

PAGES

MISSING

The Educational Review.

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Editor for New Brunswick.

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THE EDUCATIONAL REVIEW.

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THERE is much interest in different parts of the Province of New Brunswick in local history, and many interesting facts have been gathered and published. In the REVIEW Mr. W. F. Ganong and Rev. W. O. Raymond have contributed valuable material for the future historian. The *St. John Daily Sun* also devotes much of its space to the local historian. In the *St. Croix Courier* important contributions to the history of Charlotte County have appeared for some time past; and Mr. Hannay, whose “History of Acadia” has many warm admirers, is now writing in the *St. John Telegraph* a series of articles on the “History of the Loyalists.” These articles will be collected afterwards and published in a separate volume. From Mr. Hannay's reputation as a historian it is safe to predict a wide popularity for the work.

THE following from a recent number of the *Montreal Star* will be read with interest.

The proposal of the Dominion History Committee to have compiled a concise history of all parts of Canada for use in the schools, hangs fire just now for lack of funds. The plan was to raise \$2,000 to be spent as follows—Four prizes of \$200 each will be offered, to be given to the four best writers whose histories are rejected by the Committee. The history that is purchased will, of course, bring a sufficient reward to the author. \$900 is set aside for the nine members of the Committee on manuscript who are to adjudge the merits of the works submitted; and \$300 is put down for expenses. The Committee on manuscript is composed of one representative for each of the following: Ontario, Manitoba, North

West Territory, British Columbia, New Brunswick, Nova Scotia, Prince Edward Island, and two from Quebec. It will have a good deal of work to do and much travelling. One hundred dollars will, therefore, not be a high allowance. This \$2000 is divided among the Provincial Governments, Quebec's share being \$680. Five of the provinces have agreed to bear their portion of it; and all are now waiting for Quebec to act. The money could hardly be devoted to a worthier purpose. We sadly need a good history setting forth the record of the provinces in an attractive form for our children; and this would give it to us.

LAST MONTH a paper was read before the Science Institute of Nova Scotia at Halifax, by Dr. Mackay, Superintendent of Education, embodying observations made on the flowering of plants and the migration of birds in the province. The most valuable contribution to the series of observations were made by Professor Coldwell of Acadia College, with five assistants in neighboring regions of the county. Harry Piers, Esq., of Halifax, Principal A. D. McTavish of Springhill High School and Principal E. J. Lay of the Cumberland County Academy. Dr. Mackay hoped that next year observers could be had in every county of the province, so that the statistics would be more valuable than those hitherto collected. Professor Lawson expressed the hope that those observations would not only be more numerous made, but that they would be continued for a series of years, as they had been in England, when most valuable results bearing on the nature and change of our climate might be obtained. The Hon. Commissioner of Public Works and Mines was present and took part in an interesting discussion which engaged the Institute to a later hour than usual. With Botany as taught in all our High Schools, not only every High School, but every advanced common school should keep a record of the leafing, flowering and fruiting of plants for the use of the section, and for general statistics of the province. Good training, no labor.

LADY TEACHERS who propose to visit the Chicago Exhibition during the summer vacation will be interested in knowing that the public school buildings are to be turned into dormitories for their accommodation, for which only a nominal charge will be made.

THE first two numbers of the *School Review*, a journal of secondary education, edited by Dr. J. G. Schurman, President of the Cornell University, have been received. It is published by the Cornell University, Ithaca, N. Y., the price being \$1.50 a year (ten numbers). The Editor in his introductory note, says: "The province of the new *Review*, if described

by institutions, is the High School and Academy; or, if described by courses of study, it embraces whatever lies between the subjects of the common school curriculum and the practice of secondary education." The *Review* gives promise of being an excellent ally of secondary school education.

WE notice through an exchange that Miss Titus, one of the teachers of the Public Schools of Digby, has published some notes of school lessons on insects. We have not seen them, but from what we have heard of the work of Miss Titus among her pupils, how, stimulated by lessons in the EDUCATIONAL REVIEW, she set her children observing and collecting, until now she has an interesting collection, and class of pupils with eyes open for the many natural wonders and beauties of Digby,—from all this we would expect her work to be of interest to teachers—perhaps more so than if it were a full, or a learned work by a professor. It may stimulate many teachers to go even one better. All such efforts whether small or great are ultimately useful.

SEVERAL newspapers were started at different times in Dartmouth, N. S., but after brief careers they failed. Notwithstanding this discouraging fact the attempt is to be made again—this time by Mr. H. S. Congdon, for several years principal of the Dartmouth public schools, and now teaching in Morris Street school, Halifax. Mr. Congdon is well qualified for such an enterprise and we wish him success. His paper will be called the *Atlantic Weekly*. Being the only paper published in a town of 6200 inhabitants it ought to have a large local circulation.

THE death of Mrs. Harrison, wife of Chancellor Harrison of the New Brunswick University, after a long and severe illness, will be heard with feelings of regret. The deceased had many estimable qualities, and there is much sympathy felt for Dr. Harrison in the great bereavement he has sustained.

THE semi-centennial celebration of the Mount Allison Educational Institutions has called forth much enthusiasm not only at Sackville, but in the principal cities throughout the Maritime Provinces. The meetings everywhere have been inspiring, and the result must be not only an increased interest in the institutions, but a greater practical support than before. At the Anniversary Banquet on the 18th January, held at Sackville, over \$13,000 was subscribed toward the semi-centennial fund of \$50,000. At an enthusiastic public meeting in Halifax, a sum of nearly \$5,000 was raised.

MANUAL TRAINING CLASS IN HALIFAX.

A somewhat novel sight might have been seen in Alexandra School, Halifax, on Saturday the 28th January. At the invitation of the Supervisor of Schools a number of ladies and gentlemen, teachers in the public schools, met to begin a course of lessons from Professor Russell, in educative carpentry. In the classroom are eighteen Sloyd benches fitted up with the carpenter's ordinary tools. In his opening remarks the professor explained the nature and object of manual training as carried on in the best schools of the United States and Europe. It is of some advantage to every one to have some manipulative skill. It is very useful to the teacher in enabling her to devise and construct simple apparatus to illustrate her school work. It is still more important in giving her sympathy with the constructive instincts of her pupils, enabling her to appreciate and therefore encourage boys as well as girls in their home recreations which may and should often take this direction. He then explained the use of the various tools and set the students making various measurements and drawing lines to educate them in accuracy. Finally they practised with saw — an exercise in which the ladies showed themselves even more proficient than the gentlemen.

The course will continue until next summer holidays. Applications from various parts of the province for admission to the class had to be refused for want of room.

DEATH OF A HALIFAX TEACHER.

We regret to have to record the sudden death from heart disease of Miss Waddell, teacher of the sixth grade in Morris Street School. She was engaged in teaching for twenty-five years, beginning at the age of fifteen. During a brief life she accomplished much good, the results of which will be manifest in the lives of her pupils for years to come. In her school, church, social and family circles she was specially characterized by conscientious devotion to duty. She was so deeply impressed with the evils of intemperance that she spared no pains in fortifying her pupils by sound knowledge and sentiment against the seductive dangers of the intoxicating bowl and the youth-destroying weed.

She was among the first in Nova Scotia to show the superiority for popular use of the Tonic Sol-fa notation in vocal music. Though not herself a musician yet her success in teaching it was such that the educational authorities were led to investigate its merits and finally adopt it for the schools of the province.

We hope that many parents will read and ponder the following kindly and considerate words of a writer in the *Evening Mail*:—

"Mothers who have children at school in Halifax must often be touched by the unselfish conscientiousness of women teachers.

When I heard of Miss Waddell's death it was with a sense of profound loss and a pang of self reproach. It would have been such a comfort to me had I expressed what I had felt. Her patience and faithfulness with a rough, restless boy of mine were wonderful, and I had been grateful for it but felt shy in expressing it, and now it is TOO LATE!

Miss Waddell's devotion to duty was heroic. She was a modern saint — strong, clear-headed, unsentimental, keenly intellectual. One thinks of Lowell's lines:

"She doeth little kindnesses
That most leave undone or despise,
And naught that sets one heart at ease
Or giveth happiness or peace
Is low esteemed in her eyes,
And deeds of week-day holiness
Glide from her gentle as the snow,
Nor hath she ever chanced to know
That aught were easier than to bless."

Can we not, we women of Halifax, be more generous in our recognition of the patient service of that "noble army of martyrs—teachers?"

AGRICULTURAL EDUCATION.

At the meeting of the Farmers' Association at Fredericton recently, the subject of agricultural education came in for considerable attention. The method, or rather the want of method, of teaching agriculture in schools, was severely criticized. Several speakers held that the present course of study did not sufficiently recognize the agricultural interests of the country—that its tendency was to create a dislike in the minds of the young for farming as a pursuit. In reply to this the Superintendent of Education, Dr. Inch, held that the farmers themselves were the cause of the children leaving the farms. He held that home life should be made more attractive, lifted as much from drudgery as possible, and that much of the education required to make children wish to stay on the farm should begin at home. There is evidently much to be said on both sides of this important subject. There is need of much closer union and sympathy between the school and the farm. There is no disputing the fact that the drudgery of the farm, the total lack of sympathy with intellectual and kindred pursuits that exist in most of the farmers' households, drives many boys and girls from the farm as soon as they can get away. The want of aim, especially of the life of a boy on the farm the numberless "chores" he is called upon to perform, make life uninteresting and irksome to a spirited lad. Make such a lad feel that he has an interest in the farm. Give him a patch of ground to cultivate, which he may call his own and the profits of which shall be

his. Let him have proprietary rights in the animals about the farm. Let him be taught to be kind to animals, and the better to do this let him have one for his own to bring up, feed and train properly. Let him be taught to keep accounts of all that belongs to him. If he wants to spend his money in books, outfits for hunting, fishing, camping out, let be encouraged to do so, to a limited extent of course. By these and other means the common-sense farmer will give his children a stay-at-home feeling instead of a continual restlessness, and a desire to turn the back on the farm; he will cultivate a spirit of self-reliance, independence, an interest in the farm and the country. If the children have been led to feel an interest in the farm, beyond mere drudgery, they will feel an interest in their studies at school that pertain to farm life. But it is scarcely reasonable to expect that if every day they spend on the farm is a day of toil and drudgery, not much interest will be felt in agricultural education. We have doubts as to the utility of teaching agriculture in the common schools, except in the higher grades. If children are taught to observe and think on what is going on around them; if their studies in plants, animals, physical geography, chemistry, are more from nature, if they be taught to do manual work neatly and with some skill, it will be a far more valuable training for farming or any other occupation than to be dosed daily with agriculture from a text book. A properly equipped agricultural school is one of the pressing needs for New Brunswick, and in connection with this a school of forestry. Until this is done there will be very little progress in agricultural education.

A NEW LOCAL PAPER.

We understand that the "*New Star*," of Kentville, has been purchased by Prof. Eaton and now appears under a new name, "*The Advertiser*."

Judging from two numbers that we have seen and from what we know of the ability of its editor we venture to predict for it a most successful career.

As might be expected it devotes a department to "Education," and under this heading we find in the issue of the 27th of January good articles on "Children's Imagination," "Popular Education," "Sloyd" (manual training) and "United States Schools." It seems strange that the most important interest of the state should be ignored by nearly every provincial and local paper. The police records, sporting news &c., *ad nauseam*, but seldom an article on education. We hope that the good example set by the *Advertiser* in this respect will be followed by all other papers. We regret to find however, in the number mentioned above among so much that is excellent, one sentiment that is most objectionable, viz., that "it is right to promote the general party organization by drawing

the party lines in the inferior local contests." We would not have the cleavage lines of general politics or sectarianism entering into every department of civic life and weakening and demoralizing society. Happily the common sense of our people has so far frowned upon any such drawing of the party lines, and the day may come when it will obliterate them.

TALKS WITH TEACHERS.

Why are teachers of ungraded schools less successful in teaching reading than the teachers in the graded schools? Some will say because they have less time to devote to it. This is only partly true. Method has more to do with it. Pressure of different kinds induces the country teacher to hurry over the work more rapidly than she should. Her term of office may be short if she does not defer to the wishes of the parents. The only way some parents—the majority even—have of estimating a teacher's work is the rapidity with which they advance the pupils from one reading book to another. It is true that plan may not please the inspector, but he does not pay their salary, and while deference to his views may modify their course yet the temptation to pander to the wishes of the ratepayer too often prevails.

Pupils in the lower grades usually read twice daily. Some teachers give a new lesson for each session. Some plan to dwell upon one lesson for the two readings, and others insist upon each lesson being thoroughly understood and satisfactorily read before proceeding with a new one. It is needless to remark as to which of these teachers succeed the best. The result of the hurrying process is, that the pupils have gone over the allotted ground before the work in the other subjects has been completed. If the pupils go back over the same ground in reading the parents at once get the idea that the school is standing still. To counteract this impression, the pupil is advanced to the next reading book and is thus in advance of his grade in reading. If it true he could read profitably in the lower grade, but the step once taken the whole school is upset as far as classification is concerned, and it will take a year or two for the next teacher, if she is bold enough to undertake it, to bring the school to order again.

But this is only one side of the question and perhaps the least important. When pupils are advanced too rapidly in reading and get beyond their depth, fluency is lost, and where this is absent, natural reading cannot be obtained. Pupils must not only understand the thoughts and sentiment of the passage to be read, but they should also be familiar with the

words and the pronunciation. To insure this articulation, exercises should be given daily, also the different sounds of letters and division of words into syllables. The bearing of punctuation marks should also be carefully noted. All this cannot be done hurriedly. Do not depend upon a second reading to do this. If it is neglected *now* it may be neglected *then*. Begin now and if you only overtake a small portion of the reading book in a term, it will be far better and your pupils will be more fitted to grade, than if you have gone over the book twice carelessly,

Do not have too many reading classes. In the average country school, Book VI has no place unless it be to supersede Book V. Both at the same time are an impossibility if the other work is to receive proper attention.

The lower the grade the oftener the pupils should read, always with due regard to the other work of the school. Up to Grade III pupils should read twice each day, after that once a day is ordinarily sufficient. Pupils in the more advanced grades will do nicely with reading two or three times per week as their reading is not usually confined to their reading books.

Study the reading lessons you are to give as carefully as any others. It may be well enough to say that you have been over them so often that you know them by heart. You do nothing of the kind, and if you wish you will always find something new in them. You may be tolerably familiar with the incidents of the lesson, but you should study how to make them familiar to your pupils, as well as every thing else worth imparting.

Supplementary reading is desirable, both for yourself and your pupils. It may be that one set of reading books may become stale, if gone over year after year, and a little new matter may infuse more interest, at least, in the subject matter. Be sure that such reading is of a healthful nature and that in addition to improving the execution that it also cultivates the taste.

The growing importance of primary school work is becoming more and more apparent, both by parents and the public at large. And these services are not properly paid for in proportion to the work they do. Of the work itself it is inspiring to hear what an enthusiastic and capable primary teacher says; "I am devoted to primary work, and do not aspire to anything higher. I do not wish anything better than to be able to help mould the character of the little ones whom I have under my charge during the first four or five years of their school life."

For the REVIEW.]

Notes on English.

QUENTIN DURWARD.

Requests have been received for papers of questions on "Henry Esmond" and "Quentin Durward." I don't know "Esmond" well enough yet to take that liberty with it. I know "Durward" a little better, and have lately been enjoying a fresh reading of it—thanks to a couple of days spent in the house nursing a cold. While reading it, I jotted down notes of whatever I came across or whatever came across me that seemed to possess the promise or potency of question-stuff. Then I did the stuff up into questions, and here they are. I hope there may be some among them of the kind my correspondent wanted.

Your friend Mary Dash writes to ask if you have read Quentin Durward; if so, what you think of it, and how you like it, and would you recommend her to read it, or not; and why you would or would not; and etc., etc. Tell her.

Scott calls Quentin Durward a romance. What is that? How does it differ from other works of fiction? What are the others called to distinguish them from romances? Which of Scott's other works are romances? Which are not?

When was Quentin Durward first published? As work of whom? Of the dozen best of Scott's works, which appeared before it and which after?

What are the reasons for believing that Scott was the author of Quentin Durward?

What general features of the literature of the time (of its first appearance) are illustrated in Quentin Durward?

What may be learned from this work about its author? What about the public for whom he wrote?

Scott admits that he has taken some liberties with history in Quentin Durward. Mention some of them. What do you think may have been his reasons for taking the liberties you mention? What are the general grounds of justification for such liberties in a historical novel or drama?

Are there liberties taken with anything else than history? with the rules of art, for instance, or the King's English, or the quotations, or *the moon*?

Here are two scraps from *The Antiquary*—Discuss Quentin Durward with reference to them: "I like so little to analyze the complication of the causes which influence actions." "The rest of his character must be gathered from the story, and we dismiss with pleasure the tiresome task of recapitulation."

What is the principal source of interest in the novel—Quentin's love intrigue, or Louis' character, or what? Why do you think so?

Macaulay says of Hyder Ali that "he ruled with the ability, severity, and vigilance of Louis XI." How are these qualities of Louis displayed in Quentin Durward?

Quote and comment on some of Louis' Machiavellian principles? Why Machiavellian? Did he get them from Machiavelli? Who was Machiavelli?

What part of Louis' mental equipment do you admire most? Why?

Mention half a dozen or more ways in which Louis used to get rid of offenders.

Give Lesly's version of a very important part of Louis' policy. What do you think of it? And of Lesly's way of putting it?

Make lists of the historical and of the fictitious characters. Select one from each list and discuss Scott's treatment of it. What is the mainspring of the plot?

What are some of the most striking contrasts between the manners of the fifteenth century and those of to-day? (What queer use did they sometimes make of their carpets?)

Draw a map showing the territories ruled over by Louis and by Charles, and mark on it all the chief places mentioned in the story.

Where are Glen-houlakin, Angus, Aberbrothick? Mention anything noteworthy about these places. (*Suggestion*: The present writer was born in two of them.)

Was Durward Scotch or Scottish, a Scotsman or a Scotchman or a Scottishman? How do you determine which of these terms is right? Which does Scott use? and Burns? and any other authority? Is it their usage or only the printer's that the books show?

How much time elapses between the opening of the story and the fight between Quentin and Dunois? How much after that?

If you were to meet personations of the following at a skating carnival how would you recognize them?—Louis, Balue, Lesly, Crawford, Campo-Basso, De La Marck, Joan, Isabelle.

What are the favorite oaths and exclamations of the principal characters? What do the less obvious ones mean?

Note the description of Quentin's listening attitude in chapter X. Quote a companion picture to this from one of Scott's poems.

"It went through the air like a stream of lightning," etc. Quote Tennyson's description of a similar sight.

"I never could give a reason for anything I have ever done in my life except——" What? What are the exceptions in your case?

"I tell you, maiden, that when I was in the very earliest bloom, scarcely older than yourself, the famous," etc., etc. Name the "I" and the "you." How old was each at this time? What self-revelation does the speaker make?

"Louis of Orleans trusted John of Burgundy—he was murdered in the Rue Barbette. John of Burgundy trusted the faction of Orleans—he was murdered on the Bridge of Montereau." Give dates and other particulars of these events. How were these persons related to the Burgundy and the Orleans of Quentin Durward?

"That feeble boy, the Dauphin, is a blighted blossom which will wither without fruit." Write a note on this. What historical novel does the "feeble boy" figure in?

Express in your own way what you remember of the substance—

- Comines' parable of the angler, and the application he makes of it.
- Quentin's advice to Isabelle about giving evidence.
- Hayraddin's "hope, trust and expectation."

Scott often uses "something" in a way not common now. Quote half a dozen instances and comment on the usage.

What are or were the following—ill-winded pirus, black-jacks, Aldebaran, the Count of Cocagne, a to-name, a lute, a statish, a pleached walk, a partisan, a harquebus, a beuffet, ephemerides, virgin parchment, horoscope, an astrolabe, a Jacob's staff?

Explain the following:

No other should tie tippet about my craig.

Skeoch noch nan skial.

The groined vaults and Gothic drop-work on the ceiling.

He hath strengthened his horn against him.

Varium et mutabile.

His back shall be gules, azure and sable.

Ein wort, ein man.

There is more lies on that dead pow than you think for. From whom did Scott get the following quotations:

"When wild in woods the noble savage ran."

"Strains that may create a soul

Under the ribs of death."

"Beati pacifici."

"Ah, freedom is a noble thing,—

Freedom makes man to have liking."

"There is no perfume to match the scent of a dead traitor."

"They loved better to hear the lark sing than the mouse squeak."

Who was it that had a habit of holding the nail of his thumb pressed against his teeth?

How much did the astrologer weigh?

What do you think Scott would have said to the Anglo-Israel people? What has this to do with Quentin Durward?

Study the chapter headings—the titles, not the mottoes. Try to supply similar ones for some novel that has none (e. g., Silas Marner). Then write out your opinion of those here.

Scott tells us that "he felt by no means confident of having brought his story into a pleasing, compact, and sufficiently intelligible form." What do you think about it?

Try your hand at the "Haec fabula docet" business.

Yarmouth, N.S., January 31, 1898.

A. CAMERON.

For the Review.]

Pensions For Teachers.

Nearly a generation has now passed since the introduction of the Free Public School System in our province, and some of those who have helped most to make it a success are now beginning to be worn out in the service, a service second to none as regards its usefulness, though seldom properly remunerated. The question will now soon arise, what is to be done with these worthy men and women? It is idle to argue that they should save up for old age, as everybody knows the impossibility of saving out of their small means.

But even these have been lessened during the latter half of the period by the government deducting one tenth of the amount of the annual grants. Taking last year's figures the sum thus deducted was as follows:—

14 Grammar School Licences at \$35.00 each,	\$ 490.00
110 First Class Male " " 15.00 "	1650.00
146 Second " " " 12.00 "	1752.00
102 Third " " " 10.00 "	1020.00
164 First Class Female " " 11.00 "	1804.00
620 Second " " " 9.00 "	5580.00
435 Third " " " 7.50 "	3560.00

\$15,560.00

The sum obtained for three years at this rate would approach \$50,000. If this were invested in provincial debentures and the proceeds applied in pensions to deserving teachers, incapacitated through age, the Provincial Government would be making amends to the class who have suffered this at their hands hitherto, and who must be provided for in some way when their great task is done. Cannot our Premier who made this deduction see his way to some plan of the kind and our new superintendent aid him in it? And cannot THE EDUCATIONAL REVIEW rouse public opinion to the due importance of a question of so deep an interest to the profession?

St. John, N. B.

EDWARD MANNING.

For the Review.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

The rules and regulations issued by the Society for the Propagation of the Gospel for the guidance of their missionaries and schoolmasters were very full; but it must here suffice to give such extracts from the instructions to schoolmasters as have to do with the subject under consideration and which were to the following effect: "That they"—the schoolmasters—"well consider the end for which they are employed by the Society; viz, the instructing and disposing children to believe and live as Christians. They are therefore to take especial care of the manners of their scholars both in schools and out of them; warning them seriously of those vices to which children are most liable: teaching them to abhor lying and falsehood; to avoid all sorts of evil-speaking; to love truth and honesty; to be modest, gentle, well-behaved, just and affable and courteous." As regards general instruction the course of study prescribed was not very elaborate, the masters are charged to "Teach the scholars to read truly and distinctly, also to write a plain legible hand in order to the fitting them for useful employments; with as much arithmetic as shall be necessary for the same purpose.

As regards discipline the schoolmasters are charged: "that they be industrious and give constant attendance at proper school hours and that they use all kind and gentle methods in the governing of their scholars, that they may be loved as well as feared by them; and that when correction is necessary they make the children to understand that it is given them out of kindness for their good."

The schoolmasters received from the Society the modest annual allowance of £10 sterling, which in a very few instances was increased to £15. In the case of new settlements, assistance was sometimes afforded the people by a grant of £10 towards the erection of a school house, with occasionally a donation of books.

Schools were established in Nova Scotia, by the S. P. G. shortly after the founding of Halifax by Governor Cornwallis in the year 1749. The Hon. Jonathan Belcher, Chief Justice of Nova Scotia, and President of the Council, in a letter written Nov. 12th, 1764, expresses his sense of the Society's attention to the means proposed for advancing the interests of religion and virtue in appointment of schoolmasters in this Province which he hopes may soon attain the desired end. The schoolmasters were not, as a rule, sent out from England, but selected in the province

from the best material available. They were appointed sometimes on the recommendation of the Governor and Council, sometimes on that of the missionary in charge of the parish where their services were needed. In the report of the S. P. G. for the year 1774 it is stated that, "at the recommendation of the Lieutenant-Governor, the Chief Justice and Secretary of Nova Scotia, Mr. Porter is appointed school master of Cumberland with the usual salary."* Cases are recorded in which masters who had taught some time but found the compensation received from the people a very precarious dependence for a livelihood, were on the recommendation of the missionary in charge of the parish, placed on the list of S. P. G. schoolmasters. For example, the Rev. Samuel Cooke says in his report to the Society, that soon after his arrival in St. John, (September 2nd, 1785) he had an application from Mr. Benjamin Snow, who kept a school in Carleton, to be taken into the Society's service in which he formerly was at Annapolis. Mr. Snow had been educated at Dartmouth College, in New Hampshire. His character, abilities, moral conduct, and diligence in his school were guaranteed by responsible parties in whose honor and integrity every confidence might be placed. He was accordingly placed on the list, proved a valuable man and was commended "for his sobriety, learning and good morals."

The lot of a schoolmaster at this time was far from an enviable one. The appliances for teaching were few, the attendance of pupils irregular, the hours long and the remuneration very inadequate. But let the facts as gleaned from the pages of the S. P. G. reports speak for themselves. One of the old schoolmasters, a Mr. Lynch, states that attendance is given in his school from *six to one* in the morning and from *two to six* in the afternoon during the summer, and from eight to one and from two to five in the winter: eight of his scholars learn Latin and forty are taught reading, writing, etc. Geo. Barwick reports that he taught from eight to twelve in the morning, from two to five in the evening, and kept a night school from six to eight for the instruction of servants after their day's work was ended. The Society modestly commends Mr. Barwick as being "attentive to his duty."

The hours that were observed by these schools of the olden days would be decidedly unpopular at present both with teachers and scholars, but it is to be presumed our forefathers thought it scarcely possible to have too much of a good thing. As an instance of the zeal displayed by some of the pioneer toilers

*Mr. Porter doubtless taught at the old Fort or its immediate vicinity. His school was under the supervision of Rev. J. Eagleson, whose church at the old Fort was the only place of worship in connection with the Church of England erected within the limits of the Province of New Brunswick, before the coming of the Loyalists.

in the educational field, mention may be made of the work of James Foreman, formerly an officer in one of the Loyal Regiments, and who in 1784 was the principal schoolmaster at Digby. Not content with the long hours devoted to teaching throughout the week, Mr. Foreman, assisted by his wife, began in the year 1788 what was probably the first Sunday-school in the Maritime Provinces, with the exception of the two schools established at Halifax by Bishop Inglis the previous year. The brief record of the fact is as follows, "Mr. James Foreman labors with industry and success in his school and with Mrs. Foreman has engaged to open a Sunday-school gratis for one year and to teach as many poor children as will attend, for which Sunday-school he has desired some books which the Society have sent him." The school evidently proved a success, for three years later the Rev. Roger Viets, missionary at Digby, wrote "that great praise is due Mr. Foreman, the schoolmaster, for his care and diligence, especially for his attention to the Sunday-school in which he instructs before, betwixt and after divine services about thirty children in the rudiments of Christianity. It is evident from the extracts quoted that Mr. Foreman's Sunday-school was patterned on the lines of that established seven years previously by Robert Raikes in the city of Gloucester, England, and was primarily intended for the children of the poor. It may however be doubted if even the zeal of a Robert Raikes designed a triple session for his Sunday-school "before, betwixt and after" the morning and afternoon services of the day.

It has been stated that the compensation allowed the schoolmaster of old time was sadly inadequate. Here again the records must speak for themselves.

The people of one parish agreed to build a school house and to provide a yearly allowance to the master of 40 bushels of grain and 24 "chords" of wood.

A similar inducement was extended by a settlement the people of which agreed to purchase a piece of land conveniently situated, to build thereon a large school house and a suitable house for the master, to supply him with wood for firing, and to give him a bushel of corn for each family, and to provide from a hundred to a hundred and twenty pupils for instruction.

The school houses first erected were of necessity small and of the plainest description. The dimensions of one erected in a rural district in the year 1787 are given as 22 by 20 feet. This school house was constructed of logs, and was to serve both as a school house and "Chapel of Ease." It was doubtless a fair sample of the average country school house of the time. Improvement in the style of architecture of school houses in this Province was surprisingly slow.

Even after the circumstances of the people had sufficiently improved to render the construction of tasteful school buildings possible, the same ugly stereotyped plans were adhered to from generation to generation. Not till quite recently has there been a real effort made to erect tasteful buildings. Some thirty years ago the ire of a gentleman who had an eye for the beautiful, both in nature and in art, was excited by the lack of taste exhibited throughout the country in this respect, and he expressed his disapprobation in the following terms:

"The same poor idea is repeated again and again without variation, while there is not a hill nor a lake, nor a flower without its variety. Generally speaking, if you look on a lovely landscape the house is the only ugly object in it. Yet there it stands quite square, hard and angular, with its one red door and its two little windows. Nature all various and charming and man with his one type of everlasting ugliness repeated without end, like a set of little boys copying pot-hooks and hangers,—pot-hooks and hangers and nothing else for evermore."

As far as style of architecture is concerned there is certainly a marvellous improvement in our school houses of recent years.

But improvement in school buildings is by no means the only particular in which the present affords a striking contrast to the past. Look for a moment at the following passage in the S. P. G. report for the year 1796. "All the missionaries bear ample testimony to the good conduct of the schoolmasters in their respective districts. The Society have had thoughts of employing women to teach the younger children of the poor which the Bishop of Nova Scotia much approved of, but has not yet been able to find any properly qualified for the task."

The statement made in the closing words of this paragraph is startling. To-day the female teachers in New Brunswick outnumber the males in the proportion of four to one, and yet a century ago they scarcely existed, and the idea that women could do anything beyond mere elementary school work seems never to have entered the mind of anybody. To-day the Grammar school at Gagetown has as its principal a young lady, and a very efficient one she makes, if report speaks true. School teaching was not, in the days of which we are speaking, looked upon as a vocation for which women were peculiarly adapted, and there were reasons for such a view that must not be overlooked. The country was young and sparsely peopled. In rural districts the exposure, especially in the winter season, was such that the work of school teaching was more suitable for the sterner sex. Doubtless among the members of the gentler sex there were those competent to teach who shrank from the work in view of the difficulties to be encountered

as well as the *prejudices* that prevailed. In towns, the Dame's School sprang into existence at an early day, as is shown by the fact that in 1791, three of the twelve schools at Shelburne were taught by women.

The fact however remains that the past century has witnessed a marvellous advance in the intellectual training of the women of our country, and could Bishop Inglis behold the bright young faces that pour from the doors of our Provincial Normal School at the close of each session, he would regard with wonder the day when it was found impossible to secure female teachers, even to instruct the younger children of the poor.

It is manifestly impossible in an article such as this to enter into the details of school history in all the settlements which sprang into existence as the country was opened up. In the case of the more important towns and villages, schools were provided by local effort almost from the very first, but in many other instances the circumstances of the people were such that without assistance they could not have provided schools for their children for years.

This Province will ever owe a debt of gratitude to the S. P. G. for the public services rendered by the school masters in its employ.

The list of these old pioneer teachers given below comprises only the names of those engaged in teaching previous to the year 1800, but it shows that even at this early period schools established through the instrumentality of the Society were in operation in all the principal centres of the province.

The dates given in the second column refer to the year in which the first school was opened at the places named.

Carleton.	1784	Benjamin Snow, Timothy Fletcher Wetmore. William Burton.
Campobello.	1790	James Berry.
St. Andrews.	1786	Samuel J. Andrews, James Berry.
Kingston.	1797	Jesse Hoyt, Edmund Finn.
Norton.	1795	Ozias Ansley.
Springfield.	1798	William Brasier Hayes.
Sussex Vale.	1792	Elkanah Morton, Jeremiah Regan.
Fort Cumberland.	1774	Mr. Porter.
Westmoreland.	1792	John Dunn, James Watson, Theodore Valteau.
Gagetown.	1790	Anthony Narraway, S. R. Clark, Anthony Tyrrill, Samuel Morton.
Maugerville.	1789	Walter Dibblee, J. D. Beardsley, William Simpson.
Burton.	1798	Simeon Lugin.
Fredericton.	1798	Matthew Brannen (African school).
Woodstock.	1795	James Yorke.

Many of those whose names appear in this list after retiring from school teaching filled important positions in the Province and nearly all were men of usefulness and influence in their respective communi-

ties. Did time suffice very interesting biographical sketches might be given of each, but it must here suffice to say that the names of the old teachers fill an honorable place in the local records of the places where they labored, whilst their numerous descendants have in the great majority of cases proved not unworthy of their forefathers.

During the next twenty-five or thirty years the S. P. G. gradually extended the sphere of its operations, at the same time increasing the number of school-masters in its employ to about forty.

The establishment of the Madras system of schools and its wonderful development under the fostering care of Governors G. Stracey Smyth and Sir Howard Douglas, in a measure rendered the aid heretofore given by the S. P. G. no longer needful, and it was accordingly withdrawn about the year 1836.

For the REVIEW.]

"The Teaching of Ethics in Schools."

By REV. E. P. HURLEY.

All teachers, and many beside, will feel deeply indebted to Professor Murray, of Dalhousie, for his able and interesting paper on "The Teaching of Ethics in Schools," which appeared in the December number of the EDUCATIONAL REVIEW. No one who realizes his responsibility as an instructor of youth can fail to note the many important points to which he alludes and which he emphasizes with earnestness: The position he holds as a teacher, and the reputation he bears as a scholar, must of themselves give weight and evidence of truth to all he writes or utters in the interests of sound education. For these reasons, if for no others, I should like to direct attention to a few sentences in his paper which, in my judgment, are calculated to inculcate what I believe would eventually be found to be unsound principles in the science of ethical instruction.

The Professor begins his paper by telling us that the present discussion "relates entirely to the *knowledge* of the right." But what is the basis of this knowledge of the right? "A set of current opinions," the Professor would answer. And these are employed, some in answering to the "why" in ethical science, and the others in "teaching rules of good conduct, correct actions of justice," etc. So far, indeed, few would be in a hurry to dissent from anything in the paper, for it implies no more than that the foundation on which ethical science rests is by no means a thoroughly settled one. The criterion of a moral act is a most difficult one to determine, but not every one will agree with the Professor that the "why" of an ethical fact ought not to be given to children until "the student has become *familiar* (italics mine) with self-reflection."

All ethical instruction, according to Professor Murray, may be divided into two kinds, the one answering the "why" of ethical facts, the other teaching "the rules of good conduct," etc.; and the end of this second kind of teaching, as he well says, should be "the practice of right acts." But what is to determine the righteousness of any act if not the answer to the ethical "why?" With Professor Murray practice is every thing, the "why" and "knowledge of what is right, what wrong, is only of secondary importance."

Now, practice is an element in the formation of conscience.

It leads to habit, which is only the repetition of an act. Whatever may be said of the origin of the "moral sense," it is admitted by all that one is bound to do what he believes to be right; to omit what in his convictions is wrong. The Professor clearly implies all this when he states that "we must first have earnest desire for the right and a habit of doing what we think to be right." But must not this earnest desire proceed from the will rightly and duly trained? And the will itself is moved to act under the command of our moral reason. By our moral reason I mean the intellect prescribing what is right to be done in any given set of circumstances. Hence, it is evident that knowledge goes before action. Of course if my will is, as Mr. Spencer says, merely "a group of physical states," and not an absolutely free determining faculty, the impulse it receives from the intellect may be accounted of little value. But I am so conscious of my absolute freedom that even when I am persuaded of the right, I can abstain from doing it, or act directly opposite. No antecedent desires, predispositions, or habits, can, of themselves, ultimately move me to act. "First train the will," says Mr. Murray. This will, unfolding and developing itself toward the right, must derive its acquired force from the proper influence exercised by parents and teachers. But does Mr. Murray forget that the most powerful medium through which both parents and teachers can exercise such influence will be by answering faithfully, as best they can, the "why" of ethical science? Bringing practice and knowledge into harmony is the best way to develop an abiding, rational course of conduct; for practice implies consent and advertence, and these, while they flow from the will, should be directed or superinduced by the intellect. In other words, right knowledge should predispose to right practice. That it does not always do so is a truth patent to the world. But I am not now discussing that point, but only guarding against an assertion of the Professor, viz., that "knowledge of what is right, what wrong, is only of secondary importance." Is, then, a blind will of no consequence? What is it that controls the sensitive and rational appetites of man, but the will; and what dominates the will, but an intellect informed by knowledge? Moral character is the sum total of habitual act or practice. But all conscious acts which alone are the responsible acts of a moral agent must emanate from deliberate choice. Is it of no consequence that the foundation of this choice or judgment be a basis of the most rational kind? The will is always impelled toward what rightly or wrongly is apprehended to be true or good. This apprehension is the act of the intellect. If the intellect is incorrectly informed, the conduct or practice flowing from the will, misguided by such an intellect, cannot be otherwise than morally wrong, though the same be believed to be right. Such was precisely the case of the Apostle Paul. He "verily thought with himself that he ought to do many things contrary to the name of Jesus of Nazareth." (Acts xxvi. 9). He "did it ignorantly in unbelief." (I. Tim. i. 13). There was a harmony between his knowledge and his practice, but there was wanting what the philosophers term "*adaquatio rei et intellectus*." There was no equality between the objective truth or morality of his acts and his apprehension of the same. Hence, though in good faith, he styles himself a blasphemer. A misinformed or inadequately formed mind led to wrong acts. In his case, as in that of many others, reason did not carry a light before the will.

Professor Murray would have us *will* before we *think*. No

doubt much of what in the direction of right is only potential in the child may be evolved into act by the action of other intellects or wills, those, namely, of parents or teachers, without the child having any knowledge of the rational grounds on which such action proceeds. Parents and teachers may satisfy themselves of the reason "why" without attempting to put such knowledge into the undeveloped mind of the child. But the child, like the grown-up man, is always evolving from an inner life of thought, the texture and coloring of his acts, and in my opinion it will never be too soon to give him as rational an explanation of every act we wish him to perform as it is possible for him to apprehend at the time of doing it. An ethical conscience is not a *mere faculty* of the mind; it is a judgment elicited from right reason, and this implies knowledge, duly, adequately and correctly imparted. Even Mill himself declares it to be a rule of prudence "to make use of knowledge for guidance." Try to get the child "to do, to think," is, I am persuaded, the best method to follow in imparting ethical instruction. Combine as far as possible knowledge with practice. But will "mere information" secure "good thinking?" "Never," answers Professor Murray. By "good thinking," I presume he means an accurate, logical, prudent, and righteous way of weighing matters. Granted that "mere information" does not give a keen edge or religious turn to the mind; still, I ask, how can such thinking be secured without adequate knowledge as our data? "Cram," doubtless, is unnecessary to right modes of thought, but adequate knowledge is essential to valid and conclusive judgment, and this judgment can never be left out of account in ethical acts.

What reason does Professor Murray give for saying that in ethical instruction "knowledge of what is right, what wrong, is only of secondary importance?" Because the attitude of the child toward right and wrong is not "determined by careful reasoning." Whoever asserted that it was? "It seems to me," he says, "that the advocates of such teaching think that the actions of children are determined by careful reasoning. The child forms a correct notion of what is just; the present act, the child thinks, belongs to that group of acts which we call just; the child says, this act is just; then infers that it should be done; and finally he is supposed to do it. Hence they think the first requisite of right doing is correct notions of right and wrong." Putting aside this last sentence, I, for one, entertain no such silly notions as contained in the preceding ones, and yet I am far from being persuaded by any arguments as yet advanced by the Professor, that "knowledge of what is right, what wrong, is only of secondary importance." I tell the child to do this, or that; or omit some act I see him about to perform, and at the same time I give him a reason for my directions. I rightly and duly inform his intellect, thereby helping it to give an impulse to the will, which leads him on to practice; practice engenders habit, and habit *informs* character. But why does the child, in the opinion of the advocates of the opposite view, as Professor Murray says it does, "think that the present act belongs to that group of acts which we call just?" Is it because it is simply told to do it? No! that answer might be made by those who give their sanction to the Professor's way of thinking. Evidently because some instruction, something answering to the reason "why" had been given it. It may not have been able to understand the reason, but it felt all the same that it ought to perform the act. And what advantage Professor Murray's method has over this I fail to see. "The child says

this act is just." He says so because he is told so by those who ought to be able to assign a reason. "Then infers that it should be done." Exactly. "And finally is supposed to do it." Precisely, and for the very valid reason that he recognizes it as just. Here you have the *intellectus illuminans*, and the *conscientia praecipiens aut consilens*.

But Mr. Murray proceeds to draw a parallel to make his meaning clear. "The child," he says, "is taught a correct definition of a mineral; qualities are vividly described. A great mass of book information is imparted. Then the child is considered learned, and expected to know all about the mineral without ever having laid eyes on it. Such teaching in knowledge or science is now condemned. Why not condemn it in morality?" Putting out of court what sense he attaches to knowledge in the sentence immediately preceding the last, my answer is, the parallel is absurd. Between physical science or demonstration and purely abstract truth the parallel can never be properly or wholly valid. In the abstract truth of ethical science-teaching, there is nothing visible, tangible, to bring before the eyes of the child. You must appeal to the higher senses. The rational faculties, the will and the religious instincts — these must all be put in motion, not through sense-mediums, but by satisfying as far as possible every inquisitive faculty of the mind. It is not by mnemonic impressions, but by evolving all the higher feelings and impulses of human nature that the habit of acting rightly can best be formed.

(To be continued.)

[For the Review.]

Note from Mr. Perkins.

In reply to Miss Charman's reference to my omission with regard to *Botrychium matricariaefolium* in the January REVIEW, I would say that had the specimens not both fertile and sterile fronds, I should not have thought the matter worthy of notice. But it has both fronds, the fertile with three pairs of pinnæ, each of which has pinnatifid fruit dots. And the sterile frond having four pairs of pinnæ besides the terminal, not subdivided, but very slightly removed from entire and nearly wedge shaped. The lower pair have borne on the edges and turned toward the fertile frond the spore cases. The general appearance is not unlike the identified species, perhaps a little more fleshy. Since writing the article a thought has occurred to me. I found these specimens within a cultivated field near a fence. Would it be the result of cultivation enriching the ground and thus increasing the plant fertility? Will some of our older botanists give us the benefit of their knowledge on this point?

H. F. PERKINS.

Clarendon Station, January, 30th, 1898.

We should no more put the primary grades in charge of the freshly graduated and the new-fledged teacher than we should intrust babies to the care of those who have no knowledge of the needs of the helpless creatures. On the contrary, in the development of child-life in the schools into strength, symmetry, orderly thinking, correct habit and mental vigor through carefully applied discipline, we ought to call to our aid the best informed and most experienced teaching ability, adaptation to the task always being considered.

[For the Review.]

The Teacher's Tests of His Pupils' Work.

BY PRINCIPAL GEO. A. INCH, B. SC., FREDERICTON, N. B.

Under the title of "The Teacher's Tests of his Pupils' Work," I include all tests applied by the teacher to ascertain whether his instruction has been effective, or whether assigned work has been prepared. These may be referred to as (a) daily tests, and (b) as review tests, the daily tests being (partly at least) what are ordinarily known as recitations; and the review tests, as examinations; which conjointly may be appropriately termed tests.

Is this matter of testing an important one for the teacher? Let us see. Theoretically, he has to proceed in teaching from the known to the unknown, therefore it is very necessary for him to find out the known; or if a subject taught or assigned has not been learned the result educationally is *nil*; therefore it appears very necessary that the teacher shall find out whether it has been learned. But practically what proportion of the teacher's time in school is taken from teaching in this matter of testing? Any one who thinks on these things will be convinced, if he needs convincing, that testing means a good deal to the teacher, and therefore that skill in testing will pay. Come to think of it, what kind of skill serves his purpose better? Is it skill in teaching or skill in governing? Or are these three skills, so to speak, a sort of pedagogical trinity in unity, interdependent and inseparable? At least we may safely say that skill in testing easily distinguishes the good teacher from his poor brother.

Testing, like teaching, has certain principles underlying it, observing which means success, ignoring which means failure. These principles I will refer to as purposes or ends to be attained in holding the tests. The teacher should test then to find out, 1st, whether the pupils have clear conceptions of the subject-matter tested; 2nd, whether they can give to those clear conceptions their own clear expression; 3rd, whether they have acquired power; and 4th, and especially, he must make sure that the test does really test. In testing, too, the teacher must incidentally decide whether any want of skill displayed is the pupil's fault, or his own fault in not being sufficiently explicit in teaching, or in not dwelling at sufficient length on the subject; and he must utilize the test to *teach* both the subject-matter and the expression.

Let us then briefly consider these principles or purposes of testing. The two first mentioned, viz, clear conceptions and clear expressions, are the main purposes, for power gained may largely be judged by those two.

When, then, are conceptions and expressions acceptable? Now conception, or the mental grasp of an idea, which is the essential thing, the *sine qua non* of pedagogy, must be antecedent to the representation of that idea (by words or what not); but still the expression or representation of the idea is the teacher's only means of testing as to the conception of the idea, therefore an essential, too. Hence it follows that testing is the reverse of teaching in the order of these activities. In teaching we strive to impart ideas first, then ask for their expression. In testing we must ask for the expression, and through it judge of the ideas. Now no one

will gainsay that the pupil's conceptions must be products of his own thinking. A product of the teacher's thinking, or of some one else's thinking, cannot become a part of the child's being without some mental digestion of his own. Every teacher will admit that. Very well, then; in testing the expression must be the child's own representation of this thinking, his representation in language, in motion, in drawing, in writing, in arranging straws or toothpicks, in what not—if not his own, what proof is there that he has been thinking at all, but instead merely memorizing? This is a vital point in testing, and uproots certain evils lurking in the daily tests, even to this verge of the twentieth century. Testing through memory instead of through understanding is an evil very insidious, especially in all representations of thought in language. To make pointed my argument here, I will ask: In every test of work prepared through language, should the teacher persistently and unfailingly require the pupil to use his own language, or should he be ever satisfied with a repetition of the other person's language, through which the pupil was supposed to gather the idea? For example, surely no teacher would test history by expecting or allowing the words of the text. In arithmetic, the clear idea of the rule or definition should be evolved in the pupil's mind before the statement of the rule or definition be memorized, and even then I question the advantage of memorizing some one else's statement of the rule instead of treating the statement as the idea was treated, namely, by evolving. Does anything short of that develop to the limit of possibility the pupil's power of expression? And is there not otherwise danger, too, of slipping by the proof that the idea has been developed? Or by memorizing some one else's definition, has the pupil gained power to define any original idea? A skilful teacher in testing will see to it that the conception of the topic is clear by pinning the pupil down to it relentlessly, and he will not allow the verbatim language of the text, or any approach to it, except where it has been evolved, because he cannot thereby know that the conception is clear, neither will he by so doing develop the power of expression.

I do not contend that memory does not play a large part in school study; indeed, an almost exclusive part in certain exercises, such as in learning the multiplication table, and in committing poetry to memory. Nor that it, with imagination, does not monopolize the activities in the primary grades. But I do contend that a fatal mistake is made when this memory work in any grade means what is known as verbal memory work.

I have thus referred at some length to these three purposes to be kept in view in testing, viz., to ascertain the clearness of the mental grasp, the clearness of expression, and the power gained. In regard to the last, power gained, although it may be to some extent estimated from the other two, yet the only solid test for it, so far as power to think is concerned, is to ask for original thinking, whether in reasoning, imagining, etc. In arithmetic, for example, power gained will be shown by increased ability to understand a new process, or by putting into a test a problem somewhat difficult of solution which the pupils have not seen—one which they cannot solve by merely following a rule or a process drilled into memory. No special tests,

perhaps, are needed to ascertain power gained to express, as all tests should show that.

But the pole star to be kept in view in this work is to see that the test does test. I mean that if the teacher is testing, say the preparation of an assigned lesson, the one thing necessary to be sure of when done is, "Who prepared it and who did not?" There must be a distinct line drawn between the sheep and the goats. If the tests are so applied that the pupils know that only a few are tested, will the indolent or indifferent not neglect the work, hoping to escape by the chance of not being tested. Of course such a thing as spontaneous answering should be ruled out—that is, the answering a question by those who can speak most quickly. It is educational death to the slower—the very pupils who should do most of the answering. And in a test, on anything which all should know, to encourage those ready to indicate it by certain gymnastics, waving their hands, etc., leads, perhaps, to the maximum of physical exercise but the minimum of mental; and proclaims the baleful doctrine that the teacher expects some to fail, whereas he should ever stimulate by showing that he expects and requires all to know it. The only safety is to bring them all to time by testing all. But it may be some young teacher is disposed to ask, "How am I to find time to test each one of a large class?" For answer I say, go to your own inventing power, remembering all the while that each unprepared pupil not identified is so much loss and weakness. Perhaps I might suggest one comprehensive plan which many teachers effectively adopt, namely, when they have taught a fact or a principle instantly to ask those who can state or explain it to rise, one or more of whom they test. This quickly differentiates them, and the teacher deals with any who may not know it as his judgment dictates; but this he must do—see that they get it in some way; let there be no loophole of escape for them. And just here I would interject this caution—do not keep idle or waiting those who have done the work while bringing up those who have not. Let the vanguard attend to something else, perhaps more difficult, exercises or drill in the subject, while the stragglers are struggling into line. Another and opposite caution I would also interject—don't waste school time in telling or even teaching a thing over and over to those whom tests have floored. Simply require them to know what has been reasonably taught. Be inexorable here—not severe, only inexorable. Vain repetition is a crime, it steals time and destroys opportunity. Let the school conviction of coming to time in all exercises, especially in preparing lessons, grow into a habit and stay a habit. Some pupils are careless or inattentive largely because they know that the teacher is "easy," and will explain the thing again and again, while by a little judicious firmness the pupil would brace himself and come to time. What do you think of the plan of keeping the laggards after school until they know what their idleness or inattention caused them to miss? That plan at least has the virtue of protecting the industrious. To my mind this is to be recognized as a truth, that the progress of an honest school cannot be much faster than that of the slowest pupils. The biting truth that the incompetents are dragging down the competents is, I know, ever present to wound the teacher. But the cure for the wound is that the

presence of the incompetents is not the teacher's fault, but the fault of grading — unless, indeed, the teacher is also the grading officer, when he can and should speedily remedy the evil.

Perhaps a rider should be placed here to the effect that if a pupil or two had been placed in a class (as may sometimes be necessary on account of age) so hopelessly incompetent for the work that its attempt can succeed only in breaking the teacher's heart or robbing the other pupils of precious time, in that case try to have them removed to classes where they belong, failing which, let them glean after the reapers of the harvest.

And here I would insert a note concerning review tests. To my mind teachers who do not habitually test their pupils' knowledge of work they have been over by written examinations, fail in a plain duty. If a teacher does not apply review tests (written when possible), I do not see how he can tell whether his pupils have retained principles taught. In fact I venture the statement that he does not know; that he deceives himself in thinking he does know; and that he will acknowledge it if he test them. This test, too, will just as likely be an eye-opener for the pupil as for the teacher. It is apt to show him that he is not as clear upon the matter as he thought, and to stimulate him, as well as his teacher, to increased care and diligence. These review tests will unify and connect the piecemeal daily tests and tend to give the pupil a connected and comprehensive view of the subject. How often these review tests should be applied is a moot question. Some teachers hold what they call monthly examinations on all or most of the subjects studied; others will have, what is better, the test confined to a single subject, and will hold it at a certain completed stage of the work; for example, on a reign or a period in English history; or on the reduction of long measure or of all measures. If pupils know that a test is coming when they have spent a reasonable time, say on the geography of New Brunswick, they will work with more zest.

And not only is it wise to let pupils know that a test is certainly coming, but to let them know as soon as possible when it is coming. It will tend to bring scattered ideas to a focus by leading them to question themselves as to whether they really know the subject or not. Do not be afraid of cram—that would imply that your tests were not of the right sort. If cram means stuffing the memory, it affords no help in that right sort of a test which asks for the pupil's own thinking and expression.

Then when the teacher has examined their work, if he represents his estimate by values, let him exhibit to the class the values not only of the whole test but of each question in it. It is, however, by no means necessary for the teacher to put definite values to tests unless he wishes to utilize the tests otherwise than to ascertain proficiency, such as standing or grading.

One objection sometimes urged to this testing is that it takes time from teaching; but this is a mistake, for in our everyday work testing and teaching must be intertwined, so to speak. We must proceed from the known to the unknown, and we can only discover the known by testing; and after teaching the unknown, it must be tested to see that it has become the known. Neither do review tests unneces-

sarily take up time from teaching, if they are properly handled, for they teach in so far as they give scope for original thinking or expression (or tests of power), and their other part may be simply drill, and can be utilized for that very necessary part of teaching. But notice the inimitable teaching chance which the teacher's treatment of these written tests affords? The teacher does not, after estimating their value, burn them, as an outside examiner would, but he marks all errors in knowledge and in expression, to the minutest detail, such as dotting an *i* and crossing a *t*; and he then returns the papers to the pupils who carefully correct the errors and show the teacher the corrections. The special excellence of the written test handled in this way, as a teaching exercise, is that the pupil has to study the very points on which he has shown himself weak; and his ignorance of which would otherwise probably remain to breed trouble in subsequent work. These tests, then, being either inimitable opportunities for teaching, or a part of necessary drill, do not steal time from teaching.

And just here I pause to suggest that testing in everyday work be done immediately where possible; that is, when the simplest thing has been taught, test regarding that simple fact at once; and if a complex operation is being taught, test at every step and insist that every one understand it.

As to methods of testing, it is perhaps desirable that a reference or two be made.

Should the test be by the question and answer, or by the topic and narrative method? It is evident that both have their legitimate place. In testing as one teaches, and in cases continually arising, the question method may be used with effect; but the questions need to be skilfully put, neither indistinct nor suggestive. Nor should the pupil, in answering anything he should know, get the faintest sign of assistance from the teacher; and as to being prompted by a classmate, the pupil should be trained to scorn it as an insult to the one prompted. But the value of the topic method would award a wider adoption than I think prevails in oral tests. It trains to more connected thinking, and will, in most subjects, secure a fuller, more intelligent, and more appreciative grasp of the subject than incidental piecemeal questioning is likely to secure, even if conducted by a Socrates.

Again, should the tests be written or oral? Both; review tests generally written, and daily tests generally oral. But even daily tests should be written, when in the teacher's judgment either the subject or occasion would make writing more effective. Such a subject would be spelling, and such an occasion would be the teacher's wanting to test two classes at the same time—let one write while he tests the other orally. Oral testing has the advantage of affording a chance for incidental teaching; and written testing has the advantage of testing all more surely; but it has the disadvantage of taking time from the teacher in looking over so many exercises. Occasionally, perhaps, the written tests can be exchanged among the pupils to be examined—the teacher looking over one or two, and having the best and poorest read or exhibited.

I will illustrate some of the principles and methods I have here laid down by taking one or two subjects:

What is the test as to whether a child can read a passage and how well? He can read it for himself, can he not, if he can perceive its meaning clearly? And the how well depends

upon the speed with which he can do that. And can he not read it for others if he can utter the phrases in an intelligent way? The test then is, give him a suitable, unstudied passage and allow him a reasonable time to examine it silently. If he then can tell or write you the exact meaning in his own words, that proves him able to read it for himself, does it not? And the speed with which he does it shows his degree of proficiency. Then to test his ability to read for others, let him take in the language of the passage with his eye and give it out with his tongue. This I may call a review test. A word on our every-day tests in reading: The power to read is primarily the ability to perceive the meaning and to utter the sounds words represent. If that be so the teacher's daily tests of the lesson assigned or taught must be primarily to see whether the pupils have the power to do those two things. If they have not, what then? Why they must get the power. But how, pray? How are they to gain power to utter the sounds of words new to them? Will pronouncing them after the teacher impart the power? If they are told that r-a-t is rat, have they gained power to tell for themselves that t-a-r is tar? I think not. Therefore, power will not come from the teacher's telling. That method treats every word in the language as a separate entity and expects the child to memorize as many unrelated entities as words they use in the language—a herculean task. But I must hasten on to the moral, which is that the simple and combined sounds of the letters should be taught in the primary grade, and that after that any teacher who pronounced words to guide the child instead of getting the child to pronounce the words for himself through the sounds of the letters, should be held guilty, if not of high crimes, at least of misdemeanours.

Take arithmetic as representing mathematical subjects. Here surely clear conceptions are necessary. Is there any education in learning a rule or a process in arithmetic by merely memorizing it? There may be some utility, but little education, but little power gained. Of course there is utility in knowing how to reduce tons to pounds, guided simply by memory; but there comes therefrom no acquired, latent power to reduce fifths to thirtieths, or any denomination to any other possible denomination. But if the process be reasoned out and it be clearly seen in long measure, say, that reduction is the process of changing a number in one denomination of long measure to a number in any other denomination in that measure, but that the value does not change, then such power is acquired that the reduction of other measures has scarcely to be taught, and thus we have education and increased utility combined. And even if utility were the only object for which arithmetic were taught, teachers should still, to save time, teach it through the clear understanding of every step. The speediest way to memorize anything based upon reason is to reason it out. Hence the daily and review tests upon arithmetic should be made educative by an oft-recurring Why? And here, again, our clear conceptions must go hand in hand with its twin, clear expression—signs unflinchingly put in so that the written operation shall always explain itself—no looseness allowed in verbal statement, but the pupil kept at it unflinchingly until the expression be ready, neat and accurate. When sufficient time has been spent upon a rule such as interest, or reduction based upon one table, let there be a written test upon it, with occasional tests on any back work.

As these review tests, which I have indicated, must be largely written, and must needs demand to a large extent the

teacher's personal attention, it means work for him. There is no dodging or minimizing that fact, and there is no need of it. It is to my mind part of the necessary work of a successful teacher—one who fails not in discovering whether each and all the pupils grasp the work they ought to grasp, and who sees to it that they do grasp it. If testing be duty as necessary, say, as calling the roll, or assigning lessons, or giving recess, does the fact that it means work for the teacher justify its omission? Any teacher who thinks he is paid for five or six hours work, and hence will work no more, the little he is paid is all he is worth; but he who freely gives his time, as much as is necessary for the best interests of the pupils in his charge, without thought of measuring his services to them by the paltry pay he gets, gets usually in this country too little. It may seem a hard saying, but is one worthy of all acceptance, that the teacher of any grade in which the pupils write who does not have and carefully examine a fair number of these written tests, does a fair amount of slipshod, indefinite work. And just here I would try to lighten this labor by reminding that labor is not hardship, if it be stripped of its tedium and weariness by the stimulating spirit of earnestness and interest and cheerfulness; and, as I often say to my pupils, the same spirit will go far to preserve the health of the hard, intellectual worker who worries not. No longer ago than last year this institute discussed school-examinations, to return this year to a similar topic can only be justified by its importance. Last year a few members seemed inclined to the view that examinations were an evil, perhaps a necessary evil, but an evil. A bold statement like that left unexplained seems to me vicious. Its want of definiteness, as to its meaning, makes it a pedagogical heresy, whose untruths would eradicate and destroy any truths it might contain. There are examinations and examinations, and if some are useless or vicious, it has been my purpose to show that others are useful and righteous; and common sense would suggest that they be not all grouped together and condemned. A body of common school teachers discussing examinations of their own, conducted merely to find out whether it has been effective or not, looks at them from a different point of view, than would a body of inspectors, or a body of grading officers, or a body of prize distributors, or a body of degree conferrers. If some critics do say that these last mentioned bodies do not always examine very well, that the results of their examinations are sometimes evil instead of good; and if such criticism be true, does it follow that all examinations are an evil; or that the teacher's test of his own work is an evil. If outside examiners, who test to ascertain the effectiveness of other people's work and not their own, or who try to compare the results of many diverse personalities, diverse methods, and diverse conditions, by some common and perhaps necessarily superficial standard; if such, I say, find examinations an evil, that is none of our business. I would separate conspicuously, then, these two distinct things, the teacher's examination to ascertain the effectiveness of his own teaching, and an outside examination to settle some outside question, such as grading, or standing, or prizes; and I will close by remarking that he who classifies such teacher's tests as I have suggested as an evil, must classify teaching itself as an evil—for teaching and such testing are merely parts of one whole.

Rev. Dr. McCulloch, of Truro, N. S., has a quadrant said to have been used by Columbus when on his voyages of discovery. He offers to loan it to the World's Fair.

English in the Schools.

To be able to speak and write one's language with correctness and fluency ought to be a part of every kind of training. The mathematician needs it almost as much as the poet, the scientist quite as much as the historian; to the man of affairs it is equally essential; and yet it is probable that there is no subject so generally neglected or so inadequately taught in our schools as the English language. The recent report of the Overseers of Harvard College on the teaching of English in preparatory schools ought to command universal attention, since it brings out clearly the general weakness of our schools in this essential particular. It is not only true of the boys who enter Harvard College, but of those who enter all American colleges, that very many of them are unable to write English correctly. There is nothing in their use of their mother tongue which indicates the slightest general culture, and it not unfrequently happens that a boy who shows the very best results of training along special lines writes English as if he had never had any school advantages.

In a recent article in the "Forum," Dr. J. M. Rice gives an account of his observation of the public schools in two cities. Some of the illustrations of the lack of English teaching which he prints are almost incredible. He reports that in one Buffalo school a pupil said to his teacher:

"I ain't got no ruler."

In answer to this, the teacher, without correcting the child's language, said:

"You don't need a ruler; do it the way you *done* it yesterday."

In this school great attention was given, as in most of the schools, to the matter of spelling, but no attention to the matter of using the words which one spells. As Professor Hill points out in his admirable book, the study of English ought to be a part of every other study. There ought to be from the beginning to the end of school life a constant training in English, a supervision of every uttered word spoken by the child in school; for the free and correct use of a language can be taught, not by text books, but only by constant familiarity with the best models of speech, and by constant correction of errors. In every recitation the language of the child should be a study to the teacher, and no error or inelegance should be allowed to pass uncorrected. This kind of supervision, covering every study and extending over an entire school life, would secure correctness in the use of the language even for those who lack the more subtle and pervasive teaching which comes from the best influences at home. Spoken discourses, newspaper writing,

and a great deal of our so-called current literature bear lamentable witness to the absence of a thorough knowledge of the language, while the men and women who use it with the ease and unconscious correctness which betray thorough mastery are not many in any community.

A leading American educator has said that, however educational systems may differ in their methods and the lines of their work, the one essential characteristic of every educated person is the ability to use his language with ease and correctness. In no way does a man so thoroughly reveal his educational and social conditions as in his speech. It was said of Wendell Phillips that he gestured with his voice; the flexibility, the musical quality, the variation of emphasis and accent, constantly interpreted his thought by bringing out its most delicate and subtle shading. It has been recently said of an Englishwoman traveling in this country that centuries of culture seem to be audible in the modulation of her tones. A voice in the darkness is often a complete revelation of the associations and character of an unknown person; tones, accent, modulation, and the use of words all conveying intimations of what lies behind the voice in the way of tradition, association, and training. There are few things so delightful as a perfectly trained expression, including voice and speech. Few things convey so ample an impression of culture and often of character as the combined harmony of thought, language, and tone. There is in some persons a rhythmical quality of utterance which discloses a thorough harmony of nature, and which gives the entire expression a musical quality grateful to the ear and full of benignant influence. To the possession of this charm our schools, as a rule, contribute almost nothing; even in the matter of mere correctness in the use of the language they often lamentably fail in their work. One detects on the part of very many teachers an entire absence of culture in the use of language. What one does not possess one cannot convey to another, and the root of this difficulty lies, probably, in this lack of culture in many heads of schools. Every child in every school ought to be surrounded by the atmosphere of culture; beyond mere training, and aside from the learning of facts, there ought to be diffused in every school a love for ideas, a sense of the larger relation of things, and familiarity with the models of speech. Every boy and girl ought to carry from school a trained ear and tongue in the matter of speech and writing, and some familiarity with the best books in our mother tongue. This does not make additional hours and studies necessary; it does demand more thought and culture on the part of many teachers.—*Am. Paper.*

QUESTION DEPARTMENT.

A SUBSCRIBER.—Kindly give a solution of questions 249, 256 and 339 in examination papers at the end of Hamblin Smith's Arithmetic.

QUESTIONS.

249. How long will it be before \$2500 put out to compound interest at 10 per cent per annum will obtain \$1727.58½ as interest?

339. If in a meadow of 20 acres the grass grows at a uniform rate, and 133 oxen consume the whole of the grass on it in 13 days, or that 28 oxen, 5 acres of it in 16 days; how many oxen can eat up 4 acres of it in 14 days?

256. A man and a boy are to work on alternate days at a piece of work which would have occupied the boy alone 18 days. If the boy take the first day the work will be finished half a day later than if the man commences. Find how long they would take to do it, working together.

SOLUTIONS.

249. \$2500 has \$4227.58875 for its amount at 10 per cent for a certain time. Therefore, \$1 has \$1.6910355 for its amount at 10 per cent for the same time.

Factors of 1.6910355 are $1.10 \times 1.10 \times 1.10 \times 1.10 \times 1.10 \times 1.05 = (1.10)^5 \times 1.05$.

Now $(1.10)^5$ represents the amount of 1.00 for 5 years at 10 per cent.

And 1.05 is the amount of 1.00 for ½ year at 10 per cent.

Therefore $(1.10)^5 \times 1.05$ represent the amount of 1.00 for 5½ years at 10 per cent.; and therefore the time is 5½ years.

339. 5 acres to 28 oxen as 20 acres to 112 oxen.

If 133 oxen take 13 days, 112 oxen would take $\frac{133 \times 13}{112} = 15\frac{1}{8}$ days, were no account taken of the

growth of the grass. It, however, takes 16 days. The difference must be the time needed to eat the growth in the interval between 13 and 16 days.

That is, in $\frac{3}{8}$ day, 3 days growth is eaten.

Therefore in 16 days, $85\frac{3}{8}$ " " "

The original growth is $85\frac{3}{8} - 16 = 69\frac{3}{8}$ days' growth.

At the end of 14 days, the growth = $69\frac{3}{8} + 14 = 83\frac{3}{8}$ days' growth. The problem, then, can be thus stated:

"If 112 oxen eat $85\frac{3}{8}$ days' growth in 16 days, how many oxen will eat $83\frac{3}{8}$ days' growth in 14 days?"

By compound proportion,

$$\left. \begin{array}{l} 85\frac{3}{8} : 83\frac{3}{8} \\ 16 : 14 \end{array} \right\} :: 112 : \text{oxen required.}$$

Therefore oxen required = 125.

20 acres to 125 oxen as 4 acres to 25 oxen, the answer required.

256. Since it makes a difference which commences, we assume that the boy has the first and all the last day in the one case, while the man takes the first day and half of the last in the other case. After they have each worked the same number of days in either case, a certain fraction of the work remains to be done. This the boy does in one day, the man in ½ day.

The man, therefore, does in ½ day what the boy does in 1 day. It, therefore, would take the man 6½ days to do the work. Together they do $\frac{1}{18} + \frac{1}{18} = \frac{1}{9}$ of work in 1 day, or all the work in 4½ days.

[NOTE.—Unless we make the assumption that the boy works all the last day in the first case, the question resolves itself into rather a difficult algebraic indeterminate equation.]

S. A. M.

FELIX.—Is it a fact that in future we must depart from the teachings of our childhood and say "twice two is four," "six times five is thirty;" or is Hamblin Smith's multiplication table unorthodox?

Teachers will prefer "six times five are thirty," that is, six times five units are thirty units, to the other form of expression in Hamblin Smith, "six times five is thirty." Both forms are correct; in the latter the author would have us understand that the "result" or "process" of multiplying six by five is thirty.

Please solve in the REVIEW the following question from Hamblin Smith's arithmetic, page 199: 5th. A corn merchant receives 125 bbls. of flour from A, 150 from B, and 225 from C; he finds on inspection that A's is 10 per cent better than B's, and C's 5½-11 per cent better than A's; he sells the whole lot at \$7 per bbl. and charges 4 per cent commission. How much does he remit to each?

SOLUTION.

5. Find the value of A's and C's barrels as compared with those of B.

Since A's flour is 10 per. cent better than B's,
∴ 1 bbl. of A's flour = 1.1 bbl. of B's flour in value.
∴ 125 bbls. " " = 125 × 1.1 bbl. of B's " "
= 137.5 " "

Since C's flour is 5½-11 per cent better than A's,
∴ 1 bbl. of C's flour = 1.05½-11 bbl. of A's flour in value.
or " " " = 1.1 × 1.05½-11 bbl. of B's flour.
= 1.16 bbl. of B's flour.

∴ 150 bbls. of C's = 150 × 1.16 bbls. of B's flour.
= 261 bbls. of B's flour.

B's flour = 150 bbls.

A's " = 137.5 bbls. of B's.

C's " = 261 " "

A's + B's + C's bbls. = 548.5 bbls. of B's.

125 + 150 + 225 = 500 bbls. = total number sold.
 500 × \$7.00 = \$3,500 = selling price 500 bbls.
 \$3,500 × .04 = \$140 = charge for commission.
 \$3,500 - \$140 = \$3,360 = Am't to be divided between
 A, B & C.

This must be divided in proportion to the value of
 the flour of each as compared with that of B. (See
 above).

Bbls.	Bbl.			
548.5	: 150	:: \$3360	: B's share	= \$ 918.860
538.5	: 137.5	:: \$3360	: A's "	= \$ 842.297
548.5	: 261	:: \$3360	: C's "	= \$1598.83

} Ans.

Other correspondents will receive attention in next issue.

SCHOOL AND COLLEGE.

Baddeck in Cape Breton is making an effort to establish a kindergarten in connection with their Public School System. Principal C. F. Hall of the County Academy assisted by Prof. Bell and George Kennan of Siberian exile fame, who have taken up a permanent residence in this charming spot as well as the indigenous citizens interested in education, have already made a good move in the direction.

The education department of Nova Scotia, it would appear from the Royal Gazette, has assumed charge of the Colonial Station at Halifax for the examinations of the London University. It must be a great convenience for provincial scholars who wish to measure themselves with students from every part of the great Empire.

The 18th of February is named as the last day for sending exhibits from schools to inspectors for Nova Scotian Educational Exhibit at Chicago. The last day of February is named as the last for the reception of material at the Education Office, Halifax.

The teacher's motto: "Never to be late when——"

Last month decided the question of the Governor General Medallists for 1893 at the N. S. Normal School. After close competition in the first professional class, reported by the Faculty to be one the highest standing yet in the institution, the Silver Medal was won by Albert E. Brownrig, Pictou; (Pictou Academy). In the second professional class, also excelling previous classes in general scholarship, the Bronze Medal was won by Miss Crawford, New Dublin, Lunenburg Co. (High School, Charlottetown, P. E. I.).

The Medals were presented by Dr. Mackay, Superintendent of Education on Friday, 20th January. Principal Calkin gave a flattering report from the examiners as to the character of the competition. Under the new regulations, the Normal School has evidently made a splendid beginning.

The Superintendent of Education, accompanied by Principal Lee Russell, B. Sc., of Halifax Manual Training School, has been inspecting the Normal School Building at Truro. It looks as if further extensions of the institution are under contemplation. Electric lighting is now proceeding.

Educational matters in Newfoundland would seem to require some attention. Last week a married woman about 30 years of age, from that Province, was admitted as a pupil into one of the primary departments of the Dartmouth, N. S., schools. —"The Register."

One hundred and seventy students are in attendance at Truro Academy this winter, of whom sixty are students from beyond the town. Previous to the Christmas holidays Mr. Cogswell, of the English Department, was presented by the students with a very handsome writing desk, and Miss Upham with a volume of Tennyson. Miss Archibald of the eighth grade was also remembered by her pupils.

The N. S. Provincial Normal School has over a hundred students in attendance. The class is of more than average ability, which speaks well for the future of the teaching profession. Miss Knox the newly appointed teacher of music and elocution is meeting with much success in her work, and is exceedingly popular with both teachers and students.

The New Agricultural School Building at Truro, N. S., is completed and will be ready for occupation in a few days. It is fitted up with all modern improvements, and will prove a great convenience to students.

Miss Mary L. Daley, who has for the past seven years taught the primary department of Harvey (Albert County) School, had an average for last term of 49 out of an enrolled attendance of 61. This is hard to beat, and coupled with Miss Daley's long period in the district, speaks in the highest possible terms of her services as a teacher.

To-Morrow Never Comes.

Just for to-day, oh God, I pray,
 Just for to-day. To-morrow's sun
 I care not for, nor reck the day
 Which follows on when this is done.
 This day alone is mine, I ween,
 And through its girdling hours I ask,
 For willingness to bear each pain,
 And strength to do each present task—
 To-morrow never comes.
 Grant me, dear Lord, thou art sublime
 To soothe the wretched, stop the pain
 Of weary hearts, and make the time
 To-day, for joys to come again:
 Then, at its close, devoid of fear,
 I'll lay me down without one care
 Whether the waking find me here,
 Or in that other country where
 To-morrow never comes.

BOOK REVIEWS.

HEATH'S MODERN LANGUAGE SERIES. *Pechaur d'Islande*, par Pierre Loti, edited with notes by R. J. Morich, Manchester, England; *Le Duc de Beaufort*, par Alexandre Dumas, edited with notes by D. B. Kitchen, M. A.; *Le Mare au Diable*, by George Sand, edited and annotated by F. C. de Sumichrast, Harvard University, Cambridge. These three works, printed in clear type, with notes, in paper cover, price 30 cents each; D. C. Heath & Co., Publishers, Boston, Mass.

PROMETHEUS UNBOUND, A Lyrical Drama by Percy Bysshe Shelly, edited by Vida D. Scudder, M. A. Cloth, price 65c. Publishers, D. C. Heath & Co., Boston, Mass. The student's edition in Heath's English Classics Series, will help to make Shelly's fine drama more widely known. It is accompanied with an introduction which discusses the different aspects of the drama, and with suggestive notes.

THE GOSPEL OF MATTHEW IN GREEK, edited by Alex. Kerr and Herbert Cushing Tolman, Professor in the University of Wisconsin. In paper, price 50 cents, cloth \$1.00. THE UNENDING GENESIS, or Creation Ever Present, by H. M. Simmons. In paper. 25 cents. Chas. H. Kerr & Co. Publishers, Chicago. The former of these works is valuable to Greek students of the New Testament. In the introduction are given quotations in Matthew from the old Testament, both in Greek and Hebrew, followed by lists of passages and words peculiar to Matthew. The text of the Gospel with vocabulary, historical and geographical indexes, are beautifully printed in clear type. The second work aims to tell briefly and simply the "New Story of Creation."

ELEMENTARY LATIN GRAMMAR, by Henry John Roby, M. A., LL.D., and A. S. Wilkins, Litt. D., LL. D. Cloth, pages 167, price 2s 6d. VIRGIL'S ÆNEID Book 1 (in the Elementary Classics Series) by T. E. Page, M. A., with notes and vocabulary; price 1s. 6d.. Publishers, MacMillan & Co. London and New York. The grammar will serve as an introduction to the study of the Latin language. It contains only those principles which will be found useful to the student in his elementary work. The arrangement is excellent, and Latin words printed in full clear type is a great aid to the reader. The notes to Mr. Page's Virgil are brief and to the point, and the little book will be useful to the student who wishes to carry a small volume with him.

BACON'S ADVANCEMENT OF LEARNING, Book 1, edited with introduction and notes by F. G. Selby, M. A. (Oxon) Cloth, pages 150, price 2s. MacMillan & Co. Publishers, London and New York. This convenient volume, with its brief and suggestive notes, will tempt one to read Bacon under Mr. Selby's guidance.

Andersen's *Marchen*; edited with notes and vocabulary by O. B. Super, Ph. D. Cloth. Price 90 cents. Publishers, D. C. Heath & Co. Hans Christian Andersen's Tales are well suited for school purposes and for the beginner in German. They are so easy and interesting that the student soon becomes absorbed, and is encouraged at the rapid progress he is making. The notes, vocabularies and the clearly printed page of German text are helpful and inviting. Another German story in Heath's Modern Language Series is *L'Arrabbiata*, by Paul Heyse, edited with English-German vocabulary.

SIGHT PAMPHLETS, No. 1: Extracts from Eutropius, edited by J. B. Greenough, Professor of Latin in Harvard University. Paper, price 25 cents. Ginn & Co. Publishers, Boston, Mass. The introduction in these extracts is worth far more than the price asked for the whole pamphlet, for the valuable hints it gives on sight reading of Latin.

BOOKS RECEIVED.

SONG BUDGET MUSIC SERIES; THE TEXT BOOKS OF COMENIUS; C. A. Bardeen, Syracuse, N. Y. Publisher.

PRINCIPLES OF EDUCATION by M. MacVicar, Ph.D., LL.D. Chancellor of McMaster University, Toronto. Publishers, Ginn & Co., Boston, Mass.

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CURRENT PERIODICALS.

In the *Popular Science Monthly* for February are many articles of interest to the scientific student, such as "Science as a factor in Agriculture," "Science Teaching," "President Eliot on School Education" (editorial), and others.... *Littell's Living Age* since the beginning of the new year has been more valuable than ever, containing the cream of the magazines in biography, history, literature, travels, science, criticism, poetry and fiction.... *Garden and Forest* (New York) in its issue of January 25th has a valuable article on "Agriculture in the Public Schools".... Walter Blackburn Harte, in the February *New England Magazine*, makes a plea for the critics of literature, and insists that the best critical writing is creative literature, as much as good, bad, and indifferent fiction. The loungers at Dodsley's will read "About Critics and Criticism: with other Matters Incidental and Irrelevant," with amusement and profit.... The reader of the midwinter number of the *Century* will find as the frontispiece a portrait of Tennyson engraved by T. Johnson from a photograph by Mayall, which the poet, Lady Tennyson and their son all agreed in thinking the best portrait of the laureate. He is here represented in a most vigorous and poetic aspect. On the reverse of the frontispiece is a couplet of Locksley Hall, written by Tennyson in August, 1892, showing the firmness and refinement of his handwriting even in old age. Accompanying this portrait is an article by the Rev. Dr. Henry Van Dyke on "The Voice of Tennyson," with reminiscences of a visit to the poet during the past summer, and with critical comments on the significance of his poetic work.... In the February *St. Nicholas* is a new story by Rudyard Kipling, with historical and other stories for young people.... The *Atlantic Monthly* for February has an excellent table of contents, in which are the following: "Books and Reading in Iceland" by William Edward Mead, "The Feudal Chiefs of Acadia" II and III, by Francis Parkman, a poem "The Eavesdroppers" by Bliss Carman.... The February *Wide Awake* has a delightful reminder of Tennyson in Carroll Burton's "Child-Life at Farringford," described by one who actually visited and played with the Tennyson boys. The same number also contains the second of Frederick A. Ober's Columbus articles—"From Cordova to Cathay"—called "At the New World's Portal."

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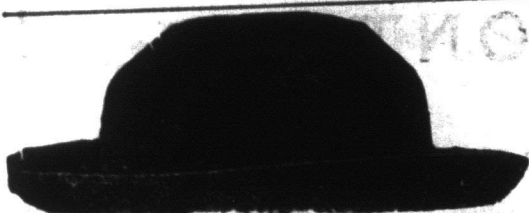
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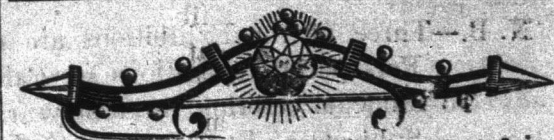
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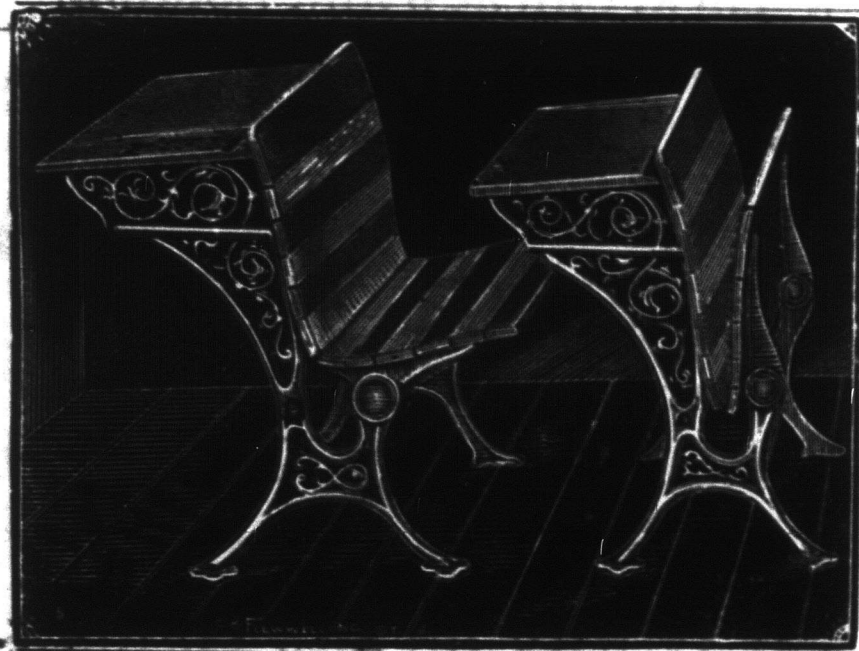
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