.	Age.	Remarks.
Fransway Sal	18	With a pappoose, one month old.
Susan Sal (Squa)	18	
Mary Demican,	16	
Mary Angelic,	12	
Joseph Murray,	10	
John Nicola,	7	

" Westfield Parish, County of Kings,
 " 26th Jan'y., 1791,
 " Burrows Davis.

" Ward Chipman, Esquire."

Mr. Davis appears to have had considerable difficulty in organizing his school, since nearly a year had elapsed from the time of his appointment before he secured his pupils. In August Col. Coffin proposed to discontinue his salary as "his exertions had not been attended with success." Very probably the assistance of Gervas Say secured the attendance of the Indian family whose names are given above and who apparently belonged to Sheffield.

*The substantial house formerly occupied by Col. (afterwards General) Coffin still stands on the "Coffin Manor," so called, a short distance up the valley of the Nerepis.

(To be continued.)

For the REVIEW.]

A Relic of the French Occupation of New Brunswick.

BY W. F. GANONG.

Of the several periods into which our history falls, the most picturesque, and in some of its phases, the most interesting, is that of French occupation. Yet of this time, particularly in its earlier part, the records are scanty; and almost no visible memorials, not even ruins, are left to us. Hence from its very rarity as well as intrinsic interest, the relic to be described below has especial historic value.

There is in possession of Mr. Archie Hay, of Lower Woodstock, a stone tablet found by him in the burial ground belonging to the old Maliseet village upon the Meductic Flat, near his home. It is of slate, some fourteen inches by seven, and one inch in thickness, and is in a nearly complete condition. Deeply cut upon it there is an inscription which, with the outline of the stone, reduced to one-fourth its natural size, is given in fac-simile in the annexed cut.



In full reconstruction the inscription would read—

DEO
 OPTIMO MAXIMO
 IN HONOREM DIVI IOANNIS BAPTISTÆ
 HOC TEMPLVM POSVERVNT ANNO DOMINI
 M DCCVII.
 MALECITÆ
 MISSIONIS PREFECTO IOANNE LOYARD SOCIETATIS IESV
 SACERDOTE.

And the translation—

TO GOD
 MOST EXCELLENT, MOST HIGH,
 IN HONOR OF SAINT JOHN THE BAPTIST
 THIS CHURCH [WAS] ERECTED ANNO DOMINI
 1717
 [BY] THE MALISEETS
 JEAN LOYARD, JESUIT, MISSIONARY PREFECT
 [BEING THE] PRIEST.

The reconstruction and the translation are upon the authority of Professor C. L. Smith, of Harvard University, except for the letters M. P. on the seventh line, the meaning of which has been supplied by the Rt. Rev. M. F. Howley, Bishop of West Newfoundland. These letters, according to Bishop Howley, are not now used by the Jesuits themselves, but the title for which they doubtless stand, *Missionis Prefecto* or *Preposito*, is applied to missionary priests sent out by the Propaganda at Rome. The occurrence of a B at the end of the third line is inexplicable, except upon the supposition of an error of the engraver of the stone, for the entire context points to a P in that position. The x above the line in the fifth line appears also to show an error, this time of omission, but easily corrected.

The history of the stone seems to be fully given upon its face. At Meductic Point, where it was found, stood in old times, guarded by a rude fort, one of the most important Maliseet villages upon the St. John—at certain periods it was the most important. It is known that Father Loyard was stationed there as their missionary in the early part of the last century. The early French records several times refer to him. (Mss. published by the Quebec Gov't., Index). In 1716, he was on the St. John; in 1722 he was sent to France to represent the interests of the Indians at court; in 1724 letters written at Meductic were received from him at Quebec, and he was quoted as an authority upon the question of the boundary between Acadia and New England. He was evidently held in much esteem by the authorities at Quebec. The date of his death is unknown to us. It was doubtless under the inspiration of his zealous ministry that the Maliseets erected a chapel in 1717, probably but a simple building of logs, and upon its wall, perhaps over its doorway, was placed this stone, engraved in France or Quebec for the purpose. How long the chapel stood, we have no means of knowing, but unless destroyed earlier by accident, it was probably burned in the attack on Meductic Fort and village in the cruel foray of the English rangers from Quebec under Captain Rogers in 1760. (See EDUCATIONAL

REVIEW, Vol. IV, p. 154,) when the stone fell to the ground to lie until found by its present owner.

The name of P. Danillon upon its lower part is interesting, though it is not easy to say why it should be there. Jean Pierre Danillo was a priest on the St. John somewhat later than Father Loyard. He is mentioned as being the priest of the French settlers at St. John in 1733 (Murdoch's N. S., L., 515). His name is scratched but lightly upon the stone and was clearly not placed there with the original inscription.

The spelling *Malecità* is worth noticing, for pronounced in French fashion it is precisely our "Maliseet." This is unquestionably the correct form of the word, though many corruptions of it have been in use.

The stone is the most interesting relic of the French Period that is extant.

For the REVIEW.]

The Study of English.

To the observant beholder of us as a people, nothing can be more surprising than our comparative, I had almost said absolute, ignorance of the English language even in its plainest prose. Does anyone discredit the above statement? Let him inquire of any college professor of English, mathematics, or classics who meets, we may safely say, the majority of those having decided literary tendencies, and who are best equipped with that most powerful instrument of expression of thought, the English language. Let him ask that professor, I say, how many freshmen are able to write an examination paper the English of which is presentable, to demonstrate one proposition of Euclid without making the most egregious grammatical errors, couching the most obvious conclusions in the obscurest of terms; or how many at graduation may be relied upon to produce off-hand perfect King's English. Nor do we find this state of affairs limited to the provinces. The reports of Harvard university, of Cornell, indeed of all the great American colleges, show a most deplorable lack in this one respect. True, some students are more skilful in this department than others, but many of these might say, as did Rousseau of music, "By continuing to teach it I gained some knowledge of it." In other words, they are teachers who have learned to avoid the errors of more youthful students by reviewing and criticising their productions.

But if it may be said that the majority of matriculants are unable to express their thoughts clearly, are we to expect that those, whose education ends at the common schools, are better provided for? I myself have encountered young people of both sexes, who have successfully passed through all the grades of our common school course from I to IX, unable to com-

pose five lines of decent English upon the most familiar subjects.

Is not this a most unnatural result of at least nine years of studying that which should be most readily interesting, the sole branch with which the student has any acquaintance at the time of his entrance, namely, the expression of thought? The one branch most useful and at the same time most ornamental in after life, is a positive disgrace to him.

I make a practice of inquiring what are the favorite studies of each new class I meet; some members say arithmetic, some geography, some history, etc., but when I suggest English literature and grammar, a chorus of "Noes" greets my ears: every one is at once a dissenter.

But how shall we remedy this condition of affairs? Wherein lies the fault? Not wholly with the teachers surely, for all are alike in fault. Nearly all the successful teachers I have met claim that they can teach but little English, but they are at home in the mathematical branches. There, under the teacher's supervision, the pupil begins with first principles and evolves the various complex relations of practice; he becomes a discoverer; new worlds rise before him at every turn, and the student finds his work a round of pleasure.

But is not language as capable of satisfaction to the enquirer as mathematics? As a matter of fact it is very much more so. Why, then, is the study of English so meagre in results as compared with the results of mathematical investigation. Some one may say (and I think him right in the main) we need more time for this subject. But would more time alone remedy the evil with our present school course and our teachers unprepared to teach English, besides disliking that subject.

Moreover, the parent demands that James shall be taught book-keeping, algebra, cube root, stocks and shares, and bills of exchange, by the time he is thirteen years of age, remarking by the way, "I used to be good in algebra when I went to school." But he never requests that the youth study even one poem, and as a matter of fact he never does. He goes away from school entirely ignorant of the wealth of enjoyment and refinement lying ready at his hand. Nay, rather, he regards poetry as "silly stuff," and despises any one who can solace himself with a poem, while James himself is transported by the "Headless Horseman" and tales by Old Sleuth, his best English being a copy in a small way of these.

Our school course, though in many respects an excellent one, is in some measure perhaps accountable for this lack of study of our native tongue.

A child is led along (wisely or otherwise) through

the mazes of reading and no recitation, coupled with some writing and much mathematics, till he reaches the Fifth Grade, when he is orally, or not, introduced to some of the forms of speech. From this onward his course in English is a chequered one. Names of relations and names of the elements of sentences are indiscriminately and, I may add, irremediably mingled in his mind; if henceforth chaos reigns not supreme there, happy is he. Yet those hasty oral lessons, snatched by the over-worked teacher from her other subjects, produce her best results. These points brought out in oral lessons serve as hooks upon which the future grammatical knowledge may be hung. Nevertheless the pupil is in the condition of a man who has a well appointed clothes press, but only one suit, and that on his back.

At this stage the pupil has the text-book placed in his hands and is expected to memorize particularly principles so abstract that it is no wonder that he turns away his head, saying, "I hate grammar."

We call the prescribed book in grammar a text-book. About the merits of that work I shall say nothing—but how many teachers use it as such? How many take up a connected series of subjects and deliver a homily on each member of the series, referring to the text for the enunciation of the principles upon which the discourse is based?

"Oh, oh!" cries a chorus of teachers, "we have already so much work that we have scarcely time to prepare our pupils for grading let alone teaching anything after that fashion. Would you add to our burdens?" I answer no, I would not add to those burdens, but am desirous of their better adjustment. Since the teacher has such scant time, why might we not add a year of English to the common school course, distributed over the whole period, from the fifth year upward.

In the matter of text-books let us have a much more comprehensive work than the present compendium, and let it be a text-book. Then, as an accompaniment, an exercise book adjusted to the text-book—somewhat as White's First Lessons in Greek is adjusted to Goodwin's Grammar—yet differing in its construction as is required by its different purpose, its aim being to aid in our acquisition of the power to translate our thoughts into English, not English into some other language. This companion should comprise the references to the text-book and copious exercises upon each member of the progressive series into which the author has classified the subject matter of the text-book—nothing more.

In the matter of reading, let us have more of it, studying each portion with a view to becoming acquainted with the modes of expression of thought,

as well as the pronunciation of words. The prescribed series of readers should be completed before entering the high school, and there let literature, style and versification, instead of the reader, have a large place in the curriculum of at least the first year.

In conclusion, let me say that though these hasty suggestions may not be in the direction of the plan most feasible, nor productive, perhaps, of the very best results, yet I am convinced of the urgent need of some device, whereby a knowledge of English may be acquired early in life; for, to the majority of our youth, if not then—never.

J. CROMBIE.

For the REVIEW.]

"The Teaching of Ethics in Schools."

BY REV. E. P. HURLEY.

The duties of a very extensive parish do not allow me the time and opportunities necessary to treat, as I should wish, the important paper on Ethics by Professor Murray, of Dalhousie, to which I have already referred in a first instalment. But continuing the arguments I then introduced I would ask: If it is not a fact that in the ordinary subjects of school study our children are being trained in habits of concentration and self-forgetfulness not too imperfectly to warrant the teaching of ethical science in schools? Behold that boy deeply immersed over a problem in Euclid or algebra. Is he not away in a world of his own while all things around him are as if they did not exist? A mind thus developing its reasoning faculties is, I think, becoming day by day a fitter subject for ethical instruction, unless indeed the more important things in life and those nearer our inner self, are the last to be recognized and appreciated. Is Professor Murray prepared to assert this? But let us go a step farther, and taking a survey of the world of crime around us, see, if after all, it is not a fact that the vast majority of criminals are people whose intellects are darkened through lack of ethical instruction. There are in them only the feeble remnants of a will weakened by habits of sin—a will perverted from a righteous course of conduct by an intellect whose ethical knowledge was null or grossly erroneous.

If advancement in every other branch has a tendency to move the social world into newer and more excellent methods of practise, why should we doubt that similar results will follow from higher standards of ethical teaching? It will not do to reply in popular phraseology that "theory may be good, but practice is better." I have an impression that theory, right or wrong, cannot help leading on to practice. The Romish inquisitors had a theory that heresy was a crime greater in its malice than murder, because it destroyed the soul: therefore, as the state may put a man to death for taking away the life of the body, *a fortiori* for destroying the spiritual life of the soul. If false theories lead to evil practice, ought we not hope for a virtuous course of conduct from sound ethical knowledge wisely and prudently imparted?

I am not unaware that there is often made a very nice distinction between ethics and morals, and Professor

Murray's paper seems to me to bear very much on the side of that distinction. Morals are referred entirely to practice, ethics to the theory or principles underlying practice. The practice may be bad, while the principles of righteous action may be duly apprehended by the agent. What matters it, Professor Murray would seem to say, whether a person has a correct ethical understanding or not, provided his conduct is such as will merit the approbation of the majority of the best of men? Indeed it would be far from a thing to be regretted to find a man's understanding at fault while his practice is sound (though whether this would long continue so I very much doubt), but far better would it be to find his comprehension of the course of conduct he is pursuing in perfect harmony with the best ethical theories.

But there is a charm in spontaneity, says the Professor. Now it seems to me whatever may be said of the charm of spontaneity in righteous doing, that when a man is conscious he is acting as he ought to act—as duty requires him—when he is persuaded *hic et nunc* by a habit of introspection that he might, if he should so choose, pursue another—an evil course—and deliberately and joyfully rejects it for that which is sanctioned by divine and human law—it seems, I say, that this man shows a deeper and stronger tendency to virtue than the other. He is more complete master of his own will which runs on after what is good, not so much by instructive impulse as by rational choice. Spontaneity seems to exclude consciousness altogether, but the Christian grace of humility takes away from it, even when it is most present with us, everything that would divest our courtesy in well-doing of its highest moral beauty.

I do not believe in *manufacturing* moral men by too stiff a process of scientific teaching in righteousness, for the moral law itself is so flexible that it is, I think, impossible for any system of ethics to interpret it uniformly. However, I am not thence led to conclude that every instinctive right action, as it were, is the most morally excellent, because done with the least show of vacillation. My consciousness that I am doing what is right is not necessarily a growth of slow process, but is sometimes so rapidly formed, especially when habits of right thinking have been the rule, that this consciousness may be said to have more of the character of spontaneity about it than it has of deliberativeness. There is nothing cold, vulgar, or repellant in it. All the charms of spontaneity are there, with this additional advantage, that the person so acting can at any moment render to himself a reason for what he is doing. If men were better trained in and more imbued with Christian humility, moral prigism would be less known in society.

Moreover, is it not very practicable that while our ethical teaching is running along on a good scientific basis, our stress and main energies can, and indeed ought to be, devoted to draw out into practice every latent power of the soul for good? And the very fact that many boys and girls only begin to come to school when they have already imbibed or inherited a false system of morals, is in itself a strong reason for imparting to them ethical instructions in what is right and better. Every one familiar with the study of human nature knows how very difficult it is for a boy and girl to shake off the incrustated evil habits which ignorant and barbarous parents have unconsciously sanctioned, either

negatively by their neglect, or worse still in a positive manner, by their own example. Such boy or girl must be led to a deep conviction of his errors, and this will never be so effectually done by merely inducing him to practise the "right" as by giving him that power always yielded by moral suasion in affording him abundant reasons why he should execute what you wish him to do.

Perhaps in the whole of Professor Murray's paper there is no paragraph which will carry greater weight with his readers than that in which he says: "One fears lest formal instruction in ethics may produce a host of moral prigs," etc.

Why does Professor Murray fear that "a host of moral prigs" may be produced by "formal instruction" in ethics? Man is not said to be a moral agent at all, simply because he is subjected to certain directive rules of conduct (the brutes would be moral agents in that sense), but because endowed with liberty he freely governs himself by them, or deviates from them in his conduct. The *moral esse* of a human act does not consist in liberty itself, nor in the rules by which liberty is expected to be guided, but in a certain natural habitude, or relation, of the act done, to the Supreme reason, that is to say, to the Divine. The free will is the material or eliciting cause of a human act, but since this free election on the part of the will is toward something antecedently apprehended as worthy of choice, the impulse to the will comes from the apprehending power, or, in other words, from the intellect. How deeply, therefore, does not a practical judgment enter into the subjective morality of every act. Man's free will is informed by his reason. If this latter is perverted, or darkened, or has been developed along crooked lines of thought, there will arise darkness so gross that even light itself will not be seen when light shines. This will be clear to any one who believes, as I do, that human reason does not determine the objective truth or morality of any act or thought, but only recognizes wherein it consists. Persuaded as I am of all this, I cannot put from my mind the modifying action of environment in the moral character of every boy and girl in a school. The intellect is trained to think, and habits are formed by what they see practised around them. How many of those actions are done blindly, inadvertently, through volitional weakness, a spirit of compromise, etc., without any "perplexities of conscience," and yet how little flavored they are with any moral rectitude? There is an evolution of the moral nature of the boy and girl going on all the time, and not only, it may be, the law of heredity, but the law of environment, exercises a very vigorous, diverging influence upon it. If that influence is to be counteracted it must be by a system of wise instructions, and lovingly and patiently guiding them into a different course of conduct.

Will not the time arrive in every life when each one will ask himself the question: Is my moral consciousness a sound one or not? Has it been rightly or duly formed? At such a transition period what answer will be given by those who have left off school and have no hope or desire to enter college, nor any wise and better informed friend to afford wholesome counsel? During this formative period—a period pregnant with awful consequences to the future life, it will be woeful if doubts are banished by arguments—which in their very nature are pernicious, and in their conclusions are

false and misleading. But this will be likely to happen when the ethical "why" has been completely ignored in school days.

I can conceive how one may not only know the truth and pursue it for its own sake and yet be a man of very little moral status in the community. To find the path of righteousness is not necessarily to follow it; but to know the "why" we should follow it is no impediment, but rather an impulse to go on in the way wherein we ought to walk. The law of self-sacrifice is the highest law of living, and if that principle is well and thoroughly produced in school practice it will have an influence for universal well-doing which no one can measure.

[In my paper in the REVIEW for February, page 174, by an error of the printer the word *physical* is substituted for the word *psychical*.—E. P. H.]

For the Review.]

In the Schoolroom.

"Toiling, rejoicing, sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees its close.
Something attempted, something done,
Hath earned a night's repose."

What are the teacher's emotions as she enters her schoolroom every morning? Are the following lines expressive of her sentiments?—

"Uneasy lies the head of all who rule;
Her's, worst of all, whose kingdom is a school."

Does she long for the mechanical performance of duties, which she terms teaching, to terminate, in order that she and her unfortunate mechanisms may be liberated? Or, on the other hand, does she realize the nobility, happiness and sweetness of rearing "the tender thought," and thus enter upon her daily duties with a kind, loyal, yet thoughtful, heart, knowing that she is teaching for eternity, not merely for the current term?

The teacher who would be a true educator and seek to develop character as well as intellect, adheres to the principles of the "golden rule." She is appreciative and sympathetic. She bears in mind that her pupils—to quite an extent—are her reflectors, and as she wishes for kindness, she's kind. She wishes for truth, hence she's true.

Instead of continually "harping" at the dull, thoughtless boy, she shows her appreciation of the bright, thoughtful one, knowing that if she brands a boy with "bad," or "stupid," he will in all probability live up to the reputation.

She encourages her pupils to confide in her, putting a high premium on sincere, penitent "confessionals."

She does not forget the little courtesies which sweeten social intercourse, viz., "Thank you," "If you please," "Good morning," etc.

In full, the true educator endeavors to make her pupils "make the most of themselves," by instilling principles of virtue and honor; and teaching them that goodness and usefulness are the greatest nobility.

The teacher who has the privilege of moving in a social and moral school atmosphere—and all may, who admit the truth of "the world is just what you make it,"—will not find the work irksome. True, it is sometimes tiresome and discouraging, but consciousness of duty faithfully and lovingly performed will be an ample reward.

L. M.

On Temperance Teaching.

The *Canadian Voice*, from which the following extracts are taken has been a most potent agency, during the four years of its existence, in creating a strong temperance sentiment in the communities where it circulates.

"Already there are millions of American, and hundreds of thousands of Canadian children, under compulsory scientific temperance education laws. * * Illustrated text books on Physiology and Hygiene, the fourth part, at least, of the first two books of the series teaching the harmfulness of alcohol and other narcotics, should be put into the hands of all our pupils. The use of manikins, and of physiological charts, by capable teachers, would also tend greatly toward successful teaching of these subjects. The knowledge which is to warn our children away from pitfalls, which will surely be laid for them, should not be in any way slurred over. A knowledge which is calculated to ensure the future safety of the home, and consequently of the nation, should be religiously imparted. * * *"

"Upon our teachers rests the responsibility of imparting scientific temperance instruction in such a manner that it will be interesting to children; in such a manner that the truths concerning alcohol and narcotics will be so clearly and vividly brought before their minds that they may be convincing; and leave a lasting impression upon them."

"The evils of the tobacco vice should also be set prominently forward. * * * Especially, should the harmfulness of cigarette smoking be dwelt upon; as it not only fastens the tobacco habit upon the young smokers, but may lead to the terrible chains of the opium vice."

"The future welfare of the Canadian people is largely in the hands of the Canadian teachers."

Inspector Carter will, during the latter part of March and April, visit the schools in St. John County, East, and in the South End of St. John City.

Dr. Stanley Hall claims that every moment over a half-hour's attention exacted or sought to be exacted from the youngest children in the primary school is a mistake. He is undoubtedly right. The school hours for the younger pupils, in all our public schools, are altogether too long. The idea of expecting from a child of seven or eight years of age, five or six hours of brain-work per day is preposterous and the attempt cruel. True, we have improved somewhat upon the old methods in that, in all schools of the better class, the monotony and fatigue are, to some extent, relieved by the introduction of various exercises of a different kind, such as songs, marches, calisthenics, etc. Still, the hours spent in the school-room are too long by half for children under eight, and too long in proportions varying with the age and other physical conditions for older children. It is this, among other mistakes in method, which causes so many children to hate what should be a delight. We often feel a profound pity for young children in this city, who are not only cooped up for five or six hours a day in the school-room, but are actually robbed of a large portion of their evening and morning play by being obliged to do a certain amount of homework. Truly we need another humane society—one for the prevention of cruelty to children in the schools—cruelty inflicted under the sanction of the law, and in most cases, with the consent and approval of parents.—*Toronto Educational Journal*.

QUESTION DEPARTMENT.

Please solve Hamblin Smith, p. 270, example 99: What must be the least number of soldiers in a regiment to admit of its being drawn up 2, 3, 4, 5, or 6 deep, and also of its being formed into a solid square?

The required number must, of course, contain the factors 2, 3, 5, but as it is a square, it must contain them each twice, viz., $(2 \times 3 \times 5) (2 \times 3 \times 5) = 900$.

Also p. 274, example 143: Two cisterns of equal dimensions are filled with water, and the taps for both are opened at the same time. If the water in one will run out in 5 hours, and that in the other in 4 hours, find when one cistern will have twice as much water as the other has.

Suppose the cisterns to contain 20 gallons each. Then from the first there runs out 4 gallons per hour and from the second 5 gallons per hour. There will remain in at the end of the time

$(5 \text{ hrs.} - \text{required hrs.})4 = 2(4 \text{ hrs.} - \text{required hrs.})5$
 $20 - 4 \text{ required hours} = 40 - 10 \text{ required hours.}$

$20 = 6 \text{ required hours.}$
 $3\frac{1}{2} = \text{required hours.}$

This is of course only an awkward solution on algebraical principles. It is waste time to have such exercises solved by arithmetic when they are so easy by algebra.

Please solve question 5, Sec. III., p. 217, Hamblin Smith's arithmetic: A person buys 6 per cent City of Toronto bonds, the interest on which is paid yearly, and which are to be paid off at par 3 years after the time of purchase. If money be worth 5 per cent, what price should he give for the bonds?

SOLUTION.

\$100 bond produces \$6 int. each year for 3 years.
 Since money is worth 5 per cent,
 ∴ \$6 int. for 1st year put out at comp. int.
 for the remaining two years = \$6.615
 and \$6 int. for 2nd year put out at comp.
 int. for the remaining one year = 6.30
 and \$6 int. for 3rd year = 6

or the interest on the bond during the three years amounts to \$18.915

So that at the end of three years the purchaser has received his bond and \$18.915,
 i. e. $\$100 + \$18.915 = \$118.915$.

If the \$100 had simply been put out at int. (comp.)

at 5 per cent, it would have amounted to

\$105 at the end of 1st year.
 110.25 " " 2nd "

115.7625 " " 3rd "

∴ $\$115.7625 : \$118.915 :: \$100 : x$
 $\frac{\$118.915 \times 100}{115.7625} = \102.723 Ans.

EUCLID I. 47.

We give below an original demonstration of the 47th Proposition, I. Book, Euclid, worked by Norman Osborne, of the Berwick, N. S., school. The reader can easily supply the figure:

Let the triangle ABC be right-angled at A. On BC towards A describe a square BDEC. Join AD and AE. Draw DG at right angles to BA, or BA produced, and EF at right angles to AC or AC produced. Then because sum of angles EOF and FCB = sum of angles ABC and ACB, therefore angle ECF = angle ABC; and because BC = EC, therefore EF = AC (I. 26). Therefore EF is the altitude of the square described on AC, and of the triangle AEC, and the square on AC is double of the triangle AEC. Similarly it may be shown that the square on BA is double of the triangle DBA; but the square on BC is double of the triangles BDA and AEC; therefore the square on BC is equal to the squares on BA and AC.

People—including teachers—mispronounce words a lifetime, because of indolence. The reader has chronic misgivings as to the pronunciation of certain words; the dictionary is hard by, but he is too lazy to consult its pages. The time to look for definitions and pronunciations is now. Let teachers remember that fact and impress it on the minds of their pupils.—*Western School Journal*.

SCHOOL AND COLLEGE.

Miss H. D. Gregg, of the Victoria school, St. John, passed recently the intermediate examination in the Tonic Sol-fa College, London. Miss Gregg is a very successful teacher of the Tonic Sol-fa system, and intends preparing for and undergoing the other examinations necessary for a teacher's certificate in the above named college.

George L. Edgett, a school-teacher at Humphrey's Mills, Westmorland County, N. B., was instantly killed by a mail train near Moncton recently. It is supposed he did not hear the train because of the severe storm raging at the time. Deceased was forty-two years of age and unmarried.

The boys of Amherst academy have a fife and drum band. They believe that they are the first in the Maritime Provinces, if not in the Dominion, to introduce such music into their school course. There are many pieces, costing about \$75. They are fortunate in having the free tuition of a band-master.

Hon. G. W. Ross, Minister of Education, has returned from an exhaustive examination into the public school systems of England and Germany, and says: "From anything I have seen there is no reason for making any radical change in our system. We have an outline of as good an organization as they have in Germany. They have nowhere a system of secondary or high school education equal to what we have in Canada, and they have nowhere a systematized training of teachers any better than we have in Ontario. Both in England and Germany the people are models of liberality in support of their systems of education, from their elementary schools up to the university. I wish we had more of it here."

Miss Patience Doughty is the teacher at Fair Haven, Deer Island, N.B. The register shows an enrolment of thirty-one, and as they were all present last Thursday we noticed with pleasure the hoisting of the flag.—*Cor. St. Croix Courier*.

[This suggestion of raising the school flag to show a perfect registered attendance was made by Mr. J. Vroom in his recommendations for the use of the school flag.—*ED. REVIEW*.

At Cow Bay, Cape Breton, twelve pupils attending the schools passed the examination for the Junior Tonic Sol-fa certificate. The following passed the examination for the elementary certificate: Janie L. McAskill, John McDonald, Minnie E. McDonald, Edith J. McVicar, Minnie K. Smith, E. J. Archibald, Annie M. Peters, Maggie F. Nicolson, Rose E. McKay, Emma Crosby. Janie E. McAskill also passed the examinations for the Intermediate certificate and for the Elementary Theory certificate.

The announcement is made of the marriage of Dr. J. A. McIntyre to Miss Bertie Gunter, of Springfield, Kings Co. Dr. McIntyre was one of our most successful high school teachers. The REVIEW extends its congratulations.

Mr. J. B. Sutherland, A.B., is teaching a very successful night school in Milltown.

Mr. Hugh Morrison, one of the oldest and most respected teachers of Charlotte County, and lately the teacher at Old Ridge, was recently thrown from his sleigh and died from the injuries he sustained.

Miss Carrie L. Thompson, assisted by her pupils and others, has been able to add ninety volumes to her already excellent school library at Crocker Hill, Charlotte County.

Miss Annie E. Simpson, teacher at Lambert's Cove, Deer Island, has raised money enough to purchase an elegant school flag.

Miss Mabel Fanjoy, teacher at Nerepis, Kings County, and Miss Rene Kirk, teacher at South Bay, St. John County, have, by means of successful school entertainments, been able to add largely to their school apparatus.

In the suburbs of Amherst there is a school with a mixed population. Among the sixty-four in attendance there are eight Indians, twelve negroes. No color line here; a *miscellaneous* school, truly.

Inspector Smith is visiting the schools of Kent County this month.

BOOK REVIEWS.

CHESTERFIELD'S LETTERS, abridged by Edward Ginn from edition of Chas. Sayle; with life, by M. F. Wheaton; pages 115; price 30 cents. Ginn & Co., publishers, Boston, Mass. These famous letters, from Lord Chesterfield to his son at school, remarkable at once for their pure English style, the excellent, though cold and formal, advice in them, should be read by all teachers and parents, if only for the sound worldly wisdom contained in them.

THE THEORY OF EDUCATION, Wm. T. Harris, U. S. Commissioner of Education. Paper, pp. 54, price 15 cents, C. W. Bardeen, publisher, Syracuse, N. Y. What Commissioner Harris writes on education is worth reading. This is no exception, it is a strong plea for more life and less formalism in education; more live teachers, fewer pedants.

PRINCIPLES OF EDUCATION, by Rev. Malcolm MacVicar, Ph.D., LL.D., Chancellor of McMaster University, Toronto. Cloth, pp. 178, price 70 cents, Ginn & Co., publishers, Boston, Mass. This work, dealing with the problems of education in the form of propositions, to which brief notes and explanations full of suggestions are given, will be found of great assistance to teachers.

GREEK-ENGLISH WORD LIST, containing about 1,000 most common Greek words, by Robt. Baird, Professor in Greek in Northwestern University. Cloth, pp. 43; price 35 cents. Boston, Ginn & Co., publishers. Word lists, to be committed to memory, are not, as a general thing, profitable for the student, but one is forced to change his opinions on looking over this list. Two points are kept in view by the author. 1st, to bring together words of common origin; and 2nd, to associate words closely by their meaning. This he does in a way to arouse the interest of the reader, and at

the same time to make a philologist of him. The plan is an admirable one, and any Greek student may use this as a basis to increase the list at pleasure. The printing of the Greek text is done in the excellent style so characteristic of the Messrs. Ginn & Company.

THE TEXT-BOOKS OF COMENIUS. An address delivered before the Department of Superintendents of the New England Association, at Brooklyn, by Dr. Maxwell, Superintendent of Brooklyn Schools. Price 25 cents. C. W. Bardeen, Syracuse, N. Y. To those who cannot afford to purchase the recently issued edition of *Orbis Pictus*, this address will be very welcome, as giving a very fair idea of the most famous school book ever printed. The frontispiece is a finely executed likeness of the great educator. We quote a sentence or two from Dr. Maxwell: "The evolution of text-books has progressed just in proportion as their writers have followed the laws of investigation in natural science. That such an evolution has progressed and is still progressing there can be no doubt. The spelling book and many other school books are but the reversion to primitive barbarism that accompany every form of evolution, whether physical, intellectual or social."

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SELECT SPEECHES OF DANIEL WEBSTER, by A. J. George, A. M., Newton High School. D. C. Heath & Co. Price \$1.50. We would recommend this book for every school library. Every teacher should read it aloud to himself or his friends, in order to have it produce the best effect upon him. Those who are able to read masterpieces such as we find here will not feel so much the loss arising from an inability to read Demosthenes and Cicero. The notes are sufficient to give the necessary historic setting.

BUSINESS BOOK-KEEPING, a manual of modern methods in recording business transactions. High school edition. Double and single entry, by George E. Gay. Published by Ginn & Co. Price \$1.55. A good treatise on business book-keeping, thoroughly mastered and well taught by practical, wide-awake teachers, would be of incalculable benefit to our high school boys and girls. This book is one of the very good ones. It is designed to furnish work for one year, but shorter courses can be conveniently arranged from it. The methods taught are of the most approved and practical kind. Samples of the best forms for all books and business documents are shown in neat, plain business handwriting, furnishing perfect models of penmanship which would be an inspiration to scholars. Explanations are profuse, generally clear, and always followed by well-graded examples. A series of questions is appended to each section. The sets worked out are taken from a variety of businesses, whole sale and retail, the peculiarities of each being well illustrated and provided for. An occasional statement has to be modified for Canadian students, e. g., "when the last day of grace falls on a Sunday or a legal holiday, the note is due

the day before." In Canada it is due the day after. The book is prettily, at the same time substantially bound, and otherwise well up to the high standard of Messrs Ginn & Co.'s publications.—[VICTOR FRAZEE, Halifax Business College.]

BOOKS RECEIVED.

HUME'S TREATISE OF MORALS, by James H. Hyslop, Ph.D. Publishers, Ginn & Co., Boston.

CURRENT PERIODICALS.

A valuable article in the *New England Magazine* for March is "The Study of Local History," by Winfield S. Nevins. He favors the use of such material for schools. He thinks it will "awaken instant interest in pupil and teacher. The child loves to read and talk about places and things with which he is familiar. * * * The local history and geography are the easiest for the child to grasp." . . . The *Popular Science Monthly* for March has an important article on "The Decrease of Rural Population," in which occurs the following: "The social and intellectual attractions of city life, especially for the brighter and more active-minded of the country youth, are unquestionably powerful factors in building up the cities at the expense of the country districts." . . . Nearly every article that appears in *Littell's Living Age* is not only of present interest but of permanent value and worthy of preservation. Recent numbers are well adapted to maintain its well-earned reputation. "Jupiter's New Satellite," by the eminent astronomer, Sir Robert Ball; "The Poetry of To-day and To-morrow;" "Alaska and its Glaciers;" "Letters of Charles and Mary Lamb;" "Lollardism;" "Aspects of Tennyson;" and others of equal merit. Specimen copies may be obtained by sending fifteen cents to the publishers, Littell & Co., Boston. . . . *St. Nicholas* for March contains admirably executed illustrations. . . . *Wide Awake* for March is a capital number for the young people. . . . The articles (finely illustrated) in the *March Century* on Napoleon and Westminster Abbey are of more than ordinary interest. . . . The *Atlantic Monthly* for March contains among a fine table of contents the following excellent articles interesting to the student of history and literature: "Admiral the Earl of St. Vincent," "Persian Poetry," "Random Reminiscences of Emerson," "Words," "The Ancestry of Genius," "A Great Lady of the French Restoration." . . . *Current Topics* (Chicago) for March has a portrait of the president of Chicago University, William Rainey Harper. The magazine discusses, among other live topics, "English Requirements for Admission to College," and "Physical Examinations in College." . . . A writer in *Garden and Forest* for March, speaking of the destruction of birds through the severe cold and snowing under of seed bearing plants and other food supplies, quotes the old-fashioned custom of leaving an occasional stack of grain in the fields serving at once for food and shelter for the birds; also the practice of some farmers, neighbors of his, throwing a few handfuls of grain on a stack of corn stalks near his barn, to the delight of the birds who are regular visitors. . . . The *Lake Magazine* (Toronto) for March has an excellent article on "Co-Education of the Sexes in Relation to Evolution," by

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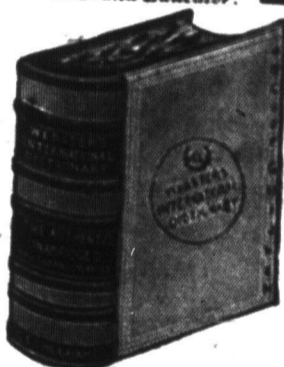
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Mrs. Elizabeth Johnston of Picton. "That Franchise Question," from a woman's standpoint, by Edith J. Archibald, President Maritime W. C. T. U., treats with vigor and clearness the advanced side of woman's suffrage. . . . The *Yale Review*, Volume I, No. 4, published by Ginn & Co., Boston, has been received. The contents, among other interesting articles, embrace "Ethics as a Political Science," by Arthur J. Hadley; "Some Recent Aspects of Institutional Study," by Charles M. Andrews. . . . The *Philosophical Review*, edited by J. G. Schurman, has been received. Publishers, Ginn & Co., Boston.

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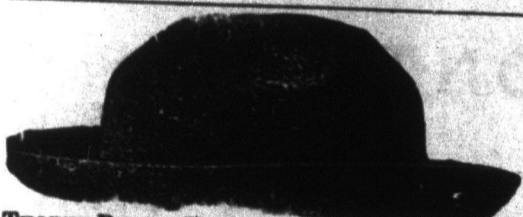
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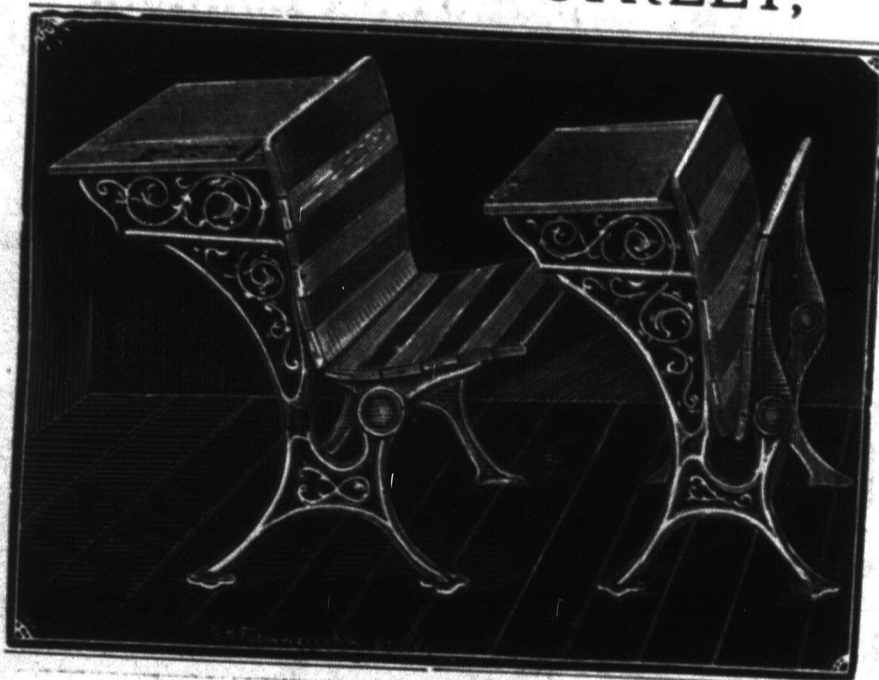
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