

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XIII. No. 2.

ST. JOHN, N. B., AUGUST, 1899.

WHOLE NUMBER, 146.

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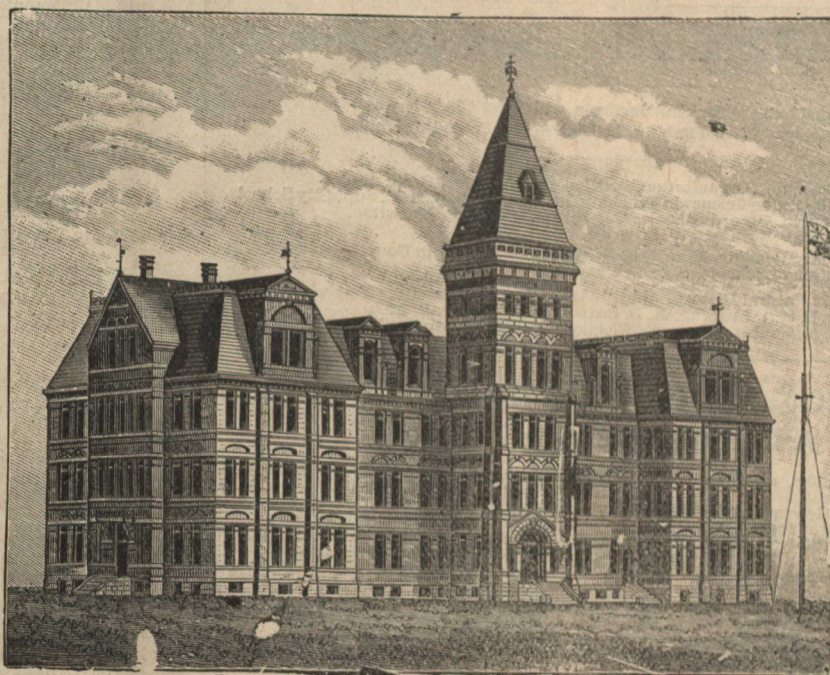
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**PROGRAMME
FOR**

Saint John County Teachers' Institute.

The St. John County Teachers' Institute will meet Thursday and
Friday, September 14th and 15th, in the High School Exhibition Hall.

THURSDAY'S PROGRAMME.—10 a. m. Organization. Music. High School Orchestra.
10.45. Inefficiency in Teaching, Dr. H. S. Bridges, M.A., Supt City Schools.
2 p. m. Graded Schools. Literature, Miss M. E. Knowlton.
Letter Writing, W. H. Parlee.

Ungraded Schools, Primary Reading, Miss M. E. Brittain; Difficulties in Country Schools, Miss
K. L. Morrison; Centralization of Schools, Geo. J. Trueman.
FRIDAY, SEPT. 15th.—9 a. m. Natural History. Bird Life, A. Gordon Leavitt; Minerals, Geo. R.
Devitt, B. A.; Drawing, M. D. Brown, Thos. Powers, B. A.
2 p. m. General Discussions. Election of Officers. Music, Orchestra.

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**Charlotte County Teachers' Institute,
ST. ANDREWS, SEPT. 14 AND 15.**

First Session; Thursday, 10 a. m.—Enrolment; President's Address.

Second Session; 2 p. m.—Geographical Changes during the Last Five Years. Papers by Emma Veasey, Old Ridge; J. B. Sutherland, B. A., Milltown; Mary Hawkins, Pennfield Centre; Ethelyn Young, Basswood Ridge.

3 p. m.—How shall we Induce the Older Boys to continue at School? Papers by P. G. McFarlane, M. A., St. Stephen; Wm. M. Veasey, B. A., St. George; J. Fred. Worrall, Grand Harbor; Chas. H. Murray, St. Stephen.

Public Meeting; 8 p. m.—In Memorial Hall.

Third Session; Friday, 9 a. m.—Nature and Literature. Paper by G. U. Hay, M. A., F. R. S. C. St. John.

9.30 a. m.—Round Table Talks.

High School Section.—English Literature; Isabella J. Caie, Milltown, Leader.

Intermediate Section.—English Grammar; F. O. Sullivan, St. Stephen, Leader.

Natural Science; Standards III. and IV. (ungraded schools), and Grades IV. to VI.; G. U. Hay, M. A., Leader.

Primary Section.—Number; Grades I. and II.; Edna I. Daggett, North Head, Leader.

11 a. m.—Debate. **Resolved,** That it is desirable that country schools should be

centralized. E. H. Balkam, Milltown, leader in the affirmative; O. B. Doten, St. David, leader in the negative.

Fourth Session; 2 p. m.—The Best Means of Securing the Co-operation of Home and School. Papers by Grace B. Stevens, St. Stephen School Board; Mrs. W. J. Graham, Milltown School Board; B. W. Robertson, Seal Cove, and the acting secretary.

3 p. m.—How shall we Arouse a General Interest in the Improvement of School Grounds, Road Sides and Waste Places? Papers by Bessie A. Young, Oak Bay; Ella T. Bleakney, Bay Side; Charles A. Richardson, Moore's Mills; Marshall A. Maxwell, St. Andrews.

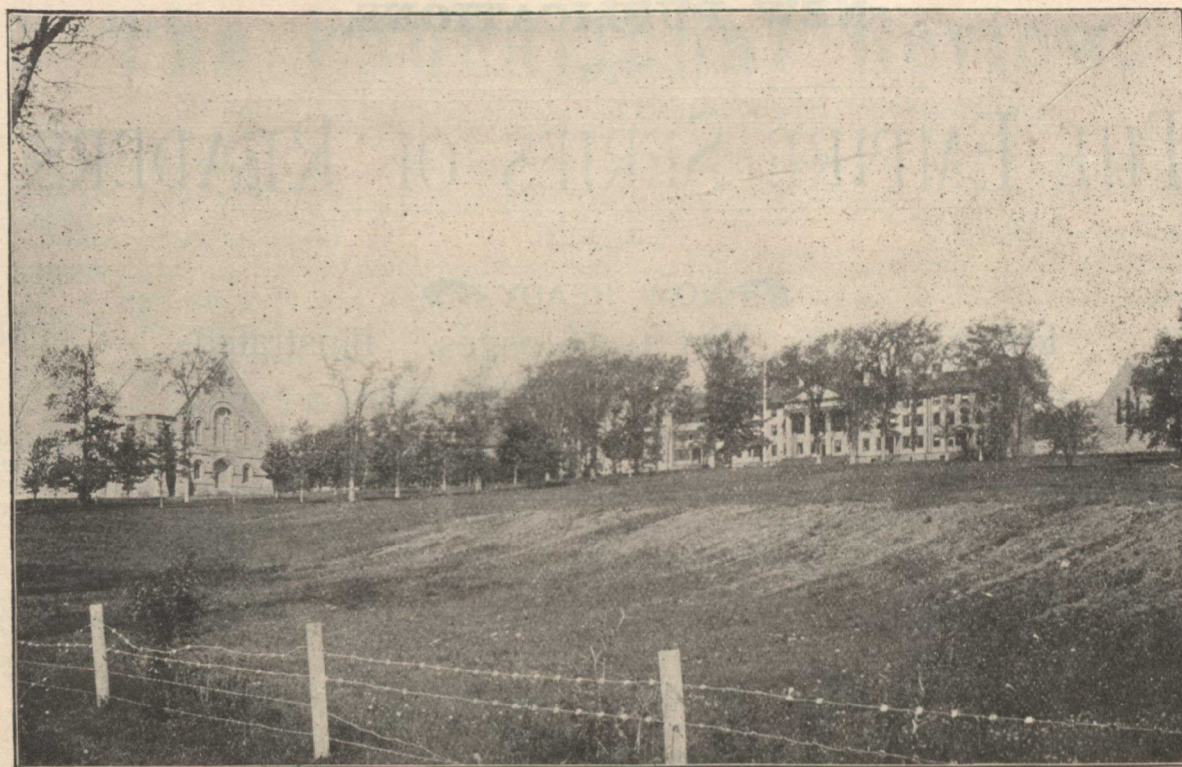
Twentieth Session.

The usual travelling arrangements will be made.

A Question Box will be provided, and questions will be answered by Inspector Carter at the end of each session.

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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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NUMBER Six of the *REVIEW* Series of Canadian History Leaflets has met with even a more cordial reception than its predecessors, owing perhaps to the interest of the subjects treated—The Expulsion of the Acadians, by Dr Hannay; Frontenac and His Times, by G. U. Hay; The War Song—A Passamaquoddy Legend, by J. Vroom; The Foundation of Halifax, by Harry Piers; The Hessians, by J. Vroom; The Capture of Mackinac, by Lt.-Col. E. Cruikshank; The Founders of Fredericton, by W. O. Raymond, M.A. The series of the twelve numbers promised is now half completed, and the excellence of those already published for purposes of supplementary reading in schools, is indicated by the increasing demand for them by teachers. This is the time to order them, at the beginning of another term's work.

At the beginning of a new term the *REVIEW* extends to its large and growing circle of readers the wish that

they may have well-formed plans and bright anticipations for the year's work. We hope to help them as much as possible in this and succeeding numbers to realize these anticipations. Every teacher will find in the *REVIEW* something stimulating and helpful. Those who take it up for the first time will find much to assist them, no matter in what department of school work they may be engaged.

Teachers entering upon the work of a new year should also have a definite plan for their improvement in a course of reading outside of the school. If there is no library in the district, one should be started if it consists at first of but a dozen books; and it may be that these may have to be furnished from the teacher's own library. If these are good books, this small beginning may be the means of creating a taste for literature that will be a pleasure through life to those pupils whose eyes have never been opened to the charm of good, wholesome literature.

There are opportunities almost every hour in the day to stimulate pupils, especially those in advanced grades, to read and extend their researches beyond the lessons in the text-books. The great majority of our students go out from school without any serious desire to read, for its own sake and for the culture that it brings, the best literature; they have failed to interpret even the commonest secrets of the nature around them. To dissect a masterpiece in literature and put down some tattered shreds for an examiner; to dissect a plant and throw the withered remnants into a waste basket, is neither a study of literature or of nature. To study the meaning and connection of words is good, but more than that is needed. The spirit as well as the words of literature and science must be grasped; and when the student has the right attitude towards them—and not till then—will he find the key to their interpretation.

A "MALISEET VOCABULARY," prepared by M. Montague Chamberlain, of Harvard University, has been published. Prof. W. F. Ganong writes an introduction containing many interesting facts about the Maliseet Indians. Mr. Chamberlain has displayed a great amount of industry and genius in the compilation of this difficult work.

MAKE it a rule from the beginning of the school year to have your pupils commit to memory choice selections of literature, no matter what the grade may be. The *Primary Teacher* has this idea in view when it remarks: "Memorizing the best things in literature is a feature of modern school work, the importance of which can be hardly over-estimated. In this connection a few things are to be kept in mind: The selections should have literary merit, should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable."

The New Readers for New Brunswick.

It is reasonable to assume that after a quarter of a century's use that any set of school readers, however excellent at their inception, will have become obsolete and stale. The Royal Readers have proved no exception to this rule, and for some years there has been a pronounced sentiment in favor of a change on the part of many interested for a series more in touch with modern requirements, and especially in a direction more strongly Canadian in tone. Such a series is believed to have been secured in Gage's Canadian Readers, which have been prescribed for future use in the province. Changes in text-books are seldom popular with ratepayers who do not look beyond the cost. This objection is, at least, partially overcome by making the introduction of the new readers gradual—only the primers will be introduced during the first term. To those also who consider merit in text-books subsidiary to the importance of having them produced at home, Gage's will be welcomed. New Brunswick is not the only province which has adopted this series of readers. It is in very general use throughout the Dominion.

A Teacher's Preparation.

"Some teachers who have become habituated to their work and are skilful in the school have very little need of much preparation for the work of each day."

So writes a teacher, evidently without experience or a true knowledge of the essentials of good teaching. And another gives expression to the following:

"In the younger grades of pupils the teacher's daily preparation is not so necessary."

Both of these are mistaken notions, especially the latter. Any one who has watched the rapid advances made in primary school teaching knows that it has been brought about chiefly by the diligent work of the primary school teacher. She has worked hard to become acquainted with the best methods of teaching

little children—by studying the children, studying how to make herself and the schoolroom attractive to them, studying how to present each lesson skilfully and faithfully, and how to bring the pupil into proper relations with his surroundings and the matter to be taught him. The teacher who depends upon knowledge already acquired, and thinks that is sufficient, is in the first stage of decay—perhaps further. It is only by working over this knowledge and constantly making fresh additions to it that it is prevented from becoming stale. What was fresh knowledge last year will this year fall upon dull and inattentive ears if it has not been quickened into new life by the vigor and enthusiasm of getting a bountiful increase. And this means work,—work in getting, work in the best methods of imparting, and work in studying the characteristics and capabilities of children.

Inspector Mersereau, in an address before the Gloucester County Teachers' Institute, forcibly pointed out the danger of teachers making use of lessons ready prepared for them in "device" books or educational papers. No one, he said, could prepare a lesson for another. Hints may be given along certain lines that would be stimulating; but the teacher who comes before his class alert, clear-headed, and conscious that he has toiled to present a particular subject for each particular member of his class, will get his reward in the feeling that his lesson is heard and understood. A lesson prepared by one and used by another is like a random shot—it *may* hit some one.

There is very much truth in this statement. The scholars very soon find out whether the teacher is an original worker or not. They soon come to know the "padded" lesson, if for no other reason than the lack of enthusiasm which attends it. It is a favorite maxim of teachers that children should never be told anything they can find out for themselves. And a good example is a powerful lever in such cases. The teacher who works out things for himself is pretty sure to find his scholars ready to meet him more than half way. It is the dull, monotonous grind of rote or other "made-to-order" lessons that wearies scholars and causes a dislike for school. They will, if shown the way, work hard and find it full of interest to surmount difficulties; and they will be stimulated to undertake fresh tasks, provided these have the flavor of life and vigor. But the teacher must be an example to them of mental life and vigor.

Work means growth. The fault of the age is too much talk. We are told what we should do, and it is

iterated and re-iterated from pulpit and platform. Words have their place, all will admit, but a good deal of work and a good deal of wholesome example are like leaven—they slowly and silently work a change. Character is built up in this way.

In answer to the question, "How would you act and teach so as best to develop character in your pupils?" a teacher writes much on what she would *say* to the pupils, the frequent lessons on morals and manners she would give, and the illustration of good lives from history and literature. All very well if the words are concise and well timed, and if illustrations are well chosen. But there is nothing said by this teacher about the power of every day work to form character, the faithful performance of every duty and school task, and the attempt to solve every difficulty by the pupils' own exertions.

TALKS WITH TEACHERS.

In these days of sharp competition in business there are many bogus schemes promoted, against which all should observe caution, and teachers should be increasingly on the alert, as they seem to be the special mark for some of them. Teachers should not, considering their opportunities, be more gullible than members of other professions; yet the success of some agents representing questionable methods of dealing gives color to the assertion. It is not uncommon for such agents to pave the way for membership to some association which is to confer great benefit, by giving, if you please, some premium consisting of considerable tinsel and litter, but far below in value the sum asked to become a member of the society. Yet it is more than likely that it is all the value that will be received for the expenditure of quite a large sum. The favorite trading scheme seems to consist of privileges of buying goods at a reduced price from some concern a long way off. Let us examine this a little. Assuming that it is correct that reduced prices will be given, it is for teachers to consider the fairness of a transaction which is to transfer their custom from among the business men among whom they live and work, and who are taxed to support the schools on account of the support of which their salaries are paid. It is true that teachers are but a small portion of a community, yet if all acted upon their example it will easily be seen that every local industry would languish, and the schools would receive diminished support. It is on account of this principle that such a determined effort is being made all over the world to curtail the operations and privileges of departmental stores.

Many teachers have been induced to join such societies, against their judgment, by the example of others, the endorsement of those who enjoy their confidence, and the persistence on these grounds of the agent. Some of these gentlemen have the assurance to enter the schools during working hours and to occupy time that does not belong either to them or the teacher, until their object is accomplished. They also feign great indignation if they are not successful, and have even been known to give false statements of those who have become their patrons. It would be well for teachers in all such cases to insist politely but firmly that the time is not their own, and to suggest that a more fitting opportunity be taken to discuss the matter.

These agents are usually supplied with reams of testimonials, which, on account of their number, they know full well will not be examined critically. Testimonials should not be carelessly given, as their effect and influence is more far-reaching than may be anticipated. There may be some good points in an article, and many persons, out of good nature, commend it. They may also condemn other features; but it is certain that when the printed copy appears the praise will appear and the blame be absent. To such an extent has this feature been made conspicuous by unscrupulous concerns that I fancy in the future it will be difficult to obtain testimonials on any grounds from prominent educationists.

It may be observed that there are still a few of the more remote and less enlightened school districts which advertise for teachers, and some of them still, I regret to say, request that salary be stated. It is to be hoped that these districts will obtain teachers as cheaply as they desire, and as they place a low value on the work to be done, that they will not be disappointed in their moderate expectations. It is well known, however, to the best teachers that these same districts are the most petty and exacting. Those teachers who place a fair value upon their work seldom or never apply for such schools, and the competition is confined to those who are in the habit of drifting. It is gratifying to know, however, that there is an increasing number of school boards which discriminates as to the quality of work to be done.

Teachers will note that Gage's Readers will, after a short interval, be the only ones recognized, and it may be well to advise the pupils to use up the old readers rather than purchase new ones. If there are no old ones in the families, it would be better to procure second-hand ones from others than to buy new Royal Readers.

The Mayor of Campbellton.

His Worship D. Murray, M. D., Mayor of Campbellton, whose portrait we publish herewith, is one of the most indefatigable workers in that or any other city. Besides attending to a large professional practice and his mayoralty duties, he is the chairman of the Campbellton school board. He takes a keen personal interest in the educational affairs of the town, attending to the minutest details of educational work with a scrupulous care which both citizens and teachers are not slow to appreciate. It is largely to his energetic personal supervision and mechanical ingenuity that Campbellton possesses one of the best equipped school buildings in the Maritime Provinces. Indeed, in its commanding location, its well-planned rooms, excellent sanitary arrangements, its lighting by electricity from basement to top which suggests future utility in carrying on evening schools, it is doubtful if it is excelled anywhere.

The members of the Summer School found such a building admirably suited for their work,—in pleasant class-rooms, library and reading room, offices, and large assembly room, all under one roof; and Dr. Murray won their gratitude in anticipating and providing for every want that could add to their comfort. He was an ever-present factor in the success of the Summer School from the moment the first contingent arrived until he sped the "parting guest" by leading in a hearty cheer as the train bore away the last members of the school.

THE SUMMER SCHOOL OF SCIENCE.**A Great Gathering at Campbellton.**

The Summer School of Science of the Atlantic Provinces held its thirteenth annual session at Campbellton, on the Restigouche River, beginning July 25th and ending August 8th. The meeting will long be remembered as one of the most noteworthy and interesting gatherings ever held in these provinces. The place chosen is in the midst of some of the grandest scenery in Eastern Canada, and the opportunity to study varied forms of natural history—physiography, plant and animal life—can scarcely be excelled. The fine school building, a credit to the citizens of this vigorous and enterprising northern town, was placed freely at the disposal of the Summer School, and its many advantages of pleasant and airy rooms, with commodious hall, capable of seating 300 or 400 people, were fully appreciated. The hospitality of the citizens and their interest in the proceedings of the school were evident throughout the entire fortnight. Upwards of one hundred citizens of the town enrolled themselves as members of the school, and their active co-operation contributed largely to make the school a brilliant success. It was conceded by all the members of the school who gathered from different parts of the three provinces and elsewhere that no more admirable location could be chosen than Campbellton.

From the first the interest in the work of the school was maintained. The class-rooms were filled with eager students intent on the objects which brought them hither. The class hours were from 8.30 a. m. to 1 p. m., and the zest with which the students carried on their work was an inspiration to the teachers. The bright class of kindergartners who watched Mrs. Patterson as she led the children by insensible stages from play to work, and afterwards explained the principles of the kindergarten system, awakened an interest in the subject and kindled the enthusiasm of those who availed themselves of the opportunity to learn the first steps in teaching. In the classes for physical culture and expression Miss Ina S. Brown, in this her first year at the school, won golden opinions for the excellence of her methods and the happy way she has of interesting students in what she teaches. Miss Ada F. Ryan conducted the classes in singing with her usual success, and the training she gives in the tonic-sol-fa method proved, as it has in years past, of great advantage to the students. Dr. Hall, in his lectures on education, afforded an excellent opportunity for those who wished to brighten their ideas on the principles of teaching. Principal Starratt had a fine class in physiology, and

his original method of treating the subject, aided by illustrations with the microscope, awakened much interest. There was considerable regret expressed for the absence of those veteran teachers, Dr. Magee, Prof. Andrews and Mr. Brittain; but Principal Campbell, who at the last moment was called upon to take the class in chemistry, proved himself fully equal to the occasion. In botany there were two classes. Mr. C. B. Robinson, a former instructor in this subject, whose opportunities for work have been greatly extended by a recent course of two years at Cambridge university, England, was able to make his students sharers in the advantages derived from his recent training and past experience. Mr. J. Vroom gave the school, for the first time, the benefit of his mature and practical knowledge of plants, and both in the class-room and in the field he was able to show the value of object teaching. In zoology the classes were conducted, as last year, by Principal Oulton and Mr. W. A. Hickman, each of whom, by special training, the one at McGill and the other at Harvard, gave a great impetus to this branch of science teaching. In literature Principal Cameron took his place again as instructor, which he has held, with the exception of one year, since this branch was made a subject of study at the school. His incisive and vigorous teaching, his methods, which always stimulate thought and enquiry, are his own. His influence was shown in the crowded room which awaited him the last hour of the teaching day, when students and members of the faculty, all alert and expectant, awaited the intellectual struggles which were often enlivened by keen repartee and passages of wit. Dr. Bailey, the geologist of the school, was on new ground, but with the experience of a long training in his chosen work, he quickly mastered the situation; and in class-room and at all the points of interest visited, his knowledge of the geology of the region was always brought into service with great advantage to his hearers.

The programme of evening meetings was an excellent one this year, and embraced lectures, concerts, 'round table talks, and an "Evening with the Microscope." The latter was superintended by D. Bryce Scott, of Moncton, and his fine microscopes and views afforded a pleasure long to be remembered by the members of the school. The opening meeting, at which the school was welcomed to Campbellton in the most hearty terms by His Worship Mayor Murray, W. A. Mott, M. P. P., Hon. C. H. LaBillois, and others, was a very enthusiastic one, and this enthusiasm and interest in the evening meetings was maintained until the close.

An evening was devoted to local history and geology, at which citizens of Campbellton and members of the

Summer School gave addresses and read papers on prominent events and features of the city and surrounding country; another to Canadian literature, at which Hon. J. W. Longley gave a spirited address. There were 'round table talks on botany and zoology, and an illustrated lecture by Dr. Bailey on geology, and an interesting talk on astronomy by Mrs. Travis. An evening was devoted to agriculture, at which Mr. W. W. Hubbard gave an address, which was followed by a spirited discussion. Hon. C. H. LaBillois presided, and the Hon. L. J. Tweedie addressed the meeting in very happy terms, congratulating the school on the successful session at Campbellton. The concerts, in which members of the school and local talent took part, were very enjoyable features of the evening meetings.

The excursions, as may well be supposed, were features of the greatest interest. The visit to the "Sugar Loaf" mountain, towering skywards 1,000 feet to the south of the town, was one of the first objective points, and the hundred or more who toiled to the summit were amply rewarded by the magnificent panorama of mountain and valley, bay and river, which lay stretched before them. Lying just below is the city of Campbellton built on a gentle slope toward the Restigouche. On the opposite side of the river are Cross Point and Mission Point, while further down are Battery and Little Battery Points, names suggestive of past wars. Just opposite on the river is the scene of the last battle between the French and English in America, in 1760, when several French war vessels were sunk by the English. Two cannons are preserved as relics of this battle, and are now mounted in front of the school-building at Campbellton. To the north are the mountains of Quebec, the fag end of the great Appalachian chain of Eastern America; while to the west and southwest are the lofty hills and mountains of northern New Brunswick, reaching their greatest height in Squaw Cap and Slate Mountains, nearly 2,000 feet high. To the east lies the Bay Chaleur with the mountains of Gaspé in the distance. It was a view never to be forgotten; and while we listened to Dr. Bailey describing the forces at work in the past to form this wonderful contour of mountain and valley, or to Mr. Vroom as he told the story of Glooscap, or to Dr. Murray as he pointed out and named the different points of interest, all drank in the glories of that picture on that bright afternoon until the sun nearly touched the mountains in the west. Then with a ringing cheer that startled the town below us we began the descent.

The visit to Morrisey's Rock and the Metapedia Valley, occupied the best part of another day. The view

from Morrissey's Rock is a magnificent one, showing a long distance of the valley of the Restigouche hemmed in by mountains, the river dotted with islands, all clothed in the richest verdure. The ride through the Metapedia Valley in a special train of four cars stopping at various points of interest, going up and returning, was most enjoyable and gave the members another day amid grand scenery.

The excursion down the Bay Chaleur in the steamer "Admiral" to Carleton, in the province of Quebec, was given by the citizens of Campbellton to the school; and this was but one of the many acts of kindness and attention shown to the visitors. All enjoyed the fine scenery and the opportunity to become better acquainted with their hosts.

Excursions were also made by members of the school to Mission Point, opposite Campbellton, on the occasion of the Festival Day of St. Anne de Restigouche, on the 26th July; to the summit of Squaw Cap, 2,000 feet high, near the mouth of the Upsalquitch; to Millstream on the Metapedia whence the excursionists descended the river in canoes to Campbellton; to Dalhousie and the Inch Arran Hotel and to other points of interest.

Everywhere, in these excursions, the visitors were charmed with the beauty and grandeur of the scenery, and carried away with them the liveliest pleasure of the beauty of the country, the manner in which they were received by the people and the preparation made for their comfort and convenience.

At the closing meeting addresses were made by members of the Summer School and replied to by the mayor and prominent citizens of Campbellton. Votes of thanks were passed to the mayor and members of the town council for their many courtesies and practical help to the school; to the Board of School Trustees for placing their fine school building so completely at the disposal of the members of the school; to the "Outing Club" for giving the privilege of their reading room and extending many courtesies to the visitors; to the railway authorities, especially to Mr. Wm. Rennels, for meeting the wants of the school in the matter of accommodation; to the citizens of Campbellton generally for courtesies and hospitality extended to the visitors; to the president, G. U. Hay, for his efforts to make the school a success; and to the secretary-treasurer, J. D. Seaman, for his admirable management of and constant attention to the affairs of the school. The vote passed to the "citizens of Campbellton generally" was a most enthusiastic one, and while it would be difficult to discriminate where kindness and attention were so universal, mention should be made of the Mayor, Dr. Murray,

Police Magistrate McLatchey, W. A. Mott, M. P. P., J. Montgomery, J. C. Matheson, Ernest McKenzie, Principal Lewis, A. McG. McDonald, and others; to Mrs. and Miss Benedict and others who so kindly assisted Miss Ryan, Mrs. Gilchrist, Miss Ina S. Brown, Mrs. Cameron and other members of the school in the management of the concerts, which were so great a success.

OFFICERS FOR THE COMING YEAR.

Prof. W. C. Murray, Halifax, *President*.

W. R. Campbell, Truro, G. U. Hay, St. John, J. Landrigan, Charlottetown, *Vice-Presidents*.

J. D. Seaman, Charlottetown, *Secretary-Treasurer*.

The President, Secretary, Dr. Bailey, W. R. Campbell, A. Cameron, J. Brittain, G. J. Oulton, *Board of Directors*.

PLACE AND TIME OF MEETING FOR NEXT YEAR.

Three places were mentioned for meeting in the year 1900—Bear River, N. S., Annapolis, and Sydney, C. B. The first place was chosen, conditional on suitable arrangements being made. Principal Cameron was appointed to visit Bear River and make inquiries. His report is favorable, so that the question of location is decided. The time will probably be on the Thursday preceding the last Thursday in July.

Votes of thanks were tendered to D. Bryce Scott, Prof. Prince, Hon. J. W. Longley, W. W. Hubbard and others who so freely tendered their services for evening lectures and addresses.

A feature of this year's Summer School was the publication of daily bulletins, announcing the programme for the following day. This was greatly appreciated by the general public as well as the members of the school.

Regret was general that the superintendents of education, Dr. Inch, Dr. MacKay and Dr. McLeod, were prevented through pressure of official duties from being present.

FINANCIAL STATEMENT.

Receipts.

Balance from 1898.....	\$ 17 02
Government Grant, N. S.....	100 00
" " N. B.....	100 00
Registration fees.....	262 00
Proceeds of Concerts.....	75 15
Advertisements in Calendar.....	20 00
	<hr/>
	\$574 17

Expenditures.

Printing, advertising and stationery.....	\$ 96 92
Calendars.....	52 00
Postage, freight, expressage, etc.....	44 91
Class expenses.....	19 81
Instructors and Officers.....	320 00
Sundries.....	32 56
Balance.....	7 97
	<hr/>
	\$574 17

**List of Members of the Summer School of
Science, Thirteenth Session, 1899.**

- CAMPBELLTON :**
 Dr. D. Murray (Mayor of Campbellton),
 Mrs. Murray,
 W. C. Anderson,
 Miss N. Asker,
 A. G. Adams,
 Amateur Audet,
 Wm. Andrew,
 Walter Appleton,
 T. W. Brown,
 Rev. A. F. Brown,
 Mrs. D. J. Bruce,
 Daniel Barnett,
 Louis Belanger,
 Joseph Boudreau,
 A. S. Benedict (U. S. Consul),
 H. H. Bray,
 Mary J. Cook,
 J. B. Carr,
 Ed. W. Chandler,
 Miss Cook,
 Thos. Carter,
 W. F. Corneau,
 Rev. A. F. Carr,
 Charles Coes,
 Mrs. S. W. Dimock,
 Dr. Dogherty,
 W. W. Dogherty,
 Lydia Duncan,
 George Duncan,
 Jasper Davison,
 D. C. Firth,
 W. G. Fraser,
 C. B. Grey,
 W. P. Grey,
 Wm. Glover,
 D. C. Gallan,
 D. F. Graham,
 John Henderson,
 Walter J. Jardine,
 James Kelso,
 Edward Kane,
 Clara Kerr,
 Prin. E. W. Lewis,
 S. H. Lingley,
 Ed. LeGallais,
 D. R. Laird,
 Dr. Lunam,
 Bliss Lutz,
 W. W. Murray,
 Madge Mair,
 Mary Mair,
 Mrs. Alex. Mowatt,
 Maxwell Mowatt,
 W. A. Mott, M. P. P.,
 J. Montgomery,
 Malcolm Moores,
 Miss Marquis,
 M. V. McKenzie,
 A. McKenzie,
 Donald McLean,
 J. Bradshaw McKenzie,
 Ed. McQuillan,
 Ernest McKenzie,
 H. F. McClatchy,
 Archibald McKenzie,
 Geo. McKenzie,
 James McLauchlin,
 A. McG. McDonald,
 Miss Nicholson,
 P. O'Leary,
 Mrs. M. Patterson,
 W. H. Parker,
- Evan Price,
 Wm. Rennels,
 Beatrice E. Sullivan,
 Clara E. Shannon,
 Ernest Spencer,
 H. W. Stephen,
 O. Smith,
 D. Stewart,
 Kilgour Shives,
 Ed. Sullivan,
 W. T. Stewart,
 Miss L. Thompson,
 Miss A. Thompson,
 Miss Turlington,
 Dr. Venner,
 J. Albert Verge,
 W. Waring,
 Rev. Father Wallace,
 Mrs. Cummings,
 Mrs. Alex. McLellan,
 James Patterson.
- ST. JOHN :**
 G. U. Hay,
 Mrs. G. U. Hay,
 Ina S. Brown,
 Katherine R. Bartlett,
 D. Maurice Coll,
 Mrs. Wm. Gilchrist,
 Mrs. Hamilton,
 Miss A. Hamilton,
 Edna Irvine,
 M. V. Paddock,
 Mrs. M. V. Paddock,
 Josephine Quinn,
 Thos. Stothard,
 Mrs. A. A. Stockton,
 Evelyn Stockton,
 Georgina S. Scammell,
 Edith Stewart,
 Enoch Thompson,
 Margaret Turnbull,
 Josephine Wetmore.
- FREDERICTON :**
 Dr. L. W. Bailey,
 Miss Bailey,
 G. W. Bailey,
 H. Bailey,
 Sarah G. Duffy,
 Isabel R. Everett,
 Prin. B. C. Foster,
 Winnifred Johnston,
 Sarah H. McKee,
 Ida McLeod,
 F. A. McCausland,
 Miss M. F. McIntosh,
 Nellie Williamson,
 Bessie Williamson.
- MONCTON :**
 Fanny Cruise,
 Emma Condon,
 Elspeth Charters,
 D. H. Freeze,
 Jane Humphrey,
 Kate Hamilton,
 Alice Lee,
 C. R. Palmer,
 D. Bryce Scott,
 Ethel Murphy,
 Prin. G. J. Oulton,
 Kate Loggie.
- CHARLOTTETOWN, P. E. I. :**
 Mary Ashley,
 J. M. Duncan,
 Jas. Landrigan,
 J. D. Seaman,
 Miss C. C. Snadden,
 Laura K. Scott,
 Lea Seaman,
 Athol Seaman,
- DOAKTOWN, N. B. :**
 Geo. W. Mersereau
 (Inspector of Schools).
 Ina Mersereau.
- ELMSDALE, N. S. :**
 Elsie Miller,
 Sadie Miller.
- SACKVILLE, N. B. :**
 Rev. Dr. Borden,
 Mrs. Borden.
- HAMPTON, N. B. :**
 Phebe W. Robertson,
 Mrs. A. McN. Travis,
 Margaret Stewart.
- ALBERT, N. B. :**
 Helen Atkinson,
 Margaret Atkinson.
- HOPWELL CAPE, N. B. :**
 Evelyn R. Bennett.
- NEWARK, NEW JERSEY :**
 Elizabeth Basten.
- BROOKLYN, NEW YORK :**
 Miss R. Basten.
- DARTMOUTH, N. S. :**
 Emma Ellis.
- BLACK CAPE, P. Q. :**
 Ida Fair.
- KINGSCLEAR, N. B. :**
 Estella M. Hart.
- SOMERSET, N. S. :**
 Mrs. Edna Best.
 Emma J. Best.
- RESTIGOUCHE COUNTY :**
Black Lands—
 Elizabeth Cook,
 Jennie Cook.
- River Louison*—
 Bessie Currie,
 Mary E. Harvie.
- Maple Green*—
 Mary Crawford.
- Point La Nim*—
 Mary A. Reid.
- Charlo Station*—
 Bertha Archibald,
 Maggie Currie,
 Susie B. McPherson,
 Minnie Miller.
- New Mills*—
 Janie McMillan.
- PARRSBORO, N. S. :**
 Lillian Wotton.
- OTTAWA, ONT.**
 Prof. E. E. Prince,
- CHATHAM, N. B.**
 M. R. Benn.

“Teachers’ examinations consist for the most part of a number of questions and answers from the text-book, so that with diligent application and a good memory even an inferior mind can easily pass them.”—*Sel.*

For the EDUCATIONAL REVIEW.]

NATURE STUDY.

What to Do and How to Do It.

Such nature lesson work as the REVIEW commenced with its first number and continued with more or less regularity until the present time, is now being undertaken by a branch of the great university of the state of New York. The Agricultural College, at Cornell, has been sending out hundreds of thousands of leaflets to teachers with simple information given as how to observe the common phenomena in the school section, and with illustrated aids to the natural history of common objects. Already many of the objects discussed in the REVIEW have been discussed and illustrated in these bulletins to the teachers in the state of New York. The same general trend is observable in many other states now, as well as in the older and more advanced countries of Europe.

So far, Mr. Editor, you have been doing well. But the main question is, Are the teachers properly carrying out these suggestions, instead of slavishly following such lessons?

I have noticed a disposition on the part of teachers to be very much afraid they could not tell the proper name of any plant or specimen brought to the school, and therefore they exerted all their ingenuity to prevent the development of too much enthusiasm on the part of their pupils in looking into the natural phenomena along the roadside, etc.

Now I have no hesitation in saying, that no matter how high such a teacher may stand in the estimation of some people, he or she is in the wrong profession. It is the duty of the teacher under all circumstances to stimulate the habit of observation and sound inference from observations; otherwise the pupil may develop into the unobservant, inaccurate clown, who even if he becomes a literary man, delivers his own "brain-dreams" as the "real facts." The names of plants and animals and minerals are about the very least value of the whole of such work. If there is no common name known, give the object a name for the time being—any name at all which can be remembered. The main point is to discover as much as possible about the object. The scientific name is otherwise worth nothing to the pupil at all.

Why, now, in this month of August, should there not be found a few boys in each school who would study the life history of some of the beautiful flowers to be found by the roadside or by the woods? If only one plant was thus studied by a pupil during the month, he or she might see enough to write an interesting little book about it.

If all the different insects which visited the flower were noted—the number of times they visited the flower, what they came to visit it for, and so forth, a great deal of information not yet known by our best local naturalists would be discovered, not only in connection with the plant, but in connection with the insects.

What I would suggest to your teachers who read this is, that they should set their pupils to observe and record their observations about at least some one thing. The writing of their observations and the drawing should at the same time be accepted as English composition exercises and as drawing exercises. In fact, the very best method of teaching English composition is to write with another object than that of simply making an "exercise." And so of the drawing,

If this were done, I have no doubt we might have a great many nature observations made by pupils, which would be most interesting and useful if published, perhaps in the REVIEW. And the probability is that some of our small boys and girls might make observations which would be new to science and of interest to the world.

M.

FOR THE REVIEW.]

The School Herbarium.

Gathered at random and for its own sake, the school herbarium is an uninteresting collection of ill-prepared and ill-preserved plant specimens, intrinsically worthless, and practically representing little more than a waste of time. Under the best conditions, its specimens, unlike those of the school cabinet of minerals, have no permanent value. Its value, if any it has, is in the making. Each season's work should have a definite limit, within easy reach of the classes; so that there may be a fairly complete collection within that limit at the end of the school term. In an agricultural section, take first all the cereals in cultivation; their seeds being preserved in separate boxes of uniform size, or in pockets attached to the specimen sheets. Next year, the same class may take the weeds of cultivation, carefully displaying the weedy character—abundant seeds, spreading stems or persistent roots. Plants of the pea family, wild and cultivated, or of the rose family or the lily family, would give another year's work; wild grasses, ferns, water plants, marsh plants, edible fruits, etc., each another, as circumstances might suggest. The aim should always be to make the season's work interesting by limiting it to something that can be easily accomplished; and to have that limited work well and thoroughly done. There should be a suitable closet, with shelves, in which to keep the herbarium. Beyond this little expense is needed. Old newspapers or wrapping paper will do for

mounting sheets, as well as for drying sheets. Cheap unused wrapping paper is better. It should be cut to uniform size; and the specimens and labels attached with pins, so that the sheets can be used again when newer or better specimens are to take the place of the old. Neatness, accuracy, and a sense of the proportion in the arrangement of specimens on the sheets should, of course, be expected; and no plant should ever be mounted until it is known. V.

The Earthworm.

"Our lesson this morning," said the teacher, "will be on the earthworm, the long brown worm which makes its home in the soil of the garden. It comes from an egg about an inch in length, which is deposited in the ground where the soil is not too dry or too wet. Its body is divided into many rings."

After bringing from the closet a tin can in which had been collected some earthworms, she continued: "Now, children, take a piece of white paper and lay carefully on the desks and I will give you each a live worm to study."

This proved very interesting to the class, and they eagerly watched the serpentine movements of the little brown worm.

"Has he any eyes?" asked Arthur. "I can't find any."

"He can neither see nor hear," she replied, "but he can feel. I have often watched him in the pot of plants. When all in the room were quietly seated, I have seen the leaves move up and down as he came to the surface to secure his evening meal of some dead leaf or branch. If we moved about in the least he was sure to go back into his hole."

The teacher then collected the worms and told the pupils that they might place them in a box of earth and watch them work.

The next morning Willie brought the box in which he had put more worms. This was placed on the floor and kept moist, for worms like dampness.

The pupils brought dried leaves for them to eat, and would find them drawn partly into the earth each morning. They also were much interested in the worm casts which the worms made by depositing earth which they had swallowed.—*Ella J. Douglass in N. E. Journal of Education.*

Elementary science lessons make the child acquainted with animal life, including birds, and some insects; with plant life, including the flowers, trees, and shrubs of his surroundings; with the rocks and soil; with the simple facts of the heavens above him and with the

elements of physics. By means of all this, carried on by simple lessons month by month, through his school course, the child comes to know about the little world in his own neighborhood; the geography of his home.

Is this instruction of practical value? Will it be of any enjoyment to the child later on in his life? Will the knowledge of the trees and shrubs of the neighborhood, of the constellations on a starry night, of the habits and remarkable structure of a few common animals, of the common minerals, be a source of recreation and profit to him later in life? It is believed that such instruction not only opens the eyes of the child, and teaches him to see accurately and clearly—an end of teaching by no means to be despised—but it gives the child resources in life, and to give the child resources of a moral and spiritual character is a part of all sound education in the common schools. Many children in the public schools will be men and women by and by in humble circumstances, even in America; few of them will afford to travel and see the wonders of Europe, California and Mexico. Why not give these children a knowledge of the world within the boundaries of their own horizon?

These lessons are of especial value to city children. In one fifth grade room only five of the pupils had ever heard of the Great Dipper, and in a second grade room only three children had seen a squirrel.

This work has been of great value to the teachers, for many have been learners as well as the children, as they themselves have freely testified.—*Supt. C. N. Kendall, New Haven.*

How the Robin Got Its Red Breast.

Long ago, in the far north, where it is very cold, there was only one fire.

An old man and his little son took care of this fire and kept it burning day and night. They knew that if the fire went out all the people would freeze and the white bear would have the north land all to himself.

One day the old man became very ill, so that his son had everything to do. For many days and nights the boy bravely took care of his father and kept the fire burning. But at last he got so tired and sleepy that he could no longer walk.

Now the white bear was always watching the fire. He longed for the time when he should have the north land all to himself. When he saw how tired and sleepy the boy was, he stayed close to the fire and laughed to himself.

One night the poor little boy could keep awake no longer and fell fast asleep.

Then the white bear ran as fast as he could and

jumped upon the fire with his wet feet and rolled upon it. At last he thought it was all out, and went happily away to his cave.

But a grey robin was flying near and had seen what the white bear was doing. She waited until the bear had gone away.

Then she flew down and searched with her sharp little eyes until she found a tiny live spark. For a long time she patiently fanned this spark with her wings. Her little breast was scorched red, but she did not give up.

After a while a fine red blaze sprang up. Then she flew away to every hut in the north land. Everywhere that she touched the ground, a fire began to burn. So that soon instead of one little fire, the whole north land was lighted up.

Now, all the white bear could do was to go further back into his cave and growl, for now, indeed, he knew that the north land was not for him.

And this is why the people in the north country love the robin. And they are never tired of telling their children how it got its red breast.—*Flora Cooke's "Myths."*

For Bright Eyes.

What anecdote can you relate from your own observation in bird life illustrating affection? perseverance? sagacity? cruelty? How many species can you recognize by their plumage? by their note? by their nest? What bird is associated closely in literature and nature with the elm tree? Why is this tree so particularly inviting to it? What birds are experts in mimicry? What species subsist largely during winter on the seeds of noxious weeds? What ones have the most beautiful plumage? What species are gregarious during a portion of the year? What species dwell almost wholly in woodland? What ones near the habitations of man? Name two or more species which frequently associate together? What small birds are noted for their pugnacity? What part does the male humming bird take in rearing the family? (See writings of Bradford Torrey in *Atlantic Monthly*.)—*Educational Gazette.*

"For many years it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least, as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that constantly meet me with a salutation which I cannot answer as things are. Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day.—*Thomas Carlyle.*

Julia Ward Howe's New Poem.

Written at eighty years of age.



Julia Ward Howe.

In 1862 Mrs. Julia Ward Howe stirred the nation with her famous "Battle Hymn of the Republic." Thirty-seven years later, at eighty years of age, Mrs. Howe throws the weight of her influence as strongly in favor of peace as in the former days she made it count for war. She has spoken publicly in Boston in behalf of universal peace, and now she addresses a still larger audience in a poem written for *The Sunday School Times*.

THE MESSAGE OF PEACE.

BY JULIA WARD HOWE.

Reprinted by permission of the *The Sunday School Times*.

Bid the din of battle cease!
Folded be the wings of fire!
Let your courage conquer peace,—
Every gentle heart's desire.

Let the crimson flood retreat!
Blended in the arc of love
Let the flags of nations meet;
Bind the raven, loose the dove.

At the altar that we raise
King and kaiser may bow down;
Warrior-knights above their bays
Wear the sacred olive crown,

Blinding passion is subdued
Men discern their common birth,
God hath made of kindred blood
All the peoples of the earth.

High and holy are the gifts
He has lavished on the race,—
Hope that quickens, prayer that lifts,
Honor's meed and beauty's grace.

As in Heaven's bright face we look
Let our kindling souls expand;
Let us pledge, on Nature's book,
Heart to heart, and hand to hand.

For the glory that we saw
In the battle-flag unfurled,
Let us read Christ's better law;
Fellowship for all the world!

THE CLASS-ROOM.

Busy Work with Nine Digits.

Add them ; multiply them ; find the product of the odd numbers ; find the product of the even numbers.

Divide the product of all the numbers by their sum ; divide the product of all by the sum of the odd numbers ; by the even numbers.

Double each and find the sum.

Find the sum of half of each number.

Take each number from one hundred and add the remainders.

Find the least common multiple of the nine digits.

Place the numbers in fractional form ($\frac{1}{2}, \frac{2}{3}, \frac{4}{5}, \frac{5}{7}, \frac{8}{9}$), and find the sum ; find the product ; divide the product by the sum ; double each fraction and find the sum ; take the half of each fraction and find the sum.

Take each fraction from one and add the remainders.

Reduce each to the form of a decimal fraction.

Add these decimals found.

Multiply the decimals.

Divide the product by the sum.—*The Teacher's Aid.*

What is the easiest and most rapid way to add ?

For illustration take the following :

3945
2468
3892
7965
4827
7689

There is no easier way than this : 16, 21, 23, 31, 36. Carrying 3 from the first to the second column, 11, 13, 19, 28, 34, 38, and so on. We have never seen this method fail ; and the teacher who pursues it steadfastly from day to day will give his scholars one acquirement and no mean one—to be able to add correctly and rapidly columns of figures. Such drill should be continued in higher grades, as often as necessary.

Make sentences giving the plurals of the following words : Solo, echo, potato, volcano, lasso, mosquito, canto, motto, negro, portfolio, hero, piano.

Yew, Hue, You, Hew.—Are — going to school ? That is a — tree. That flower has a rich — —down that tree.

Principal, Principle.—He was a man of —. Wisdom is the — thing. He was the — of the school. Do you understand the — ?

Cite, Sight, Site.—Out of —, out of mind. They selected a — for the school-house. His — was restored. Go forth and — him to appear in court.

A Lesson on Words.

The following is from Kennedy's "What Words Say,"

Part I :

Vers = turn, turned.

Verse a single line or *turn* of poetry.

Adverse turned . *ad.* . against.

Converse turn . . . *con.* . together.

Diverse turned . *di.* . apart.

Divorce turned . *di.* . apart.

Inverse turned . *in.* . against (or up).

Obverse turned . *ob.* . against, toward.*

Perverse turned . *per.* . utterly.

Reverse turned . *re.* . back.

Transverse turned . *trans.* . across.

Traverse turn . . . *tra(ns)* . across.

Version turn . . . *ion.* . ing.

* The *ob'verse* face of a coin or medal is the principal face (generally containing the figure) naturally *turned toward* the observer. The other face is called the *reverse* (turned back).

Vert = turn.

Vertigo dizziness (a reeling or *turning* around).

Vertebra, the *turning* section of the spinal column.

Vertex the (*turning*) point of an angle.

Advertise turn (attention) . *ad.* . toward.

Avert turn . *a.* . from away.

Convert turn . *con.* . with.

Divert turn . *di.* . apart.

Invert turn . *in.* . against (or up).

Pervert turn . *per.* . thoroughly.

Revert turn . *re.* . back.

Vortex the (*turning*) whirlpool.

SILENT LETTERS.—The following is from Irish's Orthography: "Silent letters are the ghosts of departed sounds." The four-leading uses of silent letters are :

1. To modify the sounds of other letters in the same syllable.

E in the word *made*, and *g* in *sign*, change the vowel from the short to the long sound.

2. To indicate the proper pronunciation of syllables and words.

In *peaceable* the *e* before the last *a* not only retains the soft sound of *c*, but indicates the pronunciation of the word.

3. To determine the signification or meaning of words.

W in the word *wright*, *b* in the word *plumb*, *e* in the word *dyeing*, determine the meaning of the words.

4. To show the origin or derivation of words.

The silent *m* and *P* at the beginning of the words *mnemonics* and *Psyche* show their Greek origin.

With regard to emphasis it is well to remember :—

1. To put emphasis on the right word. 2. To be careful not to emphasize the wrong word. 3. To see that the right amount of emphasis is put on each word. Suppose a child reads the sentence, "The leaves are rustling on the trees." It is read without expression.

The teacher asks the child, "What were rustling?" Child answers, "The leaves were rustling." Teacher says, "Now tell me *what* the leaves were doing?" The child answers, "The leaves were *rustling*." Teacher asks, "Where were they rustling?" Child answers, "They were *rustling* on the trees." The teacher then says, "Who will read this for me so that I may think about the *leaves*, what they *were doing*, and *where* they *were*? Whenever there is trouble to lead a child to understand emphasis, a lesson of this kind is sure to help him. From this, the child is also led to see that we emphasize the *principal* thoughts in a sentence.

Add *ceed*, *cede* or *sede* to the following prefixes, whichever may fit, but be sure you are correct; *super*, *ante*, *ac*, *ex*, *pre*, *pro*, *re*, *inter*, *se*, *con*, *suc*. Do not be satisfied with one trial, but continue the test, until there is no possibility of making a mistake.

Also have the following words written in sentences that will illustrate their meaning. Give the same exercise at an interval of a week, and so on until there is no possibility of a mistake. Teachers too often take it for granted that because they know the words their scholars do also: *Feet*, *feat*, *fete*; *flew*, *flue*; *flour*, *flower*; *fair*, *fare*; *fowl*, *foul*; *firs*, *furs*, *furze*; *forth*, *fourth*; *flee*, *flea*; *fissure*, *fisher*; *gilt*, *guilt*; *gate*, *gait*; *Greece*, *grease*; *great*, *grate*; *guest*, *guessed*; *groan*, *grown*; *glazier*, *glacier*; *hive*, *I've*; *hold*, *old*; *hit*, *it*; *his*, *is*; *hill*, *ill*; *hide*, *hied*; *heater*, *eater*; *holy*, *wholly*; *hire*, *higher*, *ire*; *hole*, *whole*; *him*, *hymn*.

That the simple words following are very often misspelled, the columns of our newspapers will abundantly prove; but their misspelling is not confined to the newspapers by any means. Teachers, drill your pupils on these words till they will make no mistake in writing them: *Niece*, *seize*, *mien*, *oculist*, *lily*, *too*, *fulfil*, *supercede*, *almost*, *lose*, *led*, *gauge*, *until*.

A recent discussion at a dinner table, whether "got-ten" or "got" were the preferable participle, received a practical solution, at least for the telegraphic service, from the experience related of a college professor who preferred "gotten." He had telegraphed to his wife: "Have gotten tickets for the opera to-night; meet me there." The telegraph operator rendered this into: "Have got ten tickets, etc." Mrs. Professor was delighted with the opportunity of entertaining her friends and accordingly made up a party of eight beside herself, whose greetings to the professor at the rendezvous were probably more cordial than his feelings, until matters were explained. He now makes an exception to his customary use of "got-ten."—*Church Standard*.

A London correspondent sent the *Leader* the following Catechism on the Century. We republish it for the benefit of the children of the Primary Department, as all others are supposed to know when a century begins and ends:

- Q. What is a century?
 A. A hundred years.
 Q. When did the first century end?
 A. With the last moment of the year 100.
 Q. When did the second century begin?
 A. With the first moment of the year 101.
 Q. When does the nineteenth century end?
 A. With the last moment of the year 1900.
 Q. When does the twentieth century begin?
 A. With the first moment of the year 1901.

"Semi-annual promotions are better than annual, but there must be greater freedom of promotion than this scheme seems to contemplate. There must be no red tape, no marking time, but every pupil must be encouraged to make as great an advance as possible during the years allotted to school life."—*Henry Sabin, State Superintendent, Iowa*.

"A school that moves forward in February or June in solid phalanx, and then only, might do for wooden Indians, but it is not suited to growing human beings. A pupil ought to be changed in grade just as often as it is apparent that he is either overtaxed where he is, or that he is not taxed enough. Theories must give way to facts. The "system" is for the pupils, not the pupils for the "system." Of course to deal with the needs and capacities of each pupil costs trouble; but then all education is more or less troublesome to somebody."—*Nicholas Murray Butler*.

Mr. Browning had a humble friend in the person of a pet toad, which became so attached to him that it would follow him as he walked. He visited it daily where it burrowed under a white rose tree, announcing himself by a pinch of gravel dropped into its hole, and the creature would crawl forth, allow its head to be gently tickled and reward the act by a loving glance of the soft, full eyes.

The new ideas in education, at present, come more from France than from Germany; we must turn to France to become imbued with the spirit of modern times; it is from these we get new suggestions and ideas.—*Dr. Monroe*.

At the June closing examinations for license of students graduating from the New Brunswick normal school the following is the list, in order of merit, of those receiving grammar school class: Frank O. Erb, St. John; David W. Hamilton, Florenceville; Gus. C. Crawford, Lonsdale, Kings Co.; Lorne E. Rowley, Marysville; Fred. L. Daye, St. John; Aaron Perry, Lakeville, Queens Co.; Geo. H. Turner, Baie Verte.

The following, in alphabetical order, received first class (superior) license: Helena Atkinson, Albert; Mary I. Baker, Woodstock; Nora A. M. Bourque, Moncton; Grace B. Brown, St. John; Edgar H. Crawford, Campbellton; E. Minnie Day, Marysville; Harvey P. Dole, Rockville, Kings Co.; M. Eliza Dougherty, Fredericton; Beatrice Duke, Hampton; Angus T. Firth, Glencoe, Restigouche Co.; Nina L. Fisher, Woodstock; Edna W. Gilmour, St. John; Marion L. Hayward, Cloverdale, Carleton Co.; Joseph E. Howe, Hillsdale; Ella J. Kierstead, Apohaqui; Janie McKinney, Florenceville; Jessie I. Lawson, St. John; W. L. McDermott, Stanley; Etta G. Phillips, Fredericton.

Forty-three other candidates received first class. Of these the following received the highest marks given in order of merit: Herman J. McLatchy, Hillsboro; Mary T. Sugrue, St. John; Melville C. Murray, Moore's Mills, Charlotte Co.; Catherine E. Curry, Fredericton; Annie F. Wetmore, Clifton, Kings Co.; Olive N. McCann, Montague Bridge, P. E. I.; John Barnett, Hartland; Bessie P. Ebbett, Peel; Alfred A. Schriver, Central Southampton.

One hundred and fifty-seven candidates received second class license; of these the names of the twelve who received highest marks on papers set for Class II. are given in order of merit: Frank C. Steeves, Weldon; Harry M. Daggett, Grand Harbor; Mary E. Hachey, Bathurst Village; Ray D. Colpitts, Forest Glen; Ada E. Allen, Hillsboro; Anna L. Pinder, Fredericton; Cynthia M. Barton, The Range, Queens Co.; Sophie M. Pickle, C. Norton; Georgina G. L. Dickson, Chatham; Mary M. Goodine, Hanwell; Geo. McMorris, Great Shemogue; Teresa Oulton, Sackville.

Although but three months in the field as publishers of fiction, the W. J. Gage Co. are to be congratulated on their list of works by authors of world-wide renown. Such names as Henry Seton Merriman, W. D. Howells, and Miss Dougall stand for the best in current literature.

The weekly *School Journal*, published in New York city, celebrates its silver anniversary by issuing a beautifully illustrated number of 128 pages under date of June 24. It contains a sketch of the educational work carried on by the publishers, and important

articles portraying the wonderful progress made in all divisions of the educational field in the last quarter of a century. It is a distinct contribution to the periodical literature of the teaching profession.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn. A boy who leaves school knowing much, but hating his lessons, will soon have forgotten almost all he ever learnt, while another who had acquired a thirst for knowledge, even if he had learnt little, would soon teach himself more than the first ever knew.

'ROUND TABLE TALKS.

R. W. F.—Can a candidate for a high school certificate in Nova Scotia write for the regular "C" certificate and at the same time take the regular science paper for "D"?

No. He can under such circumstances take the "supplementary" science paper for "D." See the time-table published in the April *Journal of Education*, which shows that the science papers for "C" and "D" in the regular examination are brought down at the same hour, so that if the candidate is to write on one of them he cannot write on the other.

MR. EDITOR—A correspondent in the May issue of the REVIEW asks for a solution of the corollary to proposition E, Book I., Hamblin Smith's geometry. It is stated in reply that said corollary can be proved by reference to I. 32, and not by reference to I. E. I submit the following proof, which does not depend upon any proposition that comes after E.

In the triangles DBC and FGH let $BD = GF$, $DC = FH$, and let angles C and H be right angles. It is required to prove, etc.

Angles B and G are together less than two right angles, I. 17. Hence B is acute. So, likewise, G is acute.

Since angle C = angle H (right angles), and $CD, DB = HF, FG$ respectively, (sides about a second angle in each), and since angles B and G are both acute (these are the third angles in each), therefore the triangles are equal, etc., I. E.

There is also a solution given to a grindstone problem, and the writer closes by stating the answer in the book is wrong. As the same question occurs in Sangster's Arithmetic, I presume that is the book referred to.

Sangster's answers are just double those obtained for your correspondent. In my opinion both will do. If a grindstone whose diameter is 3 feet, is ground down until its diameter becomes 2 feet, what amount of thickness has been taken away? Sangster would say 1 foot; the writer who answered your correspondent would say $\frac{1}{2}$ a foot.

G. W. D.

St. John, June 5.

SCHOOL AND COLLEGE.

Principal Oakes has resigned his position as head of the Horton Collegiate Academy, Wolfville, on account of the continued ill-health of Mrs. Oakes. Mr. Oakes has been signally successful in his management of this school, and has the best wishes of all for his future success.

The degree of LL. D. has been conferred by Oxford University on Prof. Simon Newcombe, recently head of the Astronomical Observatory at Washington, but now of Johns Hopkins University; Baltimore. Dr. Newcombe is a native of King's County, N. S.

Mr. Fred. L. Daye, B. A., who recently graduated from the University of New Brunswick with high honors, has been appointed teacher of the St. Andrews, N. B., Grammar School. Mr. Daye, who has had considerable experience as a successful teacher, succeeds Mr. Wm. Brodie, who is to take a course at McGill University.

Dr. J. Clarence Webster, of McGill University, has been appointed to the chair of Obstetrics and Gynæcology at Chicago University. Dr. Webster is a native of Shediac, N. B., and a graduate of Mt. Allison University.

Miss Louise H. Paisley, a graduate of the Girls' High School, St. John, who took her B. A. degree from Mt. Allison one year ago, has received the M. A. degree from Cornell University, doing special work in German and Latin.

Colonel Francis W. Parker's hosts of friends will be glad to learn that he has been placed at the head of the new normal school endowed by Mrs. Emmons Blaine, and to be opened in Chicago in September. The institution is to be a teachers' college. In connection with it there is to be a school for 400 pupils. Nineteen members of the faculty have already been chosen, and these have all been selected from the faculty of the Chicago Normal School, the school of which Colonel Parker has been the honored principal so many years. The Colonel will, in his new school, have ample freedom in carrying out his work, and he will be absolutely free from the petty nagging of small politicians.—*Western School Journal*.

Miss Ganong, sister of Prof. Wm. F. Ganong, of Smith's College, Northampton, Mass., who has completed a four years' course in the institution, has been appointed teacher of science in the Halifax Ladies' College. Miss Ganong has the advantage of scholarship and training, with some years' experience as a successful teacher.

Diplomas and certificates in connection with the Truro Kindergarten were awarded this year as follows: *Diplomas*—Miss Ella C. Nicholson, New Glasgow, N. S.; Miss Hattie L. MacNaughton, Salisbury, N. B. *Assistant's Certificate*—Miss R. Irene Deinstadt, Apohaqui, N. B.; Miss Eva J. Murray, Truro, N. S.

The Gloucester County Teachers' Institute met at Bathurst on Thursday and Friday, June 29th and 30th, the president, E. L. O'Brien, in the chair. There were papers on Spelling (Miss Garret), Current Topics (Mr. Russell), Canadian History (E. L. O'Brien); a lesson on Grammar to a class of pupils by Miss M. Kyle, a series of lessons on Plant Life by G. U. Hay, and model lessons in reading, spelling and nature work by

Sister Stephen at the Convent of the Sacred Heart, Bathurst. These papers and lessons were discussed by Chief Supt. Dr. Inch, Inspector Mersereau, G. U. Hay, President O'Brien, Mr. Jerome Boudreau, and others. The public educational meeting on Thursday evening was well attended in spite of the storm. President O'Brien occupied the chair, and addresses were given by the Chief Supt. Dr. Inch, Inspector Mersereau, G. U. Hay and Jerome Boudreau. The paper on Canadian History, by Mr. E. L. O'Brien, has been handed to the REVIEW for publication; and there are ideas and references in this month's REVIEW, borrowed from the work of the Institute which was interesting and most successfully carried out.

Miss Elizabeth Maguire, teacher at Bocabec Lake, Charlotte County, has been able to raise enough money to purchase needed school furniture for her school.

Mr. J. C. Carruthers, principal of the North Head, Charlotte County, Superior School, has provided a handsome book case, table, picture frames and chemicals for his department.

Miss May Watters, teacher at Loch Lomond, St. John Co., has raised enough money to supply a handsome woven wire fence for her school grounds.

Mr. Wm. Brodie, lately principal of the St. Andrews High School, was presented with an address signed by 123 citizens and a handsome silver-mounted travelling bag.

Miss Katie McPartland, teacher at Black River, St. John County, recently raised the sum of forty-eight dollars, with which it is proposed to paint the house, provide slate blackboard, globe and other necessary apparatus.

Mr. Samuel Morrell, principal of the Fairville schools, was married during vacation to Miss Masson of that place. The REVIEW extends congratulations.

Miss Millie McCann, teacher at Dumbarton, Charlotte Co., has raised a neat sum to go toward a school library.

Mr. H. L. Brittain, A. B., lately of the Moncton staff of teachers, has been appointed to succeed I. B. Oakes, A. M., as principal of Horton Academy, Wolfville.

Miss Jessie Dickie, teacher at Oak Bay Road, Charlotte Co., has raised the sum of twenty-five dollars, with which a school library will be started.

Miss Margaret Hyslop, teacher at Levar, Charlotte County, has raised enough money to purchase slate blackboard for her school.

The teachers of St. George, Charlotte County, have been able to raise fifty-seven dollars by means of a school concert. It will go toward a school library.

Miss Georgie Baldwin, teacher at Wilson's Beach, Campobello, has provided her school with some slate blackboard surface.

A special feature in the Charlotte County Institute this year will be a debate upon which only trustees and ratepayers will take part. The subject is: "Resolved that country schools should be centralized." Those expected to take part are: *Affirmative*—E. H. Balkam, Milltown; J. A. Moore, Moore's

Mills; Ed. Daggett, Grand Manan; J. L. McCoomb, St. David; J. F. Calder, Campobello; J. E. Peacock, Dumbarton. *Negative*—Orin Doten, St. David; T. L. Trecartin, West Isles; J. H. Dyer, St. Patrick; Jas. Ward, West Isles; P. H. McCallum, St. Patrick; Jos. H. Meredith, St. James. Inspector Carter will act as chairman. An invitation is to be extended to each school board to send representatives to the Institute. Mr. G. U. Hay, St. John, is expected to be present.

Miss Frances Everitt, A. B., has been appointed to the St. Stephen High School staff, to succeed Miss Isabella McIntosh, A. B., resigned.

Mr. A. C. Calder, teacher at Woodward's Cove, Grand Manan, has resigned to enter upon the study of law.

A new building of ten departments will be erected in St. John, North, to replace the one destroyed by the late fire.

Miss Grace Stevens and Mrs. Graham, trustees of St. Stephen and Milltown respectively, will read papers at the next Charlotte County Institute on the "Co-operation of Home and School."

Inspector Carter will be engaged with schools in St. John and Kings Counties during August. During September and part of October with schools on the mainland of Charlotte. During the latter part of October and first part of November with schools in St. John and Kings Counties, and during the balance of the term with the schools in the north end of the City of St. John.

The trustees of Whitehead, Grand Manan, Charlotte County, have furnished the schools with hardwood floors and excellent slate blackboard surface.

Miss Kathleen Wooster, teacher at Deep Cove, Charlotte County, has raised enough money to fence the school grounds.

The country schools in New Brunswick will re-open on Monday, August 14th, and the city schools on August 28th. Labor Day is not a school holiday.

Peter R. McLean, of the Campbellton grammar school, made the highest mark on the recent departmental examinations in New Brunswick. His mark was 83.05—a very creditable showing for himself and the school, which under the principalship of Mr. Lewis, with his competent staff of teachers, and the excellent appliances which the school board of Campbellton have supplied, bids fair to take high rank among the schools of the province.

Mr. Geo. J. Oulton, M. A., of Mount Allison, Principal of Westmorland County grammar school at Moncton, who took a post-graduate course at McGill University last year, has obtained from that institution the degree of B. A., and having specialized in science this degree entitles him also to the Master of Science degree to be conferred next year. Mr. Oulton did two years' work in science in one year, and speaks in the highest terms of McGill University and its unsurpassed equipments for the study of science subjects.

A large number of excellent teachers in New Brunswick will be greatly pleased to learn that the vertical system of writing has been placed upon a parity with the old slant system. Though New Brunswick has been the last province in the Dominion to accord the privilege of introducing this system, a majority of the teachers is in accord with it, and has already

recognized its superiority over the old style. It may be confidently expected that it will soon come into almost general use as elsewhere. It is more readily taught and is more legible than the slant system, and on sanitary grounds it has for some time been advocated by leading physicians. Its simplicity is its chief merit, for while the old system may possess a slant varying from 15° to 45°, the vertical, as its name implies, is uniform. The professional writers of the old system, and some of those teachers who for years have been teaching it, may object to the vertical for a time, but in the end they will adopt it.

RECENT BOOKS.

The Macmillans have prepared a new edition of Dr. Todhunter's *Euclid*¹ which contains some features which will be greatly appreciated by teachers and students. The following are some of the alterations and additions that have been made: The text of the propositions has been simplified and shortened, and a sparing use made of symbols in the place of constantly recurring words. Some of the proofs have been altered in accordance with modern usage, always, however, subject to the regulations in force in the universities of Oxford and Cambridge. The proofs of Book V have been shortened. The total number of exercises has been doubled, and to the more difficult of these, except those at the end, hints have been appended for their solution. The more important of Dr. Todhunter's notes have been appended to the propositions to which they refer. Selections have been added dealing with Poles and Polars, Orthogonal Circles, Pedal Triangles, The Pedal Line, The Nine-Point Circle, Coaxial Circles, Harmonic Ranges, Inversion, and the Properties of a Complete Quadrilateral. It is evident that a wise and critical selection has been made of the many possible propositions on these subjects, without overloading the book with too many details or unduly increasing its size. The appendix has been more than doubled in quantity, and the theorems in it have been classified according to the book to which they refer and on which they depend—a decided improvement.

The Principal of McGill University has found time amid the cares and absorbing duties of his office to edit a work for which his tastes and culture in classics admirably fit him.² In the preface he pleads in excuse that "a somewhat extensive change of domicile, and the absorbing engagements of a new office" have prevented an earlier appearance of the book—alluding to his change from Edinburgh to assume the principalship of McGill University.

The speech of Cicero in defence of Cluentius was delivered B. C. 66, when the orator was in the prime of his reputation. Mr. Peterson seizes upon the main features of the case, and in his Introduction sets forth with great clearness and vigor, and with many skilful touches, the history of the chief characters and the attendant circumstances. His citation of

¹ THE ELEMENTS OF EUCLID, For the Use of Schools and Colleges; with Notes, an Appendix and Exercises, by I. Todhunter, D. Sc., F. R. S. New edition, revised and enlarged, by S. L. Loney, M. A., Professor of Mathematics at the Royal Holloway College, Cambridge. Cloth; pages 332; (Appendix pp. i—cxxxii); price 4s. 6d. Macmillan & Co., Publishers, London, Eng.

² M. TULLI CICERONIS PRO A. CLUENTIS ORATIO. Edited with Introduction and Notes, explanatory and critical, by W. Peterson, M. A. (Edin. and Oxon.), principal McGill University, Montreal. Cloth; pages 271; price 3s. 6d. Publishers, Macmillan & Co., London and New York.

authorities is judicial, and his summing up and analysis of evidence show a patient research and close study. The notes give evidence of the same painstaking and critical spirit.

Gages "Fiction Series"¹ supplies some of the best novels of the day. They are printed in good type, are well bound and present a very attractive appearance. Although less than a year in the field as publishers of fiction, this enterprising firm has sent out nearly a dozen works. "Dross" is a clever story, well conceived, full of excellent hits and epigrams, and interesting from first to last. "The Mormon Prophet," Miss Dougall's book, has made a decided hit, and is one of the most readable stories published this year. Her treatment of an interesting subject is decidedly original. "The Mandarin" is another story that will repay perusal, giving as it does graphic sketches of eastern life and customs.

¹ DROSS, by Henry Seton Merriman, author of "The Sowers," "With Edged Tools," etc. Cloth; pages, 320; price, \$1.25; paper, 75c.

THE MORMON PROPHET, by Miss L. Dougall, author of "Beggars All," etc. Second Edition. Cloth; pages, 430; price, \$1.25; paper, 75c.

THE MANDARIN, by Carlton Dawe; illustrated by Ludovici. Cloth; pages, 342; price, \$1.00; paper, 50c.

BOOKS RECEIVED.

To be noticed hereafter as time and space may permit.

THE EMPIRE SERIES: *Primer, Part I.* Publishers A. & W. MacKinlay, Halifax, N. S.

GAGE'S FICTION SERIES: *Postle Farm*, by Geo. Ford; *A Pauper Millionaire*, by Austin Fryers. W. J. Gage & Co., Publishers, Toronto.

A MODERN MERCENARY, by K. and Hesketh Prichard. Publishers, Macmillan & Co., London; Canadian Publishers, The Copp Clark Company, Ltd., Toronto.

TOM BROWN'S SCHOOL DAYS, abridged for schools. Macmillan & Co., Publishers, London, England.

AUGUST MAGAZINES.

The midsummer number of the *Canadian Magazine* is bright and interesting. Mr. W. A. Frazer writes a story of India and Dr. Geo. Stewart gives some reminiscences of Francis Parkman. No one could write more acceptably of Dr. Parkman than Dr. Stewart, both from his personal recollections of the historian and a keen appreciation of his genius. . . . In the *Popular Science Monthly* the Teachers' School of Science established in Boston some years ago is described in an interesting article. There are other articles which will attract the attention of the scientific and general reader, especially that on Race Questions in the Philippine Island. . . . The *Century*, for August, is a midsummer and travel number. The Present Situation in Cuba, is graphically stated in a brief article by Major General Leonard Wood, and there are other interesting articles on current topics. . . . *St. Nicholas* for this month has an attractive table of contents. In *Colored Suns*, Dorothy Leonard tells of other suns than ours that bathe their plants in various colored lights that would make a visiting stranger from this world feel very strange indeed. . . . The *Chautauquan* has a portrait and sketch of Stephen A. Douglas and a table of contents in which there is much of interest and value to the general reader and student. . . . The Midsummer Fiction Number of the *Ladies' Home Journal* is in many respects a notable

magazine. It has brought together in a single issue some of the most popular story-writers, and the most capable black-and-white artists to illustrate their work. Fiction, of course, predominates, but there is an abundance of timely, practical articles especially appealing to home and family interests and tending to lighten and brighten the women's work. . . . Mr. Bagot's discussion of the question "Will England Become Catholic?" which *The Living Age* of July 29 translates from the Italian review, the *Nuova Antologia*, is noteworthy for the emphasis with which it answers in the negative the question which it puts, and the facts which it presents in support of that view. Mr. Bagot is an English Catholic, but he wrote this article in Italian, and it is here done back into English of unusual force and lucidity. . . . A popular feature of Elizabeth Stuart Phelps' writings is the happy blending of lively humor and tender pathos which always characterizes and illuminates them. These qualities were perhaps never more in evidence than in her latest and most touching story, "Loveliness," which appears in the August *Atlantic*. "Loveliness" is a "silver Yorkshire terrier," stolen from a delicate little girl, whose life is actually wavering in the balance through her grief over the loss of her beloved pet, when her father, a college professor, discovers the missing favorite in the operating-room of the medical school of his own university, and under the very scalpel of the operator, "kissing his vivisector's hand." The author's indignation that such things should be and be tolerated in these days is expressed in no uncertain terms. The defenders of those who practise what she denominates "the worst torture of all, that reserved by wisdom and power for the dumb, the undefended and the small," will need to use their best weapons to meet the thrilling indictment drawn by her in her brilliant assault upon what she believes to be organized and scientific cruelty.

N. B. EDUCATION DEPARTMENT.

Official Notices.

Notice is hereby given that the Board of Education has made the following Orders in regard to the use of certain text-books in the Public Schools:

READERS.—The First Primer of a new series of Readers to be known as "The New Brunswick Readers," is authorized for use at the opening of the Schools on August 14th. The Board has also provided for the gradual introduction of the whole of said Series after such intervals in the case of each grade as shall, so far as possible, allow time for the books now in use to be exhausted.

Arrangements have also been made whereby all dealers may, within three months from the date on which notice shall be given of the prescribing of any grade or grades of said Series of Readers, exchange any books of the present Series for others of corresponding grades of the new Series—the dealer in each case to be allowed for the books given in exchange the full price paid by him therefor.

AGRICULTURE—A text-book entitled "Agriculture," by Charles C. James, M. A., Deputy Minister of Agriculture for Ontario, has been authorized for use in Grades IX. and X. of the Superior and Grammar Schools.

COPY BOOKS.—McMillan's New Brunswick Vertical Writing Books are authorized for use in all Schools as an option with the present prescribed Series.

The English Literature for the High Schools will be the same as used last year, with the exception of the substitution of Shakespeare's *Merchant of Venice* for *Richard II.* in Grade XI.

For Grade IX. Longfellow's *Evangeline*.

Any edition may be used. (Houghton's and Mifflin's Riverside Series recommended.)

NOTE.—Teachers are authorized to take up Scott's *Lady of the Lake*, if time permits, after finishing *Evangeline*. (Any cheap edition of *The Lady of the Lake* may be used.)

For Grades X. and XI., Select poems of Goldsmith, Wordsworth, Scott, Keats, Shelley, and Byron—the first three for Grade X. and the last three for Grade XI.

Additional for Grade XI., Shakespeare's *Merchant of Venice*.

Candidates for License of the First Class will be examined on the Literature for Grade XI. at the closing examinations in June, 1900.

J. R. INCH,
Chief Supt. of Education.

Education Office, August 10th, 1899.

AIDS TO TEACHING AND STUDY.

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"The little book 'Steps in the Phonic System,' just issued by THE COPP, CLARK COMPANY, and prepared by Miss A. E. Cullen and Miss C. C. Niven, two teachers on the staff of the Toronto Public Schools, will certainly be hailed with delight by primary teachers.

W. F. CHAPMAN, Public School Inspector.

LITTLE PEOPLE'S SEAT WORK, No. 1. For First Grade. Arranged by Miss M. Nimmons, Winnipeg. 32 pages. Price 5 cents.

LITTLE PEOPLE'S SEAT WORK, No. 2. For Second Grade. Arranged by Miss M. Nimmons, Winnipeg. 64 pages. Price 10 cents.

ENGLISH GRAMMAR FOR BEGINNERS. By Alfred S. West, M. A., author of Elements of English Grammar. Price 25 cents.

GROUNDWORK OF NUMBER. A manual for the use of primary teachers. By A. S. Rose, and S. E. Lang, Inspectors of Schools, Manitoba. Price 50 cents.

HIGH SCHOOL CADET DRILL MANUAL. Arranged by W. Bennett Munro, M. A., LL. B., Capt. 42nd Batt. Cloth 40 cents.

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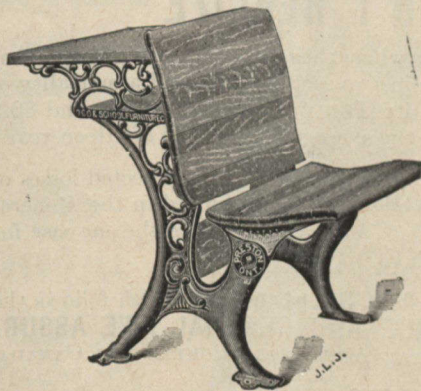
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