

PAGES

MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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THE
PLACE
TO GET ALL
SCHOOL
AND
COLLEGE
TEXT-BOOKS
IN THE

MARITIME PROVINCES

HALL'S BOOK STORE,
FREDERICTON, N. B.

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THE EDUCATIONAL REVIEW.

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OUR readers will regret to hear that Dr. T. H. Rand, Chancellor of McMaster University, Toronto, is seriously ill, and his physicians hold out no hope of his being able to resume his duties.

THE *Week*, published at Toronto, is receiving the support of all who desire a first class weekly journal devoted to literature and the discussion of public questions in an able and independent spirit.

THE Fredericton daily *Gleaner* has recently been enlarged and improved by new type. Its clearly printed and neat pages are a boon to its readers.

THE retirement of Gladstone from the premiership of England, the taking of the reins of government by his successor, Lord Rosebery, the meeting of the English, Canadian and some of our provincial parliaments during this month, are topics that should interest every teacher and scholar. Time should be taken at the beginning of every lesson on English and Canadian history for a brief talk and discussion of the questions that come before these parliaments in the ensuing months.

MANY think that the time for holding the Provincial Teachers' Institute of New Brunswick is ill-chosen—the last three teaching days of June. There are other meetings to attend at nearly the same time, such as the summer school of science, which cannot well be held at any other time. Teachers say that if the Institute were held at a time when they could return from the Institute immediately to their work in the school-room, they would get vastly more benefit in putting into practice what they have learned. How would it do to hold the Institute in future during Easter week? We should be glad to hear from any one as to the desirability of the change.

A RUMOR has it that among the measures to be adopted by the local government of P. E. Island at the approaching session of the legislature will be the abolition of the *supplementary clause* of the school act. One of the inducements at present for school districts to supplement the statutory allowance of the teacher, is that the amount given will be duplicated by the government. Remove this clause, without requiring a stated amount to be raised by the district (which would be unpopular legislation) and the already underpaid teacher would be still worse off. The immediate effect of the unconditional repeal of the clause in question would be to compel the most efficient teachers to quit the profession. At present the supply of teachers is unequal to the demand. What would be the result if such ill-advised counsel prevailed and our best teachers turned their attention

to other and more profitable employment? Anything tending to lessen the efficiency of education is an unwise policy for a government to pursue, and we feel assured that the legislature of P. E. Island will not, on the score of economy, impair the educational system of the Island province.

THE Right Hon. the Earl Derby, late governor general of Canada, in a recent address at Liverpool, made the following reference to education in the Dominion :

Although much was being done, he believed, in Liverpool to enable children attending the public schools to pass up to the higher grade schools and thence to the college, he thought the system in Canada was in advance of their own. In Canada they had an excellent elementary education, supplemented by higher grade schools and high schools, followed by the universities, which could not, he was sure, be surpassed in our own country. And all those the child once started in life had within his grasp by the use of his brain and his own application. (Applause). He hoped the time was not far distant when any child desiring it in England would have similar opportunities, and every assistance would be given to the parents whose children qualified for a university education, so that such children could take advantage of every facility. —*Liverpool Telegraph.*

The March *Education* says editorially of the "Report of the Committee on Secondary School Studies" of the National Educational Association of the United States, at the conclusion of a short article, as follows:

"President Barker, of the University of Colorado, the original mover of this conference, enters several very important protests against the final report of the original council of ten. He notes especially its implication that 'for the purposes of general education one study is as good as another.' He calls attention to the fact that their report ignores the three important topics of philosophy, psychology and science of education; but in fact, the whole circle of what may be called the higher humanities, religious and moral instruction, music, gymnastics, and the important industrial side of secondary education, appear not to have arrested the attention of these ten committees of experts. The revelations of the report are indeed most important, since they prove that so many of the leading educational thinkers of the country are still largely out of sympathy with the steady movement of the American educational public. It is hardly too much to say that this report represents the attempt of its authors and such as agree with them to capture the common school system of the country in the vital region of its upper grammar and high school, and reconstruct it in the interest of the university methods and aims of the present time. We will have more to say on this subject in our next issue."

We must add, however, that notwithstanding all that may be said, the report shows the university men to be rapidly giving up some of their narrower notions of even only a few years ago. And the current has not shown any signs of stopping, much less of reversal.

THE new Health Readers have appeared and are now in use to some extent in New Brunswick. So far, the teachers speak very highly of them. The print, subject matter and cuts seem to be excellent. At the end of each lesson are questions for review. The use of these will be found most beneficial, but their abuse will be most injurious. Teachers, to be successful, must throw their own individuality into the work and not rely on any mere mechanical devices. Texts in the form of catechisms, while favored by the indolent instructor, are regarded with suspicion by the intelligent teacher. Parrot-like question and answer will not develop thought and expression on the part of the pupils. The text-books are good ones if intelligently used.

It is to be hoped that the question of temperance teaching is settled for our schools for some time in New Brunswick, and that our teachers will be permitted to do the work required without interruption.

IN view of the fact that some changes must of necessity be made in our course of instruction in New Brunswick before long, it would be well for the teachers to give the matter consideration and advise according to their experience, especially as to the adaptation of the new texts to the new curriculum. It cannot be expected or hoped that the ideas of all can be carried out, but in the multitude of counsellors there is sometimes wisdom. It is more than probable that the new course will be ready sometime this year.

THIRD CLASS TEACHERS.

The Board of Education and Chief Supt. of N. B. have been censured in some quarters, because it has been thought proper to grant third class licenses, obtainable by attending a short term at the normal school. It must be admitted that when the scheme was first spoken of it was looked upon as a somewhat dangerous innovation by many interested in the welfare of the teachers as tending to lower the teaching standard and calculated to still further reduce salaries.

From the experience that has already been gained, these views have not been justified. For many years it has been found necessary to issue many local licenses to entirely untrained teachers, while at the same time the normal school was taxed to its utmost capacity for the long term. One inspector stated that during the winter term of 1893 some thirty or forty schools were closed because licensed teachers could not be procured. During the late superintendent's term of office some of the inspectors had to

advertise for teachers to fill vacancies. To such an extent was this want felt, especially during the winter terms, that it was seriously considered whether it would not be advisable to return to the short term attendance at the normal school and reduce the time of attendance, not only for third class, but for all classes of teachers. Had this step been resorted to it would have been a serious misfortune for our schools.

For the present term, as far as can be learned, no local licenses have been issued, and the supply, including the third class teachers graduated in December last, does not more than equal the demand. Surely it is better that these teachers should have a half year's training than none at all. Should the time come when third class teachers become too numerous, the number is controllable both by refusing to renew the license, or curtailing them altogether for a term or two. The average third class teacher, too, can be relied upon to improve her status at the first opportunity as aside from professional ambition. She is at a certain disadvantage by holding a short term license. An inspector of considerable experience informs the REVIEW that never before has he observed so many teachers preparing for advance of class, and that many of the third class teachers graduated in December, 1893, refuse to take schools, preferring instead to attend school to fit themselves for an advance of class.

SHALL AND WILL.

To the Editor of the EDUCATIONAL REVIEW:

Would you kindly publish an article in the March number of the REVIEW on the "uses of *shall* and *will*?" Kindly explain by examples the various uses of *shall* and *will*. When are they auxiliaries and when are they used solely as principal verbs? By doing so you will confer the greatest favor upon an army of teachers. A text-book on English grammar is one of the greatest needs in our schools at the present time. The "unknown" is still in use, and when will it become a thing of the past and a sensible text-book be made to take its place?

A SUBSCRIBER.

Annapolis, N. S.

No definite rules enabling a person easily to determine whether in any given case he should use *shall* or *will* have yet been formulated. There is no more difficult subject in English grammar. Even such rules as might be given would, with examples, require much more space than we have at our command.

The explanations given in our text-book, as far as they go, are the best that we have seen anywhere. The fault is not in the text-book, but in expecting young pupils to understand a subject which should not engage their attention until the fourth year in academy.

Our text-book, unless taught by skilful teachers, is, of course, unsuited to the common schools. But for advanced high school work it ranks with the best grammars published.

Professor Liscomb treats *shall* and *will* much the same as the Latin grammarians deal with the subjunctive mood. We give below an outline of his plan. For some interesting remarks on this subject we refer the reader to Bain's Higher English Grammar.

Shall and *will*, besides always denoting future time, have other meanings which are more or less emphatic, according to the persons or the kinds of clauses in connection with which they are used. *Will* conveys the idea of (a) consent or willingness, and (b) of resolution on the part of the agent. *Shall* implies a strong assurance, or an exercise of authority — originally it meant debt, or obligation. Various shades of these radical meanings, more or less pronounced, will be found in these words whenever used:

A.—PRINCIPAL CLAUSES.

I.—Declarative and Exclamatory Clauses.

1. *Shall* in the first person expresses simple futurity. *Shall* in the second and third persons expresses (a) a strong assurance, or (b) a command.
2. *Will* in the first person expresses (a) consent or willingness, (b) resolution. *Shall* in the second and third persons expresses simple futurity.

Exceptions.—In addressing military inferiors, *will* implies a polite command.

In the second and third persons, *will* often implies consent, willingness, or resolution; as "He will do as you wish." "He will have his way."

II.—Interrogative Clauses.

1. *Shall* in the first and second persons expresses simple futurity. *Shall* in the third person expresses emphasis.
2. *Will* in the first person is scarcely used. *Will* in the second person expresses consent, or resolution. *Will* in the third person expresses simple futurity.

NOTE—*Shall* in the first and third persons often indicates authority on the part of the person spoken to, as "Shall we come with you?" "Shall he go with us?"

B.—SUBORDINATE CLAUSES.

I.—Clauses of *cause*, *concession*, *result* and *comparison* follow the rule for declarative clauses.

II.—In clauses of *time*, *place*, *condition*, *purpose* and *manner*, *shall* expresses futurity in all persons, and *will* expresses consent or resolution.

III.—Relative clauses.

1. *Ampliative* relative clauses follow the rule for declarative clauses.
2. *Restrictive* relative clauses follow the same rule when the antecedent is definite, but take *shall* in all persons when the antecedent is indefinite.

- NOTES.—(a) Indefinite relatives follow the same principle.
 (b) Relative adverbs follow the rule for the pronouns represented.
 (c) *Will* in the second class of restrictive relative clauses expresses consent or resolution.

IV.—*Substantive clauses.*

1. Clauses introduced by *that* after verbs of *knowing, saying, thinking, fearing, etc.*, follow the rule for declarative clauses.

NOTES.—(a) *Shall* in this class of substantive clauses expresses a strong assurance, or emphasizes the fact.

(b) When the subject of the subordinate clause is the same as that of the principal clause, *shall* is employed in the second and the third person, when the thought is regarded from the point of view of the person saying, thinking, etc., as "You think that you *shall* soon be free."

(c) When the subject of the subordinate clause is different from that of the principal clause, *will* may be used in precisely the same way in the first person: "He says that I *will* visit Rome within a year."

2. Clauses introduced by *that* after verbs which denote or imply an act of the will, use *shall* in all persons to express futurity. "It is my desire that you *shall* not be kept in ignorance," etc.

3. Indirect questions follow the rule for declarative clauses, but in the second and third person *shall* may be employed when the subject of the subordinate clause is the same as that of the principal clause, as "I wonder when you *will* come." "They do not know when he *will* return." "He asks whether he *shall* (or *will*) find me at home."

WORLD'S FAIR HONORS.

Official intimation has been received of the awards made at the Chicago Exposition to the Provincial Government of Nova Scotia for its educational exhibit. It is very complimentary to the little province by the sea, for it has taken off a greater share of honors in the educational field than the majority of states having twice the population and area—seven out of ten possible, it has been unofficially reported. The official list is as follows:

NAMES.	ARTICLES.
1. Public common schools of Nova Scotia.	Work of the public kindergarten.
2. Public common schools of Nova Scotia.	Specimens of elementary school with photos of buildings.
3. Public county academies and high schools of Nova Scotia.	Specimens of work and typical buildings.
4. Provincial institutions of Nova Scotia.	Photographs and work of the provincial Normal School.
5. Special provincial institutions of Nova Scotia.	Photographs and work of the school for the blind.
6. Special provincial institutions of Nova Scotia.	Photos and work of the school for the deaf and dumb.
7. Public school system of Nova Scotia.	Laws, maps, school books, etc., etc.

TALKS WITH TEACHERS.

It is most gratifying to observe the number of teachers fitting themselves for examination for advance of class at the coming examinations in June and July next. This is particularly noticeable in respect to those preparing for first class. It speaks well for the ambition of our teachers as well as the efficiency of our schools. No doubt the expressed preference of many school-boards for first class teachers incites many to reach the top of the ladder. It is true that salaries do not in all cases advance with the demand for the best results in teaching. Yet I maintain that the only legitimate method of inducing higher salaries lies in making our work more valuable by increasing the efficiency of the schools.

I would like to say a few words about the teaching of Canadian history. Why is it that in our country schools that so many pupils leave school without advancing beyond the French period? I know this to be true, and I think I can give a reason. Teachers have the idea that instead of reviewing each day, as the class advances, that they must go back at intervals and do nothing but review; this, coupled with the frequent change of teachers in mixed schools, and a new teacher almost invariably begins at the first of the history, keeps the children constantly engaged with the French period. Shut up your text and go to work. Study history yourself and make it interesting for your pupils. Do not on any account give lessons from the open book, or make your pupils commit them to memory. Group your history into periods, ask only for the most important dates and review *only* a portion of the time devoted to each lesson.

I have known some teachers—not many—who, though qualified, have refused to give instruction in any branches not called for by the requirements of their class of license. I consider this a very great error on their part, the effects of which may prove detrimental to them in seeking other situations. It is true that the teacher may have plenty of work without taking up algebra, geometry, or Latin, but where "there is a will there is always a way." No doubt some of the pupils who are anxious to advance will gladly assist in monitor work in consideration of your efforts in their behalf. Beside this, the higher the class of work done in the school, the better reputation it enjoys outside, and indirectly your fame as a teacher is increased. Do all you can. If you cannot do the work asked for, frankly admit your inability. Do not take shelter behind your license and refuse on that account. Such a course will injure you.

Many teachers are working for advance of class unaided, and let me say to them, not to despair of success. I have known many who have never even enjoyed the advantage of attending a high or superior school to pass the examination most creditably. The teacher who does this without the advantage of good preliminary training in scholarship, in addition to her regular school work, has to work very hard, and if she applies herself too closely is liable to break down. Be systematic in your work and you will accomplish much more. Take regular out-door exercise and do not study late at night. One hour in the morning is worth two at night. Encourage advanced work on the part of your pupils this; is in line with your own preparation.

There is nothing that produces so much contempt for our schools on the part of a ratepayer who has likely gained his wisdom by experience, as to find that his big boy cannot make out a bill, draw a note of hand, direct an envelope, or write a letter properly, survey a log, etc., etc. Can you altogether blame him? I think the want of knowledge of such things among pupils in advance of Grade IV is inexcusable. The average ratepayer looks upon things from a strictly utilitarian standpoint. Let us, as far as we can, carry out this idea.

Be careful to note the nature and time of the examinations to be undergone this year. The professional examination in June and the examination in scholarship in July; also note that this year is an exception, and that for those who propose to enter for first class next year, the scholarship examination must be passed in July of this year, and the professional examination in June of next year.

The total membership of both houses of the British parliament is 1,223, or, in proportion to the population, about six M. P.'s for one U. S. congressman. The parliament of the United Kingdom is the largest representative body in the world.

In the House of Lords there are 553 persons entitled to vote, and in the House of Commons there are 670 members. France, in its corps legislatif, has 300 senators and 584 deputies. Italy has a varying number of senators and 508 deputies.

Japan has 300 peers and 300 representatives. Germany, in its bundesrath, or senate, has 58 members, but its reichstag has 397 members. Spain's cortes has 431 members. Canada has a senate of 80 members and a House of Commons of 215 members.
—Chicago Times.

For the Review.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

School legislation seems, from the very beginning, to have afforded a favorite battle-ground for the belligerent members of "His Majesty's Council" on the one hand, and those of the House of Assembly on the other. We have already seen that the bill passed by the House of Assembly in 1793, in which provision was made for aiding and instructing the youth in each parish, was thrown out by the council. The Act passed in 1802, for aiding and encouraging parish schools, did not become law without a long controversy between the two legislative bodies, and there were similar controversies in regard to subsequent school legislation. The passage of the four acts of Assembly, dealing with the establishment of schools, at the session of 1816, was in a measure due to the influence of Major General Smyth,* who at that time administered the government under the title of president and commander in chief. General Smyth was a bluff old soldier, and his intercourse with the legislature was characterized less by the *suaviter in modo* than by the *fortiter in re*. In this respect he differed very materially from his accomplished successor, Sir Howard Douglas. There can, however, be no doubt that General Smyth, with all his old-fashioned ideas, his pedantry and his ultra-toryism, was sincerely desirous of advancing the interests of the province. His measures in some instances were very unpopular, but he was undoubtedly quite conscientious in the course he pursued, and in certain cases (as, for example, in his proposed measure to curtail the timber trade) subsequent events proved he was quite as wise as his advisers. But whatever criticisms have been made as regards the general line of conduct pursued by General Smyth—and doubtless his course afforded reasonable grounds for criticism—nothing but words of commendation can be spoken as regards the exceeding warm interest which he manifested in the cause of education. In nearly, or quite, every speech delivered by him at the opening of the legislature, he refers emphatically to the importance of promoting the education of the youth of the country, and in some instances recommends specific legislation to that end. In his speech at the opening of the

* Major General George Stracey Smyth administered the government as President and Commander in Chief for about three years, and on the death of Lieut.-Governor Carleton was appointed by Royal Commission, dated February 28, 1817, Lieut.-Governor of the province. As a military man, General Smyth had seen considerable service. At the battle of Waterloo he was present as aide-de camp to the Duke of Wellington. He was an accomplished horseman, and one of the best musicians in the army.

session in 1816, for example, he refers to "the effects of an early and well directed education in producing habits of temperance, industry and loyalty;" and, further, says that amongst the most important objects recommended to their deliberations is, "the permanent establishment of schools in the several counties for the instruction of youth." Very shortly after the opening of the session, Attorney General Wetmore, of the Council, and Mr. Botsford, of the Assembly, were appointed a secret committee to prepare a bill for the permanent establishment of schools throughout the province, as recommended by his Honor the President in his opening speech. In due time the bill was introduced, and having passed both branches of the legislature, was incorporated in the statutes under the title of "An Act to Encourage the Establishment of Schools in this Province," a synopsis of which has previously appeared in this article.

A very brief trial sufficed to show that some of the provisions of this Act were not generally acceptable to the people. The Act was also inadequate to the needs of the larger towns and parishes. Accordingly the House of Assembly at the next session passed a bill in amendment. This bill, as passed by the Assembly, was amended by the Council, but the amendments were not concurred in by the Assembly, and the bill went over to the next session of the legislature. The importance of the question was evidently felt by the Assembly, for immediately after the house opened, the following year, a committee consisting of Robert Pagan, Hugh Johnson and Rufus Smith, members for Charlotte, St. John and Westmorland Counties respectively, was appointed to revise the School Act of 1816. A few days later a bill submitted by them was passed and sent to the Council, which again made amendments to which the Assembly declined to agree. Negotiations looking to a compromise were entrusted to a joint committee — Judge Saunders and Judge Chipman representing the Council, and James Fraser (Northumberland) and Harry Peters (St. John) the Assembly. The deadlock continued: the Council persisting in their amendment and the Assembly refusing to concur therein, on the ground that they conceived the amendment to be "an interference with the peculiar privileges of the house." The Council, whilst refusing to agree to the bill in its original form, suggested another conference which the Assembly declined, and the bill was thereupon thrown out. Another was immediately introduced and carried through the Assembly, in which some modifications were made; the Council once more made an amendment by striking out one of the sections, and to this the Assembly, in the dying hours

of the session, agreed. This is merely a specimen of the wrangling that characterized much of the school legislation of olden times.

In the preamble to the Act of 1818, as finally passed, the statement occurs that "it has been found by experience to be inexpedient to allow to the inhabitants of the several towns or parishes the power of raising money by assessment for the establishment and support of schools; it is therefore now decreed by the Lieut. Governor, Council and Assembly, that the power granted the inhabitants of the several towns and parishes in the province to raise money for school purposes in any other way than by voluntary subscription, be taken away and altogether discontinued."

This, from our modern point of view, was decidedly an act of retrogression, but it was doubtless in accordance with the public sentiment of the day. The principle of raising money for school purposes by a voluntary assessment of the ratepayers of any school district was re-introduced some thirty-five years later, but was not generally acted upon, and more than half a century was destined to pass before the principle of free schools and compulsory assessment of the ratepayers for school purposes became the law of the land, and then only as the result of one of the hardest fought political battles in the history of this province.

The other amendments made in the old Act were of a very sensible character. In order that all might be equally benefitted, it was necessary to increase the number of schools in some of the larger towns and parishes; it was therefore enacted that instead of £60 being fixed as the maximum sum allowed from the province treasury for the support of the schools in each parish, that in future a sum not exceeding £100 per annum be allowed the schools in any one town or parish, each school to receive the sum of £20 and no more. The third section in the amending Act of 1818 provided that the trustees, whenever they considered it advisable, should admit any number of scholars, not exceeding four to each school, to be taught free of expense.

The Act to encourage the establishment of schools, as thus amended, remained in force until 1823, when it was replaced by the Act, entitled, "An Act for the Encouragement of Parish Schools in this Province."

Meanwhile on March 9th, 1819, the Assembly had passed a bill, "in addition to the Acts now in force for the encouragement of schools in this province," which they did not succeed in getting through the Council, and the matter was suffered to rest until the session of 1822, when the Assembly resolved

"That it is expedient that the Acts for the encouragement of schools in this province should be revised and amended, and that a committee be appointed for the purpose." This committee subsequently introduced a bill "to encourage the establishment of schools and to repeal all laws now in force respecting the same." The Council inserted a provision in the proposed Act, that in order to draw the grant from government of £20 the building provided for the accommodation of the school should be used for no other purpose. To this amendment the Assembly declined to agree and the matter went over to the following year. At the session then held the Assembly again resolved that it was expedient the school Acts should be revised and amended, and appointed a committee to prepare a bill to that end. The bill was introduced and after careful consideration passed the house, only to be again amended by the Council by the insertion of the old provision—that the school building should be used for school purposes only. The House of Assembly would not concur in the amendment, and a new bill was immediately introduced by Peter Stubs, member for Charlotte County. This bill finally passed both branches of the legislature and took its place among the statutes of the province.

In the preamble of this Act we are once more assured that "the education of youth is of the utmost importance, and public attention to that object in affording them easy means of acquiring useful knowledge has been found to be attended with the most beneficial effects in society." The following is a synopsis of the several sections of the Act:

Section 1 provides, as in the previous Act, for the appointment of trustees of schools in each town or parish, but specifies the number as *three*, instead of the more indefinite expression—"two or more."

Section 2.—Trustees may agree from time to time with proper persons, being duly licensed, as by His Majesty's Royal Instructions is directed, to keep school and to fix the salary of the school-master. The trustees are further required to use their best endeavors to cause the youth of their respective towns and parishes regularly to attend school, and themselves to visit and inspect the school twice in each year, and to enquire into the discipline and regulations thereof, and of the proficiency of the scholars.

Section 3.—Justices of the sessions in each county to certify in writing to the Lieut. Governor the number of school-houses built or provided in the several parishes, the names of the masters employed to teach and the sum of money subscribed by the people for the support of each school, upon the receipt of which certificate the further sum of £20 per annum shall be allowed each school, the money to be drawn from the province treasury by warrant from his Excellency the Lieut. Governor in favor of the trustees

in the several parishes. No one school to receive more than £20, and that on condition that the people have raised and paid a like sum in further support of the school. No town or parish to receive a larger sum than £100 in one year.

Section 4.—Form of certificate, as follows:

"At a court of General Sessions of the Peace held at the Court House in.....in and for the County of.....on the.....day of.....18...

Present, } Esquires,
..... } Justices.

"The Court of General Sessions of the Peace in and for the County of.....do hereby certify to His Excellency the Lieutenant Governor, that in the Parish of.....in the said County of.....the following school-houses have been established, viz., In the District No. 1 a school-house has been built, or provided (*as the case may be*) for the exclusive use and purpose of a school; that a competent person, duly licensed, as by His Majesty's Royal Instructions is directed, has been employed as a teacher in the same from the.....day of.....to the.....day of.....and that the sum of.....pounds has been subscribed and paid by the inhabitants of the said District for the support of the said school during the said period."

"In District No. 2. (*Here insert same particulars, and so on for all other districts.*)

"The Court of General Sessions humbly pray that your Excellency will be pleased to direct that a warrant issue for the sum of.....in favor of the trustees of schools for the Parish of.....(*and so on for all the towns or parishes*) agreeably to the provisions of the Act for the encouragement of parish schools in this province."

A. B., Clerk.

Section 5.—Trustees may retain out of the school money (local and government) a sum not exceeding twenty shillings for each scholar to be expended in the purchase of stationery, books and other suitable rewards, to be by them distributed to scholars who shall excel in orthography, in reading, in writing and in arithmetic at the school examinations. No reward shall be distributed to any scholar who cannot repeat by heart the Creed, the Lord's Prayer and the Ten Commandments.

Section 6.—The trustees annually to report to the Sessions of the Peace all moneys received and disbursed.

Section 7.—This Act to remain in force four years.

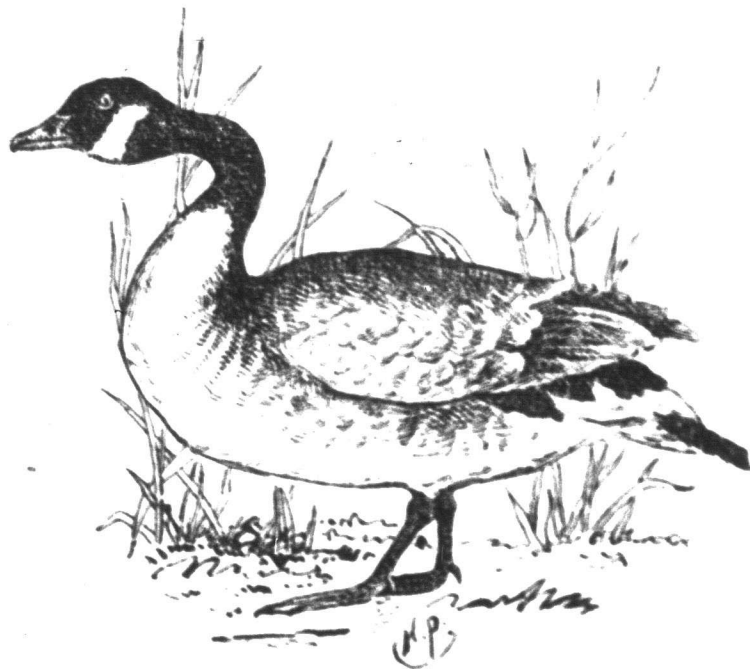
This Act is the last piece of school legislation within the period to which we have confined our investigation. It did not, however, expire at the end of the four years mentioned in the last section, but was continued by an Act passed April 5th, 1828.

The next great international exhibition is to be held far in the antipodes, in Hobart, Tasmania. The site for the exhibition has been granted by the Tasmania government—about eleven acres in extent, and the period for the exhibition will be the Tasmanian summer—from November, 1894, to April, 1895.

For the REVIEW.]

NATURE LESSONS.

THE CANADA GOOSE.



"Here is a good view of the Canada Goose. Very few of you will have so close a look at a real one. Do we find them in our woods?"

"No, sir. We can only see them when they pass over us, going north or south."

"Oh! I see you know something about them. When, pray, may we expect to see them passing us, then?"

"This month, March."

"In what direction will they pass us? How many have noticed them passing?"

A number of hands went up in the school. The teacher then selected his answerers from various parts of the room according as he wished to stimulate one or other of his pupils.

"What way will they move past us this month, then?"

"North," went up the chorus.

"North! Will not even wild geese need something to live upon, and what can they get by going north in winter time, when we must suppose they went south on account of the wilderness and dearth produced by the winter?"

"I suppose they will not go north until the winter begins to pass, until the lakes and rivers which geese like to frequent begin to open up."

"Very well reasoned; but in natural science we must observe, because very often things are occurring which we would not expect before we knew the facts, although after we know them they appear natural enough. Now as you can hardly be expected to go out and watch these wild geese closely when they are passing through, when they may be trying to feed for a day or so on some of our neighboring wild and lonely marshes and lakes, what can you fairly be expected to do?"

"We can note the time when they are seen passing, and perhaps we might sometime have an accidental chance of a close view of them."

"Very well said. Their migration north always depends, to a very great extent, on the opening up of the northern waters, near which they pass the summer and breed. Sometimes they do not pass until late in April."

"Sometimes they make a mistake," said Jack, in his usual brusque way, when so absorbed in his thoughts as to forget that he is speaking in public, "and then they have to come back for a few days and try again."

"Quite true. Now I want each of you to report to me every morning any movements of these birds which you notice, and I will write them down in this book, in which we are keeping an account of all the interesting things which are seen by any one belonging to our school. In many other places in Canada and the States, people are making the same kind of observations, and I will send ours to headquarters, where all the other observations are sent. Then we shall expect these people to be able to tell us just exactly how fast these migrating birds pass along from the south to the north over all these states and provinces which we see here on our map. We shall thus be learning something ourselves, and at the same time will be helping others to solve difficult questions which they could not solve accurately without our help. All you will have to do is to keep your eyes open and to report to me. This will be very much better than to leave the work of observing to me alone; for I have only one pair of eyes, which must keep together, while between all of you, eyes will be scattered all over a dozen square miles of country."

JACK. "And we can see the geese going south from the end of September to November, according to the earliness of the winter."

TEACHER. "Very true. But I hope you will be watchful, so that our record of their migrations may be as accurate as possible. We shall also be able to compare their movements one year with those of another, and perhaps it will enable us to learn something new about the laws of the weather, which may be of use to people."

"But how shall we know them," said one little scholar.

"What do you say to that, Jack?" said the teacher, who evidently preferred to give to one of the pupils the pleasure of feeling that he knew something worth telling, and at the same time the opportunity of expressing his thoughts in language, to talking himself. And the pupils appeared to be all the more

interested in a story as told by one of themselves, perhaps because they thought it might sometime be their turn, and were interested in seeing how the attempts came off.

JACK. "They fly high up in the air when passing over places where there are houses and people. They fly in lines, which often become crooked, then straight again. But very often the line is shaped like the letter V, with sharp point going ahead, led by a very loud squaking goose or gander."

"Can you hear them?"

"Yes. They make a loud, distant, hanking, clanging squak."

"How big are they?"

"Oh, about three feet long, with a long neck, and colored white, gray and black as in the picture, there."

TEACHER. "Very good. But we have no more time for *Branta* at present. That is the scientific name given the genus. And the full name of our species is *Branta Canadensis*, that is the "Canadian Brant," if we merely change the Latin into English. But our "Brant" is another species of wild goose which we shall talk about again, *Branta bernicla*. Here are a couple of stanzas on our Canada Goose taken from the EDUCATIONAL REVIEW of September, 1889:

An omen in March.
A V-line of *Branta* is seen on the wing
In heaven's high arch.
It is mene and tekel for winter's great king;
His castle walls crumble and tumble and ding,
And borne on wide freshets acknowledge the spring,
Then swelter and parch.

Ere November is old,
The omen retreating is seen in the sky,
For the ice-king is bold.
'Tis the Canada Goose coming back on the fly;
And the whimpering winds rush along with a sigh
O'er the scampering leaves ere they lie down to die;
For the ice-king is coming, enthroned on high—
The ice-king so cold.

FREDERICTON, N. B.,
February 24th, 1894.

The Educational Review:

The meteor seen by your St. John correspondent, as mentioned in the February REVIEW, was also visible here. No one to whom I mentioned the fact having seen it, and not having seen any notice in the press on the subject, I began to think I had been the only spectator, till the item in the REVIEW caught my eye.

Yours truly,
AN OBSERVER.

For the REVIEW.]

"The Canadian Club of Harvard."

SOME CORRECTIONS.

To the Editor of the EDUCATIONAL REVIEW.

Dear Sir:—You have so accustomed your readers to expect accuracy of statement in the REVIEW, that the absurd errors of the letter upon the Canadian Club of Harvard University in your January issue, not only seems out of place in the REVIEW's pages, but will mislead those who do not know the facts. Your evidently well-meaning but altogether mis-informed correspondent could not well have condensed more error into so small a space. The Canadian Club was formed not one, but five years ago, and has never been called by any other than its present name. The Colonial Club, which has misled your correspondent, is a social club of Cambridge gentlemen having no connection with Canadians or Harvard. The fifty-nine Canadians at Harvard are not in competition with anybody, and if they were, it would be with over three thousand students instead of thirteen hundred. The club members mentioned as promoted to professorships are not professors, only instructors and assistants; honorable positions it is true, but very far from professors.

But these trifles, Mr. Editor, would not have provoked this reply, had your correspondent not grotesquely misrepresented the views of Professor Ashley about Canadian Colleges, thereby doing him an injustice. Professor Ashley has never said anything so absurdly untrue as that the Arts Course at Harvard is no better than those of the smaller Canadian Colleges. Professor Ashley has in two addresses before the club distinctly taken the opposite position except in the case of Toronto University, the Arts Course of which he compares favorably with that of Harvard. He did not say that others of the larger Canadian universities might not also compare well with Harvard, but Toronto is the only one with which he is personally acquainted. But he pointed out with the greatest clearness the defects of the smaller colleges, and their inevitable inferiority, from a university standpoint, to the larger universities. It may be said, by the way, that Professor Ashley is not a member of the Harvard Senate, because Harvard has no senate, and if it had neither Professor Ashley nor any other Harvard professor would be eligible for membership.

But how can we members of the club condemn one who says of us personally such beautiful things as does your correspondent. Would that they were true! They are almost good enough for our epitaphs!

Perhaps, now that the subject is before us, a few words more of real information may interest your readers. The club was founded by Mr. M. Chamberlain, now secretary of the (Harvard) Lawrence Scientific School, without whose presence in Harvard it is very doubtful whether the club would now be in existence. It is partly intellectual, partly social, and it has tried to maintain a high standard in both activities. Its attitude of loyalty towards Canada is approved by the University, and admitted to be dignified and appropriate. It aims to be loyal without provincialism, useful both to Canada and the University without allowing the associations of the latter involuntarily to draw its members from their duties to the former. It has no manner of resemblance to the various British-American and provincial clubs of the towns of the New England States, but on the other hand is composed of those who are Canadians and expect to remain so. It examines through the carefully prepared addresses of its speakers and discussions thereon, the broad features of Canadian affairs and their relationships to those of other lands. It recognizes the splendid achievements and the good qualities of the people of the United States. It is gratifying and significant that this scholarly and, as far as may be, impartial study of the institutions of the two countries, results in a loyalty which is none the less deep because not narrow, none the less useful because not noised abroad.

The club has tried to extend its usefulness in both directions, on the one hand by distributing throughout Canada a pamphlet describing the value of Harvard University to Canada, past and present, and by giving to all Canadian students every possible information and aid, and on the other, by bringing before the members of the University not un-needed information about Canadian affairs. Under its auspices Mr. Blake has spoken before a Harvard audience, and it was only through an unavoidable obstacle at the last moment that Mr. Laurier could not also deliver a promised address. More activity in both of these lines is to be expected in the near future.

The only Canadian professor at Harvard is S. M. MacVane, a Prince Edward Islander and graduate of Acadia. Mr. F. deSumichrast, long prominent in educational circles in Halifax, is an assistant professor, but he is not a Canadian by birth. In addition to the instructors and assistants mentioned by your correspondent, should be mentioned as holding more than temporary appointments, Dr. Benjamin Rand, of Nova Scotia, in philosophy; Mr. S. Calvert, of Montreal, in chemistry; and Mr. Jack, of Ontario, in forestry; Professor Ashley is an Englishman.

I assure you, Mr. Editor, that we are very much in earnest, and that our best collective energies are to be used for the interests of the land which is our own, and under whose name we are proud amongst another people, to bind ourselves to an association, which, firm for all that is its own yet courteously appreciative of the good in others, typifies our opinion of the position which Canada should hold towards other nations.

I am, Mr. Editor,

Very appreciatively yours,

A MEMBER

of the Harvard Canadian Club from its beginning.

The Committee of Ten.

At a meeting of the National Educational Association, held at Saratoga in 1892, a committee of ten was appointed to report on secondary education, that is on the work of the high schools and academies. Their recommendations, however, deal very fully with several departments of elementary education. President Eliot, of Harvard, was appointed chairman, and with him were associated the ablest educationists of the United States. They organized conferences on nine subjects, and selected ten prominent educationists to assist them in each subject. After three months of hard work these sub-committees reported to the committee of ten, whose business it became to formulate a consistent course of study out of the large amount of material thus supplied. Dr. Wm. T. Harris, United States Commissioner of Education, in publishing these reports, says that they form the most important educational document ever published in the United States. If this be so, these reports should be most carefully studied by every teacher in the Atlantic Provinces. We shall make our readers familiar with their contents by a short review of each one—beginning with some general observations.

The Common School Course.

(Recommended by the Committee of Ten).

This course, which we give below, when taken in connection with the explanations given in the reports of the various sub-committees, will be found to be remarkably like the new course of study prescribed for Nova Scotia. The latter anticipates many of the leading recommendations made by the committee of ten. For example, in English our course of study recommends constant practice, orally and in writing, in the correct expression of the substance of stories, narrations, observation lessons, etc. A large proportion of the time of the common school should be given to practical rather than to theoretical grammar.

These recommendations, which are emphasized in our course, are also made prominent by the committee.

When we relegate our present text-book on grammar to the second and third years of the high schools, and substitute a simple book in the eighth grade, we will be up to the correct ideal of the committee. In arithmetic the committee follow us in emphasizing correctness, facility and practical use. They would eliminate from the course all mere puzzles and substitute concrete examples. In connection with drawing and modelling in clay the leading facts of geometry are to be taught from the day the pupil enters the school. From the age of ten upwards one hour a week is to be devoted to measuring, constructing geometrical figures, etc., so that before the pupil

reaches the high school he is familiar with the practical application of the facts of plane and solid geometry to the industrial arts.

The committee recommend a very large proportion of time to the study of the natural phenomena included under physics, chemistry and astronomy. They also recommend a careful study of plants, animals, the earth, its environment, inhabitants, etc.

It will be seen that the course of study adopted by the ninety-eight experts scarcely differs from ours, except in the earlier introduction of German or French. Both courses agree, in requiring for their successful carrying out, the most highly trained teachers. They also agree in requiring such a correlation of studies as will lead to their being mutually helpful. For example, good English must be required in every exercise requiring the verbal expression of thought.

Course of Study Recommended by the Committee of Ten. PRESIDENT ELIOT, Chairman.

SUBJECT.	ELEMENTARY GRADES. PRIMARY AND GRAMMAR SCHOOL.							
	1st year. Age 6-7.	2nd year. 7-8.	3rd year. 8-9.	4th year. 9-10.	5th year. 10-11.	6th year. 11-12.	7th year. 12-13.	8th year. 13-14.
3. English.....	Pupils to reproduce orally stories told them, to invent stories and describe objects.			Supplementary reading begun — and continued through all grades. Composition begun—writing narratives and descriptions, oral and written exercises on forms and the sentence.			From this grade no reader to be used.	Grammar. 3 p. a wk.
4. Modern Languages....					Elective German or French. 5 p. a wk.	Elective German or French. 4 p. a wk.	Elective German or French. 3 p. a wk. at least.	Elective German or French. 3 p. a wk. at least.
5. Mathematics.....	Arithmetic during first eight years, with algebraic expressions and symbols and simple equations—no specific number of hours being recommended.				Concrete Geometry. 1 p. a wk.	Concrete Geometry. 1 p. a wk.	Concrete Geometry. 1 p. a wk.	Concrete Geometry. 1 p. a wk.
6. Physics, Chemistry and Astronomy.....	Study the natural phenomena 5 p. a wk. through first years by experiments, including physical measurements and the recommendations of Conferences 7 and 9.							
7. Natural History.....	Through first eight years 2 p. a wk., of not less than 30 minutes each, devoted to plants and animals; the instruction to be correlated with language, drawing, literature and geography.							
8. History.....					Biography and Mythology. 3 p. a wk.	American History and elements of civil governm't. 3 p. a wk.	Greek and Roman History. 3 p. a wk.	
9. Geography.....	Time allotted in first eight years to equal that given to number work. The subject—the earth, its environment and inhabitants, including the elements of astronomy, meteorology, zoology, botany, history, commerce, races, religions and government.							Physical Geogra- [phy.

Abbreviations: p—a recitation period of 40-45 minutes; wk.—week; yr.—year.

German Education.

[Extracts from a paper by Mr. W. F. Ganong, now studying in Munich, Germany, read before the N. B. Natural History Society.]

* * * During my residence in Germany I have searched with diligence for those causes which one may discover of the German superiority to ourselves in all abstract science and in education. I have been saved a disappointment at the outset by not expecting to find a great illuminating German "method," for I have long been convinced that the only "method" of pre eminent value is the true education of the individual. Indeed so far as "methods" are concerned, the Germans are in many respects inferior to Americans. In university work, for instance, their ways of imparting knowledge are inferior to ours. Indeed their principle is rather to provide the means of learning than teach. Yet the German student learns better and more than the American, and his superiority becomes the more marked the longer he continues his studies. It is evident that the cause of German mental pre-eminence must lie much deeper than in educational methods, and indeed every evidence goes to show that it consists in the mental composition of the German people. I do not mean to say that they have greater mental capacity than the Americans, for that is not true, but that their capacities are better adapted to that particular form of mental activity which makes the most successful students.

If, further, one attempts to analyze these qualities or capacities, I think he will find that two are of primary importance; first the quality, best called ideality; second, strong sense of duty. These essentials are supplemented by two conditions which largely result from them, namely, the favorable attitude of public opinion towards even the most abstract learning and state aid for the advancement thereof. If to these we but add the prevalence of logical specialization, we have, I am sure, the essentials to explain German intellectual pre-eminence.

The high ideality of the Germans, their love for the exercises of the imagination, is manifested through all classes, from the lower, delighting in folk-lore, to the higher, searching in philosophies, and by the all-embracing devotion to art and music. Amongst learned men it is shown by a love for the investigation of the most abstract problems for comprehensive principles for natural classifications. This spirit, for its possessors, makes devotion to progressive study the highest pleasure of life, the acme of mental activity, worthy to be followed at all costs. It is this which makes possible the highest type of the German scientist and philosopher. The same spirit leads young men whose abilities would win them riches to spend years at the universities as privat-docents, unsalaried and living as best they may, with the prospect of becoming, after middle-life, professors with but a bare living salary, but an honored student vocation. Again, it leads men of ability to adopt for life the profession of school-teaching, with its trials and too-often poverty, and to serve faithfully to their lives' ends — all for the sake of study and the association with study. This makes possible the German school-master the best in the world, and *he* is the secret of the superiority of the German schools. I have had the privilege of knowing one such teacher. He lives in a village in Tyrol, is an old man now, and has given his life to teaching peasant children. In his house I have seen a very large collection of apparatus for the teaching of physics, astronomy

and natural history, partly collected or made by himself, partly bought from what he could save from earnings scantier even than those of a New Brunswick country teacher. The peasant children of Tyrol enjoy from him teaching of a quality which the children of our cities but rarely get. How much better than he knows is such a teacher building? Yet I am assured that this man is not an exception, but a type, and that Germany has thousands of his like. Need we look much further for the causes of the scientific and mental superiority of a race whose investigators and whose teachers are moved by such a spirit?

We must not, in these good results, underestimate the value of the other quality I have mentioned (although the two are but phases of one), devotion to duty—a natural quality in Germans, intensified, perhaps, by their universal military service. Its effects can be seen throughout every class by the thoroughness and pride with which work is done, and by the rarity of change from one profession to another. It can be seen in the efficiency of the public service, politeness of all officials, rarity of accidents on railroads and elsewhere, and in the incorruptibility of all higher officials. In investigation it produces the encyclopedic type of work for which Germans are so noted—work useful in itself and essential as the foundation of principles. In education it produces steadfastness, conscientiousness, thoroughness. Are not these cardinal for educational success?

The favorable state of public opinion in Germany towards all science and education is a stimulus as well as aid to all students. The investigator and educator, although poorer than with us, occupy relatively a higher position in popular esteem. Another favorable phase of public opinion is that it does not favor change of profession, especially for money profit. This tends to make scientific research and teaching, professions and not temporary occupations; and here we have yet another source of German educational strength.

The State aid given to purely scientific research, as well as to ordinary education, offers a marked contrast to our system. To such an extent is it the case that wealthy Germans very rarely do anything for the aid of either; a misfortune, it is true, but on the whole state aid is both more reliable and more likely to be expended in the most profitable direction. Many a scientific society in Europe, supported by states poorer than New Brunswick, have ample means provided to enable them through publications, museums, lecture-courses, etc., to realize their highest value to the community. Systematic state aid, partly through the medium of the universities and partly otherwise, has done much to make Germany the centre of pure science.

The prevalence of specialization in higher study is but one phase of a universally-present specialization in Germany. Men are there trained to all trades. In education, a man's life-work is chosen earlier than with us; he hardly thinks thereafter of deviating from it, and centres all his energies upon it. In investigation the specialization is not by a great deal so extreme as many people suppose, but it is sufficient to sound depths where broader treatment could but stir the surface. The Germans learned long ago that the man in earnest about one thing is the superior of him who trifles with many.

In these comparisons lies a moral for us. We are all agreed that we want success in science and education as great as that of the Germans, or greater. We have no peculiar qualities which can provide us a special road to it, nor can any develop-

ment of "methods" help us. Its very nature admits of attainment by but one road, and that lies through the cultivation of the same qualities which have given success to the Germans. None of these qualities are absent from us, they are but latent: we have them in the germ, we must bring them to flower. This makes our duty clear before us. In ourselves and others, through example and precept, we are to set ourselves to the cultivation of ideals, to the study of broad principles and philosophies, to the elevation of the taste for the exercises and pleasures of the imagination in nature, art, literature, poetry, music: in a word, to the very highest and best that the mind of man has been able to develop. In addition we are to set forth the high ideal of duty for its own sake, the nobility of making existence a means to noble accomplishment instead of its own end, the truth that progressive improvement of self and others is the highest good as well as the highest pleasure of life. We must help all to choose the professions, or better, to respond to the callings for which they are best adapted, to specialize in them, to undeviatingly adhere to them, and above all to regard them not as means for making a living, but as means for usefulness to the community, the best living incidentally possible being realized from them. A man's ideal relationship to his community is not to make his living from it, but to do it the greatest possible service. We have, moreover, to bend public opinion to favor these ideas and the application of them; and this we can best do by illustrating in our lives as well as teaching their great moral and educational worth. We are to vigorously assert the truth that the essence of education consists in the education of all the higher faculties, not in their bending to any one, not even a practical purpose; that in a community, as well as an individual, it is a very weak and one-sided development which results from favor of the practical at the expense of the intellectual. In a word, we are called upon in the midst of a practical community to resist the pressure to make our universities, our schools, even our scientific societies, practical. Practical education, practical training, we should have, and we are committing a great error in not providing for it; but it should have its own schools, its own colleges, its own teachers. Its apparatus and its methods are very different from those of pure education, and could only weaken the latter by its introduction therein, without attaining the desired results. I do not underestimate the value, or rather the necessity of the practical, but I hold that the careful cherishing of the ideal is absolutely essential to the proper use of the practical; that it gives the refining, the directing, the ennobling influences to the struggle for existence, without which success in the latter leads only to useless vanities and sensual pleasures. The practical alone is not enough to make life more than animal; the intellectual is requisite to make it truly human, as the religious is to make it approach the divine. This great value of the intellectual can, as elsewhere, be realized only through a division of labor. The community must have the energies of most of its members directed to practical affairs, but it should have a large number in purely educational work. The former should share and especially sympathize in and encourage the aspirations and efforts of the latter, who, in turn, should have in themselves something of the practical, and appreciate their relationship to it.

But perhaps the community will say, we cannot afford this abstract education; our institutions must train our young people first of all for the practical avocations; students of

the abstract are adapted to no place amongst us. We would gladly have high intellectual culture amongst us, but we cannot afford it. To all this the answer is clear. Then we must content ourselves with our intellectual inferiority; content ourselves to remain among the world's hewers of wood and drawers of water; content with such minor pleasures as our exertions may enable us to buy; content with such faint echoes as may reach us of the intellectual joys and triumphs of other peoples.

But it is not our part, members of a scientific and educational society, to remain content with so mediocre an ambition. Surely we have a great scope and a high aim for our activities.

Two Ways of Governing.

Once upon a time there came to the town of Felicia, Superintendent Wiseman to take charge of the schools. At the preliminary teachers' meeting, among other things he said: "A careful examination of the records of last year shows that the attendance and punctuality are not what you and I wish them to be. While I know the superintendent and teachers strove nobly, yet we, since we have their work to assist us, should accomplish more than they. Upon mature deliberation I feel justified in saying that long experience teaches me that in our Texas schools not *one* case of tardiness in *ten*, and not *one* of absence in *five* is necessary. That means, teachers, I expect you to see that the Felicia schools this year reduce their absence and tardiness in the ratio shown above. Perhaps the parents need educating on this point, yet if you win the children, if you have influence enough to make them see the matter in the right light, you will win the struggle. I leave the ways and means to you, only do not forget that I am always ready to listen to your plans and give you the benefit of what experience has taught me."

Now there were present at the meeting two new teachers, Miss Firmlover and Miss Weaksnapper. Both were normal graduates, both had taught three years, both were twenty-three years old, both were blessed with a moderate share of good looks, and both felt anxious to succeed in their new field of work. The first day of school dawned clear and bright.

Miss Firmlover reached school at 8:05, twenty minutes before the required time. She wore a pretty new gingham dress, in which dark red was the prevailing color; her dark hair was as carefully dressed as if she had been going to an elegant reception; a lovely rose was her only ornament; no, not so, for how could I forget the happy smile and the cheerful gleam of her eye. She took from a basket, a vase, a silk drapery scarf, a photograph of a lovely child and some flowers. As she moved from desk to desk, dusting here and there, putting up all the windows to let in the crisp autumn air, arranging her desk, the room

began to assume a home-like air. How pretty the flowers looked in the vase, and how much the bright scarf improved the tone of the whole room. When the signal sounded for the pupils to enter, each boy and girl who crossed the threshold of the seventh grade received a smile and a nod of welcome as if the teacher had known him always. Looks of satisfaction began to creep into the eyes of the children, and one irresponsible whispered to his chum, "you bet she's a daisy."

Miss Firmlover made her pupils a nice little talk, at the close of which she asked how many had been neither absent nor tardy during the previous session. Two pupils rose. How brightly she smiled at them, and then she went on: "Our superintendent wishes to be very careful to have our attendance as good as we can possibly make it. Do you know, Charlie, how many days you attend school in the year?" "One hundred and eighty," answered Charlie.

"Yes, but how many solar days?" She showed them how to figure it out, and soon they learned that they could spend in school only ninety real days; that is, for every day they were in school they were out of school three days. She showed how much a day lost meant, and she did it in such a kind way that every pupil knew she meant it, and yet no one thought of her as scolding. "I am very anxious to have Superintendent Wiseman pleased with our room, and somehow I feel sure each one of you is going to help me to win his favor. How pleased I should be to have our room stand as high as any in the building in point of attendance."

The last thing she said at the close of school was: "How many of you will promise me that you will be sure to be here before the last bell rings to-morrow morning? If you are sick or obliged to be absent, please send me word, so I shan't be uneasy about you. I've something special to tell you in the morning." It had been such a happy day that everyone made the promise, and left school feeling that the year was to be bright and prosperous. Four boys hung bashfully around to offer to carry home Miss Firmlover's books; six girls made excuses to walk home with her. When Superintendent Wiseman met the merry group it did not take more than a passing glance for him to see that one of his new teachers had struck a responsive chord in the hearts of her pupils.

The next morning every seventh grade pupil was present except one, and this one was found to be sick. In large letters Miss Firmlover wrote on the board: "September 22. All on time. All present except Mattie Linn, who is sick."

"Now," with a smile, she said, "I want you pupils to help me keep the attendance roll. I shall

report to you every day, and when the superintendent comes in to know how we are getting on I'm going to call on Harold or Gertrude or some one else to tell him. We'll show him it is a partnership affair with us. I'm sorry Mattie is sick, but so glad we have not one tardy and only one absent. It will make me happy all day, for to confess a bit of secret to you, boys and girls, a tardy scholar always spoils the whole day for me; it makes me so sad I just can't get over it for a long time.

"That reminds me of what I was to tell you this morning. It is a story that begins in the good, old-fashioned way, 'Once upon a time.' Well, once upon a time, many, many years ago, a gallant knight rode up to a blacksmith shop; it was 8 o'clock, but the smithy was not opened. As the knight strode impatiently to and fro the smith appeared, doffed his cap and begged his Lordship's pardon for being five minutes late." But I have not the time to tell you the story, nor can I reproduce it with the skill and grace she told it; 'twas the old rhyme, you know:

For want of a nail the shoe was lost,
For want of the shoe the horse was lost,
For want of a horse the rider was lost,
For want of a rider the battle was lost,
For want of a battle the kingdom was lost,
And all for the want of a horse shoe nail.

She held the breathless attention of the class; when she closed you could have heard a pin fall in the room, and her words sounded positively solemn as she added; "See, my dear boys and girls, what came from the fact that one man was late in arriving at his post of duty. Only five minutes late, and yet what a calamity it brought upon his country."

Maybe you think she then pointed the "moral that adorned the tale," but she didn't. No, she was too wise for that. The regular programme was taken up, and nothing more was said of the story till ten minutes before school closed, when she asked a thoughtful boy what he meant by character; his definition led to a discussion, which under the teacher's guidance soon showed how character was built and the importance of good habits. You see how nicely she then brought in punctuality and the reason for the story told in the morning, but you cannot see how earnestly she looked into the eyes of her pupils as she told them how the tardiness of a single one would grieve her, as she showed that a teacher's duty was to help pupils build up a symmetrical character, that this was her aim.

Then she took from her desk some letters cut from gilt paper; "I have here," she said, "a golden sign. See what it says: No tardy pupils in this room this year. Who will help me put it up this afternoon?"

Forty hands went up. "Thank you, I'll ask George and Lena, please." (They were the two who had, as she found from the register, caused most of the tardiness the year before.) "Now, how many will help me to keep this sign up all the year? Think before you promise, for it's a serious thing to make a promise. Wait a minute. I'll not ask you to raise your hands, but to bring me in to-morrow a written promise that you will do everything in your power to help me keep this golden banner on our walls. Remember, if I am tardy or any pupil is tardy, down comes the proud emblem."

Miss Weaksnapper reached school at 8:15. She wore a tan cloth dress that cost six times as much as a gingham; she had never liked the dress, it didn't fit well. Brother Jack told her she looked horrid in it, so she was going to wear it to school to try to get rid of the "old thing." Her bangs had some curl left in them from Sunday; but, of course, she couldn't take time to fix her hair specially nice just for school.

As she entered the sixth grade room it looked so bare that she gave a half sigh as she hung up her hat. The janitor had failed to raise more than one window and she didn't think about the difference fresh air would make in a whole day's work. Seeing the fifth grade teacher in the hall she went out to have a talk as to who were the good and who the bad pupils last year. By the time the bell rang she had a decided aversion to Fred Grimes and Lee Jones; indeed, she felt the grade was a hard set, both boys and girls; unconsciously she assumed a defensive attitude. As the pupils entered she stood at the door, her pretty figure drawn up rigidly as a commanding officer, while her face wore a "Don't-try-any-of-your-pranks-on-me" air.

Miss Weaksnapper had read the week before in an educational journal, "Always begin your year's work by a bright interesting talk to your pupils." This was her speech, delivered in the most perfunctory style: "Children, I am glad to see you this morning. I hope we shall have a pleasant year together. [That sounds well, doesn't it? But you just ought to have heard the *tone* in which it was said.] If you are good children I shall love you dearly; I have been told that there are some very bad boys in this grade. [Oh, what a mistake that was, my poor little woman!] I will now read the rules and these boys as well as the rest of you will see what you are expected to do."

Here followed all the rules laid down in the catalogue. Then, "I must also tell you that our superintendent is very particular about the matter of absence and tardiness. He has instructed all the

teachers to be very strict on this point, hence I tell you now, so you may have fair warning, that any pupil who is tardy or absent without an excuse that is perfectly satisfactory must lose his recess for three days. I hope, however, I shall not have to punish any of you."

Then followed an average school day. Lee and Fred felt that they had been pronounced guilty without a trial, and this did not tend to make them feel any more kindly towards the teacher. By the close of the school the air in the room was foul, Miss Weaksnapper had a fearful headache, and the children were as restless as so many Brownies. What a sigh of relief she gave as the gong sounded for dismissal. None of her children waited for her and she was glad they did not, for she longed to be alone, to rest, to wonder why it was that she had so much more work, so much more trouble than any other teacher.

The next day Robbie Blake, a boy disposed to do right but whose mother was proud of her Irish blood, was absent from Grade 6. "Does any one know why this boy is absent?" asked Miss Weaksnapper. "Yes, 'em" cried the bad boy, Fred Grimes; "his Ma kept him at home to chop wood, and she said if you kept Rob in at recess 'cause she kept him at home, there'd be a big fuss in the fourth ward."

The poor teacher was utterly discouraged and wondered what kind of people her patrons must be. For that day she had nothing more to say on the absent or tardy question, but all her working and even her sleeping thoughts were haunted by the question: "What shall I do with Robbie Blake when he comes back? What can I do with Fred Grimes and Lee Jones?"

Don't you feel sorry for her? She might have had those boys for her supporters, and yet on the first day she made them leaders of the opposition, an opposition that gained in strength each day.—*Mrs. Pennybacker, in Texas School Journal.*

Lessons for Color Instruction.

We have been asked to present in the REVIEW a few lessons on teaching color. It is impossible to do this clearly and effectively owing to the difficulty of properly illustrating the subject in these columns. A recent work on the subject, "Color in the School Room," noticed on another page, presents the subject so admirably, that in the hands of an industrious teacher the best results may be obtained in this important subject. A few extracts are here given to show the plan on which the lessons are based:

The teaching of color in the primary grades of our public and private schools has come to be a recognized necessity. This conviction brings the serious question to the minds of

hundreds of honest and enthusiastic teachers. "How am I to begin?" A plan is now placed at the disposal of all who are interested in the proper color instruction of little children. This outfit consists of three distinct features, a glass prism, the Maxwell rotating disks and the Bradley educational colored papers.

By using a cheap glass prism, which can be bought for a few cents, a small spectrum may be shown on the wall of any school-room having a sunny exposure during any part of the day. This spectrum, although small and imperfect, will make plain the fact that sunlight is composed of many colors, and also furnish an attractive text from nature for a color talk.

The second step in this logical course has been the selection of six colors in close imitation of the six spectrum colors, red, orange, yellow, green, blue and violet, and the making of an elaborate set of Maxwell disks for use on a simple rotating machine, by means of which innumerable combinations of the colors are secured and the quantities of each standard employed in such combinations can be definitely measured and recorded by a new and simple nomenclature.

The third step has been the making, from the combinations thus obtained as standards, a complete new line of colored papers, comprising about 125 colors, all in dead finish, which is the only surface suited to the production of pure colors in any material. This line of papers, in connection with the prism and rotating disks, is sufficient to afford all the means necessary for a systematic color education in the primary schools, and has been produced without regard to cost, the only object being to get the best colors without the use of arsenic, which is so common in the cheap papers in the market. These papers are so complete that even without the disks the whole color scheme may be taught, but the attractive nature of the rotating disks admirably adapts that device to the presentation of the elementary facts of color combinations to a class, or, in fact, an entire school.

QUESTION DEPARTMENT.

(2) A uniform bent lever, the weights of whose arms are 5 pounds and 10 pounds, rests with the shorter arm horizontal. What weight must be attached to the end of the short arm that the lever may rest with the long arm horizontal?

Ans.—Take any length for the short arm, say 20 inches. Then the long arm will be 40 inches. When the *short arm* is horizontal, its centre of gravity will be 10 inches from the point on which the lever balances. Multiply this by the number representing the weight of the short arm and we have 50. The distance of the centre of gravity of the long arm from the vertical line passing through the point of support, multiplied by the number (10) representing the weight of the long arm, must also equal 50. Therefore the distance of the centre of gravity of the long arm must be 5 or $\frac{1}{2}$ of the length of the long arm.

When the *long arm* becomes horizontal the short arm will make the same angle with the vertical line

from the support as was made in the first position, and the centre of gravity will be distant from the vertical line $\frac{1}{2}$ of its length, or $2\frac{1}{2}$ inches, and its further end will be distant from the vertical line 5 inches.

Let x equal the weight required to be placed on this further end to keep the long arm horizontal.

Then we have $20 \times 10 = 2\frac{1}{2} \times 5 + 5x$.

$$x = 37\frac{1}{2}$$

For "INQUIRER."

(1) Hamblin Smith's arithmetic, page 193, Ex. 8.

A receives 2 per cent. commission on the value of the wheat and 4 per cent on the value of the silk only, but not on the sum paid for commission. If he had received 4 per cent on this also he would have received an *additional sum*, or 4 per cent. on \$600, or \$24 more, being in all \$624, which would then be 6 per cent of all the sum invested.

6 per cent of the sum invested — \$ 624.

1 " " " — \$ 104.

100 " " " — \$10400.

Deducting the commission, \$9800 was left to be invested in silk.

(2) Page 217, Ex. iii. 4.

Suppose the articles cost \$1.00; then it would sell for \$1.05. But if it had cost 5 per cent less, that is \$.95, it would require to be sold for \$1.04 $\frac{1}{2}$ to make a gain of 10 per cent. That is it would sell for one-half a cent less than in the first case.

$\frac{1}{2}$ cent = difference for a \$ 1.00 article.

1 " = " " \$ 2.00 "

5 cents = " " \$10.00 "

(3) Page 217, Ex. iii. 5.

1st year he would receive interest on \$100 at 6 per cent, or \$6.00; 2nd year he would receive another \$6.00, also the interest on the first six dollars at 5 per cent., in all \$6.30; 3rd year he would receive another \$6.00, besides the interest on \$12.30 at 5 per cent., in all \$6.61 $\frac{1}{2}$.

His income for the three years would be \$18.91 $\frac{1}{2}$. The \$100 of stock would then amount of \$118.91 $\frac{1}{2}$ in three years. But \$100 cash at 5 per cent compound interest for the same time would amount to \$115.76 $\frac{1}{2}$. \$115.76 $\frac{1}{2}$ is realized from \$100.

\$1 " " 100
115.76 $\frac{1}{2}$

\$118.91 $\frac{1}{2}$ " " $\frac{100 \times 118.91\frac{1}{2}}{115.76\frac{1}{2}} = \102.723

Therefore he can afford to give \$102.723 for \$100 of 6 per cent bonds.

For W. T. McKENZIE.—(1) A beam, A B, 10 feet long and weighing 56 pounds balances about a point 3 feet from A. When a weight is placed at B, the beam balances about a point 1.4 feet from B. Find the weight.

ANS.—The weight of the beam may be considered to be at its centre of gravity 7 feet from B. Then we have at B x pounds, and 7 feet from it 56 pounds. These two weights balance 1.4 feet from B, or 5.6 feet from the centre of gravity of the 56 pounds.

$$\begin{aligned} \text{Then } 66 \times 5.6 &= 1.4 \times x. \\ x &= 224. \end{aligned}$$

M. F. F.—Please solve the following in the columns of the REVIEW if you have space. Hamblin Smith's Arithmetic:

Page 214, Example ex. 44:

Stock sells at $107\frac{1}{2}$.

Brokerage, $\frac{1}{2}$.

Therefore he invests \$108 to obtain \$100 stock.

Income from investing \$108 = \$6.

Again, second stock sells at \$99.

Income from \$99 = \$5.

$$\$1 = \$\frac{5}{9}$$

$$\text{Invests } \$108 \times 2 = \$216. \quad \text{Income from } \$216 = \frac{\$5 \times 216}{99}$$

$$= \$10\frac{1}{3}$$

$$\text{Total income} = \$6 + \$10\frac{1}{3} = \$16\frac{1}{3}$$

$$\text{Sum invested for income of } \$16\frac{1}{3} = \$108 + \$216 = \$324$$

$$\text{" " " } \$1 = \frac{\$324}{16\frac{1}{3}}$$

$$\text{" " " } \$1674 = \frac{\$324 \times \$1674}{16\frac{1}{3}} =$$

$$\frac{\$324 \times \$1674}{1} \times \frac{11}{186} = \$32076.$$

Whole investment = \$32076.

But investments were made as 1 : 2.

$$\therefore \text{sum invested in U. S. 6's} = \frac{\$32076}{3} = \$10692 \quad \left. \vphantom{\frac{\$32076}{3}} \right\} \text{Ans.}$$

$$\text{" " U. S. 5's} = \$10692 \times 2 = \$21384$$

M. F. F.—Please solve the following in the columns of the REVIEW if you have space. Hamblin Smith's Arithmetic:

Page 214, Example ex. 46:

Invest in stock at \$92.

Sell at \$85.

Lose \$7.

Re-invest \$85 at 5%

Income on \$100 = \$5.

$$\$1 = \$\frac{5}{100}$$

$$\$85 = \frac{\$5 \times \$85}{100} = \$4\frac{1}{4}$$

1st stock gave 3% interest.

$$\therefore \text{sum gained each yr.} = \$4\frac{1}{4} - \$3 = \$1\frac{1}{4}$$

Lost \$7.

$$\therefore \text{No. of years} = \frac{7}{1\frac{1}{4}} = 5\frac{1}{2} \text{ years.}$$

SCHOOL AND COLLEGE.

Miss Carrie Everitt, lately of the St. Stephen staff of teachers, has been supplying in the model school, Fredericton.

Mr. Geo. A. Inch is engaged in teaching in the normal school, Fredericton.

The attendance at the Milltown high school has increased to such an extent that an assistant has been engaged.

Miss Ella B. Connell and Katie Buckley, of Nos. 2 and 3, Simonds, St. John County, have each been adding to their school apparatus by means of entertainments.

Miss Millie McCann, teacher at Greenock, Charlotte Co., has by means of a school concert greatly improved her school outfit.

J. G. A. Belyea, A. B., has been appointed principal of the Petitcodiac superior school.

Much sickness has prevailed among teachers this term, and many substitutes have been required.

The inspectors report a very hard winter in which to do their work. Storm upon storm, attended with high winds and cold weather, have rendered the country roads impassable for days at a time.

More than the usual amount of scarlet fever has prevailed this winter. It has interfered very seriously with the attendance in St. John city schools.

The North American station of the London University is at Halifax, Nova Scotia. Candidates for matriculation examination must send in their applications to the Superintendent of Education at Halifax according to the regulations of the university before first day of May next, we are informed.

The teachers of Charlottetown, P.E.I., are looking forward to the approaching session of the summer school of science, to be held in that city next July, and are holding weekly meetings to discuss psychology and physiology. They will thus be enabled to profit more from the instruction given in these subjects at the school. If the teachers in other localities are doing any preparatory work for the summer school it would be well to intimate it through the REVIEW. The knowledge that some are preparing would incite others to similar work.

Mr. I. M. Longley, B. A. so well known in the eastern counties as a most judicious and excellent teacher, is now in charge of Digby Academy. He centres around himself and the academy the interest of his pupils and their parents, thereby making his work easy and pleasant. Recently his pupils resolved to place a piano in their fine assembly hall. They are paying for it from the proceeds of concerts they hold for that purpose. The concert of February the 15th was particularly successful, graceful calisthenic exercises forming a prominent feature. Inspector Morse, Mr. Letteney,

Chairman of the school board, and the clergymen of the town expressed their appreciation in very high terms. Principal Longley is supported by an able staff of teachers, viz., Mr. Hogg and Misses Smallie, McNeil and Challon. Concerts of this kind, if properly conducted, are of great benefit to a school. They create an *esprit de corps*, furnish the school with needful appliances not usually provided for by the school funds, and give the pupils a training for some of the active duties of life which ordinary school exercises do not afford.

The academy at North Sydney is hereafter to have the advantage of a first class studio in the building. Miss Denoon, the teacher, is said to be an excellent artist, and will give attention to drawing from life and original work, not mere copying from the flat. As drawing has become so prominent a subject in the curriculum this will be of service to the academy in the annual provincial examinations.

A superior Nova Scotia county academy headmaster at an American university, will be free to take a position in any academy or high school as a substitute until the end of the term, any time after the first of April. Address can be had at the Education Office, Halifax.

BOOK REVIEWS.

THE YOUNG MAN IN BUSINESS, by Edward Bok. Publisher, The Curtis Publishing Co. Price 10c. This booklet appeared first in the *Cosmopolitan*, creating such interest as demanded its reissue in pamphlet form. Every teacher reading this booklet will learn many an ethical hint for use in his class room.

THE PROGRESSIVE SPELLER, by E. P. Seuer. 142 pages. Publishers D. C. Heath & Co., Boston. Price 30c. This is a carefully prepared spelling book, well arranged, and like nearly all American school books beautifully printed. The price is very reasonable considering the quality of the work.

A FIRST BOOK IN ALGEBRA, by W. C. Boyden, A. M. Silver, Burdett & Company, Boston. Price 60c. 176 pages. As an introduction to the study of algebra this is one of the best books, perhaps the best, we have seen. It begins with simple equations and the representation of numbers by letters, as we think all algebras should begin. By insensible degrees the pupil is made to substitute the more general ideas of number for the special values in arithmetic. Mental power is developed by a large number of well selected problems. The explanations are simple and the definitions precise and neat. The ground covered is ample for the first two years of the high school course. The binding and printing are particularly good.

COLOR IN THE SCHOOLROOM, a Manual for teachers, by Milton Bradley. Price \$1.00. Selby & Co., Toronto. This work has about a hundred pages devoted to the theory and practice of color teaching, and contains nearly the same number of pages of colored papers prepared for primary instruction. These include the six spectrum standards with intermediate hues and a miscellaneous selection of the

tints and shades of the standards and various combinations of them. Each tint, shade or combination is given a name corresponding with its color value, making a much simpler process of naming than the one in common use, such as secondaries, tertiaries, olives, etc. The object of this book is to outline a course in elementary color training, which should be of the greatest value in the school-room both from an artistic and useful standpoint. (See the advertisement of Messrs. Selby & Co. in another column.)

ELEMENTARY CLASSICS, tales of the civil war from Caesar's Commentaries, adapted for the use of beginners, with vocabularies, notes and exercises, by C. H. Keene, M. A. Price 1s. 6d. Publishers, MacMillan & Co., London and New York. The tales here given are abridged from the original, the language simplified, and the exercises thereon based on the text.

L'AVARE, a Prose Comedy in Five Acts, by Molière, with a biography of the author, grammatical and explanatory notes and a complete vocabulary, by Theodore Henckels, instructor in French in Harvard University. Price 65 cents. Publishers Ginn & Co., Boston, Mass. This seems a very complete edition of Molière's famous comedy. The notes are full and placed for the convenience of the reader at the bottom of each page. The clear type and excellent arrangement of the matter will be appreciated by the reader.

The March Magazines.

The *Atlantic Monthly* contains a paper by Nicholas Murray Butler on the "Reform of Secondary Education in the United States."

In the *Forum* there is an article on "The Duty of Educated Men in a Democracy," by E. L. Godkin, and one on "Child Study in the Hospital: A Record of Six Hundred Cases," by Dr. H. D. Chapin.

All historical students will be interested in the opening article of the *March Century*: "The Tuilleries Under the Second Empire."

In the *Popular Science Monthly*, Prof. Huxley contributes another interesting article on the late Prof. Tyndall.

In recent numbers of *Littell's Living Age* the following articles are of more than ordinary interest. The Letters of Sir Walter Scott; Sea Power, its Past and Future; The Queen and Her Second Prime Minister; Early Recollections of Tennyson.

Among the many excellent articles in the *Canadian Magazine* are "The Canadian Premier and the United States President;" "The Garden of British Columbia;" "Canadian Art Schools, Artists and Art."

In the *Ladies' Home Journal* for February, the quaint Pomona continues her European travels, the reading of which will give many a fact and hint to the teacher for his geography lesson.

The Delineator for April is the second of the "Great Spring Numbers," and has many special features in addition to the unusually fine display of attractive styles. Prominence is given to bicycling in an illustrated article which describes How to Ride and What to Wear, and also in a full page of figures in bicycling costumes and an original piece of music entitled the Cyclists' March. The paper on How to Live Wisely opens a subject that should commend itself to all housekeepers, and the chapter on The Etiquette of the Dinner Table treat of the most refined observances at the festive board. Around the Tea Table furnishes both instruction and entertainment, and further entertainment is provided in An Easter Party and Literary Charades. The latest literature is discussed in Among the Newest Books, and Flower Culture for the month tells what work should be done in preparing the garden for the spring and summer. The subscription price of *The Delineator* is \$1.00 a year. Single Copies, 15 cts. Address orders to *The Delineator* Publishing Co. (Ltd.), 33 Richmond Street West, Toronto, Ont.