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# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XII. No. 1.

ST. JOHN, N. B., JUNE, 1898.

WHOLE NUMBER, 133.

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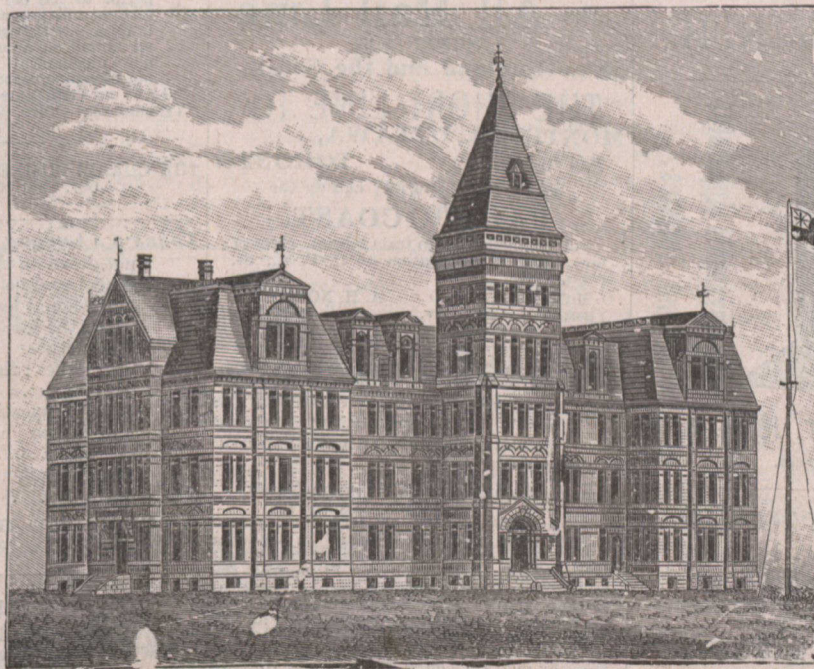
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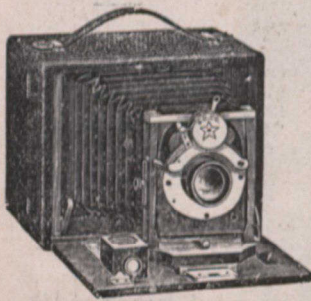
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# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JUNE, 1898

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G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia

## THE EDUCATIONAL REVIEW.

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CONTRIBUTIONS, changes of advertisements, and other matter intended for the August REVIEW should reach us on or before the 20th July to secure insertion.

STATEMENTS of accounts of those indebted to the REVIEW are sent out with this number. This is done regularly every June and December, and bills so rendered need not necessarily be considered as "duns." They are intended to remind subscribers of the necessity of promptness. It saves us trouble and annoyance when there are no arrearages on our books, and it is a great advantage to our readers to pay promptly and in advance.

The number opposite the name on the printed address tells to what whole number of the REVIEW the subscription is paid. Thus "132" shows payment to the end of the eleventh volume—May 31st, 1898.

Of course you have decided to take in Halifax and the Dominion Association during your vacation.

THE REVIEW will not be issued in July. The August number will be issued early that month, and will contain many interesting features, adapted especially to the beginning of the work of a new term, and will, in addition, be considerably enlarged. Subscribers who change their address in the meantime should be careful to inform us of the change in order to secure the August number.

THIS number begins the twelfth volume. We hope to make the REVIEW this year more interesting and helpful than during any previous year of its history.

Among the Imperial distinctions conferred on Canadians this year are two which have met with a hearty approval in Canada. On Dr. J. G. Bourinot, author and publicist, has been bestowed the title of Knight Commander of the Order of St. Michael and St. George, and on Dr. Geo. R. Parkin, teacher and author, that of Commander of the Order of St. Michael and St. George. Dr. Bourinot is a native of Cape Breton, and Dr. Parkin of New Brunswick; so that the provinces by the sea come in for a share of the honors bestowed on their distinguished sons. Dr. Parkin's fellow-teachers in Canada cordially congratulate him on his well won distinction, which, though bestowed no doubt as a mark of his services to the empire as an author and a promoter of imperial federation, is none the less signal as a recognition of his abilities as a teacher.

THE colleges of the Atlantic Provinces were sparing in the bestowal of the honorary doctorate degree this year, only one being given by each. This conservatism will be heartily approved by all who are the true friends both of the colleges and the candidates for such honors. There is a distinct loss of prestige to the college, and it is a doubtful honor to the individual, when such marks of favor are too loosely bestowed.

No one will question the wise discretion that has guided the governing bodies of these institutions in bestowing the honor this year. Lt.-Gov. McClellan, who was present at the founding of the Mt. Allison institutions, is a worthy example of their advantages in preparing men to guide the interests of a country and in helping to promote its educational and material ad-

vancement. Dr. Black, the editor of the *Messenger and Visitor*, as a theologian and writer, well represents the forward movement of Acadia College in promoting a wider outlook in religious education and a more liberal culture. Dr. W. F. Ganong, who has been honored by the University of New Brunswick, has been a conspicuous example to its young men to assist in the development of their native province. His contributions to the Royal Society of Canada, notably his monograph just published on the Cartography of New Brunswick, which is a monument of research and industry, have done much to awaken a spirit of scientific investigation in New Brunswick.

THE death of William Ewart Gladstone, England's eminent statesman, occurred on the morning of the nineteenth of May, at the ripe age of eighty-eight years. His life of public work almost represents the three score and ten, the allotted span of human life. In the field of scholarship he won distinction no less than in the political arena, and his long and useful life contains a lesson that is profitable to study—profitable to imitate in many a lesser sphere of action. And this is especially true of his domestic life. Rarely has the world seen a man—a master in statecraft and literature—who could so completely unbend in the social and family circle. This no doubt was one secret of his unimpaired strength of mind and body almost to the last.

It is not a matter of wonder—and this is taken into account by all just critics—that Gladstone's views on so many political and social questions should change in the course of such a long life, almost coeval with the century, certainly with its portion of greatest activity. That he did change his views, sometimes unaccountably, to the distress of his friends and the reproach of his enemies, may be forgotten when we reflect that the spirit of change marked the age in which he lived. Time has shown the wisdom of many of his changes of view; and the honesty and sincerity of the man, the unselfishness of his public life, and its freedom from mercenary aims, have helped to enrich human life.

THE indications are that Arbor Day was observed in many localities with more than usual enthusiasm. Probably not so many trees have been planted as usual because there has been much work done in that direction. The best teachers no longer regard mere planting as the chief object of the observance of the day, but the cultivation of such sentiments as will produce good citizenship, and it is most desirable that a day may be set apart to emphasize this.

It is to be regretted that some teachers and school officers are so inert, that rather than take trouble and

do a little work to bring about a proper observance they affect to regard it as a holiday, and to avoid such a waste they pursue their ordinary school work.

If teachers and trustees are so non-progressive themselves that they can see no good in the day and do not take any interest in the matter, they certainly cannot expect the pupils to do so.

Arbor Day observance will be beneficial or otherwise in proportion to the intelligent co-operation of those in authority.

THE meeting of the New Brunswick Provincial Teachers' Institute will be held in St. John the last three days of June, and it is expected that the occasion will be one of the greatest interest, from the number of leading educationists who will take part in the proceedings.

SUPERINTENDENT MACKEY of Halifax has had a request for a Union Jack from an American gentleman residing in Boston, the supply of which in that city is not equal to the demand. We know of no one who would be more happy than Dr. MacKay to furnish the material for such an object lesson.

The *Canadian Magazine* for June, with its series of splendid illustrations, its literary excellence and its well-filled advertising pages, has a substantial look, indicative of prosperity and permanence—two very desirable features in a Canadian magazine. Two war articles reflect the spirit of the times. That on The Canadian Heroes of the War of 1812-13, by Sir John George Bourinot, recalls times and events in which every Canadian has a just pride. The article on Gladstone, with its just and critical views and its copious illustrations of the different periods of life of the eminent statesman, is well worth reading and preserving.

SOME inquiry has recently been made by the government of New Brunswick as to the feasibility of having an educational exhibit in connection with the Provincial exhibition to be held in St. John in September next. It is understood that the project has been abandoned in consequence of the short notice and the broken nature of school work during the months of June and September. During the former month come the examinations of the year for grading and for normal school and college. September is a poor month for attendance in country districts from various causes, and in towns as well, because many pupils do not return from the country until after that time.

Two very successful and creditable school exhibitions have been held in the Province of New Brunswick. One preceding the great Colonial Exhibition held in

London and consisting of the work to be sent there, and the other in connection with a Provincial exhibition a few years ago.

It is most desirable that such exhibits should be held at intervals though not too frequently, as they have a tendency to more or less interfere with school work. They do much good in bringing the public in touch with the work of the schools and make known to all interested in educational work by means of comparison, the lines of progress followed in different localities.

The time has again come round when another exhibit may be fairly expected and which no doubt will be made before long.

#### Summer School of Science.

The approaching meeting of the Summer School of Science at Moncton is looked forward to with much interest, not only by former students, but by many new ones. The selection of Moncton, with its railway facilities in every direction, was an excellent choice, and will no doubt draw together an unusually large number. It has been a principle in the selection of a location for the school to choose fresh ground every year, in order that its students might have the opportunity to explore fresh fields, and experience the delightful sensations of novelty and variety. The public spirit of the citizens of Moncton, the energy of President Oulton and his staff of teachers, and the untiring exertions of the Secretary, Mr. J. D. Seaman, are in themselves a sufficient guarantee of success; and every one expects the session of '98 to reach high-water mark, — and it will.

The opening meeting on the 7th will be one that should not be missed. It is expected that the superintendents of education of the three provinces will be present, as well as other leading educationists, and give addresses. During the session Dr. J. H. Morrison of St. John will give his lecture on Nansen's Explorations, or a Journey in Italy, illustrated with views.

Do not forget — that the Summer School combines recreation and work in a thoroughly interesting and profitable way; that the field work will be conducted on a larger and more improved scale this year; that an "Evening with the Microscope" will be one of the attractions; that an opportunity will be afforded to see the "bore" of the Petitcodiac (this, without a microscope); that early application to S. W. Irons, Esq., of Moncton, will secure the best choice in boarding houses; that failure to secure the standard certificate on purchasing your ticket when starting will increase the cost of the trip; and, finally, that a failure to write to the secretary to secure a calendar, with its interesting batch of details, may lose you this opportunity and its advantages.

I have read the REVIEW from the first issue and can say it is quite a help to me. I have taught for sixteen years.

W. M. G.

Halifax Co., N. S.

#### TALKS WITH TEACHERS.

I am under the strong temptation to do a little scolding on the subject of the nature of the applications just sent in for the departmental examinations in New Brunswick.

I assume that it is a necessary qualification for a teacher preparing for any class of license that she should be able to write a respectable letter on any commonplace subject, and not only to make herself clear as to the object to be attained, but to paragraph, punctuate, and address it properly. If such were a requirement for license, and it should be, there are not a few who would be cut off at the outset, and that number would not be confined to third or even second class candidates. I am glad to say that this does not apply to all or even a majority, but to far too many nevertheless.

It is true that there are forms to be had from the Education office and elsewhere, but the majority of the applications continue to be made independent of them. This does not matter so much if the application is clear and to the point. Candidates should note the difference between "Normal School Entrance" and "Preliminary Examinations for Advance of Class." In the first case, candidates are simply seeking to enter normal school and must state age. At this stage certificates of age and character are not required, but must be presented upon entrance to normal school. In the second case, the candidates are teachers already holding licenses who desire to obtain higher classes. It is not necessary for these to state age in their applications for the preliminary.

Some of the teachers apply on forms for Normal School Entrance and some of the students on forms for the "Preliminary." It is somewhat pathetic to note the manner in which a few get round the following clause contained in it, "I now hold a license of Class . . . and wish to be examined for Class . . ." Several have written, "I now apply for a license of Class I, but expect to obtain a license of Class II."

Some enclose fee and do not mention it, others do not enclose fee and fail to erase the clause stating that the fee is enclosed. How is the receiver to keep his cash straight or to be free from uneasiness lest the money has been lost. Many do not enclose fee but make no statement as to the reason therefor. It may be that they failed last year. This may be well enough understood by the candidate, but it is not equally plain at the Education office where there are on file six or seven hundred applications of last year, nor to the Inspector whose lists have passed out of his hands. Some do not even state the class of license desired. Where are these to be placed? Many give as their addresses either the

normal school or the district in which they are teaching ; but where they will be when their memos are ready does not seem to occur to them ! Before that time some will recover so far as to write the Inspector where they desire to have it addressed, who will have to write the Education office, where lists will have to be gone over and erasing and corrections made, while others will wonder why the returns from their examinations have not come to hand. If you or your pupils have failed in this respect write direct to the Education office, and please remember in future to give your permanent address.

From the signature it is often difficult to tell whether the candidate is a woman or a man. I think custom has established the rule that a woman should write her first or one of her Christian names in full, while to a man it is permissible to use initials only. I am confident that many Misses have been addressed as Mr. in consequence of this and that the list of male candidates has been considerably swelled because of it.

Teachers should observe the necessity in all this for more work in written composition. Supervise the applications of your pupils, for remember the name of the school last attended is supposed to be stated. Be particular as to the form of a letter. Instruct them particularly as to direction of letters and do not permit the ruling or creasing of envelopes. Addresses look much better crooked than ruled.

#### Yarmouth's Schools.

For some years previous to 1896 Yarmouth held the unique distinction of having two public high schools within her limits. During the summer holidays of that year, however, Principal Kempton, with the Milton high school, was transferred to the academy, which occupies three rooms in the third storey of the so-called seminary in the centre of the town. There the high school has been struggling along in rooms which are badly lighted and worse ventilated, and entirely unsuited for the purposes for which they are used. But better days are dawning. After much difficulty the school commissioners secured a vote of \$8,000 for the erection of a new building on the seminary grounds. This work will probably be begun in the near future.

In the common schools there are about 1,200 pupils, divided nearly as follows: Milton school, seven teachers, with about 250 pupils; Central and South End, each with about 450 pupils, the former having nine teachers, the latter eight; Salem, two teachers, with about 60 pupils.

When better accommodations are provided these schools will give a strong Grade IX class every year. Then, too, the attendance from the county may increase to something like that in the more fortunate counties of Pictou, Colchester and Halifax. With a suitable high school building, well-equipped, and in the hands of such gentlemen as Messrs. Cameron and Kempton, when two more teachers are added, there seems to be no reason why Yarmouth Academy should not be to the western end of Nova Scotia what Pictou is to the eastern end, or what Halifax and Truro are to the middle of the Province.

#### Departmental Examinations in N. B.

Inspector Carter gives the REVIEW the following particulars of the departmental examinations as relate to his district. Up to May 24th, the date which is supposed to limit applications, there were 200, which will no doubt be considerably added to, as there are usually many who apply later, to the great inconvenience of the Education office.

There were 133 applied to be examined in St. John, made up as follows: I class, 56; II class, 55; III class, 4; Junior Matriculation, 14; Junior Leaving, 4.

There were 67 applications for St. Stephen station, and about 10 from Charlotte County, who elected St. John as their station of examination.

I class, 22; II class, 33. No third class applicants from Charlotte County. Junior Matriculation, 11; of the latter St. Andrews furnishes 6 and St. Stephen 5.

Milltown furnishes more candidates for the normal school than any other locality in the county. Of the country districts, Rolling Dam, Moore's Mills, Scotch Ridge, Bocabec, Oak Bay and Grand Harbor are well to the front.

Among the candidates are many teachers applying for advance of class. It is gratifying to note the large number trying for first class, and equally satisfactory to record the small number writing for third class.

There are fewer students applying, who are barely old enough to comply with the regulation. This is well, as greater maturity is desirable on the part of beginners.

Many students from Kings, Queens and Sunbury Counties undergo examination in St. John.

Massachusetts spends \$105,317 for the free conveyance of children in rural districts to some centralized school. This is \$14,181 more than 1896. Ten years ago but \$22,118. That was the first time any returns were made. This plan of consolidation was first recognized in Massachusetts, a law being passed providing for it in 1867. A large number of very small schools are now abandoned because of such conveyance.

### The Superannuation of Teachers.

*To the Editor of the Educational Review :*

DEAR SIR,—I note with interest what you say touching the attitude of Messrs. Chipman and Veniot, members of our local parliament, on the question of the superannuation of school teachers.

I most heartily endorse what you say touching these "two progressive and enlightened representatives," and while I do not in any way wish to detract from the credit due Mr. Chipman, whom all teachers of this province now recognize as a true friend, yet, I believe that a slight injustice, not intentionally, I am sure, has been done our young representative from Gloucester. It would appear, in reading the REVIEW, that Mr. Chipman was the father of this movement in parliament. This, I believe, is an error. In 1897, while the debate on the address was on, Mr. Veniot, in winding up a somewhat lengthy speech, spoke as follows on the superannuation of teachers :

There was one other matter to which he wished to refer, and that was to an agitation which had its inception in Nova Scotia, but which had spread throughout this province. It was the question of providing some kind of a superannuation fund for the school teachers of this province. He believed heartily in the principle of superannuation in proper cases. He believed that the school teachers of New Brunswick should be looked after in their old age, and that they had a demand in this respect as much entitled to recognition as had the soldier who lays down his life for his country. At present he had not a definite policy to suggest in reference to the matter, but he hoped the government would take the question into its most serious consideration. The school teachers, who were really responsible for the future of the boys and girls of the country, should be provided for by some plan, the details of which might be satisfactorily arranged if the government took the matter in hand.

As I believe in "giving to Cæsar that which belongs to Cæsar," I would ask you to be kind enough to publish the above.

In conclusion, I sincerely hope that Messrs. Chipman and Veniot will continue in their advocacy of this move in the right direction, and that their efforts will be some day crowned with success. TEACHER.

The state superintendent has rendered the following decision : Any pupil present at roll-call in the morning is considered in attendance at school, and should remain there during all the hours of the day unless sickness prevents. If a parent writes an excuse asking that the child be dismissed before the close of the school, it rests entirely with the teacher whether such excuse shall be granted or not. It shall not be the practice to excuse children subject to the provisions of the compulsory education law before the close of school. If, however, the teacher sees fit to do as a favor the excuse should be granted, but no parent can claim the right.—*N. Y. School Bulletin.*

### For the REVIEW.] Notes on English.

S. P. R. says that "these initials stand for 'some puzzled readers' who would like a note on Tennyson's use of 'prime,' especially in the 22nd stanza of *The Two Voices*."

The stanza is :

"Yet," said the secret voice, "some time  
Sooner or later, will gray prime  
Make thy grass hoar with early rime."

I have noticed that this stanza usually puzzles students on first reading the poem. Their chief trouble seems to consist in not being able to grasp the general meaning, and this is due in most cases to insufficient study of the context. If the argument carried on by the two speakers has been followed and understood, point by point, down to this stanza, the student can hardly fail to see that this reply of the secret voice to what the man has just been saying is only a picturesque poetic circumlocution for—well, for what it is the business of the student to put into plain prose for himself.

When the puzzle has proved a matter of detail—the obscurity being found to lurk behind some special word or words—my experience has been that the student is bothered nearly as much by "hoar" and "rime" as by "prime." I wish I could recall some very funny meanings that were read into the stanza by a class five years ago. Nearly every dictionary meaning for each of these three words—except the right one in each case—was tried, and the results were fine specimens of muddled nonsense. Some of the students had an "Edition with Notes." The notes were turned up. The puzzling lines are 65 and 66. In searching for these numbers it was observed that there was a note on something in line 59 and another on something in line 71, but nothing on anything in between. In connection with 59 the annotator informed the reader that the "thorn" of that line was the "hawthorn." The note on line 71 stated that "the furzy prickly" was "the prickly furze." Readers who required such notes were expected to understand the "prime . . . hoar . . . rime" passage at sight.

As to "hoar" and "rime," if the student will turn to the poem on St. Simeon Stylites he will find Tennyson using these words in precisely the same sense as in the present passage. In lines 161–3 he makes the saint of the pillar say :

"I, Simeon, whose brain the sunshine bakes ;  
I, whose bald brows in silent hours become  
Unnaturally hoar with rime."

There is here, too, in the "silent hours," a hint that may help to blow the mist from off the "gray prime" of *The Two Voices*. If any further hint is needed as

to the meaning of "hoar with rime," it may be got by looking at the fifteenth line of Browning's *Home Thoughts from Abroad*,

"And though the fields look rough with hoary dew."

\* \* \* \* \*

But it is "prime" that mostly puzzles S. P. R., and their prime request is for a note on that word.

If one had a Tennyson Concordance, it would probably be easy to show that his poems contain instances of the use of 'prime' in nearly all the general and special senses recorded in the dictionaries. In the absence of such a work of reference I can cite only a few passages that I happen to have noted. I shall arrange them in such order as may lead up (or down) to the special meaning of the word in the passage in question.

In *The Princess*, III., 111, Cyril, in describing the tough job he had trying to mollify Lady Blanche, says:

"Better to clear prime forests, heave and thump  
A league of street in summer solstice down,  
Than hammer at this reverend gentle-woman."

We don't say 'prime forests' when we are talking about them, but nobody can fail to catch the meaning of the adjective. The word is also used as an adjective in "my prime passion" (*In Memoriam*, 85.76). The meaning here is not the same as before, but it is just as clear.

When used as a noun:—

- (1) *In Memoriam*, 56, 22, "Dragons of the prime."
- (2) *Princess*, II., 106, "Raw from the prime."
- (3) *In Memoriam*, 43, 15, "the spiritual prime."
- (4) *In Memoriam*, 116, 4, "The colours of the crescent prime."
- (5) *Princess*, VI., 186, "In the dead prime."

In each of these cases the passage should be looked up and read with its context. The second numeral in each citation is the number of the line.

It will be found that (1) and (2) refer to nearly the same period in the early history of the earth; but (1) is earlier than (2), being the period of Psyche's 'monster.' That the 'prime' of (3) is to the life of the soul hereafter what that of (2) is to human life on earth will be clear to any one who reads both passages carefully.

With (4) and its context the student may compare what Polonius says of Hamlet's love for Ophelia,

"A violet in the youth of primy nature."

From "prime" as the beginning of the eons to "prime" as the beginning of the year is quite a natural bit of specialization. And from this latter to *Ida's* 'dead prime' in (5), and to the 'gray prime' of *The Two Voices* is just as natural.

A. CAMERON.

Yarmouth, N. S., June 1, 1898.

For the REVIEW.]

### Education in Nova Scotia.

By J. B. CALKIN, M.A.

#### II.

The doctrine of free schools carries with it two fundamental principles: (1) That the education of all the children in the province is a public concern which cannot be neglected without imperilling the public interests; and (2) That this education should be provided at the public expense, to meet which every man should contribute in proportion to his wealth. In my former article I endeavored to show that the educational system of Nova Scotia has not met the first-named condition, and I now propose to arraign the system for delinquency in the second count.

For school purposes the various counties of the province are divided into small areas known as sections, each of which is charged with the maintenance of its own separate school under a local board of managers called trustees. The law originally provided two sources of support,—a provincial grant payable to the teacher, varying in amount from \$60 to \$120, according to the class of license, and a supplementary fund, without limitation as to amount, raised by the section. The small territories which form the unit of organization and support, known as sections, vary greatly as regards wealth, and in some of them the maintenance of a school was found to be excessively burdensome, or even quite impracticable. To meet the difficulty, by making the strong help the weak, a county tax of thirty cents per capita was introduced. At first the fund raised in this way was distributed wholly according to the average attendance. The adjustment thus provided, though affording some relief, was still inadequate. Many sections, having little taxable property, had also very few children, so that they got but little help from the county fund. To meet such cases a subsequent amendment to the law provided that, as a first claim on the county fund, the sum of \$25 should be paid to each section for every licensed teacher employed, the remainder of the fund to be distributed as before—according to the average attendance.

Later, another amendment to the Education Act, designed still further to aid very weak sections, provided that one-third more provincial grant and county allowance shall be paid to those sections which the school commissioners classify as "poor sections." This provision, though no doubt helpful after a fashion, yet, coupled as it is with the condition of employing only a teacher of the lowest class, it seems more like reproaching the poor sections for their poverty than an acknowledgment



of obligation on the part of the province to educate all its children. Possibly it may have been designed, in part as a moral lesson, to inculcate poverty of spirit in the citizens of the sections concerned. I would, however, suggest that this offensive condition be promptly removed from our Education Act. If the public treasury cannot stand the strain of adding one-third of a first-class grant, or even of a second-class, then let the bonus be limited to a specific sum, say \$25, irrespective of the class of the teacher employed.

The amendments to the Education Act which I have cited have, in the main, been in the right direction, all tending towards the equalization of burdens; but that they have fallen far short of what is to be desired, is easily demonstrated. The last report of the Superintendent of Education, from which I have already quoted important facts, gives the average percentage of assessment in the different counties of the province. Here we have most valuable data for comparison. Taking the two extremes, we find the sections in Kings County are, on an average, assessed at the rate of 36 cents on the \$100, while those of Guysboro are assessed at the rate of \$1.33 on the \$100. The report does not furnish means of comparing the sections in any one county, but from facts obtained from a reliable source I find, at least in some counties, a more marked inequality in the sections than obtains in the counties. Thus in the county of Cumberland the tax in the wealthier sections ranges from 10 to 17 cents on the \$100, while those at the other end of the scale vary from \$1.25 to \$5.00 on the \$100. Again, in North Colchester the extremes are found to be 45 cents and \$2.62 on the \$100.

The evils which I have pointed out, as well as others which might be named, I believe to be inherent in our system of extreme localization in educational affairs. I refer to that most unfortunate practice of cutting up the counties into small sections, each of which is made a distinct unit in the matter of school organization, maintenance and control. No one feature of our educational system more imperatively calls for radical reform, and I would most respectfully urge it upon the attention of the authorities who are charged with the responsibility of caring for the educational interests of the province. Any suggestions which I have to offer must be reserved for another paper.

The German is trained into a self-reliant adaptable producer—and ten Germans to one Englishman are so trained. The result is inevitable. This country is being gradually ousted from markets everywhere; and so far from qualifying our young men to recover lost ground by improving their art education, we still hear from would-be authorities that the one thing lacking is a more perfect knowledge of Latin and Greek under the guise of "a good general education."—*Ed. News.*

#### Church School for Girls, Windsor, N. S.

Some time ago we had again the pleasure of visiting this interesting school,—ideally situated in one of the most beautiful localities of the province. The appearance of the school has been improved by the addition of a large new building which provides an assembly hall and other accommodation needed by its growth. There have been extensive changes in the teaching staff and internal management. The lady principal, Miss Lefroy, was educated at Cambridge University and is a graduate of Cheltenham Ladies' College. Miss Danby and Miss Gildea also hold the University of Cambridge Higher Certificates in their respective subjects, including the Theory, History and Practice of Teaching. Miss Beckingham has similar distinctions from Oxford University, and Miss Lobban is a B. A. of London University. The teaching methods of Cheltenham College have been adapted to even the youngest classes—the mind-developing methods of original research and the expression of the results in good English. The teachers are not mere lesson-hearers. In each lesson their first object is to ascertain the content of the pupils' minds with reference to the subject in hand—then excite their interest and curiosity as to further developments—then indicate to them how and where they themselves may obtain the desired information, helping them only where help is absolutely needed. Finally the results of the pupils' investigations are returned to the teacher in the form of good compositions, and the knowledge thus gained and expressed is properly correlated and becomes interwoven with the continually increasing and well-organized content of the pupils' minds. About this there is no cram. It is genuine culture. Dr. Hind, whose name scarcely appears on the calendar, but who seems to be the active agency in the internal management of the institution, has evidently comprehended the fact that the all-important factor in teaching is the trained teacher, and he is to be congratulated upon his success in having secured a staff of teachers fully trained according to the highest modern ideals.

We noticed that the internal discipline of the school was very good. All lights are out at 9.15 p. m.; while the younger pupils retire at 7.30. Besides the regular meals, lunches are served in the middle of the forenoon and in the middle of the afternoon. This innovation is founded upon sound physiological principles and experience, and conduces very much to the health of the pupils. It has been tried with success in the Boston High School. A long period between meals leads to physical and nervous exhaustion most injurious to growing pupils.

The parents of pupils who attend the school cannot but have every confidence in an institution that improves so much upon home discipline, and we are informed from indirect sources that even the pupils themselves greatly appreciate a strictness which they feel to be in the long run so largely conducive to their happiness. M.

### The Teachers' Institute of Annapolis and Digby.

The annual meeting of the Teachers' Institute for District No. 4 (Annapolis and Digby Counties) was held in the old and beautiful town of Annapolis Royal on the 19th and 20th of May. The attendance was large, and included several teachers, who came by rail from Yarmouth and Lunenburg. As usual at teachers' meetings, the most progressive and advanced teachers were largely represented. From one extreme came Principal Morton and Miss Crousse of Bridgewater, and Principal Shaffner and Miss Keddy from Mahone Bay; from the other, Principal Starratt and Miss Archibald of Yarmouth. There were, besides Principal Hogg and Miss Redding of Digby, Principal Brown and Miss Vidito of Bridgetown, Principal Longley of Paradise, Principal Goucher and Miss Reagh of Middleton, Principal Shields of Bear River, Principal Faulkner, Miss A. M. Parker and Miss Fash of Granville, and nearly a hundred others.

The discussions did not amount to much—perhaps, partly, because all the papers read were so orthodox, conclusive and well-written as to leave no room for criticism or for difference of opinion.

Mr. Messenger's paper on "Practical Education" was a strong plea for that training which enables a man to make the most of himself—not for himself alone, but for society, for time, and for eternity, in contradistinction to that so-called practical education which looks no higher than mere money-making. The aim of education should be a broad, generous culture and the securing of self-perpetuating habits that will make life itself both school and teacher after graduation from the common school.

Miss Mabelle Fash endeavored to answer the question "Should Corporal Punishment in our Schools be Abolished?" The teacher's work decides to a large degree the welfare of all her scholars. This vitally important work requires, as a condition of success, obedience and respect on the part of the pupils. Fortunately, the majority of them are amenable to reason and kindness, but occasionally one turns up who is wholly unaffected by moral suasion in any form. Where there are no parental schools expulsion would be the greatest cruelty, a judicious use of the strap the greatest kindness.

We have free schools and compulsory attendance laws in order that society may be protected from the ignorance and almost consequent viciousness of children to whom school restraints are peculiarly irksome. If we fail to manage that element, then free schools are a failure, and the taxpayer does not get what he pays for. If the wholesome fear of corporal punishment were to be removed, many children who now develop habits of

obedience would gradually fall into the ranks of the incorrigible. The power of corporal punishment is less likely to be abused by the intelligent teacher, under the restraint of public opinion, than by the ignorant, almost irresponsible parent. The consensus of the best thought of all ages and all countries is that if you spare the rod you spoil the child.

In the evening there was a very large gathering in the Academy of Music to hear the Hon. Dr. J. W. Longley. He was introduced by Inspector Morse, who referred to the great advance in our higher education, due to Dr. Allison, and in practical science teaching, due to Dr. A. H. MacKay.

Dr. Longley was delighted to see such a large audience—showing an interest in education, an inspiration to himself and to the Institute. He would have teachers' salaries increased, but the government was now giving \$240,000 a year to education, and it could do no more. The people would have to do the rest, and no doubt they would, if teachers kept steadily improving their professional standing. Except in technical education, Nova Scotia stood as high as any country in the world. Our system is, however, defective in the practical and in the spiritual. It seems designed for the five per cent. who go in for higher education, while it leaves the masses unfitted for life's work. He referred to the efforts being made by the Hon. G. W. Ross of Ontario to introduce manual and industrial teaching so that when pupils leave school they should be immediately useful. Our curriculum does not sufficiently foster character-building as the highest aim of the educator. Religion, in the sense of sectarianism in narrow formulas, cannot be taught in the public schools, but religion, as represented in high-toned morality, honesty, self-control, temperance, courtesy, toleration and unselfishness should be the ground-work of education. But these high qualities are not sufficiently thought of and cared for in the teaching of the three R's. The school law provides for this higher education. It is possible to make good laws, but it is much more important to have the law honestly carried out. And in this case it is for the teachers to manifest that altruism that labors for the highest good, that love and sympathy for children that constrains them to be sacrificed, if need be, in their interests.

Prof. Haley followed. The field of knowledge is unlimited; the child's capacity is limited. It is therefore difficult to construct a curriculum suited to those who look upon the acquisition of knowledge as the all-important thing in education. But if we look upon the acquisition of capacity to do and to think and the formation of character as that which characterizes true

education, our task is greatly simplified. Let us seek to train the powers of observation and judgment by means of natural history and the experimental sciences. Let our course of study be handled by properly-trained teachers who understand the correlation and the co-ordination of the branches of human knowledge, and objections against the system will disappear. Teachers called to their work and fitted by inborn qualities, as well as by Normal schools, will yet redeem the world.

Prof. Macdonald strongly emphasized the necessity for trained teachers if the course of study is to be successful in rural schools.

Prof. Haley explained briefly the nature of the X-rays, and for over two hours exhibited their effects to a greatly interested public.

On Friday, the second day of the convention, Miss A. M. Parker, of Granville Ferry, read an excellent paper on "Tonic Sol-Fa." She traced its history from Miss Glover in 1820, and Mr. Curwen in 1840, to the present. Its use is now almost universal in Great Britain and some of the colonies. She explained the different steps by which it is taught from the doh-chord to the time-notation. With various class exercises she made manifest the mental characters of each of the notes, the use of the modulator, and the harmonies of the principal chords. The patriotic song, "Before All Lands"—a happy selection—was used to illustrate the method of writing the notes, denoting the time, etc. It was sung with hearty good-will by the teachers, who, for the time being, posed as Miss Parker's pupils.

In addition to these papers, there were several lessons, some as model lessons, to be imitated by the teachers, and others for information on different points.

Of the first class was a lesson on the violet, by Miss C. L. Harris. A class of small children dissected, examined, named and described verbally and by excellent drawings the specimens which they themselves had collected. In the discussion which followed, Prof. Haley pointed out the saving of time effected by the good use that was made of incidental teaching. The pupils were not only learning botany, but also the correct use of English and the arts of drawing and writing. Similarly history and geography, or geography and history, should be one subject.

Prof. Macdonald, of Truro Normal school, explained his method of teaching mathematical drawing. His talk was much admired, not only for the information imparted, but as being a model of the way in which a teacher should come down to the comprehension even of his older pupils. The teachers felt that they had not only learned much of a simple and useful, though but little understood, subject, but that they had also learned how to teach it.

Principal Bradford, of St. Andrew's school, exhibited the beauties and utility of factoring in algebra, illustrating incidentally the extent to which education in the universities of England tends to a preparation for examination—the solving of pretty mathematical puzzles, senate-house riders, etc.

Principal Starratt gave a science talk—the air, its physical properties, constituents, how to demonstrate their existence and qualities, etc., etc. There were several neat, original and suggestive experiments, together with a graphic and lively presentation of the subject that would keep pupils awake even in the last days of June.

In the absence of Principal Cameron, a lesson on literature (*Lycidas*) was taken by Principal MacVicar, who was evidently at home in his subject. The teachers who were privileged to hear him would do well to adopt his method of questioning. Pupils often remain passive while the teacher goes on asking questions, which imply the answer. Not so in this case. Keen interest was aroused, and the booksellers will find that there will be a demand hereafter for annotated editions of Milton's *Minor Poems*.

Prof. Haley gave a very clear exposition of the Roentgen rays. We hope, in a future number, to be able to present our readers with a synopsis.

Altogether the convention was one of great interest and profit.

#### The Acadia Institutions.

The closing exercises at Wolfville were of that earnest and impressive character which distinguishes the work of these institutions. The presence of Dr. Butler, President of Colby University; of Hon. H. R. Emmerson, Premier of New Brunswick; Hon. J. W. Longley, Attorney General of Nova Scotia, and many others interested in the higher education, made the occasion one of great interest.

The baccalaureate sermon by Rev. Dr. Butler on Sunday, May 29th, was a fitting one, impressing on young men the necessity of a sincere and honest performance of the duties of life. The Hon. H. R. Emmerson's address before the Senate on Monday evening, on "Some Phases of Political Life," was an apt and straightforward presentation of the responsibilities, trials, duties and faults of political life in these provinces, and intended to point out to young men the advantages, and some of the disadvantages, of entering the arena of politics.

Tuesday was a day devoted to the College, Academy and Seminary. In the morning the College graduating class conducted its exercises. In the afternoon the Academy closing took place. Principal Oakes reviewed

the work of the year, which has been very successful, and he referred specially to the manual training department, which, under the management of Principal McKinnon, has made excellent progress. The closing exercises of the Seminary took place in the evening. The deep interest that is taken in this institution was proved by the large and cultured audience that gathered to hear the exercises, which consisted of the reading of essays, music, presentation of prizes, and addresses by Miss True and Mr. G. U. Hay. Excellent work is being done by the accomplished principal, Miss True, and her staff.

The College convocation was held on Wednesday morning, the president, Dr. Trotter, presiding. There were thirty-two graduates in arts, of whom eleven were young ladies. Three received the degree of M. A. in course. The honorary degree of Doctor of Divinity was conferred on Rev. S. McCully Black, and Master of Arts on Rev. J. D. Freeman of Fredericton. The Governor General's gold medal for the highest standing was awarded to Miss J. Blanche Burgess of Dorchester, N. B. The addresses to the graduating class by Rev. Dr. Sawyer and Dr. Butler of Colby were scholarly and thoughtful.

#### **New Brunswick University.**

Encoenia at the University of New Brunswick took place on Thursday, June 2nd, in the presence of a large number of interested visitors. The ordeal through which the University has passed during the past year had the effect of bringing together its friends to make the occasion as spirited and brilliant as possible. The result showed the warm interest that these feel in its behalf. The meeting and dinner of the Associated Alumni on the day previous gave an opportunity for the graduates to say some good things for their alma mater and to rally vigorously to its support.

The address of Chancellor Harrison at the Encoenia contained a vigorous protest against the proposal to withdraw the grant from the University. He referred to the influence that it had exerted in the life and civilization of the province, and referred to its many illustrious graduates who had won distinction in the province and elsewhere. He outlined a plan by which the University might be brought into touch with the farming interests of the country, and recommended that a chair in agricultural chemistry be established. The professor, in addition to lecturing, might give attention to the agricultural interests of the province in various helpful ways.

The Douglas gold medal was awarded to Frank J. Bayfield for the best English essay on *The Actual and the Ideal in Political Life*. The Brydone Jack memorial

scholarship—a cheque of \$60—was awarded Fred. L. Daye for proficiency in physics.

The degree of B. A. was conferred upon nineteen candidates, of whom three were women, and a diploma in civil engineering was given to Bruce E. Burpee.

The M. A. degree in course was conferred on H. C. Henderson of Fredericton, Prof. W. K. Hatt of Purdue University, Lafayette, Ind., and Horace L. Brittain of Moncton.

The degree of Ph. D. (honorary) was conferred upon Prof. Wm. F. Ganong of Smith College, Northampton, Mass., in absentia.

#### **Mt. Allison Institutions.**

The closing exercises of these well-known institutions began on Thursday, May 26th. As usual, hundreds of visitors gathered from all parts of the Maritime Provinces, and the proceedings this year were, if possible, more than ordinarily attractive and interesting, reflecting credit on the zeal and application of the students, the attainments and ripe experience of the faculty, and the excellent system and methods of training that are practised at these institutions.

After various preparatory exercises, such as the college sports, the elocution contest, class banquets, the ground was ready for the more solid part of the work. The Academy closing took place on Monday afternoon, May 30th. The work of Principal Palmer and his associates has been very successful during the year, and its practical character is especially marked. An interesting feature of the exercises was the reading of an essay by Gustavo Gispert, a young Cuban, on the question that is now of such absorbing interest in that country.

The closing of the Ladies' College was one of the most attractive features of the occasion. The essays were of a high order of merit, and the subjects admirably well chosen—"Myths of Plant Life," "Heroines," and "Tennyson's Women." The music was of a high standard. Principal Borden stated that the year had been a successful one. Especially had they reason to be pleased at the success attained in the musical department, and the programme, so admirably carried out, gave abundant evidence of the excellence of this training.

Tuesday evening, May 31st, witnessed the convocation exercises at the closing of the college. The degree of D. C. L. was conferred on His Honor Lieut. Governor Albert Reid McClelan, who was a student at the institutions in their first year, and the first president of the Alumni Association. His Honor gave an able address, in which he reviewed the success of the work at Sackville. President Allison in his address paid a warm tribute to the benefactions of the late George Bowser.

The degree of B. A. was conferred on twenty graduates,

of whom five were young ladies, and the degree of M.A. (in course) on six persons, of whom one was a lady.

The illness of Mrs. (Dr.) Allison was a matter of deep regret to visitors and all who took part in these interesting exercises.

#### Dalhousie Convocation.

The closing exercises were brief this year as usual. The President in opening announced the prize winners for the year.

JUNIOR ENTRANCE Scholarships were awarded as follows: *MacKenzie Bursary* (\$200) to E. K. Harvey, of Halifax Academy; *Professors' Scholarship* (\$120) to F. H. Archibald; three *Sir Wm. Young Scholarships* (\$40 each) to R. L. Ritchie, Lily M. Boak, Arthur Hockin.

SENIOR ENTRANCE Scholarships were awarded: *Professors'* (\$120) to C. M. Pasca, of Trinidad; *Sir Wm. Young* (\$40) to W. Stanley MacDonald, New Glasgow High School.

*North British Bursary* (\$120) open to students of the second year who are descendants of Scotsmen was won by W. Stanley MacDonald.

The *Waverley Prize* went to C. M. Pasca, the best mathematician of the second year. Mr. Pasca's papers were the best in several years.

The *Avery Prize* went to W. H. Sedgwick of Musquodoboit, the most distinguished of the graduates of the year, who took the ordinary course.

A *University Medal* was awarded to D. A. MacRae, of P. E. I.—a very brilliant student—for very high excellence in the work of the Special Course in Classics.

The *1851 Exhibition Science Scholarship* (value about \$1500) was awarded to E. H. Archibald, M. Sc., of Colchester Co., for an original investigation in Physics. Reports of Mr. Archibald's work have appeared in the *Trans. of N. S. Institute of Science*, and in the *Trans. of the Royal Society of Canada* and in the *Philosophical Magazine*, London. Dr. MacGregor and Dr. E. MacKay, the examiners, spoke very highly of his work.

HONOUR diplomas were conferred on the following graduates: D. A. MacRae, *High Honours* in Classics; C. F. Grant (Port Morien), *Honours* in Classics; A. W. Watt (Pictou), *High Honours* in Mathematics; H. T. Morrison (Dartmouth), *Honours* in Mathematics; A. B. Blanchard (Truro) *Honours* in Philosophy.

The Honour diplomas are granted to those students who specialize and who attain excellence in some subject.

Diplomas of DISTINCTION are also awarded to students who do not specialize but take the ordinary subjects required for a degree and who attain distinction. These diplomas are of two grades—Distinction and Great Distinction.

DISTINCTION diplomas were conferred on the following graduates: W. H. Sedgwick, Great Distinction; I. G. Hockin (Halifax) Great Distinction; H. S. Crowe (Truro), Great Distinction.

The following degrees were conferred: B. A. on thirty; B. L. on one; B. Sc. on two; LL. B. on twenty-three; M. D. C. M. on nine; M. A. (by examination) on fourteen, (by Thesis) on one; M. Sc. (by Thesis) on one—eighty-one in all.

Of the graduates one came from each of the following: California, Trinidad, Ontario, Newfoundland; three from Prince Edward Island; five from New Brunswick; seven from Cape Breton; the rest from Nova Scotia.

Rev. Mr. Armitage, Rector of St. Paul's, W. B. Wallace, LL. B., junior member for Halifax in the N. S. Legislature, gave addresses.

A course—extending over three years—leading to the degree of Bachelor of Music, has been instituted during the past year. This course has been modelled after that of Edinburgh. Mr. C. H. Porter of the Halifax Conservatory, Mr. F. H. Torrington of the Toronto College of Music, are the examiners. Besides the matriculation there are three examinations—one at the end of each year—in the Theory of Music and a final examination in Practice. Candidates for the degree are required to show certificates of instruction from approved schools or colleges of music.

Dr. Halloway of Shubenacadie has been appointed Lecturer in Zoology and Dr. W. H. Hattie of Halifax, Examiner in Pathology and Bacteriology.

The number of students registered for the past session was 361—an advance of eighteen on that of the previous year—eighteen seems to be the average increase per annum.

The most notable gifts of the year were the following contributions to the Library: \$70 by the Class of '98, and \$115 (and the promise of more) by the class of '99 for class memorials; \$300 by "Three Friends;" and the publications of the Camden Society by an 'alumnus.'

There are in the United States, roughly speaking, 350,000 school teachers, and of this number 120,000 are men and 230,000 are women. In other words, there are nearly twice as many female as male teachers, and the disparity is increasing year by year. According to the last official census of Prussia there were 68,000 school teachers in the kingdom, of whom 9,000 were women and 59,000 men. It is evident, therefore, that the Prussian preference is for male teachers, and in a way as marked as the American preference for female teachers. In all Germany there are, including the government, church and private schools, 135,000 teachers, and the number of pupils is nearly 10,000,000. There are 140,000 teachers in France, of whom 65,000 are men and 75,000 are women, the number of each being subject to the same ratio of increase.

### Some Notable Educational Articles.

Theobald Ziegler, Professor of Philosophy and Pedagogy in the University of Strasburg, has an article in *Forum* for June, describing the school system of Germany. We quote a few sentences: "We are now beginning to perceive that one of the principal defects of our common school system is its one-sided intellectual attitude. Too much stress is laid upon reading and writing, and more particularly, upon the element of orthography, the use of which in German is somewhat arbitrary, and consequently valueless as an educational factor. Our elementary instruction should be of a more practical nature; and the development of the reasoning powers should be more strongly accentuated. Manual training is now recognized as an important factor; and the introduction of this element into our schools is rapidly progressing." [If German spelling is somewhat arbitrary and therefore valueless as an educational factor, what about English spelling?]

Again: "As understood today, the mission of the *Realschulen* consists in preparing the student for an active participation in all the practical affairs of life; for which purpose the study of the physical sciences, modern languages, and mathematics is deemed of special importance, and despite its defects, we may justly take pride in the results attained by our secondary systems; and these results may be attributed mainly to the excellence of our staff of instructors. Our teachers must be qualified for their profession by a university training; and they must comply with the requirements of a rigorous state examination before they receive their diploma. In addition to this scientific training, a preparatory pedagogical course is now also considered essential. For a long time teaching was considered as a natural gift,—something that could not be acquired. Recent developments, however, have proved the fallacy of this assumption." [Here we find that the superiority of the German system is attributed to the superior training of their teachers.]

Of humanistic classical education he says; "The ancient languages are not so highly valued today as they were formerly; for the utilitarian spirit—which I by no means condemn—is in the ascendant. This condition has brought about a gradual decline of the classics; and the day may not be very distant when their very *raison d'être* will be called in question. To many of us, such a contingency would be a matter of sincere regret; but, whatever our personal feelings, we may have to bow to the inevitable."

The *Forum* for June has also an excellent article on the Ideal Training of an American Girl, by Professor Davidson. Man is said to be best fitted for those

occupations that call for reflection, original thought, and the discovery of new principles; woman, for those that call for ready application of old and well-known principles.

He disposes of the much-vexed question of co-education by showing that spiritual culture is the same for man and for woman and that this culture is best imparted when the two are in the presence of each other. "In the classroom young men and women learn to know, and knowing, to respect each other in a way and to a degree hardly possible elsewhere. Each sex behaves more humanly because the other is present; each sees the other engaged in serious work—the best way for anybody to be seen." But so far as education for a vocation is concerned, the two sexes require different courses for certain subjects.

Teachers would do well to secure *Forum* for June for it has a third educational article by Prof. W. H. Burnham of Clarke University. Here again we have the necessity for professional training of the right kind emphasized. "A large proportion of our elementary teachers receive no professional training whatever. Those who do receive such training usually get it in the normal schools. These have done excellent service; but their work is necessarily limited; and the instruction in principles and methods is sometimes given with an aspect of finality, definiteness, and completeness not at all justified by the present development of pedagogy. The result is, frequently, that students leave the normal school with a devotion to certain systems, methods, and formulas which is a positive hindrance to further progress."

In the *Atlantic Monthly* for June there are several educational articles, which afford a conspicuous instance of the value of this magazine to the student of education. It is rare indeed that an educational article in the *Atlantic* is not worthy the thoughtful consideration of teachers. The present number has several of more than ordinary merit, none the less worthy of reading because they are somewhat "upsetting" in their views.

In "A New Programme in Education," C. Hanford Henderson would cut wholly clear from all present methods and systems in the early training of children. For the first fourteen years he would restrict their instruction entirely to manual exercise and training, music, drawing and language. He says, "I place language last, because I believe that expression in action is incomparably better than expression in words; that it is far better to help our brother man than to commend helpfulness; to be brave rather than to praise bravery, to paint a beautiful picture than to talk about art, to love, rather than to write love sonnets; and also because I am quite sure that sound content will find suitable

dress. The present wail over our deficient English composition is at bottom a wail over deficient thought. It is overwhelmingly difficult to say anything when you have nothing to say."

"Normal Schools and the Training of Teachers" in the same number is another article of radical tendency. It is by Prof. Frederic Burk, and no one can read the article without being impressed by the author's sincerity and penetration. He thinks the time is ripe for opening up new ways, and lifting the preparation of teachers to a higher and more advanced plane of usefulness. "The normal school pupil of the present, in point of native endowment and that personal culture dependent upon home influences, is distinctly the inferior of the normal school pupil of twenty or twenty-five years ago," said a gentleman whose position qualified him to make this statement. I have been assured of the truth of this assertion by so many different persons that there is no in part to the competition of the female college, but chiefly reason to doubt it," says Mr. Burk. This he attributes to the antiquated, unprogressive methods pursued in the schools, of which he gives some amusing examples, accompanied by appropriate comments.

A third educational article in the *Atlantic* is on "High School Extension," by D. S. Sanford, who would organize efforts for post-graduate high school work in selected courses of study and by means of public lectures, evening classes, etc.

### The High School Face.

The high school face is the discovery of a prominent physician of the city who is too modest to permit his name to be used. That there is such a face he is very positive. "It is not a work of the imagination," he said yesterday, "nor is it a chimera. The high school face is a stern reality."

"What are its symptoms or characteristics, doctor?" he was asked.

"The high school face," replied the doctor, "is to be found in every schoolroom. What is it? It is a drawn, anxious, intense, sometimes an alarmed expression. The forehead is contracted into wrinkles, the lips twitch, the eyes stare or have a strained look, and a pallor is spread over the countenance."

The doctor enlarged on this interesting diagnosis and mentioned a few cases that had come under his own observation. Proceeding, he said:

"The cause of the high school face is the modern effort, so fiercely put forth, to jam all minds and all temperaments into the same pigeonholes in the same time—that is to say, modern teaching seems to have for its first principle the moulding of all minds in the same mould. We might just as well try to make all the children wear the same sized shoes. In addition to this each teacher of the different branches thinks his or her branch the most important, and crowds and pushes and worries those pupils who, although not dull, do not take readily to that particular branch.

"The pupil who, through natural aptitude, carries

mathematics or physics with interest and ease may be slow in literature and language; but no matter—the culprit must make grades. 'We must hurry on and get over the prescribed course,' says the teacher, and this must be done though a small percentage of the pupils fall by the wayside.

"No profession calls for more patience or forbearance than that of teaching," continued the doctor. "I might liken teaching to horse driving. Some men can drive a team of spirited horses so that they will go along willingly and easily for great distances. Other men will wear the team out in short order. It's the nagging, the pulling and the harassing that do it. So with some pupils of highly nervous temperament—they must be handled properly or the high school face is inevitable. On the other hand, there are some pupils who, like some horses, cannot be made nervous by the most unskilful handling. Sanitariums are making considerable ado about unsanitary lighting, heating, and ventilating; but is it not possible that just as much harm comes from 'hurry up' teaching as from these other causes? To sum up, the high school face is the result of insincere teachers—teachers who lack gentleness, patience, and gentility."—*Indianapolis Journal*.

### The Superintendent.

The superintendent of schools should set the standard of intellectual ardor for his teachers; he should be a distinct and vital influence for higher ideals, for unflagging zeal in the pursuits of those ideals; this enthusiasm should be of that carrying quality which communicates itself. He should be a man of liberal education; if not a scholar (in the scholar's use of the term), he should be at least a diligent student; and the scholarship will come when time places upon his head what scriptures declare is a crown of glory. He should know and love books; and yet know that one real teacher is worth much more than tons of text books. He should know the trend and the drift of what is called theory of modern education or pedagogics. He should know and work out for himself the first principles of education. He should be an original investigator of principles and methods. He should learn what Pestalozzi, Herbart, Frœbel, Herbert Spencer, and Sir James Sully can teach him—and then be his own man and nobody's copyist. He ought to know enough to know that, stripped of its technical vocabulary and somewhat pompous phrasing, "scientific" education is simply a return to the simplicity of teaching; a return to the etymological meaning of the word "education." He should work out for himself the difference between the old scholastic theory that education is a memorizing, a pouring in of facts, statistics, tables, and the modern and yet very old theory that education is both a drawing out and a feeding in, a development. He should have experimental as well as theoretical knowledge of psychology. Although not a specialist, he should possess sufficient intelligence to detect poor work or to appreciate good work on any subject. But above all else, his intellectual personality should be of that quality to inspire the great body of teachers to finer work, and to more exacting ideals.—*Binghamton Republican*.

### Vivacity in the Schoolroom.

We hear of a "kindergarten smile," why not a primary-teacher smile. They are one and the same when they are forced, and both pitiable enough. How can one detect whether the smile be true or made-up, whether of the heart or of the muscles? It tells itself.

How must the little children feel under the relentless influence of a false, make-believe vivacity day after day? How utterly weary they must be of the rarified atmosphere of high-wrought cheer to which the determinedly vivacious teacher lifts them and pitilessly holds them day after day! How they must long to be "let alone."

"Good morning, dear children. I hope you are all very well this morning. Shall we sing a song to show how happy we are?" This in a high-pitched, rattling, tin-pan voice, equally devoid of agreeableness and sincerity. The dramatic teacher in the happy role then breaks into a jingling motion-song and sweeps the children along with her until they nearly lose their breath in the swift current of over-happiness. Without a second for the song to leave an influence upon the happy victims, the teacher pounces upon another delightful thing to do, and the children are whirled into a game or an exercise as if carried along by pitiless machinery that had been set going and could not be stopped. From this they are dashed into a reading, writing, or made-to-order "observation" lesson, with that never-dying, vivacious voice, that will not, will not, *will not* stop ringing in their ears as they try to think and work.

And all this is to make the children happy, alert, spontaneous, wide-awake! Does the child-mind never need rest and quiet and time to unfold as do plant-buds? Must the teacher keep up an everlasting drum-beat for the development of the child-soul? If the primary teacher could believe that the spirit of harmonious, happy work must be first of all and most of all, the radiation from her own soul, and that this spirit is best fostered by the low, kindly tone, the genuine smile, the timely word, the timely touch, and the *timely silence* that falls like a healing balm, she will learn some of the best things she can ever know about the training of children.

The American child with his fearful inheritance of nervous rush needs the cooling, quieting touch on the restless pulse far more than he needs the prod of the vivacious spur.—*Primary Education.*

HOME LIBRARIES.—It may be of interest to the exponents of the Home Library system to know of the work being done by the Children's Aid Society. There are sixty-six home libraries placed in the homes of the children, each under the charge of a child librarian. Ten children meet a friendly visitor weekly in the living room of the family, where books are distributed, exchanged, and discussed, home amusements taught, and penny savings encouraged. This purpose is to foster a natural, wholesome home life, and to strengthen family and neighborhood ties, and to bring fresh and enlivening influences into daily life.

"A torn jacket is soon mended, but hard words bruise the heart of a child."

### THE 'ROUND TABLE TALKS

BETWEEN EDITORS AND READERS.

R. B.—Please solve in the REVIEW the following exercises in Hall's and Knight's Elementary Algebra: Ex. (a) 13, (b) 15, (c) 25, (d) 27, page 266; Ex. (e) 23, p. 272; Ex. (f) 31, (g) 32, (h) 33, (i) 35, p. 292.

(a) If  $a, b, c$  be three proportionals, show that

$$(b^2 + bc + c^2)(ac - bc + c^2) = b^4 + ac^3 + c^4.$$

If  $a : b :: b : c$ , then  $ac = b^2$ .

Then

$$\begin{aligned} (b^2 + bc + c^2)(ac - bc + c^2) &= (b^2 + c^2 + bc)(b^2 + c^2 - bc) \\ &= b^4 + b^2c^2 + c^4 \\ &= b^4 + ac^3 + c^4. \end{aligned}$$

(b) If  $a : b = c : d$ , prove that

$$a^2 + ac + c^2 : a^2 - ac + c^2 = b^2 + bd + d^2 : b^2 - bd + d^2.$$

Let  $\frac{a}{b} = \frac{c}{d} = k$ , then  $a = bk, c = dk$ .

$$\text{Then } \frac{a^2 + ac + c^2}{a^2 - ac + c^2} = \frac{b^2k^2 + bdk^2 + d^2k^2}{b^2k^2 - bdk^2 + d^2k^2} = \frac{b^2 + bd + d^2}{b^2 - bd + d^2}$$

Therefore

$$a^2 + ac + c^2 : a^2 - ac + c^2 = b^2 + bd + d^2 : b^2 - bd + d^2$$

(c) If  $b$  be a mean proportional between  $a$  and  $c$ , show that  $4a^2 - 9b^2$  is to  $4b^2 - 9c^2$  in the duplicate ratio of  $a$  to  $b$ .

Let  $\frac{a}{b} = \frac{b}{c} = k$ , then  $\frac{a}{b} \times \frac{b}{c} = \frac{a}{c} = k^2$ ,

$$\frac{4a^2 - 9b^2}{4b^2 - 9c^2} = \frac{4b^2k^2 - 9c^2k^2}{4b^2 - 9c^2} = k^2 = \frac{a^2}{b^2}$$

Therefore  $4a^2 - 9b^2 : 4b^2 - 9c^2 = a^2 : b^2 =$  duplicate ratio of  $a : b$ .

(d) If  $a + b : b + c = c + d : d + a$ , prove that  $a = c$ , or  $a + b + c + d = 0$ .

$$(a + b)(d + a) = (b + c)(c + d)$$

$$ad + bd + a^2 + ab = bc + c^2 + bd + cd.$$

$$d(a - c) + (a + c)(a - c) + b(a - c) = 0$$

Therefore  $a - c = 0$ , or  $a + b + c + d = 0$ .

(e) The value of a silver coin varies directly as the square of its diameter, while its thickness remains the same; it also varies directly as its thickness, while its diameter remains the same. Two silver coins have their diameters in the ratio of 4 : 3. Find the ratio of their thickness, if the value of the first be four times that of the second.

With the same thickness the ratio of their values would be 16 : 9.

This ratio must be increased so as to become 36 : 9; that is, the thickness must be in the ratio of 36 : 16 =  $2\frac{1}{4} : 1$ .



(f) If  $a, b, c, d \dots$  be a series of quantities in G. P., show that the reciprocals of  $a^2 - b^2, b^2 - c^2, c^2 - d^2 \dots$  are also in G. P.; and find the sum of  $n$  terms of this latter series in terms of  $a$  and  $b$ .

$$\frac{b}{a} = \frac{c}{b} = \frac{d}{c}, \text{ \&c., } = r,$$

then in the series  $\frac{1}{a^2 - b^2}, \frac{1}{b^2 - c^2}, \frac{1}{c^2 - d^2}$

the ratio of the first two terms is

$$\frac{a^2 - b^2}{b^2 - c^2} = \frac{\frac{a^2}{b^2} - 1}{1 - \frac{c^2}{b^2}} = \frac{\frac{1}{r^2} - 1}{1 - r^2} = \frac{1}{r^2} =$$

the other ratios found similarly. Therefore the series is in G. P.

$$\begin{aligned} \text{The sum of } n \text{ terms} &= \frac{1}{a^2 - b^2} \times \frac{1 - \left\{ \frac{1}{r^2} \right\}^n}{1 - \frac{1}{r^2}} \\ &= \frac{1}{a^2 - b^2} \times \frac{1 - \left\{ \frac{a^2}{b^2} \right\}^n}{1 - \frac{a^2}{b^2}} \\ &= \frac{b^2}{b^{2n}} \times \frac{a^{2n} - b^{2n}}{(a^2 - b^2)^2} \\ &= \frac{a^{2n} - b^{2n}}{(a^2 - b^2)^2 \times b^{2n-2}} \end{aligned}$$

(g) If  $a, b, c$  be in A. P., and  $b, c, d$  be in H. P., then  $a, \frac{c^2}{d}, c$  are in H. P., and  $b, \frac{ad}{b}, d$  are also in H. P.

Because  $b : d = b - c : c - d$ , and  $b - c = a - b$ , therefore  $b : d = a - b : c - d$

$$\begin{aligned} a - b : b &= c - d : d \\ a : b &= c : d \text{ (Euc. V., 13)} \\ ad &= bc \end{aligned}$$

$\frac{c}{d} = \frac{a}{b}$  therefore  $\frac{c^2}{d} = \frac{ac}{b}$ , but because  $a, b, c$  are in A. P.

$$b = \frac{a + c}{2}$$

$$\text{Therefore } \frac{c^2}{d} = \frac{ac}{a - c} = \frac{2ac}{a + c}$$

"  $a, \frac{c^2}{d}, c$  are in H. P. (Art. 333).

Again,  $c = \frac{ad}{b}$ , because  $ad = bc$  and  $b, c, d$  are given in H. P.

Therefore  $b, \frac{ad}{b}, d$  are in H. P.

(h) If  $g$  be the geometric mean and  $a$  the arithmetic mean between  $m$  and  $n$ , and if  $k^2$  be the arithmetic mean between  $m^2$  and  $n^2$ , prove that  $a^2$  is the arithmetic mean between  $g^2$  and  $k^2$ .

$$\begin{aligned} a &= \frac{m + n}{2}, g^2 = mn, k^2 = \frac{m^2 + n^2}{2} \\ \text{therefore } \frac{g^2 + k^2}{2} &= \frac{mn}{2} + \frac{m^2 + n^2}{4} \\ &= \frac{m^2 + 2mn + n^2}{4} = a^2 \end{aligned}$$

Therefore  $a^2$  is the arithmetic mean between  $g^2$  and  $k^2$ .

(i) If  $a, b, c, d$  be in G. P., prove that  $(a + d)(a - b)^2 : a(a - c)(a - d) = a - b + c : a + b + c$ .  $b^2 = ac, c^2 = bd, ad = bc$ ;

$$\begin{aligned} \text{Therefore } a^2 - ac &= a^2 - b^2 = (a - b)(a + b) \\ \frac{(a + d)(a - b)^2}{a(a - d)(a - c)} &= \frac{(a + d)(a - b)}{(a - d)(a + b)} \\ &= \frac{a^2 + ad - ab - bd}{a^2 - ad + ab - bd} \\ &= \frac{a^2 + bc - ab - c^2}{a^2 - bc + ab - c^2} \\ &= \frac{(a - b + c)(a - c)}{(a + b + c)(a - c)} = \frac{a - b + c}{a + b + c} \end{aligned}$$

F. E. C.—Please work Ques. 5, Exam. Paper IV., p. 240, H. Smith's Arith. How many pounds of sugar, at 8, 13 and 14 cents per pound, may be mixed with three pounds at 9½, two pounds at 8½, and 4 pounds at 14 cents a pound, so as to gain 16 per cent. by selling the mixture at 14½ cents per pound.

The cost price per pound of the mixture will =  $\frac{190}{116}$  of 14½ cents = 12½ cents.

Then using the form on page 227.

DIFF.	12½¢.	Lbs.
4½	1 lb. at 8 cents	1 = 4½
3¼	3 " " 9¼ "	3 = 9¼
4	2 " " 8½ "	2 = 8
	* * * * *	
½	1 " " 13 "	8½ = 4¼
1½	1 " " 14 "	8 = 12
1½	4 " " 14 "	4 = 6

Therefore we have 1 lb. at 8 cents, 8½ lbs. at 13 cents and 8 lbs. at 14 cents. It is probable that many other combinations might be made.

[Anonymous correspondents have no right to expect that any notice will be taken of their communications. We take it for granted that all our teachers understand that it is impolite to send letters without giving the correct name and address, and that it is dishonest, illegal and therefore dangerous to send as a circular what is really an ordinary letter. EDITORS.]

In the figure of II. 11 (Hall & Stevens Euclid) show that (1) If CH is produced to meet BF at L, CL is at right angles to BF :

(2) If BE and CH meet at O, AO is at right angles to CH :

(3) The lines BG, DF, AK are parallel :

(4) CF is divided in medial section at A.

On AB describe the square ACDB; bisect AC at E; join EB; produce CA to F, making EF = EB; on AF describe the square AFGH.

(1) Produce CH to meet BF at L. Let GH and FB meet in M. Then angle LHG = angle CHK (I. 15) = angle FBA (I. 4) = angle GFL (I. 29). Therefore angle LHG = angle GFL, and angle GMF = angle LMH (I. 15), therefore the third angles FGM and MLH are equal.

(2) Let BE and CH meet at O. Then angle EFB = angle EBF (I. 5). But sum angles LBO and LOB = sum angles EFB and GFB. Therefore angle LOB = angle GFB = angle FBA (I. 29) = angle ACH. Therefore angle ECO = angle EOC. Therefore EO = EC = EA. Therefore angle AOC = a right angle. (Ex. 10. P. 94).

(3) The lines BG, DF, AK are parallel. For the rectangle FK = square AD. Therefore the triangle FCK = triangle ACD. Therefore the triangle FAK = triangle AKD. Therefore FD is parallel to AK (I. 40).

Again, the square FH = the rectangle HD. Therefore the triangle AGH = the triangle BHK. Therefore the triangle AGK = the triangle ABK. Therefore AK is parallel to GB.

(4) In the proof of the proposition it is shown that the rectangle CF, FA = the square on AC. There the line CF is cut in medial section in the point A.

A. D. J.—Will you kindly tell me the name of the following bird: Color, yellow spot on top of head; yellow spot on rump and on each side of breast under the wings; breast, black and white; two white bars on wings; tail feathers spotted with white, which are more prominent underneath; back and sides of head mostly black, of a bluish cast. Near the yellow patch on the rump the feathers have a yellowish tint; bill, straight, black; size, 6 in. long; habit, perching on sides of barns and houses and on trees in orchard; very active and restless. First seen April 23.

Yellow Crowned Warbler (*Dendroica Coronata*). Your description is not sufficient for the identification of the second bird on your list.

Twelve years ago a young lady of Philadelphia started in to support herself as a public school teacher. Her success will be shown by the following statement: She has paid all her expenses for board and wardrobe and made six journeys to Europe, one at the end of each two years of teaching, paying all her expenses in travelling and study abroad. She visited England, Scotland, France, Belgium, Holland, Vienna, Dresden, Berlin, Bremen, Rome, Denmark, Norway, Sweden and Russia. In the meantime she learned the French language, Italian, Spanish, Swedish and Russian. She is still in a good financial condition, and not too old to travel and to learn.

## SCHOOL AND COLLEGE.

Labor Day will not in future be recognized as a school holiday in New Brunswick.

Miss Addie Calder, teacher at Little Ridge, Charlotte Co., recently had a successful school entertainment, with the proceeds of which she expects to add to her school appliances.

"Permissive Licenses" will cease to be issued in Nova Scotia after July 31st, which is the end of the current school year. Very few of such licenses have been issued for several years, except among the French in Digby County and in one or two counties in the island of Cape Breton. It is probable, therefore, that duly licensed French-speaking teachers will be in demand in the municipality of Clare, Digby Co., at the beginning of the next school year.

Miss Jessie Henry, teacher at Lynnfield, Charlotte County, has raised enough money to make an excellent beginning for a school library in that important district.

Digby Academy is making great progress under the management of H. B. Hogg, B.A. There is every prospect of a sufficient number of academic pupils next year to warrant the employment of two grade A teachers. By means of concerts, and otherwise, the pupils have secured funds for many additional books for the library, including, among others, the "World's Best Literature." Chemical apparatus has been provided; also apparatus for a gymnasium and for cricket. The school grounds are to be terraced and adorned with ornamental trees. The stimulus that students receive in a growing school of this kind is a most valuable part of the education.

A public meeting was held at Westfield Station, N. B., on Friday evening, May 20th, the object being to stimulate interest in educational matters and lead to the formation of a district teachers' institute for the parish of Westfield. Such an institute was formed on Saturday, June 4th, with Mr. B. W. Robertson, principal of the Westfield school, as president. Inspector Carter, who is leading in this excellent movement, held a similar meeting on Grand Manan during the first week in June, with the same objects in view.

Misses McNally and Powers, teachers at St. Martins, St. John Co., by means of a school concert have raised twenty-five dollars, with which they intend to add to their apparatus.

Supt. Seaver, in his annual report, calls attention to the fact that there are many inferior teachers in the Boston schools. These, he says, cast discredit on the whole school system. He divides these inferior teachers into three classes; the first, those young in years and experience; these should be retained as long as they give promise of good results in the future; (2) those who have once been successful, but who have outlived their usefulness—their work should be reduced, and their pay be made commensurate with the work they can do efficiently; (3) those who lack the gift of teaching, and cannot develop teaching power—the probation limit of two years should be rigidly enforced in the case of such teachers.

A novel idea was organized last year by Supt. French, of Creston, Iowa, and proved so successful that it has been continued this year. It consists of a week of visits by parents and patrons to the various schools. After an afternoon spent in visiting certain schools, the students are dismissed, and the teachers and visitors meet together, listen to several papers on the numerous topics of interest, and discuss the points raised. Under the head of general topics for discussion in all meetings, are "Absence," "Clubs," "Cigarettes," "Complaints," "Defacing Buildings," "Excuses," "Keeping After School," "Kindergarten," "On the Way to School," "Punishment," "Quarantine," "Tardiness," "Temperance Teaching," "Transfers," "Truancy," and "Wasted Time." This year's meetings were from May 2 to 6, inclusive.

Two sessions of the schools in St. John were held on Arbor Day, contrary to the usual custom. Those teachers who had prepared programmes, expecting the observation of former years, carried them out. Inspector Carter addressed the pupils in some of the buildings on the importance of Arbor Day work.

Miss A. Maud Waldron has made a successful beginning toward new furniture, which is so much needed for Waweig, Charlotte County.

The sessions of the Provincial Institute, which will be held in St. John on the last three teaching days in June, will be held in the hall of the High school building.

The city of Toronto has forfeited \$23,000 of provincial allowance for overcrowding its schoolrooms. Some other cities and towns might make a note of this.

In Germany one man in 213 goes to college; in Scotland one in 520; in the United States one in 2,000; in England one in 5,000.

State Superintendent Black, of California, has made the statement that there are at the present time 1,200 certificated teachers unable to secure positions. Instances are by no means rare in which from 50 to 100 teachers applied for a single position.

Miss Mabel Haskins, teacher at Northern Harbor, Charlotte County, has by means of a school entertainment raised a snug sum, which will be devoted to the purchase of some needful apparatus for her schoolroom.

Inspector Smith is examining the schools of Kent County this month.

The students of the University of N. B. have arranged for a course of lectures for the coming year as follows: October, Silas Alward, LL. D., M.P.P.; subject, Anglo-American Alliance. December, H. A. Powell, M.P.; subject, Nationalization of Railroads. January, Hon. G. E. Foster, M.P.; subject, Britannic Federation. January, G. U. Hay, Ph. B.; subject, An Educational Topic. February, Thomas Walker, sr., M.D.; subject, Health. March, John Davidson, M.A., Ph. D.; subject, Colonial Contributions to Imperial Defenses. April, Hon. H. R. Emmerson; subject, Good Roads.

Miss Carrie L. Thompson, teacher at Mayfield, Charlotte County, whose efforts have greatly aided many school districts in the county, has recently raised money wherewith either to improve her furniture or provide blackboard surface.

The station for both the June and July departmental examinations in St. John will be the new High school building, Union street. The date of the former will be Tuesday, June 14; and of the latter, Tuesday, July 5th.

Few districts in the Province observed Arbor Day more heartily or loyally than Milltown, Charlotte County. A public fountain was opened for use, in addition to other work, and the pupils marched in a body to one of the public halls, where an excellent programme was carried out and an appropriate address given by Mr. Jas. Vroom, of St. Stephen.

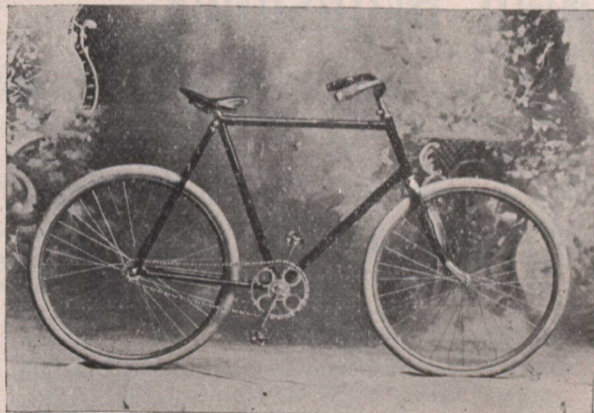
Principal H. F. Perkins has received for the Superior School, McAdam Junction, a set of mineralogical specimens from the Geological Survey Department at Ottawa.

James Seth, M.A., Professor of Philosophy at Cornell University, has been appointed to the Chair of Philosophy in Edinburgh University. Prof. Seth was formerly professor of philosophy at Dalhousie College.

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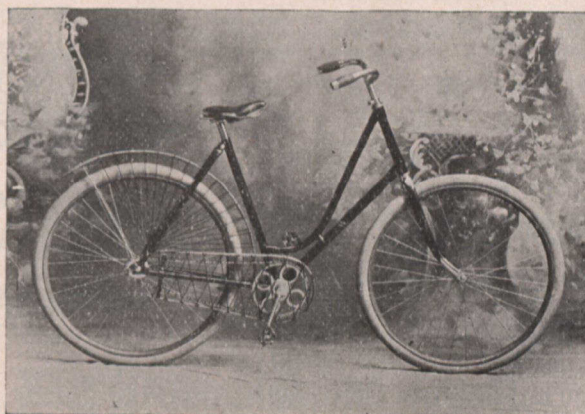
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# DOMINION EDUCATIONAL ASSOCIATION

## Meets in Halifax, N. S., August 2-5, 1898.

The preliminary programme promises about 60 papers and 10 addresses, besides discussion after the reading of each paper.

The subjects include a large proportion of those topics in which the educationists of the present day are most interested. For example:

*A Central Educational Bureau for the Dominion.*  
*Secondary Education in Ontario.*  
*The Overcrowded Course of Study.*  
*The Normal Development of the Child's Mind.*  
*Nature and Literature. Education and Evolution.*  
*Means and Methods in the Common School.*  
*Child Study. The Child Naturalist.*  
*Character Development. English Literature.*  
*Co-operation of Parents and Teachers.*  
*Normal School Training.*  
*The Study of English Instead of Ancient Classics.*  
*Kindergarten. Rural Schools, etc., etc.*

These and the other subjects will be introduced and discussed by many of the

### Ablest Educationists of the Dominion.

As a place of meeting, Halifax has many advantages. In August, when the other cities of the Dominion are suffering from EXCESSIVE HEAT, the sea-breezes of Halifax are COOL and DELIGHTFULLY REFRESHING. Its harbor for size, beauty, and the strength of its fortifications, stands unrivalled. Being a first-class Naval Station, it is in summer the resort of Britain's largest warships.

Full Particulars of the Programme and Rates of Travel will be published in June.

Halifax, 5th May, 1898.

The beautiful North-west Arm, Bedford Basin, the Park, and the Public Gardens, are the constant admiration of tourists.

Truro, Windsor, Chester Basin with its 365 islands, Grand Pre, the poetic Home of Evangeline, protected from the rushing tides of the Bay of Fundy by the towering cliffs of Cape Blomidon, rich gold mines, productive coal fields,—all these and many other charming resorts and localities of scientific interest are within three or four hours of Halifax.

The Railways and Steamers offer greatly reduced fares—in many cases **Half Rates**,—particulars later.

This meeting of the Dominion Educational Association, therefore, gives a rare opportunity to teachers who have to study economy of an excursion which, at moderate expense, will benefit them professionally, intellectually and physically, as no other could.

It is expected that the attendance will be very large, and from all the provinces of the Dominion. There will also be one or two hundred teachers from the United States.

Membership in the Association (fee one dollar) and therefore excursion rates are open not only to teachers, but to all others.

**A. MCKAY, Secretary.**

## Educational Institute of New Brunswick,

The Institute will assemble in the HIGH SCHOOL BUILDING, ST. JOHN, N. B., on TUESDAY, JUNE 28, 1898, at 2.30 p.m.



### PROGRAMME—(REVISED.)

TUESDAY, JUNE 28, 2.30 p. m. Enrolment of Members and Election of Secretaries.

3.30 p. m.—Address, "Half-Finished Work," by Rev. W. O. Raymond.

8.00 p. m.—Public Educational Meeting.

WEDNESDAY, JUNE 29, 9 a. m.—"The Advantages of the Concord System," by Supt. Stetson, of Maine. Discussion opened by Inspector Carter.

10.30 to 12—"How Others Do." Prof. W. C. Murray will read a paper on Education in the German Schools, and D. Mitchell, B. A., on the Schools of Massachusetts.

2.00 p. m.—"The Teacher's Ideals," by Prof. Andrews, of Mount Allison University. Discussion opened by \_\_\_\_\_.

3.30 p. m.—Election of Executive Committee and Representative to University Senate.

8.00 p. m.—Conversazione, Natural History Society Rooms.

THURSDAY, 9 a. m.—"Some School Studies in Relation to Mental Development," by H. C. Henderson, B. A. Discussion opened by Principal Mullin and Mr. Wm. H. Parlee.

10.30 to 12—"Agricultural Development and Its Educational Needs," by W. W. Hubbard, Esq. Discussion opened by G. J. Oulton, B. A.

2.00 to 3.00 p. m.—Address by Prof. Kierstead, of Acadia College.

3.00 to 3.30 p. m.—Discussion on the Advisability of Supplying Free School Material to Pupils. Opened by Principal McFarlane, of St. Stephen, and Principal Sutherland, of Milltown.

3.30 to 4.30 p. m.—General and Unfinished Business.

The usual arrangements for reduced fares will be made with the Railway and Steamboat Lines.

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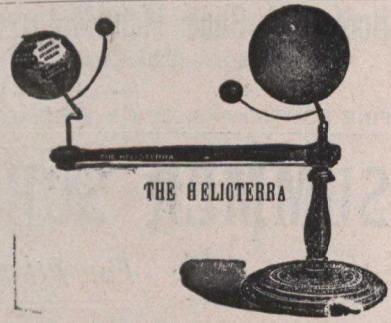
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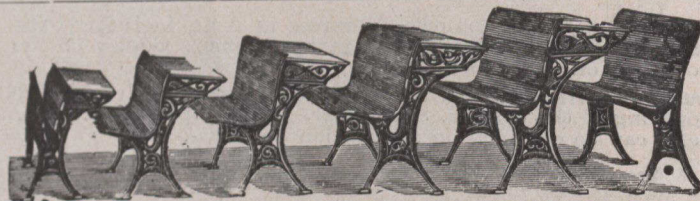
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