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FOR THE ATLANTIC PROVINCES OF CANADA.

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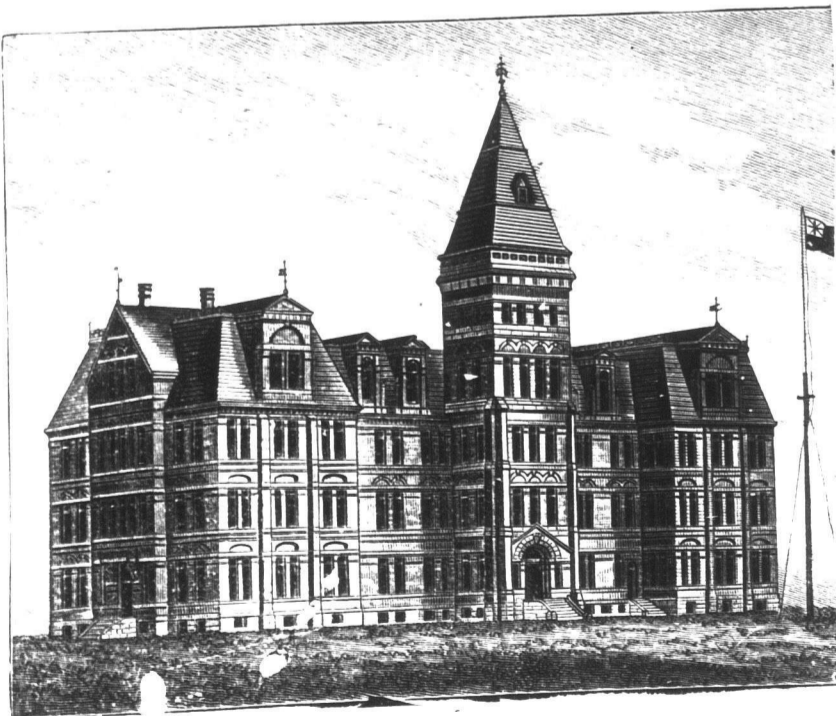
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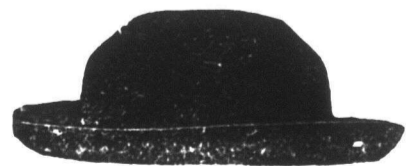
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G. U. HAY,
Editor for New Brunswick

A. McKAY,
Editor for Nova Scotia.

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

THE EDUCATIONAL REVIEW.

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CONTENTS:

EDITORIAL	209-210
TALKS WITH TEACHERS	210-211
CONTRIBUTED ARTICLES	211-216
The Teaching of Language—Education Abroad—The Meeting of the British Association.	
BIOGRAPHICAL SKETCHES	214-215
Professor W. C. Murray—Miss Jennie Lyle (with portraits).	
EDUCATIONAL REPORTS	216-218
SELECTED ARTICLES	218-220
Course of Study for Rural Schools—Arbor Day, How to Beautify School Grounds.	
Question Department—School and College	223-224
Book Reviews—April Magazines	224-225
Official Notices	226

SEVERAL articles, received too late for this number, will appear next month.

THE suggestion made by Dr. Bailey in another column is one that should receive favorable consideration from our local governments.

WE devote a portion of our space in this number to Arbor Day. The article, "How to Beautify School Grounds," will repay careful perusal, which will, it is hoped, be followed by a general desire to carry out its instructions.

THERE are hundreds of school houses scattered throughout the Atlantic Provinces that are destitute of trees, shrubs, garden plots, but there is, perhaps, ground enough for a few weeds to maintain their existence from year to year. Let these be exterminated and replaced by flowers that will prove an ornament to the neighborhood, not a nuisance. Then let teachers, ratepayers and pupils form a district improvement society, fence in and level the grounds, no matter how small, and plant a few trees and shrubs and flowers.

This is the Diamond Jubilee year. Let every school district do something that will honor the Queen and

put itself in the line of progress. And what better memorial in every community to our noble Queen than a beautiful, even though modest, school-house with neat and well-kept school grounds!

COL. PARKER says: "The only way to educate a human being is to set him to work for others. You can make a pedant of him, but you cannot develop him in the highest way without giving him something to do for others. Morality is thinking and seeking what you can do for others, and ethics in putting it into execution."

A serious criticism on the public schools of to-day is that they are endeavoring to cover too much ground. Thorough work on a few subjects in the elementary grades is essential for the great mass of children who leave school at an early age: the ability to add rapidly and correctly columns of figures; to write rapidly a plain and legible hand; to read intelligently and with appreciation a piece of good English prose or poetry; to express their thoughts correctly in good idiomatic English; and to have an intelligent conception of the ordinary natural phenomena, which come under their observation every day. These things they should know, and know thoroughly.

THE article reprinted from the *New York Tribune*, showing that the teachers are the poorest paid servants of the corporation, is suggestive. The salaries in New York seem princely to us, but the conditions vary. The case seems to be plain that unskilled labor is often paid much higher than the services of teachers. It cannot be asserted in this case that the law of supply and demand come in, as there is always an excess in the supply of unskilled laborers. It seems strange that a class of women upon whom depend more than any other in as far as the true interests of the state are concerned, should be remunerated at a less rate than domestic servants. The province has been at the expense of graduating many young ladies who have become teachers, but the services of few, if any of them, have been retained in it, because no school board has been sufficiently alive to its own interests to retain their services at home. Only at the beginning of last term a young lady who had not only graduated with honor from the N. B. University, but had distinguished herself in the examinations at others, could not induce any school board to give her five hundred dollars salary. If our high schools and colleges are to be utilized to furnish the best teachers

for the schools of the United States, there does not seem to be a strong reason for their existence at all.

The date for Arbor day has not been fixed for this year, but will probably be on May 7th or 14th. It is not expected that as many trees will be planted in succeeding years as in the past, but a glance at many school grounds will show the necessity for much work. Teachers should aim in the first place to have the grounds clean and tilled, without a fence usually all the labor expended is in vain. Great care should be exercised in the selection and the planting of the trees, and in attending to and watering them during the first season. It is a good plan to save the wood ashes, made each year, in the school stove, to fertilize the trees and shrubs in the grounds. A few rosebushes, lilacs, honeysuckles, and Virginia creepers, should be planted, as they require little attention and are ever beautiful. A few peonies and sweet peas add greatly to the attractiveness of the grounds, and some pupils can usually be found willing to care for them during the summer vacation. It must be constantly borne in mind that tree-planting and the care of trees is but a means to an end, therefore the programme for the day should not be slighted. Would it not be a good plan this year to put in a place for kindness to birds?

INSPECTOR CARTER'S letter in the March REVIEW on the "Concord System," gives rise to a few reflections. A system that would dispense with from one-half to one-third of the present teaching staff of the province must have something of compensation in it. Enlarged school districts and graded schools would certainly be a great gain, bringing with them, as they would, better organization, more intelligent school boards, and it is to be expected, higher salaries for teachers. These are all things greatly to be desired. Such an arrangement would make it possible for the government to assume the entire responsibility of teachers' salaries, which has its advantages and disadvantages, one of the latter being that merit would not be recognized in the remuneration given. This might be avoided by permitting districts to give bonuses to extra skilful teachers. It is plain that the system would work well in many sections of the province, by better utilizing the educational machinery we already have, and by added comfort and effectiveness for the schools. The chief difficulty would arise in making a beginning. If pupils can be carried along our highways as cheaply as Her Majesty's means a decided saving in the cost of education can be assured.

A valued subscriber who is leaving the service for a time writes: "When I begin teaching again I will take your paper again as it helps me greatly in my school work, and in my estimation it is the best educational paper I ever read."

M. A. C. G.

The Cabot Anniversary.

When the Governor General of Canada, under the auspices of the Royal Society of Canada, is to celebrate this anniversary on the 24th of June next at Halifax, by erecting a large commemorative brass tablet in the Province bridging the people of Bristol, England, from which port Cabot sailed in 1497 on that eventful voyage that gave North America to Great Britain, are making preparations for a celebration which bids fair to eclipse that of Halifax and of the Royal Society of Canada combined.

They propose to erect a monument on some commanding site near the place of embarkation, which shall be worthy of the achievement, and they have already collected for the purpose over \$10,000. It is intended to raise not less than \$25,000 for the purpose. Some Americans have already offered to make contributions to one or more of the bronze bas-reliefs which shall decorate the monument, provided they be designed and executed in the United States, and a committee presided over by the United States minister in London and the United States Consul General at Bristol has been appointed.

The occasion is one in which there is an opportunity for Americans to give an object lesson on the amity and goodwill which should exist between all English speaking peoples, but it is essentially a case in which every Briton should do his duty, on the west as well as on the east of the Atlantic.

TALKS WITH TEACHERS.

There are two classes of parents I wish to deal with here—those who do not take enough interest in their children, and those who take too much—if such a thing be possible.

There are parents who never inquire into their children's home work, or assist in any way in its preparation or seeing that it is prepared—who take no pains that the pupils are punctual and go to school clean and tidy, properly provided with requisite material to work with—who put off from day to day providing text books, stationery, etc., to the great annoyance of the teachers and the detriment of the pupils—who do not regard lost time and can not be made to understand that it has anything to do with promotion—who can not be bothered with writing exercises and delegate it to some of the older children—who never put themselves out to visit the school or call upon the teachers to encourage them in their work—who do not look after their children after school, and expect the teachers to do so entirely within school hours—who are surprised to find their boys playing truant, but object to the teacher punish

ing or suspending them for it: who regard the schools as for their sole use and benefit, without regard to the rights and privileges of others.

Then again there are parents who are continually helping their children, so much so that their self-reliance is almost entirely destroyed; who, not understanding the preparation of home lessons, keep constantly nagging the children until they are disgusted with all home lessons; if the teacher finds fault with the preparation she is met by the crushing rejoinder that it was made under the eye of parental authority; who are so interested in the health of their own brood that they send orders for them to remain in school out of draughts, regardless of the bad air of the rooms and the health of others; who permit their children to go to school from a half hour to an hour too early, and find fault with the teacher because she is not there to admit them; who wish their children advanced and blame the teacher for not advancing them; who mark out a course of instruction for themselves and desire their children to be excused from taking certain subjects; who are continually sending notes to the teacher dictating to her as to her work; who discuss all school matters before the children, not failing to criticize the teacher and to send insolent messages to her by them; who object to corporal punishment, but take lenient views of disobedience, lying and truant-playing; who think they know better than the teacher, and insist upon special treatment for their own children; who are a nuisance and a terror to trustees and school officers, and go about the district reflecting upon them and the teachers; who have been teachers ten or fifteen years ago themselves and know it all.

Happily for us all these are the extremes and there is a golden mean, though it is sometimes hard to find in some localities. The status of the teacher in the average district depends largely upon the support she receives from the trustees, and upon their discretion hinges public opinion. If minor complaints are listened to and encouraged, they grow in frequency until in some districts it has become the rule for a teacher to remain but one term. People who are very zealous about interference in the management of their own business think they have a title and are perfectly competent to instruct the teacher in hers. These unwise trustees do not inquire into cause and effect, but openly condemn the teacher. The parents and children at once get hold of it and authority and power of doing good work are weakened. I do not say the teacher is always right, but she should be assumed to be right until enquiry is made, and if she can not sustain her position great care should be taken as to publicity in its relation to the future of the school. The teacher may be discharged, but impaired influence and authority can not easily be restored.

For the REVIEW.]

The Teaching of Language.

How we shall teach English in the common schools depends on what we consider the *end* or *object* of such teaching. I think it may fairly be taken for granted that all will agree in making the object of all language teaching the correct use of our mother tongue—ease and correctness in expressing thought, both in speaking and writing. In the attainment of this practical result, the study of formal grammar will help us very little, if at all. The teacher must talk to the scholars, or rather *with* them, must take care as much as possible that they hear nothing but good English, correct them where they are wrong, see that they read the best authors, etc. The *science* of grammar may better be left to the high school where the scholars have arrived at an age to study abstract subjects with some degree of relish. Some little elementary training may be given in the lower grades, but no study of the textbooks should be required. The true starting point of English grammar is of course the sentence. We may begin by drawing from the pupils the simple facts that in using language there are two essentials—something to talk about and something to say about it, using a great many examples and illustrations, and then giving the name, subject and predicate. Next, draw attention to the fact that the different words in a sentence perform different duties. By this means the pupil soon sees that there are different *classes* of words, and by causing him to note clearly what these words *do* in the different sentences he has been examining, he will be able to give fairly good definitions of the parts of speech. Help him, by careful questioning, to see where his definition is defective or incorrect and get him to reconstruct it, until he has one which is comprehensive. All through the teaching of this subject, keep well in mind the fundamental principles. Proceed from the concrete to the abstract. Proceed from particular examples to general rules.

But by far the most important factor in language teaching in the common school grades is composition. By this we do not mean setting the pupils to write essays on abstract subjects. We must not expect them to make bricks without straw. What is meant is the practice, oral and written, in the use of good language. Here we must begin with the very youngest children. The little ones love to listen to stories, and with a little encouragement they can be led to tell the story themselves. They will like to talk about, to fancy themselves in the place of the hero, and tell what they would have done in the same circumstances. Encourage them to tell about the games they play, the walks they

take, anything and everything in which they are interested. Get them to talk to you by all the means at your command. Sometimes read them a story, or a poem, but the very youngest children like better to listen to what you tell them than what you read to them. As they grow older, *read on* and *less*. As soon as possible let the children have the benefit of hearing the very best authors. It will do them more good than getting it second hand. A child will often be intensely interested and very much benefited by hearing a poem or story or bit of description read, long before he is advanced enough to read it for himself, for the teacher's voice and manner of reading will interpret to him what he would fail to comprehend without this medium.

As soon as they can write and spell with some degree of ease, let written composition be begun. All that should be attempted in the lower grades, is reproduction. Originality may safely be left alone until the mind is more developed. Some time ago, Professor MacMechan lectured to the Halifax teachers on this subject. At the beginning of this school year, finding myself in a position to carry out his counsels, I began to read to my class, consisting of grades V, VI and VII, Kingsley's "Water Babies." I would read a paragraph, and then require the class to write. If there were any words in the paragraph which they would be likely to misspell, I wrote them on the black board; for in the matter of the "disease of bad spelling" it is undoubtedly true that "prevention is better than cure." From the very first, the children were delighted with the exercise and have continued so. When December came, we left Tom and his friends in the water, and took up Dickens' Christmas Carol. This was more difficult, but it was seasonable, and most of the pupils did fairly well with it. When we came to the end of the carol, the pupils having reproduced a great deal of it, day by day, I asked them to write me the story just as they would tell it to any one who had never read or heard it. These abstracts were, on the whole, quite satisfactory. Now what had the children been gaining by this work which occupied about half an hour a day for the children—more for the teacher, for of course the exercises had to be corrected very carefully. In the first place it was practice in listening attentively, for they soon found that even in a short paragraph, some things would slip out of the mind before they could be written down, if they only half listened. Then they had been listening to good English, and in writing the paragraph they imitate this good English. It is an exercise in writing, for a carelessly written exercise must be done over again. Incidentally, they are getting a taste for good

literature, and more interest in books and in reading generally. This brings us to another important factor in language teaching, namely, the reading lesson. How much more we, as teachers, could do in inculcating a love for good literature, if we only had better reading books. A great many of the poems in the reading books are dull and uninteresting even to the teacher, how much more so to the pupils. For instance, what is there in the royal readers to inspire the pupils with a love for poetry? I might mention the poem "Grace Darling," by Wordsworth, which is to be found in the first part of the fifth reader. A child of eleven or twelve years of age, will not be very likely to wish to make any further acquaintance with Wordsworth from reading that poem.

Children do not like blank verse; they like poetry that rhymes, and while there is so much rhyme that is beautiful why shouldn't they have it and enjoy it? Take just a couple of lines from "Grace Darling," "But why prolong the tale—Casting weak words amid a host of thoughts armed to repel them." What idea can such a sentence convey to the average child of twelve? Pupils who have been brought up in refined homes where they have been surrounded with the best books, and whose parents are cultured people, may comprehend and enjoy such a selection, but in how many homes do the school books of the children of the family form the whole library? Such children, even where the teachers do their best to form a taste for good literature, will not be likely to appreciate such selections. I candidly confess that I have come to hate and detest that particular poem, because I have found it so impossible to get my pupils to understand and enjoy it. Then look at the prose selections in the same reading book. Some of them just collections of hard words, dreary, dry as dust productions that are enough to disgust a child with reading altogether. One lesson comes to my mind, "Living Stones." It is called a humorous article. Perhaps it is. But it has never evoked a smile from the children so far as I have seen. I could mention many other selections that are by no means calculated to encourage in the children that love for reading which should be one of the chief aims of the school to impart.

Sir Joshua Fitch recommends the paraphrase in teaching language and gives some plain and simple rules for the guidance of both teacher and pupils. These are briefly: Read over the passage, think over it, and then re-write it so as to convey the meaning, not a translation of the words. Do not be afraid of using the same word if it is clearly the best. Make the sentences short and simple. Never use two words where one will do, or a hard one where an easy one will do. Change figurative

language only slightly. Maintain as far as you can, the style of the extract and be careful that the result shall be a piece of perfectly readable intelligible English. I should like to add. Be guarded in the use of this exercise. It is apt to be anything but beneficial if used carelessly. It is not at all a good thing for pupils to have practice in turning good poetry into bad prose, and that is what will happen if undeveloped minds are set to work on Tennyson's Idyls or Milton's Paradise Lost.

In all our lessons on language, in whatever grades, our aim should be to cultivate a love for reading, a power to know good from bad and a preference for the good.

Says Bishop Hall, "What a heaven lives a scholar in, that at once, and in one close room, can daily converse with all the glorious writers and fathers and single them out at pleasure." The production of this genuine pleasure in and love for the best in literature, is the true test of success in the teaching of this subject.

H. S. F. T.

Halifax.

FOR THE REVIEW

Education Abroad.

In Norway, Denmark and Sweden there has been a very considerable agitation for a few years with reference to educational reforms. In Norway especially has reform been radical, the practical subjects being brought to the front. Among other changes scholarships have been established in the universities for journalists. Perhaps it is after all more important that the state should supervise the educational and moral qualifications of those writing for the public press than some of the other professions for which regulations have been laid down.

In Norway Latin and Greek are henceforth to be excluded from the curriculum of the regular high school. A similar law was discussed in the parliament of Denmark but did not pass. In Sweden, the agitation has not yet reached the acute crisis of legislative consideration on account of the firm position of the government against the exclusion of the Greek and Latin classics from the public high school course.

In Ontario, as elsewhere, it would appear from the discussions in the legislature, college graduates fight against the necessity of normal school training. There can be no stronger argument in favor of the necessity than the style of men who confess themselves to be shut out of the profession by this regulation, or if not shut out, impeded thereby from entering into the enjoyment of the emoluments of trained and effective teachers without the training or the kind of culture desirable for our schools.

SCIENCE AND THE COLLEGES.

I am certain that I voice the sentiment of most of the college scientific teachers who have thought upon the subject, when I say that the prime need in education today, is some change in the college entrance subjects which have so long served as standards. The world has been progressing, and even the college, one of the slowest of institutions to depart from tradition and precedent, is beginning to take cognizance of this. Natural science instruction is demanded by the people who support the schools, and so far the colleges have retarded the proper fulfilment of this demand by so occupying the time of the student with other subjects, that natural science has been possible only in very small doses. The attempt has been made to supply the demand for information, but in most cases there has been little more. The science teacher of the college also needs and asks for more adequate science in the secondary schools. For my own part I am obliged every year to teach college students the simplest habits of observation, which might better have been learned in the kindergarten. To turn a boy out into the world trained in Latin, Greek, and mathematics, and yet unable to use his own eyes or think with his own brain, is not treating him fairly. He is very poorly prepared to compete with the keen, shrewd intellect of some business man whose boyhood days were spent not in school, but in gaining a mental training from nature on a farm, or from men in that great heartless school of affairs. To me it seems that parents are demanding a knowledge of science: the pupil, whatever his chosen vocation, needs the training, and the college science teacher needs to have his students come to him with a better preliminary training.—*Professor Ralph S. Tarr, of Cornell.*

* THE BOYS' BRIGADES.

The establishment of Boys' Brigades is commendable for more than one reason. A couple of weeks of camp life under the supervision of men of good moral discipline is an excellent drilling for the boys, and it affords the very diversion and novelty that most youths crave for during their school holidays. The formation of these brigades should be generally encouraged. The military drilling that the boys receive will stand them in good stead when, later on, they join the regular militia. Even should they never attach themselves to the militia the experience gained while in camp will make them better men and give them an early impression of the duties of citizenship. We believe in the theory of the Germans, that every youth should be trained to take part in the defence of his country. The time may come when their services will be called into requisition. The Germans, however, go to one extreme and we go to the other. Their system is compulsory and thorough. Ours is voluntary and more or less indifferent. A good military education and the inculcation of strict discipline among the rising youth is as essential for the development of useful citizens as attendance at the public schools. There is no reason why boys cannot learn to walk in step and go through ordinary military manoeuvres at twelve years of age as well as at twenty. By all means let the holding of these summer camps be encouraged.—*Toronto World, 20 July, 1896.*

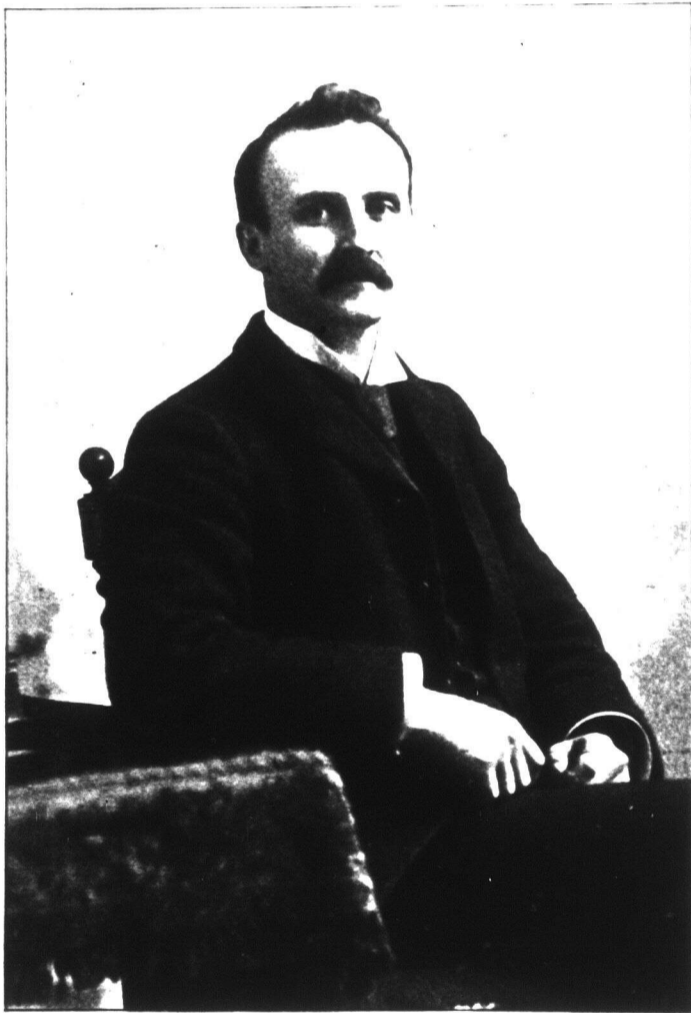
Professor W. C. Murray.

Professor W. C. Murray, M. A. (Edin.), so widely and favorably known in the Maritime Provinces, is a native of New Brunswick. His father was a physician, whose extended practice demanded so much of his attention that the care of the farm devolved upon his sons. Thus they had that judicious admixture of brain and muscle work which is so necessary to coordinate the various faculties of boys and girls, call forth their latent powers and create executive ability. Young Walter, while attending school, gained the favor and respect of his fellow pupils by his geniality, modesty and firmness, and the affection of his teachers by his industry and cleverness.

At a very early age he entered New Brunswick University, from which he graduated in 1886. He also took a course at the Provincial Normal School, from which he received a grammar school license. Having won a Gilchrist scholarship, he studied at Edinburgh University, where he took an honor course in philosophy and received the degree of master of arts. While at the university he devoted much attention to the philosophy of education, which he studied under Dr. S. S. Laurie, Professor of Education—an eminent author and authority on this subject.

Mr. Murray had so distinguished himself at Edinburgh that he had no difficulty in re-entering his *alma mater* at Fredericton as professor of philosophy and economics. In 1892 he succeeded Prof. Seth in Dalhousie University as professor of philosophy. His

work includes logic, psychology, ethics, metaphysics, and the history of philosophy. Naturally he inclines to experimental psychology rather than to the other less fruitful divisions of his subject. His training in the New Brunswick Normal School, and under Dr. Laurie, he puts to practical use by lecturing once a week on the "Theory of Education." For good work in this department he has exceptional advantages, for here he finds the most direct application of the principles of philosophy.



His further interest in general education is shown by his taking part in educational associations, and by his articles in the *Review*, which have been much appreciated by our readers. Among the students and professors of the college he is a general favorite. He takes an active part in social and civic duties, and always without giving offense.

Though Prof. Murray has accomplished much, his career as a public man may be said to have only begun. We predict for him a brilliant and successful future.

The proximate aim of education, I take it, is to make the child, within himself, strong and self-reli-

ant; in his experience, sensible and thorough; in his work, cheerful and earnest; in his attitude towards others, sympathetic and helpful; in short to lead him to individual, social and universal efficiency. As to the mutual attitude of teacher and pupil, I see the teacher, successively, as guardian, guide, exemplar, leader, friend, companion; and the child, respectively, implicitly obedient, intelligently following, reverently and affectionately imitating, loyally co-operating, sympathetically appreciative, in devoted co-ordination with reference to the common end. *Dr. W. N. Holtmann in N. Y. School Journal.*

Miss Jennie Lyle.

There is no teacher who is better known in New Brunswick than Miss Jennie Lyle, and although, unfortunately for the schools, her work is no longer with us, the memory of it will remain long as an inspiration to primary teachers.

She is a native of Moore's Mills, Charlotte Co., and a graduate of the Provincial Normal School, holding a first-class certificate from that institution, where she evinced such unusual ability for primary work that, after a short term of service in the City of Portland, she was placed in charge of one of the departments of the Provincial Model School at Fredericton. In this school she was markedly successful, and her example and methods there laid the foundation of much of the excellent work that has since characterized our best primary schools. She resigned from the Model school to accept a position in her native county in the town of St. Stephen, noted at all times for the excellence of its schools; and her name there is almost a household word. Feeling the need of a rest she resigned from the St. Stephen staff, greatly to the regret of the Board, and the citizens who offered her every inducement to remain. She next accepted a position in Cambridge, Mass., where she remained four years and performed her duties so satisfactorily that as an inducement for her to remain she was given a special assistant to enable her to recruit her strength, which had begun to fail. So anxious was the school board to retain her services that

it proposed to grant her the assistant permanently, and only desired her to be present when she felt disposed. She was about the same time offered a most desirable position in the State Normal School at Worcester, but acting upon the advice of her physician to seek a more equable climate than that of Massachusetts, she removed to Washington Territory, where all her friends will be glad to know that she has found in rest and a change of climate renewed health and strength. Should she be induced to resume her work in teaching, she may be depended upon to add to her already high reputation and reflect honor upon her native province, which, though deprived of her services, will ever take a lively interest in her welfare.

For the REVIEW]

The Meeting of the British Association.

In connection with the forthcoming meeting of the British Association for the Advancement of Science in Toronto in August next, it is earnestly desired by the committee in charge that the benefits to be derived from such meeting should be as widely extended as possible, and that such attendance should be obtained as will be fairly representative of every portion of the dominion. To facilitate this object it is proposed to seek from the different provincial governments some aid towards defraying, at least in part, the necessary expenses of delegates. It is not yet known how far the hope of such assistance may be realized in this province, but as a preliminary step in seeking it, it has been thought desirable to ascertain, as far as possible, what persons interested in science or education would desire to be present at the meeting supposing that some aid in that direction, were available. The following information is therefore offered to teachers or others likely to be benefited in the way indicated, with reference to further correspondence upon the subject:

The meeting at Toronto is to begin on August 18th and to extend to August 26th. Some of the most distinguished scientific men of Great Britain are expected to be present, as well as others from different parts of Europe and the United States, and the gathering will no doubt be the most important of its kind ever held upon this continent. In addition to the more solid work of the meeting, including practical lectures by such eminent men as Prof. Dewar, F. R. S., Sir John Evans, J. Milne, F. R. S., Lord Kelvin and Lord Lister, social intercourse and interchange of ideas will be promoted through conversaciones, garden parties and other hospitalities extended to members by the city and the citizens of Toronto, as well as by excursions freely offered to Niagara, Hamilton, the Muskoka Lakes, etc.

The railway fares from any part in Canada will be one half the ordinary figures, and tickets will be good from the first of July to the first of October, by any route desired. The fee for membership is \$10.00, which entitles the holder to all the privileges of the meeting. The local executive committee have power to elect members of the association for 1897, and it is desired that early application for such membership be made to them, or else to the undersigned, who will be glad to furnish, if desired, any additional information.

L. W. BAILEY

Fredericton, N. B., March, 31, 1897

Gleanings from the N. B. School Report.

The number of schools in the province increased for the first term embraced by the report 39, for the second term 25; the number of teachers increased for the first term 38, for the second term 39. The average proportion of population at school was 1 in about 5.30; the percentage of the total population at school is 21.3; the average attendance for the full term is about 60 per cent for the province. The number of pupils receiving instruction above Standard VIII is 1,133 for first term, and 1,138 for second term. There were only twenty one teachers employed not holding licenses. First class teachers have increased while third class teachers have decreased.

The total number of student teachers admitted to the Normal school was 246, a decrease of twenty seven on the number admitted the previous year.

The number who succeeded in obtaining licenses in the several classes was as follows: Grammar school 13, Class I, 59; Class II, 130; Class III, 87.

Eleven hundred volumes were added to the school libraries during the year. Since 1892, 159 new school buildings have been erected, and more than an equal number enlarged or repaired and re-furnished, the whole at a cost of more than \$250,000. The enrolment at the Provincial Institute held at Fredericton was 231. The total attendance of teachers at the County institutes was 910; St. John County led with 180, York came second with 127, Charlotte third with 117, and Westmorland fourth with 101.

There are sixty-five students in attendance at the University of New Brunswick.

The number of official visits made by the inspectors during the year was 2135, divided as follows: Inspectoral district No. 1, 348 visits; No. 2, 323; No. 3, 369; No. 4, 452; No. 5, 309; No. 6, 334.

A new school building, costing \$20,000, has been erected at Campbellton. The incorporation of the town of Chatham and the union of the school districts within its bounds, has given great impetus to the cause of education on the Miramichi.

The N. S. School Report.

As many of our readers may be unable to secure a copy of the last annual report on the schools of Nova Scotia, we purpose to furnish them with a brief outline of its contents. It is a most important document, covering fifty three royal octavo pages, exclusive of statistical tables of forty pages, and appendix of 153 pages. It deserves careful study, inasmuch as it outlines the superintendent's educational ideals and philosophy—ideals which are profoundly influencing educational policy here as well as in the most progressive communities of the most enlightened nations elsewhere.

Beginning with the statistics we find that last year there were seven schools more than in 1895; an increase of only one third of one per cent. Does this represent the growth of the province?

The ratepayers voted \$2,000 less for the support of the schools than they did the previous year. For each pupil enrolled the expenditure was reduced three cents. Through the parsimony of the trustees the salaries of the teachers were cut down to the extent of \$22,000, notwithstanding the greater amount of professional training demanded of them.

The province contributed twice as much to the support of the schools as the counties, and the sections twice as much as the province.

In some counties many school sections, owing to the culpable weakness of school commissioners, were so reduced in size that they were unable to secure any teachers for the petty salaries offered. The report shows that there were 171, or about nine per cent of the sections without a school for any part of the year, and 71 sections with a school for less than half the year. A large proportion of the sections without schools are to be found in Inverness and Cape Breton counties.

There has been an increase of 42 in the number of male teachers.

The amount taken from the salaries of the teachers seems to have been spent on improved school buildings.

As the standing of the high schools and academies for the last four years depended chiefly upon the number of their students able to pass the government tests, an increasing number of candidates for examination each year might have been expected. It would seem that the normal number of about 2,500 has at last been reached. In 1892 there were only 1,431.

Since the normal school has turned its attention chiefly to professional training, its work as a normal school has been greatly improved. It enables teachers to see the educational values of all subjects in their true perspective as related to culture and future voca-

tion. The teacher whose only qualifications for his profession are aptness to teach and scholarship is apt to attach undue importance to the literary subjects in which he happens to be himself most proficient. This generally means an education away from the common industrial pursuits, and specialized instead of all-round development.

The school of agriculture is made to supplement as largely as possible the science work of the normal school, not only during the term, but also during summer vacation.

There has been a gratifying increase in the number of trained teachers in the province, from 403 in the year 1893 to 690 in 1896. They, still, however, constitute less than 30 per cent of the whole number. The fact is, that while the average period of service continues to be as low as 6½ years, it will be impossible for any one institution to keep up the supply of trained teachers needed for all the schools. Nor is it desirable that it should. As elsewhere, the colleges must be called in to assist in professional training. There would then exist that variety and interchange which constitute an essential element of healthful life.

There are in the whole province about sixty teachers who have taught over twenty-five years. Suppose that two-thirds of these were willing to retire on a pension of \$200 a year, the annual expenditure for them would be only \$8,000—a small sum considering the advantages that would result. In the common schools there was a decrease of 111 pupils, in the academies an increase of 588. In the academies Grade XII (collegiate) had 83 students—31 more than in the previous year. Of these, Pictou Academy had 22, Kentville 18, Truro 16 and Antigonish 12. The average ages of the students vary greatly in the different academies.

An interesting feature of the report is a table compiled by the superintendent, giving the chief statistical facts relating to the Nova Scotia schools since 1850, when Mr. J. W. Dawson (now Sir Wm. Dawson) was appointed the first superintendent. Dr. Forrester was appointed in 1855; Dr. Rand in 1864; Rev. A. S. Hunt in 1870; Dr. Allison in 1877 and Dr. MacKay in 1891. The table shows a uniform and moderate increase from year to year since 1865 in the number of pupils and in the expenditure.

To Sir Wm. Dawson belongs the credit of having laid the foundation of our present system of education. He advocated a state system, supported by taxation, the professional training of teachers and a course of study dominated by science. He speaks of a "practically useful education" that will enable our people "to combat the difficulties and improve the advantages of

their position," that will prevent the "rich natural resources of our province from being neglected and ruinously wasted by heedless ignorance." He made agricultural chemistry a part of the public school course.

Mr. Dawson had a worthy successor in Dr. Forrester—a man of equally sound and lofty educational ideals. He also favored an education which developed mental power by and through the study of practically useful subjects—an education which clarified the mental vision by giving clear perceptions by means of a thorough training of the senses and powers of observation.

The report goes on to show that in subsequent years our educationists fell away from the true ideal. "Public education became more academic, pointing from every school in the land through the syllabi of the 'teachers' examination' to the learned professions."

"Now it becomes necessary to retrace our steps somewhat: to develop a sentiment in favor of, and a scientific interest in the industrial vocation of the many."

For every one in the learned professions there are twenty-five engaged in manual occupations. By neglecting the study of our environment and mainly concentrating our attention upon the three R's, we left our young pupils in ignorance of the possibilities of their own country, and inspire their unscientific imaginations with the knowledge of other lands. No wonder so many of them left "the dull old farm" for "Eldorados abroad" and fare worse.

By making the three R's the basis of our education we did not escape even the evils of illiteracy. In spite of a quarter of a century of free schools, the number of those between the ages of ten and forty who in 1891 could neither read nor write, varied from sixteen in Colchester to one hundred and thirty in Richmond, for every ten thousand.

In the three R's we have not the substance of knowledge—in two of them at least, simply the form. There are too many teachers who can do little else than teach the mechanical routine of these *formal* subjects, and even that not well, for their work lacks the interest inspired by the *content* studies. In many of our schools, so-called teachers are merely lesson-hearers. Memory takes the place of reason; questioning takes the place of teaching; words are taken for thought; books for things; and punishment or emulation as a substitute for interest.

By an unfortunate application of the specious argument, "After this, therefore, on this account," much of the greatness of the great men of the past has been improperly credited to their classical culture. There are also other reasons why the old education yields so

reluctantly to the new. To teach language or mathematics well, does not require half the labor, skill and expense that are required for good work in science. Then again, it is difficult for our teachers to secure the training necessary to make of them good teachers of science. "Many of our literary educationists are entirely incompetent even to discuss the matter usefully on account of their profound misconception of what science and the scientific method are." In these circumstances it need create no surprise that we are so "backward in science although the subjects are imperative." "We have a surplus of teachers graduating as classical 'A's,'" but there has always been a deficit in the number of scientific "A's," though the present scientific requirements are very elementary."

It appears strange that literary men are so often opposed to science, when a little consideration would show them that an increase in science teaching means less crowding, and therefore more remuneration in the literary professions. Besides, "the scientific men will be producing wealth in the community, thus in another way benefitting the literary professions."

"Pure science and industry are related to each other somewhat as grammar and literature. A law of pure science is a rule in art and in the industries. And as grammar is best studied as language lessons by the beginner, so is science best begun by observations on what is at our hand, around us, nearest us in interest and locality. If, during the first eight years of school life, the pupils are so trained as not to observe their surroundings accurately, not to reason accurately from these observations, not to gain the idea of what is meant by the true 'public spirit,' if his attention is absorbed in mental work which does not open his eyes to the advantages, natural or otherwise, of his home and his country, he will not be likely to be conspicuous for accurate observation or patriotic feelings thereafter, even should he go through the high school and the university.

"If the young patriot shows himself ready to sacrifice his time and pleasure for the benefit of his fellows or for the honor of his school, the next step—his duty to his country, to the empire, and to man generally—will in their place easily and naturally follow.

"If the teacher only knows the natural science of the school section, he can make all of his pupils observers without interfering with the book studies. The elements of every natural science can thus be started on as sound a basis as in the universities. The pupils' observation of and reasoning from natural phenomena of all kinds observable, will prepare him for the understanding of the world of which he himself is a part. A

training in science would undoubtedly determine many clever young men who otherwise would leave, possibly less productive fields, to develop the natural resources of their own homes, especially as nature study so intimately suggests and enhances the patriotic sentiments already referred to.

In claiming so important a place in the curriculum for natural science, the superintendent makes good his case by referring to the experiences of England and Germany.

Several pages are devoted to the normal school. It is said to compare most favorably with the best in Canada. "In no other place can a student be so well trained in the various subjects required for the new education, in kindergarten, *tonne sol fa*, drawing, laboratory work in physics, chemistry, agriculture, manual training, etc., together with more or less practice in teaching. If all our teachers were trained here or at some similar institution, they would be able to give their pupils the idea that "mechanical art may be a learned art." Then "labor would be dignified in the minds of clever pupils, and an industrial bias developed in the sentiments of many which would help them to congenial employment, and the country eventually to become a producer as well as a consumer."

We hope to be able at some future date to refer to this valuable report again.

Course of Study for Rural Schools.

Synopsis of a paper read before Cook County Teachers' Association, by Prof. Wilbur S. Lockman, Chicago Normal School.

A course of study for country school children should be framed with direct reference to the actual conditions that prevail in country life, and in large measure modify it.

Among the most important points to be kept in mind are the following:

1. There is a general lack of appreciation of the immediate surroundings. Education should show that happiness may be derived from one's environment and work.
2. There is an almost total lack of scientific skill in farm work. The prejudice against the use of farm machinery is being dropped only because other vocations draw away the hand labor formerly depended upon. The treatment of the soil is scarcely more scientific than that of the Chinese. When the farmer understands the rotation of crops he may learn to avoid a great part of the weed nuisance of the present.
3. In the country there is the greatest dearth of social life. Bad roads are responsible for much of this. In many places farmers, and especially their wives and

daughters, live in dreary isolation for more than half the year, simply because no means of travel yet invented will master the mud of country roads.

To properly recognize the foregoing conditions it would seem that a course of study should contemplate these lines of interest.

1. In the earlier years, especially, great attention should be given to the picturesque and natural beauty of the surroundings. Without careful training in this direction the practical character of their daily work will close the eyes of most of the children to what should be a life-long source of joy and inspiration. Much outdoor study of geography, in its broader sense, should therefore be encouraged. Drawing, painting and modelling are very useful in this connection.

2. To supply the demand for scientific skill a great deal of attention should be given to

(a) *Mechanics.* Pupils should be taught enough practical mechanics to ward off the legion of fakirs with labor-saving (*b*) devices.

(b) *Manual Training.* Scarcely a day passes on the farm without some demand for skilled hand work, which, if the farmer could do himself, would save much future loss of time and expense.

(c) *Mathematics.* In no other line of work where so much is at stake is so much lost through lack of systematic bookkeeping, resulting in infinite wastes in a hundred ways that are unnoticed. The farmer must some time learn what the merchant now knows, that he must in the future gain his livelihood from small margins on everything, rather than large gains on a few things. Bookkeeping should therefore be carefully taught. The study of form and elementary geometry, trigonometry, and surveying, as well as sensible road making, have numberless practical applications to the farmer's success.

(d) *Biology.* Practical farm biology, such as how to feed for beef or for milk, rotation of crops, selection of seeds, relative value of forage grain, and other crops, all studied from a rational and scientific standpoint are exhaustless topics, a consideration of which can result in actual profit, as well as broader general culture.

(e) *Meteorology and Physics of the Atmosphere.*—Careful study of the maps and other publications of the weather bureau will bring about a better understanding of the great storms apt to visit the region, as well as more intelligent understanding of other weather conditions.

(f) *Mineralogy.* The composition, origin and treatment of soils, how their productiveness may be renewed, and conserved, the relation of the soil to the underlying rock, the origin and relative value of the native rocks are important subjects.

(g) *Chemistry.* Practical knowledge of the principal elements which enter into the soil, plants and animals. These studies should be treated from the scientific or philosophic, as well as economic standpoint. Country children should be allowed to get an insight into the deeper and more general problems of creation, if they are to be satisfied with their work. However, intelligent study from the economic standpoint inevitably involves a study from the scientific standpoint.

Schools should endeavor to secure the best of the government publications for reference.

3. The pouring of the youth into the cities will not cease until the country can secure some of the social advantages of the town. The principal obstruction now is the unspeakable system of road making. Good roads, with their natural consequences, would practically solve the problem of country life.

They would mean hours of social intercourse instead of dreary solitude, free delivery of goods from stores, and free delivery of mail; also the rapid extension of the trolley-car system, with its numerous possibilities of use and pleasure.

Whatever else the course of study may do, it should breathe a hope for the country boys and girls, which does not require city life for its realization, but that has for its background the sunsets, the hills and woods and waving grain-fields.

Country life, not less than city, may have noble aspirations. The city and the country express the equation of life. Both must be preserved, and must supplement, but not destroy each other.

ARBOR DAY.

How To Beautify the School Grounds.

Many schools cannot beautify their grounds because there are none to beautify. School buildings often stand directly upon the street with only narrow alleyways on either side, and barely room in the rear for the ill-constructed, mal-odorous, unhealthful closets, at once a menace and a disgrace to the communities tolerating them. An unwise and niggardly economy has prevailed in many cities and villages which has cut down to the lowest dollar expenditure for school buildings and grounds, and lavished large sums on the erection of court houses and jails.

In many communities the school grounds would require much work to properly level and drain them. On other school grounds unsightly stones and decayed trees are found which should at once be removed. When grounds are properly leveled and drained and freed from disagreeable obstructions, the first effort to beautify them in every instance, should be to erect the necessary closets and to shield them from observation by a thickly planted row or clump of evergreens. Next, hard walks should be made from the street to the different doors of

the building, and from them to the closets screened by the evergreens.

When the school building stands a short distance from the street these walks may wind around oval plats where flowers and shrubs may be grown. In various parts of the grounds beautiful trees may be planted, like the maple, or the elm, or the oak. Between these plots of ground, of whatever form, oval or otherwise, should be sown seeds of the most beautiful and hardy grasses adapted for lawns so that there shall be formed a smooth and handsome turf, which must be often rolled and carefully cut. In some shaded corner native ferns should be planted, and elsewhere some of the many elegant native shrubs should find a cherished home. The suggestion of State Superintendent Sabin of Iowa, is worth adopting: "To teach children the kind of trees which flourish best in that section; which of them are best for timber; which for shade; and which for fuel. Specimens of each will then be found on the school grounds, and referred to for purposes of illustration. In the same connection we must teach how to plant and care for them, and cultivate in each an honest respect for a thriving growing tree."

In the rear of the school buildings the playgrounds should be located, where trees also may be planted to afford shade and pleasure, but not to interfere with the sports of the children. If in the planting of the trees in the grounds the children are permitted to take part, and name them, there will be a feeling of interest and ownership in the trees on the part of the children which will go far toward securing needed care for them.

The plots devoted to flowers and shrubs may have many varieties in the passing years. The children often have plants they would gladly place in the school grounds for the summer. Others have seeds which they would sow, so that each summer the grounds would disclose the taste of the pupils as well as of the teachers. Different plots might be assigned to different rooms or classes of pupils, and a wholesome rivalry excited as to which should be most neatly kept, and show greatest improvement in the summer.

Great variety might be given the grounds from year to year by training hardy vines and creepers over the walls of the buildings, and around the windows, or by planting them beside arches and trellises over which they would grow. The comparatively trifling expense needful to make the required arches and trellises would gladly be met by the parents when once the children proved their interest in such methods of beautifying the grounds.

It may not be amiss in this connection to speak also of beautifying school rooms as well as school grounds. It may prove a helpful suggestion to teachers to say that a large flag or a number of small ones will do much toward decorating a school-room. When pictures and mottoes may be had also the otherwise unattractive walls assume a very cheerful aspect and the pupils profit largely thereby. Many school-rooms would be greatly improved if the walls were painted in some soft neutral tint which would relieve the eyes of pupils and make the room more attractive. Potted plants and flowers will be a great addition to the flags and pictures and mottoes in decorating the school-room. Especially do these give

pleasure in the winter months when the view out of doors is cold and bleak. Even four or five beautiful plants growing in the school room give a cheering and wholesome suggestion of the spring and summer that are on their way with their sunny skies and bright flowers, which children love so well.

One element to be taken into account in discussing the question "How to beautify school grounds" is the indifference of a great majority of parents and tax-payers respecting it. "What is the use?" they say. Because there is no lowering of the tax rate, because no immediate pecuniary advantage accrues to pupils or parents, many districts continue, as in years past, to neglect the school buildings and grounds, never caring whether they are pleasant or unpleasant, attractive or disagreeable. Often in the same districts may be found barns and outhouses far more neat and orderly in appearance than the school buildings and grounds, men caring more for a suitable place in which to keep their horses and cattle than for seamy and inviting premises where their children spend so large a proportion of their waking hours.

"How to beautify school grounds" involves in substance the education of parents and tax-payers respecting the value of the beautiful in human life. This education must be carried on by the determined effort of those interested, by inviting the men in every district to give up "Arbor Day" every year to making the school building and grounds as attractive as possible. If in the entire neighborhood only one building with its accompanying grounds can be made light, clean, pleasant, and beautiful, that building ought to be the public school.

It must not be expected that all can be done in one year. It may be too much to hope that every man in the district will help in the first effort to beautify the school grounds, but if persisted in by those interested year after year, "Arbor Day" will come to be distinctly "The Children's Festival." It will teach parents also the value of trees and shrubs, and flowers and lawns, and the entire district will soon become more attractive in appearance. What Governor Morton wrote for "Arbor Day" in New York in 1896 is well worth repeating: "Beautifying school and home grounds with trees emphasizes obedience to that higher law which adorns character and life with whatever is pure, noble, and of good report."

It is an encouraging sign to note the increased attention now being given to this subject. Hitherto too little thought has been given to it. The influence of their surroundings is felt far more by children than by adults. Impressions made upon their tender susceptibilities are deeper and more enduring than impressions on men and women. The element of beauty appeals to the child nature most powerfully. A picture, or flower, or plant, or tree awakens interest and calls forth expressions of delight. Why not minister to this from the very beginning of school days, and make this innate sense of beauty contribute to the child's education and happiness, and leave its powerful impress on character and life? The world has been fashioned by its Divine architect in forms of wondrous beauty. "The heavens declare the glory of God and the firmament showeth

his handy work." Forms of varied shape and color appeal to the purest and loftiest feelings of the human heart by night and by day, in the heavens above, in the earth beneath, and in the waters under the earth. "There is no speech nor language where their voice is not heard. Their line is gone out through all the earth, and their words to the end of the world." It will be a glad day for the schools of the United States, a glad day for the armies of children in the years to come when school authorities shall secure, by legislative enactment, sustained by the public sentiment of the people in all the states, adequate provision for the careful maintenance and proper beautifying of school building and grounds in our entire country. *R. Skinner in N. Y. School Journal (adapted).*

Quotations for Arbor Day.

I have written many verses, but the best poems I have produced are the trees I planted on the hillside which overlooks the broad meadows scalloped and rounded at their edges by loops of the sinuous Housatonic. Nature finds rhymes for them in the recurring measures of the seasons. Winter strips them of their ornaments and gives them as it were, in prose translation, and summer re-clothes them in all the splendid phrases of their leafy language. *Holmes.*

"There is an Arabian proverb that, with the planting of a tree, a blessing comes to him who drops the seed."

The wealth, beauty, fertility and healthfulness of the country largely depend upon the conservation of our forests and the planting of trees.

My indignation is yearly aroused by the needless sacrifice of some noble oak or elm, and especially of the white pine, the grandest trees in our woods, which I would not exchange for Oriental palms. *Whittier.*

We have known men upon whose grounds were old, magnificent trees of centuries growth, lifted up into the air with vast breadth, and full of twilight at midday, who cut down all these mighty monarchs and cleared the ground bare; and then, when the desolation was completed and the fierce summer sun gazed full into their faces with its fire, they bethought themselves of shade, and forthwith set out a generation of thin shadowless sticks. *Bocher.*

When we plant a tree we are doing what we can to make our planet a more wholesome and happier dwelling place for those who come after us, if not for ourselves. As you drop the seed, as you plant the sapling, your left hand hardly knows what your right hand is doing. But nature knows and in due time the power that sees and works in secret will reward you openly. *Holmes.*

The Easter Flowers.

The roses were the first to hear —
The roses trellised to the tomb;
Bring roses — hide the marks of spear
And cruel nails that sealed His doom.
The lilies were the first to see —
The lilies on that Easter morn;
Bring lilies — crowned with blossoms be
The head so lately crowned with thorn.

The roses were the first to hear;
Ere yet the dark had dreamed of dawn,
The faintest rustle reached their ear;
They heard the napkin downward drawn;
They listened to his breathing low;
His feet upon the threshold fall.
Bring roses — sweetest buds that blow
His love the perfume of them all.

The lilies were the first to see;
They, watching in the morning grey,
Saw angels come so silently
And roll the mighty stone away;
They saw him pass the portal's gloom;
He brushed their leaves — oh, happy dower!
Bring lilies — purest buds that bloom,
His face reflected in each flower.

The roses were the first to hear,
The lilies were the first to see;
Bring fragrant flowers from far and near
To match the Easter melody!
"Rabboni!" be on every tongue,
And every heart the rapture share
Of Mary, as she kneels among
The roses and the lilies fair!

—*Clarence Urmy in the April Century.*

Educational Notes.

All our improved methods in teaching have originated with college men. This is true, not only in natural science, but also in classics. — *President Eliot.*

Manual training is an extension of laboratory methods; it is motor education, developing brain as well as hand. — *Frank A. Hill.*

VACATION SCHOOLS. — In Boston, New York and other cities there are schools for poor children who cannot leave the city during holiday season. The work is made as interesting as possible, and consists of exercises in manual training, needle work, gardening, cooking, gymnastics, etc. These schools enable poor children to pass the time away from the haunts of vice and to learn many practical lessons.

It is possible to lodge in the mind of the child statements, definitions and entire paragraphs which are, indeed, carried by the mind as the body carries the encysted bullet, but which is not assimilated in the living way. Very much of the memorizing at school is a lifeless process. *Dr. Schaeffer.*

Of all the exercises of the school there is none which has so little heart in it as learning by heart. *Sir Joshua Fitch.*

To know by heart is not to know at all. — *Montaigne.*

Women Teachers' Salaries.

The Committee of Public School Teachers, New York, which is agitating the subject of higher salaries for women teachers, has issued a circular showing the comparative earnings of teachers and other employees under the city government. It reads as follows:

There are at present in the city of New York 4,000 teachers and 256 principals of schools, of these only 300 are men. The rest, nearly 4,000 women, are the most poorly paid employees of our city government. This, in spite of the fact that they are educated women upon whom is imposed the sacred trust of properly instructing the youth of our great city.

Under the new law, before she can teach in the public schools, a woman must be nineteen years of age and a graduate of the Normal College, or an institution of equal standing. She then enters upon a year of apprenticeship at a salary of \$408, and at the end of this year she is appointed a regular teacher at a salary of \$504. The elevator boys in the city buildings receive \$600, \$700 and \$900.

At the end of fourteen years of meritorious service, the woman teacher receives \$750, just \$30 more than the street sweepers, and \$30 less than the stablemen in the Health Department; \$150 less than the cleaners in the county jail.

The highest salary paid to an assistant in a Girls' Grammar Department is \$1,056, just \$24 less than the axemen in the Bureau of Sewers; \$444 less than the skilled laborers in the Public Parks.

A woman principal is paid from \$1,000 to \$1,900, the amount depending upon the size and kind of school over which she has control, and the length of her service, the maximum salary being achieved after twelve years' experience as a teacher and fourteen years' experience as a principal—twenty-six years in all. Thus some principals are placed on a level with the axemen and rodmen in the Twenty-fourth Ward at \$1,000, some on a level with the messengers in the various city departments whose salaries range from \$1,000 to \$1,500, while all are below the rank of police sergeants, the court stenographers and many of the subordinate clerks in the various city departments whose salaries range from \$2,000 upward. An impartial observer might suppose that it would require a high grade of intelligence properly to care for the training of from 200 to 1,800 children. Fully half of the janitors in our public schools are better paid than the women principals in those same schools can ever hope to be under the present regime. One janitor of a large school receives \$3,835.

To sum up, there are in our schools today 1,347 teachers who receive less than the poorest paid elevator boy in the city service (\$600); 2,118 teachers who receive less than the street sweepers (\$720); 2,417 who receive less than the stablemen of the Health Department (\$780); and not one of the 4,000 women teachers receives as much as the stable foremen of the Street Cleaning Department (\$1,200). Not one of the women principals receives as much as is paid to the police sergeants or the foremen of the hook and ladder companies.

Under these circumstances the teachers of the metropolis of America do not feel that they are asking too much when they petition the Legislature to enact a law that no teachers shall be paid a less sum than \$600 per year; nor shall any teacher, after ten years' experience, receive less than \$800; and that the salaries of the women principals shall be increased by the addition of \$250 each year until they shall have reached the limit of \$2,500.

They feel that such action will not only be just, but expedient, for the schools are at present suffering from the lack of teachers, as the salaries are too low to attract women competent to fill the vacancies. *N. Y. Tribune.*

Whom the Queen has Outlived.

1. All members of the Privy Council who were alive in 1837.

2. All the peers who held their titles in 1837, except the Earl of Darnley, who was ten, and Earl Nelson, who was fourteen, in that year.

3. All the members who sat in the House of Commons on her accession to the throne, except Mr. Gladstone, Charles Villers, the present Duke of Northumberland, the Earl of Marlborough and the Earl of Mansfield and John Temple Leader.

4. Her Majesty has seen eleven lord chancellors, ten prime ministers, six speakers of the House of Commons, at least three bishops of every see and five or six of many sees, five archbishops of Canterbury, six archbishops of York, and five commanders in chief.

5. She has seen five dukes of Norfolk succeed each other as earls, and has outlived every duke and duchess, and every marquis and marchioness, who bore that rank in 1837.

6. She has outlived every member of the Jockey Club, and every master of foxhounds that flourished in 1837.

7. She has seen seventeen Presidents of the United States, ten viceroys of Canada, fifteen viceroys of India, and France successively ruled by one king, one emperor, and six presidents of a republic. *Public Opinion.*

The Victorian Age, 1837-1897.

Some figures showing the growth of Nova Scotia with in the reign of Queen Victoria:

	1837.	1897.
Population, estimated.....	180,000	460,000
Pupils attending school.....	16,000	102,000
Number of schools.....	550	2,312
Government grants for educational purposes.....	\$28,000	\$242,345
Total cost of education, Government, counties and sections.....	\$88,000	\$813,335

This is quite a change for sixty years. There were probably twenty undergraduates attending Kings college in 1837. There were 533 students attending the colleges of Nova Scotia last year, of whom about 300 were undergraduates, 124 degrees having been conferred.

In what lines will the great changes of the next sixty years be found? And how great will they be?

QUESTION DEPARTMENT.

8. C. R. (1).—If one angle of a triangle is one third of two right angles, show that the square on the opposite side is less than the sum of the squares on the side forming that angle, by the rectangle contained by these two sides.

Let ABC be the triangle, having the angle ABC equal to one third of two right angles. From A draw AX perpendicular to BC. By Ex. 4 page 59 (Hall & Stevens) it may be easily shown that $AB = 2 \cdot BX$.

$$\text{Then by II. 13 } AC^2 = AB^2 + BC^2 - 2 \cdot BX \cdot BC \\ = AB^2 + BC^2 - AB \cdot BC.$$

(2). Find the locus of a point which moves so that the sum of its distances from two given intersecting straight lines of unlimited length is constant.

Let OA, OB be the two intersecting straight lines, and K the given constant length. At O draw OC perpendicular to OA and equal to K; draw CD parallel to OA meeting OB in D. In OA make OE equal to OD and join DE. Then DE is the required locus: for by Ex. 22, page 99, the sum of the perpendiculars on OA and OB from any point in DE is equal to the perpendicular from D on OA = OC = K.

(3). The area of a quadrilateral is equal to the area of a triangle having two of its sides equal to the diagonals of the given figure, and the included angle equal to either of the angles between the diagonals.

Draw BO parallel to the diagonal AC and CO parallel to AB, then ABOC is a parallelogram. Also the perpendicular from D on BO is equal to the sum of perpendiculars from D on AC and perpendicular from B on AC.

Therefore, triangle DBO = triangles DAC + ABC, since these triangles have equal bases (Ex. 16 (1) Hall & Stevens).

(4). If a straight line is drawn through one of the angles of an equilateral triangle to meet the opposite side produced, so that the rectangle contained by the segments of the base is equal to the square on the side of the triangle, show that the square on the line so drawn is double of the square on a side of the triangle.

If ABC be an equilateral triangle and if BC be produced to Q so that the rectangle contained by the segments BQ, QC = AC² then it is required to prove that $AQ^2 = 2AC^2$.

Draw AP perpendicular to BC.

$$\text{Then } BQ \cdot QC + PC^2 = PQ^2 \quad (\text{II. 6})$$

$$BQ \cdot QC + PC^2 = AP^2 = PQ^2 + AP^2$$

$$BQ \cdot QC + AC^2 = AQ^2$$

But $BQ \cdot QC = AC^2$ (Hyp.)

$$\text{Therefore } 2AC^2 = AQ^2$$

(5). In a right angled triangle, if a perpendicular be drawn from the right angle to the hypotenuse, the square on either side forming the right angle is equal to the rectangle contained by the hypotenuse and the segment of it adjacent to that side.

Draw BQ perpendicular to AC

$$\text{Then } 2AC \cdot CQ = AQ^2 + AC^2 - CQ^2$$

$$\text{But } AC^2 = AB^2 + BC^2 = 2BQ^2 + AQ^2 + CQ^2 \quad (\text{I. 47})$$

$$\text{Therefore } 2AC \cdot CQ = AQ^2 + 2BQ^2 + 2CQ^2 + AQ^2$$

$$\therefore AC \cdot CQ = BQ^2 + CQ^2$$

$$\therefore AC \cdot CQ = BC^2$$

(6). Coffee is bought at 1s. and chicory at 3d. per lb. In what proportion must they be mixed that 10 per cent may be gained by selling the mixture at 11d. a lb.

$$11d. = 110\% \text{ of cost.}$$

$$10d. = \text{cost.}$$

The mixture is therefore worth 10d. per lb.

$$\text{Gain on 1 lb. at 12d.} = 2d.$$

$$\text{'' } \frac{1}{2} \text{ '' '' '' ''} = 1d.$$

$$\text{'' } \frac{1}{3} \text{ '' '' '' ''} = 7d.$$

$$\text{'' } \frac{1}{4} \text{ '' '' '' ''} = 1d.$$

For every $\frac{1}{4}$ lb. at 12d. there would be $\frac{1}{2}$ lbs. at 3d.

$$(7). \text{ Solve } 19x = 15 - 8x^2$$

$$\text{Transpose, } 8x^2 + 19x = 15$$

$$\text{Divide by 8, } x^2 + 1\frac{1}{8}x = 1\frac{5}{8}$$

$$\text{Add to both sides } (\frac{1}{16})^2 x^2 + 1\frac{1}{8}x + \frac{3\frac{1}{8}}{16} = 1\frac{5}{8} + \frac{3\frac{1}{8}}{16}$$

$$\text{Simplify } x^2 + 1\frac{1}{8}x + \frac{3\frac{1}{8}}{16} = \frac{21\frac{1}{8}}{16}$$

$$\text{Extract square root } x + \frac{1}{16} = \pm \frac{3}{4}$$

$$x = -\frac{1}{16} \text{ or } \frac{1}{4}$$

$$= -3 \text{ or } \frac{1}{4}$$

TEACHER. (1)—A man having lent \$1000 at 5% interest payable half yearly, wishes to receive his interest in equal portions monthly, and in advance; how much ought he to receive every month?

Interest to be received each half year = \$250.

$$\text{Interest on } \$1 \text{ for 1 month} = \frac{5}{24}\%$$

$$\text{Sum } \times (1\frac{5}{24}\% + 1\frac{5}{24}\% + 1\frac{5}{24}\% + 1\frac{5}{24}\% + 1\frac{5}{24}\% + 1\frac{5}{24}\% = \$250$$

$$\text{Therefore sum } \times \frac{6}{24}\% = 250$$

$$\text{Therefore sum} = \frac{250}{\frac{6}{24}\%}$$

$$= \$41\frac{3}{4}\%$$

(2). How many pounds of sugar at \$ 13, and 14 cents per pound may be mixed with 3 pounds at 9½ cents, 2 pounds at 8½ cents, and 4 pounds at 14 cents, so as to gain 16 per cent by selling the mixture at 14½ cents per pound.

$$\text{Cost price } \frac{116}{111}\% \text{ of } 14\frac{1}{2} \text{ cents} = 12\frac{1}{2} \text{ cts.}$$

$$\text{Diff. } 12\frac{1}{2}$$

$$4\frac{1}{2} \text{ 1 lb. at } 8 \text{ 1 } |$$

$$9\frac{3}{4} \text{ 3 '' '' } 9\frac{1}{4} \text{ 1 } | = 22\frac{1}{4} \text{ gain.}$$

$$8 \text{ 2 '' '' } 8\frac{1}{2} \text{ 1 } |$$

$$\frac{1}{2} \text{ 1 '' '' } 13 \text{ } 8\frac{1}{2} = 4\frac{1}{4} |$$

$$1\frac{1}{2} \text{ 1 '' '' } 14 \text{ } 8 = 12 \text{ } | = 22\frac{1}{4} \text{ loss}$$

$$6 \text{ 4 '' '' } 14 \text{ } 1 = 6 \text{ } |$$

We have therefore 1 lb. at 8 cents.

$$8\frac{1}{2} \text{ '' } 13 \text{ ''}$$

$$\text{and } 8 \text{ '' } 14 \text{ ''}$$

There may be many answers.

(30) The length of a room is 21 feet, and its height is 10 ft. 6 in. and the area of the floor is $\frac{1}{11}$ of the area of the four walls. Find the breadth of the room.

$$\begin{aligned} \text{Breadth} &= \frac{1}{11} \text{ of the area of the walls} \\ &= \frac{21}{11} (42 + 28 \cdot \text{breadth}) \times 10\frac{1}{2} \\ &= \frac{21}{11} (21 + \text{breadth}) \\ &= \frac{1}{11} \text{ ft.} = \frac{1}{11} \text{ of breadth.} \\ \text{Therefore } \frac{1}{11} \text{ of breadth} &= \frac{1}{11} \text{ ft.} \\ \text{breadth} &= \frac{1}{11} \text{ of } \frac{1}{11} \text{ ft.} \\ &= 17\frac{1}{2} \text{ ft.} \end{aligned}$$

C. L. A. A person invests £5000 in Turkish six per cent stock at 80; find the rate of interest he gets for his money. When his stock has risen to 104 he sells out, and buys £20 railway shares at £18 which pay a dividend at the rate of $4\frac{1}{2}$ per cent. Find the alteration in his income.

$$\begin{aligned} \text{For every } \pounds 80 \text{ invested he receives } \pounds 6 \\ \text{Therefore for } \pounds 100 \text{ he receives } \frac{\pounds 6 \times 100}{80} &= \pounds 7\frac{1}{2} \text{ or} \\ &7\frac{1}{2} \text{ per cent.} \\ \text{The Turkish stock } \frac{\pounds 5000 \times 100}{80} &= \pounds 6250. \text{ He sells this at} \\ 104 \text{ and gets } \frac{\pounds 5000 \times 100 \times 104}{80 \times 100} &= \pounds 6500 \\ \text{But } \pounds 20 \text{ of railway stock costs } \pounds 18 \\ \pounds 100 \text{ " " " " } &= \pounds 90 \\ \text{Therefore } \pounds 90 \text{ brings in } \pounds 4\frac{1}{2} \\ \text{" } \pounds 6500 \text{ " } &= \frac{\pounds 6500 \times 4\frac{1}{2}}{100} = \pounds 292\frac{1}{2} \\ \text{Income from Turkish stock } \frac{\pounds 5000 \times 6}{80} &= \pounds 375 \\ \text{He therefore loses } \pounds 50 \text{ each year.} \end{aligned}$$

SCHOOL AND COLLEGE.

Inspector Carter has appointed Friday, May 7th, as school Arbor day for his district.

The credit for the improvements at Whittier Ridge, Charlotte Co., which were otherwise given in the last REVIEW, are due to Miss Mildred McCann.

Miss Hettie M. Keast, who taught four years so successfully at Land's End, Kings Co., has resigned to take a position in the Northwest of Canada. Miss Keast was one of our very best teachers, and the district in the Northwest that has secured her services has been fortunate indeed.

Dr. A. H. MacKay, superintendent of education, Nova Scotia, has accepted the invitation of the executive to be present in St. Stephen at the institute, and to give an address or paper in addition to taking part at St. Croix Island and at the public meeting.

Inspector Carter will be engaged with the schools of the City of St. John until the Easter vacation, after which he expects to visit the schools of St. Stephen, St. Andrews and Milltown.

At the instance of Mr. G. W. Ganong, M. P., and the St. Stephen school board, the rink will be furnished free to the united institutes next September.

At the March monthly meeting of the Charlottetown school board, John McSwain, Esq., was appointed a special teacher to give instruction in the several schools in drawing.

From the proceeds of an entertainment, \$22 will be spent in additions to the library of the Apohaqui, N. B. Superior school of which Mr. Milton Price is the teacher.

A very successful concert was given recently by the pupils of Murray Harbor South School, P. E. Island, under the efficient leadership of the principal, A. D. Fraser, Esq. Proceeds to purchase a flag for the school.

The subject of school savings banks is engaging the attention of the Summerside, P. E. I., teachers, and we may be able to chronicle the starting of such a bank in connection with the schools there at no distant date.

At a concert given by the pupils of St. Eleanors, P. E. I., school, recently, the sum of sixteen dollars was raised to purchase maps. Principal McIntyre is to be congratulated on the success of the enterprise.

James B. Allen, Esq., one of the very efficient staff of teachers of West Kent School, Charlottetown, is about severing his connection with the school. He intends trying his fortune in Rossland.

The death of Miss Emma McInnis, which took place at Windsor late in March, is sincerely regretted by a large circle of friends to whom she had endeared herself by an amiable disposition and by her many excellent qualities. During the past few years she had taught in the Victoria school, St. John, in Grade V, and later filling a position in the Girls' High School. Both positions she filled most acceptably, and was a great favorite with pupils and associate teachers.

BOOK REVIEWS.

THE PRACTICAL MENTAL ARITHMETIC, illustrating contractions in multiplication and abbreviated methods of calculation, with recreations, diagrams, tables, etc., by C. E. Lund, D. L. S., has been received. There is no more useful and important subject in the school curriculum than that of mental arithmetic, not only because of the self-reliance it creates in the training of the mind, but because as well of its practical utility in the actual work of life. Nothing wakes up a school more than a good lesson in this subject. It has been thought a mistake that the Normal school examination papers no

longer include one in mental arithmetic. Mr. Land brings a successful experience of twenty years to bear upon his very concise and suggestive little book and the result has been an admirable compilation of useful and thought-provoking problems. All teachers are more or less interested in the subject and none should neglect to procure the book, which for compactness and suggestiveness is the best that has come to our notice. Price 25 cents. Messrs. J. & A. McMillan, St. John, publishers.

"HOW TO MANAGE BUSY WORK," "HOW TO TEACH BOTANY," "THE GEOGRAPHY CLASS AND HOW TO INTEREST IT." The above titles represent three useful books in paper covers, at 25 cents each, published by E. L. Kellogg & Co., New York. They contain hints and suggestions that the live teacher will adapt and carry out in practice.

LIFE IN ASIA, by Mary Kate Smith; pages 327. Publishers, Silver, Burdett & Co., Boston. The delightful style of narration in this attractive book imparts a realism to the story, and the numerous beautiful illustrations add greatly to its interest. A capital colored map enables the reader to trace the various points of interest, and helps to fix localities in the mind. The illustrations are numerous and finely executed. As a supplementary reader for school use in connection with the study of geography, or as an auxiliary to the regular readers, it cannot fail to prove both valuable and interesting.

NEW SONGS FOR SCHOOLS. J. Fischer & Bro., 7 Bible House, N. Y., have sent us the following new songs: 1. *The Tinker's Song*. (For boys.) J. Wiegand. Price 40 cents. 2. *The Chinese Umbrella*. (For girls.) Chorus with umbrella drill. C. H. Lewis. Price 50 cents. 3. *The Coatty Old Spider*. J. Wiegand. Price 40 cents. They will prove very interesting to persons who are getting up entertainments at schools or social gatherings. Numbers 1 and 2 are beautiful and attractive action songs, and number 3 contains a good moral lesson for young and old.

THE HAPPY METHOD IN NUMBERS FOR LITTLE PEOPLE, by Emily E. Benton. C. W. Bardeen, Syracuse, N. Y. 96 pages. In this very elementary book on arithmetic we find a "blending of the kindergarten and regular primary work" somewhat after the Grube Method. There are about 27 pages more or less fully illustrated. The devices used to give clear elementary conceptions of numbers and of their relations are admirable. We can confidently recommend this little volume to teachers of the 1st and 2nd grades as being the best of its kind.

MENSURATION FOR BEGINNERS, by F. H. Stevens, M. A. Macmillan and Co., New York. 136 pages. Boys are frequently compelled to leave school without having studied geometry or algebra. They may subsequently find it convenient to attend technical or evening schools for the purpose of acquiring a practical knowledge of mensuration. For such boys there could be no better book than the one before us, for it contains in a clear, brief and cheap form all the knowledge of mensuration that is necessary for the ordinary mechanic.

April Magazines.

In the *Florida* is an article on "The Futility of the Spelling Grind" by Dr. J. M. Rice. After noticing a series of interesting tests applied to nearly thirty-three thousand school children, the author concludes that it is unreasonable to seek perfection in spelling, and that in devoting so much time to it there is "an element of waste, which, if eliminated, would open the way to an equal enrichment of the course of study, without detriment to the formal branches."

The widespread interest in public affairs is well illustrated by the large sale of the March issue of the *Atlantic*, which contains John Fiske on the Arbitration Treaty and Woodrow Wilson on President Cleveland. The scholarly treatment of the subject by John Fiske makes the intricacies of this treaty wonderfully plain and shows it in all its broad significance. *Massey's Magazine*, Toronto, is a finely illustrated Canadian number. It contains articles by Dr. Geo. Stewart, "The First Canadian Cardinal," by K. Blake-Watkin, "Down a Nova Scotia Coal Pit," by Prof. Wm. Clarke, "With Parkman through Canada." If instruction in cooking and housekeeping is to become a part of our common school course, our teachers cannot do better than become subscribers to *The Housekeeper*, published fortnightly, Minneapolis, Minn., at 50 cents a year. It is an excellent publication, as its circulation—100,000 each issue—may serve to show. The early April issue of *Littell's Living Age* contains some other papers of striking and timely interest. Among them, Mr. Gladstone's pamphlet on the Eastern question, which has so aroused the attention of the English people; Max Muller's Literary Recollections; Francis de Pressense on the Cretan Question; Leslie Stephen on Gibbon's Autobiography; and a reply by Sir Frederick Pollock to the article on the Hidden Dangers of Cycling which appeared in a March number of the magazine. The first April issue being also the first number of a new volume, the 213th, and a new year, the 54th, offers an excellent opportunity for the beginning of a new subscription. The subscription has recently been reduced to \$6.00 a year. It is published by The Living Age Co., Boston. In Spencer and Darwin, Mr. Grant Allen defines in the *Popular Science Monthly*, the relations of those two great philosophers to the doctrine of evolution; of Spencer as the first formal promulgator of it, seven years before the publication of *Origin of Species*; and of Darwin as having pointed out the method of evolution—through natural selection—and having furnished definite proofs and illustrations of it. "Thackeray in Weimar," by Walter Volpius, in the *Century*, describes the English humorist's friendly relations with Goethe's household and his interviews with the great poet. It is accompanied by a number of characteristic drawings by Thackeray never before printed. Mr. Richard Watson Gilder writing of Harry Fenn, the artist, in "Silk and Cedars," in *St. Nicholas*, gives an account of a visit he once made to the famous mountains of Lebanon, in Tripoli. He describes the silk culture which forms the main industry of the inhabitants, and writes about the noble "Cedars of Lebanon," from which Solomon obtained much of the wood for his temple. Mr. Fenn draws many illustrations for the paper. In *McClure's Magazine* the second instalment of "St. Ives" the new Stevenson novel, confirms the opinion started by the first, that in all the long and varied lists of Stevenson's works is none more enjoyable than this, his last creation. "The Storm Centre of Europe" is the title of a brilliant article by W. H. Withron, D. D., which appears in April's *Chatauquan*.

N. B. EDUCATION DEPARTMENT.

Official Notices.

DEPARTMENTAL EXAMINATIONS, 1897.

I. License Examinations.

Final Examinations for Grammar, Superior and Common School Licenses, Classes I and II, will be held at the Normal School, Fredericton, at the Centennial School Building, St. John, and at the Y. M. C. A. rooms, Chatham, beginning on Tuesday, June 8th, at 10 o'clock, a. m. Candidates not in attendance at the Normal School should give notice to the Chief Superintendent on or before the first day of June. No candidate is eligible unless he has passed the preliminary examination for the class desired. Grammar School Candidates must notify the Chief Superintendent, not later than May 15th, of options or substitutions they may desire, under the provisions of Regulation 42, School Manual, p. 89.

II. Normal School Entrance and Preliminary Examinations for Advance of Class.

All candidates for admission to the Normal School in September 1897, and all holders of Second or Third Class Licenses, who propose to enter the Normal School in January 1898, or to become eligible for examination for advance of class in June 1898, are required to pass the preliminary examinations beginning on Tuesday, July 6th, at 9 o'clock, a. m. (See School Manual, Reg. 31, 3, and Reg. 38, 6).

Candidates are required to give notice to the Inspector within whose inspectorial district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

☞ Candidates who paid the fee at a former examination and who failed to obtain any class will not be required to pay the fee at the coming examination.

☞ Candidates cannot be admitted to the Normal School in September next unless, if male, of the full age of 18 years; and if female, of the full age of 16 years, at the time of enrolment.

III. Matriculation and Junior Leaving Examinations.

These examinations will be held, beginning on July 6th, at 9 a. m., at the same stations as the Normal School Entrance Examinations. Application, accompanied by a fee of two dollars, should be sent, not later than the 24th of May, to the Inspector within whose inspectorate the candidate wishes to be examined.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education Office. Any High or Grammar school pupil who has completed Grade XI of the High School Course, should be prepared for matriculation.

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

The Junior Leaving Examinations are based upon the requirements of the course of study for Grammar and High Schools, as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra; Geometry; History and Geography; Botany and Physics; and either Latin or French, or Chemistry, or Physiology and Hygiene. (Eight papers in all).

The pupils of any school in the province are eligible for admission to this examination. Diplomas are granted to successful candidates.

The stations at which the Entrance, Matriculation and Leaving Examinations will be held are the following: Fredericton, St. John, Moncton, Sussex, St. Stephen, Woodstock, Chatham, Bathurst, Campbellton, Andover and Hillsboro; provided, however, that if less than twelve candidates ask to be examined at any of the stations named, no examination shall be held at such station or stations, and the candidates who have chosen to be examined at such station or stations will be instructed to present themselves at some of the other stations.

☞ The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

☞ Examinations for Superior School License will be held both at the June and July examinations; on June 8th at 8 o'clock, p. m., and on July 8th, at 11 o'clock, a. m. The First Book of Caesar's Gallic War will be required in both cases.

Forms of application for the July examinations will be sent to candidates upon application to the Inspectors or the Education Office.

HIGH SCHOOL ENTRANCE EXAMINATIONS.

For the purpose of determining what pupils shall be enrolled as Grammar or High School pupils at the beginning of the second term in each school year, Entrance Examinations shall be held simultaneously during the last week of the term ending June 15th, at each Grammar School in the province, and at the Moncton, St. Stephen, and such other High Schools as may hereafter be named. These examinations shall be conducted as follows:

1. Examination papers prepared under the direction of the Chief Superintendent shall be forwarded under seal to the local School Superintendent (or to the Secretary of the School Board if there be no Superintendent) in each city, town or district in which an examination is to be held.

2. The local Superintendent, or Secretary of the School Board, and the Principal of the Grammar or High School, with such assistance as they may deem necessary, shall supervise the examinations in accordance with instructions given by the Chief Superintendent.

3. The answer papers of the pupils shall be read and their values estimated by an Examining Board, consisting of the Principal of the Grammar or High School, who shall be the Chairman of the Examining Board, the teachers on the staff of the Grammar or High School, and at least an equal number of teachers of Grade VIII, the latter to be appointed by the City or Town Superintendent, or, where there is no Superintendent, by the Secretary of the School Board. Each paper must be read and its value estimated by two of the examiners, acting either jointly or separately. In case their estimates do not agree, the average of their separate estimates is to be taken as the value of the paper.

Note.—It is very desirable that all the papers on the same subject shall be read and estimated by the same examiners.

4. The names of the successful candidates shall be arranged in two divisions in accordance with the following standards:

Division I.—Those whose aggregate marks amount to not less than two-thirds of the total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-half of the maximum mark assigned to each subject.

Division II.—Those whose aggregate marks amount to not less than one-half of the total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-third of the maximum mark assigned to such subject.

5. Candidates whose aggregate marks amount to less than one-half and more than one-third of the total number of marks possible, may be further tested by an oral examination, conducted by the Local Superintendent or Secretary, the Principal of the Grammar or High School, and a teacher of Grade VIII named by the local Superintendent or Secretary, a majority of whom shall determine which and how many of said candidates shall receive permits to enter the Grammar or High School under the Standard, Division III.

6. The Supervising Examiners shall make a full report of the results of the examinations, showing the number of Candidates who passed in Divisions I and II, the number recommended for admittance in Division III, and the number who failed, together with any suggestions or recommendations the examiners may desire to make. This report shall be submitted to the Board of Trustees, and a copy sent to the Chief Superintendent, not later than the first day of August in each year.

7. *Special Examinations*—Candidates who have been unavoidably prevented from presenting themselves at the regular examinations, may make application at least ten days before the opening of the schools, to the Supervising Examiners for a Special examination. The application must state definitely the reason or reasons why the candidate failed to appear at the regular examinations, and if these reasons appear to the Supervising Examiners satisfactory and sufficient, they shall grant a special examination to such candidate or candidates at any time appointed by the Supervising Examiners before the opening of the school. Such examination shall be conducted and the papers estimated, as nearly as possible, in the same way as the regular examinations were conducted. Candidates admitted after special examination shall be regarded as on probation, and shall be subject to removal from the Grammar or High School classes at the end of the school year, if reported by the Principal as having failed to do satisfactorily the work assigned to the regular classes.

GRAMMAR AND SUPERIOR SCHOOLS.

In order to be entitled to Grammar School Provincial Grant, after the close of the present school year, Grammar Schools in towns must have enrolled not less than fifteen pupils who shall have passed the High School Entrance Examinations, and Grammar Schools in villages must have enrolled not less than ten pupils who shall have passed the High School Entrance Examinations.

In order to be entitled to Superior School Provincial Grant, after the close of the present term Schools must have, at least two graded departments, and must have enrolled not less than ten competent pupils above Grade VII.

J. R. INCH,

Chief Supt. Education.


Education Office, April 15, 1897.

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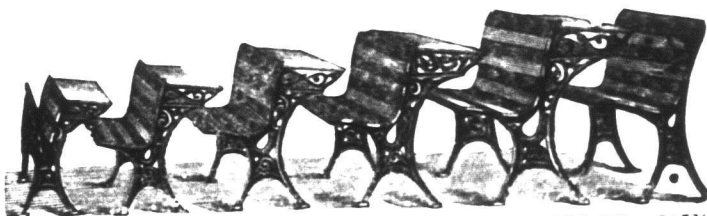
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