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# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY. ST. JOHN, N. B., JUNE, 1895. \$1.00 PER YEAR.

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## THE EDUCATIONAL REVIEW.

Subscribers should promptly notify the REVIEW of change of address giving old as well as new address. Communications from New Brunswick should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax; from Prince Edward Island to J. D. Seaman, Charlottetown.

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THIS number begins the ninth volume of the REVIEW.

THE REVIEW for July will be issued the last of June, so that it may reach subscribers before beginning their vacation.

IF the Board of Education approve, the County Institutes of St. John and Charlotte will be united this year and the combined session held in St. John on September 26th and 27th, during the period of the provincial exhibition. This arrangement meets the unanimous approval of the teachers so far as heard from. The opportunity afforded to attend the institute and to visit the exhibition during the evenings and on Saturday is good one. Dr. Inch, Mr. John Brittain, and no doubt other educationists from different parts of the province will be present. During the time of exhibition traveling rates will be low and the expense of coming to St. John, to the Charlotte County teachers, will not be greater than to go to St. Stephen. A committee of the St. John County teachers will be appointed to meet the visiting teachers and direct those who have not previously found accommodation. A largely attended and profitable institute is looked for. See the programme on another page.

IN the column of book reviews in this number, will be found some excellent material for school libraries. In the wealth of inspiring and excellent literature that our language possesses, it will not do—nay, it will be very harmful—to have anything to do with weak and worthless writings. There is so much that is pure and elevating, and at the same time of such surpassing interest, in good literature that children will rise up and call blessed those who bring them in contact with this literature, and thus lead them to despise, as unworthy of their notice, what is weak and trashy.

A STRIKING article on the Progress of Canada appears in a recent number of *Littell's Living Age*, taken from the *Edinburgh Review*. The writer traces the progress of Canada from the earliest period to the present time, and treats with marked ability the questions which have been prominent in the making of Canada by the dual races which have grown together, and have adjusted their differences in a generally amicable spirit. The writer is evidently a Canadian in thorough sympathy with and attached to both races, and with an ample knowledge of Canadian politics.

MR. SANFORD FLEMING, in a communication to the *Toronto Week*, proposes a new Canadian flag. He would append to the British ensign a single large star, with points representing each province, radiating from a common centre. As the provinces increase the element of constancy would be obtained by increasing the points of the star—one for each new province. Mr. Fleming's suggestion seems to be a good one, and the *Week's* illustration on its cover, of a red ensign with a large white star on the lower part of the flag, is appropriate.

From British Columbia: "Through the kindness of a friend I have received a copy of the EDUCATIONAL REVIEW. I have read it with much pleasure and profit; so much so that I enclose the subscription fee with this letter, and shall look forward eagerly to the next issue." M.

### MR. GANONG'S GIFT.

In the past, the occasions have been few on which could be chronicled private liberality in connection with state supported institutions. In New Brunswick, such instances are almost unknown, and Mr. G. W. Ganong's gift to the St. Stephen School Board is the first of the kind. He places at the disposal of the school board of that town the sum of one hundred and twenty dollars to be used in assisting students belonging to the town through the normal school, the preference to be given to female students. The local board may lend out the money to students. Male students who borrow are to pay back the amount they may receive in three equal instalments with interest; the women who use it are not required to pay interest. But the last instalment will not be asked from any borrower who takes within three years a first-class certificate on examination, and who pays in due course the first two instalments. Mr. Ganong hopes to make the sum a yearly one, until eventually a sufficiently large fund may be created, the interest of which will meet the expenses of board of one pupil each year while at the normal school.

Mr. Ganong is one of St. Stephen's brightest, most enterprising and prosperous business men. He taught school for a short time, and has for some time been a very efficient member of a progressive school board, under whose management the schools of St. Stephen have reached their present degree of excellence. Having been so long in touch with our public school system, Mr. Ganong has had opportunity to observe the struggles of many bright and deserving pupils to complete an education begun promisingly, but interrupted through lack of means, and it is known to a few that this is not the first occasion on which he has reached out a helping hand, but always as unobtrusively as his present gift has been made.

It will be noticed that females are given the preference—other conditions being the same—and that no students need hesitate to avail themselves of its advantages on the ground that it is a charity. Part of the amount only is made a gift dependent upon the holder's own exertions and advancement in scholarship.

### PROFESSOR DAVIDSON'S ADDRESS.

In his oration before the University of New Brunswick, Prof. Davidson discussed the "Economy of High Wages for Teachers." The address was a most important contribution to our educational literature, and one that we should like to find space for in the REVIEW, if only to discuss it at more length than we are able to do in this number. We are prepared to agree with Prof. Davidson, that the salaries of our teachers are

too low, but not that "our education is more in seeming than in substance."

What are the facts of the case? We have never had more schools in operation, nor a larger number of pupils in attendance, and this despite no large increase in population. The time of attendance at normal school is longer than formerly, and the standard of scholarship was never so high as at present. There were never before so many first class teachers engaged in the work, and probably never fewer third class teachers. It must not be supposed that because there has been provided partial training instead of none at all for third class teachers that they multiply indefinitely, when the fact is that in most instances, long before their licenses terminate, the great majority of them have attended normal school again, and obtained an advance of class. Whatever may be said as to length of experience, it can not be denied that the best products of our schools are to-day engaged in the work of teaching. Females have to a great extent superseded males as teachers, and this, combined with competition, has lowered wages. Our people, in common with those of older countries, have not yet been educated to pay women the same wages as men for the same work.

It may be asked: What have been Prof. Davidson's opportunities for judging the schools? Has he visited them to any extent outside of Fredericton, or even in that city? He comes in contact with some of their products in the students who attend the university. If the standard has fallen, why has the university raised its standard of matriculation? If our students fail at the university, they do not at McGill and other colleges where they come into competition with those from the whole of Canada. We are not ashamed of the products of our schools, even at the English universities.

### MCGILL'S PRINCIPAL.

After considerable delay, a successor to Sir William Dawson has been appointed. No doubt the great difficulty of discovering a man worthy of Sir William's place has been the cause of the delay. Sir William's rule has been long (nearly forty years) and exceedingly prosperous. The governors' choice has fallen upon W. Peterson, LL. D., Principal of University College, Dundee. Principal Peterson is an Edinburgh man. After completing a distinguished course in classics in that university, he went to Oxford, and thence returned full of honors to act as assistant to Sellar, Professor of Humanity, in Edinburgh. From Edinburgh he was called to reign over the newly organized college in Dundee. This position he has filled for at least twelve years.

Dundee College is in affiliation with St. Andrews, and has done much to infuse new life into that historic university. The college has made its reputation through its scientific and engineering departments. The names of Ewing (Engineering) now of Cambridge, of Carnelley and Frankland (Chemistry) and of Geddes (Botany) are sufficient indication of the standing of those departments.

Principal Peterson, who occupied the Chair of Classics, ruled with tact and forbearance. If report be correct, he belongs to the Rosebery, not the Gladstone type of leaders—or, to come nearer home, to the Bowell, not the Macdonald type.

Every Canadian must regret that the governors of perhaps our foremost university found it necessary to go abroad for a principal. One does not know whether it was scarcity of suitable men or local difficulties which forced them to this step. An outsider almost hopes that it was some local difficulty which sent the governors abroad. For it is not flattering to a Canadian to know that there is no available Canadian equal to the task.

If a Master of Balliol or a Principal of Edinburgh or Glasgow were coming out, Canadians would feel greatly honored, and gladly admit that in Canada there is no one such as he.

But Canadians have no reason to humble themselves. They have already given McGill a Dawson, and Queens a Grant, Princeton a Patton, and Cornell a Schurman. To Johns Hopkins, Harvard, Cornell, Princeton, Chicago and many other American universities and colleges, Canada has given able and excellent professors. Even Oxford and Edinburgh have chosen Canadians for professors.

In earlier days, perhaps, it was wise to prefer a Scotsman or an Englishman for the more prominent positions in our colleges. Then the range of choice was limited. And further—a most important consideration—new ideals of university work were brought to Canada. Our early principals and professors practically created miniature Oxford, Edinburgh, Dublin, and London universities in our Canada. But all this is now changed. The lines of our universities are already drawn. Their ideals are already adopted. Our own men have gone abroad, and are as familiar with university ideals as any German or British professor. In fact, they have the advantage of absence of prejudice in their observation of other universities. Further, we have learned by experience that a foreigner is seldom content to remain here. Too often his position here is regarded merely as a means for making a little money. Australia is retreating from the policy of offering large salaries and seeking for men abroad.

There are other reasons for not passing over a Cana-

dian because he happens to be a Canadian. When the highest positions are within the reach of our own men, the inducements to remain at home are greater. One somehow feels that Schurman's and Patton's early promotion would have been impossible here. Perhaps one is wrong.

Then a Canadian has a more intimate and accurate knowledge of the needs and capacities of our country for university work. He knows the tendencies that make for and against university training. Imagine a German called from Berlin to preside over Balliol College; and yet many Germans have as accurate knowledge of Oxford life as some Englishmen have of Canadian.

Again there is another consideration which becomes most important when we consider the general effects of the appointment of a foreigner. An omnipotent principal is apt to favor unconsciously the men from his own university in filling academic positions. Naturally he knows these men and the value of their recommendations better than those of other universities. But Canadians in scores are filling academic positions to the south of us, and we see no reason why our own universities should discourage their own students who are fitted and anxious to qualify themselves for academic positions. Of course, one would not go to the other extreme and advise the appointment of an alumnus to a chair simply because he is an alumnus. Nor would one advise that the men from one university or country be invariably chosen. Universities should be cosmopolitan, yet not anti-national. The greatest benefit is received by that university which has within its walls great diversity of gifts and ideals, and is presided over by one who knows intimately his country's needs and capabilities, and is thoroughly in sympathy with its aspirations. M.

#### TALKS WITH TEACHERS.

It is reported that it has come to the notice of the N. B. education department, that there is considerable laxity prevailing in regard to teacher's and trustee's affidavits in connection with school returns. This is not to be wondered at, considering the timber from which most magistrates are made, but unfortunately it does not lie wholly with them. Teachers are supposed to possess more intelligence than average citizens, and any disregard on their part for such a solemn thing as an oath, strikes one in a very uncomfortable manner, especially in connection with their vocation—the instruction of the young.

The manner of offending seems to be something as follows: The teacher signs the affidavit without attesting, and the justice fills it in as sworn to. Teachers

sign one or more trustees' names, and the magistrate fills in as before. Trustees and teachers sign and send to magistrate to fill in.

Trustees appear singly instead of together before the justice.

The only wonder is that the services of the magistrates have not been dispensed with altogether.

I hope the instances are very rare in which teachers have been guilty of trifling with so sacred a thing as an oath. Do not heed the magistrate's advice in such a matter; any one of whom failing to do his duty in this matter is liable to lose his commission. To use such terms as forgery and perjury in this connection seems harsh, but they are justifiable. Attest to your own returns, and see if possible that the trustees do likewise. It is wrong for them to go singly, for there is only one affidavit for the Board, and at least two of them should attest together.

It may be asked why exact an oath for school returns? It may be answered, that little if any public money is expended except under oath, and is often the only safeguard of the state. Why object to take the oath?

The Normal School Entrance, Leaving, and University Matriculation Examinations begin July 2nd, at 9 A. M. Bring pens, blotting pads, rulers, etc. Paper and ink will be supplied—that is all. Bring your postals notifying you of admission, and if you have applied and have not received one, write the inspector at once, as he has probably not received it. Some teachers do not give a proper address. Some enclose money and do not say so; and others say so and do not do so—failing to erase the amount on form.

### EBB.

The tide goes out, the tide goes out; once more  
The empty day goes down the empty shore.

The tide goes out; the wharves deserted lie  
Under the empty solitude of sky.

The tide goes out; the dwindling channels ache  
With the old hunger, with the old heartbreak.

The tide goes out; the lonely wastes of sand  
Implore the benediction of thy hand.

The tide goes out, goes out; the stranded ships  
Desire the sea,—and I desire thy lips.

The tide goes out, the tide goes out; the sun  
Relumes the hills of longing one by one.

The tide goes out, goes out; and goes my heart  
On the long quest that ends but where thou art.

—CHAS. G. D. ROBERTS.

For the Review.]

### New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

It is evident, despite the high sounding phraseology of many of the old time advertisements, that the teacher's livelihood was very precarious, and the anxiety displayed to secure scholars by various expedients, though not to be wondered at, is by no means in accordance with our modern ideas of the dignity and responsibility of the teacher's office. Here is another ambitious advertisement:

**BENEZER P. OWEN**, *Preceptor from the States*, informs the citizens of St. John, that he contemplates opening a school in this city, in which will be taught Reading, Writing, Arithmetic, English Grammar, together with Trigonometry and Composition. He also proposes meeting with young ladies and gentlemen at different parts of the city if they are pleased to convene together, for the purpose of improvement in Letter Writing, Grammar, Reading, etc. Those parents who are pleased to intrust him with the education of their children may depend on the greatest attention paid to their morals and virtues. Prices of tuition such as are usual in this city.

St. John, October 13, 1802.

One of the earliest schools taught in the vicinity of the Upper Cove in St. John, was that opened on the 13th September, 1802, at the house of a Mrs. Mitchell on York Point, by Michael Barry. This was an elementary school, in which reading, writing and arithmetic were taught. In his advertisement, Mr. Barry says, "A night school will also be opened for the accommodation of those whose business will not permit to attend in the day—from 6 to 9 of the clock." These night schools appear to have been quite an institution during the winter months, and were frequently advertised. Mr. P. Phillips announced in a St. John paper of September 20, 1806, that he will open his annual winter school on Monday, 13th October, for the instruction of youth and adults in reading, acquiring of a fair hand for business, and a complete knowledge of practical arithmetic and book-keeping, as well as "the necessary concomitant forms of trade and commercial correspondence." Mr. Phillips further guaranteed to such parents and guardians as may please to place their children under his care, "the same perceptive solicitude and uniform adherence to the regulative duties of his profession which he presumes have hitherto gained him the confidence and encouragement of the community."

Another well known school master of olden days was George Ironside. His specialty was mathematics and the use of the globes. In recognition of his ability in this line, he was employed by the St. John City Council in the year 1807, in the placing of a large sun-dial on the south side of the old City Hall on Market Square, which continued for years to serve the purpose of a public time piece. For this service Mr. Ironside received the sum of £2 5s. 0d. from the corporation. In a St. John paper of 15th September, 1806, Mr. Ironside

advertises "classes in geography and use of the globes for ladies on Monday, Wednesday and Saturday, and for gentlemen, Tuesday, Thursday and Friday; hours 5 to 6 p. m. Terms for the course, a guinea and a half. He also announces a class in the rudiments of the Latin language."

It will be noticed that it is chiefly the higher grade of work that is referred to in the advertisements; there were, however, many elementary private schools of all grades of excellence.

Another old advertisement is the following:

**EDUCATION.**—J. M. Smith begs leave to inform the inhabitants of St. John and its vicinity that on Monday, the 6th inst., he intends opening a Seminary for the reception of young gentlemen at the house belonging to Mr. Henigar, nearly opposite Trinity Church, where he purposes teaching the first rudiments of the Latin and French Languages, Geography, and the lower branches of the Mathematics.  
N. B.—The utmost attention will be paid to the Morals of those children committed to his charge.  
St. John, 1st August, 1804.

Notwithstanding his protestations of regard for the morals of his pupils, it was only two years afterwards that Smith, as already mentioned, was placed in the pillory at the foot of King Street for abominable misconduct. The trial at which he was convicted was one of the most sensational of early times, and the evidence, covering many pages, is yet extant.

One of the old advertisements of the St. John Grammar School, taught by Rev. Roger Viets, about 1807, is of interest as showing the hours of session in olden times. It reads thus:

**SCHOOL HOURS.**—During the months of May, June, July and August, the hours of attendance will be from 6 to 8, from 10 to 1, and from 3 to 5 of the clock; March, April and September, 9 to 12, and 2 to 5 of the clock; and during the winter months of November, December, January and February, from 9.30 to 1, and from 2 to 4 of the clock, Saturdays excepted, on which day the school will be dismissed at 12 of the clock.

The status of the school teacher is to-day so vastly different from that which once prevailed that it is difficult to appreciate the great advance attained. There was in early times no reliable or uniform test of a teacher's competency. Each one proclaimed his or her own merits and appeals were not infrequently made to the sympathies of the public. Witness the following:

**FRENCH LANGUAGE.**—The Subscriber, having been compelled to leave his native country, Sweden, upon the expulsion of the King from the throne, and his patrimony having been taken from him by the Russian invaders, took refuge in England, but unable to support himself there, emigrated to this country, where he proposes teaching the French language should a sufficient number of subscribers offer to afford him a subsistence. He is ready to be examined as to his knowledge in the above language, and if encouraged every exertion will be made to instruct the pupils entrusted to his care.

Price of Tuition per Quarter,.....£1 10 0  
Entrance Fee..... 10 0  
Private Lessons, each..... 5 0

Gentlemen desirous of subscribing will be good enough to leave their names at the counting house of Messrs. John Black & Co.  
St. John, September 12th. 1811. JOHN HESSE.

We have already seen that one of the earliest boarding schools or academies was established in Sussex as early as 1793 by the efforts of the Rev. Oliver Arnold. This gentleman took a great deal of interest in educational matters for those days, and the academy at Sussex Vale came to be in the course of time a well known institution. The school referred to in the advertise-

ment that follows may be regarded as the direct successor of that established in 1793.

**ACADEMY AND BOARDING SCHOOL.**—Mr. and Mrs. Legett respectfully inform their friends and the public in general that they have opened their Academy and Boarding School at the College in Sussex Vale for Drawing, Painting on Paper or Silk, Composition, Poetry, Mathematics; the English, French and Latin languages grammatically; all kinds of Plain and Ornamental Needlework, Tambouring, Embroidering with Silk or Gold, Embroidery of Flowers, Figures or Pictures, Filago Work, etc.

The strictest attention will be paid to the morals and manners of the pupils.

Sussex Vale, Kings County, 1st June, 1819.

Before closing these references to the facts gleaned from old newspapers about the early schools, it may be noted that on the 22nd October, 1796, Stephen Humbert opened a school for instruction in sacred vocal music "at Mr. Harper's large upper room in King street," in the city of St. John. Also, that under date May 20, 1805, Mr. P. Phillips, whose advertisement of a night school has already been referred to, announces his intention of opening, on June 1st following, "a DRAWING SCHOOL for the instruction of young ladies and gentlemen in the accomplished and pleasing art of Landscape and Flower Painting." It would be interesting to learn just what measure of success attended this first effort to promote the study of art in St. John, but here unfortunately the records are silent.

The establishment of the first Sunday School, so far as we are aware, in this province (more than twenty years after their organization at Halifax and Digby), is referred to in the following old advertisement in the St. John "Times or True Briton:"

**AS THE** profanation of the Sabbath has of late years become truly alarming, so as to threaten the utter subversion of religion and subordination: in order if possible to stop so growing an evil, SUNDAY SCHOOLS have been established in many places, particularly in England, the happy effects of which have exceeded the utmost expectations. A similar institution is now begun in this city, but as a considerable expense in books, fuel, etc., will be necessary to support it (though the teachers gratuitously attend them), the well known liberality of the public is therefore thus appealed to, and subscriptions will be received by John Garrison, Esq., and Mr. John Ferguson.  
Dated St. John, 23rd October, 1808.

Private schools continued to be quite generally advertised in the newspapers for many years, and sometimes in a very quaint and original fashion.

For the REVIEW.]

#### Notes on English.

Out of a lot of questions on hand, I begin with a couple that relate to the "Merchant of Venice."

The first is from New Glasgow:

"When Antonio sealed Shylock's 'merry bond,' did not Bassanio consider the terms ironical? And did not Shylock purposely mislead them into thinking them ironical?"

In proposing the pound of flesh condition, Shylock says it is only "a merry sport," and all that he says and does throughout the scene shows that he is trying to make Antonio believe that he is willing and even eager to do him a kindness in order "to buy his favour." That he purposely tries to lead—or mislead—them into

thinking the terms only a joke is quite clear. And with Antonio he succeeds; for Antonio, like Othello,

"Is of a free and open nature  
That thinks men honest that but seem to be so."

What Bassanio thinks of the terms may be gathered from what he says about them. The merchant expresses his willingness to seal the bond, and Bassanio breaks in with

"You shall not seal to such a bond for me,  
I'll rather dwell in my necessity."

His scruples are pooh poohed by Antonio and battered by Shylock with ridicule and argument, and the business is settled. But Bassanio is not satisfied. To him "seeming" and "being" are not the same thing—see his speech in the Casket Scene—and his apprehension of treachery on the Jew's part is shown by his concluding remark,

"I like not fair terms and a villain's mind."

And so in answer to the first question, I should say, "No;" and therefore "No" to the second. But as to the second, I don't feel quite sure that I have managed to think of exactly what the querist was thinking of when the question was written. This is a common experience with me: I warned REVIEW readers long ago that I was apt to be "unco' dour i' th' uptak" with regard to the exact import of questions, unless they were so worded that only one meaning could be got out of them.

\* \* \* \* \*

The other Merchant query comes from St. John:

"A truth-loving child reads Portia's speech to Lorenzo (Act III., Scene 4):

"I have toward heaven breathed a secret vow,  
To live in prayer and contemplation, etc."

The child lays down the book and says, "Portia did not seem to mind whether what she said was true or not."

How would you treat the objection?"

I beg to be excused from answering this question. If I knew the truth-loving child, and if I had the living childish face before me, some kindly spirit might inspire me to say something which would not offend an ingenious child's respect for absolute truth, and which at the same time would leave room for the belief that Portia was a charming and amiable and noble woman. With only a blank sheet of paper before me, there are no signs of the inspiring presence of such a spirit. But I have no doubt that long before now the child's teacher has treated the objection in a quite satisfactory way, and with greater delicacy and better tact and judgment than I could bring to bear upon it.

\* \* \* \* \*

I suppose Portia felt it necessary to give Lorenzo some reason for her departure, and equally necessary not to give the true one, so what could the poor woman do but lie? Shakespeare's women are not rag dolls, stuffed with superfine moral sawdust. They are real women, made of flesh and blood, and furnished with all the charming inconsistencies and incongruities of womanly nature. Portia was

"Feminine to her inmost heart, and feminine to her  
tender feet."

And feminine also in her failings, as all real women are. For real women do tell lies—at times.

The Wife of Bath assures us that

"Half so boldely can there no man  
Sweren and hen as a woman can."

A man would not blurt it out in that brutal way. See how Byron does it:

"The charming creatures lie with such a grace,  
There's nothing so becoming to the face."

\* \* \* \* \*

If "lie" seems too harsh a word for Portia's peccadillo, the reader may substitute "fib" or "temporary tergiversation," or any other big or little dab of verbal whitewash that suits him. Portia herself, I feel sure, would not have hesitated to call it a lie. She tells Nerissa, in this same scene, that she is going to "tell quaint lies," and I have no doubt she kept her word. These lies are to be told in her assumed character as a young man, but the lie to Lorenzo is told by the Lady of Belmont, and so is that other lie to Bassanio when she says:

"There's something tells me (but it is not love)  
I would not lose you."

No woman was ever more passionately in love with a man than Portia was with Bassanio when she said this, and every one of the string of jerky and broken sentences in her speech shows it. Of course Bassanio knows she is lying. He had never read "The Gentle Shepherd," but we may be sure he acted on the advice given in these lines from it:

"When maidens innocently young  
Say often what they never mean,  
Ne'er mind their pretty lying tongue  
But tent the language o' their e'en."

It was all very well for Miranda to say to Ferdinand:

"I am your wife if you will marry me,"

but Portia could not be as frank as that with Bassanio. Miranda was not a society lady like Portia, and she knew nothing of the restraints which social conventionality lays upon a maiden's tongue under such circumstances. And besides, Portia was hampered by the conditions of her father's will. So, in this case as in the other, what could the poor woman do but lie?

Adult ethics deal very tenderly with lies like those that Portia tells, and can even excuse the docile little lie with which Ophelia replies to Hamlet's question, "Where's your father?" And for such a lie as Desdemona tells—at the risk of her soul's salvation and for the sake of the man who murdered her—grown-up folks can hardly find words grand enough to express their admiration.

But to a truth-telling and truth-loving child, a lie is a lie, and no consideration of attendant circumstances lessens its wickedness. This is inconvenient sometimes for parents and teachers, but there are some inconveniences which it is better to put up with than to risk a greater evil by trying to remove them. And to tamper with such a child's sense of truth might lead to much greater evil than leaving him to think for a while that Portia was wicked because she fibbed. When he has passed

"The age 'twixt boy and youth  
When thought is speech and speech is truth,"

he will learn soon enough that the moral world, like the physical world, is a much more complex affair than it seems in childhood.

A. CAMERON.

Yarmouth, N. S., June 1895.

For the REVIEW.]

**Proper English Names of Our Common Perchers.**

(Continued.)

**THE SPARROWS AND FINCHES. (*Fringillidæ*).** Rose-breasted Grosbeak, Fox Sparrow, Swamp Sparrow, Song Sparrow, Slate-colored Junco, Chipping Sparrow, Tree Sparrow, White-throated Sparrow, Savanna Sparrow, Vesper Sparrow, Snowflake, European House Sparrow, Pine Siskin, American Goldfinch. See EDUCATIONAL REVIEW, Vol. VII., No. 12, p. 216, May, 1894.



AMERICAN GOLDFINCH.

Redpoll, White-winged Crossbill, American Crossbill, Purple Finch, Pine Grosbeak. See EDUCATIONAL REVIEW, Vol. II., No. 10, p. 189,—March, 1889.



PINE GROSBEEK.

Total *Fringillidæ*, including the rare species not named—28.

**ORIOLES AND BLACKBIRDS. (*Icteridæ*).** Bronzed Grackle, Rusty Blackbird, Bobolink. Total, including the rare species,—8.

**CROWS AND JAYS. (*Corvidæ*).** American Crow, Northern Raven, Canada Jay, Blue Jay. See EDUCATIONAL REVIEW, Vol. VII., Nos. 6 and 7, p. 118, December, 1893. Total—4.



BLUE JAY.

**THE LARKS. (*Alaudidæ* )** The Horned Lark. Total—1.

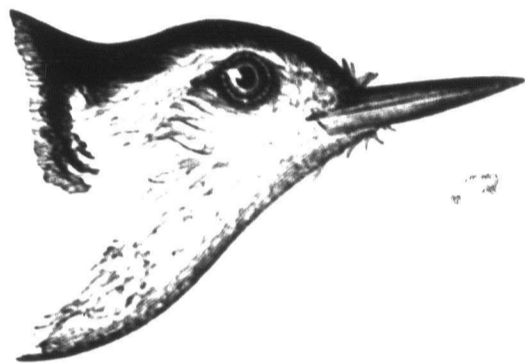
**THE FLY-CATCHERS. (*Trannidæ*.)** Least Fly-catcher, Trail's Fly-catcher, Yellow-bellied Fly-catcher, Wood Pewee, Olive-sided Fly-catcher. Total, including the rare species,—8.

The sum of the totals above gives us 102 Perchers of the 282 birds which have been noted as found within the Atlantic provinces of Canada. That is, the one

order of Perchers contains fully one third of the species of all our birds.

Throughout the world the same order contains about 6000 species which have been described, and that is about as many species as are in all the other orders of birds in the whole world. The number of species, the smallness and shyness of many of this group, make it naturally one of the most difficult to master. Yet they constitute the great majority of the birds which we see during spring and summer especially.

#### Our Nuthatches.



WHITE-BREASTED NUTHATCH. (*Sitta Carolinensis*).

Curious *Sitta* on the tree  
Running up and down to see  
Every crevice in the trunk  
With inquisitive "quank," "quank."  
Why upturn your bill to me?  
Am I so very strange to see?

They have called them Nuthatches because they didn't know any better. How could their slender bills break open a hard shelled nut? Never! They have no doubt tossed and scattered the nut shells broken by the squirrel in search for something edible hiding among them; but they were loose observers who credited the *Sitta*, (for no name is shorter and nicer than its original Greek name, *Sitta*.) with such heavy work.

Above we have the head and breast of the White-breasted Nuthatch, which we might also call the Carolina *Sitta*. He is about five and a half inches long, with an ashy blue back and a black crown of the head and back of the neck. The middle tail feathers are ashy-blue like the back, but the outer tail feathers are black blotched with white. The female differs from the male by having less or no black on the head.



RED-BREASTED NUTHATCH. (*Sitta Canadensis*).

The Canadian *Sitta* differs most conspicuously from the first by its rusty brown color below instead of white. It is only about four and a half inches long. The ashy

blue of its back is brighter. The crown of the male is glossy black, and that of the female bluish, and is bordered by black and white stripes as shown above.

Both of these birds are quite common in our provinces. They are very active in searching the crevices of bark on trees for insects, spiders, and larvae generally, and are fond of some berries and seeds, as those of the pine. They are equally at home with their heads down as up, and may be found hanging on to the bark or twigs in the strangest postures. It is said that they even rest and roost with their heads down. They appear to be very inquisitive, perhaps as much so as the chickadees, for if the voice of a bird in distress is imitated they may run down a tree head downward and stretch their bills out horizontally as if to reconnoitre the source of the disturbance. Then they hop around and are up the tree again, piping out "quank, quank," as before, with the most nervous activity.

They commence building their nests in April, in the hole of a tree, or the crevice of a fence or the like. The eggs of the White-breasted are five generally, nearly three-quarters of an inch in greatest length, a dull white, spotted with brown at the greater end. Those of the Red-breasted are about four, smaller in size, whitish and sprinkled with reddish dots.

For the REVIEW.]

#### "Sally" or "Sarah."

To the Editor of the Educational Review:

DEAR SIR—Why is it that official lists, published by our Provincial Examining Boards and our colleges, retain the "pet" names of the girls and women who pass the examinations? One never sees such attractive names as "Billy" Williams, or "Tommy" Ross, or "Bob" Jones, or "Patsey" O'Brien, in these official lists; yet "Sally," "Sadie," "Allie," "Clissie," "Cassie," "Lizzie," "Millie," "Mollie," "Angie," "Aggie," "Myrtie," "Susie," "Venie," "Kitty," are to be found everywhere. There are "Bessies" by the score, "Annies" by the dozen, and "Nellies" by the half dozen. Some of these may be the baptized names, but many of them are not. No boy is allowed to masquerade under the familiar name of "Johnnie," even if the alternative be Jonathan or Jehoshaphat; yet for the sake of escaping the "Betsy" or the "Araminta," which indulgent parents have bestowed upon them, the girls are allowed to call themselves "Bessie," etc., or "Mintie," "Minnie," etc. If "use" be the reason for the favoritism shown to pet names, why not adopt "Bet," "Sal," "Dod," "Eff," "Teen," "Dot," "Flos," and "Kate." In the name of neglected man, then, we must protest against this violation of equal privileges. "Tom," "Bill," "Jim," "Dick," "Dan," "Wat," must have fair play.



There is another peculiarity about these lists that smacks of ante-co-education days. It is another violation of that much abused principle of equal rights. One notices that Jones, J. B. (presumably John Benjamin), is sandwiched in between Brown, Miss; and Smith, Miss. Why not Brown, Betsy; and Smith, Sarah Jane? Or Jones, Mr. J. B.; Brown, Miss B.; Smith, Miss Sarah J.? Let there be uniformity, and not fish to be made of the boys, flesh of the girls, and good red herring of the married women. If it be desirable to indicate difference of sex, print the baptismal names in full; or if that take up too much space, print boys' initials and girls' names in full.

Perplexedly yours,  
"WAT," "WATTIE," OR "WALTER."

For the REVIEW.]

#### Parish School Boards.

The April issue of the REVIEW contained an article advocating Parish School Boards instead of District, as now exists. I presume that the conditions in Nova Scotia and New Brunswick do not differ materially; and while I can see many reasons in favor of the proposed change, I think there are some strong ones against it.

There can be no doubt of the possibility, if not the probability, of selecting a more intelligent school board from the parish than from the district; but if such board has to be dragged through the mire of a parish election, will such intelligent men be likely to allow themselves to be put in nomination. The same state of affairs will come to pass in the parishes as now exists in some of the town and cities, where men of indifferent qualifications seek the office for the patronage it will bring, and the schools suffer in proportion. In the open district meeting, there is very little room for wire-pulling and intrigue.

I think, under the parish system, there would be a larger tenure of office for teachers, and, perhaps, more regularity in the support of schools, but there would be more dull uniformity and a less opportunity for individual effort on the part of small communities. If, under the parish system, the same class of schools is to be maintained for all sections, rich and poor alike, there might be peace among the poor sections, but not likely satisfaction among the more wealthy, who are now disposed to grumble on the score of school taxes. Under our present system, a very poor district often supports a high class school, and a wealthy one sometimes a very inferior school, or perhaps, none at all until compelled to. Both classes glory in their freedom of choice. Would the people of the poor district, paying their taxes on the same principle as the village, be content with

inferior school privileges? Would the villagers be willing to allow them the privileges they enjoy?

I hope if Parish Boards are substituted, that the Boards of Education will reserve the appointment of a strong minority of the members, as such as our present boards are generally the most efficient, and always the most disinterested.

Your town or section school board is often difficult to manage, and is fond of arranging his domains into a separate principality for the purpose of resistance to innovations and improvements of all kinds. Make his body entirely elective, and it at once becomes incumbent upon each member to establish a record for economy and retrenchment, that will "out-Herod" any of his predecessors.

St. John, N. B.

C.

For the REVIEW.]

#### Prof. Macmechan, of Dalhousie College, on the Teaching of English Literature.

The ideal course of education in English has two objects: "To enable the pupil to understand the expressed thoughts of others, and to give expression to thoughts of his own; and to cultivate a taste for reading, to give the pupil a taste for good literature, and to furnish him with the means of extending that acquaintance." One principle which ought to govern the education of children is that of imitation. They should learn by heart quantities of good verse, for the sake of increasing their vocabulary and of learning right collocations. Dictation and copying from good models are also commendable for the same reasons. The paraphrasing of certain kinds of verse, not lyric or nearly like prose, is a useful exercise. In writing, the basis should be the spoken language of the individual pupil. Imitation exercises in description and narration train the hand into sympathy with the brain. The only excellence attainable is negative, avoidance of errors; and this is possible only by drudgery on the part of the teacher in minute correction of exercises. Therefore the teacher of English should have little else to do. The exercises should be preserved in a book for that purpose; and not allowed to be lost as happens when they are written on separate sheets. In this way, the student's progress can be estimated. Spelling should be taught incidentally, and not from a spelling-book. The history of literature should not be taught except incidentally, after interest is aroused in the writer by a study of his writings. The study of a text-book apart from such reading, is a mistake. Books of extracts are useful till a certain period, till the student is about twelve. After that, the careful reading of separate works in prose and narrative verse is recommended. Such books should

be read rapidly, and changed not infrequently. They should not be treated as mere exercising grounds for grammar and analysis. Formal grammar should be studied only for the sake of the mental training, like geometry and logic; historical grammar should be reserved for college.

The teacher is more than any system, however excellent. Literature, not a series of facts about books or literary men, is vague and difficult to teach. Hence the importance of the teacher in this department. He must be the interpreter between the author and the child. From his own experience and appreciation of literature, he must supply the pupil's lack of experience and appreciation. This implies on the part of the teacher, knowledge of the language, the author's age and history, the work itself, as well as his other works. In addition, he must literally take all learning for his province; for all other kinds of knowledge are contributory to the study of literature. It is well for the teacher to have a trained and sympathetic voice; for expressive reading often does away with the need of comment. He must make the student assist in the work of interpretation by means of judicious questioning. To be thoroughly efficient, the teacher must have unaffected love for his subject, and mastery over spoken and written English.

For the Review. [

#### Boy vs. Book.

What object has a teacher principally in view, when he gives a lesson? Does he wish to tell the boy something useful or important? Does he wish to acquaint him with what is stated in a certain book? Or does he wish to see the boy become interested, begin to think, and ask questions? In brief, of which is he thinking, the *book* or the *boy*? Does he look upon the boy as a kind of commodious and expansible grip sack? Or does he think of him as a kind of shrub—perhaps a prickly one—which must be trimmed and fed, not for the sake of the trimming or the feeding, but in order that he may grow into a comely useful bush.

If he have the grip sack before him, he will be wearying himself about the best way to cram in more, the best thing to put in, and the best form into which the stuff may be rolled. His days and nights will be spent over ideal methods, courses of study, and text-books. He will agitate for committees and reports upon methods, courses, and text-books in England and Germany, in Tahiti, in Madagascar. Meanwhile the boy is of little or no importance, except perhaps, his eating capacity and his ingenuity in shirking work and raising a row.

On the other hand, if the shrub be before him, his reflections upon the pruning knife, and the way to use

it, and upon the best kind of nourishment to give, etc. will centre around the boy himself. This study is used only so long as it gives good results, this method is followed only while it suits, this book is used if it interests and helps. Everything is tested with reference to the boy. Such a teacher is making men. He is not stuffing dummies.

W. C. M.

For the Review. [

#### Unfair American Journalism.

To the Editor of the Educational Review:

SIR: American educational papers circulate to a considerable extent among our teachers, and strenuous efforts are constantly made to increase the number—indeed many of our teachers act as agents for such.

Now, Mr. Editor, I conceive that this class of journals coming into the hands of our educators and by them disseminated among their pupils, should be truthful and fair.

I frequently notice protests in American papers from Canadian teachers concerning unfair and untruthful statements concerning Canada and Great Britain. We can stand spread eagles and considerable, if not all, the mawkish sentiment they publish concerning some very common clay, but we cannot tolerate and should not contribute toward the support of falsehood and ignorance regarding everything British.

To give a few examples from only one paper (I could quote from many):

In a paper called *Our Times* devoted to the teaching of current events and often seen on teachers' tables is stated "A Crisis at Hand in Canada. Canada has to face a deficit of from \$8,000,000 to \$10,000,000, and the Manitoba school question. There is talk of armed resistance and annexation to the United States and many citizens are crossing the border into the United States owing to the agitation."

Not a word has ever been said of the national dishonor incurred by the United States in refusing to pay the Paris award or the one hundred and one sectarian school struggles that have and are taking place in every state in the union.

Minister Eustis' display of ignorance and arrogance at a recent state dinner in London is commended. British claims in Venezuela and Nicaragua are described as rank injustice.

Describing the war in the Hindu Kush—"England is engaged in one of those petty wars for more territory." "The spot she now covets is the little district of Chitral," etc.

I think it is time our teachers appreciated these statements and their bearing on the minds of their pupils before whose notice they are very liable to come even if not brought to it by their instructors. Such papers should not circulate in Canada.

Yours,

W.

For the Review.]

**Spelling, as She is Taught—or Learnt.**

Do not let us deceive ourselves. Our pupils do not spell well. The following were answers at a college matriculation in these provinces some time ago. We are far behind Europe. In England these mistakes disqualifies at government examinations.

<i>The Dictionary.</i>	<i>Our Colleges and Schools, or the Pupils in them.</i>
Exchequer.	Exchaquer, exchecker.
Receive.	
Paramount.	
Ambiguity.	Ambiguety, amigulity, embeguity, ambiguiety, ambiguaty.
Preposterous.	Proposterous, proposperous, proposterus.
Unparalleled.	Unparalled.
Emphasis.	Emphesis,
Requisite.	Requisit.
Immortality.	Imortality.
Ecclesiastical.	Ecclesiastical, ecclesiastical.
Excellency.	Excelency, excilency, exelancies, exalency.
Concede.	Conceed.
Exceed.	Exceede.
Proceed.	Procede.
Climbed.	Climed.
Spectacle.	Spetacle.
Schism.	<i>Cisym, Scism, Cism, Chism, Cisim, Sycism, Cysm, Sycun.</i>
Immovable.	Immoveable.
Dissimulation.	Disimulation.
Harassed.	Harrassed, harast.
Embarrassed.	Embarassed, ambaressed, embarised, embaressed.
Coincident.	
Ambassador.	Embassador, ambassator.
Inconsistent.	Inconsistant.
Dependent.	
Prejudice.	Prejudice, predudice, pregiudiced, predijous, predudiced, pregi-dest.
Durability.	
Aggrandizement.	Aggrandisment, egrandisement, agrandissement, agrandisment, aggrandizment, egrandisism, engrandizement.
Similar.	Similiar,
Illiterate.	Illiteral, iliterate.
Emerged.	Emmerged, imerged, immersed.
Purpose.	Purpos.

Practicable.	Practible, practacable, practable, Practicle.
Incommoded.	Incomoded, incommoted.
Celerity.	Salary.
Period.	Peroid.
Breakfast.	Brakefast.

All the words proposed are given above. It will be seen that only four out of thirry-seven were spelt correctly, among some thirty candidates. Some of the mistakes were repeated by several. S.

WHOEVER has not kept eyes on the movements of the planets during the last few months has missed a fine opportunity for noticing the erratic movements of these celestial bodies. Venus, Jupiter and Mars have been in good position for view. In this month that shy little planet Mercury is added to the list, as Mr. Cameron pointed out in the May REVIEW. Do not forget to follow out, if possible, his recommendations for getting a view of Saturn's rings. Mercury reaches his greatest elongation on the 18th, and then begins his flight sunward, overtaking and passing Jupiter on the 21st about two and a half degrees south of that planet. How many of our readers noticed his passage past Jupiter on the 8th inst? also, on which side of Jupiter did he pass? The following diagram may aid observers to see Mercury and Jupiter, low down in the west, on the evening of the 21st:

\*Jupiter.  
Mercury •

Ladies appear to be as numerous and as popular in the Scotch schools as they are in the United States; and it may go without saying that their life in the school-room is on the average fully as brief. As a flower of the field, the young lady on both continents flourisheth in the school-room, then the man and the hour arrive, and she is lost to the schools forever.—*Western School Journal.*

Observation has convinced us that too little attention, by far, is given in many of the public schools to training and practice in the art of reading aloud. No doubt it is in many cases, difficult or seemingly impossible for the teacher to find time for the exercise, on the crowded programme. But the ability to read articulately, intelligently, and with proper pronunciation, inflection and emphasis, is one of the most useful as well as pleasing of scholarly accomplishments. It may be made a source of enjoyment and a means of culture to many besides the reader. Whatever is neglected, training in the art of oral reading should never be crowded out.

### School Inspection in Nova Scotia.

We cannot conclude our remarks on the Nova Scotia school report without some reference to the inspector's reports. They cover seventy-one pages and contain much that is of general interest.

Inspector Condon reports very great improvement in school buildings and furniture. Yet a few sections are in a lamentable condition owing to apathy rather than to the poverty of the people. He finds the greatest improvement in primary work and remarks: "*Scientific Pedagogy* has displaced the unnatural methods of our young days, and there is no pleasanter duty than the inspection of many of our primary departments." He speaks well of the teachers trained in the normal school and in the city schools. Vertical writing he regards as a success on account of its superior legibility and simplicity and he might have added on account of its sanitary effects.

In Lunenburg county every settlement has now its public school. In Queens "schools are within easy reach of every inhabitant." The credit largely belongs to Inspector Mackintosh. The teachers in his district are becoming normal school trained, and the good results are evident. He thinks that a manual of hints and directions for teachers would have a "wide spread and beneficent effect."

In Yarmouth and Shelburne teachers are becoming scarce. Inspector Munro reports obvious improvement in the following respects: "More readiness in adopting practical suggestions, discarding books while teaching classes, completing to a figure the register, making out correct returns, better oversight of school-houses, apparatus, and out-buildings, a more accurate knowledge of the course of study, and an intelligent endeavor to carry out its requirements. . . . I am pleased to notice that teachers and pupils study the new Health Readers carefully, and that the lessons are given with the feeling that there is a moral obligation to impress the facts on the minds of their pupils."

Inspector Morse: The course of study is producing beneficial results. A uniformity of work now prevails which was unattainable under the old system.

A normal training is certainly most desirable, but greater ambition and determination to succeed in the line of oral instruction would soon cause many of the teachers to do far better work than they have hitherto accomplished.

No. 5 is one of the very few inspectorates in which Teachers' Conventions are utilized to keep up a lively interest in the teacher and his work. The Health Readers are in general use and are believed to be effective in regard to temperance teaching.

Inspector MacIsaac makes a plea for more oral work on the part of the teacher in order to reach the pupils' interest and understanding.

We have already referred to Inspector Macneil's suggestion that the EDUCATIONAL REVIEW be made the "medium of intercommunication between trustees and teachers on the one hand and inspectors on the other." Certain it is that in some way there should be such a medium. It might be issued from the Education Office once a month.

In retiring from educational work, Mr. Gunn, late inspector for Inverness and Victoria, sent in a lengthy report which displays the literary ability which characterized his former reports, and which, if cultivated in other fields would have brought him more substantial rewards than usually fall to the educationist.

From Inspector MacLellan's interesting report we quote but one paragraph which will, or should, cause many teachers to think.

Too close adherence to text books, and failure on the part of teachers to appreciate the relative importance of the various subjects of the prescribed course of study, continue to be the chief obstacles to more rapid advancement. The work marked out for common schools is by no means too difficult, and could easily be accomplished by pupils of average ability. In fact it is so accomplished in well taught schools. But it is far otherwise where teachers regard themselves as mere hearers of tasks, as they persist in doing in many cases. I think I may safely assert that a considerable majority of teachers do not consider educating or even instructing as among their functions. They believe their whole duty discharged in requiring the child to learn set lessons chiefly at home. When insisting on compliance with the requirements of the law concerning the giving of "lessons on nature," I am frequently asked for a text book on the subject. If such a book were available it would be directly placed in the hands of pupils with a demand that they should memorize its contents. It is so at least with the examples of oral lessons on language, given in the prescribed text book in grammar.

Inspector Craig has given much encouragement to school sections in improving their school buildings and grounds. In referring to the good work done in this way in Parrsboro and Joggins Mines, he adds:

It is a goodly sight in these mixed communities to witness the unity which all creeds and classes display about the common point, the comfort and educational advancement of their children. . . . The subject of temperance at one bound has leaped into the foreground, and has laid claim to its full share of time. From personal knowledge I believe the most sanguine and enthusiastic temperance advocates could not have expected more. . . . Teachers are discovering the fact that as in the mechanical arts we learn by doing, so skill and accuracy in the use of English is only acquired by constant practice in expression. . . . Amherst Academy is steadily growing in public favor,

and is beginning to attract pupils from all parts of the county. The county has implicit confidence in Mr. Lay's principalship. N. D. Mactavish, A (Sc.), the efficient principal of Springhill for two years, has been taken upon the competent staff of the academy.

#### Report of the Committee of Fifteen.

In 1893 at the meeting of the National Educational Association, held in Boston, a committee of fifteen prominent educationists was appointed to report on the training of teachers, on the correlation of studies in elementary education, and on the organization of city school systems.

The report represents very fairly the best educational thought of the day on the topics to which it relates. In our last the subject of correlation of studies received special attention.

The most important conclusions formed regarding the training of teachers are given in the following paragraphs:

In scholarship, teachers should be at least four years in advance of their pupils and should have in addition a thorough professional training. The time devoted to this training should be about equally divided between theory and practice. The conditions of education demand the existence of both city training-schools and normal schools. Practice in its conditions should be as similar as possible to the work which the teacher will later be required to do independently. The method of teaching can best be illustrated by teaching.

Psychology is the most fundamental and important of the studies required for the professional training of teachers. Their experience in teaching should be illustrations and proofs of its principles. To know the child is for the teacher the essential knowledge. The principles of education are rational inferences from psychological laws.

The history of education is particularly full of examples of noble purpose, advanced thought and moral heroism. It is inspiring to fill our minds with these human ideals. But with enthusiasm for ideals, educational history gives us caution, warns us against the moving of the pendulum, and gives us the points of departure from which to measure progress. It gives us courage to attack difficult problems. It shows us which are the abiding problems—those that can be solved only by waiting.

The recommendations of the committee with regard to the best methods of obtaining practice are excellent and are those that have been already advocated in the EDUCATIONAL REVIEW.

Normal schools are essential but they cannot take the

place of city training-schools where the conditions exist for practice adequate in kind and amount.

The independent charge for a considerable time of a school-room with a full quota of pupils, the pupil-teacher and the children being much of the time the sole occupants of the room—in short, the realization of ordinary school conditions, with the opportunity to go for advice to a friendly critic, is the most valuable practice; and no practice short of this can be considered of great value except as preparation for this chief form of preparatory practice.

The practice of many normal schools, that of students giving lessons to fellow-pupils, makes one self-conscious, hinders the growth of enthusiasm in work, and is entirely barren if carried beyond a very few exercises.

The time required for the ideal training course is two years—the first year mainly theoretical—the second mainly practical.

Provision for such an extended course can be made only by city training-schools, and by normal schools having connection with the schools of a city.

In order to give each pupil-teacher a year of practice the number of practice rooms must equal the number of teachers to be graduated annually from the training-school. This insures that the teaching shall be done as nearly as may be under ordinary conditions, brings the pupil-teachers at once into the general body of teachers, makes the corps of critics a leaven of zeal, and good teaching scattered among the schools.

This plan has been tried for several years in the schools of Providence, with results fully equal to those herein claimed.

No pupil should be admitted to a training school who is deficient in good health, good scholarship, good sense, good ability, and devotion to the work of teaching.

This is a case where the wheat and the tares should grow together until the harvest at graduation day or the examination preceding.

Teaching does not require genius. Most good teachers at this close of the nineteenth century are made, not born; made from good material well fashioned.

The training of teachers for secondary schools is in several essential respects the same as that for teachers of elementary schools. Both demand scholarship, theory, and practice. The degree of scholarship required for secondary teachers is by common consent fixed at a collegiate education. If college graduates, however, are put directly into teaching without special study and training, they will teach as they have been taught. The methods of college professors are not in all cases the best, and, if they were, high school pupils are not to be taught nor disciplined as college students are,

Success in teaching depends upon conformity to principles, and these principles are not a part of the mental equipment of every person.

To meet this case professorships of pedagogy are being established in rapidly increasing numbers in our colleges and universities. College students electing pedagogy for their senior year and taking a post graduate year of practice under skilled supervision would form the material from which academy teachers and inspectors should be chosen.

#### Hints for District School Teachers

Many teachers in rural districts find that they must either get along without extra apparatus in the school room or supply it themselves. To such, perhaps, the following hints may be of some benefit:

A library of however small pretensions in the school-room, is a great pleasure to all teachers. It is within the reach of all. Place a desk in front, at one side, as your reading-desk. For the book-case secure a small dry goods box. By placing cleats in the interior on each side you can have as many shelves as you see fit. Now cover the tops and sides with some pretty wall-paper. A small piece of bright figured calico suspended from the top by wire, will form a protection to the books as well as add to the effect. Place upon your shelves any books of reference you may possess. Get your pupils interested in the school library, and books may be donated by their parents. Even though they are of old publication they can be used as reference books. The pupils will take greater interest in the library if some of the books are brought in by themselves. Place your school journals and any good reading matter on the reading desk.

Very useful books can be made by cutting cloth in book form and filling the leaves with short historical and biographical sketches, pictures of noted persons, etc. This material may be gleaned from all classes of papers. Get the pupils to cut such extracts from papers as they find interesting, and bring to you to make such a book. I have a language book of my own manufacture, composed of pictures for stories, descriptions, etc., reproduction stories, short language exercises, etc. These I have taken from old copies of different teachers' journals, and find it quite an improvement on the old method of searching over back numbers to find such work. Any old book will form the foundation for the language book.

At some time during the term you will wish to teach time-telling to your children. Very likely no time-piece will be found in the school-room, with the exception of the teacher's watch. This cannot be used

to much advantage. Take a large piece of pasteboard and cut a circle from it. On this mark the hours and minutes in ink. The figures need to be large so the whole class can see them distinctly. A match end dipped in the ink will do famously for the lettering. In the centre cut a rather large hole, and the hands should be put in loosely. They will be best cut out of tin, and so arranged that the children can move them from hour to hour. The time table will, of course, be taught in connection with the work, and thus forms good busy work. After the subject is understood by the children, have them draw clock faces on their slates, then on card board.

Very useful and neat pointers can be made from well formed and dried corn stalks. They will last a long while and cost nothing. Place a small tack in each and suspend by a string, one on each side of the black-board, thus keeping them out of the chalk dust and preventing noise from accidentally knocking to the floor.

*Normal Instructor.*

#### Epitaph on Mary, Countess of Dalheith.

(Died April 9, 1729, aged 125.)

Stay, traveller, until my life you read,  
The living may get knowledge by the dead.  
Five times five years I had a virgin life,  
Ten times five years I was a virtuous wife,  
Ten times five years I had a widow chase,  
Now, weary of my life, I end my race.  
I from my cradle to my grave have seen  
Eight mighty kings in Scotland and a queen,  
Four times five years a commonwealth I saw,  
And twice the subjects rose against the law,  
Twice did I see the proud prelate pulled down,  
And twice the cloak was humbled to the ground,  
I saw my cuntry sold for English ore,  
And haughty Stuart's race subsists no more.  
Such revolutions in my time have been,  
I have an end of many troubles seen.

*Church Times.*

A MAN who has to teach a class for a competitive examination is no longer able to teach the subject as the subject presents itself to him. He has to teach it as he thinks the subject will present itself to the examiner, and the injury to the pupil is especially bad, because those who suffer most are the ablest pupils. It is the man who is going to succeed and who does succeed in a competitive examination, who suffers most from the effects produced by competitive examination. His whole idea of learning is lowered, its dignity vanishes, the whole bloom and the whole charm are rudely brushed away from knowledge. He looks at learning no longer as the greatest delight and the greatest honor of his life; he looks at it as a means by which he can earn marks; and love is not more ruined by being associated with avarice than is learning by being associated with mark getting. *Mr. Balfour Head of Education Department in Scotland*

"You will please find enclosed \$2.00 to pay up my subscription to the REVIEW. I trust you will pardon my neglect in not remitting sooner. It was not because I do not appreciate the paper. I have been a subscriber since I began teaching, a period of over five years, and must say I like it very much indeed. I always enjoy perusing its columns; especially the "Talks with Teachers." I have found many a useful hint in that column, and I always feel sorry that the "Talks" are not much longer."

L. B.

East Dover, N. S.

In a Hartford grammar school we recently heard a first-class history recitation, in which dates were reduced to the minimum; in which every historical fact was associated with some other; in which the pupils were impressed with the idea that they were to learn principles as of more value than facts, and those facts that had principles behind them. Questions asked more than once were: What would you probably have done if you had lived there? If you had been associated with this class of people or with that? What ought you to have done? Is there any parallel between those events and those of our day?—*New England Journal of Education.*

A Christian school is made by the atmosphere, the general tone, the surrounding objects, the character of the teacher, the constant endeavor, the loving tact, the gentle skill by which the light and spirit of Christianity—its lessons for the head, for the heart, for the whole character—are made to pervade and animate the whole school life of the child, just as the good parent desires that they should animate his whole future life in all his manifold duties and relations as man and citizen.—*Rev. J. J. Keane.*

#### Summer School of Science.

At the opening meeting of the Summer School of Science, to be held at Amherst on Wednesday, July 3rd, Dr. MacKay, Superintendent of Education for Nova Scotia, and other prominent educationists will speak. The following Round Table Talks will be held:

July 4th. Subject: "Meeting of Dominion Teachers' Association," addressed by Dr. MacKay, Dr. Hall, Principal Oulton and others.

July 9th. "The Place of Research Methods in Ordinary School Work," addressed by Prof. Andrews and others.

July 12th. "The Kindergarten," addressed by Mrs. Patterson and others.

Alex. Anderson, Esq., LL.D., Principal of Prince of Wales college, Charlottetown, will lecture on Monday, July 15th, taking for his subject "Thomas Carlyle."

Students attending the Summer School of Science, paying a first class fare going will be permitted to return on the I. C. Railway, the N. B. and P. E. I. Railway, the P. E. I. Railway and the P. E. I. Steam Navigation Co.'s Steamers, free, and the Dominion Atlantic Railway for one-third regular fare. In each case a certificate of attendance from the school must be presented at ticket office to procure return free ticket. Students will be careful when purchasing their tickets coming to the school, to get from the ticket agent blank certificate to enable them to get the above reductions on return fare.

Intending students of the Summer School of Science who have not yet applied for board to A. D. Ross, Esq., Amherst, N. S., would do well to do so at once.

We are glad to learn from President Andrews, that the Dominion Government has loaned a set of instruments for the new course of meteorology, embracing a barometer, four thermometers, and a rain gauge. Principal Campbell has charge of this course, and he is to be congratulated on these additions to his equipment.

#### SCHOOL AND COLLEGE.

Arbor Day was enthusiastically observed by the Charlottetown, P. E. I., public schools on Thursday, 23rd ult. Every department planted a tree. The literary exercises by the pupils were excellent. Interest was added by the fact that Rev. Mr. Fullerton had offered cash prizes for the two best essays on the "Trees of Prince Edward Island." The prizes were won by Harry Ritchie and Lemuel Miller.

Mayor J. M. Murchie, of St. Stephen, has presented a fine school flag to the King street school.

Through the kindness of Mr. G. W. Ganong, who furnished and placed twenty-two tubs ready for planting, the St. Stephen teachers were able to line their school walks, and it is expected they will present a very attractive appearance late in the season.

The trustees of Milltown have greatly improved the class-room of the high school, and supplied a very fine cabinet for the excellent collection of minerals possessed by the schools. An additional school room will be provided for next term.

Few school rooms present a more attractive appearance than the old St. Andrews grammar school. The grounds, too, are very carefully kept. Principal Brodie expects soon to be able to add an organ to his school furniture.

The Encennial exercises of the University of N. B. were held in the college library, and were well attended as usual by the graduates and friends of the institution. The year has been a prosperous one. The Lieut. Governor and the Bishop were present. The address on behalf of the faculty was given by Prof. Davidson, and was entitled, "The Economy in High Wages for Teachers." Principal Mullin delivered the alumni oration, and Mr. Allen T. Hoben gave the valedictory. B. A. degrees were conferred upon a class of nine. Horace Brittain, of Fredericton, was the winner of the Douglas gold medal. Frank Allen, of Richibucto, won the Alumni gold medal. The Montgomery Campbell prize was awarded to W. A. Cowperthwaite, St. John. Degrees of D. C. L. were conferred upon A. I. Trueman and L. A. Currey, of St. John, and the degree of Ph. D. upon Dr. J. Z. Currie. The following is the graduating class:—First division—W. A. Cowperthwaite, St. John; Frank Allen, Richibucto; Horace L. Brittain, Fredericton; Frank D. Phinney, Fredericton. Second division—Frank Baird, Chipman, Queens Co.; Allen T. Hoben, Gibson. Third division—Wm. H. Long, Keswick, York Co.; Thos. E. Powers, St. John; Miss Sarah Thompson, Fredericton.

The superior school at Harvey Station, N. B., has received a splendid collection of Canadian minerals and rocks—132 specimens in all—from the Geological and Natural History Survey, Ottawa.

The closing exercises at Mt. Allison University took place the last week in May, and, as usual, were very successful and attracted a large number of visitors. Principal Palmer, of the Male Academy, reported 68 pupils enrolled during the year. Principal Borden, of the Female Academy, reported an attendance of 180 during the year. A higher class of work was done, due to the advanced work done in the public schools. The college, under the presidency of Dr. Allison, was never in a more prosperous condition. Its graduating class was large, and there is a prospect that next year's classes will be larger and the institutions at Sackville more thoroughly equipped for turning out scholarly and capable men and women than ever before.

A number of teachers at Central Norton, N. B., have decided to meet once a month and discuss educational topics. The June meeting is to be held at Bloomfield, and botany is the subject. At the May meeting, the members discussed attention, and a lesson on minerals was given.

Judge Hanington has presented a flag to one of the Albert County schools.

Candidates for matriculation to the University of New Brunswick will take notice that there will be an examination in chemistry for all this year. The examination in natural history will be based on Bailey's text book and Spotton's botany.

A new flag floated over the Superior School, Hopewell Hill, N. B., on Arbor Day.

Arbor Day was both pleasantly and profitably spent by the school at Hampton Village, N. B., under direction of the teachers, Miss Louise Wetmore and Miss Stewart. The appearance of house and grounds was much improved by cleaning and decorating, and many growing plants placed in the windows. Shrubs—white lilac, sweet briar, and spiraea—were planted, and an elm and a maple set out, one for each department. In the afternoon, a programme of appropriate songs, essays, recitations and addresses was carried out, and the day's proceedings closed with the serving of refreshments to pupils and visitors, and some merry games for all. A short time ago, the pupils of this school by a concert, raised about twenty-six dollars towards purchasing a school library, which it is hoped will be a great benefit to the school.

The anniversary exercises of Acadia College and affiliated institutions took place the first week in June and were of more than ordinary interest. The graduating class was large, more students than usual taking honors. The degree of M. A. was conferred on nine candidates. The degree of Ph. D. was conferred on Prof. Silas McVain, Harvard University, and the degree of D. D. on Rev. Prof. Kierstead, Wolfville, and on Rev. W. B. Boggs, India.

The Central School, Sackville, N. B., has a new Canadian flag—kindly donated by W. C. Milner, Esq.

A "cob-web" party was given by the teachers of the superior school, Milford, N. B., on the evening of May 9th, the purpose being to raise funds to purchase a flag for the school building; also to supplement the library furnished the school last year in a similar way. Arbor Day was celebrated by raising a beautiful five yard Dominion ensign, which was floated to the breeze in the presence of the schools, trustees and a large number of visitors. A photographer was on hand to photograph the scene. Principal Wallace gave a lesson on the flag from the blackboard, after which refreshments were passed round among the pupils. The trustees have furnished a neat and beautiful mineral case, in which to place the cabinet minerals received from the Geological Department, Ottawa.



## BOOK REVIEWS.

MACMILLAN'S FRENCH READERS: Émile Souvestre's *Le Serf* and *Le Chevrier de Lorraine*, edited with introduction and notes by H. E. Berthon, B.A. Price 1s. 6d. each. Publishers, MacMillan & Co., London and New York. The publication of these two books—the first of which presents the picture of a serf's life in the middle ages, and the second a story laid in the time of Joan of Arc—will give excellent material to the student of French life and literature.

VARIED OCCUPATIONS IN WEAVING, by Louisa Walker, head mistress of Fleet Road Board School, Hampstead, England. Pages 224; price 3s. 6d. Publishers, MacMillan & Co., London and New York. This book, beginning with the kindergarten gifts and occupations, shows how such practical work can be carried along, not only in the kindergarten, but with children of more advanced years. The many excellent illustrations with which the book abounds are from actual work produced in the school presided over by the author.

SELECTIONS FROM COWPER'S LETTERS, edited with introduction and notes by W. T. Webb, M.A. Pages 238; price 2s. 6d. Publishers, MacMillan & Co., London and New York. In this work the editor sets forth two main objects in view,—the phases of Cowper's life and character and the illustration of his greatest work—"The Task."

ENGLISH MEN OF ACTION: *Colin Campbell (Lord Clyde)*, by Archibald Forbes. Pages 222; price 2s. 6d. Publishers, MacMillan & Co., London and New York. This series, following the "Twelve English Statesmen" series, will be received with the same interest by all who delight to read of what constitutes England's greatest pride and glory. And the volumes of these series, most attractive in make-up and finish, are edited by men who are leaders of thought and action in the England of to-day. All who have heard or read the lectures of Archibald Forbes will be charmed with this book. The man of action has here a subject worthy of his pen.

ENGLISH MEN OF LETTERS FOR BOYS AND GIRLS: *Chaucer, Spenser, Sidney*. Price 50 cents. Publishers, E. L. Kellogg & Co., New York. This little volume contains a life sketch of the three noted English authors named above. It is simple in language, gives brief synopsis of their works, and interesting facts about the England of their time.

THE PLANET EARTH: An Astronomical Introduction to Geography, by Richard A. Gregory, F.R.A.S. Price, 2s. Publishers, MacMillan & Co., London and New York. This most delightful and instructive introduction to geography is founded on the scientific methods of observation and deduction. The first chapter deals with star groups and the apparent diurnal motion of the celestial sphere. In the second chapter it is shown that all the phenomena previously described can be explained by the fact that the earth is a globe in rotation. The determination of the size and mass of the earth is the subject of the third chapter. Then comes an account of

the apparent annual motion of the sun among the stars and the apparent motions of the planets, and finally it is shown that these appearances are easily explainable on the Copernican theory of the order of the universe.

HEATH'S ENGLISH CLASSICS. *Webster's first Bayker Hill Oration*, 1825, price 20 cents; and *Burke's Speech on Conciliation with America*, price 30 cents. Edited by A. J. George, A.M. Publishers, D. C. Heath & Co., Boston. The above are published with introduction and notes. The latter the scholarly editor has made invaluable to the student by the historical setting he has given them.

SCIENCE READERS, by Vincent T. Murché. Books I and II, price 1s.; Book III, 1s. 4d. Illustrated. Published by MacMillan & Co., London and New York. This is a series of reading books, made up of evening conversations between three children, on topics of elementary science on which lessons had been given in school during the day. The topics are graded, leading from the simplest to those which present more difficulty; and thus the way is paved for the more systematic and thorough treatment which is to follow in later volumes. The three books before us deal with the commonest properties of bodies; with the nature, growth and structure of plants in general; and with some of the leading types of the animal creation. The books will be of the greatest interest to children as supplementary readers, and also to our teachers who are trying to present their "Nature Lessons" in the simplest and most attractive form.

MACMILLAN'S FOREIGN SCHOOL CLASSICS. *Molière's Le Malade Imaginaire*, edited by Eugene Fasnacht, price 1s. 6d.; and *Alexander Dumas' Les Trois Mousquetaires*, (abridged), edited by J. H. T. Goodwin, B.A.; price 2s. 6d. These two books, in this handy and neatly printed series, will be of great service to students of the French language. They contain biographical sketches of the authors, with notes of the chief difficulties in idioms to be met with.

A SYSTEM OF PHYSICAL CULTURE, prepared expressly for public school work, by Louise Preece, with 150 illustrations and 50 cuts. Price \$2.00. Publisher, C. W. Bardeen, Syracuse, N. Y. This is a work that presents every phase of physical culture, with the advantage that it possesses in training both body and mind. Such an excellent work as this in the hands of enthusiastic and energetic teachers would do much to enliven the tedium of school exercises, make the mind more alert, and systematically train the body so that it will be strong, straight and supple.

THE CITIZEN. THE STATE. Part I: Representative Government. By E. J. Mathew. Pp. 228; price 1s. 6d. Part II: Industrial and Social Life, The Empire. By J. St. Lee Strachey. Pp. 228; price 1s. 6d. MacMillan & Co., London and New York. The titles of these little volumes arouse our interest and enlist our sympathy. The books have been called into existence by the increasing demand of the British citizen for more knowledge about his government and his empire. They do not profess to be written for the learned citizen, nor for the imperial or local politician. They are written for the

boys and girls who are now preparing themselves for the work of good citizens. Highly to be commended is the aim. If they can do anything to make our boys and young men better citizens, they deserve the warmest welcome. In the form of reading lessons, the most important facts about the machinery, local and imperial, by which the British citizen is governed, about the industrial and social life of the empire, and about the extent, constituents, and characteristics of the empire itself, are presented to the more advanced boys and girls in the schools. The last chapter of the book on government is devoted to the duties of the citizen with respect to voting, taxation, public health, education, the poor, maintenance of law and order, public spirit and public opinion. The general title of the other volume perhaps gives no very definite idea of its contents. The portion dealing with the life, industrial and social, of the citizen, describes such subjects as national industries, associations of workers, co-operative societies, friendly societies, the state and labor. Varied and numerous illustrations are scattered throughout both volumes. The illustrations are excellent and typical. But one would prefer to see the text based upon them. If a good illustration were made the starting point of the descriptive portion, a much more interesting book would be the result. For example, the illustration of the House of Commons which is given, is that of Mr. Gladstone introducing the Home Rule Bill. Such a picture might be made the centre of a story sketching the important officials and the business of the House, and the history of a bill. Both volumes aim at comprehensiveness. I think they would have been more successful if they had been content to present typical sketches. They would have been more interesting; they would have given clearer impressions; and the few important facts would have been more easily grasped and remembered by the youthful reader. The first chapter in the book, on government, seems to me to be all that could be desired in this respect. It has for its subject the meaning of citizenship. The story of Paul and the mob at the temple is given as an illustration. Although the description is not reinforced by a picture, the impression is more vivid than that of any other chapter. A reading book — in fact every book put into a child's hands — should not sacrifice interest to anything else. Interest is education's first law. One does not ask that reading books be picture books; not that they should aim at amusement, but that they should attract, so that the instruction aimed at should be readily grasped, vividly pictured and easily retained. Otherwise the value of a book is purely disciplinary. Training may be more important than instruction, but books, such as the above, are written for the purpose of exciting the reader's interest and increasing his knowledge of the state in which he lives. There is at present a class of educational writers which wishes to give school boys pellets of useful information nicely coated in the reading lesson form. Do not such educational physicians turn us against the reading lesson? Surely the first thing to be considered in selecting matter for reading books is whether the extract is really literature or not. A reading lesson surely should be first and last a lesson in literature. The character of the information contained in the selection should be of sec-

ondary importance. Messrs. Mathew's and Strachey's books are by no means devoid of interest. They have all the qualities which could be desired by one who believes with the authors that the boys and girls can best be taught important facts through the reading lesson. The lessons are short and well chosen. Difficult and strange words are explained in brief notes appended to each lesson. The type is clear and large; the book is well bound — not too large — and cheap. One sympathizes so strongly with the authors in their wish to impart to our future rulers the more important facts of government and social life, that one is tempted to suggest another way, though the danger be great. In the first place, one would say, "Do not attempt too much." Would it not be better to place in the hands of the older boys and girls simply a book of selections, containing sketches, which are recognized as of exceptional literary merit, of some of the more important things in the government of a state, etc. The object here is simply to awaken an interest in such matters. Then as the boy approaches to manhood civics should be studied as botany is studied. The objection to this leisurely mode of instructing "our masters," I suppose, is that the boy, who needs school instruction most, because he has less opportunity afterwards of reading, must leave school early and go to work. This is a serious objection and perhaps may force us to resort to the cramming process. But the future ruler does not step out of the school door into dense darkness. The press, cheap and good literature, illumine his path. The itinerant lecturer and the itinerant university do much, and can do more, in acquainting the citizen with the workings of the machinery of government. (One of these books, and perhaps the other, is written by an Extension lecturer). Of course, the wandering lecturer must start from his auditors' position, and, like a guide, point out each important piece of machinery and show how it works in relation to the rest. (It is safer to criticize than to suggest, but the importance of the object warrants the venture.) For example, one might begin with such a question as "What machinery must I set in motion to obtain redress for this infringement of my rights? Or, "What must I do to get a law passed for a certain purpose?" Such questions as these might be made the starting point for a trip through the law courts or through parliament. The lecturer would have to give up the express train and betake himself to the more leisurely stage coach, from which he and his party could get fairly accurate and complete views of the different objects passed. — W. C. M.

#### The June Magazines.

*La Revue Nationale* (J. D. Chartrand, Montreal), gives promise of becoming one of the leading reviews of Canada. The printing is large and clear and the cuts well executed; its treatment of public men and questions is fair and marked by ability, and all students of French-Canadian literature will find in this attractive periodical that which promises well and that is deserving of their support. . . . In the June "Atlantic Monthly" Mr. Percival Lowell has a second article on Mars, equally good with the first — considering the Water Problem. . . . As a

special inducement to subscribe to "Littell's Living Age," the twenty-six numbers forming the first half of the year 1895 (January to June inclusive), will be sent for \$3.00. To any one remitting \$6.00 in payment for the nine months, April to December inclusive, the thirteen numbers forming the first quarterly volume of 1894 will be sent free. . . . There is much freshness in the "Century" for June. The frontispiece is a hitherto unengraved bust of Napoleon owned by Charles J. Bonaparte, of Baltimore, and modelled from life by Corbet during the Egyptian campaign. Prof. Sloane's narrative covers the gap between the conclusion of the Italian campaign and the first victories in Egypt. . . . There is much of interest and variety in the "Popular Science Monthly" for June. The article by Garrett P. Serviss, on the Pleasures of the Telescope, will be of great interest to those who are studying the summer sky.

**National Educational Association of the U. S.**

The manager of the National Educational Association of the United States going to meet at Denver, Colorado, in July, who has charge of the Atlantic Provinces of Canada, says that he thinks the number from these provinces who have expressed a wish to attend will not enable them to secure the very lowest special return trip rates. He therefore advises all wishing to obtain the best possible terms to take advantage of the arrangements made under the Manager for the State of Maine, (John S. Locke, Saco, Maine,) who, he has no doubt, will send programmes to those applying for fuller information.

From Portland, Maine, the excursion train leaves Union Station on Saturday, June 29th, at 8.45 a. m., and will reach Denver before the 4th of July. Rate (including membership fee of \$2.00 in the Association) is only \$50.40 from Portland to Denver and return. From Boston (Union Station, 29th June), to Denver and return, \$48.40. Whether a special round trip rate can be secured from Halifax to Portland and Boston is not yet known. That will depend on the probable number wishing to take advantage of the same. S. W. Manning, General New England Agent, 332 Washington Street, Boston, is interesting himself in the matter and may be able to make terms. We refer inquirers to either him or Mr. Locke, at Saco, Maine, for further information.—ADVT.

**St. John County Teachers' Institute.**

The seventeenth meeting of the St. John County Teachers' Institute will be held in the Assembly Hall of the Centennial School, St. John, N. B., on Thursday and Friday, September 26 and 27, 1895.

**PROGRAMME.**

**FIRST SESSION—THURSDAY, 10 A. M.**

Enrolment and Address by the President. Report of the Secretary-Treasurer. Short Papers on "Moral Teaching," by Mr. John McKinnon, and the Misses Iva Yerxa, Annie Hea and Louise D'Orsay. Discussion.

**SECOND SESSION—THURSDAY, 2 P. M.**

Practical Lessons. "Reading," Grade II, by Miss Elizabeth Beateay. "Word Building," Grade I, by Miss Kate Lawlor. "Geography," Grade VI, by M. D. Brown. Discussion.

**THIRD SESSION—FRIDAY, 9 A. M.**

Institute to divide into Sections. "Short Papers and Practical Lessons in Writing." Section A, Grades VI, VII, VIII, by the Misses Emma Colwell and Amy Iddles. Section B, Grades III, IV, V, by the Misses Oattie L. Stewart, and E. Enslow. Section C, Grades I and II, by Miss Harriett D. Gregg. Discussion. Practical Lesson on "Plant Life," Grade IV, by Mr. John Brittain. Discussion.

**FOURTH SESSION—FRIDAY, 2 P. M.**

Practical Lesson on "Minerals," Grade VI, by Mr. John Brittain. Discussion. Election of Officers. Miscellaneous Work. Adjourn.

MALCOLM D. BROWN, Sec.-Treas.  
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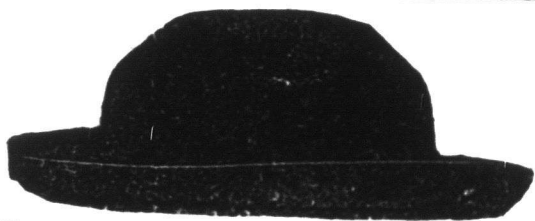
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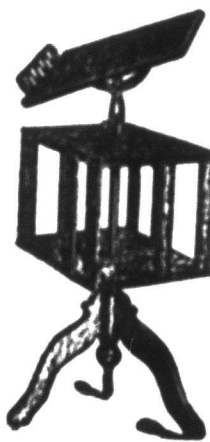
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