

**PAGES**

**MISSING**

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY, Ph. B.,  
Editor for New Brunswick.

A. McKAY, Supervisor Halifax Schools,  
Editor for Nova Scotia.

## SPECIAL INVITATION.

We invite the Lady Teachers who will visit our City the latter part of this month to call and look at what we are showing in the way of New Summer Wool Dress Goods, Dress Silks, Dress Satens, Cambrics, Prints, Lawns, etc. We have a large variety of Styles at very Low Prices.

Remember our Address.

DANIEL & ROBERTSON,  
London House Retail,  
St. John, N. B.  
Cor. Charlotte and Union Sts.

## To Every Teacher

Who will, during this month only, send us the names and post office addresses of 20 families (likely to appreciate a sample copy of Progress and to subscribe for the same) and \$1.35 in cash, we will send Progress for six months and the 10 following books,

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JANE EYRE, By Charlotte Bronte.	JOHN HALIFAX, GENTLEMAN By Miss Mulock.
VANITY FAIR, By W. M. Thackeray.	THE LAST DAYS OF POMPEII, By Sir E. Bulwer Lytton.
ADAM BEDE, By George Elliot	THE THREE GUARDSMEN By Alexander Dumas.
THE WOMAN IN WHITE, By Wilkie Collins.	PUT YOURSELF IN HIS PLACE By Charles Reade.

## NAMES AND CASH

are what we want, one is as important as the other. This is the greatest offer we have ever made. The books are handsomely bound in paper and you cannot get them from any book store for less than 25 or 30 cents each. We make the offer in order to get the names of people who would probably like to take Progress. We place faith in your judgment and rely upon you to choose the names with care, avoiding all those who get the paper now. We are also anxious to test the value of an advertisement in this journal.

EDWARD S. CARTER, Publisher.

N. B. If you want the book sent by mail send 14 cents in stamps or make your post office order \$1.95. By the way, we still have that great bargain, Allen's reprint of Webster's Dictionary, for \$1.95, or rather with Progress for one year for \$3.95,—the paper must go with the book.

## THE EDUCATIONAL REVIEW.

G. U. HAY, St. John, Managing Editor  
W. T. KENNEDY, Academy, Halifax, Business Mgr. for N. S. and Nfld

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Subscribers should promptly notify the REVIEW of change of addresses. Communications from New Brunswick and Prince Edward Island should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax.

THIS number begins the sixth volume of the REVIEW. Owing to the efforts of its friends it has steadily increased the past year in influence and circulation, and the support extended has been a source of the greatest encouragement to the editors. It was predicted that the REVIEW would last a year—perhaps two. It has lasted five years. The number of its readers, increasing every month, is a proof that it is now regarded as a necessity. Its friends have stood by it and have unselfishly helped to carry out the one aim it has in view—the moral, intellectual and social advance of the teacher and the school.

THE Summer School of Science meets this year in St. John. The time of meeting was postponed to give teachers a chance to attend the Dominion Educational Association in Montreal in July. It is confidently expected that the gathering will be far larger than of any previous year. August weather in

St. John is usually delightful, and its bracing atmosphere, the scenery about the city, the numerous excursions arranged for, the excellent and varied course of study, will tempt, it is hoped, several hundred teachers and students to spend a fortnight in St. John.

The session will begin on Monday evening, August 1st, with a public meeting, presided over by the Mayor, and addressed by the Lieutenant Governor and prominent citizens. It will end on Friday evening, August 12th, with a *conversazione*, when the New Brunswick Natural History Society will entertain the visitors socially and scientifically. During the fortnight, in addition to minor excursions, there will be two great field days—one, to view the magnificent scenery of the St. John river and study its various natural features; the other, to visit some point on the Bay of Fundy, probably St. Martins. The City Council of St. John has voted a sufficient sum to defray the expenses of one of these field days, and the other *may*, and it is hoped will, be provided for, so that it will entail no expense on the students of the school.

Read the advertisement in another column and make arrangements to attend the Summer School.

EDUCATIONAL Conventions for this summer: The New Brunswick Educational Institute at St. John, June 28th-30th; the Educational Association of the Dominion of Canada at Montreal, July 5th-8th; The American Institute of Instruction at Narragansett, R. I., July 5th-8th; The National Educational Association at Saratoga, July 12th-15th; The Summer School of Science for the Atlantic Provinces of Canada, August 1st-13th.

SEVERAL articles crowded out of this number will appear in July.

PREPARATIONS are being made for an exhibit of school work at Montreal during the meeting of the Canadian Educational Association. We hope the Atlantic Provinces will be well represented.

IN a pamphlet recently issued at Cambridge, Mass., containing comments on the United States Geological Survey, the author, Jules Marcou, makes the following allusions to a geologist of New Brunswick, the value of whose work has become so well known abroad that he is justly enrolled among the "world's geologists." "There are now four foreign geologists particularly well trained and entirely qualified to make a good survey of our oldest palæozoic rocks. One resides at St. John, N. B., Mr. G. F. Matthew; the second is at Lille, in France, Mr. Chas. Barrois; the third is at

Christiana, Norway, Mr. W. C. Brogger; and the fourth is at Stockholm, Mr. G. Holen. At least two of these four gentlemen ought to be secured by the Geological Survey, giving them handsome salaries and proper situations on the survey."

MANY teachers and students have during recent seasons found the St. John Business College an excellent place for spending their summer vacation. The daily sessions are short, the course of study is interesting and of that practical character that gives assurance of immediate results. Then St. John summer weather is so delightfully cool that study is just as pleasant and profitable as at any other season. The addition of so capable an instructor as Mr. Pringle to the teaching staff will make this summer's vacation course more attractive than ever before.

"THE Beauty of Our Trees in Spring" is the title of the leading article in *Garden and Forest* for June 8th. It shows truly that the lover of nature can find even more to admire in the varied tints of the trees as they open out in spring, than in the gorgeous colors of autumn.

THE public closing exercises of the New Brunswick Normal School took place at Fredericton on Friday, June 10. About 250 students were in attendance. Classes were examined in the morning by Principal Mullin, Professors Creed, and Brittain and Miss Clark. In the afternoon there was a musical and literary entertainment. Miss Daisy Hanson was the valedictorian. The Stanley Medal for the senior class was won by Miss Harriet H. Richardson of Albert County, and for the junior class by Miss Laura Wilson of St. John. The total number of applications for license examination is 312.

THE St. John Daily *Sun* issued on Saturday, June 11th, a supplement of 16 pages, describing with great wealth of illustration, the cities of Fredericton and Marysville. This splendid edition is creditable to the publishers, and to the citizens of Fredericton and Marysville.

THE Royal Society of Canada met at Ottawa on the 30th of May. The first annual report of the Botanical Club of Canada was read, and a cordial vote of thanks passed to the secretary, Dr. A. H. MacKay of Halifax, for his active work in organizing the club. Dr. Lawson of Halifax was re-elected president, and Dr. MacKay secretary. The following secretaries of provinces were re-elected: New Brunswick, G. U. Hay, St. John; Nova Scotia, E. J. Lay, Amherst; Prince Edward Island, Francis Bain, North River.

**DEATH OF SUPERINTENDENT HAYES.**

The death of Mr. F. H. Hayes, late Superintendent of Schools for the City of St. John, took place on the 20th of May after a lingering illness. Mr. Hayes was a native of Kings County and taught school in several parts of the province previous to coming to St. John and assuming the principalship of the Winter street school. After filling this position for a short time he was chosen superintendent of the Portland schools on the resignation of Mr. W. S. Parlee. When the cities were united Mr. Hayes was appointed superintendent of schools for the united city. His earnestness and kindly nature made him a favorite with trustees, teachers and pupils, while the faithfulness with which he discharged his duty gave promise of increasing usefulness in the educational service of the city. His early removal from his chosen work, and his long and heroic struggle with illness, created a universal sympathy for him and his family. Resolutions expressing sympathy and the high esteem in which he was held by the trustees of St. John and the teachers were passed and forwarded to Mrs. Hayes.

**THE MONTREAL CONVENTION.**

In another column will be found an advertisement of the Grand Trunk Railway, which will be of special interest to the teachers of the Maritime Provinces. Of all occupations that of the teacher is the most wearing, and these little annual outings are as necessary to health and recuperation as they are to instruction. The Grand Trunk Railway management has prepared for the teachers and their families a series of tours which seem to combine all these elements in a marked degree. We are glad to note, also, a new departure in the planning of these annual trips, for abandoning the old *round trip excursion*, which compelled one to return over threshed-out territory. The circular tours which are presented give an ever changing variety of scene and interest, while the delightful combination of rail, lake, river and ocean travel meets all the requirements of a most charming trip. The writer, who has travelled over the different routes outlined in the advertisement of the Grand Trunk Railway, can recommend them all, and only finds embarrassment in indicating a choice. The rates are wonderfully cheap, and the teachers are to be congratulated in having such an opportunity of seeing so much for so little.

We have conversed with the organizers of these delightful excursions and find that they intend to make this *the* excursion of the season, and in order to enable them to make due preparation—at least

twenty-five being required for the Lake Champlain trip and fifty for the Niagara Falls tour—it is earnestly requested that teachers communicate at once with the agents named in the advertisement. To the agents of a company who have shown such consideration for our guild in planning these tours at such low rates, we can confidently recommend the comfort of the ladies and gentlemen who avail themselves of their hospitality, and to one and all *bon voyage*.

It is not necessary to decide upon the whole trip at the time of leaving home. After arriving in Montreal, and during attendance at the Convention, teachers may decide what side trips they will make after consulting with their friends. They can there change their route or purchase tickets for side trips at the same reduced rate as if they purchased before leaving home.

If we add one word more it would be this: Be sure to go and enjoy this delightful trip that takes in the finest scenery of eastern Canada. No money is more wisely invested than that which is spent in travelling. It benefits the whole man—physically, intellectually and morally.

**SUPERANNUATION.**

Three years ago a committee was appointed by the N. B. Provincial Teacher's Institute to report a scheme of superannuation for teachers. Two years ago at the Moncton meeting the report was called for, but was not given, as nothing definite had been arrived at. The committee was continued and probably a report will be made in June at the coming meeting of the Institute in St. John.

Teaching must become a profession more than in name before any tangible scheme for superannuation can be introduced which will give satisfactory results. As it is now the short time during which the great body of the teachers remain at the work is almost an insuperable obstacle in the way of superannuation. In America very little has been accomplished in this direction, and what has been done has been of purely local origin and of so recent a date that scarcely any conclusion can be arrived at as to its feasibility. In Europe the movement has been more widespread, and instead of teachers taking the initiative, as in America, governments have taken the matter in hand; this is notably the case in Germany. Teachers may do a great deal, but for beneficial and permanent results the state must contribute a portion and regulate superannuation funds.

PRESIDENT HARRISON has been re-nominated by the Republican party for president of the United States.

### THE PROVINCIAL INSTITUTE.

As there has been no meeting of the Provincial Teachers' Institute for two years, and as there is a strong feeling in favor of biennial sessions, there no doubt will be many important matters to come before it, both of present and prospective necessity. The programme is not overcrowded as usual, and ample opportunity will be given for threshing out grievances and promoting reforms. It is to be hoped that the female teachers will consider it not only their right, but their duty, to enter into the discussions, and give the Institute as largely the benefit of their opinions as they do the country of their services. It is certain in the past, that teachers' meetings have not had the benefit, to any extent, of the participation of the female teachers in their discussions. Perhaps the willingness of some of the male teachers to undertake this for them has had a deterrent effect, but, be this as it may, there is no doubt that in all primary, and in much of the advanced work, the female teachers have the weight of experience. The Provincial Institutes should not infringe upon the prerogatives of the County Institutes, and no petty discussions should be indulged in.

There is a feeling abroad that at some of the past sessions much valuable time has been spent in bemoaning what could not be helped, and in advancing ideas more intended for the self-glorification of the promoters than for the good of the profession.

Teacher's Institutes can not increase salaries, though they may promote harmony of action. They can not induce permanence in the profession, though they may suggest measures for improving the teacher's position. In all matters introduced for discussion there should be breadth consistent with the dignity of the meeting, and definiteness as to the resulting benefits.

The Institute will open June 28th. The programme will be found in another column. The public educational meeting will be held on the evening of the 28th, when addresses will be delivered by His Worship Mayor Peters, Rev. J. deSoyres, J. V. Ellis, Esq., Dr. Harrison, Chancellor of the University of N. B., a representative of Mount Allison, and other speakers. It is expected that there will be a conversazione on the following evening. Music will be furnished by a selected choir.

### SCOTT'S "WOODSTOCK."

Scott's Woodstock is one of the works prescribed for reading in the literature course of this year's summer school. The following paper of questions may be of some interest to those who are reading the work. The questions were given last month to a

class in one of our high schools. The book had been read at home, and—with the one exception noted at the head of the paper—the answers were written at home also, with, of course, the fullest freedom of consulting the novel itself and any other books that might be needed :

#### QUESTIONS.

Unless you remember who speaks the sentence quoted in question 18, take the first half of that question first and write the answer here and now and with books shut.

Take any other questions you please, but don't write more than six pages of post paper altogether.

1. Do you think the motto appropriate? Why?
2. Collect the notes of time in the story and deduce from them the duration of the action.
3. What struck you as most strange in the manners, customs and forms of speech represented in W.?
4. Discuss the Cromwell of W. and the real Cromwell.
5. Cromwell and Tito Melema wore secret armour. Were they cowards? Why?
6. Collect passages describing the personal appearance of Charles.
7. Name all works of any kind treating of the Charleses and their times that you have read or heard of.
8. Point out some of the finer qualities with which Scott endows the weak or vicious characters in W., and some of the weak points in the noble characters. Can you name any novels or novelists whose bad people are all bad, and *vice versa*.
9. Locate a dozen of the shorter quotations scattered through W.
10. Who is the hero of W.? Why do you think so?
11. In Peveril you found "Charles and his brothers" mentioned. Quote from W. a clause giving the brothers' titles. What were their names and what became of them?
12. Chap. 22, Par. 57, "Such anecdotes . . . since Desdemona's days." Quote passage or passages alluded to, and say where found.
13. Chap. 22, Par. 49, "All that the Poet has said . . . conspiracy." What Poet? What has he said?
14. Chap. 22, Par. 29, "The parliament's colors." What were they? and the King's? How do you know? What colors are worn now-a-days as distinguishing marks, and by whom?
15. Quote old Lee on northern names and titles. Quote Byron on southern *vs.* northern languages.
16. Write notes on anything peculiar in the language of :
  - a. "A tall, thin man, with an adust complexion."
  - b. "The pocket where there is no cross."
  - c. "Whom we care not to trust farther than we could not help."
  - d. "Our hearts were something up."
  - e. "Give mine umbles to the kites and ravens."
  - f. "Chap. 22, Par. 49."
  - g. "Strictly guarded by three file of troopers."
17. Chap. 3, Tomkins *vs.* Shakespeare. What do you think of the charges in themselves? And what, as made by such a character as T.? What does Charles call Shakespeare's plays?

18. "A young maiden will laugh as a tender flower will blow . . . just as the same blithe spring that makes the young birds whistle, bids the blithe fawns skip."

Spoken by one of the characters: Which of them do you think would be most likely to think and talk that way? What makes you think so?

Now look up the passage. If you guessed the wrong speaker, try to account for your error.

19. Chap. 19, Par. 13, "Your dream came through the gate of horn." Explain also, if you can, "The Ivory Gate," the name of one of Besant's novels.

20. Chap. 23, Par. 18, "When I think . . . extended before me." There is something wrong here, What is it?

21. Chap. 30, Par. 45, "He knew not a word, etc." Is this true?

22. When reading Chap. 12, who did you think were Col. Everard's assistants? Do you still think so? Why?

#### TALKS WITH TEACHERS.

Shall teachers sit while teaching? There is some difference of opinions about this. Some teachers make it a boast that they never sit down in school hours, and some trustees evince decided objection to any want of activity on the part of their teachers. It is by no means certain that the nervous, ever bustling teacher does the most effective work; on the contrary there is danger of a want of concentration of thought and steady attention on the part of the pupils. The teacher who can command the attention and directs the energies of the pupils from the table has infinite advantage over one who finds it necessary to continually hover around them. A judicious admixture of standing and sitting according to the nature of the work being done is perhaps the best plan, but the low voiced direct teacher, in her seat, is preferable to the loud voiced nervous teacher, towering over her pupils.

Never let your pupils sit with the sun streaming in on their heads. Nothing will cause headaches more quickly. If you cannot prevail on the Board to procure good blinds, get cheap paper ones. Newspapers are better than none. Never use your maps to keep off the rays of the sun. It will draw the colors out of them very soon. Many a district has spoiled ten dollars' worth of maps to save two dollars' worth of blinds. Have your blinds of as light a color as possible in order to brighten the room, and in this connection do not have the interior of the room painted in dark colors. It is well to bear in mind that if the window sashes are painted white, the interior of the room is plainly visible from the outside; if they are dark in color the opposite holds.

If you have not a full supply of maps, draw them yourself, or get the pupils to do so. Such maps are quite as good as the regular wall maps for ordinary purposes, and have the advantage of not having names of places upon them, and pupils will more readily acquire the habit of looking for places rather than names. There can be no really successful teaching of geography without memory map-drawing

Attend to ventilation. It is quite as much in the interest of the teacher as the pupils to do this. Few if any school rooms can be ventilated without the aid of doors and windows, but care must be exercised in using them so as not to cause draughts. Have some of the windows on each side of the room to lower from the top and never fail to lower them at each recess. It must be borne in mind that unless there is a cross current of air that ventilation is very slow and defective, therefore see that at least one window on each side is open.

For the Review.]

#### How We Paid For Our Flag.

We had been talking of patriotism, particularly Canadian patriotism, when some one suggested that we ought to have a flag. "Let's have one." "What will it cost?" "Where will we get it." A Dominion ensign, three yards size, would cost \$4.75. We were thirty all told, and Arbor Day was only a week away. Could we raise the money? It was decided to order a flag and then each pupil was to do what he or she could before the collection on Arbor Day. The money was all to be earned, not coaxed from parents or friends. Various were the expedients adopted to secure the necessary dimes and quarters. Ida sent me word that she was sorry to be absent, but she had been engaged to "drop potatoes" all day for the flag. A calf died and Jack claimed the skin which sold for a quarter. Allen's quarter was obtained in a similar way. Gertie raked up the chips in the yard. Nellie got the breakfast for a week. Carrie helped with the house-work. Bert sawed some of "that wood." Hazen built a marvellous hen-run—and all for the flag. When the Arbor Day collection was counted we had \$4.80, and the flag was ours. The boys cut the thirty-five foot pole. A neighbor gave the ball for the top. Jack brought the halyards. George coaxed his father to make the iron-work, and the big boys put the pole in position. On Arbor Day our flag spread her bright folds into the sky, as we sang with heart and voice:

"May God in love o'er thee preside,  
My own Canadian home.

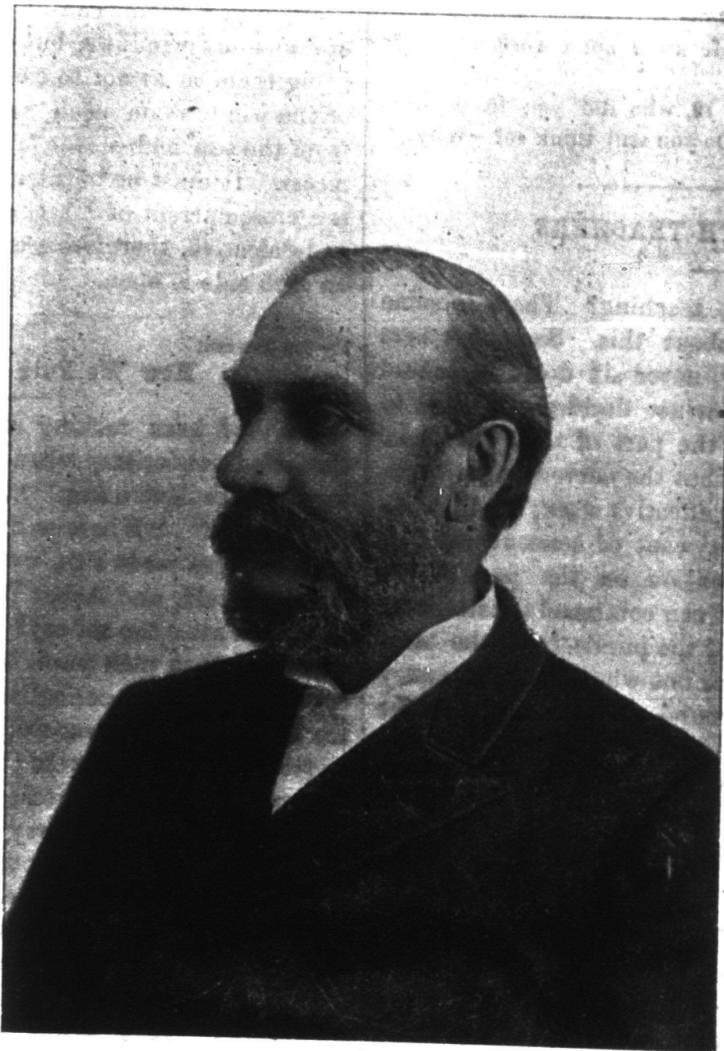
KAYE

**CHANCELLOR RAND.**

The name of Theodore Harding Rand is so well known in educational circles in Nova Scotia and New Brunswick that he needs no introduction to the readers of the REVIEW. Four years ago a portrait, with a sketch of his life and labors in these provinces, appeared in the REVIEW. Since that time Dr. Rand

since its foundation from the union of Toronto Baptist College and Woodstock College. Dr. Rand aided largely in bringing this union about, and his genius for organization and administration have been so conspicuously shown, that on the resignation of Dr. MacVicar, Dr. Rand was chosen chancellor.

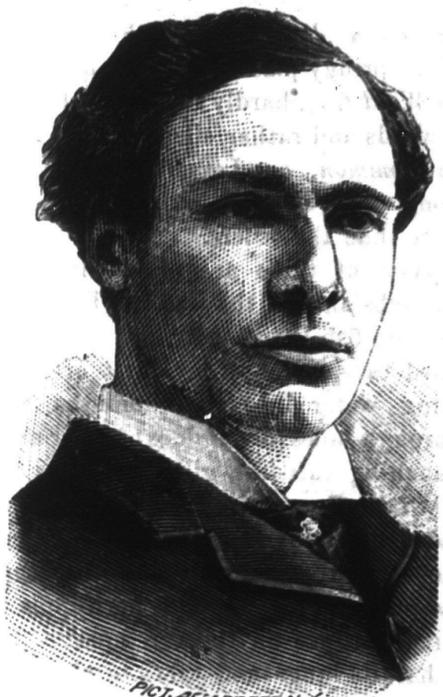
It will be seen from the portrait given below that



*Theodore H. Rand*

has spent a year in Europe, chiefly in England, for rest, study and university observation. On his return to Canada he accepted the chairmanship of the Arts department in McMaster University, an institution with which he has been closely identified

time has dealt kindly with Dr. Rand, and our readers will join in wishing him many years of successful work in the important position he has been called upon to fill in the leading Baptist educational institution of Canada.



PRESIDENT SCHURMAN.

Jacob Gould Schurman, at the age of thirty-eight years, has been chosen President of Cornell University, with a salary of \$16,000. He possesses qualifications that make him admirably fitted to assume the leadership in a young and vigorous university like Cornell. He possesses ripe scholarship, good executive ability, a fine personal appearance, with considerable magnetism. He is a native of Prince Edward Island. Graduating from Prince of Wales College, he entered Acadia College as a sophomore. In 1875 he competed for and won the Gilchrist scholarship in connection with London University. On this scholarship he studied in London and Edinburgh. For two years he was in London studying ethics under Martineau, political economy under Jevons, philosophy under Robertson, and English literature under Henry Morley.

In 1877 he took his B. A. degree and won the philosophy scholarship and the Hume scholarship in political economy. He spent the winter of 1877 and 1878 at Edinburgh, specializing in mental and moral philosophy under Fraser and Calderwood. In the following year he took his master's degree in the London University and his doctor's degree in the University of Edinburgh. In this year the first of the Hibbert scholarships in philosophy was offered. They are worth \$1,000 a year for two years, and out of seventy competitors from all British universities Dr. Schurman was successful.

Dr. Schurman now entered Heidelberg University and studied philosophy under Kuno Fischer. The

next year he entered Berlin University and continued his studies under Zeller, Du Nois-Reymond and Paulsen. He finished his university career under Lotze, at Gottingen. His Kantian and Evolutionary Ethics was published by the Hibbert trustees in 1879.

In 1880 Dr. Schurman returned to Canada and accepted the professorship in English literature and logic at Acadia College. From there he was called to Dalhousie College, and in 1886 accepted the chair of Christian ethics and mental philosophy at Cornell.

Recently he was tendered the presidency of the California State College, but Cornell has retained him by giving him the highest office in her power.

For the REVIEW.]

#### Astronomical Notes.

"Amateur" wants to know when Orion can be seen. Somebody is always asking this question just at the time when this grandest of all the constellations can't be seen.

It takes Orion an hour and a half to rise and an hour and three-quarters to set. The stars do not set in the same order in which they rise; and, as to the two brightest ones, Alpha and Beta, while there is an interval of only twenty minutes between their risings, the interval between their settings is one hour, forty minutes.

On June 21st Orion will begin to rise at 4.55 a. m., and will finish setting at 6.18 p. m., mean time. Amateur writes from Halifax, and I suppose he keeps what Haligonians erroneously call "local time." But this is not Halifax mean time, it is the "standard" time of the 60th meridian, and Amateur will have to "correct" the above results by an amount of time equivalent to the difference of longitude between him and 60° W.

But what has all this to do with the query,—at what time of the year can Orion be seen? It has everything to do with it. It has shown us already that Orion can't be seen on June 21st, and why it can't; at least it has done so for those of us who took the trouble to remind ourselves a few sentences back that in June we can't see stars that rise at 5 a. m. and set at 6 p. m.

A month later the 5 a. m. event will occur at 3; so, by the end of July, Orion may be seen by those who get out of bed very early, or who get into it very late. Whatever in the star line can be seen at three in July, will be in the same position at one a month later, and at 11 p. m. in another month. Thus, at the end of September, Orion may be seen in the east at midnight. Two months later the whole constellation is above our horizon at eight, and at the end of the year at six. When March is ending the whole

constellation is below the horizon at midnight. At the end of April it is all set before ten, at the end of May before eight.

\* \* \* \* \*

Another correspondent sends a sermon on "The Divine Astronomy," and asks for the meaning of the following passages:

The former group (the Pleiades) this rustic prophet (Amos) associated with the spring, as it rises about the first of May. The latter (Orion) he associated with the winter, as it comes to the meridian in January."

"The seven worlds of the Pleiades and the four chief worlds of Orion."

"The Pleiades rising in midsky."

My correspondent does not ask what I think of these passages; she only asks what they mean, and to that I have only to say that I don't know.

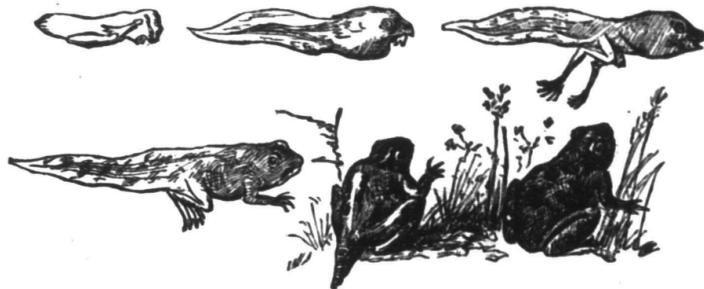
A. CAMERON.

Yarmouh, N. S., May 30, 1892.

### NATURE LESSONS.

#### THE SCHOOL-BOY ZOOLOGIST—No. VI.

##### BATRACHIANS.



The Development of the Frog.

#### ORDER I.—THE ANOURA (FROGS).

From the Greek *oura*, "a tail," and *an*, "without." The *Anoura* are therefore the tailless batrachians, or *amphibians*, as they are sometimes called. They all start in life with a tail like the second and lower order; but they grow out of it. They are very common; but they have been of very great value to the world for the light which their study has thrown on the higher departments of biology, and even psychology, which light has enabled medical science to do extraordinary feats in the saving of human suffering and life. In the genus *Bana* (the common frogs) we have:

1. *The Bull-frog*, generally from half to two-thirds of a foot in length, with a tremendous bass note which may be heard sometimes for miles. Greedy fellows they are, too; for one dissected by a Canadian naturalist had still in its stomach a toad and a small duck.

2. *The Green Frog*, about three inches long, frequenting springy places, and very noisy.

3. *The Wood-frog*, hardly two inches long, common in damp woods and rather silent.

4. *The Common, or Leopard Frog*, nearly three inches long, and spotted with black, edged with white more than the others.

The spawn of these are placed in masses of a gelatinous substance in the water. The black specks hatch out into fish-like objects, and soon develop into big headed tad-poles. They first breathe like a fish, taking water into their mouths and expelling it through holes in the sides of their necks which have branching tuft-like gills. The external gills eventually fall off—and internal gills take their place—succeeded finally by two large sack-like lungs. By this time the tail disappears and the legs appear. As a tad-pole its mouth had horny plates which enabled it to browse on the fine aquatic vegetation. When it has its lungs and takes to the land, it also becomes carnivorous and feeds on insects. It then also loses its mouth plates, but its mouth becomes larger, and teeth develop on the upper jaw. The intestines which were about seven times as long as its body when it was graminivorous, is only about one and a half times the length of its body when it becomes carnivorous. The males are the noisy ones, and their notes are short hoots.

Next comes the genus *Hyla*, from the Greek for *forest*—the tree frogs. We have in our provinces three of these.

5. *The Common Tree Toad or Frog*, about two inches long, with toes spread at their tips into little disks to enable them to stick on the bark of trees, from which their shrill pipe-like notes are often heard.

6. *Pickering's Tree Frog*, smaller.

7. *The Squirrel Tree Frog*, still smaller and rarer. Length about an inch.

These attach their eggs generally to the stems of water plants.

Next comes the genus *Bufo*, our honest and useful toad.

8. *The American Toad*. Eggs in gelatinous strings in water where the young pass through the tad-pole stage. The toads from the marshes in spring send out the prolonged trilling notes we so often hear. The toad is a great insect eater. Its tongue is attached at the tip and free at the base, and is literally thrown out of the mouth at its victim.

#### ORDER II.—THE URODELA (Greek, *delos*, visible).

These batrachians never lose their tails. Their eggs are deposited in water on water plants, and their early life is spent there. But even when they come

to stay on land they never lose their tails. They are commonly called lizards. But there are no lizards in these provinces.

1. *The Newt, or Eft, or Vermilion-spotted Newt.* This interesting creature differs from the salamanders in form by its compressed or flattened tail which makes it more fish-like, and in habit by its living principally in the water. Until it is over an inch long it may live in the water with gills; in color from a yellow below to a dark olive above, sprinkled over with black dots and a few red ones. It may then take to land for a time until it reaches a length of about three inches, becoming a red salamander in appearance, carnivorous and otherwise developed to suit land life. Lastly, it again takes to water where it attains maturity, a length of four inches or more, and its original yellow to dark olive green color, sprinkled with black and a few vermilion spots. The land form has often been taken by naturalists in the past for a different species altogether. What makes this species so remarkable, is its return and re-transformation which fits it so perfectly for an aquatic life again.

2. *The Spotted Salamander*, six inches long, black, with a row of yellow spots on each side.

3. *The Violet Salamander*, violet black.

4. *The Red-backed Salamander.* There may probably be one or two species more. They are generally found near wet or in damp places, hiding under sticks and stones.

For the REVIEW.]

#### The Meaning of Acadie.

We are told in Calkin's Geography, an authorized text-book in Nova Scotia and New Brunswick schools, that the termination *-cadie*, in Micmac words, means "abundance," or "abounding in;" and I believe this interpretation is generally received, and is taken as showing the probable origin and meaning of the word Acadia.

It is a pity to disturb the pleasant idea thus associated with the old and beautiful name of the Atlantic Provinces. Nevertheless, I wish to show that if the name Acadie was originally connected with the final syllables *-caddy* or *-quoddy*, frequently occurring in the Indian names of places—and, though only a conjecture, it is a very probable one—its root meaning may be nothing more than "region" or "place." I have been led to adopt this view by an examination of the following Micmac words ending with these sounds. They occur in a list of place names in the late Dr. S. T. Rand's First Reading Book of the Micmac Language, with manuscript additions by the author. (The

spelling is Dr. Rand's.) The final *e* is sounded as *y* at the end of an English word; as Digby:

*Cloopake-akade*, murre-land.

*Wobeakade*, swan-land.

*Anukwakade*, flounder-ground.

*Busloakade*, sea-cow ground.

*Kitpooakade*, eagle-haunt.

*Apchechkumoochwakade*, resort of the black duck.

*Tungwoligunech-wakade*, haunt of the crane.

*Kopsukedum-oakade*, lamper-eel-ground.

*Utkogunaakade*, autumn fishery.

*Tumagunawaacade*, shell-duck haunt.

*Soonakade*, cranberry field.

*Noodaakwode*, (Noddy-Quoddy,) sealing ground.

*Tesogwode*, place of flakes.

*Nesogwaakade*, place of eel weirs.

*Boonamookwode*, tomcod-ground.

*Mtabeswaakade*, where mud-catfish abound.

*Segubunaakade*, (Shubenacadie,) where ground-nuts abound.

*Aglaseawakade*, an English settlement, (Tusket.)

*Tulakadik*, (Tracadie,) camping ground.

*Upkooakade*, turpentine region, (Tar Bay.)

*Pugun-jooakade*, land-lizard place.

*Bunaakade*, region of darkness.

These examples are sufficient, I think, to show that *-cadie* only expresses locality. The other interpretation is, undoubtedly, a mistake; and it is easy to see how such a mistake would occur. *Shubenacadie*, for instance, must of course have been so called because ground-nuts were unusually abundant there, and while it does not follow that the idea of abundance is expressed in the name, yet the fact would naturally be stated by any one giving its translation. In *Tulakadik*, however, (in which the final *k* is merely the sign of the locative case,) and perhaps in some of the others, the idea of abundance seems to be excluded; and we find in the same list an entirely different word, *Milasuk*, (the Indian name of Bridgeport,) translated as "plenty, abundance, rich place." J. VROOM.

St. Stephen, May 14, 1892.

For the REVIEW.]

#### How Literature is Taught in Morris Street School, Halifax.

In advocating the teaching of Literature in our common schools, I shall address my remarks only to those teachers who love the study, and who will regard it as a recreation. With our already crowded curriculum it is quite unnecessary to add to the burden, but while performing the daily routine carefully and faithfully, the teacher will not lessen her efficiency if a little time be appropriated as inclination dictates.

It need not be claimed for Literature that it is more comprehensive—occupies a more interesting field than other studies—the sciences notably, but the advantages Literature presents are that it takes less time, and that material is accessible to teacher and pupils in the most poorly equipped school.

What I have been asked to contribute to THE EDUCATIONAL REVIEW is simply an account of what has been done by devoting a few minutes a day to Literature, and to offer some suggestions concerning methods of working.

About four years ago an article appeared in the *Truro Sun* showing what might be accomplished in the training of the memory by utilizing spare moments, and giving well known instances of Macaulay's wonderful capacity for retaining what he read. This suggested to me the idea of testing the power of the pupils by reading to them a short rhyming stanza which was to be written from memory after one hearing.

In a few days when this exercise was losing its attractiveness, there was added the idea of memorizing a choice bit from some standard poet, with the novelty of finding out the poem and author from which it was taken. The pupils in turn were to give the selections, with the condition that they were not to be chosen from a book of quotations, but from some complete poem, which poem was to be read aloud on Friday. In cases where the poem was lengthy, a portion was to be read, and the substance of the whole related.

This was the beginning of what has grown to be a very pleasant and important part of our school work. As the days went on, one after another way appeared in which these selections might be made of practical use. They became a means of teaching spelling, punctuation, elocution. From them also we obtained some idea of what constitutes poetry, and we learned to look more closely into what we read, and to discover as much as possible of the author's meaning.

It has been specially noticeable that in all these years I have never been obliged to condemn a single selection as worthless. Some of course were less interesting than others, but the majority have been pure, beautiful, and elevating, showing a discriminating taste that we do not always give children credit for.

For this study, besides the daily ten minutes, a longer time is given on Friday, when the quotations are revised, and poems read. Once a fortnight a talk on the life and works of some author, or a critical study of some story-poem, is made the basis of a composition for the following week. In short there are ways innumerable in which this subject may be made of interest and benefit.

We do not study books *on* literature, *on* poetry, *on* style; we go to the fountain head and study the writers, the poems themselves. Longfellow is the favorite for many reasons, but we do not confine our attention to one. There are very few of the standard

poets from whose works we have not had selections.

In choosing a subject for these fortnightly literature talks it would be well to begin with something bright and interesting, and to some extent familiar. If possible let it be from some author whose works are to be found in most households. Almost every pupil can obtain Longfellow, and there are so many beautiful things there. Perhaps all lovers of poetry may not know what a delightful and fascinating poem Longfellow's *Keramos* is for critical study. Our school reading books, too, offer good material for several Friday lessons. There is, however, no need to suggest. Each teacher will do best by consulting her own taste, and taking what she is most interested in.

With many of the girls who have passed through my department *Our Quotations* has become quite a proverb, and nothing pleases them more than to be able to tell me of having heard someone quote, or of having come across in a book, one of *Our Quotations*.

One day when the girls were enumerating the benefits they had derived from the study of these selections, one of them said, "It makes me pay attention in church, for our clergyman is very fond of poetry, and whenever he gives one of *Our Quotations* I always listen to the rest of the sermon."

There is a great deal written and said about the sensational novels and injurious reading indulged in by the young. This side of the subject has been so often shown, that there positively is a danger that girls and boys will live up to what seems to be expected of them. Let us try to find out something of the good reading that they do. I think that many of us would be surprised, and not unpleasantly, to find what books many young people, between the ages of twelve and sixteen are capable of appreciating.

Try the experiment of getting your pupils to cut out and bring to you from the newspapers, articles that they think interesting, and the result will be, I venture to say, at once a surprise and a delight. In the beginning when "Darkness was upon the face of the waters," the command was not, "Let the darkness disappear," but "Let there be light." Let us follow nature's guidance, and endeavor to cultivate in our pupils a taste for the good, the beautiful, and the elevating. Occupy the mind with the best, that there may be no room for what is unworthy.

A. M. C.

Mr. George R. Parkin, formerly of the Collegiate School, Fredericton, has published a school manual, entitled, *Round the Empire*, which is intended to teach English children the value and importance of the colonial empire of Great Britain. Lord Rosebery contributes an introduction to the work.

For the REVIEW.]

**Suggestive Questions in Geography.**

1. Why is China enabled to live almost independent of foreign commerce?
2. What regulates the price of labor? Why does it cost more to live in the United States than in Britain?
3. "The shipping of American sea-ports is mainly under foreign flags." Why is this?
4. Why should the chief cities of Persia be situated near mountains?
5. The two great factors of wealth being "materials and intelligence" show how during the present century the second factor has contributed to the rapid advancement of Germany and some other countries which you will please name.
6. Explain why butter, coffee, cotton, potatoes, tobacco, sugar and tea were almost unknown to the ancient Greeks and Romans.
7. "The Danish peninsula is a mere tongue of land, unproductive of economic minerals or crops." Yet the Danes are a prosperous people. How do you account for the fact?

MISS L. M. McDONALD.

Springhill, Pictou Co.

**Queens County Teacher's Institute.**

The Queens County, N. B., Teacher's Institute met at Gagetown, May 26th and 27th, Miss Mary Tibbits of Gagetown presiding. After opening remarks by the president and Inspector Whelpley, a paper on "Compulsory Attendance" by Mrs. L. S. Flower was read by Miss Tibbits. Many of the teachers took part in the discussion, as also did Mr. R. T. Babbitt and Rev. A. C. Dennis. Mr. Babbitt welcomed the teachers to Gagetown.

Mr. R. B. Ferguson read an excellent paper on "Patriotism in the School," which was followed by a hearty discussion in which many judicial methods of teaching love of country were brought out. Dr. Inch, Chief Superintendent, briefly addressed the Institute, which then adjourned.

A public meeting was held in the temperance hall, Gagetown, on Thursday evening, when the large audience testified to the interest taken by the townspeople in matters educational. The president called attention to the pleasing fact that, with but one exception, the speakers that evening were Queens County boys—former pupils of the grammar school. Addresses were made by Dr. Inch, Mr. Eldon Mullin, Inspector Whelpley, Mr. James Palmer and Rev. A. C. Dennis. Miss Blanche Tibbits sang a solo, "Afterwards," and Mr. R. B. Ferguson favoured the audience with a song accompanied with an autoharp. The meeting

closed with the national anthem. The teachers were afterwards entertained at "Willow Hall" by Mrs. Tibbits, when all had the pleasure of being introduced to Dr. Inch.

On Friday afternoon after routine, papers were read by Mr. C. D. Story on the "Newspaper in School," and by H. B. Barton on "Moral Culture of Pupils." Dr. Inch addressed the teachers at some length, giving much practical advice, gleaned from his own experience as a teacher. The institute adjourned to see Dr. Inch and party go by the steamer.

At the afternoon session Mr. Barton's paper was fully discussed, since the subject is one which proves a difficult one to almost every teacher. Mrs. Cox read a most excellent paper on "How to Cultivate a Taste for Good English Reading." Miss Tibbits read a few notes on the Teaching of Chemistry. The election of officers resulted as follows:

President, Miss M. K. Tibbits.

Vice-President, Mr. H. B. Barton,

Secretary-Treasurer, Mrs. Cox.

Members of Executive, Messrs. C. D. Strong, and R. B. Wallace.

The institute then adjourned to meet in Gagetown, May 25th and 26th, 1893.

The teachers present were much interested in the collection of minerals lately presented to the grammar school, and in the exhibit of manual work. Specimens were sent from several schools, and all the work was of a high class. Special mention should be made of the exhibit from the schools at Gaspereaux Forks and MacDonald's Corner.

**Enlarged School Sections.**

The following excellent suggestion comes from Inspector Roscoe in his recent report to the School Commissioners of Kings County, N. S.:

I am of opinion that it would be, in some instances, in the interests of the schools, to group several districts together under the management of one Board of Trustees. The central school in such cases might be made more of the nature of a high school than the rest, and pupils from the others might be admitted to it upon a regular examination. It seems to me the management in this way might be simplified and the efficiency of the schools increased.

In discussing this question the *School Board Journal* has the following:

The township system of schools is the leading educational question in many states. The following points in its favor were summed up by the committee appointed by the Commissioners of New York to look into the system:

"The affairs of school districts would be managed with business system, an advantage which now attaches to union free school districts, where a school board has charge of the

district, holding regular meetings and having an oversight over school interests. \* \* \*

"A more efficient, intelligent and progressive class of school officers. Parsimony and extravagance would alike be controlled. As a rule, boards of education are composed of the leading men of the community.

"All the inhabitants of a township would receive equal educational advantages at equal rates.

"It would guarantee to all the communities the school privileges now enjoyed by residents of union free school districts.

"Fewer and larger schools, better wages, better teachers. Weak districts would be annexed to others.

"More and better supervision by school commissioners and boards of directors.

"It would add dignity and usefulness to the office of school commissioner, giving him less anxiety over petty details, and enabling him to supervise schools more systematically and intelligently.

"Better facilities for grading the country schools, and establishing a uniform and satisfactory course of study, having in view the entire school population of a township. Advanced or high schools could be established at convenient points, which every pupil of the township of requisite educational advancement would have the right to attend. The small schools would become a part of a perfected, harmonious and efficient system, instead of straggling and struggling nonentities."

#### Annoyances That are Imaginary.

Are school teachers the chronic growlers and grumblers they are charged with being? It would seem at times that they show the charge to be true. Let but two or three teachers of the same school of a town meet and their talk is nearly always of the "shop," and their woes and tribulations are exchanged, commented on and sympathized with. Next to the luxury of abusing the school committee is the pleasure of criticizing the text-books used by the teachers. Then the salary is ridiculously small, the class the worst ever gotten together, the school room entirely unfit for habitation, the parents are meddlesome, the vacations too short, the superintendent too officious and exacting, and the times are out of joint. A disinterested listener would be led to suppose that upon teachers' devoted heads were piled all the troubles, annoyances and vexations that could ever be expected to be heaped on mortals here below. But do teachers have more difficulties to encounter than those engaged in other callings? Is their work the most exacting, exhausting, perplexing, troublesome of all the work that is done in the world? Admitting that it calls for the exercise of the greatest patience, forbearance and tact, is it surrounded with such difficulties that these virtues are repressed in their expression, and the teacher is crushed by the weight

of her labors? Would it not be the part of wisdom, would it not be in harmony with the spirit which should inspire every teacher when she engages in the noble calling, to make herself superior to the annoyances that come to all of us in life, to dominate and control the vexations peculiar to her work, and become fortified and strong, and by the exercise of the powers that make her a teacher to govern not only her school but its conditions, with a sweetness of disposition, a suavity of manner, that will react on the work and its doers, and bring sunshine where now so much that is gloomy and forbidding exists by the act of the teacher?

#### Bovines vs. Equines.

The differences anatomically and physiologically between the cattle tribe (*Bos*) and the horse family (*Equus*) is an interesting study. In parallel tables as given in the *Maryland Farmer*, these can be seen at a glance:

CATTLE.	HORSES.
Have two toes.	Have one toe.
Horned.	Without horns.
Have no mane.	Have flowing mane.
Long hair in a tuft at end of tail.	Tail covered with long hair.
Pawing with the fore feet denotes anger.	Pawing with fore feet denotes hunger.
Seize forage with the tongue.	Gather food with the lips.
Lips slightly movable.	Lips very movable.
Have no upper incisor teeth.	Have upper and lower incisors.
Lie down fore parts first.	Lie down hind parts first.
Rise on hind legs first.	Rise on fore legs first.
Short mouth. No space between incisor and molar teeth.	Mouth long. Space between front and back teeth.
Four stomachs.	One stomach.
They chew the cud.	Do not chew the cud.
Intestines small—120 feet long.	Intestines large—60 feet long.
Have gall bladder.	Have no gall bladder.
May vomit.	Do not vomit.
May breathe through the mouth.	Don't breathe through the mouth.
Mouth generally open when wearied.	Mouth never open from exhaustion.
Defense by goring.	Defense by kicking.
Bellow or moo.	Neigh or whinny.
Do not sweat.	Perspire easily.
Have dewlap.	Have no dewlap.
No warts on inside of hind legs.	Hard, oval warts inside hind legs.
Never use teeth in fighting.	Use the teeth in fighting.
Do not retract the ears.	Retract the ears when angry.
Very rough tongue.	Smooth, soft tongue.
Short, broad head.	Long, narrow head.
Wide, drooping ears.	Erect, narrow ears.
Limbs formed for strength.	Limbs formed for speed.
Live twelve or eighteen years.	Live thirty or forty years.
Do not roll in the dust.	Do roll in dust.
Sleep with both ears alike.	Sleep with one ear forward.
Lie down to sleep.	Often sleep standing.
Eat and lie down to ruminate.	Never ruminate, eat little and often.
Shoulders straight.	Shoulders sloping.

The final examination of the N. B. Normal School begins on the 14th of June. A large number will undergo examination. Many teachers have made application for examination for advanced classes.

**School-room Book Shelves.**

An arrangement to hold books on a wall without nailing them is often needed in the school-room. If the number of books one wishes to dispose of is not too large, a very inexpensive yet pretty case may be made as follows:

Take two good sized soap boxes, or such as canned fruit is packed in. Fit a shelf midway in each. This is easily done by nailing small cleats inside the box, and laying a little board on them. Place one box on top of the other, fastening together with small screws. Cover top and sides with any pretty stuff, cretonne or silkline, tacking pinked strips along the edges of the shelves. If desired a tiny curtain may be arranged to hang in front.

Or a set of long narrow boxes without covers may be made by a carpenter, and then painted or stained by the hands of teacher and pupils, a mutual interest in school-room decoration being desirable. These boxes may stand one on another, or be placed on a strong table. The care and arrangement of the volumes should be assigned as a mark of reward to deserving pupils, turn and turn about.

**Discipline First.**

"Get the boys and girls interested," say the journals, "and you can do anything with them. Go to that boy and let him know that you love him—win him to you by kindness and you have conquered him, etc." Alas, what a dream we find such devotion, and how far away we find its rewards. To go to some of the species of boy with which the teacher comes in contact, to love him, to dote on him, to win him, to interest him, reaches so near the Infinite, requires so much of the Omnipotent that the average teacher finds it more human and vastly more practicable, to mingle a little business with the love. When you have found the troublesome character in your school, set about getting that pupil to work, then keep him at it. This can be done by constant watching and rigid discipline. Once taught to work he becomes docile, then kind and perhaps lovable. First discipline, then follows respect, and then love; but never try to apply this rule backwards.—*Exchange.*

**In the Coming School,**

Parent—"My boy Sammy doesn't seem to be learning anything about figures. He can't do the simplest example in addition."

Teacher—"Your boy Sammy is one of the brightest pupils I have, Mr. Wiggles. He can mend a hole in a tin pan as well as a regular tinker, go through

the newly imported Danish exercise in calisthenics without a single mistake, put an invisible patch on an old shoe, take a watch to pieces and put it together again, tie a sailor's knot, do a chess problem and putty a pane of glass in a window as neatly as a glazier can do it."

"But he doesn't seem to know anything about reading, writing and spelling."

"My dear sir, we don't teach those studies any more."

**Extracts from N. S. Inspectoral Reports.**

Dartmouth has the distinction of being the first in the Maritime Provinces to open a free kindergarten in connection with the public schools. It was opened in May, 1888. Under the able directorship of Miss Hamilton it has won its way by sheer merit, and commended itself to the approbation of competent judges.—*Inspector Condon.*

Lunenburg Academy, under the management of Principal McKittrick, is doing excellent work. More high school pupils are being drawn in, term after term, from the country sections. Valuable additions to the apparatus have been made during the year. The school grounds have been terraced and otherwise improved, and are now an ornament to the town. The Liverpool Academy under Principal Smith continues to do superior work. This institution has had the same staff of very excellent teachers for years, and the result is that the work from the primary class to the high school is of a very high standard.—*Inspector MacIntosh.*

There is a feeling which found expression at the several Boards of Commissioners, that school grounds should be enclosed with neat fences, not only for ornament, but as protection to the property and to the pupils. In one section the shingles were torn from the walls high up as the cattle could reach, giving the school house an appearance which suggested a relic of Waterloo. In another section I saw the pupils carry to the door with much tenderness, the plants they were cultivating, that they might be refreshed with the falling rain. At recess they went for their plants, but no plants were there—they made only a mouthful for a hungry ruminant that was passing that way. The most ridiculous scene of all, I witnessed at Stoney Island. When every pupil was doing his level best, into the room stumped a big-horned sheep—perhaps Mary's Little Lamb after a long absence visiting his old haunt. The "big boys" had their hands full, but after the ejection of the intruder the violent headers against the door would have been too much for the gravity of pupils unaccustomed to such visitors.—*Inspector Munro.*

The evils resulting from frequent changes of teachers are very apparent. About *fifty* per cent of the teachers change their sphere of labor each year, and probably not more than *fifteen* per cent remain in the same sections longer than one year. Under existing conditions it seems difficult to obviate this unrest, which can in most instances be traced to the illiberal policy by which rate payers in many sections are governed. A remedy for this evil would be provided if larger sectional appropriations for school purposes were voted at the annual meetings, and if all teachers were to abandon the practice of underbidding one another for situations.—*Inspector Morse.*

Even those who do as well as can be expected and study hard to become teachers of the truest and best class, would, in my estimation, become so much sooner and at less expense to themselves, and far less to the schools on which they practice, by attending a good training or Normal school at the outset, than by teaching. Not more than half the teachers have a just appreciation of what good teaching means. There is an immense loss of time and energy along this line at the present time, and this must continue till attendance at the Normal school be made compulsory.—*Inspector Roscoe.*

I am of opinion that Mr. McKinnon, Beaver's Cove, C. B., has here laid down the nucleus of an agricultural school, which, with judicious nurture and generous encouragement may in a short time become an important auxiliary and feeder to the more pretentious institution—the Provincial school.—*Inspector McNeil.*

Arbor day is becoming one of our regular institutions. The day on which it is held is announced to each section by special circular, and where vandalism does not reign the day is kept with veneration—trees are transplanted and the school grounds decorated, or improved in some way. When I visit the schools in the following summer, I can always tell whether my suggestions have been carried out.—*Inspector Gunn.*

At present the school-room is regarded in most cases by all concerned, as a place for listening to recitations; the home, as a place for memorizing words, which, too often, are forgotten shortly after they have been "said." This is undoubtedly the great defect in our educational system—that, generally speaking, teachers are neither instructors or guides to their pupils, but mere hearers of "lessons." Pupils are not taught, but forced to learn by rote, and so given an actual distaste for books. Oral work, in other words, actual teaching, ought not only to be

encouraged but insisted on, and plenty of time for it allowed. The excuse almost invariably given at present for the neglect of nature lessons and other similar work prescribed by the course of study, is that the hearing of "recitations," from the numerous classes considered necessary, occupies fully the time of the teacher.—*Inspector MacLellan.*

The work of the institutes organized in the summer of 1891 for the study of natural science, was carried on as far as possible after the model of the summer school. The students listened to lectures, personally examined specimens of minerals, plants, and insects, and were questioned as to their knowledge on the results of their observations. In every case, care was taken to show how this knowledge, and especially the manner of acquiring it, could be utilized in the school-room.—*Inspector Lay.*

#### CURRENT TOPICS.

A *modus vivendi* similar to that of last year has been agreed upon between England and the United States in regard to the seal fisheries in Behring Sea. Great Britain has insisted upon the insertion of the clause, "That if the result of the arbitration be unfavorable to the United States that that country shall compensate the sealers of Canada who have suffered loss in consequence of having been deprived of the privilege of fishing."

The United States Government has awarded the families of the Italians murdered by the mob in New Orleans, \$25,000 damages.

The sailors of the Baltimore who were injured in the Valparaiso riot, have put in claims to the State Department of the United States, amounting to nearly \$2,000,000.

A revolt has broken out in Venezuela against the authority of President Palacio, who has committed many arbitrary acts. General Crespo leads the revolution, and has gained several victories over his opponent. Caracas is still held by Palacio.

Matto Grosso, one of the provinces of Brazil, has revolted. It is very remote, and the rebellion causes much uneasiness in Brazil.

The British Government has refused the request of Canada for powers to negotiate her own treaties in regard to trade and commerce.

Nearly all the countries of Europe have been greatly disturbed and alarmed by the work of anarchists. Many arrests have been made, and precautions have been taken to prevent further outrages. Dynamite has been the agent used by the anarchists, and several ghastly deeds have been committed.

The Republican Convention to choose a candidate for president is in session in Minneapolis. Secretary Blaine looms up as a possible candidate, and may defeat the aspirations of President Harrison for re-nomination. The Democratic Convention meets later in Chicago. The probabilities at present are strongly in favour of the nomination of Ex-President Cleveland. How is the President of the United States elected?

## Academy Entrance Examinations, N. S.

## MATHEMATICS (2 hours.)

[Each numbered question of equal value. Answers without the steps necessary to arrive at them may be considered of no value by the examiner.]

1. Multiply 123456789 by 987654321. (Answer of no value unless exactly correct.)
2. If the quotient is 1234, the divisor 56, and the remainder 7, find the dividend?
3. (a) Find the highest common factor of 876.954, and 132. (b) What is a least common multiple?

4. Simplify  $\left(\frac{2\frac{3}{4}-1\frac{1}{2}+\frac{1}{2}}{2\frac{1}{4}-2\frac{1}{2}}\right) \div \left(\frac{2-\frac{1}{2}}{\frac{2}{3} \text{ of } \frac{2}{3}}\right)$

5. Divide .037 by .000008.
6. If an object moving uniformly goes 3 miles, 4 furlongs, 10 rods, 3 yards, 2 feet, 9 inches in one hour, 20 minutes, 30 seconds, how far will it move in 300 days.
7. My agent is allowed 2 per cent on all money which he collects or invests. He sells 1000 barrels of flour for me at \$5.80, and after deducting his commissions he invests the balance in new flour at \$4.90 per barrel. How many barrels does he buy for me, and what commission has he earned?

\$300.

HALIFAX, April 27th, 1892.

Three months after date, for value received, I promise to pay A. B. or order, three hundred dollars. C. D.

When will this note be due? How much must be paid for it when due? If discounted at a bank on the 1st May at the rate of 8 per cent per annum, how much money would be received for it at the bank?

9. Find the values of:

$$\frac{(a+b-c)^2}{2(ab-3c)} \text{ and of } a\sqrt{a^2-(b+c^2)} - (2a-3c)$$

When  $a=4$ ,  $b=3$  and  $c=2$ .

10. Multiply  $a^2+ax+x^2$  by  $a^2-ax+x^2$  and Divide  $a^3-x^3$  by  $a+x$ .

## ENGLISH LANGUAGE. (1½ hours.)

[Value of each single numbered question, 10; of each double numbered question, 20.]

1. Put the following letter into good form, paying attention to punctuation, spacing and beauty of writing, as well as to correct spelling:—

halifax n s april 27 1892

Messers smith and Robinson dear sirs ive recieved your favour ov the 20th inst i wood be oblidgeed if you cood tel me hwere this kwotashun mite be fownd. Cum wan cum awl this roc shal fligh from its phurm baize as sune as eye is it from walter scot i have been dilligently seperating the pro-saik peices of poitrey from the phantastick butt have naught bin sucksesful i am respectively yours truely

A. B. MANIKIN.

2. Spell correctly and define the following words: Caret, irruption, monitory, sleight, ceiling, stationery, synonyms, rumatism, filanthropy, akooterments.

3. Write (a) the purals of *potato*, *wharf*, *genus*, *genius*, and *solo*; (b) the past tense and past participle of *give*, *go*, *come*, *be*, and *run*.

- 4 and 5. Analyze the couplet:

He that fights and runs away,  
May live to fight another day.

- 6 and 7. Parse the same couplet.

- 8 and 9. Correct the following sentences where desirable, and give the reason or a rule for the correction:

(a) Who will you give it to, him or I?

(b) I seen him do it as soon as he took his seat.

(c) I never saw it rain so heavy before, nor a storm look more beautifully.

(d) Ain't it a well known fact that the Book of Psalms were written by one man?

(e) I shall be able to go with you probably; but I will not remain here under any circumstances.

10. "And the widows of Asshur are loud in their wail;

And the idols are broke in the temple of Baal;

And the might of the Gentile, unsmote by the sword,

Hath melted like snow in the glance of the Lord!"

Who wrote this? What is it all about? What does it mean?

## GEOGRAPHY (1½ hours.)

1. Name the coast-waters, capes and islands of the Maritime Provinces of the Dominion.

2. Name the British Colonies in the order of their importance.

3. Tell what you know about any one of the following: Argentine Republic, Russia, India, Egypt or Oceania.

4. The chief rivers of Asia, the direction in which they flow, and the waters into which they empty.

5. Name and locate the chief mountain ranges of Europe.

6. By what waters are the following islands surrounded, and near what mainlands are they situated: Manitoulin, Anticosti, Cuba, Man, Jersey, Malta, Sicily, Tasmania, Ceylon, Iceland.

7. Name the chief agricultural products of the following: Spain, Brazil, France, China, Holland, Ontario, California.

8. Where and what are the following: Ainslie, Gaspé, Dundas, Detroit, Ben Nevis, Shannon, Majorca, Lafoden, Mecca, Natal, Malacca, Altai, Orinoco, Canary, Hudson and Panama?

9. Name the chief cities of Great Britain, where situated, and for what each is noted.

10. Draw an outline map of Africa, marking in as many details as possible.

## USEFUL KNOWLEDGE. (1½ hours.)

[Only 10 questions to be answered. Value of each 10.]

1. Why should the school-room be well ventilated?
2. What is the use of physical exercise?
3. What do you think are the most common mistakes made in the character of our clothing?
4. Why do young people sometimes learn to smoke? What effect has the habit as a rule?
5. Why are alcoholic drinks more dangerous than other common drinks?
6. Is rock made from ground or is ground made from rock? Explain.
7. What is a fossil?
8. Write a note on coal.
9. What is the air made of?

10. How do clouds come into existence and what becomes of them?

11. How can you prove (a) that water is thrown off from the lungs in the act of breathing, (b) carbonic acid gas also, and (c) matter which can become putrid?

12. Give the life history of a *moth* or of the Potato Beetle.

13. Write what you know about the native mammals of Nova Scotia.

14. Make a drawing showing all the parts of some flower with names.

15. Where are lichens found,—fungi,—mosses?

16. What kind of nature studies do you like most? Give an account of some observations you have made yourself.

#### BRITISH AND CANADIAN HISTORY (1½ hours.)

1. Tell what you know about the founding of Montreal.  
2. Describe the quarrel between Charnise and Charles de la Tour.

3. Write a short account of the expulsion of the Acadians.

4. Who were the United Empire Loyalists, and in what part of the Dominion did they settle?

5. How many members are there in the present Dominion House of Commons, and how are they distributed among the provinces?

6. Describe the character of any two of the following sovereigns: John, Richard III, Henry V, James I, Anne, George I.

7. Mention the chief events in the reign of (1) William I, (2) Richard II, (3) Henry VIII, (4) George III.

8. Name what you consider the six greatest battles fought by the English, when and where they occurred, and give the result.

9. Name the sovereigns of the House of Hanover, with the dates of their accession.

10. Assign to its proper reign each of the following: Magna Charta, Battle of Bannockburn, Field of the Cloth of Gold, Loss of Calais, Execution of Mary Queen of Scots, Death of Sir Walter Raleigh, Great Fire in London, Siege of Londonderry, Act of Settlement, Battle of Culloden, First Reform Bill, Indian Mutiny.

#### SCHOOL AND COLLEGE.

The school libraries of St. Andrews and Welchpool have been largely added to this year.

Arrangements are being made to hold the Charlotte County Teachers' Institute this year at North Head, Grand Manan. It is proposed to hold it about September 20th, when the "Flushing" will leave St. Stephen on Thursday morning, calling at St. Andrews, Eastport and Campobello, and reaching Grand Manan early in the day. She will return to Eastport on Saturday morning. As the weather is always good at that season, and the trip has many attractions, a large attendance is expected. Mr. Jas. Vroom, of St. Stephen, has promised his services, and it is hoped the services of Prof. Ganong, of Harvard, and Mr. John Brittain, of the Normal school, may be secured.

Mr. A. E. Barton, of Fair Haven, Deer Island, made Arbor Day the occasion of hoisting a new school flag.

Miss Jennie Lyle has accepted a position in British Columbia—salary \$600 per year.

Miss Mary Dibble, who has been spending the winter in California, expects to return to New Brunswick in July.

Miss Gilmour, who has had a year's leave of absence from Milltown, is expected to resume work at the beginning of next term.

Chas Young, of Falmouth, is erecting a building in Wolfville in connection with Acadia College at a cost of \$2,500, to be used as a manual training school. It is a memorial to his son Edward W. Young, who died while attending the college and who took considerable interest in manual training. The building will, after erection, be endowed for the teachers and fittings by a general subscription.

The course of lectures on psychology, by Prof. Seth, before the teachers of the public schools of Halifax, was completed on Friday. There were about 100 teachers in attendance at the weekly lectures, and much interest was manifested in this science, which is so close to the teacher's everyday calling. Prof. Seth has a happy gift of making his subject popular.—*Mail*.

The closing exercises of the New Brunswick University took place at Fredericton on Thursday evening, 2nd of June. The president, Dr. Harrison, occupied the chair. Dr. Bridges delivered an oration in praise of the founders. His Honor Lieutenant Governor Sir Leonard Tilley presented the Douglas Gold Medal to the winner—Miss Peake of Fredericton. The Alumni Gold Medal was won by Mr. A. B. Maggs of the Sophomore class; the Governor General's Gold Medal was won by Mr. Geoffrey Stead; and the silver medal by Mr. H. S. Brittain. Sixteen students were graduated, receiving the degree of B. A. The degree of M. A. was conferred on Rev. J. W. Hickson and Rev. Ernest Barker. The Alumni oration was made by Prof. Wesley Mills, the distinguished physiologist of McGill University, and was an able scientific address on the relation between mind and body and their harmonious development.

Prof. Stephen Dixon, a distinguished graduate of Trinity College, Dublin, in arts and engineering, has been appointed to the chair of civil engineering in New Brunswick University made vacant by Prof. Hatt's resignation.

The closing exercises of the Mount Allison Institutions took place during the week beginning May 27th, and were, as usual, of a deeply interesting character. The President, Dr. Allison, announced that the semi-centennial would be held next January. Principal Harrison's report of the Male Academy showed that there were seventy-seven students in attendance this term, fourteen of whom have matriculated into the University. Principal Borden of the Ladies' College and Conservatory of Music, stated that the total number of pupils registered during the school year was 176. The attendance in the literary department was 140, in the musical department 123, in the studio 61. The numbers represent an advance in each department upon the attendance of any previous year.

The anniversary exercises at Acadia Institutions at Wolfville, this year, began June 1st. The improvements that are being made in erecting new buildings, and increasing the appliances for better work in all departments of the institutions at Acadia, give its friends renewed confidence in what can be accomplished there. The new building for the manual training department is in process of erection, and work on the new seminary building is well advanced. Twenty-five young men composed the graduating class, and the degree of M. A. was conferred on four graduates of former years, one of whom, Miss Alice M. Fitch, has the honor to be the first lady to receive that degree from Acadia. The honorary degree of D. D. was conferred on Rev. John Chipman Morse of Digby. President Sawyer's address to the graduating class was an admirable one. Horton Academy under the direction of Principal Oakes, assisted by an able staff, has had a very successful year. Nineteen have matriculated into the college. The Acadia Seminary under the principalship of Miss Graves, has done excellent work during the past year, with even a brighter outlook for the future.

The closing exercises of the St. Martins, N. B., Baptist Seminary took place on June 7th. With friends coming forward to assist the Seminary with their money, with the fine buildings it has, and the natural advantages possessed by St. Martins, there is a bright outlook for the Seminary for the future, under the direction of its esteemed and scholarly principal, Dr. deBlois. The total number of students the last year was 72.

The Nova Scotia Normal School will close on Friday, July 15th.

The new school building at Amherst is under way. The corner stone was laid by the Grand Lodge of Masons, June 8. The most interesting part was taken by the pupils, 500 of whom formed in open file near the church. Through this lane of children, the band, town council and school commissioners walked, after which, the primary departments leading, all marched to the grounds where the ceremony was performed. There the children arranged themselves in the form of a scroll around the corner stone. This scroll, which had a very pleasing effect, owed its conception to Mr. Ford, Vice-Principal of the Academy, while its successful carrying out was shared in by all the teachers. After the ceremony, the lane of children was again formed, through which the procession passed. The school received many compliments from the Grand Master and Lodge for their orderly march. Among the usual articles placed in the cavity under the corner stone were a scroll containing the names of 702 pupils, in their own writing, and the May number of THE EDUCATIONAL REVIEW. Rhodes & Curry, Amherst, are the contractors. The building is to contain twelve school rooms, laboratory, office, museum and large assembly hall. It is to be completed December 31st, 1892. Contractor's price about \$27,000, heating and ventilating about \$3,000.

Scarlet fever has seriously interrupted the work of the public schools at Hantsport, N. S., recently, but by taking the precaution to close the departments it was prevented from spreading generally. The Pathfinder series of temperance text-books has been adopted in the Hantsport schools. Principal Miller is to deliver a public lecture on "the effects of alcohol on the human system."

One hundred and eighty pupils were in attendance at Truro Academy during the winter; 110 wrote for promotion at the terminal examination. Mr. Melville Cumming was the winner of the Langille Gold Medal. During the last year a fourth department — that of Modern Languages and Drawing — has been opened; the laboratory has been well equipped with apparatus, and several new volumes added to the library. A new college for the School of Agriculture is being erected on the Agricultural Farm, Bible Hill, Truro. The building will be ready for occupation in a few months. The attendance at the school is larger than ever before.

### BOOK REVIEWS.

INTRODUCTION TO CHEMICAL SCIENCE, by R. P. Williams, A. M. Cloth, pp. 204, publishers Ginn & Co., Boston, Mass. This book, recently authorized by the Board of Education for New Brunswick, is admirably adapted for the teaching of the simple truths of elementary chemistry in the most direct and practical way. The teacher who does not experiment has no need of the book, but, in the hands of the practical teacher who aims to demonstrate every step, the book will become a powerful aid in the school-room.

THE LABORATORY MANUAL OF GENERAL CHEMISTRY, by the same author and publishers, and designed to accompany the Introduction, contains directions for performing one hundred of the more important experiments in chemistry, and will be a great help to the teacher in securing readiness and accuracy in the experiments.

KERR'S BOOK-KEEPING. An elementary treatise and text-book for schools, academies and business colleges, by S. Kerr, second and revised edition, cloth, 109 pages. Publishers J. & A. McMillan, St. John, N. B. The issue of a second edition of this excellent school book is a proof that it has met an acknowledged want—an elementary work suitable for pupils and students, to give them a grasp of business principles, and the simplest and most correct methods of book-keeping. This edition has been thoroughly revised and corrected, and certain portions have been re-written. We congratulate Mr. Kerr on the efforts he has made to give to teachers and students a good elementary work on book-keeping.

BUSINESS LAW, a manual for schools and colleges and every day use, by A. R. Weed, LL. B. Cloth, pp. 172, price \$1.10. Publishers D. C. Heath & Co., Boston. The aim of this useful book is to give a brief statement of the common principles of law which govern business, with an explanation of the principal business terms and forms.

ELEMENTS OF PHYSICS, by C. E. Fessenden, principal of the Collegiate Institute, Peterboro, Ontario. Cloth, pp. 229, price three shillings. Publishers MacMillan & Co., London and New York. This an elementary work treating of: I. Matter and its properties; II. Kinematics; III. Dynamics; IV. Heat. Its chief merit is that every step is made clear by experiment, and there is an abundance of examples given to be worked out by the student. In clearness of type, binding and convenient form it is all that is to be desired.

A GERMAN SCIENCE READER, by J. H. Gore, B. S., Ph. D., Professor of German, Columbian University. Cloth, pp. 185, price 80 cents, publishers D. C. Heath & Co., Boston, Mass.

This is a selection of easy scientific articles on topics of every day interest taken from actual publications, most of them from text books on science. Its great value is that it gives to German students a reader along the lines of science, in which there is such activity among the Germans, and serves as a preparation for the higher technical literature.

**BEOWULF**, An Anglo-Saxon Epic Poem, translated from the Heyne-Socin Text by John Leslie Hall. Cloth, pp. 110. Publishers, D. C. Heath & Co., Boston, Mass. This is a modest but successful effort to give to students of English Literature the venerable epic Beowulf, which stands at the dawn of English verse. The measure used in the present translation is believed by the author to be as near a reproduction of the original as modern English affords. There is appended a glossary of proper names, and the notes are particularly full.

#### BOOKS RECEIVED.

**GRADUATED MATHEMATICAL EXERCISES**, for home work. MacMillan & Co., London and New York.

**GREEN'S SHORT HISTORY OF THE ENGLISH PEOPLE**, illustrated (in parts) Parts VIII. and IX.; price one shilling each part. MacMillan & Co., publishers, London.

**NATURE READERS**, Seaside and Wayside, No. IV. D. C. Heath & Co., publishers, Boston.

**DRESSMAKING**, a technical manual for teachers. Publishers MacMillan & Co., London.

#### Current Periodicals.

The *New England Magazine* for May is as interesting and attractive as usual. From the number of New England topics treated this magazine has a deep interest for the descendants of the Loyalists in the Maritime Provinces. Among the contents for the month are, "Village Life in Old England," by Reuben Goldthwaites; "On the Track of Columbus," by Horatio F. Perry; "The Progress of the American Republic," by William Eleroy Curtis; "Governor Winthrop's Farm," by Abram English Brown; "Bermuda in Blockade Times," by Charles Halloch; "Henry Clay as Speaker of the House," by Mary Parker Tollet; "Ye Romance of Canso Bay I.," by Herbert M. Sylvester, illustrated by Elizabeth Le Baron March; and other articles. The illustrations are very fine, and the number an excellent one. . . . The *Atlantic Monthly* for June has a paper of great value to teachers by William T. Harris, LL. D., U. S. Commissioner of Education, entitled "The Education of the Negro." All sides of this subject are most thoughtfully and ably treated by the author, who has made his paper of still greater value by adding to it notes, opinions, and criticisms written by some of the leading men of the South, to whom it was sent before publication. . . . In *Goldthwaite's Geographical Magazine* for May there is such an admirably arranged series of articles and facts on geography that wherever they are read, either in the home circle or school, they cannot fail to arouse interest and be of the greatest advantage. . . . The *Minerals Magazine* by the same publisher, is devoted to the study of minerals, by means of easy and pleasant talks on specimens. . . . The *June Wide Awake* is a picturesque and delightful number, with a varied table of contents in which are several pleasant stories for school children. . . . *St. Nicholas* for June is bright with story and illustration. . . . In the *Century* for June is an article on the "Growth and Change in College Education." . . . A stimulating article on present educational prob-

# Horsford's

ACID PHOSPHATE.

An agreeable preparation of the phosphates, for Indigestion, Nervousness, Mental and Physical Exhaustion.

Recommended and prescribed by Physicians of all schools.

Trial bottle mailed on receipt of 25 cents in stamps. Rumford Chemical Works, Providence, R. I.

lems will be contributed to *The Popular Science Monthly* for July, by Mrs. H. M. Plunkett. It is entitled "Kindergartens—Manual Training—Industrial Schools," and embodies some principles of training children that have not yet been duly appreciated.

#### EDUCATIONAL CIRCULARS.

##### Change in Text Books.

The following changes in the prescribed text books for use in the schools in New Brunswick, have been authorized by the Board of Education to take effect the first day of July, 1892.

1. ENGLISH CLASSICS.—Omit *Wordsworth's Excursion*, *Pope's Essay on Man*, and *Shakespeare's Hamlet*; and add the following: *Selections from Tennyson*:—*Geraint and Enid*, *Lockesley Hall*, *Lockesley Hall Sixty Years After*, *Ulysses*, *Sir Galahad*, *The Revenge*, with introduction and notes by *J. E. Witherell, B. A.*

*Longfellow*:—*Evangeline* or *Hiawatha*.  
*Macaulay*:—*Biography of Johnson* or *Essay on Hallam's Constitutional History*.

*Walter Scott*:—*Quentin Durward* or *Ivanhoe*.  
2. ENGLISH GRAMMAR AND COMPOSITION.—Add *Meiklejohn's Short Grammar of the English Tongue* with appendix in Composition.

NOTE.—For the present, schools have the option of continuing the use of *Robertson's Grammar* and *Dalglish's Composition*, or of substituting *Meiklejohn's Short Grammar* and *Composition*, as the trustees and teachers may prefer. But both Grammars may not be used in the same school.

3. ARITHMETIC.—*Hamblin Smith's* instead of *Sangster's*.  
4. HISTORY OF GREECE AND ROME.—*Smith's Smaller History of Greece*, and *Smaller History of Rome*; instead of *Collier's History of Greece*, and *Collier's History of Rome*.

5. INDUSTRIAL DRAWING.—Public School Drawing Course, Nos. 1, 2, 3, 4, 5, 6, instead of *Prang's Series*.

6. INTRODUCTION TO CHEMICAL SCIENCE, by *R. P. Williams*, instead of *Elliot and Storer's Chemistry*.

7. THE PRACTICAL SPELLER.  
NOTE.—For the present, schools have the option of continuing the use of *Manning's Speller* or of substituting the *Practical Speller*, as the trustees and teachers may prefer. But both Spellers may not be used in the same school.

The following change will take effect on the first day of January, 1893:  
8. *Spotten's High School Botany*, instead of *Gray's How Plants Grow*.  
Education Office, J. R. INCH,  
May, 1892. Chief Supt. of Education.

##### Summer Vacations.

For the present year the Summer Vacations will begin on the first day of July and end on the twelfth day of August.

In the cities of St. John, Fredericton and Moncton, and incorporated towns organized under Section 105 of the School Law, the Summer Vacation will begin on the first day of July and extend to the twenty-sixth day of August.

Incorporated towns not organized under Section 105, and other districts which have heretofore had six weeks' Summer Vacation, may, on application to the Chief Superintendent, have the vacation extended to the twenty-sixth day of August.

J. R. INCH,  
Education Office, Chief Superintendent of Education,  
May 1st, 1892.

# Teachers' Convention N. E. Association,

MONTREAL, JULY 5TH TO 8TH.

SARATOGA, JULY 12TH.

To the Teachers of the Maritime Provinces: To enable you to attend the Sessions of the Conventions which meet in Montreal and Saratoga on the above dates, and to give you a most agreeable and instructive

## SUMMER OUTING,

The Intercolonial and Grand Trunk Railways (the Quebec Route) have inaugurated for your benefit a series of **GRAND CIRCULAR TOURS**, which for scenic attractions and instructive entertainment cannot be equalled in any part of the world, and at prices so low as to be within the reach of all.

Provided sufficient numbers are secured, these excursions will be "personally conducted," and it is in contemplation to run

## A SPECIAL PULLMAN SLEEPING CAR TRAIN

over the Intercolonial and Grand Trunk Railways on such a Time Schedule as will enable the Teachers to enjoy the far-famed scenery of the **QUEBEC ROUTE**.

We present for your choice the following

## CIRCULAR TOURS:

TO MONTREAL and Return (via LEVIS) ONE SINGLE FIRST CLASS FARE.

**A** MONCTON TO LEVIS (QUEBEC).

Intercolonial Railway.

**A** LEVIS TO MONTREAL.

Grand Trunk Railway.

**B** MONTREAL TO SARATOGA.

To Plattsburg,..... G. T. and D. & H. R'ys.  
 " Fort Ticonderoga,..... Champlain Trans. Co.  
 " Baldwin,..... D. & H. R'y.  
 " Caldwell,..... Lake George Steamer.  
 " Saratoga,..... D. & H. R'y.

**C** To Toronto,..... Grand Trunk R'y.

" Niagara Falls,..... Steamer or Rail.  
 " Schenectady,..... N. Y. C. & H. H. R.  
 " Saratoga,..... D. & H. R'y.

**D** SARATOGA TO BOSTON.

via Fitchburg (Hoosac Tunnel Route), or  
 D. & H. R'y to Albany, or  
 B. & A. R. to Boston.

**E** via D. & H. R'y to Albany /  
 Day Line Steamer to New York.  
 Fall River Line to Boston.

**F** BOSTON TO MONCTON.

International Steamers to Saint John. Intercolonial Railway to Moncton.

## SPECIAL RATES FOR TEACHERS AND THEIR FAMILIES.

MONCTON TO MONCTON.

**A. B. D. F. \$18.77; A. B. E. F. \$21.92; A. C. D. F. \$29.32; A. C. E. F. \$32.47.**

(Any point on Intercolonial Railway to Moncton and Return, 2c. per mile).

The Fares from St. John and intermediate points on the I. C. R. are the same as those from Moncton.

For detailed and particular information apply to any one of the following Grand Trunk R'y Agents:

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JNO. GRAHAM, - - - - -	WOODSTOCK, N. B.	McKEEN, MOORE & CO., - - - - -	NORTH SYDNEY, C. B.
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OR TO

**R. F. ARMSTRONG, GENERAL AGENT FOR THE MARITIME PROVINCES**  
 134 HOLLIS STREET, HALIFAX, N. S.

## THE DOMINION EDUCATIONAL ASSOCIATION.

Montreal, July 5th-8th, 1892.

### CIRCULAR OF INFORMATION No. 4.

The preparations for the first meeting of the Educationists of the Dominion, in July next, are progressing favorably. The interest manifested by the several provinces has been gradually increasing, and the success of the gathering is now settled beyond all question.

The Roman Catholic and Protestant Committees of the Council of Public Instruction of the Province of Quebec at a recent meeting heartily endorsed the movement, and a deputation from both committees waited upon the Government in favor of a grant in aid of the funds of the Association. The Association will meet with the cordial support of all sections of the Province of Quebec, and we shall have the unique spectacle of all sections of our Dominion population, Roman Catholic and Protestant, French and English, from one end of the Dominion to the other, meeting together in friendly discussion of the best method of promoting educational progress in the several provinces of the Dominion. This, itself, is sufficient to command the hearty support of every true Canadian. The programme, which is nearly completed, will provide at once for the varied educational interests of the Dominion, and also the various sections of which our Dominion's population is composed.

The Kindergarten Section will be represented by Mrs. Hughes and Miss Hart, of Toronto; Miss Boulton, of Ottawa; and Mrs. Harriman, of Halifax. In the Public School Section Geo. U. Hay, Esq., of St. John, N. B., takes up "Ideal School Discipline, and How to Secure it." Supervisor McKay, of Halifax, N. S., discusses "School Preparation for Industrial Pursuits." Dr. Robins, of Montreal, takes, "The Study of Form in the Public Schools," and Captain Macaulay of Montreal, reviews the question of "Physical Culture in the Public Schools."

The High School Section is provided for by Wm. Houston, of Toronto, Superintendent A. H. MacKay, of Halifax, and others.

The Section of Normal Training and Inspection includes the names of Inspector Ballard, of Hamilton, Ont., Inspector Carter, St. John, N. B., Principal Calkin, Truro, N. S., and Dr. McCabe, of Ottawa.

In the University Section, papers will be provided by Dr. Adams, of

Lennoxville; Professor Cox, of McGill University; Dr. Eaton, of McGill University.

In the general morning meetings the following gentlemen have agreed to provide papers: Principal Groggin, of Winnipeg, Principal McKinnon, of Toronto, Rev. Abbe Verreau, Montreal, and Professor Seth, of Halifax.

In the evening public meetings, the Hon. G. W. Ross, Minister of Education for Ontario, and President of the Association, will discuss "Educational Tendencies and Problems." Inspector Hughes, of Toronto, will deliver an address upon "The Duty of the State in Reference to Education." Principal Grant, of Queen's University, Kingston, will deliver an address upon "Universities and University Extension in Canada." Sir William Dawson, of McGill University, will also deliver an address. Arrangements are also being made for two other addresses for the evening meeting: one of which is to be from a representative educationist from the United States. In addition to the Meeting of Welcome on the first afternoon, Sir William Dawson has kindly consented to arrange for a Conversation in the buildings and grounds of McGill University for members of the Association.

**Bulletin.**—An illustrated Bulletin of 75 pages, containing full information concerning the convention and the City of Montreal, will be issued in a few days, and 10,000 copies will be mailed to the teachers of the Dominion.

**Educational Exhibit.**—Provision is being made for an extensive educational exhibit of school appliances and pupil's work. This will form an important feature of the convention, and it will prove of great value to visiting teachers.

**Railroads, etc.**—The various railroad and steamboat lines have agreed to grant return tickets at single fare plus one dollar for membership coupon, from all points on their respective lines to Montreal. From Montreal numerous cheap side trips have been provided for members desiring to take them, detailed information concerning which will be given in the Bulletin. Among these side trips, the trip to Saratoga to attend the meeting of the National Educational Association of the United States, is included.

**Hotel Accommodations.**—Arrangements are being made to provide accommodation in the hotels and private houses from one dollar to four dollars per day, according to accommodations required. A form of application for accommodation will be placed in each copy of the Bulletin, and those desiring accommodation are requested to fill up the form and return it as directed.

ELDON I. REXFORD,  
Secretary.

# SUMMER SCHOOL OF SCIENCE

FOR THE

## ATLANTIC PROVINCES OF CANADA.

The Sixth Session of the School will be held in the City of St. John, beginning on **MONDAY, the First Day of August next**, and closing on Saturday, the 13th of August.

The opening will take place in the hall of the Centennial School. The Mayor of the city will preside, and the President, G. U. Hay, Principal of Victoria High School, will deliver the opening address. Among the other speakers will be Lieut. Gov. Sir S. L. Tilley, Chief Superintendent Dr. Inch, of New Brunswick; Dr. MacKay, Superintendent of Education for Nova Scotia; Premier Fielding, H. J. Thorne, Esq., and Hon. Judge King.

The staff of Instructors for the session is large and excellent, consisting of the following:

**ASTRONOMY**—Principal Cameron, Yarmouth Academy.

**BOTANY**—G. U. Hay, Ph. B., President of the school, assisted by Miss N. Forbes, A. B., Yarmouth Academy.

**CHEMISTRY**—Prof. W. W. Andrews, Mount Allison, Sackville.

**DIDACTICS**—Prof. Frank H. Eaton, Boston.

**ELOCUTION**—Miss M. A. Alexander, St. John School of Music.

**ENGLISH LITERATURE**—Principal A. Cameron, Yarmouth.

**GEOLOGY**—Prof. A. E. Coldwell, Acadia College, Wolfville, and G. F. Matthew, A. M., F. R. S. C., St. John.

**HISTOLOGY and MICROSCOPY**—Principal E. J. Lay, Amherst Academy.

**MINERALOGY**—Supervisor McKay, Halifax.

**MUSIC (Tonic Sol-fa)**—Rev. Jas. Anderson, M. A.

**PHYSICS**—Principal E. MacKay, New Glasgow.

**PHYSIOLOGY**—A. F. Emery, M. D., St. John.

**PSYCHOLOGY**—J. B. Hall, Ph. D., Normal School, Truro.

**ZOOLOGY**—Prof. J. Brittain, Normal School, Fredericton.

Lectures and class-room work will occupy each day from 9 to 1, except Saturday, the 6th of August, which is set apart for an excursion by steamer to some point on the St. John River, and Wednesday, the 10th of August, for an excursion to St. Martins or some other point of interest on the Bay of Fundy. Every afternoon will be devoted to out-door work, or rather out-door pleasure, such as visiting the Falls and the Narrows of the St. John River, Duck Cove, Lawlor's Lake, Parks & Sons' Cotton Factory, Clifton on the Kennebecasis, etc., etc. In fact the program of work and recreation is such that no one can fail to be benefited and refreshed. The unanimous verdict of those who attended last year's delightful session at Antigonish is that the two weeks spent there were the most pleasant and profitable of the year. Whether viewed as a holiday, as a reunion or as a place to acquire knowledge, each session of the school has been a grand success. Don't fail to be present. You will find it the most delightful way imaginable of increasing your store of scientific knowledge, and you will have the privilege of free lectures from such men as Dr. MacKay, Dr. Inch, Principal Cameron and others.

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JUNE 28th, 29th and 30th, 1892.

## PROGRAMME.

FIRST SESSION.—Wednesday, 2 p. m. Enrolment, Report of Executive Committee, Appointment of Nominating Committee, Election of Secretaries. Paper:—"The Rights and Duties of Citizenship—how can they best be taught in the Public Schools?" Mr. Eldon Mullin, M. A.

SECOND SESSION.—Wednesday, 8 p. m. Public Meeting in the Centennial Hall. Addresses by His Honor The Lieutenant Governor, The Mayor of St. John, The Chief Superintendent of Education, and others.

THIRD SESSION.—Thursday, 9 a. m. Election of Members of Executive Committee. Paper:—"Examinations—for entrance to Normal School—for entrance and leaving High Schools—for Provincial License to Teach."—Miss Mary K. Tibbitts, B. A., Messrs. W. H. Parlee, James M. Palmer, M. A., and James Vroom.

FOURTH SESSION.—Thursday, 2 p. m. Papers:—(i) "The Text Book as a Factor in Education."—Mr. B. C. Foster, M. A. (ii) "The Question of Grading Pupils."—Mr. Wm. Brodie, B. A.

FIFTH SESSION.—Friday, 9 a. m. Papers:—(i) Supplementary Reading adapted to the Needs and Acquirements of Pupils from grade I to grade VIII.—Mr. Edward Manning, M. A. (ii) "Does the present course of Study in the lower grades meet the requirements as regards the Practical Education of the majority of the Children?"—Mr. W. M. McLean, B. A.

SIXTH SESSION.—Friday, 2 p. m. Election of a member of the Senate of the University of N. B. Papers:—"Suggestions how best to carry out a Course of Natural Science, from the Primary to the High School."—Messrs G. U. Hay, Ph. B., and John Brittain.

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**FACULTY OF LAW**—(September 5th), Dean of the Faculty, N. W. Trenholme, M.A., D. C. L.  
**FACULTY OF MEDICINE**—(October 3rd.) Dean of the Faculty, Robert Craik, M. D.  
**FACULTY OF ARTS, OR ACADEMICAL FACULTY.**—Including the Donalds Special Course for Women. (Opening Sept. 15th.) Dean of the Faculty, Alex. Johnson, LL. D.  
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**FACULTY OF COMPARATIVE MEDICINE AND VETERINARY SCIENCE**—(October 1st), Dean of the Faculty, Duncan McEachran, D. V. S.  
**McGILL NORMAL SCHOOL**—(September 1st). Principal, S. P. Robins, LL. D.

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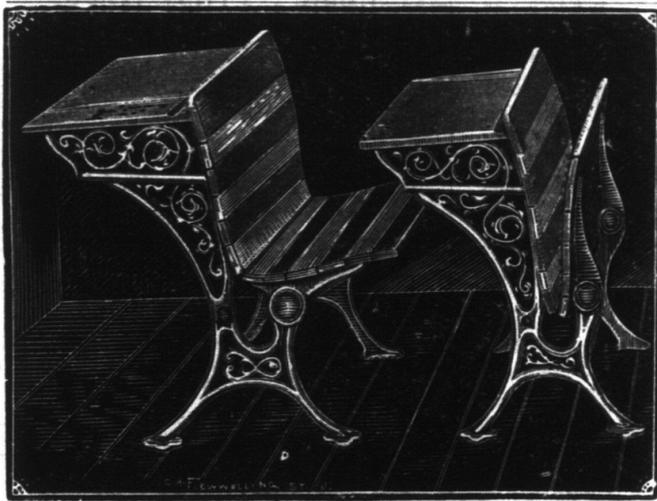
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Grey with a greyness immortal,  
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and to enjoy *all* the sights of this *unique* city. This is historic ground we tread, and if so disposed we can in imagination re-people the shores of Orleans with the gathering hosts of Wolfe, and line the ramparts of Quebec with the defiant followers of Montcalm, or from the safe distance of 140 years witness the death-grapple on the Plains of Abraham. However we are on a peaceful mission bent, and it will be better to interview mine hosts of the St. Louis and Florence, and afterwards take in the beauties of Quebec and its

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[OVER]

THE EDUCATIONAL REVIEW.

pens would indicate. So much description has been written that an attempt at anything of the kind in a work like this would be unwelcome." We are inclined to a similar belief in our own case, and as we cannot class ourselves among the "poets," "historians," or "writers of travels," and write but an indifferent hand—with a stub "J," we shall not run the risk of being "unwelcome."—*certainly not to those whom we are so desirous of pleasing.* We are due at Saratoga, and as many of us are eager to get our "Congress" and "Hathorne" without having to pay for it, we had better "get there," which is easily done through the courtesies of the Delaware and Hudson officials. This completes the second stage.

From Saratoga our next objective is the "Hub." All roads lead to Rome, and likewise to "modern Athens," but as we can only travel one, here again we call upon you to express a choice. We being in the same dilemma we were in at Montreal, can only indicate the routes and leave to you the selection. You can go *direct* by the Fitchburg Railroad, and through that stupendous hole in the ground—the Hoosac Tunnel; or you can go *via* Albany and the Boston and Albany Railroad. We call this the *direct* route in contradistinction to another little trip we have prepared for your acceptance. This is by rail to Albany, thence by Day Line Steamer down the beautiful and majestic Hudson to New York, and from there by magnificent steamers of the Old Colony Steamboat

Co. (Fall River Line) we easily find our way to Boston. Here every Lower Provincial is at home, and here, likewise, we are at the end of the third stage of our tour of observation and pleasure.

Having given you a taste of rail, lake and river, with scenery unsurpassingly grand and beautiful, there remains but two kinds of locomotion—ocean and canal boat. Here we will take upon ourselves the responsibility of choosing for you, and have already ordered steam up on one of the splendidly equipped boats of the International Steamship Company. From Boston to St. John is a well-worn road, but the ever-changing scenery along the rock-bound coasts of Maine and New Brunswick never permits our interest to flag, and so we reach St. John on the final stage of what has been truly "a feast of reason and a flow of soul." The breath of old ocean has invigorated us; our blood courses healthfully throughout our bodies, and we don't have those "tired-out," "washed-out," "good-for-nothing feelings" which oppressed us before we started on our jaunt. The "blue-devils" have been routed, and as we consign to the deep a little piece of paper with hieroglyphics—"R. pil. parv. hep. Castor—4 at bed time," we thank God that there are other and better ways of restoring "brain and brawn" than by consulting the local M. D.

The above—outlined *currente calamo*—is the prescription we present to guarantee *mens sana in corpore sano*, to be taken as herein directed.

THE FOLLOWING ARE THE RATES FOR THESE TOURS.

To Montreal and Return (by the Quebec Route) ONE SINGLE FIRST CLASS FARE.

CIRCULAR COMBINATION TOURS.

MONCTON TO MONCTON.

**No. 1.**—To Montreal by rail (Quebec route), thence to Saratoga by way of Lakes Champlain and George, to Boston by rail, and thence by steamer to St. John, and rail to Moncton, \$18.77.

**No. 2.**—To Saratoga as in No. 1, to New York by Hudson River Day Line, to Boston by Fall River Line, and thence, as in No. 1, to destination, \$21.92.

**No. 3.**—To Montreal as in No. 1, to Toronto by Grand Trunk, thence by steamer and rail or via Hamilton to Niagara Falls; to Saratoga by rail, and thence, as in No. 1, to starting point, \$29.32.

**No. 4.**—To Saratoga as in No. 3, and thence to Moncton, as in No. 2, \$32.47.

To make Rates from any Intercolonial Railway Point add distance to Moncton, multiplied by Two Cents per mile to Above Moncton Rates.

As preparations have to be made for your comfort on this trip, you are requested to communicate early with some one of the following Grand Trunk Agents:

C. E. L. JARVIS,	- - - - -	ST. JOHN, N. B.	F. I. MORRISON,	- - - - -	FREDERICTON, N. B.
J. T. WHITLOCK,	- - - - -	ST. STEPHEN, N. B.	W. B. MORRIS,	- - - - -	ST. ANDREWS, N. B.
JNO. GRAHAM,	- - - - -	WOODSTOCK, N. B.	MCKEEN, MOORE & CO.,	- - - - -	NORTH SYDNEY, C. B.
GEO. W. COOKE,	- - - - -	AMHERST, N. S.	D. GORDON,	- - - - -	SUMMERSIDE, P. E. I.
W. W. CLARKE,	- - - - -	CHARLOTTETOWN, P. E. I.			

OR TO

R. F. ARMSTRONG, GENERAL AGENT FOR THE MARITIME PROVINCES,  
134 HOLLIS STREET, HALIFAX, N. S.