

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XII. No. 11.

ST. JOHN, N. B., APRIL, 1899.

WHOLE NUMBER, 143.

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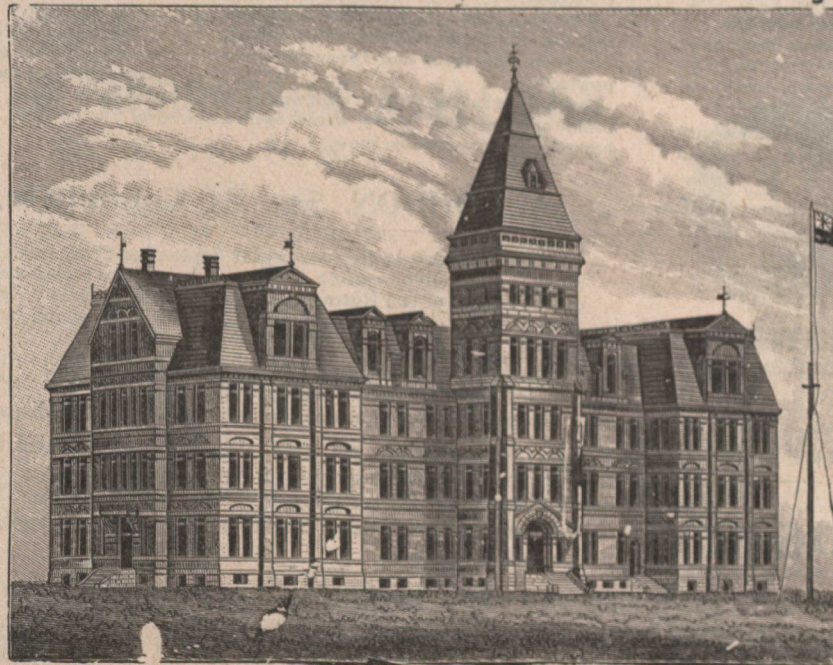
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TO MAKE way for the many important articles in this number we are obliged to hold over matter till the next issue, such as answers to questions, current topics, etc. The value of the articles in this number, especially the contributions on Arbor Day, on the Dewey School at Chicago from the pen of a distinguished student of Nova Scotia, as well as other articles, will repay careful perusal. Our advertisers also make greater demands than usual upon our space. Their announcements are of great interest to our readers.

NUMBER FIVE of the Series of Supplementary Readings in Canadian History published by the REVIEW, will be issued in a few days. It has several noteworthy articles, which will make this number especially valuable to our historical students. Mr. Jas. Hannay contributes an article on the Acadian People, in which many valuable and interesting facts about their origin, growth, peculiarities of life and customs, are set forth. This will be followed by a second article dealing with the

Expulsion of the Acadians. Mr. Hannay's competent knowledge of what he writes about, together with his pleasing and direct style, places him first among our historical writers.

Mr. W. J. Robertson, Principal of the Collegiate Institute, St. Catherines, Ontario, is a contributor to this number. He is the author of several books on Canadian history, which have been used for many years in the schools of Ontario. He introduces us to the War of 1812, and gives two widely different accounts of the Battle of Lundy's Lane—the reports of the British and United States commanders, written immediately after the battle. Another contribution to the War of 1812 is expected for the next number from the pen of one who has for many years made a close study of that contest, so interesting to all Canadians.

Mr. Jas. Vroom, who has been a constant and welcome contributor to the series from the beginning, writes on the Pennfield Colony in Charlotte county, N. B., and incidentally gives us many interesting facts about the Quakers of America and the peculiar doctrines for which they suffered persecution. The *fac simile* of the agreement to form a colony in Nova Scotia, with signatures of the men, is appended to this article and will be examined with great interest.

Prof. W. F. Ganong writes of History in Boundary Lines, illustrating his subject by the international, provincial and county lines of New Brunswick. This is a contribution that blends in a most ingenious and instructive way the intimate relations existing between history and geography. It will be read with eagerness by students, who will follow the lines on the map which accompanies the article, with a newly awakened interest in boundary lines. And they will be on the alert to apply some of the conclusions of Dr. Ganong to the boundary lines of other provinces and countries.

Mr. W. J. Wilson, of the Geological Survey of Canada, writes an interesting description of the chief physiographic features of New Brunswick, and this we hope to see followed by similar articles, descriptive of the natural features of other provinces of the Dominion.

The demand for these historical readings for supplementary use in schools is constantly increasing. We have had faith in them from the first. They may have disappointed some who expected history to be treated in a lighter vein, or as mere incident; but our contributors have been men and women who desire to place before the boys and girls in our schools something of permanent value to them.

THE REVIEW would again respectfully draw the attention of the New Brunswick legislature to the unfairness of the present law, requiring that the representative of the teachers of the province to the Senate of the University be a graduate of that institution. It should be thrown open to the teachers generally. It can be safely assumed that the teachers may be depended upon to make judicious selections, and the university graduates who are teachers will make no objection, as they are quite willing to take their chances along with the graduates of other institutions, including the Normal school. Such a change would bring teachers generally into closer touch with the work of the college, whereas the discrimination at present existing excites hostility.

THE bishop of London, in a recent address on education, said, among other things, that he would teach the child a knowledge of the various things he must see, with his intelligence, about his path every day; teach him what must be the great lesson of his life, constantly to ask questions, and to struggle constantly to find an answer for the questions he was asking. In maintaining a child's attention, in stimulating his curiosity, and in developing his powers of observation, consisted the true meaning of education. But the obvious danger to every teacher was to appeal to the memory instead of to the intelligence of the child. The test of a teacher's work was that each child who goes away from his influence should go away with a desire to learn for himself; and there, he was afraid, our educational system, as at present organized, almost entirely broke down.

Corporal Punishment.

The days are past when corporal punishment was the characteristic feature of nearly every school. There are now many schools—not necessarily the best—in which the rod is never seen. There are schools so fortunate as to have no pupils requiring harsh measures, and there are teachers who lead instead of driving their pupils.

But although the use of the rod is gradually lessening, yet in the majority of schools it is still used too much. It is used because teachers have not learned their business properly; it is used as an easier way of securing a certain kind of order. Cases may, however, arise in any school—even the best schools—when the greatest good to the greatest number requires the use of the rod.

Such a case occurred in Berwick, last November. It came before the courts, and received from Judge Chipman a most exhaustive investigation, which makes his

judgment worthy of careful study by magistrates, parents and teachers. This judgment will be published in full in the *Nova Scotia Journal of Education*. As it is a lengthy document, we cannot do more than give an outline and a few extracts. Principal Robinson, of Berwick, punished with a leather strap, a boy aged fourteen, belonging to Miss Alcorn's department, because he broke, or assisted in breaking, steps attached to the school, and denied having done so. Application was made in Berwick for a summons against Mr. Robinson, but it was refused. Finally, a magistrate was found in Kentville to take up the case and fine him one dollar and costs. Mr. Robinson appealed to the county court.

In delivering his decision, Judge Chipman, by reference to many cases, proved that the teacher is *in loco parentis*, and has therefore as much of the parent's authority, with respect to the child, delegated to him as is necessary for the proper carrying out of the functions of his office.

"The law confides to schoolmasters and teachers a discretionary power for the infliction of punishment upon their pupils, and will not hold them responsible criminally, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions."

"Any correction, however severe, which produces temporary pain and no permanent ill, cannot be pronounced immoderate, since it may have been necessary for the reformation of the child." "It is lawful for every parent, or person in the place of a parent, schoolmaster or master, to use force by way of correction toward any child, pupil or apprentice under his care, provided that such force is reasonable under the circumstances."—*Crim. Code, Canada, Sec. 55.*

It was also shown that the authority of the teacher extends to acts committed by the pupil "while going to and from school."

In concluding, Judge Chipman says: "I have no difficulty whatever in deciding the issue of law herein in favor of defendant. I am also satisfied that I should determine the issue of fact in defendant's favor as well. The punishment in my opinion was not excessive. It is true that the pupil suffered some pain and inconvenience from the whipping he received on his hands, with the leather strap used for the purpose; but it caused no permanent injury, and all traces thereof soon disappeared. Teachers imposing corporal punishment should be careful in all cases to bring themselves within the rules of law, so clearly and forcibly laid down in the cases referred to, and not to punish wilfully, maliciously, capriciously or too severely. * * * The teacher who acts firmly, but kindly and mercifully, and

inflicts punishment in moderation, will in most instances, and should in all, escape an investigation of his conduct in the courts. I have no doubt that the defendant as the principal of the school, and charged with its general supervision, both as to the technical duties of teaching and discipline, had, and properly should have, the right to do what is necessary to enforce and maintain the discipline of the school."

Arbor Day.

It is too early in this issue of the REVIEW to obtain an announcement of the date of Arbor Day in the different inspectoral districts of New Brunswick. In Nova Scotia the day set for the whole province is the first Friday in May, which occurs on the 5th. This is none too early for New Brunswick, and it would lead to a much desired uniformity. At present each inspector names the day, a few weeks in advance, which he thinks will be suitable for his section; and this choice, which has to be made every year, must be a matter of considerable needless perplexity to the inspector.

It is time now for teachers to be casting about them as to the best means for an instructive and useful observance of the day. It would be well, in addition to interesting the pupils, to endeavor to interest the parents as well, and if the latter cannot be induced to participate in the school programme, they may be interested sufficiently to take an interest in their own premises. The school grounds should in every case be fenced, or the work done therein will be of little permanent benefit. The REVIEW has in former years advocated the formation of school and district improvement societies, which are doing valuable work in Maine, not only in the school grounds, but on the road-sides and vacant places as well. In the Maritime Provinces the road-sides are, as a general rule, the reverse of ornamental, and in many places they are the receptacle for rubbish of all kinds.

If the people of a district or village would unite and devote a part of one day in the year to the removal of all rubbish, to planting trees on their premises and otherwise beautifying them, in a few years they would have reason to be very proud of their surroundings, and they would render the locality much more attractive to themselves as well as to strangers. The writer recalls the sight that met his eyes one day last summer when the train on which he was a passenger stopped at a small town in one of the richest agricultural sections in the province of ———. The view from the rear

platform of the car was a fine one—a noble river, broad intervals, distant ridges clothed to the top with verdure. But as the train moved through the town and away from it, back yards came into view, with their repulsive features of ash-heaps, tin cans and other refuse, while the ditches along the road-sides were reeking with filth. Phew!

This is a true picture. It is by no means single. It may have been in the valley of the Annapolis or in the valley of the St. John.

Let teachers or other citizens, as they go from home or return to it, cast a glance around, and take in the surroundings in which they live and move from day to day. Yes, even the citizen of Halifax or St. John, after showing strangers with some pride through the parks, gardens, and squares of either city, will feel his cheeks tingle, if he looks closely from the car window, as he moves into or leaves his city. We need local improvement societies, and we need them in the cities and towns as well as in the country.

Let all teachers see what they can do toward a general improvement, not only of the school grounds, but of the district generally. Teachers should not be diffident and underrate their own influence. They can accomplish much; and as the object is a worthy one, any suggestions relating to it must at least be treated respectfully; the rest will depend on perseverance and individuality. Remember, *the power to overcome obstacles* lies at the foundation of all individual work everywhere, if it is to be successful in the end. And this will apply inside the school as well as outside.

Organization of Teachers.

The lack of organization among teachers as contrasted with the thorough organization of other professional bodies, is the subject of frequent comment. Injustice may be inflicted upon teachers, their work and aims be misrepresented, and they may treat one another unprofessionally, without fear of any organized action on their part toward correcting all this. Teachers, moreover, do not seem to appreciate the necessity or importance of combining to assist each other in sickness or misfortune, but leave the entire burden upon employers who at times either refuse absolutely or provide grudgingly. It is well known to all teachers in towns that there have been many instances of teachers resuming work after illness, long before they were able, lest it might be said that they were feigning indisposition.

Nova Scotia has a provincial teacher's union. Any movement toward local organization must naturally begin in the cities and towns; Halifax should set the example for Nova Scotia; St. John should set the ex-

ample for New Brunswick. An organization of one hundred and fifty teachers would be a power in the community. It could influence public opinion by educating it. If for no other purpose teachers should organize for mutual assistance. Salaries of teachers are not large, it is true, and there are many demands upon them. There are many who struggle along, barely making both ends meet, and to these sickness means more than loss of time and perhaps salary. Many school boards are just and some are even generous; but all would look with favor upon some movement on the part of teachers to assist in carrying the responsibility; and all teachers would have a sense of greater independence and self-respect if they felt that they were partners instead of mere recipients. It could easily be ascertained in cities like Halifax and St. John, the average amount of lost time owing to sickness of teachers. Let the teachers organize and meet with representatives of the trustees and arrange perhaps to pay half the cost at the rate of so much per week for all loss of time owing to sickness. The community is under obligations to teachers not less than teachers are to one another, and it might be fair to ask the trustees to pay for all time lost of less than a week's duration, but after that the teachers' association might bear half the burden. There are other expenses also than those of loss of pay, as the instance in case of a Nova Scotian teacher on another page may show. If some plan like this were adopted, teachers would feel more independent and exert a greater influence.

A Grand Outing.

President A. McKay, of the Nova Scotia Institute of Science, in his recent inaugural address, thus refers to the coming meeting of the Summer School of Science on the Restigouche: "In August for one fare we purchase a return ticket to Campbellton, N. B., to spend a few days with some of the most enthusiastic scientists of the Maritime Provinces—those professors, principals and other teachers who are willing to devote two weeks of their holiday season to mutual instruction and enjoyment in the forest, field and laboratory. The president, Mr. G. U. Hay, has invited the Natural History Society of New Brunswick, and also this Institute, to co-operate with the Summer School in a grand gathering of the representative scientific men of the Maritime Provinces. The place of meeting would be a delight to the lover of romantic scenery, while affording to the botanist and geologist exceptional facilities for field work. The occasion might be utilized for the discussion of some of the larger questions regarding scientific education that are pressing upon us. Joint resolutions

from our three scientific societies would have great weight with our governments, and might lead to the extension of our technical science schools, now so miserably inadequate, or to important modifications in the methods adopted to further education in general science."

Report of New Brunswick Schools.

The report of Dr. J. R. Inch, Chief Superintendent of New Brunswick schools, has been received. It shows a gratifying increase in many directions. Comparing the number of enrolled pupils for the last term of 1897 and the first term of 1898 with the corresponding terms of 1890-91, the increase in the seven years is a little over 3,000 pupils. The most important gain, however, is in the increased percentage of attendance, which has risen from 57 and 52 for the two terms of 1890-91 to 64 and 57 in the corresponding terms of 1897-98. "It is safe to state," says Dr. Inch, "that one-fifth of the total population are in attendance at the schools during some part of the year."

While there has been a marked increase of salaries for teachers of superior schools, there has been a decrease in the salaries of others. The Chief Superintendent accounts for this in the increase of the number of superior schools, while the decrease of salary is largely due to the increase of schools and their extension into sparsely settled districts. He would increase the demand for good teachers by giving greater financial recognition to experience, and guarding the profession of teaching by a higher standard of entrance to the Normal school.

Last year 45 superior schools and 13 grammar schools were in operation in the province, at which instruction was given to over 1,500 pupils in branches in advance of the common school curriculum.

In reference to agricultural education Dr. Inch thinks we are not yet ready for the foundation of a college, nor even for an agricultural department in the University. He suggests that a school of agriculture and horticulture be established at the old government house and grounds in Fredericton, with a competent staff of teachers. Here students from the University and Normal school might receive instruction for ten or twelve weeks in summer, while a winter session somewhat longer could be devoted to the education of farmers. During the remaining part of the year the staff of the school could be employed in giving lectures and demonstrations at farmers' institutes throughout the province, as is now done by officials of the dominion and provincial experimental farms. There should be more encouragement given to nature study; and simple

apparatus be provided for experimental lessons in chemistry. In connection with every schoolhouse there should be a garden, for the cultivation of plants and flowers, and in one corner a workshop containing the ordinary tools of carpentry and materials for making boxes and other simple articles, to give pupils some manual dexterity in handling tools.

This seems to be a practical scheme; and if the teachers attending the Normal school could get some fundamental instruction in manual training, agriculture and horticulture there would be a reasonable prospect of carrying out the comprehensive plan which the Superintendent has proposed.

Reference is again made in the report to the desirability of consolidating school districts and conveying children at the public expense to a central school. The Superintendent draws attention to the act of the legislature which authorizes districts to do this, but expresses disappointment that trustees and ratepayers have not availed themselves of the new law, except in one case.

There are many other features in the excellent report to which we would like to refer, especially to many suggestive points in the reports of the Normal school, trustees and inspectors' reports; but we hope to have space to refer to these in a future number.

Ontario School Report.

The report of the Minister of Education for Ontario, is as usual a voluminous one and worth careful perusal. A very suggestive feature of former years has this year been omitted—the reports of the inspectors.

Education seems to be in a healthy and progressive condition in Ontario. Population does not increase rapidly, but attendance is yearly becoming better. Some beautiful school buildings have been erected during the year. The Minister puts in a strong plea for enlarged school grounds, which in view of the cheapness of land could be added to in many school sections. Reference is made to the fact that the suggestion made by Dr. Ross as to an Empire day, was approved by the Dominion Teachers' Association and the day recommended—May 23rd—has been adopted by Nova Scotia, whose superintendent, Dr. MacKay, was the first to proclaim its observance for the schools of that province, and the Protestant section of the council of public instruction for the province of Quebec. Some glaring defects are pointed out in many of the school grounds of the province, and some useful suggestions are made as to the better observance of Arbor Day.

In order to excite the emulation of teachers, pupils and school trustees, the department has prepared a diploma to be awarded to every school in the province

on the report of the inspector. It is awarded on the following conditions: (a) site; (b) fence; (c) closets; (d) water supply; (e) school yard; (f) school-house; (g) lighting; (h) heating and ventilation; (i) furniture; (j) equipment; (k) cleanliness and adornment; (l) special. The diploma, a copy of which accompanies the report, is beautifully lithographed and suitable for framing. In 1898, 597 diplomas were awarded.

The act regarding truancy seems nearly inoperative, and the attention of the legislature is invited to it. Out of 3,228 cases of truancy reported for the province, there were only 140 complaints laid and 53 convictions obtained. In the city of Toronto, 1056 cases were reported, but no complaints were lodged and consequently there were no convictions.

Commercial specialists are provided for the high schools, and stenography is one of the subjects required.

Considerable expansion is taking place in the movement to provide school libraries.

A special report on the state and progress of "Popular Education in England," by J. G. Hodgins, LL. D., historiographer of the department, is very interesting reading, and shows the awakening that has begun in the mother country in educational matters.

TALKS WITH TEACHERS.

I would like to say a few words to you this month regarding the dull pupil, and no school is without him. If he were not there teachers would have little scope for the exercise of their ability, and thus, to a certain extent, our reputations are dependent upon him. Who can tell what the dull boy may become. Charles Darwin, the greatest man of science since Sir Isaac Newton, and Dr. Adam Clarke, the well-known commentator on the Bible, were noted examples of dull boys at school.

The late President Garfield said that he never passed a ragged boy in the street without feeling that one day he might owe him a salute. Trebonius, the schoolmaster of Luther, when he came into his schoolroom used to take off his hat and say: "I uncover to the future senators, counsellors, wise teachers, and other great men that may come forth from this school."

Never tell a boy that he is dull, and, above all things, not in the presence of others. Teachers little think of the weight their words carry among pupils. Though there may seem no outward disturbance, "the depth of the ocean lies fathoms below the surface that sparkles above," and a slighting and careless remark may burn into a boy's memory, though it may not seem to be heeded at the time. It is said that every pupil has his

strong point if we can only reach it. It can not be done without great patience and forbearance. "Why do you tell that blockhead the same thing twenty times over?" asked some one of the mother of John Wesley. "Because," was the reply, "if I told him only nineteen times I should have lost all my labor."

We complain of lack of interest and inattention on the part of our pupils. Do we always take care to provide them with interesting work? Do they ever ask for bread and receive a stone? A professor remarked to a student that he was very dull. "When Alexander the Great was your age he had already conquered the world." "Well, you see," replied the student, "he had Aristotle for a teacher." I think there is a hint for us all in this. We can not all be Aristotles, but we can all do our best. Do we always prepare our work with a view to making it interesting and profitable for pupils? A teacher may hold the highest class of license and yet have no power of influencing his pupils. He lacks sympathy and power to make himself understood.

"Come easy, go easy" is a well known maxim. The wise teacher tells little but teaches much. The unwise teacher tells much and teaches little. In the one case self-reliance is developed; in the other it is destroyed. It is much less difficult to do the work for a pupil than to get him to do it for himself. Everything now is in the direction of making things easy for pupils. Are we not going a little too far in this direction? The parents themselves expect it. How common is the saying, "I do not want my children to have to work as hard as I had to." Much as we may respect the feeling which prompts this expression, it may be doubted whether such a course will develop as self-reliant men and women as in the old time. How often do we find, on giving pupils questions out of the ordinary rut, that they have no power of thinking for themselves. In their ordinary answers they are full of question marks, as if to say, "Am I right?" the teacher is surely responsible for this.

An excellent device for giving variety in written language is to read part of a story to the class, breaking off at some interesting point and directing the pupils to draw on their imagination to complete the tale. Each finishes the story according to his fancy, then the teacher reads the rest of the story. Sometimes a chapter or two may be read from an interesting book, the pupils to write conclusion. This plan seldom fails to create a desire to read the book to see how it really does end.—*Intelligence.*

FOR THE REVIEW.]

NATURE STUDY.

Arbor Day.

Welcome, ye shades! Ye bowery thickets hail!
Ye lofty pines! Ye venerable oaks!
Ye ashes wild, resounding o'er the steep!
Delicious is your shelter to the soul.

—Thomson—*The Seasons, Summer, Line 469.*

TEACHER. Why do we keep Arbor Day?

SCHOLAR. I suppose it is because the school law requires it.

T. But do you think people would make a law without having some purpose in view?

S. I heard a person say that it was just a crazy notion of some people who make the laws; but I hardly think the people who make the laws are so foolish as the people who don't know why they are made. I think, anyway, that it is good for a change from the regular school work we had all winter.

T. Your reasoning appears to be sound so far as it goes, and I am glad to know that you enjoy a break in the ordinary course of your school work. But can any of you think of any other reason why it is useful to have a "tree day" in school?

S. Because we plant trees to make the school grounds look better, or plant flower beds; and because it makes us think of planting trees or flowers at home.

USE OF TREES.

T. Very good. But you are thinking only of the beautifying of the school grounds, or of your homes, or of the country; and I am glad to see you think of that, for beautiful surroundings are indirectly useful, as I shall try to make you discover in some future lesson. But people who cannot discover the usefulness of the beautiful, are often very ready to see the usefulness of anything which may give them more comfort, more health, more food, more pleasure or more money sometime in the future; or, in other words, anything which will make their farms or property more valuable. Now, can we learn anything about trees which may show how the value of the farms in the school section can be increased? If that can be shown to the man who thought—perhaps he didn't wait to think—who said Arbor Day was somebody's crazy notion, he might not only think better of our lawgivers, but become wiser and wealthier himself. Are trees of any use?

S. Yes. All our wood for building houses, and for the furniture, and for carriages, and tools, come from trees.

S. And for firewood, and for fences.

S. And hemlock bark for tanning, and shingles, and wood pulp for making paper.

T. Very good. And will our forests last for ever as we are going on now? And what shall we do when they are gone? Perhaps you can give me the number of acres of land altogether in round numbers in our three provinces. I gave you these round numbers to have ready in your minds, instead of the exact numbers which we should never try to remember when we can get them in our books.

S. New Brunswick eighteen million acres; Nova Scotia thirteen million; and Prince Edward Island one and a quarter million.

T. And at the last census, in 1891, how much of this land was improved by cultivation?

S. New Brunswick one and a half million acres; Nova Scotia two million; and Prince Edward Island three-quarter million.

FORESTS OF OUR PROVINCES.

T. Well, I suppose the difference between these figures for the three provinces will give us the number of acres of unimproved land, which will include the forests and the barrens. But I may tell you that the census of 1891 showed that the forest lands owned by people in the three provinces were as follows in round numbers: New Brunswick three million acres; Nova Scotia four million; and Prince Edward Island half a million. A great deal of this land has since or will some time be cleared for farming purposes. But have you seen any cleared land which was not of much use for farming?

S. Yes. Hills too gravelly for pasture even, and whole fields growing up with bushes, not worth cultivating.

T. Did any of these fields bear a heavy forest originally, do you know?

S. Yes, for I have seen heavy forest growing on similar hills near by.

S. Yes, for I have heard father speak of the large trees they cut down when clearing the land at first, trees over two and three feet thick were very common.

T. True, but the wood was not of much value then, and most of it was cut into great logs and rolled into huge piles and burned to ashes, in order to have them out of the way. But now you know wood is becoming very valuable for many purposes, as it is becoming scarce and as the population is increasing, with all our varied wants. Now, suppose the farmers replanted the barren hill tops with the most valuable kinds of trees for wood, would he lose very much by it?

S. I don't think he would lose anything at all in many of the farms along our road, for there appear to be many fields that are of no use at all. But do they replant lands with trees to make forests, and do the trees ever come to anything?

NEW YORK FORESTRY.

T. That is just the question I wanted you to ask. Until a few years ago the main question on this side of the Atlantic was how to get rid of the forests. But the tide turned in the more populous states south of us several years ago. The state of New York, for instance, had kept or bought back from the people over 800,000 acres of the rough mountainous land in the Adirondacks; and taking the hint from the European countries, trained foresters are being put in charge of the forests. So promising did this first venture appear to be, that in 1897 the state legislature voted \$1,000,000 to buy up more of the poor lands around from the people, just for the purpose of turning them into a forest. 250,000 acres more were bought, so that the state now owns 1,050,000 acres. Now, don't you think the New Yorkers know what they are about?

S. I think they do; they're not the kind to let a good thing go. But how do the countries in Europe make the forests pay? I suppose that our people would be as willing as the people of the state of New York to make wealth out of their country if they saw how it could be done.

EUROPEAN FORESTRY.

T. That is just the point. In all the countries of central Europe for many years, and even in the northern countries now, there are colleges for the training of foresters, with courses longer and harder than in our colleges, giving students a thorough knowledge of botany, and tree planting and cutting, of surveying, of insects which injure the forests and how to deal with them, and so forth. The government forests are divided into great districts or forest farms, with a very learned officer at the head, who has under him several grades of trained sub-officers. In the primitive forests they cut out all the useless brush and give the best kind of trees the best chances to grow. The governments in many countries spend large amounts of money in insect powders for the spraying of the trees, where injurious ones make their appearance. Then when the trees are at their best sizes for the various purposes for which they are in demand, they are carefully cut so as not to injure the other trees, and are drawn out of the woods on roads and in some places canals. And every year an account is kept of all the expenses and all the money received for the wood.

S. Has the government many people employed in looking after the woods?

T. Yes, quite a large number, and they are paid their salaries regularly, just as regularly as the salaries of teachers are paid, and I am told much more regularly,

just as regularly as the customs officers at our various ports, for instance.

S. Can you give us an example to make it clear?

PRUSSIAN FORESTS.

T. I can. The government forests of Prussia contain now about 6,000,000 acres. The government pays to its foresters and for insecticides and all such purposes about \$6,000,000 a year.

S. Why that is about three times as much as all the money of the governments of our three provinces, from their mines and minerals, and stumpage, and all other taxes. That is very expensive. But how much does the government receive from these forests?

T. That is the main point. The amount is about \$13,200,000, leaving a balance of \$7,200,000 as a clear profit.

S. Why it would be better for Nova Scotia to go in for forest culture at that rate, than to have its gold and coal mines. The total revenue of that province is not \$900,000.

T. 800,000 acres of Prussian forest with its annual profit of \$1.20 an acre would be better than all the royalties from the Nova Scotian mines, all its revenues from every other source.

S. Do other countries make as great a profit from their forests?

T. Some more, and some a little less. But you see that if trees be grown on lands which are of little value for agriculture, whatever is grown will be clear gain. And if forests are of value to governments, they are equally valuable to private owners if they are looked after in the same manner.

FIRES.

T. Have you seen a fire run through any portion of a forest? If you have you will see that the most of the trees are killed although not burned down. The moss and mold if damp are only scorched. But if another fire runs over the same woods a second time, the absence of the original shade of the living trees allows all the mold to be dried up by the heat of the sun, so that the fire burns everything right down to the ground, or rock. Hundreds of thousands of acres in these provinces have in this manner had the vegetable mold which had been collecting for thousands of years over barren rocks and gravels which enabled them to sustain large forests, burned away. And it will take thousands of years for many such barrens to rise spontaneously to the forest state again. But man can help the work of restoration very materially, by planting trees where they can grow.

WATER SUPPLY.

T. You have all been in the woods and have observed the deep moss and mold from the decayed leaves. And you have been on the farm and have seen the firm turf more or less prevailing everywhere. Now, from three to four feet of water in the form of rain and snow fall over the whole surface of these provinces each year. If a heavy downpour of rain takes place over the forest, how will the water be taken up?

S. The moss and mold will suck it up like a great sponge, and will hold it for days, allowing it to soak slowly into the ground.

T. The rain water will eventually find its way into the streams, will it not?

S. Yes, after being filtered through the moss, and through the gravels and porous ground.

T. When water rises out of or comes through the ground it is called spring water, is it not? How would a heavy rain storm have affected the streams of this province four hundred years ago?

S. The streams would not begin to rise until some time after the storm, and then they would rise very gradually, and the water would remain clear unless the storm was of such a kind as to tear down the banks of the streams in the woods.

T. Now let us see how it would affect a river basin in the province, on the supposition that all the land was cultivated.

S. Why, the rain would run off the turf into the furrows and immediately into the small streams, and the amount of water would be such as to tear away the banks of the stream. And all these would go into the brooks which would be torn up in a similar sudden and violent manner.

T. Compare the water in the rivers under the two conditions?

S. Before the days of cultivation the rivers would be slightly swollen a few days after the storm, and keep full for some time while the water is oozing out of the mosses and the porous ground. Under the influence of universal cultivation the water which would percolate into the river gradually in two or three weeks, would rush into it in a few hours, washing off the surface of the ploughed lands, fertilizers and all, tearing up the streams and roadbeds, breaking up the intervale lands and sweeping away the bridges.

T. How would the streams be in midsummer under the two different conditions?

S. In the one case the springs from the earth would be oozing out from the earth all along the small streams, and the rivers would not be very much lower in summer than in winter. In the other case the rain falling had

no opportunity of being absorbed into the earth and the springs would be dry, all the streams low or dry, and the rivers low or dry also.

T. What effect would it have on the native fish of the streams to come under these modern conditions of land cultivation?

S. The fish, accustomed to the slow rise and fall of the brooks and rivers with water that scarcely ever became very turbid, would have to accustom themselves to be nearly swept out of the streams by the violent floods, if they were not poisoned or suffocated by the mud and other matters in the turbid waters. And then in the dry season of the summer they would find scarcely any water where there used to be an abundance in the olden time.

T. You have now demonstrated that the denudation of the forests has the tendency of drying up the springs and streams during the dry seasons, and that during the wet seasons, it on the other hand is beginning to destroy our fields and intervalles by tearing away the most valuable soil for deposition in the sea. Can you think of any other advantages which trees, grown on the dryer and hillier portions of the country, would have?

S. They would grow where nothing else would grow profitably; they would be useful in breaking heavy winds and thus be favorable to all farm growth; they would give shelter to cattle also as well as to man. Extensive groves would develop springs in the soil lower down; and I suppose the foliage would tend to lessen the drying effects of hot weather. Besides it would be very beautiful, giving chances to our native birds to come back, and otherwise put more life and ozone into the air.

T. If Arbor Day lessons cause the young people to begin to think of such problems now, it may have some effect in a few years. All that is necessary is to have our people think about such things, and to know where to get the information. Some of them will then be sure to take the advantages offered by our conditions.

The Heavens in April.

April is a good month in which to begin the use of the opera glass among the stars. The increasing mildness of the nights, and the beauty of the constellations in sight, attract people out of doors and fix their attention on the sky. Overhead two striking star groups are visible—the “Sickle” of Leo, south of the zenith, and the “Great Dipper,” in Ursa Major, north of it. That is their position at 10 p. m. at the beginning of the month, and at 8 p. m. at the end of it. At the same time Sirius will be seen near the horizon in the

southwest, with Orion settling in the west and Capella, very bright and as white as a diamond, well up in the northwest. In the south is Hydra, with but one conspicuous star, situated in a barren region of the sky. West of Leo gleams the “Beehive,” a cluster of minute stars in Cancer, which becomes interesting when viewed with a strong opera glass. Over in the east are Spica, glittering white, Arcturus, reddish yellow and looming large, and farther north the half-circle of the Northern Crown.

THE PLANETS.

On the 12th, Mercury is in conjunction with the sun, after which it becomes a morning star. Venus is also a morning star, gradually approaching the sun and steadily losing brilliance. Mars, which in the course of the month passes from Gemini into Cancer near the “Beehive,” has faded since midwinter to the brightness of an average first magnitude star. It is still receding from the earth, and early this month attains its greatest distance from the sun. Jupiter, near the border between Virgo and Libra, is very bright, rising between eight and nine o'clock and getting into good position for observation about midnight. On the 25th Jupiter will be in opposition to the sun, and consequently in an admirable position for telescopic study. It is an interesting experiment to look for the satellites of Jupiter with a field glass. One or more of them are certain to be visible almost any clear night. The belts of the planet are now exceedingly beautiful when viewed with a glass of four or five inches aperture.

Saturn, which does not rise until about midnight, being situated in Ophiuchus, carries off the honors this month on account of Prof. Pickering's recent discovery that the great ringed planet has a ninth moon. The discovery was made by photography at the Arequipa observatory, and is very remarkable on account of the faintness of the new moon and its immense distance from the planet. The outermost moon of Saturn heretofore known, Japetus, is about 2,225,000 miles from Saturn, but the new moon, Prof. Pickering announces, is three and a half times as far from its primary as Japetus is. That makes its distance 7,875,000 miles, or more than thirty times the distance of our moon from the earth. The discovery is another vindication of the value of photography in astronomy. Uranus is in Ophiuchus about 5° north of the red star of Scorpio, Antares. It rises one hour ahead of Saturn. Neptune is rather more than a degree northwest of the star Zeta in Taurus.—*Garrett P. Serviss in Scientific American (adapted).*

The REVIEW is better than ever. Even the advertisements are interesting.

D.

For the REVIEW.]

English Literature.

SOME QUESTIONS ON LONGFELLOW'S "EVANGELINE."

1. What do you suppose was Longfellow's purpose in writing this poem? Back your answer with any quotations that seem appropriate.
2. Did he intend his story to be taken for an authentic record of events? Quote.
3. What kind of a story would one be apt to expect after reading only lines 1 to 6? What makes you think so?
4. What kind of a story does Longfellow say it is? Quote.
5. Compare and contrast the Acadians of the poem with the real Acadians of that day, and with the Acadians of to-day.
6. Draw a map showing all the places mentioned in the scene of the action of Part I; and another to illustrate the wanderings of Evangeline in Part II.
7. Make drawings to illustrate lines 35-6, 43-4, 74-5, 125-8, 176-8, 180-3, 407-11, 489-92. Pick out other passages suitable for pictorial illustration.
8. Collect the passages containing information about Basil, and write a sketch of his life and character based on these passages.
9. Name any other blacksmiths famous in history, or poetry, or myth, or fiction. Tell something about them, or at least in what books we may read about them.
10. Make up questions similar to the last two about the other characters in the poem, and answer them.
11. What is the historical time of the action in Part I, and what is your authority?
12. Ditto for the end of Part II, and ditto.
13. (a) Collect all the notes of time in Part I; and from them determine these things:
 - b. What is the season of the year?
 - c. Are the notes of time for the season of the year all consistent with each other, and are they consistent with the historical time? If not, what have you to say by way of explanation?
 - d. How much time elapses between the beginning and the end of the action in Part I? Which lines indicate the lapse of time from day to day, and from one part of the day to another?
14. Why are such questions unnecessary for Part II?
15. What do you learn from this poem of the accuracy of the poet as an observer of natural phenomena?
16. What does he say of the following, and how does it agree with what you have learned from observation or otherwise?

Tides, moonrise, magpie's nests, dawn and sunrise,

sunset and twilight, the appearance of the dying, sea-fogs, spinning, the sign of the scorpion, Acadian ale, cow's-breath, etc., etc.

17. "Distant, secluded, still." There are many examples in the poem of triads of epithets like this. Find a dozen or so of them and cite the lines where they occur.

18. Here are some various readings that occur in the different editions of the poem; which do you think is the better one in each case, and why do you think so?

- (a) Line 353—Thus passed the evening away.
Thus was the evening passed.
- (b) Line 518—The whispering rain.
The disconsolate rain.
- (c) Line 564—The weary heart.
The heavy heart.
- (d) Line 1217—Look at this delicate plant.
Look at this vigorous plant.
- (e) Line 1218—See how its leaves all point.
See how its leaves are turned.
- (f) Line 1219—It is the compass flower, that the finger of God
has suspended.
This is the compass flower, that the finger of
God has planted.
- (g) Line 1220—Here on its fragile stalk.
Here in the houseless wild.

And there are probably others.

19. There are a dozen or more Biblical allusions in the poem. Cite the lines where they occur and the passages of the Bible to which they refer.

20. For what does Longfellow use the following as similes: Forget-me-nots, roe, day, clock, rivers, oak-leaves, hollyhocks, oar, a storm in summer, Hagar and Ishmael, the thoughts of God. Find a lot more of his images, and say what you think of their appropriateness.

21. What was your experience in reading *Evangeline* aloud? Did you find it easy for the voice and pleasant to the ear?

22. The metre requires many awkward and violent inversions. Mention some that you have noticed.

23. Tennyson advised budding poets to beware of their "geese." How do you think he would have liked Longfellow's many hissing sibilant lines? Look out some of the most extreme cases, and, if you can find them, any lines which contain no sibilant sounds.

24. In the selection and arrangement of proper names, especially place-names, does Longfellow satisfy your sense of melody? If so, quote a few of what you consider his most felicitous passages in this kind. How do you think *Evangeline* compares in this respect with *Paradise Lost*, or with Scott's poems, or with Macaulay's *Lays* and his *Armada*?

25. What is the smallest and what the largest number of syllables in a line of the poem? Give the num-

bers of lines containing all the different numbers of syllables possible,—one line will do for each different number of syllables.

26. As a general rule in metre of this sort the last foot has two syllables and the second last has three. There are some exceptions in this poem to one part of this general rule; try to find them.

27. The feet should be either dactyls or spondees, but spondees are rather hard to get in English; cite some examples of real ones.

28. In which lines does the sound seem to echo the sense?

29. Quote some lines that strike you as specially musical, or the reverse.

30. Comment on the poet's selection of "sound-words." For example, on the verbs he uses for the sounds of the forest, the looms, the spinning-wheels, wings, pigeons, cocks, weather-cocks, etc.

31. Compare the different night-scenes in which Evangeline appears. What does the poet seem to suggest by them?

32. Why "winters" in line 62, and "summers" in 65?

33. What is "the vice of republics?" Is it a vice of real republics, or only of nominal ones?

34. Look at the "yet" in 67 and 636.

35. Why "he" in 8?

36. In 69-81, how do the circumstances affect Evangeline's beauty?

37. Explain whatever may need explaining in 334, 369-71, 466, 500, etc.

38. Make an inventory of the furniture and utensils in an Acadian home, and give a reference for each item.

39. Collect all the examples of folk-lore you find in the poem.

40. In 912-4, why are we not told about his foot-covering?

41. Make a list of the words you found difficult to pronounce, and of those whose meanings you did not know at first sight.

42. Why "wandered" in 1092-3, and "wander" in 1095? Compare Calkin's Geography, page 30.

43. What is Longfellow's way of saying that "misery likes company?"

44. "As leaves to the light," (line 1269). Discuss the reasons given for Evangeline's choosing Philadelphia as her last resort.

45. Line 1283, what other lessons does such a life sometimes teach?

46. "Coming events cast their shadows before." Point out examples of this in Evangeline.

47. Line 419, "Noblest of all the youths." So the poet tells us; how does he show it in the poem?

48. Collect the passages relating to eating, drinking, sleeping, smoking, fiddling, dancing, and comment on them.

49. With what mental moods is rain usually found associated in poetry? Quote examples from Evangeline and from any other poems.

50. Which are your favorite passages? Why do you like them?

A. CAMERON.

Yarmouth, N. S., April 1, 1899.

FOR THE REVIEW.]

English Literature in the Lower Grades.

LORD ULLIN'S DAUGHTER.

When a poet writes a narrative poem, his business is, first, to tell a story; and when we read it, our business is to understand the story he has told. How many can close the book and tell this story after reading it once? How many people are there in the story? Tell, in your own words, what each one says. What can you find out about the lady, from what she says herself, and from what others say about her and to her?

Study the description of the gathering storm.

Sir Walter Scott, in a ballad called "Rosabelle," tells a story something like this one, but in a much more beautiful way. This is how he describes the storm:

"The blackening wave is edged with white;
To inch and rock the sea-mews fly;
The fishers have heard the water-sprite,
Whose screams forebode that wreck is nigh."

Compare this with verse seven.

Inch means an island. Have you seen the sea-birds flying about before a storm?

Here we have another word for *water-wraith*, and the reason why its screams were feared.

The water spirit is often spoken of in old poems and stories as crying when any one was going to be drowned. The river Yarrow, in Scotland, was known for the sad things that had happened on it, and one old ballad says:

"Thrice did the water-wraith ascend
And gave a doleful groan through Yarrow."

Notice how the heavens are said to "scowl" and the skies to "rage." Scott says:

"But the sea-caves rung
And the wild waves sung
The dirge of lovely Rosabelle."

This way of speaking is very common, and is called personification. Why? Give some other examples of it.

How do the rhymes come in these verses?

What sounds are repeated in the lines—

"The waters wild went o'er his child,"

and

"For sore dismayed through storm and shade?"

Can you say in one word how the poem makes you feel? Frightened? cheerful? angry? or what? When you have decided on the word, read the poem over again and see if you can tell what helps to make you feel so.

The teacher is strongly advised to study the "Suggestions on the Teaching of English," prefixed to J. W. Hales' "Longer English Poems," (Macmillan; \$1.10),

if that admirable paper is not already well known. These questions on Lord Ullin's Daughter are based on Mr. Hales' study of "Rosabelle," but with younger children in view. It may be thought that some of these notes and questions are trivial, and even childish; one learns in teaching that nothing is trivial which helps to awaken a child's interest in what he reads, or to teach him to observe for himself. Mr. Hales says truly: "Perhaps few persons are fully conscious how very common most careless reading is, especially of poetry. Again and again the main point of a poem is missed; or, if the main point is caught, that is all." It need hardly be urged that the questions should be adapted to the child's powers and stage of development. Some children care only for human interest in reading; others for observation of nature. All will delight in drawing upon their own little stock of knowledge for purposes of comparison and explanation. Some few will generally be found who care for the form as well as for the matter of a poem.

But the important thing is, of course, for the children to find that writers have something to tell them,—something of interest and importance. When they begin to ask questions and talk freely over their reading, a great step has been gained.

Does every teacher know Kipling's story, "Baa Baa Black Sheep?"

That week brought a great joy to Punch. He had repeated till he was thrice weary the statement that "the cat lay on the mat and the rat came in."

"Now I can truly read," said Punch, "and now I will never read anything in the world."

He put the brown book in the cupboard where his school books lived, and accidentally tumbled out a venerable volume, without covers, labeled "Sharpe's Magazine." There was the most portentous picture of a griffin on the first page, with verses below. The griffin carried off one sheep a day from a German village, till a man came with a "falchion" and split the griffin open. Goodness only knew what a falchion was, but there was the griffin, and his history was an improvement upon the eternal cat.

"This," said Punch, "means things, and now I will know all about everything in the world."

With which of Punch's conclusions shall we let our children leave school?

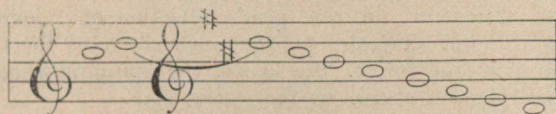
ELEANOR ROBINSON.

THE April number of the *New Brunswick Magazine* has the following articles: An Old St. John Boy; The New Brunswick Militia; Old Times in Victoria Ward (concluding paper); At Portland Point (tenth paper); The Acadian Melansons; with notes and queries. This magazine, so creditable to editor and printer, is steadily growing in popularity and is deserving of a large support.

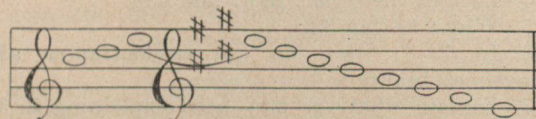
Music in School.—Grade II.

BY LUELLA E. BLANCH.

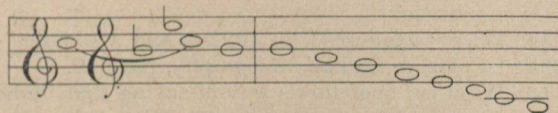
With Grade II review the scale, and give varied dictation exercises for first month. Give pupils the pitch of *c*, having them write it in its proper place. Then sing various tones of the scale, and have them written in their proper place by members of class, in whole notes. Sing from staff drawn on the board, and quite frequently, to numbers. It is important that they should recognize the tones of the scale by their numbers. Then draw a staff with *c* in position. Have the class



sing *do, re*; hold the tone, call it *o*, call it *do*. Here is the *do* of a new scale, viz., the scale of *D*. Have it sung down, then up. Drill on it for several weeks.



Then once more the staff *c* in position; sing *do, re, mi*; call it *o*, call it *do*. Here is *do* of the scale of *E*. In this way they can modulate from *c* to any other scale having *do* on a natural key. For scales having *do* on a flat key, modulations can be made in this way. Staff *c*



in position, call it *re*; sing *re, do*. This is the scale of *Bb*. In like manner go to any other flat key.

At the close of the year Grade II should be able to modulate from *c* to any other key, and sing its scale. They should also be able to make whole, half and quarter notes and rests; to draw staff, clef, sharps and flats. Call attention to the fact that *Mr. Do* moves his house as the sharps and flats change in the signature, but beyond the key of *c* do not attempt to teach the position of *do* in the different scales. All dictation exercises should be given in the key of *c*; have them many, short, and as varied as possible. Eight minutes, twice a day, will be found sufficient time for the music lessons. Teach new rote songs continually.

For the REVIEW.]

The Elementary School of the University of Chicago.

BY DR. D. P. MACMILLAN.

(a) *General Principles underlying the Experiment.*

It is related of the famous pedagogue Pestellotzzi, that when questioned concerning his school at Yverden, Switzerland, he being unable to formulate his ideas as to its aims and actual results, invariably replied: "Go and see for yourself. It works splendidly."

In contradistinction there is quite a definite idea underlying the work at the primary school of the University of Chicago, and quite a definite idea as to the results secured in the experiment.

The school was inaugurated and is superintended by Dr. John Dewey, Head Professor of the departments of Philosophy and Pedagogy, and so far as is now known, it is the only one of its kind on this continent. It may be said to be the laboratory of the department of pedagogy, and like any laboratory, physical, chemical or biological, serves mainly two purposes: (1) To exhibit, criticise, test, verify or condemn theoretical statements and principles. (2) To make actual contributions to the sum of facts and principles in its special line.

Now the work in a pedagogical laboratory may not immediately affect facts and hypotheses obtaining in public schools, nor the methods of presentation that prevail in the same. But ultimately, through this agency, both the subject matter, and methods of presentation, become modified.

It is then the function of some schools to conserve the old, as we may conceive it to be the function of others to institute new standards and ideals, and thus lead to a gradual change in conditions. The central idea of this elementary school is to introduce a different working hypothesis, by bringing society and the school into more vital connection. In short, to see to it that the activities in which men and women in every-day life are engaged, ought to be the activities of the school. That they are the activities of the school in bloom, consequently, if the budding season has been interfered with, the season of flowering is retarded, and possibly, to carry the figure further, the fruitage stage is never attained. It is assumed that life is one throughout, hence no breaks nor cramps should be introduced. It is further assumed that when the requisite stimuli are presented, free and adequate responses follow as a matter of course.

This means that the more or less unconscious adjustments of people in society to their environment in answer to demands, must be carried over to the more

formal education of what we please to term school. The school is then a society, but a specialized and simplified form of society. In it certain ideas and facts are communicated, and certain specialized forms of activity carried on by each child according to adaptability.

The fundamental activities of life as a whole must be introduced into this specialized and simple form. Such activities as those that cluster around the home would naturally be the most familiar. They may be classified as those connected with food supply, shelter, protection, comfort and decoration. Hence the aim is to introduce them into the school and enable the child in some measure to reproduce them in a gradual, orderly and social way in his own experience.

Thus one may see the educational importance of the more industrial activities, as cooking, weaving, sewing, manual training, etc. These are used as media for the attainment of social experience, and furnish the natural centres about which the materials of knowledge may be grouped and correlated, and by which they may be communicated to the child. Science, history, geography, reading, mathematics and all the subjects of any orthodox graded school, are thus incidentally acquired as the outgrowth of the social activities of the time. Interest stimulates, controls and guides what can be, and what is learned.

The home activities then, as they represent the forms of life most familiar, that is the most contiguous and most important to the child, must be the basis upon which the school activities are to be engrafted, or better, the school activities must be the natural outgrowth of the more or less informal and undisciplined movements of the child in the home. The child finds himself by nature in a group of which he feels himself an integral member. From those comprising this group he receives stimuli, and comes to know the meaning of action. He is incited to loving service for the members of the home, and in turn he sees that they may serve some of his wants. He perchance sees older or younger members of the family do their share, hence he comes under the influence of suggestion and imitation. Most important of all, however, is the fact that the acts of the family (his own included) receive direction by reason of the fact that they are connected with the meaning that attaches to life.

If the more or less unconscious and informal education in the natural group or family be separated from the more artificial and formal group called school, nothing better than the dissipation of time, energy and money, with the numbing and dwarfing of mental powers, can be expected.

One other grave defect of school systems, arising out

of the separation indicated, may be touched upon, on account of the vexing problems which it presents to teachers, viz., the problem of keeping the children interested in the subjects prescribed in the curriculum. If the subjects taught in the school do not on the one side grow out of the homes from which the children have come; nor on the other secure perspective by reference to the social life in which they are to be placed, the studies themselves lack meaning and connection, and interest must be secured by coercion, or even by sweetened bribes.

Now, the object of this elementary school is, negatively, to overcome such difficulties as may be suggested by those described, or positively to attain such ends as may be represented by those indicated.

It is believed then that the more intimate connection of home and school gives a basis for the proper selection of the subject matter to be taught, and that the insistence upon the child doing something in the school for some well understood purpose, controls his interest and greatly diminishes the problem of teaching him. Out of this, naturally follows the principle which is so assiduously emphasized, that if the motor activities receive adequate attention, the senses will take care of themselves. If a child is sawing, or planing, or sewing, or cooking, what he sees, hears, etc., will be determined by what he wants to do, or by what he is actually doing.

(b) The School—More in Detail.

The school year, which begins the first of October, is divided into three terms of twelve weeks each. School is open five days in the week, from 9 a. m. to 12 m., for the first seven groups, *i. e.*, roughly speaking, for those under eight years. Those of the eighth and ninth groups have, in addition, an afternoon session from 1 p. m. to 2.30 p. m. Carriages are sent for the children, and with them. The number in the school is about ninety; this, however, depends to a great extent upon the accommodations. It is believed, judging from the number of applications, when an adequate endowment,—building, etc., has been provided, that the number will be increased.

The number of teachers is a marked feature, there being in all nine instructors, and each a specialist. In addition, there is a number of assistants employed from time to time as the work seems to demand. The staff is at present divided as follows: A principal, and director of history, director of science and of house-work, director of carpenter work, instructors in science, in cooking, in sewing, in gymnasium, in music, in French, and in Latin. The assistants are university students, who give a certain portion of time to the

school each day, varying from one-half hour to two hours. The tuition fee is \$60 and \$15 per year for the older children, and \$45 for the younger. By this means somewhat less than one-half of the running expenses of the school are met. As the school is not yet endowed, it is consequently dependent upon voluntary contributions from year to year to make up the deficit, and it is pleasant and hopeful to observe the responses of liberal-minded and large-hearted people in this respect.

The children are divided into groups, or working units. This is based not so much upon actual attainments as upon maturity, capacity for work, congeniality, etc. Each of the younger groups is limited to eight members, it is expected, however, that the number in the older groups, especially those over twelve years, will be increased to about twelve or fifteen, if it seems advisable. At present the children are arranged in nine groups, the youngest children being five or six years, the oldest about eleven or twelve. The grading is very flexible, depending almost entirely upon the individual pupils. Children in the same group do varying amounts of work along the same general line; hence, although the material is the same and the end a common one, variety in the results is secured, or the "give and take" of society on a small scale is met. Children are advanced from one group to another whenever they show signs of requiring the stimulus of more difficult work. No examinations are held nor marks given.

The programme may, in general, be said to be arranged on the basis of providing a balance between active (manual training, gymnasium, cooking, sewing, etc.), and more strictly intellectual work. Each group has physical culture daily, and has field work, or visits some museum or gallery, etc., weekly. With the youngest children the effort is made to have the active factor predominating; and so the work in science, history, number, etc., is kept in strict subservience to and connection with the constructive activities of cooking, sewing and carpentering. As the children mature the balance is shifted, till about the sixth group distinctly intellectual problems are introduced. The use of books is encouraged, but they are not made a fetish. Records of work done, etc., are printed for the smaller children. When a printing press is provided for the school this line of work will be facilitated. The more advanced groups make more use of text-books in connection with the matter under discussion, as they see there is made in them better, and hence convenient, summaries of the work in which they are engaged.

As we have already indicated, the aim is to make the children recognize in the school the same moral motives and relations that obtain outside. This social element

comes distinctly into prominence. There is perfect freedom and comparative informality, and yet no positive disorder nor lawlessness. It is by no means a part of the theory that the children shall go as they please or learn what they like. Work is not presented unless it is conceived to stand in reasonable relation to permanent interests, and when it is selected there is insistence upon its completion.

It might be thought, some decades ago, a wild and impossible undertaking to attempt to have a newspaper or weekly bulletin issued by such young people, but such an attempt was successfully carried on for a time by the little citizens.

One of the most potent socializing factors is the luncheon. In this all participate, as it forms a necessary part of the teaching of cooking. The children of the lower groups actually do the preparing and cooking, the measuring, weighing and general calculating being carried out with due gravity. This offers a direct means of learning to use numbers, weights, measures, etc., and to know about cereals, vegetables, etc.—where they come from, how they grow, the history, geography and literature of the lands connected with their production or exchange.

Upon the four older groups the care of the table and the serving devolves, strict rotation being observed. The privilege of inviting guests is a part of their duty, and it is their delight to occasionally invite and entertain their teachers. During luncheon the time is occupied upon social topics, guessing conundrums and telling stories. Upon this latter great emphasis is laid in the school, especially in geography, history and literature. Of course, all this work is connected with luncheon, careful oversight is kept and help given when necessary.

In sewing, or the industry connected with another fundamental activity of mankind—viz., clothing, the same order of instruction is followed—the size, quality, texture, color of yarn and cloth, the history of the manufacture of the cloths, the history of inventions connected with it, the lives of the peoples from whom it comes as raw material, and of those by whom it is manufactured and sold—all in this line is connected with the daily practical work of the lower groups.

Under the activities connected with the shelter of mankind, comes carpentry and manual labor. Basket work is carried on, boards are sawed and planed, joints are chiselled and fitted, boxes and blocks of various woods, shapes, sizes are constructed, the rudiments of construction and architecture are learned, etc.; all this again furnishing a basis daily for the lower groups to acquire some knowledge of numbers, history, geography and language.

In the languages, to specify another line of work, words, phrases and sentences are built up from the daily activities, thus making language strictly and solely a means of communication and not a thing in itself. The more advanced groups write down in French or Latin the results obtained from the work, with the materials used.

Thus numbers are dealt with and their values used because they must be utilized. So a knowledge of the sciences is obtained by reason of its intimate connection with life, as in the history of the race science is seen to be an outgrowth of the activities of the race. The arts of life are treated in relation to man. Literature comes in with history. Reading, writing and spelling are taught incidentally as an outgrowth of the social activities. Hence, as all the studies are made to grow out of the home relations, a direct means for their correlation is secured. It is not history, geography, science, etc., in separate compartments, neither is it the purpose to make a task so many pages of this book, nor so many lines of that, but rather to see to it that whatever is vitally connected with that which the child is doing shall become the intelligently grasped topic and the basis for further advance.

In conclusion, one general word may be said anent the question of method. It may be said that the aim is "to keep alive the active, inquiring attitude of the child, and to subordinate the amassing of facts and principles to the development of intellectual self-control, the power to conceive and solve problems."

Summer School Notes.

What better way for a teacher to spend a part of the vacation than attending the Summer School of Science which meets at Campbellton, N. B. Not only is there the advantage of listening to the best teachers of the Maritime Provinces, there is the inspiration that comes from the meeting of so many of the most intelligent people in the pursuit of a common object. Add to this the fact that on account of arrangements with railway authorities, and the procuring of cheap board, your outing is considerably cheaper than under other circumstances it would be. Campbellton, the meeting place of the School, is one of the prettiest spots in the Maritime Provinces, and the people there have combined to give the School a right royal welcome and to make the stay of the members there as pleasant as it can be made. Excursions will be taken to the various points of interest on the Baie de Chaleurs, the far-famed Restigouche and Metapedia. An hour's walk from the town will lead the observer to the top of Sugar Loaf Mountain, from which he can obtain a view of northern New Brunswick and a large portion of Quebec. An unusu-

ally large number of persons have already made application to the Secretary for calendars. This indicates interest in the meeting of the School this year, and the prospects for a large attendance are good.

Teachers and students, we feel sure that your judgment will lead you to spend your holidays where you can combine profit with pleasure. No better place to do so than at the Summer School of Science, which meets at Campbellton, N. B., July 25th to August 9th, 1899. Calendars containing full information mailed on application to the Secretary,

J. D. SEAMAN,
Charlottetown, P.E.I.

For the REVIEW.]

HOME AND SCHOOL.

Correspondence Between Schools.

Sedalia is the chief town of Pettis County, Missouri State, and has a population of about 15,000. To most of the Halifax teachers it was a place unheard of until very recently when it was brought to our notice in rather a unique way. Early in the year, a communication was received by one of the schools from Miss Van Antwerp, principal of Summits school, Sedalia, asking that several letters which she sent, might be handed to teachers in some of the Halifax schools. These letters from grades V, VI, VII and VIII, one from each grade, were written by the children, and were very interesting, telling principally about the work done in Sedalia schools, and asking questions about the schools of Halifax, as well as requesting information concerning Nova Scotia generally.

So great an interest was excited by these letters that from grade VI alone twelve letters were sent in reply. These seem to have been received with great enthusiasm in Sedalia, and answers are still coming every few days.

The first one who replied said: "I received the letters on February 10th. I read them and took them to my teacher, who read them to the rest of the scholars. Then they were sent to the other rooms of our school, and then to the superintendent of the schools, then to the different schools of the city. Now the publishers of the papers are asking permission to publish them, and I guess they will before long."

Miss Van Antwerp, herself, writes: "My plan for letter-writing has already more than met my anticipation, for besides sending to your city, I forwarded others to Manchester and London, England, Honolulu, and a few other cities of this continent. Quite a number of answers have been received, and I have just gotten a

letter from Lord Reay of London, stating that ones sent there would receive proper attention."

Miss Van Antwerp enclosed in her letter a press notice of the February meeting of the regular monthly institute. At this meeting, attended by the teachers and numerous citizens of Sedalia, the following topics were discussed:

1. What is the common aim of the home and the school.
2. Wherein do they differ in their functions.
3. How can the home help the school.
4. How can the school help the home.
5. Of what value are the visits of parents to the school.

That Sedalia is a wide-awake town in matters educational, may be readily inferred. The practice in school of an occasional interchange of letters with distant places might be made of considerable benefit, not only as an exercise in composition, but as a means of helping children to realize their geography. In order, however, that good only may be derived from such correspondence, it is absolutely necessary that it be carried on under the direction and careful supervision of the teacher. In looking over the letters of our pupils, it was particularly noticeable that there was a remarkable freedom in the expression of their dislikes and preferences, and this gave the teachers a peculiar opportunity of getting better acquainted with each child. Poetry was a favorite study with almost all. The Halifax school of cookery was also elaborately described in every letter, and seemed to create a little envy in the minds of the young Sedalian maidens who each and all expressed a wish that they too had a cooking school.

As we have enjoyed very much the acquaintance made with Sedalia, through the letters, it was suggested that perhaps other teachers of the province might be interested in learning of the experience, and might like to experiment in the same direction. A.

Halifax, N. S.

Kindergartens in Churches.

A movement to establish kindergartens in connection with churches has made some progress in Philadelphia. A young lady who is taking a kindergarten course in that city has kindly furnished the REVIEW with an outline of the scheme, which may commend itself to some of the churches of these provinces for adoption. We are very much behind in the matter of kindergarten training. Our boards of education are slow to make provision for it, and nearly all our kindergartens are private enterprises. It might be well, therefore, for some of our churches to lead in this educational move

ment. Our correspondent sends us this interesting account of the general plan:

"After the rector has considered it advisable to start a kindergarten in connection with his church, and his congregation have been consulted, and consented to assist him, he then appoints a committee, and they appoint the kindergartner, pay her salary, and provide the necessary materials. In some churches the kindergartner provides the materials; in that case she would receive a larger salary.

In St. Mark's Church kindergarten there are children who did not at first belong to the church, but with their mothers they now attend regularly. * * * The method in a church kindergarten is similar to that in a private or public kindergarten.

The church kindergartens, among the poor, are a great blessing to hundreds of little children who would otherwise spend their time on the streets."

Philadelphia.

F. G. H.

'ROUND TABLE TALKS.

ENGLISH LITERATURE.—Please answer the following questions for me in your paper: (a) From which of Shakespeare's writings are the following words taken: "Time's glory is to wrong the wronger till he render right." (b) Explain the line.

(a) The quotation is in *Lucrece*, lines 939-943.

(b) The general meaning of the passage is plain when read with the context. *Lucrece* has been upbraiding Time for allowing his servant Opportunity to bring disgrace and ruin upon her. She goes on to say that Time's glory is not in deeds like this, but in calming contentings, kings, etc.

"To wrong the wronger till he render right" may be illustrated by the story of Alonzo in the *Tempest*, and by King Lear, Act III, Section IV, 28-36. Poor Lear is helpless and can only wish to "render right," but Alonzo has more in his power, and in both cases it is their own suffering that brings them to repentance.

SCHOOL AND COLLEGE.

The teachers and pupils of the Andover Grammar school, intend celebrating May 24th by a flag-raising. A fine flag, together with a good supply of maps, was purchased with part of the \$50.00, proceeds from a very successful school concert given in December last. An effort is being made to add to the balance on hand so that a bell may be procured for the school-house.

A very successful supper was held in the school house at Lower Little Ridgeton, Charlotte Co., on Thursday evening, March 30th, by their popular teacher, Miss Mamie Finley. The proceeds will be used in purchasing slate blackboards for the school.

The prettiest and most serviceable desks in any rural school in Northumberland County, are to be seen in the school house on Bay du Vin River, No. 6, Hardwicke. They are double desks with metal stands and polished cherry tops. They are called "Oxford." They were paid for by the teacher, Miss Martha Hackett, who raised the money by a basket social.

Miss Annie Dohaney, teacher at Sea Dog Cove, Westfield, Kings County, has by means of a very successful school entertainment been able to provide a handsome table, dictionary and other apparatus.

Mr. W. S. Johnston and Mrs. Melvin Eldridge, teachers at Beaver Harbor, Charlotte County, have raised the sum of \$26.00, with which they have purchased slate black-board surface.

Miss Lillian Flewelling, teacher at Oak Point, Greenwich, King's County, recently had a very successful school concert, the proceeds of which she purposes to invest in needed school equipment.

The Normal school closing examinations (N. B.) will be held in Fredericton and in the grammar school buildings, St. John and Chatham, beginning on Tuesday, June 13, 1899, at 9 o'clock, a. m.

The N. B. departmental entrance examinations will be held at the usual stations on Tuesday, July 4, 1899, beginning at 9 o'clock, a. m. (See official notice on another page.)

Inspector Morse (N. S.) will spend the remainder of April inspecting the schools on Digby Neck and on Long and Briar Islands.

The time again approaches for the preliminary examinations in New Brunswick, and the applications must be in by May 24th. Teachers must bear in mind that no one can give them more details of particulars concerning these examinations than are to be found in the school manuals and the various official notices that have been given from time to time in the REVIEW. They will do well to consult these before seeking elsewhere for information. It would be as well not to send in applications before, say, May 10th, and, it is needless to add, not later than May 24th.

The County Academy of Digby Co., N. S., has, during the current year taken a long stride in advance. For several years the attendance at this Academy has been very little more than sufficient to entitle the commissioners to draw the grant for one academic teacher. Principal H. B. Hogg, last summer canvassed the county, and as a result secured the promise of sufficient high school pupils from the outside sections to warrant the school commissioners in engaging the services of Miss Bessie M. Logan (Class A) as the second academic teacher. At this writing, an average daily attendance of over forty has been made—an average which is sufficient to secure the payment of the government grant for two Class A teachers. Principal Hogg is to be congratulated on the success which has crowned his efforts.

The historic old town of Annapolis Royal, N. S., the seat of the County Academy of Annapolis Co., is in the near future to have a modern school building. The grounds of about three acres in extent are probably the finest school site in the province. They are partially covered with magnificent shade trees. The property was formerly the residence of the late Judge Ritchie, the father of the late Chief Justice of the Supreme Court of Canada. After the purchase of said property a few years ago for school purposes, the residence thereon after necessary alterations was used for class-rooms for the County Academy and the lower departments of the town schools. The said building having been recently condemned by the educational authorities, the rate-payers by a vote of 108 to 7 decided to expend a sum not exceeding \$10,000, to provide school accommodation according to the requirements of the law. The new building will be erected during the ensuing summer, and when completed, Principal Layton and his efficient staff of teachers will be in a position to do much better work than could be done in the past.

RECENT BOOKS.

The admirably edited works on the best English literature which the Macmillan's are publishing¹ and have published for years, are guides and incentives to teachers and students to form correct habits of teaching, as well as studying, literature. The annotations on texts are prepared with the greatest skill. They give little in the way of mere verbal information; but they arouse an intelligent curiosity and interest in the student to seek out meanings for himself, and to go further afield in literature, history and geography, so that he will know his subject thoroughly and from all points of view. The Introductions to these editions of the English classics are models of critical and scholarly methods of treating literary subjects, and well adapted to cultivate the taste of the student for English composition.

And this puts the student on the right path to get a knowledge of his mother-tongue, and thereby to gain an insight into the treasures of English literature. There is no doubt that the greatest intellectual treasure that the student can take with him from school or college is a deep and abiding interest in English literature, and the power to interpret it. "If," says Ruskin in his *Sesame and Lilies*, "you read ten pages of a good book, letter by letter—that is to say, with real accuracy—you are forever in some measure an educated person. The entire difference between education and non-education (as regards the merely intellectual part of it) consists in this accuracy. A well educated gentleman may not know many languages, may not be able to speak any but his own, may have read very few books, but whatever language he knows, he knows precisely." And certainly he is right. It is this precision which distinguishes your surface reader, the dabbler in literature, from the student of letters, the man of culture. How to train the student of average ability is a problem. "Turn him loose into the great field of English literature and let him browse at will," says one. "Provide him with abundant notes on the texts," says another. "Bring the learner face to face with master pieces and hold him there, not distracting or rebutting him with needless excursions or trifling details," says Matthew Arnold. The experienced teacher will pin his faith to the last.

Heath's Modern Language Series² is too well known to need an introduction to students of French and German. The questions one naturally asks about a new issue are: "Who is the editor?" and "What is the character of the selection?" Dr. William Bernhardt—well known to students of Heath's series—edits two of the texts before us. To each he has appended notes and a vocabulary. His introductions present

¹ MACAULAY'S ESSAY ON MILTON, with notes, abstracts, chronological summaries, etc., by H. B. Cotterill, M. A., editor of "Selections from the Inferno," Schiller's "Lager," Goethe's "Iphigenie," etc. Pages, 180; price, 2s. 6d. Publishers, Macmillan & Co., London and New York.

BYRON'S CHILDE HAROLD'S PILGRIMAGE. Vol. I, Cantos I and II; pages 119. Vol. II, Cantos III and IV; pages, 159. Price, 1s. 9d. each volume. Edited with notes and an introduction by Edward E. Morris, Professor of English in the University of Melbourne. Publishers, Macmillan & Co., London and New York.

² HEATH'S MODERN LANGUAGE SERIES. Baumbach: *Waldnovellen*. Edited by Bernhardt. Also from the same editor, *Auf des Sonnenseite*. Each, 35 cents. Wildenbruch: *Des Letzte*. Edited by Schmidt. Price, 25 cents. Sarcey: *Le Siege de Paris*. Edited by Speirs. Price, 35 cents; pp. vii + 188. D. C. Heath & Co., Boston, 1898.

in an interesting manner the characteristics of the selections. To the *Waldnovellen* is prefixed a short autobiography in German of the author—Rudolf Baumbach. These *Woodland Tales* are laid in the Thuringian forest. The editor hopes that this will make an excellent and charming first reading book, which advantageously might be put into the hands of beginners at the close of the first or the beginning of the second year of their study in German. In the second volume the editor presents to American students six specimens of German humour. They are taken from the writings of Seidel, Sudermann, Frommel and Nataly von Eschstruth, the most popular woman among the writers of Germany. The editor is somewhat doubtful of the reception which the American student will give to German humour. German humour appeals so much to sentiment and American humour is so dry and so dependent upon exaggeration that a German is bewildered by it.

Prof. Schmidt, of the University of Oregon, edits Wildenbruch's *Des Letzte*. This story is taken from the volume called *Kinderthranen*. It is a tragic story, but one that shows much insight into child nature. No vocabulary is appended to this volume. The notes consist largely of translations of difficult phrases.

Francesque Sarcey's story of the *Siege of Paris* is more than a mere narrative of events. It is the work of an observant witness who seeks to "picture the effects produced by the events of that time upon a highly impressionable people." The editor has omitted, for the sake of bringing the story within the limits of a class book, those portions of the original text which are not vital to the continuity of the story or its interest. The notes are principally historical and geographical, but difficult phrases have not been left unexplained. A map of Northern France, and another of Paris, are given. There is also appended an alphabetical list of persons and places, with biographical and descriptive notes. On page one there is a misprint. Under the title "Le Siege de Paris" are the dates "19 Sept., 1879—28 Jan., 1871." War was declared 19 July, 1870. The proclamation announcing the capitulation was issued 28 Jan., 1871. It says the siege lasted four months and twelve days. After the date of the proclamation—28 Jan., 1871—the author says: "It was the 135th day of the siege." But on page 43 he says: "The 19 (Sept.)— Let us stop an instant at this fatal date which marks the first day of the regular siege." The same date (the 19th) is mentioned again, on page 47, as the first day of the siege.

Dr. Weiss, Professor of German in the Military Academy at Woolwich, has edited selections from the third and fourth volumes of Fontane's historical romance, *Vor dem Sturm*¹—the Great War of the Liberation of Prussia from the Power of Napoleon, 1812-13. The story of this war stirs the blood of every patriot. A poor but patriotic people forced the King and court to declare against Napoleon. Weak they were in every respect save one—their undying love of country. Carlyle in the French Revolution asks: "What enabled a half-starved, ill-armed mob of ignorant peasants to overthrow a rich class in command of a well-organized government?" He answers: "The consciousness of the justice of their cause." All the excellent features of the other volumes of Siepman's series are to be found in this—the appendices on "Words and Phrases," "On Syntax and Idioms," "Passages for Translation into German," "Word Formation." The Notes are principally explanations of historical allusions and difficult phrases. M.

¹ SIEPMANN'S GERMAN SERIES. Fontane; *Vor dem Sturm*. Edited by A. Weiss. Macmillan & Co., London, 1898. Price 3 shillings. Pp. xxviii + 212.

First make "the composition of place," as say the Jesuit Fathers' guides to meditation; *i. e.*, note the surroundings, the circumstances, the details.¹ Lesson one is a bedroom; two, a kitchen; eighteen, a river; twenty-eight a church. Begin by describing fully in English; then give verbs in French, and make pupils connect the sounds with actions, not with English words. Then let them read and write, as they spoke or heard the teacher speak; the ear is educated first, after meaning and pronunciation are known; then written or printed forms are given. In the main this is the Gouin method, which as here stated, allows a language to be learned in less than 300 lessons. And that is not obvious nonsense, like the 30 lessons stuff.

Just now in England there is an outcry against the foreign language teaching there. It is, they say, much worse than the teaching in France and Germany. No doubt it is poor enough in Canada. If pupils can be got to pronounce fairly, and to read a good deal from the first, to speak if possible, and to hear speaking, so much the better. Exceptions to *u* plurals in *x* can come in time. But there is no easy road to learning. Do not let any hankerer thereafter get this or any other method; for he or she will have trouble in learning French however they learn it. The book will suit older learners, rather than younger, no doubt. And even the older will have to spend time learning the many and difficult words in each lesson. However, those who have tried the method and have succeeded, they are the best judges.

On page 1, approximate English sounds are given for the French. Such are generally misleading. Here they are specially so—*e. g.*, *ee-yah* for "ille"; *igh* in *light* for "eil," "eille." The old imperfections are here: "ou" like *oo* in root; "belle" like *bell*; "bête" like *bait*, etc. Are those better than nothing? "Ai" like *ay* in *may* is more than misleading. So is "oi" like *wa* in *water*—whether with English pronunciation or Canadian. S.

The volume published by C. W. Bardeen² is intended to cover, with additional volumes to be issued in future, the chief facts in the life, with the character, writings and distinctive place in literature, of the chief authors of the United States. The volume is a reprint of articles which have appeared in the *School Bulletin* written for the purpose of providing exercises to be used in schools as a help for literature classes. It is a very valuable compendium, useful not only for schools but to furnish the general reader with a great deal of interesting matter in a very agreeable form on the foremost names in United States literature.

¹FRENCH LANGUAGE AND GRAMMAR. By a topical system, according to the newest French and German methods, by J. W. Lanos, instructor of modern languages in Halifax County Academy. Price 60 cents. Publishers, A. & W. MacKinlay, Halifax, N. S.

²AUTHORS' BIRTHDAYS, Second Series, containing exercises for the celebration of the birthdays of Bayard Taylor, Lowell, Howells, Motley, Emerson, Parkman, Thoreau and others; by C. W. Bardeen. Pages 459; price \$1.00. C. W. Bardeen, publisher, Syracuse, N. Y.

BOOKS RECEIVED.

To be noticed hereafter as time and space may permit.

Dumas's LA TULIPE NOIRE. Edited by C. Fontaine. Boston, D. C. Heath & Co., publishers.

Alfred de Vigny's CINQ MARS. Edited by G. G. Loane, M. A. London, Macmillan & Co., and New York.

PAPERS AND PAMPHLETS RECEIVED.

The 17th Annual Bulletin of the Natural History Society of New Brunswick. Published by the Society.

The first Annual Bulletin of the Miramichi Natural History Society. Published by the Society.

The Journal of Capt. Wm. Owen, R. N., during his residence on Campobello in 1770-1771. Edited by Dr. W. F. Ganong. Second Paper. Reprinted from Collections of the N. B. Historical Society, Vol. II, 1889.

Manila and the Philippine Islands. An up-to-date Handbook of Facts. Published by the Philippines Co., New York.

Teachers' Leaflets for use in the Public Schools. I—How the Trees Look in Winter; Bulletin 160, Hints on Rural School Grounds, by Prof. L. H. Bailey. Published at the Cornell University Agricultural Station, Ithaca, N. Y.

APRIL MAGAZINES.

Magnificent illustrations make the Easter Number of *The Canadian Magazine* very attractive. The cover is appropriate, and the colored illustrations for Theodore Robert's poem are something new for a Canadian periodical. The stories are contributed by Joanna E. Wood, W. A. Fraser, Bleasdale Cameron, Clinton Ross, H. J. O'Higgins and Margaret O'Grady, Sir Louis H. Davies writes feelingly of the late Lord Herschell in an article which shows the national character of this magazine. . . . In the *Atlantic Monthly* Professor William James continues his interesting and valuable Talks to Teachers on Psychology, with a paper in which he discusses the question of the objects or situations which are in themselves interesting to children, those in which the interest must be acquired or taught, and the best methods of dealing with both situations. . . . In the *Century* Marion Crawford's romance of the second crusade furnishes the principal fiction of the number, along with a story called Jack, showing the curious relations between the Whites and the Canadian Indians. The story is by Miss Goodloe, and is illustrated in an original way by Jane Ham bidge. . . . The first chapter of a new serial by Amelia E. Barr is the leading feature of the April *St. Nicholas*. It is a story for girls written in Mrs. Barr's most attractive manner, and bearing the pleasant and suggestive title, Trinity Bells. The scene is laid in New York, and when the tale opens, "a young man named Napoleon Bonaparte is making the French behave themselves." . . . In the *Ladies' Home Journal*, Edward Bok editorially writes to the girl who seeks "higher education" and cannot go to college, and upon the housewife's work. The fiction of the number includes the opening chapters of Mrs. Charles Terry Collins' new serial, A College Courtship. . . . The great importance of the problems connected with the treatment of the feeble-minded by society is coming to be more and more appreciated as our knowledge of psychology and heredity advances. A very instructive study of the subject is published in *Appleton's Popular Science Monthly* for April. It is entitled Mental Defectives and the Social Welfare, and is by Dr. Martin W. Barr, a gentleman who has had exceptional opportunities for a study of the subject. . . . In *Littell's Living Age*, St. George Mivart's discussion of The New Psychology, which is the leading article for March 25th, aims to show that there really is nothing in the new psychology which is newer than Aristotle. The Quarterly Review's striking paper on Women Poets is reproduced in the *Living Age*, in the numbers for April 1st and 8th.

N. B. Education Department.—Official Notices.

I. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School buildings in St. John and Chatham, beginning on Tuesday the 13th day of June, 1899.

The English Literature required for First Class Candidates is Shakespeare's Richard II., and Selections from Keats, Shelly and Byron as found in Select Poems, published by the W. J. Gage Co. 1896.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class.*—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 4th, 1899, at 9 o'clock a. m.

Candidates are required to give notice to the Inspector within whose inspectoral district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Junior Leaving Examinations.*—Held at the same time and stations as the Entrance examinations.

The Junior Leaving Examinations are based upon the requirements of the course of study for Grammar and High Schools as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra and Geometry; History and Geography; Botany; Physiology and Hygiene; and any two of the following: Latin, Greek, French, Chemistry, Physics. [Nine papers in all].

The pupils of any school in the province are eligible for admission to this examination. Diplomas are granted to successful candidates.

Fee of Two Dollars to be sent with application to Inspector, not later than the 24th of May.

The English Literature for the Junior Leaving Examinations will be Select Poems of Goldsmith, Wordsworth and Scott, as found in collection published by W. J. Gage Co., 1896.

(d) *University Matriculation Examinations.* Held at the same time and stations as Entrance examinations. Application to be made to Inspector, with fee of two dollars, not later than May 24th.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. (Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education Office.)

The English Literature subjects are Shakespeare, Richard II., Rolfe Edition, and Selections from Keats, Shelly and Byron, as found in Select Poems, published by the W. J. Gage Co., Toronto, 1896.

The examination paper in French will be based on Macmillan's Progressive French Course and Macmillan's French Reader (2nd year), or, as an alternative, Pujol's French Class Book to page 262. (See University Calendar.)

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examination. The First Book of Caesar's Gallic War will be required in both cases.

Forms of application for the July examinations will be sent to candidates upon application to the Inspectors, or to the Education office.

(e) *High School Entrance Examinations.*—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 19th, at 9 o'clock a. m. Under the provisions of the Regulation passed by the Board of Education in April, 1896, question papers will be provided by the department. The Principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

II. TEACHING DAYS AND SCHOOL HOLIDAYS, 1899.

SUMMER HOLIDAYS. Six weeks, beginning July 1st. In cities, incorporated towns, and Grammar and Superior School Districts in which a majority of the ratepayers present at the annual school meeting voted for extension of vacation, eight weeks beginning July 1st.

CHRISTMAS HOLIDAYS. Two weeks, beginning on December 23rd.

OTHER HOLIDAYS. Good Friday, the Queen's Birthday, and Thanksgiving Day; also, in the City of St. John, Loyalist Day. *The Monday and Tuesday following Easter Sunday, and Labor Day, are not hereafter to be reckoned as Public School Holidays.*

No. of Teaching Days, First Term, 123; in the city of St. John, 122.

No. of Teaching Days, Second Term, 94; in cities, etc., 84.

J. R. INCH,
Chief Supt. of Education.
Education Office,
February 8th, 1899.

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LITTLE PEOPLE'S SEAT WORK, No. 2. For Second Grade. Arranged by Miss M. Nimmons, Winnipeg. 64 pages. Price 10 cents.

ENGLISH GRAMMAR FOR BEGINNERS. By Alfred S. West, M. A., author of Elements of English Grammar. Price 25 cents.

GROUNDWORK OF NUMBER. A manual for the use of primary teachers. By A. S. Rose, and S. E. Lang, Inspectors of Schools, Manitoba. Price 50 cents.

HIGH SCHOOL CADET DRILL MANUAL. Arranged by W. Bennett Munro, M. A., LL. B., Capt. 42nd Batt. Cloth 40 cents.

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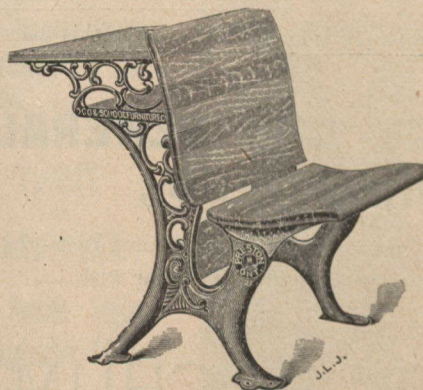
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