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MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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THE EDUCATIONAL REVIEW.

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Subscribers should promptly notify the REVIEW of change of addresses. Communications from New Brunswick and Prince Edward Island should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax.

THIS number of the REVIEW will reach teachers at the commencement of another year's work. We hope that our readers have a fresh stock of health and a fresh stock of knowledge to begin work. The teacher who does not use every opportunity to increase his power of teaching is false to the trust reposed in him; and to begin the term with abundance of health and knowledge, and the power to preserve that health and add to his stores of knowledge will ensure far better teaching this term than last. Now is the time to make arrangements for a course of reading for the year, either in reading circles or privately. Have some plan with a definite end in view in your year's reading and study.

THE death of Sir Daniel Wilson, President of Toronto University, removes one of the most learned and scientific men of the Dominion. He has been president of the university for thirty-nine years.

AT the Dominion Educational Convention in Montreal in July, Supervisor McKay of Halifax, read a paper on "School Preparation for Industrial Pursuits." The uselessness of much of what the pupil is forced to learn in school as a preparation for the active duties of life was commented upon, and the necessity for a training that should educate the hand and eye was strongly urged. The spirited discussion that took place on the points touched upon in the paper showed the interest that is beginning to be felt

in manual training. Mr. McKay has given the subject much attention and a department in manual training has been opened in connection with the Halifax schools. At Wolfville preparations will soon be complete to carry on manual training in connection with the Seminary, under the supervision of Principal Oakes. These are indications that the desire for a more practical training is gaining ground, and further developments will be watched with interest.

PROF W. C. MURRAY of New Brunswick University, has accepted the Chair of Psychology in Dalhousie University, Halifax, made vacant by the resignation of Professor Seth. The salary is \$2000, and while Dalhousie is to be congratulated in securing Professor Murray's services, the New Brunswick University will miss his ripe scholarship and the excellent qualifications for the position he filled so worthily in his *alma mater* during the past year.

MISS MARGARET STEWART KER, the recently appointed principal of the Halifax Ladies' College, is a distinguished graduate of Girton College, Cambridge, England. The lady is said to possess excellent qualifications for the position, and the Board of Managers are to be commended for the efforts they have made to secure the best talent available for such a responsible position.

Text-Book on Canadian History.

For some time the question of preparing a text book on Canadian history which should have a more national tone, has engaged the attention of many teachers in the Dominion. A committee, consisting of representative educationists from the different provinces, met in Montreal in July, and after a pretty full discussion reached the following conclusions:

1st. It was unanimously agreed that an effort should be made to secure a history of the Dominion of Canada adapted for all the schools of the Dominion.

2nd. It was decided to ask in a public way those who were disposed to undertake this task, to communicate with the secretary of the committee mentioned below.

3rd. The initial expenses of preparing such a history to be borne by the Education Department of each province in proportion to the number of schools in the province, providing the assent of the department is first obtained.

4th. Should the number of competitors for the preparation of such history exceed five, the committee shall have the liberty of selecting those who in their judgment are the best qualified for the preparation of the proposed history.

5th. The successful competitor shall be allowed the usual royalty of 10 p. c. on the retail price on all books sold. The unsuccessful competitors to be allowed \$200 each, provided it appears to the Committee that their manuscript possesses real merit.

6th. The retail price of the book not to exceed 50 cents.

7. At least four copies typewritten must be submitted for the consideration of the committee by each author.

8th. It is expected that the book shall not exceed 400 pages, octavo, long primer type.

9th. The committee shall have the right to choose a publisher of the said history, and to determine all the details of printing, binding, etc.

For the better conduct of the preliminary proceedings, Mr. William Patterson, M. A., Montreal, was appointed secretary of the committee.

The committee to whom reference is hereinbefore named is as follows:

Prince Edward Island—Dr. Anderson, Prince of Wales College, Charlottetown.

Nova Scotia—J. B. Calkin, M. A., Principal Normal school.

New Brunswick—G. U. Hay, Ph. B., Principal Victoria and Girls' High School, St. John.

Quebec—Benjamin Sulte, Dr. Robins, Principal McGill Normal school.

Ontario—W. S. Robertson, B. A., Principal St. Catherines College Institute.

Manitoba—D. MacIntyre, B. A., Inspector of schools for the City of Winnipeg.

North-West Territories—Charles Mair, Esq., Prince Albert, N. W. T.

British Columbia—Member of committee to be named by the Department of Education.

CHANGE OF TEACHERS.

The constant change of teachers going on from year to year in the country districts admonishes us that some regulation should be enacted to counteract it. Perhaps we might follow with advantage the example of Nova Scotia where there is now but one term in the year. If this plan were carried out in New Brunswick, a year's tenure of office would be secured to most teachers which would be a gain as compared with the present term's service in so many districts. There would not be the same temptation to pare the teacher's pay on account of the unequal length of the terms as at present.

The short tenure of office of so many country teachers is working incalculable injury to the schools. Teachers no sooner get satisfactorily to work, than others step in to take their places, and it often takes half a term before the work again resumes its former condition. Trustees are not always responsible for the frequent changes of teachers. The teachers themselves quite as often terminate the agreement as

the trustees. There are many reasons for this, but perhaps the strongest is the desire for a change. It is needless to say that these teachers are the ones not the most interested in their work. Again many districts, having the opportunity offered them, extend the summer vacation with the idea of saving a few dollars. As the teacher is to be the loser, if employment offers elsewhere at the beginning of the term, she cannot be blamed for making the change. Frequent change encourages the spirit of criticism on the part of ratepayers so disposed, and there are a few of these in every district. Some of our most conscientious teachers resign because they do not satisfy everybody and the two term system makes this but too easy to do.

AGREEMENTS.

A case of general interest to teachers has recently been decided in the Courts in Gloucester County. Miss Alexander was dismissed by the trustees at the end of the June term when by the terms of the agreement the contract did not expire until the end of the year. The trustees refused her admission to the school room. She entered an action and recovered the damages claimed.

An important incident in the suit was the fact that the agreement was not sealed. This does not appear to have invalidated it. Another matter of interest to many districts came up in the suit, *viz.*, that the trustees were in the habit of using the school room for other than school purposes. This causes the St. John *Telegraph* very justly and pointedly to remark that this should not be permitted.

TALKS WITH TEACHERS.

Well, school work has begun again for another term, it is a pity we could not say a year at least. How many teachers have begun with new surroundings? Probably more than one half. How much energy will be wasted before each one has settled down to his new duties? That will never be known. Teachers do not differ from other human beings in inaptitude to take up readily the thread others have dropped. Hence the value of experience in a certain line of work, which is recognized everywhere, except, I was going to say, in the average country district.

Do not begin with finding fault with your predecessor. Fault there may be, but do not begin by looking for it at once. Remember that the long vacation has dulled somewhat the best of the pupils, and that it will take a few days for all to recover themselves in. Also remember that in addition to the pupils being new to you, you are new to the pupils.

That alone accounts for a great deal of what you may consider stupidity.

The first thing that strikes you perhaps, is the poor classification of the pupils. That, surely, is the former teacher's fault. Perhaps it is. Look carefully at the register which the teacher has sworn to keep faithfully, and see whether the classification of the old school corresponds with the new. Make careful inquiry whether or not Johnny with the connivance of his mother has not taken advantage of the long vacation and the change of teacher to promote himself from the second book to the third book. Johnny is a vastly more important member of society, at least in his mother's eyes, if he reads in the third book than if he reads in the second. Quantity is everything, quality is nothing. A boy who has remained at home for a year or a term may admit that he has fallen off somewhat in other subjects, but in reading *never*. If you in your wisdom "put him back" in reading you are taking away from him by main force and violence a portion of his education, and if you do not have a call from his parent before you may find it convenient to call on her you may consider yourself fortunate.

What would you do? Here are pupils manifestly unfit for their grade work, and their presence in the classes is injurious to the others and to the school generally. Would you "put them back." I would be careful about it. Do not be hasty. If there is any possible way of working the pupil up to the required standard of efficiency do so. Advise with the inspector when he comes along, and if possible get him to assume the responsibility of degrading the pupils. Use all your efforts to have the numbers removed from the reading books. Promote your pupils only at the end of the term, and if there is a change of teacher leave a recommendation in the register for promotion, and let the new teacher do it.

When the inspector calls do not begin by telling him of the poor condition of the school when you took charge. He has his own opinion of the school of the former term, which it is not likely you will be able to influence. You may injure yourself by too much complaining.

How many teachers have enclosed stamps to trustees when making application for vacancies and have had no notice taken of their letters? I have heard of a good many. It would be well to publish a few of these.

Attend your County Institute.

INSPECTOR'S VISITS.

[Inspectors are invited to send the Review at the beginning of each month, their plan of visits for that month.]

Inspector Carter will be engaged during the latter part of August in St. John County and in September in Charlotte County.

Inspector Mersereau will visit during August those schools in the Parishes of Glenelg, Hardwick and Alwick that he was not able to visit last term. He hopes to be able to begin work in Restigouche County the first of September.

Summer School of Science.

The sixth session of the Summer School for the Atlantic Provinces, was held in St. John beginning on Aug. 1st and closing on the 13th. The reception and entertainment of those in attendance was in thorough keeping with the taste and hospitality so characteristic of New Brunswick's commercial capital. Comfortable boarding-houses were abundant, graded in point of expensiveness to suit the lavish pleasure-seeker or the economical student. The weather too, though varied with an occasional shower to prevent monotony, gave a handsome preponderance of sunshine. The City Council generously granted the School one hundred dollars, and this sum was devoted to a trip up the St. John river as far as Gagetown. The steamer "May Queen" was secured, a band was engaged and the whole school, accompanied by the Mayor and many members of the City Council, members of the School Board and of the Natural History Society, together with their wives and families and a sprinkling of prominent educationists of both Provinces enjoyed such a day as can be enjoyed only by an intellectual and well-regulated company adapted to each other, amid scenery of such varied magnificence and beauty as to be both interesting and restful. The ladies of St. John were unobtrusively diligent, with that easy tact peculiar to culture, in making every one feel thoroughly at home. At Gagetown the townspeople, inspired by Miss Tibbits, the vigorous head of their schools, paid the visitors every attention. The town was viewed, specimens collected, a sumptuously-laden dinner-table despoiled. Pithy speeches by Mayor Peters, Dr. A. H. Mackay, and Mr. J. V. Ellis of the *Globe* were delivered, and amid votes of thanks, cheers and counter-cheers the return voyage was begun. Coming down the river was even more pleasant than going up for the excursionists had become better acquainted with each other. Readings, solos, choruses and humorous speeches were listened to at intervals, and knots of earnest students clustered around some botanical specimen which they are sedulously discussing and

assigning to its proper place, were frequently seen, while others engaged in discussing questions pertaining to the geological history of the noble St. John, or the different social or political or economic questions of the day. The happy hours sped more rapidly than the boat, and sundown and the starting point were reached before anyone seemed to expect them. A talented doctor of divinity who had travelled and seen much was heard to observe that it was in many respects one of the grandest excursions in which he had ever participated.

This, let it be remembered, was only one of many outings. The field meeting with the Natural History Society at Sand Cove, Manawagonis Beach and Taylor's Island on the 10th, a delightfully fine day spent wholly in wandering over field and flood, and on which the School were the guests of the genial and learned Society people, was regarded by some of our students as even more pleasant than the river excursion. But let us forbear to attempt a description of it. *Ex uno disce omnes.*

In the address with which President Hay opened the St. John session, and in which he gave a succinct historical sketch of the school from its inception, he said among other things:

"To explore the wonders of the heavens or to listen to the fascinating story of the earth's geological history, and to mingle work and recreation so delightfully in all the subjects of the course has been inspiring work as well as most delightful pastime. For if there is one problem that the summer school has solved satisfactorily it is this: How to combine work and recreation so that body and mind shall both be refreshed. To spend a long vacation of two months in positive idleness is, I have no hesitation in saying, harmful. The teacher, especially, realizes that to be progressive there must be occupation of the mind during this period of vacation and that the best rest is that which keeps the mind occupied in adding to its stores of literature and science. With such an increase in knowledge, the labor of the coming year will be in advance of what it was last year. It will be inspiring alike to teacher and school, and to the community. Without it there will be that dull routine, that slavish monotony of rote work and memoriter recitation which stultifies rather than arouses the intellect." * * * * *

"Now, the summer school to some who stand a long way off and look at the calendar means hard work; to others it means a series of pleasant excursions and picnics. It is neither; and yet it combines what is useful in one and what is delightful in the other. My own experience is that it affords pleasure—the pleasure of meeting with earnest and enthusiastic students and teachers, of enjoying their cheerful companionship, of reaping profit from their riper stores of wisdom and experience, of sitting in the lecture room or seeking in the fields that nature whom they love and delight to study. There is a pleasure in the companionship of earnest and enthusiastic people because they know how to enjoy life and to make those who come in contact with them enjoy it also. And when I speak of enthusiastic people I do not mean that enthusiasm which reaches fever heat to-day and then

effervesces to-morrow; but I mean an enthusiasm which lasts through life, tempered as we grow older by experience and riper knowledge. Keeping this in view, then, may serve to answer the question: What do we expect to teach in the short space of a fortnight about natural science and literature and music, as well as the other subjects that are embraced in our course? We expect to accomplish very little indeed in conveying anything like adequate instruction in any of these branches. But we do expect to try to present a few points well, to arouse an interest in certain subjects in which there is room for much better teaching than at present in our schools, to foster a spirit of enquiry and stimulate independent research, to endeavor to carry out such methods, especially in natural science, as have proved of vital importance in teaching." * * * * *

"Now, the great aim of the summer school of science is to bring its student face to face with nature. To teach physics and chemistry by such experiments and with such appliances as all teachers can furnish with a little patience and ingenuity, or lead their scholars to furnish them; to teach zoology and botany from specimens of animals and plants; to teach geology from the vantage ground of some commanding hill or from the rill that flows by the door, or the rain shower. To teach with such methods and such appliances does not imply special training. In fact a special training would perhaps fit the teacher for a chair in the university but not the common school. The summer school of science is for the benefit of those who have had little if any scientific training, or who have had their scientific training (?) from books. To know a few things well as a starting point, to know how to teach these few things well so as to develop the observing and reasoning powers, and to keep adding fresh material from year to year to secure further and fuller development is what the summer school is endeavoring to accomplish, and if with an earnest spirit its members seek to solve this problem and stick to common-sense methods of scientific education their mission will not be a failure."

With regard to the work done in the different departments, though it must only be spoken of in a general way, it must be done in terms of the most unqualified commendation. To discriminate would of course be invidious, but we may venture to observe with regard to the student that no person who in point of intelligence or mental ability is fit to occupy a school-room for a single day, could attend the lectures and take part in the work in any given subject of the course, without receiving something, apart from and independent of any scientific knowledge obtained, which will stimulate the mind to greater activity, increase the faculty for imparting knowledge and stamp with greater enthusiasm and energy the future work of the school-room.

The Chief Superintendent of Education for New Brunswick, in the course of an eloquent speech at the opening meeting of the School, mildly, and possibly very wisely, warned the students against the supposed tendency to infidelity in abstruse scientific research. He hinted at the advisability of taking care lest in pulling a flower to pieces to examine its

parts and its structure, its beauty and fragrance should be overlooked; or lest in dissecting zoological subjects to observe how fearfully and wonderfully the animal bodies are made, the mystery of life, or the greatness of Life's Author should be forgotten or ignored. But to one who followed the work in the different class-rooms it would not appear that the danger of unsettling the student's faith was at all serious. In the elocution room one might hear Miss Alexander's full, sympathetic voice reading,

" Flower in the crannied wall
I pluck you out of the crannies;
Hold you here, root and all, in my hand,
Little flower; but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

From the admirable interpretation of the author's meaning by the reader the class come to realize that good reading is neither more nor less than comprehending fully and expressing intelligently the author's meaning. But when this is done by a master, what depths and beauties are discovered in a passage which might otherwise have passed as nothing more than ordinary! And so with the lines just quoted. Later on the same students, in the botanical class, take up a flower with something akin to reverence; and if they take it to pieces it is not before admiring its perfection as a whole and then only to trace a little further the creative design of Him who paints the lily and adorns the fields with their garniture of beauty. Or in another room the eye of the pigeon, painlessly killed by ether, is examined. Its parts are discussed and explained, and the optic nerve is traced to its connection with the brain. But the glassy eye is sightless; the brain no longer susceptible of impressions; the nerves refuse to carry their wonted messages or the muscles to respond. The delicate mechanism is perfect but the vital spark is fled. The student, probably as never before, comes face to face with the phenomena of life; a feeling of the feebleness of human power settles upon him, and his mind responds more affirmatively than ever to the thought that flashes through his brain,—“He that made the eye shall He not see?” In the study of nature we find an exception to the rule that familiarity breeds contempt. This exception is due to the fact that nature's works are perfect. The fuller the acquaintance gained the more is the perfection seen, and of necessity the greater the admiration called forth.

In the admirable lecture before the School delivered by Dr. Mackay, the Superintendent of Education for Nova Scotia, the benefit of science study as a means of mental development and the indebtedness of the world to science for much of its convenience and

comfort were eloquently pointed out. But perhaps what touched the members of the school most was the hearty, whole-souled sympathy with the work and the workers evinced by Dr. Mackay, and the assurance that in his official position he could not fail to recognize and remember those who, for the sake of self-improvement and from a desire to do better work in their profession, were willing to forego a part of their holidays and incur the expense which attendance at the Summer School necessarily involved.

Principal Cameron's lecture on “How to Study English Literature” was made use of by the lecturer to hit off after his own inimitable fashion many of the effete methods of studying grammar and composition and also of conducting examinations. To a fossil in the profession the lecture would appear startling,—if indeed anything can be startling to an animal of that genius; to an earnest but inexperienced teacher it was instructive and helpful; and to a progressive modern worker it lent aid and comfort. Not only were obsolete modes of doing work mercilessly attacked, but the lines of a more excellent way were plainly indicated. The readers of the REVIEW are given an opportunity to enjoy the paper which is reproduced on another page.

At Prof. Coldwell's lecture in Geology, illustrated throughout by splendid magic-lantern views, every teacher in the Maritime Provinces would have enjoyed being present. It would fill their minds for a time with thoughts of matters other than those of every-day life. They could get impressions with regard to the brevity of human life and of the imperishable nature of a record once made which would not be unwholesome. But they would be charmed at the reading of the records of the rocks and would take new interest in contemplating the face of nature as it now is from knowing a little of the transitions through which it has passed.

The only defect which could be observed about the School was the smallness of the number of students. Four times the number could have been accommodated equally well and the work in the larger class would have been even more pleasant for both instructor and student. Except in Psychology and Didactics, which were made free to all enrolled students, there was lacking that sympathy of members which in itself is an inspiration to some workers. But still no want of enthusiasm was discernible in any class, but on the contrary eager interest was manifested on every side.

The faculty are taking into consideration what means can be adopted to increase the attendance to something near what it ought to be. Fees have been reduced,—\$2.50 in future entitling a student to all the classes of the School; announcements will be

made that hereafter all subjects will begin with work of such an elementary character that no previous study will be necessary to enable a person to fall in with the class, although some preparation will of course be very advantageous; arrangements will be made for evening discussions on some educational school-room topics in which all will participate; and through all the classes increased attention will be paid if possible to work required to be done in the school-room.

The classes in English Literature under Principal Cameron, in Psychology under Dr. Hall, in Didactics under Prof. Eaton, were so large and the students so eager and appreciative, that no further evidence is needed to show the wisdom of making these permanent subjects in the course of instruction in the Summer School. The tact and ability with which these gentlemen conducted their classes was indicated by the interest that was aroused and which steadily increased to the last.

The *Conversazione* at which the visitors were entertained at the close, by the New Brunswick Natural History Society aided by ladies and gentlemen of the city, was a fitting expression of the esteem of the citizens and appreciation of the work of the Summer School. The genial and world renowned president of the society, Mr. G. F. Matthew, whose unremitting attentions and valuable services to the school were warmly appreciated, Mayor Peters and Mr. J. V. Ellis of the *Globe*, two representative citizens whose interest in the school never flagged, and President Hay, gave addresses. A corps of skilled and energetic young men handled the microscopes and explained the collections in the museum. A body of bright young ladies and matrons dispensed coffee and ice-creams; while at the close of the evening's entertainment, addresses on behalf of the School were delivered by Secretary W. T. Kennedy, the President elect Dr. Hall, Principal Cameron, Prof. Eaton, Prof. Andrews, Prof. Caldwell and Rev. Mr. Anderson. Letters were read from Sir Leonard Tilley and Sir William Dawson regretting their inability to be present, and expressing their hearty sympathy, both with the objects of the Natural History Society and the Summer School.

A cordial invitation from Dr. Allison, President of Mount Allison University, to meet in 1893 at Sackville, has been accepted. That session, it is expected, will be held the first two weeks in July.

The following is the list of officers for the ensuing year:

President—Dr. J. B. Hall, Truro.
Vice-Presidents—Sec. John March, Prin. A. Cameron.
Secretary-Treasurer—W. T. Kennedy,

Executive Committee—Prof. Andrews, Prof. Caldwell, Prof. Brittain, Prin. Hay, Prin. Lay, Prin. E. Mackay.

LIST OF STUDENTS.

Maggie McNaughton	St. John.
Annie Robb	"
Mrs. C. E. Hamilton	"
Phoebe VanWart	"
Catherine D. Martin	"
Mrs. Fisk	"
John McKinnon	"
Hattie Howard	"
Jennie E. Dunlop	"
M. C. Ellis	"
Agnes Warner	"
James D. Warner	"
W. L. Ellis	"
J. H. Scammell	"
Rev. G. Steele	"
Sarah J. Parkin	"
M. J. Mowatt	"
James Barry	"
Austin C. Stead	"
Maggie R. Gray	"
Jessie K. Sutherland	"
Clara R. Fullerton	"
Grace Murphy	"
Eleanor Robinson	"
Edith M. McBeath	"
Maggie Sharp	"
Lydia E. Williams	"
Mrs. Bowden	"
Catherine Barton	"
H. M. Shaw	"
Secretary March	"
Inspector Carter	"
Ada Munro	Yarmouth,
Hannah Huestis	"
Beatrice Tooker	"
Dora Tooker	"
Isabel Webster	"
F. J. Stewart	"
B. Balfour Brown	"
Albinus W. Horner	"
Jane McLeod	Truro.
Josephine Upham	"
Annie Hislop	"
Lizzie M. Colquhoun	Shelburne.
William Brodie	St. Andrews, N. B.
Inspector Smith	Petitcodiac, N. B.
Elizabeth Stewart	Dartmouth.
Evan J. Ross	Halifax.
J. M. Longley	Paradise, N. S.
Dora E. Smith	Moncton, N. B.
Fannie E. Holt	Wolfville.
C. Stanley Bruce	Shelburne.
Isabella J. Caie	Richibucto, N. B.
John Moser	Hunter's Home, N. B.
Elspeth Charters	Moncton.
Edith Darling	Nauwigewauk, N. B.
Emma J. Bacon	Brighton, Digby, N. S.
Agnes Bacon	"
Annie A. McNeil	North Range, Digby.
Edith Hennigar	Canning, N. S.

Dominion Educational Association.

The most important educational event of the year was probably the conference of prominent educationists from every province of the Dominion, at Montreal, on the 5th to the 8th July.

The attendance, although not large, was fairly representative of every shade of educational thought in the Dominion. The able lectures, carefully prepared papers and free discussion, of those four days, must have had a beneficial effect in welding the diverse elements of our widely extended young nation, in restraining the intemperate zeal of the enthusiast, and in spurring onward the self-satisfied conservative. Where so much is seen, said and done, it would be impossible to give an account of all that would be interesting to our readers, but we will make notes on several of the leading topics possessing most value at the present stage of our educational progress.

MEETING OF WELCOME.

The addresses of welcome to the teachers by Sir William Dawson, Hon. Mr. Ouimet, Chancellor Heneker, Dr. Adams, Abbe Verreau and Presidents Lacroix and Arthy, were able and enthusiastic. The Act of Confederation left the provinces to grow apart in the separate management of their educational affairs. But it would be the special work of the Dominion Educational Association to bring together the various races, creeds and institutions, and, fusing their best elements, develop that educational and national unity which was needed so much in making us a great nation.

In response Hon. George W. Ross eloquently pleaded for unity, for a broader nationality, and for patriotism that would sweep away all sectionalism. A teacher's qualifications and diplomas should be recognized as of equal value in all the provinces. Text books should not be provincial. There should be but one text book on Canadian History.

Dr. Inch claimed that the Maritime provinces were the Grecian States of the Dominion, supplying men of brains for the larger provinces; for had they not given Sir William Dawson to McGill, Dr. Grant to Queens and Dr. Rand to McAllister?

Dr. MacKay humorously made out many claims of excellence for his native province—the first in the Dominion to receive the rays of the rising sun. Thus reviving the interest of his audience he outlined several national reforms which could be inaugurated successfully only in such a large, representative and authoritative body as the Dominion Educational Association; such reforms for instance as phonetic spelling and shorthand, metric measures, etc.

A conversazione at McGill University occupied the evening very profitably and pleasantly. The repast

was excellent, but better still were the witty speeches by Sir William, Dr. McVicar, Dr. Robbins and Hon. George W. Ross, and the inspection of the magnificent physical, chemical and mechanical laboratories, of the library, and of the Redpath Museum with its "pretty zoological specimens, both dead and animated."

It appears that the observatory of McGill is the only spot in the Dominion whose exact longitude has been determined.

HIGH SCHOOL EDUCATION.

A very considerable amount of prejudice still exists against high school and academic education. It is, however, rapidly disappearing. That it has not almost wholly disappeared is largely the fault of the high schools themselves. Bound by the traditions of the past they have given undue prominence to classics, theoretical mathematics and the dry technicalities of grammar, geography and history.

When the higher education is made to bear more directly on the occupations of all classes, even colleges need not fear to ask for state aid. They will be absolutely free—even to the extent of supplying free text-books and apparatus.

Dr. Mackay's paper on "The Free Scope and Function of the High School" showed that he is in the van as a progressive educationist. It is necessary for the peace and prosperity of the state that the poor should have *free* opportunities for a liberal education. The obstacles opposed to their progress develop in many of them an energy that places them among the ruling classes. The state must therefore see that they are properly educated if all classes are to work out with good feeling the development of the social fabric.

The practical value of the experimental study of the laws of Nature can scarcely be overestimated. The moral value of such a study is equally great; for, said the Doctor, "I never knew a true student of nature fascinated by her operations, who was an immoral man." Nature says to all, "the soul that sinneth it shall die." Ought not the students of Nature to realize that truth most vividly.

Another good thought beautifully elaborated by Dr. Mackay was this: Science and Manual Training dignify and invest with a new interest common things and occupations. How rich the life of the intelligent, scientific farmer! If then the schools train for all phases of life, the professions will not be overcrowded, nor will our farmers be leaving the country or dying of ennui.

FRIBEL.

The Kindergartners of the Association were so numerous and ably represented that they had the constitution amended so as to form themselves into a

separate section, of which Miss Newcombe, of Hamilton, was elected President, and Mrs. Harriman, of Halifax, Vice-President.

The absence of Mrs. Hughes was much regretted. Miss Boulton gave an interesting "Morning Talk," Miss Hart, Inspector of Kindergartens for Ontario, read a well-prepared paper on the relationship of the Kindergarten to art.

Froebel and many of his followers (perhaps including Miss Hart) veil their ideas in mystic phraseology incomprehensible to ordinary common sense. The paper contained many good things about the parallelism between race development and individual development, and about the benefits, spiritual and material, arising from the cultivation of the creative imagination through the plays and occupations of the Kindergarten; but its value was somewhat lessened by its vague generalities.

What for instance can this mean? "What is life?" questioning the child. The gifts answer, 'Life is unity;' thus shadowing the great fundamental truth that rules all life. Each gift hints a new phase of the great principle. Thus science and religion are born of art, both for race and child, and then we begin to build up an organic education holding it in its inseparable unity as the education of the body, mind and soul."

Mrs. Harriman's very able paper dealt with the most characteristic value of the Kindergarten in developing the child socially. We will in a future number give a synopsis.

SOME THOUGHTS FROM DR. WARFIELD'S PAPER.

1. The English language is the most important thing taught in our schools. The student should be a master of the art of expressing his thoughts in such a way as to convey his exact meaning, and so as to be at once understood.
2. There is no reason why an earlier preparation for the university may not be obtained, provided the preparation is made more definite and simple. Not so many subjects, but a more complete mastery of a few subjects is the training which the university must demand.
3. Head and hand should be trained together till all men know the dignity of labor.
4. True mental development involves the training, not of the memory, but of the creative imagination, and of the will.

IDEAL SCHOOL DISCIPLINE.

The secret of Principal Hay's success as a teacher is disclosed in these thoughts from his excellent paper:

"The means to secure the Ideal Discipline are: first, love and respect between teacher and pupil; second, the pupil must be in sympathy with his environment. The teacher, in order to discipline others must first discipline himself. It is a slow process this building up character; and defeat and discouragement, those twin friends of ours, must be endured before any fruition of our hopes can be realized. The pupil must be

placed in full sympathy with his environment. The chief factor is work, a working teacher and a working pupil. The teacher must set the example of an inspiring, helpful, interested worker. The spirit of such a worker is catching. It makes tasks easy. It is the lesson hearer with his system of cram and memorizing from the text book, who is the cause of all the outcry throughout the country, that the children are burdened with too many studies, but the real teachers are not doing their work that way; they are teaching their pupils to observe and think, and such tasks are too inspiring, too elevating, to be a burden.

The paper on the punishment of juvenile offenders, by Principal McKinnon, of the Victoria School of Toronto, was a fine commentary on these fundamental principles so well expressed by Mr. Hay. Mr. McKinnon's essay should be published in full in the local papers of every city in the Dominion.

ONTARIO MAGNATES.

Wednesday evening was taken up by Inspector Hughes and Hon. Geo. W. Ross, the two most prominent public school educationists of Ontario. Mr. Hughes took the position that the prosperity of the state would be promoted by making the highest as well as the lowest education free to the poorest child, — that, therefore, the state should support and wholly control education — even to the extent of preventing teachers not licensed by the state from teaching in private schools. He thought a system of morals and religion satisfactory to all denominations should and probably would be taught in all public schools. There all classes should grow up in unity, in respect for each other and in love for country.

Hon. Mr. Ross dwelt on the importance of eclectically harmonizing our provincial educational systems. Good! But we regretted to find an educationist from the country which has given "the high school as its contribution to the world's progress in education," advocating proficiency in the three R's as the extent to which he would go in free state education. We must remember, however, that Ontario is behind the Maritime Provinces in the matter of free high schools as well as in the professional qualifications of teachers.

If the Ontario high schools were less scholastic and administered more immediately to the educational and industrial necessities of the great majority of the people, the Minister of Education would soon discover that they should be free, as Inspector Hughes would have them.

In deprecating the evils of promotion examinations Mr. Ross will be supported by many of our ablest educationists.

That so many teachers leave the profession after an average service of seven years is not an unmixed evil. These ex-teachers form, in their various stations in

society, a most sympathetic constituency to which the active teacher can appeal, and they send to the schools the most teachable pupils.

After all are not young teachers, educated and well-trained, nearer to young children, more tolerant, and genuinely sympathetic, than old teachers, and therefore more successful? We have found them often do better work.

LATIN PRONUNCIATION.

The following resolution, carried unanimously, settles a very vexed and important question:

"Resolved, That uniformity in Latin pronunciation is desirable and that it can be most easily and most practically introduced by the Roman method."

This resolution was the outcome of a paper by Dr. Eaton, of McGill College.

The Roman pronunciation seems to be the nearest to the original — therefore that in which the Latin language will best flourish. With five different systems in vogue there was certainly a great waste of energy, and often much annoyance.

The Roman system is adopted universally in the United States and is coming to the front in Canada.

ENGLISH LITERATURE.

Specially interesting among the papers read at the Association, was that by Wm. Houston, librarian to the Ontario Government. He condemned text books on English composition, the old methods of paraphrasing, and dependence on the translating of foreign tongues. Text books might be useful for teachers, paraphrasing was a sacrilegious destruction of art, and as for translation less of it would be needed if we did like the ancients, write our own thoughts in our own language. "We copy from the ancients because they have written their own original thoughts." To learn to write English the best way was to write it. Let the pupil be shown his errors and be shown how to detect them, and then be required to re-write, avoiding these errors.

Here as elsewhere we learn to do by doing,—by original work, not mere copying. There should be drill in analysis and on the shades of meanings of words.

Nothing after religion does more to make life worth living than the study of the beautiful. Poetry is well adapted to the average mind. If you would appreciate the force of human beings read Shakespeare; if you would realize the insignificance of human learning read the commentaries.

PROFESSIONAL.

Principal Calkin of Truro has crystallized into fine form the best thoughts regarding Normal Schools. A sound academic education, and a reasonable proba-

bility of professional success should be pre-requisites of entrance upon a regular course which should include special training on the principles, history and practice of teaching, laboratory work, drawing, music and calisthenics, and a general review of academic subjects from their professional aspects.

The Normal School should inspire the students with higher ideals of scholarship, and make them responsive to their environments.

THE CENTRAL FIGURE.

About forty years ago an educational convention was held at Wolfville, N. S., so far as we know the first ever held in the Dominion. At that time Mr. Dawson, Superintendent of Education for Nova Scotia, presided. He was then young and full of energy, and inspired an enthusiasm which still remains with the survivors of that meeting.

At Montreal there was present one member of that first convention, Principal Calkin, of Truro. As in years gone by Dr. Dawson was to him as well as to others the central figure of the association, and still young and full of vigor and inspiration.

A prominent educationist from Ontario thanked us for an introduction to Sir William, and said: "To have seen Sir Wm. Dawson would have repaid me for coming to this association, but having conversed with him I return happy."

In closing the association Sir William urged his hearers to remember that the true aim of education was to form character. The education which makes the man is really and truly the only practical education. Teachers should not be discouraged if the pendulum of educational reform did not at any particular time swing in the direction of their peculiar notions; it would return, and in the meantime the hands of progress were moving steadily forward.

RESOLUTIONS.

Before the Association as a whole resolutions were adopted favoring:

(1) University extension; (2) the exclusion of high school work from universities; (3) a common standard of matriculation; (4) the delimitation of the common and high school courses of study; (5) more thorough school inspection; (6) a uniform nomenclature in the designation of schools and grades of study, and a unification of the courses of study in the various provinces; (7) a more stringent compulsory attendance law; (8) the professional training of all teachers; (9) the general establishment of kindergartens; (10) uniformity in the requirements for teachers' certificates and an interprovincial recognition of them; (11) school exhibitions.

The tallest human beings are the Patagonians and Polynesians; the smallest the Boschimans of South Africa. The average height of the human family is five feet three inches.

The Study of English Literature.

Paper read before the Summer School of Science by Principal Cameron of Yarmouth, N. S.

How literature should be studied depends of course on what the student's object is in studying it. If he aims at becoming a producer of literature himself or a professional critic of the productions of others he will study his business in one way. What that one way is I don't know, for I am neither a man of letters nor a literary critic. But he will be at no loss for plenty of recipes for success in his chosen profession. One authority will tell him to give his days and nights to Addison, another will recommend the leading articles in the *Times*, and others will prescribe other nostrums. As to the literary critic, if we are to believe one of the characters in *Lothair*, he should first try to be an author and should fail in his attempt; according to others he must be born with the ability to write a two-column review of a new book after merely cutting the leaves and smelling the paper-knife.

But these are matters much too high for me to handle and I pass on to consider some other objects we may have in view in studying English Literature. Perhaps it is to pass an examination on the subject. If so and if the paper of questions is likely to be one of the kind far too common, then my advice would be this, and as a matter of fact whenever I am applied to for advice in such a case it generally is this: You must get the prescribed texts of course, but be particularly careful to get the prescribed editions of the prescribed texts. Having got them, study carefully the preface and the introduction and the notes and the critical remarks and all the appendices — everything in fact between the covers of the books except the text. Study is not exactly the right word to use, "cram" is better. Cram into your memory all the scraps of biographical detail about the author, all the bits of bibliographical lore about the date of the work, the sources of the plot, and the &c., &c., &c.; all the odds and ends of historical and geographical and grammatical rubbish scattered through the notes; and all the parings and scrapings of criticism which the editor has collected or manufactured. Don't bother trying to understand all these things — just cram the stuff into your memory. Don't pack it too tight, however; let it be so stuffed that when the examination comes off you may readily pick out of the mess such fragments as the questions call for and dump them on your paper. If you feel so inclined, and happen to have plenty of time, you may also read over the text itself, but this is not at all necessary. It will be as well, however, to add to your burden by committing to memory some of the portions of the text which the editor tells you are particularly fine. You may not think them fine, you may be tempted to select your own plums, or you may wish to be informed how to tell a fine passage from any other; but you must shun all such wishing and thinking and temptation to thinking. Take the editor's word for it and shovel his fine selections into your mnemonic depository among its other miscellaneous contents. That's about what you need to do in order to pass a good examination in English Literature on the kind of papers generally set in that subject, so far as my observation goes. But while thus acting as stevedore

to your memory don't imagine that you are studying English Literature; you are only cramming for an examination on a school book.

In giving such advice in such a form I know that I am laying myself open to several accusations. I would admit the justice of some of them at once, but there will be charges that can always be made against anyone who feels strongly about something which he thinks a great evil. In the present case I have spoken with the exaggerated contemptuousness of strong feeling of some things which in their proper place I esteem very highly—of examinations and of cramming, and of certain very essential accompaniments to the study of literature. Of the first and last of these I may take occasion by-and-by to make proper amends for my present disrespectful treatment. As to the cramming, I may as well say now all that seems necessary in the present connection. Every one, no matter what his business or profession, knows how valuable is the power of being able in a short time to "get up" a case, to stow away in his memory in some well ordered fashion a multitude of details about some subject on which, for the moment, it is highly important that he should be well informed. This is what is known in educational circles as *cram*. As generally met with in our business it is a thing to be hated and avoided, but that is not because it is an evil in itself, it is simply because, as in so many other things, it is abused; and it is the abuse of *cram* in connection with English literature that I am condemning. If there must be *cram* in our school work—and there must be until a new heart and a new understanding are given to examiners and inspectors and superintendents, and other testers and question-putters; if there must be *cram* in our school work, let us at least keep our glorious heritage of literature free from it. If I had all our educational big-wigs assembled here to-night, I would like to say to them: Gentlemen, if you find it impossible to fix up your testing and examining machinery without encouraging and necessitating *cram*, then take the dead languages and apply your *cram* mechanism to them. So far as I am concerned you are heartily welcome to these as victims to your Moloch. And grammar, too, the grammar of our own and other languages, as that subject is generally understood in schools to-day. If you want more victims take such subjects as geography and history. If you must have more still, take modern languages or even some of your prescribed scientific subjects. If still more victims are absolutely necessary, you may even take mathematics; but as to English literature—"hands off!" Whatever educational atrocities you may deem it your duty to perpetrate or to sanction, don't compel your teachers to apply the *cram* method to the study of Shakespeare.

The average man or woman and the average school pupil who is to become the average man or woman, does not study literature for any of the purposes mentioned so far, and therefore in the case of this important element of society none of the methods of study mentioned so far are applicable. What then do we study literature for?

We read for many reasons—probably none of us are aware of all our reasons — and probably we have never taken the trouble to put some of them into words. Probably also our Anglo-Saxon reticence about serious and sacred things

that lie very close to our hearts or our consciences keeps us from talking much about some of our deeper reasons. But we are all enough aware and ready enough to admit the purpose of increasing our knowledge and decreasing our ignorance. If we seek to go farther than this and examine our literary consciences about the other things, we shall generally find it necessary to use less plain and matter-of-fact forms of statement than those I have just used for the reasons that lie nearest the surface. Let one try to mention one or two. We have all a laudable ambition to acquire what is called "culture." This word has many meanings and all of them are rather vague and some of them are very silly, but as to its meaning in connection with the study of literature we can go to the high-priest of literary culture himself and ask him to explain it for us. And we shall not ask in vain. We shall get from him in a very few, short and simple words a clean cut and easily-grasped idea of the thing, and this when once heard will remain forever in the memory associated with the word. "Culture," he tells us, "is to know the best that has been thought and written in the world." We wish to have this knowledge and we study literature in order to get it.

Perhaps our interest in literature ends there and perhaps it does not. Even if it does the object of the study seems to me to be great enough and important enough to have our children introduced to it early, and introduced to it in such a manner as not to disgust them with it, but on the contrary to make them love it. For it is a very great matter that we should learn to enjoy the intellectual pleasure of contemplating the best that has been thought by the greatest minds that God has sent into the world; and it is also a very great matter that we should be able to forget our troubles and sorrows in the æsthetic delight to be derived from an intelligent appreciation of all the various artistic graces of form and style and imagery, the charm of harmonious rhythm and melodious language in which these thoughts have been clothed for us.

But even the worst of us have serious moments in our lives when our interest in literature does not end with intellectual and æsthetic enjoyment; and the best of us love and revere the best of our literature chiefly because it stimulates and encourages us to become better than we are, to "Follow light and do the right," because it teaches us "the love of love, the hate of hate, the scorn of scorn."

This is and always has been recognized as the very highest object of the study of literature. St. Paul told Timothy that "all Scripture inspired of God is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be perfect, thoroughly furnished unto all good works." And that Timothy might make no mistake as to what was meant by the "good works" expected of the "man of God," the Apostle addresses him thus in another letter: "But thou, O man of God, flee these things (the love of money and the foolish and hurtful lusts flowing from it), flee these things and follow after righteousness, godliness, faith, love, patience, meekness." All Scripture inspired of God is what Paul says. That is not the rendering in King James' version, but I think you will find on investigation that that is the meaning. "Scripture" means "what is written;" so does literature, and if St. Paul

were here to-night I have such confidence in his sound sense and his lack of bigotry, that I don't think he would object to my substituting the one word for the other. "All literature inspired of God is profitable for doctrine, for reproof, for correction, for instruction in righteousness," And has not all the best literature been inspired? George Eliot says: "Do we not all agree to call rapid thought and noble impulse by the name of inspiration? After our subtlest analysis of the mental process we must still say that our highest thoughts and our best deeds are all given us." And her husband tells us in his life of this greatly gifted writer, that she told him "that in all she considered her best writing there was a 'not herself' which took possession of her, and that she felt her own personality to be merely the instrument through which the spirit, as it were, was acting." What George Eliot calls a "not herself," and what Matthew Arnold more generally calls "a something not ourselves that makes for righteousness," is much the same, in my opinion, as what we ordinary folks call God. All that is best in literature has been inspired of God, and there we have set before us for our "instruction in righteousness" "whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report;" and through the study of such literature we were made to "think on these things."

There are other objects to be sought in the study of literature than these I have mentioned, and especially so in school study of it. Like all other school subjects it should be so studied as to develop and improve the mental powers of the pupils. And it is the very best—indeed the only one of all our subjects from which to get a first-hand knowledge of our own language, and from which to acquire the power of using it correctly and elegantly. I don't mean with that hard and rigid correctness which is demanded by the narrow bigotry of the school grammar, and which is so dear to the hearts of prigs and pedants; I mean with the correctness of the educated and cultured men and women who write our best books.

All these good things, pleasure and knowledge and wisdom, and "instruction in righteousness"—all these can be got from the study of literature. How should it be studied so that these objects may be attained?

There are some ways of dealing with it in schools, which I hope you will agree with me in thinking are not the best ways—not good ways at all. The only use that some schools make of our literature is to clip from it passages to be used as exercises in what is called elocution or rhetorical reading. That is the way I was first introduced to the subject. Nothing was done to make us understand what we were reading. But everything was done, every effort was strained, all the resources of the master's coaxing and scolding and punishing powers were exhausted to make us shriek or roar or mutter or whisper the words according to certain arbitrary rules, which rules could not be got to take up a permanent abode in the chambers of our memory and with which our understanding had no more concern than it had with the sense of what we were reading. And we were supposed to be studying Scott, and Milton and Wordsworth. It is high time that method of studying literature was oiso-

lete, but I'm afraid it is not. Many of the readings and recitations and oratorical contests that are still inflicted upon a long suffering public show that the crime of committing culpable elocution upon English Literature has not yet been stamped out.

Don't imagine that I object to good reading, if that is what "elocution" means to you. The very best reading is none too good for the best writing. If your understanding can comprehend the thought of a passage and if your heart can beat in sympathy with the feeling in it, then, if you happen also to be gifted with a fine voice and have cultivated its powers and got it under perfect control, I shall be delighted to hear you recite the passage and will bless you for the pleasure you give me. But even a fine voice, finely cultivated, produces only pain and disappointment instead of pleasure when the manner of reading or reciting shows that the performer is thinking not of what he is reading but of how he is doing it. And when — as so often happens with those who call themselves elocutionists — when there is not only no sign of heart or understanding but also nothing pleasing in the voice nor artistic in the management of it, then we have about the sorriest and silliest exhibition that a man can make of himself.

There are schools again, where literature is treated merely as raw material for exercises in parsing and analysis and is subjected to other grammarmongering indignities. I'm not quite sure whatever that this is, on the whole, more disgraceful or less disgraceful than the spout and rant method of study which has just been considered. In one way it is less so, for one really must have some brains and some slight deftness in using them to be good at this sort of thing. But what a dreary and useless thing it is. To spend an hour with a class in professed study of some important passage from one of our literary masterpieces — a passage most likely teeming with material for quickening the thought and brightening the fancy and thrilling the soul — and to do nothing during that whole mortal hour but jabber away about subjects and predicates and enlargements, abstract nouns and conjunctive adverbs and qualifying adjectives, verbs of incomplete predication, the optative use of the subjunctive mood and a lot of other such dry-as-dust rubbish. And it is not the teachers who are to blame for this? I have seen examination papers headed with the title English Literature and under that the names of certain standard works that had been prescribed for study, and have found in the papers not a single question requiring any of the works to have been read in order to be able to answer it. There would be parse, analyse, correct, parse, correct, derive, analyse, parse and perhaps paraphrase. So long as that kind of paper is set so long will English Literature in the school-room occupy the degraded position of a mere bond-slave to the school grammar. Perhaps the most outrageous feature of this method of studying literature is the giving of sentences from the makers and masters of our language and literature to be "corrected" (as the grammar-mongers have the cheek to call it) by school boys and school girls. I served my apprenticeship to that kind of thing and came out of it with the impression that Shakespeare's plays and Milton's poems and Addison's essays and the authorized version of the Bible were chiefly remarkable as literary pro-

ductions for the number and the grossness of the grammatical errors in them.

These are ways of how *not* to study English literature. Unnatural mouthing and ungainly gesticulation, even though dignified with the name elocution, will do little to make us "know the best that has been thought and written;" and there isn't much "instruction in righteousness" to be got from a mental tussle with the optative use of the subjunctive mood.

Never a word as yet, at least formally, on how to study the subject, and this was the one sole thing that I should have confined myself to. I have avoided it as long as possible, partly because I dislike even the appearance of assuming to dictate on such a matter to such an audience, and partly because the proper method of studying literature appears to me to be so obvious and so altogether exactly the same as the proper method of studying anything else, that it seems unnecessary to say much about it.

But there may be some young teachers or students here who might be benefitted by a little of what it pleases me to think is common-sense advice on the subject, and for the possible benefit of this probable section of the audience, I shall go on a little longer.

When St. Philip found Queen Candace's treasurer reading the prophet Esaias he said: "Understandest thou what thou readest?" When Bartle Massey lost his temper over the delinquencies of his arithmetic class he set himself to scold the offenders in this style: "You think all you need do to learn accounts is to come to me and do sums for an hour or so two or three times a week; and no sooner do you get your caps on and turn out of doors again than you sweep the whole thing clean out of your mind. You think knowledge is to be got cheap; you'll come and pay Bartle Massey sixpence a week and he'll make you clever at figures without your taking any trouble. But knowledge isn't to be got with paying sixpence let me tell you; if you're to know figures you must turn 'em over in your own heads and keep your thoughts fixed on 'em. I'll not throw away good knowledge on people who think they can get it by the sixpenn'orth and carry it away with 'em as they would an ounce of snuff. So never come to me again if you can't show that you have been working with your own head, instead of thinking you can pay for mine to work for you."

You might read volumes on methods of study and methods of teaching—dreadfully dry reading they generally are, full of hard words and pompous platitudes, and solemn nonsense, tending to produce dyspepsia and profanity; you might read volumes of such stuff and not get as much insight into the business as may be got from Philip's question to the eunuch, and from old Massey's growl at the pupils of his night school. (1) See that what is read is understood; and (2) see that it is understood, not in that shallow and ephemeral way that comes from merely listening to the talk or reading the words of somebody else who understands it, but in that only sure and lasting way that comes from setting to work with your own head at it, from turning it over and over in your own mind, from keeping your own thoughts fixed upon it. On these two commandments hang all the law and the prophets of the arts of teaching and learning.

Suppose it is one of Shakespeare's plays that is to be read, and suppose the teacher has the good fortune to be untrammelled, or the determination not to allow himself to be tram-

melled by the demands of a cram examination, or by the whims of a rhetorical reading inspector, or by the crotchets of a parsing and analysis examiner. One of the first things to be considered is what edition of the play to get. As a general rule I don't care a rap what it is. The teacher, of course, should have access to some of the very best critical editions, and if he is faithful to his duty he must groan for many a weary hour under the burden of perusing the multifarious contents of them. As to the pupils, I prefer that the younger and more inexperienced pupils shall have nothing but the bare text, and for that any of the common editions of Shakespeare that sell from one shilling up will do; but I don't object at all to the older ones and those who have had some previous training at the work—I don't object to these getting editions with notes, etc. And it is a very decided advantage, supposing there are half a dozen such pupils in a class, that each one should have a different edition. With half a dozen different editions, each with its own set of explanatory notes and illustrative and critical matter, the class is of course in a better position for understanding the play than if all had the same edition. But that is not the only advantage nor the chief one. Young folks, and old folks too for that matter, are all too apt to accept as authoritative any statement they find printed in a book, and especially, in the case of young folks at least, the statements they find in prescribed school-books. The older one gets and the more one learns the more he comes to see what a very bad habit this is. Perhaps it would not be true to call it "soul-destroying," as we are told some doctrines are, but it is certainly thought-strangling. A single edition in the hands of all the students tends to strengthen this habit; the use of several editions tends to weaken it. For in Shakespeare and in all our great writers there are many things on which it is possible to hold more than one opinion. There are different readings in the text itself, different meanings to be got out of its words, different interpretations that may be put on the passages; different estimates may be made of the characters in the play, and the relations of the several parts of it to each other and to the central idea, and the central idea itself. On all these things and on many other things there is always room for more or less difference of opinion; but in small school editions there is usually room for only one opinion, and this one is of course the one that the editor thinks the right one. That may be all right so far as the editor is concerned, but it is not all right that our young people should be trained to adopt one-sided views of matters that have several ideas. If they learn to do so in school they will carry the habit with them into life, and so prolong the age of narrow-mindedness and intolerance and Philistinism generally. Therefore I prefer that pupils who are old enough or far advanced enough to know how to use an edition with notes should not all be required to get the same edition, and should be encouraged to study and compare the different views taken of the same thing by different editors, and to weigh for themselves the evidence for or against each.

As to the younger and untrained pupils I have said that I prefer that they shall have nothing but the bare text. I prefer this because I have found that when they have notes the notes get far more attention than the text. This works evil in several ways besides begetting an altogether wrong idea of the relative importance of text and notes. Note-makers are never all infallible and are not always wise. They sometimes supply information that is not correct, they often supply information that is not necessary, still oftener they supply in-

formation that the pupil should be left to search out for himself, and very often they supply what the pupil takes for information or explanation but which it would be nearly as bad as lying to call so. When a simple-minded and unsophisticated pupil reads about "divers woes" and finds his note telling him that that means "various calamities," or when he finds "a trick got up between them," explained as "A stratagem devised by them"—I didn't make these up, they are bona fide specimens of annotations culled from a school edition which contains many more such gems—when a pupil new to the study of literature finds things like that in his notes he may laugh at the absurdity of such explanations, or he may use strong language about the fraud of palming off such stuff as explanation, but I am inclined to think he will do neither of these things. Such a pupil, if left to himself, will be far more apt to accept word-mongering rubbish of that sort as real explanation, and that I think is a very perilous state of mind for any boy or girl to fall into. But even when the notes give something that really does explain the text, they often do harm in an educational way and for this reason—they smooth down a difficulty before the pupil has felt that it is a difficulty, and they thus spoil the mental training to be got from the study of literature and at the same time spoil one of the highest pleasures of the intellect.

Most of what I have said in connection with choosing an edition, or choosing not to choose one, might have been said just as well in connection with the actual class-study of the work. Of course the general principles to be kept in view are the same all through, and these are those already laid down—that the student should understand what he is reading, and that he should get his understanding of it by his own labor, by the sweat of his own brain. It is always easier and it is often pleasanter for the teacher to do the observing and thinking and working himself, and then to tell his pupils what he has observed and thought and worked out; but that is not teaching. And it is not teaching to let the pupils get into the habit of depending on the notes in their book for all the help they need to understand what they are reading. When they want information in after life they will not usually find it in school books, and if they have been trained to rely only or chiefly on these they will often be badly handicapped.

The average pupil won't take the trouble to work at literature any more than at anything else unless he has or can be induced to acquire an interest in the subject. To start this interest and to keep it up when started the teacher should be ready to seize on anything whatever that crops up during the lesson, no matter how small or trivial, which he can use as a peg on which the pupils may hang knowledge that they already possess on some subject in which they are already interested. There are lots of opportunities for this in studying literature. Some will be interested in the spelling and meaning and pronunciation of words and the changes which their reading and observation show them have occurred and are still occurring in these; others will be interested in the various rhetorical and metrical devices by which writers seek to please the ear and stir the heart; others in the casual illusions to historical events and natural phenomena; others, in noting resemblances or contrasts between the matter of form of what they are now reading and the matter of form of something previously read; and so on through all sorts of minor and secondary matters up to the one or two specially thoughtful students who are interested in the management of

the plot, or the delineation of character, or the discussion of the philosophical or ethical principles involved in the work. And that does not exhaust the list. There is the author's own life and character and the period he belongs to; the relation of the work read to his other works, and to the general and literary history of the period; the history of the work itself as to its date and text and sources, etc. Any or all of these things may be found or may be made to get up or to keep up the class's interest in the work. And that is not the only use that these things can be put to, for the more that is known about them the better will the main object of our study of the work be accomplished; for the more we know about the make-up of a thing and about its history and about the other things that lie nearest it, the better is our knowledge of the thing itself.

While the teacher is working this interest machinery he may be tempted to forget that the main object is to make acquaintance with the work itself, and he will have to guard against this temptation.

There is another temptation — at least a something that may be a temptation to some teachers — which I want to say a word or two about before closing.

If the chief objects of the study of literature are "to know the best that has been thought and written" and to get "instruction in righteousness," it may seem that the readiest way to accomplish these objects would be for the teacher to sift out the best thought and to abstract the moral teaching from the literature his pupils are studying and present it to them, on a spoon, as it were. But that's not the way we get our moral teaching from nature and it's not the way we get the best and most effective part of the moral teaching which our best writers give us. It is done indirectly—through facts and experiences and circumstances—in almost every possible way except the direct didactic way. And, indeed, as every one who reads much and carefully knows, the very greatest good that a really good book does us is often done in a way that we can give no distinct articulate account of. We can't explain it, but we can feel it. Let it be so with your pupils. Don't preach to them what you take to be the lessons of the work they are reading; rather so direct their own study of the work that they will get an understanding of its letter and of its spirit, and then they will find the moral teaching for themselves; and you may be surprised sometimes, as I have often been, to find that they have found more truth and deeper truth in it than you did.

The Association of Colleges in New England, at their last meeting, recommended that natural history should be studied in the lower grades as a substantial subject, not from books, but by practical exercises. They also urged the introduction of elementary physics into the later years of the grammar grades, to be taught by the laboratory method with exact weighing and measuring. They also recommended that algebra should be commenced at twelve, and plane geometry at thirteen, and that French, German, or Latin should be commenced at ten. In order to make room for these subjects, the time now given to English grammar, arithmetic, and geography should be much curtailed.—*School Journal*,

Notes for Teaching Music by the Tonic Sol-fa Notation.

Time: 1. Remember that all music is divided into pulses.

2. That in any one tune the pulses are of equal length.

3. That these pulses have varied force, stress or accent. The notation for tune is very evident and does not need much special teaching. The initial letter of the tone syllable is the note sign as *drmf*. The time notation is more arbitrary and requires regular formal teaching, and this carefully reviewed as in any other subject. When this is done the advantages of the Tonic Sol-fa time notation will be understood. In writing, the space for each pulse of the music is first carefully marked off, and the accent marks made before a note of the music is written. When any pulse is divided the nature of the division is clearly indicated. The accent marks are the strong |, the medium |, the weak :

It is necessary to give some instruction in the time notation at each lesson until the most backward pupil understands the notation as far as it has been taught.

Ask the pupil to point out the strong and weak accents, and then to mark off the measures with a curved line, first without the notes in the spaces, and then with the notes in the pulse spaces.

1. { | $\overline{d:d}$ | $\overline{d:d}$ | $\overline{d:d}$ | $\overline{d:d}$ }

The pulse signs should be placed at equal distances to be a pictorial representation of the length of the notes. The double line || is not an accent mark, but shows the close of the piece. Never end a line of music with a pulse mark. For the end of a line which is not the close of the piece use the bracket }.

The eye must be so accustomed to the signs that no difficulty will be felt in seeing and telling the kind of measure, whether two, three or four pulse measure. Next teach the time or rhythm name for one pulse note TAA. The AA sounds like a in *father*. Get the class to go over the time names for the above exercise, marking carefully the accent and also singing each *taa* to a full pulse. If the time names be not sung in correct time the question will be asked, what is the use of time names? But if carefully sung the advantages will soon be felt.

Now get the following exercise 2 carefully sung.

2. { | $\overline{d:d}$ | $\overline{m:m}$ | $\overline{s:s}$ | $\overline{m:m}$ | $\overline{d:d}$ ||

3. { | $\overline{d:-}$ | $\overline{m:-}$ | $\overline{s:-}$ | $\overline{m:-m:-}$ | $\overline{d:-}$ ||

Then ask the class to sing one note to each measure and continue the sound to the end of the second pulse of each measure. As only one note is sung for each measure one note only should be written, but as the sound is continued through the second pulse we need a continuation sign. A dash is used on a level with

the space between the two dots, and it should be sufficiently long to indicate that the sound of the note is to be continued through the whole of the pulse; thus :—, not: __, or :—. The music will appear as in 3.

For the tune names write in each measure | *taataa*, strike out the second *t* and replace it with a dash; thus *taa—aa* in exercise 3.

Get 4 sung first to the time names and then to the syllables, in each case marking the accents clearly giving each note its full value.

4. { | *d : d | d :— | m : m | m :— | s : s | s :—* ||
taa taa taa—taa.

Then reverse the order, and afterwards give various exercises using only one and two pulse notes. Let the teacher now give six taps, alternately strong and weak, and after a pause give six taps but strong, weak, weak, strong, weak, weak, and ask the class to tell distinctly the difference. They will note that the first divides into 3 periods of two strong weak, and the other into 2 periods of three strong, weak, weak. Then get 5 and 6 sung after pattern given by teacher. A pupil will next write the accent marks, and another can fill in the notes, and then the exercise may be sung from the board.

5. | *d : d | d : d | d : d* ||

6. | *d : d : d | d : d : d* ||

7. { | *d : d : d | m : m : m | s : s : s | m : m : m* ||

8. { | *d :— : d | m :— : m | s :— : s | m :— :—* ||
taa—aa taa taa—aa—aa

Sing 7 and 8 to time names, and then to the syllables. This is three pulse measure. Let the pupils have exercise in writing two and three pulse measure on their slates or on paper, and afterwards in filling in notes to the teacher's dictation of time names. Treat four pulse measures in a similar way. When a piece of music begins with the strong pulse it is said to be in primary measure. A piece beginning with any other than the strong pulse is in secondary measure.

SECONDARY MEASURES.

Two pulse { : | : | ||

Three pulse { : | : : | : ||

Four pulse { : | : | : | : ||

ELEMENTARY CERTIFICATES.

Sadie M. Armstrong, Henry Murray Malcom,
Beatrice Gossip, Allina Pellow,
Derothy Smith, Maud Mosher,
Lulu Dickson, Katie Ward.

NOTE.—In the Windsor, N. S. schools 14 pupils passed the examination for the Junior Certificate, and six of Miss Burgoyne's class for the elementary.

JAMES ANDERSON.

Too Many Studies.

The "most influence citizens" of Fall River, Mass., recently sent in a petition to the school committee of the town protesting against the numerous studies provided for young children. There is an element of humor in the document, and well as a great deal of truth. The school board sent it to a sub-committee which is wrestling with a new curriculum. Its labors are not likely to be lightened by a study of it:—

"The undersigned hereby wish to enter their formal protest against the course of studies approved by you for the public schools of Fall River, particularly in the grammar grade. As parents, knowing something of what is being taught, we wish to say that we think too many studies are given in grammar schools, and that too much is thereby expected of children ranging from 10 to 14 and 15 years of age. We think it much better that our children should come out of school at the end of their school course with a fair amount of learning and good healthy bodies and minds, than that they should graduate with minds crammed with knowledge but with nerves unstrung, so that what knowledge they have acquired will work to their disadvantage rather than aid them in the struggle of life. When you, ladies and gentlemen, went to school, it required six hours daily, five days in the week, to get a fair understanding of the three R's, commonly known as reading, writing and arithmetic. When the grammar school was reached, geography and grammar were added to the above-named studies. But your children and ours are expected to achieve greater things than we did, and are therefore required to learn in addition to the studies named above, physics, civics, composition, declamation, book-keeping, physiology, drawing, music, stimulants, narcotics, morals, etc. We think the system in vogue in our grammar schools, especially, is faulty, and tends to discourage rather than encourage the scholars in a healthy interest in their studies. Most of the studies are uninteresting, and have heretofore been taught only in high schools and colleges. To try and cram into the minds of children problems hardly intelligible to their parents appears to us to be an imposition that should receive the protest of all parents and others who have the best interests of the rising generation at heart. Of what use is it, pray, to try to teach civil government to a boy and girl of 11 and 12 years? It is a sad commentary upon our civil government to-day that our best citizens hold aloof from all participation in its enactment. If that is so, why should our schools try to discourage these children, who ought to be glad to participate in shaping the legislature of their country,

state and municipality? If either of you ladies and gentlemen had been required, at the age of twelve years, to write a composition on the Indian question, not being allowed to ask any questions of your elders, what kind of an essay do you think you would have presented to your teacher? There is an old saying that "A Jack of all trades is good at none." It would appear that our children are being taught to have a superficial idea of everything and not to be proficient in anything.

SCHOOL AND COLLEGE.

Mr. John D. Robertson, the efficient teacher of Moore's Mills Superior School, has resigned to take a college course. Mr. Robertson's departure is regretted not only by the pupils, but by the entire community. He is succeeded by Mr. Amasa Plummer, of Carleton Co.

Miss Mary Dibblee has resigned her position on the St. Stephen staff. Miss Lucy McKenzie has been appointed in her stead. Miss Dibblee had the reputation of being one of our best teachers.

Mr. Geo. M. Johnston, teacher of the St. George Superior School, is spending a portion of his holidays in Pennsylvania.

Principal Mackay, Messrs. Grant and Coops of the New Glasgow High School have resigned. Mr. Mackay will prosecute his studies in the higher physics, in John Hopkins University, Baltimore. Mr. Grant will study law, and Mr. Coops medicine.

Mr. Vernon Clarke has been appointed as principal of the intermediate department of St. Andrews.

Inspectors Smith and Carter attended part of the sessions of the Summer School of Science.

Mr. H. B. Barton has been appointed to succeed Mr. W. M. Veazie at Grand Harbor. Mr. Veazie will enter the University of N. B.

Mr. A. E. Barton has been appointed principal of the school at Lord's Cove, Charlotte Co.

Mr. A. C. M. Lawson has been appointed principal of the Havelock Superior School.

Last April it was decided at a town meeting, by 66 against 36, that New Glasgow required a new high school building costing \$25,000. On account of some opposition from the ratepayers the bill authorising the expenditure passed the Legislature with a rider requiring another town meeting to be called. This meeting was held on the 30th of June. After a very keen contest the friends of the high school polled 180 votes against 103. New Glasgow has every reason to be proud of the splendid work done by Principal Ebenezer Mackay and his staff in the old building. This accounts for the handsome majority obtained by the friends of higher education.

Mr. Fred. Yorston, A. B., of Douglastown, N. B., has been appointed to the principalship of the Charlotte street school, Fredericton, made vacant by the resignation of Mr. H. B. Kilburn.

We gladly chronicle such an item as the following from "Parent" in the Newcastle, N. B. *Advocate*: "As our school teacher, Miss Mary Carney, from Douglastown, has gone away from amongst us after teaching for a term of ten or eleven years we feel it our duty to thank her for her kindness in the way that she has conducted her school and brought on our children. She has acted as both a teacher and a parent to the small children and worked hard to bring them along and their advance in knowledge shows it. We hope she will succeed as well in the next school as she has done with ours. With our best wishes towards her we remain her sincere friends as before."

Professor Lothar Bober, teacher of German in the Halifax Academy, has been appointed to the chair of modern languages in King's College, Windsor.

The vacant principalship of the Dartmouth Public Schools has been filled by the appointment of Geo. J. Miller, (Grade A.) late of Hantsport. We must congratulate Dartmouth School Board upon having made a most excellent selection. We hope Mr. Miller may have time to favor the readers of the REVIEW with something from his ready pen.

Mr. W. E. Thompson for many years principal of Albro street school, Halifax, and one of the leading teachers of the province, has resigned for the study of law.

The Halifax Normal Class for the training of Kindergartners, will re-open Sept. 5th. For particulars address Susan S. Harriman, Halifax, Nova Scotia.

QUESTION DEPARTMENT.

For a subscriber to the REVIEW:

(1) Hamblin Smith's Euclid, p. 56, ex. 8. If the lines are parallel the exercise is possible only when the point E is equal distance from them. If they are not parallel let them meet in F. Through E draw EL parallel to AF and EK parallel to CF. Make GK equal to KF. Join GE and produce it to H. Then GH will be bisected in E. For the triangles GEK and EHL are easily proved equal (I. 26).

(2) Page 69, ex. 1. Suppose the diagonal AC does not pass through O. Then it can be easily shown that the figure A OCD is equal to half the parallelogram ABCD. But the triangle ACD is also equal to half the parallelogram ABCD. Therefore the triangle ACD is equal to the figure A OCD: Which is impossible. Therefore AC does pass through the point O.

(3) Page 72, ex. 4. Let $ABCD$ be a parallelogram and let the diagonals AC and DB intersect in O . Then if P be any point taken, say within the triangle ABC , the difference between the triangles DPC and BPA will be equal to the sum of the triangles APC and BPD .

$DPC - APB = DPCO + DOC - APB = DPCO + AOB - APB = DPCO + APBO = APC + BPD$. Therefore $DPC - APB = APC + BPD$

BOOK REVIEWS.

TALES FROM SHAKESPEARE, by Charles and Mary Lamb, edited with an introduction by the Rev. Alfred Ainger, M. A. Cloth, price two shillings and six pence. London, MacMillan & Co., and New York, 1892. These tales, twenty in number, have been republished in attractive form, with an introductory note by the MacMillans. They are designed for the nursery and school room, and have taken their place as an English classic, guiding pleasantly many grown people to the "inner shrine" of the great dramatist.

THOMAS CARLYLE, by John Nichol, LL.D., M. A., Emeritus Professor of English Literature in the University of Glasgow. Cloth, pp. 248; price two shillings and six pence. London, MacMillan & Co., and New York. This is a fresh volume in the English Men of Letter series, edited by John Morley. It gives a record of the leading events of Carlyle's life, and estimates of his genius by a personal friend and close student of his works.

SIR THOMAS BROWN'S "RELIGIO MEDICI," edited by W. A. Greenhill, M. D., Oxon. Cloth, price two shillings and six pence. London, MacMillan & Co., and New York, 1892. The *Religio Medici*, or the Christian religion as professed by a physician in "his leisurable moments," and printed surreptitiously and without his consent. The author after giving the world an authentic edition of the work gave himself no more concern about what was to secure for him literary immortality. The work passed through eight editions in the author's life time, and more than a dozen since. The present edition contains in addition to the text and preface, a full list of former editions, with copious notes. The old-fashioned simplicity of style, and the plain and homely truths contained in this book might with advantage make it a tonic to the modern reader in his "leisurable moments."

LIVY, Book V, by M. Alford. Cloth, price one shilling and six pence. MacMillan & Co., London. This little volume in the Elementary Classics series is neatly printed with notes, vocabulary, and a map.

GREEN'S SHORTER HISTORY OF THE ENGLISH PEOPLE, Part 10, completing vol. I. of this work, has been received. It contains an introductory, protrait of the author, and table of contents. Those who have not subscribed to this work, with its fine text, illustrations and maps, would do

well to begin now. Parts one shilling each. Published by MacMillan & Co., London and New York.

DECIMAL APPROXIMATIONS, by H. St. John Hunter, M. A. Published by Macmillan & Co., London. Pages 55. Price 1s. 6d. The discussion of shortened methods in this little volume will be of much interest to mathematicians. To the ordinary student, however, they are of no practical value.

BOOKS RECEIVED.

LESSONS IN HEAT AND LIGHT. MacMillan & Co., London.

GOODWIN'S GREEK GRAMMAR, Publishers Ginn & Co., Boston.

SUNSHINE; Nature's Story-book Series, London, Macmillan & Co.

OUTLINES OF PSYCHOLOGY, LOGIC AND THE HISTORY OF EDUCATION, by J. B. Hall, Ph. D., Truro, N. S. Toronto, Wm. Briggs & Co., Publishers.

Current Periodicals.

The Lake Magazine for August. The first number has been issued of a new high class Canadian magazine, published by The Lake Publishing Company of Toronto. The magazine is devoted to politics, science and general literature, and purposes filling, in some measure, in the discussion of public questions, the place filled in Britain and the United States by the leading reviews of these countries. The political articles will be contributed by leading statesmen and writers of both political parties, and appearing under the names of the individual writers as full and exhaustive discussions of timely topics of public concern, will possess unusual interest and value: in fact no intelligent student of political affairs can afford to neglect reading them. In the present number are articles on Canada and Imperial Federation, Edward Blake and Ireland, a Cheap and Simple Franchise, from the pens of leading Canadian journalists, and also articles on The Land of Manana, A Canadian Literature, Second-Sight along the Wires, Art in Canada To-day, The Doctrine of Handicaps—all interesting and well written. Two stories and two poems of superior merit, in addition to a number of illustrations complete the list of contents.... The August *Century* has a handsome new white and green cover marked "Midsummer Holiday Number." It is notable not only for its midsummer characteristics, but as celebrating the centenary of the poet Shelley by a frontispiece portrait and a striking essay by the poet George E. Woodberry, who is one of the chief Shelley scholars of America.... Captain Charles W. Kennedy, formerly commander of the White Star steamer "Germanic," has contributed to the *St. Nicholas* a simple little story explaining "How Ships Talk to Each Other," an account of the international system of signals.... Don Juan S. Attwell, of the Argentine Legation at Washington, contributes a very valuable and comprehensive paper on "The Argentine Republic" to August *New England Magazine*. It is beautifully illustrated and is the best exposition of the progress in education, commerce and refinement of the republic that has yet appeared.... All teachers and those interested in the education

of young children will wish to read the article in *The Atlantic Monthly* for September by Horace E. Scudder, entitled "The Primer and Literature." This paper proves in a very logical, clear, and interesting manner that "the time has come when the . . . statement may be made that there should be no break in the continuity of literature in the schools; that from the day when the child begins to hold a book in his hands until the day when he leaves the public schools he shall steadily and uninterruptedly be presented with genuine literature; that the primer itself shall serve as an introduction to literature." The paper will well repay careful reading and discussion. . . . *Goldthwaite's Geographical Magazine*, New York, for August contains many valuable articles for teachers and students such as "Present State of the Metric System," "Columbus and His Times," "Russia's Trans-Siberian Railway," "Hints for Teachers," etc. Subscription price \$2 a year. . . . *Littel's Living Age* for August 13th contains the following: The Earl of Albermarle, The Tuscan Sculpture of the Renaissance, The Insurrection in Mongolia, The Fourth Centenary of Columbus." This magazine is published weekly and is both cheap and excellent. . . . *Garden and Forest* for August 10 has an article that all should read, "Taste Indoors and Out."

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McGILL NORMAL SCHOOL—(September 1st). Principal, S. P. Robins, LL. D.

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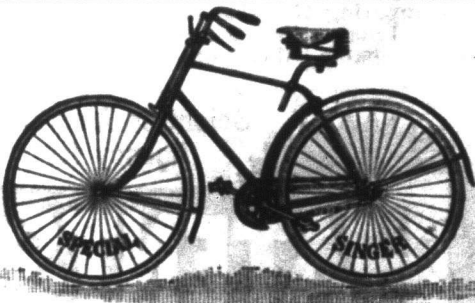
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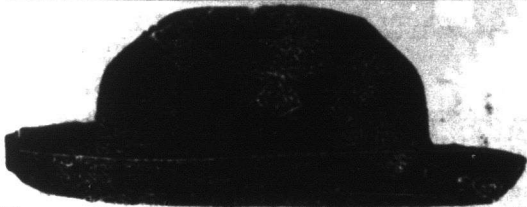
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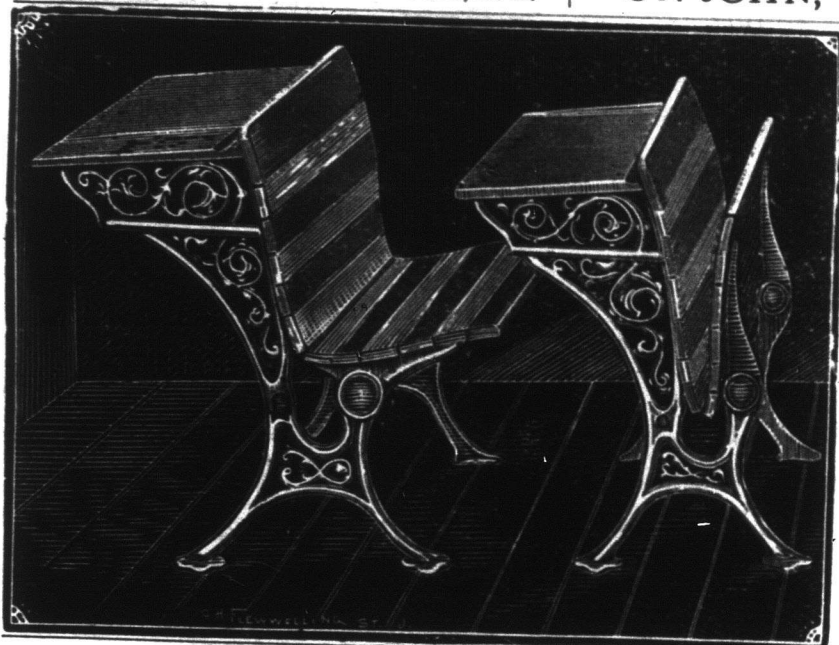
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