

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., OCTOBER, 1899.

WHOLE NUMBER, 148.

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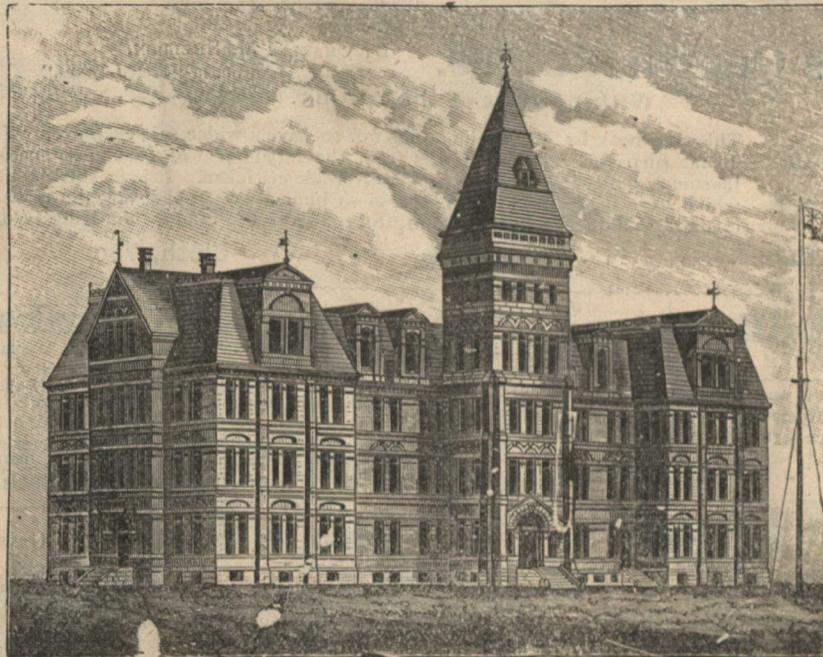
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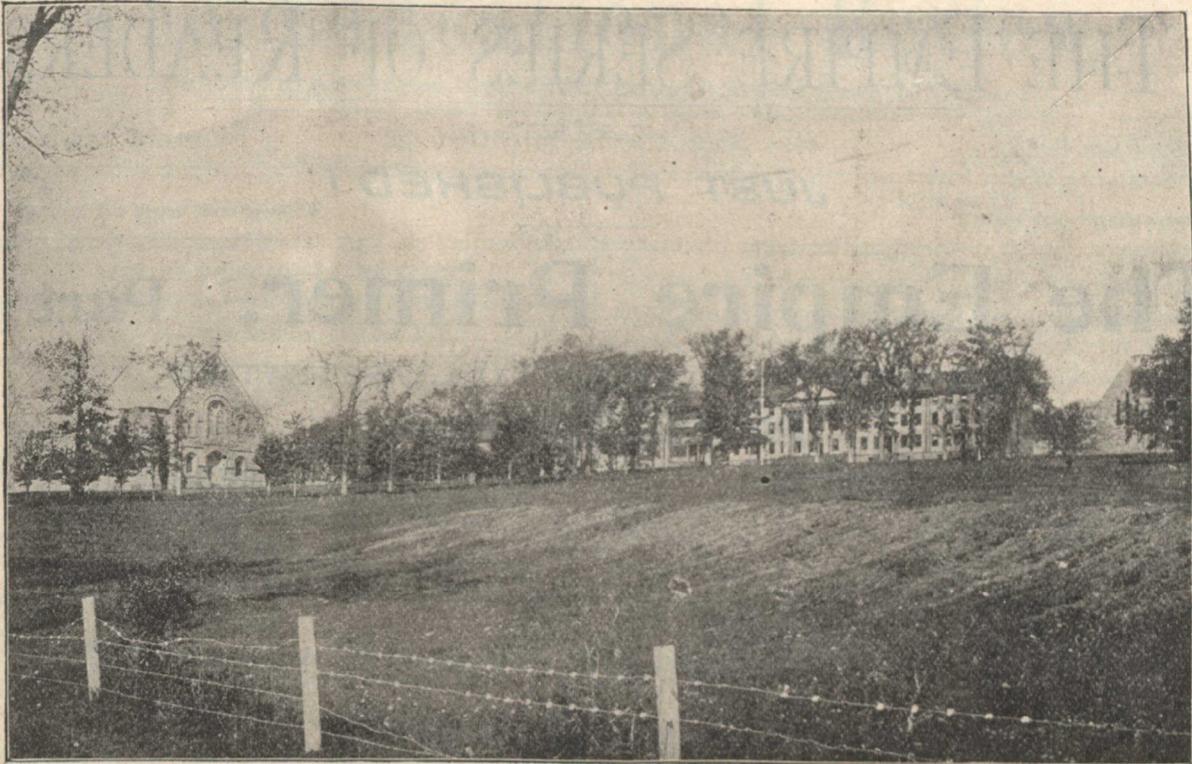
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A. McKAY,
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THURSDAY, October 19th, has been appointed Thanksgiving Day, and is a public holiday.

The *New Brunswick Magazine* for August is at hand with an interesting table of contents.

NUMBER SEVEN of the Supplementary Readings in Canadian History, published by the *EDUCATIONAL REVIEW* has appeared, and is fully equal to any previous number in interest. Prof. W. F. Ganong writes on "Inheritances from our Historic Past," giving a brief summary of the periods of New Brunswick history. James Hannay, D.C.L., has an article on "Nicholas Denys," who was a governor of eastern Acadia, and who wrote a book about the country which was published in 1672. Rev. W. O. Raymond writes on "Traits of Indian Character." Arthur P. Silver gives an account of "The Maroons in Nova Scotia," an interesting episode in the history of that province. Victor H. Paltsits of New York, tells "The Story of the First Siege and

Capture of Louisburg in 1745," and Lieut.-Col. Cruikshank has an account of "The Defence of Mackinac in 1814," one of the most brilliant exploits of the War of 1812. The seven numbers of this interesting series of readings contains over forty articles on prominent events in Canadian history, treated in such a manner as cannot fail to awaken interest and arouse the curiosity of the students in our schools to know more of our country and its past. Every teacher and school library in these provinces should have the readings. The whole series costs only one dollar. Any one subscribing now may obtain the first seven numbers. Of the remaining five necessary to complete the series, one will be issued every three months.

THE large and increasing subscription list of the *REVIEW* makes it important that each subscriber should carefully examine the number opposite the name on the wrapper. This indicates the number of the *REVIEW* to which their subscription is paid. Thus "144" indicates payment to June 1st, 1899, "150" to December 1st, 1899, and so on. Subscribers will thus see that they are properly credited with amounts paid. If the number is lower than the first indicated above, subscribers will see that they are in arrears, and should remit as soon as possible.

THE article on "Drawing" in the September *REVIEW* has called attention to a subject which is probably much neglected in nearly all our schools. We publish a letter in another column from a correspondent, and we have others which will receive attention in the future.

A MOVEMENT is on foot to establish a Teachers' Union in New Brunswick similar to that in Nova Scotia. There are many reasons why the formation of such a union should be attended with good results, and Mr. Kennedy's letter on another page gives one good reason for union.

EVERY teacher has it in his or her power to make the schoolroom attractive and even beautiful. In no way can this be done better than by the use of such pictures as will cultivate the child's love for the beautiful. Messrs. Houghton, Mifflin & Co., Boston, have issued

the first of the Riverside Art Series which has this end in view. This book, which the other volumes of the series will follow in general plan, contains a portrait of Raphael and fifteen excellent reproductions in half-tone of pictures which best represent the artist's most interesting characteristics and which most directly appeal to the imagination. For each picture there is an appropriate and simple text description of the story, but not critical from the artist's point of view. Each book of the series will consist of about 100 pages, bound in paper or boards at 25 and 40 cents.

PROF. MACOUN, the botanist of the Natural History Survey, spent five weeks on Sable Island the past summer, studying its soil, plants, animals, climate and general physical features. There is much that is instructive in the study of this outlying portion of the Dominion, and Prof. Macoun's report of it, to be issued during the winter, will be looked forward to with interest. The island, in one of our modern encyclopædias, is said to be thirty-four miles long and from one and a-half to five miles wide. It is at the present time not more than twenty-five miles long and not much over a mile in width at its widest part; so that it would seem that the winds and waves are gradually working to obliterate it entirely. There are no inhabitants except the staff that the Dominion government keeps there to maintain light house and life saving stations. The Sable Island ponies and cattle find abundant pasturage. The climate is very equable, the temperature seldom going above seventy degrees in summer, nor generally much below forty in winter. Prof. Macoun thinks that it is an admirable place for a sanatorium, although the approach to the Island from steamers or vessels by means of surf boats is somewhat perilous.

THERE is an opinion abroad that the public schools are not devoting sufficient attention to the requirements of a business education.

The increasing number and growth of commercial schools gives strength to the impression; and it is certain that numbers of our boys and girls are leaving school before completing the course to enter these. This is especially true of dull students and those who fail to pass the examinations. Special efforts are being made by commercial schools to attract these students. While it may not be the function of a public school system to provide expert instruction for a business career more than any other, yet it is argued that business knowledge enters into all occupations, and therefore the schools should provide it. While book-keeping is taught in our schools, its teaching has not kept pace with the modern complements of type-writing and shorthand.

To introduce these would be to further enlarge an overloaded course. In the high schools such instruction could be provided for by still further enlarging the number of optional subjects.

Centralization of Schools.

The subject of centralizing rural schools is one that is attracting considerable attention in many sections of New Brunswick, and the recent permissive act passed by the Legislature has rendered it practical for any section to adopt it. The recent debate upon the subject in the Charlotte County Institute aroused deep interest and the number of representatives from country districts who were present assisted materially in bringing the matter before the public. Like all measures of reform it is but to be expected that it should meet with opposition and take time to bring into effect. As yet the majority are either opposed to it or regard it with considerable distrust. While all admit that there would be great and decided advantages in the scheme, the cost as compared with the present district plan appears to be greater; and until it can be demonstrated that this idea is erroneous, very little progress will be made. An object lesson or two is needed to insure conviction.

Again the local and district idea prevails in many localities and all desire, if a change is made, to have central schools. There is also a dislike to abandon good school houses, and to incur the cost of large central buildings. The present only is regarded, and the future not all. Few reflect that the cost of central schools and the benefits arising therefrom will be spread over many years. There are at present in the province more than one hundred schools with an average of less than ten. Instead of decreasing, this number is increasing, owing to constant sub-division. It is therefore most desirable, in the interests of economy and the larger districts, that some plan of curtailment should be devised. In not a few cases it is beyond question that centralization would be cheaper and better. In these places the Board of Education should bring its influence to bear to secure centralization.

For several years I have continued to take the REVIEW and have greatly enjoyed reading it each month. I have found it helpful and stimulating. Always filled with interesting, fresh ideas and earnest practical suggestions, it has done me a great deal of good. * * * I was struck with the article on Drawing in the September number, the truth of which is so evident. I shall with many others await the help on that subject which the REVIEW promises.

S.

TALKS WITH TEACHERS.

Is there a reading circle or any society for mutual improvement in your district? If not, why not as the days get short and the evenings long try to organize one? Teachers should not be mere followers, but be leaders in the community; and in seeking to improve its tone and education they will elevate themselves and the work they are engaged in.

I know of the following plan having been tried in more than one locality: Three or four teachers engaged near each other and desirous of bringing about the co-operation of the home and the school, have formed a society for improvement, embracing all who are willing to join—fathers, mothers, brothers and sisters of their pupils. Assuming that a fee of one dollar each be paid and there are twenty members, the sum realized will, at club rates, provide a goodly number of excellent magazines or periodicals, which may come addressed to different members of the society, as determined by lot. There is a fixed plan of rotation and a large number of people are supplied with good reading, many of whom perhaps have enjoyed very limited opportunities in this direction. The society usually meets once or twice a month, either at the homes of some of its members or at a school-house.

Care must be taken to curtail the hospitable desires of some; and it should be stipulated that only the plainest kind of entertainment be provided. The plan of "Bread and Butter Clubs" is a safe one to follow.

At these meetings it may be sought to interest all in the aims of the schools, though they should not be exclusively devoted to that purpose. There may be readings, debates, and music; but see to it that there is a well-defined programme and that too much time is not devoted to mere talk. Under the auspices of such a society, one or more public meetings in the interests of your work may be held. All of these things will serve to create a larger interest in and a better appreciation for schools. It will, moreover, not only be improving to others but to yourself as well.

Do you have a school magazine? If not endeavor to provide one. It will open up a new world to many of your pupils and will aid you in your work. Some of the best schools I am acquainted with have reading tables, on which are spread good reading matter, either purchased or contributed by pupils or parents. If other ways and means cannot be devised, there are usually people in the neighborhood who will be found willing to give the second reading of magazines to the school. If pupils remain during the dinner hour, or have other spare time, they will turn with avidity to good reading

matter, and by exercising care to have it clean and stimulating, the taste for undesirable literature may be counteracted. Teachers may read to the pupils once or twice a week, and they may, as a reward for work completed, permit them to read for any time remaining. Even where there may be libraries, new and fresh periodicals insure brightness and interest.

I often ask myself, when I see pupils past and present conducting themselves in an undesirable manner in public places, how far we teachers are responsible for it. It is not an uncommon occurrence to see boys and young men behave rudely to passers by and to be discourteous to their elders. It also seems to be the correct standard in some localities for young men to stand outside churches and other places of public meeting, not perhaps for the purpose of interference, but they do interfere and cause much annoyance. Nothing is more reprehensible than such conduct, and nothing reflects so much discredit upon home and school. Young men who go to a place of worship to stand outside the door, have a very defective education, and the teachers are in a measure responsible. Is this true in your locality, teacher? If so, "catch your boys young." The girls never do such things in as far as I can learn.

Ask your secretary to send a copy of the minutes of the next annual meeting in New Brunswick to the inspector. It may hasten your supply of apparatus.

There is a legitimate and an illegitimate use of the school entertainment. It is the first if it is to provide for the needs of the school; it is the second if it provides for the needs of the district. The latter use of it in a few districts threatens to abolish it, but better that, than it should cause the loss of proper ideals.

The *Bookman* tells this story illustrating the humors of a school examination: "It appears that an elementary examination in English, which was lately held in a school near New York, two sentences were given out to be corrected by the younger scholars. The first sentence was to be corrected as to its subject-matter, and the second sentence as to its syntax. These were the sentences:

" 'The hen has three legs.'

" 'Who done it.'

"When the papers were handed in it was found that one of the examinees had apparently regarded the sentences as subtly connected in thought, for his answer was as follows:

" 'The hen didn't done it; God done it.'"

NATURE STUDY — OCTOBER.

During these pleasant October afternoons organize little excursions for the school children to some neighboring hill. If the distance is too great for the short afternoon, choose Saturday. Take plenty of time and do not hurry these walks. Children enjoy climbing; and the prospect, from some hill, of the autumn tinted woods; of other hills and valleys; of the distant sea, perhaps; of lake, river and woodland; of farm houses and cultivated fields—all these impress themselves on children's minds, and the pictures will brighten many an hour of the literature class, and give subjects for stories and descriptions in days to come.

The smaller children will enjoy these excursions; and it is the primary teacher that should be especially interested in them. She knows that where the children have been partners with her in gathering materials for lessons, they will delight to recall in the schoolroom their little experiences. When they draw and study the leaves, seeds, nuts, which the teacher gathered in their presence, they will remember the particular plant or tree or spot of ground that these came from, and they will live over again the brightness and spirit of that October afternoon. The weather, the changes in foliage, the effects of light and shadow, the broad landscape, the incidents of the journey, will all be remembered and interwoven with their reading lessons. The contour of the land, the real hills and valleys, and rivers and lakes, will present a picture of the world in miniature, and put new life into the pages of the geography and history; and so with other studies. An afternoon walk or a Saturday excursion will help you to teach every lesson better. And it will bring you into closer sympathy with your pupils, and bring about a better understanding between you and them. You will learn more of their dispositions in an afternoon ramble in the open air than during a week in the schoolroom. But every excursion must have a definite object. There must be careful plans made out beforehand, and there must be exertion to ensure success.

There will be few flowers on this October afternoon and most of these will be built on the plan of the Thistle or Sunflower. They are not single flowers but a number of flowers or florets crowded together (Composite) in one head. Some of these florets are strap-shaped (ligulate), others are tubular. In the thistle all the flowers are tubular. In the Dandelion and Fall Dandelion all are strap-shaped. In the Golden-rods and Asters, some of which you will still find blooming in sheltered places, you will see both kinds of flowers—the centre or disk-flowers tubular, the outside or ray-flowers strap-shaped.

Most of the birds are gone. But some of those which remain are friendly little fellows, whom your pupils will be delighted to make acquaintance with, especially as they remain here all winter. The Junco or snow-bird is of a grayish slate color, and as he flies from you shows two white tail feathers in the form of a V. His gentle *'tsip* as he flies about—always near the ground—cannot be mistaken. The black-capped Chickadee is everywhere. No bird is more companionable than he, and none take more evident interest in you and your actions. You have only to strike up an acquaintance with him by imitating his note, *chick-a-dee-dee*, and he will do his share of the conversation. Another little bird, often found with the chickadee is the Nuthatch. It is easily identified on account of its short tail, roundish body, straight bill, and his fondness for running up and down trees, actively searching, like the chickadee, for his daily food. When this becomes scarce, he may come on cold winter mornings to get a supply from you or the children if you become friends with him now in your walks in the woods. The loud, nasal *yank, yank*, of the nuthatch, once recognized, will never be forgotten.

But the study of leaves will be of great interest on this October afternoon. Some have fallen; others are preparing to fall. Notice the branch from which a leaf has just dropped and you will see the buds with the beginnings of next season's branches, leaves and flowers snugly coiled up in them and protected by thick brown coats from the storms and frosts of the coming winter. There are beautiful colors everywhere from the nut brown of the beech to the scarlet of the maple and sumach, and the yellow of the birch and poplar. These colors signify decay. Weeks before your visit to the woods, the work of the leaf was about done, and then the process began of slowly drawing back to trunk and branch the nourishing matter in the leaf; for nothing is allowed to go to waste in nature's great household. The bright colors show the stopping of growth in the plant, the breaking up and withdrawal of leaf green, preparatory to the fall of the leaf. Sometimes a branch of a tree or a single tree shows this change of color very early. It will be found to be broken, or otherwise injured by the attacks of insects, insufficient nourishment, or other cause. (See REVIEW, Vol. XI, p. 88).

It is a wise provision that some trees shed their leaves. The storms and snows of winter would otherwise make sad havoc with them.

We have five native species of maple, five of birch, one of beech, one of elm, one of walnut (the butternut), in these provinces. See how many you can identify during your walk and from studies of the leaves afterwards. The evergreens with their dark green leaves

For the REVIEW.]

English Literature in the Lower Grades.

I have been asked by the editor to preface a new series of lessons in literature for the lower grades by some suggestions on the teaching of this subject. It is with some hesitation that I comply with this request, as my own experience in teaching literature has been chiefly with older pupils, and I have little faith in theories which do not grow out of practice. I shall only attempt, therefore, to point out one or two general principles, and to speak a word of warning against some mistakes that are sometimes made, especially by younger teachers.

I suppose it will be generally admitted that our aim is to give our pupils a taste for good reading. Setting aside for the present any consideration of the other gains which such a taste may bring to the children, let us think for a moment of the importance of giving them a key to one of the greatest and purest pleasures of life. Is this any small thing? How much, and what would you take, you who love books, in exchange for your enjoyment of them, and what feeling have you for those who have helped you to such enjoyment?

Many children come to school without any interest in books, without any thought that there is anything in books that can give them pleasure, or be aught but wearisome, and many children—alas, that it can be said—leave school with a positive hatred for anything printed. There are few more gratifying experiences for a teacher than to see a child's mind waken to interest in a story or poem, to see enjoyment succeed to indifference, and then to have the pleasure of directing the growing desire to read. No one who has not tried it would believe how frequent an experience this may be, and what unpromising pupils will prove that the taste for good reading was only lying dormant. Almost the first thing that I would say to a teacher beginning this kind of work is, "Never despair of waking this interest. The most apparently hopeless cases will often reward you richly."

For children who have already a liking for reading, direction and cultivation of their taste is imperative; for, neglected, it may prove a dangerous gift.

To teach your pupils to love good books, you must love them yourself. If you are to inspire them with enthusiasm, the fire of it must first be in you. This is absolutely essential; it cannot be too often repeated. Ignorance does not matter so much here. You may take the child by the hand and say, "Come, let us read together; let us find out what these wise and gracious people have to say to you and me;" but if you do not

care, the children will know it; or if, worse still, you pretend to care, they will resent it.

But what, you will say, if you do not care for books yourself, and will not pretend? Can you not learn to care, even now? If not, you ought not to be a teacher; not, certainly, a teacher of literature.

But we will suppose that you do heartily enjoy good reading; what are you doing to cultivate your tastes and keep up your enthusiasm? What books are you reading that have no direct connection with your school work? What author have you read and re-read and studied until you are perfectly familiar with his peculiar language, and know his ways of thinking as you do those of your intimate friend? What are you doing to make sure that your pupils are drinking, "not from a stagnant pool, but from a running stream?"

To pass on to the mistakes to which I referred at first. First, do not think that a child cannot enjoy, or be deeply impressed by, anything that he cannot understand. This idea is seen to be false by anyone who observes children closely. For one thing they often grasp what they cannot explain to us, by reason of their limited vocabulary; and again, enjoyment is often enhanced by a sense of mystery. I know a child who, at five years old, heard his mother reading aloud Matthew Arnold's "Forsaken Merman." To her astonishment, as she drew near the end the boy dropped his playthings and rushed to her in an agony, begging her to "stop reading about that naughty bad mamma." I remember reading "A Vision of Sudden Death," a selection from DeQuincey's "English Mail Coach," in a school reader when I was seven or eight years old, and, though annoyed because I could not make it out, I went back to it again and again, delighting in some charm I knew not what. Do not be afraid to share with your pupils bits of your own reading, nor to express to them your pleasure in it.

Secondly, do not think that you must study each piece exhaustively. I am inclined to think that this mistake lies at the root of much conscientious, painstaking, dreary and useless literature teaching. To begin with, it cannot be done, with any piece of real literature. Think of exhausting, say, one of Milton's shorter poems, that is, reading it so thoroughly, so finally, that you could never afterwards get a fresh impression from it. True, you can analyze every sentence and parse every word finally, so that there is nothing more to be done in that direction, but by that time it is the pupil who is exhausted; and how much have you done to make him enjoy that poem? Do not let the trees hide the wood, but begin with the whole, and let the details be considered a few at a time. How many times do we

have to read one of Shakespere's plays, before we can say, ever so modestly, that we know it? But we grasp some of the beauty, some of the interest, the first time, or the chances are there would never be a second. Give your children nothing that is not worth reading many times at different stages of their development, and leave something for them to come back to as they are ready for it.

ELEANOR ROBINSON.

The Teaching of Drawing.

EDITOR OF EDUCATIONAL REVIEW :

Dear Sir,—In your last issue there is a timely article on "Drawing." It might be entitled "Drawing as She is Taught." The showing at the provincial examination is a good test. If the candidates do not do well in a subject, it is safe to say the subject is not well taught; since the writers for certificates are for the most part the more clever pupils. The results in the case of the drawing and bookkeeping show most forcibly that drawing is scarcely taught at all and that bookkeeping is poorly taught. Now why is this? Will you say, sir, the fault lies with the teacher, or elsewhere? You seem to blame the teacher. You say: "From these facts it is clear that, by our teachers generally, drawing is looked upon as a subject that may be safely neglected—a fad of some persistent educationists." Now if this statement is true at all, it would seem to be true of seventy-five per cent of our teachers; since, judging from results of the late examination, about that percentage of high school teachers "look upon drawing as a subject that may be safely neglected." By the way, are there any other subjects that may be safely neglected? Will you kindly inform one, who is eager to know whether he has been safely neglecting some subjects, what time *should* be given to drawing in the high school grades that take it up? Will you also state where object drawing (from the round) taught in public schools has been a success, and how that success has been tested.

In an article entitled, "Free-hand Drawing in Education," in the *Popular Science Monthly* for October, 1897, is the following: "Mr. Charles Wheelock, Head Inspector of the Regents of New York State, voicing the opinion of *fifty-five hundred* teachers in the State, says, 'that for the twenty years during which drawing has been part of the curriculum of the public schools the results are not worth much of anything.'" This statement is followed by several others in the same strain and equally strong, the utterances of artists (who are teachers), qualified to give an opinion.

Further on, the writer of the article says: "The so-called child-drawing, so much written about of late, that Herbert Spencer and others deem of educational importance, may be described as line-making without conscious effort—the graphic record of a muscular movement associated with a concept." (Your description of the drawing of the chair is an illustration.) "It becomes more plausible as years advance, but never gets beyond caricature, and has no educational value."

Notwithstanding these dicta I think that if the *art* of drawing be taught *scientifically* it will have educative value of very great importance from several points of view.

But the question arises, How many of our teachers are sufficiently trained in that art and also in the science of teaching, to produce good results in the very limited time at their disposal? Even had we more time to give to drawing in class, are we capable of making it of sufficient educative value to keep it in our course of study? These, I think are legitimate questions that may be profitably discussed.

J. S.

Halifax, September 25, 1899.

P. S.—It would be interesting and of real statistical worth to publish the percentages made by candidates in the other subjects of the different grades, the figures of those taking only the imperative subjects being separated from those taking the optionals, and the figures of those taking one optional separated from those taking two and so on. It would also be interesting and profitable to know whether in papers covering two or *three* subjects the marks are made on one alone or otherwise.

J. S.

[In reply to the questions asked above: (1) Drawing is a form of expression; for some purposes the most effective that can be used. It is therefore a most important subject of the curriculum. The length of time that should be devoted to it in the high school depends upon the work done in the common school. If a pupil has had two half-hour lessons per week in drawing throughout his common school course, and if drawing is properly utilized as a mode of expression in the teaching of mathematics and natural history, then one hour a week devoted to freehand perspective and designing should produce fairly satisfactory results. Otherwise, two hours a week, as in the German schools, will be needed. Drawing should be continued in Grade B, or grade eleven, as an equivalent optional subject. (2) Drawing from objects and casts is well taught by a specialist in Halifax Academy. We are not aware that any other school in Nova Scotia has a special teacher for drawing, but, judging from examination results, there are a few localities where the work has been very successful. (3) At the last provincial examination in Nova Scotia half an hour was devoted to drawing. The first question was an exercise in free-hand perspective—an object to be drawn as seen by the candidate. The second exercise asked for the projections of a line; the third, for an original design; and the fourth required the use of the scale and the protractor in plotting. Although so much work could not be well done in so short a time, yet it was possible to form a passably good idea of the candidate's ability to draw. (4) It is true that but few of our teachers understand freehand perspective. Not many with the best oppor-

tunities would ever become good artists. Yet the number of those who do fair work is increasing, and the day is at hand when all but a few will be able to teach the elements successfully. As for mechanical drawing, plotting, and the drawing of correct outlines of the parts of plants, etc., it is a shame for any teacher to be ignorant of such simple and necessary parts of his professional outfit. (5) As to the question, whether drawing should be retained in our course of study, let our correspondent ask the educationists of the United States, of England, of France, or Germany, and he will be no longer in doubt. Drawing is a fundamental element in the industrial progress of any country. It increases tenfold our appreciation of the beautiful in form and color, and so improves public taste as to banish ugliness and thus adds greatly to our enjoyment of life.—Ed.]

The Teachers' Union.

EDITOR OF EDUCATIONAL REVIEW :

Dear Sir,—Your readers are no doubt familiar with the case of the Queen *versus* Robinson. Mr. L. D. Robinson, principal of the school at Berwick, Kings County, N. S., was arraigned before a magistrate and fined for punishing a boy. Every unprejudiced person knew that Mr. Robinson had merely done his duty, and the case was appealed to a higher court. The result was that Mr. Robinson's course was vindicated, and a valuable judgment from Judge Chipman has been recorded which will form a precedent for any similar cases which may arise in the future. The N. S. Teachers' Union issued an appeal to teachers for money to meet the expenses of the trial, and those named below responded with the amount of the membership fee for one or more years.

Halifax Academy,
Sept. 25, 1899.

W. T. KENNEDY,
Secretary Teachers' Union.

Twenty-five cents each from: W. M. Grant, Upper Stewiacke, Colchester Co.; Norman L. Cooke, Shubenacadie, Colchester Co.; J. Adams Rose, Glenberry, Colchester Co.; Mary L. Parker, Ellershouse, Halifax Co.; S. A. Starratt, Yarmouth; Eva A. Scott, Bishopville, Kings Co.; G. R. Butler, Ella Keating, Mary C. McDonald, Edith Cameron, Guysboro; Geo. D. Cunningham, Emma Crosby, Annie Lewis, Old Bridgeport, C. B.; J. G. Meek, L. D. Rines, Maitland, Hants Co.; Grace Hutchinson, Selma, Hants Co.; H. M. McCurdy, Windsor; James W. Edwards, D. J. McDougall, O. McN. Martin, Ida M. Hillier, Maggie Ross, E. A. Martell, Glace Bay, C. B.; Mabel Woodrolfe, Enfield, Hants Co.; Frank A. Bolser, Welton, Kings Co.; Carrie Ford, Annie Carter, Amherst; Frank I. Stewart, D. S. McIntosh, A. E. Harrington, M. Hanrahan, M. Muggah, B. M. Ormond, L. Beaton, A. W. Woodill, Sydney, C. B.; Ella Smith, Alberta Freeman, Lelia McLachlan, Huldah A. Durland, Lunenburg; Percy J. Shaw, Upper Canard, Kings Co.; Wellesley Fraser, McLellan's Brook, Pictou Co.; Lee Russel, Dr. J. B. Hall, Mrs. Patterson, Milton Davidson, Normal School, Truro; G. W. Fultz, Antigonish; Ellen Tobin, East Dalhousie, Kings Co.; Julia A. Kinney, Isabella Hamilton, B. F. Porter, Janet Archibald, Hattie Dickson, Clare Davidson, Annie McDonald, Annie Grant, Nita McDonald, M. D. McCallum, Jean McLeod, Lucy Archibald, Belle Hattie, Lenora McInnis, W. T. Suckling, Louise Thomas, Evelyn Boal, Truro; Alex. McArthur,

E. L. Armstrong, Jennie R. McLean, Sarah Logan, Odessa Ross, Isa Thompson, Jessie F. Rose, Jessie Cruikshank, Pictou; W. O. Creighton, Westville; Laura M. Tait, Caribou Mines, Halifax Co.; Edith Bacon, Brighton, Digby Co.; George H. Sedgewick, Katherine, Beaton, Minnie Thompson, Clara Moreash, Great Village, Colchester Co.; Thomas Lawson, Hattie Mills, Eva Webber, Mary Butler, Chester, Lunenburg Co.; James S. Layton, Annapolis Co.; Lucy E. Morgan, North Range, Digby Co.; C. Stanley Bruce, E. R. Lyle, Maggie A. Hogg, Belle Martin, Emma McAlpine, Shelburne; Emily Amirault, Lower East Pubnico; Geo. D. Blackadar and three others, Lockeport; Catherine I. Miller, Helen McGregor, Halifax; Marie Cavanagh, Christina McDonald, Attie Fraser, Maggie Cameron, Mary Wilson, Minnie McLean, New Glasgow; J. Alphonse Benoit, Joseph W. Comeau, Digby; L. E. Logan, Anna McKay, Priscilla Oxley, Jennie Somerville, Maggie McVicar, Annie Purdy, J. A. Munro, Springhill.

Fifty cents each from: Clara I. Rumsey, Upper Clarence; Maggie E. Auld, Moose River, Halifax Co.; N. D. McTavish, A. D. Ross, Amherst; Burgess McKittrick, Stanley G. Tobin, Lunenburg; Charles E. Reid, Waterville; J. B. Calkin, A. G. Macdonald, Normal School; W. R. Campbell, James Little, M. D. Hemeon, J. E. Barteaux, H. S. Crowe, L. Richardson, Truro; Agnes Bacon, Agnes B. Scott, Brighton, Digby Co.; M. D. Grant, E. B. Smith, A. S. McKay, Mary McDonald, Lizzie Thompson, New Glasgow; Mary Jackson, Teresa Daniels, Annie Cruise, Mary Tobin, Bridgewater; W. P. Fraser, Port Hawkesbury; Murray McNealy, Springhill.

One dollar each from: R. McLellan, Pictou; E. J. Lay, Amherst; A. Cameron, Yarmouth; Lenfest Ruggles, Acadia Mines; Loran A. DeWolfe, Milton; Emma J. McCarthy, Pubnico; William M. Hepburn, Wallace; Frank Simpson, New Glasgow; R. F. Morton, Bridgewater.

Two dollars and a half (life membership fee) from: L. D. Robinson, Ida A. Parker, Emily A. Alcorn, Berwick, Kings Co.

BERWICK, September 26, 1899.

EDITOR EDUCATIONAL REVIEW :

Dear Sir,—Permit me through the columns of the REVIEW to express my sincere gratitude to the Teachers' Union for sympathy and protection in the legal suit recently thrust upon me. By the appeal to the County Court my action in the discipline of my school has been fully sustained, and I am able to continue my work with the confidence of my constituency not in the least impaired.

Yours very truly,

L. D. ROBINSON.

[Our readers will be pleased to know that the N. S. Teachers' Union is effective for the purposes for which it was established. We know of cases in which the lives of timid teachers were rendered miserable by some bad boys whose parents threatened law if the petted miscreants were whipped. And yet in the circumstances no other punishment would be effective or so beneficial to the pupil and to the school. After reading Judge Chipman's admirably full and clear judgment these teachers understood and acted upon their rights to the great benefit of all concerned. We know also of several other difficulties that have been amicably settled by the Teachers' Union.—Ed.]

Some years ago a Christmas concert was given by the workmen of a large ironworks in the north of England. Just as the chairman gave out a trio, one of the audience remarked to his mate: "Hi, Bill, they're shoving um on three at a toime now, as it's gettin' late!"

Vertical Writing

MISS LAURA HOESMAN, Hampton.¹

History.—During the middle ages, and, in fact, throughout antiquity, upright script was used. No other style appears to have been thought of. Slant writing was not adopted until about the beginning of the 16th century, or about the time when movable types and the art of printing came into use. No one has shown, so far as known, how or why the change from vertical script to slant script took place; but manifestly the upright script then in use furnished the printer with the models for his letters, models which are perpetuated with hardly a deviation in the types of to-day.

The present revival of vertical script, so far as its use in schools is concerned, seems to have originated with Mr. John Jackson, of London, Eng., a teacher of penmanship and commercial matters. In 1886, after having taught and advocated this system for years, he published a complete series of copy-books in upright penmanship, the first series of the kind that ever appeared, if his own statement is correct. From England the movement spread to the continent, and in 1887, experiments with the straight script were made in several European schools. In 1889 and 1890, it was introduced into Australia, New Zealand, India and Canada, the city of Kingston in Canada, becoming conspicuous for the zeal and success with which the new writing was introduced into the public schools. Later it was adopted in the public schools of the cities of the United States—the attention of the American educators being turned to the subject during the Columbian Exposition, when the London exhibit of school manuscripts in vertical writing attracted wide notice and universal praise. So far as information can be obtained, every thorough experiment with vertical script has resulted in its permanent use, and it has never been discontinued when once adopted.

THE CLAIMS OF VERTICAL WRITING.

Hygiene.—Between 1870 and 1880 considerable agitation among educators, both in Europe and America, was caused by the discovery that the majority of cases of near-sightedness and other defects of vision, as well as of spinal diseases originate during school-life, and rapidly increase from the lower to the higher grades. The statistics on these points, in connection with the collapsed or distorted position which pupils so habitually fall into while writing, could not fail to raise the suspicion that there was some connection between these

diseases and the practice in writing. German specialists, after investigations, found that the prevailing position of children when writing (with the copy-book at the right) corresponded exactly with the permanent curvatures of the spine found in the same classes. A test of the eyes of 21,949 children showed in 24 per cent of them, unequal refraction of the two eyes, and that in 61.6 per cent. of these cases the right eye was more myopic than the left. This indicated that the right eye was worked harder than the left, resulting in a greater degree of refraction. This also seemed to be explained by the usual position of children when writing with the copy-book to the right, the eyes being brought too near to the book and turned habitually more or less obliquely toward it. This requires greater accommodation or stronger convergence of the sight-line of one eye than of the other, and thus produces a permanent defect.

While these evils were being discussed, vertical script was seen to obviate them to a very large extent, if not wholly. With the book squarely in front, not only the body but the head and eyes are much more apt to be kept in the proper position. One investigator (in Vienna) declared that looking over the school room from the rear he could tell from the positions of the children what kind of script each was writing. Photographs of rooms in which the children were put to writing without any directions, invariably show that those who write vertically take an upright position of their own accord, while those who write the slant hand fall at once, as a rule, into the collapsed position so familiar to every teacher. Dr. Cohn, a German authority, says, "I found that all children sat bolt upright when I let them write from dictation, with the book straight in front; but they fell forward, as by a stroke of magic, if they had to write obliquely again. Every child that learns to write makes upright strokes, and must be forced, by a great deal of trouble on the teacher's part, to make oblique strokes." In Dr. Cohn's opinion a pupil who has written a lesson in vertical script must have sat erect while doing it. If he has written obliquely it is impossible to tell whether he sat erect or not.

Legibility and Ease.—While considerations of health have given a strong impulse to vertical writing in Europe, the practical American mind finds ample argument in favor of it, in its superior legibility and in the greater ease and quickness with which children learn to write it. If a teacher will make trial of it but for a few months with a class of beginners, he will have no doubt as to its being easier for children to learn. He will also find very quickly, particularly if he will use the simple forms of letters which the logic of vertical writing commends, that this writing is much easier for

¹Read at the Kings County Teachers' Institute, Sept. 29th.

the teacher to teach. In short, it means economy of mental, physical and nervous force on the part of both pupils and teacher.

To illustrate why upright writing is so much more legible than slant writing, let two series of strokes equal in length and breadth be drawn to equidistant base points, the one series vertical, the other sloping. Or let a word be written twice, with the down strokes of equal length and breadth and the base points equidistant, one word vertical and the other slanting. There is no need to ask which is plainer.

It is pointed out that the most desired form of "engrossing" for the acts of Parliament, Legislature, and of Congress is the vertical; that the majority of reporters and telegraph operators, with whom legibility is of prime importance for their voluminous manuscripts, adopt the vertical hand; that in banks and large business houses the vertical hand is more and more desired; and that even for the wholesale addressing of envelopes or wrappers many houses prefer those whose handwriting has this vertical characteristic.

Naturalness.—Every parent and every teacher knows that children, when they begin to write, incline to make their lines up and down. They have to be trained to slope them. Vertical strokes seem to be natural strokes. Indeed, this is implied in the fact that they are more easily made. An additional fact bearing in the same direction is the fact that primitive alphabets and primitive writing were vertical. Let a child alone and he will write an upright hand.

Economy.—More vertical letters can be written in a given space than slanting letters of the same size. If anybody doubts it let him turn to one of the pages of a vertical copy-book and try to write in sloping hand one of the prose extracts on lines of the same length and in letters just as large. He will then realize what economy of space there is in vertical writing. As a rule ten letters or words written vertically can be got into the space filled by six or seven written with the usual slope. This is a saving of thirty per cent. in space and paper, to say nothing of the saving in pen travel. A waste of muscular and nervous force, as well as of time, may not be worth mentioning in the case of an hour's work for the ordinary person. But when it comes to the work of months and of years for the army of people who write for a living, such as editors, authors, book-keepers, and others, this extra expenditure of force and time means considerable. This possible saving is in addition to the saving of three lines or three pages in every ten.

OBJECTIONS TO VERTICAL WRITING.

It ruins the writing of those who are good writers in the sloping style.—This objection has been made by

some persons who have not made any adequate test of the new writing, but it has not been known to be made by any person after a thorough trial. Of course, when any boy or girl who is a fairly good writer changes to the vertical hand, at first his new writing will look worse than his old writing. But it will not be the case long. The uniform experience is that in a few months' practice his upright writing becomes more satisfactory to him and to every one else than his former writing.

It creates a tendency to scrawl.—This is a mistake, as every teacher affirms who has had experience in teaching it. Its tendency is right the reverse. The child will naturally write a larger and rounder hand, a thing to commend, but his letters will be more regular and uniform in size than in slant writing.

It looks awkward and homely.—Undoubtedly vertical writing strikes many persons as inartistic when they first see it. But the more accustomed they become to it, the less repellent it grows. It takes time for one to divest himself of his prepossessions and to judge a new idea on its merits. Much of what we consider beauty is a matter of habit or use. It is literally in one's eye. Just as soon as we become accustomed to upright writing, we may be sure it will seem as handsome to us as the other does now, if not more so. Every one ought to know human nature well enough to understand himself in this respect. Artistic effect in such a practical matter is, or ought to be, largely based on legibility, and in this respect vertical writing is so far ahead that it is safe to count upon its becoming "beautiful" in the eyes of the most prejudiced.

Speed.—In the matter of speed, vertical writing is not so manifestly superior as it is in point of legibility and ease in writing; but that pupils with an equal amount of skill and practice cannot write as rapidly in upright writing as they can in slant writing is a statement not warranted by the facts. Clearly there is nothing in the nature of the case to make vertical writing any slower than slant writing, but rather the reverse. The advocates of vertical writing claim that it is faster. They may be prejudiced. But the editor of the *Pennman's Art Journal*, Mr. D. T. Ames, who has never advocated vertical writing, in a paper before the Business Education Department of the National Educational Association, gave the results of his enquiry into the writing of a large number of operators in the central office of the Western Union Telegraph Co., where, if anywhere, rapid writing is a necessity. His enquiry showed that a large majority of the operators write an upright, or almost an upright hand, thus proving conclusively that there is nothing in upright writing to prevent its meeting the most exacting demands of business as to speed as well as to legibility.

But whatever the fact of the matter may be, rapidity is not an element of any particular importance, or one which should have any weight with a teacher or superintendent who is considering the wisdom of introducing vertical writing. For school work and for the use of ordinary people, the great mass of mankind, speed in writing is wholly a secondary matter. The first two essentials are legibility and ease in writing. In these two main requisites upright writing is far superior.

CURRENT EVENTS.

Dreyfus has been pardoned; France is taking a breathing spell and time for reflection. The attention of the English speaking world is now centered on the Transvaal and the international yacht race between England and the United States.

South Africa is on the verge of war, if hostilities have not actually commenced. Let us take a brief review of the situation with the map open before us: The Dutch colony in South Africa began in Cape Colony more than two hundred years ago. Slavery was abolished by Great Britain in 1834; and the Boers a few years after moved northward and founded the Orange Free State and the Transvaal Republic. Harassed by savage enemies they were compelled to place themselves under the protection of Great Britain, which stipulated that the British and other foreigners coming into the country should be entitled to the same rights as the Boers themselves. Gold was discovered in the Transvaal in 1876, and the influx of strangers greatly distressed the Boers. Though professedly a republic, the government of the Transvaal is a close oligarchy since 1880, in which year the Boers rose and succeeded in establishing their independence, with the reservation that they shall not make treaties with any foreign power except with the consent of Great Britain. Their legislature consists of a very few members. All power is practically vested in President Kruger and a council of about twenty. These have made laws to keep the Outlanders from becoming citizens, and have imposed arbitrary taxes upon them, especially the gold miners. The Boers occupy one of the best gold-producing countries in the world, and they are in the neighborhood of by far the richest diamond district in the world. They cannot themselves develop these mines, and they lay excessive burdens on those who are doing the work. The newcomers or Outlanders have no political rights, though they pay over ninety per cent. of the taxes. In spite of this, the gold produced in the Transvaal last year amounted to \$80,000,000, and this year the output may reach \$100,000,000. This dog-in-the-manger policy checks sympathy for the Boers. But President Kruger is a crafty diplomatist. He is doing his best to show, whether right or wrong, that he is the weaker power oppressed by the stronger. He has sympathizers in Great Britain, and of course many more among her enemies.

The great international yacht race between Great Britain and the United States is now on. The "Shamrock" is the boat on which the British pin their faith, and the "Columbia" is the pride of United States yachtsmen. After three successive efforts at a race, light winds prevented either yacht from scoring, but proved that they were pretty evenly matched. This has created an intense interest throughout Canada as well as England and the United States, and the Transvaal question is for the moment in the background.

TEACHERS' CONVENTIONS.

ST. JOHN COUNTY INSTITUTE.

The twentieth annual session of the St. John County Teachers' Institute convened in the Exhibition Hall of the High School, Sept. 14th and 15th., W. H. Parlee, president, in the chair. The attendance exceeded that of any previous meeting held in the city, about one hundred and eighty-seven teachers being present. Many valuable and useful papers were read and were received with much appreciation by the Institute. "Inefficiency in Teaching," a paper written and read by Dr. H. S. Bridges, provoked much profitable discussion and offered many helpful suggestions: Every teacher could keep order in his school by watchfulness, patience and firmness. There should be dignity but no stiffness in the school-room. Close attention to details was necessary. The teacher should be free from the faults of indolence and indifference; constantly on the alert; prompt and orderly, leaving nothing to the caprice of children. A quiet, well managed voice was a great help in the school-room, and the pupil invariably felt the influence of it.

Dr. Inch, Chief Superintendent of Education, being present, spoke encouragingly to each paper and took part in all discussions. Others taking part in the programme were: Geo. J. Trueman, Principal of the St. Martins' school, on "Centralization in Schools;" Miss M. E. Brittain, a paper on "Primary Reading;" Miss A. S. Morrison (St. Martins), on "The Difficulties in Country Schools;" Miss Knowlton, a paper on "English Literature;" Mr. W. H. Parlee, one on "Letter Writing;" G. R. Devitt, B. A., on "Minerals;" and M. D. Brown and Thos. Powers, B. A., on "Drawing." The papers were practical and suggestive and were discussed in an instructive manner, especially those on drawing. Mr. Brown and Mr. Powers both dealt with the importance of free-hand drawing. Mr. Barry criticized the examiner on this subject. Dr. Inch defended the examiner, but said there was perhaps some reason for complaint. He approved of the suggestion that an expert be engaged to teach drawing.

The paper prepared and read by A. Gordon Leavitt, on "Bird Life," deserves special mention, as showing much thought, making it highly instructive to members of the institute. A very pleasing feature of the institute was the performance of the high school orchestra which was in attendance part of each day.

The election of officers for ensuing year, resulted as follows: Dr. H. S. Bridges, president; G. J. Trueman, vice-president; Miss Clara Fullerton, secretary-treasurer; Miss M. M. Narraway and J. W. Harrington, executive committee.

CHARLOTTE COUNTY TEACHERS' INSTITUTE.

Beautiful weather and surroundings, the hospitality and attention of the people of St. Andrews, sharp and crisp five and ten minute papers, followed by prompt and animated discussions, one of the largest institutes

ever held in the county, the presence of many trustees and school officers, a crowded and inspiring public meeting, and last but not least a delightful excursion to Chamcook mountain after work was done, all combined to make the twentieth annual session of the Charlotte county teachers a red letter occasion. One hundred and twenty teachers enrolled, and in response to invitations sent to each school district to send representatives, and owing to the interest taken in the debate upon centralization, it is estimated that there were present at the various sessions nearly half as many school officers and parents as teachers.

In the absence of President Brodie, Vice-President Marshall Maxwell ably performed the duties of chairman. Mr. Brodie's opening address was read by secretary Jas. Vroom, and it dealt chiefly with "The Improvement and Decoration of the School room." A later visit by the teachers to the admirably appointed school rooms of St. Andrews, and especially to the department of the late principal, convinced all that he practised what he preached. A committee was appointed to draw up an appropriate farewell address.

Ex-inspector Oakes, who was present and added much to the interest of the institute, was then called upon and gave a short address, complimenting the teachers and Inspector Carter upon the educational progress that had been made, and which he had watched with interest and pleasure.

The first papers at the afternoon session dealt with "Geographical Changes during the last Five Years." Interesting and instructive papers were read by Miss Emma Veazey, Mr. J. B. Sutherland and Miss Ethelyn Young. Discussion as to the method of dealing with the subject followed. An animated discussion followed the papers read by P. G. McFarlane, A. M., Wm. M. Veazey, A. B., J. F. Morrell, and Chas. H. Murray, upon "How to Induce the Older Boys to Continue at School." The discussion seemed to indicate that there was a desire that provision should be made for more extended commercial instruction.

Memorial Hall was crowded to the doors on the occasion of the public meeting on Thursday evening. An excellent musical programme was one of the features of the evening. Judge Cockburn presided, and eloquent and cordial addresses of welcome were given by the chairman and Editor Armstrong of the *Beacon*. The suggestive papers of Miss Grace Stevens and Mrs. Irving Todd, trustees of St. Stephen and Milltown, on the "Co-operation of Home and School," elicited the approval of all. Inspector Carter followed and dealt with the subject of over-pressure, placing the responsibility for such, if it existed, rather upon parents and school officers, than on teachers and courses of instruction. He also made a strong plea for more appreciation for and interest in the teacher and her work, urging better salaries, and that the greatest extravagance in education is the cheap school. Mr. Jas. Vroom dealt with the subject of normal school training, arguing that it should be professional rather than academical. Ex-

inspector Oakes spoke of the many evidences of progress that he had observed in the county. He eulogized the work of the EDUCATIONAL REVIEW, and regretted the absence of many old familiar faces. Mr. P. G. McFarlane spoke of the many defects in our present system of graded schools, but we are doing the best with the light we have.

At the Friday morning session papers upon "How shall we Arouse a General Interest in the Improvement of School Grounds, Roadsides and Waste Places," were read by Miss Bessie A. Young, Miss Ella T. Bleakney, Mr. Chas. A. Richardson and Vice-president Maxwell. These were among the most valuable and suggestive papers read, and should be productive of good results in many districts.

The institute then divided into sections for 'Round Table Talks. High school—English literature, Miss Isabella Caie, leader. Intermediate—English grammar, F. O. Sullivan, leader. Natural science—Jas. Vroom, leader. Primary—number, Mrs. J. B. Sutherland, leader.

At 11 a. m. the debate upon centralization of rural schools was called, Inspector Carter acting as chairman.

The affirmative was taken by E. H. Balkam, Milltown, J. E. Peacock, Dumbarton and E. Daggett, Grand Manan. The negative by O. B. Doten, St. David, J. H. Dyer and P. H. McCallum, St. Patrick. On the meeting being thrown open for discussion, P. G. McFarlane, I. B. Oakes, Wm. Fleming, G. U. Hay and F. H. Daye took part. The subject was ably and skilfully handled. While more speakers favored the affirmative than negative the weight of sentiment is yet on the negative and is likely to remain so until it can be surely demonstrated that the cost will be less than under the present system.

The following officers were elected for the ensuing year: Miss Grace Stevens, president; Mr. C. A. Richardson, vice-president; Mr. Jas. Vroom, secretary; Miss Emma Veazey and Mr. J. F. Worrell, members of executive.

The institute adjourned to accept the invitation of the citizens of St. Andrews to a complimentary drive to Chamcook. Twenty-seven conveyances were tendered, and after climbing the mountain and enjoying the beautiful scenery and extended view, the teachers sat upon the summit and listened most attentively to a thoughtful and appropriate paper read by Mr. G. U. Hay upon "Nature in Literature." The situation was somewhat romantic, and the paper was much enjoyed. Mr. Jas. Vroom gave an interesting talk upon the contour of the surrounding region and the origin of the name Chamcook.

ALBERT COUNTY INSTITUTE.

About sixty teachers attended the Albert County Teachers' Institute, held September 21st and 22nd, in the beautiful village of Elgin, which is reached from Petitcodiac Station after an hour's ride over the Elgin Branch Railway. Although lacking the rugged grandeur of the coast line of Albert county, the scenery about Elgin is extremely picturesque. Near the village

is Gordon Falls on the Pollet river, named after Governor Gordon, author of "Wilderness Journeys in New Brunswick." He admired the falls so much—and well he might—and made himself such a favorite with the people, that to commemorate his visit the falls were named in his honor. But the greatest interest attaches to the ravine below the falls. Seen from the vantage ground of many an overhanging cliff which jut perpendicularly to the water below, the windings of this beautiful gorge impress the beholder with admiration as he follows its graceful curves for nearly a mile below the falls. This was the place chosen for the natural history excursion of the members of the institute, and they will not soon forget that bright afternoon, nor the beautiful ravine, lit here and there by the September sun, and bordered by the crimson-tinted autumn foliage.

Happy is the boy or girl whose early life is spent amid such surroundings as these. Residents of Elgin delight to refer to a teacher—now Inspector Smith—who made his pupils sharers in his rambles a-field; who gained their lasting gratitude and respect for the efforts made in their behalf to make them love good literature, music, and wholesome recreation. A teacher who does this for boys and girls does a great deal toward giving them a right start in life.

The feature of most interest in the proceedings of the Albert County Institute, was the reading of papers on local history. During the past year, at the instance of Inspector Steeves, the teachers of Albert and Kings counties have been stimulated to direct their attention and that of their pupils to collect all the historical data possible in their parishes with a view to make these a storehouse of material from which a county history may be written. Interesting papers were read on Albert and Riverside, by Guy McAdam; on Alma, New Ireland, Sinclair Hill and Hebron, by T. E. Colpitts, A. B.; on Point Wolf, Goose River, Herring Cove and Hastings, by A. D. Jonah; on Hillsboro, by S. Boyd Anderson; on Hopewell Hill, by A. C. M. Lawson; Harvey, by Mary L. Daly; Stoney Creek, by Mrs. Jonah; on Coverdale, by Miss Sarah Lutz.

Practical lessons were given by Miss Frances Hoar on the Metric system; by S. Boyd Anderson on the minerals, limestone and gypsum; A. C. M. Lawson, on insects; and a paper prepared by Miss Amy Peck, on "Overpressure in Schools," was read by Miss Evelyn Bennett.

The next institute will be held at Albert on the last Thursday and Friday in September. The officers for next year are A. C. M. Lawson, President; Miss Sara Lutz, Vice-president; S. Boyd Anderson, Sec'y-treasurer; Miss Bessie Horsman, Frances Hoar, additional executive.

The public meeting on Thursday evening was largely attended and the speakers, Inspector Steeves, Chief Supt. Inch, W. B. Jonah, Esq., and G. U. Hay, were given an attentive and earnest hearing.

KINGS COUNTY INSTITUTE.

The Kings County Teachers' Institute met in Smith's Hall, at Hampton, on the last Thursday and Friday in

September. The school buildings at Hampton station and at the village are not capable of accommodating the teachers who assemble at the institute; and they are not buildings of which the ratepayers of either place may be proud. Inspector Steeves is proposing an amalgamation of the two districts and the building of a fine new schoolhouse of at least six departments between the station and the village. This is a step toward "centralization," which seems practicable and with promise of good results.

An excellent feature of the Kings institute was the practical lessons given to classes—a feature which the REVIEW has always encouraged, and which the institute admirably exemplified at this session. Many of the lessons to classes were either preceded or supplemented by papers from other members of the institute on the subjects taught to classes. These, followed by full discussions, served to join theory and practice in a very excellent way. Miss Edith Darling, of Sussex, illustrated with a class of little boys and girls of the first and second standards her methods of teaching reading, writing, number, form, color, locality, etc. Miss Harvey, of Waterford, followed in a carefully prepared paper on the same lines. Miss Annie Burns, Miss L. Horsman and Miss M. Stewart discussed intelligently the principles involved, and finally Inspector Steeves made a careful summing up. Another lesson was given to a class of Standards V and VI on minerals by Miss Comben, preceded by a paper on "Nature Work" by Principal J. A. Allen, of Sussex. A third lesson on Spiders and Spiders' Webs was given to a class of Standard IV by Miss Phebe W. Robertson. This was a model lesson in every respect; and, like the others, served to show the value of such object work in an institute. In the excursion, conducted by Mr. G. U. Hay on Thursday afternoon, the same interest was manifested in practical nature work.

The public meeting on Thursday evening was presided over by Mr. J. W. Menzie, the acting president of the institute. Addresses were given by Inspector Steeves, Chief Supt. Dr. Inch, G. U. Hay and John March. There was appropriate music and readings by Miss Evans. Miss Horsman's paper on Vertical Writing, which appears on another page of the REVIEW, was also read at this session.

On Friday a series of interesting papers on local history was read on the following places: Greenwich, by Miss Maggie Smith; Hammond, by Miss Bessie Kitts, Miss Lizzie Howard and Weldon Pickle; Waterford, by Miss Laura E. Mace (read by H. P. Dole); two short papers on Havelock by Mrs. M. S. Cox; Hampton, by Miss Hattie N. Smith and Miss M. Stewart; Kars, by Miss W. A. Toole. In addition to these papers, interesting sketches and reminiscences of many of the places named were given by Dr. Inch, Miss Lousie Wetmore, H. P. Dole, J. March and others. The papers were brief and to the point, some of them dealing with place-names, local scenery and geographical features as well as history.

In a series of five-minute talks on school texts some

very good points were made. R. C. Hubly on Canadian History: Any text book, however good, minimizes the work of the teacher. The text on history is too condensed, and its language is too difficult for many of the pupils in whose hands it is placed.

G. K. McNaughton, B. A.: Kennedy & O'Hearn's is an ideal text-book on arithmetic. Hamblin Smith's book, though excellent in most points, is defective in its treatment of square and cube root.

Jas. W. Howe on Book-keeping: There is a lack of practice on principles. There is a lack of arrangement and too much detail, which tend to confuse pupils.

The Institute will meet at Norton Station next year. The following officers were elected: President, J. M. Mensie, Norton; Vice-president, Miss Hattie Comben, Sussex; Secretary, R. C. Hubley, Hampton. Additional members of Executive, Miss Annie I. Burns, Jas. W. Howe.

VICTORIA COUNTY, N. B., INSTITUTE.

The teachers of Victoria county met on 28th and 29th of September at Andover. Inspector F. B. Meagher was elected president; Miss Bessie Scott, vice-president; C. H. Elliott, secretary-treasurer; Miss Baxter and Mr. Niles, additional members of the executive committee.

The following papers were read: "The Teacher's Outside Life," by C. H. Elliott, A. B., of the Andover Grammar School; "Canadian History," by Miss Kinney; "Decimals," by Mr. Niles; "Botany," by Miss Taylor; "Writing," by Miss Baxter; "School Room Decoration," by Miss Barker. A lesson on "English Literature," was given by Thos. Rogers. Owing to the absence of Miss Kinney and Miss Barker their papers were read by Inspector Meagher and Miss Scott.

The public meeting on Thursday evening was largely attended; Inspector Meagher presided. Addresses were delivered by Mr. Lawson, M. P. P., Mr. Porter, M. P. P., Revs. Hillock and Ross, also by the chairman. The proceedings were enlivened by music.

The next institute will be held at Grand Falls in September, 1900.

YORK, QUEENS AND SUNBURY INSTITUTE.

The united institutes of York, Queens and Sunbury met in the High School building at Fredericton, on Thursday and Friday, October 5th and 6th. The fine hall of the new high school building was tastefully decorated with flowers; and the school rooms on the different floors were open to the inspection of visitors. Their general neatness and beauty were a theme of favorable comment. Nearly two hundred teachers were present, and the proceedings throughout were marked with a tone and spirit characteristic of Fredericton as an educational centre, and very creditable to the teachers who contributed to make the institute one of the most successful ever held in the province. The opening address by the president, Inspector H. V. B. Bridges, was the keynote to its success. Dealing suggestively and critically with almost every phase of school work, it was inspiring in tone, the language graceful and well chosen, with many apt quotations,

and clear and forcible in presentation. The papers read and the discussions upon them were scholarly, touching closely upon vital educational topics, and dealing directly with these without bringing in side issues or other irrelevant matter, which spoils too many educational addresses. We hope to present one or more of these papers to the readers of the REVIEW in the future.

The paper of D. L. Mitchell, A. B., principal of the Queens County Grammar School, on the "Teaching of History," dealt not merely with history from the text-book standpoint. It touched the larger issues that go to make up the life of a nation—real patriotism, the culture derived from history and the noble sentiments it should inspire in the youth of a country. In the full discussion that followed, led by Mr. Jas. Hughes, and shared in by Miss Parker, Mr. B. C. Foster, Mr. H. F. Perkins, and others, the methods of teaching history were very clearly presented. "The Teacher's Self-improvement" was the subject of an excellent paper by Mr. H. C. Henderson, A. M., of the Fredericton High School. This will be published in the REVIEW for December. No one is better prepared than Mr. Henderson to speak to his fellow teachers on this topic, for his life as a student and teacher has been full of well-directed study and earnest application to fit him for his work. Mr. John Brittain, instructor in natural science in the Normal School, gave an address on "Plants and their Ways," illustrating admirably how teachers may use these to cultivate the observing powers of their pupils. Mr. H. H. Hagerman and G. U. Hay took part in the discussion that followed. "Correlation of Subjects in Miscellaneous Schools," by Miss Sadie Thompson, A. M., of Sunbury County, was suggestive and of great value to teachers of ungraded schools. "Reading and Composition," by Mr. Jos. Mills, A. B., of Keswick, was the subject of a thoughtful and suggestive paper, dealing more especially with English composition. Both papers were discussed fully by Principal Rogers, Principal Foster, Jas. A. Edmunds, Dr. Inch, Mr. Kirkpatrick, Prof. Stockley, Dr. Davidson, and others.

On Friday morning the institute divided into sections, that under Principal Mullen of the Normal school discussing primary reading, and that under Principal Foster, algebra.

The public meeting on Thursday evening was held in the Opera house, Inspector Bridges presiding. The hall was filled with an audience that listened with the greatest attention to addresses from the following gentlemen; His Worship Mayor Beckwith, Principal Foster, Chief Superintendent Inch, Chancellor Harrison, Hon. Geo. E. Foster, and Principal Mullin.

The following officers were elected for the ensuing year: *Sunbury and Queens Counties.*—President, D. L. Mitchell, B. A.; Vice-President, Miss Sadie Thompson, M. A.; Secretary-Treasurer, Needa Purdy; Executive Committee—Alva White, A. H. Parker, B. Hayes Dougan, Miss Eva Downey.

York County.—President, Jos. Mills, B. A.; Vice-President, Miss Miles; Secretary-Treasurer, Miss Ella L. Thorne; Executive Committee—J. A. Hughes, A. S. McFarlane, M. A., Miss Christina Richards.

SCHOOL AND COLLEGE.

The Westmorland County Teachers' Institute will be held at Sackville on the 2nd and 3rd of November.

Inspector L. S. Morse, of Digby, spent the first few days of October in a short visit to New York.

Miss Annie M. Holt, teacher at Digdeguash Mills, Charlotte County, N. B., has recently raised the sum of sixteen dollars, which will be devoted to fencing school grounds.

The teacher and ratepayers of McMinn, Charlotte County, N. B., have made the school grounds very attractive, and have provided a flag and fine flag-pole.

An excellent observance of Arbor Day was had at Scotch Ridge, Charlotte County, N. B. Trees were planted all around the extensive grounds. A fence should soon follow.

Slate blackboard surface has been ordered by Misses Mary Finlay and Rosa Gray, teachers at Little Ridge and Moannes, Charlotte County, N. B.

The New Brunswick University has this year the largest entrance class in its history—over forty members. The three students who were in the first division and made the highest provincial average at the July examinations are McLean, of the Campbellton High School, Lawson, of St. John, and Freeze, of Sussex. The number of new students matriculated from the different counties are: York County, 12; Kings, 9; St. John, 4; Carleton, 4; Charlotte, 3; Albert, 2; Westmorland, 2; Restigouche, 2; Kent, 1; Victoria, 1.

T. E. McLeod, principal of the Apohaqui, N. B., Superior school, has give up his school to take a college course.

Miss Margaret Kerr, former teacher at Elmsville, Charlotte County, N. B., has returned from a very pleasant trip to Ireland.

Miss Annie M. Hyslop, one of the teachers of Charlotte County, N. B., after a year spent in California, has resumed work in her native province, satisfied that it is not only the best place, but that its schools are quite as progressive as any she visited.

Kent County Teachers' Institute meets at Kingston, October 12th and 13th, and that of Carleton County on the same dates.

An exhibit of photos of school buildings and appliances from New Brunswick is asked for the Paris exhibition.

The children of the school in District No. 5, Norton, N. B., under the direction of the teacher, spent an afternoon recently in visiting the Indian camps at Apohaqui for the purpose of observing the occupations, habits and home life of these interesting people. The Indians were very agreeable, and gave descriptions of such works as were then in progress.

When Wm. M. Evarts was reading Virgil in Professor Thatcher's class at Yale, he translated: "Three times I strove to cast my arms about her neck, and—that's as far as I got, professor."

"Well, Mr. Evarts, I think that was quite far enough."

'ROUND TABLE TALKS.

S. V., N. S.—Through the columns of the REVIEW would you kindly answer the following: (1) In the sentence, "He has been known to do the same," what is the analysis of the italicised words? (2) In "I *durst* bring it," parse *durst*.

(1) According to Meiklejohn, "to do the same" would be, I think, a *factitive object*. (See Rule 33, p. 79). Turn the sentence into the active form—"We have known him to do the same." Here the verb "to know" is similar to *think* and *believe*, which are mentioned in the rule. The second of these objects remains with the passive verb. It might be called a "retained object." In a tabular analysis, I would place these words in the object column, for want of a better place.

I prefer, however, to consider the phrase as the *complement* of the verb. West, Nesfield, and other recent English grammarians use this term to denote the word or words which complete the sense of a verb of incomplete predication, whether transitive or intransitive. Perhaps the best plan is to call whatever completes the meaning of any verb *the completion*, and then include under this general term the *object* of a transitive verb, and the *complement*—*i. e.*, any completion other than the object of a transitive verb.

(2) "I *durst* bring it." *Durst* is a verb, regular or weak—*dared*, irregular or strong—*durst*, intransitive (according to Meiklejohn's rule 34—second form—it would be transitive), active, indicative, past indefinite, singular, first,—agreeing with *I*.

G. L.—Three boys, Donald, Allister and Karl, went fishing. Donald had 5 biscuits and Allister had 3. After lunch—at which the three boys ate share and share alike—Karl threw down 8 cents to pay for the biscuits he had eaten. How many cents are each of the others entitled to? (Page 83, Common School Arithmetic, part III.)

In all there were 8 biscuits. Karl's share was $\frac{1}{3}$ of that; for which he paid 8 cents. Therefore 1 biscuit was worth 3 cents. Donald's biscuits were worth 15 cents, but as he had only 8 cents to pay he was entitled to receive 7 cents; and Allister's 3 biscuits were worth 9 cents, so he should receive 1 cent.

R. S. asks the REVIEW to answer the following: (1) Which do you consider of greater practical importance to pupils in drawing, *rapidity* or *delicacy*? Why?

(2) Make a freehand drawing of a rosette for carving in relief, and another of the same subject for decoration of a flat surface in line or color.

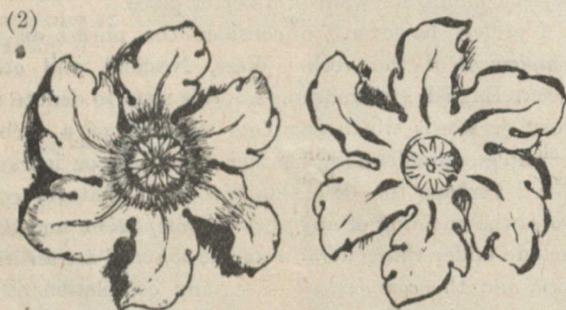
(3) Journalize: Bought of J. C. White goods to amount of \$3245. Gave in payment, cash \$1000, John Black's note for \$500 due in three months, less \$7.50 discount, my own note for \$600; balance remains on account.

(4) Post (a) discount and (b) bills receivable accounts.

(1) When pupils are learning to draw or write it is at first more important that the work in large and

simple outlines be accurate. A reasonable amount of rapidity will come with practice. But if rapidity be first secured at the expense of accuracy, accuracy may never be acquired. Minuteness of detail is seldom desirable.

In the practical affairs of life *correct* thinking is of more importance than *rapid* thinking. Usually a man may take all the time he needs for the solution of the problems which come before him. The unfortunate tendency of the provincial examinations is to give the advantage to the shallow thinker who has ready command of the knowledge which he possesses. This explains why so many who succeed at examinations, in after life fall behind their slower but profounder and more accurate school fellows.



(3)

Mdse.,	.....	\$3245.00
J. C. White,	.....	\$3245.00
Interest and Discount,	..... \$	7.50
J. C. White,	.....	2093.50
Cash,	.....	\$1000.00
Bills Receivable,	.....	500.00
Bills Payable,	.....	600.00

Or thus:

Mdse.,	.....	\$3245.00
Interest and Discount,	.....	7.50
Cash,	.....	\$1000.00
Bills Receivable,	.....	500.00
Bills Payable,	.....	600.00
J. C. White,	.....	1152.50

(4) (a) The discount, \$7.50, will appear on the Dr. side of profit and loss account. (b) Under Bills Receivable credit Mdse. with \$500.

A correspondent wishes to know if he can profitably pursue a course in science by correspondence, to make up deficiencies in his own college course, and to enable him the better to give laboratory instruction in science.

A good course at a summer school would be the best. If that is not possible, a correspondence course would be much better than none at all. But a great deal depends upon the institution or persons who profess to give such a course. Many advertisements of instruction

and laboratory work by "correspondence" may not be reliable. The "Chautauquan" and the new "Cosmopolitan University of New York" offer courses by correspondence. Both of these may be relied on to do what they say. The University of Chicago, also, has a particularly good course in botany and zoology, especially the former. Our correspondent should make inquiries about these.

L. M. H.—Is it a fact that a raft of logs, which will not float in the day will float at night? If so, what is the cause?

If a body be made to float midway in a jar of water and the jar be covered tightly with a sheet of rubber, the floating object may be made to rise or sink at will by varying the pressure on the rubber. For the same reason the buoyancy of a raft will be affected by the varying degrees of atmospheric pressure. Another factor: The water will generally be colder at night, especially in shallow places; therefore denser and able to sustain a greater weight.

RECENT BOOKS.

The *Petites Ecoles*¹ of Port Royal, near Paris, were started in 1643 and lasted but seventeen years. They attracted much attention on account of the literary ability and advanced educational ideas of their founders, as well as on account of the active opposition which ended in their suppression. They emphasized the value of a thorough study of the mother tongue in preference to the classics, the importance of securing the intelligent interest and affection of the pupils, the necessity for clear precepts by training the senses, and, above all, the value of sound morals and honest piety. The historical outline is somewhat sketchy, and, to be appreciated, calls for more knowledge of that period than most teachers possess. The selections from the writings of Saint-Cyran, Lancelot, Arnauld, Guyot, Pascal, and others, are necessarily too meagre to give more than a superficial idea of their work. There is, however, all that can be of any use to the general reader. Our best modern educational writers are so much in advance of those of the seventeenth century that our busy teachers cannot afford to neglect the former in order to devote much attention to writings that have been long ago superseded. We find in them, however, mixed with the errors, characteristic of those times, the earnest advocacy of many educational reforms not yet generally adopted.

This work before us² would be superfluous if all our teachers were trained as they should be. In the present state of things, however, it is a book which should be in the hands of every teacher who has to teach the elements of geometry. We have seen many introductions to this subject, but none so valuable to the inexperienced teacher as this one. If the rise and

¹ PORT ROYAL EDUCATION—A Sketch of its History, with Extracts from its Leading Authors; edited by Félix Cadet, French Inspector General of Public Instruction. Cloth; pages, 406; price, \$1.50. Published by C. W. Bardeen, Syracuse, N. Y.

² INTRODUCTORY GEOMETRY. By H. S. MacLean, Assistant Principal Manitoba Normal School. Copp, Clark Co., Toronto. Cloth; pages, 245.

development of our ideas of form and figure, the relations of lines and angles could be traced to the earliest times, we have no doubt but that it would be found to correspond very nearly with that here presented. The author's method is therefore founded on the most important educational principle of modern pedagogy. Geometry studied by this method should begin in the seventh or eighth grades of the common school course. With such an introduction, all the fruitless difficulties of Euclid would disappear, and its study would be a delight even to that large class of pupils who have hitherto been credited with no faculty for geometrical reasoning.

Few brighter or more entertaining books have been written than "The Lunatic at Large,"¹ the interest of which lies in its amusing scenes, and the unexpected turns given to apparently inexplicable situations. "Postle Farm," is a pleasing story of West of England life, giving evidence of considerable power in sketching character. "The Path of a Star" will interest many readers. Mrs. Cotes, like Mr. Kipling, has drawn much of the charm and inspiration of her writings from the study of life in India. Mrs. Cotes knows India, its country, its people, its customs, and in this her latest book India is the land in which the scenes are laid.

A new book on the elements of Latin must have good grounds for existence. In the preface to the "Essentials of Latin,"² the author states his conviction that the beginner should be given the fullest possible explanation of the fundamental principles of Latin form and syntax. The aim of instruction, he believes, should be to bring students as quickly as practicable to the accurate and rapid reading of narrative Latin, to excite interest by enabling them to use Latin as a medium for obtaining information. Therefore the earliest sentences are made long, but easy, each containing a statement of some fact or event, usually military. Continuous Latin is introduced at the earliest possible moment. The exercises then take the form of anecdotes, based on the language of Cæsar, designed to illustrate the principles of syntax, and to give practice in the vocabulary. Two books of the *Breviarium* of Eutropius are given—ideal reading material for a first introduction to a Latin author. Last comes an interesting selection from Cæsar's *Gallie War*. Constant review is insisted upon; and the student is familiarized with new principles, while his interest is steadily kept up with repeated use of words in new relations and fresh descriptions.

An exceedingly useful work is Castle's Elementary Mathematics, just published by the Macmillans.³ It aims to give teachers and schools the result of long experience in instructing practical men how to apply the methods of the mathema-

¹ GAGE'S FICTION SERIES. *The Lunatic at Large*, by J. Storer Clouston; cloth, \$1.00; paper, 50 cents. *Postle Farm*, by Geo. Ford; cloth, \$1.00; paper, 50 cents. *The Path of a Star*, by Mrs. Everard Cotes (Sara Jeannette Duncan); cloth \$1.25; paper, 75 cents. The W. J. Gage Company, Limited, Publishers, Toronto.

² THE ESSENTIALS OF LATIN, by Benjamin W. Mitchell, Ph.D., Professor of Latin and Head of Department of Ancient and Modern Languages, Central High School, Philadelphia; cloth; pages 276 + xliii; price \$1.00. Published by Eldredge & Brother, Philadelphia, Pa.

³ ELEMENTARY PRACTICAL MATHEMATICS, by Frank Castle, M. I. M. E., Mechanical Laboratory, Royal College of Science, South Kensington, London. Cloth; pp. 401; Price 3s. 6d. Publishers, Macmillan & Co., London, Eng.

tician to every day work. Too often the student finds it difficult to connect the instruction usually given in arithmetic, algebra and geometry with the work of the shop or factory; and this little book will be welcomed as an immense advantage to students who would make their mathematics both interesting and useful.

OCTOBER MAGAZINES.

Among the features of the October number of *The Canadian Magazine* is a series of three articles on the West Indies. Prof. Shortt has the leading place in the issue with a very clever and broad-minded article entitled "In Defence of Millionaires," the title being fully explanatory of the contents. The sporting season brings forth an article on Ruffed Grouse (Partridge), and a promise of six articles on the Big Game of Canada. The November number, by the way, will open the fourteenth volume. Only one other Canadian magazine ever attained this age. . . . The *Atlantic Monthly* opens with an unusually interesting article on "Recent Changes in Secondary Education," by Chas. W. Eliot, the accomplished president of Harvard University. . . . The *Living Age* for Sept. 30, has for its leading article the last contribution which the lamented M. Victor Cherbuliez made to the *Revue des Deux Mondes* over his familiar signature "G. Valbert." The subject is "The Colonial Principles of an American Naturalist." It is a striking article, and a valuable contribution to the literature on the South African question. . . . "The Wheat Lands of Canada" is the title of an important contribution to the wheat controversy which is announced to appear in the October number of Appleton's *Popular Science Monthly*. The author, Mr. S. C. D. Ropes, brings out in a very striking manner the enormous possibilities of Canada as a wheat producer. "Mathematics for Children," by M. Laisant, is an interesting discussion as to the best way of teaching children this dry and ordinarily repulsive study. . . . The *Chautauquan*, heretofore published at Meadville, Pa., is now published by the Chautauquan Press, the bureau of publication of the Chautauqua Assembly whose offices have been concentrated at Cleveland, O. The October issue, beginning Vol. XXX, bears a new sub-title, "A Magazine for Self-education," which indicates the broadened scope of this long-established and successful publication. The October issue of *The Chautauquan* contains, among other features, a symposium on "What it is to be Educated," in which is expressed the opinions of many leading educationists in the United States. . . . The frontispiece of the *Century* is a portrait, drawn by John W. Alexander, of the Hon. John Morley, M. P., whose historical study of Cromwell is to begin next month. A study of Mr. Morley himself, by an anonymous M. P. accompanies the portrait. This number closes the fifty-eighth volume of the *Century*, and is an excellent number. . . . The October number of *St. Nicholas* marks the end of the magazine's six-and-twentieth year, and brings to a close several serials that have been running for six months or more. "Trinity Bells," by Amelia E. Barr, is one of these; others are Carolyn Wells's "Story of Betty" and Rupert Hughes's "Dozen from Lakerim." . . . Sir Henry Irving has written an article on "The Study of Shakespeare in Small Communities," for publication in the November *Ladies' Home Journal*. Sir Henry emphasizes his conviction that no one can read the works of the great master without being materially benefitted, and he makes a plea for a more general and a closer acquaintance with Shakespeare's writings.

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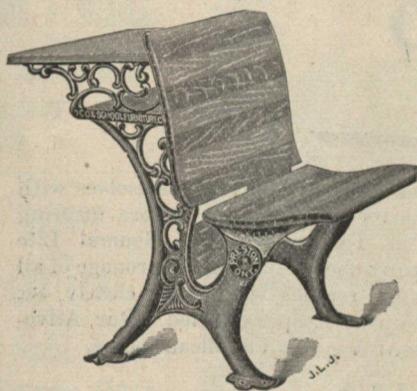
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Chief Supt. of Education.

Education Office, August 10th, 1899.

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