

PAGES

MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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THE EDUCATIONAL REVIEW.

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We wish our readers a very Merry Christmas and a Happy New Year.

THE readers of the REVIEW will welcome Mr. March's article on Christmas Carols on another page, because it recalls so many old customs of our ancestors this festive season.

OVER fifty subscribers have been added to the REVIEW subscription list during the past month, and they are coming in every week.

THE Fredericton Board of School Trustees has lost two influential and valued members in the retirement of Hon. A. F. Randolph, its chairman since the free school system came into effect in the province—twenty-four years ago; and Mr. J. L. Inches, who was the first secretary of the board.

MANY copies of the REVIEW find their way each month into the hands of those who are not yet subscribers. When less than *ten cents* a month will secure its visits regularly, no teacher should be without it for 1896.

THE official notices on another page will interest many teachers.

Webster's International Dictionary.

We have before had occasion to refer to Webster's International Dictionary and its value to communities, could it be placed in every school in the country. It proves a mine of intellectual wealth for boys and girls to consult for themselves a good dictionary, and this in itself an education. Webster's International is a scholarly and scientific revision of the "Unabridged," and the steadfast aim of the publishers appears to have been to approach as closely as possible to the ideal of a dictionary at once comprehensive and popular. "To this end," says a competent authority, "they have treasured up the wealth of our great language—retaining the good and refusing only that which only tends to degrade the dignity of our speech. No effort has been made to parade any great lists of meaningless words, but it has been their constant effort to make a book that in the eyes of scholars should stand as a monument to guide all who seek the purest and best in our language."

The completeness and accuracy of definition in Webster has always been its marked characteristic. When we add to this the artistic arrangement of its pages—an interesting and pleasurable feature to those who frequently consult a dictionary, its plain method of indicating pronunciation, the absence of "slang" or vulgar terms in use on street corners, there is ample reason for its adoption in schools and by scholars as the acknowledged standard.

Bible Knowledge.

As the result of an examination given to a school of over one hundred pupils in Ontario, it has been demonstrated that the pupils of that particular school are more familiar with the history and mythology of ancient Greece and Rome than with the history of the Bible. Various reasons have been assigned for this state of affairs, and, as usual, in some quarters, the public schools have come in for a share of censure. If ever the time comes when Christian denominations shall so far be able to reconcile their differences as to permit the study of the Bible in the schools as a text-book, and

it shall be prescribed as such, a very different showing will no doubt be made. As it is now, it only shows the difference between trained and untrained teaching. Grecian and Roman history are taught by trained teachers. Bible history is taught in the Sunday-schools by untrained teachers chiefly. In the past Sunday-school teachers have been appointed more from the standpoint of their willingness to perform the duties than from their special qualifications for the position. And it speaks volumes for them that without any pecuniary reward, with a devotion to their work that is heroic in many cases, they are found Sabbath after Sabbath instructing their classes, and giving their time at much personal sacrifice.

In the olden times, when all books but the Bible were scarce, and religious controversy was more intense, there is no doubt that more voluntary attention was given to the study of the Bible than at present. In this age of books, magazines and newspapers, it is not surprising that some attention has been diverted from Bible study. Some religious bodies have recognized the need of trained Sabbath school teachers, and there is now a large number of such teachers engaged in the work. Perhaps the time will come when the Sunday-schools will be as well provided for in that respect as the day schools. It would greatly hasten the time if it were deemed expedient to remunerate the services of the Sunday-school teachers in the same manner as is now done in other branches of church work.

TALKS WITH TEACHERS.

Some criticism has recently been indulged in at the expense of the public schools regarding the results of the law examinations. While I do not believe that the schools are, to a great extent, responsible in that instance, yet the blame imputed to us, I hope, will have a beneficial effect in that it will direct our attention to defects that may exist in our own work and produce increased vigilance on the part of teachers. We should not be too sensitive to criticism, because when it is fair and well founded it always does good. Some of us, I think, are living in a "fool's paradise," and have persuaded ourselves to believe that the work done in the public schools is almost perfection itself. This is a very wrong idea. The work of the public schools always has been, and always will be, short of perfection. If such were not the case progress would be impossible and the stationary stage has been reached. Fair and competent criticism, if it is received in a proper spirit, will go a long way toward aiding us to remove imperfections, and we should be grateful for it.

One subject regarding which complaint has been made, is spelling. I wonder whether or not that is a tender point with us. I am convinced that it is, and I think that we should not complain and seek to excuse ourselves if censured on account of such a deficiency. I have referred to this subject before in these talks, and I speak with some knowledge of the facts when I repeat that our schools are nearly all weak on the subject of spelling. What are the causes of this weakness? I believe them to be, as follows, aside from poor method.

- (1) The increased amount of work in other subjects and the increased number of subjects on the curriculum.
- (2) Want of time on the part of the teacher for drill and the proper correction of errors.
- (3) Neglect of teachers to drill upon words met with elsewhere than in the reading lessons.
- (4) The disuse of the spelling book in recent years.
- (5) The substitution of the sentence method for the alphabetical in teaching the first steps in reading. (I do not give this reason as my own, but it is urged by many teachers.)

Can we not overcome these difficulties and do better work? I think we can, all of us, and I know of some teachers who have effected a marked improvement. It is the skilful teacher who is capable of doing the maximum of thorough work in the minimum of time. We should begin to teach spelling when the pupil begins school. The pupil at the end of the first year should not only be familiar with the form, but ought also to be able to spell, not only orally, but in writing, the words in the primer. As he advances through the grades all words met with in reading, arithmetic, geography, history, grammar, etc., should be carefully taught. I think there should be a judicious mixture of oral spelling and dictation. The written work is the surest test, because in oral spelling you can not always be sure that the whole class knows the word, though a few may do so. But how is the teacher to find time to correct the errors in the written work of a class of forty or fifty?

Supervisor Metcalf of the Boston schools, when in St. John a few years ago, gave an excellent plan to assist the teachers in this. Each teacher is to provide herself with a curtain before the blackboard. The dictation lesson is written on the board in the morning and the curtain drawn over it. It is then dictated, the slates changed and the curtain withdrawn when the pupils correct the work subject to the close supervision of the teacher. The corrections are drilled upon and the curtain drawn again. The next day the same les-

son is given and until it is mastered. This plan is a great saving in time. It also insures a good model for writing capitals, etc.

[Space will not permit further talk on this subject, but I hope to return to it].

It behooves teachers holding a license of Class II. to qualify themselves upon the requirements of Reg. 32, as in future all Second Class teachers, male and female, will be expected to teach up to that standard.

Do not forget that thirty days' notice is required to terminate your contract.

As there seems to be some doubt in the minds of some teachers regarding Labor day, it may be stated that it was generally observed in the schools as a holiday.

Mr. Brittain's Lecture.

Mr. J. Brittain, science master of the N. B. Normal School, delivered the second lecture of the student course of the University of N. B. on November 19th,—subject, "The Aims and Methods of Education." The lecture, a full report of which appears in the *Fredericton Gleaner*, was an excellent one, and many practical suggestions were thrown out by Mr. Brittain which are deserving of the consideration of those entrusted with carrying out our educational system. He favored dividing the province into districts two or three times larger than the present ones, which would give better equipped schools and ensure the employment of more efficient teachers at living salaries. Referring to the course of study in schools, he thought that subjects should be taken up in accordance with the principles of adaptation and correlation. For example, in the mathematical group, when algebra comes in arithmetic should drop out, except as a subject for review. When geometry appears upon the programme algebra should join arithmetic as a review subject—a double paper once a week should take the place of the one in arithmetic.

Too much time is now spent in schools over pre-functory reading lessons. It would be better to drop the readers after the fifth year and devote the time thus gained to the reading of standard works suited to the age and attainments of the pupil. Self-activity and self-direction are all important in pupils, so that when their school days are over, they may be their own guides in the further pursuit of knowledge. "Men, who take no intellectual interest in their work, generally desire to escape from it—to make a living without hard labor, or to find an easier employment. We need a people who are close observers of their natural environment, who like to work with their hands and can

use them with precision—a people who think about their work as they work, who are not mere imitators but originators—not possessed merely of receptive capacity but of constructive ability. Laboratory work, if properly conducted, accustoms the pupil to think as he works and to learn from what he does. All the industrial arts and an application of the physical sciences, and a practical knowledge of the elements of these sciences, would do much to make our people more intelligent, resourceful and effective workers."

The lecture was well received and was discussed by Chancellor Harrison, Principal Foster, Prof. Davidson, Geo. A. Inch, and by Messrs. Kierstead, Alward and Mills, students of the university.

For the Review.]

New Brunswick Schools of the Olden Times.

By W. O. RAYMOND, M. A.

(Continued.)

CHARLOTTE COUNTY SCHOOLS.

It was nearly twenty years after the formation of the Province of New Brunswick before our legislature made provision for common school education, and then it was of the most meagre description. The first school act was passed in the year 1802; it provided that the sum of £10 per annum should be voted each parish in the province to assist in the organization and maintenance of schools. The sum named was a mere pittance, and the results, naturally enough, were not very satisfactory.

The journals of the Court of General Sessions of the Peace supply some information as to the working of the act in Charlotte County. Under date April 13, 1805, an entry occurs in substance as follows:

A draft having been made to decide upon the two parishes that should be the first to divide between them the provincial allowance of £50 voted for the encouragement of the schools of Charlotte County under the new act passed by the House of Assembly, St. Stephen and St. Andrews were the parishes drawn, and it was agreed that the school for St. Stephen parish should be kept six months at "the Ledge" and six months at "the Ridge," and that the school for St. Andrews be kept in the upper part of the parish.

The justices of the peace in their several parishes were appointed "visitors" of the schools, and masters were appointed on their nomination, approved by the General Court of Session of the Peace.

The old Sessions' journals show that in the year 1806 the sum of £5 was voted Thomas Wyer, Esq., for establishment of a school on Deer Island, and a like sum to David Owen, Esq., for a school at Campobello; the government grant of £50 for this year was divided between the parishes of St. George and St. Patrick.

In 1807 the government grant went to Pennfield and Campobello.

In 1808 it was agreed to divide the grant among all the parishes instead of appropriating in rotation. The Sessions ordered that the St. Patrick parish school be kept four months at "Bucubac," four months at the Mills, and four months up the river. That the St. George parish school be held six months up the Maguadavic, on John Craig's lot, and six months lower down the said river at Orange Seely's. That the Pennfield parish school be held twelve months at Joshua Knight's, in the school-house there erected; That the parish school in Campobello be held six months on Hunt's Point, near the chapel, and six months at Rymar's Point; That the St. David parish school be kept six months between Isaac Cook's and Moses Clendenning's, and six months between James Smith's and Samuel Tower's place; That the school for the parish of West Isles be kept six months at the Mill Creek, on Deer Island, and six months at Grand Harbor, in Grand Manan.

School committees were appointed as follows:

St. George—Peter Clinch, Hugh McKay and John Goss.

St. Patrick—Rob't Bardon, Duncan McFarlan and Dugald Carmichael.

Pennfield—Peter Clinch, Hugh McKay and Elias Knight.

Campobello—David Owen, Thos. Henderson and Israel Andrews.

West Isles—Thos. Wyer, John Campbell and Moses Gerrish.

St. David—Thos. McLachlan, Benjamin Foster and Andrew Clendenning.

The names of the old school-masters at this stage do not appear in the journals, with the exceptions of two only, namely, Levi Barrows, who taught in the upper part of St. Andrews parish, and John McPhail,* who taught in St. Patrick.

The following curious item is found in the old Sessions' records under date April 13, 1805:

"Ordered that a bench warrant issue to remove without the limits of this county one Cunningham, a vagrant, pretending to be a school-master within the parish of St. George."

There seems to have been no uniform practice pursued by the Charlotte County Justices of the Peace in the distribution of the school money, for in 1812 it was ordered that the sum of £25 due the parish of St. Stephen for school support be equally divided amongst the schools of the Ledge, at the Ridge, at Morris Town, and at Mill Town.

* John McPhail in September, 1801, was found guilty of keeping a disorderly inn, but his tavern license was renewed by the Sessions, and afterwards, as we see, he became a school-master.

When the School Act of 1816 was passed, it became the duty of the Court of General Sessions of the Peace to certify all cases in which school-houses had been provided, school-masters appointed and money to the amount of £30 raised, in order that the sum of £30 per annum should be granted from the treasury of the province as by law provided for the support of such schools.

Licenses to teachers continued to be granted by the Lieutenant Governor in Council to those recommended by the magistrates as of good moral character, and competent to teach. This is seen in the following minute in the records of the Court of Sessions for September, 1816:

"Ordered that application be made to His Honor the President and Commander in Chief, recommending Benjamin Caldwell and James Brown, 3rd, residing in the parish of St. David, in the County of Charlotte, to be duly licensed as school-masters as by His Majesty's royal instructions is directed, the said Benjamin Caldwell and James Brown, 3rd, being of good moral character, and in the opinion of the said court qualified to keep a school; also that Ebenezer Bugbee, of the town of St. Andrews, should be recommended as above."

Among the old teachers of Charlotte receiving grants of £30 per annum from government from 1816 to 1819 were the following:

St. David—Benjamin Caldwell, James Brown, 3rd, Jacob S. Williams.

St. Andrews—Ebenezer Bugbee, W. C. Mooney, Albert Robinson.

West Isles—Charles Garrison, Wm. Oliver Grant, John McCracken.

St. George—Duncan Dunbar, Michael McNaughton.

St. Patrick—Robert Clarke.

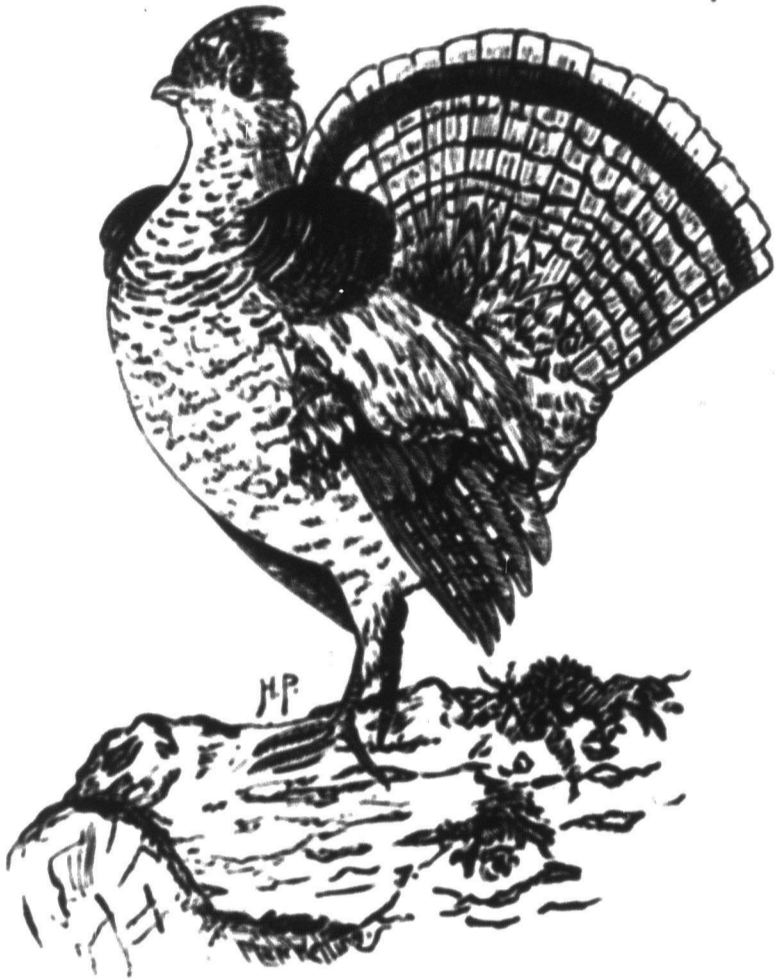
St. Stephen—Wm. Frazer, James Dewar, John Eliot, David A. Rose.

There were employed in 1822-3, besides the above, in different parts of Charlotte, the following masters: Timothy F. Harley, Joel Scott, Thos. Caswell, Adam D. Thompson, Edward Harty, Hezekiah I. Cogswell, Thomas Bowery, John Speer, Hugh McGowan, but the writer cannot locate the schools over which they presided.

Be careful of the weak ones that they are not "tempted above what they are able to bear." Be not over-solicitous because of the faults they actually commit. As was long ago said, each one of us is but "struggling and stumbling toward wisdom and virtue." Forgive and encourage so long as there is genuine effort toward improvement. Nothing but flippancy compels severity!

For the REVIEW] NATURE LESSONS.

Our Partridges.



CANADA RUFFED GROUSE. (The male drumming).

The mellow autumn came, and with it came
 The promised party to enjoy its sweets.
 The corn is cut, the manor full of game;
 The pointer ranges, and the sportsman beats
 In russet jacket; lynx-like in his aim;
 Full grown his bag, and wonderful his feats.
 Ah! nut-brown partridges! Ah! brilliant pheasants!
 And ah! ye poachers!—'Tis no sport for peasants.

BYRON—*Don Juan*. Canto XIII. St. 75.

Pity it should be sport for any one. It is at least no sport for the partridges—no more for the nut-browns of England than for their black and white barred grey relatives of Acadia. Of the two hundred species belonging to this family throughout the world, one hundred belong to the sub-family of the Old-World partridges and quails, sixty to the sub-family of New-World partridges and bob-whites, and twenty-five to the grouse sub-family which contains our two species of so-called partridges. Our partridges are no more "partridges" than our robin is the European "robin." As the orange-red breast of the thrush we call the American robin suggested to the earlier settlers the "redbreast" of the Old Country robin, so did our grouse the partridges of the Old Land. Bryant correctly refers to the species figured above in "The Old Man's Counsel," stanza 5, when he says—

"From midst the depth of woods
 Heard the love-signal of the grouse that wears
 A sable ruff around his mottled neck."

The grouse and partridge family constitutes nearly all the birds belonging to the order *Gallinae*, "The Terrestrial Scratchers" of the Ferndale School (see EDUCATIONAL REVIEW, July 1889), which are native to the north-east of the American continent, excepting the wild turkey of the United States, which belongs to the pheasant sub-family. Our hens, which belong to the same order, have come from Old-World stock. The partridge and grouse of north-eastern America may be classified as below:

A. Tarsi (Legs) BARE.

1. Bob-white (United States); 2. Florida Bob-white.

B. UPPER THIRD OR HALF OF Tarsi FEATHERED.

3. Ruffed Grouse (United States); 4. Canada Ruffed Grouse (Eastern Canada).

C. Tarsi ENTIRELY FEATHERED, TOES BARE.

(With black feather tufts on side of neck).

5. Prairie Hen; 6. Heath Hen.

(Without tufts on side of neck).

7. Prairie Sharp-tailed Grouse.

8. Canada Grouse (Spruce Partridge, Canada and Northern U. S.)

D. Tarsi AND TOES ENTIRELY FEATHERED.

9. Willow Ptarmigan, (Northern); 10. Allen's Ptarmigan (Newfoundland). 11. Rock Ptarmigan (Arctic America); 12. Greenland Ptarmigan; 13. Welch's Ptarmigan (Newfoundland).

Nos. 4 and 8 of the above are our two species. Every school boy can distinguish them apart, not only from the degree of the feathering of the *tarsus* or leg, but from the ruff characteristic of what is sometimes called the birch partridge.

It may be mentioned that the ptarmigans which have a very northern range, in addition to having their legs feathered down to their very toes, change their plumage in the course of the year; in the summer being more or less grey or dark-marked above like the others of its family, but in winter being all of them white, some of them nearly as purely white as the snow itself.

Why should this be so?

From an examination of the Canada ruffed grouse and the Canada grouse, which do you think is better fitted for the more northern range? Specimens can be had in plenty for examination at this season of the year. For further notes, see Ferndale School, No. XXVI., EDUCATIONAL REVIEW, July 1889.

Many a pupil pretends to be worse than he is because he has been led—maybe by his teacher—into the folly of supposing it is "smart" to be bad.

For the REVIEW |

Notes on English.

Last month a few words on grammatical analysis happened to stray into these notes. In the same number of the REVIEW there was an article on the analysis of a passage from Gray's Elegy, and I gather from it that it may sometimes be necessary to consider the meaning of a passage before proceeding to chop it up and stick labels on the bits. So far, so good, and I'm very glad that even of grammatical analysis it may be said:

"There is some soul of goodness in things evil."

But surely Gray's Elegy is worth studying for the sake of its meaning — to say nothing of its poetry — as the primary object of study. It may not matter much whether the poet meant that "all the air holds a solemn stillness," or that "a solemn stillness holds all the air." But if the question is worth discussing at all, let us do it for its own sake and as a lesson in language and criticism, not for the purpose of determining whether we shall label this part of the sentence "Tweedle-dee," and that part "Tweedle-de-dum," or *vice versa*.

The line is,

"And all the air a solemn stillness holds."

It is a grand line. The dullest ear must feel the music of its rhythm and alliteration and assonance, and the most careless eye and brain readily takes in the general meaning. To determine the precise meaning there are two points that chiefly need examining. One is as to how far the members of the sentence are out of their usual prose places. Is it "all the air" that has been moved from rear to front, or is it only "holds" that has been displaced? The latter is a kind of inversion common in English poetry of all ages. The former is not so common. But perhaps investigation might show that it is not uncommon in our older poetry, and a careful study of Gray might bring out the fact that he was rather fond of it.

Then there is the meaning of "holds." How does Gray use the word in other passages? How do other writers of the same period use it? How do English poets of any period use it? When these questions have been settled by the literature class the line will no longer be much of a puzzle to any one with soul so dead as to wish to commit grammatical analysis upon it.

As a small contribution towards the suggested method of tackling the line, I beg to drop the following two mites into the collection bag:

"The star that bids the shepherd fold,
Now the top of heaven doth hold."

Milton — *Comus*.

"For now the noon-day quiet holds the hill."

Tennyson — *Enone*.

And this reminds me of some questions that have lain neglected too long. One of them is on a passage in Gray's Progress of Poesy.

To him the Mighty Mother did unveil
Her awful face.

"Does the Mighty Mother mean 'Nature' or 'Poesy'?"

Two lines above this the poet has called Shakespeare "Nature's Darling," and so I suppose the Mighty Mother is Nature. I think I would vote for Nature in any case, and yet the speech just below seems rather more appropriate to the lips of the Muse of Poetry. What Shakespeare saw in the awful face of the Mighty Mother was probably much like what Tennyson's Poet was given the power to see.

"He saw thro' life and death, thro' good and ill,
He saw thro' his own soul,
The marvel of the everlasting will,
An open scroll,
Before him lay."

Two other of these belated queries refer to Tennyson's Poems.

The throne of Indian Cama slowly sailed,
A summer fann'd with spice.

"Who was Indian Cama?"

Almost any of the ordinary books of reference will supply the usual few scraps of information about the Hindu Cupid, but he had better be looked for under the letter K. The K fashion was not so much to the fore when The Palace of Art was written as it is now. By and by when we want to learn something about the great stoic, or the great dictator, or the great orator, we shall probably have to look up Kato or Kasar or Kikero.

"Every hour is saved
From that eternal silence — something more,
A bringer of new things."

—Ulysses.

"What is the subject of 'is saved?' And the prose rendering of the sense of the passage?"

The subject of "is saved?" Isn't it "every hour?" In the slang of the analysis books there used to be — and perhaps there is yet — a "logical subject" and a "grammatical subject." Which of these "every hour" is I'm not sure that I know, and as this is written at home I have no present means of finding out, but for its own sake I hope it is the "logical" one. As to a prose rendering, altho' I often ask for such things I have a decided dislike to giving them, but here is one ready-made from an edition with notes. "Each hour spent in activity is something saved from the silence of the grave; nay, it is something more than that, since it brings with it new experiences." If a pupil of mine

were to ask what Ulysses means, he would probably be set to study the passage in connection with such other passages as

"A living dog is better than a dead lion."
 "Better fifty years of Europe than a cycle of Cathay."
 "One crowded hour of glorious life
 Is worth an age without a name."

A. CAMERON.

Yarmouth, N. S., December, 1905.

P. S. In the November REVIEW, on page 117, we are told that at the October meeting of the Provincial Educational Association in Truro "the counties of Pictou, Colchester, Halifax, Cumberland and Hants were well represented." I congratulate the teachers of these counties on their nearness to Truro, and am glad that so many of them took advantage of the opportunity to enjoy a cheap holiday. We are told that District No. 3 was not represented at all, not even by a commissioner. One of the Halifax commissioners attended but none of the Shelburne ones. Perhaps this is partly accounted for by the fact that Shelburne is two nights and a day farther from Truro than Halifax is. If it were as easy, as comfortable, and as cheap to get to Truro from the west of the province as it is from the east, perhaps No. 3 would not have been unrepresented. The "three days of almost uninterrupted speaking" (as one of the speakers put it) would have had few attractions for some of us, but we might have been drawn by the hope of seeing our own physiognomies figure among the "five portraits" which are to embellish the volume containing the papers and discussions.

A. C.

For the REVIEW.]

An Honest Fault-finder.

MR. EDITOR—Your lot has been a happy one in comparison with that of the ordinary occupant of the editorial chair, in that exception has never been taken to your utterances. Still, you cannot so far have forgotten your prominent position in the public eye, as not to live in daily expectation of fault-finding. I am going to find fault, just a little, to remind you of the lot of your less fortunate brethren.

I am not altogether satisfied with your article on "Conference of N. S. High School Teachers"—it seems to throw an undeserved reflection upon that body of workers. "The desire of every high school teacher is" not "to pass as many of his pupils as possible," but to do good honest educational work, and it is this latter desire that leads him to look for a course of study which by lessening the strain of what many consider a crowded course, may enable him to carry out this desire. His loyalty to the course of study prompts him to follow it as closely as possible, his individuality to wish for larger opportunity to carry out his own ideas. Of course, if he has no individuality, and no

ideas, he will follow the course slavishly, and desire an "easier" one.

Again, "pupils are admitted too young, or without the necessary ground-work." But our education department sets the standard and makes out the questions. True, the principals oversee the work, and examine the answers, but they are honorable men, and above admitting any that the department may not consider worthy. Now, I have not been severe, so will stop with saying that, so far as teachers can "remain unbiassed," the majority of the high school teachers of Nova Scotia are honest and in earnest for certain changes in the course of instruction, not, I repeat, that they may pass as many pupils as possible, but because they think those changes advantageous.

Yours sincerely,

STAHLFEDER.

For the REVIEW.]

Mispronunciations in School Work.

There are not a few words in the vocabulary of everyday school work which are very commonly mispronounced by the pupils; and for these errors the teachers are in most cases responsible, either through their own example or through their failure to notice and correct the mispronunciations. Perhaps a list of such words may be helpful. Here are a few, and the editors may be able to add others.

The and *a*, when used alone or emphatically, should rhyme with *tree* and *bay*. The practice—almost universal in the New Brunswick schools—of saying, for instance, "I did not say 'thuh man,' but 'ugh man,'" is simply barbarous.

Adjective too commonly has the "k" sound omitted before the "t."

The adjective *compound* is not "com-pound" but "com-pound."

Direct and *indirect* should be pronounced with the "i" after the "d" short as in "did."

Equation should rhyme with "nation" and not with "invasion."

Italics and *Italian* should not be called "eye-tal-ics" and "eye-tal-yan."

"Jography" is far too much talked of in our schools.

Longitude is not "lon-ti-tude," nor "long-ti-tood," nor "long-ghi-tude," but "lon-jit-yude."

Nominative is usually, but wrongly, pronounced "nom-a-tive."

Perpendicular should not end in "dickle-er," nor "dick-ler," but in "dick-yu-lar."

Plural has two syllables, the second of which is "ral," it is not "ploor-l," nor "plu-erl."

Predicative should have the accent on the "pred," not on the "dic."

Recess, though called "ree-cess" in high educational places, should be "rt-cess."

Register should have its three syllables sounded: it is not "redje-ster."

So with *transitive* and *intransitive*: do not say "trans-tive," but add "-ive" to "transit."—H. C. C.

Professor Lawson.



By the death of Professor Lawson Nova Scotia has lost one of her most distinguished teachers, a man whom nearly everybody knew, but the greatness of whose work was scarcely known to anyone.

He was born in Fifeshire, Scotland, in 1827. After a good elementary education and some study of law he determined to devote himself to science. He accordingly took a course in the University of Edinburgh, and was here actively engaged for ten years in scientific work—mostly botany. As curator of the university herbarium and demonstrator of botany under Prof. J. H. Balfour, he made the most of his opportunities. He was among the first to apply the microscope to the study of the development of plant life.

At the age of thirty-one he was appointed professor of chemistry in Queens University, Kingston. Here he extended his laboratory methods to chemistry and the study of plant growth in a botanical garden on the college grounds.

In 1863 he was appointed to the chair of chemistry in Dalhousie College. He had not much faith in the science that is learned from books. Whenever possible he brought his students face to face with nature. He was always at his best when going the rounds in the practical chemistry room, directing the experimenters in the observations, and conclusions to be drawn from them.

If it was botany he taught, he had specimens in his hand for each student, or he had the class in the field, or in the woods; and so great was his success that it is said that all the leading botanists of Canada received their enthusiasm and first training from Professor Lawson.

Since 1864 he has been the chief representative of scientific agriculture in Nova Scotia. His name is familiar to every progressive farmer in the province. Farmers are usually skeptical of theories, but the doctor's model farm, which produced 100 tons of hay, and on which he could show the most profitable breeds of cattle, convinced them that science, as a practical guide, is better than tradition.

To give an idea of the great amount of work accomplished by Professor Lawson in the half century of active service, we quote the last paragraph of a very excellent paper read by his colleague, Dr. MacGregor, before the N. S. Institute of Natural Science:

"The total number of his communications to scientific societies, each of which represents some addition to knowledge, is as follows: In botany, 93; in zoology, 4; in chemistry, 5; and in subjects difficult to classify, 5. These in themselves form a far larger body of work than it is the privilege of most scientific men to have been able to execute. And when one thinks, in addition, of the work involved in the long series of reports, treatises, etc., of a practical kind, which his ready pen produced, and of the articles in reviews and other periodicals and in cyclopedias, of which no mention has been made above, one begins to form some estimate of the enormous industry, patience, perseverance and minute attention to detail, of which our late professor was capable.

"As a man, he had in large measure the characteristics which make it possible, by personal contact, to gain the confidence of, and to influence, large bodies of men. He was kindly, sympathetic, courteous, patient, careful of the feelings of others, and always willing to serve others from the rich store of his wide knowledge. It was these beauties of character, far more deeply marked in him than in most men, which gained for him the warm affection of those who studied under him, and the well grounded esteem of the farmers of Nova Scotia, who for so long a period have been largely guided by his advice."

Fidelity.

What mind can grasp the thought of boundless space?
 Who can conceive a sea without a shore?
 Can light, false, fleeting fancy wander o'er,
 Or false imagination ever trace,
 Dim planets rolling in their pride of place?
 What hand shakes out in rainbow-tinted flights,
 The fiery fringes of the northern light,
 To gild a polar sky with weeping grace?

I cannot pierce the mists beyond the tomb,
 Nor think that false I cannot comprehend;
 Why sap will rise and burden into bloom,
 It is not mine to know nor to defend;
 Though mysteries lurk where'er my feet have trod,
 I still believe that Nature whispers "God."

C. H. ACHESON.

[For the REVIEW.]

Pictou Academy.

A BRIEF HISTORY OF THE WELL KNOWN INSTITUTION.



Every one interested in education must have heard with deep regret of the destruction by lightning, on the morning of October 26th, of Pictou's handsome county academy.

This institution, so well and favorably known over the whole dominion, was one of the oldest educational institutions in the province, its history dating back to the year 1805, and one of the first promoters was Thomas McCulloch, father of the late Dr. McCulloch, whose death occurred in Truro a few months ago.

At that period the only institution for higher learning in the province was Kings College, Windsor, but the cost of living within the college was very great, and there were such stipulations in reference to students that the staunch Presbyterians of Eastern Nova Scotia determined to have an institution free from the restrictions of the Established Church of England.

At this period the people of Pictou subscribed about £1,000 for the scheme, and application was made to the legislature for assistance, but the scheme fell through,—it is said through the influence of Governor Wentworth.

In 1816 application was made for a charter of incorporation, which was granted, and Revs. Thomas McCulloch, Duncan Ross, Wm. Patrick, James McGregor, Archibald Gray and James Robson, and Messrs. Edward Mortimer, S. G. W. Archibald and Thomas Dacult were the trustees.

The legislature was then petitioned for a grant, and gave £400 a year for a number of years. During the early period of its history the institution taught only the higher branches, and students entering were required to be able to translate "Sallust and Virgil, and similar books not of the highest order in point of difficulty;" but in 1832 £100 of the grant given by the legislature was to be specially devoted to instruction in the lower branches. In 1838 one-half the grant was transferred to Dalhousie College, and in 1840 government assistance ceased—and the institution was closed for a time. It was, however, opened again in 1845,

and received an annual grant of £250. In later years, under the Nova Scotia school law, the academy received the usual grant to county academies.

During the history of the academy it has had many of the best teachers of the day on its staff, and has turned out many students who have attained to high positions, but in no period of its history had it done better work or its students been more successful than in later years.

The present Superintendent of Education, A. H. MacKay, was principal for a number of years, commencing in 1873, and during that period of his incumbency the academy made rapid strides, and students were gathered in from all over the Maritime Provinces. Under the present principal, Robert Maclellan, who took charge in 1889, the good work still goes on, and at the present time the students number about two hundred.



[This cut, borrowed from the *Advocate*, shows the old academy in which were educated Sir Wm. Dawson, Sir Wm. Ritchie, Sir Hugh Hoyles, Rev. G. M. Grant and other distinguished men.]

During the last four years the students have been fitted to matriculate for the second year of Dalhousie, and all of those who were sent up were successful in entering that year, and each year as the examinations for the Munro bursaries and exhibitions come up, Pictou academy stands well to the front, and a fair share of the honors are taken by her students. R. C.
Pictou, November 7th, 1895.

Of the insignificant portion of my education which depended on schools, there need almost no notice be taken. My schoolmaster, a down-bent, broken-hearted, under-foot martyr, as others of the guild are, did little for me, except discover that he could do little. So will it ever be till the hodman is discharged or reduced to hod bearing, and an architect is hired, and on all hands fitly encouraged, till communities and individuals discover, not without surprise, that fashioning the souls of a generation by knowledge can rank on a level with blowing their bodies to pieces by gunpowder; that with generals and field marshals for killing, there should be world-honored dignitaries, and were it possible, true, God-ordained priests for teaching.—*Sartor Resartus*.

For the REVIEW]

Christmas Chimes.

"Christmas comes but once a year,
When it comes it brings good cheer."

This is true retrospectively to the aged, as well as prospectively to the young, and so with the joyous season so near, it may not be unprofitable or uninteresting to ring out a few changes on the bells of memory in honor of customs which are all too quickly passing away.

Let the first peal be in praise of the Carol. It is noticeable that all genuine carols have a chorus or burden which is prefixed to them in every instance, whether it consists of one line or more.

The custom of singing carols evidently originated in imitation of the hymn of the angels on the plains of Bethlehem—the first instance of this sort of holy song. After a time, the music losing its sacred character, and piety its fervor, the words of popular carols became very unsuitable, but many retained a right tone, and their influence, without doubt, has been good. For a long time they were sung in churches on Christmas day, and in many parts of rural England are still so used. In some places a service is held on Christmas eve, and after the sermon the people remain and sing carols until midnight. A verse from one of these sacred carols runs thus:

"Then be ye glad, good people,
This night of all the year,
And light ye up your candles,
His star it shineth near:
And all in earth and heaven
Our Christmas carol sing,
Good will, and peace, and glory,
And all the bells shall ring."

Another kind of carol partakes of the nature of the historical ballad. They are simply passages of gospel history done into rough verse and are still in use in the west of England, if not in other parts of the country. The following are the opening lines of half a dozen of them—the full carols may be found in "Ancient Christmas Carols," by Davies Gillert; Brand's "Antiquities;" and "Merrie Carols for Christmas Time:"

"When God at first created man"
"On Christmas day in the morning"
"Augustus Cæsar having brought
The world to quiet peace"
"When Jesus Christ was twelve years old"
"Joseph being an aged man, truly"
"A virgin most pure as prophets do tell"

A third kind of carol is founded on legend, and is the outcome of that vast mass of unwritten, fanciful, and semi-Pagan tradition, which occupied the mouths and memories of men in the earliest Christian centuries,

and which assumed shape and consistency in the so-called apocryphal gospels of Nicodemus and others. A sample of these began

"Joseph was an old man, and an old man was he,
When he wedded Mary, the maid of Galilee."

A fourth form, and one almost forgotten, was a sort of Christmas pastoral, found chiefly among the carols of Provence, although a few still exist in England. One of the best of the latter, and exceedingly quaint, is the story of "Joly, joly Wat, the Shepherd." It is too long to quote, but its refrain prefixed, as in all true carols, is

"Can I not sing but hoy!
When the joly Shepherd made so much joy?"

The earliest known carol is composed in Norman-French, and belongs to the thirteenth century. A copy is preserved in the British museum. The composition is rugged, if not crude, and it was not until the sixteenth century that any marked improvement was made. The carol, "In excelsis gloria," belonging to this period, may still be heard in England on Christmas morning, sung by children who wander from door to door; and there is scarcely anything more grateful and inspiring than the peal of the bright young voices, as they ring out upon the morning air, in their own sweet way, the early story of a Saviour's love.

In the Harleian collection there is a manuscript, No. 3357, entitled, "A Handful of Celestial Flowers," which contains a carol at once musical, rousing, and dramatic, whilst pervaded with a deep religious fervor, and is well worth reproduction:

"All this night shrill chanticlere,
Day's proclaiming trumpeter,
Claps his wings and loudly cries,
Mortals, mortals, wake and rise,
See a wonder,
Heaven is under,
From the earth is risen a Sun,
Shines all night, though day is done.

"Wake, O earth! wake everything,
Wake, and hear the joy I bring;
Wake and joy, for all this night,
Heaven and every twinkling light,
All amazing,
Still stand gazing:
Angels, powers, and all that be,
Wake and joy this Sun to see."

"Hail, O Sun! O blessed Light!
Sent into the world by night,
Let thy rays and heavenly powers
Shine in these dark souls of ours;
For most surely,
Thou art truly
God and man, we do confess:
Hail, O Sun of Righteousness."

* * * * *

But my first chime is done and I hasten to ring out a brief peal as my second chime on Christmas Decorations. Stowe, the old chronicler, in his "Survey of

London," tells us that "against the feast of Christmas every man's house, as also their churches, are decked with holme, ivy, bayes, and whatsoever the season of the year afforded to be green;" and this custom is as common everywhere in England to-day as it was when Stowe wrote; and "Carols to Green Boughs" were written and sung at a very early period of England's history. Ivy, holly, and mistletoe have had equal honors, although for a long period the latter was excluded from indoor decorations at Christmas, because it was associated in people's minds with funerals and tombs.

* * * *

Chime three must be devoted to Christmas Ceremonies, and first and foremost was the bringing in of the Boar's Head to the Christmas dinner. The head of the wild boar, at a very early period, formed the principal and choicest dish at all great feasts in England, and especially at the feast of Christmas. It was always brought into the great hall with much splendour and ceremony. The steward bearing aloft the head on a well garnished charger, was preceded by heralds and trumpeters sounding, and followed by a procession of retainers, attendants and servants. The custom is still maintained at Queen's College, Oxford.

The master of ceremonies in colleges, the law and other societies, was called the Lord of Misrule, and for many days attended by his retinue, called Mummers, he received almost kingly honors in the halls, courts, churches, and other places where he appeared.

Many of our Christmas customs come to us from a period long prior to the day of Julius Cæsar. Two of these—the hanging of the mistletoe, and the burning of the yule log—are especially derived from our pagan ancestors. The first owes its origin to the veneration in which the mistletoe was held by the Druids, and the second to a ceremony performed by the Scandinavians, who at the feast of Juul, about the winter solstice, burned huge fires in honor of their god Thor. Among all pagan nations there was a tendency to worship fire, or the sun. At Rome the Deity was approached under one of the characters ascribed to Saturn. Among the Scandinavians he was known as Odin or Wodin, the father of Thor. The Persians called him Mithras, obviously the same as the Irish *Mitthr*; and by the Phœnicians and Carthaginians he was named Baal or Bel.

Yule tide lasted from Christmas day to Candlemas day, and included the feasts of St. Stephen, on the 2nd day, of St. John on the 3rd day, of the Massacre of the Innocents on the 4th day, of St. Thomas the Martyr on the 5th day, New Year's day on the 8th

day, All Saints on the 12th day, and Candlemas on the 40th, or February 2nd.

* * * *

For centuries a custom prevailed on New Year's eve, of young women going about from house to house with a wassail bowl, containing a composition of ale, nutmeg, sugar, toast, and roasted crab apples. This is the drink that is called "Lamb's Wool," by many writers. The girls presented the bowl to the inmates of the houses at which they called, sang some verses, and received in return a small gratuity. Although this custom has fallen into disuse for more than a century, wassailing is still kept up by companies of men in the more retired parts of rural England.

* * * *

Let the last tones of my chime stir the chords of memory in honor of "The Waits."

It was a long established custom for the watchmen who guarded the towns and cities by night with bell, staff, and lantern, to call out the hours, and at Christmas, Easter, and other festive occasions to sing brief carols. These sometimes consisted of a stanza of six lines, but more generally were brief couplets, invoking the Divine blessing upon sleeper and waker alike. Mainly these watchmen went out with the Stewarts, but a new fashion was engrafted on the old. This was the gathering of musical watchers, or waits, who, starting out directly after midnight on Christmas eve, watched and waited before houses for the sign of movement among the indwellers, and saluted them with song accompanied by instruments of music. Later, and down to our own days, these singers did violence to their time-honored name, for no longer content to wait for the house-dwellers to wake, they boldly aroused them with trumpet and horn, and as a reward for their unneighborly disturbance, expected to be invited into the house and regaled on the best it contained. And to the lasting credit of the house-dweller be it said, the summons was rarely disregarded and never resented. The following benediction sung by the waits around the board was deemed ample reward for the hospitality extended:

"God bless the master of this house,
The misteress also,
And all the little children
That round the table go.
And all your kin and eke kinsfolk
That dwell both far and near,
We wish you a happy Christmas
And a happy New Year."

And to every reader of the REVIEW I heartily say the same.

J. MARCH.

St. John, N. B., Dec. 1895.

Our patrimony of knowledge ought not only to be improved, but constantly augmented.

For the REVIEW.]

Queries and Quotations.

"An attractive school room is a great credit to any teacher." Are you striving to make your school room attractive? Do you seek to interest your pupils in the decoration of the school room? We know a school room where a committee of the class is chosen by the pupils each month to attend to the decoration of the class-room. As a result, the walls are tastefully hung with pictures, flowers are found in profusion in the room, and a beautiful bouquet is daily placed on the teacher's desk. Pupils take a pride in their class room, successive committees vie with each other in making the room attractive. The interest awakened in the pupils for the good appearance of the room, is also shown in increased attention to their work and a great improvement in their conduct.

"In language work it is nonsense to allow children to describe the details of a picture without seeing its motive or conception." Yet how often are children told to describe a picture without any previous conversation by the teacher to draw out from the children what they conceive to be the plan and purpose of the picture to be described.

"If you make a rule, try hard to live up to it, and to have the pupils do the same." Never make a rule unless you are morally certain that you and your pupils can live up to it.

"It is as important that the child appreciate the spirit as the thought of the selection." In how many schools is there any attempt made to do more than hear the recitation without any effort to ascertain whether the child understands the question or not.

"What the neutral colour is in art and nature, subdued emphasis and reserve suppression is in expression." Yet in how many school-rooms you will hear the voice pitched in an unpleasantly high key. Such teachers fail to realize that they are cultivating an unnatural tone of voice in their pupils, and at the same time sowing seeds of disorder. Noise begets noise.

"Never forget that the school is for the children's best good, and not for the teacher's pleasure, pride, or prejudice." Are there not many teachers who consider themselves more than their pupils, and to whom personal inconvenience is much more regretted than loss or injustice to the pupil.

Do you teach civics? It is not enough to teach about the government. It is not enough to teach the constitution and the different departments of government from the school meeting in your section up to the legislature at Ottawa. The first duty of the teacher of civics is to

have the children love and reverence their country. To do this one of the most efficient agencies is the patriotic song.

Not just the time to talk about planting trees, is it? Well when the time comes you should have a strong sentiment amongst the pupils in favor of it. Would it not be well to commence just now, and by May day the entire school will be anxious to "plant a tree," that is if you are yourself enthusiastic. S.

For the REVIEW.]

Truro's Beautiful Park.

The following, crowded out of our November number, is a little unreasonable in December, but the warmth and brightness of the description will serve to recall one of the glories of our country—the wondrous beauty of our autumn foliage. [Ed.]

On Saturday morning, October 19th, a bright, sunny morning, following two bleak, stormy days and all the more beautiful by contrast a cab, placed at our disposal by the "handsome doctor" of the Normal school staff, conveyed a party of educationists, just released from their arduous duties at the Provincial Educational Association, to see the beauties of the park.

Principal Campbell, of Truro academy, accompanied the party and played the part of cicerone. And a more willing, genial and enthusiastic one than Principal Campbell no one could desire.

The park itself is a marvel of loveliness—a combination of natural and artificial effects. Imagine a narrow valley shut in by high hills on either hand, which rise abruptly and clothed to the summits with a many-hued garment of foliage. Imagine the brilliant autumnal tints which everywhere catch the eye, relieved here and there by the sombre green of the evergreens. Imagine mysterious winding paths, just wide enough for two, wandering aimlessly about and losing themselves in shady nooks and leafy dells, with rustic seats in pleasant spots, from which lovers of nature may look their fill; artistic bridges spanning the narrower places from hill to hill, and beneath imagine a brook gleaming, rippling, laughing, dancing, and occasionally leaping boldly over a ledge of rocks and dashing itself to pieces into a cloud of milky foam upon the rocks beneath.

In addition to all this, imagine the glorious October sun pouring a flood of living light upon the winding woodland paths; the waning autumn shades of red and green, brown and yellow, stretching like a brilliant curtain on the hillside; the heaving, tumbling, rushing water, and photographing upon the memory as charming a bit of landscape framed in gold light as one need to see.

GEO. J. MILLER.

Dartmouth, October 22nd, 1897.

Botanical Notes.

Prof. W. Whitman Bailey, of Brown University, has written a charming little book on Rhode Island Wild Flowers, in which he has given full sway to his poetic instincts and his deep love of nature.

Mr. J. Y. Bergen, jr., teacher of botany in the English high school, Boston, has in course of preparation (to be published by Ginn & Co. early in 1906) a High School Botany. The work will be looked forward to with interest, as it will embody features derived mainly from a long and successful teaching experience, and from practical study and observation in the class-room.

The local secretaries of the Botanical Club of Canada should endeavor to hand in their reports before the close of the year. Reports founded on their observations have to be arranged by the secretaries for the provinces, and sent to the general secretary, Dr. A. H. MacKay, Superintendent of Education, Halifax, who has the important and arduous duty of making up the Club's yearly report on botany, which is presented to the Royal Society. The reports of observers in Nova Scotia should be sent to E. J. Lay, Amherst; in New Brunswick, to G. U. Hay, St. John; in P. E. Island to ———.

The Heavens in December.

The first hours of a December night witness a visible brightening of the eastern heavens upon the entry of Orion and his splendid neighbors,—Taurus, Auriga, Gemini and Canis Major. One of the finest pageants that Nature affords to the contemplative observer is the vast procession of these starry magnificoes of the sky. Whenever they are visible there is nothing on the earth or in the dome that can take precedence before them.

The Pleiades in Taurus and the Hyades, forming the V-shaped figure in the same constellation, are superbly beautiful objects for the opera glass. Is Aldebaran, the chief star in the Hyades, and one of the most beautiful anywhere in the sky, rose red or orange red? That is a question about which observers differ, and every amateur not color blind is entitled to have an opinion of his own concerning the color of that great sun in Taurus, a sun far grander than our own. Look with a three-inch telescope at the bright white star Rigel in the foot of Orion and enjoy the sight of its little blue comrade. Try Zeta, the left hand star in the Belt of Orion, with a little larger telescope. It has a companion whose color is one of the curiosities of the sky, but just what that color is nobody, apparently, knows. And do not neglect the Orion nebula hanging below the belt, an object whose interest for astronomer, or wayfarer among the stars, never becomes less. Auriga, too, has many telescopic beauties which lack of space prevents my describing, but to which such a book as Webb's "Celestial Objects" gives a clue, and Gemini presents

to us the wonderful twin Castor, yielding its duplicate charm to the smallest telescope.

Jupiter is still the only planet conveniently situated for observation. It is in Cancer, a few degrees south-east of the cluster of stars called the Beehive, and, about midnight, will be found half way up the eastern slope of the Zodiac. Venus continues to adorn the morning sky, but having attained her greatest western elongation at the end of November, she is now approaching the sun again. She will be near Saturn in Libra on the 22nd and for a few mornings before and after that date, and the conjunction should be a sight worth getting up before sunrise to see. Mercury and Mars are too near the sun for satisfactory observation. Saturn and Uranus are in the constellation Libra, and Neptune is between the horns of Taurus.—*Condensed from Sc. American (Garrett P. Serviss).*

PRIMARY DEPARTMENT.

[This Department will in future be devoted to work in the primary grades. Teachers are invited to co-operate to make it instructive as possible.]

At six years of age children are tender enough, in all conscience, to begin to learn to read, and cipher. It would be better if this work were deferred, until the seventh or eighth year.—*Intelligence.*

It has come to be accepted that primary teachers must have a peculiar "faculty for getting along with the children," must have pleasant "ways" to attract the little ones and make them "like her." *Amen* to all this, but is there any reason why "faculty" and adaptability should not go hand in hand with an ambition to keep abreast with newly discovered truth, and the possession of sufficient mental grasp to comprehend and assimilate it?

Our primary schools will surely degenerate into pretty school-room nurseries if the teachers who hold a thousand vital beginnings in their lax fingers are to be gauged alone by their ability to "get along with the children."—*Primary Education.*

Methods of teaching primary classes in reading have formed a sort of "storm center" in elementary teaching because each ardent exponent of some one special mode is sure that she has "found it"—the long-hidden secret of how children *should* learn to read. Very few people rise in conventions to-day and defend the alphabetical method, but the popular verdict of the elderly relatives of primary children would often be in its favor. The language that they use is something like this, "When I went to school, children learned to spell when they learned to read. I believe in children learning their letters." Few teachers of to-day would regard all that

can be said of this sort as a reason for using the alphabetic method, though all wise primary teachers should weigh this evidence carefully, and sift this firm belief of their elders to find the grain of truth that may be concealed therein. The grain of truth will be found to be this: somewhere in the child's experience, due attention must be given to the *form* of words and to spelling.

The so-called "methods" in reading, when each stands alone, is like the decomposition of a ray of light. Not the red, or blue, or any other color of the spectrum can say, "I am light." It takes all of them together to make the white pencil of light that illuminates and satisfies. — *Primary Education.*

Two nickles and a cent are how much money!

Six and four and one are how many!

Add any two numbers to make eleven.

Add any three numbers to make eleven.

Six apples and five apples are how many apples!
(Picture.)

Eight dots and three dots are how many dots!
(Picture.)

A week and 4 days are how many days!

A man has 6 sheep in one lot and 6 sheep in another.
How many sheep in both lots! (Picture)

What three pieces of money make 11 cents!

12 is three times what number!

May had a dime and 2 nickels. She spent $\frac{1}{2}$ of her money. How much did she spend!

How many pairs of shoes must I put with 6 shoes to make 12 shoes!

Three pairs of gloves have how many thumbs!

Find the cost of $\frac{1}{2}$ of 12 lemons at 2 cents each.

How many feet around a flower-bed 2 feet wide and 4 feet long! How many feet half way round it!
(Picture.)

Make a picture of a window with 12 panes of glass and 3 panes in a row. How many rows!

Twelve cents will pay for how many marbles at 2 cents apiece!

There are 12 sheep in a yard, and a dog bit all but 7 of them; how many did he bite! — *Primary Education.*

The primary teacher is rarely a free agent. An arbitrary "Course of Study" is presented her, a course which says at this moment it must be number and such an amount, at that period reading and so many pages. Special teachers exact much drill work, as perfect time movement in penmanship; equally sweet voices in music; eyes that see and hands that execute equally well in modelling and drawing. Principals ask why more number has not been gained, why four primers cannot be fluently read, why the memory of every child

cannot hold the correct spelling of four hundred words why geographical, botanical and scientific terms are not grasped, how it is that love of literature has not been acquired, patriotism fostered, and fifty children of eight nationalities do not all speak grammatical English by the end of the first primary year. — *Pr. Educ.*

The kindergartner is not handicapped by authorities and money limitations; she recognizes no requirements of the grade above her; is not obligated to present distasteful subjects; can change her exercises at will; is not called in question as to her judgment of length of lesson, time of going, or necessary drill; is not limited as to material with which to occupy the hand craft of the little ones; is not expected to produce equally good results from every child; is not deemed a poor instructor if she fails to bring all to the same standard of perfection; enjoys the advantage of pleasant surroundings; finds discipline easy because of the extreme youth of her pupils, the assistance of one or more helpers, and by the fewer hours she commands her pupils' attention.

How to Give a Writing Lesson.

1. Secure and maintain correct position of writers, books and pens.
2. See that every pupil is provided with all necessary material.
3. Remind the class at the beginning of each lesson that the writing must be uniform in size, shape, and direction.
4. Strongly forbid all quick writing.
5. Make a liberal use of the blackboard for purposes of analysis, correction, and illustration.
6. Permit no pupil to remain idle or unemployed, waiting for others to finish; let each writer work independently of his fellows.
7. Insist upon continuity in the writing of every word save those in which the letter *x* occurs.
8. Frequently remind the class that writing is a kind of drawing and that the sole object is to facsimile the copies.
9. Let your motto be approval rather than censure.
10. Pens must not be wiped on the dress nor must ink be jerked or thrown on the floor.
11. Writers must not paint their letters, that is thicken or mend them after being once made.
12. Always mark the writing relatively, and not apart from the age and ability of the writer.
13. Avoid favoritism; encourage naturally poor writers; be severely strict with all careless pupils.
14. Rather give copy books that are too easy than those which are too difficult.

15. Utilize all available competitions for your classes. The stimulus of prizes and rewards is universally needed in every walk of life, more particularly in a juvenile writing class.

16. Make a special study of any hopelessly bad writers; never despair of entirely reforming such.

17. Post the names of the best writers and most intelligent writers on the walls of the class or school-room.

18. Caution the class against plunging pens to the bottom of the inkwells.

19. Guard against writing too long at once; relieve by rests in which theory may be illustrated upon the blackboard.

20. In writing, more than in any other subject, strive to keep the pupils in good humor.—*The Theory and Practice of Handwriting.*

QUESTION DEPARTMENT.

S. B. A.—Could you tell me where to get help on Current History? Are there quarterly or monthly Current Histories published? If so, where are they to be had?

The best magazine that we know of is *The Cyclopedic Review of Current History*, published quarterly, by Garretson, Cox & Co., Buffalo, N. Y. Price \$1.50 per annum; single copies, 40 cents.

A. D. J.—Will you please tell me the names of the following birds:

1. A bird eight inches long, back and head dark drab, wings brown, darker next body, light drab underneath, tail brown, tips of most of tail feathers white, breast and most of under part of body light grey, with wavy tints of darker shade, upper side of bill hooked, longer than lower, legs black.

2. Saw a bird in a spruce swamp that had a great deal of red on it; smaller than a robin.

3. What is the proper name of (1) Woodpecker, with red on top of head, and (2) one with black.

4. Sea Gulls with very dark wings, with just a greyish tinge on wings.

5. Have we more than one species of mice? Caught one that was all white underneath, including feet and tail.

ANSWERS.

1. Perhaps *Lanius borealis*, the "Great Northern Shrike," or Butcher Bird." Generally about ten inches long.

2. Perhaps *Setophaga ruticilla*, the "American Redstart." See ED. REVIEW, September, 1895, page 67.

3. The males of both the "Hairy" and "Downy" Woodpeckers have the red patch on the back of the head, while the females are without it. See ED. REVIEW, January, 1893.

4. The *Larus marinus*, "Great Black-backed Gull," has a slaty black back and wings. The greyish tinged one might be one of many—the "American Herring Gull," etc., etc.

5. We have several species of mice, namely: (1) The Jumping Mouse; (2) The Common Mouse; (3) The White-footed Mouse; (4) The Hamster Mouse; (5) Gapper's Field Mouse; (6) The Meadow Field Mouse.

Jaculus Hudsonius (No. 1 above) is described briefly as follows: Head and body about three inches, and tail about five inches long. Color above light yellowish brown, lined finely with black. Sides yellow rusty.

Beneath pure white. It has been seen to leap from ten to twelve feet in one bound,

Hesperomys leucopus (No. 3 above). Body over three inches long, tail over three inches. Above yellowish brown, beneath whitish. Jumps like No. 1. Great migratory droves of them were observed south of Lake Erie near the beginning of the century—before 1805. Probably the species causing the great mouse plague of 1816 in northern Nova Scotia and Prince Edward Island, although it may be the Meadow Field Mouse, or one of the other species, for all the description we have of them.

SCHOOL AND COLLEGE.

The teachers of Charlottetown, P. E. I., have organized the local institute for the winter term. An energetic committee has been appointed, and a good programme prepared for the season's work.

Summerside, P. E. I., has its local institute again at work. The teachers there are entering heartily into the work of the institute and a profitable session is anticipated.

Miss Anna K. Miller, teacher at Willow Grove, St. John County, has raised the sum of \$23.50 with which to improve her school furniture and apparatus.

Miss Mary B. Conley, teacher at Black's Harbor, Charlotte County, has, by means of an entertainment, obtained nearly \$20 with which it is proposed to purchase new furniture.

The meeting of the Executive of the N. B. Provincial Teachers' Institute will be held in the Normal School Library, Fredericton, on Thursday, January 2, at 8 p. m.

The semi-annual conference of the Chief Superintendent with the Inspectors of N. B. will be held in Fredericton, January 3, at 10 a. m.

Inspector Carter will be engaged with the schools of St. John County and the high schools during December. He will begin his work in Charlotte County as early in January as travelling permits.

Charlottetown schools close for the Christmas holidays on Tuesday, the 24th inst., and re-open on Monday, January 6th.

Miss Louise Laird has been appointed to a position in the Charlottetown schools. Engagement to commence with the first of the year.

At the Friday meetings of the Amherst teachers, in addition to the discussion of points relating to the general work of the school, the study of French by the conversational method has been begun, and in English, the study of some of Tennyson's poems. Locksley Hall is the one under consideration at present.

The Literary Society of Amherst, in which all the teachers are active workers, has this winter taken up the study of American history. Papers have been read on the early discoveries, on the aboriginals, their character, customs, religion and probable origin, and now

the history is being taken up in detail. Last meeting was taken up with Champlain, Frontenac and Quebec, and a very interesting feature was the presence of some school boys of Grades VII and VIII, who interjected dates and ran over the map in a manner surprising.

The students of the Truro Normal School have a reunion once a week for literary and social enjoyment. A course of lectures form a prominent feature. The first of the course was delivered by Dr. MacKay, Superintendent of Education, on Science and Science Teaching. He pointed out the readiness with which the opponents of science teaching make use of the treasures wrested from nature by science workers. We are still nearly as superstitious as were our forefathers. The quack doctor kills more millions than the almost divine Pasteur can save, and unlucky Friday is more feared than the fatal microbes which his microscope shows to be the destroying angel. Pupils should have the dark rooms of nature lighted up so that the ghosts may disappear, the real evils be made to appear and be overcome, and the pleasures of life multiplied. It was a most interesting lecture.

Mr. Geo. Smith, school inspector for the counties of Westmorland and Kent, has moved to Sackville. *Post.*

Mr. Edgar Wood, Mt. Allison, '94, has graduated from Cornell and has accepted the principalship in a high school in Connecticut, where there are fifteen associate teachers.

John Trueman, son of Howard Trueman, of Point de Bute, has just graduated from Cornell with his degree in agricultural science. He is now on the teaching staff of an agricultural college at Brookings, South Dakota. —*St. John Sun.*

The compulsory school law is being enforced in Auherst, N. S., and the attendance at the schools is much larger.

At the November meeting of the Victoria Reading Circle, St. John, Mrs. Fiske gave a vivid and interesting description of Egypt, the result of personal observation and study made in her travels during the early part of this year. A few evenings later the address was repeated at the December meeting of the N. B. Natural History Society before a large and deeply interested audience. Mrs. Fiske's bright and graphic descriptions of scenes and people in that wonderful land made a profound impression on her audiences on both occasions.

BOOK REVIEWS.

SOME CANADIAN BIRDS, by Montague Chamberlain. First series—Birds of Field and Grove. 96 pages. Price, 30 cents. The Copp Clark Company, Toronto, publishers. Mr. Chamberlain, whom we all remember as an enthusiastic student of birds, puts us under an additional obligation to him for this bright and interesting book, which is so cheap that it is within the reach of everybody. Teachers, older students in our schools, and an intelligent public, will be interested in this book for

several reasons: It includes the birds most commonly met with in country rambles in these provinces; it describes them in familiar language, thus making a book that every one can understand and enjoy; it has excellent illustrations of many of the species. We hope Mr. Chamberlain will meet with that success which this venture deserves, and thus encourage him to produce the other series, descriptive of those birds which he has not included in the first series.

MARCHEN UND ERZÄHLUNGEN, FÜR ANFÄNGER, edited with vocabulary and questions in German on the text, by H. A. Guerber. Pages 155; price 60 cents. Publishers, D. C. Heath & Co., Boston. These "Fables and Stories for Beginners" present an admirable introduction to German literature students of all ages. The stories are related in the simplest manner possible. Every new word and idiom is repeated sufficiently in the following sentences for even the dullest pupils to get a grasp of it. Each story is accompanied by fifty questions on the text. The book is certainly one of the best that could be devised to get the student interested in German from the start.

RACINES ATHALIE, edited with an introduction, containing a Treatise on Versification, and with notes, by Chas. A. Eggert, Ph. D., Vanderbilt University. Publishers, D. C. Heath & Co., Boston. The publication of this masterpiece of French literature in Heath's Modern Language Series will be welcomed by students.

THE CANADIAN ALMANAC for 1906. Published by the Copp Clark Co., Toronto. This contains such a fund of valuable information that it should be found in every office and at every fire-side in Canada. In addition to the lists, directories and other information found in almanacs, it has an article by Dr. Bourinot on "Forms of Government Throughout the World," which will be found interesting and valuable, showing how every province, state and country in the world is governed, and giving also its population and area. Mr. E. M. Chadwick, barrister, contributes an article on "The Canadian Flag," illustrated with colored lithographs of the red and blue ensigns, with the maple leaves. The Canadian Almanac has been published continuously for nearly fifty years.

PRACTICAL EXERCISES IN ENGLISH, by Huber Gray Buehler. Pages 152; Cloth. Harper & Bros., New York, publishers. This book is an attempt to provide drill on some elements of good English in a more rational and natural way and in more abundant measure than drill-books have hitherto provided. It has in view pupils who come to grammar or high schools with many habits of expression formed on bad models; it points out common errors, and tries to lead pupils to convert knowledge of these errors into correct habits of expression.

BACON'S ADVANCEMENT OF LEARNING, Book II, with notes, by F. G. Selby, M. A., Oxon. Pages 412; price, 4s. 6d. This volume is much larger and the notes more copious than Book I, which appeared some time ago. In it the student of education will find much to think

about, and he will be impressed with this—that the writer of nearly three centuries ago said many things that to-day might be studied with advantage.

BOOKS RECEIVED.

THE GERMAN DECLENSIONS, C. W. Bardeen, publisher, Syracuse, New York.

OUTLINE STUDY OF UNITED STATES HISTORY; publisher, C. W. Bardeen, Syracuse, New York.

LECTURES COURANTES, and Corneille's LE CID; D. C. Heath & Co., publishers, Boston.

NATURE STUDY, E. L. Kellogg & Co., New York.

MACMILLAN'S NEW LITERARY READERS, Book III. Macmillan & Co., London and New York.

MURCHE'S SCIENCE READERS, Books V and VI. Macmillan & Co., London and New York.

MILTON'S PARADISE LOST, Book IV. Macmillan & Co., London and New York.

VIRGIL'S ÆNEID, Books I-VI. Ginn & Co., publishers, Boston, Mass.

The December Magazines.

One of the most helpful papers to teachers in the December number of *McLure's Magazine* is Chapters from a Life, an autobiographical paper by Elizabeth Stuart Phelps. . . In the *Chautauquan*, President Chas. F. Thwing discusses the Intellectual Life of the American People. An article of exceptional interest, especially to the great student world, is "Student Life at Oxford," by Fred. Grundy, which is finely illustrated. . . In the *Popular Science Monthly* Herbert Spencer continues his series on Professional Institutions by tracing the evolution of the teacher from the priest, and throws much light upon clerical control of secular education. . . The series, New Figures in Literature and Art, which has been appearing in the *Atlantic Monthly*, has attracted wide attention. The subject of the third paper, appearing in the December issue, is Hamlin Garland. . . That the editor of *The Sunday-school Times* chose wisely when he secured Dr. Cunningham Geikie, of England, to furnish a weekly commentary on the Sunday-school lesson, has been shown by the exceptional honor conferred by the Russian government upon the English writer. Dr. Geikie's "Life of Christ" was not long ago translated into Russian at Moscow,—of course, with official sanction. And now M. Pobiedonostzeff, the Supreme Censor of Russia, has ordered that the book be adopted in all ecclesiastical middle schools of Russia. . . Mr. W. D. Howells has written a striking paper for the December *Forum* on "The Nature of Liberty," contending that liberty and poverty are incompatible.

N. B. EDUCATION DEPARTMENT.

Official Notices.

ADVANCE OF CLASS.

1. Teachers who hold certificates of having passed the preliminary examination for the class desired (and only such) may be admitted to the Normal School at the beginning of the second term in January; and to the closing examinations for license in June following.
2. Holders of third class licenses who have spent only one term at the Normal School are required to spend an additional winter term at the Normal School before they can be admitted to the closing examinations for advance of class.

3. Holders of second class licenses who have passed the preliminary examination for first class, may be exempted from attending an additional winter term at the Normal School from the special conditions as to professional classification and certificates of superior scholarship, or of having taught two full years, as required by Reg. 31, 5 (a) (b).

DEPARTMENTAL EXAMINATIONS, JULY 1896.

The usual Normal School entrance, Junior leaving examinations and Junior matriculation examinations, will be held in July, 1896, in accordance with the provisions of Reg. 31, 3 (1), and Reg. 45 of School Manual.

1. NORMAL SCHOOL ENTRANCE.—All candidates for admission to the Normal School in September, 1896, and all holders of second or third class licenses who propose to enter the Normal School in January, 1897, or to become eligible for examination for advance of class in June, 1897, are required to pass the preliminary examinations in July, 1896. (See School Manual, Reg. 31, 3, and Reg. 38, 6.)

2. JUNIOR LEAVING EXAMINATIONS.—This examination will be based upon the requirements of the course of study for grammar and high schools as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra; Geometry; History and Geography; Botany and Physics; and either Latin or French, or Chemistry, or Physiology and Hygiene. (Eight papers in all.)

The pupils of any school in the province are eligible for admission to this examination upon giving notice on or before the 24th of May to the inspector within whose inspectorate he wishes to be examined, and enclosing an examination fee of two dollars. (See Manual, Reg. 45, 14). Diplomas are granted to successful candidates.

3. JUNIOR MATRICULATION EXAMINATION.—This examination will be based on the requirements for matriculation in the University of New Brunswick as laid down in the university calendar (candidates will receive a calendar upon application to the chancellor of the university or to the education office). Any high or grammar school pupil who has completed Grade XI of the high school course should be prepared for matriculation.

NOTE.—Elementary Chemistry as in Williams' Introduction to Chemical Science (Chapters I to XXX inclusive) is now required of all candidates for matriculation.

In cases in which the language studies of the high school course are different from the language studies as indicated in the university calendar, candidates may take either course by giving notice at the time of making application for examination. (See Manual, Reg. 45, 14.)

The English literature for the closing examinations for license in June, 1896, and for the junior leaving examination, will be Shakespeare's Julius Caesar and Scott's Lady of the Lake.

Examination Questions for 1895, Courses of Study, and university calendar, will be sent, on application, to any teacher or intending candidate.

The Syllabus of Normal School entrance and Normal School closing examinations as given in Regulation 32 School Manual has been revised to read as follows:

SYLLABUS OF EXAMINATIONS.

REGULATION 32.—(1) Normal School Entrance Examinations; and Preliminary Examinations for Advance of Class.

These shall include the following subjects for all classes, viz.: Reading, Spelling, Writing, English Grammar and Composition, Geography, History, Arithmetic, and Elementary Natural Science. Candidates for the first class will also be required to pass examination on the First and Second Books of Geometry with exercises, and on Algebra to the end of Simple Equations. Candidates for the second class will be required to pass examinations on the First Book of Geometry with exercises, and on Algebra, including the Elementary Rules and Simple Equations of one unknown quantity.

REMARK.—The examination papers on the above subjects will be graded as to extent and difficulty according to the class of license applied for by the candidates respectively. For example, candidates for the third class will be examined on the Outlines of Canadian and British History, the General Geography of North America and Europe, with the Geography of New Brunswick in detail (including the drawing from memory of an outline map of the province), the Elementary Arithmetic as prescribed, and the Nature Lessons as indicated in Course of Study, Grades I to VI.

Candidates for the second class will be required to show a more extensive knowledge of Grammar, History and Geography (particularly of the several provinces of the Dominion of Canada), advanced Arithmetic to the end of Compound Interest, the keeping of Accounts by Single Entry, and Natural Science as in Course of Study, Grades I to VII.

Candidates for first class will be required to have an intelligent acquaintance with Prescribed Text Books, except that on General History, and as limited by the above Regulation in regard to Geometry and Algebra.

2.—CLOSING EXAMINATIONS.

The following shall be required of all candidates:

1. THE SCHOOL SYSTEM.—To be familiar with the leading principles of the School Law of New Brunswick and the Regulations of the Board of Education.

2. SCHOOL MANAGEMENT.—To have a knowledge of school organization, as applied under the law of New Brunswick, the classification of pupils, the arrangement of studies, the object and means of discipline, the necessity and means of adequate ventilation of school-rooms and suitable means of securing the comfort of pupils.

3. TEACHING.—To have a knowledge of Method, and to be able to exemplify the same by notes of lessons on any given subject of instruction.

4. INDUSTRIAL DRAWING.—To show a practical acquaintance with the Manual and Drawing Books prescribed by the Board, and to sketch familiar objects exhibited as models at the time of examination.

5. **READING AND ELOCUTION.**—To read both prose and verse so as to give a correct and effective expression of the thoughts and sentiments of the passages selected, and to be familiar with the principles and rules of Vocal Expression as contained in the prescribed Manual.

6. **DOMESTIC ECONOMY.**—As contained in the prescribed Text Book [For female candidates only]

Remark.—The questions set in the foregoing subjects will be graded according to the class of license applied for.

ADDITIONAL REQUIREMENTS FOR THE SEVERAL CLASSES.

CLASS III.

English Language.—Grammar, Analysis and Composition, as in Meiklejohn's Short Grammar.

Arithmetic.—The Elementary Arithmetic, prescribed.

Hygiene and Temperance.—Health Reader, No. 2.

CLASS II.

English Language.—Grammar and Analysis, Meiklejohn's English Language, Part I.

English Literature and Composition.—Poetry of Readers V and VI, and Meiklejohn's English Language, Part II.

Mathematics:

Geometry.—Books I and II, with exercises—H. Smith's Geometry.

Algebra.—Prescribed Text Book, to the end of Simple Equations.

Book-keeping and Arithmetic.—Single Entry and Commercial Rules.

Natural Science:

Botany and Physics.—Plant Analysis, Plant Growth and Assimilation, Characteristics of the Buttercup, Cress, Pulse, Rose, Aster, Buck wheat, Pine, Lily and Grass families. Physic are required by the course of study for first eight grades.

Chemistry and Agriculture.—Williams' Introduction to Chemical Science, Chapter I to XX. Tanners' Agriculture, or an equivalent, Physiology and Hygiene—Chapters I-IX of Blaisdell's "Our Bodies and How we Live."

CLASS I.

English Language.—Meiklejohn's English Language, Parts I, II, and III.

English Literature.—Meiklejohn's English, Part IV, and the critical study of authors to be announced from year to year.

Mathematics:

Algebra.—Prescribed Text-Book.

Geometry.—H. Smith's Geometry, Books I, II, III, IV, and VI, with exercises.

Book-keeping, Double Entry.

Natural Science:

Botany.—Same as for Class II, together with Determination of ordinary Flowering Plants.

Chemistry and Agriculture.—Williams' Introduction to Chemical Science, Chapters I to XXX, and Chapters LVIII and LIX, Text on Agriculture.

Physics, etc.—As given in High School Course, Grade IX. Physiology and Hygiene.—Blaisdell's "Our Bodies and How we Live," complete.

General History.—Swinton's Outlines of the World's History.

REQUIREMENTS FOR SUPERIOR SCHOOL CLASS.

[In addition to the requirements for Class I.]

Latin.—Latin Grammar, the Declensions, Conjugations, and Rules of Syntax, and the translation of Caesar De Bello Gallico, Book I.

Practical Mathematics.—Right and Oblique Angled Trigonometry, with applications; the Mensuration of surfaces, and Simple Solids.

REQUIREMENTS FOR GRAMMAR SCHOOL CLASS.

[In addition to the requirements for Superior School Class and Class I.]

Latin.—1. The Latin Grammar. 2. To be able to translate and parse any of the following authors: Caesar, De Bello Gallico, Books I-III; Horace, Odes, Book I, and Ars Poetica; Virgil, Æneid, Books I-III; Cicero, De Senectute and Pro Archia.

Greek.—1. The Greek Grammar. 2. To be able to translate and parse accurately any of the following authors: Xenophon, Anabasis, Book I-III; Homer, Iliad, Book I-III; Euripides, Alcestis.

History.—To have a good knowledge of Grecian and Roman History.

Geography.—To know the ancient geography of Greece and Italy.

Mathematics.—1. Plane and solid Geometry [Hamblin Smith]; 2. Spherical Trigonometry [Wentworth]; 3. Algebra [Todhunter's Advanced Algebra, or an equivalent].

General Chemistry.—Text Book complete.

REMARK.—On application to the Chief Superintendent not later than six weeks before the dates of the examinations, candidates may be allowed to substitute for the Latin and Greek subjects named above, equivalent portions of other Latin and Greek authors, or equivalent selections from the same authors.

REMARK 2.—Candidates for Grammar School License will be allowed the privilege, upon application to the Chief Superintendent six weeks before the date of examinations, of being admitted to examinations on a stated part only of the subjects of the syllabus. Examinations on the remaining subjects must be passed the following year. No certificate shall be issued until all the requirements have been met.

Reg. 45, Sec. 8, School Manual, has been revised to read as follows:

Leaving Examinations.—The subjects of examination for the Junior Leaving Examinations shall consist of English Grammar and Analysis, English Composition and English Literature, History and Geography, Arithmetic and Book-keeping, Algebra, Geometry, Botany and Physics, with Latin, or French, or Physiology or Hygiene or Chemistry; and for the Senior Leaving Examinations, English Grammar and Rhetoric, English Composition and Literature, History and Geography, Algebra, Geometry, Trigonometry, Land Surveying, Natural Philosophy, with Latin and Greek, or Latin and either French or German, or French and German, or Chemistry and Physics and Botany, or Physics and Chemistry with either Latin, or French or German.

J. R. INCH,

Education Office, Dec 2nd, 1895.

Chief Supt. of Education.

Provincial Examination, Nova Scotia, 1896.

1. **Question.** In A. Greek Homer's Iliad, Book II, the omission corresponding to the "Catalogue of Ships" is different in some editions. What lines of Book II should candidates be prepared upon?

Answer.—The first 433 lines.

2. **Question.** Optional questions have been given for the last few years in Chemistry of grade I. Will these questions be so equally distributed over the book as to enable candidates who do three-fourths of the text book thoroughly to make a Full paper?

Answer.—They will. The same arrangement also applies to the paper on the Physics of grade II.

A. H. MACKAY,
Supt. of Education.

St. Nicholas in 1896.

For almost quarter of a century—for twenty two years, to be exact—St. Nicholas Magazine has been bearing its welcome message each month to the young people of the land. It began its existence in 1873, consolidating with it in its early years all of the leading children's periodicals of that day: "The Little Corporal," "Children's Hour," "The School-Day Magazine," and "Our Young Folks," among them. The last children's magazine to be merged in St. Nicholas was "Wide Awake," which was purchased and consolidated with it only a few years ago. It has been fortunate in securing contributions for its pages from the leading writers and artists of the language, while it has given to its readers many works that have become imperishable classics in juvenile literature. St. Nicholas has had for many years a large circulation in Europe, and it is said to be read by many royal children. When the children of the Prince of Wales' family were young the Prince took a copy for his household, and the present Crown Prince of Italy grew up a constant reader of St. Nicholas.

The magazine is a help to those that have the care and up-bringing of children, in that it is full of brightness and interest and tends to cultivate high aspirations, without being "pavacy" and prosy and lugubrious in too apparent moralizing. Its readers are always loyal to it, and they will be glad to learn what has been provided for their delectation during the coming year. The leading feature will be a delightful series of letters written to young people from Samson by Robert Louisa Stevenson. These describe the picturesque life of the lamented romantic in his island home, and give interesting portraits of his native retainers. Rudyard Kipling, whose first Jungle Stories appeared in St. Nicholas, will write for it in 1896, and James Whitcomb Riley, the Hoosier poet, will contribute a delightful poem, "The Dream March of the Children," to the Christmas number. The serial stories represent several favorite names. "The Swordmaker's Son" is a story of boy life in Palestine at the time of the founding of Christianity. It is written by W. O. Stoddard, whose careful study of the history of the times and whose travels over the scenes of the story have enabled him to present vividly the local coloring. "The Prize Cup" is one of J. T. Trowbridge's best stories. Albert Stearns, whose "Chris and his Wonderful Lamp" was one of the great successes of the past year, has written another story that promises much. In "Sindbad, Smith & Co." he has again gone to "The Arabian Nights" for inspiration. An American boy enters into partnership with that greatest of sea-faring adventurers, Sindbad, and the fun and the complications that this brings about can be imagined. These are but a few of the features. During the coming year, \$1,000 will be given in prizes. Full particulars concerning it will be found in the November number.

The Century for the Coming Year.

The Century Magazine celebrates its quarter centennial in its November issue with an "Anniversary Number." In honor of the occasion it dons a new dress of type, with new headings, etc., and it appears in a new and artistic cover. Although The Century has reached an age that is unusual among American Magazines, it continues to show the youthful vigor and enterprise that have always characterized it. The programme that has been arranged for the coming year contains a number of interesting features. Much has already been written concerning Mrs. Humphrey Ward's new novel, "Sir George Tressady," which has been secured for its pages. There was a very spirited bidding for this novel on the part of several prominent publishers, with the result that the author will probably realize from the serial and book rights of it one of the largest sums that has yet been given for a work of fiction in the English language. The story describes life in an English country-house and also touches somewhat upon industrial questions. It begins in the November number with an account of an English parliamentary election. It will be the leading feature in fiction for the coming twelve months, other and shorter novels being contributed by W. D. Howells, F. Hopkinson Smith, Mary Halleck Fiske, and Amelia E. Barr. There will also be contributions from Mark Twain and Rudyard Kipling (the latter furnishing to the Christmas Century one of the most powerful stories he has ever written); a series of articles on the great naval engagements of Nelson by Captain Alfred T. Mahan, author of "Influence of Sea Power upon History"; three brilliant articles on Rome, contributed by Marquand World's Fair pictures in the Century; a series of articles by George Kennan, author of "Siberia and the Exile System," on the Mountains and the Mountaineers of the Eastern Caucasus, describing a little known people; articles by Henry M. Stanley and the late F. J. Glave on Africa; a series of papers on "The Administration of the Cities of the United States," by Albert Shaw. The Century will also contain during the year a great number of papers on art subjects, richly illustrated.

Prof. Sloane's "Life of Napoleon," with its wealth of illustration, will reach its most interesting part—the rise of the conqueror to the height of his power, and his final overthrow and exile. In order that the new subscribers may obtain the whole of this monumental work, the publishers have made a rate of \$5.00, for which one can have a year's subscription from November, 1895, and all of the numbers for the past twelve months, from the beginning of Prof. Sloane's history.