

PAGES

MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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Editor for New Brunswick.

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Editor for Nova Scotia.

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THE EDUCATIONAL REVIEW.

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No REVIEW was issued in July.

THE September number will be a special one, containing much interesting matter left over from this number and the papers read at the recent Educational Institute of New Brunswick.

It was generally conceded that the meeting of the N. B. Educational Institute at Fredericton, in June, was one of the best yet held. Dr. Inch presided in a manner that gained him additional esteem. The teachers and citizens of Fredericton generously entertained the members of the Institute, and the discussions at the several sessions were marked with a breadth of view and courtesy of tone that were pleasing to note.

A correspondent, M. L. D., writing July 11th, says: "Enclosed, you will find one dollar for EDUCATIONAL REVIEW. I am delighted that the papers read at the Provincial Institute are to appear in the REVIEW. Many teachers, like myself, were prevented by unavoidable causes from attending the Institute; but none need be without the REVIEW, and every progressive teacher ought to feel it his duty to take the paper."

The first railway to Jerusalem will, it is reported, be opened in the spring of the coming year. It is a short line, running only from Joppa, the nearest port on the Mediterranean, and intended to accommodate the growing passenger and other traffic between that place and the Holy City. The work of construction is being carried out by a French company, who began laying down the line in April, 1890. It is stated that over eight hundred vessels of various kinds annually land 40,000 persons at Joppa whose destination is Jerusalem. On the completion of the railroad, tourists will be able to buy a return ticket from the port to Jerusalem for twenty francs (\$3.72).

The recent Convention of Christian Endeavor Societies, in Montreal, was attended by 12,000 delegates. This organization of young people for christian culture and work, has had a most remarkable growth. It is only about a dozen years since it had its origin. Now it is everywhere. The whole number of societies is 26,284, a gain of about 6,000 during the last year. The total membership is 1,577,940.

The accounts given in the Chicago papers of the Educational Congress at the World's Fair are meagre, but they show that extraordinary attention is given the world over to Kindergarten, as emphasizing principles applicable to all grades of school work, and to Drawing and Manual training as being necessary to produce the practical and all-round man.

In the "Nature Lessons" in another column, a teacher, at the conclusion of the argument held there, comes to the conclusion to stand no longer shivering on the brink of a difficulty, but to plunge boldly into the midst of things. This is well. We predict for him an unqualified success, and we ask our readers to mark him in future issues. For do you not see the elements of success there? First, he makes a clean breast of his ignorance of the subject to be taught, then he listens to reason, and then he resolves to act.

We can imagine three classes of teachers who will read the article. Those who will think the plan impossible, and read it only; those who will take up the plan with enthusiasm and pursue it for a day or two, and then when some difficulty arises "they will wither away;" those who will take it up with enthusiasm, but thoughtfully and earnestly, and will just study and plan and observe and search out and stick to it until every difficulty is smoothed.

We have received the volume of Proceedings of the First Dominion Educational Association, held last July in Montreal. The report of the minutes of proceedings with addresses, papers, discussions, and list of members, embraces a volume of over 300 pages, well arranged, clearly printed, and bound, with portrait of the President, Hon. G. W. Ross, and a cut of the High School building, Montreal—the place of meeting.

In the consolidation of the Regulation of the Council of Public Instruction of Nova Scotia, an amendment to Reg. 10, "Provincial Examination of High School Students," passed March 18th, was inadvertently omitted. The omission has done no harm—perhaps good; but the publication of the Regulation as amended will help to explain some points in the awarding of Provincial certificates. We give here the amended Regulation under which the procedure of the Department is directed.

"The first section of Reg. 10, 'Provincial Examinations of High School Students,' is amended by adding the clause: 'but this minimum may be lowered one unit for every *fifty* that the candidate's aggregate may be above 'minimum aggregate' for Grade A; and for every *twenty-five* in the cases of Grades B C and D for which the minimum of twenty-five shall be reduced respectively to twenty, fifteen and ten.'"

PRONUNCIATION OF LATIN AND GREEK.

Some of our honor classical graduates who are continuing their classical studies in Universities abroad, are complaining of the extent to which they are handicapped by ignoring the so-called Roman Pronunciation of Latin, and the pronunciation of Greek according to accent.

It is said that from many of our High Schools and Colleges, the best Greek scholars cannot write a simple sentence in Greek composition exercises with the proper accentuation. Were the pronunciation now becoming universal in the higher Universities adopted in schools, the difficulty of mastering the accent would not exist even in the junior classes. Enormous and unnecessary labor would thus be saved for all advanced Greek students, while those getting only a smattering would get it more correctly without practically any greater effort than at present, and with much more satisfaction. This is a matter for our classical masters to consider. There will, of course, be prejudice enough; but in the institutions destined to lead, common sense and love of accurate scholarship will prevail.

DRAWING IN THE SCHOOLS OF NOVA SCOTIA.

It is probably twelve or fifteen years since Drawing was prescribed as one of the regular studies of the common schools of Nova Scotia. Professor Walter Smith, Director of Drawing for the State of Massachusetts, lectured before the teachers at one of their largest conventions at Truro, and succeeded in creating very great interest in the subject. It has been taught in the Normal School for thirty years—for the last ten or twelve years by Miss O. Smith, an enthusiastic and excellent teacher. Educationists supposed that pupils all over the country were receiving a fair knowledge of the fundamental principles that should guide them in seeing the characteristic outlines of common objects, and in placing the lines representing them on paper.

A government examination of the pupils of the County Academies in this subject, reveals the true character of the progress that has really been made during all these years. Not one in twenty of the teachers has yet advanced beyond perhaps knowing how to sharpen a lead pencil and copy some simple forms from the flat. Notwithstanding the utmost leniency shown by the examiner to candidates examined this year for the first time in this subject, a very large proportion of failures to obtain the grade sought for arises from low marks in this subject.

Some attention will be given to drawing in the pages of the REVIEW during this year. In the mean-

time it may be well to state that it is only by a direct study of objects that we can learn to see them as they are, and become interested and successful in transferring them to paper. Mere copying from the flat is a lifeless and comparatively profitless occupation.

TALKS WITH TEACHERS.

Again we begin another term after a long and what must have been a very pleasant vacation, if fine weather contributes in any degree toward making it such. No doubt all will be prepared to take up the work with energy, and a determination to do the very best work possible.

Many teachers will engage in the work for the first time, and many others will undertake new schools. It is to be regretted that there are so many of the latter class, but we will have to take things as we find them now, and hope for better in the future. Do not the first day or two condemn all the work that has been previously done in the school. Put off finding fault with the last teacher for a week, or better for a month, and you will find some of your views modified. Your ways are not her ways, and remember the pupils have had a long holiday, which dulls them more or less. When the Inspector comes along do not exhaust yourself in finding fault with your predecessor. If fault there is, he probably has a suspicion of it though he may not say so, and he will give you more credit for trying to remedy it than in directing his attention to it.

I am going to point out a few things that I have mentioned before. I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed and sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange if possible, with the trustees to have some one look after cleaning the school-room and making the fires.

Engage at the rate of so much per term rather than by the month. You should be paid by the trustees in the same way as the Province pays you. When you engage by the term, do not allow any Board to deduct the pay for July and August.

For the Review.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

The Indian school at Woodstock was closed about the year 1794, and the building in which it had been conducted was for the next twenty years used as a school-house for the white children of the settlement, who were instructed by James York, John D. Beardsley and other teachers.

The most carefully planned and sustained effort for the education and improvement of the native Indians of New Brunswick was that undertaken at Sussex, where an academy was established in 1794 under the supervision of the Rev. Oliver Arnold, and which was subsequently taught by Elkanah Morton, Jeremiah Regan, Walter Dibblee and Joseph R. Leggett.

An exceedingly interesting account of this old Indian college has lately been published by Leonard Allison, barrister, etc., of Sussex, and as the writer's desire in this series of articles is rather to deal with unwritten than with written history, the reader is referred to Mr. Allison's valuable pamphlet for further information. It may, however, be here noted that the plan finally adopted by the Board of Commissioners who controlled the management of the affairs of the New England Company in New Brunswick, was to apprentice the young Indians to different settlers, who were to have their services as servants on condition that they sent them at certain times to school for instruction. The inducements held out to the Indians were such that there were generally more applicants for admission than could be received into the school.

Whether the efforts made for the improvement of the natives were wisely directed or not it is difficult to determine, but it is certain from independent and unprejudiced testimony that the results were very unsatisfactory. It was the opinion of a reliable old citizen* of Kings County, who was intimately acquainted with the workings of the scheme, that the young Indians who were apprenticed to the farmers and others turned out worse than those who were left to themselves.

Our first provincial historian, Peter Fisher, writing in 1825, mentions the academy at Sussex for the instruction of the Indians, and adds, "But little good has accrued to these wanderers from that institution."

The Rev. John West, who the same year visited the institution on behalf of the home authorities, says: "Little or no advantage accrued to the Indians from those plans which were adopted at the academy for

* Charles Raymond, the writer's grandfather.

ameliorating their state . . . for after the Company had incurred a heavy expense they reverted to their migratory habits. . . . The principle that was adopted of apprenticing their children at an early age to different settlers, I found was not generally approved by the Indians themselves, nor has the plan proved beneficial to their morals."

The common use of ardent spirits which then prevailed in New Brunswick proved a great snare to the Indians—who seem to have an inherent thirst for the white-man's "fire water." Combined with the demoralizing effect of drinking habits, the natural improvidence of the Indian has seriously hindered every effort made for his improvement.

The Rev. Oliver Arnold relates that the weekly allowances of supplies distributed to the Indians whose children were being educated, were, as a rule, sold for a trifle; that even good, thick cloth, supplied to them when suffering with the intense cold winter weather, was sold to anybody who would purchase it. Each Indian apprentice, at the expiration of his indenture, was entitled to receive "one full suit of clothes, one pair of steers worth £8 sterling money of Great Britain, one cow worth £4 like money, one axe worth 7s. 6d. like money, and one hoe worth 4s. like money."

The conclusion was gradually forced upon the New England Company that the results attained were by no means commensurate with the expenditure that was annually required. The report of Mr. West served but to confirm their impressions, and acting on his advice the Company decided to discontinue their operations. The school was closed March 26th, 1826, and the grants to the Indians were steadily withdrawn as the indentured apprentices attained their majority. The last apprentice, a Micmac lad named Pierre Noel, who had been upwards of ten years in the family of Mr. Charles Howe, of Sussex, attained the required age February 5th, 1835, and with the payment to him of the usual gratuity, the efforts which the New England Company had now for nearly fifty years put forth on behalf of the native Indians of New Brunswick, ceased.

When Mr. James Fraser went to Miramichi, Ward Chipman had spoken of his appointment as "rather by way of experiment to determine the expediency of a more permanent establishment." The experience at Miramichi was that of the Company's operations elsewhere in the province. The whole thing was an experiment, and a costly one, too, since the total expenditure for the fifty years amounted to about \$140,000, of which sum probably 30 per cent. was paid to officials who had little or no direct connection with the work of instruction.

It has been intimated by different writers that the allowance of such salaries as £50 sterling to Judge Chipman, as treasurer, and £125 sterling to General Coffin, as superintendent, were extravagant. The charge is in a measure true; the work might doubtless have been efficiently performed for less money. But the mistake seems to have chiefly lain in the appointment to the office of men whose time—especially in the case of so busy and able a man as Ward Chipman—was fully occupied and of great value.

(To be continued.)

For the Review.]

NATURE LESSONS.

How Shall I Teach?

INTRODUCTORY TO A LESSON ON BIRDS.

"How can I teach the new code 'Nature Lessons'—I who have never had a lesson on the natural history of our country myself?" said a despondent teacher, who spoke the truth about his educational opportunities.

"If you have common sense, better than many of our scientific savants," replied the old chief.

"Explain, if you please," was the rejoinder.

"Do you know any Ornithology, for instance—Ornithology with a capital O?"

"Well, I can distinguish a hen from a goose, and, perhaps, a chicken from an English sparrow. No more."

"Capital, I want you, then, to commence your lessons on birds to-morrow."

"I suppose I cannot begin too soon. But from whom shall I take lessons?"

"I mean that you should commence your teaching to-morrow. Or, quite the same, commence your learning, and take lessons from your scholars whom you are to teach."

"Your paradox sounds nice enough for epigram, but otherwise it is positively nonsense. Disprove that."

"No, I am serious. I would like to see you try the experiment, because I am sure you will make a remarkable success."

"I will try anything within telescopic range of the meagrest success. Come now, what shall I do to-morrow?"

"You can give this little speech to your school in a more taking way than I outline it for you. I leave you to manage that. 'Well, boys, the school law requires the teacher among other things to train you to observe and understand something about the natural history of our school section. Now, although I am older than you, and have been studying many

things, I am afraid I do not know any more than yourselves about what is in this part of the country. But great scholars have often said that what knowledge we find out for ourselves is the most valuable in making us able to take a good position in the world. Now, suppose we spend our ten minutes a day for object lessons on our birds for the next week or fortnight. As finding out the facts for ourselves is said by everyone to be the best way, and in natural science the only way of any value, how shall we begin? Well, I think I can give you a hint. I want each one of you to tell me how many different kinds of birds you can see before our lesson to-morrow. Look at them as well as you can, so that you can tell us what your birds look like—so that we may know how many have seen the same bird.

"But a curious boy will come in with 'but we won't know the bird's name.'"

To which you will reply: "And perhaps I can't tell you. Scientific people say 'some persons know very many names of things, but after all they don't know much else about them.' We shall try, first, then, to know something about our birds, and sometime or other we can't help knowing all the different names people give them."

Then you will ask: "What points about these birds will you try to find out?"

One will answer, "Its size."

Another, "Its color."

Another, "Where it nests."

Yet another, "What kind of eggs are in its nest."

Still another, "What it feeds on."

And still another, "What its song is."

Then you will say: "Why, if you all do that we will find out enough to make a big book about nothing else but our birds! And there'll be lots of fun in it, too." Then you will conclude by saying, "We are sure then of having more than enough for our next lesson. And every different kind of bird we find we must write down in our list of birds, with all the things we find out about them."

"Now, what do you say to that programme? Can you not lighten the monotony and wearisomeness of your pupils' school labor, while you are training them to observe, to make notes and to reason?"

"I believe there is something in what you say. I'll try it and report the progress another day."

Ferns.

All of us, pupils as well as teachers, have admired ferns, and yet when it comes to a knowledge of them, their characteristics, habits, mode of growth, all but a few must confess to no more than a superficial ac-

quaintance with a family of plants distinguished for their beauty and simplicity of structure. So simple is this structure that any one, by a little serious application of two or three hours may become perfectly acquainted with the characters that are so plainly stamped on every fern and which seem to invite us to become more closely acquainted with the forty species of ferns that are found in these Provinces.

Ferns belong to the flowerless (cryptogamous) series of plants. They send up from a stem (rhizoma) just at or beneath the ground a leafy structure (frond) raised on a stalk or petiole (stipe) which latter is fitted into the underground stem in either of two ways: It is articulated, that is, fitted into the stem like a bone into a socket, or it is continuous with the stem. Nearly all our ferns belong to the latter class. This mode of insertion may be seen by pulling the stipe firmly but evenly a little sideways, when it breaks off bringing a portion of the underground stem with it like a splinter.

The frond is either *entire*, that is in one leaf (this is the case in only two of our ferns); or it is *pinnate*, that is divided, with the divisions running from the mid-rib (rachis) at or nearly at right angles, like the barbs from the shaft of a feather. These pinnate fronds may be once, twice, or thrice pinnate, according as their divisions (pinnae) are whole, divided or subdivided.

Ferns are reproduced by spores. These are minute bodies, too small to be seen by the naked eye, but they are aggregated usually in brownish dots, or clusters (sori) on the under side of the drooping frond. These dots are clusters of spore-cases (sporangia), each spore-case (viewed with a magnifying glass being something like a short-handled dipper with a firmly cemented cover) containing minute spores which when mature, burst through the case and escape into the air, and are borne hither and thither by the wind until they find suitable conditions for growth. (The growth of a fern from the spore is an interesting, study but too complicated to be dealt with here). Usually each cluster of spore-cases is covered by a shield (indusium). Sometimes they are borne on the margin of the under side of the frond or its divisions, protected by a portion of the frond turned over, like the hem of a handkerchief. Sometimes a special frond or portion of it is devoted to producing the clusters of spore-cases, when such frond or portion is said to be fertile.

August and September are the best months for studying ferns. With this introduction, and with the key in Lawson or Spotton, you will soon be able to study and identify every fern with ease. And there will be no end of pleasure in it for you and your pupils.

N. B. Educational Institute.

The fourteenth session of the Teacher's Institute of New Brunswick was held in the Normal School at Fredericton, beginning on the afternoon of June 28th, and ending on Friday afternoon, June 30th. Chief Supt. Dr. J. R. Inch presided at all the sessions of the general meeting. The attendance was large, consisting of 232 enrolled members, embracing representatives from all sections of the province.

After opening and enrolment, Jas. M. Palmer, A. M., was elected Secretary and Miss M. K. Tibbits, A. B., assistant, Mr. Geo. A. Inch, B. Sc., chairman of the committee on grading, appointed at the last Institute, read an elaborate report, giving the views of the committee, recommending that the duty of grading devolve upon the teachers of the several departments by supplying the principal with lists marked qualified and unqualified, as the merits of the pupils deserve. The pupils could then be examined by the teacher of the grade in advance, the principal deciding in cases of difference. In the case of the higher grades the teachers would submit their estimates to the secretary or superintendent for his decision. Promotion should be made where possible each term, instead of annually, in the standards below the high school. The report was discussed by Messrs. Montgomery, Hay, Barry, McFarlane, Foster, Inch, March, and the Chief Superintendent.

The public meeting in the evening was addressed by Mayor Beckwith and Hon. A. F. Randolph, chairman of the board of school trustees, who gave the visitors a cordial welcome to Fredericton. Chief Supt. Inch discussed in a broad and scholarly tone "Some of the Tendencies of Modern Education." Lieutenant Governor Sir S. L. Tilley in a wise and practical address made a plea that girls should be instructed in the elements of housekeeping, that an agricultural education should be provided for the farmer's sons of the province, and in the warmest terms paid a tribute to the teachers whose consistent christian lives preach daily sermons to their pupils; Rev. Dr. Brecken in a stirring address spoke of the necessity of training boys and girls for patriotic Canadian men and women; Dr. Harrison, Chancellor of the University, in further discussing some of the tendencies of modern education claimed additional scope for natural and experimental physics, laboratory and field work, and the use of the mathematical instruments, the efficiency of manual training, the bread of classical culture instead of the stone of grammatical drill, the study of English literature, French and German, the elective system of study, university extension, the admission of women to the university, the widening of the scope of practical knowledge and the recognition of its pre-eminence above intellectual power. An excellent musical programme was carried out.

At Wednesday's session, Philip Cox, A. B., B. Sc., of the St. John Grammar School, read an excellent paper entitled "Do Existing Methods of Teaching as Applied in our Schools Develop as they Should the Ability of Pupils to Think?" At the afternoon session, J. F. Rogers, Principal of the Model School, Fredericton, considered "The Necessity of Unity in Teaching Arithmetic," in a carefully prepar-

ed address. Both papers were very fully discussed by members of the Institute.

The report of the committee on grading was referred back to the original committee, with Messrs. March, Steeves, and Henderson,—to report subsequently.

The following were elected as members of the Executive Committee; Messrs. Brittain, Hay, Cox, Foster, Parlee, March, Sutherland, Oulton, Misses Gilmore and Tibbits.

The trustees of schools, teachers and citizens of Fredericton arranged for a moonlight excursion on the St. John. The trip was on the Steamer David Weston, to Sheffield and return, and was a charming one in every respect.

At Thursday's session Messrs. Hay, Oulton, Brittain and Mrs. Dieuaide called the attention of the Institute to the approaching session of the Summer School of Science at Sackville. A resolution was passed, on motion of Inspector Carter, seconded by W. S. Parlee, asking the legislature to so amend the present regulation that any member of the Institute may be elected to the senate of the University of New Brunswick. Mr. J. M. Palmer was unanimously elected as representative to the senate of the N. B. University.

A portion of the morning session of Thursday was divided into two sections, (a) Kindergarten and Primary Schools and (b) Superior and Grammar Schools. In the former, presided over by Inspector Bridges, papers were read by Miss S. Jennie Harvie, of Fredericton, on "Reading in Primary Schools," and on "The Place of the Kindergarten in Education," by Mrs. Susan S. Harriman, of Halifax. In the latter section, presided over by Mr. W. T. Day, papers were read by P. G. MacFarlane, A. B., St. Stephen, on "The Place of Classics in the School Curriculum," and by Miss Eliza McNaughton, A. B., on "The Study of English Literature." The papers were very favorably received and discussed by members of the sections.

At the general meeting in the afternoon the text book committee made the following report: Your committee appointed at the last annual session for the purposes of considering and reporting on the subject of text books, beg leave to offer the following preliminary report, setting forth the results of their investigation and postponing for the work of another committee, if it be your pleasure, the further consideration of the very important subject with which you have entrusted them. First, in regard to the mathematical text your committee recommend the following:

- 1st. That Kirkland and Scott's elementary arithmetic be prescribed instead of the present text.
- 2nd. That Smith's elementary algebra be authorized in addition to our present text.
- 3rd. That Gage & Co's standard book-keeping be prescribed instead of the present text.

Secondly, in regard to the classical text-books your committee make the following recommendations:

- 1st. That Robertson and Carruther's primary Latin book be prescribed instead of the present text.
- 2nd. That selections from Virgil, books I., II., III. and VI., published by John Collier, Sons & Co., for the Scottish School Book association, be prescribed instead of the present text.

- 4th. That White and Walpole's texts in Xenophon and Homer be prescribed.

Thirdly, in regard to the Readers your committee would report as follows: That, having the assurance of the publishers that they would insert selections relative to New Brunswick, or make any changes deemed necessary by the board of education, we would recommend strongly that Gage's Canadian Readers be adopted in place of the Royal Readers at present in use; and

Fourthly, in regard to the text-books in French, the committee recommend:

1st. That Longman's introductory French grammar be prescribed instead of the present text, which is altogether too voluminous.

2nd. That as advanced readers, either McMillan's second reader, Darey's Lectures Francaises, or a first and second reader published by Profs. Gregor & Curtis, Montreal, be allowed in use for the coming year before reaching a final decision.

On account of the bulk of the report and the short time for discussion, it was decided to defer consideration for another year. W. S. Parlee was added to the text-book committee.

Votes of thanks were passed to those who supplied music at the educational meeting, to those who read papers, to the teachers, trustees and citizens for their moonlight excursion, to the press, to the Chief Superintendent for the able and impartial manner of presiding over the sessions of the institute.

During the course of an address at the session by the Chief Superintendent, he remarked that the teachers might reasonably look forward to an advance of salaries at no distant day. In many districts the salaries were utterly inadequate. As the general status of the teaching profession was gradually rising, it must logically follow that salaries shall be also advanced. He deprecated the system of competition practised by many teachers, and thought that if there was less of it, teachers would get at least an approximate compensation for their labors. He also referred to a complaint which had come to him regarding an arrangement made by some boards of trustees with teachers of superior schools, whereby either by a rebate paid back by the teacher, or a failure on the part of the teacher to collect the full amount supposed to be paid such teacher, or in some other way, teachers accept less than the minimum allowed teachers of superior schools, thus practically obtaining money from the board of education under false pretences. He hoped that no teacher of a superior school would consent to any such arrangement. He thanked them all for their kindness and courtesy, and trusted that they would enjoy their vacation and go back to their work like giants refreshed with new wine.

Summer School of Science.

Seven is a perfect number, and the Seventh Annual Meeting of the Summer School of Science is pronounced by those who attended it to be a perfect session. In point of attendance—and it is always the students that make the School—the number was greater than on any former occasion. There is a settled feeling that the School has come to stay, and that it has done work at all its sessions which not only justifies its ex-

istence and continuance, but also bespeaks for it the hearty support of all who would see teachers aided in their work, and pupils in their studies, correct habits of thinking and observing inculcated, original research stimulated, or the influence of the best educational thought made to extend over these Provinces.

The places of meeting, &c., of the several sessions were as follows:—

Date.	Place.	President.	Secretary.	No. Enrolled
1887.	Wolfville.	Dr. A. H. MacKay,	H. S. Congdon.	45
1888.	Pictou.	" "	Dr. J. B. Hall,	63
1889.	Parrsboro.	Prof. Frank Eaton,	" "	92
1890.	"	" "	Sup'sor McKay,	61
1891.	Antigonish.	Sup'sor McKay,	W. T. Kennedy,	43
1892.	St. John.	G. U. Hay, Ph. B.	" "	59
1893.	Sackville.	Dr. J. B. Hall,	" "	105

The eighth meeting is to be held at Charlottetown, with Prof. W. W. Andrews, of Mount Allison University, as President, and J. D. Seaman, Esq., of Charlottetown, as Secretary.

The Sackville session opened on Wednesday, July 5th, and the examinations were held on Thursday, July 20th, giving two work-days more than were allowed in former sessions. The attendance was large, and the classes were all well filled—a circumstance which is no small factor in sustaining enthusiasm. The facilities and appliances afforded by the University buildings, were all that could be desired, and a large amount of solid, scientific work was done. The novelty of boarding together, the women in the Ladies' College, and the men in the Academy, with the same dining-room and the parlors of both buildings open to all, was much enjoyed, and by aiding in developing the social element, and in promoting freer interchange of thought, added alike to the interest and profit of the two weeks at Sackville.

The eloquent lecture on "Patriotism in the School," by Attorney General Longley, of Nova Scotia, and the observations on the same subject by H. A. Powell, M.P.P., Dr. Allison, and others, was a treat which will doubtless bear fruit in many history lessons of the coming year.

The "Round Table Talks" were an unqualified success, surpassing even the most sanguine expectations of the President, who was the originator and promoter of the idea. The attendance was never less than 80, and reached as high as 130, and the speaking and listening were characterized by that warm interest which always attaches to subjects connected with personal every day work.

The evening in Beethoven Hall, with Microscope and Magic Lantern, managed by Professors Coldwell, and Andrews, was entertaining and instructive in the highest degree, and led many teachers to resolve to procure a microscope for their schools, so that they

may examine for themselves the beauties and wonders of the unseen material world.

The excursions laid down in the programme were all made, and were found just as enjoyable as fancy had painted them. All were astonished to find Fort Beausejour with its ramparts, its powder magazine, its bomb-proof cells, and its trenches thrown up by the English, so well preserved. Of its French cannon, only two remain, which it is believed, will be mounted and placed in the grounds of the new Amherst Academy—a building which in size, finish, and convenience of all its appointments, is a credit to the county and to its energetic principal, Mr. E. J. Lay.

The Joggin's Cliff again told its wonderful story of pre-Adamite history, and over 100 of the scientists descended and explored the mine. The sensation of going down the 2,600 feet slope is not to be forgotten, and reminds one of the remark of a gentleman who had gone down the Montreal Toboggan slide, "It was grand! I wouldn't have missed it for a hundred dollars; but—I wouldn't take a thousand and go again."

Hearty votes of thanks were passed at the closing meeting to Dr. Allison, Dr. Borden, and Principal Harrison, with their estimable wives, for personal kindness; to the regents of the University for use of class-rooms and apparatus; and to the citizens of Sackville, for kind attention and hospitality.

The Faculty for next session is as follows:—

- Botany*—G. U. Hay.
- Chemistry*—John Brittain.
- Civics*—W. T. Kennedy.
- Elocution*—Miss L. J. Landers.
- English Literature*—A. Cameron.
- Geology and Mineralogy*—Prof. Coldwell.
- Music*—Rev. James Anderson.
- Pedagogics*—Prof. Eaton.
- Physics*—Prof. Andrews.
- Physiology*—Dr. Dorsey.
- Psychology*—Dr. Hall.
- Use of Microscope*—E. J. Lay.
- Zoology*—G. J. Oulton.

STUDENTS ATTENDING THE SACKVILLE SESSION OF THE SUMMER SCHOOL OF SCIENCE.

From Sackville, N. B.—Belle E. Estabrooks, C. W. Harrison, R. E. Estabrooks, F. A. Dickson, W. A. Warren, S. L. Hart, A. M. Hart, Rev. T. D. Hart, Edwin Colpitta, Ethel Thompson, Sarah Pickard, Jennie Fawcett, C. E. Lund, Agnes Fawcett, Mary E. Fawcett, Agnes Hicks, Bertie Hicks, Fred. Fawcett, M. I. Trenholm.—From Truro, N. S.—Jeanie Archibald, Ottie A. Smith, Belle E. Crowe, Cecilia Dickie, Ada Lewis, Prof. A. G. McDonald, C. M. Archibald, S. E. Archibald, Elizabeth F. Knox, Brenton F. Porter, W. R. Campbell, Mrs. W. R. Campbell. From Amherst, N. S.—Bessie Wilson, I. M. Richardson, Edith Copp, Mary Beharrell, Barbara McKinnon, A. D. Ross,

Minnie Beharrell, A. S. Ford. From Fredericton, N. B.—Horace Brittain, Jennie Harvey, Annie Harvey, Ella L. Thorne. From St. John, N. B.—Margaret McNaughton, Lillie McKay, Jennie Mowatt, M. Wetmore. From Halifax, N. S.—Frances Theakston, Emma Theakston, W. T. Outhit, A. M. Cunningham. From Liverpool, N. S.—Edith Annis, Carrie Hemmeon, Nettie Hemmeon, Annie Hemmeon. From Dorchester, N. B.—Lauretta Phinney, Maud Grierson, Mary A. Black. Charlottetown, P. E. I.—J. D. Seaman, C. C. Snaddon. Summerset, N. S.—Emma Best, Mrs. E. J. Best. Clarence, N. S.—Lillie A. Jackson, Eva O. Banks. Berwick, N. S.—Ida Parker, Mrs. H. L. Chute. Point de Bute, N. B.—Julia Colpitta, Edwin Colpitta, John M. Trueman, Geo. J. Trueman. Edgin, N. B.—Blanchard Steeves, Herbert B. Steeves. Moncton, N. B.—Ella J. McKay, M. Faulkner. North Sydney, N. S.—Kate A. McKenzie. Keswick Ridge, N. B.—Cecil C. Jones. Salisbury, N. B.—Amos O'Brien. Alma, N. B.—Thomas E. Colpitta. Westmorland Point, N. B.—Annie Fillmore. Port Hillford, N. S.—Sadie Hall. Harbor Grace, Nfld.—Emma Martin. Nauwigewauk, N. B.—Edith Darling. Richibucto, N. B.—Isabel J. Caie. Sheffield, N. B.—Elizabeth McNaughton. Chatham, N. B.—Margaret Pearley. Clifton, N. B.—Louise Wetmore. Canaan, N. B.—John Moser. Hampton, N. B.—Beatrice E. Duke. Freeport, N. S.—Georgie Crocker. Folly Village, N. S.—Maggie A. Fulton. Pugwash, N. S.—Maude Bent. Oxford, N. S.—Rena Gillis. Linden, N. S.—Sarah J. Patterson. Weymouth, N. S.—Julia Kinney. Milford, N. S.—Maggie Driscoll. Brighton, N. S.—Emma J. Bacon. Upper Stewiacke, N. S.—Annie Creelman. Amherst Point, N. B.—Anna B. Black. Yarmouth, N. S.—Mrs. A. Cameron. Cambridge, Mass.—Ida H. Holt, Hopewell Hill, N. B.—Annie J. Mobre. Apohaqui, N. B.—W. J. Goodwin. Baie Verte, N. B.—E. P. Carey. Bridgewater, N. S.—Victoria Ernst. Scotsburn, Pictou, N. S.—B. C. McKay.

Report of Examiners Matriculation Examinations.

To the Chief Superintendent of Education:

DEAR SIR—For the *Junior Matriculation Examination*, we have examined 43 candidates.

Of these none were passed in the 1st division (over 70 per cent.) Eight were passed in the second division (over 50 per cent.)

We beg to direct attention to the Manual of the School Law, p 114, 5th provision (E), which runs:—

"To settle the results of the Examinations in accordance with the Standards of the Board of Education and the Senate of the University respectively."

We have so settled the results. But there is the want of agreement pointed out hereafter.

We beg to recommend that in some way uniformity as to the Standard of passing be established between the summer and the autumn Matriculation Examinations.

Following the University Standard which allows a third division for those over 33½ per cent.

One candidate has so passed, and *twenty-four* candidates have an average of over 33½ per cent; but in one or in two subjects have failed to reach this average.

According to the University usage, these *twenty-four* can enter as full students, on condition of passing supplementary examinations in the one or the two subjects in which they have failed.

The remaining ten candidates have either 33½ per cent. on the whole average, or have failed to reach this Standard in these subjects. Therefore, according to the University usage, they have failed absolutely to enter, unless as partial or occasional students.

For the *Senior Matriculation Examinations*, we have examined two candidates. Of these, *one* has passed in the 1st division (over 70 per cent.) One has passed in the 3rd division (over 33½ per cent.) which last division is allowed by one of the authorities concerned, but not by the other, as we have noted.

We have the honor to remain,

Your obedient servants,

(Signed.) W. F. STOCKLEY, *Chairman*.
A. D. SMITH,
BERTON C. FOSTER,
JOHN BRITAIN, *Secretary*.

List of Successful Candidates, N. B. Normal School,
Entrance Examination, 1893.

STATION—ANDOVER.

CLASS I.

Name.	Address.	School.
Barker, Mabel F.	Four Falls, Vict. Co.	Andover.
Scott, Bessie E.	Andover	"

CLASS II.

Mathison, Georgina M.	Kincardine	Andover.
Squiers, Jennie M.	Upper Kent, Car. Co.	"

CLASS III.

Gibson, Ada I.	Andover	Andover.
Milne, Christina	Gladstone, Vict. Co.	"
Watson, Mary A. S.	"	"

STATION—BATHURST.

CLASS I.

Garrett, Lizzie H.	Bathurst	Bathurst.
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CLASS II.

Grant, Mary A.	"	"
Knowles, Gertrude A.	Clifton, Gloucester Co.	Clifton.
McCormac, Kate K.	New Mills	"

CLASS III.

Hachey, Eugene	Bathurst Village	Convent.
Petre, Mary M.	"	Bathurst Supr.
Plant, Mina E.	Miscou Harbor	Miscou.
Renouf, Mattie	Stonehaven	Clifton.
Ultican, Annie B.	Armstrong's Brook	"
Vautier, Winifred R.	Tracadie	Tracadie Supr.

STATION—CAMPBELLTON.

CLASS I.

Name.	Address.	School.
Andrews, Annie G.	Campbellton	Campb'l'n Supr.
Andrews, Mina	"	"
McBeath, Mary E.	"	"
Thompson, Lily	"	"

CLASS II.

Adams, Nellie	Campbellton	Campb'l'n Supr.
Laughlin, A. Maud	Black Point	Black Point

CLASS III.

Cook, Millie	Campbellton	Campb'l'n Supr.
Morin, Maggie E.	"	"

STATION—CHATHAM.

CLASS I.

Connolly, Eugene D.	Douglstown	Douglstown
Keenan, James J.	"	Newcastle Supr.
Murray, Jessie J.	Doaktown	Doaktown
Reid, Gertie M.	Newcastle	Newcastle Supr.
Troy, Lottie B.	"	"

CLASS II.

Bell, Bessie M.	Newcastle	"
Benson, Willie F.	Chatham	Chatham Gr.Sch
Clark, Maggie A.	Newcastle	Newcastle Supr.
Galloway, Isabel E.	Chatham	Napan
Keating, May	"	Convent
Loggie, Kerr	"	Chatham Gr.Sch
Mersereau, Ina	"	"
Murphy, Bridget	Newcastle	Convent
McCarty, Frances	Chatham	"
McLaughlin, Edith	"	"
McNaughton, Geo. K.	"	Chatham Gr.Sch
O'Brien, Susie	"	Convent
Payne, Mary B.	Chelmsford	Derby Supr.
Shaw, Roy	Chatham	Chatham Gr.Sch
Swanson, Addie E.	Douglstown	Douglstown.
Underhill, Blanche S.	Blackville	Blackville Supr.

CLASS III.

Crocker, Berton J.	Bryenton	Bryenton.
Curran, Maria	Chatham	Convent.
Dunphy, Ella E.	Blackville	Blackville Supr.
Elliott, Mabel V.	Newcastle	Newcastle Supr.
Flieger, Emily W.	Chatham	Chatham Gr.Sch
Magee, Kathleen	"	Convent.
Parks, Jessie A.	Red Bank	Red Bank.
O'Brien, May	Barnaby	Barnaby.
Wasson, Jessie M.	Blissfield	New Salem.

STATION—FREDERICTON.

CLASS I.

Porter, J. E.	"	"
Stuart, Henry H.	Fredericton	York St.
Gilchrist, Susie J.	McDonald's Cor., Q. Co.	McDonald's Cor.
McDonald, Janet	"	"

CLASS II.

Burpee, Bruce	"	"
Estabrooks, Wm. L.	Marysville	Marysville.
McDonald, John M.	McDonald's Cor., Q. Co.	McDonald's Cor.
Pride, Sheldon	Fredericton Jct.	Fredericton Jct.
Boyer, Edith A.	Fredericton	Charlotte St.
Brewer, Annie L.	Nashwaaksis	Nashwaaksis.
Burpee, H. Augusta	Burton	Sheffield Gr.Sch
Cowperthwaite, Carrie	Fredericton	York St.
Ebbett, Blanche	The Barony	The Barony.
Hay, Ella M.	Harvey Station	Harvey Supr.
Heustis, Amelia A.	McDonald's Cor., Q. Co.	McDonald's Cor.
Mills, Della	Tracey Station	Fredericton Jct.

CLASS III.

Name.	Address.	School.
Armstrong, Henrietta	Tay Mills	Tay Mills.
Biden, Millie	St. Mary's	St. Mary's.
Brewer, Alice M.	"	"
Corey, Nettie	Upper Queensbury	Queensbury.
Cox, Louise	Fredericton	York Street.
Currie, Lillie A.	Tracey Station	F'ton Junction.
Dorcus, Alfretta	Fredericton	York Street.
Goodine, Maggie	Hanwell	Hanwell.
Hughes, Mary M.	St. Mary's	St. Mary's.
Johnston, Katie	Durham Station	"
Jones, Freddie M. C.	Fredericton	York Street.
Kilburn, Carrie M.	Central Kingsclear	Cen. Kingsclear.
Lister, Gussie	Fredericton	Charlotte Street.
Meek, Gertrude A.	Burt's Corner	Jones' Forks.
McCulloch, Gertie	Harvey Station	Harvey Supr.
McKenna, Idella	Millville	Millville.
O'Brien, Bridget	Hanwell	Hanwell.
O'Brien, Katie	Fredericton	Charlotte Street.
Pond, Tressa A.	Bloomfield Ridge	Parker's Ridge.
Strange, Nellie B.	Upper Kingsclear	Up. Kingsclear.

STATION — MONCTON.

CLASS I.

Colpitts, Robert J.	Forest Glen	Elgin Supr.
Godard, Horace S.	Elgin Corner	"
Jonah, William C.	Hillsborough	Hillsboro Supr.
Anderson, Gussie S.	Upper Sackville	Up. Sackville S.
Atkinson, Lena B.	Albert	Albert.
Cormack, Viola	Moncton	Moncton Supr.
Crosby, Xie U.	Hillsborough	Hillsboro Supr.
Cruise, Fannie	Moncton	Moncton Supr.
Fullerton, Myrtle L.	Point a Bute	Point de Bute.
Lea, Alice	Moncton	Moncton Supr.
McManus, Winnie	Memramcook	Mem. Convent.
Tingley, Tillie P.	Upper Point de Bute	Up. Pt. de Bute.

CLASS II.

Anderson, Willard	Moncton	Moncton Supr.
Legere, Hyppolite	Great Shemogue	Bristol
Purdy, Geo. H.	Bristol	Bristol
Anderson, Carrie L.	Waterside, Albert Co.	Bayside, No. 1.
Brownell, Fannie L.	Jolicure	Up. Pt. de Bute.
Carruthers, Mary	Ford's Mills	Kingston Supr.
Dryden, Bella	Turtle Creek, A. Co.	Turtle Creek
Gaynor, Maggie F.	Salisbury	Salisbury Supr.
Kierstead, Ella	Alma, Albert Co.	Alma Gr. Sch.
Kennie, Jennie A.	Hillsborough	Hillsboro' Supr.
McLaren, Bella	Moncton	Moncton Supr.
Reid, Rebecca J.	"	Moncton
Murray, Maud	Boundary Creek	Salisbury Snpr.
Smith, Annie M.	Coverdale	"
Steeves, Nellie A.	Edgett's Landing	Hillsboro' Supr.
Stiles, Mary B.	Beaver Brook	"
Shorne, Jennie E.	New Canaan, Q. Co.	"
Warman, Grace A.	Dorchester	Dorchester Supr.
Weldon, Essie	Harcourt, Kent Co.	Harcourt Supr.

CLASS III.

Anderson, Charles C.	Upper Sackville	Up. Sack'le Supr.
Marven, Geo. H.	Alma, Albert Co.	Alma Gr. Sch.
Richard Martin	Richibucto	Richib'to G. Sch.
Welling, Reginald H.	Shediac	Shediac Cape
Berry, Alice C.	Melrose, Albert Co.	No. 5, Botsford
Daley, Susanne	Beaver Brook	Beaver Brook
Gessner, Otta S.	Little River, Kent Co.	No. 12 D'ch'tr R.
Hunt, Annie E.	Chemical Road, A. Co.	"
Milton, Hattie L.	Salisbury	Salisbury Supr.
Steves, Lillie M.	Hillsborough	Hillsboro' Supr.
Thompson, Agnes	Moncton	Moncton Supr.
Tingley, Drusilla	Harvey Cor. A. Co.	Harvey Cor.

STATION — ST. JOHN.

CLASS I.

Belyea, W. H.	McDonald's Pt. Q. Co.	McDonald's Pt.
Carson, Roy L.	Grand Harbor, Char.	Grand Harbor.
Brown, Bertha M.	West Quaco	St. Martins.
Cassidy, Annie	St. Vincent's Convent.	St. Peter's C., St. J.

CLASS II.

Name.	Address.	School.
McGuire, M. H.	St. John	(Not given).
Straight, Ernest M.	Cambridge, Queens Co.	Cambridge.
Wooster, Robert	Grand Harbor, Char. Co.	Grand Harbor.
Coughlan, Minnie	St. John	(Not given).
Hargrove, Eliza	Chance Har. St. J. Co.	Chance Harbor.
Hatfield, Gertrude	St. John, West	(Not given).
Hayter, Annie M.	Grand Bay, Kings Co.	Grand Bay.
Keith, Mary	New Canaan Q. Co.	New Canaan.
Moody, Ethel	Titusville, Kings Co.	(Not given).
Mott, Mary-E	Cambridge, Queens Co.	McDonald's Pt.
Macdonald, Ella B.	McDonald's Pt. Q. Co.	"
McIntyre, Jennie M.	St. George, Char. Co.	St. George.
O'Neill, Kate	St. Vincent's Con. St. J.	St. Peter's Con.
Shanklin, Minnie A.	Springfield, K. Co.	(Not given).
Simpson, Alice	Barnesville, K. Co.	"
Sullivan, Mary	St. John	"
Wetmore, Ella M.	Clifton, Kings Co.	Clifton.

CLASS III.

Dingie, Geo. W.	Gagetown, Queens Co.	Gogotown.
Huggard, Leslie H.	Henderson Set., Q. Co.	(Not given).
Vanwart, Nervin	Evandale, Kings Co.	Evandale.
Bailey, Janie M.	Gaspereau, Queens Co.	Chipman.
Barton, Lavinia O.	Cumberland Bay, Q. Co.	(Not given).
Birney, Julia A.	Norton Station, K. Co.	Norton.
Cox, Evelyn J.	Gaspereau, Queens Co.	Chipman.
Ewing, Adelia A.	St. John	(Not given).
Flewelling, Frances E.	Clifton, Kings Co.	Clifton.
Gale, Emma D.	Daniel P. O., Q. Co.	Young's Cove.
Guptill, Ida M.	Grand Har. Chas. Co.	Grand Harbor.
Gifford, Nellie M.	Millford	Millford.
Leonard, Annie	Petersville, Queens Co.	(Not given).
McLean, Annie M.	Cumberland Pt., Q. Co.	Cumberland Bay
Porter, Frances	L. Salmon Creek, Q. Co.	(Not given).
Stephens Hannah A.	Salmon Creek, Sun. Co.	Salmon Creek.
Thompson, Edith	Chance Harbor, St. J.	Chance Harbor

STATION — ST. STEPHEN.

CLASS I.

Allen, Thomas J.	Oak Bay	Not given.
Caswell, Mary E.	Milltown	Milltown Supr.

CLASS II.

Maxwell, M. Eva	St. Stephen	Moore's Mills.
Veazey, Emma	"	St. Stephen.
Maxwell, Marshall	St. Stephen	Moore's Mills.
Mitchell, Judson	Welchpool	Welchpool.
Coates, Lottie A.	St. Andrews	St. Andrews.
Fraser, Minnie E.	North Head, G. Manan	North Head.
Herbison, Mattie R.	Bocabec	Bocabec.
Moore, Mildred	Moore's Mills	Moore's Mills.
McKinney, Leola	Rolling Dam	Rolling Dam.
Scullin, Maggie G.	"	"
Short, Mary	St. Andrews	St. Andrews.
Young, Edith B.	Oak Bay	Oak Bay.

CLASS III.

Burns, William	Milltown	Milltown.
Armstrong, Mattie	Waweig	Waweig.
Bleakney, Charlotte O.	St. Andrews	St. Andrews.
Boone, M. Evelyn	Oak Bay	Oak Bay.
Daly, Louisa	Milltown	Milltown.
Douglas, Bertha R.	Moore's Mills	Moore's Mills.
Hawthorne, Maggie	Waweig	Waweig.
Hyslop, Maggie M.	Tower Hill	Tower Hill.
Jack, Mary	Pennfield	Pennfield.
Love, Grace L.	Moore's Mills	Moore's Mills.
Milberry, Florence	"	"
Mulholland, Lizzie F.	Welchpool	Welchpool.
Quinton, Jennie	The Ledge	The Ledge.

STATION — SUSSEX.

CLASS I.		
Name.	Address.	School.
Hayes, Nellie F.	Sussex Cor.	Sussex Cor.
CLASS II.		
Buchanan, Edwin	Sussex Cor.	Sussex Cor.
Folkins Lewis J.	Folkin's P. O.	Pleasant Ridge
Keith, Ross H.	Havelock, Kings	Havelock Supr.
Howard, Lottie	Sussex Cor.	Sussex Cor.
Keith, Winnie	Havelock, Kings	Havelock Supr.
Mace, Laura E.	Newtown	Newtown.
Marr, Ida G.	Springfield	Springfield.
McCarthy, Adelina	Jeffries	Jeffries.
Pearce, Emily L.	Newtown	Smith' Creek.
Pearce, Greta M.	"	"
Price, Hattie A.	Havelock	Havelock Supr.
CLASS III.		
Folkins, Horace G.	Folkin's P. O.	Pleasant Ridge
McKnight, Duncan	Collina	Collina.
Howard, Lizzie	Sussex Cor.	Sussex Cor.
Kitts, Bessie M.	Hammond Vale	Not Given.
Morrison, Grace	"	"
Price, Emma	Havelock	Havelock Supr.

STATION — WOODSTOCK.

CLASS I.		
Name.	Address.	School.
Rideout, Allen	Peel	Woodstock Gr.S
Shaw, Stanley	Upper Kent	Florencev'e Sup.
CLASS II.		
Clark, Eugene B.	Centreville	Centreville Supr
Dow, Ethel M.	Canterbury, York Co.	Canterbury.
Dunham, Helen L.	Farmerston	(Not given).
Everett, Martha M.	Jacksonville.	Jacksonville.
Grant, Nelson P.	Mid.Southamp'n, Y. Co.	Mid. Southam'n.
Jones, Minnie E.	Canterbury, York Co.	(Not given).
Kelly, Frank R.	Middle Simonds.	Middle Simonds.
Lee, Roy T.	Centreville.	Centreville Supr
Miller, Edith	Mid.Southamp'n, Y. Co.	Mid. Southam'n.
Perkins, Percy B.	Centreville.	Centreville Supr
Rogers, Maria	Grafton	Woodstock.
Tacy, Maggie L.	Woodstock.	(Not given).
Tracey, Wm. L.	Hartland.	Hartland Supr.
CLASS III.		
Brooks, Edna A.	Newburg	(Not given).
Burpee, Annie M.	Woodstock	Woodstock G.S.
Clare, Annie M.	"	"
Gill, M. Almeda	"	Gen. Northam'n.
Hall, L. Antoinette	"	Richmond Cor.
Holleran, Maggie J.	Florenceville.	Florencev'e Sup.
Hunter, Tenia	Debec Jct.	Debec.
Kennedy, Lavinia M.	Kirkland.	Woodstock G.S.
Kimball, Pearl	Waterville.	No. 5 Wakefield
Kinney, Annie	Jacksonville.	Jacksonville.
Longstaff, Nellie M.	Temple P. O., Y. Co.	(Not given).
McCormac, C Louise	Woodstock.	Woodstock G.S.
McElroy, Minnie	Debec Jct.	Debec.
McGuire, Susie A.	Newburg	(Not given).
McKinney, Adelia A.	Newburg Jct.	No. 1 North'm'n
Niles, John W.	Centreville.	Centreville Supr
Snow, Eva E.	"	"
Shaw, Celia M.	Victoria Cor.	Victoria Cor.
Sippelle, Mattie	Somerville	Hartland Supr.
White, Charles	Royalton	Royalton
Watson, Annie	Jacksonville	Jacksonville

NOTE.— The general average of the following candidates was over 70 per cent.

Myrtie L. Fullerton,	Class I.	Point de Bute.
Henry H. Stuart,	"	Fredericton.
Ella M. Wetmore,	Class II.	Clifton, Kings Co.

SUMMARY.

Class I.	39
Class II.	105
Class III.	109
Total,	253
Failures,	146
Number Worked Exercises,	399

Pass List University Matriculation Examination, 1893.

Standard Reg. 45-10 School Manual.

SENIOR MATRICULATION.

Name of Candidate.	Address.	Div.	Where prepared.
*Fred. R. Taylor,	Rothesay,	L.	Rothesay Col. S.

JUNIOR MATRICULATION.

Margaret L. Holden,	St. John,	II.	Vic. H. S., St. J.
Robert W. Queen,	Woodstock,	II.	Woodstock G.S.
Harold M. Clarke,	St. Stephen,	II.	St. Stephen, H.S.
Hattie A. Smith,	St. John,	II.	Vic. H. S., St. J.
Grace L. Wilson,	St. Stephen,	II.	St. Stephen, H.S.
Lottie E. Morrell,	St. Andrews,	II.	Ch. Co. Gr. Sch.
Luella E. Blanche,	Sussex,	II.	K. Co. Gr. Sch.
Ada Cowan,	St. John,	II.	Vic. H. S., St. J.

*Honor Cert., French papers not forwarded to candidate. G. Ex. in Sept

ADDITIONAL PASS LIST.

SENIOR MATRICULATION.

Name of Candidate.	Address.	Div.	Where prepared.
†H Lee Jordan	Rothesay	III.	Rothesay Col S

JUNIOR MATRICULATION.

Lucy A Tippet	St. John W.	III.	Vic. H. S. St. J.
Jabez N Rice	St. Andrews	III.	Ch. Co. Gr. S.
Norman W Parlee	St. John	III.	St. John Gr. S.
Annie B Honeywill	"	III.	Vic. H. S. St. J.
Henny L Allingham	Woodstock	III.	Car. Co. Gr. S.
Jessie Dunton	St. Stephen	III.	St. S. New H. S.
Wm Dacre Walker	St. John	III.	St. John Gr. S.
Fred McNaughton	"	III.	"
Charles W Stokes	Woodstock	III.	Car. Co. Gr. S.
George Starrett	"	III.	"
Jennie McManus	Hampton	III.	Vic. H. S. St. J.
Jessie C Walker	St. John	III.	"
George R B Kenney	Grafton	III.	Car. Co. Gr. S.
Martha E Tippet	St. John W.	III.	Vic. H. S. St. J.
Adeline Kerr	St. Andrews	III.	Ch. Co Gr. S.
Clarence C Brewer	Woodstock	III.	Car. Co. Gr. S.
Vitah M Kitchen	"	III.	"
Lily A Belyes	St. John	III.	Vic. H. S. St. J.
I Morris Robinson	Rothesay	III.	Rothesay Col. S.
Fred Magee	St. John	III.	St. John Gr. S.
Jennie Veazey	St. Stephen	III.	St. Stephen H. S.
L A Langstroth	Nauwigewauk	III.	St. John Gr. S.
Bessie A Howard	St. John	III.	Vic. H. S. St. J.
Annie Emmerson	"	III.	"
Edmund Burke	"	III.	St. John Gr. S.

†French paper not forwarded to candidate. To be examined in Sept.

For the Review.]

Dull Pupils.

It very often happens that on account of some slight physical defect of hearing or sight pupils are ranked as stupid, and suffer great injustice from thoughtless teachers. Inability to see the blackboard distinctly, or to hear every word of the teacher's explanation is frequently the cause of the pupil's apparent want of quickness of comprehension, when perhaps he is blamed for laziness, or accused of hopeless stupidity. And the evil is often aggravated by the teacher's illegible writing or indistinct pronunciation.

A pupil so afflicted may have been unable to answer an apparently simple question, or may have asked for an explanation when the teacher thought the matter already sufficiently plain, and in reply may have been reminded of his stupidity or given some other sign of the teacher's displeasure. An otherwise well-disposed and desirable pupil, feeling the injustice of such treatment and being unable to resent it, becomes morose and sullen.

I have known men and women of ability fail as teachers simply because they did not speak distinctly. Nor is this to be wondered at when we come to realize the large numbers of pupils more or less troubled with dullness of hearing. Doctor Sexton, of the United States, found thirteen per cent. of the school children whom he examined so affected. Doctor Weil, of Stuttgart, found that nearly one-third of six thousand pupils who came under his observation, were below the normal in acuteness of hearing. Doctor Galle, of Paris, reports that the great majority of children reported as "dull," were more or less afflicted with deafness.

I would therefore caution teachers about the injustice of which they may be unconsciously guilty, by not acquainting themselves with the exact physical conditions of their pupils. And in making tests to ascertain the facts of the case, they should remember that some pupils may readily apprehend words or sentences bearing upon familiar topics, and yet be actually unable to hear unfamiliar words even when uttered with equal clearness. Just as I often find teachers who think that they hear their pupils read the familiar lessons distinctly, when in reality very many sounds and even syllables are wanting or indistinct.

Besides having slow and indistinct enunciation on the part of the teacher, it is frequently very desirable that pupils most defective in these respects should be given the most advantageous positions in the classrooms without drawing even their own attention to their defects.

INSPECTOR.

The Dominion History.

To the Editor of the Educational Review:

SIR,—For several years the educationists of the Dominion have been looking forward to the production of a new text-book of Canadian history by a competition established for the purpose. The preliminary arrangements are now complete, the money required (\$2,000) having been subscribed by the Provinces.

Competing authors will write with permission from the Dominion Committee. The other conditions of competition may be known on application to the secretary.

The author of the best book shall be awarded a royalty of 10 per cent. of its retail price. As there are over 16,000 public schools to use the work, the prize will be one of great value. Authors of the next four manuscripts of merit will receive \$200 each.

The Dominion Committee begs to inform intending writers that it is now prepared to consider applica-

tions for permission to write, and that it will receive manuscripts up to January 1, 1895.

The promoters of this movement to have the history of Canada written from a Dominion instead of a Provincial standpoint as at present and suitably for general use in all Canadian schools, irrespective of creed or nationality, are actuated by a wish to inspire the boys and girls of the Dominion with a true sense of the nobility and grandeur of the heritage of Canadians, and so to help to create and maintain a unity of patriotic sentiment. In furtherance of that design they solicit the press of Canada, and especially educational journals, to keep the present competition for a time before the public.

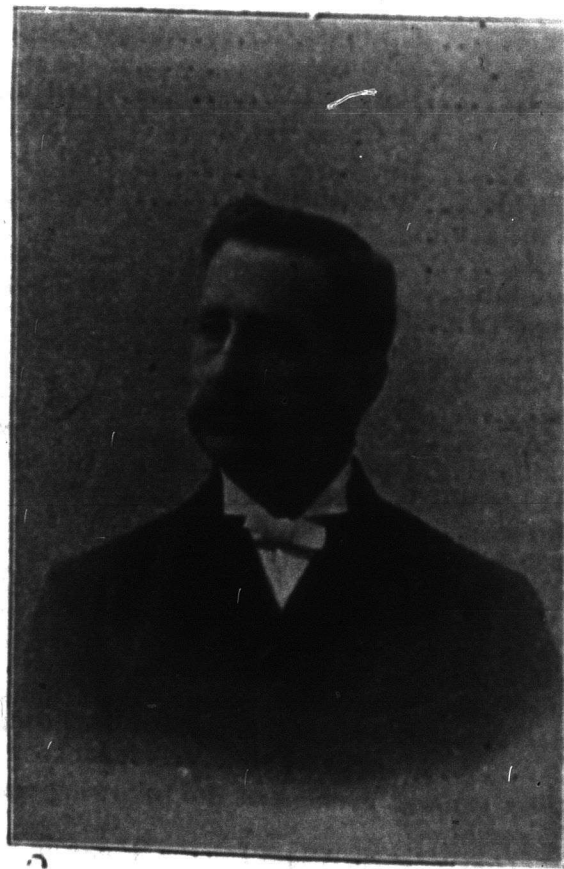
W. PATTERSON,

Secretary Dominion History Committee.

Royal Arthur School, Montreal, June 26, 1893.

Dr. J. B. Hall.

We have much pleasure in presenting to our readers a likeness of one of the most popular and prominent educationists of Nova Scotia. Dr. J. B. Hall was born in Lawrencetown, Annapolis County, something over forty years ago, and received his early education in the common schools of his native village. He en-



tered into all his work, whether on the play-ground or in the school-room, with very great enthusiasm.

In 1869, he entered Acadia College, and after a very successful course of four years, graduated in 1873. During the next five years he established his

reputation as a most enthusiastic and inspiring teacher, doing some of his best work in the Lawrencetown High School. During this time he also took two or three terms in the Boston University, receiving there his degree of Doctor of Philosophy.

He was called from the Principalship of Horton Academy in 1877 to his present position in the Provincial Normal School. Here within the last fifteen years he has met and assisted in training probably not less than 2,000 candidates for the teaching profession—a very large proportion of whom are now actively engaged in this work. As with all good teachers, Dr. Hall's strength lies not so much in the amount of information which he imparts, or causes his pupils to absorb, as in the motives and ambitions with which he inspires them, and the enthusiasm and self-reliance with which he imbues them, by showing them their own powers, and by throwing them upon their own resources.

All good works have found in Dr. Hall an able supporter, whether in church or in society. He was for years one of the mainstays of the Normal School Kindergarten—its most appreciative friend. If we mistake not, the Normal School Alumni Association owes to him its origin.

In 1883, he visited many of the principal towns of Europe, and fell so in love with the German schools, that he decided to spend a year in studying them.

Six years later, he was enabled to gratify this desire at Berlin and Jena in the pedagogical classes of Paulsen and others. In a small pamphlet which was well received, he set forth some of the leading principles of the German system. In his *Outline of Psychology, Logic, and the History of Education*, published last year, he devotes a long and able chapter to Herbart's pedagogical principles, showing that he has been a devoted student of the great German philosopher, and of the outcome of his teachings as exemplified in many of the German schools.

Dr. Hall has contributed to the progress of his Alma Mater as President of the Alumni of Acadia College, and subsequently as member of her Senate. The Summer School of Science is indebted to him for valuable support as secretary, and more recently as lecturer on Psychology. At the sixth session held in St. John, 1892, he was elected President, and presided with marked ability at the recent session at Sackville—the most successful in the annals of the school.

The recent changes in the Normal School at Truro, are in line with improvements advocated by the Doctor for years, and will greatly increase his facilities for usefulness in the line of his special studies—the professional training of teachers.

Dr. Hall on Scientific Education.

The following extracts from Dr. Hall's address at the opening of the Summer School of Science will be of interest to our readers:

* * * The possibility of simplifying and unifying the study of the natural sciences in its elementary stages opens a most inviting field to the thoughtful teacher. Much would be gained if the attention of educators and book-makers was directed to the consideration of the relation and dependence of each branch of natural science to every other.

Following the principles so clearly outlined by Fröbel, Liebnitz Herbart, and others, in the study of natural science, reform in the study of science must be two-fold—simplification and unification. Guided by these principles, the instructor in science would be a man who would see a part in the whole and be directed in his work by this fundamental principle. If science subjects were treated in this way the following results would naturally follow:

1. The congested course of study in our schools would be narrowed without being impaired.
2. The science subjects would be better taught in less time.
3. Related subjects taught in their natural connection would be more easily appropriated and understood.
4. Subjects thus taught in their proper relation stimulate the activities of the mind and fit it for the solution of the practical problems in life.

* * * The course of study in the Summer School has been enlarged year by year until the study of English literature, psychology, and the history of education, have found a place in the curriculum. The question arises whether the time has not arrived for a further revision and enlargement of the course of study by the addition of the following subjects, viz., logic, physical geography, the constitution of Canada, and civics. * * *

It is indeed inexplicable that we have been willing to let our young men pass out of our schools without directly turning their attention to the real living questions which they are asked to decide as soon as they leave the schools. Let our young Canadians be directed to study the growth, stability and freedom of our constitution, our boundless natural resources, our present status industrially, commercially, educationally, and socially. Let them consider our magnificent stretches of forests and wheat fields, our boundless prairies, our river highways, and our unparalleled mountain and lake scenery. Or if they are directed to regard those qualities on which the present greatness of a country depends, viz., industry, frugality, honesty and loyalty to a noble cause, it will soon appear that they have inherited the qualities of a great

and noble ancestry. Canada is not wanting in valiant men and deeds of bravery. The exodus of the United Empire Loyalists is almost unique in its history, and the memory of Queenstown Heights and Chateau is as dear to the Canadian heart as Marathon is to the Greek, or Morgarten and Simpaoh to the Swiss.

* * * Three questions present themselves to the consideration of every intelligent teacher, viz., 1. The scientific training of the teacher; 2, the text-book problem; 3, the congested course of study in the schools. Let us for a few moments direct our attention to the consideration of the last of these difficulties in effective school work. The old classical course of study was narrow and deep, and therefore the present volume of material was not poured into the course of study under the old regime. But the generous introduction of subjects regarded necessary by modern and more complex civilization has made the course of study congested, and *real* teaching an impossibility. * * *

In the consideration of this subject and its solution, it will be well if we turn our attention to a study of the child.

Education will remain partial and imperfect until the following suggestion receive practical recognition. 1, the teacher should endeavor to understand the physical and mental activities of the child and their order of development; 2, he should have a good knowledge of the subject-matter to be taught; 3, He should see that the subject-matter of each lesson is vitally connected with what the child already possesses; 4, he should endeavor to present the subject so as to awaken the child's interest and stimulate its self-activity.

While the teacher should not undervalue knowledge as such, his first care is to awaken interest, develop character, and direct the child in his work so as to produce the best possible man.

Concentration of studies seems to be the only practical way of narrowing the course of study and thus accomplishing the best work in our schools.

* * * The education of our common schools was not merely to teach reading and writing—if that is all, we are only making our people polished savages. If our education, good only for a few years, start there, it will be barren. We must have some men trained above the average—men who can point out to their countrymen, in this changing world, how they shall go. We must have leaders who can teach the people how to adapt themselves to these changing circumstances. That is the work of the university—a work for the poor man as well as the rich.—*Chief Supt. MacKay at King's College Encenia, Windsor, N. S.*

CURRENT TOPICS.

THE LONGEST RAILWAY IN THE WORLD.—Last January the Czarovitch of Russia turned the first sod of a railway which is to extend from the mining districts of the Ural Mountains through Siberia to Vladivostok, on the sea of Japan, a distance of four thousand six hundred miles. It will cost about three hundred millions of dollars. A rich agricultural country will be opened to the starving millions of European Russia.

SIAM.—The kingdom of Siam, which occupies the middle regions of farther India, is at present in great danger from the aggressive policy of France. President Carnot, whose term of office soon expires, cannot seek re-election without in some way diverting the minds of the French people from the mistakes of his administration in connection with the Panama scandal. A treaty made in 1856 was deliberately violated by the French very recently in sending three gun-boats above Paknam, the protecting fort of Bangkok. The fort, charged with the duty of allowing no war vessels to pass, fired upon one of the gun-boats. As a compensation, the French demand the session to them of all the Siamese country east of the Mekong river—a territory nearly as large as the Maritime Provinces of Canada. Such a change would be a death-blow to British trade in this country, as its commerce would be transferred from the valley of the Menam to that of the Mekong. In addition to this territory a subsidy of \$2,000,000 is also demanded. Siam, not yielding to these outrageous demands, was blockaded, but the blockade was of short duration as Siam yielded. With Russia pressing on Pamir from the north and France seeking a boundary line with British Burmah on the east, the interests of India are greatly imperilled.

[NOTE.—Siam is bounded on the North and west by British Burmah, and on the east by Annam and Cambodia, under the French. Its population has been recently computed at about twelve millions. Capital, Bangkok; population, 800,000.]

SCHOOL AND COLLEGE.

For the first time in the history of Provincial education, government diplomas are given this year to graduates of the high school. The market value that such a certificate of scholarship must inevitably acquire will be a strong incentive to pupils to take the whole course, after having once entered upon it.—*Kentville Advertiser.*

At the closing of the N. B. Normal School this year 221 student teachers presented themselves for license—48 for first class, 128 for second and 45 for third, besides a number for advanced license. The winners of the Governor General's medals for excellence in professional work were Miss Henrietta M. Ward, of the High school, St. John, senior class, and Miss Dugan, Carleton County, junior class.

The following students at the Summer School, Sackville, passed the examination for Elementary Certificate in the Tonic Sol-fa course: Misses V. S. Ernst Edith E. Annis, Julia Kinney and Emma J. Bacon.

In the public closing of the Prince of Wales College and Normal School, of P. E. Island, Dr. Anderson, the Principal, stated that he had never had a better working class than that of this year. Congratulations were extended to Dr. Anderson upon the continued prosperity and success of the institution of which he has so long been the honored head.

At the close of the N. S. Normal School Harry Irwin, of Shelburne, won the Governor General's silver medal for the best essay on Patriotism. Mr. P. A. McGarry, of Lunenburg, and Miss Ellen Sherry, of Margaree, won the Governor General's bronze medals for essays on the same subject.

Fredericton Gleaner: After the holidays the High School and York Street School will become one. Their quarters will be in the new building on York street, to be known as the Grammar School. A re-organization of the teaching staff has therefore taken place; Mr. B. C. Foster becomes principal and Messrs. Palmer and Inch his associates. Miss Annie L. Gregory, who, it is said, is soon to take a leading part in an interesting ceremony, has resigned. The other members of the staff have been re-appointed as follows: Miss Alice Vandine, Miss Alice Duffy, Miss Janie Harvey, Miss Isabella R. Everett and Miss Hooper. Miss Nicholson takes the Morrison Mills School.

Mrs. Harriman, Director of the Halifax Kindergarten Training School, has accepted a position in one of the best kindergartens of the United States—at Rhode Island. Miss Ackhurst, one of her pupils, will continue the work with the small children, but the training class will be discontinued.

The Dartmouth schools have been quite re-organized. Miss Pender, of Eastern Passage, Miss Harris, of Middle Musquodobiot, and Miss Hopkins, of Yarmouth, all superior teachers, have been appointed to succeed others who have resigned to enter the matrimonial state, or who have been transferred to other fields of labor. Miss Moseley, whose place it will be difficult to fill, goes to Morris Street School, Halifax. Miss Moseley is one of the few teachers who engage in literary work, and thus keep from rusting in the routine of the school-room.

Principal McKittrick, of Lunenburg Academy, has at last met his ideal and has definitely settled down to his life work as a married teacher. It was under his able management that the academy of South Sydney grew into its present flourishing condition.

Several academies are advertising for Class A teachers. It will be rather hard on institutions which are in receipt of a special—the academic—grant if plain high schools have enterprise enough to take Class A teachers away from them and leave them minus their possible grant.

H. G. Creelman, B. A. (Dal.), one of the new Class A teachers, has been appointed principal of the North Sydney Public schools, succeeding Jas. A. Sutherland, B. A. (Dal.)

The Halifax Manual Training School will be taught by Mr. Nelson Gardner, who succeeds Professor Russell—transferred to the Provincial Normal School, Truro.

A. O. Macrae, B. A. (Dal.), has resigned the mathematical mastership in the Pictou Academy and has been appointed at an advanced salary to succeed the retiring classical master, F. H. Cooper, B. A. (Dal.), in the New Glasgow High School, Pictou County.

T. G. McKay, B. A. (Dal.), has been appointed principal of the Baddeck Academy and public schools, succeeding J. B. Johnson, B. A. (Dal.)

E. H. Nicholls, B. A. (Acadia), has been appointed mathematical master in the Kentville Academy, succeeding C. B. Robinson, B. A. (Dal.)

J. D. Sprague, Esq., well known as one of the ablest of our academic teachers, has succeeded N. Smith, Esq., as principal of the Queens County Academy at Liverpool, N. S.

The town of Truro advertised for a Grade A male teacher for the academy. It doesn't say: "Applicant to state lowest salary required," as most of the Provincial places do, under such circumstances. It says: "Liberal salary paid to the right man." That sounds better. We hope they will get the right man and pay him the right salary.—*Recorder* (Halifax).

C. B. Robinson, B. A. (Dal.), was chosen out of seven applicants to succeed A. O. Macrae, B. A., as mathematical master of Pictou Academy. Mr. Robinson is a distinguished graduate of Pictou Academy and Dalhousie University, and in ability and character is a gentleman whom the academy may be proud to welcome to its staff of instructors.

At the "Colonial Centre," Halifax, of the London University, there were two candidates at the matriculation examination in June last—a young man from Sydney, Nova Scotia, and a young lady, who came all the way from New York for the examination. The sub-examiner of the university at Halifax is Dr. MacKay, Superintendent of Education. There was one candidate up at the first B. A. examination from the 17th to the 21st of July last.

Inspector Bridges and Mr. J. F. Rogers have been spending a part of the vacation in the Annapolis Valley and St. John.

Several changes are reported in the teaching staff of St. John. In the Victoria School Misses Barlow, Clarke and Adam have retired. Misses Payson, McInnis and Murray have been appointed to fill the vacancies. It is stated that Misses Lingley, Fenwick and Sutherland have been appointed to other vacancies.

The REVIEW extends congratulations to Miss Charlotte A. Barlow and Miss Hattie M. Clark, who were married during the holidays. Miss Barlow had few equals as a teacher. Miss Clark though engaged in teaching a comparatively short time, gave excellent promise. The retirement of both is a loss to the profession.

The citizens of Woodstock have presented an address to R. P. Steeves, Esq., M. A., congratulating him on his appointment as Inspector of Schools, but regretting the departure of a good citizen and the loss to the schools of a faithful, honest and efficient instructor.

Miss Gillmour and Miss Hansen have retired from the Milltown staff of teachers. Miss Kate Hughes and Miss Minnie Deware have been appointed to succeed them.

Mr. Fred. G. Daye, teacher at Campobello, has been appointed to the superior school at Norton, King's Co. He has been succeeded by Mr. Foster G. Calder, of Deer Island. Miss Alma Erb has retired from the primary department of Welchpool, and has been succeeded by Miss Lilla Dick of Mascareen.

Mr. A. C. M. Lawson, teacher of the Havelock superior school, was married to Miss Carrie Palmer of St. Martins, during the vacation. The REVIEW extends congratulations.

Charlotte County has to deplore the loss of two good teachers. Miss Almeda Black and Miss Adelia Maxwell. Matrimony was again the cause.

A very successful school concert was held at the close of the term by Mr. E. P. Calder and pupils of Gardiner's Creek, St. John Co. The proceeds go toward new furniture.

Mrs. Emma Atkinson, wife of Alderman Atkinson, has been elected a member of the Moncton School Board. This is the first appointment of a lady to a school board in New Brunswick, and it will be interesting to watch how other places will follow the example of Moncton.

Miss Alice Robinson, teacher in St. Stephen, has found it necessary to take a year's rest. Miss Nellie Lingley, formerly of Fairville, has been appointed as her substitute.

N. S. Academy Entrance Examinations.

ENGLISH, 10 TO 12 A. M., 3RD JULY, 1893.

1. Analyze:

*Mantled in snow, my native land,
I hail thee from the sea.*

2. Analyze,

*Like the leaves of the forest when summer is green,
That host with their banners at sunset were seen.*

3 and 4. Parse the words italicized above.

5. Change the above extracts into plain prose and make a note on the metre and any figure of speech you see in them.

6. Write from memory a stanza or two, and make notes on the prosody and figures of speech.

7. Show your knowledge of syntax by notes on the following sentences: (1) We done the work before the master came. (2) Let he and I the battle try. (3) He had brought him an oyster in his hand which he swallowed at one gulp. (4) You was the smartest of the two. (5) She sings very sweet, though her voice sounds somewhat harshly.

8. (a) Write the plural of: potato, wharf, sheep, he writes. Compare: much, many, funny. Give the past tense and past participial of: blow, lie, eat. (b) Distinguish between the indicative and subjunctive moods, between the past and perfect tenses, between strong and weak verbs.

9. Write a description of either a snow storm, or a thunder storm, or give an account of an excursion.

10. Write a letter making application for a situation.

MATHEMATICS, 2 TO 4 P. M.

[Any ten questions make a full paper. Answers without the figuring necessary to find them may be assumed to be guessed, and may therefore receive no value, even if correct.]

1. Divide 1234567890985 by 456789.

(Answer of no value unless exactly correct.)

2. Explain the terms "greatest common measure" and "least common multiple."

3. If 15 men can build a house in 30 days, how long would it take ten men?

4. If a man can earn \$10 $\frac{1}{2}$ in one week, how long will it require him to earn \$50 $\frac{1}{2}$?

5. Simplify $2\frac{1}{2} + \frac{3\frac{1}{2} - \frac{1}{4}}{3\frac{1}{2} + \frac{1}{4}} - 1\frac{1}{2}$ of $(\frac{1}{4} - \frac{1}{4})$.

6. Multiply 2.045 by 1.73.

7. How many sovereigns will weigh 1 pound Avoirdupois if 1869 weigh 40 pounds Troy?

8. What must be paid now to cancel a debt of \$497.25 due 1 year 9 months hence, @ 6%?

9. The true discount on a sum of money for 3 years @ 8% is \$60; what is the compound interest of the same for the same time.

10. (a) Evaluate $a - \sqrt{a+1} + 2\sqrt{a-3} + (a-3\sqrt{a})\sqrt{a-4}$ when $a=8$.

(b) Divide $x^3 - 2x^2 + 1$ by $x^2 - 2x + 1$.

11. (a) Simplify $2a - [3b + (2b - c) - 4c + \{2a - (3b - c - 2b)\}]$

(b) Divide $(x+y)^2 - 2(x+y)x + x^2$ by $x+y-z$.

DRAWING, WRITING AND SIMPLE ACCOUNTS, 9 TO 10.30 A. M.
4TH JULY, 1893.

[Any ten questions make a full paper.]

1. Draw the plan of the boundary of a rectangular flower bed 6 feet broad and 8 feet long on the scale of 2 feet to the inch.

2. The three sides of a triangle are 24, 32 and 40. Construct the triangle and measure its angles.

3. Draw an ellipse whose greater diameter is three inches and the less two inches. The diameters may be drawn by instruments.

4. Draw any ornamental design you choose, original or suggested by your drawing-book.

5. Draw in outline any object which you have examined under the head of "Nature Lessons" in school or at home.

6. Write in your best hand (a) the capital letters, B, D, F, G, K, N, Q, S, W and X; and (b) the couplet
When shall we three meet again?
In thunder, lightning, or in rain?

7. What is the use of book-keeping? Explain the object of each of the books most used.

8. John Smith pays James Brown \$25.60 on account to-day. Write out in full a receipt for the same.

9 and 10. Rule a portion of your paper for an account current or bill, fill it with five or six items, and receipt it as if paid.

11. Give a specimen of plain or ornamental pen printing.

GEOGRAPHY AND HISTORY, 10.30 TO 12 A. M.

[Any ten questions make a full paper.]

1. When did the Normans conquer Britain? Tell something about this conquest.

2. Write the names and dates of the Stuart sovereigns. What was the most important event during this time?

3. Mention some of the most important events in the reign of George III (a) which occurred in Europe, and (b) which occurred in America.

4. Give an account of the discovery of the land which now forms Canada.

5. Mention events which happened about the following dates: 1621, 1642, 1710, 1747, 1758, 1775, 1791, 1812, 1841 and 1871.

6. Name, in regular order, the Canadian Counties bordering on the waters of the Bay of Fundy and Lake Ontario; the States touching the Great Lakes of the St. Lawrence river basin.

7. Tell what you know about Peru.
8. Describe the position of the principal islands on the coast of England, the principal towns of Scotland, and the rivers of France.
9. Describe the British possessions in Asia.
10. Draw a map of Africa or Ireland, filling in all the details for which you have time.
11. Explain (a) the local effects produced by the Andies, the Gulf Stream, the Eastern and Central Mountains of Africa, or (b) why is the Dead Sea never filled up by the Jordan, so as to flow into the ocean? What is the cause of winter and summer?

USEFUL KNOWLEDGE, 2 TO 4 P. M.

[Any ten questions make a full paper.]

1. Give a list of the plants you know in your school section or near your home.
2. Give as full a description or analysis of one of them as you can.
3. Name or tell something about the insects or invertebrate animals you have seen.
4. Give as full a description of one of them as you can.
5. Give a list of the different minerals and kinds of stones or pebbles found in the ground of your school section.
6. Where did the pebbles come from, and how do you account for the fine earth, gravel and clay.
7. What are the valuable minerals of the province? What are the valuable kinds of stone?
8. What are our most valuable woods? Are they likely to become scarce or not?
9. What makes meat, milk and food generally, become offensive if left exposed in warm weather.
10. What should be done with any remains of food in the kitchen which are not to be eaten? Give your reasons.
11. What is filth? and why is cleanliness so much insisted upon where there is danger of certain diseases.
12. Write a note on what you know about the different colors.
13. Give an account of any chemical experiment you have seen tried, and explain what it proved.
14. Why does the smoke go up the chimney? Does the length of the chimney have any effect on the draft? If so, why?
15. Why should young people never learn to use tobacco?
16. Why is it better that people should not use wines or alcoholic drinks?
17. Why is it better that people should not hate or try to injure those who may have acted unkindly towards them?

N. B. Normal School Entrance, 1883.

CLASS I. GENERAL AND BRITISH HISTORY. Time, 1½ hrs.

[N. B.—Answer only four of the first seven questions.]

1. (a) Divide the world's history into three periods, and give their closing dates. (b) Give the commonly recognized divisions and sub-divisions of the Caucasian race; and indicate by letters [A and M] which of the peoples named are subdivisions belonging to ancient history, which to modern history, and which to both.
2. Assign the following persons and places to their proper localities and periods, and connect with each some notable fact (this may be done in tabular form)—Sennacherib, Sesostris, Carthage, Nabonassar, Cambyses II, Gautama, Rameses II, Issus, Xerxes, Ur, Cyaxares, Nineveh, Nebuchadnezzar, Memphis.

3. Into what periods is the history of the Hebrew people naturally divided? Give some account of the kingdoms of Judah and Israel, and of three captures of Jerusalem by foreign powers.

4. Give the three periods of the authentic history of the Greeks, and write a brief summary of one period.

5. Write notes on the following:—The Roman Empire—its extent—how there came to be imperial rule in place of a republic—important dates of the period—character of the government—names and acts of four prominent emperors.

6. Give an account of the maritime discoveries in the 15th century—the invention of printing—and the revival of learning.

7. Write biographical notes on two of the following celebrities: Frederick the Great, Peter the Great, Charles the Twelfth, the Duke of Wellington, Napoleon III.

8. Narrate in brief the history of the relations between France and England during the Plantagenet reigns, mentioning important persons and events in that connection, with results.

9. Select two of the following topics and write a paragraph about each:—The Norman Conquest of England, the origin and growth of the parliaments, the reign of Elizabeth, the Commonwealth.

10. From the history of the British Empire since the reign of Victoria, select and name three great wars, three great political events, three great discoveries or inventions, three great generals, three great statesmen, three distinguished poets, three other eminent authors.

[Remainder in September.]

BOOK REVIEWS.

SCHOOL NEEDLEWORK. A Course of Study in Sewing Designed for use in Schools, by Olive C. Hapgood, Teacher of Sewing in Boston Public Schools; pp. 162. Price 60 cents. Boston: Ginn & Co., publishers. This excellent work is designed as a manual in sewing, to be placed in the hands of the pupil; is profusely illustrated, well printed, and is supplemented by a teachers' edition, giving practical hints and suggestions for teaching the lessons, and by courses of study on Kindergarten, Primary and Industrial Sewing. Simplicity, with completeness, has been the aim of this admirable little manual throughout, and it should prove a great help in the manual training of girls.

MACAULAY'S ESSAYS ON WARREN HASTINGS AND LORD CLIVE, by K. Deighton. In separate volumes, with Introduction, Notes, Appendices. First volume, pp. XII—235; price, 2s. 6d. Second volume, pp. xl—147; price, 2s. Publishers, MacMillan & Co., London. These essays, re-printed with such valuable historical and biographical information as they contain in the notes, cannot fail to be of the utmost value to students who have not a library of reference at their command, or, if they have, saving much valuable time in research.

HOMER'S ILIAD, BOOK VI, by Walter Leaf, D. Litt., late Fellow of Trinity College, Cambridge, and M. A. Bayfield, M. A., Head Master of Christ College, Brecon; pp. 82. Price, 1s. 6d. Publishers, MacMillan & Co., London. This edition in MacMillan's *Elementary Classics* series is an instalment of a school edition of the whole Iliad in four volumes to be published later by the MacMillans. The present little volume is an assurance that the work will be well done. The Greek

text is clearly printed, the notes helpful, vocabulary ample, with a very serviceable introduction on the Homeric language and grammar.

THE THOUGHTS OF THE EMPEROR MARCUS AURELIUS ANTONINUS, edited by Edwin Ginn, pp. 218. Price, 45 cents. Publishers, Ginn & Co., Boston. The publishers did an excellent thing for children, and, it may be added, for grown up people, when they started the "Classics for Children" series. They have been governed by the principle of selecting the best they could find in all ages for grown up people. Although the present volume may appear better suited for mature minds, it contains gems of thought which children can grasp, and which will assuredly help them to aspire to a noble and pure life.

SELECTION OF STUDIES, by J. B. Cramer, with comments by L. VanBeethoven, and preface, translation, explanatory notes and fingering by J. S. Shedlock, B. A. Angener & Co., London, 86 Newgate Street, E.C., and Foubert's Place, Regent Street. Price 2s. 6d. Mr. Shedlock as a critic commands the situation, especially when it comes to a question concerning the king of tones, Beethoven. His careful continental training gives breadth as well as point to his views, while his amazing industry and keen scent for anything valuable is well known in London. In his search for Beethoven's sketch-books in the royal libraries of Vienna and Berlin, in an obscure corner of the latter he came across the valuable annotations of some of Cramer's studies made for his nephew. As every musician knows these wonderful studies still hold their own as the best preparation for the understanding performance of classical music. But Cramer is so artistic that it needs good teaching and a clear conception of his drift to play these studies as they should be played. * * * Many earnest students will regret, with the writer, that they had not the benefit of this valuable help long years ago.—*Catherine M. Condon, 4 Hare Court, London, June 1893.*

BOOKS RECEIVED.

A Text-book of Needlework, Knitting and Cutting Out, with methods of Teaching. London: MacMillan & Co., and New York.

A Practical Course in English Composition. Ginn & Co., publishers, Boston.

Die Erhebung Europas gegen Napoleon I, von Heinrich von Sybel. Publishers, Ginn & Co., Boston.

Educational Articles in the Magazines.

In the *Atlantic Monthly*, for August, our readers will be interested in the following articles.—A Boston School Girl in 1771; "The First Principal of Newnham College;" "Relations of Academic and Technical Instruction."

In the *Century*, for August, is a brief but interesting account of the public school system of Russia.

In *St. Nicholas*, for August, young readers are treated to sketches of the "Crown Prince of Siam," and "Edison as a Boy."

In *Goldthwaite's Geographical Magazine* for May June are the following: "Commerce of the Arctic Regions," "Mason and Dixon's Line," "Marvels of Mighty London," with many interesting articles on geography.

Recent numbers of *Littell's Living Age* have the following, among other instructive articles, "A Naturalist's Views of the Fur Seal Question," "Is the Universe Infinite," "The Baltic Ship Canal."

Recent numbers of *University Extension* [Philadelphia] contain the following: "Science as a means of enjoyment in every day life," "University Extension and the Public Schools," and other important articles on this movement.

Wide Awake, for July, contains a finely illustrated article on "Scott's Lady of the Lake," School Stories, and a poem "The Old Dame's School."

The *New England Magazine* for July, is a finely illustrated number, and contains the following interesting articles: "Influence of Physical Features on New England's Development," "Forests and Forestry in Europe and America," "The Common and Human in Literature."

A recent number of *Garden and Forest* [New York], has an article on forestry in Canada in connection with the proposal to establish "The Algonquin National Park of Ontario." The proposed park is a place of great beauty, situated on the watershed between Georgian Bay and the Ottawa River, contains 1300 square miles of land and 166 square miles of water surface—contains beautiful woodland and lake scenery, and furnishes abundant opportunities for systematic forestry.

"Learn and Search," is the attractive title of an article in August *Popular Science Monthly*, from the pen of Prof. Rudolph Virchow of Berlin. In it the writer discusses plans of study in both the school and university.

Charlotte County Teachers' Institute.

Fifteenth Annual Session to be held at Milltown, N.B., on October 5 and 6, 1893.

PROGRAMME.

THURSDAY,

10 A. M.—Enrolment, etc.

2 P. M.—Lesson: Weights and Measures, Miss Minnie Dewar. Discussion.

PAPER:—Common Plants of the County, Mr. Vroom. Discussion to be opened by Mr. W. S. Covert.

7.30 P. M.—Public Meeting in Public Hall. Addresses by prominent citizens. Music.

FRIDAY.

9 A. M.—Lesson: Reading in Primary Grades, Miss Clara Bridges. Discussion.

PAPER:—English Grammar, Mr. J. B. Sutherland. Discussion to be opened by Mr. F. O. Sullivan.

2 P. M.—Paper: How to teach the Literature of the 3rd, 4th and 5th readers, Mr. C. H. Acheson. Discussion to be opened by Mr. W. J. Richardson. Election of officers. Fixing time and place of next meeting.

The usual travelling arrangements will be made, and published in the *Courier* at a later date.

CARRIE S. EVERETT, SECRETARY.