

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. X. No. 1.

ST. JOHN, N. B., JUNE, 1896.

WHOLE NUMBER, 109

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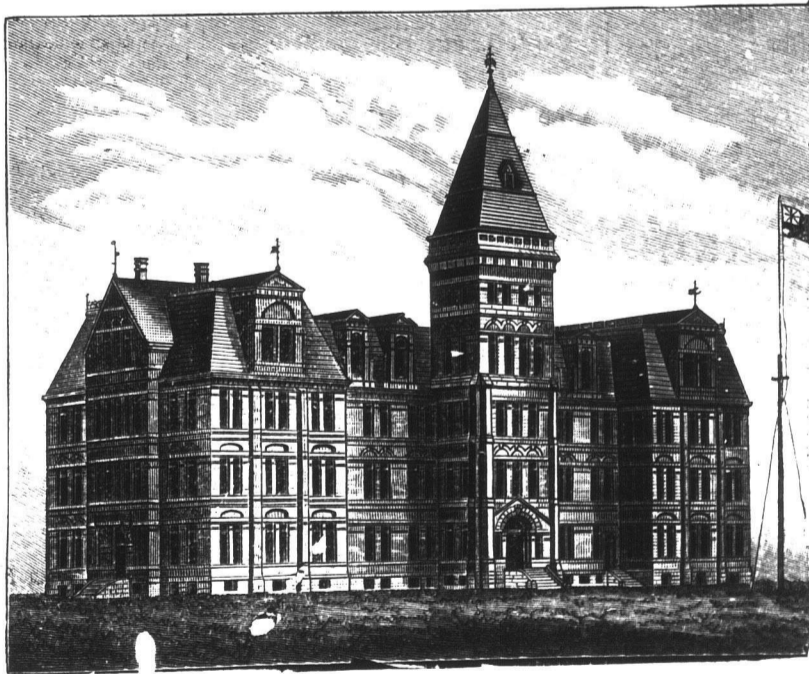
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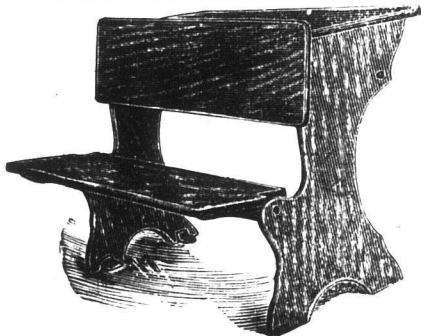
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G. U. HAY,
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Editor for Nova Scotia.

J. D. SEAMAN,
Editor for P. E. Island.

THE EDUCATIONAL REVIEW.

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CONTENTS:

EDITORIAL—	1-2
TALKS WITH TEACHERS—	2
CONTRIBUTED ARTICLES—	3-9
Notes on English—Dalhousie Convocation—Mt. Allison Convocation—Encenia at the University of N. B.—Anniversary Exercises at Acadia.	
BIOGRAPHICAL SKETCHES—	10-11
Mr. John Brittain—Mr. G. J. Miller	
CONCENTRATION (a Paper—concluded)	11-12
SELECTED ARTICLES—	13-14
PRIMARY DEPARTMENT—	15
Question Department—School and College—	15-17
SUMMER SCHOOL NOTES—	17
June Magazines—	18
NEW ADVERTISEMENTS—	
Charlotte County Institute (p. 18)—St. John County Institute (p. 18).	

THE REVIEW for July will appear about June 25th.

WITH this number the REVIEW enters on its tenth volume.

Subscribers in arrears will confer a great favor by promptly sending us the amount of their accounts. At this time the publishers have bills to meet, which have to be paid at the close of our year.

Subscribers who are intending to change their address should notify us early—giving the old address as well as the new.

ARBOR DAY seems to have been observed with more than usual interest this year. More attention has been paid to appropriate exercises, and there has been quite an increase in fencing and the clearing of school grounds.

It has been decided to again establish residency at the N. B. University, and the Provincial Secretary has intimated that the government will aid the project. There can be no doubt but that a residence in college has its advantages in the way of attaching students more firmly to their college, and satisfying parents as to the well-being of their boys and girls. Students who

live in college take more interest in its gymnasium, debating society, reading room, and all that pertains to the college itself.

There are two reforms urgently needed: the same matriculation examinations for all students for entrance to the N. B. University; the throwing down of the barriers at present existing to the teachers' representative in the senate. The existing condition of affairs cannot be defended in either case.

It would meet with the approbation of many if the final examinations for license, and the preliminary as well, would not demand such long hours and so many subjects each day. Many students become so weary and nervous over them that they are unable to rest at night. It is no doubt difficult to so arrange them as to lessen the cost to the candidates, and permit them to reach their homes during the week, but it is at the same time doubtful if in all cases they do themselves full justice.

THE report of the Nova Scotia Provincial Educational Association, which met last October at Truro, has just been published. It covers over 200 pages, containing all the papers read, and a large part of the discussions. Among the most valuable of the papers are those of Professor Walter C. Murray, on Moral Training; Prof. Andrews, on Science; Inspector Roscoe, on Teachers' Institutes; Dr. MacKay, on Correlation of Studies; Prof. MacDonald, on Academic Teachers' Qualifications; and Principal Lay, on the Ideal Results of the Common Schools. The report is illustrated with forty beautiful half-tone likenesses of several of the leading educationists of Nova Scotia, ladies and gentlemen, besides full-page likenesses of the Superintendent of Education, the Provincial Secretary and Bishop McNeil. The report is sold, bound in paper, at 25 cents, in cloth at 45 cents, by the Secretary of the Provincial Educational Association, Halifax.

We would strongly advise our readers of New Brunswick, as well as of Nova Scotia, to secure a copy of a report which shows the faces and opinions of so many of our Maritime educationists. Such a volume marks an era in our educational history, and is worthy of being possessed and preserved by every teacher in these provinces.

Pensions for Public School Teachers.

In Nova Scotia, this subject is now exciting much attention. It was introduced at the Provincial Educational Association at Truro last year in an able paper by Principal O'Hearn. Since that time it has been discussed in the provincial papers and at the various conventions of teachers. In his book on the German schools Dr. Seeley has an excellent article of which we give the substance mostly in his own words:

The acknowledged model of modern systems of pensioning state officers in general, and public school teachers in particular, is that of Germany. She pensions not only her military, but also her civil officials on a plan similar to that of the teachers. [In Canada the same system is followed in the civil service and in many civic corporations.] It is certain that pensions for teachers is but just to them, and would work great good for the schools. The recent movements in various cities and states show that the subject is securing attention.

The state should assume the responsibility of pensions. If left to the community, no teacher well along in years could obtain a position, as every community would be bound to avoid saddling themselves with those who would soon become pensioners. Thus the service of the ripest and best years of a man's life would be lost to the country.

We might expect the following benefits from a well-conducted system of pensioning:

1. It would encourage the best men and women to enter teaching and devote their whole lives to it, thereby increasing the number of teachers of experience and maturity.

2. It would give a permanency to the calling of teaching now sadly lacking, in that it would offer an added incentive to those who have begun to continue in the work.

3. It would give assurance which would remove anxiety concerning the future, and thereby enable all the powers of mind and body to be devoted to the school room and to the interests of pupils.

4. It would recognize the teachers as state officers, thereby adding to their influence in the community.

5. It would tend to systematize educational interests, and thus add to their efficiency and success.

6. It would necessitate the fixing of a definite and higher standard of fitness for those who are to have the benefit of pensions, as the state would necessarily require a return for its investment: this could be assured only by high requirements of preparation and pedagogical fitness.

An Object Lesson.

Election times are at hand and there is more or less political discussion and excitement in every district in Canada. The question of bribery is frequently referred to and it is some satisfaction to know that it is always in public condemned by all parties. In private there can be no doubt but that votes are bought and sold, and in not a few quarters is this looked upon so leniently that there is danger lest public sentiment be rendered so callous, that the enormity of the offence be lost sight of.

The teachers in the public schools who mould the minds of the future voters of the country are not without responsibility in the matter and should not cease to inculcate their pupils with correct ideas of public morality. Some teachers may inquire as to the nature of such lessons and the proper light in which to present them. The *Montreal Star* in a recent article on "A Betrayal of Trust" among other things says:

The man who sells his vote sells property which he does not own, but of which he is the trustee. What this sort of thing is called in the case of property of a more tangible kind, one may learn by searching in the books that deal with criminal law. A trustee very often has full power over the property left in his hands; but if he sell it and pocket the proceeds, he is not an honest man. This mistaken belief that a man's vote is a part of his personal property, the disposal of which is the concern of no one but himself, constitutes the excuse in many a man's judgment for the acceptance of a bribe.

But if a man is hazy on this point and wants to know the true nature of the franchise, let him sell his vote openly, as he would his horse, and then see how quickly the community will withdraw the power of which he has been made a trustee.

"Why did the community make me the trustee of such a power?" one might fancy an unthinking voter to ask, "I never applied for it." He might as well ask why he is made to behave in an orderly manner on the streets, alleging that it was not of his volition that he came into the world.

To urge that all political parties buy votes or that men in high places are bribed by positions of emolument or power, does not in the least palliate the crime of violating one's conscience and conviction.

Let the teachers then deal with this along with other moral topics, and the seed sown now may bear fruit in future years at least, and who can tell but that it may have an influence in the present as well. Parents are influenced by their children. There is no man so depraved as to barter openly for his vote and who is not secretly ashamed to have taken money for it.

With this as the recognized sentiment of the people a very little influence only is needed to turn the scale in many cases.

TALKS WITH TEACHERS.

The indifference of teachers to the instruction given them at the normal school, often surprises me. Some of them regard it as all very well in theory, but as for practice, well—"It is too much trouble to carry into effect," or "my own way is the best," and after all, "my own way" is usually the least troublesome way. So after all it is a question of laziness.

Why is training beneficial? Because it is the product of the best experience, and therefore produces the best results in the shortest time. The importance of well balanced and workable time tables is no doubt insisted upon at the normal school. Why is it then, that so many teachers totally disregard this as soon as they begin work? It is true they may have a piece of paper on the wall which purports to be a time table, but for all practical purposes it may as well not be there. In the same way the student teachers no doubt have impressed upon them the fact that the alphabetical and memoriter systems are dead. Yet many of them are found carrying out both to a greater or less degree. Sounds of letters and word building neglected, and Canadian history and natural science, or notes upon them, committed to memory, word for word.

If we are not succeeding in all districts with tree planting, arbor day is certainly a success in many in the way of fencing and clearing school grounds. I would like to say a word about fences. It seems to me, in the first place, that the school fence is the concern of the district and not of the adjacent land holders. And further, that while the grounds are district property, they should in no sense be regarded as commons. The grounds of many districts are fenced on three sides, and the front left open, often it is urged, to prevent the snow from collecting there. This difficulty can usually be obviated by building an open fence or having two large gates which can be removed in winter, so as to allow draught enough to carry the snow through the yard. In a few cases where the grounds are fenced, some of the rate-payers have assumed proprietary airs as to turn their cows in for pasturage and safe keeping at night.

What kind of fence is most suitable? In my opinion a close board fence from 3 to 3½ feet high, is the most durable, and makes the best appearance. The boards should be planed on one side at least, which adds very little to the cost, and painted white. The objection to this fence is the snow: but I think that can be overcome in the manner stated above. Plain wire run through posts is a fair fence for the front.

Why do not teachers set out sweet-briar, honey-suckle, lilac and such shrubs to a greater extent? They are not difficult to grow, and are beautiful each year as well as permanent. I think it would also be a good plan if the wood ashes made each year were saved to fertilize the grounds and plants or trees. Some of the land is very poor, and the whole of it would be benefitted by fertilizers. There are some out-door roses, such as the cabbage, which can be quite easily grown and amply repay all trouble. There will be many discouragements met with in the way of destruction and theft, but we must be patient and educate toward a better sentiment. Get the pupils and parents interested, and soon every person in the district will be ready to stand guard over the school grounds.

If any teacher is about to have better black-board surface, let me recommend the slates. They can be procured in almost any convenient size; and while they may be a trifle more expensive, they are the cheapest in the end, being unsurpassed to work upon and requiring no repairs. Use your influence to have them and no one will regret it.

For the REVIEW.]

Notes on English.

SOME CHIPS FROM A CLASS'S WORK ON "CORIOLANUS."

"Struck Corioli like a planet," says Cominius of the young Roman hero's daring deed in entering the hostile city single handed. And in the last scene of the play, when Aufidius calls him "Boy," and when Coriolanus knows full well that his angry retort must plunge the swords of the enraged Volscians in his breast, he tells them to their faces

"If you have writ your annals true, 'tis there,
That like an eagle in a dove-cote, I
Fluttered your Volscians in Corioli:
Alone I did it."

When reading the account of the Corioli feat, one of the class asked why the Volscians did not kill Coriolanus when they had him shut in all alone with them,

"Himself alone,
To answer all the city."

This is what Titus Lartius assumes must have happened, when he hears of his young friend's rashness, and he proceeds to pronounce a funeral oration in the form of an apostrophe:

"Thou wast a soldier
Even to Cato's wish, not fierce and terrible
Only in strokes; but, with thy grim looks and
The thunder-like percussion of thy sounds,
Thou madest thine enemies shake."

But such men are not so easily killed, especially by a cowed and terrified mob. When General Scarlett

wedged his charger in among the mass of grey-coated Russian cavalry on the hill at Balaklava, why didn't the Russians kill him? There were some three thousand of them, and he was all alone among them long enough to be killed half-a-dozen times. Tennyson tells us that he

“Sway'd his sabre and held his own
Like an Englishman there and then.”

And so too, we may presume, did Caius Marcius in Corioli. But there was more in it than that. The mere sight of a single man doing such a deed were enough to paralyze for a time the host opposed to him, and the account that Kinglake gives of the Balaklava case should be read by every student who finds a difficulty in the Corioli case.

* * * * *

“A soldier even to Cato's wish.” This is only one of many passages in this play where persons and things are spoken of that did not exist until long after the speakers were dead. Annotators call this sort of thing *anachronism*, and the smaller fry among them rather pique themselves on knowing more than Shakespeare because they can point out his chronological blunders. Perhaps they are blunders due to ignorance or carelessness. If they are, they affect Shakespeare's greatness to about the same extent as the spots on the sun affect the blaze of his mid-day splendour. But it is just as well not to feel too sure about them being blunders. Shakespeare was probably in the way of hearing criticism of this kind himself, and in one famous passage he gets even with his critics by making one of his fools commit an anachronism and finish off by supplying the orthodox annotation to the effect that it is an anachronism. The passage appears in King Lear, and is worth looking for.

* * * * *

When Coriolanus is taking leave of his family just before going into exile, it seems natural for the reader to ask, “Why didn't he take them with him?” This question was asked in our class, but I don't remember how they answered it. Perhaps it may be of some interest to some other students of the play.

* * * * *

Some time ago there were some remarks in these notes on the subject of telling lies. They came up in connection with a question that had been asked about one of Portia's fibs; and the lies of Ophelia and Desdemona were dragged in to help to illustrate the matter. In reading the second scene of the third act of Coriolanus the same subject forces itself on the attention, and there is likely to be some lively discussion in the

class about the morality of the advice which Volumnia presses upon her son. Here are some notes which were handed in by one of our class while we were at this scene:

Macaulay says “Every man who has seen the world knows that nothing is so useless as a general maxim.” Can this be applied to the generally received opinion that God hates liars?

In Ian Maclaren's story, “A Master of Deceit,” did Jamie Soutar do right in giving up the struggle between heart and conscience and making the dying girl believe that her ungrateful mistress was kind? Was the author true to his Christian profession to write such a story?

What did St. Paul mean to teach in I Cor. ix. 19-23 which he sums up in the words “I am made all things to all men, that I might by all means save some?”

In the book of Judges Ehud is called “*the deliverer raised up by the Lord*.” He obtained access to Eglon, King of Moab, by a lie, and stabbed him.

Deborah and Barak sing a hymn of praise over Jael's treachery.

In the apocrypha Judith gains the confidence of Holofernes by a series of lies and kills him, for which she is praised by priests and people.

What is a “pious fraud?”

What is telling the “brutal truth?”

“The wisest, brightest, meanest of mankind” writes: The best composition and temperature is to have openness in fame and opinion; secrecy in habit; dissimulation in seasonable use; and a power to feign, if there be no remedy.

Would it be a wise way never to deceive or lie for one's own benefit; but if it would be a real benefit to one's neighbor, such as saving life or character, to do it with a clear conscience?

* * * * *

It would certainly be an excellent thing if people would give up lying to benefit themselves. And if all the lying that was done was for the benefit of others, this world would be a much better place than it is. As to ‘brutal truth’ and a ‘pious fraud,’ there seems to be this curious difference—in the former it is the adjective element of the thing that most strikes us, in the latter it is the noun element.

Perhaps it would not do to say that all altruistic lying is praiseworthy, but if it were all of the quality of Desdemona's and Jamie Soutar's it would be hard to prevent good men and women from praising it. The kind of lying that Coriolanus' mother urges him to, and some of the other samples cited above, are more doubtful. Will some of the readers of the REVIEW be good enough to give us their opinion on the subject?

A. CAMERON.

Yarmouth, June, 1896.

Forests help agriculture by forming a wall of protection to growing crops.

For the REVIEW

Dalhousie Convocation.

At the recent convocation of Dalhousie College, the degree of B. A. was conferred on twenty-eight candidates (five being women); B. L. on three (two being women); B. Sc. on two; LL. B. on thirteen; M.D. C. M. on five (one being a woman); M. A. on nine (three being women). Seven of the graduates are from Prince Edward Island, six from New Brunswick, one from Newfoundland, one from Trinidad, and the rest from Nova Scotia.

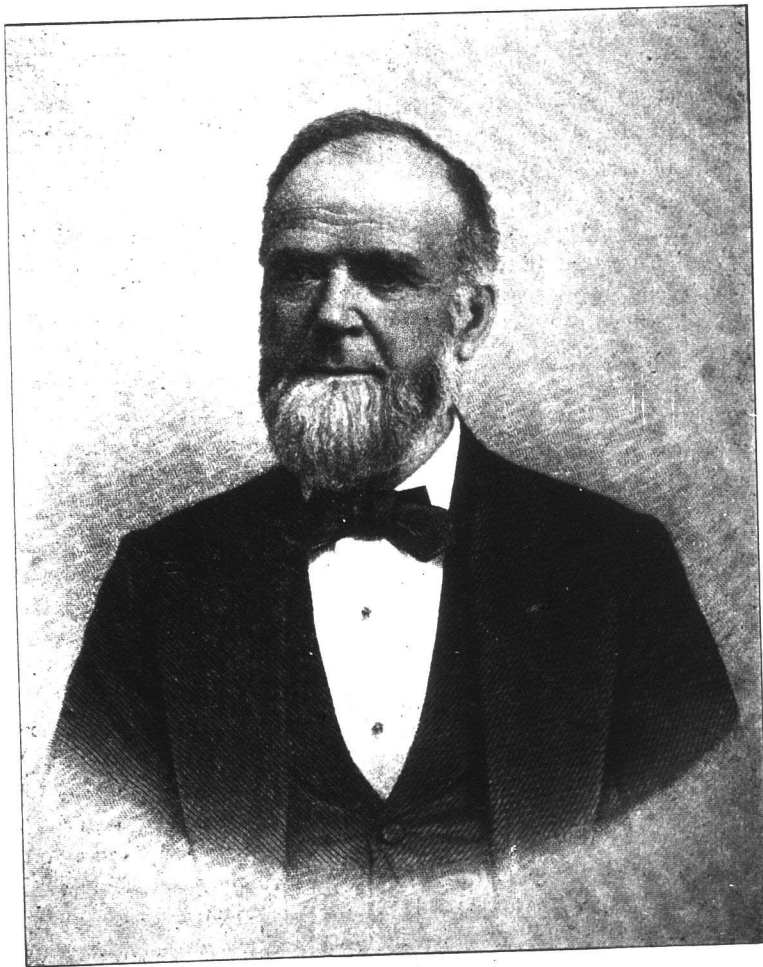
James R. Johnston, who received the degree of Bachelor of Letters, is the first colored student to graduate from Dalhousie.

Three of those who took the ordinary Arts Course graduated with distinction—R. M. McGregor with great distinction, Gordon Dickie and S. A. C. Rodgeron, with distinction. Of those who took "Special Courses," four graduate with honors—Nina E. Church with high honors in Latin and English, Bessie A. Cumming with high honors in Philosophy, Murray Macneill with high honors in Mathematics and Physics, and Douglas McIntosh with honors in Chemistry and Chemical Physics.

The Sir William Young Gold Medal for Mathematics was awarded to Murray Macneill of St. John. The Avery prize, for the best graduate not taking a special course, to R. M. McGregor of New Glasgow. The North British Bursary for the best student of the second year, to D. A. MacRae of Prince Edward Island. D. McIntosh, of New Glasgow, was nominated to the scholarships offered by Her Majesty's Commissioners of

the Exhibition of 1851. This scholarship is of the annual value of £150, and is tenable for two, and in certain circumstances, for three years. It is offered every second year.

The New Brunswick students receiving the B. A. degrees were T. Irving, Kent County, A. F. Robb and M. Macneill of St. John. The LL.B., W. J. Loggie of Chatham. The M. A., F. A. Currier of Gagetown, and G. S. Milligan of St. John.



MR. GEORGE MUNRO.

The Honorary Degree of LL.D. was conferred on Prof. Bailey of the University of New Brunswick, "in recognition of eminent services in the department of Geology and Natural History, especially in the geology and natural history of the Maritime Provinces;" on W. Kingsford, "in recognition of eminent services in the department of Canadian History;" on Rev. George Patterson "in recognition of eminent services in the department of Local History."

Professor C. MacDonald, acting President, referred to the great loss sustained by the univer-

sity in the death of Dr. Geo. Lawson, for thirty-two years Professor of Chemistry and Botany.

R. Murray, editor of the *Presbyterian Witness*, spoke of the death of George Munro, Dalhousie's greatest benefactor. Mr. Munro had endowed five chairs with an endowment of \$40,000 each; had paid the salaries of two tutors for eight years, \$1,000 each; had given over \$83,000 in exhibitions and bursaries; and had given \$10,000 for endowment of a salary for President in all, over \$310,000.

Mr. Munro was born in Pictou County, attended Pictou Academy with Principal Grant, afterwards was principal of an academy in New Glasgow, later, was principal of Free Church Academy in Halifax. Here he had associated with him Professor Fowler of Queen's University, and Dr. Neil MacKay of Chatham. Mr. Munro completed a course in theology, but never asked for license to preach. He made the beginnings of his fortune in the "Seaside Library."

He was also a generous friend of the University of the City of New York.

From the extra of the *Halifax Herald*, of April 29th, we glean these facts about Dalhousie University:

She has nine instructors in arts, and fourteen instructors in professional subjects; 215 students in arts, 99 students in professional departments; 314 in all; 13,000 volumes in libraries; endowment of \$348,000; property worth \$105,000; income of \$26,000.

In 1876, the governors had at their disposal a revenue of only \$4,600. When George Munro endowed the first chair with \$40,000, the governors in the resolution of thanks, stated that "Mr. Munro's liberality is on a scale without a parallel in the educational history not of Nova Scotia alone, but of the Dominion of Canada." This was in 1879.

Sir William Young, Chief Justice of Nova Scotia, for forty-five years a governor, and for thirty-five chairman of the board of governors, gave the college \$20,000 for a new building, \$4,000 for prize fund, over \$2,000 for current purposes, and bequeathed the residue of his estate.

Alex. McLeod left the university \$140,000 for the endowment of the chairs of classics, modern languages and chemistry. John P. Mott bequeathed \$10,000.

The nucleus of Dalhousie endowment is the Castine Fund. The balance of the fund resulting from the collection of customs by the British army during the time they held Castine in Maine in 1812. At Lord Dalhousie's suggestion, £10,000 of this fund was devoted to the "founding of a college or an academy on the same plan and principle as that in Edinburgh."

The education of each student costs Dalhousie about \$100 per annum. The student, in return, pays about \$35 in fees. The average expenses for a student per session are about \$250. The students bring over \$70,000 to Halifax each year.

Dalhousie has been conferring degrees for thirty years. Her first graduates were J. H. Chase, now Presbyterian minister at Onslow, and R. Shaw, once M. P. P. for Queen's County, P. E. I., who died in 1882.

About one-half of the teachers in the academies and

high schools of Nova Scotia, are graduates or sometime students of Dalhousie.

In 1870, Dalhousie's B. A. was recognized by the Senators of Edinburgh University as equivalent to their M. A. When Dalhousie's M. D. was recognized by the Royal College of Surgeons, London, the same privilege was granted to but five others on this continent—McGill, Queen's, Harvard, Bellevue, and Philadelphia.

Dalhousie students form 7 per cent of the students of the Canadian colleges. Dalhousie graduates have won 21 per cent of the scholarships and fellowships awarded to Canadian students by American universities. Her graduates exceed 585.

The first principal of the college, Dr. McCulloch, was the author of a novel (still in MS.) intended as an answer to "Old Mortality." He thought Scott very unfair to the Covenanters.

FOR THE REVIEWER.]

Mt. Allison Convocation.

The anniversary exercises in connection with the Mt. Allison educational institutions began on Saturday, May 23rd, and continued until the following Tuesday evening. The public proceedings included several musical rehearsals, intended to exhibit the scope and character of the training in that department which, during the last few years, has been greatly extended. Much interest also attaches to the art school in connection with the ladies' college since the removal of the Owens collection to Sackville, the acquisition of Professor Hammond as director of the school, and the erection of the art building, which is the gem of the whole group of structures on the hill.

The academy for boys, which is the oldest of the Mt. Allison schools, is prospering under the care of Principal Palmer, whose reputation in the collegiate school at Fredericton has been more than sustained in his new position. Diplomas were given to eight graduates in the commercial department of this school, and several took certificates as short-hand and type-writers. Five students will probably matriculate from the academy into the university.

Principal Borden, of the Ladies' College, reported an enrolment of 203, against 180 last year. There were 145 in the literary department and 141 in the musical department. Of the students, forty-nine were registered in the regular arts course of the school. The degree of M. L. A., which marks the completion of this course, was awarded to eight ladies. Diplomas in music were given to four students, of whom three received certificates of qualification as teachers.

The university classes this year, with the exception of the seniors, were larger than usual. The graduating

class numbered fourteen, including three ladies. One of these ladies, Miss Alexander, of Stanhope, P. E. I., had the rather unusual distinction of winning the first prizes both in mathematics and classics. She also received the alumni life membership, an honor which falls to the student who has the highest standing through the whole course. The senior mathematical prize is a substantial reward of sixty dollars, derived from an endowment provided by Dr. Sheffield, of St. John, in memory of his son.

The Mt. Allison people are well satisfied with the result of the experiment of erecting their magnificent college residence at a cost of over \$60,000 for building and equipment. Even from a financial point of view the departure has been justified, while the students are better accommodated, better cared for, and enjoy many advantages and comforts hitherto denied them. With the beginning of next year it is expected that Rev. Mr. Paisley will join the staff as a professor of New Testament Greek and other subjects included in the theological course. Mr. Paisley is a graduate of the U. N. B. and was for a time a student at Oxford. His chair has been endowed through the liberality of a Halifax lady friend of Sackville.

Dr. Brecken, who has taken up his residence in Sackville, will also have classes in the university. The Massey bequest of \$100,000 to Mt. Allison has not yet been received, but President Allison has no doubt that it will come to hand in due time. Meanwhile the friends of the institution seem to be ready to come to its assistance on emergencies.

The assembly building, known as Lingley Hall, has become too small for its purpose. On the evening of the college convocation Dr. Allison appealed for help to enlarge it. A Halifax man present offered \$500, and the sum of \$2,000 was raised before the company dispersed.

For the REVIEW.]

Enconia at the University of New Brunswick.

The Enconia in Fredericton was held as usual on the last Thursday in May. There was the *clat* of the honorary LL. D. degree conferred on the Prime Minister of the Province, who was present and spoke, and the same degree conferred, *in absentia*, on the Lieutenant Governor. Both Mr. Blair and Mr. Fraser being lawyers there was a literal fitness in these degrees: but of course the LL. D. at many universities has been used as an expression of desiring to do some honor; and happily the University of New Brunswick has been sparing in such expression. *Sit semper.*

Three of the professors from Dublin, Edinburgh and Pennsylvania took degrees *ad eundem gradum*: so all are now alumni U. N. B. This is as it should be: for it reflects the real interest which this college has the power of rousing in men as long as they are connected with its staff, and which is checked only temporarily, even when discouraged—as, for instance, by a proposal to reduce the staff for the sake of money for building improvements—just as the college has the power, too, of exciting much affectionate interest in all except its worst students: and perhaps in them, too, poor fellows, at times. There was a graduating class of thirteen, of whom five were from St. John and four from Fredericton: one of the thirteen took the degree B. Sc.

Dr. Bridges leaves for St. John, where he will train many boys for college, and whence he will send them on with accurate habits in work which his former pupil and successor, Professor W. T. Raymond, will have all he can do not to let pupils think less needful at college than at school.

We are self-praisers in New Brunswick, as elsewhere. But there is no doubt that both in learning and in habits of work, and in inspiring a desire in business and professional men, when our pupils become such, for keeping alive their wits, and what we may call their intellectual souls, we are one of the backward countries of the world. Our colleges specially, as we shall again say, have much to do. Few institutions could do more good than our smaller colleges in Canada.

The valedictory for the class graduating which, however, it seems was kept, in some of its opinions, hidden from the class was read by a youth of some twenty summers, whom, in regard for his successful future in St. John, it may be kinder not to associate by name with whatever there was in it of "youthful follies." We may leave to St. John to carry out Emerson's words: "I wish cities could teach their best lesson of quiet manners. It is the foible especially of American youth—pretension." (*Essay on Culture.*)

And anyway we all gradually get to think with Whewell, of Cambridge, that "none of us are infallible, not even the youngest of us." And then our intentions may be better than our awkward words. There was a representative of Cambridge at the enconia, the Rev. J. deSoyres, who published afterwards some notes of the proceedings, commenting as follows on the alumni oration delivered by Dr. Rand, Mr. Crocket's predecessor as superintendent of education here: "Dr. Rand knows the subject of his life-work; he knows our country, her conditions, needs and possibilities. He spoke with a fervor and elevation which constitute the

noblest sort of eloquence. His very delivery was a model to those preachers who use manuscript, and was quite a revelation of the real use of it. Holding it in his hand, but evidently quite independent of its aid, the speaker poured forth the convictions of a richly stored experience. His text seemed to be that great word of Thomas Arnold's, "Education is a priesthood."

To quote from the *Sun's* report of the address:

Taking up the charge so frequently heard nowadays, that the schools and universities are educating the youth of this country out of their proper sphere, and that the true purpose of public education was to teach the young how to earn their living, Dr. Rand said clear light on this momentous question was impossible till one got down to fundamental principles. Material civilization was a true civilization only in so far as it makes the highest end possible for the individual and the community. To speak of "over-education," therefore, indicated some confusion of thought. Nature and moral law forbid that education be limited to this class or that, to this clever boy and that promising girl, or arbitrarily limited in its range and amount. The claim to education is the possession of educable faculties, and its ideal measure is determined by capacity.

To the charge that "liberal" education is sweeping the boys and girls into the professions and into the cities, he replied that so long and so far as the great agricultural interest shall proclaim that agriculture is a calling that does not need educated men and women to conduct its operations, and to nourish and direct the social and public life of the community, so long will boys and girls of disciplined and humanized minds regard rural life as un congenial and irksome. Not less, but more education, is the lesson; not a narrow education, but a broad one.

He contended that it was a false assumption that sons of farmers should remain on the farms, and sons of professional and business men in the cities. The best interests of all, he held, would be promoted by interchange.

"My observation is that country boys and girls have the finest mental and moral stamina, and usually take the most kindly to the severer studies. There is a tendency to deterioration in the city. I should not regard it as a calamity if the city boys and girls, as well educated as if for professional life, found their calling on the farms, while the country boys and girls found free scope for their simpler and firmer lives in the city. Civilization would be advantaged if such an interchange were constantly going forward on a generous scale. The suggestion, however, that we in Canada should educate for given localities, or for given classes of society, ignores the obvious truth that the age is cosmopolitan, and that facilities for intercommunication are on every hand. Our youth will move freely throughout all Canada, and freely in other lands as well. The vast majority of the youth in process of education in New Brunswick today will fight their life battle in communities in which they were not reared; and most of them, in truth, all of them, will run their race in competition with those who have received their education in other provinces and other lands. We must ally ourselves with nothing but the highest ideal."

After touching on the demand for technical, or industrial education, Dr. Rand emphasized the fact that our ideal education implied the presence of true men and women in our school rooms and in our professional chairs. Disregard of this was the educational sin of the day. The board of education of New Brunswick long since set a noble example to the other provinces of Canada in being the first to place a special emphasis upon professional training for the teachers of her public schools. Yet there is ground to fear, indeed we know, that multitudes of the school sections of the province have but indifferently appreciated the efforts of the board. Instead of denying themselves, if need be, in order to provide as generous a remuneration as possible for the teachers of their schools, they have valued their services as they would those of unskilled manual laborers. "I say it advisedly, I have seen a larger proportion of men and women of superior life quality in charge of the schools of New Brunswick and Nova Scotia than I have seen in any countries. The people of the maritime provinces have had a splendid race-stock to draw their teachers from. I do not know how it is today in this province, but I have often feared that the lack of appreciative response by way of a just, not to speak of a generous, support for such men and women, must result in depriving the schools of that quality of life without which your completest educational machinery can count for little, and the work of vital education cannot be done. There is nothing which would so vitalize the entire system, from the rural school to the university, as the open and honest recognition of the transcendent importance of qualified teachers. This should be the determining factor in all educational expenditure."

The address, "In Praise of the Founders," by one of the professors, Professor Downing, successor to Professor Duff in physics, also spoke of education as affecting those living permanently in the country districts. He illustrated this by notes from Pennsylvania.

The problem of how to educate the farmer has been a burning one for many years in the United States. It is probable that the State of Pennsylvania has succeeded as well as any other state in the union.

Early in the present year the Pennsylvania legislature passed a compulsory education bill, which was intended as a blow at the evil of non-attendance upon public schools. It required that all children be-

tween the ages of seven and twelve should attend school, either public or private, regularly, under penalty of a heavy fine, the school directors alone having power to excuse delinquents upon good cause. The county commissioners were to undertake the responsibility of enforcing the law. There is every indication that the law will become a dead letter. * * * Children cannot be legislated to school. An ideal method would be to educate the parents up to a proper appreciation of a common school education.

These addresses show that the enconia in the Provincial University of New Brunswick was occupied very much in a not unfitting way with the relation of non-advanced education to less advanced, the interest that each must take in the other, the impossibility for most, of ever going far without the early preparation, the training of teachers by a generous education, the interest the country at large has in education of all sorts, and not least in that university education which specially helps to giving an understanding of new ways and methods in scientific things, a readiness to use them, a knowledge of their money value finally to a community, which gives too, even still more perhaps, that sense that education never ends, that power of enjoyed life through books, which renews life in quiet places, which gives sympathy with other minds, which creates interests in common, teaching men how to talk, how to live in the past and in the future, how to realize that children and young people cannot have old heads and yet can and must be guided and exercised in mind, early, though judiciously, if ever; and that truth is one, that the intellect is the ordinary means by which we arrive at truth, and that as a rule the highest knowledge of religion is entirely impossible without high intellectual training.

How can one say too much on the importance of the ideal of higher education in our democracy, with its own great miseries of satisfaction with the common-place, the second-best, and the half-true?

For the REVIEW.]

Anniversary Exercises at Acadia.

Another prosperous year in the history of Acadia University has closed. The large number of visitors in attendance at the anniversary exercises, the bright sunshine, the freshness and fragrance of the apple blossoms, the large number of graduates and matriculates, the excellence of the essays and addresses, as well as the loyalty and good feeling of the students toward the various departments of the university, all combined to render the proceedings memorable.

An enrolment of 122 in the college, 110 in the ladies' seminary and 88 in Horton Academy furnishes a grand total of 320 as the student community of Wolfville. Add to these the 25 professors and teachers in the college, academy, seminary and school of horticulture, embracing such diversities of character and culture, and one can readily understand what a play of social, intellectual and moral forces are constantly asserting their sway, and moulding in a marked degree the life of each student.

Acadia's anniversary properly extends from Sunday morning to Thursday evening. On Sunday morning, May 31st, Rev. A. S. Gumbart, of Boston, preached eloquently in the Baptist church. Dr. Saunders preached the baccalaureate sermon in Assembly Hall in the afternoon, and in the evening another audience of about 1000 filled the Assembly Hall to hear a masterly address by Mr. Gumbart to the college Y. M. C. A. on "The Man Christ Jesus."

On Monday evening, Rev. Thomas Trotter delivered the annual oration before the Senate of the University, subject, "The English Pulpit in the Seventeenth Century." This address was scholarly and instructive, as Mr. Trotter's utterances always are.

On Tuesday afternoon, the closing exercises of Horton Academy took place in the presence of an audience that completely filled the Assembly Hall. Principal Oakes presided. He said that the academy had enjoyed a prosperous year. The senior class numbered twenty-five; of whom twenty had completed the course and would receive their matriculation diplomas at the close of the exercises. The following six members of the class delivered their essays, viz.: W. H. Dyas, of Parrsboro, "The Power of Habit;" R. D. Pugsley, Penobscot, "Tourist Travel;" E. C. Stubbart, Deerfield, N. S., "The Armenian Question;" Miss M. V. Crandall, Wolfville, "Alfred Austin, Poet Laureate;" L. J. Peters, Port Morien, "Relation of Bible Study to a Successful Life;" S. S. Poole, Yarmouth, "Valedictory."

The essays and their successful delivery were subjects of very general and favorable comment. The warm appreciation of the graduating class for the academy and its teachers was made especially evident in the Valedictory. Stirring addresses were delivered by Rev. Mr. Gumbart and Hon. H. R. Emmerson.

The exhibit of the work done in the Manual Training Department was visited by a large concourse of people. A number of the boys at wood turning and carpentry attracted much attention. The drawing and iron work were well up to the average in their excellence. This department has fully justified its existence. An increased attendance at the academy next year is confidently expected.

On Tuesday evening, the graduation exercises of the seminary were of great interest. Seventeen young ladies received their diplomas, five graduating in the collegiate course, eleven in piano music, and one in voice.

The following young ladies delivered essays: Miss Kezia Belle Banks, of Waterville, N. S., "The Legend of the Holy Grail in Literature;" Miss Jost, of Guysboro, "The Elgin Marbles;" Miss Grace Patriquin, Wolfville, the class motto, "Perseverando."

Addresses by Dr. Steele, Hon. H. R. Emmerson and Attorney General Longley were well received.

The year's record of the seminary under the new principal, Miss True, is very encouraging. The prospects for the coming year are very bright.

The college exercises on Wednesday forenoon was presided over by Dr. Sawyer. His address to the large graduating class, numbering twenty-eight, was as usual, wise and weighty. Six of the students delivered addresses. Franklin S. Morse, of Digby, treated of the "Permanency of British Civilization;" Mr. Fred. Fenwick, of Montana, discussed "The Munroe Doctrine;" Miss Minnie Brown, of Wolfville, urged a graceful and clever plea for the study of expression in the Arts course; Mr. Moffat, of Amherst, spoke on the "Future of Egypt;" Mr. Denton, on the "Æsthetics of Rhythm;" and Mr. Bishop on "Socrates as a Revealer of Unwritten Law." The twenty-eight members of the class received the degree of Bachelor in Arts.

The degree of M. A. in course was conferred on S. J. Case, N. J. Lockhart, Miss Eveline K. Patten, Miss Agnes Roop, Miss Estelle Cook, Miss Hattie Morton, D. H. McQuarrie, H. S. Shaw, B. K. Daniels and W. R. Foote. Rev. A. S. Gumbart received the degree of D. D.

The first class reunion in the history of the university was celebrated on Tuesday afternoon at the Central Hotel, by the class of 1871. The following are the names of the twelve members: Rev. W. H. Warren, Rev. A. Cohoon, Attorney General Longley, J. B. Mills, M. P., Principal I. B. Oakes, Rev. H. E. Morrow, of Burmah, Dr. Bradshaw, of Kansas, Rev. J. W. Bancroft, Rev. J. Neiley, deceased, Rev. John Stubbart, W. A. Spinney and Chas. Masters. Eleven of the twelve classmates are still living and in good health, and each has constantly filled honorable and useful positions during the intervening quarter of a century.

At the meeting of the Board of Governors on Thursday a great surprise was occasioned by the resignation on account of ill health, of President Sawyer. The doctor's incumbency of twenty-seven years has been one of genuine success. He retires from the presidency with the esteem of all, and with universal regret that his term of office cannot be continued. The college will, however, continue to have the benefit of his rare abilities as a professor. A committee of ten has been appointed to secure a successor.

The institutions at Wolfville have had an honorable record. They are under the direction and influence of men and women of high scholarship and worth, and their future is big with promise.

Sketch of Mr. Brittain.



The readers of the REVIEW have had many opportunities of becoming acquainted with Mr. John Brittain, teacher of natural science in the New Brunswick Normal school. For years he has labored in season and out of season to stimulate interest in natural science. His influence in this direction has been felt, not only by student teachers of the normal school, but by those who have caught some of his enthusiasm in the classes at the Summer School of Science, at teachers' institutes, from his contributions to the REVIEW, and from his late work, "Teachers' Manual of Nature Lessons." In all these places, and by personal contact with students, Mr. Brittain has never ceased to stimulate as far as he was able, an interest not only in his chosen subject of the natural sciences, but in all methods and means that tend to make students thinkers and workers.

Mr. Brittain was born November 22nd, 1849, on a farm near Sussex, Kings County, New Brunswick. His opportunities for obtaining even a fair common school education were limited, but the earnest student will find ways to supplement such deficiencies. He will deny himself the gratification of many pleasures and luxuries—nay, even necessities of life—to gratify the desire for knowledge. He will practise every economy except economy in books. While attending faithfully to all daily duties and tasks, these will be lightened by the prospect of devoting spare moments to his cherished books. Mr. Brittain, if he should write the story of his life, could tell much that would be helpful to students of the pleasures and rewards of self-denial.

Mr. Brittain attended the normal school in St. John in 1867, having taught for a year previous to

that—and obtained a second class license, after a term of eleven weeks. He secured a first-class license in 1874, the intervening years being spent in teaching, in which he found himself hampered from insufficient knowledge and the lack of professional training. These deficiencies he diligently endeavored to supplement by private study, although his spare time was largely occupied with other duties. Mr. Brittain taught school at St. Martins for several years before he assumed charge of the superior school at Petitcodiac, which he held for eleven years. It was the successful management of this school that gave Mr. Brittain his reputation of one of the most successful teachers of the province. The thoroughness of his work, and the enthusiasm with which he inspired his students, marked him for promotion; and when the chair of natural science in the normal school became vacant, it was conceded by those who appreciated Mr. Brittain's work that he was the man to fill the position. He was appointed in 1889, and since that time his successful work has fully shown the wisdom of the choice.

Mr. Brittain's love for the natural sciences, his keenness of observation, the correctness of his judgment, and his systematic habits would have made him, with proper training in early life, one of the first naturalists of the day. He has, under circumstances that would have discouraged a less earnest student, laid a good foundation in the natural sciences, and has shown a marked capacity to teach these successfully. He is unsparring in his efforts, and most unselfish of his time and means to secure practical results and stimulate thought. He is an apostle of the "New Education," if that means that the student shall make the most out of himself.

Create an appetite for history rather than satisfy it. How?

1. By outlines and a good general text-book in the hands of the pupils.

2. By having many books of reference, if possible in sets, in the schoolroom.

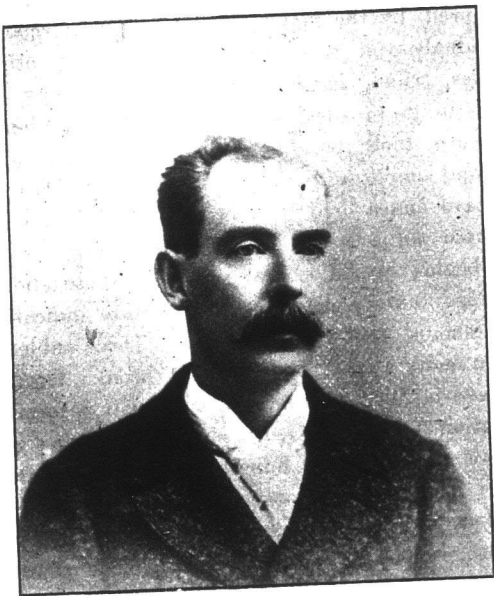
3. By topical recitations, each topic followed by correction and additions from pupils and teachers.

E. Patterson.

If it were fully understood that the intellectual, spiritual and physical natures are so independent that when one suffers all are affected, then would the necessity for physical development be more apparent. However, we are progressing in the right direction. Rightly directed exercises, made pleasurable by variety, when given in a well-ventilated room, are productive of good results. More time should be allowed for this work. *School Education.*

G. J. Miller, Esq.

PRINCIPAL OF THE DARTMOUTH PUBLIC SCHOOLS.



Principal Miller was born at St. John in 1854. He received a good education from his father, S. D. Miller, M. A., who taught for many years the "Superior" school at St. John. He may be said to belong to a teaching family, for several of them taught with remarkable success.

In 1876 Principal Miller attended the Provincial Normal School at Truro, taking first rank and winning the Governor General's medal.

After this he taught at Berwick, several years at Canning, and then built up a high school at Hantsport, which almost took rank with the County Academy. While teaching here he secured a Grade A license and took a prominent part in teachers' institutes.

In 1892 he was appointed principal of the high school of Dartmouth and supervisor of the public schools of that town. He has twenty-three departments under his charge and over 1,200 pupils. Teaching is for him an easy and pleasant occupation, for he is very popular with all the pupils and their teachers.

He speaks well in public, writes good English, and has occasionally produced verses which were welcomed by the best periodicals of the day. His last literary effort was a well written and convincing paper showing the necessity for the establishment of parental schools for the training of incorrigible pupils. He was recently appointed lecturer on the History of Education in Dalhousie College.

CONCENTRATION.

BY J. ALMYR HAMILTON.

Principal of Primary Department, Provincial Normal School, Truro, N. S. (Concluded.)

As a basis, therefore, on which we shall build our ideas of what the child should be taught, let us take geography. What is geography? "The knowledge or science of the *present* appearance of the earth's surface." This as you see on the face of it pre-supposes other appearances, that of the past that of the future; and what is geology but a study of the history of the appearance of the earth's surface. The connection of these subjects is not far to seek. We see an *effect* in geography, an upheaval, an erosion, a folding, a subsidence, and we look for the *cause* which geology holds out. What is more intensely interesting, more easily read, than this book of nature; this book that "he who runs may read;" this book of the Eternal.

But if we study geology we must of necessity study mineralogy, for it is the study of the rock material, while geology treats of the changes in that rock. In *true* mineralogy we study that which is right under our feet; the clay, sand, gravel; those things which every child comes in contact with every day. But what is the relation between mineralogy and geography? The latter is a study of form, but mineralogy partakes of the study of the nature of the slopes, river beds, and mountain peaks.

Thus can we see, readily, how these subjects, — geography, geology, and mineralogy, are bound in one unit, separated only by unscientific teaching, for they cannot, in thought, exist separately.

Wherefore this change that makes the geography of the world not the same "yesterday, to-day and forever?" (Geology has helped us; mineralogy has helped us; but still we look for *force*. What changes?

Immediately with that question are we beginning physics and chemistry; the one treating of direct force; the other of the more subtle changes in the rock, the water, the air.

What is this that envelops the earth, this atmosphere? It is the great medium through which heat acts and re-acts upon the earth, changing it and modelling it, creating new forms. This science of heat is called meteorology. The products of sunshine and light are heat. This being so we must admit that the observation of effects of air and of water in all its forms in modelling surface makes meteorology, geography, mineralogy, geology, physics and chemistry, inseparable in the economical acquisition of knowledge.

These are but the sciences that treat of inorganic matter. We shall see how they are inorganically related to the science of life.

They form the *physical basis* for life; the environment of life. The function of this environment is to influence life influence the germination, growth and development of living organisms.

How can the tiniest, humblest plant be observed without learning its relations to climate, air, water, heat? Take it up by the roots, and geology, geography and mineralogy present themselves. Anatomy is the study of forms of life, while physics and chemistry become physiology when applied to life. What the soil is, what the climate is, what the surface is, so will be the development of the plant, and all changes in meteorological relations mean corresponding changes in plant life. Thus:—Great heat and regular rains mean luxuriant forests; less heat with regular rains give us forests also; scanty rains make grasslands; no rains, deserts.

Just here let us notice how very dependent living organisms of all kinds are upon their environment, and the higher the scale of life the more dependent on the environment. We, for instance are much more dependent upon our environment, than were our ancestors a hundred years ago, are we not? Think of the physical force required for the steam engine, the telegraph, telephone, steamboats, etc. We could not do without them, yet our ancestors did and were happy. Human progress demands more from nature and is therefore more dependent on it.

But to resume:—No fact is more evident than the dependence of animal life upon its environment, climatic and structural, and also upon vegetation. Can you think of the lion, elephant, or bird of paradise existing beyond the Arctic circle; or perchance you might have the polar bear live among the forests of the Amazon, or monkeys might inhabit the Sahara. How would they get along think you? and yet — but, no, there cannot be a doubt left in your minds, but that the most economical way of studying zoology is by studying it in its relations to all the subjects comprised in the environment of life and also the study of botany.

The primary study of zoology should consist in investigating the habits and habitat of our little friends in feathers and fur. As for instance, what animals eat; how they procure food; what and where are their homes.

The study of zoology is at every step a preparation for the study of man. Man, it is true, controls and overcomes his environment, and the history of evolution must be studied through his environment. Where did he live? How did he live? What was his food? How was he clothed? What obstacles did he overcome? All these interesting questions in anthropology

lead directly back to what we may be pleased to call the "central subjects."

But individual life cannot be studied alone. Man is too social a being for that. Every individual is influenced by the many, and this mutual relation of individuals and their influence upon each other, in families, tribes, nations, constitute ethnology. Ethnology in its broadest sense is history,—the language, literature, tools, buildings, inventions; while history, pure and simple, adds the written records of man.

I have endeavored to show in this brief sketch, how all these subjects are in truth *one vast subject*. The child begins them all spontaneously, and these tendencies, these spontaneous activities are the sure indications of what should follow in education. These subjects are *one* in many ways. They are one through form. The universe is filled with matter, and what is form but a limitation of matter. Geography is pure form; geology is more or less form; mineralogy is form; anatomy is form. There is, too, another relation binding them all together, and that is number. We must know length, breadth, weight, force, value, time. We must use them continually in the study of these subjects. Number is no separate subject to be studied by and for itself. It is a chain connecting all these subjects. There is still a greater, closer relation between these subjects and that is in their "unity of function." Leave out any one of them and the rest could not exist.

And now, ladies and gentlemen, I ask you, as Colonel Parker asked me one morning just as he opened the class-room door: "*Is there enough?*" Is there enough living, glorious truth in this universe that the children can get; that we can help them to get by presenting the proper conditions and not hampering their starving souls with *mere words*? There's enough for you, and enough for me; enough for the whole wide world to use; and still there's plenty to spare.

Let me now discuss with you for a few brief moments the subject of reading, not oral reading, for that is a mode of expression, but reading. "Reading is thinking." It is a mental process, and consists of a sequence of mental activities, caused or induced by written or printed words, arranged in sentences. Reading of itself has no educative value. Its value depends on the subject presented. It may not be educative. It may lead to immorality and pollution of the soul. And on the other hand, under the right conditions it may lead to highest good. In a word therefore,—it depends on what we read, and how we read it. With this in view we see how reading is—next to observation

the greatest factor in education. It opens up history. By it poetry and literature may become essential to

human growth. *It is the one great factor to aid in the study of these central subjects.*

"Education is life." Is it life to have the children read such stories as the following: "There is a man. The man is lame. The man has a cane and a dog," etc., when the whole universe is full of genuine truths in which the child is interested. What we need in our schools is a type-writer or small printing press, by the aid of which we can make, and have the children make, our own reading matter based as it should be on these "central subjects." Let us ask them, too, for a more liberal supply of supplementary readers; *i. e.*

Brooks and Brook Basins—*Frye.*
 Seven Little Sisters—*Jane Andrews.*
 Each and All. " "
 Ten Boys. " "
 The Nine Worlds.
 Stories of Old Greece—*Finch.*
 Hiawatha.
 Robinson Crusoe.
 Grimm's Fairy Tales.
 Harper's Young People.

Let us give the children something of *real educative value* to read; and let them read, *read, READ,* and we'll *never*—and I emphasize the never—have poor spellers. Spelling is such an absolute waste of time. Again I quote from Dr. Dewey; "The children love permanently what is best for them." They love reading; *i. e.* good reading. They love this study of the "central subjects" of which our talk has been. In fact, if we would only present the conditions and allow the children to do their own studying, we would have children who delighted in the very name—"school." We would not have tired, care-worn faces; for the glory and thankfulness that we were among those privileged to be teachers would shine about us and make the whole world better.

In conclusion let me say a few words about expression. How do children express themselves? Through gesture, voice, speech, music, making, modelling, painting, drawing and writing. If in the study of these central subjects all the modes of expression are continually and skilfully used to *intensify thought*, every child would acquire proficiency in modelling, painting and drawing.

Let us then, comrades in the teaching profession, throw off some of our old methods and follow the words of the "Great Teacher" who said: "A little child shall lead them." Let us say with Froebel: "Come let us live with the children." Let them show us what they love to study and let us *help* and not *hinder* them in that study, remembering always that "what the child loves best, will best develop him."

Defects in Teaching Arithmetic.

Wherein are the methods employed in teaching arithmetic in this country defective? Under this head I cannot do much more than enumerate the principal defects.

1. Too much of the teaching, particularly in the lower grades, is in the abstract instead of the concrete. The fundamental principles of arithmetic should be developed and illustrated by groups of objects, by joining lines, by dividing them into parts, etc. A pupil can divide an apple into parts more easily than he can master definitions, and when this is done he has a conception of fractions which he can not gain in any other way. A pint cup, a quart cup, and a gallon bucket will make the table of liquid measure interesting to the children. ~~If~~ a teacher will provide herself with a collection of blank bank checks, drafts, and notes she will wake up her class in banking and exchange.

2. The study of arithmetic is mainly memoriter work. Properly taught it should stimulate thought. There is a volume of truth in the following: A grocer asked his son to tell him what $12\frac{1}{2}$ pounds of turkey would cost at 8 cents a pound. After fumbling about and covering two or three sheets of paper with figures, the boy said "Father, I never had any turkey rule."

3. In nearly all teaching the answer and not the principle is the end sought. The children are given a rule for doing sums and then examined to see if by that rule they can do a specified number of sums. The better way is to (1) explain the principle, (2) let the pupil solve the problem, first orally then on his slate, and (3) then require him to make his own rule.

4. Not nearly enough attention is given to securing rapidity and correctness of work. The pupils are not taught methods of checking or testing their work without repeating it. This is the point the writer had in mind in his remarks before the Illinois Society of Engineers, which provoked this discussion.

5. Too much attention is paid to the printed problems. The simple operations of arithmetic can be better exemplified by problems set on the spur of the moment and springing naturally from the environment of teacher and pupil, than by those given in a printed book; and have the inestimable advantage of exciting the interest of the pupil.

6. The books give too many examples under the rules and not enough miscellaneous problems.

7. Many of the examples are logical puzzles which only confuse and bewilder the pupil. The answers are obtained only by an ingenious process of guessing.

8. The different divisions of the subject are kept too much separated. For example: When a boy com-

mences percentage he thinks it is something entirely new, and probably never sees the relation between percentage and common fractions.

9. Arithmetic covers a worse than useless range of subjects. This point is incidentally mentioned in the quotation given above from the report of the Committee of Ten, and is fully discussed in that report.

10. A considerable part of the so-called arithmetic is pure algebra, taught to great disadvantage without the methods and nomenclature of that subject.

11. The opacity of the text-books is almost impenetrable even by older persons. Involved, prolix, bungling statement is the rule; a clear and natural mode of expression is the exception.

12. There are too many text-books in arithmetic primary arithmetics, grammar school arithmetics, high school arithmetics, practical arithmetics, philosophical arithmetics.

13. Arithmetic as ordinarily taught fails to offer an adequate motive for study. No one can do good work without a sufficient motive. Adults do not, why expect children to? This is a subtle but important point.

THE TRUE WAY.

The true aim should be to so teach as to secure the interest of the pupil, to stimulate his thought, and to render him capable of solving independently and with certainty the problems that are likely to arise in practical life. In other words the object should be to develop intellectual power. The ability to make one horse-shoe nail is of more value to the blacksmith than a ton of nails already made. So the ability to acquire facts is vastly more important than the acquisition of any number of facts, and yet the most of our arithmetic teaching is simply the acquisition of facts, the laying of burdens upon our children which they rightly throw off at the earliest possible moment.

There are some American schools to which but few, if any, of the above criticisms apply, and herein is the hope for improvement in all our schools. Why should not all American boys have the best instruction? As a rule the superior schools cost no more than the inferior ones. *Exchange.*

College Graduates and School Licenses.

State Superintendent Skinner of New York continues to signalize his administration by important advances in the common school system of the state. The latest of these resulted in a conference between Superintendent Skinner and Mr. Downing of his staff, and representatives of the colleges of the state. The object of the conference was to consider a plan submitted by Mr. Skinner by which college graduates, having received instruction in the theory and practice of education, shall be given first grade state licenses.

These licenses are valid for three years and are then renewable for life without examination, if the holder's teaching experience has been satisfactory.

The importance of such an arrangement is apparent. College graduates ought to be found in the public school service in far greater numbers than at present. That they are not found there is largely due to the fact that their scholarship and training have been discriminated against in rules governing teachers' licenses.

Obviously, a college training alone does not equip one for teaching; but a college training, plus a careful study of principles of education, and some contact with its practice, does give the desired equipment.

The minimum to be insisted upon by the State Department of Public Instruction will probably be (1) satisfactory course on psychology, logic, and economics, and (2) about thirty weeks' instruction in the history, principles and practice of education." *N. Y. Educational Review, May 1896.*

Educational News.

The Woman's Educational Union of Chicago claims that the Bible must be taught in the public schools because the laws of Illinois specify it as a book containing the primary elements of that religion, morality and knowledge which the public school act requires to be taught, and which is necessary to good government and the happiness of mankind.

In a town of New Jersey the commissioners of schools tendered a reception to their teachers.

A bill has been introduced in the legislature of Maryland providing for the introduction of physical training in the public schools and making it compulsory.

The system of supplying free text-books in the public schools is making rapid progress in the United States. During the last month ten towns decided in its favor—one of these being Minneapolis.

The vertical system of writing adopted in Halifax three years ago, bids fair to become the system of the future. There are now several publishers on this side of the Atlantic who advertise books with head lines in this style.

In some countries the law requires that in all school-rooms the doors shall open outwards to prevent danger in case of fire. The Maritime provinces should require the same. When the doors open inwardly, teachers should call the attention of the trustees to the danger.

In the state of New York the scholastic qualifications of a school commissioner are made the same as those of a first class school teacher.

PRIMARY DEPARTMENT.

A Primary History Lesson.

The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history: so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite the imagination and yet have a sort of historical foundation, and bear historical names—are the only basis you can lay for history-teaching in the case of such young children.

"Better," I enquired, "than even the history of the Fatherland?" "Yes," she replied, "the history of the Fatherland is too difficult." I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories told as stories, with the addition of pictures, which would make the interest more varied. — *Joseph Payne.*

Mistakes in Teaching Reading.

1. Too lengthy lessons. After the first reader is passed, *the more advanced the class the shorter the lesson.*
2. Permitting the pupil to read without thinking. This is the mother of dragging, whining, repeating.
3. Reaching the end of the book before the class is prepared for the next higher. *Every time a pupil passes through a book he has less interest in it.*
4. Passing over and over the book, instead of *through* it once. Life is too short to go through a reader *more than twice* under the same teacher—we had nearly said more than *once*.
5. Letting "to get through the book" be the object of the class. The teacher who can keep the class away from the end of the book till ready for it, is in the wrong business. 3, 4 and 5 are close akin.
6. Reading without questioning. "Why," should be the motto of the schoolroom—framed and hung in a conspicuous place. Many other questions are needed, but let the class know that this same troublesome "why" will bob up every time it can find room.

7. Criticism wrong in quantity, quality or purpose. It is easy to have too much, too little or the wrong kind. Let criticism be for help, systematic help—never for spite, nor in a spirit of superiority. *The purpose and spirit of criticism are everything.*

8. Teacher's lack of preparation for the recitation. If preparation is needed in other studies, it is doubly needed in reading. The only way to read with spirit and the understanding is to *study into* the spirit of understanding. — *School Record.*

QUESTION DEPARTMENT.

W. R.—A B and C are three towns forming a triangle. A man has to walk from one to the next, ride thence to the next, and drives thence to his starting point. He can walk, ride and drive a mile in a , b , and c minutes respectively. If he starts from B he takes $a+b-c$ hours, if he starts from C he takes $b+a-c$ hours, and if he starts from A he takes $c+b-a$ hours. Find the length of the circuit.

Let A to B = x miles, B to C = z miles and A to C = y miles. Then he can walk from A to B in ax minutes, or ride in bx minutes, or drive in cx minutes, etc.

Starting from B it will take him $az+by+cx$ minutes or $\frac{az+by+cx}{60}$ hours to make the circuit.

$$\text{Then } \frac{az+by+cx}{60} = a+c-b$$

$$\frac{ay+bx+cz}{60} = b+a-c$$

$$\frac{ax+bz+cy}{60} = c+b-a$$

$$\text{Add'g } \frac{az+by+cx+ay+bx+cz+ax+bz+cy}{60} = a+b+c$$

$$\text{Factoring } \frac{(a+b+c)(x+y+z)}{60} = a+b+c$$

$$\frac{x+y+z}{60} = 1$$

$$x+y+z = 60$$

Therefore the length of the circuit is 60 miles.

A. D. J., Pt. WOLFE, N. B. Kindly answer the following:

1. A bird smaller than song sparrow. The back is striped like white-throated sparrow. The top of its head is bright red, bordered by white stripes. The breast and under parts are white. They are quite common now. What is it?
2. Bird a little over six inches long, olive-tinted russet on back, wings and tail. Top of head orange-brown (not bright), bordered by a very dark line (about black). The under parts are silvery white. Extending across the breast and up the side of the throat it is marked with arrow-shaped spots of a darkish color. The throat is white. Is it the oven bird?
3. I caught in a swamp one night (May 23) a frog one inch long, very pale green in color. A dark olive green stripe runs across the head from one eye to the other. Down the back are irregular stripes of the same

color extending on its hind legs. Its toes seemed broadest at the ends, as it could cling to an upright stick. Is it a young green frog?

4. Why is it when a piece of spruce land is burned over it will grow up with the American white birch? or *vice versa*. I have noticed that fact often. I also remember when a boy of seeing a piece of wood burned and it grew up as thick as it could grow with the red cherry. Where did the seed come from?

5. In the last REVIEW there was an article on snakes. About forty years ago Dr. Felix Murray, of Herring Cove, shot a snake that was nine feet long, had a head as large as a cat's, and on its tail was a horn. A negro who was in the Cove in a vessel, and saw it, said it did not belong to this country. There has never been one seen here since. Where did it come from? Lots of people saw it.

6. Please tell me the name of the enclosed plant. It was picked May 30th. It is common on the rock along the river.

1. It is the chipping sparrow probably.
2. It is the oven-bird.
3. Feet not described. Probably the common tree toad.

4. The burning of the spruce leaves the ground in just the condition for the seeds of white birch or poplar, which, being light, are carried by the wind. Both these, as well as the red cherry, send up numerous sprouts from their roots, and thus spread rapidly. The seeds of the red cherry are probably carried by birds and other animals, finding on newly burned land the proper conditions for their germination. Is the "*vice-versa*" state you speak of well vouched for?

5. We are afraid that this snake story will have to take its place with certain fish stories. A great deal depends on what kind of glasses the people who saw it used.

6. The plant is probably *Erigeron hyssopifolius*, or Linear-leaved Aster. The plant reached us in poor condition, and you neglected to send the root.

S. C. R. I noticed cross-bills and gros beak January 9th, about that time. They have been around here all winter since then. Boys got a pileated wood-pecker a great deal larger than common wood-pecker scarlet crest and moustache, very long bill, about 1st of January. Got a bird last fall about seven inches from back of head to tip of tail, bill rather over three inches long and straight; eyes near back of head; ears in front of eyes; breast and underneath to tip of tail a sort of brick yellow color, or light red; wings and back mottled, also head; a silver colored triangle on back, apex towards and just at butt of tail; short fine legs, about three inches long from claws to body; short pointed tail. A lovely bird! What was it?

What is the name of those lichens that grow on the ground, have fine, small pink heads shooting up in a fine stem, sometimes brimstone red color and brown?

The "lovely bird" is the American wood-cock (*Philohela minor*). A description reads substantially as follows: "Bill nearly straight, under three inches in length. Front of the crown slaty, washed with buff, an indistinct blackish line in its centre, and another from the eye to the bill; back of the head black, with two or bars of ochraceous buff; rest of the upper parts black, margined with slaty and barred and mottled with rufous or ochraceous buff; tip of the tail ashy gray above, silvery beneath; under parts ochraceous buff and rufous; three outer primaries very narrow and much stiffened. Length eleven inches.

The lichens which send up little cup-bearing stalks belong to the genus *Cladonia*. Some cladonias are red cup-bearing, others yellow, brown or black; and some species have no cups at all, as the "Reindeer moss," *Cladonia rangiferina*, very common in these provinces. These cups contain in their colored substance the extremely minute spore cases, with still more minute spores, perhaps as many as eight to each spore case.

SCHOOL AND COLLEGE.

The N. B. final examinations for license take place on the second Tuesday in June. In St. John they will be held in the Centennial school.

The normal school entrance, university matriculation and leaving examinations, N. B., begin on Tuesday, July 7th, at 9 a. m. In St. John and St. Stephen they will be held at the usual stations, viz., the Victoria school and the Mark's street school.

Miss Annie M. Hyslop, teacher at Hill's Point, Charlotte County, with the aid of her friends, has raised the sum of twenty dollars with which she has purchased a school flag and improved her surroundings.

Miss Minerva Murphy, teacher at Oak Bay, Charlotte Co., has raised enough money with which to start a good school library.

Principal Brodie of the St. Andrew's Grammar school has added to his already well appointed school rooms a very handsome organ.

Mr. Geo. M. Johnston, the esteemed and efficient principal of the St. George schools, has recently had the honor of J. P. conferred upon him.

Mr. G. W. Ganong, a former teacher and a member of the St. Stephen School Board, is a candidate for parliament for Charlotte County, N. B. Mr. Ganong is well known among teachers as the founder of a fund to assist deserving students to become teachers.

Principal Trueman, of the St. Martins, St. John County, schools, who has been ill during part of the winter, is able to resume work again. He and his associate teachers have raised a respectable sum of money to add to their library. In the high school a reading room has been provided in which are to be found three or four good magazines and a daily paper. The trustees have under consideration the fencing of the school grounds and the ornamentation of them, in which particular St. Martins is very much behind other places.

Miss Mary Allen, teacher at South Bay, St. John County, has provided her school with a handsome chair and Worcester's unabridged dictionary.

Miss Margaret Payne, former teacher at Loch Lomond, St. John County, assisted by others, has provided the school with some necessary apparatus and furniture.

Miss Anna K. Miller, teacher at Willow Grove, St. John County, has raised the sum of thirteen dollars with which she purposes to fence and ornament the district school grounds.

Miss Ida Clindinning, teacher at Gardiner's Creek, St. John County, had a school concert recently to raise funds to purchase new furniture.

Among the neatest and most attractive school grounds to be found anywhere are those of Fairfield, St. John County, Mrs. M. M. Evans, teacher. On Arbor Day the ratepayers fenced and cleaned the grounds, planted trees and a flower garden.

According to present appearances it is probable that the number of candidates for the July examinations will be somewhat less than last year.

At his recent visit to St. Stephen, and Milltown, Inspector Carter was present at the first meeting of the school boards at which the lady members were present.

Miss Isabella Smith, Waterboro, Queens Co., N. B., has by a school concert raised \$30 to provide new school furniture.

Arbor Day was observed in Inspector Steeves' district, N. B., on Friday, May 8th.

Prof. John Macoun, botanist of the Geological Survey, was elected President of the Botanical Club of Canada in place of the late Professor Lawson. There have been several new officers elected from the west of the Dominion; but the eastern provinces have had all their officers re-elected.

Summer School Notes.

Reduced rates to Summer School of Science at Parrsboro and return have been arranged as follows: By C. P. R. from all points to St. John, one first-class fare going. Return, one-third, or one-half, according to number. All parties travelling by C. P. R. will take I. C. R. from St. John to Parrsboro. In purchasing ticket get standard certificate. By I. C. R. one first-class fare going, return free. Be sure and get standard certificate. By Cumberland Railway Company's Line, one first-class fare, return free. In purchasing ticket at Springhill Junction, present standard or other certificate, showing intention of attending Summer School, and get return ticket. By Dominion Atlantic Line, one first-class fare, return free. When purchasing ticket get standard certificate. By Steamship "Hiawatha," one fare, return free, on certificate from the school. By Central Railway, return for one-third rate on presentation of certificate. By P. E. I. Railway, one fare, return free, on presentation of certificate. By P. E. I. Steam Navigation Co.'s boats, one fare, return free. Procure standard certificate when purchasing ticket.

Any other information respecting rates of travel can be procured from the Secretary,

J. D. SEAMAN,

Charlottetown, P. E. I.

P. S. - Rates by Steamer "Hiawatha":

Kingsport to Parrsboro and return.....	\$1.00
Hantsport " "	1.00
St. John " "	2.75

The Secretary of the Summer School of Science has received notes of enquiry respecting the school and requests for calendars from very many teachers in the Maritime Provinces, also from Quebec, and the following states of the union, viz.: Connecticut, Pennsylvania, New York, New Hampshire, Rhode Island and Colorado. Indications point to an attendance larger than usual this year.

Students intending to attend the Summer School of Science at Parrsboro, N. S., July 9th to 24th, should secure board at once by writing to the local Secretary, T. C. McKay, Parrsboro, N. S.

To enable the faculty of the Summer School of Science to make the necessary preparations for classes, all intending students should inform the Secretary of the school, J. D. Seaman, Charlottetown, P. E. I., of their intention to attend and the subjects they purpose studying.

In regard to the literature to be read at the Summer School of Science—and referring to the notice of this subject in the calendar of the school—Mr. Cameron requests us to announce that, by a majority of one, the general subject chosen by those who voted is *Tennyson's Idylls of the King*, and the one selected for special discussion in class is *Guinevere*.

June Magazines.

The June *Atlantic* contains a third paper in the series on The Case of the Public Schools. It is entitled The Politician and the Public School, and is written by Mr. L. H. Jones, Superintendent of Schools, Cleveland, Ohio. Mr. Jones uses as the basis of his paper information received from over 1000 teachers and superintendents in all parts of the nation. This article is a striking presentation of the evils due to political influences in public school matters. He cites the schools of Indianapolis and Cleveland as examples of the benefits of freedom from these influences. Mr. Jones writes with great earnestness, and speaking as he does from a long and varied experience in the public schools of this country his judgments should have great weight with all thinking people. . . . The *Ladies' Home Journal* (The Curtis Publishing Co., Philadelphia), is one of the leading periodicals of its class in America. In the June number, among other excellent articles, are "Mrs. Stowe at Eighty-five," by Richard Burton, telling how the venerable authoress passes the remaining days of her busy, eventful life; and "Substitutes for a College Training," by Dr. Parkhurst, in which he points out the way for young men to educate themselves outside of the universities. . . . In the June *McClure's* Elizabeth Stuart Phelps continues her reminiscences, giving some very entertain-

ing memories of James T. Fields, her publisher, and of Harriet Beecher Stowe, her intimate friend, and, at one time, neighbor in Andover. . . . There is much freshness in the *Chautauquan* for June. The article by M. V. O'Shea, on Child Study, will be of great interest to all teachers who desire not only to know the subject they teach, but also the subject that is being taught. . . . The latest issues of *Littell's Living Age* contain many articles of present interest and permanent value. The following are worthy of special mention: "Czar and Emperor," "Matthew Arnold," by Frederick Harrison; "Nature in the Earlier Roman Poets," "Stray Thoughts on South Africa," etc. . . . The Metric System, which has recently been before both Congress and the British Parliament, is discussed by Herbert Spencer in a series of letters which appear in Appleton's *Popular Science Monthly* for June. Mr. Spencer vigorously opposes the further spread of the system, and points out the advantages of one based on the number twelve. . . . The *Forum* for June has an excellent article by Mary Mills Patrick on "The Education of Women in Turkey." . . . Mr. James Bryce, in the June *Century*, in the second of his three papers, "Impressions of South Africa," takes up the race question in that interesting and at present very prominent portion of the Dark Continent. Mr. Bryce's careful paper is in itself an adequate preliminary to the study of the present political complications, upon which he will enter in the concluding paper.

TEACHERS' INSTITUTE.

The Eighteenth Annual Session of the Charlotte County Teachers' Institute will be held in the Marks Street School, St. Stephen, September 17th and 18th, 1896.

PROGRAMME.

- FIRST SESSION, Thursday, September 17th, 10 A. M.
Enrolment. Address by President. Paper "Canadian History" J. Vroom.
- SECOND SESSION, Thursday, 2 P. M. Lesson: Spelling, Grade VII Miss Georgie B. Meredith. Paper: "Busy Work" Miss Emma Veazey.
- THIRD SESSION, Friday, 9 A. M. Institute divided into sections. Primary, led by Miss Agnes Boyd. Intermediate, Mr. H. F. Perkins. Advanced, Mr. P. G. McFarlane. Lesson: number, Grade II, Miss Edna Daggett.
- FOURTH SESSION, Friday, 2 P. M. Lesson: Reading, Grade IV, Miss D. H. Hanson. Paper: "The Kindergarten and the Primary School" Miss G. A. McAllister.
- ELECTION OF OFFICERS, ETC.
The usual Travelling Arrangements will be made.
- F. O. SULLIVAN, President. GEORGIE B. MEREDITH, Secretary.

St. John County Teachers' Institute.

The Eighteenth Meeting of the St. John County Teachers' Institute, will be held in the Assembly Hall of the Centennial School, St. John, N. B., on Thursday and Friday, September 24 and 25, 1896.

- FIRST SESSION, Thursday 10 A. M.—Enrolment and address by the President; Report of the Secretary-Treasurer; Paper, "Politeness," by Inspector W. S. Carter. Discussion.
- SECOND SESSION, 2 P. M.—Papers and Class Work: "Spelling," Primary Section, Miss Jennie Hanson, St. John, N. B.; Intermediate, Miss Minnie R. Carlyn, St. John, N. B.; Advanced, Clara Fullerton, St. John, N. B. Discussion. "Thoughts upon Introductory Geometry," by Mr. Wm. H. Parlee, St. John, N. B. Discussion.
- THIRD SESSION, Friday, 9 A. M.—"Mathematical Geography," by Principal A. Cameron, Yarmouth, N. S. Discussion. "Papers on Busy Work;" Primary Section, Miss Etta Barlow, St. John, N. B.; Intermediate, Miss Octavia Stuart, Fairville, N. B.; Advanced, Mr. R. B. Wallace, Milford, N. B.
- FOURTH SESSION, 2 P. M.—"English Literature," by Prin. A. Cameron, of Yarmouth, N. S. Discussion. Election of Officers; Miscellaneous Work; Adjourn.
- JOHN MCKINNON, President. MALCOLM D. BROWN, Sec.-Treasurer.

McGill University, Montreal, Faculty of Arts.

EXHIBITIONS AND SCHOLARSHIPS OFFERED FOR COMPETITION AT THE OPENING OF THE SESSION, SEPTEMBER, 1896.

N. B.—Three of the exhibitions are open to women (two of these to women alone, either in the First or Second Year). For Special Regulations see Calendar 1895-96, p. 64.
To Students entering the First Year, two Exhibitions of \$125, one of \$120, one of \$100 and one of \$80.
Subjects of Examination:—GREEK, LATIN, MATHEMATICS, (EUCLID, ALGEBRA AND ARITHMETIC) ENGLISH
To Students entering the Second Year, two Exhibitions of \$125, one of \$100, and one of \$120. (See also N. B. above)

Subjects of Examinations:—GREEK, LATIN, MATHEMATICS, (EUCLID, ALGEBRA, TRIGONOMETRY) ENGLISH LITERATURE, CHEMISTRY, FRENCH, or instead of French, GERMAN.
To Students entering the Third Year, two Scholarships of \$125, one of \$120, and one of \$110. (One of these is offered in Mathematics and Logic, one in Natural Science and Logic, and two in Classics and Modern Languages.)

Subjects.—As stated in Calendar of 1895-96, page 25.

Copies of the Circular giving full particulars of subjects required, and the Calendar for the Session 1895-96 containing information respecting conditions of entrance, course of study, degrees, etc., in the several faculties and departments of the university, as follows: Faculty of Law, Faculty of Medicine, Faculty of Arts or Academical Faculty including the Donalds Special Course for Women, Faculty of Applied Science, (including Departments of Civil Engineering, Mechanical Engineering, Mining Engineering, Electrical Engineering, and Practical Chemistry) Faculty of Comparative Medicine and Veterinary Science, may be obtained on application to the undersigned.

(Address McGill College, Montreal.)

J. W. BRAKENRIDGE, B. C. L., Registrar, Bursar, Acting Secretary.

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J. D. SEAMAN, SECRETARY.

CHARLOTTETOWN, P. E. I.

PROGRAMME.

NEW BRUNSWICK EDUCATIONAL INSTITUTE.

NORMAL SCHOOL, FREDERICTON.

June 29th to July 2nd, 1896.

MONDAY, 3.00 P. M.	Meeting of Executive Committee.	WEDNESDAY, (Dominion Day).	An Excursion will be planned for members of the Institute.
" 8.00 "	Public Reception Meeting.		
TUESDAY, 9.30 A. M.	Enrolment, Election of Secretaries and Nominating Committee	THURSDAY, 9.00 A. M.	Elections (a) of Executive Committee; (b) of Representative to Senate of U. N. B.
" 10.30 "	Address by the Chief Superintendent.	" 10.30 "	<i>Correlation of Studies</i> , by Eldon Mullin, M. A., Geo. U. Hay, M. A., Geo. J. Trueman, B. A., and E. W. Lewis, B. A.
" 11.30 "	<i>Secondary Education</i> , by A. B. Maggs, B. A., Principal of Queen's County Grammar School.	" 2.30 "	<i>The Mutual Relations of the University and the Public Schools</i> , by Prof. W. F. Stockley M. A., University of New Brunswick.
" 2.00 P. M.	<i>The Problems of the Country School</i> , by Miss Bessie Fraser, Grand Falls.	" 3.30 "	General Business.
" 3.00 "	<i>School Hygiene</i> , by Walter W. White, B. A., M. D., St. John.		
" 8.00 "	<i>Ethical Culture</i> , by Professor W. C. Murray, M. A., Dalhousie College, Halifax, N. S.		

The usual arrangements for reduced fares will be made with railways and steamboats lines.

JOHN BRITTAIN, Secretary.

MANCHESTER, ROBERTSON & ALLISON.

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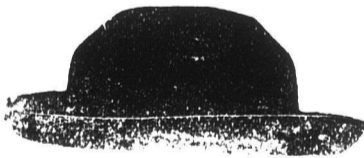
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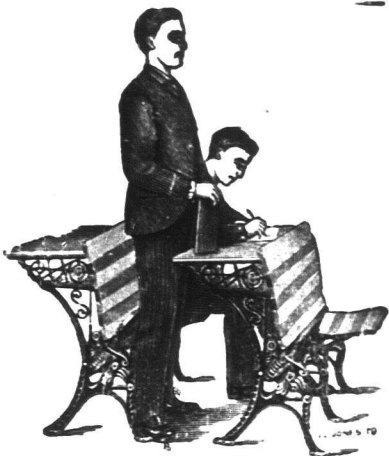
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