

**PAGES**

**MISSING**

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia.

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

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### THE EDUCATIONAL REVIEW.

G. U. HAY, St. John, . . . . . Managing Editor  
W. T. KENNEDY, Academy, Halifax. . . Business Mgr. for N. S. and Nfld  
J. D. SEAMAN, Charlottetown, . . . Business Mgr. for P. E. Island.

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

It is hardly necessary to urge upon the teachers the necessity for the pupils to study current events, so that when they go out into the world they may be intelligent actors in its affairs. The pupils now in the schools are to be the future voters and office holders, and it is the duty of the teacher to see that they are acquainted with all matters of current interest. Increased attention is being given to this subject in the schools in these provinces. The REVIEW intends to help along such an excellent movement, and the better to do so is making clubbing arrangements with the publishers of *Our Times*—a bright 16 page paper entirely devoted to current events—by which that paper can be obtained by all subscribers to the REVIEW at a merely nominal cost. Full announcements will be made in the December REVIEW, which will be a special number sent to many outside of those embraced in its large subscription list.

THE increased attention given to kindergarten methods both in the primary schools and in homes, brings many inquiries where the cheapest material may be obtained. It is not generally known that Messrs. Selby & Co., whose advertisement in another column, has been before the readers of the REVIEW for several years, are perhaps the only dealers in the Dominion who keep a complete supply of kindergarten material. That their business is on the increase

witnessed by the fact that they have recently moved into larger and more commodious quarters. Parents and teachers interested in kindergarten work should not fail to communicate with them.

THE calendar of Prince of Wales College and Normal School, Charlottetown, P. E. I., for 1893-94 has been received. Its list of students for the past year numbered 146, gathered from all parts of the Island, and this year, we believe, it is still larger. It deserves the excellent name its talented principal, Dr. Anderson, and its long list of graduates, filling honorable positions everywhere in Canada and the United States, have won for it.

THE best evidence that advertising in the REVIEW pays is that our advertisers are prompt in renewing their contracts. One of our publishers says that no advertising space has paid him so well as that which he has occupied in the REVIEW for the past six years.

DURING the last month the Superintendent of Education, Nova Scotia, has been visiting the county academies in the western side of the province. He also visited and looked into the working of all the public schools connected with them. In the matter of music he found as many as fifty per cent of the pupils who professed to be unable to sing at all. In other schools he often found only one or two who could not join in a song. The difference he found was due chiefly to the teachers in the schools. Where music was taught for a few minutes daily, or even only practised, all the children could as a general rule sing. If all teachers caused their pupils to sing a little daily, the result would be that the whole population of Nova Scotia would be now more or less musical and would have the advantages which are more or less associated with such an accomplishment. In some of these schools the most musical teacher on the staff took charge of the music in all the departments, exchanging for the time being with the regular teacher.

THE MANNER of entertainment furnished by the citizens of Milltown to the teachers of the Charlotte County Teacher's Institute is worthy of imitation in other places.

D. J. McLEOD, Superintendent of Education for P. E. Island, has returned from an extended trip through the provinces and some of the states of the neighboring republic. He has made a study of the different school systems with the view of still further improving the system in his native province.

WILL some one give any good reason why for the same work a man should receive more wages than a woman? In the schools of St. Paul women and men

are paid for the work done without reference to sex. In California for the last nineteen years female teachers received the same compensation as allowed to male teachers for like services.

THE changed conditions of society make it incumbent on teachers to do what they can to put libraries in their schools. In olden times every intelligent family had a smaller or larger collection of classical books, which were read and re-read, and exerted a most beneficial influence on the whole family. But in our times the ubiquitous newspaper or the cheap trashy novel has taken the place of the more substantial intellectual food of the days of our fathers. If the majority of our pupils are to learn to love good reading we must supply the books from the school library; and considering the importance of the early sowing of good seed, conscientious teachers and trustees will not fail to have school libraries — no matter how small, if they cannot afford larger.

#### MR. J. V. ELLIS AND HIS JUDGES.

The Bench of New Brunswick ought to have needed no such vindication of its dignity as has been witnessed in the severe penalty imposed on Mr. J. V. Ellis, the editor of the *St. John Globe*. The circumstances of the case, the trial and punishment, are known to every newspaper reader in the Dominion, and need not be repeated here. Granted that Mr. Ellis's language was strong and perhaps hasty: the occasion called for an indignant protest, and every honest conservative in the province, or out of it, feels humiliated when he thinks of the circumstances that called forth the protest. This is the reason why public opinion is almost universally in Mr. Ellis's favor. And when his high character, ability and services to the public are taken into consideration there is a very great regret that such a man is made to suffer, and that, too, by a penalty so utterly disproportionate to the offence committed. One does not like to see our judiciary made an object of ridicule as it has been the past three weeks, nor the private character of at least some of the judges held up to scorn and contempt; nor does one like to see a nineteenth century judgment, which should reflect "the wisdom of the ages," partake of the character of an eighteenth century judgment.

Every lover of fair play wishes that Mr. Ellis had been treated otherwise than he has been treated. He has conducted himself throughout this trying ordeal with rare tact and discretion. He has taken his punishment like a man for what he deemed a principle, and he is entitled to the respect and sympathy of all honest men. His courtesy and sense of

right have not allowed him to utter one word of reproach during his imprisonment, and those who know him best will be very much mistaken if the same qualities are not attested on his release from imprisonment.

#### VERTICAL WRITING.

Vertical writing seems to have come to America to stay. Mr. A. F. Newlands, Supervisor of Penmanship in the public schools of Kingston, Ontario, introduced it into the schools of that town at the beginning of last year. It is also taught and favored in many schools of Montreal and Toronto and has been adopted in the schools of Chicago.

In the fall of 1892 Professor Russell, now of Truro Normal School, made a vigorous defence of its principles before the teachers of Halifax where it has entirely displaced sloping writing. It has been given the preference in the public school system of Nova Scotia. It is also taught in the Halifax Ladies' College. In England it is prescribed for the Civil Service Examinations and taught in nine-tenths of the schools. It is rapidly gaining ground in Germany, Austria, France, Denmark and Switzerland. Mr. J. V. Witherbee is the author of an article in *Popular Science Monthly* for November advocating its use for American schools. According to his showing the strong points in its favor are the ease with which it can be taught, because it is more natural, its legibility, and its great sanitary advantages, inasmuch as it does not produce myopia, curvature of the spine, or shortsightedness.

#### NIGHT SCHOOLS.

While university extension has been receiving so much attention among us, it is somewhat strange that the subject of night schools has received no attention from any quarter for the past two or three years. These schools have been opened on one or more occasions in the City of St. John, but the results have not hitherto been of a sufficiently satisfactory nature to arouse any enthusiasm among their promoters. The experience of St. John has not been singular in this respect. Montreal opened night schools last winter with similar results, and a correspondent in the *Star* of that city gives reasons for this failure which at least are worthy of our attention and may prove instructive as well: untrained teachers. Boys were admitted who should have been attending day schools, and were placed in classes with middle-aged men, sometimes to the shame of these men, whose superiors they were mentally, but more frequently to their annoyance, since these boys were more bent on mischief and amusement than on learn-

ing. He argues that there should be a rigid system of classification in the night schools as well as in the day schools. Well dressed young men who could afford to pay for instruction were too freely admitted, and he asserts that their presence had a chilling effect upon the horny handed sons of toil. He gives as the strongest reason for the failure — the bad division of time. Each night should be divided so as to give at least one hour to a subject, not fifteen or twenty minutes.

There can be no doubt but that well conducted night schools, taught by trained teachers who could insist upon proper classification of students and possess the means of enforcing proper discipline, would be a success and would confer a boon upon the community. They would be more far-reaching in the benefits that they confer than the university extension lectures, excellent as they are.

Our night schools in the past have been failures chiefly owing to the disorderly element that was present and too great an amount of the teacher's time was required in securing discipline. Arrangements might be made with the Chief of Police to obviate this difficulty.

#### SCIENCE.

"I have seen an elementary school of some six hundred pupils in which teachers and pupils follow closely the scientific spirit, if not the very letter, so far as it should be followed by children varying from five to fifteen years of age. All do the same kind of work, which is allowed to vary in quantity and quality in accordance with the natural ability, individuality, and originality of each pupil. Local material almost exclusively is examined individually, each pupil thinking and passing judgment for himself and expressing his ideas accordingly in writing and drawing.

The disposition to attack, to take hold, to investigate and to make careful records of his own ideas and discoveries is cultivated studiously by keeping the pupil in the foreground and the teacher in the background. The prominent instructor, questioner, talker, gives place to the quiet director, inconspicuous, but working with the effectiveness that characterizes the silent forces of nature. \* \* \* \* Each pupil is supplied with a specimen (all the specimens being of the same kind) such as can be found in the neighborhood, a leaf, a vegetable root, a nut, an insect, a rock, a flower, etc., which he examines carefully, draws and describes in writing according to a very simple plan consisting of four or five words written on the black board. The words indicate the order of the work, and the paragraphs of the description. The pupil is let entirely alone until he does all he can do. \* \* \* \*

No instruction in natural history can be called scientific that fails to develop the pupils' power to draw what he examines. \* \* \* \*

The part that language takes in the plan should now receive brief consideration. The pupil being accustomed,

from the time he begins to write sentences to describe in writing what he himself sees, recognizes the connection between his ideas and their signs on paper, his facility in expressing his ideas more and more correctly increases, and when his work is criticized he is in the proper mental attitude to receive and assimilate the criticisms. . . . The teacher helps at the right time when the pupils need help. He examines their papers to discover excellences and errors in regard to matters of fact and forms of expression, gives class instruction at the blackboard on prevailing errors, makes illustrative sketches, rubs out all illustrative work at last and directs the pupils to redraw and redescribe the objects previously studied, conforming their work closely to what they see in their specimens." —H. L. Clapp.

In the above extracts Mr. Clapp describes very accurately his own school. No other school in America shows better work in science or drawing. Let our teachers study his methods carefully and determine whether his success arises from the excellence of his methods or from his own personality. We believe that his methods faithfully followed out by our teachers would in the hands of about one in twenty produce better results in the Maritime Provinces than in Boston and better work with all than they now produce.

#### The Teaching of Geography by Blank and Black-Board Maps.

A little higher than atlas teaching is the blank easel map. With this it is customary, pointer in hand, to drill classes first collectively and then with unexpected appeals to individuals; and no doubt much clearer and more refined conceptions of position are to be got in this way, and a skilful teacher can keep a class alive to its remotest corners; but a still better method is mapping.

By mapping is here intended sketch maps by the pupils, in pencil or ink, of the district studied, and not that elaborate imitation of atlas maps by which the sense of color is cultivated at the ragged ends of terms. These sketch maps must be done in class, and the teacher, it must be admitted, has to work hard to get them done. Perhaps this is best effected by the teachers accompanying the class himself on the blackboard. If he is, as all teachers of the subject should be, sufficiently expert, he can do this without depriving his pupils of the comforting sense of his watchful eye, and with a running suggestive commentary. "Let us begin here. The coast-line runs south, you see, for some way, then about twice the same distance eastward, and out into this jagged cape," and so on. In the same way he can call attention to the characteristic sinuosities of the rivers, and ensure the towns coming in their proper positions relative to coast and river and hill.

Thus far we have been tracing successive steps upward in the teaching of geography, but as yet it has been really simply an increasing refinement in the answer to the fundamental question, Where is A? It has been, in fact, the teaching of maps pure and simple. But now, with the

teacher half-face to class, and with a simple map growing under his hands, we begin to find openings for teaching something beyond this mere localization of place names. It is so easy to pass from a mere descriptive paraphrase of your map-drawing to other matters.

*Descriptive Geography.* It is best, at any rate with boys, to let your declared object be merely to know the names and positions of places. But you lapse. You appear to be struck by a memory about a place, mention it involuntarily, glide into a reprehensible garrulity about this town and its people, tell of a siege, a difficulty of access, a local peculiarity, a remarkable product. The whole class listens, the bad boy best, and the good boy with a certain virtuous uneasiness. The general feeling of the class is a blissful consciousness of teaching being suspended. —H. G. Walls.

Adopt this method if you have not done so already and you will find that you will have a live class and the class will feel that it has a live teacher. It will cost you much labor. Of course it will; but it will bring you in return much pleasure. Follow up this plan by asking for the reproduction in writing by your pupils of your interesting descriptions. This will furnish them with the very best materials for compositions. So that you will be giving them a fluent command of words while you seem to be teaching geography. Thus one study runs into another, and incidentally a whole group of subjects are being mastered.

You see this method will make your pupils largely independent of the text-book on geography, and set you and them on the lookout for other sources of information, such as books of travel, newspaper articles, etc. If any of your pupils take illustrated magazines, let them contribute suitable pictures to a common stock kept in the school as an aid in the geography lesson.

This is somewhat the method pursued by Dr. Hall, of the Provincial Normal School, Truro. We have always recommended it to teachers as the most successful we have seen, either in Canada or in the United States.

#### UNITED SCHOOL SECTIONS.

Principal Haines, of Weymouth, Digby, writes that there are at Weymouth and Weymouth Bridge two large schools which might with great benefit to all parties be united for the purpose of having high school work. The plan had been tried in former years, but failed owing to narrow views of economy. Mr. Haines has the thanks of the REVIEW for taking up this subject which is one of the most important that relates to rural sections at the present time. Where circumstances admit of it, as they do in all thickly settled localities, a number of small sections should be united into one large district under one Board of Trustees. Primary departments should be

established in convenient localities for the convenience of the younger pupils. But in some central locality there should be a department for grade seven upwards. This plan is being tried extensively in the United States and it is found to have many decided advantages, not the least being its economy. An amendment should be introduced into our school law with this end in view. We hope to hear further from Principal Haines and other teachers and trustees interested.

#### COMPOSITION IN THE SCHOOL.

Among the subjects that are at present demanding increased attention on the part of the teacher is that of composition. Too frequently the subject is assigned one hour or less per week, and then a set exercise is given, or the pupil is required to write an essay at home on some given subject. The following is but a sample of much of the composition that is done in our schools. The subject given was a letter describing the holidays. The pupil was thirteen years old.

\_\_\_\_\_, August 29 1893

Dear Friend

As I was only a week in the country I have not much to tell. I was in P\_\_\_\_\_ visiting at my Aunt & Uncle's. I revelled in gathering the eggs. I visited a mill that was there, and saw the wheat being ground. But the crowning thing of all was the on the hay from the hay-field. I was picking berries and enjoyed it very much. I saw a peacock, but he did not spread his tail much to my regret.

Farewell

"My holidays are o'er, and  
school begins one more"

This assuredly shows a lack of good teaching of composition. It is not a solitary case — many such could be produced if sought for.

If in every recitation incorrect expressions were watched for and corrected; frequent short exercises given in the formation of short sentences; care being taken in the matter of form, punctuation and capitalization, such glaring errors as are found in the specimen given would be much rarer than they are.

#### DARTMOUTH SCHOOL BOARD.

The committee on school management reported, recommending that the vertical system of writing be introduced into the schools, in the section from grade 1 to 7 inclusive, and that the teachers be instructed to make themselves familiar with it, and to use it in all writing seen by the pupils on the blackboard or otherwise. The committee was convinced that not enough attention is paid to writing in the schools, especially in the higher grades. The committee

recommended that the principal be instructed to see that more care is taken to secure better writing. Copy books for the vertical system can be procured for six cents; which is somewhat cheaper than the copy books now in use.

The kindergarten is over crowded and no more pupils can be received at present; at an early date another kindergarten will be a necessity.

The high school numbers 50 pupils. The principal reported that the one session is a great improvement in this department.

Truants seem likely to become extinct before many months, so direct, effective and vigorous are the measures taken against them. The boys have no time to make calculations as to whether they are going to have enough fun out of their mitching (playing hokey) to pay for the penalty. Deferred punishment does not make them presumptive. This is a case in which the law's delays do not harass the virtuous souls of those who invoke its aid.

It would be well for other towns desirous of extending the benefits of their common schools to those most needing them, to study and adopt the Dartmouth Compulsory school act.

#### N. S. NORMAL SCHOOL.

The formal opening of the Normal School of Nova Scotia took place on the 25th of October. Owing to the heavy rain which prevailed during the whole day the attendance of the general public was small. Notwithstanding the storm, however, the clergy and other leading professional men and citizens of Truro were well represented, and the Chief Superintendent of Education was present from Halifax. About one hundred students were in attendance. Every county in the province had its representative there with the exception of Guysboro. Kings, of educational fame, occupied the place of honor, followed closely by Colchester and Pictou. Principal Calkin in his opening remarks drew attention to one great change in the character of the students since the days of the late Dr. Forrester whom he quoted. Then it was expected that the local constituency should be the main supply of the institution. Now in every respect it was a provincial college. Now it is not a High School with some pedagogical instruction in the curriculum, such as many Normal Schools yet are. These hundred students come here with their High School certificates in their hands showing that in the opinion of the Board of Provincial Examiners their scholarship for their respective grades is already approved. This will not be understood to mean that during their attendance here they will not have the

opportunity of still further advancing their scholarship and maturing their general culture. In the fine arts, literature, and the practical applications of the mathematics and natural science, it is hoped the great majority will have better opportunities than they are likely to have offered elsewhere. But they will have no provincial examinations to cram for. They can bend all their energies to the scientific study of the methods and principles of teaching without the distracting anxiety of preparing for an examination. The normal school is now a technical college, coming after the high school instead of duplicating it or competing with it. He then introduced Professor A. G. Macdonald who read the inaugural address.

Professor Macdonald's inaugural was a well expressed plea for an extension of the principal of options into the lower classes of the high school, to the extent at least of allowing the pupil to select certain subjects as major ones, the other subjects ranking as minor. We hope to be able to give the paper in full to our readers in a future issue.

Following this came an address from Dr. MacKay, Chief Superintendent of Education, and from others present, Miss Churchill, a returned missionary from foreign parts and an old-time graduate of the school, Principal Campbell of the Colchester Academy, Revs. Adams, Cummings, Geggie, and Parker, and from the clever and witty Truro barrister, McClure, an old time graduate of the school. This opening was the most pleasant and promising in the history of the institution.

#### GIVE THE BOYS (AND GIRLS) A TRADE.

Education must allow of a special preparation for life's duties as well as provide general culture. Some of those who are looked upon as our foremost educationists would practically crowd out all industrial education by the thoroughness of their general training, which would absorb all the student's energies until he is eighteen or more. The theoretical educationist may have all the arguments, but there seems to be a strong counter current down in society against which his theories avail nothing. The Hebrews required every boy to be master of some occupation, no difference what his social position. J. D. Runkle says: "With the gradual and almost total extinction of apprenticeship, labor has become not only unskilled, and nearly dead to all sense of professional pride and ambition, but too often dishonest, demoralized and brutal. As the system of apprenticeship was based upon a form of education, we naturally seek the remedy through the same agency." The nations of Europe have a thorough system of technical

schools. In the finest industrial school in France half the time is devoted to ordinary school subjects and the other half to industrial training—some form of manual training. The pupils graduate at the age of sixteen skilled workmen, able to command good wages. Germany, as a state, gives so much attention to technical instruction that she supplies other parts of the world with skilled workmen. Poor children receiving at the same time the rudiments of a sound education and skill in some useful occupation do not grow up a menace to society.

#### HINTS, ORIGINAL AND SELECTED.

This is an age of progress. Advancement is the word all along the line. Increased information, suggesting and demanding improved methods, is found in every profession. The teacher who does not, by careful study, keep himself abreast of the times, will wake up some day, and, like Rip Van Winkle, find out that the schools are not conducted on the plans of fifty years ago. The men and women engaged in teaching must either move forward on modern pedagogical lines or fall behind and be swept away.

The interest you can arouse in the pupil in his studies counts for more than the facts you may convey. Whether the pupil does or does not know the distance from the earth to the sun, or the diameter or circumference of the earth, is of little moment if you can awaken in him a desire to know something about the physical phenomena that surrounds him. Accumulations of facts are about as useful as unread books on a bookshelf. Facts for use by the inquiring mind are useful as books to the earnest student. Teachers, seek to awaken interest in your pupils, and you have, at least, started them on the road towards a *good education*.

Never doubt the word of a pupil. Let there be the fullest evidence of their deceit before you show a suspicion. A teacher inquired the reason why a pupil's lesson was not learned. "Because," replied she, "the leaf was torn out of my book." The child's word was doubted and an investigation made, which proved the correctness of the pupil's statement. Something else was lost. The child lost the feeling she had had till then that her teacher trusted her. Feeling that she was not trusted, she afterwards systematically deceived her teacher. Thomas Arnold's practice of always believing a pupil is worthy of emulation. His pupils learned to feel it a shame to tell Arnold a lie, he always believed one.

So will yours if you give them the same cause for feeling it.

## TALKS WITH TEACHERS.

Some New Brunswick teachers seem to be in doubt as to what new text books are to be used and what privileges are allowed in the case of some of the old ones. A circular was sent to nearly every teacher last year concerning these changes, but its provisions seem in some cases to have been forgotten. I will mention some of the changes that have been made, especially those that concern miscellaneous schools.

There has been no change made in the Readers. A change in that direction may be contemplated, but no doubt due notice will be given of the same. Hamblin Smith's Arithmetic has been prescribed instead of Sangster's, not Hall's. Hall's Arithmetic is still the work to the end of Grade V. in mixed schools. I think many teachers allow the use of Hamblin Smith's before the work in Hall's has been completed. Meiklejohn's Short Grammar and Composition may be substituted for Robertson's Grammar and Dalglish's Composition, but both Grammars may not be used in the same class. Some teachers seem to be of the opinion that after 1893 Robertson's must not be used. This is not the case. It must also be understood that Dalglish's Composition must not be used with Meiklejohn's Grammar. The Public School Drawing Course, Nos. 1, 2, 3, 4, 5, and 6, instead of Prang's Series. The Practical Speller may be used instead of Manning's Speller, but both may not be used in the same class. For High Schools it may be added that Williams' Chemistry has been substituted for Elliot & Storer's, and Spotton's Botany for Gray's.

The course of instruction has not yet been adapted to these new texts, but in most cases it will not be found difficult to reconcile it with them. Teachers seem to have the most difficulty in fitting the new Grammar to it. It will be noticed that Collin's Dictionary is no longer prescribed, but any may be used. It must be borne in mind by teachers that while Temperance teaching was formerly prescribed by the Board of Education, it is now enacted by the House of Assembly, and any teacher failing to give instruction in that subject runs the risk of losing his government money. In the list of teachers' text books on Temperance, Dr. B. W. Richardson's Temperance Lesson Book but no other is mentioned as allowable.

The school meetings seem to have passed off quietly and no doubt many teachers have as usual taken advantage of it to visit their homes, losing the Friday of the week as well, and making it up some Saturday. Much time, while not actually lost in this way, is to a certain extent wasted, because a Saturday school is

seldom a satisfactory one. Why could not the day of school meeting be changed to Friday? Would it not be a good plan for our Educational Institutes to make some representation in the matter.

No doubt many disaffected trustees have taken the opportunity as usual to resign at the school meeting, thinking that all that may be necessary to get clear of it. A trustee can not resign his office except with the consent of his co-trustees and the Inspector. In cities where the regulation should be understood at least, resignations are being constantly sent to the Councils and accepted as legal.

## Teachers' Associations.

## ANNAPOLIS AND DIGBY COUNTIES.

The fourteenth annual meeting of the Teachers' Association for District No. 4 was held at Bear River on October 12th and 13th.

The first session was called to order at 11 a. m. by L. S. Morse, Inspector for the district. After the reading of the minutes of the previous year, the meeting proceeded to the election of officers. The following were appointed: Vice-President, W. M. McVicar; Secretary-Treasurer, O. P. Goucher; Executive Committee, I. M. Longley, Helen M. Vidito, Emma J. Bacon and S. C. Shaffner.

Mr. Ralph Messenger, Principal of the Freeport School, read a paper on "Economy of Forces." He led off by showing what the object of true teaching should be, considering its aims under three headings: (1) concentration of attention; (2) independent thought on the part of the pupil; (3) the development of proper expression. The line of thought was carried along connectedly and suggestively, the writer's aim being to show how the best results could be brought about with the least expenditure of force. Dr. Hall spoke in commendation of the paper — was opposed to the duplication of work. G. B. McGill alluded to the "economy of forces" outside of the schoolroom. I. M. Longley referred to the paper as the production of life and a successful teacher.

The second session was opened by the reading of a paper by Miss Mabelle Fash, "The Teacher out of School." This was a carefully prepared paper. It dealt with the preservation of the teacher's health, preparation of school work, the demands of society, and his teaching by example as well as precept. I. M. Longley, in speaking on this paper, considered the responsible position of the teacher in dealing with immortal natures.

"Young Teachers' Difficulties" was treated by Mr. McLeod. The gist of this paper was that teachers' difficulties arise from inexperience in management

and not knowing how to read the dispositions of those with whom they come in contact. In response to the difficulties presented, Mr. Shields, Principal of the Bear River School, read a paper on "How to Overcome these Difficulties." Some of the means suggested were: (1) A thorough training for the work; (2) a knowledge of what good teaching is; (3) in regard to management, self-government is essential; (4) constant employment; (5) the teacher should exemplify the spirit of the true teacher. In closing this very excellent paper he alluded relatively to the increase of salary and the qualifications of the teacher.

Mr. Shaffner, of the Paradise School, read a paper on the same subject, pointing out such difficulties as: Insubordination in general, bad habits in the school-room and on the playground, such as entering, retiring, whispering, poor lessons, inattention, irregularity, tardiness, truancy, and interference of parents. The writer's experience in dealing with such difficulties was of a practical character, and was well received by the teachers present.

In the evening a public educational meeting was held in the Baptist Church. The president spoke briefly in reference to the object of the Association, and the marked interest manifested by the people of Bear River for improved school accommodations. Dr. MacKay, on being introduced, said he came to the Association to become acquainted with the teachers, their needs in educational work, and assist them in a practical way, so that they might be the better prepared to perform the work required of them as teachers. His address was calculated not only to enlist the sympathy of all present, but to show the teachers that they had in him a true educational friend. Short addresses were made by Dr. Hall, Prof. Eaton, Rev. J. Hale, Rev. B. Nobles, G. B. McGill, S. C. Shaffner, A. D. Brown and I. M. Longley. This was one of the largest and most appreciative gatherings ever held under the auspices of the Teachers' Association.

On Friday morning there were three illustrated lessons given. The first by Miss McNeill, of Digby, on the "Elephant;" the second by Miss Ida Benson, on "Botany;" and the third by Miss Gertie Fleet, on "The Geography of Annapolis County." The manner in which these teachers treated their classes and the marked attention given by the pupils throughout are worthy of special mention.

In the afternoon a paper was read on "Temperance," by Miss Emma Brown. Home training, total abstinence and conformity to the requirements of the law, were strongly emphasized by the author.

Instead of giving a paper on "Truth," Mr. McVicar, Principal of Annapolis Academy, read selections from

a drama of his own production, which had been used in his own school for the purpose of awakening a spirit of patriotism and securing means for the purchase of chemical apparatus. It was thought by the Association that this drama was too valuable to be confined within the limits of the district, and with the permission of the author it was resolved to have it published. A committee was therefore appointed to look after its publication.

Over one hundred teachers were present at this Association. It was not only the largest, but one of the most interesting, enthusiastic and practical ever held in the district. A. D. BROWN.

#### NORTHUMBERLAND COUNTY.

The Northumberland County, N. B., Teachers' Institute met in Newcastle on the 21st and 22nd of September. There was an enrolment of sixty-six members. Inspector Mersereau delivered an excellent address at the opening, describing the teacher's difficulties and how they might be overcome. He dwelt at length upon the fact that the child was to the faithful teacher a bundle of possibilities; that there were latent energies to be called into action and directed aright; that the pupils should be impressed with an idea of the dignity of labor; that any calling that has for its object the betterment of mankind was truly a noble one; that these things should cheer and encourage the teacher amid the tedious routine of school duties.

The following officers were elected for the year: F. P. Yorston, B. A., President; Miss McLaughlin, Vice-President; D. L. Mitchell, B. A., Secretary; James McIntosh, member of the Executive Committee.

Miss Mowatt read a very interesting paper entitled "How best to make our Pupils good Writers."

D. L. Mitchell, B. A., read a paper on "How best to teach History to Grade V." This paper provoked a lively discussion from the fact that it advocated beginning the study with the early and ending with the more recent events, in direct opposition to the method laid down in the Course of Instruction. When the question had been pretty thoroughly dealt with, Inspector Mersereau suggested that a vote be taken in order to get the opinion of the Institute. This was done, and a large majority seemed in favor of the method advocated by the paper and in opposition to the Course of Instruction.

This subject being disposed of, Miss E. A. Loggie read a paper—"What are the Objects to be aimed at in Teaching Reading from Grade V. upward?" This paper not only contained many practical hints and helpful suggestions, but showed that Miss Loggie was herself a reader. She led her hearers beyond the

edium of school duties into the fields of literature, and pictured in glowing colors the pleasure to be derived from the reading of good books. She exhorted the teachers to endeavor to foster in their pupils a love for what was good and pure in literature; that here was to be found the truest source of happiness.

On Friday, F. P. Yorston, B. A., read an instructive and practical paper on "English Grammar as studied from Meiklejohn." Miss M. B. Carter read a very sensible paper on "How can Social Culture be effectively taught in our Schools." Inspector Mersereau read a paper prepared by Mr. Philip Cox, who was unable to be present. The paper was on "The Study of Natural History as a means of Mental and Moral Culture," and was an able and interesting presentation of the advantages to be derived from the study of natural science.

The Institute was a very successful one; the papers were excellent, the discussions spirited, and the energetic manner in which Inspector Mersereau took part gave additional earnestness to the proceedings.

#### RESTIGOUCHE COUNTY.

The Restigouche County Teachers' Institute met in the Superior school house at Campbellton on the 5th and 6th of October. There were twenty-nine teachers present; also Rev. T. Nicholson, Rev. A. F. Carr, A. McG. McDonald, trustee. Mr. E. W. Lewis, the President, occupied the chair. An enrolment fee of twenty-five cents was agreed upon. The following officers were elected for the ensuing year: Mr. R. B. Masterton, President, Miss Mina B. Farrer, Vice-President, Miss Jennie O. Duncan, Secretary-treasurer; Miss E. E. Asker and Miss E. McKinnon, additional members of the Executive Committee. Miss Sarah Fleming read an interesting paper on "Unity in Schools." This paper was discussed by Mr. Lewis and Miss Kerr.

At the afternoon session Miss M. J. Cook gave a very interesting lesson on colour. It was discussed by Rev. T. Nicholson, Rev. A. F. Carr and Miss M. G. Barnes. Rev. T. Nicholson then addressed the Institute on the early schools and teaching of Campbellton, Fredericton, St. John, and improvements made. This was followed by a few remarks from Rev. A. F. Carr and A. McG. McDonald.

During the second day's proceedings "Notes on First Lesson on Minerals" were read by Mr. R. B. Masterton. An excellent lesson on "Geography" was given by Miss Cassie Thompson. An interesting paper on "First Steps of Grammar" was read by Miss A. Doyle, and another on "How to write Composition," by Miss M. E. Harvie.

At the close of the Institute it was decided as there was no other exhibit, that the Tide Head School keep the flag for the ensuing year. SECRETARY.

#### CHARLOTTE COUNTY.

The fifteenth annual session of the Charlotte Co. Teachers' Institute convened at Milltown, on Thursday, October 5th, in the Congregational vestry. One hundred and four teachers were present. The President, Inspector Carter, occupied the chair. After enrolment at the morning session an address was given by the President.

At the afternoon session a very interesting lesson on the teaching of Weights and Measures was given to a class of pupils by Miss Minnie Dewar of the Milltown staff. The discussion which followed was taken part in by several of the teachers present, including some from Calais, Maine. A paper on the common plants of the county was read by James Vroom. He was followed by W. S. Covert of Grand Manan. The addresses of both gentlemen were attentively listened to and much valuable instruction was given to the teachers present. The papers were discussed by E. H. Balkam, C. H. Acheson, P. G. McFarlane and others. A public meeting, which was crowded to the doors, was held in the evening in Milltown. Addresses were given by Inspector Carter, E. H. Balkam and G. W. Ganong. An excellent musical programme was furnished by a quartette consisting of Miss Cora Maxwell, Miss Halliday, Messrs. Coleman and Hugh McAdam.

At the Friday morning session a lesson on botany, to Grade V., was given by Miss May Carter of Saint Stephen to a class of sixteen bright little girls. The lesson was very effective and great interest was manifested in it throughout. Specimens of flowers were placed in the pupils' hands and descriptions of them were given. The physical exercises of the children were greatly admired, as well as their singing. Miss Rita Clarke accompanied them upon the piano. The lesson was discussed by Messrs. Vernon Clarke, P. G. McFarlane, Inspector Carter, F. O. Sullivan and Wm. Brodie.

Provincial Secretary Mitchell, being present, on invitation addressed the institute. After intermission an excellent paper on English Grammar was read by J. B. Sutherland, A. B., of Milltown. The discussion was opened by F. O. Sullivan, of St. Stephen, and was participated in by Messrs. Richardson, Clarke, Brodie, Acheson, McFarlane, and Miss Dewar. During the discussion considerable adverse criticism was indulged in concerning the framers of some of the examination papers.

At the afternoon session a paper was read by C. H. Acheson on "How to Teach the Literature of the third, fourth, and fifth Readers." The discussion was opened by W. J. Richardson of Moore's Mills. Remarks were made upon the paper by J. B. Sutherland and Inspector Carter.

The election of officers resulted as follows: Wm. Brodie, A. M., President; Miss Annie Richardson, Vice-President; Miss Jennie McFarlane, Secretary-treasurer; Geo. M. Johnston and Miss May Carter, members of the executive committee.

On invitation of the citizens of Milltown the teachers had the pleasure of enjoying a drive through Milltown, Calais and St. Stephen. The kindness and courtesy of the citizens in entertaining them during their stay and in providing conveyances for their enjoyment is greatly appreciated by the teachers, and all departed feeling that the institute had been one of the most profitable and enjoyable ever held in the county.

With the exception of some of the teachers from the islands and the extreme eastern section of the county, nearly every teacher was present. This speaks well for the interest taken in their work by the teachers of Charlotte.—*Daily Sun*.

For the REVIEW.]

#### Plant Study.

##### NO. IV.—LATE FLOWERS. SEEDS AND THEIR DISPERSION.

One of the latest, if not the latest, plants to bloom in Northeastern America is the Witch-Hazel (*Hamamelis Virginica*). It is a shrub, growing on low grounds and on river banks; and late in October and November its crooked branching stems, destitute of leaves, are covered with masses of yellow flowers which look at a distance like "the sere, the yellow" leaves of autumn, and perhaps are mistaken for such by the careless observer. There is no more beautiful sight in our autumnal woods than a group of witch-hazels with their clusters of yellow blossoms.

There are several other points of interest about the *Hamamelis*: Its branchlets were formerly used as "divining-rods," and were supposed to indicate the spot where precious metals or deep springs of water lay concealed. A little imagination, aided by the volition of the treasure-seeker or the well-digger, might do wonders with its crooked, pliant branches. The "Extract of *Hamamelis*," prepared from the bark, has probably been of more service to mankind in alleviating pain. A curious fact about its hard ebony black seeds is that they are thrown with considerable force by the woody nut which contains them bursting elastically. This can be observed by any one who will gather some of the branches in autumn and place them in water in a warm room.

This violent expulsion of the seed to a considerable distance from the parent plant is much more common than we might suppose. Many others of our plants beside the witch-hazel possess it, such as the violets, the yellow oxalis, the spotted touch-me-not (*Impatiens fulva*) and many others. A moment's consideration will show how important this dispersion is to the well-being of the future plant. The projection of the seed to a considerable distance from the parent plant enables it to occupy new ground and gives it a better chance for life.

Have you ever considered the many wonderful adaptations that plants possess to protect their seeds while ripening and to disperse them when ripe? The subject is well worth your attention, and the multitudes of instances which will come under your notice at this season will be another proof of the matchless wisdom and bounty of their and our Creator.

Nearly all our plants are *angiospermous*, that is, have their seeds in a closed ovary or case until they are matured. Within the seed is the germ of the future plant provided with food for its support, when the growing season begins, till it has a root and leaves and can earn its own living from the soil and air. In most plants the ovary occupies the place of honor and safety—in the centre of the flower, the seeds within carefully protected from changes of temperature and moisture by the protecting calyx and corolla.

Then when the seeds are ripe how wonderfully nature presses into her service so many agents for their dispersion—the winds, the birds, other animals, and even man himself. The winged fruit of the maple or ash may sail on a favorable breeze to a spot affording a good chance for growth; the silky hairs of the milk-weed or the plumes of the thistle or dandelion convey the seeds far and wide to pastures new; the prickles or hooks with which so many seeds are armed cling to the feathers of birds, the fur of animals, the clothing of man, and are perhaps conveyed into a garden patch or to your very doorway.

But reflect before you utter an exclamation of disgust or impatience, as you pick the burdock from your clothing and throw it with all your force from you: You have only given a vegetable tramp a little lift on the way; your foster brothers, the vegetables, have fairly overwhelmed *you* with their gifts since you were ushered into the world.

The lack of general information is one of the weak points in the average teacher's make-up. Many teachers think they cannot afford to subscribe for papers and magazines, when the fact is they cannot afford to be without them. The best informed teachers get the best salaries.—*Home and School*.

For the REVIEW.]

Drawing in the Public Schools.

OZIAS DODGE, HEAD MASTER VICTORIA ART SCHOOL, HALIFAX

I. Its Object and Methods of Teaching.

In all classes of studies the old way of repeating verbatim the text of the lesson is being superseded by the better way of encouraging the pupils to get the truths of the text into their minds and bringing them out freely as their thoughts.

In drawing it has been harder to break away from the old methods than in almost any other study, but that there is a brighter day for drawing in the future I feel sure, and the improvement in the ways of teaching it is coming along pretty much the same lines as in other studies.

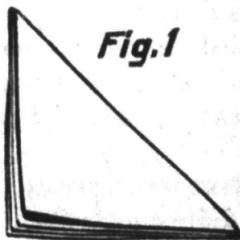
To put away the old idea of drawing book with set copy and to point out natural ways for the teacher to lead a class in drawing is the object of these papers. And let us understand at once that I believe in no drawing book except a book filled with good blank paper.

The aim of the teacher should be to bring the whole school to see clearly the character of an object, those essential differences of form which make this object a flower and that a stone, and not to encourage a few of the gifted ones to make carefully shaded drawings that will look well at the examinations and allowing the rest to do pretty much as they like.

Every pupil upon leaving school should be able to explain readily his meaning at any time by a rough drawing. Few will become artists but everyone should have this great aid to words, this grammar of form, at their command. To accomplish this the teacher must work intelligently, always leading the pupils to see with their own eyes those lines which make an object appear as it does, and having taught them first to see the character of a thing, then show them how to put down boldly a few lines that will tell others what they see. Never be afraid of making a mistake.

II. A Lesson for the Lowest Classes.

Let the teacher have a scholar distribute through the room, pieces of paper four inches square, each pupil having one, and then going to the board make quickly a drawing like Fig. 1, showing how the square paper is to be folded, first from corner to corner, making a diagonal line across it from left to right. Then when the papers are spread open upon the desk



again draw Fig. 2, having all the papers folded in the centre bringing the upper and lower corners together. Next draw Figure 3 having the papers which are all of the shape of Fig. 2 folded into

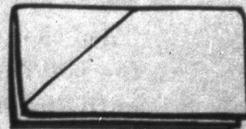


FIG. 2.

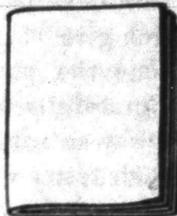


FIG. 3.

a smaller square, Fig. 3, by bringing the two ends together. Spreading the papers once more open upon the desk, draw Fig. 4, and have the last folding made from right to left diagonally. Draw upon the board Fig. 5, showing by lines the foldings upon the

papers. We are now ready to make the design. In the upper left hand triangular space 1, 2, 3, Fig. 5 is to be made the unit of the design, two or three simple lines, see Fig. 5. These lines should be made heavy with a soft lead pencil. Let no pupil copy

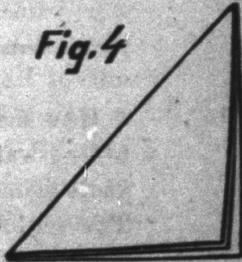


Fig. 4

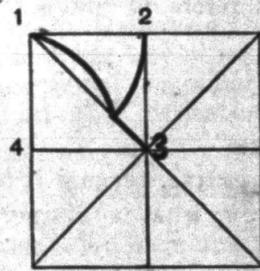


FIG. 5.

the teacher's unit of the design upon the board, but stimulate them to think out new ways of placing the lines in this triangle. If the papers are now folded as they are creased in Fig. 1, and rubbed down firmly over the back side of the unit of design, this unit will be found reproduced in the space

1, 3, 4, Fig. 5. Make this faint impression strong and dark by tracing it over with the pencil.

Fold next as in Fig. 2, and rub down as before, upon opening the papers and tracing over the faint portion, one-half of the design will appear.

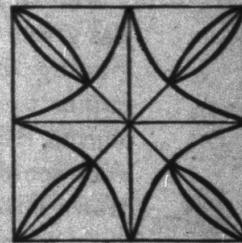


FIG. 6.

Now, lastly, fold the completed half upon the other, folding at line 2, 5, Fig. 5, and rubbing down as before. Open the papers and by making the lines all equally dark, we will have the completed design Fig. 6.

This briefly is the process, it can be enlarged and carried on to other than square designs. The advantage of folding the papers is in giving the pupil the construction lines of the design in creased lines rather than pencil lines which must be erased before the design will appear perfect; also this mechanical process of reproducing the unit of design about the square shows the pupil that the one important thing is how the few lines are placed in the first triangle. In an

hour's lesson a pupil will make two or three designs. Then the teacher should go about the room and select the best designs and pin them upon the wall to remain until the next lesson, pointing out why these are better. For example this one is simpler than the other, has fewer lines, the eye sees it all at a glance, and is not confused. In this one there are both curved and straight lines which give both grace and variety to it, while in this one the pleasing thing about it is that the eye is led gracefully to the centre and held there, etc. In this way an enthusiasm will be created in the class, and their tastes will gradually be formed enabling them to appreciate what is good in a design.

For the REVIEW.]

#### Teaching versus Telling.

How marked the difference between teaching and telling was illustrated in a schoolroom not a hundred years ago. The subject being taught was grammar. The sentence upon the board was, "A large black horse walks very slowly." Said the teacher, "'A' is an adjective because it refers to 'horse.'" Now, what is 'A?'"

P. An adjective.

T. Good. Why?

P. It refers to "horse."

T. "Large" is an adjective, because it tells what kind of a horse it is. Now, what is "large?"

P. An adjective.

T. Why?

P. It tell what kind of a horse it is, etc., etc.

And this was called teaching. The same sentence was given by a teacher having a class of pupils beginning the study of grammar. After getting the pupils to make several statements about familiar objects, they were informed that such statements were sentences. Then they were *educated*, or had drawn out from them the fact that in each statement made there was a portion of the sentence that made the statement, and another that the statement was made about. Several sentences illustrating this division were given by the pupils, and the parts indicated. The word that makes the statement was then selected; afterwards the word about which the statement was made. Following this came the fact that both *telling-word* and *naming-word* had other words added to them, giving additional facts concerning them. All this without a definition, merely drawing out from the pupils the several relations of the words to each other. Every new relation taught was copiously illustrated by sentences made by the pupils themselves. Having mastered the relations, the teacher in a few words told the pupils that telling-

words were *verbs*, naming-words *nouns*, words added to nouns *adjectives*, words added to verbs *adverbs*. The pupils were then requested to name the different parts of speech and give their reasons, which they did without a mistake. Is not this a more excellent way?

S.

For the REVIEW.]

#### Text-Books for Common Schools.

After the thorough revision of our course of study for the common schools, the next thing in order should be the revision of our common school text-books. There are too many of these, the majority of which are worse than useless. There should be one book and only one for each of the eight grades.

These should contain the reading and spelling matter, a few grammatical rules and definitions adapted to the grade, the multiplication table and the arithmetical definitions as they are required. The books should also contain plates of freehand and geometrical designs, script letters, maps, etc. Within the same binding should also be the historical and geographical matter prescribed for the grade, so condensed and simplified that it may be easily understood by the pupil to whose grade it is adapted. But the most important thing of all that the books should contain is a very copious supply of exercises in grammar and arithmetic.

No explanation whatever should be given in the books. They are only **TEXT** books, and the explanatory sermons should be delivered by the teacher. The exercises should not have answers appended to them, but should have a space below for the teacher to insert the answer in his own book; but he should not permit the pupils to do so. The definitions, rules and historical and geographical matter should be in the purest and simplest language possible, without one unnecessary word.

Under such a system the lesson hearer could not exist under the *nom de plume* of "teacher," he would have nothing to do, since the definitions and rules could be learned in three days for any grade, and no teacher would dare promote from grade to grade in that time.

The lessons on nature should have no place in these (or any) books, but should be purely oral and illustrated by natural objects to make them interesting. They should be demanded of the teacher and not made a dead letter, as they often are. They are the spice that flavors the more substantial and often unpalatable foods.

These books would, of course, have to be supplemented by copy books and drawing books, which can be used but once. The cost of books for each child

would, by the above plan, be much reduced, since the number of covers and bindings would be less, and less space would be used for useless prefaces and baneful explanations.

C. GORMLEY.

River John, Oct 16th, 1893.

AN INQUIRY.—Since our provincial examination is now a purely high school examination, why should it not be held in every high school employing a Grade A teacher, with the required number of high school pupils?

C. G.

For the REVIEW.]

#### Halifax Academy.

Perhaps the best test of the work done in our academies and high schools is that afforded by the provincial examination held annually in July. That the work done in the Halifax Academy is being raised to a much higher standard than formally may be clearly seen by referring to the last number of the *Journal of Education* just issued, and to previous reports. The record achieved by the academy this year not only eclipses its previous best, but leaves far behind the best that has ever been done by any academy or high school in the province.

As a result of the provincial examination held last July, four of its pupils were awarded Grade A certificates, two in the classical section and two in the scientific. Twenty-nine were awarded Grade B certificates. Thirty-five were awarded Grade C certificates. Seventy-four were awarded Grade D certificates. In all one hundred and forty-two pupils of the academy received government certificates of some grade, and less than nine per cent of those who tried failed to get a certificate. If from this list the Grade A's were struck out altogether, this would still leave more than twice the showing made by any other institution in the province.

One pupil has matriculated into the university of Mount Allison. Quite a number has passed the ordinary matriculation at Dalhousie. Six scholarships were awarded there by competitive examination. Only two pupils of the academy entered into this competition—one from the A, the other from the B class, and both were successful in winning scholarships; the A student who in the aggregate of marks made at the provincial examination, stood sixth among the pupils of the academy, coming in second in the examination at Dalhousie. The other four scholarships were divided up among four different institutions. Another pupil of the B class entered the competition in the matriculation examination at Kings College and took third place, entitling him to a scholarship. Five pupils of the academy passed directly into the second year class at Dalhousie

College. Fourteen pupils presented themselves at the "Minimum Professional Qualification" examination, and all were successful in obtaining diplomas of the highest grades; one-third of all the diplomas of the highest rank issued in the province falling to students of the academy.

Besides these successes which have all been gained by students directly from the academy, exhibition bursaries aggregating close on to a thousand dollars have been won this autumn by students who have left either last year or the year before.

To sum up briefly some of the points in the foregoing: 1. Of all the "Minimum Professional Qualification" diplomas of the first rank issued in the province, the Halifax Academy has taken one-third, and twice as many as any other institution. 2. Of Grade A's, the academy has passed two-fifths of all in the province, passing more than any other institution in the province, all the universities included. Of Grade B's, it has passed nearly, if not quite three times as many, as any other institution. 4. Of the entrance scholarships at Dalhousie College, it has taken twice as many as any other. 5. Of students entering the second year at Dalhousie College, it has passed five times as many as any other. 6. In the total result of the provincial examination, it has completely distanced all other institutions.

COM.

#### A Talk on Current Events.

TEACHER.—We have now a few moments to devote to current events. I would like to hear from those who have read items of importance: we must be lively, for the time is short.

JOHN.—I saw in *Our Times* a picture and a description of the Viking ship. This ship was only 71 feet long; it was so small that it was a wonder that men could be induced to go to sea at all in such a vessel.

T.—They did not build ships as large then as they do now. You remember that the largest vessel Columbus had on his first voyage was considerably less than a hundred feet in length and his ships were clumsy looking affairs compared with some of those we have now. Is it any wonder that the fifteenth century navigators scarcely dared to go outside of land? Who found something else of interest?

WILLIAM.—The Behring sea case has been settled in a way that does not entirely satisfy either country, but the seals will be protected and that is a good point.

T.—How much better it is for nations to settle disputes in that way than to go to war as they did, and as they do now too often. It is to be hoped that the time will soon come when all international questions will be settled by arbitration. Will some one give another item?

JANE. I was much interested in an item in *Our Times* on Dr. Peters, the African explorer. He made a reputation among the savage tribes there as a fighter. Perhaps he had to fight, but I should think civilized man could find some other way to deal with savages besides shooting them down.

T.—It is not very creditable to our civilization. We are too apt to consider ourselves more humane toward savage tribes than other nations, yet the history of our dealings with the Indians does not show it. Now who will be the next one?

FRANK.—I think the recent dealings of France with Siam a case in point. My father says that a republic, especially, should avoid the appearance of wrong-dealing with a weaker power.

T.—That's right; but it is sad to think that nations rarely live up to this high standard. We have heard nothing about the money question. Has any one anything to say?

JAMES.—The daily paper we take has long reports of the discussions in Congress of the bill to repeal the silver purchase law. I asked father why they wanted to repeal the law and he said that when silver was purchased under this law that notes were issued; when these came back they had to be redeemed in gold. The drawing of gold from the Treasury made people fear that we would be reduced to a silver basis. As the price of silver has gone down, a dollar then would not be worth as much as it is now.

T.—This is a hard question to understand and I am glad James has taken the trouble to inquire about it. We have now three kinds of currency—gold, silver, and paper. The paper is made valuable because of the government's promise to redeem it. The silver dollar, although not worth one hundred cents in gold, passes for that amount also because the government's credit is good. The gold dollar is really the standard for all our money. The advocates of free coinage desire unlimited coinage of silver—that it be placed on an equality with gold as money. Those who oppose this idea say that the amount of silver in the world is so great that the United States could not use it all and that the free coinage of silver would surely tend to the lessening of the value of our dollar. Some who favor using both gold and silver as money, say that it should be brought about by international agreement. They contend that if England, Germany, the United States, and other leading nations, will come to some agreement regarding silver, its place as a money metal may be secured. Otherwise the unlimited coinage of it by our government would be a dangerous experiment. I have spent more time on this subject than I expected to. We must close the "talk" here, as I see our time has expired. I hope,

however, that you will read and think of the subject of money because it is a most important one.

In Europe, since 1840, the population has increased 33 per cent and the school attendance 145 per cent.

The total attendance at the World's Fair on October 30, the closing day, was 242,575, as follows: Paid adults, 192,700; paid children, 15,473; passes of all kinds, 34,402. Total paid admissions for the entire Fair were 21,477,212, total passes were 6,052,188; grand total of admissions, 27,529,400.

The word "closure," about which we are hearing so much, came into legislative use in the British house of commons in 1887, and is applied to a rule which cuts off debate and prevents further discussion or motion by the minority, bringing the question to a direct and conclusive vote. The French word "cloture" is often employed to express the same thing. It is really an emphatic and decisive way of saying: "Come! we have talked enough about this matter; we must decide it now."

More trouble is brewing in the Scandinavian peninsula. Swedish authorities have denied the demand of Norwegian radicals for a separate foreign department, and there are hints of a possible conflict.

THE HEAVENS IN NOVEMBER. Venus is increasing in brightness in the southwest. At the end of the month she will be thirty per cent brighter than at the beginning. Jupiter is her rival in the eastern sky, rising on the eighteenth at sunset. He is at his nearest point to the earth this month, and is still between the Pleiades and Hyades. On the evenings between the 10th and the 15th, an unusual number of meteors may be seen. The earth at this time passes through a ring of small bodies which become entangled in our atmosphere and are consumed by the intense heat generated by friction. Our atmosphere is a shield which protects us from what would otherwise be an intolerable bombardment.

Carter Harrison, Mayor of Chicago, was assassinated on Saturday evening, October 28th. Although the murderer had a private motive, the condition of society in Chicago is far from reassuring. Crime is fearfully prevalent. The worst elements in the union have been drawn there during the exhibition season. But that is not the chief reason. The Governor of Illinois, possibly to acquire political favor, has effected a general jail delivery. Murderers, burglars, and thieves, have been set loose upon the people through the too liberal exercise of the pardoning power, to the shame of justice and to the injury of the state. Not content with thus condoning crime, the Governor has in his pardon reports rebuked the judges who sentenced the criminals to punishment.

Sir John Abbott, ex-premier of Canada, died at his residence in Montreal, October 30th. He was in his seventy-third year, was a native of Argenteuil, Quebec, and was of English descent. He became premier June, 1891, and retired in favor of Sir John Thompson in November, 1892.

P. E. Island teachers will find it to their advantage to consult the advertisement of Messrs Carter & Co. which appears in this issue. This enterprising firm deserves success.



All will regret to learn that Miss Lillie Herrington, one of our most capable teachers, has been forced by ill health to ask the St. John Board for a leave of absence. A rest and a change of climate will no doubt soon restore her.

The great university of Cornell, in New York, presided over by Dr. Schurman, the distinguished and learned P. E. Islander, celebrated its 25th anniversary recently with eminent honors. One of the professors of philosophy there, a very able man, is Dr. J. E. Creighton, formally principal of the North Sydney high school. The law librarian at Cornell is Mr. A. H. R. Fraser, LL. B., a clever Cape Bretonian, noted alike for his erudition and kindly disposition to the students. A number of Nova Scotians are attending Cornell this year, among them Mr. Howard S. Ross, of this town, who is attending the law school -- *North Sydney Herald*.

M. McIntosh, Summerside, P. E. I., is the fortunate winner of a scholarship in classical and modern languages at McGill College.

J. A. Johnston, principal Emerald school, P. E. Island, has gone to McGill University to prosecute his studies.

Mr. A. D. Fraser, a teacher of much experience, has been appointed principal of the Murray Harbor South, P. E. I., school. Mr. Fraser is Grand Secretary for P. E. I. of the Independent Order of Good Templars. Officials of the order will note his change of address.

The new school near Grand River Bridge, P. E. I., was recently opened. This new district will be known as Riverside. After considerable effort on the part of the people of that new district, the school-house has been finished, and is a neat and comfortable structure. Miss Cairns is the teacher.

In Charlottetown, P. E. I., the police are lending the teachers a helping hand in looking after the truants. Valuable assistance can be given by these officials in towns where truant officers are not employed.

Miss Annie D. Robb, teacher at Musquash, St. John Co., has added twenty-five volumes to her library.

Through the efforts of the teacher, Miss Susie Calder, the school at Dumbarton, Charlotte County, now possesses a very fine flag.

By means of a school entertainment Miss Flora Levar, teacher on Valley Road, Charlotte County, has been able to raise enough money to neatly paint the school-house in that district.

By means of a school picnic the people of Little Ridge, Charlotte County, have been able to newly furnish their school-house and purchase a flag.

Mr. G. W. Ganong, a former teacher and now one of the most successful and capable business men in the province, gave an excellent practical address at the Institute held in Charlotte County.

Mr. W. J. O'Donnell, medallist in teaching, Prince of Wales College, has been appointed to Grade VI, Davies school, Summerside, P. E. I. Miss Alice Brehaut to Grade IV of the same school.

Joseph Silas Baslie, all the way from Baalbeck, Arabia, has been admitted a pupil in one of the Charlottetown, P. E. I., public schools.

Mr. A. C. McMillan, teacher from Wood Islands, is spending a vacation in Boston, where he purposes seeing something of the working of the schools at the hub

Miss Essie Mersereau, the popular teacher at Doaktown Village, is preparing her pupils for an entertainment on the evening of Thanksgiving Day. The proceeds are to be used to start a library. We wish her every success.

H. Johnston, Esq., B. A., principal of Bathurst grammar school, has already won the confidence of both parties by his gentlemanly bearing to all and his devotion to duty.

On the evening of Thursday, October 26th, Inspector Mersereau held a public meeting in the new school-house at Nipisiquit Bridge, near Bathurst. It was to inquire into the facts of a complaint against the proceedings of the late annual meeting. The proceedings were quite lively, statements flatly contradictory, and the inspector probably found it very difficult to decide as to the facts of the case in dispute.

The teachers of Charlottetown, P. E. I., have re-organized their Institute for 1893-94. This season they purpose studying psychology and physiology. Dr. Dorsey has consented to give some talks on psychology, and Prof. Robertson, of Prince of Wales College, to assist in psychology. Clark Murray's work on psychology will be the text-book.

Wm. M. Curtis, son of J. T. Curtis, Esq., of Her Majesty's customs, Charlottetown, has successfully graduated at the Ohio Normal University in pharmacy.

Mr. F. M. Murphy, B. A., Ph. M., of St. Dunstan's College, Charlottetown, P. E. I., has gone to Rome, where he intends taking a course in theology. Mr. Murphy has in the past proved himself a brilliant student. We wish him every success in the eternal city.

#### BOOK REVIEWS.

PROGRESSIVE FRENCH READER: Part II, containing selected pieces, questions, notes and vocabulary. Edited by H. H. Curtis and L. R. Gregor, B. A.: Montreal: William Drysdale & Co., 1893.

This is a series of selections by a master in the Montreal high school and a lecturer in McGill University. Colleges and schools seem now-a-days often to desire to have text-books by their own teachers. Perhaps they are to be excused. Perhaps, too, Canadians may legitimately desire to have text-books of their own in Canada. Otherwise, this fairly got up and fairly printed fifty cent book has no *raison d'être*.

Are extracts desirable at all, one may ask. Is it better to begin with some complete book? That is a question. But

indeed this book is not for beginners. Would pupils that could use it be happier reading a story or a play? Anyway, as was said, there are plenty of books of extracts already. One would like to use them all, this one included, for many pieces in it might be found interesting. Some commercial correspondence is given—a useful item. Some of the pieces have questions given relating to the matter read. These are useful; they suggest to teachers what they ought often or always to do. Also, sentences and passages are given for re-translation. A good thing, too. Some of the pieces have notes. But except where these are historical, or such like, they are chiefly merely translations of words and phrases. A bad sort of note, this—a mere substitute for a dictionary.

Translations are given; explanations are omitted. For instance, Page 11, *Je vous ferai observer*. What is needed here is to note the peculiar use of *faire observer*, not simply to write down "I must tell you."

Page 11, *Qu'on ne m'y fasse pas attendre*. The use of *on* should be noted. Indeed the translation is incorrect, suggesting application to a particular person.

Page 12, *Par se faire faire force compliments*. Note—useful for other instances—*on faire faire*; not a mere translation. Note also needed on *force*.

Again, on pp. 35, 36, for instance—why translate such phrases as are there translated any more than any other phrases? This is the complaint to be made throughout.

On page 40, *Le but que nous nous étions proposé se trouvait manqué* is translated, while *je dus répondre* in the line before is left unnoticed, where a *general* and therefore really useful note might be given. In fact what this review attempts to say has its general application to all such "notes," only too common in "annotated" editions.

On page 49, to explain the subjunctive, *un commis qui ait une connaissance* would be a good thing—the very notion of its use being absent from the minds of English speaking pupils with their modern unhappy disuse of this mood. So on page 50, *Il n'y a rien qui se vende mieux*—a less yearned for subjunctive.

The following "notes" are incorrect, perhaps others are so, too: Page 45, "*Que* not translated." Act on that note and the result is not English. A real note would explain this French turn of phrase, occurring, as it does, every moment nearly. Page 102, *Ho s d'insulte* is not "exempt from attack," but exempt from the chance of it. Page 109, *Dame de grande qualité* is not "highly distinguished lady."

The vocabulary professes to give exceptional pronunciations in parentheses. Looking quickly through it, one sees *pouls* given, and *souil* and *seau*. Are they the only ones given? In the last certainly there is nothing exceptional. And at the same time one can see that nothing is said of the pronunciation of *gentilhomme*, *emmener*, *ennui*, *di grâce*, *moy:n*, *citoyen*, *second*, *clef*, *doye*, *pays*, *solennel*—and perhaps many more. And no distinction is made between *h* aspirate (so called) and *h* mute.

As a volume of extracts, the book is as good as some others, no doubt. It has few special merits.

W. F. S.

PETITE HISTOIRE DE LA LITTÉRATURE FRANÇAISE. Par Delphine Duval. Boston: D. C. Heath & Co., 1898. \$1.20.

This book confesses that it is not original. But it is an interesting and well arranged account of French literature, following the guidance of the good critics from which it is borrowed. It begins with a *Table des matières*, which is a comfort to look at, with its clear and full pages of varied type. Those who can use such a history written in French

will do well to get this book. It is written for learners. To read about a literature in its own language has advantages many ways. And there is no easily accessible book of this sort that we know of. Even Demogeot is rather long.

The opening chapter, on the *Origines de la langue française*, is good. And certainly students of French might begin early to know *something* of this matter.

Is there any country where "educated" people are more grossly ignorant of the history of various national languages and literatures than they are with us? And it is so absolutely impossible for anyone to understand the history of his own nation if he knows, or attempts to know, only that one. Teachers of history and literature must know how they and their pupils are cursed by this lop-sided "knowledge." Such study of the proportions of French literature, in itself and in its relations to English literature, will do something for us. And this book will be a help. In the second chapter (11th-13th cent.) there is a sense of proportion, the chief part being given to the three *cycles*—*carolingien*, *d'Arthur* and *antique*. Short as the space is, the account given of Roland will interest anybody. Other examples of notices interesting, though short, are those on Villon (p. 48) and Froissart (p. 59).

And so from the middle ages to the renaissance and the reformation. The prose of Calvin is given its due importance; and the facts of his persecutions and the religious tyranny under him in Geneva are quietly mentioned—expressive as they are of the same severity and intolerance which finds expression in his style.

It is true that (perhaps as one must expect in a book meant to attract our continent) one is reminded of the persecutions of the Huguenots, more than of those by them.

But S. François de Sales has his true place, as the most winning of writers, though the most successful of controversialists, by his method without controversy. And at the end of that same seventeenth century those glories of church and realm—the noble ecclesiastics and great men of letters, Bossuet, Fénelon, Bourdaloue, and a little later Massillon, are brought before us without any tiresome note of provinciality. "Who would read an English sermon," said Mr. Ruskin, "if he could get a French one?" Anyway, these writers have in their way none to compare with them in English. No more has Racine in his way. No more has Molière in his. Speaking of these last two, and the ideal of the "classic," restrained and civilized drama at its best, there are on page 158 a few lines worth quoting:

"Racine, simple et vrai, élégant et élevé, offre une alliance merveilleuse du naturel et de l'art. Dans son théâtre on trouve un grand art de combinaison; et dans l'action comme dans les caractères, rien de divergent ni d'excentrique; point de sujets compliqués, peu d'incidents, rien de surprenant ni d'in vraisemblable; une action simple, le jeu des intérêts et des passions des personnages, rien de plus."

It is such a pleasant thing to get into a company of well bred people—with minds and souls, too. One is not denying that the mountain air of the Shakespearian drama is not an even pleasanter thing—sometimes.

For the 18th century there is space to say only that on pp. 63, 192, 193 and 249, will be found just appreciation of Voltaire, its genius—its shallow genius, as he himself said—and also of the re-action against the foolish and false estimate of the middle ages. Chateaubriand and Mme. de Staël and Victor Hugo felt and made men feel, as did Scott and Wordsworth across the channel. The naming of a number of modern

authors ought to have been a mere naming, without the use of less little remarks and appreciations. Make a clean sweep of all these living writers anyway. Matthew Arnold advised Mr. Stopford Brook in his English Literature Primer, and Mr. Brook took the critic's advice.

The book ends with some such good advice not exactly acted on.

W. F. S.

**THE EDUCATIONAL LABORS OF HENRY BARNARD.** by W. S. Monroe, of Stanford University. Published by C. W. Bardeen, Syracuse, N. Y. 35 pages. Price, 50 cents. Barnard's "American Journal and Library of Education" is by far the most valuable English book on education. It consists of thirty-one volumes, of over 800 pages each. The author devoted \$50,000 of his private means to its publication. The life of the man who accomplished so great a work from which so many educationists draw their inspiration and information, should be studied. Mr. Monroe's biographical sketch is good, but too short to be satisfactory. The price should be about fifteen cents.

**HISTORY OF THE PHILOSOPHY OF PEDAGOGICS,** by C. W. Bennett, M. L. D. Published by C. W. Bardeen, Syracuse, N. Y. 43 pages. Price 50 cents. This sketch contains as much as could possibly be condensed into so brief a space. Although it is a valuable book, the price is so excessive that it will necessarily have a very limited circulation. Teachers cannot afford to pay fifty cents for a book which can be easily read in forty minutes.

**THE LIMITED SPELLER,** comprising an alphabetical list of words which are in common use, but are frequently misspelled, together with hints on teaching and studying spelling, by H. R. Sanford, A. M., Ph. D. Publisher: C. W. Bardeen, Syracuse, N. Y. Price, 35 cents. Pages, 104. The title of this book sufficiently describes it.

#### BOOKS RECEIVED.

*Elementary Course of Practical Science (a primer); Handbook of Public Health and Demography; Exercises in unseen Translations in Latin (a primer); Inorganic Chemistry by Roscoe and Lunt; MacMillan's History Readers; Cicero pro Milone, with vocabulary and notes: MacMillan & Co., Publishers, London and New York.*

*Livy, Books XXI and XXII; The Beginner's Greek Composition; Eysenbach's Practical German Grammar; Brigitta, von Berthold Auerbach; Publishers, Ginn & Co., Boston.*

*My Saturday Bird Class, by Margaret Miller: Publishers, D. C. Heath & Co., Boston.*

#### The November Magazines.

New subscribers to *Littell's Living Age* can obtain a set of the Personal Memoirs of General P. H. Sheridan, U. S. A., in two large octavo volumes handsomely bound in half seal, and the *Living Age* from the date of the receipt of their subscriptions to the close of the year 1894, for only \$9.00. Such an opportunity to get a standard work, published at nine dollars, for one dollar, is of too rare an occurrence to be let pass. Write the publishers, Littell & Co., Boston, Mass., concerning this and other offers.

A new volume of *The Century* starts in November with an extraordinary table of contents, including the names of Ralph Waldo Emerson, James Russell Lowell, Charles Eliot Norton, Colonel John Hay, George Kennan, Mary Hallock Foote, Mrs. Schuyler van Rensselaer, Edith M. Thomas, Charles Egbert Craddock, and many others. As to the contents themselves, these include nothing more absorbing than the second or concluding part of the diary of the Admiral's secretary, describing Napoleon's voyage to St. Helena. Emerson's name is attached to a recently discovered unpublished poem written to Lowell on his fortieth birthday, which furnishes a most fortunate preface to the last and final series of Lowell's essays to appear in *The Century* during the coming year, and the first one of which is printed in November.

In the *Atlantic Monthly* for November Mr. H. E. Scudder's "School Libraries" gives a clear showing of what the state can do in the cause of good reading. Mr. Ernest Hart, on "Spectacled Schoolboys," provides the remaining educational paper of the number.

#### College Exchanges.

The *Collegium*, published monthly by the students of St. Dunstan's College, Charlottetown, P. E. I., is bright and racy, and is deserving of liberal patronage.

The University of New Brunswick *Monthly* is at hand. It is a vigorous number, and gives excellent promise for the coming year. It devotes a considerable portion of its space to the university extension work that has been so auspiciously begun in St. John by Dr. Bailey and Prof. Davidson.

The Dalhousie *Gazette* commenced its twenty-sixth volume in October. This interesting college magazine, containing forty pages of reading matter, is issued twice a month during the college year. It is neat in appearance, excellently printed, and—what one might wish of all college journals—respectably edited. The convocation address by Prof. Murray, on "Educational Ideals," is a most important contribution to our educational literature.

The *Popular Science Monthly* contains two educational articles of much value, "the Scientific Method with Children" and "An Argument for Vertical writing."

### ST. JOHN COUNTY TEACHERS' INSTITUTE. CENTENNIAL SCHOOL BUILDING, ST. JOHN, N. B.

DEC. 21st and 22nd, 1893.

#### FIRST DAY.

- 10 a. m. Enrolment and Routine Work. Paper.—"School Discipline."—John Montgomery.  
2 p. m. Paper.—"Composition."—Miss M. E. Hayes.  
Paper.—"Drawing."—Joseph W. Harrington.

#### SECOND DAY.

- 9 a. m. Paper.—"Physics."—W. J. S. Myles, M. A.  
Round Table Discussions.  
Grades I. & II.—"Written Work in Number—Methods and Results."

THOMAS STOTHART,  
PRESIDENT.

"Supplementary Reading."—Chairman, Miss Grace Orr.

Grades III. & IV. —"Division."—Chairman, Miss Kate A. Kerr  
Grades V. & VI. —"Vulgar and Decimal Fractions."

"Grammar."—Chairman, Henry Town.

Grades VII & VIII —"Grammar, Arithmetic, Letter Writing."  
Chairman, James Barry.

2 p. m. "Questions answered from Question Box."

"Election of Officers and Miscellaneous Work."

M. D. BROWN,  
SEC.-TREAS.