

**PAGES**

**MISSING**



# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., NOVEMBER, 1895.

\$1.00 PER YEAR.

G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia.

J. D. SEAMAN,  
Editor for P. E. Island

## THE EDUCATIONAL REVIEW.

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

BARNES & CO., PRINTERS, ST. JOHN, N. B.

## CONTENTS:

EDITORIAL—	101-102
TALKS WITH TEACHERS—	101-103
NATURE LESSONS—	103-106
Clouds II—Mud I.	
CONTRIBUTED ARTICLES—	106-113
Notes on English—N. B. Schools of the Olden Time—	
Subtraction—That Specimen of Analysis—Sketch of Right	
Rev. Dr. McNeil (with portrait)—Some N. S. Schools—	
Ungraded School Work.	
TEACHERS' ASSOCIATIONS—	113-116
N. S. Provincial Association—Queens and Sunbury County,	
N. B. Institute—Westmorland County Institute.	
Question Department—School and College—	117-118
Book Reviews—November Magazines—	118-119

THE reminders that are sent to subscribers this month will, it is hoped, meet with a ready response. The prompt way that our patrons have responded in the past has always enabled the REVIEW to meet its obligations.

THE Superintendent of Education for Nova Scotia intimates that henceforward he intends to publish any new official notices which it may be desirable to bring to the attention of teachers before the semi-annual publications of the *Journal of Education*, in the EDUCATIONAL REVIEW, which he thinks all teachers should endeavor to make a worthy as well as an independent organ of the teaching profession in these provinces. Every teacher with the true professional *esprit de corps* must feel the necessity of keeping in touch with his or her fellow-worker's progress; and if the organ is not up to the mark in any respect, there is a good chance to benefit one's self and others by helping it up; and if that cannot be done, the alleged defect can be particu-

larly pointed out to one of the editors who will naturally be glad to have such hints as may lead to further improvement.

THE University Extension course of lectures has opened in St. John, Prof. Downing and Rev. Dr. Macrae giving parallel courses, to be followed after New Year by Prof. Stockley, and Dr. Murray MacLaren. Rev. Dr. Macrae's lectures on Education and Great Educators, have deservedly attracted great attention from the interest with which he invests his subject. We hope to refer to them at greater length in a future issue.

WEBSTER'S INTERNATIONAL DICTIONARY, which is a thorough and complete revision of Webster's "Unabridged," and is really a new book, approaches most nearly the ideal of what a dictionary should be. Although we have tried to become accustomed to other dictionaries, we have invariably come back to Webster for these reasons: We find what we want in the shortest time; its vocabulary is sufficient; its definitions models of clearness and conciseness; and its methods of indicating pronunciation so plain that they can be taken in at a glance.

A few months ago the REVIEW advocated the formation of a teachers' union similar to that which exists in England. Such a union was formed at the recent meeting of the N. S. Provincial Educational Association.

Teachers have often been grossly imposed upon simply because they were too poor, and were compelled to contest their rights against unreasonable and arrogant parents and partial magistrates. When it is known that there exists a teachers' union each teacher will receive more consideration. Offences against them will be less frequent, and when they do occur they can be appropriately treated. Of course it will be necessary for the union to establish a code of ethics bearing upon the punishing of pupils, and any teacher acting well within this code must be protected. It frequently happens that teachers apply for situations already occupied by other teachers, or perhaps they underbid each other. Such breaches of professional etiquette should receive the attention of the union. There are other fields also open to its operations. We hope to see it such a power for good as the National Union of Teachers in England, where at the last election they sent to Parliament two able representatives from their ranks.



It is to be desired that before the end of another session of the N. B. Provincial Legislature that the qualifications of the teachers' representative to the senate of the university will be modified. It should not be confined to graduates of a university or universities, but should be open to all teachers of say five years' experience. If this or some enlargement of the present qualification is not made, the great majority of the teachers will cease to take any interest in the election, and not a few have advocated that no candidate be selected under present conditions.

#### Conference of N. S. High School Teachers.

In connection with the Provincial Educational Association the Superintendent of Education held two important conferences with the high school teachers. Many of them were hoping for a reduction in the amount of work in the high school course. The desire of every high school teacher to pass as many of his pupils as possible naturally makes him anxious for an easier course of study. Where there is so much competition it is difficult for even the broadest minded teacher to remain unbiassed. Pupils are admitted too young or without the necessary groundwork, and of course many of them fail from that cause,— not necessarily because the course is too difficult.

After hearing the Superintendent's explanations, the inspectors at least seemed to favor the higher standard. Partial relief, however, was promised in the form of an increased number of optional questions at the provincial examinations. All were agreed that six papers for an examination day produced too great a strain upon many of the younger candidates.

#### The Annual School Meeting.

The annual school meeting day in New Brunswick fell this year on Thursday, October 10th. Just why Thursday has been appointed school meeting day is not clear. It would be much better Monday or Friday, than coming in the middle of the week. Teachers very often take the opportunity afforded by the annual meeting to visit their homes, losing Friday, to be made up for on some Saturday. Saturday teaching is never popular, and the attendance on that day is rarely up to the average. By all means let the day for the annual meeting be changed.

It may be well, while speaking of the annual meeting, to refer to a few of the fallacies that are very common in conducting them. It is thought why is it not clear that seven ratepayers are necessary to elect trustees. As a matter of fact only three are necessary, one to

act as chairman, one to act as secretary, and a third to move resolutions which may be seconded by the secretary.

It is very common for trustees, before their full time has expired, to resign at the annual meeting, and for others to be elected in their stead. Such a resignation is not lawful. A trustee may resign only with the consent of his co-trustees and the inspector. It is not unusual for the annual meeting to vote to limit the time during which the school shall be operated—say for six or nine months. Such a motion is distinctly out of order, as that is entirely the prerogative of the trustees.

The secretary of the board is by law the secretary of the meeting. If the secretary does not give bonds, the trustees are his bondsmen. A secretary may be removed at any time by a majority of the trustees, and the secretary is the servant, not the master, of the board. He of himself has no authority to hire a teacher, and cannot collect or pay money without the order of the board. When he retires the school manual, school boundaries and other property of like nature, should be handed over to his successor, and not retained as his own private property.

Appeals to the inspector against the proceedings of the annual meeting should be made immediately after. Fault-finders should go to the meeting to ventilate their grievances and not spend the rest of the year in complaint. This is precisely what they will not do.

#### TALKS WITH TEACHERS.

I have before had occasion in these "talks" to advocate a stronger professional feeling among teachers, and instances in which it seems to be entirely lacking come continually to my notice. In all learned professions a certain etiquette is observed, and any violation of it very properly meets with direct censure.

It is considered non-professional, for instance, for a physician to openly criticise another's mode of treatment or to procure employment under established rates. The same is true of the legal profession. How is it with teachers? How often do we hear teachers openly condemning the work and methods of their predecessors. It is certainly very bad taste, and may well be described as non-professional.

But there is a worse feature than this. Many teachers are given to complaint because of the inadequate salaries often given in rural districts, and yet some of these same teachers are found applying for schools at a lower rate of salary than the teachers in charge, and that in the face of the fact that the same teachers have not resigned. Instances are not rare in which such non-professional conduct has caused the discharge or resignation of the incumbents and the decrease of the



salary paid. Such a mode of procedure merits the strongest condemnation, and makes one wish that matters were arranged more after the method of trade-unions, the members of which, at least, would not tolerate such a line of action.

School trustees in some instances urge that they have a right to put the district up at auction, as it were, and employ the cheapest teachers. It is a good thing for education that all school boards do not think so. What would be the effect if the school boards of the cities should put their schools up in the same way? Take the City of St. John, for example. Suppose its school board put up its schools to tender each year. There is no doubt that teachers could be had to conduct them for perhaps less than two-thirds of the present cost. Would it therefore be wise to pursue such a policy? Argument in favor of such a plan is superfluous, and no intelligent man or woman would advocate it. Yet this is what is being done in some places, and teachers are lending their aid to that which, if generally adopted, would drive every ambitious teacher from the service and prevent all desirable material from entering it.

Many of our teachers are beginning to dread the long winter and the difficulties they will experience in getting through the snow. Let me make a suggestion, especially to the lady teachers. Invest in a pair of snow-shoes. Nothing will give you greater comfort or independence. Many of you know well what it is to walk a long way through the snow to your schools, to reach there wet and cold, to find no fire, or a very poor one, and in consequence to contract a cold which will cling to you for the rest of the winter. Anyone can walk on snow-shoes, and very little practice makes perfect. You can take the most direct route, as the fields are preferable to the roads, and the higher the drifts the more you will enjoy it. If after school hours you wish to go in any direction, bad roads are no impediment, beside there is no exercise more healthful or more enjoyable.

"Wait a little before you encourage a child to paraphrase a stanza from a master into his own halting, hesitating phrase. It is hardly a literary performance." How frequently we find teachers requiring some of the most highly poetic productions of the great authors to be paraphrased by pupils who have not the faintest conception of the depth of meaning contained therein. Is it any wonder that the productions are marvels of absurdity. Be sure that the pupil has a clear conception of the author's thought and then let him tell it in his own language. See that the selections are well within the pupil's grasp.

S.

For the REVIEW.] NATURE LESSONS.

## Clouds—II.

"Yonder cloud  
That rises upward always higher,  
And onward drags a laboring breast,  
And topples round the dreary west,  
A looming bastion fringed with fire."

Tennyson—*In Memoriam*, Pt. XV.

T. What kind of a cloud has the poet Tennyson described in these lines?

S. One of the "heap" clouds—a cumulus cloud.

T. I think you are right. What kind do you think is noticed by Longfellow in his *Christus* where he says:

"See yonder little cloud that borne aloft  
So tenderly by the wind, floats fast away  
Over the snowy peaks."

Longfellow—*The Golden Legend*, Pt. V.

S. Oh, I think that must be one of the low clouds, because it goes fast. It must then be a small portion of the "sheet" clouds from which rain often falls.

Another S. I have seen them scudding over the mountain near us after a storm breaks up, often.

T. Very good. See what you will make of this from Shelley:

"I bring fresh showers for the thirsting flowers,  
From the seas and the streams.  
I bear light shade for the leaves when laid  
In their noonday dreams.  
From my wings are shaken the dews that waken  
The sweet buds every one,  
When rocked to rest on their mother's breast,  
As she dances about the sun.  
I wield the flail of the lashing hail,  
And whiten the green plains under,  
And then again I dissolve it in rain,  
And laugh as I pass in thunder."

Shelley—*The Cloud*, St. I.

S. I suppose that cloud with the fresh showers belongs to the "sheet" cloud kind.

T. Yes; but to a particular variety of it which has been called a "nimbus" or as you may call it, the "rain-cloud." And the drizzling rain that is "shaken" like "dews" is generally a very wide sheeted "stratus" cloud. But is any other cloud referred to, do you think?

S. Yes, I think the "lashing hail" and the laughing thunder would be more likely to come from the "heap" or cumulus cloud.

T. Very likely. Perhaps the "weather" people might call it a "strato-cumulus" cloud if it partook of the character of each kind. But what do you think of this stanza from Scott:

"We often praise the evening clouds,  
And tints so gay and bold,  
But seldom think upon our God,  
Who tinged these clouds with gold."

Scott—*The Setting Sun*.



S. I think the words are very pretty. God tinges the clouds with gold from the sun.

T. Yes, they are very pretty and very true, and sometimes very many colors are got out of the sun to paint them. But we will leave this painting of the clouds for another lesson when we shall be learning something about light and color. And for next week let us see who can find the most references to clouds in poetry. Each bring the passages found, written on paper, telling the author and poem.

T. Let us now try to find out how the clouds are made. Let us make some ourselves, on a small scale, and as we want to examine them, we shall try to tether them so that they may not float away too soon from us.

S. Tether a cloud?

T. Yes. Let us see. Where did you put the glass from the broken window the other day. I told you if it were put away in a proper place where we could get it when we wanted it, we might find it come in very useful. Get a few of the larger pieces and we shall make our clouds rest on the glass. If not exactly tethered to the glass we will find our cloud stick to it for quite a little time.

S. Here are five or six large pieces of the glass.

T. Well, the edges are very sharp, as sharp as a razor. You must be careful not to cut yourselves with them. Now that the pieces of glass are quite clean, will you warm yours at the stove, you warm yours on your cheek, you lean yours up against the cool window pane, and you put yours against the open edge of this window where the cold air is coming in. Then after one minute I shall ask each of you to carry the piece of glass rapidly to your mouth and breathe heavily on it, watching the result. Breathe once. Show the glass. Breathe again, and again. Now show it. What do you notice?

S. The cold glass is covered with a heavy mist, and the warm ones are not dimmed in the least.

T. If you want to get a good mist or cloud on your glass what must you do with it before breathing on it?

S. Make it as cold as we can. The colder one had the most mist on it.

T. Well, the window pane is about as cold as anything we can get here. Will you please breathe on it for some time, and every one who can watch the result.

S. A thin cloud comes on at the first breath. The cloud gets thicker.—Very fine drops are forming all over it.—The drops grow larger. They begin to run into each other.—They are commencing to trickle down the pane.—There is one running in a stream.

T. That will do. You have not only made a cloud, but dew, and a mist, and rain drops. Whence came the moisture and the drops of water you have just seen?

S. They could have come only from the warm breath.

T. Must not the breath have been more than simply warm?

S. It must also have contained the moisture, although we could not see it.

T. Have you noticed a kettle of water boiling on the stove?

S. Yes. The steam rushed out of the spout for over a foot.

T. And you could see no steam just close to the spout when it first came out. You could see just as clearly through it as if there was nothing coming out, but when it commenced to spread in the air it became quite a cloud, only it was fading away as fast as it was forming, or else the whole kitchen would have been so filled with steam you could see nothing.

T. A very good observation. The hot steam in the kettle is just as transparent as air. The cloud came when the hot moisture was cooled a little. And clouds fade away in the same manner if you watch them on some dry days. Now just watch those breathing near the stove. Can you see the moisture in their breath? Now let them go out into the cool air to-day and see what you will notice.

S. You cannot see the moisture in the air breathed out in a warm room, but you can see it if one breathes into very cold air.

T. Now let us take this tumbler of water and put some salt into it gradually. You see it disappears. Can I dissolve all this salt in the same way?

S. No. When the water dissolves all it can, the salt will fall to the bottom and remain visible.

T. Well, now, don't you see that when the air is warm a great deal of water may remain so dissolved in the air that you cannot see it. But if warm air is just as full of moisture as it can be without becoming visible, what will happen if it is cooled slightly?

S. Why, there must be a great number of small particles of water like dust appear in the air.

T. That is a cloud of dust—what kind of dust?

S. Why, of course, water dust. Then mists and clouds and fogs are clouds of water dust?

T. Quite correct. And if the air should be made a little warmer what would happen to the water dust?

S. It would be dissolved again and become invisible. And if you cooled it again it would become a cloud or fog. And if you cooled it more, it would collect into fine mist drops as on the window. And if cooled more into rain drops that would become bigger and bigger the more clouds it fell through.



For the Review.]

**Mud—I.**

Mud! Mud! What's mud?  
 Nothing else to Johnnie Grubb.  
 Pies! Pies! Mud pies!  
 And much more to Johnnie Wise.

T. Which Johnnie are you?

S. Don't know.

T. Oh well, I am afraid it's nothing more than mud to you. But just come out for a few minutes and have a look at the pool on the road made by the rain shower. We shall find plenty of very fine mud on the bottom of it. Now do you think the mud just grew there?

S. No; it came down the road there.

T. Why did the mud come down while the little stones didn't?

S. Because it was finer and lighter?

T. Now here is a little pool which has been dried up. Let us cut the mud through with a knife to see if it is all alike. Now tell me what you see?

S. It is very, very fine over at this edge; but near the upper end and the middle it is very much coarser. There is quite a bank of sand here, and one side of it spreads out finer than the other side. But over all the top there is a very fine layer.

T. Now if this pool should be allowed to dry up quite hard, what would happen?

S. Oh! I know. I have seen it often. The dry mud would crack into a sort of squarish, irregular pieces, sort of honeycomb like.

T. Well, what would happen if another rain shower came on to fill the pool?

S. There would be another layer of coarse sand and very fine mud laid down on the top of the older one.

T. Now, do you find anything else in the mud and sand?

S. There is an old leaf buried up in it here. I think it is a birch leaf.

T. Do you think the leaf grew there?

S. No. A leaf couldn't grow there. It must have grown on a birch tree.

T. And do you think the birch tree is anywhere?

S. It must be. And it cannot be very far away either; for the wind might blow it for a small distance, and the little stream couldn't carry it from farther than that little rise on the road.

T. Very true. Although the leaf is buried up in the mud now, it came not very long ago from some birch tree within sight of us. But as this little pool will have all the mud in it mixed up by carriage wheels or feet passing through it, we shall leave this point for another day, for another pool by the roadside,

which will not have its layers of mud and sand and leaves mixed up or disturbed by anything passing through it. Let us now trace the mud to its source. Where did it come from?

S. It must all have come down from the ground on that gentle slope. It could not have come from any greater distance, as then the water would run the other way.

T. Well then, let us go up the bank from which you think the most of it has come. What do you find here?

S. Ground with stones, some big and some very small.

T. And what is "ground?" Let us pick up a handful or two and a few of every different looking kind of stone or pebble you see, and return to the school house. I am going to put a handful of the ground into a bowl of water, and stir it up to see what the ground is made of.

S. Oh do. Hurrah, hurrah.

T. Now that we are in the school room, you must sit very still and I will give all a chance to see what is done. This bowl of water after I stir the ground into it becomes very—

S. Muddy.

T. I pour the muddy water into this tumbler where it will be allowed to stand. I now add more water to the remainder and stir it up well. What difference is there between the remainder and the original "ground?"

S. The most of the fine stuff has been washed off by the water into the tumbler, and all the little stones and the sand and some muddy water remain.

T. I stir this around well and decant the water rapidly into another tumbler. What remains?

S. Nearly all little stones and coarse sand.

T. I will wash this remainder again and decant the the stirred water rapidly into still another tumbler. What is left now?

S. Nearly all little stones and coarse sand.

T. When the water is allowed to settle a little, and is poured out gently, what portion of the ground was carried away in the water?

S. The very, very fine mud, and all the heavier stuff was left behind.

T. And when the water was agitated strongly and poured rapidly?

S. Coarser mud and sand were carried in the water.

T. Now you see that the mud is settling to the bottom of each of the tumblers; and by to-morrow all the water above will be clear so that we can pour it off. We shall then have a closer look at the finer and coarser thing which make up the "ground." But we



may as well take out some of these washed little stones and see if any of them are made of the same material as the selection of pebbles you have picked from the bank. Here is a softish stone made up of grey and fine grains of sand. It is a sandstone. Have you one in your collection.

S. Yes. That is one, is it not?

T. I have here a stone in which three different minerals appear to be found. One is a sort of pinkish or milky white which I can just barely scratch with the point of my knife. The second is so hard that I can not scratch with my knife and it is a paler white.

S. That's quartz.

T. Right. And the third is dark colored, and is so soft that I can break it up into little shining scales.

S. Mica.

T. Correct. And the first mineral I pointed out is feldspar. Now when these three different minerals are found mixed up in a stone the stone is called

S. Granite.

T. That's it. This small pebble is a granite. Did any of you get a large pebble of granite in the bank?

S. Yes; here is one.

T. Well, you already see that "ground" is made up of small portions of pebbles which in their turn are portions of

S. Great rocks.

T. Correct. But we cannot in this lesson go over all the little stones found in this ground. Here is one of the grains of sand in the bottom of the bowl. What is it?

S. It is a quartz grain.

T. And this one?

S. A feldspar grain.

T. And what is this shining scale?

S. Mica. I suppose the mud will contain finer grains of all these stones.

T. Yes. That is just it. The mud may contain some of every mineral in the bank, perhaps even some gold. It also contains parts of leaves, of trees, grasses, and the like. The mud is richer than any other material you can find. And if we knew all that is in mud we would know nearly everything.

S. That is why mud is also the best thing in the ground to raise good crops of grain and hay and other things, I suppose.

Nearly every conspicuous member of the present French cabinet is a total abstainer—not only from the use of stronger drinks, but also from the use of wine. The experience of France proves conclusively that the use of beer and light wines leads to the immorality of strong drink.

For the Review.

### Notes on English.

Some quaint old-fashioned notions about our language and how to study it may still be found among some teachers. One of them is the notion of the all-importance of parsing and analysis. Another is the notion that English is a fixed and finished language; that "always, everywhere, and by everybody," the same rules and laws and usages have been acknowledged to be the only correct ones for speaking and writing it; and that these rules and laws and usages are those laid down in the school grammar and the pocket dictionary.

On the first of these superstitions something may be said some other time, but at present it is enough to say that it is unfair to blame the teachers for the absurd and sinful waste of time devoted to the worship of these Great Twin Humbugs of our educational Pantheon so long as the provincial examinations put such a premium as they now do on this ridiculous form of idolatry.

There are probably some seventy words in that last sentence. If a pupil of mine were to perpetrate such a syntactical monstrosity, it is altogether likely that a fuss would be made about it. But I don't propose to make any fuss about this specimen. I have just been reading an article by Frederic Harrison in the October number of the *Nineteenth Century*, entitled, "Ruskin as Master of Prose." My impression on finishing the article is that Mr. Harrison agrees with me in thinking Ruskin the greatest master of English prose that ever lived. And now that Huxley and Tyndall and Froude and Newman are dead, I don't know where I would look for a better second among living writers than Mr. Harrison himself. Perhaps it may be as well to mention that this last opinion is not by any means based only on the article cited.

The article is not an unmixed eulogy. There is much praise, but there is also some blame. The latter seems mostly directed against the tremendous longitude of some of Ruskin's sentences. These often run over 200 words, and sometimes up to 280. All the same, Ruskin is "Master of Prose," and if such a dignitary in that line may sin to the extent of a 280-word sentence, it may be pardonable in a humble disciple of his to sin once in a while to the extent of seventy words.

The best cure for the second absurdity mentioned in the first paragraph is a course of reading in English literature. It need not be very extensive, but the more so the better. Punch's cobby discovered the other day that English was a living, growing, ever-changing language by reading the *Pickwick Papers*. He was much taken by "that patter o' Sammy," as he calls it,



But he noticed that Sam's patter was not the same as the patter in vogue among his kind to-day. Here is how cabby states his philological discovery :

"It ain't quite *our* up-to-date kibosh, o' course, But the way as that Sam chewed the rag was just jammy."

We may find fault with the elegance of cabby's language, but he knew something about our mother-tongue, which some of our teachers don't know. When these grammar-fed sages come across something in the language which "ain't quite *their* up-to-date kibosh," they dub it "bad English." Cabby knew better than this, he recognized it as a natural change, due to sixty years' growth in a living language.

\* \* \* \* \*

If any reader of these Notes gets the October *Nineteenth Century* to read the article on Ruskin, I recommend him to read also Prof. Gennadius's article on "The Proper Pronunciation of Greek." He may know nothing of Greek, and care less, but he will find some things well worth reading, marking, meditating and inwardly digesting on the general subject of variation in living languages, and some curious items of information about diverse usages in our own language of to-day.

\* \* \* \* \*

The literature method, as opposed to the dogmatic grammar method, of studying and teaching the laws of our language might be illustrated in many ways. Here is one. Instead of the dull, dry, pedantic rules of the grammar, give the children examples of good English from good writers of English. By way of illustration I will take three instances of common errors—not mere technical or pedagogical errors, but actual sins against common sense and right reason.

If Tom's age is fifteen, and his father's forty-five, the father is three times as old as the son. But instances could be found by the score where this fact—or a similar one—would be put this way: "Tom's father is three times older than Tom." If time and space allowed I could quote lots of examples of this kind of error, not only from the works of men of letters, but from those of men of science. With this form of error

which, by the way, is not confined to the English language—it is probably best to deal by appealing to the pupil's intelligence. But even here he might be given such a passage as this from the third chapter of *The Fair Maid of Perth*: "Here is a cup of wine, Henry, older by half than I am myself." If Sir Walter had made the Glover speak as too many now-a-days write, this would have been "one and a half times older than I am myself."

That is rather a weak instance. The next two are better.

Teachers and text-books have endless bother in getting pupils to use a singular possessive adjective after *each*. In spite of the damnatory clauses of the grammarian creed, young sinners—and old ones too—will persist in saying and writing, "They dispersed, each to their own homes." In the church-yard "Elegy" Gray says :

"Each in his narrow cell for ever laid  
The rude forefathers of the hamlet sleep."

Again and again it is inculcated that the comparative degree is the correct form of the adjective when only two are in question, and again and again the dry text-book rule is violated. If the meaning and the words of these four lines of Byron's were drilled into juvenile heads, I think the result would be more satisfactory :

"You have the Pyrrhic dance as yet,  
Where is the Pyrrhic phalanx gone?  
Of two such lessons why forget  
The nobler and the manlier one?"

\* \* \* \* \*

And now it is borne in upon me that somewhere or other there are some queries which should have been answered months ago. Perhaps I may light upon them before next month, and perhaps some more may come in by that time.

A. CAMERON.

Yarmouth, N. S., November, 1895.

For the REVIEW.

#### New Brunswick Schools of the Olden Times.

BY W. O. RAYMOND, M. A.

(Continued.)

##### EARLY SCHOOLS OF CHARLOTTE COUNTY.

In closing our account of the first schools established in the province, a brief sketch of the progress of education in the eight counties into which New Brunswick was originally divided, may be of interest, and we shall commence with the County of Charlotte.

Among the early inhabitants of this county was Dr. William Paine, a loyalist from Worcester, Mass. In his youth he had as his tutor John Adams, afterwards President of the United States. He graduated at Harvard and subsequently studied medicine in England and Scotland. At the close of the American Revolution he came to New Brunswick and received a grant of LeTete Island (now Fry's Island) in Passamaquoddy Bay. Writing from thence in August, 1784, he describes his prospects in glowing terms.

"My situation I like very much. My lands are certainly well located, and if Mrs. Paine could content herself I should be well pleased. Her objection is that the children cannot be properly educated. This island will soon be a place of consequence and ultimately the principal port in British North America."



It need scarcely be remarked that the Doctor's anticipations regarding the ultimate destiny of Fry's Island have not as yet been realized.

Dr. Paine was one of the members for Charlotte County in the first House of Assembly and his interest in the cause of education was not entirely confined to the future prospects of his own children, as is seen in the fact that in the month of December, 1785, prior to the first meeting of the House of Assembly, he presented a memorial to the Governor in Council praying that a charter of incorporation be granted for the institution of a Provincial Academy of Arts and Sciences. The memorial having been duly considered, it was ordered that the Attorney General and the Solicitor General of the province be directed with all convenient speed to prepare the draft charter for the establishment of the said institution. It would seem that the member for Charlotte was the first instigator of the movement to which we are indebted for the University of New Brunswick. Dr. Paine was also appointed, June 14th, 1786, one of the original Board of Commissioners of the New England Company for educating and Christianizing the native Indians of the province, whose subsequent operations we have already very fully considered in this series of articles. Dr. Paine removed to St. John, and subsequently returned to the United States, but his interest in the cause of education in the early days of New Brunswick should always be named to his praise.

There were, doubtless, private schools established in St. Andrews and St. Stephen almost from the first, and the names of their teachers long since forgotten.

The list of the pioneers in the field of education that will now be given must of necessity be imperfect, but it will serve to preserve the names of at least some of those who, amid difficulties and discouragements, hard for us to realize, toiled on with small recognition of their labors.

We proceed then to consider, first of all, the old school masters who taught under the rules and regulations of the Society for the Propagation of the Gospel. The first of these was Samuel J. Andrews, son of the Rev. Samuel Andrews, rector of St. Andrews. He was appointed in the year 1787, on the recommendation of his father, at a stipend from the S. P. G. of £15 sterling. He acted both as school master and catechist. He was a young man twenty-two years of age and it was understood he was to retain the position until he should enter the ministry for which he was preparing.

In 1790, James Berry was appointed S. P. G. school master on the Island of Campobello, at a stipend of £10 sterling. He removed to St. Andrews the following year and was succeeded at Campobello by William

Green, who had previously taught at St. John. His advertisement copied from an old newspaper, which has already been given to the readers of the REVIEW in a former number, shows that he was an accomplished teacher. He edited the *British American Almanac* printed in 1792 by C. Sower and J. Ryan of St. John, from which fact we conclude that St. John lost her leading mathematician by his removal to Campobello.

In 1806 Rev. Mr. Andrews strongly recommended that a grant be made by the S. P. G. for a school master at St. Stephen, which, he says, "is the largest and most flourishing town in the county." In reply the Society stated "that they will grant a salary of £15 to any person Mr. Andrews shall nominate to be school master." Accordingly, Samuel R. Clarke, son of Rev. Richard Clarke, then living at Gagetown, was appointed to the position. Two years later Rev. Mr. Andrews wrote: "The school at St. Stephen flourished under the care of Mr. Clarke who had more than forty scholars, but he removed last June to his father's to complete his preparation for holy orders, and I was not able to supply his place till the 1st October (1808), when I placed, with the approbation of the district, Mr. Ebenezer Bugbee in the school house, who complies with the directions of the Society, is a good English scholar, of a sober life and conversation, and gives full satisfaction in the school."

About the year 1812 Ebenezer Bugbee removed from St. Stephen and became school master and catechist at St. Andrews. He was succeeded at St. Stephen by William Todd.

In 1818 Albert Robinson was the school master at St. Andrews and David A. Rose at St. Stephen. Mr. Robinson was succeeded at St. Andrews by George Millar in 1823 and Mr. Rose was succeeded at St. Stephen by James McBride in 1825.

Two school masters were appointed on Grand Manan Island in 1822, viz. Cochran Craig and John Snell, at stipends of £15 each, and in 1827 Thomas Redmond was appointed as a third S. P. G. master there.

William Gray, in 1823 was appointed school master at St. George, under the supervision of Rev. Samuel Thomson.

About the year 1820 the Madras or National School System began to prevail very generally throughout the province and the S. P. G. schools, as a rule, adopted that system. The first Madras School in the County of Charlotte was established at St. Andrews, under the supervision of Rev. H. Jerome Alley, D.D., in 1820. It was patterned after the Central Madras School recently opened at St. John and "open to all denominations of persons." The school did not gain a hold upon the people until the system was properly taught by George Millar, in 1823, and a girls' department opened on the same plan, under Mrs. Millar.

At St. Andrews, as elsewhere, the Madras System proved wonderfully popular. The school that just before had a miserable attendance of only about a dozen pupils, on an average, increased to a hundred pupils in the two departments.

Mr. and Mrs. Millar were efficient teachers, having been trained at the Central School, and appear to have given very general satisfaction.



For the REVIEW.]

**Subtraction.**

After reading "Sonny's Schoolin'," that most enjoyable sketch in the last *Century* which I would like every teacher to find an opportunity of reading, I have been wondering whether a plan of mine would be a help to "Sonny."

Having tried tooth-picks, tied in bundles of tens, and hundreds, as well as other groups of objects in similar ways, I have discarded these in favor of using money.

Do not start, dear fellow-teacher. The amount is within your means, certainly just after pay day, and if not, brown paper cents, tinsel dimes and home-made dollars can be brought to your aid. "Real money" is, however, most likely to interest your class. Take the minuend 104 (and what a "knotty" problem that insignificant middle figure causes). Let us consider that we have a dollar bill, no ten cent pieces and four copper cents. We wish to pay George fifteen cents. As we have only four copper cents we cannot give George five. Let us see if we have a ten cent piece we can *change*. As we have not, let us get our bill changed. Have a child do this, supplying ten tens for the purpose. We are still in a quandary. But we can get one of these tens change to single cents. These, with the four we had, make fourteen. We give George five and have nine remaining.

We see we have now only nine dimes. These, with no more, are still mine. Give George his due and we have eight remaining.

The one dollar having been changed, we have to consider it no longer. This method seems to me more easily understood by the children, and then the substitution of larger numbers or different names, as barrels, sheep, etc., is easily made.

M.

For the REVIEW.]

**That Specimen of Analysis.**

It appeared in the July number of the REVIEW, over the signature "Anon," and was the analysis of the second and third stanzas of Gray's "Elegy" as given by "a teacher in one of the Atlantic Provinces." "Anon" asked what the readers of the REVIEW thought of it. As no answer has yet appeared perhaps mine may be acceptable.

In my opinion, the specimen is open to several objections. A sentence given for analysis or parsing should not be changed in form if it can reasonably be taken as it stands; and if any change or addition is necessary, it should be the least possible. Otherwise

we shall be dealing with a different sentence from the one assigned. Thus to alter the language of these lines by introducing the co-ordinate complex sentence "but all the air does not hold a solemn stillness where the beetle wheels his droning flight, etc.," is to make too great a change.

The change is not only too great, but it spoils the sense. The solemn stillness is in *all* the air (of the place), except where the beetle and the sheep are, and except that the owl is hooting occasionally: that is the thought in general. But to say that *ALL* the air does not hold a solemn stillness in certain places is incorrect, not to say ridiculous. It is like turning the sentence, "The whole plain is flooded except where the embankments on either side of the river still mark out its course," into the form, "The whole plain is not flooded where the embankments . . . mark out its course." Any one can see the absurd error.

Again, in this analysis the construction with "save" (except), though completely changed in the second stanza, is retained in the third. To be consistent, the analyst should have made it read thus: And all the air does not hold a solemn stillness in that the moping owl . . . does to the moon complain, etc.

But there is another objection to the form given. If "Save that from yonder, etc.," is "3 c<sup>1</sup>," then it is subordinate to "c"; and in that case we have the following nonsensical proposition: "But all the air does not hold a solemn stillness save that the moping owl does to the moon complain."

Another mistake in this remarkable specimen is seen where the first two lines of the third stanza are marked "adv. of reason." If this were correct, then in the sentence, "They all thought it wrong except Mr. P.," the words "except Mr. P." would be adverbial of reason.

The more correct general analysis would be as follows:

- A. (Prin., co-ord. with B) Now fades . . . sight.
- B. (Prin., co-ord. with A) [And] all the air . . . holds.
- 1 b<sup>1</sup>. (Subord., attr. to "all the air.") Save where the beetle . . . flight
- 2 b<sup>1</sup>. do. [And] save where drowsy . . . folds.
- 3 b<sup>1</sup>. do. [and] save that, from yonder . . . complain of such.
- b<sup>2</sup>. (Subord., attr. to "Such persons") as [= who] molest her . . . solitary reign.

It may perhaps be left an open question, whether "all the air" is to be taken as the subject, and "a solemn stillness" as the object of the verb "holds," or *vice versa*.

SYNON.



**Right Reverend Neil McNeil, D. D., Ph. D.**

ROMAN CATHOLIC BISHOP OF NELOPOLIS AND VICAR  
 APOSTOLIC OF ST. GEORGE'S, WEST COAST OF  
 NEWFOUNDLAND.



Bishop McNeil was born at Hillsborough, in the Parish of Mabou, Inverness County, Nova Scotia, November 21st, 1851. His parents, both of whom are dead, were Malcolm McNeil, Esquire, of Hillsborough, and Ellen, eldest sister of Honorable Mr. Justice Meagher, of the Supreme Court of Nova Scotia. On his paternal side he was descended from Roderick McNeil, a native of Barra, Scotland, and on the maternal side from Daniel Meagher, a native of Kilkenny, Ireland, both of whom settled in the Parish of Mabou early in the present century.

Bishop McNeil received his primary education in the Hillsborough school. In the fall of 1870 he entered St. Francis Xavier's College at Antigonish, N. S. In 1873 he was sent to the College of the Propaganda, Rome, where he studied for six years and a half. After a distinguished career there, he was ordained priest on April 12th, 1879, in the Basilica of St. John Lateran by the late Cardinal Patrizzi, and in June of the same year he received the degree of Doctor in both philosophy and divinity. He took a post-graduate course at the University of Marseilles, France, devoting special attention to astronomy and higher mathematics. He returned to Nova Scotia in 1880 and joined the teaching staff of St. Francis Xavier's College, of which institution he was also vice-rector. In 1881 he became editor of the *Aurora* newspaper. In 1884 he became rector of St. Francis Xavier's College. In 1891 he was appointed parish priest at West Arichat, and a year later was transferred to Descoussé. He was promoted to the

episcopate in September, 1895, and consecrated at St. Niman's Cathedral, Antigonish, on October 20th, of the same year.

Bishop McNeil has been identified with education in Nova Scotia for fifteen years, and during all that time he was an influential factor in its progress. As rector of St. Francis Xavier's College and principal of Antigonish County Academy, he revolutionized education in the eastern counties, particularly in Antigonish. The fine college buildings there are a monument to his energy and self-sacrifice. As a member of the committee on the course of study, and as a provincial examiner, he assisted to elevate the standard of high school education in the province.

He won the highest esteem of his educational collaborators in the various educational spheres in which he was engaged by the cleverness of his views, his force of character, and the gentleness of his manner. Profoundly pious and sincere, most tolerant and generously cultured, we predict for him yet higher honors in his Master's service, while we regret the loss to his native province of his generous labors.

For the Review ]

**Some Nova Scotia Schools.**

Recently we had the pleasure of visiting some of the schools of Antigonish, New Glasgow and Pictou. In Antigonish there are, besides the college and the academy, two common schools, with three departments in each. The grades in each of these schools are about the same. Mr. Patton has charge of one and Mr. Summers of the other. There are also three departments for girls in charge of Sister Margaret, of the congregation of Notre Dame. Here the most of the work is academic, and the pupils have the advantage of lecturers from the college. The majority of the young ladies in the senior class take Latin as one of their studies, although it is an optional subject. Everywhere there were evidences of thorough drill, of neatness, and of good order.

A large wing has been added to the college recently. Standing, as the college does, on a commanding and beautiful site, it is now a most imposing structure. Adjacent are the editorial rooms of the *Casket*. Here we found Mr. J. A. Wall, now a lawyer and a brother editor, but the same as when we last knew him, as logical and as accurate as when he labored to make the boys of St. Mary's school comprehend the definition of "word" as given in one text-book on grammar.

At New Glasgow we found one of the finest school buildings in the province. We admired particularly its finish, its modern laboratory, and its system of heating



and ventilation. Its high school draws pupils from a constituency (including the villages immediately around) of 12,000 people. It is therefore destined to take a high position. As it is situated in the centre of a large manufacturing community, might it not be well for this high school to turn its attention in the direction of technical training and leave the higher scholastic work to Pictou academy, which is now so accessible by train. A well-equipped laboratory and a good manual training school, including the modified Sloyd, forge work, wood and iron turning, and industrial drawing and designing, would help to give and retain to New Glasgow its supremacy as the manufacturing centre of Nova Scotia.

We were too late for the high school classes, but we had the good fortune to hear Principal Soloan discourse German, with a small class, about as fluently as if he were a native of Vaterland. An eighth grade class taught by Mr. McKenzie showed remarkable proficiency in English grammar. The discipline was perfect. The Smead system of heating and ventilation is in operation in this school and it gives perfect satisfaction.

Early on Friday morning we visited Pictou academy and spent a very pleasant forenoon with its teachers and pupils. Mr. Moore, a graduate of Dalhousie, conducted a class in zoology. His pupils dissected an earthworm, and they did it very neatly. Mr. Robinson, who in his botanical knowledge of Pictou county has no equal, gave a lesson on the cellular structure of the lower plants, using microscopes in his demonstrations. We doubt whether such excellent laboratory work in biology can be duplicated in any college in the province. While the colleges give so little attention to this vital subject, Pictou academy is perhaps justified in continuing to do Grade A work. Other academies are relegating this grade to the colleges, but here we have a most interesting class of twenty-two in the fourth year. We found laboratory methods also in use in English composition as taught by Mr. Oliver, and Latin as taught by Principal McLellan. It was delightful to see the enthusiasm of the teachers and the earnestness of the pupils. In 1894 the academy obtained the high percentage of fifty of all grades applied for. We do not yet know the results for 1895, but we venture to predict a still higher percentage for 1896.

How changed the scene on Saturday morning,—the academy building in ashes,—the teachers worn out with their efforts to save the collections,—and the pupils, some of them, in tears! At twelve o'clock at night the building was struck by lightning and destroyed.

Another and much finer building, with all the modern improvements, will rise on the same site. In the meantime, though laboring under great disadvantages, the classes will be continued in temporary quarters.

Halifax, N. S.

### Ungraded School Work.

[Read before the Westmorland County, N. B., Teachers' Institute by Miss H. Willis.]

It needs but a glance from even a careless outside observer, to see that the work of the teacher of the ungraded school is necessarily much more difficult than that of the graded school teacher, arduous as that is and ever must be.

Perhaps one of the chief reasons for the difficulty of the work, is the great number and variety of exercises required for seat work,—exercises which must have some definite and important object in view, necessitating earnest forethought and careful preparation on the part of the teacher, as well as revision and correction. To keep the children busy, and even in a measure profitably employed, is not in itself an altogether easy matter. But the problem is a more difficult one than that; it is (as I view it) how this seat work may carry on the work begun by oral instruction, and not only carry it on, but have in it that element which shall lead the child to push on and investigate for himself, and make him, what he of necessity must or ought to be, at least for the greater part of the time, his own instructor. Indeed if we accomplish nothing further than to teach a child how to study—make a student of him—we have done more for him than years of personal instruction and pouring in of knowledge could ever effect. But, added to this difficulty of seat work, we have so many classes that must come under direct instruction—instruction that must be of as concise and far reaching a character as possible, as the time is short and precious where the classes are many and various—and, even then, the class in hand cannot always have undivided attention, for those at their seats often require a vigilant oversight.

When we ungraded school teachers visit the graded schools and observe the finished work, how apt we are to grow discouraged and faint-hearted at the thought of the seeming uselessness of attempting the herculean task of bringing the ungraded school up to the high standard of the graded school in every particular. I would here enter a plea on behalf of the ungraded school teachers, whose work when viewed superficially, seems rather to call for severest criticism, than the sympathy and praise which it not infrequently merits. For, be it remembered, that while graded school teachers become or are in a measure specialists, we must cover the whole ground. And yet it sometimes happens that when ungraded school pupils go up for matriculation, they do better work than those from the graded schools. Perhaps we have heard no sentiment so often expressed as, "No two faces are alike," neither are there two persons constituted alike, yet if the graded school teacher be



not watchful he is apt to lose sight of this very important fact, and vainly try to mould and turn them out, so to speak, alike. Now, we all know, that what is easy for one child, is exceptionally hard for another. For instance, one child may be bright in arithmetic and a pupil at his side find it impossible to make any advancement; yet children are often kept back for one or two subjects for which they have no aptitude and so lose the chance of development where they may have real talent. "The school was made for the scholar, not the scholar for the school," is a truism. While there is no system of teaching under the sun perfect, there is none that has a right to have laws or rules so unbending as to have no opportunity for the full development of the individuality of both teacher and pupil. In the ungraded school both teacher and pupil have fuller opportunities for this development, because the pupil is necessarily left much more to the exercise of his own tastes, and the teacher to her own discretion. This leads me to the troublesome question of grading or classifying in ungraded schools. I would not have you think I undervalue any subject on the course of instruction. I hope I fully appreciate the value of each. But here a difficulty arises in our grading system. A child is not up to the standard in one or more subjects and perhaps beyond it in others. Now, what is to be done? It would appear he ought not to go on, and really, he ought not to stay behind. I, for one, fail to see the benefit of keeping a pupil back because he is behind in one or even two subjects, for it is simply impossible for all pupils to be equally advanced in all subjects.

Take arithmetic, one of the most, if not the most backward subject in country schools. I have found while some children with a given amount of explanation and instruction could recognize the principles involved, and understand the operations thereon, and do good work; others, with double, yes, ten times the amount of help fail to grasp it at all intelligently. The fault is, apparently, not in the teacher, nor, truly, is it in the child, for I believe mental deficiencies are as much inherited as physical infirmities. Therefore, while striving to develop in every department, I would advocate special aid where the child has natural ability. To economize our time we must have as few classes as possible, and yet to follow no definite rule in grading our school would result in an increased number of classes and complications generally. And yet where are we to draw the line; for draw it we must, and follow the prescribed system in spirit, if not in letter, we must. The teachers who preceded me in the schools in which I have taught, have apparently wrestled with the same

difficulty, for I have found children reading in the fifth book who could scarcely work long division, much less solve simple little problems involving the fundamental rules. I am sure I speak for at least the inexperienced ungraded school teacher, when I say we would like all the light and assistance that this institute can possibly give, to help us to see the best possible classification under the present system.

Arithmetic is one of the principal subjects to be considered in classifying, and it is a subject which is lamentably behind in ungraded schools (at least I have found it so). There appears to be too much mechanical work. Perhaps lack of sufficient time has led to this result, but it is to be regretted. For what value is it to a child to know that 9 times 6 are 54, if he cannot apply it and tell you what 9lbs. of sugar would cost at 6 cents a lb.? It seems very slow work sometimes, this process of leading a child to think and reason for himself, and I am afraid with the pressure of work we hurry, and thus defeat the wished-for result, by doing too much of the work ourselves. I am afraid also that even our practical work has not enough variety. We do not supplement our text book enough with original devices and questions to develop their reasoning powers to the extent possible, for even so-called practical questions oftentimes become merely mechanical ones from too intimate acquaintance. I think, perhaps, if our primer and junior classes received more attention in this regard, there would be less trouble in the advanced grades. Composition is another subject to which I should like to refer. It is a subject to which we can scarcely attach too much importance, for, taken in its full signification, it means broad culture. It is a very practical subject, for it includes so many departments of the work, from its mechanical arrangement and execution to the subject matter under consideration. Language lessons or oral composition should begin with the first day of school, and should assume written shape as soon as practicable. This work should become more comprehensive as the child advances in the grades. To be able to express one's thoughts clearly, correctly, and in the best possible taste, either verbally or in writing, is an art only to be acquired, in most cases, by constant practice and persistent effort, both on the part of the teacher and child. It is strange but none the less true, that despite the fact that the parents complain that our work is not practical enough, and, that, while all are agreed, that there is nothing more useful to the pupil than that he be an adept as a letter writer, we find that our pupils fail to bring composition required as home work, giving as a reason that their parents do not see the good of it. Who



among us is strong enough to help educate public sentiment on this and many other points.

It is pleasant of course to have our school well spoken of as orderly, well classified, proficient, etc., but let us not forget, that after all the chief aim is to strive to train our pupils to be useful, thoughtful men and women. One of the chief works of the teacher is to train a child in character building, for this is an essential part of a child's school work and the teacher who fails to recognize this fact and act upon it, fails in making her work a success to a great extent. In summing up let me say that I believe as a class, we teachers belittle our own profession. We often complain that our work is not valued more highly. It is because we set out with the false notion that we can be paid for service rendered. No true teacher can ever be paid in money for work done in fulfilment of high ideal. "He that goeth forth and weepeth bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him." When the teacher of the country school enters the school-room each morning and encounters there difficulties unknown to many of her colleagues of the graded schools, often because the home life of the child is not a healthy one, let her not be discouraged if her ideal of the true result of her work be not the large account at the savings bank for herself, nor the mere acquisition of book knowledge for her pupils. She will see in the children before her, those whom she has led to breathe a purer air and see a broader view, and despite the fact that she may not stand high with inspectors and trustees, she will feel in her own glad thought, that God will look on her work and say, "It is very good." To the parents of the children she may do much to usher in the day of the larger heart and the kindlier hand; and many are the records of teachers, who with their wider sympathies, have done indeed among their employers the work of an evangelist.

But there will be many say, this is all unpractical; we wear out body and brain and we have grievances to be redressed. So we have, but let us not forget that much rests with ourselves. When we go to work again and the glow of enthusiasm gained by seeing each other dies, we wake as from a dream to the fact that:

"Only in dreams is the ladder thrown  
From the lowly earth to the topmost skies,  
But the dream departs and the vision flies,  
And man awakes on his pillow of stone."

The hard reality lies before us, but we go with quicker step and lighter heart if we think more of the real usefulness of the life to which it has pleased God to call us, and less of the many difficulties which often extort the cry, "Wherein lies the good."

"No stream from its source,  
Flows seaward, how lonely soever its course,  
But what some land is gladdened;  
No star ever rose or set,  
Without influence somewhere."

No life can be pure in its purpose and strong in its strife, and ALL life not be made purer and stronger thereby.

#### Nova Scotia Provincial Educational Association.

The most interesting and most important educational event in Nova Scotia for the last year or two was the assembling of two hundred and fifty teachers at Truro to discuss the various changes made since 1892 and the fundamental educational principles which seem for the time being to prevail among our educationists. The meetings extended over three busy days—the 16th, 17th and 18th of October. There were three sessions each day, during which papers were read and discussed and much business transacted.

At the opening session the Superintendent of Education was presented with an address and a handsome gold-headed cane.

In his opening address he referred to the various criticisms that had been made upon his administration, but he showed how they could easily be made to answer each other. He referred with pride to the increasing interest in education, as shown by the very largely increased expenditure for school buildings and teachers' salaries. The efforts that have been made to improve teachers professionally would naturally disturb some of them, but the general effect proved that the stimulus was much needed and most wholesome.

Principal Miller, of Dartmouth, made a very able plea for the establishment of a provincial reformatory in which incorrigible children now on the road to ruin might have all the benefits of a good home and thus be saved to society, and at less expense than they would be to the state if left to become criminals. The superintendent and inspectors were requested by the Association to collect information as to the need, benefit, and best mode of conducting such an institution.

Prof. Lanos, of Halifax Academy, read a lengthy paper on the teaching of French, in which he recommended, (a) reading with correct pronunciation, (b) translation, (c) grammar confined to the passages translated, (d) grammar review of paradigms and exceptions, (e) conversation on passages read. He thought it most desirable for the Acadians to master English, but he expressed the opinion that this could be more easily done by having them first learn French well. This opinion was endorsed by the Association, though many seemed to doubt its correctness. Father Parker spoke most eloquently in favor of having authorized French books at least in reading and grammar. It was a novel and pleasing feature of this Association that Prof. Lanos read his paper in the French language.

Inspector Roscoe demonstrated the benefits of institutes to teachers. He would have the province divided into thirty-six sections. In each of these an expert, assisted by the best local teachers, would conduct an



institute for one week, with compulsory attendance for untrained teachers. Inspector Morse followed showing how much good had been done by the institutes in his own district. The Association passed a resolution calling the attention of all inspectors to this important subject.

Dr. Hall dealt with the Herbartian principles of concentration. All subjects of knowledge are so related that any one of them can be neither efficiently nor economically taught if its relations to other subjects are not constantly kept in view. Attention to this principle would solve the difficulties arising from multiplicity of subjects in the course of study. The new and all important science for the teacher is that of child study.

The subject of manual training was ably handled by Mr. Nelson H. Gardner, of the Halifax Manual Training School. Mr. Gardner's maiden effort showed him to be a man of modesty, good sense, and a pleasing speaker. He advocated manual training as a disciplinary study of special value—broader in its effects than other studies and supplementing them where they were weak.

The public meeting in the evening was very largely attended. Dr. Forrest, the first speaker, found that each year brought to the colleges a higher grade of students. He would simplify the course of study and improve the text-books, especially by reducing their bulk. He paid a glowing tribute to the enthusiasm and ability of the leading teachers—of the teachers as a body.

He was followed by Father Parker, who claimed that he represented an important factor in our civilization—the Acadian-French. He was much pleased with the consideration shown to them by the Association. His fine voice and stirring eloquence gained the favor of the audience even when he asked for his clients such special privileges as that of French text-books as the readiest means of emancipating them from the pains which is now so disadvantageous to them.

President Allison, ex-Superintendent of Education, was warmly welcomed by his former constituency. His own experience in connection with the education of the province enabled him to speak authoritatively and approvingly of the recent changes which showed that the teachers and pupils had no better friend than his successor.

Dr. Chisholm, while looking upon the course of study as a necessary compromise of conflicting opinions, yet expressed his full sympathy with the public school system of which he was himself a product. He was a clear, logical and convincing speaker.

Premier Fielding pointed with pride to the platform representing every class and creed in Nova Scotia working in the educational field with the utmost harmony—an object lesson to every other province. As a public man he heard various criticisms on the school system, but he usually found that they effectually neutralized each other. He would like to have more attention paid to civics so that the pupils might know their own country better and have more faith in it.

One of the speakers paid a most fitting tribute to the modesty, moral worth and efficiency of the late Inspector Condon, whose striking form and harmony producing tendencies were so much missed.

The principal paper of the second day was that of the Superintendent of Education. It was an elaborate defence of the modern broadened curriculum which was shown to be more natural and better adapted to modern conditions than the old, and therefore when properly taught more easily assimilated. The acquisition of the fundamental principles of science which brings the pupil into harmony with his environment is, under the intelligent teacher, a stimulating and recreative rather than an exhaustive study. A natural system of all-round practical studies produce a much healthier development of the whole man than can be obtained under the partial, artificial system now happily passing away as fast as trained teachers are coming in.

Before a pupil is asked to make a choice of his life vocation he has a right to be allowed to look upon the horizon of knowledge from all sides so that he may be enabled for his specialized studies to turn in the direction in which his genius from its wider outlook may find the best conditions for its successful exercises. Other countries are progressing in the same direction. Nova Scotia must not take a second place. In some respects she has anticipated the most progressive.

The multiplicity of subjects in the course of study seems formidable but it does not represent more work where correlation and concentration of studies are properly understood.

Dr. Chisholm considered that the course of study was a lasting monument to the skill of those who had framed it. He emphasized the desirability of having a course that would develop mental power rather than a wide range of knowledge. The classics had for centuries been proved to be the most potent factor in human culture and should therefore hold the place of honor in the curriculum.

Principal Calkin held that specialization of studies should not begin until the college is reached—although local environment might be allowed to have its influence. No one subject is properly understood unless seen in its



relations. The teacher and not the subject taught is the chief factor in developing mental power. The written examination system, though not the best test of the pupils' acquirements, is yet over a large area the only practicable test.

Admirable papers were read by Miss Smith on the love of the beautiful as developed by drawing, by Miss King showing that Tonic Solfa is the best musical notation for popular use, and by Miss Patterson showing that kindergarten principles underlie and vitalize all teaching worthy of the name.

Prof. Haley, of Acadia College, read a paper on Science before the high school section. By the study of science we acquire that mental attitude that enables us to discover and accept truth and to detect error. Our senses are developed, our powers of observation increased. We learn to reason inductively, to collect facts and to generalize. In short we cultivate the mental processes most used and most serviceable in the conduct of life, and all this while we are storing our minds with useful knowledge and training a rational memory not a memory of mere words.

Professor Macdonald having collected opinions of forty five leading educationists, came to the conclusion that the academy teacher of the future should be a college graduate with a minimum of two or three years' experience and a normal school training. He would then command the respect of the school boards and be largely consulted by them.

A valuable discussion on the benefits and methods of nature studies was introduced by Principal Campbell. The child should study things, not names. Teachers should not be mere lesson hearers. They should not use text books in their recitations. Classes should be led out sometimes into the fields that they may get clear fundamental conceptions as a basis for a constructive imagination.

The only school commissioner of the province who availed himself of the new regulations admitting the laity into the councils of the teaching profession, was Mr. McKerron, of Halifax. Throughout the various sessions he contributed largely to the success of the discussions. In describing the ideal product of the common schools, he laid great stress upon the teaching of independent thought in place of memory and cram, upon accuracy, but especially upon the teaching of morals.

He was followed by Principal Lay in a paper so rich and racy that we must give our readers the pleasure of perusing it entire, as it defies condensation.

Prof. W. C. Murray showed that the nature of the child's moral development depended largely upon his

environment. Let this, therefore, be controlled so that the child in his earliest years at least may see and hear as much as possible of the good and the true and the beautiful. In the school-room if not elsewhere the teacher has control of this matter. The school is society in miniature. Text-books on morals are not effective. Ideas of morality should be conveyed through stories, biographies and histories, which inspire to right and noble action. But above all the teacher must always and everywhere be the living example of all that he would inculcate.

On the score of morality Inspector Maclellan made a strong plea for handsome school-rooms and well-kept school-grounds. He proved by examples that rude children become polite and considerate, simply as the result of improved surroundings.

Inspector Craig's ideal "Teachers' Paper" was very well conceived and very suggestive to the editors of the EDUCATIONAL REVIEW. To a great extent this happy picture might be realized if teachers generally took the REVIEW, paid for it regularly and made it the medium for giving as well as receiving professional instruction and educational news.

Principal O'Hearn outlined the plans of superannuation adopted elsewhere for the benefit of teachers and suggested the appointment of a committee to formulate a scheme applicable to Nova Scotia. It was the general opinion that the teachers should, with the assistance of the government, provide a superannuation fund.

The above outline of the doings of the Provincial Educational Association of Nova Scotia is necessarily brief. No previous association of teachers in the province had such a good attendance, showed so much interest, worked in such harmony, or did so much for education as this one.

The papers and discussions upon them will be published in full with fine portraits of as many as possible of the chief speakers.

#### Teachers' Associations.

##### QUEENS AND SUNBURY, N. B.

The annual meeting of the Queens and Sunbury Counties Teachers' Institute was held at Gagetown, October 3rd and 4th, in the Grammar School Building.

In the absence of the president, Inspector Bridges opened the first session. Twenty-seven teachers were enrolled as members of the institute. After the usual routine business the institute took up the consideration of a paper on "The Teaching of English Literature," by Miss Lida Palmer, B. A. Miss Palmer being absent, Inspector Bridges read the paper. It created a lively



discussion, led by Dr. Philip Cox. This was followed by Miss Nellie M. Taylor's five minute paper entitled "Lead the Pupil to Think for Himself," which was greatly appreciated.

The second session was opened with Miss Rossborough's paper on "Physical Culture in Schools." This paper was well received, and was followed by a lengthy discussion, led by Inspector Bridges. Mr. A. B. Maggs, B. A., read a paper on "The Importance of Teaching Current Events." This created an animated discussion, led by Miss Edna Heustis.

At the third session a paper on "Geometry" was to have been read, but the author of this paper followed the example of another who had promised a paper on "Map-drawing," and without explanation absented himself from the institute. After expressions of regret at the non-appearance of the paper, the question box was passed around and generously filled. An interesting and instructive discussion was called forth by the questions, which were very much to the point. Rev. McNeil Lauchlan was present at this session, and being called upon addressed the institute very ably. A vote of thanks was tendered to Dr. Cox for his able assistance in all the sessions. He participated in all the discussions, and the teachers expressed themselves as being greatly benefited by the wise and eloquent addresses of one so experienced and so successful in educational affairs.

Despite the small attendance and the shortening of the programme, through the neglect of certain of the teachers to fulfil their promises, this session of the institute was very pleasant and profitable. It is high time the teachers of Queens and Sunbury had begun to awake to the value of the teachers' institute. The parishes of Cambridge, Johnston, Brunswick and Wickham were not represented at all, and only three of the parishes in Sunbury sent teachers. The executive committee earnestly urge larger attendance for next year. The committee for ensuing year is: H. H. Bridges, B. A., President; Miss Annie Briggs, Vice-President; A. Bowman Maggs, B. A., Secretary-Treasurer; additional members, Miss Annie E. Weston and Miss Janet Rossborough. The institute meets again at Gagetown, September 17 and 18, 1896.

A. B. MAGGS, *Secretary.*

#### WESTMORLAND COUNTY, N. B.

Eighty-seven teachers attended the eighteenth annual meeting of the Westmorland County Teachers' Institute which was held at Port Elgin on Thursday and Friday, October 3rd and 4th. President Geo. J. Oulton delivered a short address, in the course of which he pointed out the danger of teachers falling into ruts and

of being too ready to follow the opinion or idea of some leading mind instead of thinking for themselves. Mr. C. E. Lund, of Sackville, then took up the subject of "Mental Arithmetic," and by the aid of several of his pupils showed how the subject might be made a means of recreation as well as a benefit to the pupils. Very many of the short methods of multiplication were explained. At the close of Mr. Lund's work the subject was discussed by Messrs. Wilbur, O'Brien, Oulton and Anderson, Misses Barton and Moore, and Mrs. Gross.

At the Thursday afternoon session Mr. W. M. Black, of the Male Academy, Sackville, read a very interesting paper on "Civics," which was spoken to by the President, and Messrs. Downey, R. B. Anderson and Wilbur. After the close of the discussion Mr. R. Boyd Anderson read a carefully prepared paper on "Text Books— their use," which was spoken to by the President, and Messrs. Wilbur, Allen and O'Brien.

A public meeting was held in the Public Hall, at which addresses were delivered by Messrs. Oulton, Wilbur, Reys, J. E. Brown, of Moncton, and Thomas, of Bay Verte. Some choice musical selections were given by the musicians of Port Elgin aided by Prof. and Mrs. Watts, of Moncton.

At eight o'clock on Friday morning the members of the institute made their way to the site of old Fort Moncton, where Mr. R. Boyd Anderson and others pointed out the graves of those of the garrison who had been killed by the Indians during the year following its occupation by the English. Mr. Anderson then read a paper giving an account of the surrender of the fort by Col. Winslow and of the events following.

After returning from the fort an excellent paper on "Ungraded Schools," was read by Miss H. Willis. The institute was so pleased with the paper that the executive were ordered to have it printed in the REVIEW. The paper was discussed by Lund, W. Anderson, Wilbur, and others. Mr. F. Allen, of Shediac Grammar School, then read a paper on "Physics," which was spoken to by Oulton, Downey, and Wilbur.

At the last session on Friday, the institute divided into two sections, advanced and primary, led respectively by Mr. O'Brien and Miss Barton.

The primary section discussed Kindergarten Methods, Reading, Spelling and Vertical Writing. While the advanced dealt with Home Preparation of Lessons, Natural Sciences, etc.

The following were elected officers for 1895 and 1896: President, Amos O'Brien, Salisbury; Vice-President, Miss J. Moore, Shediac; Secretary-Treasurer, Frank Allen, Shediac; additional members of executive, Mr. G. J. Oulton, Mrs. Mary Fawcett, Moncton.

Taken as a whole the institute was the most successful ever held in the county.



QUESTION DEPARTMENT.

W. T. C. Simplify

$$16 \left\{ \frac{1}{5} - \frac{1}{3} + \frac{1}{5^3} - \frac{1}{5} + \frac{1}{5^5} - \frac{1}{7} + \frac{1}{5^7} + \dots \right\} = \frac{4}{239}$$

$$16 \left\{ \frac{1}{5} - \frac{1}{3} \times \frac{1}{5^3} + \frac{1}{5} \times \frac{1}{5^5} - \frac{1}{7} \times \frac{1}{5^7} + \text{etc.} \right\} = \frac{4}{239}$$

$$16 \left\{ 2 - \frac{1}{3} \times 2^3 + \frac{1}{5} \times 2^5 - \frac{1}{7} \times 2^7 \right\} = \frac{4}{239}$$

$$16 \left\{ 2 - .0026666 + .000064 - 0000018 + \dots \right\} = .016736$$

$$16 \left\{ .200064 - .0026685 \right\} = .016736$$

3.141592

NOTE. The three dots near the end of the first line mean that the terms might be carried on infinitely. Thus the next terms would be  $\frac{1}{9} - \frac{1}{5^9}$ , next  $\frac{1}{11} - \frac{1}{5^{11}}$  and so on, but these terms become of so little value that they may be neglected.

J. M. A merchant in Toronto purchased a draft on New York for \$2660, drawn at 60 days, paying \$2570.89. What was the course of exchange?

If \$2660 gives \$2570.89, \$1 would give \$.9665. The bank discount of this would be  $$.9665 \times \frac{60}{360} \times 100 = $.010009. Therefore the course of exchange is  $$.9665 + $.010009 = $.976509$  . . . $.0234 per cent.  $$.9765 = $.0234$ . Therefore the discount was  $$.0234$ .$

G. E. S. — Two cisterns of equal dimensions are filled with water, and the taps for both are opened at the same time. If the water in one will run out in 5 hours and that in the other in 4 hours, find when one cistern will have twice as much water in it as the other has. Suppose each cask to contain 20 gallons.

Then the first would lose 4 gals. per hour and the second 5 gallons.

Therefore  $20 - 4x$  hours = twice  $(20 - 5x$  hours.)

$20 - 4x$  hours =  $40 - 10x$  hours

$20 = 6x$  hours

$3\frac{1}{3}$  = number of hours required.

NOTE.—This problem is algebraic and should not be found in a book on arithmetic unless algebra and arithmetic are treated together as they should be from the 7th or 8th grades up.

“Good order is as creditable to a teacher now as ever, but there is a difference of opinion as to what constitutes good order.” The stillness of death is not good order. It is repressive and unnatural. The military precision movement is not necessarily good order. Good order is that quiet, unobtrusive, natural process of setting about work, where the pupil is not unduly restrained, yet with her freedom does not become idle, interfere with her classmates, nor annoy her teacher. S.

SCHOOL AND COLLEGE.

The Truro Normal School Alumni Association, which held no meeting for four or five years, has been resuscitated, with Dr. Hall as president and Prof. McDonald as secretary-treasurer. The next meeting will be held at the time of the meeting of the Provincial Educational Association. Three prizes or medals will be given for the best essays on a subject to be announced in our next issue. About seventy-five persons were enrolled as members.

At the recent Provincial Educational Association the various districts were represented as follows: No. 1, 40 members; No. 2, 6; No. 3, none; No. 4, 7; No. 5, 38; No. 6, 12; No. 7, 7; No. 8, 2; No. 9, 80 and No. 10 by 58; in all 250 members. The counties of Pictou, Colchester, Halifax, Cumberland and Hants were well represented.

The following are the officers of the Nova Scotia Teachers' Union recently formed: President, Inspector Maclellan; Vice-President, Inspector Craig; Secretary, Principal Kennedy; Executive Committee, Principal O'Hearn, McKean and Lay, Miss N. A. Burgoyne and Inspector Morse. The union is fortunate in having for its first president a man who is full of sympathy with the object in view and a man who was by profession a lawyer of good reputation. Those wishing to join the union or wishing information regarding it should write to the secretary, W. F. Kennedy, Principal of Halifax Academy.

The Toronto School Board has taken a decided stand on the question of corporal punishment. It has decided that idleness and disobedience shall no longer be tolerated in the public schools in as far as corporal punishment shall be a corrective, and to that end has furnished each teacher with an implement with which to inflict it, suggesting at the same time how it shall be given.

Miss Maggie C. Donovan, teacher at Coldbrook, St. John Co., has by means of a school concert supplied her school with a globe, dictionary and other needful apparatus. Much credit is due the teacher for her energy in the matter.

A neat and attractive school house replaces the one burnt a year ago at Mohannas, Charlotte Co.

The new house at LeTete, Charlotte Co., is ready for occupation.

Money has been voted to build a new house at Richardsonville, Deer Island.



Inspector Mersereau finished his examination of the schools in Gloucester County last month, and this month he is engaged with the ungraded schools in Northumberland which he expects to complete early in December.

A. W. Pigott has been appointed teacher of the Mount Stewart School, P. E. I.

Prof. Robertson has been compelled to give up his classes in the Prince of Wales College, Charlottetown, on account of ill health. Mr. E. Jordan, B. A., of Dalhousie, has been appointed as his successor.

Mr. Joseph O'Neil, of Vernon River, P. E. I., has been appointed to the teaching staff of St. Dunstan's College.

Miss Grace F. Carter, teacher at Sutton, St. John County, recently by means of a school entertainment, raised enough money to entirely renovate the interior of the house.

Quite a number of schools in the vicinity of St. John have been supplied with Yaggy's Geographical charts. Considering the fact that these charts cost forty five dollars each, such an expenditure in country districts implies considerable self-denial.

Mr. William Brodie, A. M., the popular and efficient principal of the St. Andrew's, N. B., High School, who obtained a well deserved leave of absence to visit England and Scotland, has returned and will resume work at the beginning of the year. Mr. Brodie expresses himself as greatly benefitted and delighted with his trip.

It is stated that Dr. H. S. Bridges, professor of classics and history in the University of N. B., has accepted the principalship of the St. John Grammar school, at a salary of \$2,000 per year.

During the month of November and part of December Inspector Meagher will be occupied in examining the schools of Carleton County, N. B.

S. W. C. Downey, A. B., has recently taken charge of the Superior School at Dorchester, N. B.

Mr. Graham Creighton (Grade A) has been appointed Inspector of Schools for District No. 1, Halifax county and city. He has been principal of Morris street school for the last five years, and has proved himself to be an excellent teacher and a prudent manager. He has now a large and difficult field. His untiring industry, tact and good moral influence mark him as peculiarly fitted for the important work to which he is called.

#### BOOK REVIEWS.

"SPENSER'S SUFFIELD-ARROW CALENDAR, containing twelve Eclogues proportionable to the twelve months," Edited with introduction and notes by C. H. Herford, Litt. D., M. A. Price 2s. 6d. Publishers, Macmillan & Co., London and New York. This, with the full introduction and valuable notes, will be of assistance to students of Spenser, and in particular of this delightful pastoral which marks the beginning of Elizabethan poetry.

THE ACTS OF THE APOSTLES, with introduction and notes by T. E. Page, M. A., and A. S. Walpole. Cloth. Price 2s. 6d. Publishers, Macmillan & Co., London and New York. The authors of this work have done valuable service to Bible students in giving this commentary on the Acts. In their own words, "Sound criticism and explanation of New Testament records must be the basis of Christian theology." Not a few scripture commentators may find themselves described in these words: "It is perhaps curious that the men who most strenuously maintain the authority of the Bible are also the men who seem to believe that their own reflections on doctrine or morals are more important than an accurate elucidation of the meaning of the inspired writers, or even the words of Christ."

HOMER'S ILLIAD, Vol. I, Books I-XII. Edited with general and grammatical introductions, notes and appendices by Walter Leaf, Litt. D., and M. A. Bayfield, M. A. Cloth. Price 6s. Publishers, Macmillan & Co., London and New York. This is an edition of Homer that should be welcomed by students of Greek. It is convenient in form, with concise introduction and notes, and its pages easy to read and attractive in appearance on account of the full faced legible Greek characters.

MAP MODELLING IN GEOGRAPHY AND HISTORY, by Dr. Albert E. Maltby. Cloth; pp. 223; price \$1.25. Publishers, E. L. Kellogg & Co., New York. Those who would co-ordinate geography with nature study will here find a fund of most valuable helps. It has over 100 illustrations and takes up very fully the use of sand, clay, putty, etc.; also chalk modelling in its adaptation to purposes of illustration.

A HISTORY OF GREECE, for colleges and high schools by Prof. Myers, L. H. D. Cloth; pp. 575; price \$1.50. Publishers, Ginn & Co., Boston. No compilation of the history of Greece that we have seen compares with this in attractiveness of style and arrangement. The maps and illustrations, and the excellence of the topography, give the book additionally due in the eyes of the student as well as the general reader.

I am much pleased with the contents of the REVIEW. It is one of the things that our N. B. teachers should not be without.

Westmorland County, N. B.

W. T. C.