

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XII. No. 2, 3.

ST. JOHN, N. B., JULY-AUGUST, 1898.

WHOLE NUMBER, 135.

DOMINION EDUCATIONAL ASSOCIATION NUMBER.



THE THIRD MEETING OF The Dominion Educational Association

Will be held in HALIFAX, Nova Scotia, on

TUESDAY, WEDNESDAY, THURSDAY and FRIDAY, 2nd, 3rd, 4th and 5th of AUGUST, 1898.

PRESIDENT—A. H. MACKAY, LL.D., F.R.S.C., Superintendent of Education, Nova Scotia.

PROGRAMME

TUESDAY.

8.00 p. m.—In the Academy of Music, ADDRESSES OF WELCOME, by Lieut. Gov. Daly, Premier Murray, The Mayor, President Forrest. REPLIES, by the Superintendents of Education.

WEDNESDAY.

9.00 a. m.—In Dalhousie College, General Business Meeting.
9.30 a. m.—Organization of Departments.
10.00 a. m.—ELEMENTARY—Denominationalism in Educational Affairs, by Rev. D. Macrae, M.A., D.D.; A Few Reflections on Primary Teaching in French, by J. O. Cassegrain, Esq.; The Dual Language Question, by Prof. V. A. Landry.
HIGHER EDUCATION—Secondary Education in Ontario; Its Development, Present Condition and Needs, by W. J. Robertson, B.A., LL.B.; Some Tendencies in Modern Education, and How to Deal with Them, by Thos. Kirkland, M.A. Modern Languages, by Prof. H. Lothar Bober, M.A.

INSPECTION AND TRAINING—Duties and Powers of School Inspectors, by H. V. Bridges, M.A.; The Necessary Qualifications of a School Inspector, by W. S. Carter, M.A.

2.00 p. m.—Excursion in Steamer to points of interest in Halifax Harbor.

8.00 p. m.—In the Academy of Music, Public Meeting. Educational Tendencies of the Present Day, by Hon. Geo. W. Ross, LL.D.; Geo. R. Parkin, LL.D., C.M.G., and Hon. W. W. Stetson; The Catholic Schools of Quebec, by Hon. Dr. Bruere; The Spiritual Element in Education, by Hon. Dr. Longley.

THURSDAY.

9.30 a. m.—KINDERGARTEN—The Relation of the Kindergarten to the Common School, by Miss Eliza Bolton; Some Queer Children, and How to Deal with Them, by Mrs. S. B. Patterson; The Management and Equipment of Kindergartens in the Smaller Communities, by Miss M. A. Hamilton.

ELEMENTARY—The Emotions as a Factor in Education, by Hon. W. W. Stetson; The Value of Poetry for Children, by S. W. Dyde, D. Sc.; Means and Methods in the Common Schools, by John Brittain, Esq.

HIGHER EDUCATION—The Best Collegiate Education for Women, and How it can be Secured, by Miss E. Ritchie, Ph.D.; The Study of Civics in Our Schools, by F. H. Eaton, M.A.; Nature and Literature, by G. U. Hay, M.A., F.R.S.C.

9.30 a. m.—INSPECTION AND TRAINING—Pedagogics as a University Subject, by J. G. Hume, Ph.D.; Professional Training (paper in French), by Rev. Th. G. Rouleau; Compulsory Education; How to Make it Effective, by W. H. Ballard, M.A.

2.00 p. m.—ELEMENTARY—The Development of Character, by Rev. E. M. Kierstead, D.D.; The Parent and the School, by Miss Eleanor Robinson; Educational Uniformity Incompatible with Educational Development, by Rev. D. McAdam.

HIGHER EDUCATION—

(a) LANGUAGE: Value of Latin as a Subject of a High School Curriculum, by J. W. Logan, B.A.; English Classics as a Substitute for Ancient Classics, by Rev. A. H. Reynar, LL.D.

(b) MATHEMATICS: Euclidean Geometry and Its Modern Substitutes Compared, by D. A. Murray, Ph.D.; Mathematical Drawing and Descriptive Geometry; Their Places in an Educational System, by H. M. MacKay, B.A., Sc.

(c) TECHNICAL EDUCATION: Technical Education in Our Schools, by President Jas. Mills, LL.D.; The Advantage and Feasibility of Combining Technical and Public School Instruction, by Rev. W. W. Andrews, M.A.; Manual Training, by Prof. G. D. McKinnon, B.Sc.; Domestic Economy in the Public Schools, by Miss Helen N. Bell.

INSPECTION AND TRAINING—The Post-Graduate Training of Teachers, by Inspector Dearnness; The Advantages of Consolidating Rural Schools, by D. Solaon, B.A.

5.00 p. m.—GENERAL MEETING—Election of Officers; Reports of Committees, etc.

8.00 p. m.—(In Orpheus Hall)—PUBLIC MEETING. Central Educational Bureau, by J. M. Harper, Ph.D.; Science Teaching in Primary Schools, by Prof. H. Montgomery, M.A.; Uniform Standard of Teachers' Licenses, by J. A. MacCabe, LL.D.; English Literature in the High School, by Prof. Horrigan.

FRIDAY.

9.30 a. m.—GENERAL MEETING, in Dalhousie College—The Duties of Universities to the Community and to other Educational Institutions, by Rev. T. Adams, M.A.; Teachers' Pensions, by G. W. Parmelee, B.A.; The Teaching of History, by Wm. Houston, M.A.

There will be an EXHIBIT OF SCHOOL WORK from the Provincial Normal School and from the Public Schools of Halifax and other places. STEINBERGER, HENDRY & Co. of Toronto, will have a large and interesting display of Maps, Charts, Drawing Models, Slate Blackboards, Relief-maps, and many other School Appliances most attractive to Teachers and Trustees. There will be a display of KINDERGARTEN WORK, supplemented by an exhibit of Kindergarten material by SELBY & Co.

TRAVELLING—Free Return Tickets are offered by the Railways and Steamboats—conditioned by the larger railways upon an attendance of 300. There will no doubt be more than three times that number in attendance. Be sure to get Standard Certificates when purchasing your Ticket to Halifax, and see that it is properly countersigned by the Secretary at Halifax within three days of the close of the Convention. Passengers by the SS. "Ghent" and the "Express" will be able to spend eight or ten days in Halifax, arriving two days before and returning three days after the Convention.

BOARD—From \$3.00 per week to \$3.00 per day. Those who are not acquainted with Halifax, and who have not secured rooms in advance, are advised to go directly from North Street Station or from the Boat to the Dominion Educational Association Information Bureau, Roy Building, 75 Barrington St., where they will find Mr. E. G. Ross in attendance for the purpose of giving any required information.

MEMBERSHIP—All persons interested in education are invited to become members. Fee only \$1.00. All the meetings are open to the public. The Evening Meetings in the Academy of Music, on Tuesday, the 2nd of August, and Wednesday, the 3rd, and in Orpheus Hall on Thursday, the 4th, will be specially interesting.

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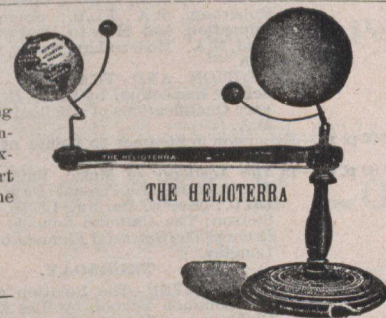
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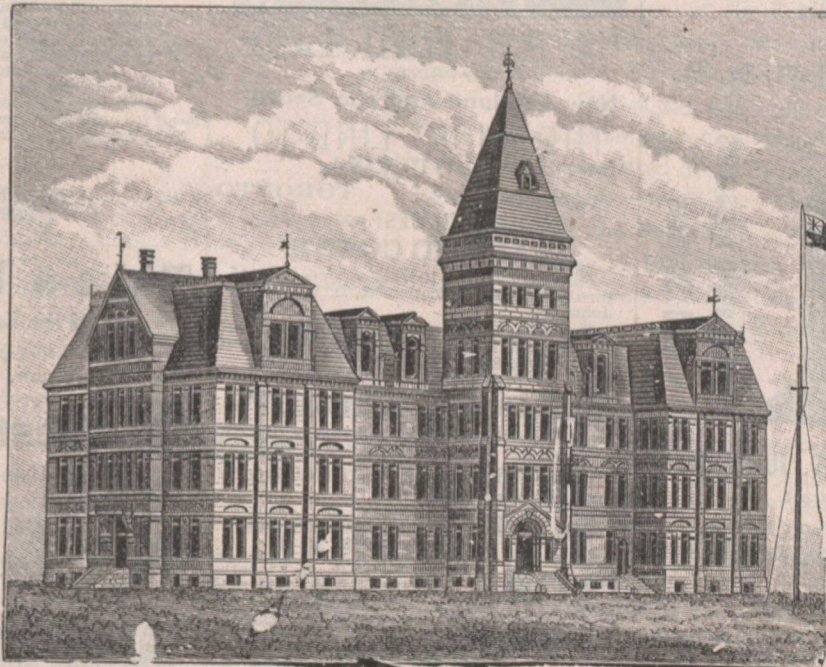
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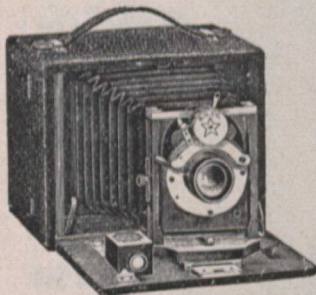
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G. U. HAY,
Editor for New Brunswick.

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Editor for Nova Scotia

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NEW ADVERTISEMENTS—

Dominion Educational Association (p. i.)—The Copp, Clark Co. (p. 43)—The Canadian Office and School Furniture Co. (p. 44)—I. C. Railway (p. iv.)

YOU have of course made up your mind to attend the Dominion Educational Association.

HALIFAX will witness on the 2nd of August, the largest gathering of educationists ever assembled in these provinces.

FUTURE numbers of the EDUCATIONAL REVIEW will contain a sparkle, at least, of the bright ideas given out during Association week. Be sure to get the REVIEW and ponder these ideas at your leisure.

THE choice of the Restigouche for the next session of especially for it. The REVIEW represents the best educational thought and activity of these provinces.

THIS number of the REVIEW is a vacation number in the sense that it is suggestive and stimulating to those who will soon begin their work. Dr. Rand writes in a pleasant yet earnest vein of recreation and its value to the teacher; Hon. Dr. Longley anticipates his paper to be read before the Dominion Association by writing on the vast importance of character building in our schools; Principal Calkin makes a valuable addition to our educational literature in his proposed methods of consolidation and centralization; and other contributors take up different aspects of educational work.

WE are obliged to hold over, for want of space, a paper by Supervisor Miller, of the Dartmouth Schools, on, to us, a very important theme—"Thoughts suggested by a glance over the first ten volumes of the EDUCATIONAL REVIEW." The article treats of the establishment of the REVIEW eleven years ago under the joint editorial management of Dr. A. H. MacKay, then principal of the famous Pictou Academy, Dr. Alex. Anderson, the accomplished principal of the Prince of Wales College, of Prince Edward Island, and Mr. G. U. Hay, late principal of the Victoria and Girls' High School, St. John. Mr. Hay is the only one of the original staff who remains in active connection with the REVIEW and with him is associated Mr. Alex. McKay, Supervisor of Halifax Schools. Mr. Miller's suggestive article traces the growth of the Summer School of Science, founded the same year as the REVIEW, and recalls the main features of our educational progress for the past eleven years in a most instructive and interesting way.

NEARLY all the articles in this number are written the Summer School of Science is a most happy one. It is a central point, from which some of the grandest scenery of eastern Canada is within easy reach. Its geological features and its flora and fauna present exceptional opportunities to the student of natural science for investigation. The various scientific societies of the Atlantic Provinces are to be invited to co-operate in the field and general work. If they accept, and it is probable that they will, the result will be the greatest scientific gathering ever assembled in these provinces. And from such a gathering important results should be expected. Dr. Murray, Chairman of the Campbellton School Board, is at the head of the committee for mak-

ing all local arrangements, and from his activity and the public spirit of the people of Campbellton, success in that direction is guaranteed.

THE absence of those veterans of the Summer School, Principal Cameron, Mr. Brittain, Supervisor McKay, was greatly felt at Moncton. But it was hoped that the attractions of the Restigouche next year will bring them in line again. The presence of Superintendents Mackay and Inch did much to encourage the school at the start, and the two days of vigorous teaching at the close by Prof. Andrews, with the valuable work done by Prof. Bailey, Prof. Murray, Mr. Hickman, Dr. Magee, Dr. Hall, Miss Robinson, Mrs. Patterson, Miss Reade, Miss Ryan, Mr. Campbell, Mr. Starratt, and others, kept the school well up to the mark. There was no diminution of energy in the Summer School this year.

THIS question, or something akin to it, was whispered around at Moncton, Why will the Summer School be perfectly safe on the Baie de Chaleur next year? Because it will be piloted by an able Seaman.

NUMBER TWO of the EDUCATIONAL REVIEW series of Supplementary Readings in Canadian History was published in July. It not only confirms the fair promise made in the introduction to number one but the second number even exceeds the first in interest. The price of each leaflet has been reduced to *ten cents*. To those who wish to introduce those valuable readings into their school work the opportunity is given. Twenty copies will be sent postpaid for *One Dollar*, or five cents for each number. Address EDUCATIONAL REVIEW, St. John, N. B.

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What we would like to see is, schools ordering at wholesale prices copies of the Quarterly for all advanced pupils. Mr. Hay would thus become a pioneer in a genuine historical reform.

THE *New Brunswick Magazine*, published at St. John by Mr. W. K. Reynolds, has made its appearance. The initial number contains 64 pages of reading matter, and it is well printed, with a handsome title page. It is devoted to history and "to the diffusion of information in respect to the country and its people." The contributors to the first number embrace a number of well-known historical writers, including the editor, Rev. W. O. Raymond, Dr. W. F. Ganong, Mr. James Hannay, Mr. Montague Chamberlain and Mr. Jonas Howe. The appearance and matter of the first number are such as should guarantee its success. The editor, Mr. Reynolds, is a journalist of wide experience and excellent taste, whose versatile writings have always commanded marked attention. The modest yet finished style of the introduction, and the excellent choice of material for the first number have called forth the heartiest wishes for the success of the magazine.

TALKS WITH TEACHERS.

While more than two-thirds of the teachers are engaged in the country school work, it is somewhat surprising to notice the absence of initiative on their part in either the programmes or actual work of institutes. If you examine the reports of both County and Provincial meetings, outside of academic papers, you will notice that it is about all with reference to graded school work. If there is to be a class taught in any subject, it is drawn from a graded school and instructed by a graded school teacher. Those who read papers belong to town or village schools, and they naturally give prominence to that phase of work. If you examine the make up of the executives, they will be found to be composed almost entirely of graded school teachers, which may, in some degree, account for the conditions existing.

Considering the great preponderance in numbers of rural teachers, their lack of influence in these associations may, at first glance, seem strange, but if a little consideration be given the matter, a reason will not be difficult to discover.

Tenure of office being shorter in the country than in the city, a teacher may be engaged for a term or two, without getting acquainted with her co-laborer in the adjoining district, and she comes to the institute without even having talked the programme over with her next-door neighbor. The town teachers if they are not intimately acquainted, at least know one another by reputation, and when any question comes up relating to their own particular work, it has previously received some consideration and some line of policy has been outlined, and when nomination for office are made, there is some cohesion among them as to those who would best represent their interests, while the country teachers who could outvote them by a very large majority do not even nominate those engaged in the same work. I do not for one moment insinuate that any intentional advantage has ever been taken of this inactivity on the part of the rural teachers, and must also acknowledge that country teachers are very backward about taking part in the work of institutes when requested to do so. They discuss very intelligently the drawbacks of ungraded work, suggest topics bearing upon the same, but take no action to bring them before Teachers' Institutes.

What is to be done about this? Surely the work of the rural school and the complex problems involved in it are of greater importance than any other phase of school work. How shall these be brought to the front?

By the teachers of each parish or of adjoining parishes forming associations. A movement has already begun in New Brunswick with that end in view, and one or two associations have been formed and have begun work. The objects of such associations are many beside the one of mutual improvement. Their chief value will be educative not only to the teachers themselves, but to school officers, parents and ratepayers.

N. B. Provincial Teachers' Institute.

The Provincial Teachers' Institute of New Brunswick, held in the hall of the new High School in St. John, during the last three days of June, was the largest gathering ever held in the history of that body, there being nearly 450 teachers present. This large attendance speaks well for the interest of the teachers in educational matters. It has been two years since the Institute met and it was decided to hold the next meeting two years hence—in June, 1900, thus recognizing, for the present at least, the desirability of biennial sessions.

Dr. Inch presided, and after the formal opening introduced in a few fitting words the Rev. W. O. Raymond, who gave an excellent address on "Unfinished Work." Dr. Inch in his introduction spoke of the interest that Mr. Raymond has always manifested in educational matters, his active sympathy with teachers, and to the value of the articles from his pen which have appeared in the REVIEW.

The public educational meeting in the evening of the opening day was addressed by His Honor, Lt.-Governor McClelan, Premier Emmerson, His Worship Mayor Sears, Chancellor Harrison, Rev. Dr. Pepper, of Colby University, Maine, Dr. J. V. Ellis and Dr. W. W. White. The High School Orchestra, with several local soloists, furnished an excellent musical programme.

At the second day's session Rev. Dr. Colby gave an address on the "Personal Element in Teaching," closing with these worthy sentiments: Of what avail are teachers and teaching, of what avail are schools or governments, of what avail is the universe itself, with all its magnificent activities, save to minister to spiritual being, to character and personal worth? Character is the foundation. Fellow teachers, fellow students, God help us to make of ourselves the best possible and the most of the best, for ourselves, for our fellows and for His glory.

Principal Patterson of Acacia Villa Seminary, N. S., a teacher who has seen fifty years of active service, and who looks as though he might be good for at least half that number of years yet, gave an inspiring address on the value of character.

Prof. W. C. Murray of Dalhousie University, gave an

instructive paper on German and Canadian Schools, in which he pointed out the advantages and disadvantages of each. Some marked features of the German system are: Teaching is a profession in Germany; there is an excellent system of pensioning; only 14 per cent of the teachers are women; there are few text-books, and the teacher is the text-book.

Principal Mitchell followed with a paper on the Schools of Medford, Mass., making a suggestion in the course of his paper that, to provide more practice for our pupil teachers, an arrangement by which pupils at the Provincial Normal School could teach in the Fredericton schools under the supervision of expert teachers would be advantageous to the training system.

Prof. W. W. Andrews, of Mt. Allison University, gave an address on "Teachers' Ideals," in which he made an eloquent plea for the education of the soul and the hand as well as that which embraces pure literary culture.

In the evening the rooms of the Natural History Society were thrown open to the visiting teachers and to its own members and friends and a most delightful evening was spent in examining the collections of the museum, in conversation, and partaking of refreshments. Over 600 persons attended and the re-union was most pleasant and interesting.

The third day's programme embraced a number of excellent papers and addresses which fully sustained the interest of the large gathering. These included Mr. H. C. Henderson's scholarly paper on "Some School Studies in Relation to Mental Development," Mr. W. W. Hubbard's practical address on Agricultural Education, the plea of Prof. Kierstead of Acadia College for a higher view of patriotism in schools, the addresses of Principal McFarlane and Principal Sutherland on the advisability of supplying free school material to pupils, and a spirited address by Inspector Carter on the necessity of a more rigid code of etiquette among teachers in their dealings with one another.

Echoes of the N. B. Provincial Institute.

Fine weather, the largest attendance in its history, and excellent papers and addresses were the chief features in the work of the Institute.

The executive received many compliments and some censure. They may have aimed rather high in that the subjects were academic rather than practical; and they are not to blame, either that the length of the papers or their number precluded discussion. It unfortunately happened that Superintendent Stetson was unable to be present, and through some misunderstanding his substitute prepared his paper upon another subject. The

rural school problem is one that very many of the teachers were very anxious to hear discussed. It should be the aim of the executive at the next meeting to leave more time for discussion and to deal more largely with ungraded school problems.

The disparity in the amount of fee paid by men and women, which has been discussed at previous meetings, was finally voted upon and fixed, for the present at least, at one dollar for the former, and half that amount for the latter. There seem to be reasons both for and against this step. That male teachers receive more salary than female is only partially true. The government, it is true, makes a distinction, and the teachers of both high and superior schools undoubtedly are better paid; but in the country districts, in which a majority teach, there is very little difference in the salaries paid males and females. The present somewhat large surplus in the funds made reduction desirable, and all seemed willing that the ladies should have the advantage. Unless the attendance continues large, the present fees will not meet expenses, and it may be that another adjustment may be necessary in the future.

The superintendent gave out a somewhat important statement regarding vertical writing which has been adopted in so many of our schools. He stated that while he favored the vertical system, the law did not at present permit the use of vertical copy-books for pupils' use. He stated, further, that the use of copy-books was not obligatory, nor was the teacher prevented from teaching any system, vertical or otherwise.

Summer School of Science.

The Summer School of Science for the Atlantic Provinces met at Moncton from July 7th to 22d. This enterprising city gave a most hospitable reception to the school, and during the fortnight its citizens vied with each other in their efforts to make the visitors feel at home. The number of students was not large, but this lack was made up in the earnestness with which they took up the work and pursued it. It is quite safe to say that no session of the Summer School has been more successful in this respect.

Moncton has a reputation for hot weather, but all were agreeably surprised to find their expectations disappointed. Cool breezes tempered the heat of the sun nearly every day, and the evening air was always refreshing and invigorating. The famous "bore" of the Petitecodiac river, which is a standard attraction for tourists visiting Moncton, was impressive only to the few who succeeded in catching a glimpse of it on the first night the school assembled, when the full moon

lent its assistance to make the "bore" a thing of beauty as well as grandeur.

One of the most enjoyable excursions in the history of the Summer School was that to the Rocks at Hopewell Cape and the Plaster Quarries near Hillsborough, both visited in one day. It would be difficult to imagine a day in which instruction and pleasure were combined more charmingly. The drive down the banks of the Petitecodiac River, amid varied and beautiful scenery, past well cultivated farms and trim cottages, with well-kept lawns in front, which bespoke both taste and thrift, was most enjoyable, and gave the visitors a favorable opinion of the scenery of Eastern New Brunswick. The Rocks at Hopewell Cape, formed into many curious shapes—column, pinnacle and cave—by the ravages of time and the ever restless sea, were an impressive spectacle, and not less so were the Plaster Quarries near Hillsborough, whose extent and richness surprised the visitors. The kindness and hospitality shown to the school by the manager, C. J. Osman, Esq., and the valuable lessons given by Dr. Bailey on the geological features, will always remain as a pleasant recollection of the day. The limestone formation of the district surrounding the quarries was especially rich in ferns, one of which—*Aspidium Braunii*—is comparatively rare in Southern New Brunswick.

The evening geological lectures given by Dr. Bailey were greatly enjoyed by the audiences which assembled to hear them, as was that given by Dr. Morrison on Journeys in Italy. The 'Round Table Talks, which occupied many evenings very profitably, gave plenty of opportunity for the discussion of subjects in which the school was interested. The first one, on Industrial Education, led by Dr. A. H. MacKay, was valuable because of its practical character, and the evening on Canadian Literature, in which Miss Reade, Miss Robinson and others took part, was also greatly enjoyed.

The "Evening with the Microscopes" was a novelty, and the pleasure that it gave was so great that future sessions of the school should witness, if practicable, its repetition. Very few places, however, can be expected to have within their limits such an accomplished microscopist as Mr. D. Bryce Scott, the electrician of the I. C. R. The evenings spent at his rooms, where he delighted so many and opened out new worlds to many astonished eyes by means of his magnificent binoculars, will never be forgotten.

Among the other institutions of Moncton visited were the Aberdeen School, perhaps the finest and best equipped school building of the Maritime Provinces; the cotton factory, where the mysteries of cotton production were explained; and the railway machine shops,

where were revealed those complex processes that combine to make railway travel safe, comfortable and luxurious.

A change was made this year which will no doubt lead to an improvement in the future management of the school. This was the appointment of the president and secretary and five others, who shall constitute a board of directors, to whom is entrusted the management of the affairs of the school. The board is elected by the faculty.

The following are the officers for the current year :

G. U. Hay, President.
W. R. Campbell, Truro; R. H. Campbell, Summerside;
W. A. Hickman, Pictou, Vice-Presidents.
J. D. Seaman, Secretary.
L. W. Bailey, G. J. Oulton, A. Cameron, J. Brittain, W. Andrews, Directors.

Next year the school will meet at Campbellton, in response to a cordial invitation extended by the mayor and the chairman of the school board. The fine school building recently opened in that city will be placed at the disposal of the Summer School. The romantic scenery of the Restigouche and Metapedia rivers and the adjoining districts of Quebec, and the excellent opportunities that these places present of studying the the natural sciences, will, it is hoped, be taken advantage of by a large number of students. Campbellton, between its hotels and the private houses that will be thrown open to the members of the school, can accommodate over 600, with board varying from \$3.00 to \$5.00 a week. Such an opportunity to enjoy the finest scenery in the provinces and study the resources of one of its richest districts, will, it is hoped, call together the largest school yet assembled.

List of members in attendance at the Summer School at Moncton, July, 1898 :

G. J. Oulton, M.A.,	Moncton.
S. W. Irons,	do.
D. Bryce Scott,	do.
Kate E. Hamilton,	do.
Bessie Oulton,	do.
Hattie Jones,	do.
Evangeline Bourque,	do.
D. H. Freeze,	do.
Josephine Faulkner,	do.
Alberta Faulkner,	do.
Fanny Creuse,	do.
Ethel Murphy,	do.
Agnes Hamilton,	do.
Agnes Dupuis,	do.
Elsbeth Chartres,	do.
Emma Condon,	do.
Lottie O'Neil,	do.
Harriet Willis,	do.
Harriet Gifford,	do.
F. J. E. McGinn,	do.
Alice Lea,	do.
Etta Cormick,	do.
Lizzie E. Harvey,	do.

Florence Murphy,	Moncton.
J. Humphrey,	do.
Thaddeus Stevens,	do.
L. C. Harris,	do.
Alice Rippey,	do.
Maggie Lea,	do.
O. F. McCully, M. D.,	do.
Geo. C. Harris,	do.
F. A. McCully,	do.
F. W. Sumner, M.P.P.,	do.
J. D. Seaman,	Charlottetown, P. E. I.
G. U. Hay, Ph.B.,	St. John.
Mrs. G. U. Hay,	do.
Eleanor Robinson,	do.
Grace Murphy,	do.
A. L. Hunt,	do.
J. B. Hall, Ph.D.,	Truro.
Mrs. S. B. Patterson,	do.
Mina A. Read,	do.
W. R. Campbell, M.A.,	do.
Clara C. R. Linton,	do.
L. W. Bailey, LL.D.,	Fredericton.
J. R. Inch, LL.D.,	do.
Sarah H. MacKee,	do.
W. A. Hickman,	Pictou.
S. A. Starratt,	Yarmouth.
F. A. Dickson, M.A.,	Sackville.
Frederick Anderson,	do.
A. H. MacKay, LL.D.,	Halifax.
Ada F. Ryan,	do.
W. C. Murray, M.A.,	do.
Jane Bruce,	do.
Mary Moseley,	do.
Mrs. Willis,	do.
W. H. Magee, Ph.D.,	Parrsboro.
D. F. Campbell, M.D.,	Harvard, Cambridge, U.S.A.
Alice Phalen,	Amherst.
H. Lillian Flewelling,	Oak Point, Kings Co., N. B.
Mary Carruthers,	Ford's Mills, Kent Co.
Ernest MacKenzie,	Campbellton.
E. W. Lewis,	do.
F. E. McLeod,	Grand Harbor, Grand Manan.
John Blake,	Hillsboro.
John A. Bannister,	Salisbury.
Lizzie MacMillan,	Lockport.
Felicia D. H. MacAlpine,	Shelburne.
Jean Kerr,	St. Andrews.
Margaret Kerr,	do.
Annie M. Smith,	Coverdale, Albert Co.
Emma Lodge,	Port Howe; Cumberland Co.
Alice Brehaut,	Summerside.
Budd Brehaut,	do.
C. R. Palmer,	Moncton.
Percy Crandall	do.

U. S. National Educational Association.

The National Educational Association of the United States was held at Washington, July 6-12. The war excitement interfered somewhat with the attendance at the meetings themselves. Nevertheless, 15000 delegates attended. The following extracts are taken from the report of the *N. Y. School Journal* :

One of the papers was read by Mr. R. Tait McKenzie, of McGill University. His subject was Curvature of the Spine as Influenced by School-work. This is a most important point for consideration; for no teacher or school board wants to be responsible for physical injury to the children. Mr. McKenzie examined 100 school boys whose ages ranged from thirteen to eighteen, the average age being fifteen. He found that twenty-three of them had a marked lowering of the shoulder, seven deformity of the spine, three round shoulders, while in thirty

the standing position corresponded more or less closely to that which Bernard Roth has named the gorilla-type of figure—abdomen protruded and head shoved forward. In the infant deformation is prevented by the constant movement and exercise of the muscles in play. In school, however, fixity of position soon tires out the muscles, throws the strain on the ligaments, and then uneven pressure on the vertebrae, which ossifies them and causes permanent deformity. The school seat should be such as to allow rest of feet on the floor, a proper support for the back, a desk with a slope of about one to six and a distance from the seat, the height being at the level of the elbows when at the side. The light should fall over the left shoulders of the pupils. Vertical writing affords a great improvement in position over the old style, but is not a panacea for a bad posture; it also requires supervision and frequent rests.

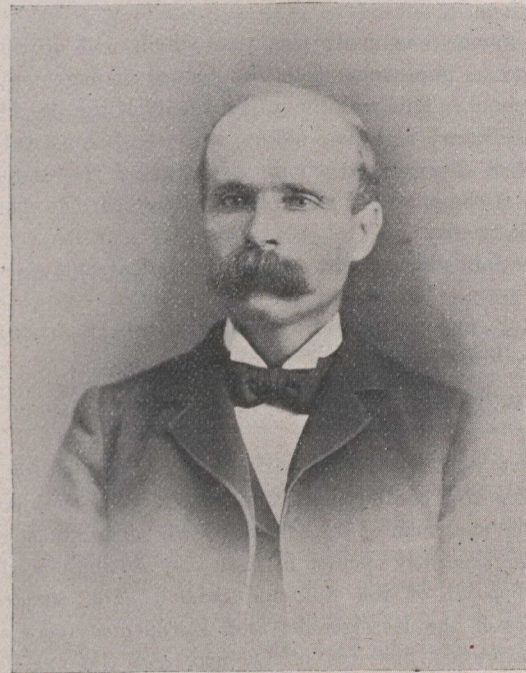
Mr. Samuel Thurber, of the Girls' High School, Boston, read a paper on Secondary English Training. He holds that language is only absorbed simultaneously with the acquisition of ideas. Only through the literature which interests will language be learned. Literature, supposing it well chosen, is made interesting chiefly by being well read. The language-sense is reached and touched through the voice. The English teacher must have considerable acquaintance with literature, must know an abundance of good pieces, and must be able to commend them by his reading. Mr. C. C. Thach, of the State Polytechnic Institute, Alabama, says that an effort to impart a good English style by study of the classics often results in an English that never was on sea or land. The study of grammar is excellent disciplinary work, but philosophizing about language is not learning the ready use of the language itself. What is needed in teaching composition is more practice; more of the method of the gymnasium, of the studio, and of the laboratory.

In Denver, Colorado, the records of corporal punishment for the last fourteen years have been tabulated carefully along with the thermometer, barometer, wind, and precipitation readings of the Weather Bureau. The amount of misbehavior was pretty much a constant quantity, the amount per month being proportional to the number of days in the month. The state of the thermometer, barometer, and humidity of the atmosphere seemed to be of very little influence. High winds, however, were shown to be accompanied by marked emotional excesses, as on days when the movement was very great five times the ordinary number of youngsters received their whippings. Prof. Dexter, the writer of the paper, did not conclude that the weather affected the pupil only, but presumed that the emotional state of the teacher, as affected by the same causes, had quite as much to do with the use of the rod.

Mr. C. H. Condon, Supervisor of Music, St. Paul, says that examination often reveals the fact that the great majority of children sing by ear. When concert-singing is done exclusively, only the natural leaders acquire the ability to read. After some drill the pupils will come to regard individual recitations in music as part of the daily work.

The primary teacher who has no kindergarten below her grade must incorporate the spirit of the kindergarten into her every-day school work, and so much of the material and occupation as is necessary to modernize her methods.—*American Primary Teacher.*

Sketch of Principal G. J. Oulton, M. A.



Geo. J. Oulton, M. A., Principal of the Moncton High School, and the retiring President of the Summer School of Science for the Atlantic Provinces, was born at Point de Bute, Westmorland County, on the 22nd June, 1852. He was educated in the schools of his native county, and began teaching at the age of 17 with a second-class license, having attended the Normal School at St. John at its last session in that city, prior to its removal to Fredericton. Three years after he obtained a first-class license. After teaching six years in his native county he resigned his school at Sackville in 1875 to enter Mount Allison University, from which he was graduated with the degree of B. A. In 1896 he obtained his M. A. degree.

Mr. Oulton is a progressive teacher. His ability, energy, zeal as a student, and his exemplary character have impressed themselves upon every school and community in which he has worked. His elevation to the leading position in the public schools of his native county, in which he has always taught, has been accomplished by those sterling qualities which have made him esteemed and respected alike by students and citizens. Mr. Oulton's constant aim has been to make his school work effective, and to this end he has unselfishly devoted his energy and time, and, when occasion required it, his own means. He is self-educated in the sense that he earned money to pay for his education. He raised the school at Jolicure, the first one he taught after obtaining a first-class license, to the rank of a

Superior School, purchasing at his own expense the apparatus needed for scientific work. At the Sackville school Inspector Smith reported that Mr. Oulton passed the largest number of students for superior allowance ever passed in his inspectorate. During his principalship of the Dorchester Superior School, which extended over a period of nine years, Mr. Oulton succeeded in arousing such a strong public interest that the school became the best equipped in the county. The leader of the graduating class at Mount Allison University, for three years in succession, was from Mr. Oulton's school.

Three years ago he was engaged as teacher of natural science in the Moncton High School, and at the end of the year, on the retirement of the late Mr. Wilbur, he was made principal. The enrolment of students at this school in 1895 was 79. This year (1898) it was 172. The rapid advance that Moncton has made in education during the past few years, and the erection and efficient equipment of school buildings has placed it in the front rank of provincial cities. While this progress is largely due to the public spirit of its citizens and school board, and to the energy of the late Secretary and Superintendent C. R. Palmer, Esq., and the present Secretary, F. A. McCully, Esq., a great impetus has been given to High School education by the zeal and capability of Mr. Oulton and his efficient staff of associate teachers, as the figures given above may show.

Mr. Oulton's activity is not confined to his school. He has been president several times of the Westmorland County Teachers' Institute. At the last meeting of the Dominion Educational Association at Toronto he read a paper on the Brotherhood of Teachers. He is at present a member of the Botanical Club of Canada, and a member of the Natural History Society of New Brunswick. In church and Sunday school work he is equally active, being Superintendent of the Central Methodist Sunday School in Moncton, and President of the Westmorland County Sunday School Association, and teacher of a normal class.

He has been a member of the faculty of the Summer School of Science for the past seven years, having been instructor in zoology during that time, with the exception of one year. Last year he was chosen president of the school, and he has brought to the performance of his duties the same conscientious zeal and industry that have characterized his efforts in other directions.

The country cannot prosper which neglects the prosecution of either the higher or the secondary branches of scientific research, or which is indifferent to the scientific training of those who are destined to conduct its industrial and commercial enterprises.—*The Duke of Devonshire.*

FOR THE REVIEW.

Child Study.

At the recent convention of the U. S. National Educational Association, the meetings of the section on child study were the best attended. Instead of devoting attention exclusively to methods of teaching subjects, educationists are studying the general phenomena of child life. It may, therefore, be an opportune time to ask what good effects may be expected from such study, and how observations should be made in order to obtain results of value.

Teachers often direct their energies to making their pupils conform in their conduct to the ideal children existing in their imaginations. In doing so they are not always actuated by much compassion for the actual child. It is very well that teachers should have high ideals of conduct for their pupils; but they should be based on the fact that the pupils are young animals of the human species, with growing bodies, developing minds, and very crude moral ideas, united however with the most lovable qualities. If the teacher has not recognized this, her ideal child is likely to be a much less desirable being than the actual child with its frequent movements and changes of interest. These are innocent and desirable characteristics of the life of a healthy child. The conscientious teacher will help it to regulate them and to acquire the power of moral control. No child is likely to be improved by violent repression of its natural activities, that is, provided the child's moral nature has not been perverted by its previous training. After the children have been introduced to their work the teacher can by watching them, not with the eyes of a taskmaster, but with more of the sympathy exhibited by parents, learn to direct them gently and with good results. It may be a blow to the pride of a teacher to admit that she needs to learn anything whatever about school discipline or methods of teaching from a little child, but to be ready to so learn is the mark of wisdom. For example, by careful attention to the children one may learn how often it is desirable to change the work, at what time of the day the pupils most easily study arithmetic, what study best comes after it, when calisthenic drill is most desirable, what selections of poetry they enjoy, what natural objects excite most their interest, and what things, therefore, they may be likely to describe in little compositions of their own. It will probably be found that to very many such questions there can be given answers which apply to nearly all children. Hence it is desirable that teachers should study such questions, and that the results of their observations should be collected.

But while many general facts may be discovered regarding the thoughts, desires, and motives of children, the study of the needs of individual pupils produces great results both in the development of intellect and character. Many a man and woman in every walk of life gratefully reflects how some particular teacher took the plan that was needed to awaken his or her interest, energies, and moral responsibility. One of the most touching incidents in "Tom Brown's Schooldays" is that in which one of Tom's masters tells him many years after of the motives which induced Dr. Arnold to place Tom in charge of young Arthur. That step gave the former a sense of responsibility which saved him from disgrace and possibly worse. On hearing of Dr. Arnold's connection with this, Tom is filled with the thought that the doctor could in the midst of his work in teaching, his supervision of hundreds of schoolboys, his editing of classics, think over plans to save Tom Brown. One of Francis Willard's pupils, now the wife of a college president, says of her teacher, "She was always planning for our happiness, and would go to any amount of trouble to gratify us. Then she was always reasonable; she never insisted that a thing must be simply because she had said so, but was perfectly willing to see and acknowledge it, if she herself were in the wrong. Her ideals of life and character were very high, and she succeeded in inspiring her girls with a great deal of her own enthusiasm. I never lived under such a constant, keen sense of moral responsibility, nor with such a high ideal of what I would become, as during the years in which I so proudly called myself one of her girls."

Since, then, such desirable results are likely to follow from a study of the children and of the individual child, let us ask how we shall prosecute such study. In our opinion the best plan is to use the ordinary methods of school work with more frequent tests of the knowledge the pupil has acquired and of his ability to use it. Let more attention be given to the pupil's physical condition, his need of calisthenic exercises, and of frequent changes of position. In giving a lesson to the pupils the teacher should observe the signs of interest or of weariness, and should bring the lesson to a close before the latter feeling oppresses the children. Nature lessons and the reading of short stories give excellent opportunities for composition exercises which will throw light on the states of the pupils' minds. By observation it will probably be found that some children very quickly show signs of inattention or exhaustion during the arithmetic lesson. These may be the dull ones in that subject and probably stand in need of help at home and of the teacher's special attention in school.

By careful watching for good work and giving judicious praise the dull ones may develop surprisingly. If the teacher really loves the little ones committed to her care she will observe with sympathy their struggles and difficulties, will take pride in their successes, and will be likely to find means to make them interested in doing good work. She should rarely, if ever, be sarcastic. This is likely to create a bitter feeling against the teacher which closes their hearts to her. A similar effect may be produced by frequent praise of any one pupil. The others are likely to become jealous and discouraged. Love toward all the children should prevent too much attention to a few.

These few words on a most important subject may serve to call the attention of teachers to a closer observation of their pupils, when they feel that by doing so they may become more and more helpful to the children. By intercourse with the parents, ministers, and Sunday school teachers, much may be learned of the dispositions of the pupils. Our aim is to make the children under our care good citizens of our country, intelligent men and women of firm wills and right desires. With such aims ever before us, prudent watchfulness for opportunities to do good will enable us to find the means of accomplishing it. M.

For the REVIEW.]

Some Novelties in English.

The EDUCATIONAL REVIEW has, I have noticed, given of late considerable prominence to matters pertaining to English, both to the language and the literature. It may, then, not be without interest to draw attention to three or four peculiar usages in some of the May magazines.

In *Scribner's* there is a strange use of "little name" (evidently for Christian name), which I had not noticed before, and do not find recorded in the dictionaries. It occurs in an article on "Undergraduate Life at Wellesley." The writer is speaking of the politeness and courtesy of the young lady students. "I have seen bewildered visitors walk up to a girl who was feverishly hurrying to catch the coach or to meet an appointment in a building a quarter of a mile away, and ask where Miss Smith or Miss Brown, as the case may be, could be found, and, although the hurried student may hastily recall that there are five Misses Brown in the senior class, . . . yet she will cheerfully inquire the *little name* of the much-desired individual and what class she is in," etc., etc.

In the *Century Magazine* there is a short narrative by T. B. Aldrich, "His Grace the Duke." On p. 52 he is writing as a witness of the excesses in the reign of Mary. "Scarcely a day now but a head falls. Within

the fortnight my Lord Guildford and the Lady Jane—and she only in her fewers—and others hastening on.” “In her fewers” seems here used for “in her teens;” Lady Jane was, as a matter of fact, about sixteen.

On p. 107 of the same magazine there is a very strange sentence in a paper by Prof. Wheeler of Cornell, on the the Pyramids. “Standing as they [the pyramids] do to-day, the only living samples of the ancient wonders, they constitute a measure of the ancient marveling, and it is significant that they are as much a wonder now as they have ever been.” To say nothing of the very jumbled rhythm and weak ending of the sentence, it strikes one as not a very precise use of words to refer to the pyramids as “the only *living* samples of the ancient wonders.” The reader may, however, guess what is meant. But I am not sure that he can even guess at the meaning of the words, “they constitute a measure of the ancient marveling.”

In *The Forum*, p. 334, our newest knight, Sir J. G. Bourinot, lends his support and sanction to an unfortunate usage. He has given a short account of the treaty relations of Canada with the United States, and begins a new paragraph with these words: “While these events were transpiring, Canada had extended her government from Prince Edward Island to British Columbia.” Of course this use of *transpire* for ‘happen,’ ‘occur,’ ‘take place,’ is not unfamiliar to any of us, and yet this does not prevent it from being, as the Century Dictionary marks it, “an erroneous use.” This meaning needs no further expression, while the proper meaning is one that it is difficult to express otherwise. I sometimes give my students the following sentence from DeQuincey’s essay on Murder Considered as one of the Fine Arts: “In the regular course, any ordinary occurrence, not occurring or not transpiring till fifteen minutes after 1 a. m. on a Sunday morning, would first reach the public ear through the Monday editions of the Sunday papers, and the regular morning papers of Monday.” It is astonishing how many miss the added force of the ‘not transpiring;’ which shows that they are so familiar with the questionable usage that the correct one has been completely overlooked. This is simply one of many instances which must sometimes make every teacher almost despair as he tries to counteract the widespread feeling that a care for purity and precision in writing is akin to affectation.

Since these are somewhat disjointed notes, I may be permitted to add that I do not envy your editor who has to answer all the questions about parsing which may be sent in by puzzled teachers. It seems to me, however, that he scarcely displayed his usual astuteness on p. 192 of the March number, where he was asked to

explain “this confession extended . . . to the *having* incurred indignities of this horrible kind.” This is one of the most difficult and anomalous constructions in modern English, and scarcely to be put aside by calling it, as your editor did, a *past participle*. The word *the* before it is certainly noticeable, and the question would naturally occur, would it be called a *present* participle if the relation of the sentences were so shifted that it read: ‘to (the) incurring indignities of this horrible kind?’

W. M. TWEEDIE.

Sackville. N. B., June 4, 1898.

FOR THE REVIEW.

Recreation and Instruction.

How shall I enjoy myself during the holidays? is a question engaging the attention of hundreds of our teachers. With buoyant enthusiasm they look forward to a rest and a good time. One cannot help sympathizing with them; for it is often a very heavy task to lift children out of a state of dulness and ignorance to a brighter intellectual life. The task requires physical strength as well as mental fitness, and the holidays give an opportunity to recuperate the former and to increase the latter. It is to be feared, however, that very many teachers look upon the holidays as a time of respite from all mental labor, or at least from any but the agreeable task of reading a celebrated novel. They thus take the path of least resistance, but not the one which is likely to give vigorous intellectual exercise and the peculiar pleasure which that arouses. They are satisfied that their intellectual attainments suit present needs, and are not sure that study on their part would produce any appreciable effect on their school work. In fact teachers, as a class, are prone to intellectual self-satisfaction. They meet chiefly with intellects that are inferior in development to their own. In the school room they are looked up to as oracles whose word is truth. The better the record the teacher has made in academy or college, the greater will be the disparity between the teacher and pupil. As the former realizes more and more clearly the gulf that lies between, his attention is drawn more and more to the extent of the pupil’s ignorance and of his own knowledge, rather than to the great unknown region which neither has penetrated. Outside the school, if the teacher is known to be clever, the people place him in their respect only a degree below the doctor and the minister. The first complacently accepts the position, and indeed takes an occasional slip in grammar on the part of the last as evidence of his intellectual inferiority. He does not always make full allowance for the fact that no one else in the world, unless it be an author, has a better

opportunity than the teacher to acquire habits of perfectly correct speech, and that great intelligence and skill may exist in spite of an occasional slip in grammar. Under the influence of such surroundings it is not to be wondered at if the teacher's faculty for prolonged and severe thinking becomes dormant. Less and less keen is likely to grow the sense of deficiency and the divine thirst for knowledge felt as a student. Years slip on. News sometimes come of a former schoolmate who is making a name for himself in the pursuit of knowledge; but the teacher reflects rather scornfully on the opportunities the fortunate one has had. He is quite sure that he could have done as well, probably better, himself, and does not know that all the time he is becoming less fit for study and investigation.

There is one study, however, which should save the conscientious teacher from the ill effects of his surroundings. Is it necessary to say what that study is? Is not any teacher, who is worthy of the name, continually thinking how the truths he is supposed to teach must be expressed that the minds of the children may apprehend them, may know them to be truths? We may, perhaps, call the study applied psychology. First of all in preparing to teach a subject, of which we will suppose the teacher has been a successful student, he must try to travel again in thought the way in which he himself has learned the subject. In teaching geometry he must try to think what work in mathematical drawing will make the truths of the propositions irresistibly plain, what drill in logical statement, and what order and character of geometrical exercises will enable him to do real work for himself. In teaching literature he must think what descriptions are necessary to enable the pupil to understand the author's images, what information that the argument may be clear, what exercises in reading and expression that the auditory sensations may do their proper work, a thing which is very essential in awakening delight in literature. There is also the important duty of finding out what order of studies will cause the least unnecessary fatigue and tiring of nerves. The primary teacher has a task in which her own experiences as a learner are far removed from those of the opening minds of her children; but her continuous loving observation and her true instincts enable her to make progress in her difficult work.

Still, in spite of all that one can learn from one's own experience and from observation of the pupils, contact with other teachers is very much needed to awaken a knowledge of one's own narrowness; hence the prime importance of teachers' discussions and meetings. After attendance at a good teachers' convention, subjects that have been more or less unconsciously

slurred over will be taken up with renewed vigor. One will hear from the experiences of other teachers facts about the children's minds that will increase his interest in his work and in the children. From some speakers he may catch inspiring thoughts which will never lose their influence during his life as a teacher

Since the famous International Convention held at St. John some years ago, no such opportunity has been presented to the teachers of the Maritime Provinces as is given this summer in the Dominion Educational Association to be held at Halifax the first week in August. In the halls of Dalhousie and in the Academy of Music will speak such educational enthusiasts as the Minister of Education for Ontario, and Dr. Parkin, the author of "The Great Dominion." There will be separate sections where the primary teacher, the high school teacher, and the principal and inspector can hear papers and discussions on their special subjects. These discussions can hardly help being highly interesting and profitable when we consider the constituency from which the convention is to be drawn.

Besides the inherent attractions of the programme to be carried out there are many things in Halifax itself which will be of interest. It is a military and naval station of some importance. The large fort which crowns the citadel was built there under the direction of the father of Queen Victoria. The warship "Renown" is a battleship of the first class, and a notable example of the floating forts which Great Britain has prepared to defend her colonies and commerce. Then there is the provincial building, most interesting to students of Nova Scotian history; the provincial museum with its botanical, zoological, and geological specimens; the beautiful and instructive public gardens which are situated very near the Dalhousie College building in which the convention is to be held.

Lastly the social pleasures of such a meeting are likely to be among its most attractive features. On the whole it would seem that the first week of August could be spent with rare pleasure and profit at beautiful Halifax by the sea. *

Keep engagements to the letter,
Let this praise to you belong:
"Oh, his word is just as binding
As would be his legal bond."
Thus your name will e'er be honored,
If you always keep your word.

—*Little Poems for Little Children.*

Ideal Recreation and What Follows.

PARTRIDGE ISLAND, N. S., July 15, 1898.

DEAR MR. HAY,—Your note finds me engaged on a bit of work that will not brook interruption. I regret this, not so much that I have any special message which I care to give the readers of *THE REVIEW*, as that I should be glad to embrace the opportunity of showing my unabated interest in the great and difficult work committed to our public school teachers. In this day of high pressure, perhaps one of the most important things for teachers is to ascertain, each one for himself or herself, how best to utilize the summer vacation. I think something further might well be said on this subject. There are many competing aims. I am disposed to think, however, that, in most cases, when a teacher has met the claims of the profession in his own county or province, he should give himself to other fellowships and new scenes during the time that remains of his vacation. The vocation of the teacher burns up nervous force and devitalizes the sweeter and richer things of the spirit to a degree unknown to other professions. Unless one, therefore, is content to be dwarfed in respect of fulness of life, one must plan wisely for the conservation and nurture of one's own freedom and complete sanity. Change of scenes, fellowships, interests, occupations is desirable. Outings that bring one into direct contact with wild life are healing and inspiriting. Contact with men and women whose life has been other and larger than one's own is often restful by virtue of the unsealing of fresh fountains in one's own arid spirit; or contact with simpler lives and social forms than one has long been surrounded with, may stimulate interests and reactions full of life-giving elements, and truly refreshing because of their piquancy and charm. But the modes of healthful and profitable rest are manifold, and I think care should be had to secure a certain amount of real repose. Some teachers do not know what it is to get a "satisfying sleep" during an entire school term. Some of us have been able to say in vacation:

'Tis very heaven to taste the wells of sleep,
The founts of supersensuous repose!

Everyone must find out what is best for him or her, and this will vary with the passing years and the time of life. One who has been under the stress of manifold and overtaxing cares may environ himself with nervous and mental habits that demand unceasing activity in some form in order that life be tolerable. A coadjutor of mine in Toronto was wont to get rest by a railway ride, day and night, to Omaha and back. The clatter and jar of the train assured him that something was going on, and he felt that he was a part of it, but

released from responsibility. Years since, I found that if I sought repose in some quiet inland place, the very droning of the bees and the stillness about me became acute irritants, and rendered rest impossible. But on these shores of Minas Basin, where the heave and turmoil of the majestic tides reveal the ceaseless activity of great forces, I found I could sleep, sleep, sleep! I had a consciousness that work was being done, and was cheated into indolence—an indolence which gave me a new lease of life. The study of plants; animals, especially birds; minerals and rocks, lend themselves as winged handmaids of refreshing vacations; while to imaginative and reflective minds nothing can brood over the spirit so sweet and life-begetting as the out-door reading—not critical study—of the poets. In truth, it is a heavenly ministration of the elixir of life—ideal, if you please, but therefore of all the greater practical value. These are the masters that help us to pillow our tired heads on the breast of nature, and bring our spirits into renewing touch with the cherishing mother of us all.

I suppose that what I have said will strike you as being said rather late in the season. Perhaps so, but I should like that we consider for a little how a teacher, who has enjoyed such a vacation as I have spoken of, would resume school duties. We often talk about preparation for work—of better organization and discipline, and all that. There is danger that we become mechanical, and rest in outward things. Of course a school must have organization, but machines cannot take the place of life, last of all in a school.

"'Tis life whereof our nerves are scant,
More life and fuller that we want."

As the time drew near for resumption of work, our teacher would wonder at himself. The grasshoppers which had been such burdens to him would be mere grasshoppers, and of no account. He would feel a zest in prospect of meeting his pupils. Healthy in body and spirit, he would almost unconsciously seize upon the vital things in education. Form would be less and less, spirit and life more and more. Nothing could prevent him from forethinking his work, and he would be eager to be at his post in advance of the day. In short he would have the insight and courage necessary to foremaster the conditions essential to a healthy and vigorous school, for his own health and vigor will seek fitting expression in his life-work. On meeting his school, the contagion of his own spirit would give it a working unity of the highest completeness. Order and discipline would cease to be ends in themselves, and applied powers, cheerful fellowship in the pursuit of knowledge, sympathetic and courteous intercourse,

delight in the beautiful, the true, the good, earnestness of character, and fulness of life—these would seem not far away and vaporous ideals, but real possibilities of life both to pupils and teacher. He would see his own spirit reflected in his school, as one's face in water. It has always been so, for the most, but he could never bring himself to think that what he saw was his own image. But a healthy spirit is sane, and knows its own. The greatest preparation the teacher can undertake for coming service is in his own mood, temper, spirit. He needs to be the embodiment, as far as possible, of a healthy soul. The little things must not be permitted to usurp control, but the atmosphere must be such as to show things in a true perspective and proportion. If I were asked to name the most enviable person in the world, I should be disposed to reply: The teacher who can meet his school, with a heart full of sweetness and light, the greatest number of days in the school year. Other things granted, this is the great teacher, and his work will tell when the stars have paled. Everything that contributes to the making of such a teacher is of supreme value in the educational realm, since it is but a means to the fuller realization of the true man, the true woman—the highest possible boon to any school, or land.

If you think any portion of this long letter suitable for your columns, you may extract what you please—though it only glances now and again at the topic upon which I should have been glad to write could I have commanded my time.

Very truly yours,

THEODORE H. RAND.

For the REVIEW.]

"The One Thing Lacking."

By HON. J. W. LONGLEY, D. C. L.

We are accustomed to speak in terms of comfortable self-satisfaction of the present status of our public school system, and fairly so. It has indeed developed wonderfully; we have better school-houses, better teachers, a better curriculum, and, what is most important, we have extended the system to such a degree that it now embraces almost every child in the community. The number of illiterate people in the next generation will be extremely small.

Of course those who entertain the most exalted opinions of the efficient character of our free school system, will recognize the fact that it can be improved, and if one were asked to point out deficiencies, the general response would be that our school-houses might be better, our school grounds greatly improved, the school apparatus be made more efficient, and the stand-

ard of teachers made higher, and a more practical turn given to the subjects taught. All these constitute the commonplace needs and the orthodox improvements.

We have heard of a dialogue between a great religious teacher and a self-satisfied young man who had kept the letter of the law from his youth upwards, and who was completely staggered and made conscious of his nakedness by a simple retort: "One thing thou lackest; go sell all that thou hast and give it to the poor." The essence of this incident is found in the fact that the model young man was deficient in a proper appreciation of the high spiritual motives from which all conduct should spring.

The parable seems in a most marked and notable manner applicable to our common school system. If I were called upon to point out its great deficiency, I would name its lack of a keen and constant appreciation of the true ideal of life, and a failure to constantly recognize the vital importance of character building.

The aim of the common school system at its present high development is to make scholars. This is not enough. A body of boys and girls can, with pains and care, be made to pass examinations; indeed, with superior skill on the part of the teacher, they can be made to pass splendid examinations, to illustrate phenomenal mental development. But this, I venture to submit, is not enough. All this perfect scholarship is entirely consistent with an absence of moral sense, and what is even more important, consistent with an entire absence of any regard to those things which relate to the immortal destiny of the race.

Viewed irrespective of the vast relationships to the mere spiritual side of life, which can never be ignored, or never fail to be the transcendent question among men; and, regarded merely from a practical point of view, it is as well to have it understood that the highest aims of our system of public instruction are not realized by mere mental training. The state looks to its school system for the development of its citizenship, and no great citizenship is possible without the cultivation of moral qualities and, indeed, spiritual qualities as well. To be a mental automaton, capable of parsing sentences, mastering the power of numbers, and perfectly versed in history and science is not necessarily to be a useful or a good citizen. The nation requires men who are capable of higher things than purely mental endowments will afford. We need men with consciences in order to perfect our system of self government, men with high spiritual qualities in order to evoke patriotism, heroism and nobility of character. Truth and honesty, justice and virtue are qualities that must thoroughly permeate a community before we can have what is highest and best in human citizenship.

The development in the direction I have indicated must come in through and by the teaching profession. By some process we must get men and women presiding over the common schools who will not feel that their duty is achieved when they have secured the average standard of scholarship. The supreme need of our educational system is the unceasing and painstaking effort of men and women who will realize that their first duty is character building, and that along with the lessons in arithmetic, geography and history must go an unfolding and upbuilding of the higher spiritual qualities of our nature.

This is what I call teaching religion in the public schools. It is not what is generally understood by teaching of religion. The common idea is that the catechism should be taught, Bible lessons unfolded, and denominational tenets enforced. True religion is a question of soul culture, and this can be done by deducing and maturing high ideals of what true living and true character are. All this, in one word, I say is the present great desideratum in our educational system. It is, in the words of the beginning of this article, "the one thing lacking."

Education in Nova Scotia.

BY J. B. CALKIN, M.A.

III.

My former articles were fault-finding and destructive in their tendency. Perhaps it is time to repair the breaches. Doubtless I shall find it more difficult to build up than to tear down—to construct a faultless system than to find blemishes and defects in those that already exist. I shall not indeed hope to picture a school system for Eutopia; for, not to speak of subjective and personal limitations, the conditions which one has to provide for in the educational field are so untoward and conflicting that it seems hopeless to think of devising anything which shall have such perfect adjustments as to be above criticism. I may add here, also, that space will not admit of full detail, so that I must limit myself to a general outline of the scheme which I have to propose. In the work of demolition, I say unhesitatingly that our system of making the small area called a school section in Nova Scotia, but known in other countries as a school district, the unit of organization and maintenance, should be abolished. This would be less imperatively demanded if population and wealth were evenly distributed over the country, but even under such conditions there would remain very cogent reasons for taking a wider area as the unit. Doubtless this proposition will to many appear like the

wildest rant. Our little school section with its three trustees and its various local attachments is such a time-honored institution, and people generally are so conservative in their tendencies, that any scheme which strikes at its integrity will seem to timid folk revolutionary or even dangerous to the good order of society. It may be re-assuring to these people to know that many countries ranking among the most progressive in educational affairs have abandoned the old-time school section (district) as the unit of organization and maintenance. Massachusetts, New Hampshire, Maine, New Jersey and various other states are examples.

The area best suited for the larger unit, whether county, township, or municipal ward, may be open to question. For some reasons the county may be considered too large; the ward is at the other extreme. In regard to size the township would serve the purpose best; but these divisions, which formerly were units for parliamentary representation and for such other local purposes, as providing for the poor, and care of roads and bridges, have fallen into disuse and now have a merely nominal existence. Machinery usually runs more smoothly along accustomed lines, and hence it seems advisable to adopt the same unit for school purposes as for other local affairs. I shall assume then that, all things considered, the county is the proper unit in Nova Scotia for the purpose under consideration.

My scheme also contemplates the abolition of the existing Boards of School Commissioners and the substitution for them of an Educational Board with larger powers for each county, elected by the different wards in the same manner as are now elected the County Councillors. This Board should have the combined authority and jurisdiction of the present School Commissioners and School Trustees, having under its control the bounding of school sections, locating and building of school houses, employing of teachers, and levying of taxes.

As far as practicable the Provincial Grant should be divided among the counties on such principle as to equalize the local taxes. This is a matter which will require much care and good judgment, as the standard in estimating the value of property is likely to vary in the different counties. The grant allotted to a county should be paid directly to the County Board. After estimating the amount required for school purposes within the bounds of its jurisdiction and deducting the provincial grant from this grand total, the Board should levy upon the county for the balance.

It should be the aim of the Board, as far as possible, to treat all sections alike in so far as the character of the schools is concerned. If, however, any section

desires to have a better class of school, either as regards school house, equipments, or teacher, than the Board can provide, provision may be made for securing such special advantages through a permissive local tax on the section.

The success of the proposed system will depend much on the School Inspector. This officer should possess high competency as to scholarship, teaching skill and executive ability. His district should be limited to a single county, so that he may be able to spend sufficient time in every school to learn its condition and to make his power felt. The action of the Board in many things must depend largely on his advice. If the provincial treasury cannot meet the added expense of such increase in the number of inspectors, the counties must be required to pay one half of the salary of these officers.

The benefits resulting from such a system as has been here outlined are obvious. Some of them may be enumerated :

1. Burdens would be more fully equalized by making the strong help the weak.
2. The character of the schools will be more uniform, and the standard will be raised. As one section is advanced a little beyond its neighbors, these will see to it that they are not left behind.
3. The system will provide more effective machinery for securing attendance at school. The County Board would be so removed from local influence that it could carry out compulsory measures more rigorously than can boards of trustees as now constituted. With such a force behind it, the scheme proposed by the Superintendent of Education should work well.
4. Schools will not be unduly multiplied. The tendency will be to place the school houses in prominent centres where large graded schools with two or more teachers can be established.

This last consideration suggests an arrangement for which the county system of organization would prepare the way, known as "Consolidation of Schools," which has been found to work well elsewhere. In Massachusetts, Ohio, and various other countries, graded schools are established at the principal centres of population, and the children are conveyed to these centres at the public expense. By this means the rural districts are given all the educational advantage provided in the towns and cities. Under this system fewer school houses and fewer teachers are required than when the schools are scattered over the country, and the saving thus effected goes far to meet the cost of conveyance. It is not supposed that this system of consolidation could become general. In very scattered settlements, and where the public roads are bad, it would be impracticable. All that is asked is permissive legislation by which sections favorably conditioned may be free to adopt the system if they judge it to be for their advantage.

The Bell.

(Selected from the German Folk-Lore Stories of Hans Christian Andersen.)

Situated in that portion of Germany called Württemberg where, in the autumn, the acacias bloom beautifully by the roadside, and apple and pear trees are bent to the ground under the weight of their ripe fruit—there lies a small town, called Marbach. It ranks among the small towns; but it is charmingly situated on the banks of the Neckar, which rushes by hamlets, villages, and towns, by knight's castles and verdant vineyards, in order to conduct its waters to the proud Rhine.

It was late in the year. The reddish foliage of the vines drooped. Showers of rain fell, and cold winds rose. The dark days came; but it was darker still in the little houses of the town of Marbach. One of these had its gable turned toward the street; it had needy-looking windows, and its inhabitants were needy also, but they were honest, industrious, and God-fearing. The good Lord would soon bestow another child upon them; the hour had arrived, and the mother lay in pain and suffering. Then the peal of the church-bell was heard, and it filled, with its deep and serious sound, the praying soul of the woman with devotion and firm confidence in God. Her son was born; she felt the blessed joy of a happy mother, and the bell seemed to wish to announce her delight throughout the town. The child was ushered into the world with the ringing of the sweet-sounding bell on the dark November day; the parents kissed it, and wrote in their Bible: "On the 10th day of November, 1759, God gave us a son." Afterwards they added that he had received, in holy baptism, the name of *John Christopher Frederick*.

What was to be the future of this little boy, this poor lad, this native of insignificant Marbach? No one could tell,—no not even the old church-bell,—although it hung so high, and had first sung over him—could imagine that he would write the "Song of the Bell," the most beautiful of all songs.

The child grew, and the world grew with him. It is true that his parents removed to another town; but they left dear friends behind them in Marbach, and therefore mother and son came there one day on a visit. The boy was then six years old: he knew many passages from the Bible and the holy Psalms; full many an evening, as he sat upon his little chair made of reeds, he had heard his father read Gellert's Fables and Klopstock's Messiah aloud, and he and his little sister—two years older than himself—had shed bitter tears when they heard of Him who had suffered death upon the cross for them.

They found Marbach almost unchanged; the houses, with their pointed gables, oblique walls, and low windows, looked as they formerly had done; but new graves had been dug in the church-yard, and, close to the wall, in the grass, lay the old church-bell. It had fallen from its height; it was cracked and could ring no more; a new bell already replaced it.

Mother and son had gone to the church-yard. They stood before the old bell, and the mother told her little boy how it had done good service for many hundred years,—how it had rung at the baptism of children and at weddings,—how it had tolled at funerals,—how it had announced festive joy, and the terrors of fire,—and how it had accompanied with its song a human life to its end. She said that this old bell had pealed consolation and joy to her in her hour of suffering, when her little boy was given to her; and the child gazed with amazement—yes, almost with devotion—upon the large, old bell. He leaned over it and kissed it—old, cracked and neglected,—

as it lay there amid grass and nettles. The young boy never forgot what his mother related to him in the church-yard at Marbach. Her words found an echo in his heart; and, when he became a man, he repeated them to the world in song.

The remembrance of the old church-bell did not forsake the little boy, who grew up in indigence; he became tall and thin, his hair was reddish, his face was covered with freckles; thus appeared he; but his eyes, when you looked into them, reminded you of dark, deep waters. How went it with him in the world? Well,—amazingly well! Was he not admitted, as the greatest favor, to that division of the military school in which were placed the sons of the most distinguished families? This was indeed a great honor, a great stroke of fortune! He was attired in high boots, a stiff cravat, and powdered wig; he was taught military science, and obeyed such commands as “March!” “Halt!” “Front!” Surely, something would be made of him!

The old church-bell which was cast aside would doubtless be placed in the melting-furnace; but what would then be made of it? It was as impossible for anyone to know this, as it was for them to prophesy that something would be made of the words that had found an echo in this young breast. There was ringing metal in it that would one day resound and peal far over the world. More and more solid it became, while the walls of the school contracted, and the cries grew ever louder. He sang to his comrades, and the sounds were wafted to the utmost verge of his own land. Had they given him free schooling, clothes, and board for this? Had not his position in life been marked out for him? Could he not be moulded by the will of others? How little we understand ourselves; how, then, should others understand us? Is not the precious stone produced by pressure? The pressure had been given; but would the world recognize the gem when it was placed before it?

In the capital of the reigning prince, a great festival was given; thousands of lamps burned, and rockets rose in the air. The splendor of this festival lives yet in our memories, through him who sought, amid tears and sorrow, to reach a foreign shore unnoticed. He felt that, if he did not leave his fatherland, his mother and all his dear ones, he must perish in the stream of universality.

All was well with the old church-bell, for it stood secure behind the wall of Marbach's church-yard, well preserved and forgotten. The wind roared by it, and could have given it tidings of him at whose birth it had rung; yes, the wind could have told how coldly it had blown over him, as he sank exhausted in the forest of the neighboring country, all his riches consisting in the manuscript of his “Fiesco.” The wind could have told how his only protectors, the artists, when he read it aloud to them, had slipped away one after another, preferring the bowling-alley to it. Yes, the wind could have told as well how the pale fugitive had sung of his “Ideal,” while living for weeks in the wretched inn whose landlord swore and drank, where rough joviality desecrated the Sabbath! Sorrowful days and gloomy nights were these! But the poor heart, *itself*,—must experience trials before it can give utterance to them in song.

Dark days and cold nights passed over the old church-bell; it is true that it was unaware of it; but the bell in the human breast felt the heavy times. How went it with the young man, and what became of the bell? The old church-bell was carried far away—farther, much farther, than its sounds had ever floated; and the bell in the young man's breast resounded farther than his feet could wander or his eye could reach; it

pealed and pealed ever on—over ocean, over land, over all the world. But the church-bell was taken away from Marbach and sold as old metal to the foundry in Bavaria. Many years had passed since it had fallen from the tower in Marbach. At length it was to be melted, it was to be used in the casting of a magnificent statue,—a monument for all Germany. What strange events sometimes happen!

Up in Denmark, on one of the green islands where the birch trees grow and where so many graves of the Huns stand, there lived a very poor lad, who, with wooden shoes, always carried in an old, worn-out handkerchief, the noon-day's meal to his father who worked in the ship-yard. This boy, once so poor, had become the pride of his country; for Thorwaldsen possessed the art of hewing glorious objects out of marble; and it was to him that the honorable commission was given to fashion a form in clay,—which was to be cast in metal,—the form of him whose name had been written in his father's Bible as *John Christopher Frederick*.

The metal flowed, glowing and steaming into the mold; and with it flowed the old church-bell on whose former home no one thought; it formed the head and breast of the statue which now stands unveiled in Stuttgart, before the old castle upon the very spot whence he, whom the figure represents, once went forth suffering, to battle and strive for poetical grandeur and immortality—he, the poor boy, the native of Marbach, the pupil of the famous Charles School, the fugitive—Germany's greatest and most immortal poet, who sang of the deliverer of Switzerland and the inspired Maid of Orleans!

Years afterwards, on a glorious, sunshiny day, banners floated from the houses and towers of royal Stuttgart, and bells pealed with festivity and joy. One bell was silent, but it glittered in the bright sunshine upon the countenance of the honored one. For it was November 10, 1859, the hundredth anniversary of the day on which the church-bell had rung consolation and joy to the suffering mother who bore, in the needy house, the poor son whose rich treasures the whole world admired and blessed—the singer of all that is glorious and great—*John Christopher Frederick von Schiller*.

THE LAY OF THE BELL.

Hans Christian Andersen, the writer of many beautiful stories, has told us how the great German poet, Schiller, came to write his famous poem, “The Lay of the Bell.”

This poem reminds us of Longfellow's “Building of the Ship,” for it tells of all the different kinds of work that went to the making of the bell, just as the American poet writes about the different steps in the building of the ship. Longfellow weaves into his poem some of the hopes and aspirations, and success and happiness of the builder of the ship, but Schiller thinks of all the varying events in the whole life of a man for which the bell will ring, and puts these pictures before us in very beautiful words. The English words do not show us all the beauty that the German ones do, for these peal and clash like the bells themselves. First the little child is born, and the bell rings joyfully.

"With joy's festal music ringing
It welcomes the beloved child,
Upon his life's first walk beginning,
Wrapt in the arms of slumber mild.
* * * * *

A mother's tender cares adorning,
With watchful love, his golden morning."

Then the baby grows to boyhood and youth and goes forth into the world. He loves a beautiful maiden, and the day comes—

"When, the merry church-bells ringing
Summon to the festival"

of their marriage. Then follows a fine passage describing their wedded life :

"The man must be out,
In hostile life striving,
Be toiling and thriving and planting, obtaining,
Devising or gaining, and daring, enduring,
So fortune securing;
Then riches flow in, all untold in their measure,
And filled is the garner with costliest treasure.
The storerooms increase,
The house spreadeth out,
And reigns there within the gentle, chaste housewife,
The mother of children,
And wisely and sweetly
The house rules discreetly;
The maidens she traineth,
The boys she restraineth
And work never lingers,
So busy her fingers."

But into the happiness and prosperity "misfortune strideth fast," and the house that they have made so beautiful is destroyed by fire. "Hark! the droning from the spire, that is fire." The bells clang out the alarm. The lines that picture the fire, devouring and laying waste, are some of the finest in the whole poem. But all is not lost!

"On the ashes,
Where his riches
Buried lie, one look man throws;—
Whate'er the fire from him hath torn,
One solace sweet is ever nearest,
The heads he counted of his dearest,
And lo! not one dear head is gone."

Time passes, and when next we hear the bell its note is sad :

"From the belfry, deep and slow,
Tolls the funeral note of woe.
* * * * *
Ah, the wife it is, the dear one;
Ah, it is the faithful mother,
Whom the angel dark is bearing
From the husband's arms endearing,
From the group of children fair."

Then we have the bell ringing, at different times, for

the harvest, for alarms of war and riot, till the Master-maker prays that it may sound for peace :

"*Concordia* we the bell will call,
To concord and to heartfelt adoration,
Assembling here the loving congregation.
* * * * *

And let it be a voice from Heaven,
Its metal mouth alone devoted
To sacred and eternal things.
* * * * *

It feels for none, yet shall its swinging
Attend upon life's changeful play,
And as away its music fadeth,
That strikes so grandly on the ear,
So may it teach that nought abideth,
That all things earthly disappear."

ELEANOR ROBINSON.

Canadians Abroad.

Cornell has conferred an M.A. on Douglas McIntosh, a graduate in Science and 1851 Exhibition Scholar of Dalhousie College. From the same university another Dalhousie graduate, G. A. Cogswell, has received a Ph.D.

Mr. D. F. Campbell, an old Dalhousian, and former teacher in New Glasgow, has taken a Ph.D. in Mathematics at Harvard. Mr. Campbell is a brother of the principal of Truro Academy.

This year Cornell awarded a Fellowship of \$500 in Philosophy to G. P. Robins, M.A., of Dalhousie, 1896, and a Scholarship of \$300, also in Philosophy, to Ira McKay, M.A., of Dalhousie, 1898. Mr. Robins is an Islander, and Mr. McKay a Pictou County boy.

Mr. Murray Macneill, of St. John, who graduated with high honors and a gold medal from Dalhousie in 1896, and who has since been studying mathematics at Cornell, has received an appointment as Professor of Mathematics in the Anglo-Saxon College at Paris, France.

A new text-book on the "Integral Calculus" has been published by Dr. D. A. Murray, instructor in Mathematics at Cornell. It has been very favorably reviewed. This is the second mathematical book which Dr. Murray has written, the first being on "Differential Equations." Dr. Murray, after taking a course at Dalhousie, went to Johns Hopkins, and there became Scholar and Fellow, and later took the Ph.D. in Mathematics. Before going to Cornell he held a position in the University of New York.

A school depends upon the personality of the teacher, not upon appliances. The smooth side of a slab for a seat in a log schoolhouse, if a *teacher* guides the school, is far preferable to polished cherry in a palatial building if a *hireling* occupies the desk. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations. There must be knowledge, enthusiasm, energy, devotion.—*Pennsylvania School Journal*.

Teachers' College.

Teachers' College is now the professional department of Columbia University for the training of teachers of both sexes for elementary and secondary schools, of specialists in various branches of school work, and of principals, supervisors and superintendents, as well as instructors in normal schools and colleges. The incorporation in Columbia University easily places Teachers' College in a front rank with institutions of its character, and at the same time makes it possible for the university to offer very exceptional advantages for pedagogical work, both theoretical and practical. Four-years' courses are offered leading to the college diploma in kindergarten, elementary and secondary teaching (including the A. B. degree). Two-years' courses are offered leading to the appropriate departmental diplomas in art, domestic art, domestic science and manual training. The graduate courses lead to the higher diploma of the college, or to the degrees of A. M. and Ph. D. For all work in special courses certificates are given. The fellowships and scholarships amount to five thousand seven hundred and fifty (\$5,750.00) dollars annually.

SCHOOL AND COLLEGE.

The country schools in New Brunswick will re-open after vacation on Monday, August 15th.

Mr. S. A. Morrell, of St. Andrews, has been appointed to succeed Mr. C. H. Acheson, principal of the Milford schools, St. John County.

A library of 140 volumes, costing \$45, has been purchased by the trustees of Parleeville, Kings County school. Mr. G. S. King and Miss Jessie Sharp were the teachers who assisted by entertainments in procuring the requisite funds.

Mr. James Layton, who has for the last year been principal of the Maitland school, has been appointed to the principalship of Annapolis Academy. We wish him every success in his labors for the children of the historic town of Annapolis.

The new house at Richardsonville, Deer Island, is a very handsome one and modernly equipped. It is ceiled, has hardwood floors, and slate blackboards have been provided. Considerable attention has been paid to the grounds as well.

Principal Saloan, of New Glasgow high school, has resigned. He is going to continue his studies in Germany.

The many friends of Mr. C. H. Acheson, late principal of the Milford schools, will be pleased to learn of his appointment to an under professorship in upper Canada College. Mr. Acheson has had a most successful career as a teacher in both Charlotte and St. John Counties and a brilliant career is predicted for him under Dr. Parkin. The REVIEW also extends to Mr. Acheson congratulations upon his recent marriage, also to Mrs. Acheson—nee Miss Jean Herbison, a former teacher, well known and esteemed in Charlotte County.

During the month of June Inspector Carter held three public meetings, viz.: at Grand Harbor, Grand Manan; Welshpool, Campobello; and Lord's Cove, Deer Island. The meetings were attended by the teachers and members of school boards from the several districts of the parishes and by large numbers of parents and others, more than filling the halls in each place. One of the objects of the meetings is to form associations embracing teachers, parents and school officers, which shall be educative and bring about greater interest in school matters. Inspector Carter hopes to be able to arrange for one or two meetings in St. John County early in the autumn.

One of the most pleasing features of the public meeting at Campobello, was the attendance and participation of about twenty-five of the teachers from the towns of Eastport and Lubec, Maine. Superintendents St. John and Bennett of those towns made excellent addresses, which were much appreciated.

The Pictou Academy is evidently thoroughly alive. It has lately issued a calendar showing views of its scientific laboratories and giving an account of the courses of study for the coming year. The laboratories are wonderfully well equipped. The two gentlemen who teach science have taken post-graduate courses in science at large universities.

One of the results of the public educational meeting at Westfield, Kings County, has been the formation of a Teachers' Association. One very satisfactory meeting has been held. It is regretted that Mr. B. W. Robertson, who has been so active in promoting it, has left the parish.

Miss Lily Belyea, teacher at Pisarinco, St. John Co., in addition to much other work in the same direction, has been able to supply her school with some slate blackboards.

Miss Ausana Galbraith, teacher at Head Harbor, Campobello, has raised sufficient to provide slate blackboards, and to decorate the interior of her school room.

Hedley V. Ross, M. A., recently resigned the Principalship of Vernon River Graded School, P. E. I. He is succeeded by Mr. David McKenzie of Flat River.

Through the efforts of teacher and trustees a flag has been procured for the school at Wilson's Beach, Campobello.

Miss Beatrice Duke, teacher at Leonardville, Deer Island, has made a beginning toward what promises to be a very excellent school library, adapted to all grades of pupils.

Miss Maud Gibson has been appointed to the staff of teachers in St. John. Her promotion is a deserved one.

THE REVIEW extends congratulations to Miss Flora Levar, one of the best known and most esteemed of the teachers of Charlotte, on her recent marriage.

Mr. Robert King, who has been principal of the Sussex Grammar School for the past few years, and has discharged his duties with signal success, resigned at the close of the term to take a course of medicine at McGill. Mr. W. A. Alward, who has been associated with Mr. King, has been appointed to the principalship, thus recognizing the desirability of promotion and Mr. Alward's fitness for the position.

Dr. Cox, Principal of the Grammar School, received a very fine microscope on the closing day of the term, from the lady teachers who attended his semi-weekly evening class for teachers who are seeking an advancement of grade.—*Chatham World*.

The trustees of Grand Bay, Kings County, with the assistance of the teacher, Miss Duffy, have procured blackboard surface and a Webster's Dictionary.

The High School at Cardigan Bridge, P. E. I., was inspected on June 9th by Inspector McCormac. At the close of the examination very interesting and practical addresses were delivered by Rev. Mr. Gunn, Mr. Wagstaff, of Halifax, and others. Principal Coffin and his staff are to be congratulated on the satisfactory standing of the school.

The P. E. I. school year closed on June 30th. Many teachers have changed their fields of labor at the close of the last year.

The Executive Committee of the P. E. I. Educational Association met in Charlottetown on the 11th June to complete arrangements for the Teacher's Convention which is to be held in Charlottetown on Thursday and Friday the 6th and 7th of October next.

Mr. Edwin Wagstaff, representing T. C. Allen & Co., educational publishers, Halifax, visited many of the P. E. I. educationists during the months of May and June, gathering testimony with regard to Jackson's Vertical Copy Books and Kennedy & O'Hearn's Arithmetic. The opinions have been almost unanimously favorable to both books, and it is probable that the Board of Education of the province will place them on the list of authorized text-books.

Miss Emma Hunter, teacher at Bayswater, Westfield, Kings Co., has also added slate blackboards to her school apparatus.

The Cape Bear school, Kings Co., P. E. I., has been advanced to the rank of a graded school, and an extra department has been added.

The Annual Examination for teachers' licenses was held in Prince of Wales College, Charlottetown, during the first week of June last. Twenty candidates secured first class certificates, and forty-nine received second class certificates.

There is at present an over-plus of teachers in P. E. I., consequently many have been unable to obtain situations for the present school year.

The examinations for entrance to the Prince of Wales College and Normal School, P. E. I., were held during the first week of July at the following local centres: Charlottetown, Summerside, Souris, Montague, and Alberton. They were attended by upwards of 400 candidates.

No schools in Charlotte County are more up to date in the way of improved apparatus than those of Grand Harbor, Grand Manan. Physical culture is not neglected. The girls are provided with croquet and the boys with foot ball. They expect soon to add a horizontal bar.

Mr. Timothy Macdonald has been appointed Principal of the Montague Schools, P. E. I. Mr. A. S. Fraser has resigned his position as Principal of Murray Harbor South School. Mr. R. J. Smith, formerly Principal of Midgell School, has accepted a position on the staff of Queen Square School, Charlottetown. Mr. D. Montgomery succeeded Mr. McIntyre as head teacher of Grand View Graded School. The High Schools at Colville, Cardigan and Georgetown have engaged for the present year the same teachers as they had during the last school year.

RECENT BOOKS.

A book with the attractive title of *Seed Travellers*¹ cannot fail to win a large number of interested readers; and appearing as it does in the season when seeds are in process of being distributed on the "wings of the wind" and in many other ingenious ways, it will awaken curiosity and stimulate the desire to know more of such a subject. The many adaptations for seed dissemination and the desirability of plants choosing fresh fields and pastures new for the abode of their offspring, impresses the studious observer of nature. In this book he will find a guide at once intelligent and delightful.

This book on general science² well illustrates the advance made in recent years in the methods of teaching science. "The only scientific knowledge worth having is that gained by individual observation and experience" is a conclusion that has been slowly reached even by the more intelligent teachers, and it is doubtful if examining bodies have brought themselves to accept this conclusion, so much at variance is their practice with what it should be. We have long been of the opinion that a little science work in our schools with many simple and practical experiments performed by the student with logical deductions therefrom, in which the assistance of an intelligent and skilful teacher is of paramount importance, is what we should always aim at and never rest until we secure it. All mere *talk* on science from the teacher's rostrum should be relegated to the school waste-basket. No book in elementary science that has recently appeared seems to combine the much in little that this does. The general laws and phenomena of physical science are illustrated with clearness, and the experimental part is admirable.

The Macmillans have placed many teachers under obligations to them in the cheap and excellent scientific works which they are publishing. The Murché series of Domestic Science Readers³ are especially worthy of note and should be in every school library.

The subject of *Cooking in Schools* is given a singularly clear and practical treatment in a cheap little pamphlet just published.⁴ It gives a series of simple lessons practically illustrating how Cookery may be taught in schools and be rendered of the greatest benefit in the homes of working people. In the introduction the author states these plain facts, which are as true of this country as of England: "All these articles—cereals, beef, mutton and such like—are handed over to the female half of the human species to be converted into food for the sustenance of themselves, their husbands and their families. How do they use their powers? Can they cook? Have they been taught to cook? * * * Thousands of artisans and laborers

¹ SEED TRAVELLERS: Studies of the Methods of Dispersal of the Various Common Seeds, by Clarence Moores Weed. Pages 53: price 30 cents. Ginn & Co., Publishers, Boston, U. S. A.

² ELEMENTARY GENERAL SCIENCE, by A. T. Simmons, B. Sc. (London) and L. M. Jones, B. Sc. (London). Pages 328; price 3s. 6d. Macmillan & Co., Publishers, London and New York.

³ MURCHÉ'S DOMESTIC SCIENCE READERS, BOOK VII, by Vincent T. Murché. Pages 298. Price 1s. 9d. Macmillan & Co., Publishers, London and New York.

⁴ SIMPLE LESSONS IN COOKERY, FOR THE USE OF TEACHERS OF ELEMENTARY AND TECHNICAL CLASSES, by Mary Harrison. Pages 97. Price 1s. 6d. Macmillan & Co., Publishers, London and New York.

are deprived of half the actual nutriment of their food, and continue half starved, because their wives are utterly ignorant of the art of cookery. They are yet in entire darkness as to the economizing of food and the means of rendering it palatable and digestible." H.

The new methods of teaching the English language by making practice in composition go hand in hand with the study of rules in the early years of school life, and later on, teaching the history of the growth of the language, are well illustrated by some volumes before us. The space given to formal analyses and parsing in modern text-books is very small compared with that in old fashioned grammars, and even the name 'grammar' is often discarded in favor of "Lessons in English," as in the case of the little book by Marshall & Kennedy,¹ intended for common school use. This book is simple and practical; exercises in writing English are given from the first chapter, and are made clear and interesting. The teacher of lower grades will find it very useful in suggesting subjects and methods for composition work.

Mr. West does not shrink from the word 'grammar,' but his two volumes, English Grammar for Beginners and Elements of English Grammar² have nothing of the old dry-as-dust element. The former book seems to be an abridged and simplified edition of the latter which is intended for boys and girls of from thirteen to seventeen years of age. It may be questioned whether it is worth while putting before school children the arguments for and against phonetic spelling, and if the terms 'umlaut' and 'metathesis' are to be used at all, should they not be more fully explained and illustrated? But a careful teacher can easily pass over, or enlarge upon, such points as these. The books will be warmly welcomed as aids to the accurate study of our language. The questions at the ends of the chapters are excellent and might be used to supplement other text-books. It is a pleasure to see Canadian school books so well printed and bound as these volumes issued in Halifax and Toronto.

Mr. Nessfield's "Historical English and Derivations,"³ is a more ambitious work, and worthy of a longer notice than we can give. The historical outline is more interesting than such a sketch is usually found to be, and the chapters on Sounds and Symbols and 'Spellings' contain valuable information not elsewhere accessible, as far as we are aware, in so concise a form. If the early study of English should be accompanied by practice in writing, it is no less important that its more advanced study should be in connection with a careful reading of our standard authors, and this seems to be an admirable book for constant reference during a course of English literature, chronologically taken up.

This little volume of selections⁴ from our greatest poets is dedicated to Eton and intended primarily for Eton boys, but it will find many readers beyond that limit. The editor's introduction ought to interest all who have ever puzzled over the question how to familiarize boys and girls, during their school days with the best English poetry without making it drudgery and giving a distaste for it which may endure through life. This book may help to answer that question. Few will

¹ LESSONS IN ENGLISH, for the pupils of the common schools, by G. R. Marshall, Principal of Richmond School, and W. T. Kennedy, Principal of Halifax Co. Academy. Pp. 140 N. S. School Series. MacKinlay, Halifax.

² ENGLISH GRAMMAR FOR BEGINNERS. Alfred S. West, M. A., Trinity College, Cambridge. Pages 166. 25 cents. The Copp, Clark Co., Limited, Toronto.

³ ELEMENTS OF ENGLISH GRAMMAR. Alfred S. West, M. A., Trinity College, Cambridge. Pages 288. 50 cents. The Copp, Clark Co., Limited, Toronto.

⁴ HISTORICAL ENGLISH AND DERIVATIONS. J. C. Nessfield, M. A., late Director of Public Instruction, N. W. Provinces and Oudh, India. Pages 284. Macmillan.

doubt the wisdom of appealing to the youthful tastes through the natural magic, rather than the moral profundity of poetry, and that Mr. Morris has carried his theory into practice, and, moreover, that he possesses a fine ear for such magic, is evident, especially in the fourth volume where we are glad to see the fine song of Orpheus from William Morris' 'Jason,' followed by the exquisite melody of Landor's 'Rose Aylmer.' The little book well sustains the reputation of the Golden Treasury Series. E. R.

Kings County Teachers' Institute.

To be held in the Grammar School building, Sussex, Thursday and Friday, September 1st and 2nd, 1898.

First Session—Paper, Blunders in Teaching, T. Allen. Discussion opened by Aaron Perry.

Second Session—Geography, Herbert V. Alward. Discussion opened by J. Menzie. Field Excursion. Public Meeting. Dr. Inch and other speakers expected.

Third Session—Lesson on Grammar and Latin, W. A. Alward, B. A. Discussion by Milton Price, C. Kelly. Paper, How to See, Talk and Write, Miss Laura Horsman. Primary Reading, Miss Ellen S. Raymond.

Fourth Session—History in Lower Grades, Miss Laura Ingraham. Discussion, and perhaps paper, by H. Judson Perry.

Usual excursion rates on Railways.

MILTON PRICE,

R. KING, B. A.,

Sec'y-Treasurer.

President.

ALBERT COUNTY TEACHERS' INSTITUTE.

The 21st annual meeting of the Albert County Teachers' Institute will be held in the school-house at Harvey Corner on Sept. 8th and 9th, 1898.

PROGRAMME.

THURSDAY—First Session, 10 a. m.—Enrolment. Sec'y-Treasurer's Report. Lesson, Physiology and Hygiene, Grade V., Miss M. E. Bray; discussion opened by Miss Mary L. Daly. Lesson, Cube Root, A. C. M. Lawson; discussion opened by T. E. Colpitts, A.B.

Second Session, 2 p. m.—Natural History Excursion, conducted by G. U. Hay, editor of the REVIEW. N. B.—Bring your botanies and magnifying glasses.

THURSDAY EVENING—Public Meeting; Lieut. Governor will preside. Addresses by Chairman, Dr. J. R. Inch, G. U. Hay, and Inspector R. P. Steeves.

FRIDAY—Third Session, 9 a. m.—Roll Call. Reading Minutes. Paper, Grammar, Wm. M. Burns; discussion opened by A. Ryder. Lesson, To Divide One Fraction by Another (Grade V.), Miss M. F. Fillmore; discussion opened by Miss F. Allen. Lesson, Colour, Miss H. B. Atkinson; discussion opened by Miss E. Bennett. A talk on Natural History Specimens and answering questions, G. U. Hay.

Fourth Session, 2 p. m.—Roll Call. Reading Minutes. Paper, Current Events, Wm. Corbett; discussion general. A talk on Natural History Specimens and answering questions, G. U. Hay. Any questions on teaching will be referred to Inspector Steeves and Dr. Inch.

If time permits, Canadian History to Beginners will be discussed.

Election of Officers. Fixing time and place of next meeting.

The usual travelling arrangements have been made on the S. & H. Ry.

As we expect to have a naturalist with us, teachers would add much to the interest and profit of the Institute by taking notes of nature observations in the various departments, with specimens to present to the Institute. These will be discussed as noted above.

Those who purpose attending, please give Miss Mary L. Daly one week's notice.

A. D. JONAH,

MISS ANNIE L. KEIRSTEAD,

Sec'y-Treas.

Vice-President.

N. B. Education Department—Official Notices.

OPENING OF SCHOOLS.—The schools in all districts not having eight weeks' vacation, will be re-opened on Monday, August 15th. In cities, towns and districts having eight weeks' vacation the schools will re-open on Monday, August 29th.

TEACHING DAYS.—The total number of teaching days in term ending December 1898, is 94 for the country and 84 for the city and town districts. *Labor Day is not to be reckoned as a Public School Holiday.*

ENGLISH LITERATURE FOR HIGH SCHOOLS.—Grade IX, Longfellow's *Evangeline*, any edition. Grade X, Select Poems of Goldsmith, Wordsworth, and Scott (W. J. Gage Company, Toronto). Grade XI, Select Poems of Keats, Shelley and Byron (W. J. Gage Co., Toronto); Shakespeare, Richard II. (Rolfe Edition).

NOTE.—The Select Poems assigned for Grades X and XI are in one volume. Price 60 cents. The same book as used last year. The literature for Normal School candidates Class I is the same as for Grade XI. Candidates for University matriculation in July 1899, will be examined in the literature subjects for Grades X and XI.

Education Office,
July 25th, 1898.

J. R. INCH,
Chief Supt. of Education.

Examination for Entrance to the Prince of Wales College and Normal School, P. E. I.

COMMENCING ON THE FIRST TUESDAY IN JULY, 1899.

This examination will be held at the following local centres: Charlottetown, Summerside, Souris, Montague and Alberton.

Subjects for examination:

English—Parsing and Analysis from *Evangeline*, Literature from School Reader, Book VI, to page 214 (the candidate's paper on this subject will be examined as an exercise in dictation.)

History—British History as in Schwitz's History of England, from the first to beginning of Tudor Period, Canadian History as in Clement's Canadian History, first half.

Geography—General Geography, British Empire and North America minutely, Map Drawing; Text Book, Campbell's School Atlas, or equivalent.

Arithmetic—Hamblin Smith's Advanced Arithmetic throughout, or equivalent.

Agriculture—Farmer's First Principles of Agriculture (optional with botany.)

French—Duval's Elementary French Grammar to the end. *Scientific Temperance*—No. 1 Health Reader.

Geometry—Euclid, Books I and II, Geometrical Exercises, Book I.

Algebra—Wentworth's Elementary Algebra, pages 1 to 129.

Latin—The Beginner's Latin Book (Collar and Daniell), *Cæsar*, Book I, Chapters I—XI, instead of extracts from *Cæsar* in Beginner's Latin Book.

NOVA SCOTIA.

Pass List of pupils, in the order of merit, taking and passing the County Academy Entrance Examination at their respective High Schools:

ACADIA MINES.

Lenfest Ruggles, Principal. Candidates, Seven.

- 1, Willie Thomas; 2, Robina Thomas; 3, Ena Ferguson; 4, Arthur Edwards; 5, Arthur Totten; 6, Fred Johnson.

ARICHAT.

D. H. Campbell, Principal. Candidates, Three.

- 1, Clara Alicia Smith; 2, Clancy James Barrett; 3, John William Macneil.

BASS RIVER.

James D. Brownrigg, Principal. Candidates, Six.

- 1, Minnie Ethel Munro; 2, Susie Fulton Fisher; 3, Civilla Milred Fulton; 4, John Gesner Fulton; 5, Kerwin Fulton.

BEAR RIVER.

W. J. Shields, Principal. Candidates, Eleven.

- 1, Loretta Gehu; 2, Laura Lizzie Donohue; 3, Violet Harris; 4, Nellie Bertha Purdy.

BEAVER RIVER.

Bertha Ellenwood, Principal. Candidates, Three.

- 1, Raymond Murray Corning.

BRIDGEWATER.

R. F. Morton, Principal. Candidates, Nineteen.

- 1, Lillian Thompson; 2, Flora Thompson; 3, Hemive Wagner; 4, Carroll Foss; 5, Prescott Duff; 6, Gertrude Feindel; 7, Sadie Morgan; 8, Bradford Reeves; 9, Gertrude Burkett; 10, Lewis Carter; 11, Mabel Simonson.

GREAT VILLAGE.

Geo. H. Sedgewick, Principal. Candidates, Five.

- 1, John Daniel Geddes; 2, John Hilbert Marshall; 3, Ida May Corbett.

HANTSPORT.

N. J. Lockhart, Principal. Candidates, Four.

- 1, Carl Margeson; 2, Marion Shaw; 3, Edward Marsters; 4, Fred Carter.

LOCKEPORT.

Edward E. Mack, Principal. Candidates, Eleven.

- 1, Irene Smith; 2, Cyril Locke; 3, Harry Johnston; 4, Adiva Rowlings; 5, Locke Bangay; 6, Bradford Mills.

MAITLAND.

J. S. Layton, Principal. Candidates, Nine.

- 1, Roy Hall; 2, Maggie Rives; 3, Willie Boyd; 4, Annie Putnam; 5, Stewart Dodd; 6, Laurie Hall; 7, Chedee Russell.

MIDDLETON.

O. P. Goucher, Principal. Candidates, Fourteen.

- 1, Etta Beatrice Anderson; 2, Dora Pauline McGill; 3, Ethel Morris Brown; 4, Everell Austin Lote; 5, Mary Elizabeth Mulhall; 6, Renton Robert Phinney; 7, Elizabeth Phinney; 8, Everett Hatfield; 9, John Ross Howe; 10, Nellie Irene Dennison.

N. SYDNEY.

W. A. Creelman, Principal. Candidates, Twelve.

- 1, Arthur Lane; 2, Katie MacKinnon; 3, Annie Musgrave; 4, Jennie Brotchie; 5, Henry Gallop; 6, Louise Forrest; 7, Arthur Vooght.

OXFORD.

W. R. Slade, Principal. Candidates, Eleven.

- 1, Bessie Nowlan; 2, Don Oxley; 3, Florence McIntosh; 4, Maud McCormick; 5, Lena McCormick; 6, Frank Wood; 7, Annie McInnis; 8, George Hunter; 9, Viva Thompson; 10, Edward Wright; 11, Mina Schurman.

PARRSBORO.

Wm. H. Magee, Principal. Candidates, Sixteen.

- 1, Kate McKay; 2, Cecil Lockhart; 3, Roy Chambers; 4, George Warrell; 5, Theresa Farrell; 6, Alice Moore; 7, Leo Tucker; 8, Dora Smith; 9, Grace Cook; 10, Tilley Price; 11, Don Smith; 12, Fanlein Price.

RIVER JOHN.

Jas. McPhee, Principal. Candidates, Four.

- 1, Hilbert Downing; 2, Smith Rogers; 3, James Thomson; 4, Florence Dwyer.

SPRINGHILL.

Murray McNealy, Principal. Candidates, Twenty-eight.

- 1, Harry Highton; 2, Harry McLean; 3, Alice Swift; 4, Marion Bancroft; 5, Alex. Morris; 6, Fanny Kent; 7, Lydia McKay; 8, Effie Hyde; 9, Slade Bond; 10, Ethel Crawford; 11, Jane Orr; 12, Fannie Newman; 13, Raymond Scott; 14, Harry Ross.

ST. PATRICK'S BOYS.

P. O'Hearn, Principal. Candidates, 15.

- 1, John W. Meehan; 2, Edward A. Coolen; 3, James Dugan Walsh; 4, Wm. F. Healy; 5, Arthur Connolly; 6, James Wilson; 7, John Dunne; 8, George Laing; 9, James Buchanan.

Reports have not yet been received from Canso, Sheffield's Mills, Port Hawkesbury, Mahone Bay, Milton, St. Patrick's Girls' School (Halifax) or Wolfville. The County Academy High Schools will be reported, as usual, in the *Journal of Education*.

Education Office, Halifax, July 23d, 1898.

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Vice-Prin. Normal School, Ottawa.

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W. F. CHAPMAN,
Public School Inspector.

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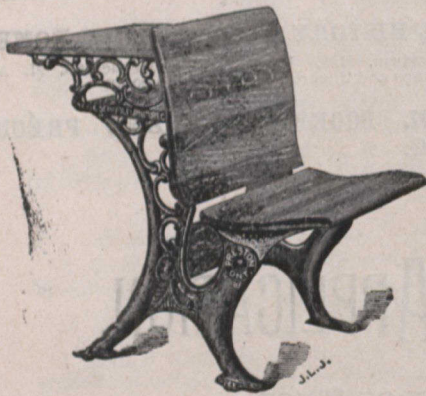
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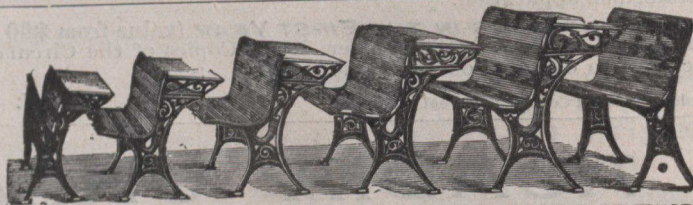
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