

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. II.

SAINT JOHN, N. B., AUGUST, 1888.

No. 3.

J. & A. McMILLAN,

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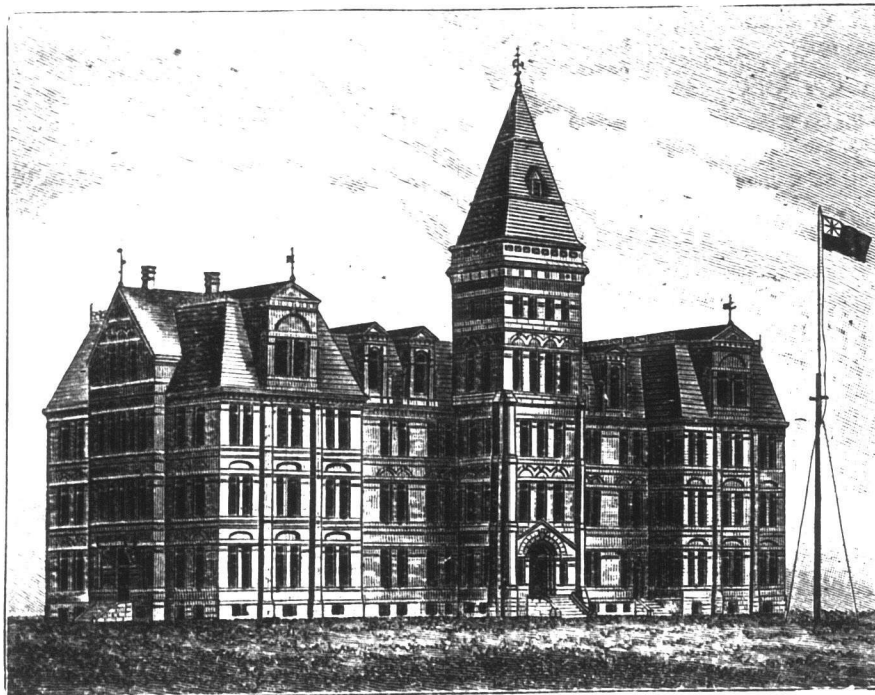
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PUBLISHED MONTHLY.

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VOL. II. No. 3

A. H. MACKAY, B. A., B. Sc.,
Editor for Nova Scotia.

ALEX. ANDERSON, LL. D.,
Editor for P. E. Island.

G. U. HAY, Ph. B.,
Editor for New Brunswick.

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EDITORIAL NOTES.

THE editors of the REVIEW have been enjoying, in common with other teachers, a short vacation, and in consequence this number is later than usual. The next number will be issued between the sixth and tenth of September.

THE receipt of the telegram conveying fraternal greetings from 5,000 teachers at San Francisco to the 500 teachers assembled at St. John created a profound impression. It was read at the last evening of the convention amid great applause.

"WHERE is Colonel Parker?" was the question often asked at the San Francisco Convention. Well, to use the Colonel's own words, he wanted some of our fish, and he journeyed this way. And we hope Mrs. Parker and he will come again.

DR. RAND, in a letter dated London, July 9th, says: "You will not have been more disappointed, I am sure, of my inability to be with you at your educational conference than myself. In fact, the only real regret I experienced in coming over here this

summer was in being obliged to forego a reunion with old friends in the educational service in New Brunswick, for all of whom I cherish great respect, and for many of whom I feel sincere affection."

A NOTABLE incident at the recent convention occurred when Dr. Allison called upon those present at the Educational Institute held at Wolfville, N.S., in 1850, to rise. The following gentlemen responded: Hinkle Condon, Inspector of Schools for Halifax city and county; J. B. Calkin, Principal of the Nova Scotia Normal School; Jas. H. Munro, Inspector of Schools for Yarmouth and Shelburne, N. S.; and A. McN. Patterson, Principal of Acadia Villa Seminary, Lower Horton, N. S.

A QUORUM of the governors of Kings College, Windsor, have attempted to force the resignation of their able and scholarly President, Rev. Canon Brock, for having expressed himself in accordance with the bishop and synod of the Episcopal church of Nova Scotia, to the effect that consolidation with the university of Dalhousie would best advance the true interests of Kings and the Episcopal church.

"* * * * * Lectures explaining and popularizing entomology are found to be always acceptable before natural history societies in all parts of the country, and in the EDUCATIONAL REVIEW, a monthly magazine published in St. John, N. B., a most excellent series of illustrated popular articles is appearing from the pen of A. H. MacKay, of Pictou, N. S. These are in the shape of addresses to an imaginary class at "Ferndale School," and from their simplicity and accuracy will certainly be intelligible to all and give much instruction. From this it will be seen that anyone now-a-days who wishes to obtain knowledge concerning injurious and beneficial insects can do so with very little trouble."—James Fletcher, F.R.S.C., in Presidential inaugural, 1887, Entomological Society of Ontario.

SEVERAL articles of interest have been unavoidably crowded out of this issue. They will appear next month.

IN THE next issue of the REVIEW we shall begin a series of papers on primary work in schools, and trust henceforth to make these columns invaluable to teachers of every grade.

WE ARE indebted for some of the abstracts of the convention proceedings, to the daily press of St. John, especially the *Sun*, which published a very full and accurate summary of the meetings.

A COMPLIMENT to Acadia College from the wise men of the east: At the Science School, in Pictou, the three chief officers of the Nova Scotia Summer School of Science elected, namely, the President, Vice-president and Secretary-Treasurer, are alumni of Acadia.

AS THE circulation of the REVIEW is rapidly increasing we wish to make it the medium of communication between all classes of educational workers. To do this more effectively in future a page will be set apart in which may appear official notices from superintendents, inspectors and other school officers; notices of educational meetings to be held; in addition to other items of interest. We shall take it as a favor if those interested will contribute, and make this page of the REVIEW as full and general as possible.

THE Mt. Allison institutions open August 30th. The attendance of students for the coming year promises to be large. Nothing more fully shows the determination of those to whom is intrusted the welfare and management of these institutions to make them thoroughly progressive than the arrangements that have been made to have certain useful arts included in the curriculum. Rev. Principal Borden, of the Ladies' Academy, has shown that he is desirous of meeting the progressive spirit of the age by incorporating shorthand and typewriting in the college course. In the Male Academy, presided over by Principal Davis, instrumental music, shorthand and typewriting have been added to the course. Meeting the requirements for a broad and liberal education as fully as they do, the Mt. Allison institutions were never so completely equipped as at present.

THIS number of the REVIEW is pretty fully taken up with the report of the proceedings of the late convention. In the September number the admirable address of Dr. J. G. Fitch on "Hand-work and Head-work in the Public Schools" will be given in full, with a digest of the remainder of the proceedings. After that will be published some of the papers read before the sections. Thus we hope to give a full and accurate account of this great meeting. Those who

are not subscribers to the REVIEW would do well to send in their subscriptions at once in order to secure the reading of the excellent and practical addresses given at the convention. It is doubtful whether the proceedings will be published in pamphlet form, and teachers would do well to secure the REVIEW and have it sent regularly to them. A few copies for June and July are still on hand enabling those who wish to begin with number one of the second volume.

THE Nova Scotia Summer School of Science held a most delightful and successful fortnight at Pictou. The attendance all told was nearly double that of the previous year, numbering over eighty. The hospitality of Pictou town was beyond precedent in the history of the school. The first examinations of the school were held here, and the first certificates were granted. We must hold over a fuller report until our next issue. Parrsboro, Cumberland Co., N. S., has been provisionally selected as the locus for next year. The officers for 1889 are: *President*, Professor F. H. Eaton, A. M.; *Vice-president*, Inspector C. W. Roscoe, A. M.; *Secretary-Treasurer*, Professor J. B. Hall, Ph. D.

Eight certificates were granted to those passing in at least three subjects. No student can pass on a knowledge of text-book work alone, however extensive, as it counts generally only about 33 per cent. About 65 per cent is given for the practical or experimental work required. The following are the first certificate winners:

Principal Kennedy, Halifax, (chemistry, mineralogy, geology, physics). Principal King, Wallace, (zoology, botany and chemistry). Principal Porter, Yarmouth, (zoology, botany and mineralogy). Principal Ida Creighton, Halifax, (botany, chemistry, physics). A. J. McKenna, Dartmouth, (chemistry, physics, physiology). J. H. McMillan, Pictou, (chemistry, physics, physiology). Miss M. J. McPhee, Antigonish, (botany, chemistry and physics). A. D. Williams, Goldenville, (mineralogy, physics, physiology).

MR. JUSTIN WOOD, M. P., has offered a prize of \$25.00 for the best essay on the history of eastern Westmorland County. We notice in the closing exercises of the Woodstock schools, prizes were offered for essays on the history of Carleton County. No better plan could be devised for collecting and arranging systematically materials for local history, which in the lapse of time will grow more and more valuable.

THE St. John Shorthand and Typewriting Institute has been incorporated with the Business College. Mr. Kerr is to be congratulated on his enterprise in promoting practical education.

THE last two days of the term before vacation, a Teachers' Natural Science Institute, under the charge of Inspector Lay, was held in Amherst. Principal King, of Wallace, graduate of the Nova Scotia School of Agriculture and Science, took charge of the entomological section. Forty or fifty teachers of the inspectorate attended. In general educational activity Cumberland County seems bound to lead. We regret to have received no synopsis of the work of the Institute.

THE financial support of the Truro kindergarten in affiliation to the Provincial Normal School is assured, we are informed. This consummation is one which we hope to see resulting in great benefit to primary education throughout the whole country. To the intelligent zeal and unflagging energy of Mrs. Condon, President of the Nova Scotia Fröbel Institute, is this grand step in our educational career principally due. Let us now utilize, to its fullest extent, and with as much promptness as possible, the new advantage within our reach.

THE INTERPROVINCIAL CONVENTION.

If the satisfaction which springs from success be regarded as a sufficient reward, the committee who had in charge the arrangements for the teachers' convention ought to feel amply recompensed for the time and pains they so freely expended to secure a happy result. The good sense which characterized their proceedings prior to the meetings was only equalled by the order and precision with which the programme was carried out. To bring together five or six hundred teachers from all parts of these provinces was not perhaps so difficult a matter as to maintain their interest and secure their sympathy throughout, and to send them home full of the consciousness that they had not journeyed in vain, but that it was good for them to meet with their brethren, and listen to the words of wisdom and inspiration which fell from the lips of those who addressed them. No chance selection of speakers could, to an equal degree, have evoked the enthusiasm of their auditors, or left upon their minds an impression so benign and enduring. From the opening words of the conference, uttered by the Nestor of the profession, the illustrious principal of McGill university, to the closing speech of the last evening, the attention never flagged, but rather grew and gained in intensity at every consecutive session. Surely, therefore, the teachers who were present have every reason to congratulate themselves on the privilege they enjoyed, and to be grateful to those, who, by their unwearied exertions, business capacity, and

unbounded self-devotion, contributed so largely to the success of the gathering.

The key-note of the convention was struck by Sir William Dawson. To him was committed the duty of delivering the opening address, and certainly no more interesting or instructive topic could have been chosen than his retrospect of the last forty years, his contrast of the past with the present, and his anticipation of a great future for the Atlantic provinces of the Dominion of Canada. Hopeful, earnest, wise, and cheerful, his words fell upon attentive and sympathetic ears, and doubtless brought brightness and comfort to many a desponding heart. He was followed by Dr. Schurman, who spoke upon a "Canadian University Curriculum." With singular power and felicity he enunciated his views of the duty of the university. "The university," he said, "should produce a many-sidedness of interest—a sensitiveness and susceptibility to all that is and to all that happens in the world." And regarding intellectual education as "that which stimulates interest in man and nature," he proceeded to examine the present curriculum, and to enquire in how far it provides adequate means for the training of students in the humanistic and naturalistic sciences. Taking for granted the broadest and most general education previous to entrance upon a university career he recommended that special attention be paid to the history of our own country, and that literature be assigned a more important position than it has hitherto occupied; while the Latin and Greek languages, which have been studied at the high school or college, he proposed to relegate to the class of optional subjects at the university.

There was no speech or paper read or delivered during the two days of the convention which was so provocative of discussion, or to which more frequent reference was made by other speakers than that of Dr. Schurman. The question of the place of the Latin and Greek languages, and their literature, in a course of public instruction and a university curriculum, is one which has often been canvassed, and towards a settlement of which we are no nearer than we were twenty years ago. Dr. Harrison, of Fredericton, and others, regarded the study of the classics preferable as an instrument of humanistic culture to any substitute that has been proposed. Sir William Dawson also defended the present system and pointed out the disadvantage under which students labored who had no knowledge of Greek, as compared with they who had but a little, when they entered upon scientific study. "You can't cut off Greek," he said, "without damaging the teaching of our sciences." It was particularly gratifying to observe the unanimity which prevailed among our leading educationists

respecting the necessity of a thorough and complete course of classical instruction before entering the university. And in this they agreed with Dr. Schurman. The point at issue was the extent to which it ought to enter the university curriculum, and the stage at which students ought to be allowed to select a course for themselves. When the battle-ground is narrowed to these dimensions there can be little doubt that an amicable adjustment is possible among the combatants.

The admirable paper of Dr. Fitch on "Hand-work and Head-work in Schools" was both timely and instructive. While advocating the simultaneous training of the intellect and the hand in schools he was very careful to tell us that the former must never be subordinated to the latter, and that whatever might be the occupation of the pupil he must always be under the supervision of the teacher. If in past times it was wrong to overlook the manual training of boys, manifestly the true remedy does not consist in rushing to the other extreme. We would especially commend these words of his to those who see, in what they call *practical* education, a panacea for all the ills of humanity, and the only education worth communicating in certain conditions of society. "There is room in our schools for increased manual training, but the change should be made with caution. Don't make a fetish of technical instruction. The world can never be set right by dethroning the schoolmaster to make room for the artisan. The problem is not an easy one to solve, and experience can only determine how best to combine manual and mental development in our schools." Other speakers referred to the same subject and accentuated the principle which underlay the whole of Dr. Fitch's remarks, that a well trained intellect is the true and only sure basis on which to rest a mechanical or any other training. It becomes, therefore, a very doubtful question whether it would be judicious to disturb the present system, which has proved to be so successful, when administered with wisdom and spirit, and introduce processes alike novel and incongruous, which, if successful, may introduce young men somewhat earlier to the business of life, but, if they fail, must unquestionably bring disaster to the whole fabric of public instruction.

A very hopeful feature of the discussion of the subject of technical education, from its introduction by Dr. Stockton, till the close of the convention, was the almost unanimous opinion--that a sound and generous education, by which a youth is taught to observe and think, and is supplied with abundant materials for both, is the best preparative for the duties of life; and that when he comes to discharge them, his train-

ed intelligence will grasp the meaning of methods and contrivances, and systematize the knowledge he gains from experience. Nor was there any hesitation in the expression of the conviction that the adoption of a scheme by which the education of our youth would be placed upon a narrower and more restricted basis, making it merely a tool for the acquisition of material gain, and counting its result as valuable in proportion as it helps to develop material resources, would disappoint the expectations of its advocates, and render education absolutely valueless as a factor in the humanizing of society. No one spoke with greater fervor and eloquence of the work and aims of the teacher than Colonel Parker, and none denounced in stronger terms the methods by which the mercenary spirit was being implanted and cherished in the young people of the present day. "No school," said he, "is worthy of the name, that does not make the formation of true, noble, manly character, its aim. The question of the day, respecting education, is not, how much will this system add to the commerce of the country? what is its value in dollars and cents? but the question is: Will it put more power and action into the soul of man?" And when he said so with vehemence and earnestness, there were few, indeed, in the vast audience, who did not heartily respond.

Rarely has it been our good fortune to listen to speeches of greater excellence than those which on the last evening carried the interest in these meetings to its culminating point. Dr. Fitch was again elegant, scholarly, clear, and forcible. Sir William Dawson exceeded his former address in directness and vigor, and reached a height of eloquence which could only be attained by perfect sympathy with the topic on which he spoke, and the audience which listened to his words; while the tone and earnestness of the Minister of Finance, in a speech admirable in conception and effectively delivered, in which he discoursed upon culture, the college and the teaching profession, were well fitted to cheer and reassure. Mr. Foster convinced his hearers that, though no longer a member of the profession, his tastes, predilections and proclivities are still literary, and his ideal of the true teacher as lofty as the most exacting educationist could desire. And one might detect a deeper sympathy with the third class, into which he divided people as to their ideas of culture, than with either of the others, as he said, "These set aside all consideration of the material, regarding culture and its results as means and elements of the development of the higher life. These are the thinkers and the dreamers. I pray God that the time may never come when the world will be without them."

To refer with only a passing remark to all the speakers who addressed the convention, would carry this article much beyond the limits assigned to it. We must content ourselves with mentioning the names of Mrs. Parker, Miss Magee, Sir Leonard Tilley, Judge King, Mr. Ferguson, Dr. Allison, M. Vitrain, and Prof. Ray Greene Huling, to whom the convention was greatly indebted for able and suggestive papers or speeches, interesting and instructive. But there was one characteristic of these meetings which we would not willingly overlook, the presence of all the Presidents, save one, of the colleges in the Atlantic Provinces, and the fact that one of the evenings was devoted to the discussion of the university in relation to the industrial and social interests of the community. The liberal spirit that pervaded the speeches of that evening, and the prevailing desire to effect a closer union between the general education of the country and the universities, must have been cheering to educational reformers. And while the members of the convention met in sections on Thursday forenoon, the college presidents and professors held an informal meeting and discussed matters of mutual interest. So pleasant and profitable was the conference that they determined to meet annually. This, of itself, we consider one of the most important of the immediate results of the convention.

This wonderful gathering is now dispersed, and most of the teachers have again entered upon their duties. We trust that their work will now have greater attraction for them, that they will pursue it with greater zeal and self denial; that they will have become more impressed with the dignity and honor of their calling, and determine to put forth every endeavor to make themselves worthy of it. With Judge King we hold that the most valuable residuum that will be left of the convention will be its salutary influence upon the heart and life of the teacher.

JACQUES CARTIER'S FIRST VOYAGE.

In the Transactions of the Royal Society of Canada for 1887, recently published, appears a paper under the above title, by Mr. W. F. Ganong, A. M., of Harvard University. There has always been much uncertainty as to Cartier's course in his first voyage to Canada in 1534, and as he was the first explorer of the Gulf of St. Lawrence who has left us any account of his discoveries, historians have considered it of much importance that his exact course should be traced and the identity established of the places he visited and described. This has not hitherto been done except for small portions of the course, and it

has remained for a New Brunswick student to present to a Canadian society a clear and consistent account of the voyage from beginning to end.

There are known four accounts of the voyage—one in Italian, one in English and two in French. One of the latter is a reprint of a recently discovered manuscript, supposed to be the original account written by Cartier's own hand. It was by the use of the English and two French editions and their comparison step by step, together with old maps and charts, that the voyage was worked out.

Cartier, with two ships and one hundred and twenty-two men, set out from St. Malo, April 20th, 1534, to seek a passage to Asia by way of the north-eastern coast of America. After a prosperous voyage he reached Newfoundland on May 10th. Coasting to the northward, he entered the Strait of Belleisle and followed the coast of Labrador as far as the present Shecatica Bay and Cumberland Harbor, giving names, a few of which still survive, to all places visited. Finding the land so barren and rocky that it "seemed like the land allotted to Cain," he retraced his course as far as the port of Brest (at present Old Fort Bay), and thence crossed to Newfoundland. The first land sighted on the island was the present Highlands of St. John, to the north of Point Rich. Thence he coasted southward, visiting and naming nearly all of the bays, harbours and capes as far as Cape Anguille.

Leaving Cape Anguille, named by him Cape St. John (because he sighted it on St. John's day), he visited Bird Islands and then Brion Island, to which he gave the name by which it is still known. Mr. Ganong's paper traces minutely each step of Cartier's course up to this point, and it has been done in a general way by different historians, but from this point on, until he enters the Bay Chaleur, the interpretation is different from any other.

From Brion Island he went to the largest of the Magdalen Islands and coasted along its western coast to its southern extremity. He named a cape on the present Entry Island, Cape St. Peter, and the present Deadman's Island, Allezay. Thence he sailed to the westward, forty leagues, when he saw land which appeared to him to be two islands. The next day he saw that it was really not two islands, but "firm land lying S. S. E. and N. N. W.," approaching which he entered a beautiful but very shallow river which he named "The River of Boats."

Curiously enough, all writers have considered this coast to be that of New Brunswick, and the River of Boats to be either the Miramichi or some river to the south of it. But such an interpretation is entirely inconsistent with the facts given in the narrative.

Some serious mis-translations in Hakluyt (the English edition referred to above), together with a failure to recognize the fact that all of Cartier's compass directions are for magnetic and not true north, have no doubt led to the confusion.

Cartier's directions, distances, very accurate description of the coast, and his subsequent course, all show conclusively that it was the coast of Prince Edward Island that he reached, and that his River of Boats was the present Richmond Bay. His description of the coast, as indeed is the narrative of the entire voyage, is very quaint and interesting. "All this land is low and the most beautiful it is possible to see, and full of beautiful trees and meadows; but in it we were not able to find a harbour, because it is a low land, very shallow and all ranged with sands. We went ashore in several places in our boats, and among others into a beautiful, but very shallow river, where we saw boats of savages, which were crossing this river, which, on this account, we named the River of Boats [*ripuiere de Barques*]."

Driven from the coast by winds blowing on shore, he ran away to the northeast, seeing from a distance Cape Kildare, which he named Cape Orleans. On July 1st he visited North cape which he called Cape of the Savages, because of an Indian whom they saw and left gifts for there. The same day he entered Northumberland Strait, and, having no knowledge that Prince Edward Island was an island, naturally thought he was in a large bay. July 1st being the day of Saint Leonarius, Cartier named his supposed bay after this Saint of his own country, the Bay of Saint Lunarius or Leonarius (*Saint Lunaire*). This bay of Cartier's has given much trouble to all writers on his voyage from Lescarbot down to our own day, for there is no "bay" in all this region which answers to his description. On the other hand, the head of Northumberland Strait does so exactly, and his course before entering and after leaving it is perfectly consistent with this interpretation. He coasted along the shores of Prince Edward Island from North Cape to Cape Wolfe and his description of this region is as follows: "That day we coasted along the said land nine or ten leagues, trying to find some harbour, which we could not; for, as I have said before, it is a land low and shallow. We went ashore that day in four places to see the trees, which are of the very finest and sweet smelling, and found that they were cedars, pines, white elms, ashes, willows, and many others to us unknown. The lands where there are no woods are very beautiful, and all full of peason [*Hakluyt*], white and red gooseberries, strawberries, blackberries, and wild grain like rye; it seems there to have been sown and plowed. This is a land of the

best temperature which it is possible to see, and of great heat, and there are many doves and thrushes and other birds; it only wants harbours."

The next day he sailed to the northward and approached Point Escumene, to which he gave no name, and he speaks of the shallowness of the water in its vicinity. Then towards the north of this cape he saw another, and between them, he says, "there is a bay in the fashion of a triangle, which is very deep [*into the land*], which so far as we could see, lies north-east, and is all ranged with sands, a lowland." This was clearly Miramichi Bay, and he neither entered it nor gave it a name.

They coasted that day along the land which lay N.N.E. and on the morning of the next, July 3rd, rounded Point Miscou, which they named Cape D'Esperance, or Cape of Hope, (because they now hoped that they had found the western passage for which they were seeking) and entered Bay Chaleur. To this, a few days later, they gave the name which it has ever since borne. They crossed the bay and entered the present Port Daniel where they remained for some days, during which they explored the bay as far as the present Dalhousie. They had some traffic with the Indians here, and at Tracadigash and Paspébiac Points, and afterwards at Gaspé, which they reached July 14th. Here they set up at the mouth of the harbour a great cross bearing aloft a shield with the three white lilies of France, and the inscription "*Vive le Roi de France*."

Cartier next crossed directly to Anticosti and coasted to the eastward to East Cape, rounding which he followed the northern coast of the island as far as North Point. Here both tides and winds gave them much trouble, and the season being well advanced (it was August 6th), they turned back and started for home, reaching St. Malo by way of the Straits of Belleisle on the 5th of September.

In the above brief outline of Mr. Ganong's paper, we have been unable to give any of the author's quotations and arguments by which he substantiates his opinion of each step of the voyage. The paper, which occupies pp. 121 to 136 of Vol. V. of the Royal Society's Transactions, is accompanied by a map of the Gulf, on which Cartier's course is laid down, and the names given by him are shown.

It hence appears that the only names given by Cartier in the Maritime Provinces were as follows: River of Boats to Richmond Bay, Cape Orleans to Cape Kildare, Cape of the Savages to North Cape, Bay of Saint Lunarius (or Lunario or Lunaire) to the head of Northumberland Strait, Cape of Hope to Point Miscou, and Bay Chaleur to the bay which still bears the name.

THE INTERPROVINCIAL EDUCATIONAL CONVENTION.

The first united convention of the teachers of Nova Scotia, New Brunswick and Prince Edward Island was held in St. John, in the third week of July, 1888. The gathering was a thoroughly representative one, including not only every department of education in the three provinces, but distinguished educationists from England, United States and Upper Canada. The presence of Sir Wm. Dawson, Dr. J. G. Fitch, Dr. J. G. Schurman, Col. Parker and Mrs. Parker, with other noted men and women will make the gathering one long to be remembered; while the opportunity for the interchange of ideas among our teachers marks a new era in our educational progress.

OPENING OF THE CONVENTION AND PUBLIC RECEPTION.

The St. John Mechanics' Institute was tolerably well filled at the time appointed for opening the Convention, on Tuesday evening, July 17th. As a preliminary step to organization, Inspector Oakes, of Canterbury, N. B., was appointed temporary chairman. He appointed a nominating committee as follows: Principals Mullin, Anderson, McKay, of Pictou, G. U. Hay and Prof. Eaton. This committee, through Principal Mullin, nominated the following officers for the Convention: President, Dr. Allison, Superintendent of Education for Nova Scotia; Vice-presidents, Superintendent Crocket, of New Brunswick, and Superintendent Montgomery, of P. E. Island; General Secretary and Treasurer, John March; Recording Secretary, L. A. McKenna, of Dartmouth, N. S.; Enrollment Secretaries, Supervisor McKay, of Halifax, I. C. Creed, of Fredericton, and Geo. E. Robinson, of P. E. Island. On motion, Dr. Allison's nomination was approved. Inspector Oakes introduced Dr. Allison, who took his place and thanked the Convention for the honor conferred. The nomination of the other officers was approved as made.

At eight o'clock, every seat in the Institute was filled and on the platform were seated the representatives of educational institutions of the three provinces, as well as distinguished visitors from abroad. Dr. Allison, President of the Convention, after a brief address, vacated the chair, which was taken by His Worship, Mayor Thorne, of St. John, who, in a brief address, welcomed the visitors in a few well chosen words. After alluding to the great advance in education in these provinces and the opportunity that this convention would afford for the interchange of helpful ideas, he said that no pleasanter duty had ever devolved upon him than of tendering a welcome on behalf of the city to the visitors. He was followed by Mayor Chesley, of

Portland, who cordially extended a greeting on behalf of the City of Portland.

Judge King, of St. John, said: It was a matter of gratification to him that this, the first Interprovincial Teachers' Institute, was to be presided over by one who was his companion at school and college, and his life-long friend—Dr. Allison. There had been a degree of organic union brought about between the teachers of the provinces during the last year by that excellent periodical—the EDUCATIONAL REVIEW—which it had been his pleasure for some time to peruse. Now there would be the closer union of contact, deliberation and conference, from which much good must come. This body of teachers embraced as large a proportion of able men as adorn and dignify any body of men anywhere. In this connection the speaker made special reference to Sir William Dawson, and to the province of Nova Scotia, whose singular fortune it had been to present to the world great men in an almost undue proportion. If this Convention left a livelier sense of the value of the teacher's work it would have fulfilled a great and important object. He hoped the visitors' stay would prove pleasant. They would find a certain picturesqueness of scenery, and there would be a certain interest, too, to see how a people settled down on this barren rock had progressed and developed institutions around them. And he hoped their pleasures would not be marred by a visit from the dense fogs generated on the coast of Nova Scotia. (Laughter). What is it that makes an assemblage of teachers such as this notable? You are not here to form a trust—to use the term in the commercial sense by which a grand old word has been degraded and defiled. You are not here to enhance the price of your wares, though in truth you are not likely to have their value over-rated. Nor are you here merely to discuss methods and theories, however important these may be. Your most important aim is to affect conduct, and the greatest residuum that will be left when you are done will be that which touches the heart and life of the teachers. Organization is valuable, but the personal element in education is of the first importance. The first is machinery, the second is force. The teacher is at once a scholar and an instructor. It is out of the fulness of scholarship and the desire to impart knowledge that the teaching faculty comes, and both the former are essential to the latter. He hoped that the intellectual inspiration arising from this convention would prove of value to all; but remembering the words of a great and wise lawyer and judge—wise because he was a lawyer and judge—(laughter)—Lord Bacon—he would conclude lest it be said of him, "An over-speaking judge is no well tuned cymbal." (Applause).

The Mayor read a letter from Chief Justice Ritchie, expressing regret at his inability to be present.

Dr. A. A. Steckton then addressed the audience. After expressing concurrence in the pleasing sentiments expressed by previous speakers, he remarked that to show the esteem in which education is held in this province it could be said that out of a total revenue of \$600,000 more than 25 per cent was devoted to education. He paid a graceful compliment to Judge King, the father of the free school system in this province, and remarked that it was accepted heartily, and with the best results by all classes and creeds of the people. Addressing himself to the question of technical instruction he referred to the report of a royal commission in England, which showed that as compared with the systems of France and Germany the difference lay not so much in particular but in the general education of the classes and the masses of the people. Prof. Ramsay says that in general we hold our own, but that in scientific knowledge of chemistry in its highest branches and in art and design we are deficient. He would like to hear some expressions of opinion from the distinguished gentlemen present at this convention on the question of technical education. Personally he was now inclined to agree with Prof. Ramsay, that what is needed is a general education of the intelligence and judgment, after which practical experience will round out the character and fit it for the battle of life.

Dr. Allison was then called upon by the chairman. He pleasantly responded on behalf of his fellow visitors to the words of kindly welcome that had been spoken. Speaking for Nova Scotia, he would remark that it was too great a country to entertain any feelings of unworthy jealousy. She still regrets that the eminently wise arrangements of the Treaty of Paris had ever been disturbed, sorry that the great province of "New Scotland" as then constituted, stretching from the St. Croix almost to the St. Lawrence, had ever been broken up into several provinces. The present Nova Scotia, however, the nucleus of that great territory, still waits with open arms, ready at any time to welcome back to her embrace those wayward sisters. (Laughter and applause). Coming to more serious matters, he remarked that it was an unique and impressive occasion on which the teachers of the three provinces thus met and were accorded such a splendid welcome. It is a truism that the true character of institutions depends upon the fundamental principles upon which they are based. Criticism, to be of value, must recognize the fundamental conceptions underlying the institutions criticized. For lack of this recognition much criticism of our

educational systems is worthless. If the free school system were merely an eleemosynary contrivance for the education of the poorer classes there would be justice in the criticisms made; but it is the idea of the people of these three provinces that their statutory systems of education are well designed and constructed to perpetuate and confer upon all classes the benefits of education. They never lose sight of the incalculable value of education to every individual.

Superintendent Crocket being called upon, briefly extended thanks for the kind welcome extended to the teachers.

Superintendent Montgomery, of P. E. Island, expressed thanks in behalf of the forty teachers from his province who were in attendance. He was not prepared to speak, but might say for his province that if small in other ways, and if its teachers come with somewhat of diffidence, they could say that the Island prided herself on her educational system and felt that it would not suffer by comparison. If New Brunswick spent 25 per cent of her total revenue for educational purposes his province spent 44 per cent, or \$111,000 out of a total of \$250,000. (Applause). He would not say this as a boast, however, for experience had shown that while the government had done so much the people had as yet done their full share. He paid a high tribute to Dr. T. H. Rand, upon the result of whose experience in introducing the free school system in Nova Scotia and aiding to do the same in New Brunswick the Island had based its system. He thought that much good would result from this convention, since now after some years' experience of each system the teachers of the three provinces had met to compare notes.

Col. Parker was called upon and was greeted with prolonged applause. The portly colonel remarked that he was a delegate from 375,000 teachers, and was the smallest of the lot. Coming from a place where there was six feet of mud, he found it pleasant to know that his feet were placed upon a rock. He wanted to see the whole town, the whole country, and Nova Scotia as well. He would try and keep off the fog, and would carry away all the fish he could get. (Laughter.) He would consider this his duty. (Renewed laughter.) He was glad as a teacher to be among them. He liked to hear them talk about free school systems. The legislator, the lawyer, the leader of the future, is the common school teacher. Just as civilization rises the teacher rises. The greatest profession on earth is that of the common school teacher. A true government is founded on the golden rule, its motto, Each for all and all for each. The common school means that all the people guarantee to each the liberty and means to be free. Charity?

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It is charity just as it is charity for the parent to clothe his child. Charity? No! It is God-given right! No nation—God has said it—can prosper until the golden rule is woven into the warp and woof of the nation's life. In the march of progress the teacher leads the van. The teacher's work is the work of God. No school is worthy the name that does not make true, noble, manly character its aim. As to the object of education, it is not the question how much will this system add to the commerce of the country—what is its value in dollars and cents—but the question is, will it put more power and action into the soul of man? The good that education seeks is the good of the soul.

A select choir led by Prof. Gubb, Director of the Oratorio Society, gave appropriate music at intervals during the evening.

FIRST DAY'S PROCEEDINGS.

Morning Session.

The teachers of the different provinces met for enrolment at 9.30 on Wednesday morning under their respective secretaries.

At 10 o'clock the convention was formally opened by President Allison. A letter was read from Dr. Th. H. Rand, regretting that illness had obliged him to be absent, and expressing his earnest sympathy with the objects of the convention. Dr. Allison in a pleasant and forcible speech introduced Sir Wm. Dawson, whose subject would be "Some Reminiscences and Prospects of Education in the Maritime Provinces." His own recollections of the speaker carried him back over a period of nearly forty years, when as a young fellow he had gained an unexpected holiday owing to the "master's" attendance at a teachers' institute, called by the then superintendent of education in Nova Scotia, a man whose fame is now more than continental, whose name to-day is honored everywhere. He had pleasure in introducing to them the president of McGill college, ex-president also of the Royal Society of Great Britain—Sir William Dawson.

SIR WM. DAWSON'S ADDRESS.

Sir William Dawson, who was greeted with prolonged applause, remarked in opening that after the reference made by the chairman to work in Nova Scotia so many years ago, he thought he might fairly pose as an educational patriarch. And so far as the Maritime Provinces were concerned, he feared he might be regarded as an educational Rip Van Winkle. But though long absent from the provinces he had been at work elsewhere, and had kept an eye on the work here and rejoiced in its progress. His own first experience in educational work

was in 1850, and was somewhat curiously brought about. His first idea was to become a working geologist, and there being no schools here where the requisite training could be given he had gone to Edinburgh, being probably the first to go from the province to receive there a special training. On his return he was naturally full of enthusiasm, with reference to work in natural science. Dalhousie college was then closed, but a number of public spirited friends of the institution made an effort in 1849 and 1850 to open it again, and he was invited to deliver a course of lectures during the winter. That invitation he accepted. It so happened that at this time a new educational law was engaging the attention of the government, and after its passage and the conclusion of his course of lectures, he was asked by Messrs. Young and Howe to accept the position of Superintendent of Education. He had first objected on the ground of youth and inexperience, but was finally persuaded, and accepted the position, holding it for three years. There was a vast amount of labor awaiting him. There was no uniformity of method in teaching, no system of inspection, no general system and means for collecting and diffusing information. In the schools there was insufficient apparatus, poor and few text-books—they were, in fact, destitute of most things now deemed indispensable in our school-rooms. There were some good teachers, and much was done locally by enlightened and public spirited commissioners, but there was great lack of unity and combination. It was important to awaken public feeling, first, to the necessity of establishing a normal school; and second, to the necessity of a general assessment law for the support of all the schools. To the first of these there was little opposition, the second was opposed with much bitterness. Before he quitted office the normal school was established, the assessment law was carried into effect later through the efforts of Sir Charles Tupper. And this last fact, he thought, was a notable instance of the subordination of party spirit to patriotism. Sir Charles Tupper, while in opposition, was in sympathy with the scheme, and so expressed himself, and when his party was returned to power, he bravely faced the local hostility to the measure and acted on his convictions. While superintendent, Sir William, in his journeys through the province, collected materials for a small book on Agriculture, another on the Geography and Natural History of Nova Scotia, and that on Acadian Geology. When he gave up his position he had hoped that a geological reconnoissance of the province might be made in connection with the projected railway construction, but that scheme was defeated, the construction of the railway itself

was for a time delayed; and receiving an offer to go elsewhere and engage in the teaching of natural science, he closed his direct connections with educational work in the Maritime Provinces, though still returning in his vacations to study their geology and fossils.

Leaving personal matters, Sir William proceeded to contrast the period to which he had referred with the present, having special reference to Nova Scotia. In 1850, there were 886 schools on the list—now 2,000; then 30,000 pupils in attendance—now 105,000; then an average salary of \$144 per year, with some as low as \$64—now a third-class teacher gets \$169, and the general average is \$250. It is, no doubt, desirable that the remuneration should be still more satisfactory; but to accomplish this the quality of the work must rise, and the number of incompetent competitors be lessened. In 1850, Dalhousie College was doing practically nothing, and Kings, Acadia and Mount Allison, working in a very small way. In Halifax there were some good schools, both public and private, but there was no common system, no satisfactory supervision. There were only 1,600 pupils in attendance in the city. Now there is an admirable system, good buildings and apparatus, and 5,000 pupils are in attendance. Doubtless, the city has grown, but the educational progress has been more than proportionate. New Brunswick was ahead of Nova Scotia in the old time, in having two training schools, and still leads in that she obliges all teachers to be trained. In Nova Scotia last year, however, 82 diplomas were granted. Teachers' Institutes in the old time were non-existent. Now there are county, provincial, and lastly, an inter-provincial association, which has brought together to-day this large assemblage of earnest and able teachers, as well as the EDUCATIONAL REVIEW, which is marked by a high order of excellence, both in tone and matter.

With an apology for an old man's love of reminiscence, Sir William referred again briefly to personal experiences while superintendent, and then turned to the consideration of the educational outlook. We have an unfortunate habit in the Maritime Provinces of regarding ours as a small country. We are over modest. He had been led to believe that the children reared in these provinces by the sea were more thrifty, active, independent and self-reliant than those farther inland. This is largely owing to the more varied character of their training, which gives them greater adaptability; but it was an advantage to be profited by in education. As to arts and trades he doubted if the elementary schools need meddle with these to any great extent.

Such things as the use of tools in working wood, the metals, and their properties, might usefully be taught, but rather as a matter of recreation. The real work should be in training the general intelligence. That has largely been the plan in the New England and Scotch schools, and to a great extent with us. Technical instruction is valuable as an accessory, but is not essential. The young people from these provinces scatter everywhere over the continent. You meet them in all quarters and find that they have made their mark. They owe it to their natural capacity, to the influence of pious and intelligent homes, and the training in good elementary common schools. It should be our aim to keep up the standard of these common schools so that what New England is to the United States these provinces may be to the Dominion.

The resources of these provinces mark for them, however, another duty than that of sending their sons and daughters abroad, however useful and creditable this may be. Nowhere on the eastern coast or westward to the Rockies are there such magnificent natural resources, such facilities for developing and profiting by them. In the matter of this development we are somewhat behind. Circumstances political and financial have caused the delay. We cannot hurry these great movements. But the time of development will come. Nature will prevail. The countries of great natural resources become the countries of great wealth and population. That time will come to these provinces—a time when their relative influence will be infinitely greater than to-day. There are indications even now in the greater interest taken by capitalists abroad in our mineral wealth. But this has to grow and develop, and those now young will when they are old look back to these days and note a greater contrast than that to which attention has been called this morning.

Personally the speaker was glad to look upon the progress made, thankful for any personal part in it. He had not shaped his own life. We may rough-hew, but it is God who shapes. If we do our best as Providence points the way, perform the work that comes to our hand, we will be able in old age to look back with satisfaction, finding joy in the memory of every kind and helpful act and word. He hoped all would so regard it, regard themselves as having a great commission given them, having faith in God and Christ, and, animated by the spirit of their fathers, train up a generation of like character to go out and make the name of their country great. Let us not think little of our country. It has boundless wealth in sea and soil, and in the bowels of the earth. Let us train the heads and hands of our children, and even if we

do not live to see it, they who follow us will see these provinces become a centre of wealth, civilization and enlightenment, from which shall radiate beneficent influences, not alone through the Dominion but throughout the continent.

When the applause subsided that greeted Sir William's address, Dr. Allison observed that it was truly an inspiration to see an old man with his face toward the morning speaking words of hope and cheer, and he felt that the speaker's words as to prospects and duties had fallen as gentle dew upon the understanding and the hearts of the listeners.

ABSTRACT OF ADDRESS OF J. G. SCHURMAN, D. SC.

Prof. Schurman, of Cornell University, took for his subject "A Canadian University Curriculum." In his opening remarks Prof. Schurman said that we are sometimes taunted with being colonists. Personally he would like to see that cause of reproach removed by a federation of the empire, the signs of which are already in the air. But it was not a bad thing, after all, to be colonists. He remembered that Homer, Herodotus, and the founders of philosophy for two or three generations, were colonists. And we ourselves are fortunate in having the name of one distinguished in geology and palæontology, one who has inquired into the very origin of life itself, Sir William Dawson—a colonist (applause)—whose name, colonists though we are, makes us respected all over the globe.

In dealing with the curriculum of the typical university we have to notice first that we have been imitative. If we have the advantage of being a young country we have the disadvantage of being without road marks, and so have fallen back on the resource of childhood—the mimetic faculty. We have imitated England in politics; and England, but more especially Scotland, in the matter of universities. From the latter we have learned much that is good, but along with it much that is evil. One evil of the Scottish system is that there is no matriculation examination; and that the university standard is lower with us than in the United States is owing to Scottish influence. A still greater evil is the custom of six months' vacation. Even now, though there has been improvement, five or six months is considered the correct thing. While all others must work the whole twelve months it is assumed that the student can absorb all that is knowable in four years of from six to eight months each.

In considering the question of a curriculum the first question is, what do we aim at? [I am speaking of the college and university not of the school or academy.] One answer is always at hand. It is—to develop the powers. He thought, however,

that every man whose judgment was not biased would bear witness that the powers were better developed in many who had only practical experience than in many who had the privileges of the university. But we aim at something more. The university man should be a broad man—and in this broadness lies the distinction. The university should produce a many-sidedness of interest—a sensitiveness and susceptibility to all that is, to all that happens in the world. There should be nothing in the universe to which his nature is not open and responsive. It matters not what you consider, the rock, the plant, the tiny insect, the tides, the planets, the noisy human life, the central peace that ever subsists 'mid all this agitation—all this should interest the educated man. But no man can accomplish all that this many-sidedness of interest implies. It matters not. The value of the ideal lies in that it is impossible of accomplishment, that, strive as we may, it can never be fully attained. Time was when one man could almost grasp all the knowledge of his era; but with the growth and specialization of knowledge all this is changed, and to-day a single science opens a field too broad for any single mind.

When we look upon us, all objects naturally fall under three heads: Nature, in a restricted sense, man with his self-consciousness, and the spiritual principle which underlies both—God. In these three ultimate objects education develops in man an interest. Of one of these, the last named, he would not at present say more than that it belonged to theology and philosophy to deal with this great subject, without a living interest in which no education was complete. Every university curriculum must have philosophy. Next to this education consists in stimulating interest in man and nature. For convenience he would designate the one as humanistic the other as naturalistic science. In Scottish universities the only means of humanistic culture are Latin and Greek. There is not, or was not a few years ago, a single professor of history in a Scottish university. Edinburgh and Glasgow have professors of English literature, but in Aberdeen and St. Andrews, it is taught by the professors of philosophy. The same is largely true of the old English universities, and we have largely followed the example, necessity only forcing us to add French and German. We have also English literature, but there is only one professor of English literature alone in the Dominion of Canada. The Scotch and English inherited their system from the middle ages. Their education corresponded with that of the Greeks and Romans, with this remarkable difference, that while the Greeks studied Greek—their own language—and the Romans studied Latin—their own language—we receive our humanistic culture through a language that

is foreign. Herein lies the fallacy—that while they studied their own, we study a foreign language. This study awakened among the Greeks a lively interest in mankind, and would with us if we could read Greek as we read German and English. It is then a noble instrument of humanistic culture; but as so few ever attain proficiency in these languages, then, valuable as they might be, they are for us a waste of time and an impediment to humanistic science. This of course is not incompatible with the study of Greek and Latin in the schools, where they are an invaluable instrument of training in language.

It is easy to criticise and destroy, but more difficult to construct. The question now arises, if we cannot master Greek and Latin as it is done in Oxford and Berlin are there for us any substitutes as valuable for humanistic culture? He thought there were two that deal with man on a broad scale—history and literature. History deals with all that man has done—his laws, his institutions, his religion, his efforts to master the world, his slow rise from barbarism and the spread of culture; and it therefore brings us into contact with the very essence of man. Literature does the same more effectively. History is the body, literature is the soul. We see in it the play of passion, the struggles, the discontent, the yearnings after the infinite. It introduces us to the holy of holies of human nature; and if our culture is to be the broadest, fullest, and most in sympathy with man, the means is literature—and for most of us English literature. The teaching of literature is difficult. The professor must interpret the thought, must lay open the very soul of the poet and thinker. But it can be done. That it has not generally been done is because the best talent is given to Greek and Latin and the sciences. Its value has not been fully recognized.

No university man can be called educated who has not a naturalistic interest developed in him. There are some fundamental aspects of nature, a knowledge of which makes a man familiar with naturalistic science. A knowledge of space is gained through mathematics, science also deals with force as an ultimate entity, chemistry deals with elements, biology with life, psychology with the soul. If an interest in man and nature is to be developed every university man needs a knowledge—not special but general—of all these. It seemed to the speaker that in these days we are running mad after specialization. What we want first is a general knowledge. Let man make that his ideal and he would gradually rise to a many-sidedness of interest in man and nature.

In Canada naturalistic science is in a very satisfactory condition. But there is one deficiency. The modern world is distinguished by inventions, by the

application of natural forces to the mastery of nature. The learned men of antiquity despised manual labor, but we have changed all that. The dignity of labor is becoming more and more recognized. Yet we have not fully recognized the value of technical instruction. An Edison or a Bell is as important a factor as a Huxley, a Bunsen or a Helmholtz. The university has not solved the problem of technical instruction. We have great resources. Where are our schools of agriculture, of arts, of mining, of engineering? In Toronto there is one professor of technology. He does it all. In McGill college there is a school of applied sciences under Sir William Dawson, which ranks among the greatest of the world. But it is a solitary exception. There is a rivalry among maritime colleges. That one will achieve success which first provides technical instruction. The speaker would leave Greek and Latin to those who wish thoroughly to master them, and let the rest receive humanistic culture through general history and literature. This would involve change. There is in Canadian universities a lack of historic instruction. In Cornell university there are seven men who devote themselves to history. He thought there should be in our colleges a chair of American history, with special reference to that of Canada. He, himself, had sat at the feet of one of his colleagues for the last year learning American history. That work at this time of day would not have been necessary if in our own colleges there had been a chair of North American history. To note the prominence given to their own history by the people of the United States one would think their country was regarded as the hub of the universe. We should take a leaf out of their book. An attempt is now being made in Toronto to introduce the teaching of North American history as suggested. The work will be confided to a gentleman from Oxford. The speaker had no jealous feelings relative to men from the mother country. Indeed to one, a gentleman who came from Scotland some twenty-five years ago, his native province owed her rise from a very low state to the proud educational eminence she had attained. He referred to Principal Anderson (applause). But apart from any feeling of jealousy he still felt that the right man to teach Canadian history is a Canadian. He asked the minister of education why a Canadian was not appointed. The answer was, Show me the man—and he was non-plussed. He felt that this should not be so. The time is ripe, the field is promising, for some Canadian to do in the department of Canadian history what a Dawson has done in Canadian geology.

Prof. Schurman's address made a profound impression, and the applause which followed it was long continued.

ADDRESS OF RAY GREENE HULING, A. M.

The following is an abstract of the address of Ray Greene Huling, Principal of the New Bedford, Mass., High School:

The "Wizard of the North" in his story of the journey of the "fiery cross," presents no inapt picture of the descent of learning through the ages. The school is the point of contact between each generation and the next, the only point at which the former meets the latter with system and definite purpose. The immediate end of formal education is the development of the mind, though physical and moral culture is also indispensable. This end is ever the same, but the means of securing it are constantly changing and depend upon two varying factors,—our knowledge of the child's mind, and the nature of its surroundings. That these must vary with the advancement of knowledge is very plain. Hence are developed from the teacher's work a variety of problems, which, whether pleasant or annoying, we are bound to face. Some of these are far easier to state than to solve, but to the solution of the more pressing we ought to contribute something of earnest thought and experiment. The problems current in New England are, doubtless, not widely different from those in the Maritime Provinces.

The Colleges and the Preparatory Schools.—A very interesting problem is suggested by the relations of the New England colleges and their fitting schools. The score of colleges differ widely in aims, in facilities for instruction, in the number of students, and in reputation for results secured. They are independent of each other, and present to the applicants for admission demands quite divergent. One requires the passing of an examination upon a dozen distinct subjects, but allows much liberty of choice. Others demand preparation on fewer subjects but fix them with precision. Still others will accept in lieu of examination approved certificates. The subjects specified are not the same in all, the quantity and quality of preparation required alike differ, and the methods of testing ability are unlike. The result to teachers who send pupils from the same class to several of the colleges is perplexing and depressing.

The recent changes in college policy, though improvements, tend to increase the demand upon the preparatory student. The seminary method in history, experimental study in the natural and physical sciences, invention as an element of mathematical study, sight reading in the languages,—these involve better work before the student gets into college, as well as afterwards.

Meanwhile the type of college professor has somewhat changed. Specialists rather than men of com-

prehensive attainments are trained for the various chairs. Though stronger instructors in their subjects, such teachers know less of boy nature than the older type of professors, who generally were summoned to the college from academic positions and so were more likely to make the passage from the fitting school to the college easy and natural for the applicant.

The preparatory schools also are changed. Academies, save a favored few, have given way to high schools. These latter, as the head of the public school system, have other tasks beside that of preparation for higher study, yet commonly must do that work also.

From all this it comes about that the break between the secondary school and the college is the most serious which the student finds; the two sets of institutions need a more adequate adjustment to one another.

In the effort to secure this there has been formed the New England Association of Colleges and Preparatory Schools, at whose meetings the presidents and professors of the colleges unite with the teachers of the secondary schools in the discussion of questions having common interest for both classes. The colleges have also established the Commission of Colleges in New England on Admission Examinations, whose mission is to maintain the existing degree of uniformity and to suggest such improvements as commend themselves. This body has no power save to recommend.

The result of these movements has been already felt. A better understanding exists, and attention is concentrated upon definite points of difference. There is every prospect of further gain. The movement is spreading, moreover, to the middle States and the west.

Country Schools.—The problems thus far mentioned grow out of conditions that prevail in cities and large towns. But extensive areas in New England are still thinly inhabited, and some are losing population. Emigration to the west and the drift cityward have drained the hill towns. Hence new problems arise here that are unknown in the cities. Of these the greatest is how to secure good schools in sparsely settled districts.

In New England the responsibility for education has ever been laid directly upon the community whose children are to be educated. The towns were even divided for school purposes into little districts centreing about the little school-house, and to the inhabitants thereof all care of the school was committed. This district system once served an excellent purpose. From "the little school-house" many boys have borne forth the sense of comparative ignorance and the thirst for learning which are the richest fruits

of school life. But the district school has failed to keep step with the march of progress. The schools are small and ungraded, the attendance desultory. The teachers are poorly paid, often poorly selected, and so not always efficient. Neither pay nor prospects of promotion are strong enough to induce intelligent preparation for the teacher's work, though the normal schools are doing all they can to supply this need. Inspection worthy of the name is rare, or entirely absent. Methods against which progressive pedagogy has for years shouted itself hoarse hold on their way in the district school with imperturbable calmness.

The first step, therefore, in solving the problem of the rural schools is to replace the district system with the town system. By this latter plan the money raised for education is expended by the town* authorities, who provide as many schools as need requires, and furnish uniform advantages to all. More efficient committee men control the schools, securing better teachers, more adequate pay and better conditions of work. The change has been beneficial wherever tried. Massachusetts has by law abolished school districts. Maine, New Hampshire, Rhode Island and Connecticut have permissive laws under which the town system is gaining ground. In Vermont the old system yet prevails, but public sentiment is greatly divided.

The adoption of the town method is only a partial remedy. Even then the inspection, when unpaid or paid only nominally, is far from being efficient. This must be so. Every man to his trade. To establish schools, organize them, make rules for conducting them, plan courses of study, select and furnish text-books and supplies, choose and control teachers,—these duties require not only general intelligence and practical judgment, but special intelligence growing out of familiarity with schools. Said a young physician serving upon a school board recently: "I find myself in a school-room much in the same condition that you would be in a sick-room. I may see that something is the matter, but I have no means of finding out just what the matter is, nor should I know what to do if I found out." His case is a typical one. Out of imperfect supervision spring many evils. A large increase in the number of school superintendents is the imperative need of the country schools all over New England. With these would speedily come better teachers, better instruction, and better educational conditions on every hand.

But more adequate supervision implies a larger expense, and an increase too, where the strain of taxation for schools is now hardest; for the little towns are now paying more for schools in proportion to their

* "Town" in New England means the same as "township" in the provinces.

taxable property than the large cities. How can the added expense be met? The answer must come from the enlargement and wise distribution of the school fund of the States. Local control must yield something to centralization. The rich cities must pay back to the towns impoverished by the flow of the human tide to those cities, a part of the debt they owe.

Literacy.—Other problems growing out of our complex and changing life crowd upon our attention. How shall we prevent the illiteracy which poverty and immigration combine to create, and which parental neglect and avarice tend to swell? Free schools, free text-books for all, evening schools for those who must labor by day, heavy fines for the employment of illiterate minors,—these are some of the answers which our legislators present.

But I must not unduly prolong the consideration of my subject, which, indeed, is limitless. There is, nevertheless, one problem important enough to demand a few earnest words. It is the matter of moral training.

Moral Training. The separation of church and state is an acknowledged principle in our national and local governments and its interpretation is constantly removing whatever of a religious character still remains attached to secular usages. Yet religion, as it furnishes the ultimate ground of all obligation, stands in the closest relation to morality, which is our name for the obligations which lie between man and man. It is important to consider whether in the public school, which is secular and not religious, there are direct means for training in morality. For the moral training of the young is essential to the preservation of civilization, and large numbers of children are reached in school who are not affected by the church and on whom the home has little power for good.

The discipline of obedience, indispensable in the school-room, has abundant application elsewhere,—towards parents, employers and their agents, government, and towards the divine will however revealed. We may be sure, then, that in holding our pupils to obedience we are laying a good foundation for moral advancement. The pupil, moreover, is compelled to be punctual, and regular in habits throughout the session, an admirable fitting for all after life. He is also taught the discipline of silence, for silence is "the soil in which thought grows." These mechanical duties,—obedience, punctuality, regularity, silence,—form an elementary training in morals without which it is very difficult to build any superstructure of moral character. Morality must begin in

mechanical obedience and by degrees develop into individual responsibility.

Of the higher moral duties, some relate to ourselves. The school can teach cleanliness, neatness, temperance, and moderation in the gratification of the animal appetites, though its opportunities for enforcing some of these is slight. It has, however, powerful resources for leading the pupil to self-culture and industry,—the intellectual and the practical sides of the ancient virtue of prudence. What better method has ever been devised to educate youth into industry than the school method of requiring work in definite amounts and at definite times and of an approved quality.

There are duties which relate to others than ourselves, which can be effectively taught in the school-room. One we may term courtesy, including politeness, modesty, respect for public opinion, liberality and magnanimity. Another is justice, the chief of the secular virtues. It includes honesty, fair dealing with others, respect for their rights, property and reputation; it also includes truth-telling as well as truth-acting. On this point the school can be very effective, for every lesson is an exercise in searching out and defining the truth; but a careless teacher may cultivate immorality instead of virtue. A third duty of this class is respect for law, as the only means of protecting the innocent and punishing the guilty. In the cultivation of this duty a few years have seen a great change. Punishment through the sense of honor has for the most part in the best schools superseded the use of the rod. But a school governed by an arbitrary and passionate teacher is a terribly demoralizing agency. The law-abiding virtue is weakened and the whole company of lesser virtues give place to passions and appetites.

Teachers of the right sort may also diffuse in their schools some features of the "celestial virtues," faith, hope, and charity: of faith, a belief in the theory of the universe which Christianity teaches; of hope, its practical aspect, which acts as though that theory were true; of charity, the greatest of the three, unselfish devotion to the welfare of others. But these traits can be taught only by teachers who themselves are under their inspiration. This fountain cannot rise higher than its source.

Moral culture, then, is a possible outcome of school life. What are its methods?

There are four elements essential to moral training. The first is knowledge. One must be led to see his duty. The daily reading of appropriate selections from the Bible gives an excellent background, while cool and unimpassioned conversation on the occasion of sudden demand for action completes the work.

For this purpose the numerous cases of discipline at school are very valuable. When rightly used, they often become turning points in the lives of the disciplined. For confirmation we may review our own lives.

The second element in moral progress is right motives. The choices of the will are determined, in character and in intensity, by the emotions. Hence one who would train another morally should so surround him, if possible, that right and wise desires may be suggested to his emotional nature. What opportunities for this are presented in the little autocracy we call a school!

Third, among the requisites for moral growth is the opportunity for choice. The will, like the intellect and the emotions, must get its growth by action. A man of character must have a strong will as well as one rightly directed. Teachers are wise, then, if they leave open before the pupil more ways than one, blocking his path when he goes wrong, and resolutely compelling him to retrace his steps when he deliberately chooses an evil course.

Then, in the fourth place, there should be continued practice until habit is set up. Good instruction is important to form or reform character. Example avails only when seen or distinctly remembered,—and not always then. A few right choices by the mastery of right impulses are not enough. The right exercise of the will must continue until by habit the choice turns, "as the needle to the pole," to the deliverances of conscience and sound reason. Then we have the man of principle, the master of himself.

"And blest are those whose blood and judgment are so well commingled
That they are not a pipe for fortune's finger
To sound what stop she please. Give me that man
That is not passion's slave and I will wear him
In my heart's core, ay, in my heart of heart."

Such, therefore, are the possibilities of the school, and such the methods lying ready at the teacher's hand. What remains? Why, the great problem of all is still to be suggested. How shall the teacher be induced to take up and prosecute the work of moral training? O, that some power would move our wills to rise above the pettiness of our registers and daily marks, that we may shape these springing lives for their future! For this, thank God, is our real work, the rest but the surrounding and enclosing pale.

Afternoon Session.

On the opening of the afternoon session it was decided to send a telegram of fraternal greeting to the National Educational Association, in session at San Francisco; also, to receive a delegation from the W. C. T. Union at the opening of Thursday afternoon's session.

The President then introduced Dr. J. G. Fitch, of London, England, who read a paper on "Hand-work and Head-work in Schools," which will appear in our September number.

Col. F. W. Parker then addressed the convention on "Artist or Artisan, which?" The following is an abstract:

There is but one question in this world of ours, and that is how to make man better. There is but one answer. That is education. There is but one way. That is work. Blessed is the man who early in life falls into love—with some great work. (Laughter.) Most blessed are they who do the work that does most good to mankind. He would talk about two kinds of work and workmen—both honorable in their places. One kind of workman works from a pattern. He sees the object before him and reproduces it just as it is. That's the height of his skill—to copy. These workmen we call artisans, mechanics. Their work is of vast use to mankind, honorable in the highest degree.

The other kind is the workman who, by nature of his work cannot imitate. He must create. The difference between the two kinds of work is clear. The demand brings the worker and the kind of work. All acts of men are good which meet the necessities of growth. The artisan's work meets a demand by its copying and faithful reproduction.

There have been certain characteristics through all history peculiar to the artist and the artisan. The artisan has the characteristic of conservatism. We must honor them when they stood up in self defence against the innovations which they thought would deprive them and their families of their daily bread. The stage driver looked with utter contempt upon the locomotive. Where would the horses go? But they took the stage driver and made him a conductor. (Laughter.) This was in his own state. There were in the United States "case" lawyers and case doctors, who go by what they find in the books, and know nothing else. They follow the model like mechanics. There are case ministers also. They are artisans pure and simple. There are scientists also—not artisans, but pedants—pedlars of knowledge. (Laughter.) The pedant says: "I know it." His whole horizon is closed down and fastened. Galileo produced something, but "it didn't come in." (Laughter.) Stevenson presented the locomotive to the learned men of England, full of knowledge and of knowledge of their knowledge. One said in a kindly spirit, if it should run twenty miles an hour and there was a cow on the track, what would become of the locomotive? That should have annihilated Stevenson. (Applause.) A great scientist denied that a steamer could ever cross the Atlantic, but before his ink was dry the act was done.

By close examination there might be found a few pedants in the profession of teaching. What is education? Each teacher should invent a definition and stick to it till he gets a better. The speaker cited a number of definitions. It was the teacher's work to present the conditions for the outworking of God's design according to God's immutable law. The child gains knowledge by certain fixed, immutable laws, and the work of the teachers is to discover these laws and the conditions of growth. There is but one study in all this world—the study of life and the preparation for life. Death itself is but the preparation for life. The study of history is but the continuation of the study of the lowest forms of life. Who can say they know enough to teach? We talk about methods.

He had been accused of inventing one—but he never discovered or invented one. He had found some of God's methods in human growth. Methods? teachers learn them and think they have fitted themselves for their work. Why it's but copying. It is the work of a mechanic—not of an artist. No one can copy the teaching art. It must be learned from a knowledge of the body, the mind, the soul. It can never be imitated. The artist seeks ever. He rests not. He cries give, give me what I may give to humanity. The speaker had not the pedant's pedlar of knowledge, and the artist who cries give, give. The pedant-pedlars never invent anything. They have but stock arguments against the progress of education. The difference of the two kinds of teachers is marked in the growth of their work.

One word about the selection of subjects for teaching. In the artisan method each subject is separated from all others, but under the art of teaching the subjects are weighed in the development of the human being. Writing or arithmetic in itself has no value. Everything is measured by what we give to others. All branches of studies can be weighed in the light of what they give to humanity. The value given should determine what should be put in the curriculum. The dead languages. You can never read the Greek or Roman soul unless in the Greek or Roman language. There is no neutral ground in training. The giving must begin in the lowest grade—in the kindergarten. There never was such a thing as a lazy child. (Laughter.) I know what you mean, but that's after the child has been two years at school. You never saw a lazy baby. The tearing of things by babies is the beginning of analysis. The whole work in the school is to give to each other. Why wait till they pass the higher grades and the universities before you expect them to benefit the world?

Mechanical training will help the development of motive, the best part of nature. But don't pay the little ones for everything. You develop the mercenary spirit. He did not believe in total depravity, but he did in total neglect. This system of purchase was continued in the Sunday school and the college. And then these prize pupils stand out in the markets of the world and ask, what will you give for me? Trained ambition that can't look beyond that which is selfish is the curse of the United States. Why do we have to give prizes? You don't give prizes in boarding houses to the boarders who eat the most turkey. He had not given prizes for years, and he believed the pupils worked better than when he did. The giving of prizes was to atone for lack of ability on the part of teachers. (Sensation.) What sense does spelling develop? Answer that, men and women who study the working and mind of the child. Take grammar. He studied it and hated it, but he now believed it was the first streak of common sense that entered his head. He had parsed Paradise Lost, and it was lost ever since. He would have the essential principles and rules—grammar taught from beginning to end as part of the whole. The old grammar was simple and not so bad, but then there came another book! The pedant teacher always likes a mystery. He was a small boy when he first studied algebra, and he felt a foot higher when he learned that $x = y = z$. He did not know what x or y or z meant, but he felt that a great truth had entered his soul. Col. Parker next told the story of his visit to a Boston school. The teacher had his feet on the desk. The pupils were analysing that beautiful poem, Maud Muller. The teacher yelled down, Next! Stay after school! And then the colonel asked permission to take the class, and taught them with kindness, giving them the whiff of new mown hay and a

glimpse at the beauty of the maiden down by the babbling brook. The children were delighted. The two styles, the Boston teacher, and his own, represented the work of the artisan and artist teacher respectively. Throw away the spelling book, *per se*. Aim to develop not the forms but the essence. The sermon on the mount laid down the spirit in which the teacher should approach his work. The grandest sight of all the ages is Christ holding the little child in His arms, saying, This is the kingdom of heaven. Christ saw in that child and in the future the possibilities now presented to the teacher to find out. (Cheers.)

Evening Session.

Over a thousand people were present at the evening session, to hear the discussion of the question, "The Influence of the College on Industrial and Social Life." Among those on the platform were Hon. G. E. Foster, Minister of Finance, Hon. Attorney General Blair, of New Brunswick, and Hon. Mr. Ferguson, of P. E. Island.

President Sawyer, of Acadia College, Wolfville, N. S.:

The teachers of these Maritime Provinces are to be congratulated on the formation of this Association. The Provincial Associations have served useful purposes. They have not outlived their usefulness. But there are advantages in occasionally meeting in larger associations, in forming new acquaintances, gathering stores of knowledge from new fields, and studying the peculiarities and advantages of different systems.

A somewhat extended acquaintance with the teachers in these Lower Provinces has led me to the opinion that they are an earnest, intelligent, and progressive class, whose efforts for the education of the young, and the improvement of the country, are not valued by the general public at anything like their true worth. I believe that our systems of public education are judicious and effective, and that they deserve the confidence of the people. Whatever censors and pessimists may say, we who have known the state of education in these provinces as it was some years ago, and can compare it with the present condition of things, know that "the world moves."

I wish to thank the committee of arrangements for this convention, that they have so distinctly recognized the relation between the schools and the colleges. Though there be no organic connection between these classes of educational agencies, yet there is a close dependence of one on the other. The college needs the common school in order that it may fill the largest measure of usefulness; and the common school needs the aid and stimulus that should come from the college.

In coming to the consideration of the subject assigned for the evening, we find that there are some differences of opinion in respect to the higher grades of education, as well as the lower. In deed, we are not agreed as to what the higher education is. In all the grades we find that our theories do not take shape in actual facts. While we would fain make ourselves believe that we are walking in the light of *a priori* truths, we often are searching for our way by the tentative processes of experience. Even in so simple a matter as the use of our terms we lack definiteness. The word college, for example, is used with considerable latitude. It is probable that on this occasion we are to understand the term as a designation of the grade of our educational institutions next above our high schools and academies. But, with this application of the term in mind, it may be well to inquire whether it is

not properly subject to some other limitations. For the purposes of this evening, as I understand them, it is not intended to use the term as including technical or trade schools. The practical abolition of the system of apprenticeships has made it necessary that schools should be organized for teaching the principles and manual practice of various trades and handicrafts. These are valuable institutions, and in a general review of the departments of education they should have a place. But it is by no means clear to me that such schools are properly parts or adjuncts of a college or university. It is probable, also, that the term college was not designed to include, for the purposes of this discussion, our professional schools, though these, too, are a necessary part of a complete system of education. We may ask whether there is not another limitation of our term which it may be well to note? Does it include universities? Probably it was so intended, so far as the term university is popularly applied among us. But possibly it might be better if, in our educational discussions and treatises, the two terms, college and university, were not taken as interchangeable. It seems to me that some things could be affirmed of institutions properly bearing one of these designations, which would not be affirmed of the other. What, then, is the distinction that should be observed between them? The university may be considered as a place for the concentration and advancement of learning. It implies the existence of considerable wealth in the community, and the presence of a class of persons somewhat exempt from the necessity of engaging in the professions or the general business of life. Its primary object is the promotion of original work in the departments of science, philosophy, history, literature, and perhaps art in its highest sense, as in themselves deserving of the expenditure of large sums of money and much labor. The college, on the other hand, exists rather for the purposes of education. In the college we are to keep in view the training of the mind, the development of the powers for effective action, and preparation for the higher duties of life, professional and official, as well as those incident to the more private spheres of service. In the university we are to keep in mind the subjects of study, and the advancement of learning in those particular departments. In the college we are to keep in mind the process of education, and select and arrange our subjects and methods of study with regard to the best possible results in that province. This distinction, it will be observed, does not depend on the size of the institution, or the number of related schools or departments, but on the quality and methods of the work done. It is true that the two ideas may, to some extent, be blended in practice, but an institution will be properly classed according as one of these ideas, or the other, dominates in its practical operations.

The question may be asked: Have we universities? It can hardly be said that we have; except as we permit ourselves to use that term by a sort of courtesy, or as a prophecy of something yet to be. As a people we are not yet wealthy enough, we have not numbers enough in what may be called "the leisure class," our population is not concentrated enough, students sufficiently advanced cannot be found in numbers large enough to permit the creation of such seats of learning. We may hope that we are tending towards a state in which this may be possible. It may be that already in our existing higher institutions work is done to some extent that may be classed as belonging to this advanced grade. But practically, our higher institutions, judged by the demands made upon them, and the principal service performed by them, must be

institutions for education rather than the advancement of learning, colleges rather than universities.

Now, in studying the influence of the college as thus understood, on industrial and social life, we may view the subject in various aspects.

It may be thought that the college has nothing to do with the industries of a people. But it could be shown by historical examples that, on the ground of its relations to the common forms of labor in a community, the college could justify its existence.

In respect to the influence of the college on social life, it will be enough for me to affirm that the quality of that life will be better with the college than without it. On what does such an opinion rest? When we analyze the impressions made upon us by national life in the mass, we find that a few elements determine the type. Sparta, for example, is remembered as a military machine, a nation always in camp. For Athenian civilization there stand out for us a few exponents which mark its character. Three or four poets, as many artists, a few philosophers and orators—themselves the product and the creators of what we know as Athenian life, this represents Athens to us. If we should undertake to answer the question, what is it in old England that so wins continually renewed admiration and holds our respect, we should probably be surprised to find how much of it is to be ascribed to the influence of her colleges and universities. If we select out of the literature of the neighboring republic, the works of permanent worth down to the middle of the present century, we shall find that they can be, for the most part, traced to the influence of a single college. It can be shown, historically, that comparatively few elements have marked the character of a people, and that their higher institutions of learning have had an important place in that number. Such institutions have fostered the best development of intellectual life. They have inspired to lofty action, by the example of noble actors. They make the general interest in truth and the advancement of the race to be something more than the average of the interest of specialists in their subjects; for it is the purpose of the college not to make specialists, but to train minds to be open to truth from whatever source it may come, to teach the young to observe that, though by day we see but one sun, yet when the light of that is withdrawn, suns beyond number are revealed to us. It is the object of these institutions to keep alive "the humanities," to cultivate an interest in everything that concerns human welfare, to help the young to discern the principles and laws manifested in the operations of nature, and to have confidence in them and respect for them; and still more, to help them to discover and understand the principles and laws that rule in the department of human actions and relations, and believe in them and have respect for them.

We must remember that the effects thus produced are necessarily very permanent. When one has once come to see what this great system of law all about us and within us is, that knowledge must remain as an abiding possession, and such a one can no more be satisfied with ill assorted facts and charlatanry. One who has studied human life in the perspective, which history, when it is properly conceived, opens before him, ought to find in it a corrective of the tendency to be satisfied with the gossip of the day. One who has once known the peculiar pleasure that is awakened by literature of a high order, has a well spring opened in his soul that will be to him a perennial source of delight. Unless our theories of education are all a sham, the youth who are thus educated must be conservators of the noblest possessions of the race, and guides to the noblest achievements.

In answer to the question, Do our colleges accomplish this? We may say, Yes, and No. We must admit that the imperfection that characterizes all human work appears in the outcome of these educational efforts. And yet, to a high degree, the effects described are produced. The influence that proceeds from the college is felt in every department of life, it will be felt more and more.

It may be added, that if the college contains such possibilities of good, it becomes all who are entrusted with its management to be faithful to the responsibilities laid upon them, and further, that it is the duty of the public to respond cheerfully and generously to the support of such institutions.

Dr. Harrison, President of the University of New Brunswick, next addressed the meeting. He said:

It would be showing scant courtesy to our distinguished visitors from the other provinces if he were to trespass to any extent upon the precious time of this long to be remembered evening. He felt himself carried away with the spirit of the occasion. He had had the pleasure of becoming personally acquainted with the venerable Principal of McGill University, with the Rev. the President of Acadia College, the Rev. the President of Dalhousie College, and with the Principal of the Prince of Wales College; he had also renewed his acquaintance with his old and esteemed friend, Dr. Inch, of Mount Allison College, and with two of his former pupils, Prof. Kierstead, of Acadia, and Prof. Roberts, of King's College, Windsor. He could almost wish that instead of separating they could all stay here and work together in building up a university in the fair city of St. John, but as there were grave practical difficulties in the way of such an undertaking, he must dismiss it for the present with the hope that after this memorable meeting they would work on in their own spheres of labor with increased mutual respect and sympathy.

As a member of the Provincial Board of Education it was his pleasing duty to offer a hearty welcome to the large and representative body of teachers. He hoped that their flagging spirits would be braced up and invigorated by the cool air of this pleasant city by the sea, and that after this brief and happy respite from the cares and anxieties of the teacher's life they would go on their educational way rejoicing.

The nature of every true Canadian was full to overflowing with the milk of that human kindness which knows no geographical limit or boundary. It was nevertheless true that for most of us here present the one country in the world which had the strongest hold upon our hearts was Canada. In Canada we were born, or here we expect to find the grave of our rest. Here we must think and act and drink the mingled cup of pleasure and pain during our mysterious life voyage to the undiscovered country. The welfare of Canada is our welfare and that of our children and of our children's children. Fed by Canada's food, hurt by her calamities, warmed and cooled by Canadian summers and winters it becomes us to look upon Canada and her schools and colleges not with the coldness and indifference of cynics and critics, but with the ardour and enthusiasm of patriots and lovers. Coming to the particular subject in hand, he said the discussion had been virtually begun by Dr. Schorman in his address on the curriculum of

ACADIA COLLEGE.

FACULTY OF INSTRUCTION.

REV. A. W. SAWYER, D. D., President,

Professor of Moral Philosophy and Evidence of Christianity.

REV. E. A. CRAWLEY, D. D., D. C. L., Professor Emeritus. D. F. HIGGINS, M. A., Ph. D., Professor of Mathematics.

R. V. JONES, M. A., Ph. D., Professor of the Greek and Latin Languages.

REV. E. M. KEIRSTEAD, M. A., Professor of English Literature, Logic and Psychology.

A. E. COLDWELL, M. A., Professor of the Natural Sciences, and Curator of the Museum.

L. E. WORTMAN, M. A., Professor of Modern Languages and History.

THE NEXT SESSION will open **THURSDAY, September 27th.** Matriculation Examination will be held on **WEDNESDAY, the 26th.** Applications for entrance or for information respecting courses of study may be made to the President.

Canadian universities. He could not agree with Dr. Schurman in his proposed substitution of history and English literature for Latin and Greek as a remedy for the defects of our college training. Bacon in his "Advancement of Learning" has said that knowledge is the food of the mind! So in their choice and preference of this food most have a palate like that of the Israelites in the wilderness who were seized with a desire of returning to the flesh-pots, and loathed the manna, which, though food from Heaven, was thought to be less palatable and agreeable. In the same way history and English literature would be most generally acceptable because they have a more savoury relish of the flesh. Though Latin and Greek are less palatable, Dr. Harrison believed in their efficacy and intrinsic worth; they were still the educational manna, and he regarded the proposal to abolish them as an educational heresy. He would not underrate the value of history and English literature. He feared that Dr. Schurman had unwittingly given the impression to this audience that the study of English literature was neglected in the colleges of our Dominion. So far as the colleges of New Brunswick and Nova Scotia were concerned a great deal of prominence was given to the study of English literature. In the University of New Brunswick our professor in that department was strongly recommended to the Senate by Edward Dowden; the excellent work done in that subject could be judged by the examination papers published in our calendar and he believed that equally good work was being done in Sackville, Dalhousie and Acadia.

Referring again to the subject in hand he said, that it was of the last importance to the welfare of our Dominion that side by side with her material progress there should be a corresponding cultivation of the higher life. Perhaps it is not too much to say that mere material progress is worthless and useless unless it is accompanied by this higher conception of life and duty. For the attainment of this higher culture colleges are a necessity. The obstacles to acquiring information are so many and great that the average mind at least cannot overcome them without the aid of a preliminary course in arts. It is true that a course in arts is only the beginning of the higher education; but here as in other things the beginning is half the battle, and the man who has had the advantage of a collegiate education can afterwards without too great a strain upon his mental powers go on to that higher culture which will give him power as an active citizen in any business or in any profession. There are problems of life and citizenship which demand for their solution the best trained intellects. Materialism, agnosticism, secularism, spiritualism, communism, the strife between labor and capital, the strife between political parties, the suffering of the poor, the self-indulgence of the rich, these and many other evils suggest problems which can only be satisfactorily solved by men trained and versed in

philosophy, in history, in literature, in science, in political economy and in the art of distinguishing a valid argument from spurious imitations of it.

The true life of Canadians consists not in the abundance of the material things which they possess. To eat and to drink and to be clothed and on the morrow to die, surely this is not to be set forward as the end and aim of life. The true life of Canada consists rather in the unseen and silent cultivation in her sons and daughters of a spirit and character growing and forming in obedience to the law of God written in the heart of every man. For the attainment of this end colleges are necessary. There are colleges great and small. The colleges of our Maritime Provinces are as yet small indeed when compared with some of the great colleges of Europe and America, but the masters who command and guide these greater ships of learning are beginning to recognize the fact that side by side with them in their grand expedition against ignorance and mental and moral bondage, there are other little ships which have done admirable service and which have borne great men. It has often happened that when men have been transferred from the smaller colleges to the larger they have been found to stand head and shoulders above their new companions.

The colleges of the Maritime Provinces have produced men admirably prepared for the duties of citizenship, men who fear God, who honor the Queen, and who love their brother-man. *Si quaris monumentum, circumspice.*

[To be continued.]

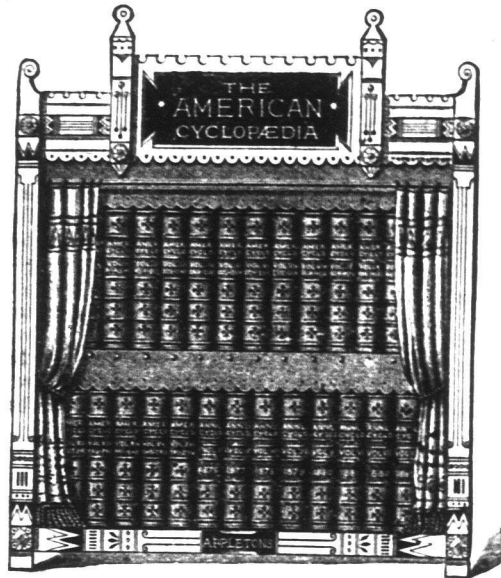
EXCHANGES.

The *Popular Science Monthly* is doing splendid service in showing the aspects of the great questions of the day from the scientific standpoint. The August number has articles of great value, of which the following are of more than usual interest: "Teaching Physiology in the Public Schools," "Injurious Influences of City Life," "The Beauty of Science." Published by D. Appleton & Co., New York. . . . *Wide Awake* for August is a fine holiday number and enters fully into the spirit of recreation that should belong to this period. The illustrations and stories are bright and interesting. . . . *St. Nicholas* for August is chiefly an out door number. In "Tom, Dick and Harry on the Coast of Maine," some racy vacation exploits are recounted. John Burroughs, the famous naturalist, has an article on "Observing Little Things," and warns us of the danger of arriving at hasty conclusions. Altogether it is an admirable number. . . . The *Century* for August keeps up its custom of making this a mid-summer holiday number. The frontispiece is a portrait of Geo. Kennan, the celebrated traveller, at work on his Siberian papers. These papers in the August *Century* are of surpassing interest, and show us a new phase of Russian nihilism. The description of mountain scenery in the Altai region is wonderfully vivid. "The Teacher's Vacation," in the Open Letters is a seasonable and suggestive article.

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Copies of the new Calendar for the Academic year 1888-89, may be had from the Registrar of the University.

J. D. HAZEN, B. A., Fredericton, N. B.

THE ST. JOHN COUNTY TEACHERS' INSTITUTE will be held on the 27th and 28th of September. Owing to uncertainty in connection with the St. Martin's Railway, the place of meeting will be announced next issue.

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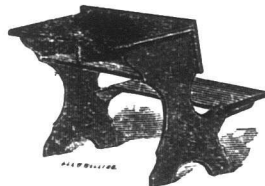
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1877	62,000 00	38,000 00	17,000 00
1878	75,000 00	45,000 00	20,000 00
1879	90,000 00	55,000 00	25,000 00
1880	105,000 00	65,000 00	30,000 00
1881	125,000 00	80,000 00	35,000 00
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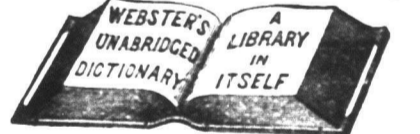
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