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FOR THE ATLANTIC PROVINCES OF CANADA.

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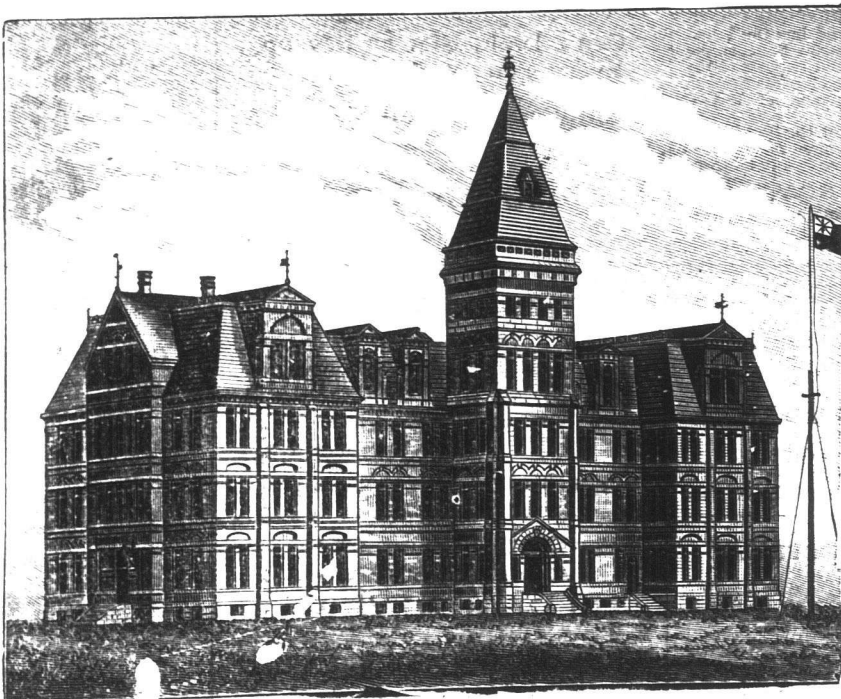
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G. U. HAY,
Editor for New Brunswick

A. McKAY,
Editor for Nova Scotia.

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

THE EDUCATIONAL REVIEW.

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THE contribution on Spelling by Prof. Murray in this number is an interesting one, and his suggestions are worthy of a careful study.

THE annual meeting of the Quebec Protestant Teachers' Association will be held in Montreal, October 15th-17th.

THE plan of uniting county institutes, which is proposed in several sections in New Brunswick for next year, seems to have much in its favor. The larger field will bring together more skilled and capable teachers, be more stimulating, and present a greater scope for educational activity. It might be a good plan to make one institute for each inspectorial district in the province.

A CONSIDERABLE portion of space is given in this number to the reports of teachers' institutes. There is a good deal of sameness in these reports from year to year; a paper is read, followed by a discussion, and much that is written and discussed is of a stereotyped character. The practice of teachers giving lessons to classes before them at the institute is an excellent one, and one which, it is hoped, may become more general. While the value of papers and discussions ought not to be underrated, there is more real benefit derived from a lesson given by an earnest and capable teacher than from scores of papers. This is especially true of local institutes.

WE are indebted to the courtesy of Dr. Inch, Chief Supt. of Education, for the excellent cuts of new school-houses in Charlotte County, which are found on another page. The old country school-houses, with bare, unpainted exterior and desolate appearance, will soon, it is hoped, be a thing of the past, and fine new buildings like those pictured on another page take their place. And we venture to hope that should a picture be taken of these two school buildings in a few years, they will be found to present as neat an exterior as now, with the addition of well graded school grounds, adorned with handsome trees.

THE N. S. Educational Association at Truro this month will undoubtedly draw together a large number of teachers from all parts of the province. The Association last year reached a high water mark in interest and educational activity, and this year the Association will, it is hoped, beat its own record.

THE next meeting of the Dominion Educational Association will be held in Halifax about the first of August, 1898. It will take the place, it is expected, of the annual provincial associations of the three Maritime Provinces, and will probably attract a number of educationists from other parts of the dominion.

THE calendar of Prince of Wales college and normal school of P. E. Island for 1896-97 is before us. This institution, with a superior staff, gives promise of a fine year's work. The principal, Dr. Anderson, who has been enjoying a well-earned vacation in Europe, has returned invigorated to his duties, which he has performed so many years with such marked success and with such splendid educational results that his students, wherever they are found, bear the impress of his excellent training. Long may he be spared to do work for which his genius for teaching and his high intellectual attainments so eminently fit him.

SINCE the very pleasant and profitable visit of the teachers of Charlotte to the teachers of St. John one year ago, both institutes have been looking forward with pleasurable anticipation to its repetition, not only for social but for professional reasons, as well. As an invitation has been cordially extended by the Charlotte

County teachers to those of St. John City and County to meet with them next year in St. Stephen, which invitation has been most heartily accepted by the latter, and as the provincial premier and chief superintendent of education have promised their cooperation, it seems reasonably certain that a combined meeting will take place at the time mentioned. All the teachers in both counties should keep the matter in mind and not fail to make a special effort to attend, as it will be to their interest and profit to do so. The people on the border are noted for their hospitality, and their progressiveness in matters educational as well.

One of the features of the Charlotte County Teachers Institute was the excellent paper read by Mr. Jas. Vroom. Charlotte County is fortunate in having within it men of the stamp of Messrs. Vroom, Boardman, Hill, and others, who are both so able and willing to keep track of the past. One of the direct results of the paper was the formation of a society, composed of the entire institute, for the purpose of preserving and collecting the history and traditions of long ago. Much valuable historical matter has been lost sight of for the want of some one to take sufficient interest to preserve it. If the teachers will take an interest in the history of the past, there are no people so competent and favourably situated for doing so as they are. Efforts in this direction will not only improve their own knowledge of history, but that of their pupils as well, and the result may be a better understanding of the method of making and teaching the subject. Let each one try to do something to add to the knowledge of the past. There are few localities that do not possess historical items of general interest.

All patriotic teachers will hail with satisfaction the effort that has been made by the teachers of Charlotte, N. B., to stem the tide of professional misconduct that has been growing for some time past. There is probably no other profession that would have submitted as long as the teachers without complaining. Nearly every other profession and trade has a code of etiquette for the guidance and protection of its members, and not a few of them have established penalties within themselves for its violation. The only penalty sought to be imposed by the teachers as yet is publication of the names of those guilty of non-professional conduct; and such teachers must bear in mind that they have to deal not with the institute alone, but that the eye of self-respecting school boards and school officers will be upon them, and that when these influences are subtracted little will remain to profit any teacher by such line of action.

TALKS WITH TEACHERS.

This is the time of many county institutes, which seem to come nearer to the teacher in his ordinary work than any similar meetings for professional advancement. While the interest in and attendance at these institutes is increasing, there is still a class of teachers which they do not seem to reach. Old time teachers seldom attend, unless the meeting is held at their doors. Married women engaged in teaching are, as a rule, absent. Is this the reason that the services of this class of teachers are in less demand? It is probably one reason. Teachers who are unprogressive regarding institutes are usually unprogressive in their work, and the average school board is not slow to recognize it. Teachers also who do not read educational papers are seldom there.

There is another class of teachers which does not attend. They are the ones who can attend every other kind of meeting but that which pertains to the one they are getting their living by. They are the teachers who say, "they do not get any good from institutes." Ask them to prepare a paper, or teach a class for one, and they are the most prompt to refuse. They who soar above such useless associations lack either inclination or ability to raise the rest of us to their own lofty height.

I am glad to notice that at least one county institute has had courage to protest against the brigandage that has been creeping into the teaching profession for some time. This institute offers to make public any well-established case of non-professional conduct coming to its notice. All self-respecting school boards despise this class of teachers as much as the teachers themselves do.

To cite a few cases. A teacher sends a circular letter to school boards offering her services for thirty-seven dollars per term without inquiring whether teachers are already engaged or not.

It is gratifying to know that this offer, so far as is known, met with no takers, though if any were tempted, it must be also satisfactory to them to be informed that such a teacher would be dear, even at the price quoted. It is difficult to ascertain, however, how many teachers had to accept a lower salary on account of this offer having been made.

Another teacher reports that after she had her school engaged and salary fixed, without the formality of having her agreement signed, a fellow teacher, aware of this, offered to take the school for so much less. The result was not the engagement of the underbidder, but the reduction to the same figures of the salary of the incumbent.

School secretaries in cities and towns state that it is a common occurrence to receive letters from teachers offering to teach for nominal wages, regardless of whether there is a vacancy or not. It is to the credit of these boards that no attention is given such offers. There is little danger of the direct effect of such applications to intelligent trustees. The danger lies in the influence upon ignorant and grasping school boards, who are prone to quote the lowest offer. It has a depressing effect upon all salaries.

There are many hard working teachers who take an active part in Sabbath school work, and it is greatly to their credit. Trained teachers do the most effective work in any school. In most cases this work is done from a sense of duty, but in not a few localities it is exacted almost as a matter of right, and teachers are urged against their real desire. It is my own opinion, after some experience in such work, that the teacher requires Sunday as a day of rest more, perhaps, than any other person.

For the Review.]

Bad Spelling Diagnosis, Treatment.

Too often when we are dissatisfied with the results of our teaching we lay the blame on our text-books or our methods. We think we have clear ideas of the perfect text book or the perfect method, and we criticize the imperfect examples before us. If we would more frequently give less attention to books and methods and more to boys and girls we would be more successful. Teachers who speak from full experience, consciously or unconsciously, compare books and methods with the needs of boys and girls. Psychology (though in many respects it has been unable hitherto) should present a systematic account of the character and development of the pupil's mind; and thus enable the educational critic to compare methods and books with the requirements of the developing boy directly.

Let us look at a defect in our present educational results, much complained of and apparently despaired of by the critics of the age that is here and the praisers of the age that is past.

Bad spelling, so far as it is the result of little or no training, is for the present left out of account. Let us confine our attention to the bad spelling that appears in the work of boys and girls who have taken the ordinary course in the public schools. Let us diagnose this disease or defect so that we may localize it, point out its causes, and suggest proper treatment. Let us attempt, for the nonce, to play the part of an educational physician or perhaps pathologist.

The pathological specimens at hand are unfortunately few. You will find them arrayed in all their picturesque horror in the EDUCATIONAL REVIEW, June 1895. They were collected by an examiner, "S," from the papers of candidates for university matriculation. There were thirty-seven possible chances of disease. In thirty-three cases the chances were seized. The number of incorrect forms per word varied from one to eight.

The incorrect forms may be divided roughly into four groups:

- (a) *Peroid, brakefast, couceed, excede, procede, predujice, braed, phropeey, relive, and Thomsson.* (The last four being taken from another list.)
- (b) *Purpos, requisit, excedency, clined, inmortality, emmerged, eclesiastical, and emphasiz.*
- (c) *Spetacle, propospersous, exchaquer, ambiguity, predudice, and practible.*
- (d) *Harast, exalency, cisim, pregidestandsalarity(celerity)*

In the *peroid* group all the necessary letters for each word are given, but the order or sequence of the letters is incorrect. The general form of the words appears natural though the details are slightly irregular. In the *purpos* group a letter has been omitted or inserted or substituted, but the sound of the word has been unchanged. In the *spetacle* group letters have been omitted, inserted or substituted without greatly altering the general appearance of the word, though the sounds have been materially changed. The *purpos* group offends the eye slightly but not the ear. The *spetacle* group offends the ear materially and the eye but slightly. The *harast* group seriously offends the eye but suits the ear.

These are the pathological specimens which we are to examine from the standpoint of the educational physician. Where is the disease?

Sir Joshua G. Fitch says: "The person who spells well is simply he who carries in his memory a good visual impression of the picture of the word as it appears in a written or printed book." (Lectures on Teaching, p. 213). A clear and distinct image of the word as a whole and of its parts is the condition of good spelling. This image is a mental photograph of the word. When the pupil is called upon to reproduce the word he either calls out or writes down each letter as he reads it from his mental image.

There are mental images and mental images. One group comes in through the eye-gate, another through the ear-gate, another through the nose-gate, and so on through the different senses. What kind or kinds of images are involved in spelling?

Sir Joshua Fitch says: "Spelling is a matter for the eye, not for the ear. If it were not that we had to

write, spelling would be an altogether useless accomplishment; and it is only when we write that any deficiency comes to light." (*Phil.*, p. 212). The consequence of this view is to neglect the ear entirely. The image of the word which the speller appeals to is a visual image. The auditory image is useless. Is this the whole truth?

The general forms of the words of two of the groups given above (*period* and *spectacle*) are dictated by the eye. Those of the words of the *harvest* group by the ear. While those of the *purpos* group seem to be the joint work of the ear and eye.

How have the mistakes occurred? The *period* class seem to be due to want of attention to detail. The word has been first learned as a whole and then compared with a number of similar words sufficiently to be readily distinguished. This comparison has not emphasized the order of the letters but their difference from other groups, *e. g.*, *broad*, *brail*, *broad*.

This same method, which plays a prominent part in the "look-and-say" method of teaching reading, is especially bad for the correct spelling of such words as exceed, recede, etc., where the parts of words differ only in the order of the letters. For before a clear image of the word is given another word is presented and its similar appearance is confused with the first. Consequently a blurred image results. Remember a visual image is like a photograph. If a number of similar objects be presented in quick succession before an exposed photographic plate, the result is an outline image with confused details. Now for good spelling, a distinct, clear and complete image is required, not an outline with confused details.

In the *purpos* group the visual image is defective. In the *spectacle* group the visual image is also defective, but there seems to be no auditory image. In the *harvest* group, however, there seems to be no visual image.

To secure good results is it better to rely entirely on the eye?

It is a well established fact that people differ very greatly in their power of imaging. Some are good visualizers but poor audiles; others are good audiles but poor visualizers. From crude enquiries made in large classes of students, I have come to the conclusion that about six or seven out of every twelve acquire more easily and retain more perfectly and longer visual images, and that one out of twelve acquires auditory images more easily. (For full information see Galton's "Human Faculty" pp. 83-114, or James' "Larger Psychology," Vol. II, pp. 50-68, or James' "Brieffer Psychology" pp. 302-310.)

Now the teacher wishes to leave that image of the word which is most easily got, most complete and longest retained. If then some have the greatest difficulty in acquiring and retaining visual images, but much less of any difficulty with auditory images, is it not better to teach spelling to such through the ear?

My suggestion, however, is that the ear and eye assist each other, the eye in the majority of cases being principally relied on. Let us see how.

In the *harvest* group probably the eye has never been trained. Certainly there was no visual image of *cisim*. Here it is not enough to write the letters which represents the sounds, until "fonetics" (spell it not phonetics) be the rule. The ear alone cannot be trusted. In the *spectacle* group the ear might readily check the eye. In olden times it was trained by syllabic spelling. Thus *b u t*, *b u t*, *b u t t e r*, *b u t t e r*, when spelt aloud and pronounced fixed the form of the word by sound as well as by sight. How could the ear assist the eye in the *period* and *purpos* groups? There are two ways in which the ear may check the eye: (1) By requiring a visual equivalent for each sound, *e. g.*, the *e* in *spectacle*. (2) By the retaining the image of the succession of sounds. Thus the ear could remember the order of the succession of the sounds of the letters *p e r i o d* or *b r e a k f a s t*, in the same way that it remembers the order of the consecutive notes in a melody. In fact the order of a series of letters stands out more distinctly for the ear than for the eye, for the simple reason that the eye passes backwards and forwards in any order and the ear hears them, when spelt correctly, in one order from left to right.

I never had much difficulty in spelling "similar," "familiar" until one of the teachers, in an attempt to help us, called our attention to resemblances and differences between the final syllable of "similar" and the last part of "familiar." I was never sure after that which had an *i* until I sounded it as *y*. The difficulty here arises from a comparison which confuses the visual images, and it vanishes only when I check the eye by the ear.

Where one in writing is trusting to the eye, very often the first impression of the word is right. If you write a known word without being distrustful of its spelling it is more likely to be right, if you are a good visualizer, than if you think over it several times before writing, for no amount of reasoning can clarify and complete a visual image.

The frequency of the mistakes of the *period* class is largely due to the preponderance of the appeals to eye made by methods now in vogue. Transcription appeals to the eye, orthoepy, citation almost entirely. The

gradual decline of oral spelling, either in classes or in spelling matches, has left the ear with few images and many of these very imperfect.

The remedy recommended is more oral work in spelling some syllabic. This latter may take the form of word building, consequently more careful analysis of each word into letters, rather than sounds, and careful attention to the order of the letters. These suggestions are principally for those who have considerable difficulty in acquiring visual images. For those, who have little or no difficulty, there should be careful examination by sight of each word in detail and little or no comparing with similar words until the image is well formed. Remember the photograph. For the same reason, spelling should never be taught, either visually or orally, by incorrect forms. You want only correct impressions given and sufficient repetition to deepen the impression. *But above all study the peculiarities of each pupil. Diagnosis must precede successful treatment.*

WALTER C. MURRAY.

For the REVIEW.]

Origin of Place-names - Information Wanted.

To the Editor of the Educational Review:

DEAR SIR, For use in a work, now nearing completion, upon the Origin of the Place (or geographical) Names of New Brunswick, I wish very much to learn of the occurrence of any unusual or curious local pronunciations of any of our names of places. In fact any pronunciation which is different from that taught in the schools is of interest. As examples of what I mean, the following will serve: Cape Demoiselle, in Albert, is called by the fishermen Cape Muzzle; Jemseg is pronounced by country people Jimsag; Petite Roche (French, Petit Rocher) is often called by old people Little Russia; Petapedia is pronounced by the rivermen Pat-a-pe-jaw, accented very strongly on the last syllable, with the one before it scarcely sounded; and so on. I have ventured to hope that a request such as this in your columns may bring me help in the form of information from your readers in different parts of the province, in particular from teachers, who, perhaps, more than others, are in a position to notice these unusual local pronunciations.

A note upon a postal card would be sufficient, and will be thankfully received and acknowledged. I am sure that all teachers will be in full sympathy with the work for which the assistance is asked.

I may add that any local explanations of the origins of any of our place-names, just why they were given or how they arose, will also be very welcome.

Announcement of the publication of this work will no doubt be made to your readers through the REVIEW.

Truly yours, W. F. GANONG.

11 Massasoit St., Northampton, Mass.

The Planets for October.

Mercury was evening star at the beginning of the month. It changed to morning star on the 8th. It will be in a good position for early morning star-gazers a week before and a week after the 24th.

Venus is now evening star, and will soon be a conspicuous object in the western sky, where it will shine with great brilliancy for the next few months. It will be in conjunction with Uranus on the 19th.

Mars is increasing in brilliancy. It will be in opposition and at its nearest approach to the earth on the 10th of December, and for the next few months will be in an exceptionally good position for view owing to its high northern declination. It rises early in the evening, and is northeast of Aldebaran. Both are red; but the fiery aspect of Mars will outrival his more distant neighbor. The rapid movement of Mars from night to night among the stars affords a fine illustration of a planet's motion. It will be in conjunction with the moon on the 26th of the month.

Jupiter is now morning star, rising over two hours before the sun. It will be in conjunction with the waning moon on the 31st of the month.

Both Saturn and Uranus are evening stars, but too near the sun for good view. Neptune is morning star.

Teachers' Conventions.

PRINCE EDWARD ISLAND TEACHERS' ASSOCIATION.

First Day—Morning Session.

The seventeenth annual meeting of the P. E. Island Teachers' Provincial Association opened at 10.30 o'clock, a. m., on Wednesday, September 16th, with J. M. Duncan, Esq., President, in the chair. The enrolment of members showed 204 names. The following committees were then appointed: Resolutions—L. Miller, Inspector Campbell, A. P. Trowsdale; Finance—P. J. Trainor, John McSwain; Question Box—W. J. Fraser, Miss E. E. McKinnon, R. E. Stevenson.

The president's address was carefully prepared and exceedingly practical in its bearing on education. Special emphasis was laid upon the necessity of having teachers carefully trained in the theory and practice of teaching, and also of having experienced and competent teachers receive a more ample remuneration for their work.

Mr. Seaman submitted a report of the work done by the executive committee during the past year. It showed that the Association was now a corporate body. An attempt has been made to secure representation for the Association on the Board of Education. It would require legislation to do this, and hopes were

held out that at the next session of Parliament the desired legislation would be effected. A circular had been sent out to the county districts, asking them to take a vote on the advisability of having schools open at 9.30 a. m. and close at 3.30 p. m. during the year, instead of the hours at present observed. A small majority of those reporting opposed the change. The report was adopted.

The secretary read an excellent paper on "Correlation" prepared by Dr. Hall of Truro Normal School.

Evening Session.

A very interesting and profitable public meeting was held in the evening, the president in the chair. On the platform were His Honor Governor Howlan, Judge Fitzgerald, Superintendent McLeod and others.

Stirring and spirited addresses were made by Superintendent McLeod, Governor Howlan, Judge Fitzgerald, Mr. McCready and Rev. G. M. Campbell. An instrumental duet was rendered by Misses Payne and Handrahan, two solos by Miss Garband, a reading by Miss Flo. McKenzie.

Superintendent McLeod considered our conventions a kind of stock taking—a review of our work and its results. He thought that our educational institutions were doing good work. His Honor Governor Howlan thought that the improvements in school buildings did not compare favorably with improvements in other respects. He believed that better provisions should be made for the comfort of pupils and teachers, also for aged and infirm teachers.

Mr. McCready spoke of the youthful appearance of the teachers before him. He urged them to study self-reverence, self-control and self-study. He thought that the lack of improvement in our school buildings was owing to the school system.

Judge Fitzgerald urged the teacher to study the bent of the child's character in order to do the best for the education and development of the child. To establish decision of character should be the chief aim of the teacher.

Rev. Mr. Campbell wished to impress teachers with the duty devolving upon them. They were expected to send out from the schools boys and girls having healthy bodies, good mental habits, a good store of knowledge and aptitude for work. Teachers should cultivate in pupils a love of good literature, art and nature. He spoke words of sympathy to the teacher and hoped the day was not far distant when teachers would receive an adequate recompense for their work.

Second Day—Morning Session.

Mr. Frazer read a thoughtful paper on "A Defect and a Remedy." In his opinion inadequate value was

received in proportion to the amount of money expended upon the public schools. This he considered was caused by the irregularity of the attendance of the pupils, and the tendency to leave school too early in life. He suggested as a means of inducing pupils to remain longer in school, that a system of "leaving" examinations similar to those of Ontario be introduced. At these examinations, diplomas are granted to those making a certain percentage. A discussion followed, participated in by Messrs. Jordan, Stevenson and Seaman.

Judge Fitzgerald gave a very entertaining and instructive talk on "The Best Method of Teaching History." He was followed by Mr. T. C. James and Rev. Mr. Fullerton along the same lines. A vote of thanks was tendered these gentlemen for their kindness in addressing the association.

Miss Sayre gave a lesson to a class of kindergarten children. This was one of the most pleasing and interesting features of the day's work. She also read a paper explaining the methods of teaching employed in the kindergarten schools. This was followed by an eminently practical and clearly taught lesson in English by Mr. James Landrigan. He chose a passage from Scott's *Lady of the Lake*, and showed in a most interesting manner his method of presenting such a lesson to an advanced class in English.

Evening Session.

One of the most pleasing features in connection with the convention was the social which took the place of the regular session. A happy concourse of teachers assembled at eight o'clock and for two hours heartily enjoyed themselves in social intercourse. An impromptu programme, consisting of solos, choruses, speeches and recitations, interspersed with refreshments of cake and fruit, was carried out. All present seemed to thoroughly enjoy themselves and expressed the hope that the "social" may be a regular occurrence at the conventions.

Third Day—Morning Session.

Immediately after roll call, Mr. Cullen gave a lesson to a class of boys on "Current Events," showing the correlation existing between it and history and geography, and how these two subjects might be very effectively taught by means of current events. Mr. Duncan, president of the association, gave an excellent lesson on geometry. His definition of an angle as the amount of turning around a given point, elicited considerable discussion.

The committee on resolutions submitted the following, which were adopted:

1. *Resolved*, That the incoming executive be requested, in arranging the programme for next year's meeting,

to provide for a primary, intermediate, and high school section, in which teachers of these different grades of work can meet during, at least, one of the sessions of the convention, and discuss matters more particularly pertaining to their several classes of work.

2. *Resolved*, That the inspectors be requested to organize in their inspectorates district institutes.

3. *Resolved*, That this Association request the Board of Education to take into consideration the adoption of leaving examinations for the primary, advanced, and first-class schools, similar to those given in the public schools of Ontario.

4. *Resolved*, That the executive committee negotiate with the executive of the New Brunswick and Nova Scotia Teachers' Association, with the view of forming an inter provincial association.

5. *Resolved*, That the Board of Education be requested to give the rate payers of the several school districts in the province the option of opening the schools during the entire year at 9.30 a. m. and closing at 3.30 p. m. instead of the hours that at present obtain.

6. *Resolved*, That the executive obtain during the year what information they can as to what has been done in other places to provide superannuation for teachers.

Further Resolved, That they prepare a scheme of superannuation, and submit it at the next annual meeting.

7. *Resolved*, That the executive committee procure 500 copies of the constitution and bye-laws of the Association for distribution among the members.

The constitution of the Association was then read and the bye-laws adopted.

Afternoon Session.

The afternoon session was almost entirely occupied in the election of officers. The following were elected as officers for the ensuing year.

President, James Landrigan, Kensington.

1st Vice-President, Ira Yeo, Pownal.

2nd Vice-President, Chas. Kielly, Alberton.

3rd Vice-President, A. D. Fraser, Murray Harbor.

Secretary-Treasurer, Miss G. E. McKinnon, Charlottetown.

Recording Secretary, John McLaughlin, Charlottetown.

Executive Committee, J. D. Seaman, L. Miller, J. McSwain, Ada Brown, Edwin Brown.

After the usual votes of thanks the convention adjourned.

ST. JOHN COUNTY INSTITUTE.

The eighteenth annual meeting of the teachers of St. John City and County was held on Thursday and Friday, Sept. 24th and 25th, in the Centennial School Hall, St. John. There was an attendance of nearly two hundred. The attendance of Chief Supt. Inch, Principal Cameron of Yarmouth, Mrs. R. C. Skinner, trustee, all of whom took an active part in the discussions, did much to increase the interest in the proceedings. The annual address of the president, Mr.

John McKinnon, was an excellent one, dealing with educational topics in a considerate and effective manner. The first topic discussed was Kindergarten Principles and Methods, by Miss Grace Orr, and she was listened to with great interest. Supt. March opened the discussion on School Politeness, which was followed by a well chosen address and paper by Mrs. R. C. Skinner.

At the afternoon session the teachers divided into three sections and adjourned to separate rooms, where papers were read before each. Miss Jennie Hanson of the primary section, Miss Minnie Carlyn of the intermediate section, and Miss Clara Fullerton of the advanced classes, read papers on spelling.

When the teachers re-assembled in the main hall, Dr. Inch gave an excellent and encouraging address, and was followed by Mr. W. H. Parlee on "Introductory Geometry." Mr. Parlee, in the course of his practical and suggestive address, outlined his method of beginning the study of geometry.

On Friday morning, Principal Cameron of Yarmouth, discussed the question of "Time," pointing out in an effective way some of the absurdities of marking time in these provinces and suggesting improvements.

The teachers then divided, the primary and intermediate teachers taking the next room to hear a paper on Busy Work by Miss Etta Barlow, while R. B. Wallace read a paper on the same subject to the advanced section.

At the afternoon session Principal Cameron held the closest attention of his audience, while he conducted a lesson on Shakespeare's Richard II., Act 2, Sc. 1, giving some excellent and helpful suggestions on the method of conducting such a lesson.

An invitation from the Charlotte County Teachers' Institute was extended to the St. John County Institute to meet at St. Stephen next year, and the invitation was unanimously accepted.

The officers elected are: Inspector Carter, President; Miss Kate Kerr, Vice-President; Miss Yerxa, Secretary-Treasurer; and Miss Maud Narraway and Thos. Stothart, additional members of the executive committee.

The discussions on the addresses and papers, for which there is not space even for the outline, were animated and instructive.

CHARLOTTE COUNTY INSTITUTE.

The Charlotte County Teachers' Institute met at the Marks Street School, St. Stephen, on September 17th and 18th. The attendance was one hundred and seventeen—the largest attendance in the history of the institute. The President, F. O. Sullivan, occupied the chair and made a short address. He was followed by

Mr. Geo. J. Clarke, a member of the St. Stephen school board, and Inspector Carter.

Mr. James Vroom, of St. Stephen, then read an excellent address on Canadian History, containing many valuable suggestions as to the teaching of history, and narrating many interesting facts of local history. The paper was discussed very enthusiastically. Inspector Carter suggested that a historical society be organized in connection with the institute.

In the afternoon an excellent lesson on Spelling was given to a class of pupils by Miss Georgie B. Meredith, after which Miss Emma Veazey read a suggestive paper on "Busy Work." Both the lesson and paper led to an animated discussion, in which the ladies took a prominent part.

At Friday morning's session the Institute divided into sections for primary, intermediate and advanced work. At ten o'clock a lesson in Number to a class of pupils in grade II, was given by Miss Edna Dagget. Nearly all the primary teachers present expressed their high appreciation of the lesson which was given to a class of strange pupils.

At eleven o'clock, the teachers, in response to an invitation from Mr. G. E. Boardman of Calais, visited his noted collection of birds.

The following, moved by Mr. Geo. M. Johnston, seconded by Miss Georgie B. Meredith, passed unanimously:

Whereas, It has been brought to the notice of the Charlotte County Teachers' Institute, that a number of teachers are in the habit of making application for schools without ascertaining that the said schools are vacant, and generally at a reduced rate of salary, and also that a number of circular letters of application are sent to different boards of trustees in the country semi annually, asking employment at a mere nominal salary:

And Whereas, We have found that such unprofessional conduct frequently leads to the disadvantage of worthy teachers in the lowering of their salaries:

Therefore Resolved, That this Institute condemn in the strongest manner such non-professional conduct, and that a committee be named from its members to whom such conduct may be communicated as it comes under the notice of the teachers, with a view to having publicity given to the same in our Institute.

Resolutions favoring the formation of a Teachers' Historical Society, and in appreciation of the efforts on behalf of teachers, shown by Mr. G. W. Ganong, M. P., were passed.

At the afternoon session, a lesson in reading was given to a class of pupils by Miss Daisy H. Hanson. The lesson was a most effective one, the physical exercises and wand drill being especially admired. Miss McAllister, of Calais, then read a very pleasing and suggestive paper on Kindergarten work. St. Stephen and Calais are fortunate in having the services of this lady in such important work.

The president then appointed the committees on Non-professional Conduct and Local History. Of the

former Inspector Carter is chairman and Mr. Geo. M. Johnston, of St. George, is acting secretary. Mr. Wm. Brodie is chairman and Mr. Jas. Vroom, St. Stephen, is acting secretary of the latter.

The election of officers resulted as follows: President, Inspector Carter; Vice President, Mrs. John McGibbon; Secretary Treasurer, Miss Georgie Meredith, St. Stephen.

Executive Committee: Messrs. P. G. McFarlane, C. H. Acheson and J. B. Sutherland.

Mr. P. G. McFarlane moved that a cordial invitation be given the St. John County teachers to meet with Charlotte County Institute in St. Stephen next year. Carried unanimously. After the usual votes of thanks one of the most successful institutes ever held in the county adjourned.

WESTMORLAND COUNTY INSTITUTE.

The nineteenth annual meeting of the Westmorland County Teachers' Institute was held at Sackville, on Thursday and Friday, October 1st and 2nd. About one hundred teachers were present. The meetings were held in Lingley Hall, the Mount Allison faculty being unsparring in their courtesy to the visiting teachers. Dr. J. R. Inch, Chief Superintendent of Education, was present. The first session opened Thursday morning, President O'Brien occupying the chair. After enrolment and reading report of the retiring secretary treasurer, the president addressed the institute. He urged the hearty cooperation of the members to insure the interest of the meetings.

An excellent paper on "The Teacher and Description" was read by H. L. Brittain, of the Moncton high school. Discussion followed, opened by the chief superintendent and participated in by Miss Fawcett and Messrs. Allan, Boyd, Anderson, Downey and Oulton. Dr. Inch also spoke on matters of general interest to the institute.

At the afternoon session an exhaustive paper on "Scientific Observation" was read by T. W. C. Downey, of Dorchester high school. A discussion followed, in which Dr. Inch, Inspector Smith, Messrs. Anderson (Port Elgin) and Brittain and Miss Bailey (Moncton) took part. This was followed by a paper by Mr. Oulton (Moncton), entitled "Cultivation of the Imagination." This proved one of the most interesting papers ever given to the institute, and called forth an eloquent address from Prof. Andrews, of Mt. Allison. He was followed by Dr. Inch, Messrs. Downey, Brittain and others. The chief superintendent referred in eulogistic terms to both papers read, which, with the consent of the writers, he would endeavor to publish with the next annual report.

A motion was carried to invite the Kent County Institute next year, and Inspector Smith was appointed to place the proposition before the Kent County Institute at its meeting at Buctouche next week.

An interesting public meeting was held on Thursday evening in the vestry of the Methodist church. President O'Blenus occupied the chair, and addresses by Dr. Inch, Inspector Smith and Rev. Mr. Howard were listened to with pleasure. A piano solo by Miss Newman, a violin solo by Miss Dorothy Webb, and a vocal duet by Misses Black and Hamilton (all Mount Allison students) greatly added to the evening's enjoyment.

The following are the officers elected: Frank Allan, B. A., Shediac, president; Miss Kate Willis, Moncton, vice-president; T. W. C. Downey, M. A., secretary-treasurer; W. B. Black, B. A., assistant secretary; and Miss Mary Fawcett and H. L. Brittain, additional members of the executive. *Condensed from the Globe.*

ALBERT COUNTY INSTITUTE.

This Institute met at Hopewell Hill, October 1st and 2nd. The President, A. C. M. Lawson, opened the first session. About fifty teachers were present. Inspector Steeves attended all the sessions and took a deep interest in the work. Chief Supt. Inch was present at the second day's proceedings. President Lawson's opening address was filled with many good suggestions in regard to institute work. A lesson to a class of boys and girls, on Prime and Composite Numbers, was given by Mr. T. E. Colpitts of Alma. A motion to meet with the Westmorland County Institute next year was decided in the negative. A paper favoring the Vertical System of writing was read by Miss Mary L. Daley.

A public meeting was held on Thursday evening at which an excellent paper was read by Mr. Wm. M. Burns, on the Co-operation of Teachers and Parents; addresses were also made by Messrs. W. A. West and T. E. Colpitts.

At Friday morning's session Miss Minnie Coates taught a lesson to a class of little boys, on multiplying by 1-2, and W. H. Smith a lesson on Pearl Fishing, both lessons being favorably received. After the opening of the afternoon session at 2 p. m., Miss E. A. Parkin gave an admirable lesson on Notation and Numeration.

The following officers were elected for the ensuing year: President, Thomas E. Colpitts, Alma; vice-president, Miss Minnie Colpitts, Elgin; secretary-treasurer, A. C. M. Lawson, Hopewell Hill; additional members of the executive, H. F. Alward and Miss Jane Moore.

Dr. Inch was present at the sessions on Friday, and

made a very favorable impression on the teachers. He cleared up many points on school matters. He explained that the change of the day of the annual school meeting from Thursday to Saturday was largely because, in many instances, schools were broken up on account of the holiday on Thursday, from Wednesday till the following Monday.

A resolution was adopted by the Institute in regard to the lamented death of Miss Nora Berry, a member of the Institute, Inspector Steeves taking occasion to speak in feeling terms of the high character and efficient work of the deceased lady.

On Thursday afternoon the teachers went on a natural history excursion to the top of the Shepody hills, where a magnificent view was obtained of the surrounding country and bay. A public meeting was held in the Baptist church on Friday evening, and addresses were given by Inspector Steeves, Dr. Inch and Rev. Mr. Comben. The next institute meets at Hillsboro on May 20th and 21st, 1897.

QUEENS AND SUNBURY INSTITUTE.

Queens and Sunbury Teachers' Institute was held at Gagetown on the 16th and 17th of September, H. H. Bridges, president, in the chair. He gave a short opening address, and was followed by Dr. Inch. A paper on English grammar was read by Miss Eleanor P. Ryan, and ably discussed by Dr. Inch, Inspector Bridges, L. H. Crandall, and others.

The second day, Miss Janet McDonald read an instructive paper on drawing, emphasizing especially form study in the early grades, and drawing from objects in the more advanced. This subject was discussed by the president, W. B. Webb, A. B. Maggs and others. The chief superintendent spoke of the importance of the subject, and thought many teachers were not doing all they should in this branch of work. Inspector Bridges thought that teachers ought not to expect too much from children in the way of accurate and beautiful drawings, but they should be satisfied to accept even ordinary work, provided it was the pupil's best. The refining effect of drawing on the mind of the child should not be overlooked.

Miss Chase read a five minute paper on the Elementary Rules of Arithmetic. This was well received, and her methods generally approved of.

W. H. Belyea, in the afternoon, read a short paper on Percentage and Interest, and his methods of teaching them. It was resolved to meet next year at Hampstead, May 20th.

On Friday evening, a public meeting was held in the Temperance hall in the interests of education. A. Bowman Maggs occupied the chair. The speakers were Dr. Inch, Inspector Bridges and R. T. Babbitt.

The following officers were elected: H. H. Bridges, of Sheffield, president; Annie L. Briggs, of Upper Hampstead, vice-president; H. J. Perry, of Johnston, sec.-treasurer; Miss Ryan, of Burton, and Mr. Crandall, of Chipman, additional members of executive committee.

A Plea for the Bright Child.

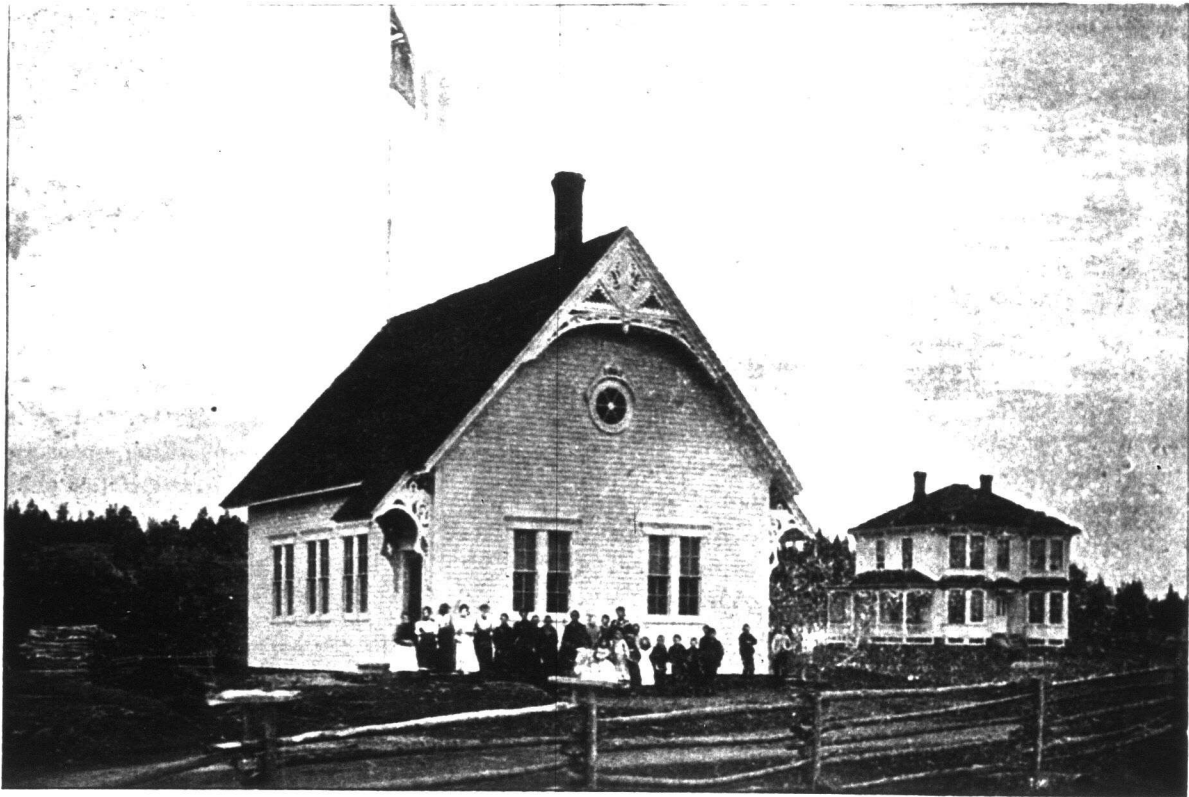
Generally the bright child receives too much attention at the expense of the duller pupils of the school. But on the other hand there are, especially in city schools, teachers who may be benefitted by the following extracts from an interesting paper on School Education by Kate L. Brown:

"The unconscious effort of our schools, is to turn every one into the same hopper to undergo the same process of grinding."

"In her earnest efforts to help the slow and dull, is

not be retained even by a majority of the slow. They have a right to a generous share of the teacher's time and sympathy, even if it appears that they can "get on" without it. They have a right to an atmosphere of growth and investigation which is the direct evolution of their own eager minds, even if the majority of the class cannot always follow.

"A child with a special bent has a right to be encouraged through the school. Emerson once said in the writer's presence, "If your boy is industrious, painstaking, commend him. If he says a bright thing, showing original thought, *hurray him!*"



NEW SCHOOL HOUSE AT LAMBERT TOWN, DEER ISLAND, CHARLOTTE COUNTY, N. C.

not the conscious teacher entrapped into devoting the greater share of her time to them? Are not the quick little minds, eager to receive and assimilate, in danger of neglect and unintentional ignoring?"

"Will these children take care of themselves? If so, why need they be at school at all? Their minds may not require special stimulus, but they at least crave a sympathetic companionship and atmosphere that shall encourage further growth."

"Bright children have undoubted rights. They have a right to advance as rapidly as nature designed, and

"Routine work, that paralyzer of originality, makes us forget that what is one child's meat is another's poison. Many a teacher will realize that out of a whole day's work comes very little mental food for the minds best fitted to assimilate it.

In the public schools of Copenhagen the pupils are required to take three baths a week in the school building and have their clothes sterilized in steam ovens. The parents object, because it makes the children discontented with their dirty clothes and untidy homes.

Misused Words.

1. ADDRESS, DIRECT. *Address* is commonly misused for *direct*. A letter is addressed, at the beginning, to the one who is to read it, but directed (outside) to the one who is to receive it. Hence, packages are always *directed*, not *addressed*.

2. AGGRAVATE, IRRITATE. *Aggravate* means "to add to," or "make heavy, or heavier." It should not be used for *irritate*, which means "to anger," "vex," "provoke," "exasperate," etc. Examples: Injury is aggravated by the addition of insult. He irritates me by his impudence.

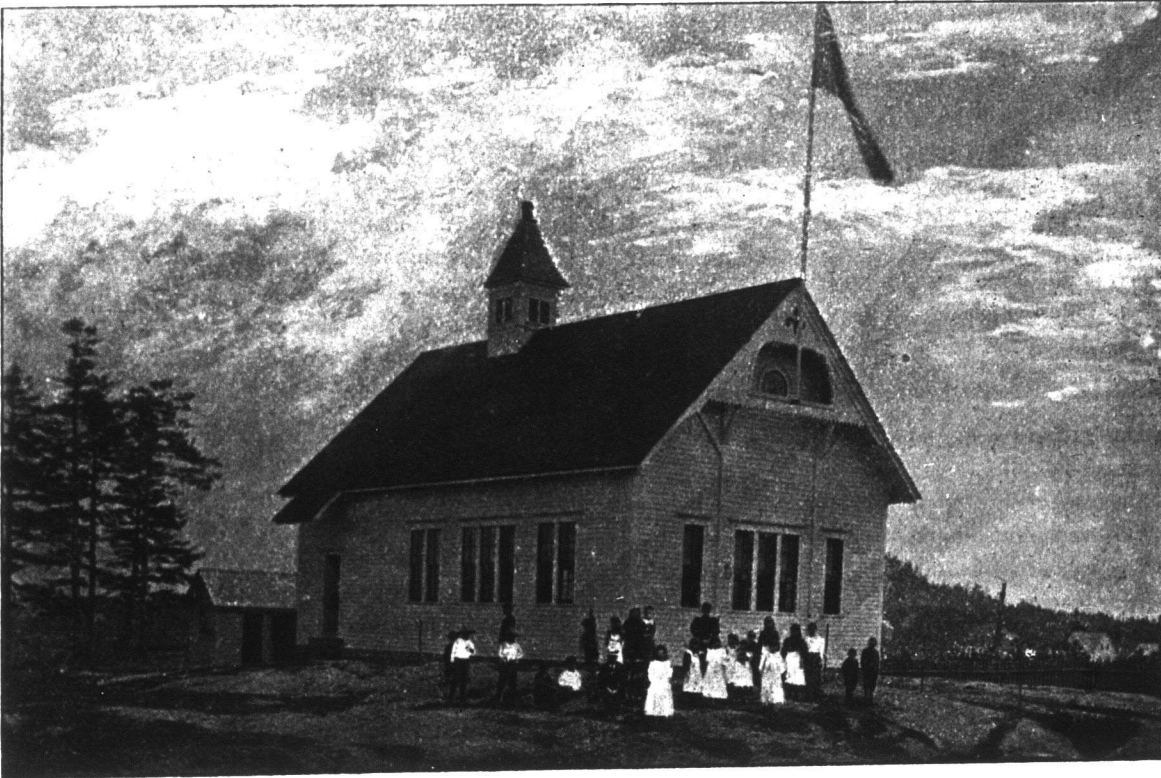
Liabile means "responsible," "exposed to," or "in danger of." It is applicable to both persons and things; as "They are liable for the cost of the goods." "Tall trees are liable to be struck by lightning." "He is liable to get hurt."

Likely means having "probability," "giving reason to expect;" as "He is likely to come again." "It is not likely to occur soon." "I am not likely to go."

These three words are very commonly misused. The errors occur chiefly in the use of *apt* for *liable* or *likely*.

Liabile is also misused for *likely*, but *likely* is seldom misused in the place of either of the others.

6. AT LENGTH, AT LAST.—When reference is made



NEW SCHOOL HOUSE, LORD'S COVE, DEER ISLAND, N. B.

3. AMONG, BETWEEN. *Between* ordinarily applies to two; *among* to a greater number; as "The farmer divided his property between two sons; his money, among three daughters."

4. ANSWER, REPLY. We *answer* questions and *reply* to charges or assertions. In answering letters for the purpose of giving information, do not say, "In reply to your letter," etc.

5. APT, LIABLE, LIKELY. *Apt* means "quick," "inclined," or "disposed to do;" hence applicable to persons only; as, "A pupil apt to learn." "Men are apt to slander others."

to time, *at last* should be used: as "At last we came to our journey's end." *At length* mean "in full" or "to a considerable extent;" as "He wrote to me at length about the affair."

7. AVOCATION, VOCATION.—A man's vocation is his business or calling; that in which he is regularly engaged. His *avocations* are the things which call him away from his regular work; *vocare*, to call; *a-vocare*, to call away. Thus a lawyer's vocation, properly speaking, is the practice of law. When he leaves his business and goes a-fishing, the latter is, for the time, his *avocation*.

8. A WHILE AND AWHILE. *While* was originally regarded as a noun preceded by the article *a*. When used to limit a verb, the two are now written together and regarded as a pure adverb. But when they follow a preposition they are written separately, *while* then being a noun. Examples: This will do for a while. He will go in a little while. *N. Y. School Journal.*

Some Questions.

I. DISCIPLINARY. THE PUPIL.

1. Do you permit all pupils to answer at one time?
2. Do pupils stand, sit or walk in a proper manner?
3. Do pupils study with closed lips?
4. Do pupils respond quickly to orders and commands?
5. Are pupils noisy in rooms at dismissal?
6. Are pupils noisy in rooms before sessions?
7. Do pupils recite in audible tones?
8. Do pupils "talk back" or argue saucily?
9. Do pupils leave their desks in a littered condition?
10. Do pupils sing and speak in drawling tones of voice?
11. Do pupils recite rapidly and clearly?
12. Do pupils always sit in order preparatory to dismissal?

II. DISCIPLINARY. THE TEACHER.

1. Do teachers keep their desks and rooms tidy and neat?
2. Do teachers create disorder by noisy movements?
3. Do teachers use harsh and loud tones of voice?
4. Do teachers constantly scold and nag pupils?
5. Do teachers watch the "little things" of the school-room.
6. Do teachers permit noisy movements of classes?

Popular Educator.

Geographical Names.

If the meaning and significance of geographical names could be made clear to pupils, they would be more readily remembered. Especially if a name is descriptive of peculiarities or relations of an object the teacher ought to call attention to it, and thus aid pupils to avoid the mixing of names of geographical objects and relations.

One teacher uses the following plan which may suggest new devices. When speaking of China, for instance, he calls attention to the fact that the Chinese connect words of one syllable without any changes in the same way as we sometimes do, as in Newark (N. J.), Northeast (Pa.), New-burg (N. Y.), etc. He puts on the blackboard these Chinese words with their English

meaning: *pe* north, *tsung* east, *nan* south, *si* west, *king* capital, *hai* sea, *kiang* stream, *ho* river, *tschu* pearl, *hsiang* yellow.

The pupils then find themselves that *Peking* means northern capital, *Nanking*, southern capital; *Tung hai*, East sea; *Nan hai*, South sea. Not far from Canton three rivers unite, which are named after the directions they take in their courses; thus *Tou kiang* (east stream), *Pi kiang* (north stream), *Si kiang* (west stream). These rivers unite to form the Pearl Stream, or *Tschu kiang*. *Huang ho* is the Yellow river, *Huang hai*, the Yellow sea.

Thus many otherwise dead and apparently meaning less names are given life and significance and are readily learned and well remembered. *N. Y. School Journal.*

"Bird Day" Suggested.

It is proposed, and the proposition is endorsed by the Department of Agriculture, that a "Bird Day" be established and set apart, on which distinct occasion children, through addresses and other appropriate exercises, may be made to understand the necessity of sparing the lives and nests of the feathered tribe, which have suffered almost as much from their thoughtless depredations as from the hunters who undertake to supply ladies' hats with the fashionable plumage.

The plan is in operation in two cities now, although no state has formally adopted it. In Fort Madison, Mich., the first celebration of this kind took place on May 29 of this year, and will be repeated annually. The other place is Oil City, Pa., where in the public schools, there have been observed three bird days. It has been calculated that the crops of the country are damaged at the rate of \$1,000,000 a day by insect pests, and that the birds, if let alone, while they would not cause the loss to stop, would materially aid the farmer by reducing it. Secretary Morton is enthusiastic in the matter, and so are the women who have joined in the movement. *New York Herald.*

A sinful waste of time and teaching power arises from a most pernicious habit of accepting without remonstrance answers which the teacher should know are inaudible to the majority of the class. It is an almost everyday experience, especially in classes of girls. Many teachers seem to get used to it, and forget that it violates the essential principle of class teaching, which is that unless there is to be serious waste of time, of interested attention, and of teaching power, every pupil should as a rule hear every word that every pupil utters. *Exchange.*

Curtains.

One of the most useful pieces of furniture in a primary room is the blackboard curtain. A piece of strong picture wire, stretched from one end of the board to the other, is what is commonly used to hold it, the cretonne or print being sewn to certain rings. However, a new idea for a board cover came to my knowledge a few days ago, and for neatness and ease in management it cannot be improved on. It was simply an ordinary window blind attached to a spring roller at the top of the board. There were two on the board: one over that part on which the spelling lesson was generally placed, and the other over the part used for ordinary work. *Rhoda Lee, in Toronto Educational Journal.*

Education in Country Schools.

For a young teacher, whether man or woman, there is no better school of practice than an ungraded country school. Nor should its educational advantages for pupils be underrated. In the long race of life, boys educated in the country schools do actually come out ahead of those ground out by the graded machinery of the city school. Perhaps one reason for this is that the country boy combines physical training with mental. During a part of the year he works on the farm, and gets not only muscular strength, but a habit of work. He goes back to school with a keen relish for study, and a habit of steady application. One day of hard work at ditching in his father's meadow made John Adams begin to be a good student of Latin. Hard work on his father's farm, from sunrise to sunset, hoeing corn, haying or digging potatoes, has made school life seem a play-spell to many a boy, and has laid the foundation of habits that have led to brilliant success in mental work. *John Swett.*

"It is of vital importance that each child should early in life be given the opportunity to form intimate, sympathetic associations with some object of nature. It is not so important to determine for him what that object shall be, or what the manner of association, as that some association be formed. The boy that has never been led to be on speaking terms with some objective thing has not taken the first lesson in real educational progress."

Let teachers set forth the culture value of science as of far more importance than its mere money-making value. Through science-study, quickness and accuracy of observation, accuracy in generalization, and the ability to suspend judgment in the absence of sufficient data are developed. It leads to a higher appreciation of nature, and the ability to see the relations of part to part, and finally to a proper appreciation of man's place in nature.

The County Superintendent.

In the West the keynote of progress in the country schools is the county superintendency. It is almost an invariable rule that the real value of the schools in a county can be measured by the superintendent. Many superintendents simply rattle around in their positions, holding them by strategy, and keeping their schools in a stagnant condition; but there are some superintendents who are fully alive to their great responsibility, and are doing excellent work. Two lines of initial work can be pursued in country schools to great advantage; one is the introduction of good literature and the other is stirring up the people to discuss the question of education. *Col. F. W. Parker.*

To render aid in the formation of character a teacher must individualize. One hundred children may be instructed in the same branch of knowledge at once, but development of character cannot proceed in this way. The prevailing dispositions and tendencies of each scholar must be ascertained. Ignorant of these, a teacher can do little which will render really effective help. A physician might as well write prescriptions at random and distribute them in order as he made the round of his patients. Knowledge of each pupil is the essential requisite for real training.—*Calderwood.*

What a world of naturalness there is in "Tom Brown's School Days." I love that portion where the father accompanies Tom to Rugby. How quietly, but feelingly, he admonishes his boy to tell the truth, not to listen or say anything he would not want mother or sister to hear. At the mention of "mother," Tom felt a choking sensation, but looking up tried to be brave, as he said, "I will try, father." The best of all is the contemplative portion where the reader is taken into the old gentleman's confidence and told that all the way to London he had been wondering what best to say to Tom that he ought to remember. No one should ever think of teaching boys without reading that book at least once a year.—*Bishop Vincent.*

"Nature study is the beginning of science. It is the science of the child. To the child, training in methods of acquiring knowledge is more valuable than knowledge itself. In general throughout life, sound methods are more important than sound information. Self-direction is more important than innocence. The fool may be innocent. Only the sane and the wise man can be virtuous. Clear thinking and clear acting is a product of the study of nature. When men have made themselves wise in the wisdom which may be completed in action, they have never failed to make themselves good."

PRIMARY DEPARTMENT.

A Vexed Question.

I went in the school-room, one morning;
My two little girls were there,
And over their atlas bending,
Each with a puzzled air.

Mary glanced up as I entered,
And said, with an anxious look:
"Mamma, perhaps you can help us,
It says here, in this book,
"That we bought Louisiana
From the French. Now that seems queer!
For Nellie and I don't understand
How they could send it here.

"Whoever brought the land over
Must have made so many trips,
Sall says they put it in baskets;
But I think it must have been ships."
— *Ellis Johnson Keer in October St. Nicholas.*

Primary Nature Study.

Synopsis of a lesson on the hen, given by an excellent teacher at a county institute:

In dealing with small children it has been noticed that they are always more deeply interested in actions, in what something does, than in the thing itself. Therefore I would begin by asking questions that will bring out the actions. Very great care should be observed in preparing questions. They should be good, strong, thought producing.

1. What does the hen eat? Grain, etc.
2. Where does it get the grain?
3. How does it get it?
4. Is the bill well fitted for picking up grain? Sharp, curved, hard, etc.
5. What else does the hen eat? Worms.
6. How does it get the worms? By digging, scratching, etc.
7. How many toes are used in digging?
8. How does the hen scratch?
9. Does it use both feet, first one and then the other?
10. Does it scratch twice with the right foot and then twice with the left, or how? Better watch the hen and find out.
11. What else does it eat? Berries, tomatoes, etc.
12. What part of the tomato do they eat?
13. Do they ever eat the juice?
14. What else does the hen eat? Pebbles, stone, lime, etc.
15. Why do they eat pebbles?

16. Does the hen chew her food? Tell about how it is ground.

17. Food in the crop is moist. Where does the hen get this moisture?

18. How does the hen know where to find the food? See, hear, etc.

19. Where are the eyes located? What color are they? Are all chicken's eyes the same color?

20. Can the hen see behind without turning?

21. Can she see a hawk flying above her?

22. How do you know the hen can smell? She will go away from a strong smelling bug.

23. Where are the ears? Is the hearing very acute?

24. How does the hen travel to get food? Walk, run, etc.

25. How many toes are used in walking? Examine track in mud or dust.

26. Does it ever use four toes in walking?

27. How are the toes held together?

28. Where is the chicken's heel.

29. How are the toes and heels covered? Why is this?

30. Has it any other way of travel? Fly.

31. Does it like to fly?

32. Will it fly over a fence or go through a hole?

33. Does it make much noise with its wings when flying?

34. Does it fly over the fence or does it stop on the fence?

35. How does it fly?

This is a pretty hard question. Have some child lift himself by pressing down on the desks. Show how the bird presses down on the air. Examine the feathers. Examine the wing. Notice the hooks and barbs on feathers. Notice how the feathers are braced.

36. Are wing feathers shorter on upper or under side?

37. Look at the fleshy part of the wing. Skin, bone, muscle, etc. Compare to arm and hand.

38. Does the chicken eat most all the time?

39. Do they rest? How? Stand, sit or lie?

40. What time of the day do they rest?

41. Do they get up early?

42. Do they go to bed early? *American Journal of Education.*

I find a new fashion as I visit primary rooms. The little ones are allowed and encouraged to run to the blackboard in recitation softly, on tiptoe, for the sake of speed and what else? Has any first or second grade primary teacher any "remarks" to make about this new departure— for or against? *Prim. Education.*

School-Bells.

Now let us say good-by to summer!
 For Golden-rod has waved her wand,
 And Aster, too, the latest comer,
 Gleams like a star in fields beyond,
 The summer days are past,
 Then, playmates, come along,
 The school-bell calls us home at last,
 Ding, dong! Ding, dong!

From out the shady woodland places,
 From ocean shores and meadows sweet,
 With rosy cheeks and happy faces,
 And with the sound of many feet,
 We're coming girls and boys,
 A thousand thousand strong!
 We're marching to the merry noise,
 Ding, dong! Ding, dong!

Youth's Companion.

Three Things.

In beginning the new year there are three things to be watched lest they become fixed habits. First, *nagging*. In a recent visit to a primary room of youngest children I was particularly struck with the absence of all nagging by the teacher. A little boy began to hum in an absent-minded way. "Who has to hum?" asked the teacher in a pleasant, half-chiding way. The boy looked up smilingly and *stopped humming*, which was all the teacher was after. Wasn't that better than to say, "Stop humming! If I catch you humming again, I'll punish you." The nerves of both children and teacher are saved and it is a good thing to save nerves and friction when you can. Again in the same room a girl was playing with her shoe-buttons during a recitation. "Who isn't helping?" asked the same teacher. The little girl was all attention in a moment, and had not been smoothed the wrong way. The absence of nagging in that room was a blessed relief to the visitor, to the children, and to the teacher as well. See how often you can forget to say *Don't* this year.

Heavy, shuffling walking by the children. It is astonishing how much of this shambling motion is permitted in the school-room by teachers who never seem to mind it or know it. Little children, particularly boys, often bring this habit to school in an aggravated form. It is as if the home people had never even noticed it or attempted to correct it. Begin the very first day to correct this heavy, dragging step. Not by saying, "Don't walk that way," but by devising some way to get the light buoyant step. Not a tip-tie that is almost as bad. Children have to *learn* to handle their legs and feet. They are as much in the way as are hands sometimes.

Thick indistinct enunciation is another of this prominent trio of evils. It is an exception if children speak clearly and distinctly in the school-room. It has

been considered "cunning" at home for the babies to talk indistinctly and the teachers have it all to undo. Unlearn it *gently*, but correct it as persistently as you would pull weeds out of a garden. Not once, but every day. They will be sure to grow over night. It is just possible that the teachers themselves are not the best example in this respect. Nothing better to correct this tendency than frequent phonic drill.—*Primary Education.*

Connected School Work.

I have never seen such beautiful connected work in the common schools as in the kindergarten. The morning circle in which the ideas are presented which guide the work in occupations and gifts, it seems to me, is the centre of interest there, the centre of concentration, and the day's work in the kindergarten is better associated than in the common school; and the many weeks' work is better associated in the mind of the child than the different weeks' work in the common school. I think teachers have a great deal to learn from the kindergarten. I don't believe we can ever apply the kindergarten idea fully, and I don't think it desirable quite, but I find the ideal relationship of the day's work there.—*Dr. Frank McMurry.*

N. B. Normal School Closing.

ENGLISH LITERATURE.

Class 1. Time, 1 hr. 30 min.

1. What is the date of the play "Julius Cæsar"? From what book was the play derived? What two other plays of Shakespeare derive their plots from the same source? It has been said that the play should not be called "Julius Cæsar." What reason has been given?—*Value 15.*

2. State concisely your conception of the character of Portia.—*Value 15.*

3. By whom, and on what occasions were the following lines uttered:

- (a) O world, thou wast the forest to his hart.
- (b) Men at some time are masters of their fates.
- (c) I hear a bustling rumour like a fray,
And the wind brings it from the Capitol.
- (d) For Brutus, as you know, was Cæsar's angel.
- (e) Good words are better than bad strokes.

—*Value 25.*

4. By what sophistry does Brutus persuade himself that he ought to kill Cæsar in that soliloquy which begins, "It must be by his death"? Quote at least six lines of this passage, beginning at the words "The abuse of greatness."—*Value 15.*

5. Write brief notes on *horses hot at hand; bear hard; hearts of controversy; quick mettle; fearful bravery; charge my fantasy.*—*Value 10.*

6. When was the *Lady of the Lake* published? At what period is the action of the poem laid?—*Value 8.*

7. Quote the passage beginning, "The broom's tough roots his ladder make," and ending, "To sentinel enchanted land."—*Value 12.*

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PHYSIOLOGY AND HYGIENE.

Grammar School and Class 2. Time, 45 minutes.

NOTE. Five questions, including No. 5, make a full paper.

1. What passages open into or pass out from the pharynx? State their relative position and their functions.
2. Explain the structure of the pelvis in relation to the spine and the lower limbs. What purposes are served by its peculiar form?
3. State what you know of the following, as to position and function: hyoid bone, ethmoid bone, liver, medulla oblongata, colon, pancreas, epiglottis, aorta.
4. How would you *prove* that bone is a mixture of earthy and animal matter? Give some idea of the mode in which these two are distributed. How is the nourishment of bone provided for?
5. Explain the significance of the terms physiology, organ, function, secretion, ferment.
6. State what you can as to the supposed action of alcohol as a "stimulant." What organs are "stimulated" and with what result?

ENGLISH LANGUAGE.

Class 1. Time, 1 hour, 15 minutes.

1. Analyze both generally and particularly:

Fewed I am
Of late with passions of some difference,
Conceptions only proper to myself,
Which give some soil, perhaps, to my behaviour;
But let not therefore my good friends be grieved,
Nor construe any further my neglect,
Than that poor Brutus, with himself at war,
Forgets the shows of love to other men.

2. Parse the italicised words in the foregoing passage. — Value 10.
3. State and illustrate the rule that determines the number of the verb when its subject is a collective noun. — Value 15.
4. Give instances of Celtic, Latin and Danish remains in the English language, and state for what classes of words we have adopted chiefly Greek, Latin, and French derivatives. — Value 15.
5. Give the force of the affixes: Hood, less, some, ling, dom, en; illustrate your answer by examples. — Value 15.
6. Give the derivation of: Synod, calico, surgeon, treacle, sunnerset, tansy, hussy, custard, rival. — Value 15.
6. Give specimens of trochee, iambus, anapaest, amphibrach, and scan the following:
"When beggars die, there are no comets seen;
The heavens themselves blaze forth the death of princes." — Value 15.

QUESTION DEPARTMENT.

A. C. McL. The gross amount of a bill is \$50; but after two successive discounts at the same rate, the net amount is \$36.08. Find the rate of discount?

Suppose the question to be reversed: to find what per cent, after two successive additions, would give \$50. By the method of compound interest, if \$36.08 were given and also the rate, the amount would be found by adding the rate to 1, squaring the sum, and then multiplying by \$36.08 to get \$50. But the \$50 is given. Therefore the process is reversed. Dividing \$50 by \$36.08, you get 1.085069+. Extracting the

square root you have 1.0416, or 1.041. Subtract 1 and you have the rate, or .041 = $\frac{4}{100}$. If $\frac{4}{100}$ was added each time to get \$50 it is evident that $\frac{4}{100}$ subtracted would reduce it to \$36.08. Therefore the rate was $\frac{4}{100}$ or 4%.

NOTE. An exercise worked on the same principle is to be found in Hamblin Smith's Arithmetic, page 197, Ex. 5. It is not wise, however, to waste time looking for arithmetical solutions for algebraic problems.

A SUBSCRIBER. Please work the following question, which is found on page 72, Sec. VI, 4, Hamblin Smith's arithmetic. A sold a watch for one fifth more than it cost him to B, who sold it to C for \$36, which was one quarter less than it cost him. What did the watch cost A?

1/5 cost of watch to B	\$36.
1/4 " " "	\$12.
1/2 whole " "	\$48.
Again, 1/4 cost of watch to A	\$48.
1/2 " " "	\$96.
1/2 whole " "	\$40.

H. S. G. BUCKLE. You will find the solution of the problem asked for in the REVIEW of November, 1894.

SUBSCRIBER. John spent \$80 less than $\frac{1}{2}$ of his money at one time and at another \$40 more than $\frac{1}{3}$ of the remainder, and now has \$40 left. How much had he at first?

If he had not spent the \$40 more than $\frac{1}{3}$ he would have had \$80 left. But then having spent $\frac{1}{3}$ he had $\frac{2}{3}$ left \$80, therefore the whole \$140 left after the first spending. If at first he had spent the \$80 besides the $\frac{1}{3}$ he would have had $\frac{1}{3}$ left. But if he had spent the \$80 out of the \$140 he would have had \$60 or $\frac{2}{3}$ of what he had at first. Therefore he had \$180.

GEOMETRY. 11. If two sides of a triangle are unequal, and if from their point of intersection three straight lines are drawn, namely, the bisector of the vertical angle, the median and the perpendicular to the base, the first is intermediate in position and magnitude to the other two.

Let ABC be the triangle. Let AB and AC be the two sides, of which AB is the greater. Let AD be perpendicular to BC. Let AP be the bisector of the angle BAC, and AX be the median.

Then angle DAC = complement of angle ACD,
And " DAB " " " ABD.
But " ACD is greater than " ABC.
Therefore " DAC is less than " DAB.
" " BAD is greater than half the vertical angle BAC.

Therefore AD lies within the angle PAC.

But by Ex. 12, AX lies within the angle BAP. Therefore AP lies between AD and AX. And by Ex. 3 it is intermediate between them in magnitude.

(2) ABC is any triangle; required to draw a straight line parallel to the base BC, and meeting the other sides in D and E, so that DE may be equal to the difference of BD and CE.

Produce BC to F. Bisect the angles ACF, ABE, by CO, BO. Draw OED parallel to BC meeting AE in E and AB in D. Then DO = BD, and EO = EC. That is, DE is the difference between BD and CE.

SCHOOL AND COLLEGE.

Chance Harbor, St. John Co., furnishes one of the best examples of grounds, neatly fenced and planted with flowers, to be found anywhere. The fence is due to the efforts of Miss Minna Glendenning, the former teacher, and the flowers to teachers, pupils and parents.

Wm. M. Henson has been appointed principal of Maitland, N. S., school, in place of Miss Hebb, resigned.

Old friends were glad to greet Mrs. Bohun and Mrs. Smith, formerly Misses Nancy Reardon and Stella McVicar, at the Charlotte County Institute. The teachers were also pleased to see trustee Acheson, of Elmsville, present at some of the sessions, and would gladly welcome more trustees.

Few teachers have been more successful in tree planting than Mr. Geo. M. Johnston and coadjutors in St. George.

The teachers of Charlotte, N. B., recently elected Mrs. John McGibbon, a former co-worker and at present an efficient member of the St. Stephen school board, vice-president of the institute.

Mrs. R. C. Skinner, one of the St. John city school trustees, read an interesting and suggestive paper on the subject "School Politeness" before the St. John County Teachers' Institute.

N. B. University has opened with one of the largest freshman classes in its history. The professor of classical languages and literature, W. Tyng Raymond, M. A., enters upon his new duties, and there is every prospect of a successful year's work at the university.

The literature laid down for study for the members of Principal Cameron's literature class in the Summer School of 1897 will be the following poems by Browning: 1. Home Thoughts from Abroad. 2. Home Thoughts from the Sea. 3. The Lost Leader. 4. My Last Duchess. 5. The Bishop Orders his Tomb. 6. Clive. 7. Pippa Passes.

Principal Goucher, who taught at Lawrencetown last year, has this year taken the principalship at Middletown, Annapolis Co., in place of Mr. McGill, who is now devoting his attention to farming. The vacancy at Lawrencetown has been filled by Principal Crombie.

E. Hartt Nichols, B. A., who has taught in Kentville Academy, N. S., for the past two years, has retired to pursue a course in law, and Miss Bertha B. Hebb, B. A., has been appointed to a position on the staff of that institution. Miss Hebb has been principal of Maitland high school for the past two years. The staff now consists of Angus McLeod, principal; Jennie Rose, assistant; Bertha Hebb, assistant.

Miss Mary Hoyt, teacher at Lepreaux, assisted by residents of the place, has raised the sum of thirty-three dollars as the nucleus of a building fund for a school-house, which is so badly needed in that place.

Mr. C. W. Brown retired from the principalship of Shubenacadie school to take a position in one of the Halifax schools, and Mr. Clarence Fulton has been appointed in his place.

N. J. Lockhart, B. A., has been engaged as principal of the Canning high school in place of Mr. Ernest Robinson, who resigned to study at the normal school.

Waterville has added a third department to its school to meet the demand from those who wish to prepare for the provincial examination; and Aylesford section has graded its school into two departments. In both of these cases, so far as the number of pupils was concerned, there did not seem a necessity for an increase of teachers. That the people should desire in this way to improve the character of their school, and were willing to meet the expense of it, is a favorable indication of progress.

The government examination of last July gave Halifax Academy 49 Grade B's out of 54 applicants, also 80 Grade C's and 84 Grade D's—in all 213 successful candidates. Of the B class, 17 are now attending Dalhousie College, 10 are teaching, and others are taking situations. The attendance this year is larger than ever, being already 314. The academy is to have a new physical and chemical laboratory. The government has supplied the cadet corps with 120 rifles and accoutrements.

Inspector Carter will be engaged with the schools of Charlotte County during nearly the whole of October.

Dr. Eben Mackay has succeeded the late Dr. Lawson as professor of chemistry in Dalhousie College, from which he graduated with high honors in 1886. He taught as principal in New Glasgow for some years, and may be said to have created that high school. For the last three years he studied at Johns Hopkins and took his degree of doctor. He has long been considered one of the most skilled teachers in the Maritime Provinces.

Miss Mina A. Reade has resigned her position as teacher of oratory at Acadia University to accept the appointment as teacher of physical and vocal culture in the Truro normal school. Miss Reade is a graduate of the Emerson College of Oratory, and before entering upon her duties at Truro, will visit a Massachusetts normal school for a short course of special training in her profession.

The average daily attendance at the Pieter academy is 180, being higher than it was since 1892. There are thirty pupils from beyond the county and over 100 from outside the town. At the July examination eleven candidates obtained Grade A. Nine of the A class have entered Dalhousie college. The present A class numbers seventeen. The new building will be occupied in November. It is a great improvement on its predecessor, and is perhaps the best academic building in the province. The academy sustained a great loss by the death of one of its most popular teachers, Mr. Oliver. The new teachers, Messrs. Duchemin and Cogswell, have already won the confidence and goodwill of the students, and bid fair to be very successful.

Charlotte County, N. B., teachers are requested to bear in mind that Mr. Geo. M. Johnston, St. George, is the secretary of the committee on non-professional conduct, and Mr. Jas. Vroom, St. Stephen, that of the historical committee.

BOOK REVIEWS.

HIGH SCHOOL PHYSICAL SCIENCE, Part II, by F. W. Merchant, Collegiate Institute, London, Ontario, pages 446, price 75 cents. The Copp, Clark Co., Toronto, publishers. This book authorized by the department of education, Ontario, is an excellent one. Its chief feature is the abundance of good material for practical work by students of physical science, coupled with illustrations on nearly every page. It deals with the composition and resolution of forces, velocity, hydrostatics, sound, light, magnetism, electricity; and its minimum of theory with its maximum of practice makes it an ideal book for students.

OSWEGO METHODS IN TEACHING GEOGRAPHY, by A. W. Farnham, pages, 127, price 50 cents. C. W. Bardeen, publisher, Syracuse, N. Y. This little work pre-

sents a plan of teaching geography, which is full of suggestions for the teacher, and these present the necessity of accurate observation of every thing in the pupil's environment—the air, water, sky, clouds, temperature, animals, plants, rocks, soil, hills, valleys, streams, habits and occupations of people, etc. Such a plan makes the study of geography useful and delightful.

THE COMMON SCHOOL SYSTEM OF GERMANY, by Levi Seeley, Ph.D., pages 251, price \$1.50. Publishers, E. L. Kellogg & Co., New York. Those who are interested in comparing our educational system with that of Germany will study this book. In many respects they will find the German system in advance of our own, especially in the permanence of employment of teachers, and the provision that is made for their support after they have outlived their usefulness. At the same time they will find that the German schools, though having serious defects, are efficient and thorough. The personality of the teacher is a more potential factor than with us, and he has fewer restrictions placed upon him in the school-room. On the other hand, the teacher is not only the oracle, but the text book also of the pupil, and most, if not all, the instruction derived by many pupils is from the teacher alone, the pupil having access to very few books. The work will prove of great interest to teachers, especially those who are seeking information on the pensioning of teachers.

SELECTIONS FROM THE HISTORY OF ALEXANDER THE GREAT, by Quintus Curtius Rufus, edited by Willard Humphreys, Ph.D., pages 208, price 65 cents. Publishers, Ginn & Co., Boston. This convenient work is in the school classics series of Ginn & Co. There is a brief sketch of the author, and of his subject—Alexander the Great. The notes are very helpful, not only on peculiar phrases and construction, but also on ambiguities and historical points that will arouse and maintain the interest of the student. There is also an ample vocabulary.

ESSAYS ON EDUCATIONAL REFORMERS, by R. H. Quick, 420 pages, price \$1.00. Published by C. W. Bardeen, Syracuse, New York. This reprint of the favorite standard book on the History of Education, is the best edition that we have seen. "Quick's Educational Reformers" is so well known that it is unnecessary to say anything of the merits of the text. In this edition, however, we have a short autobiography of the author, giving his recollections of his own education and early teaching experience. We have a chapter on Froebel; 21 portraits, some of them very good; 11 illustrations; translations of passages from the French, German, Latin and Greek languages; additional notes; and an improved index. We have no hesitation in recommending our readers to purchase this edition in preference to any other.

EDUCATIONAL MUSIC COURSE, Ginn & Co., Publishers, Boston. This course is to consist of six musical readers, the first three of which have just been published. It has been planned and arranged by special teachers of music, thoroughly cognizant of the wants of

the pupils of the public schools. The plan adopted is plain, systematic, and progressive, from the first presentation of the major scale through every principle and fact of vocal music reading to the completion of the study in the public schools. The clearness and consistency with which the successive elements are presented by the division of the readers into chapters and sections will appeal to the regular teacher, who has felt the need of a carefully outlined course of study in music, simply and naturally developed, so that the daily progress of the pupil shall be positive and unmistakable. Beautiful songs selected with careful discrimination abound in the readers, and the exercises themselves, though of necessity dealing with the progressive difficulties of the subject, will be found more than usually interesting because of their true melodic character.

October Magazines.

Several serials are completed in the October *Century*. Prof. Sloane brings his Life of Napoleon to a conclusion in a dramatic chapter entitled "The Eclipse of Napoleon's Glory," including striking pictures of the battle of Waterloo and the exile to St. Helena, and to which is appended a portrait of the author by the French artist Paul Leroy. Recent numbers of *Littell's Living Age* contain, with much more equally good and interesting reading, "Mrs. Meynell's Two Books of Essays," by George Meredith; "Recent Science," by Prince Kropotkin; "An Excursion in the Atlas Mountains," by Walter B. Harris; "Sir Henry Parks," by A.

Patchett Martin, "Thomas Henry Huxley," by Wilfred Ward, and "Gustavus Adolphus," by Spencer Wilkinson. At least one short story, and selections of recent poetry appears in each weekly issue. Information regarding "New Features" about to be introduced, with special offers to new subscribers, may be obtained by application to the publishers, The Living Age Co., Boston. . . . The *Atlantic Monthly* has an article "Tis Sixty Years Since at Harvard," by Edward Everett Hale, in which a very instructive comparison is instituted between the university life of that time and the present. . . . In *Popular Science Monthly*, Henry L. Clapp writes on the The Educative Value of Children's Questioning, which his experience leads him to rate high. . . . The *Chautauquan* has interesting articles as usual, "A Group of Eminent French Women," by Eugene L. Didier, will well repay perusal. Prof. Charles W. Andrews, Ph. D., of Bryn Maur College, contributes a scholarly and comprehensive paper on "The French Republic." . . . In the *Ladies' Home Journal* for this month, Thos. W. Higginson devotes a chapter to a Boy's Bookshelf in which he gives a list of one hundred books that should be found on the bookshelf. . . . The October *McClure* is rich in good fiction. Beside which is an interesting account of Ian Maclaren, author of the "Bonnie Brier Bush," by an intimate personal friend Rev. D. M. Ross, describing him as a minister and pulpit orator, in which character he had become eminent before he took up authorship, as well as his literary methods and career. . . . The *Forum* for October has a scholarly article by Prof. John G. Hibben on "Princeton College and Patriotism."

TEACHERS, TRUSTEES, AND SCHOOL COMMISSIONERS.

THE PROVINCIAL EDUCATIONAL ASSOCIATION

Will meet at the NORMAL SCHOOL, TRURO, on the 14th, 15th and 16th of October.

Papers—"Literature and English in High Schools," by Professors Horrigan and Dr. MacMechan. "Kindergarten," by Mrs. Condon. "School Libraries," by Principal Smith. "The School and Rural Life," by Col. Blair and Professor Smith. "Fostering Higher Education in Country Schools," by Principal Soloan. "Summer Schools," by Principal Cameron. "Professional Training of Teachers," by Dr. Thompson. "Manual Training," by Mrs. Chas. Archibald, Halifax. "Child Study," by Miss J. Almyr Hamilton. "Civics in the Public School," by . . . "Physical Education," by Dr. Stewart. "Nature Studies in the Common School," by Dr. MacGregor. "A Historical Sketch of the Normal School," by Miss Jessie B. Archibald.

Addresses may be expected from His Grace Archbishop O'Brien; General Laurie, Member of the English Parliament; the Premier of Nova Scotia; the Hon. Attorney General and others. The Prize Essay of the N. S. A. A. will be read. Subject, "The Public School in Relation to Citizenship."

Discussions—A most important and interesting feature will be the discussions after each paper, led by several of our ablest educationists.

Reports will be submitted on the Superannuation of Teachers; Reformatories for Intractable Pupils; a Permanent Location for the Summer School, and the Teachers' Union.

In order to obtain free return tickets, it will be necessary for those attending the Association to get the customary certificates from the Ticket Agent from whom the ticket is bought before starting for Truro.

For any further information apply to the Secretary.

A. McKAY, Halifax, N. S.

P. S. For a copy of the well illustrated reports of last year's meeting send **25 cents to the Secretary, 5 copies \$1.00.**

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Faculty of Arts (including the Donalds Special Course for Women)	Tuesday, 15th Sept.
Faculty of Applied Science,	Wednesday, 17th Sept.
Faculty of Medicine,	Tuesday, 15th Sept.
Faculty of Law,	Tuesday, 8th Sept.
Faculty of Comparative Medicine and Veterinary Science.	Saturday, 26th Sept.

*In the Faculty of Arts, the various courses in Classics, English, Modern Language, History, Philosophy, Mathematics, Physics, Chemistry, Botany, Zoology, Geology, are open also to Partial Students without Matriculation.

*The Faculty of Applied Science includes Departments of Civil and Mechanical Engineering, Electrical Engineering, Chemistry and Architecture.

THE MCGILL NORMAL SCHOOL will re-open on 1st September.

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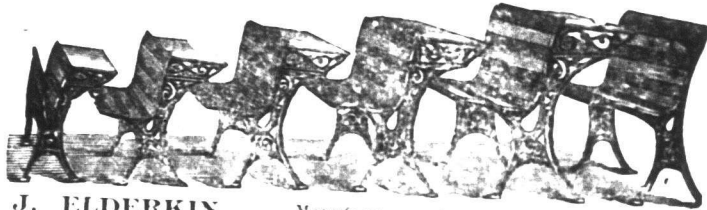
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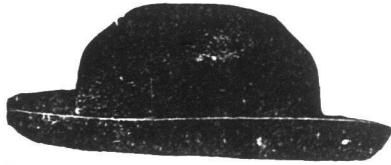
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