

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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HEADQUARTERS FOR SCHOOL SUPPLIES.

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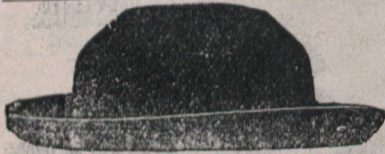
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Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

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

THE EDUCATIONAL REVIEW.

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WHY should not an educational journal be considered a necessity in the home as well as other journals? It will help parents to take an interest in the schools, and to form a more intelligent idea of the work of education. It will help the teacher, because there will be acquired in the home a better knowledge of educational methods, a livelier interest in the work of the school-room, and a more active sympathy with the teacher's work. And no educational paper will better help to bring about this desirable result than the EDUCATIONAL REVIEW.

DURING the past week circulars have been addressed to upwards of fifteen hundred school boards asking them to take a more active part in education by subscribing for the REVIEW. We confidently expect in a short time that every intelligent board of trustees in these provinces will receive and read this journal, if from no other consideration than the fact that it will enable them to perform their duties more intelligently, with better practical results, and with less expense to the rate-payers. Official notices will appear from time to time in the REVIEW, and it will thus form a medium

of communication between trustees and the superintendents of education and other school officers. An inspector thus sets forth how valuable the REVIEW may thus become:

"The efforts you are making to bring the EDUCATIONAL REVIEW to the notice of boards of school trustees, as well as teachers, meet with my hearty approval. If the REVIEW were taken and read by trustees, not only would they take a more intelligent interest in the welfare of the schools, but, it is also my opinion, that from a financial point of view, such a course would foster true economy in their management of school affairs. In repairing school houses and furnishing equipments, trustees are often hampered by not knowing the cheapest and best way to proceed. Useless expenditure is sometimes made. Such a paper as the REVIEW should, and would, be of great advantage by timely articles, suggestions and directions. The REVIEW would also lead to a more intimate acquaintance with the practical work of the school-room, and assist trustees in judging of the merits of teachers. I cordially commend its perusal to all trustees.

WHAT an agreeable impression it makes to get from a correspondent (a lady, we will say) a letter with these conditions carefully observed: Dainty, spotless note-paper; broad, white envelope; neat, but not cramped, handwriting, and written in a terse and graceful style. An appropriate monogram is not out of place on note-paper, but save us from perfumery, especially if the note is on business. If a note, when written, has the slightest suggestion of a blot, consign it to the flames and begin again. Cultivate these essentials most assiduously. It will pay—in added self-respect, and winning the respect of others. It costs only a few cents more to lay in a stock of good note-paper and envelopes. The use of coarse, cheap stationery denotes a lack of—well, of carelessness of the courtesies of life, at least.

THERE is a movement on foot to establish local natural history societies in New Brunswick, and the plan is likely to produce excellent results. To have a local museum into which could be placed specimens of the natural history of the surrounding locality, with an active society to find out and study the local plants, animals, minerals, and also the local history, would accomplish excellent results in making the resources of

the country as a whole better known. There is such a society at Fredericton with a membership of sixty, another at Chatham with a membership of forty, and one was formed a few days ago at Sussex, starting with twenty-four members, having its centre at the Sussex Grammar School.

THE month of September was the most prosperous in the history of the REVIEW. Many new subscriptions were added to our list. Most of the subscribers in arrears, who were notified of the fact, have promptly paid up. And what has been very welcome, is the fact that with remittances have come the most kindly assurances of continued support, and recognition of the valuable services of the REVIEW.

WE regret that questions set in the recent N. S. school examinations, with answers and explanations, have been crowded out of this number. They will appear next month, with another instalment of N. B. examination papers.

THE recent educational number of the *Messenger and Visitor* was devoted to Acadia College and affiliated schools. It contained a series of articles written by members of the faculty and graduates, historical and descriptive, among which was a poem by Dr. Th. H. Rand, dedicated to the forward movement of Acadia. The articles, many of which are illustrated, are admirably fitted to awaken renewed enthusiasm in these institutions which, under the direction of President Trotter, it is hoped, may begin a fresh career of usefulness.

HAVE you a jubilee picture of Queen Victoria in your school-room? If not read the advertisement in another column. Carry out the instructions given there, and after working an hour or two you should secure one free.

THE calendar of the P. E. I. Prince of Wales College and Normal School for 1897-98 has come to hand. No preparatory school in Canada is better known than this, and Dr. Anderson, long acknowledged as a leader of education in these provinces, still continues its honored principal. May he long continue to be, is the wish of his many friends and hundreds of grateful students.

THE article on School-room Decorations in the Primary Department in another column will appeal to teachers of advanced departments as well.

HAVE you ever interested parents in school-room decorations? Ask the loan of a picture or work of art to show to your pupils. The habit of loaning these

will prove infectious and you will have many valuable illustrations, especially to your history or reading lessons. Some time ago we saw in the Cambridge, Mass., high school a room adorned with valuable pictures and statues, loaned by a gentleman who had gone abroad for a few years. While he was visiting galleries of art abroad, hundreds were enjoying his rare paintings at home, and they were better cared for than being shut up in a dark room. What a treat it would be if some rare old picture, shut up for years in some dark parlor in the country, had the dust shaken from it and were exposed for a time to the light and to the eager and delighted gaze of school children.

THERE are many who will approve of the remarks made by His Honor Lt.-Gov. McClellan in a recent address to the students of the N. B. Normal School. He said that we have attained a very efficient system of common schools, but he thought there should be more attention paid to technical rather than classical knowledge. Farmers' sons, for instance, should not feel that because they have attained an education that the farm is not good enough for them. There is no more ennobling avocation, none requiring a more accurate knowledge than the tilling of the soil. This is an instance where the common school might supplement its teaching by diffusing among its pupils an idea of the soil and kindred topics.

THE *Canadian Magazine* is deserving of support for the efforts it is making to promote a Dominion literature. Its appearance is excellent, especially its illustrations, and what makes one hopeful of its future is the thoroughly Canadian sentiment of its articles.

FEW can fail to be impressed with the wonderful variety and brilliance of colour of our autumn foliage. And the woodland scene changes every day and from every fresh point of view. Now it is the brilliant flush of the red maple against the sombre green of the fir or spruce, now a grove of birches in golden yellow, or the nut-brown tints of a cluster of beeches, now the flaming red of the sumac, or the scarlet of drooping clusters of rowan berries. And then from some bit of rising ground all these colors with innumerable tints and shades blend and harmonize in a panorama that no one can adequately describe, no artist re-produce. How wonderful it is to reflect these brilliant colours are the result of changes which take place in the leaves during the process of withdrawal of their substance into the tissues of the plant—the winter storehouse. When this is accomplished the leaf falls, the result of an ingenious process begun weeks beforehand.

The United Institute.

The Teachers' Institute that met in St. Stephen was united in more senses than one. From first to last there was an interest that never flagged, and the spirit of enthusiasm and earnest attention that prevailed impressed every one. The speakers seemed to catch this feeling, and the addresses were animated and inspiring. No one could go from such a gathering without having a greater respect for the teacher's calling and without having a deeper sense of its responsibilities and its possibilities.

The enforced absence of Premier Mitchell, who is ill at his home in St. Stephen, was a matter of deep regret to all. His experience as a teacher and inspector, and the deep interest he has taken in educational affairs in the province since he became a member and afterwards the leader of the government, are well known and held in deserved estimation.

The presence of the heads of the educational departments of the three bodies of teachers represented added greatly to the interest. The Hon. W. W. Stetson, of Maine, impressed all with his vigorous personality, and his clear ringing words will not soon be forgotten: "What does the teacher owe the pupil? He owes it to him to be a man,—strong, loyal, devoted, devout. * * * We owe it to give them training that will enable them to work independently of our help. * * * Work and toil are full of honor. Train your pupils that they will be in love with work. Three great blessings can attend a child at its birth: That it be born poor, that it be born in the country, and, greatest of all, that it be born young." Such sentiments as these obliterate any educational boundary line between Maine and New Brunswick and Nova Scotia.

The introduction of Dr. MacKay, Superintendent of Education for Nova Scotia, to the teachers of southern New Brunswick and eastern Maine, was a most pleasant one. His genial manner and original views soon made him a favorite with all, and his presence at future educational gatherings in New Brunswick will be cordially welcomed. His plea for the teaching of a better feeling between the two great English speaking nations and the hope that jingo talkers and jingo writers would never lead the people into less friendly relations, met with a warm response. His paper on Nature Observations in Schools impressed all with its practical wisdom and common sense, rational methods.

Chief Superintendent Dr. Inch's address at the opening of the Institute was graceful and cordial and soon made everyone feel at home. Always inspiring and full of encouragement his words on this occasion carried his hearers to a high conception of the honor of

the teacher's calling. The proper training of the children of these two nations, he said, is of greater value than all the wealth of soil and mine from the Klondyke to the Rio Grande. The ideal teachers for this work should have all the elements of character so happily blended that their very presence must exert a conscious influence.

Dr. Bridges' address on Attention, the best means to secure it, laid down some excellent maxims for the teacher: Good scholarship was an essential and absolutely necessary qualification, and this is a governing power, calling forth the pupil's respect and winning his confidence. Earnest teachers, with the freshness of knowledge gained by daily application, with active sympathies and eyes and ears attent upon the work of the school, will hold pupils evenly and firmly to their duty from the first.

The interest that G. W. Ganong, Esq., M. P., takes in all educational matters in his native province is an example to be followed. His tireless energy and business activity find scope in many directions—in the school, in parliament and in the working world around him. His address on the Superannuation of Teachers offered one of the most practical schemes that has yet been considered. This in brief was that male graduates of the New Brunswick Normal School—nearly 1,200 since 1870—should be traced out and interested in this fund. If \$25,000 were raised the government could then be asked to double the amount, and this would give a yearly fund to relieve worthy and needy teachers. He felt sure that the town of St. Stephen would subscribe the first thousand dollars.

The active interest of the citizens of St. Stephen, and their generous and hearty welcome to their visitors will not soon be forgotten. His Worship Mayor Whitlock and members of the St. Stephen School Board were unremitting in their attention, and all the citizens seemed to follow their example, simply because it seemed not in their nature to do otherwise. Every wish and want was anticipated, and the sole object of the town of St. Stephen during the two days of the Institute seemed to be to further the object for which their guests had assembled. The success of the Institute—and it was a great success—was in great measure due to the interest that the people of the border took in it.

The presence of Rev. W. O. Raymond and Mr. Jas. Vroom contributed much to the success of the excursion to the historic island of St. Croix. It was an object lesson in history that is worthy of imitation. We are sorry that want of space forbids even an outline of the addresses given by Mr. Raymond or Mr. Vroom, but some of the material used is found in another column, and this, it is hoped, may be supplemented in succeeding issues of the REVIEW.

TALKS WITH TEACHERS.

This is the season of Teachers' Institutes, and, judging from the accounts of those held thus far, the interest in them is increasing. This is a very healthy symptom, and augurs well for the future of the schools. The school board that offers objection to the absence of teachers now to be present at these meetings lives very far back, and progressive trustees aid in all ways the attendance of their teachers. Most city school boards in the Province now close their schools during the time of meeting, and do not allow the option of teaching. The teacher who does not take an interest in his Institute, and read an educational paper, is not abreast of the times. Such an one may keep pace with other teachers so long as his normal school training is fresh in his memory, but it will not be long before he begins to retrograde, and the prominent places in the profession will not be for him. Look at the teachers in the back settlements. They are those who began by saying that "Institutes were of no benefit," and did not think it necessary to keep posted in progressive education. Such opinions may take with ignorant people, but these will continue to have their places of abode further and further from civilized centres.

I am sorry to notice in the proceedings of the Kings County Institute that it was deemed necessary to appoint a committee to criticize errors in speaking. I do not know how it is in Kings County, but in some other counties the great difficulty is to induce teachers to participate in discussions at all, especially the lady teachers. If their speeches were to be criticized, those who now feel at liberty to take part would be silenced, and one of the chief benefits of County Institutes destroyed. Teachers, as a general rule, do not have a very large experience in public speaking, and there is scarcely any person, however practised in this respect, who will not be guilty of lapses. Speeches, if reported accurately, seldom read as well as they sound when delivered, and nervousness and self-consciousness often cause persons of the best education to make mistakes in public speaking that would cause them much surprise and chagrin if attention were drawn to them.

Surely such notice, if announced, would add to this feeling, and prevent much valuable experience being given. Let us, by all means, add to the inducements to teachers to join freely in discussions, and not impose, in addition to other disabilities, those of profitless criticism. Criticize method as much as may seem desirable, but do not criticize the matter of addresses.

It was my privilege to be present at the United Institute held in St. Stephen recently, and certainly the addresses given there by all the speakers were an inspiration.

Some Questions on Macaulay's Addison.

1. Make a list of Addison's works mentioned in the essay.
2. Name all other literary works that one would need to be familiar with in order thoroughly to understand and appreciate all the points in the essay.
3. Mention the chief events of English history during Addison's life, especially those connected with Addison's works; and name the statesmen and others chiefly associated with each of them.
4. Point out anything in the essay that shows Macaulay to have been interested in anything outside of literature, history and politics.
5. Quote some passages of poetry which Macaulay assumes the readers of his essay to be familiar with.
6. Cite passages from the essay to show whether Macaulay was (a) a Whig or a Tory, (b) a married man or a bachelor, (c) a Cantab or an Oxonian.
7. "The advantage which in rhetoric and poetry, the particular has over the general." In what connection does this occur? Quote half-a-dozen passages from the essay which exemplify this advantage.
8. Mention any other points in Macaulay's criticism of Addison that might be applied to Macaulay himself.
9. Quote half-a-dozen or so of passages that seem to you particularly characteristic of Macaulay's style. Comment on the style.
10. Name six of Addison's chief literary contemporaries. What were his relations with them? How does Macaulay account for these relations?
11. "Macaulay is always unjust to Pope." Discuss this.
12. From what Macaulay says about Addison's wit and humour, what do you take to be the difference between these things?
13. What opinions expressed in the essay do you dissent from? Select one and discuss it, imitating Macaulay's style of discussion as closely as you can.
14. Give a word-for-word translation of the non-English passages in the essay.
15. What literary use does Macaulay make of "mending a kettle?"
16. "But the just harmony of qualities," etc. Which of Shakespeare's characters did this sentence remind you of? Quote what their friends say of them?
17. "France has no Somersets," etc. What does this mean? Between what dates was it true of France? What sort of men rule France now?
18. "Are there not * * * in Waverley, in Marmion, Scotticisms at which a London apprentice would laugh?" What Scotticisms do you think Macaulay refers to? What point is he trying to make when he asks this question?
19. What are: (a) a toast, (b) a barring-out, (c) purity of style, (d) an easy flow of numbers, (e) the heroic couplet, etc., etc., etc. (Continue the list for yourself *ad lib.*)
20. Grade XII. students in Nova Scotia may read either (a) Macaulay's Essays on Addison and on Johnson, or (b) Ben Hur. Discuss this.

Yarmouth, N. S., Oct. 1897.

A. CAMERON.

For the REVIEW.]

NATURE LESSONS.

Membrane-Spored Fungi, II.

(HYMENOMYCETES).

SCHOLAR. You said the puff-ball belonged to the "gasteromycetes." Is the first part of that word taken from the same root as "gastric" in the word "gastric juice?"

TEACHER. You have guessed quite right. What do you think the word should mean then!

S. "Gastric juice" is the "stomach juice" which digests our food in the stomach. "Gasteromycetes" would then very likely mean fungi which have their spores in a sort of stomach.

T. Very good. Whenever you meet those two syllables "gaster" which comes from the Greek, I am sure you can guess the meaning of at least that part of the word. If you turn up the dictionary you will find a number of long English words beginning with the syllables, and you will also be able to notice that they have the same meaning as in the words you have already noticed; as "gastric" fever, etc.

S. The puff-ball when it is not ripe is moist inside, and is not black as it is when it is dry or ripe, I suppose.

T. Correct again.

When the spores are ripe they are black and fly off in powder. But do they fly off from a membrane or sheet, or from a mass of fine fibres filling up the hollow or stomach of the puff ball?

S. From the mass, of course. There is no sign of a thin membrane, or sheet, which produces the spores. But would not "sheet-spored" be as good a name as "membrane-spored?"

T. Just as good, if you think it an easier word. "Hymen" means "membrane," and "membrane" means a kind of very thin, small "sheet." And botan-

ists call that "sheet" which produces the spores on its surface the "hymenium." As the word appears strange to you, perhaps you might think of some ordinary English words which you could remember more easily as a name.

S. Spore-sheet.

Another S. Spore-growing-sheet.

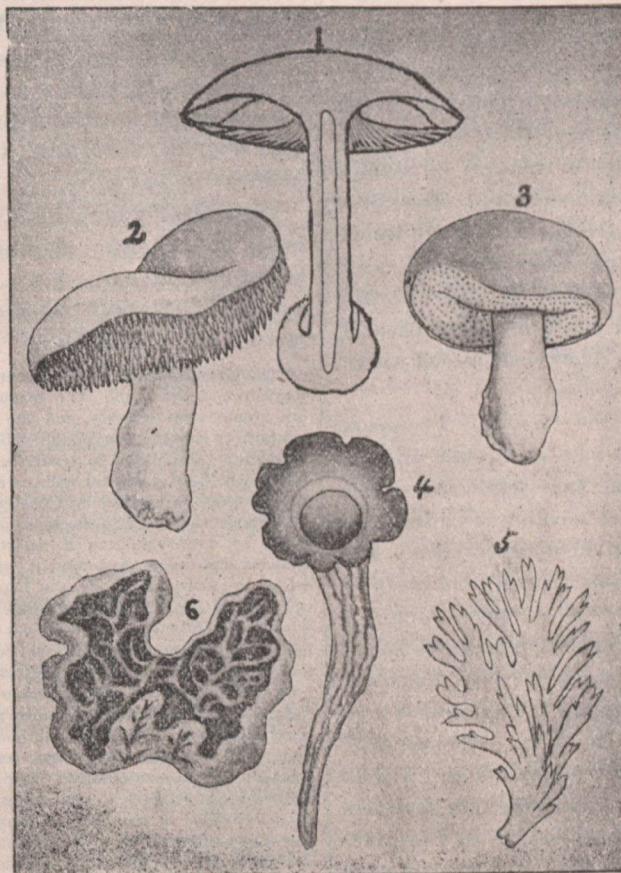
T. And you have already formed three classes of the "membrane-spored" or "sheet-spored" fungi, have you not?

S. Yes. 1. The spore sheet covering radiating *gills*

underneath a cap. 2. The spore sheet covering *spines* underneath a cap. 3. The spore sheet covering tube-like *pores* underneath a cap.

T. Very good. Have you proved that spores fell from the surfaces of these three kinds, by letting them rest on white paper all night?

S. We did; and there were lines of spores under the gills, and there were spores under the spines and pores. But there were no spores under caps turned upside down. Therefore the spores must have come from the lower surfaces only. But here is a kind which has a sort of a cap, but beneath it there are neither gills, nor spines, nor pores; but spores appear to have fallen from its under surface



during the night. The under surface is a little wrinkled in appearance, but there are no decided gills or spines. Nothing more than nipple-shaped wrinkles or risings.

T. Correct. That will form a fourth class. Suppose we call them the "nipple caps," although the most of them are quite smooth, because that is the meaning of the name which botanists have given the class.

S. But here is a little whitish club-shaped growth, and there must be spores growing on its surface, because when I removed it from the paper there was some whitish spore dust under it, as if the spores fell from off it.

T. That is right. And there are others which are branched, you see, and have also left spores under them. There is a specimen, soft and very much branched, and you see that a sheet of spore-growing skin must cover all its surface, to judge by what you see underneath it on the paper. If we had a compound microscope we could prove it more directly.

S. I suppose we might call that the "club" or "bush" sheet-spored class?

T. Good again. The "bush" form is simply a branching of the simplest "club" form. The botanical name is based on the simplest kind; and we might call our class five the "clubs."

S. That is the last class we can make of the "sheet-spored fungi?"

T. No; we can make another. You have found quite a number of soft, jelly-like, lobed or wrinkled masses on the decaying branches of trees, on old stumps, and the like. They have been made into a class called the "tremellini" by botanists, because they are tremulous like jelly. You have some of various colors, I see. Their spores grow on the surface of their prettily rounded wrinkles, which look like the convolutions of the brain of a small animal. What shall we call them?

S. Call them "jelly-brains."

T. We might call them the "jellies," I suppose. If we had a compound microscope and could examine these, we would find that the spore producing surface does not form a very distinct membrane or sheet, so that some botanists put them in another class. But we are doing as well as many learned botanists in putting them at the end of our "sheet spored fungi."

S. Are there very many kinds of different fungi?

T. About 50,000 different species have been described, and of these about 10,000 belong to the hymenomycetes or sheet-spored. But there are some very common forms which we shall take up for other lessons. I shall now ask you to make an outline drawing of a specimen of each of the six classes you have formed, as I indicate on the board above. Now, give me an outline of your classification.

S. FAMILY.—SHEET-SPORED FUNGI.

- Class 1.—Gill-caps.
- 2.—Spine-caps.
- 3.—Pore-caps.
- 4.—Nipple-caps.
- 5.—Clubs.
- 6.—Jellies.

No school journal published is quite good enough for the teacher who is approaching the dead line.—*State Supt. N. C. Schaffer, Pa.*

Teachers' Conventions.

P. E. ISLAND TEACHERS' ASSOCIATION.

The eighteenth annual meeting of the teachers of Prince Edward Island was held on Wednesday, Thursday and Friday, Sept. 22nd, 23rd and 24th, in St. Patrick's Hall, Charlottetown. There was an attendance of nearly two hundred. The presence of Prof. W. C. Murray, of Dalhousie College, did much to increase the interest in the proceedings. The annual address of the President, Mr. James Landrigan, was an excellent one, dealing with the work of the executive since the last Convention and the duty of the members in the present one. The first topic discussed was "Vocal Expression in the Schools," by Rev. C. W. Corey. Miss Finlayson gave a lesson in arithmetic to a class of boys of the second grade, illustrating the different combinations of numbers up to twelve.

On Thursday morning Mr. Duncan gave an excellent lesson in chemistry, showing how the subject could be introduced in our schools without a large outlay for materials. He was followed by Prof. Murray, of Dalhousie College, Halifax, on "Individuality in Education."

The address was a plea for greater regard for the individuality of the teacher and the pupil. The teacher should be given greater latitude and greater responsibility, and the pupil should not be compelled to conform to the common mould. The tendency of the age is against the individual. In politics, in trade, in manufactures, in religion and in education "the individual withers and the world is more and more." Our system of education will hasten or retard this movement. It is in our schools that our leaders can determine the future. Is the state wise when by over-regulation it destroys individuality, independence of thought and action, and renders its citizens "incapable of any strong wishes or native pleasures, and leaves them generally without either opinions or feelings of home growth, or properly their own?" If we wish to remain in the van we must so shape our system of national education that our young men will become not faint echoes of the opinions of others, nor feeble and ineffective imitators of a hardier race, but men of vigor, original, and leaders in every enterprise and daring.

Examinations, overloaded courses and bad text-books hem the teacher in on every side. The central authority says he must teach so much and from such and such books, and then it holds over his back the scorpion lash of examination. In place of written examinations over a wide range of subjects, examinations are conducted by a central authority not engaged in teaching the work to be examined. The German plan was suggested as a better test of the teacher's work. There the examining board consists of a representative of the Central Board, to insure a high standard of attainment; the principal of the school to be examined, to call attention to the real merits of the teaching, the special lines of development, say an inspector, as administration agent. Such a system would allow the teacher to teach a "few useful and congenial subjects, thoroughly, to encourage curiosity over as wide a range of subjects as possible, and not to overteach."

The pupil's trouble with the graded system was spoken of. Here the same course is appointed for all. In the graded school the excessively quick became restive and troublesome, and the slow sullen and discouraged. Attention was called to a plan of making the classes conform to the needs of the individuals—not the individuals to the classes. In other words the merits of the teaching of the laboratories and the ungraded schools were set over against the defects of the graded schools.

"The problem of the present day," says Thring in his *Theory and Practice of Teaching*, "is a simple one. It is this: How to reach the mind of each boy."

On Thursday evening a public meeting was held, addressed by Hon. D. Laird, Rev. Mr. Fullerton, Prof

W. C. Murray, Alex. Anderson, LL. D.; Rev. Mr. Corey, and Rev. Mr. Chappelle.

On Friday morning Miss MacMurray discussed the question of "Primary Work." Prin. Campbell, of Summerside, delivered an address on "The Practical in Education."

The following questions were then asked and answered:—

- (1) Would you encourage pupils to read magazines and newspapers? Ans.—Yes.
- (2) What action has been taken in reference to a new text-book in British history? Ans.—No action.
- (3) What action has been taken in reference to District Associations? Ans.—Efforts were made which failed.
- (4) Is it desirable to adopt the vertical system of writing? Ans.—Yes.
- (5) In teaching arithmetic is it desirable to commence with one number, and teach all its combinations, before proceeding to the next? Ans.—Yes.
- (6) Is it honest to answer to your name and then withdraw from Convention? Ans.—No.
- (7) What success attended the attempt to form a Pedagogical Society in Charlottetown? Ans.—It was successful.
- (8) What can be done to prevent teachers trying to undermine other teachers by seeking to obtain their positions by offering to take schools without supplement? Ans.—Nothing can be done.
- (9) Would it be better to regulate the teacher's salary by his experience and ability in teaching and class of license? Ans.—Yes.
- (10) What can be done to remedy the lack of professional teachers in our schools? Ans.—Require a teacher of Pedagogy in Prince of Wales College.
- (11) Are you quite satisfied with the statutory allowance for teachers? Ans.—No.
- (12) What can be done to prevent teaching becoming a stepping-stone to other professions? Ans.—Increase the remuneration to teachers.
- (13) What has become of the teacher's library? Ans.—The bookcase is in the Superintendent's office, also some of the books; others of them have been lost.

The following officers were elected for the ensuing year:—

President, R H Campbell, Summerside; Vice-President for Prince County, W D McIntyre, St. Eleanors; Vice-President for Queens County, Edwin Crockett, York; Vice-President for Kings County, M J Johnston, Montague Bridge; Secretary-Treasurer, A P Trowsdale, Victoria; Recording Secretary, W F P Bradley, Charlottetown; Executive Committee: President, Vice-Presidents, Secretary-Treasurer, and J D Seaman, Ernest Coffin, Howard Dutcher, Alice Finnessey, Christina C. Snaddon.

The following resolutions were adopted:—

- (1) Resolved, That the Board of Education be requested to give each school section the option of changing the school hours from those at present observed to that of opening at 9.30 a. m. and closing at 3.30 p. m. during the entire year, with an hour's intermission at noon;
- (2) That the Board of Education be requested to prescribe more suitable text-books in British History, Canadian History and English Grammar than those at present authorized for use in our schools;
- (3) That the Board of Education be urged to provide instruction in the principles of kindergarten work for student teachers attending the Normal school;
- (4) That the Board of Education be urged to provide a chair of Pedagogy and History of Education in the Provincial Normal School.
- (5) That the Executive Committee continue to urge upon the government to so amend the Education Law that the Association may have a representative on the Board of Education.
- (6) That the executive correspond with the Associations in New Brunswick and Nova Scotia with the object of forming an inter-Provincial Association.

A resolution to provide for the pensioning of teachers was ordered to lie over until the next annual Convention.

VICTORIA COUNTY INSTITUTE.

The Victoria County N. B. Teachers' Institute met in the fine new grammar school at Andover on the 23rd and 24th September. Fifteen teachers were in attendance. Mr. Rogers was elected President, and Mr. Elliot, Secretary-Treasurer. Mr. White is Vice-President for the ensuing year, and Misses Craig and Scott members of the Committee. Papers were read by Messrs. Elliott, Rogers and White. The public meeting in Beveridge's

hall was very successful. The hall was crowded and the various speakers spoke in warm terms of the work of the teachers in the county, and offering free quarters to all teachers who attended future meetings of the Institute at Andover. An excursion to Aroostook Falls was arranged for the afternoon of the second day, which proved very pleasant and profitable.

TEACHERS OF ST. JOHN, CHARLOTTE AND WASHINGTON COUNTY, ME., MEET IN UNITED INSTITUTE.

The United Institute of St. John and Charlotte Counties, N. B., and Washington County, Me., met at St. Stephen on the 23rd and 24th September. Nearly 400 teachers attended, and the whole proceedings were marked by the utmost enthusiasm and spirit.

The St. John teachers organized and elected officers as follows: Wm. Parlee, St. John, President; Geo. J. Trueman, St. Martins, Vice-President; Miss Iva Yerxa, Secretary-Treasurer; Miss Lizzie Corbett and James Barry, additional members of the Executive.

The Charlotte County teachers elected officers as follows: Wm. Brodie, St. Andrews, President; Marshall Maxwell, St. Andrews, Vice-President; Miss Georgie B. Meredith, St. Stephen, Secretary-Treasurer; P. G. McFarlane and Charles Richardson, additional members of the Executive.

The Washington County teachers elected L. W. Taylor, President; E. L. Getchell, Vice-President, and V. M. Whitman, Secretary-Treasurer.

Inspector Carter presided at all the united meetings, which were held in the Curling Rink. The afternoon of the first day was devoted to the hearing of papers read by Dr. J. R. Inch, Chief Superintendent of Education, New Brunswick, by Dr. H. S. Bridges, Superintendent of city schools, St. John, and by Dr. A. H. Mackay, Superintendent of Education, Nova Scotia.

The public meeting in the evening was attended by nearly 1,000 people and the utmost interest prevailed throughout. Addresses were delivered by the mayors of St. Stephen, Calais and Milltown, Geo. J. Clarke, Esq., St. Stephen, by Hon. W. W. Stetson, Superintendent of Education for Maine, Dr. Mackay, and Dr. Inch.

The morning of the second day was devoted to an excursion to the historic island of St. Croix. It was conducted at the expense of the St. John and Charlotte institutes, and the members and invited guests enjoyed a rare treat. Addresses were made at the island by Prof. Taylor, of Calais, Chairman, and by J. Vroom, Dr. E. H. Vose, of Calais; Rev. W. O. Raymond, Inspector Carter, Dr. MacKay, G. U. Hay; Mayor Whitlock, of St. Stephen; Mr. Barry, of St. John; Geo. J. Trueman, of St. Martins; V. M. Whitman, of Calais;

Professor Small, of Machias; P. G. McFarlane, of St. Stephen; Wm. Brodie, of St. Andrews; Mr. McLeod, of Grand Manan; Mr. Montgomery, of St. John; J. B. Lunn, of Westmorland County; Dr. Inch, F. O. Sullivan and others.

In a witty speech Dr. MacKay invited all to attend the Dominion convention which is to meet at Halifax next year.

At the afternoon session of Friday G. W. Ganong, Esq., M. P., gave an interesting and practical address on the Superannuation of Teachers.

NOTES OF THE UNITED INSTITUTE.

There were nearly four hundred teachers present. A single tap for order was neither required nor given. There were one thousand present at the public meeting.

The eloquence of the men on the border greatly impressed the visiting teachers, and many came away with the belief that every man down there is a born orator.

Mayor Whitlock's thoughtfulness in providing conveyances to their places of abode for many teachers, who otherwise would have been caught in the shower of Friday afternoon, was greatly appreciated.

Supt. Stetson, of Maine, made a rousing speech at the public meeting, and all regretted his enforced absence on the second day.

The weather was everything that could be desired, including the day before and after the meeting. The shower of Friday afternoon, as one speaker expressed it, was only emblematic of grief at parting.

One of the features of the Institute was the work of the Social Committee.

The trip down the beautiful St. Croix was voted the most social of all the session. The boats were full, but not crowded, and the papers, speeches, singing and social intercourse were of the most pleasant nature.

The excellent concert given in the rink on Friday evening was a pleasant closing, and was liberally patronized by the teachers, who enjoyed Mrs. Harrison's singing and the other features very much.

Miss Jessie Whitlock's lesson, though given at a disadvantage in such a large building, was an admirable one. It was given to an attractive class of about twenty little girls, whose grace and precision in mechanical movements, marching and beautiful singing, were greatly admired by all present.

It is creditable to the teachers of the three counties that the Institute was one of the largest, if not the largest, ever held in the Maritime Provinces. The decision by St. John and Charlotte Counties not to hold Institutes next year, in view of the Provincial and Dominion meetings, is a wise one, and it is to be hoped the teachers will attend one or both of these great educational conventions.

Inspector Carter wishes, through the REVIEW, and on behalf of the teachers, to thank all those who contributed to make the United Institute the great success

that it was; especially to the trustees of St. Stephen for placing the rink at the disposal of the Institute gratuitously; the citizens of St. Stephen, Calais and Milltown for their unbounded hospitality and uniform kindness; His Worship Mayor Whitlock and Mr. G. W. Ganong, M. P., for the interest and trouble they took in making arrangements for it; Mr. P. G. McFarlane, Mr. J. O'Sullivan, Mr. James Vroom, Dr. Webber, Pres. Taylor, of Washington County Institute, Mr. J. B. Sutherland, and others for their hard work and patience in providing for the accommodation, travelling facilities, music and decorations in connection with the meeting; Mr. Thos. Stothart and Mr. Jas. Barry for the excellent arrangements made with the Shore Line, and the most satisfactory carrying out of all the details in connection therewith; Miss Iva Yerxa and Miss Georgie Meredith, Secretaries, for the executive ability and care of detail that, more than anything, insured success; the Superintendents, Dr. Bridges, G. W. Ganong, Esq., Miss Whitlock, Mr. Jas. Vroom, Rev. W. O. Raymond and Dr. Vose for their attendance and the care given their parts upon the programme.

And the executive desires to express its appreciation of the ready aid, punctual attendance, and quiet attention of the large body of teachers who attended.

NORTHUMBERLAND COUNTY INSTITUTE.

The 21st annual meeting of the Northumberland Co. Teachers' Institute met at the Harkins Academy, Newcastle, on the 30th September and 1st of October. Seventy-four teachers were in attendance. Miss Bessie M. Creighton, Vice-President, occupied the chair. The following officers were elected: President, Mr. F. P. Yorston, A. M.; Vice-President, Miss Lottie Troy; Secretary-Treasurer, Mr. Jas. McIntosh. Additional members to Managing Committee: Miss E. McLachlan and Mr. King.

Chief Superintendent Dr. Inch was present and gave an address full of inspiration to the teachers assembled. Inspector Mersereau, who had come all the way from Caraquet to attend the institute, entered into the proceedings of the institute with his usual vigor. Both these gentlemen were compelled to leave at the conclusion of the first day's proceedings. The following papers were read and discussed the first day: How to secure the best results in Manual Work, by Sister Currie of the Chatham Convent; School Libraries; how to obtain and how to use them, by F. A. Dixon, A. B.; Structure of Birds and Fishes, by Dr. Cox.

On the second day the following papers were read: Correct Habits of Study; how to cultivate them, by Jas. McIntosh, A. B.; Composition in Primary Grades, by Miss Maggie Mowatt (this has been promised for publication in the REVIEW); and on Spelling and Derivation, by Miss Christina Fraser. Mr. G. U. Hay, Editor of the REVIEW, was present during the second day and received a warm welcome from the institute. The answers to questions from the question box, participated in by Dr. Cox, Mr. Hay and others, brought to a close a most useful and well conducted institute.

Inspector W. S. Carter, A. M.

Much of the success of the united Teachers' Institute of St. John and Charlotte Counties at St. Stephen was due to Inspector Carter, aided by the active executive committee, of which he was chairman. About a year ago he was elected president of the Charlotte County Teachers' Institute, and shortly after to the same office in the St. John County Institute, and since that time his energy and well known executive ability have been devoted to making the united meeting a success. Scarcely anyone was prepared for the complete success that it proved, and this was largely brought about by the tact and business-like methods of the president.

Mr. Carter is well known throughout his inspectorate, which embraces St. John (including the city), Charlotte and Western Kings Counties, as a careful, painstaking and diligent officer. He is a man of ideas, of excellent executive ability, and respected not only by teachers, but by all with whom he comes in contact during his visits through the country, especially by business men. His interest is not confined to schools alone, but to every work in which the industrial, moral and social development of the country is concerned. His energy, attention to details, and his capacity to accomplish a great amount of work in a given period, are qualities that make his influence felt in the important inspectorate over which he has charge. In addition to careful supervision of schools, he finds time to urge upon

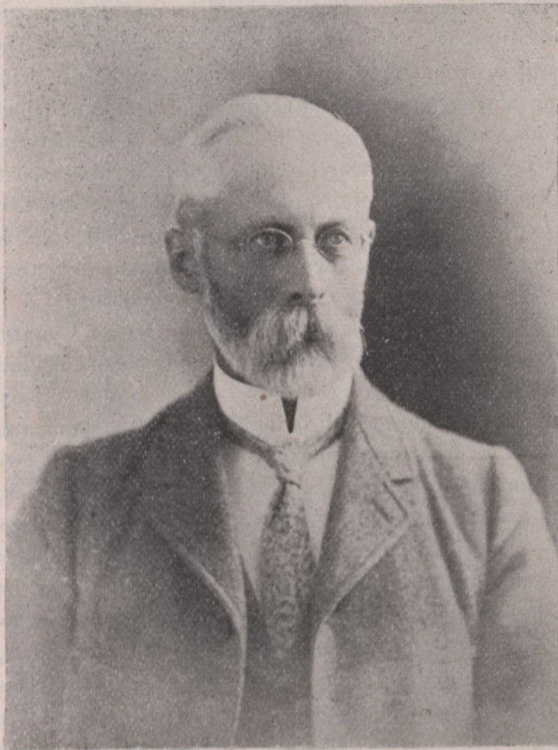
the inhabitants of the districts through which he passes the importance of erecting well-planned modern school buildings to replace defective ones, the establishment of school libraries, and providing school equipments and apparatus, the employment of the best teachers with living salaries, and the maintenance of well-kept school grounds with school flags. The columns of the REVIEW in past years bear witness to his success in this respect. His knowledge of details of the school law, aided by his tact and business-like methods, are effective in settling disputes when they arise, as unfortunately they sometimes do, even in well regulated communities.

Mr. Carter is a native of Kingston, Kings County, and received his early education in the schools of that village. After teaching for two years under a local license he attended the Provincial Normal School and obtained a first class license. He then taught two years and entered the University of New Brunswick, where his career was a brilliant one,—leading his class most of the time, winning the microscope for excellence in science in the junior year. In his senior year he was double gold medalist, winning both the Douglas and Governor General's (Marquis of Lorne) gold medals, and was graduated second in his class. In this class was Bliss Carman, New Brunswick's gifted poet. After his graduation he was appointed mathematical master of the St. John grammar school; which position he held until he was made inspector in 1887. During that year Mr. Carter was associate editor of the New Brunswick *Journal of Education*, the first regular school journal published in the province. At the N. B. Provincial Institute in 1892 he was elected by the teachers as their first representative on the senate of the N. B. University.

Mr. Carter was married to Miss McInnis, whose well known musical ability has proved a delight to teachers' gatherings and social circles in St. John, and throughout these provinces.

“I believe that to hold up before the pupil a high percentage in examination or recitation as a criterion of success is vicious in the extreme; that such a course gives him wrong ideas of the worth of knowledge, and induces him to study through unworthy motives; that the entire marking system is a relic of past ages and unworthy an enlightened civilization; that our children should be taught that learning is valued for learning's sake alone, and that the intrinsic worth of knowledge cannot be measured by figures; that the memory of words can be estimated and tabulated, but not the power of thought, which is the outcome of knowledge properly assimilated.”—*Col. Parker.*

A Well Known Business College.



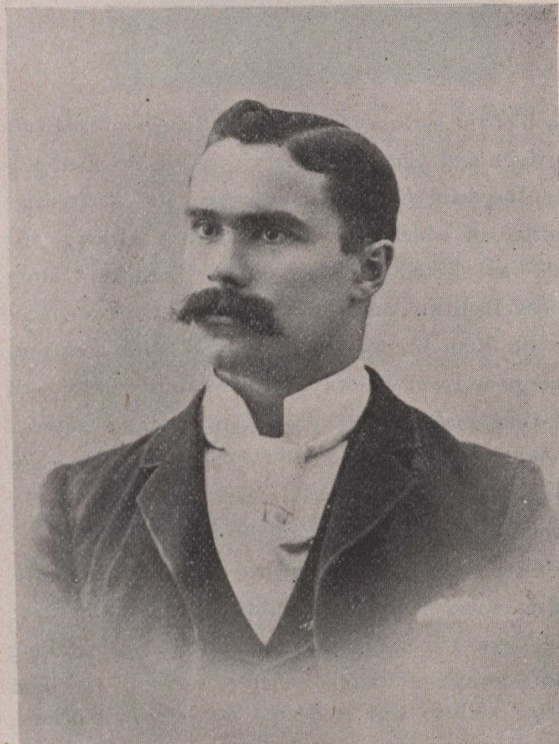
MR. S. KERR.

It is a matter of regret that training for business life is not more adequately provided for in the higher grades of our public schools. The business colleges, not being in any way connected with our school system, are not subject to government inspection. Each college arranges its own course of instruction. Some may be good, some bad. It is stated that in both Canada and the United States the business colleges claiming the largest attendance are those giving the poorest courses of study. It is not, therefore, surprising that so many holders of business college diplomas are engaged in all sorts of menial occupations, and can furnish very little evidence beside their diploma that they have had a commercial training.

Such being the case, it is fortunate that in New Brunswick business education has for over a quarter of a century had for its leading exponent so conscientious and well qualified a man as Mr. S. Kerr, the principal of the Saint John Business College. Mr. Kerr is in full sympathy with the teaching profession, having had four years' experience as a first-class teacher in the public schools. He also had several years' experience as a public accountant, his work in that time covering the planning and keeping of books for ship-building firms, managing owners of ships, manufacturers, importers,

and several joint stock companies. This variety of occupation has enabled Mr. Kerr not only to understand the wants of the business public, but has given him exceptional qualifications for supplying these wants. As a result, he claims that he gives a broader and more practical course of training than any similar institution in Canada. If the course is to be judged by the success of those who have taken it, it must be a good one. Not only are the leading positions in St. John's most prominent business houses held by Mr. Kerr's graduates, but scores of men and women holding lucrative positions throughout Canada and the United States attribute their success to the breadth and thoroughness of their training at the St. John Business College. A well known business man recently told the REVIEW: We never get any but capable and reliable students from Mr. Kerr, because he never recommends any other.

Mr. Kerr's success is due to his honest, business-like methods of work, his hearty, genial manner in the



MR. SIDNEY L. KERR.

school-room, and his tact in dealing with classes and individuals. The secret of the quiet but business-like order that pervades the college rooms is in keeping each student so interested in his work that he has no time for indulging in pranks.

Mr. Sidney L. Kerr is principal of the Shorthand and Typewriting department of the college. He is well known in athletic circles, and was for some time

engaged in physical culture work. His first classes in this work were at Mount Allison University. After this he was engaged successively by the Young Men's Christian Association of Sioux City, Iowa; Saint John, N. B., and Augusta, Georgia. This work gave him valuable experience in handling and disciplining classes, as well as tact in dealing with individuals, and has proved most useful to him in his present position. Very few have as good a knack as himself in getting from students their best sustained efforts—a knack that is especially useful in conducting shorthand classes. Both father and son are enthusiastic believers in the value of physical exercises for students, and for all persons engaged in sedentary work.

Readers of the REVIEW will be glad to learn that this institution, which depends upon its merits alone for success, and has never pandered to the demand for the flimsy and sensational, is in a more flourishing condition than ever before, and that the entries for the fall term are greatly in excess of those of any previous year.

The Successful Teacher.

Her manner is bright and animated, so that the children cannot fail to catch something of her enthusiasm.

Her lessons are well planned. Each new step resting upon a known truth, is carefully presented.

Everything is in readiness for the day's work, and she carries out her plans easily and naturally.

Old subjects are introduced in ever-varying dresses, and manner and matter of talks are changed *before the children lose interest* in them.

She talks only of what is within the children's experience. Her language is suited to her class—being simple in the extreme if she is dealing with young children.

When she addresses the whole class she stands where all can see and hear her.

She controls her children perfectly without effort. Her manner demands respectful obedience. She is serene.

She is firm and decided, as well as gentle, patient and just.

She is a student—is not satisfied with her present attainment.

She is herself an example for the children to follow, holding herself well, thinking connectedly, and being always genuinely sincere.

She is a lover of little children, striving to understand child nature.

True teaching is to her a consecration. She has entered into "the holy of holies where singleness of purpose, high ideals and self-consecration unite in one strong determining influence that surrounds her like an atmosphere."—*School Education*.

Free-Hand Drawing in Education.

The Art Students' League of New York city gathers pupils from most of the States in the Union. It stands second to no art school in America. Mr. Henry Prellwitz, a well-known artist of this city, has for some time past been director of the League, and has had ample opportunity for studying the work of those admitted to the classes. His opinion is that "applicants who have been trained in other than pure art schools have *received no benefit from their lessons in drawing*; their efforts have been misguided, the undoing of which results in loss of time, and their progress is less rapid than those who have received no such previous training." Mr. Edward A. Bell, a well-known figure painter, who has had several years' experience as a teacher, agrees entirely with the opinion expressed by Mr. Prellwitz. Mr. Dwight W. Tryon, N. A., Professor of Fine Arts, Smith College, has had vast experience as a teacher, but has taken no note of the previous training of the pupils that come under his observation. He says of the average adult, "The power of observation seems *hopelessly atrophied*."—*From Free-Hand Drawing in Education, by H. G. Fitz, in Appletons' Popular Science Monthly for October*.

The *Philadelphia Teacher* says: "At the close of the school year it is a common custom for the teacher to announce to visiting parents and friends that a certain class has covered so many pages in history, arithmetic, grammar, etc., but nothing is said of the far more important matter of how many subjects in these studies have been thoroughly mastered. The real test is not the number of pages, but the mastery of subjects. It is well also for the teacher to ask herself occasionally if the pupils within the sphere of her influence are gaining moral breadth and spiritual insight, as well as a knowledge of the processes of arithmetic, or the rules of grammar. True teaching is something more than the communication of facts; and the ability to 'explain cube root' must go hand in hand with positive moral and spiritual strength and the power to inspire others, or the teacher will not measure up to the rightful expectation of the community it is her privilege to serve."

[If we might add anything to emphasize these excellent words it would be that now, at the beginning of school work for the year, the teacher should, with vigor and earnest purpose, set herself to accomplish this—the true object of the teacher's mission.—EDITOR.]

The true teacher teaches himself; that is, he impresses his own character, his own intellectual and moral habits, on his pupils.—*Joseph Alden*.

SUPPLEMENTARY READING.

The French at St. Croix.

About the first day of July, in the year 1604, a little vessel entered the mouth of the river which now forms the boundary between New Brunswick and the State of Maine, and came to anchor at an island which the voyagers named "*l'Île Ste. Croix*," the island of the Holy Cross. The leader of the expedition was Sieur DeMonts, to whom a monopoly of trade in the surrounding territory had been granted by letters patent from the King of France.

Many Europeans had reached our shores in the century which followed the explorations of the Cabots, brought hither by the love of adventure and the hope of gain; but the Sieur DeMonts and his companions came to found a settlement, to create a French province beyond the Western Ocean, and, as we are told by Champlain, the historian of the expedition, "to pacify the savages and put an end to the wars which they carried on with one another, so as to derive some service from them in the future and convert them to the Christian faith."

Having selected St. Croix island as the place for his settlement, DeMonts sent for the rest of his colonists, whom he had left with another vessel at St. Mary's Bay.

Here at the island of St. Croix, sixteen years before the landing of the Pilgrim Fathers of Massachusetts, before the English had founded their first permanent settlement in Virginia, before the French had settled upon the St. Lawrence or the Dutch at New Amsterdam, the little band of colonists disembarked. Here was first planted the standard of France upon the soil of the New World as anything more than an empty symbol of the right of possession.

Champlain gives a detailed account of the building of the dwelling houses, and a plan of the little settlement. He tells of the search for copper, which they seem to have found somewhere along the coast; of the seizure of two Basque shipmasters, found poaching on the territory granted to DeMonts; of the sowing of wheat on the mainland, and of the departure of the vessels for France. Then follows a vivid description of the sufferings of that terrible winter—a winter which is shown by the incidents recorded to have been one of unusual severity.

The only Europeans north of Florida, shut out for the time from every hope of succor, all unprepared for the rigor of the climate, and in needless fear of the Indians, we can hardly picture the terrors and sufferings which they had to endure. Of seventy-nine persons who composed the party, thirty-five perished, and over twenty

more were on the point of death. The warmth of returning spring brought comfort and health; but there is pathetic force in the sentence with which the story ends: "There are six months of winter in this country."

After a weary waiting for the vessels sent to France, came a long search for a better site for their settlement, and it was not until August, 1605, that the brave French colonists abandoned the island of St. Croix and established themselves at Port Royal.

The French visited the place again from time to time, and in one of the buildings left standing a certain Captain Plastrier seems to have wintered in 1612, probably not alone. Two years later, however, the building or buildings that still remained were destroyed by the English; and so ends the history of its early settlement.

Some fifty years afterward, French inhabitants established their dwellings and trading posts at other points along the St. Croix river*; but they were driven off by the English in 1704, at the time of Church's hanging, and from that date until the coming of English settlers the district had no white inhabitants save the few French missionaries and traders who made their homes among the Indians.

Among the Indians are to be found the chief results of the French occupation. The work of the missionaries was crowned with abundant success. The French had hoped to found a great colony here, as they did later on the banks of the St. Lawrence. In this they failed. But they fulfilled their higher mission—to "pacify the savages," and "convert them to the Christian faith;" and in the desecrated Indian burying grounds lie the bones of unknown saints and heroes who gave their lives to the work.

* The river took its name from the island; though, as we are told by Lescarbot, writing in 1609, the name of the island was suggested in the first place by the shape of the river.

The Old Clock on the Stairs.

BY HENRY WADSWORTH LONGFELLOW.

I.

Somewhat back from the village street
Stands the old-fashioned country-seat*.
Across its antique* portico
Tall poplar-trees their shadows throw*.
And from its station* in the hall
An ancient* timepiece says to all,—
"Forever—never!
Never—forever!"

II.

Half-way up the stairs it stands,
And points and beckons* with its hands
From its case of massive* oak,
Like a monk*, who, under his cloak,
Crosses himself, and sighs, alas!
With sorrowful* voice to all who pass,—
"Forever—never!
Never—forever!"

III.

By day its voice is low and light;
 But in the silent dead* of night,
 Distinct* as a passing footstep's fall,
 It echoes along the vacant* hall,
 Along the ceiling, along the floor,
 And seems to say, at each chamber-door,—
 "Forever—never!
 Never—forever!"

IV.

Through days of sorrow and of mirth*,
 Through days of death and days of birth,
 Through every swift vicissitude*
 Of changeful time, unchanged it has stood,
 As if, like God, it all things saw,
 It calmly* repeats those words of awe*,—
 "Forever—never!
 Never—forever!"

V.

In that mansion* used to be
 Free-hearted Hospitality*;
 His great fires up the chimney roared;
 The stranger feasted at his board*;
 But, like the skeleton* at the feast,
 That warning timepiece never ceased,—
 "Forever—never!
 Never—forever!"

VI.

There groups of merry children played,
 There youths and maidens dreaming strayed*;
 O precious* hours! O golden prime*,
 And affluence of love and time!
 Even as a miser* counts his gold,
 Those hours the ancient timepiece told,—
 "Forever—never!
 Never—forever!"

VII.

From that chamber, clothed* in white,
 The bride came forth on her wedding night;
 There, in that silent* room below,
 The dead lay in his shroud* of snow;
 And in the hush that followed the prayer,
 Was heard the old clock on the stair,—
 "Forever—never!
 Never—forever!"

VIII.

All are scattered* now and fled,
 Some are married, some are dead;
 And when I ask, with throbs* of pain,
 "Ah! when shall they all meet again?"
 As in the days long since gone by,
 The ancient timepiece makes reply,—
 "Forever—never!
 Never—forever!"

IX.

Never here, forever there,
 Where all parting, pain and care,
 And death, and time shall disappear*,—
 Forever there, but never here!
 The horologe* of Eternity
 Sayeth this incessantly*,—
 "Forever—never!
 Never—forever!"

SUGGESTIONS FOR TEACHING ABOVE SELECTION.

1. Let pupils know that in the above poem Mr. Longfellow refers to

"The historic old mansion called the Craigie House, where Mr. Longfellow made his home. It is a fine old-fashioned house surrounded by trees, and is on Brattle street, on the way from Harvard University to Mount Auburn. This old house was once Washington's headquarters."—*Irish's American and British Authors.*

2. Read the first two lines of the first stanza and describe the scene. What is added to the picture by the third and fourth lines? By the fifth and sixth lines?

3. Write a paraphrase of the first stanza.
4. Describe the imagery of the second stanza.
5. What is the clock said to be like? What figure of speech is used in the second stanza?
6. Write a paraphrase of the second stanza.
7. Why does the clock seem to tick louder at night than during daytime?
8. Write a paraphrase of the third stanza.
9. Write a paraphrase of the fourth stanza.
10. Define hospitality. Why does this word begin with a capital letter in the fifth stanza?
11. Write a paraphrase of the fifth stanza.
12. Write a paraphrase of the sixth stanza.
13. What two scenes are referred to in the seventh stanza?
14. Write a paraphrase of the seventh stanza.
15. Write a paraphrase of the eighth and ninth stanzas.

16. Lead pupils to see that a very simple thing like the ticking of a clock can be used as the basis of a most beautiful poem. If a copy of Longfellow's poems is at hand let the titles of a number of his poems be read and notice the class of subjects. To him whose ear is trained to hear it and whose heart is prepared to receive it there is sweet music in those things that to most persons are commonplace, even in the ticking of a clock.

17. Which stanza of the poem do you like best?
 18. As an exercise in word study have pupils learn to define or give synonyms for all words of the poem which are marked with stars. These words may be used as an exercise in spelling by teacher pronouncing them for pupils to write in a column, and after each word write its synonym or definition.

19. What selections from Longfellow have you read? Name the selection that you like best and tell what you can about it.

20. Give a brief sketch of the life of Henry W. Longfellow.

The following brief sketch of Longfellow is taken from Ainsworth's Lessons in Literature:

Henry Wadsworth Longfellow was born February 27, 1807, at Portland, Maine. His mother was a descendant of the John Alden he celebrates in his

"Courtship of Miles Standish;" his father was the Hon. Stephen Longfellow. At the age of fourteen years he entered Bowdoin College, and with Hawthorne and others was graduated in the celebrated class of 1825. The success of his college career may be inferred from the fact that on graduating he was invited to the chair of modern language and literature in his alma mater. In order the better to prepare for this appointment he spent some years in traveling through France, Italy, Spain, Germany, Holland and England, and the effects of this visit were manifold. It broadened his views, strengthened his self-confidence, and supplied him with poetical themes. * * Over all predominated the rich and tender feeling, the sympathy and charity of the sweet poet's soul.

On his return from a second visit to Europe he bought the old Craigie House in Cambridge, Mass., and in this quaint, old wooden house, which had been occupied by Washington when he took command of the army in 1776, the poet dwelt for nearly a quarter of a century, and here he died in 1882. His highest ambition was to be a worthy man, and, through sympathy and love, to help others to live, and life to him meant more than mere existence. His beautiful character was mirrored in all he wrote, and the attentive reader knew him well. In the whole range of his writings there is nothing that, dying, he could wish to recall; few authors have left a more honorable record.

Critics differ in their estimate of his rank as a poet. The exalted treasure of celestial thought, the dramatic power of intense passion, the mystic subtlety of refined ideals, he did not claim; nor did he deem himself the peer of the "grand old masters." He did not aim at enlightening the age in which he lived, and if we look into his poetry for profound psychological analysis, or new insight into nature, we shall be disappointed.

His chosen province was the level of ordinary life and he strikes the chords of human sympathy with delicate tenderness. His subjects are for the most part those that influence by their pathos, and for heroic deeds preserved in legend or history, records of devotion and self-sacrifice, and quaint old tales, he had a special fondness.—*School News*.

In his annual report, Superintendent Wise says, in speaking of the qualifications of the successful teacher:

"Many teachers think that the two hundred hours per year spent in the class-room is all that is necessary to be given for the salary received. If this is all that any teacher intends to perform, the sooner she changes her condition the better for her and the schools. Any person who enters the school-room should be willing and desirous to fit herself for the work to be done, or not enter it at all. This unfitness and a total unwillingness to make use of the opportunities to make oneself competent for the business of teaching is the greatest evil with which we have to contend."

Work in Elementary Science.

The first paper printed in the report of the Proceedings of the International Congress on Technical Education, which was held in London in June, 1897, is on the relation existing between the teaching of Pure Chemistry and Applied Chemistry by Dr. Otto N. Witt, Professor of Chemical Technology at the Royal Polytechnic School of Berlin. He concludes an able paper with the following paragraphs:

"A few words remain to be said about the other subjects which, besides chemistry, should be taught to every young chemist. Of course he should receive a proper instruction in physics, the elements of mechanical engineering, technical drawing, mineralogy, botany, etc. A certain knowledge of all the exact sciences is indispensable to every chemist, whether he intends to devote his work to industrial or purely scientific research.

"The essence of my investigation is, that I cannot admit any fundamental difference in the methods of research of pure and applied chemistry. Consequently I cannot admit the necessity of a difference of instruction for the two. A well organized instruction in pure chemical science would, in my opinion, be the best preparation for the young chemist for his future career. The method in use at present seems to be capable of improvement. Though much of what I have brought forward would not seem new to my colleagues, yet it cannot be said to be generally admitted, and it is certainly worthy of the most serious consideration.

"We want no schools for producing specialists. Specialism comes as a matter of course in later life. But no matter how deep any chemist may involve himself in the intricacies of any subject, he can still gather useful information for his own work from the contemplation of work accomplished in other branches of his science. If we want our schools to produce men fit to reap the great harvest before us, then let them produce chemists who enthusiastically embrace their science as a whole, and who are incapable both of separating practice from theory and theory from practice."

At the conclusion of the reading of the paper, Sir John Donnelly, K. C. B., said that it was at his special instigation that Professor Witt prepared his paper, that he (Sir John) had no knowledge of what his views might be, but he did know that from his position and previous experience no one was better qualified than Dr. Witt to give a valuable opinion. It was, therefore, with great satisfaction that he had read his paper, as it so thoroughly endorsed the views which the Science and Art Department (of Great Britain) had endeavored to inculcate, so far as it could, in the classes connected with it, that the only true foundation for technical education was a thorough instruction in general science, and also in its endeavors to impress upon the schools the vast importance of practical work in any scientific education.

PRIMARY DEPARTMENT.

Supplementary Reading for Grades I. and II.

Recitation.—Two contrasted songs of Tennyson. The first is taken in slow time, caused by the accented vowels being dwelt upon. These should be taken softly. The second piece should be taken about double the time of the first, and given with briskness. The voice should rise to lines 5 and 13 respectively, falling again softly to the last line of each verse.

SWEET AND LOW.

Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
Under the silver moon;
Sleep my little one, sleep my pretty one, sleep.

Explanation.—Other cradle songs, the object of which should be explained to them, might be repeated and sung to the children, and they should be told that a mother waiting for her child's father, who is sailing over the sea, is singing this song to it while it sleeps.

Words for explanation.—"Western sea," "rolling waters," "dying moon," "silver sails," and "moon"

MINNIE AND WINNIE.

Minnie and Winnie
Slept in a shell.
Sleep, little ladies!
And they slept well.

Pink was the shell within,
Silver without;
Sounds of the great sea
Wander'd about.

Sleep, little ladies!
Wake not soon!
Echo on echo
Dies to the moon.

Two bright stars
Peep'd into the shell.
"What are they dreaming of?
Who can tell?"

Started a green linnet
Out of the croft?
Wake, little ladies,
The sun is aloft!

Explanation.—Bring such a shell as the one described into the school and let the children listen at its opening. A colored picture of the scene in crayons on the blackboard would be a very helpful illustration of the poem. The colors described should be talked about.

Words for explanation.—"Croft" [an enclosed field] and "aloft."

—From Macmillan's Recitation Books.

School-Room Decorations.

Have you a pleasant school-room? We hope you have; and you can make it still more attractive by taking some pains and enlisting the co-operation of your young pupils. If your school-room is not pleasant and attractive, so much the more need to make it so. Many of your children come from poor and unattractive homes. Make the school-room bright and attractive. There is a wealth of adornment and instruction in the forest and roadside about you—in the ferns, autumn leaves and fruits, in the asters, golden-rods and other late flowers by the wayside. Have them brought in. Study how to arrange them effectively as to colors, and let the children help you do this. They will take a deeper and more abiding interest, if they have a share in it. But from you must come the plan, and yours must be the directing hand. Decorate the room each month in a way that shall be appropriate to the season of the year, changing or adding to the decorations each month. *But*, see that the school-room and surroundings are kept scrupulously clean and neat. Any decorations without this essential condition will be tawdry, ineffective, and a violation of truth and good taste. Set the example by having your own table or desk a model of arrangement and neatness, and on it a vase, epergne, or finger-bowl filled with flowers appropriate to the season. Make frequent visits to the woods during this month. You will probably find in your neighborhood the Rock fern, and perhaps the Christmas fern which you will know by its deep vivid green and graceful, curving fronds. This is one of the *Aspidiums* or *Shield ferns*. There are others of this genus which serve admirably for winter decorations. Have abundance of them in the school-room, grouped daintily on the platform, in the windows, and on brackets in the corners. With care and a little attention they will last all winter. Spraying them with water every other day will keep them fresh and in health.

For each month of this year we shall give a few hints that may be a help to you. For this month and November the late golden-rods and asters will be appropriate for decorations, and the golden-rods, at least, are beautiful even when dry and withered. The witch-hazel is not unfrequent in our forests and along river-banks. The yellow, twisted blossoms of this curious shrub will fill the children with wonder. It is in blossom now, and may be found in flower even as late as December. The "cotton grasses," so called, on the borders of woods and swamps, some with milk white, others with light brown or fawn colored heads, are beautiful. Bunches of these, gracefully looped, will last throughout the winter. Then, do not forget to look through the

thickets in your vicinity for the Canadian Holly, whose brilliant scarlet berries, ripe in November and December after the leaves have fallen, will be one of the most attractive decorations for the winter. (I have before me, while writing, a vase filled with the twigs of the holly, gathered nearly a year ago, with the coral-like berries still a brilliant red. To secure this result the ends of the twigs should be immersed in water, frequently changed).

You will find in low thickets and along river banks the feathery tufts of the Virgin's Bower (*Clematis*), climbing over fences or shrubs; the fluffy silken pods of the Milk-weed, abundant along rivers and streams; the pods of the Willow-herb (*Epilobium*), covered with silvery hairs, and others like them that will do to fasten with mucilage on borders or sprays of autumn leaves. These, with their color contrasts, produce a beautiful effect. Strings of beech-nuts, hazel-nuts; bunches of rowan-berries, which are very plentiful this autumn; acorns from the oak, ears of corn—all these, with pictures from seed catalogues, from the cans of fruit and vegetables, with drawings in colored chalks, may be so arranged as to produce an effect in harmony with the nature around you.

Reader, will you begin at once—many have already done so—to decorate your room? Many of the plants and fruits that I have named may not be in your vicinity, but most of them are. Get off the beaten road that leads from your home to the school-room, and on some bright October afternoon go into the bye-ways that lead to some cliff or along some stream, and you will find many that I have not spoken about. Make your school-room a paradise, where, for many winter months, it will represent the tints of autumn, and will be a real object lesson to the children. Can the REVIEW help you? Let us know.

Value of a Clear Answer.

DEAR MR. HAY: * * I hope that as you now for a time intend to give the REVIEW your undivided attention it may greatly prosper in your hands. As the organ of the Maritime Province teachers it ought to receive a hearty and loyal support, and I trust that the hope expressed that the subscription list may be doubled this year may be realized.

The new feature of giving concise answers to the various examination questions ought to be of much service both to those teachers who have pupils fitting for N. S. entrance and to the pupils themselves who may be led to see the force of a clear direct, yet comprehensive, answer.

H.

THE CLASS-ROOM.

How the "Vertical" is Taught.

Mrs. Josephine Heermans, principal of the Whittier school, Kansas City, recently explained, in the *Star* of that city, her method of teaching vertical writing to little children. Mrs. Heermans says:

"At the top of the blackboards in each of the rooms of my school is the written alphabet in vertical letters. When the child has been in school two days I begin teaching him to write. I tell him to look at one of the letters and then repeat its lines in the air with his finger until he thinks he can reproduce it on his slate. Then the little fellow writes the nearest imitation he can produce on his slate, and an average child soon learns to copy the letter with considerable accuracy from the board.

"From the beginning, I emphasized roundness. Later, I give the little fellow a copy on slips of paper at his desk, and soon he will write words, connecting the letters together. Then I have him write the sentence 'I see you.' I tell him what it means, and he realizes that he can really write it. The little one is proud and happy at the accomplishment. Thus the children learn to write before they know how to read. The script of the vertical system is so much like print that the child really associates one with the other.

"After he has been in school six weeks I give the child pen and ink to write with, and he does almost as well as a third year pupil did under the old system. Four years are all that are necessary to finish the education of a child in vertical writing."

About "Busyness."

Too much of our school work is arranged merely for the purpose of "keeping the children busy." Proceeding upon the educational axiom of our grandfathers that—

"Satan finds some mischief still
For idle hands to do,"

the teacher forestalls the prince of darkness, by adopting almost anything that will keep the little shoulders bowed over the desks and the little eyes riveted upon some irksome task. Purely perfunctory work is found to accomplish this result more certainly than work that requires the child to be self-directive. For this reason, the child is often kept doing things that are not of themselves the best things for him to do, but he is kept at them solely because they are found serviceable in "keeping him busy." It is this situation that leads to the undue prominence given to arithmetic in the lower grades, also to the endless "copying" of language exercises, etc.

There lies before us as we write, an exercise prepared by a fifth year boy. The original exercise was fairly well written and composed, but there were two or three minor defects, on the strength of which the child was required to copy the entire exercise, and only after the little fellow had copied it *three times* did the teacher pronounce the work "perfect." Was the correction of those two or three defects worth the extra hour or two of that child's time? It often happens that this copying mania is carried to such lengths that the children never do their best with their first exercise, being assured by their experience that it will have to be copied anyhow. The copying evil deserves special condemnation, but it is by no means the worst of a large array of schoolroom time-killers that are little better than idleness. Children should be kept busy, but "busyness" should not be an object in itself.—*Learning by Doing.*

Measuring a Tree.

The boy in the following story, borrowed from "Bright Jewels," is described as never saying anything remarkable, as eating oatmeal in large quantities, chasing the cat, slamming the door, and otherwise conducting himself after the manner of boys; with the exception that he asks few questions and does much thinking. If he does not understand a thing, he whistles, which is not a bad habit—on some occasions.

There was much whistling in our yard one summer. It seemed to be an all-summer performance. Near the end of the season, however, our boy announced the height of our tall maple to be thirty-three feet.

"Why, how do you know?" was the general question.

"Measured it."

"How?"

"Foot-rule and yard-stick."

"You didn't climb that tall tree?" his mother asked, anxiously.

"No'm; I just found the length of the shadow, and measured that."

"But the length of the shadow changes."

"Yes'm, but twice a day the shadows are just as long as things themselves. I've been trying it all summer. I drove a stick into the ground, and when the shadow was just as long as the stick I knew that the shadow of the tree would be just as long as the tree, and that's thirty-three feet."

"So that is what you have been whistling about all summer?"

"Did I whistle?" asked Tom.—*Youth's Companion.*

"In the not distant future every school, rural and urban, will provide for proper training in drawing and music. It will be considered akin to criminal to neglect these branches that appeal so directly to the heart side of education.—*Hon. Henry R. Pattengill, Ex-State Supt. of Mich.*

QUESTION DEPARTMENT.

SUBSCRIBER.—Will you in the next issue of the REVIEW explain how to prove the following geometrical proposition: Two straight lines are drawn to the base of a triangle from the vertex, one bisecting the vertical angle, and the other bisecting the base. Prove that the latter is the greater of the two lines.

Let ABC be a triangle with the vertical angle at A , and AD and AE two lines drawn from A to the base, the former bisecting the vertical angle and the latter the base. It is required to prove that AD is less than AE . From A draw AF perpendicular to BC . The exterior angle ADE is greater than angle AFD or AFB . For the same reason AFB is less than AED . Much greater is ADE than AED ; therefore the side AE opposite the angle ADE is greater than the side AD opposite AED .

P. S.—Would you kindly insert the solution of a plane triangle, two of whose angles are 25° , 50° respectively?

Since 3 angles of a triangle = 2 straight angles = 108° , therefore the angle required = $180^\circ - (25 + 50) = 180^\circ - 75^\circ = 105^\circ$

K.—On opening the swollen portion of the stem of the Golden Rod, or branch of willow, a grub will be found comfortably established in winter quarters. Is there any symbiotic relation here? or does the grub get its house and food supply without making any return to the plant?

[Answers next number.]

TEACHER.—1. What is the Helioterra? Is it an advantage in teaching geography?

2. Where can liquid slating or slating for blackboard be obtained and what is the price?

[See advertisements in this number.]

SCHOOL AND COLLEGE.

Mr. H. Beverley Campbell, of Sussex, N. B., who recently graduated from the medical department of the School for the Blind, at Halifax, has gone to London, and will for the next two years continue his medical studies in one of the celebrated conservatories of music in Leipsic, Germany.

Miss Helena B. Atkinson is conducting the school at Beaverbrook, Albert County, N. B., this term with the promise of excellent results.

The United Meeting of the Westmorland and Kent Counties Teachers' Institute will be held at Moncton, October 14th and 15th. An interesting programme has been prepared and a large attendance is looked for.

The colleges have all re-opened. Acadia has a freshman class of about 50, Mt. Allison 30, and N. B. University about 20.

The Gloucester County Teachers' Institute, which was advertised for the 14th and 15th October, is postponed.

Geo. A. McCarthy, of Moncton, N. B., and W. B. McLean, of Pictou, N. S., have won exhibitions at McGill University.

BOOK REVIEWS.

JOHN SAINT JOHN AND ANNA GREY.—A Romance of Old New Brunswick, by Mrs. Margaret Gill Currie. Toronto: Printed for the author by Wm. Briggs. This romance, briefly told, runs as follows: Anna Grey, the daughter of a Virginia loyalist, is beloved by John St. John, the son of her father's old friend and fellow-soldier, but ambition leads her to marry Marmaduke Tempest, heir to an English barony. Tempest takes his wife home to England, and abandons her to insult and ill-treatment from his mother and sisters. An attempt that the unhappy bride makes to escape results in her confinement in a lunatic asylum, where she passes nine years. Meanwhile, in the old home in New Brunswick, the father and three sisters of John St. John have died, leaving him to comfort his own mother and Anna's. He is constant to his old love, but when the news of her sufferings and imprisonment reaches him he is dying, and can only commit the task of rescuing her to two old friends. These friends fulfil the trust, and Anna, who has long and bitterly repented of her girlish coquetry and wilfulness, returns to New Brunswick, to live a long life of devotion to others, and finally is laid to rest by the side of her faithful lover.

Such is the outline of the story which is here expanded into over three thousand lines of verse. It is a pity that the writer did not try to put it into prose, for most people hesitate to begin a long narrative poem. Moreover, while considerable ability in story-telling, and some skill in the use of the different metres are shown in this volume, it is hard to find any lines that rise above the commonplace. Facility in running a story into moulds of measured lines, with adornments of conventional epithets, is a convenient acquirement when one wishes to be mildly amusing, but it is a mistake to attempt to use it seriously.

The clear print and pretty cover of the book do credit to its publisher, William Briggs, of Toronto.

THE MINERAL WEALTH OF CANADA; A Guide for Students of Economic Geology, by Arthur B. Willmott, M. A., B. Sc., Professor of Natural Science, McMaster University, formerly assistant in Mineralogy, Harvard University. Pages 201; cloth. Toronto: Wm. Briggs, publisher. This book contains a great deal of information on the mineral products of Canada, compiled from the reports of the Geological Survey and other sources. To make the subject clear to the general reader, there is an introductory chapter for the benefit of those who have had no preliminary training in geology. Then follows a systematic description of our economic minerals, with their qualities, uses, and where they are found. At the end of each chapter those books are cited where the reader may obtain fuller information. The work will prove a valuable compendium for teachers and other students.

KERR'S BOOK-KEEPING, second edition, by S. Kerr, Principal of the St. John Business College. Price \$1.00. There are several new features to this excellent textbook, the most important of which is that devoted to joint-stock company book-keeping. Forms of the books

required are given, and the methods of opening and closing such books are presented in full.

MACMILLAN'S RECITATION BOOKS.—This is a series, consisting of two dozen, of booklets containing short and simple poems from the best English poets, designed to furnish supplementary reading to the pupils of Standards I.-VII. The extracts are accompanied by notes containing directions to secure the proper reading, and explanations of passages of any difficulty. In another column will be found an example of one of these lessons for Grade I. They are published by Macmillan & Co., London, and the price is one penny, or two-pence, according to size.

SELECTIONS FROM WORDSWORTH, edited, with introduction and notes, by W. T. Webb, A. M. Pages 215; price 2s. 6d. Published by Macmillan & Co., London. This book, though published for students in the Indian Colleges, will do very well for general students elsewhere. It contains a lengthy introduction on Wordsworth's life and works, followed by selections of pieces belonging principally to the period between the poet's settlement at Alfoxden and his removal to Allan Bank. More than half the text is taken up with notes, which feature, though excellent, may occur to the reader as too little of the poet and too much of the editor.

OCTOBER MAGAZINES.

The Living Age, which has appeared with never-failing regularity for nearly two generations, reflects as faithfully as ever the age in which we live. The present will prove an exceptionally good time to subscribe for this unique magazine, for the publishers announce that to all new subscribers for the year 1898, the weekly numbers of 1897, issued after the receipt of their subscriptions, will be sent free. Send \$6.00 to *The Living Age Co.*, Boston, at once, and receive the benefit of this generous offer. . . . In Universities and the Higher Education of Women, Mr. Oscar Browning, of Cambridge University, gives an interesting account, in the *October Forum*, of the proceedings at that university when the vote was taken which refused the degree of B. A. to women. With regard to the education of men and women at the same institutions of learning, Mr. Browning argues that if the courses at the university are designed with the special view of meeting the men's requirements, they cannot possibly be suitable in every respect for women, and *vice versa*. . . . The *Chautauquan* for October contains Are Women Hurting the Chances of Men in Business, Luther's Influence on Literature, and other interesting articles. Information regarding the magazine and the C. L. S. C. Work may be obtained by application to the publisher, Dr. Theodore L. Flood, Meadville, Pa. . . . *McClure's Magazine* for October has an article The Oldest Record of Christ's Life. . . . In the *Ladies' Home Journal* William George Jordan writes on The Wonders of the World's Waste, in which he shows how modern science has taken the hundred and one things that were formerly thrown away as useless and turned them to practical uses. . . . In Free-Hand Drawing in Education, H. G. Fritz discusses in the *Popular Science Monthly* the importance of this study, and calls attention to the unsatisfactory way in which it is usually taught. . . . *St. Nicholas* for October contains many stories and sketches for the casual reader, as well as for children. There is a good sketch of the education of a deaf and blind boy. . . . An excellent article in the *Century* is What is an Aurora? with telescopic photographs and diagrams. . . . The *October Atlantic* is the fortieth anniversary number of the greatest literary American magazine. In an article on the Training of Teachers, by Frederick Burk, he says: "At present one thing is critically needed: * * * The work of the schools demands teachers of discretionary intelligence and the power of suspended judgment, able to deal with working hypotheses.



You should

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The parents and School Trustees in your district should help you to secure this picture for your school. *They will do so* if you go to work to secure their co-operation by interesting them in the REVIEW. And its visits to their homes will help you in your work.

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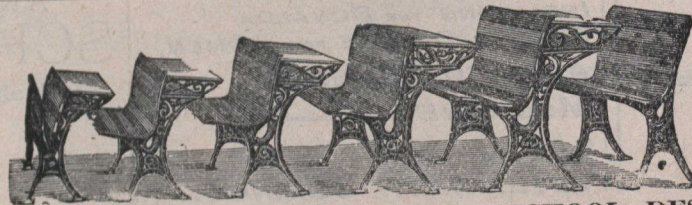
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