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MISSING

The Educational Review.

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

A. McKAY, Supervisor Halifax Schools,
Editor for Nova Scotia.

CONTENTS:

EDITORIAL—	
TALKS WITH TEACHERS—	105-107
CONTRIBUTED ARTICLES—	107
Notes on English—Music Notes—Some Recent Musical Publications—Some Bad English—The Evils of Too Hasty Grading—A Few Hints for Nova Scotia Teachers—Some Social Aspects of the Kindergarten—A Plea for the Study of Natural Science.	108-115
N. S. Academy Entrance Examinations, 1892—	116-117
Teachers' Associations—School and College—	117-120
Book Reviews—Current Periodicals—	120-122
NEW ADVERTISEMENTS—	
St. John Business College—E. G. Nelson & Co. (p. ii)—Teachers' Hotel at the World's Fair (p. iv)—Mt. Allison Institutions—N. B. University (p. iii)—Selby & Co., Toronto, (p. vi).	

A SERIES of articles from the pen of Rev. W. O. Raymond, M. A., will be commenced in the December REVIEW on "New Brunswick Schools of the Olden Time." From the attention Mr. Raymond has given to this subject and the keen and intelligent interest he has always shown in educational matters, our readers may expect something that is worthy of preservation on this interesting subject.

PROF. DEGRAFF often said at institutes, "I owe my usefulness to educational journals." The best men and women teachers of the country are the ones who support educational journals.

THE school law of Cincinnati makes it mandatory for teachers to pass an examination in hygiene, physiology and the natural result and effect upon the human system of alcoholic drinks. This law has been ignored, overlooked and forgotten by fully six-sevenths of the teachers. They have, however, been notified that in future salaries will be withheld from all who fail to procure the proper certificates.

In Nova Scotia if any teacher fails to teach these subjects as thoroughly as other subjects he may lose his government grant upon the complaint of any rate-payer. If trustees fail to see the law enforced in their schools they may be deprived of the county grant.

Our best inspectors are alive to the importance of this subject, and are doing all they can to see the law carried out. A very excellent book—"The Human Body and the Effects of Narcotics," by Martin—has been prescribed for the use of teachers and high schools; but no provision has yet been made for suitable books for primary grades.

NORMAL SCHOOL CLASSIFICATION.

In the normal schools of the maritime provinces a teacher's classification for license depends largely upon two things, viz., teaching ability and scholarship. Both are important, and no fault can be found with these as the basis for classification. The REVIEW has already expressed the opinion that the examination for scholarship should be undergone before attendance at the normal school. This plan would allow much more time to be given to the study of principles and methods of teaching as well as for practice in the model schools.

Is the present mode of classifying teachers with reference to their ability to manage and teach a school a fair one, and the best that can be adopted under the circumstances? There are many who think not. No one can doubt but that teaching ability and management are the most essential qualifications of a teacher, and as such should largely determine the ranking. It is therefore most important that a judgment regarding these should be arrived at with the utmost accuracy. How is it done at present? The student usually teaches in the model school two or three times during her attendance. Some perhaps oftener, and some not quite so often. She is notified that she will be called upon to teach a certain subject on a certain day, and at the time fixed she proceeds to the model school accompanied by an instructor and a number of students who go for the avowed purpose of criticizing her work, and naturally enough those who are the most critical are those who receive the most commendation. In addition to this she is under the eye of the teacher of the school, and teaching pupils who are used to such exhibitions, and, knowing their object, are perhaps mischievous enough to add to the unfortunate students embarrassments. What can be the result of such a test? If the young lady is retiring, nervous, or lacking in confidence, no difference how great her ability, she will apparently fail. If on the other hand she is not inclined to be nervous, has plenty of confidence in herself and is oblivious to criticism, she will probably be a grand success, though her ability may be of a much lower order than that of the one who failed. Is it any

wonder then that those who have obtained the highest honors at our normal schools have not been invariably the most successful teachers?

It would be far better to give the student a copy of the time-table of the department of the model school in which she is to teach, and let her prepare the work for a certain day or half day as circumstances permit, and let it be understood that while the teacher of the school *only* is to be present, its management is not on this occasion a part of her duties. Let the teacher of the department report as to the skill of the student, not only in teaching, but in management, which is what most teachers fail in.

By this plan what opportunity will be afforded the captious to criticize? There are some who argue that a wrong form of speech should never be placed before a pupil lest he adopt it rather than the correct one. On the same principle why place anything but the most approved methods of teaching before our normal school students? Let them observe the methods in the model schools, and let their criticism take the form of inquiry as to why certain lines are followed.

NOVA SCOTIA'S EDUCATIONAL EXHIBIT FOR THE WORLD'S FAIR.

The Nova Scotia council of public instruction has decided to take part in the educational exhibit at the World's Fair. The exhibit will be representative of the best of the ordinary work of the common schools, high schools, academies, colleges and special institutions. A large map of the province, twenty-five feet by fifteen, will show the location of every school in the province. Photographs and statistical tables will show the progress made in the subjects to which they relate. Besides these there will be exhibits of our school books, and any home-made school or college apparatus; specimens of the hand work in our kindergartens, as work in clay, parquetry, weaving, paper cutting, sewing, drawing, and illustrations of morning talks; common school work such as drawings, commercial forms, map drawing, specimens of grammar, arithmetic, etc.; high school work of the same kind including any work which can be shown as illustrative of what the school does, and so on with all the higher institutions of learning.

It is not intended that the ordinary work of all the schools of Nova Scotia shall be interrupted for the sake of this exhibit. Schools superior in special departments will be expected to show up such departments only; thus not interfering with their ordinary and more useful work to any great extent, nor causing unnecessary expense. Yet no school is prevented from competing.

It is expected that these exhibits will be sent in by February at the latest. If material is sent in late it should be intimated early. Institutions and persons intending to send exhibits should give intimation of the same during the months of November and December next, so that arrangements can be made in accordance. Special committees of our leading educationists near the city have kindly consented to share the responsibility of giving advice to those asking for it, and of directing efforts generally in their departments:

Kindergarten Exhibits—Mrs. Harriman, Principal Alexandra Kindergarten, Halifax; Miss Hamilton, Dartmouth Kindergarten.

Common Schools—Principal O'Hearn, St. Patrick's High School, Halifax; Principal Miller, Dartmouth High School; Principal Creighton Morris Street School, Halifax.

High Schools—Principal Murray, Academy, Halifax; Principal O'Hearn, Halifax; Lee Russell, B.Sc., Manual Training School, Halifax; George Miller, Principal Dartmouth Schools.

Special High Schools [ladies' colleges, convents, seminaries, etc.]—Principal Harvey, Victoria School of Art and Design, Halifax; Miss Howard, Halifax Ladies' College; Principal O'Hearn, Halifax.

For colleges, schools for the blind and the deaf and dumb, school of agriculture, normal school—the superintendent himself will be able to act.

SCHOOL TEACHERS AND POLITICS.

It appears that among the teachers of Gloucester County there are several parish politicians, and so successfully have they manipulated that Caraquet and other places are now represented in the county council by teachers. Gloucester County is to be congratulated on the intelligence of at least several of her representatives, and the representatives are to be felicitated either upon their popularity or upon the premium put upon intelligence in the north.

Yet everyone is not satisfied, and "Education" writing in the *St. John Globe* advances several potent reasons against teachers taking an active part in politics while engaged in teaching. He says that as a general rule city teachers hold themselves aloof from politics, and if it is a good policy there it is better in the country districts where election matters enter more largely into private life and raise up social barriers and animosities between the contending parties. He argues that the teacher by taking part in these contests will not only neglect in a measure his regular duties, but will be liable to forfeit the esteem and confidence of many of the ratepayers, and thus impair the efficiency of the schools. He demands that the Board of Education make such regulation as will keep both teachers and schools free from political strife.

While it would be a matter of regret if the privileges

enjoyed by teachers were fewer than those of any other citizens, yet interference in any matter that would lessen the value of their services is a privilege that few ever enjoy very long. No one would for a moment object to a teacher taking an intelligent interest in public questions and expressing his opinions and voting as he wishes, but this differs very materially from active partizanship and blatancy in election campaigns. No regulation should be necessary; a sense of the fitness of things will be sufficient to regulate the action of properly balanced teachers. There is another safeguard in the fact that about four-fifths of our teachers are women who have not up to this time evinced a very earnest desire to meddle in politics.

Politics has been, and is, the bane of education, and the fault does not lie with the teachers but with the politicians. We have reason to be thankful that ward politics are not so rampant in Canada as in the United States, yet here and there such influences creep in and interfere, to the disadvantage of the schools.

A suspicious circumstance connected with the matter is the willingness of politicians to appoint themselves and be appointed on school boards. Why are they so anxious to serve? For what if not for the opportunity it gives them to appoint teachers and distribute the public money? There should be a regulation preventing any active politician from being a school trustee. The danger to the schools does not arise from the teachers becoming politicians, but from the trustees being already politicians.

TALKS WITH TEACHERS.

All teachers and inspectors know the objections often raised by trustees and ratepayers to necessary school apparatus, and the amount of persuasion and sometimes pressure that is requisite to induce them to procure it. All know the aversion the average country trustee seems to have to blackboard surface, and when he is induced to provide it he places about half of it out of your reach, let alone that of your pupils. Of the prescribed apparatus nothing has provoked more criticism than the weights and measures. A teacher told me, a few days ago, that a gentleman living in the district, and who had formerly been an inspector of schools, expressed himself as very doubtful as to the utility for teaching purposes of such apparatus as weights and measures. The teacher, who it will be seen possesses tact, did not argue the matter at length but invited the skeptic to the school the next afternoon, when she took occasion to illustrate a lesson by means of the measures. The gentleman departed delighted with the lesson and fully convinced as to

the usefulness of the apparatus. If there were more teachers like this there would be fewer objectors to proper appliances for school work. There are few districts in which objections will be raised to any apparatus which is properly made use of by the teacher, but some teachers, either through indolence or inability, fail to make use of the apparatus they have, nor are they resourceful enough to supplement it. You find the measures full of dust and the weights stowed away in the desk, the maps rolled up, and when you proceed to use them you are showered with dust. In these cases no explanations are required, and you will usually find that teacher inquiring for another school. Quite in contrast with the teacher mentioned was the answer of another teacher of whom the trustees inquired as to the advisability of procuring weights and measures. She replied that they were not necessary as "Any child should know a quart dipper." She, I think, would rank as one of the "dusty" teachers.

This is the season of the year in which disputes are apt to arise in country districts between teachers and trustees regarding the lighting of the fires and cleaning the rooms. Though teachers and pupils in some districts do a good deal of this work—and if they prefer to do it I do not wish to debar them from that pleasure—yet they are under no compulsion to do so, as it is manifestly the trustees' duty to make provision for this; and a teacher who does it herself is only making trouble by establishing a precedent for the next teacher who may not be so willing.

Depending upon the pupils to sweep the room is bad. What is the business of every one is that of no one. There are always a few who will shirk and the others consider they have the same right, so it generally falls upon the teacher. Another side of the question is the general tendency on the part of trustees to clean the rooms but once a year. On this account the dust accumulates to such an extent that sweeping is a serious matter to a teacher or pupils who come to school respectably dressed and who can not afford to have their clothes spoiled. It is not desirable that either teachers or pupils should be too exacting in these matters, and it is still less so that school officers should be too lax, and I would advise the teachers, after all other reasonable means have failed to induce trustees to employ some one to do this work on these cold mornings, to close the school and send the trustees the reason for so doing. This plan is usually effective.

How often do we find teachers finding fault with text-books? Good teaching depends more upon the teacher than on the text-books, and our want of success arises more from our lack of familiarity with the subject matter than from the way in which it is presented in the text. Text-books that are too complete are not always the best, and the text-books containing question and answer after the catechism style are the worst of all.

For the REVIEW.]

Notes on English.

Only one reply has been received so far in answer to the appeal made in October for hints and suggestions as to how these two columns should be filled. This one says:

In the REVIEW for June there was a series of questions on Scott's Woodstock. A few friends joined me in reading the work to the accompaniment of those questions, and we are all agreed that we never before found a novel so interesting or so instructive as we found Woodstock when studied in this way. If it falls within the lines of "Notes on English" to give questions of the same kind on some other of Scott's novels, you may feel sure that they will be welcomed gratefully by, etc., etc.

What will be "welcomed gratefully" by some reader or other is just the sort of thing that I would like to have always in these columns, and so, in compliance with the above request, I give below some suggestions from sets of questions on *Ivanhoe*, *Redgauntlet* and *Peveril*, which were given to the same class that the paper on Woodstock was prepared for.

IVANHOE.

When was *Ivanhoe* published? What was going on in the world then.

In what respect is *Ivanhoe* a *history*, and in what a *novel*? How does *Ivanhoe* differ from Scott's previous novels? What were Scott's reasons for this?

What signs of haste or carelessness are there in *Ivanhoe*? How may these be accounted for?

Is the heroine Rowena or Rebecca? Why do you think so?

If Rebecca, why not marry her to the hero?

What are the different types of character introduced? Select one and write at large on it.

Compare Isaac and Shylock.

REDGAUNTLET.

Of what author did *Redgauntlet* appear as the professed work?

Which other of Scott's novels appeared similarly?

What would you say was the chief difference between *Redgauntlet* and *Ivanhoe*?

What parts of *Redgauntlet* are historical or quasi-historical?

The motto—its exact location? Wherein consists its appropriateness?

How do you like the *epistolary* form in a novel? What do you consider the advantages and disadvantages as compared with the more usual form? Name other standard English novels in epistolary form.

Write on the "duration of the action," but first tell what this phrase means.

Date of the action? What evidence does the novel supply?

Draw a map of the scene of the story and mark on it all the chief places mentioned.

What qualities are most conspicuous in the Charles Edward of *Redgauntlet*? In which other of Scott's novels does he figure?

What changes would you suggest in *Redgauntlet* to make it more exactly suit your taste?

Write short notes on—

Endure my pawmies without wincing.

Quid tibi cum lyrá?

David and Jonathan—and —, —and — had neither post nor franks.

You (Scottish) call them *links*, we (English)—

What do Canadians call them?

My certie, ye're no blate!

Laurie had walth o' gear, could hunt wi' the hounds and rin wi' the hare.

Pace and yule and such high seasons.

As a sieve is sib to a riddle.

The withers of the Provost were not moving.

Chapter VIII, paragraph beginning "Just Fifish." Translate first sentence into idiomatic English.

PEVERIL OF THE PEAK.

Who was Prime Minister during the Popish plot?

Charles II is called the "merry monarch." Does Scott's picture of him accord with this? What other epithets does it suggest to you? Cite passages in support of each you mention.

Which other of Scott's novels deal with the times of the Stewarts?

What made-up names (*e. g.*, Dr. Pills, or Parson Blowhard) are used in *Peveril*?

Can an eighteenth-month old child walk steadily? What passage suggested this question?

What did people read in *Peveril's* time? Cite passages.

Who sent the sheep and kine to Lady *Peveril's* feast? How do you know?

Differences in dress, appearance, speech, manners, etc., between Cavaliers and Roundheads?

Is Scott's treatment of these rival parties impartial? Refer to some subject in his other novels.

"It is a compromise which we would heartily recommend to all managing matrons." What is it, and what do you think of it?

What liberties are taken with history in *Peveril*? What is Scott's excuse for this? Give your own views on the subject.

Quote Lord Derby's description of salmon-fishing. Of what does he use it as an illustration?

How did Scott mean "Derby" to be pronounced, and how do you know?

Color of the heroine's hair and eyes? Ditto for any other heroines.

"The fairy web of night and day," usually called in prose — what?

How did the Cavaliers raise money for the civil war? Answer from Peveril.

Was there really a Popish plot? How did those who benefitted by it suffer afterwards?

"All knowledge is gained — — — ." How? Who says so?

What are the most effective dramatic incidents in Peveril?

Quote Dryden or Buckingham.

Some critics think Scott's Buckingham a failure. Do you know or can you guess what fault they find? What do you think of the character?

What was the blackest spot in the character of Edward Christian? Why do you think so?

Did you notice any gaps in the story?

Which of the turns in his plot does Scott admit to be commonplace?

What holes can you pick in Bridgeworth's morality or in Buckingham's etiquette?

"Young I am and yet unskilled," etc. Is this correctly quoted? Whose are the words, and whose the music?

Write short notes on—

Martello towers, a tankard of October, huck-a-back napkin, the haughty wife of the good Duke of Gloucester, old Rowley, the great madam, little Anthony, old black Tom, the daughter of the horse-leech, a sea-coal fire, Don Quixote in decimo-octavo, a three-bottle baronet.

When bale is at highest, boot is at nighest.

Neither if nor and.

There is no room for traversing on a horse-block.

I have the receipt of fern-seed.

Never pot boiled, but the scum was cast uppermost.

A. CAMERON.

Yarmouth, N. S., October 31st, 1892.

For the REVIEW.]

Music Notes.

TRANSITION FROM TONIC SOL-FA TO THE STAFF NOTATION.

SECOND PAPER.

If what was spoken of in the former paper be mastered it may be right now to introduce a lesson on time. Time should be taught apart from tune as in the tonic sol-fa notation: so one line or one space may be used for those exercises that are simply time exercises.

In the tonic sol-fa notation the pulse is the standard measure for time, and is always represented in the same way by the space between any two accent marks. In the staff notation the pulse or beat may also be regarded as the standard, but unfortunately

it has not one uniform representation. It may be represented by the Minim, or, as it is often called (probably not quite correctly) the half note; or by the Crotchet, often called a quarter note; or even by the Quaver. The minim is the open note with the stem, the crotchet the black note with stem, and the quaver the black note with stem and single tail.

Give the pupils an exercise in the tonic sol-fa such as the under to one tone:

1. { | d : d | d : d | d : — | d : d | d : — ||

When this has been done write the staff representation of it under, writing each note say on the first line *E*. Use the minim for one pulse note, and the Semibreve, the open note without stem, for the two pulse note. Multiply exercises of this kind until the pupils are quite familiar with the value of the two notes.

Then give an exercise such as the under in three pulse measure.

2. { | d : d : d | d : — : d | d : d : — | d : d : — ||

3. { : d | d : d : d | d : — : d | d : — : d | d : — ||

These, for the sake of variety, may be written in the first space *F*. Use the same signs for the one and two pulse notes.

Next give the class a time exercise in say three pulse measure, tonic sol-fa notation, *M.* 90 to 100, and get it sung at that rate of movement.

Tell the pupils that you will now use a different note or sign for a one pulse note, and show them the crotchet sign. Three of these will be in one measure. But when we have a two pulse note we will use the sign that formerly we used for a one pulse note. Exercises similiar to No. 2 and No. 3 will do. Next write a four pulse exercise about the same rate as above, and introduce one and two pulse notes. Ask the class how the last note should be represented in Exercise No. 4. A two pulse note is represented by the minim, and two minims are equal to a semibreve; so a four pulse note should be represented by a semibreve when a one pulse note is represented by a crotchet, or as it is called a quarter note.

4. { | d : d | d : — | d : d | d : — | d : — | — : — ||

If the teacher has not already done so let him get the pupils to observe that when *d* is on a line *l*, *d m s t r* are on lines, and *t, r f l d' m'* are on spaces; and when *d* is on a space *l*, *d m s t r* are on spaces, and *t, r f l d' m'* are on lines. Further if any note be on a line the note an octave higher or lower is upon a space.

The teacher may now give the class simple exercises on any of these Keys, *C, E, G*, and *D, F, A*, first upon the fingers, then pointing the exercise on a blank staff simply marking where the *doh* is according to the key.

The next step is to write out the tune, still marking where the *doh* is. From the modulator bring out that the first column to the right is Key *G*. The *doh* is opposite *soh*. Next that the distinguishing tone is *fah* sharp, i. e. *fe*. This tone *fe* is the *te* of the scale Key *G*, and the tone above the sharpened tone is *doh* in Key *G*.

Look carefully over the two scales and it will be found that this tone *fah* is the only one that needs to be changed to get the tones of Key *G*. To save repeating the sharp every time that *F* occurs, a sharp is written upon the top line *F* before the beginning of the tune. This is called the signature. So always in Key *G* we shall write a sharp on the top line, and we shall know that the note above, viz., *G*, is *doh*.

Look to the second column to the right. Again the *soh* of Key *G* becomes *doh*, and we find that *doh* is opposite *ray* in the centre column, or in other words *D* in the standard scale becomes *doh*. Notice that again the *fah* of Key *G* has to be sharpened to give the new *te* the *te* of Key *D*. Further we see that this new note to be sharpened is *C*. Thus in Key *D* we need two sharpened tones *F* and *C*. So the signature for Key *D* will be a sharp on the top line *F* and one on *C*, the third space, and the note above that last sharp is *doh*.

Similarly it will be found that *doh* in the third column to the right is opposite *A* in the centre column, and that the new note to be sharpened is *G*, so that for Key *A* three sharps are needed in the signature on *F* top line, *C* third space, *G* space above the line, and the note above the last sharp *G* is *doh*, that is for three sharps the key is *A*. If the first and second sharps are remembered, the others are easily found,

1st	3rd	5th		2nd	4th	6th
F	G	A		C	D	E

and the *doh* is the note above these.

Sharps			Sharps		
1	3	5	2	4	6
Key G	A	B.	Key D	E	F sharp.

JAMES ANDERSON.

For the REVIEW.]

Some Recent Musical Publications.

Three recent American musical publications that have come under our notice are deserving of some attention from teachers. All are in the staff notation, with accompaniment for the piano or organ.

"CHARMING SONGS FOR LITTLE WARBLERS" is an attractive book for primary teachers, as it contains a good selection of real child songs. The melodies are simple and bright, and the words well suited to even the baby singers of kindergarten realms. Several of

the numbers could be used as "action songs," and all within easy range of the ordinary child's voice.

"THE SONG PATRIOT" proposes in its preface to give, among other advantages, "a good deal for the money." The contents of the book fully justify this promise. The collection comprises a number of patriotic and war songs, songs of sentiment, and national hymns of many lands, three or four college songs, and perhaps a dozen sacred songs of real merit. The matter is far above that usually found in cheap publications (the cost is only fifteen cents,) and lovers of good music will find many of the old standard pieces whose worth has outlived the popularity of a day. A few of the numbers are beyond the reach of children's voices, but there is ample material for good work apart from these.

"THE COMPLETE MUSIC READER" devotes forty-eight pages to the theory of music, in addition to its collection of songs, anthems, etc. In its method of teaching the scales numbers are employed to indicate the different tones, the key-tone being number one, the next above number two, etc. The singer is thus led to recognize each tone by its place in the scale, and its distance from the key-tone, at whatever pitch the latter may be taken; but the absence of the doctrine of "mental effects" deprives the tones of that marked individuality, which to tonic sol-faists is so great a help in dealing with music. As a teaching book the *Music Reader* would be improved by the introduction of a few rounds, as the practice of these promotes the exact observance of time, conduces to a more ready recognition of harmony and "movement of parts," and even serves as a preparation for singing figures, etc.

Several points are left to the explanation of the teacher—none, however, of any great difficulty. The minor mode is treated as a separate scale, instead of a peculiar "mode" of the common scale. When we remember the origin and development of the "modern minor" the latter plan of treating it seems the most natural, and it is the simplest for teaching purposes. The separate scale plan is the one generally adopted by staff notationists.

A very useful page for students is that which contains a list of musical terms and signs, expression marks, etc. In several of the songs short transition passages are emphasized by stating the new key and marking the scale number of the transmutation tone—an excellent aid to the singer.

The large number of hymn tunes, anthems, etc., enhances the value of the work to persons interested in protestant church music; while many of the well chosen part songs are very attractive.

A HALIFAX TONIC SOL-FAIST.

For the REVIEW.]

Some Bad English.

The following instances are from an article published some years ago; they are still timely:

Refining influence and *desperate hope* are etymologically absurd.

Reliable we may still keep out by *trustworthy*. *Rely* as an intransitive verb should give no such form; if anything it should be "rely-on-able." And so "indispense-with-able," "laugh-at-able," "un-account-for-able." But the other forms here have made their way in.

Talented. Keep this out too. Though indeed other words are thus formed and are used by good writers. But this word is not so used.

Fain should be used for something agreeable, something wished for, not "fain accept the disagreeable thing."

Greet. A man never was greeted with groans, or with anything disagreeable.

Circumstance. Use *incident*. Use *circumstances* in the plural only—things standing round.

Decimate. It is not much to say a regiment was *decimated* in a fight.

Holocaust. By the sinking of a steamboat on the Thames they said there was a *holocaust*—which was setting the Thames on fire indeed. Get Skeat's smaller—or the more interesting larger—etymological dictionary published by the Clarendon Press.

Alleged. If a thing is alleged, that means that sure and certain word is given of it. An allegation does not mean a guess.

Conflagration. Of course the burning of one house is not a conflagration.

Do not use *numerous* for *many*, the *whole of* for *all*, *starvation* for *hunger*, *commence* for *begin*.

Do not follow a modern fashion and divide, by an adverb, the *to* of an infinitive from the following verb.

Do not reduplicate past tenses, writing "I had intended to have gone" for "I had intended to go."

Do not say *try and* for *try to*.

"A man told me so" is the English for "A certain person informed me."

"It had cost him a deal of money to build a house" is the English for "He had expended a considerable sum in erecting a residence."

We no longer eat and drink, we "partake of refreshments," and we contrive by some miracle to "partake," even when we dine alone.

We cannot get up and go to bed without being told to "rise" and "retire." Our legs become "limbs" to the exclusion of our arms. Male and female hearts become passionless, "masculine" and "feminine,"

as if they were grammatical forms. And men and women dwindle into "gentlemen" and "ladies."

But the simplest words are always best, and so unerringly does their habitual use indicate a clear mind, an earnest meaning and a sincere intent, that he will always be better worth listening to who never says "arrive" when he should say "come," nor "proceed" when he might say "go." W. F. S.
The University, Fredericton.

For the REVIEW.]

The Evils of Too Hasty Grading.

The most serious and common error committed by our teachers in the miscellaneous schools is the undue haste in grading. Many a child's progress is checked by the enormous and unintelligent amount of work he is compelled to do in his first years of attendance at school.

In the majority of cases scholars are promoted on their ability to pronounce words, and teachers acting under home influence place children in grades their ability does not warrant. Frequently one can find scholars in the fifth grade incompetent to do the simplest work demanded by the third in arithmetic. An explanation for this unbalanced state of affairs may be given in the attention that reading alone receives at home.

The departure of a teacher from a section is often the occasion for indiscriminate promotion, and in this way they show a want of respect for each other by bequeathing to successors impossibilities or failures. Not one teacher in ten dare risk her reputation by setting back pupils promoted by a former teacher.

The question can be well raised here. Who *should* grade at the close of a term? True, the outgoing teacher should know the children's standing better than a stranger, and if grading is done with great scruple is undoubtedly the one to do it, but where there is laziness, and it is general, the task should fall on the incoming teacher so that trustees and school officers would know whom to hold responsible for a school's condition.

Happily the yearly term will give stability to the profession in this respect, and hereafter the sower's evil have opportunities to be the harvester's. J.

Nova Scotia.

We had thought that Mr. Silver and Sir Titus Salt were the only Englishmen of this generation who had given their names to towns; but, it seems, that a third must be added. A headmaster who shall be nameless, advertises himself as "formerly assistant at Uppingham-under-Thring." Doubtless the hyphens are a happy inspiration of the printer, who followed the analogy of Newcastle-under-Lyne, but the name deserves to live. What, by the way, is Mr. Parkin about? We hope the promised biography has not been swallowed up in Imperial Federation.—*London Journal of Education*.

For the REVIEW.]

A Few Hints for Nova Scotia Teachers.

The new order of things in educational matters has begun in Nova Scotia. A few hints may therefore be useful.

1. When you get the new and simplified school registers read the explanations through very carefully several times before you make any entries of any kind.
2. After thoroughly mastering all the details, make all the entries required at the beginning of the school year. Delay is dangerous. The Inspector may visit you any day. His estimate of you will be much higher if your register contains all the information it should up to date. Do not consider any detail unimportant. There is a good reason for every question asked, whether you understand it or not. When you are as familiar with the new register as you are with the old one, you will find it much simpler. Of course you will find many errors in the proof-reading of the first copy, but all mistakes will be corrected in the next issue.
3. Note the fact that you are required at the end of the year to state just how much time was given to every subject on the course of study.
4. You will therefore require to have a carefully prepared time-table on your desk at all times. When you draw up a new time-table do not destroy the old one. If you are assisting in a graded school, get the principal to endorse your time-table. In all cases get the Inspector's approval also.
5. Remember that the law makes special provision for the teaching of hygiene and the effects of narcotics on the human system.
6. If you have heretofore occasionally missed being in your school-room half-an-hour or twenty minutes before the hour for opening, resolve that it will never occur again. Your industry will commend itself to your pupils. If you are a good teacher you will need that much time [30 minutes] to prepare for your work. And your oversight of the early comers will be a benefit to them and a protection to the school property.
7. It is your bounden duty to look after the pupils at recess, to protect the weak from the tyranny of the strong; and all from the vices of the immoral.
8. Let no hurry or pressure of work ever lead you into the unpardonable offence of permitting yourself or your pupils to scribble on blackboard, slate, or paper, or to ask or answer questions in any but the choicest language you can command.
9. Neither use nor allow any slang phrases, however expressive.
10. In teaching penmanship you will always find straight writing easier than slanting, and the front position the best when the necessary muscular support for the right fore arm can be obtained.

BEOBACHTER.

The girl who comes out of college with no sense of proportion, no eye for color, no sense of the fitness of things, no knowledge of the present conditions of the world of which, from her standpoint, she forms so large a part, will need another training—that of painful experience—to fit her to use the tools given by her *alma mater*.—*Harpers' Bazar*.

For the REVIEW.]

Some of the Social Aspects of the Kindergarten.

BY MRS. SUSAN S. HARRIMAN, HALIFAX.

(Continued.)

The world to be sure does not yet recognize the means of its own salvation; but it is only the break of day, and nature's fairest blossoms reveal their hidden beauties only to the fully risen sun. No flower has she so modest in opening, no flower revealing such perfection and harmony of parts, as Fröbel's gift to the world—the Kindergarten.

But those whose eyes fail to pierce the surface of Kindergarten life will say, "How can play be considered so potent a factor in the march of civilization?" "Is it not a whim arising from the natural love of women for children?" We refer any such to Plato, a man acknowledged as a leader among wise men, who centuries ago voiced his sentiments thus:

"Play has the mightiest influence on the maintenance or non-maintenance of laws; and if children's plays are conducted according to law, and they always pursue their amusement in accordance with order, it need not be feared that when they are grown up they will break laws whose objects are more serious. But if their plays and those mingling with them are arbitrary and lawless, how can they become virtuous men, law-abiding and obedient citizens?"

Let us look at the sixty children sitting quietly and self-possessed in the morning ring. Can you imagine them sitting thus at home? Is not this control of their active limbs a most desirable gain? Hear their happy voices as they wish one and all good morning. Notice that the whole face responds as well as the hands, as the Kindergartener passes around the ring, showing that the courtesy is not a mere form, but proceeds from the hearts, manifesting itself in smiles and dimples.

Harry is asked to record the weather upon the blackboard calendar. A sense of responsibility shines upon his face as he glances outdoors and endeavors to reach a decision as to whether the sun is bright enough to warrant a yellow circle, or whether, owing to an occasional darkening of the sun's light by a cloud, a brown one would be more suitable. Having decided the weighty question, it still remains for him to find out the right place whereon to record it. As he works at the board, the others watch eagerly, for the color of the circle designates the next step. If a sunshining circle, we must bid the sun good morning; if a cloudy circle, we tell how "the clouds come down, darkly, darkly falling." But if a white circle shows that it is nature's washing day, the merry voices proclaim that "we are very happy here tho' 'tis a rainy day." Is there not here judgment, reasoning and association of ideas?

The farmer has been the subject of the week, and the children have been asked to search their picture-books for anything suggestive of farm life. Only last September, a twice-repeated request in regard to another subject brought no response, but now hands are raised in every direction as we look around. Books, cards and varied material are collected and put aside for the moment, but one card has been suggestive. It was evidently torn from a gardener's advertisement and represents a bulb, from which a few shoots are peeping forth. Easily and quickly it is reproduced in colors

on the blackboard, and little by little, partly through expression of their own knowledge, partly through outside suggestions, they learn of the long sleep underground, or in cellars, the wise storing of food in the fall for spring use, the gradual awakening when once more restored to the sunshine, and in and throughout the whole they perceive the wisdom and tender care of a Supreme Being, extending not only to themselves, but to His plant children, and as they join in singing

"Father, we thank Thee for the night
And for the pleasant morning light,
For health and food and loving care."

their reverend little faces prove that they have grasped the truth, that the hymn is indeed a hymn to them, and not a meaningless arrangement of words. With the same reverence they repeat the prayer, for it is only natural to ask help from a Father whose love is so apparent. Thus are they led "through nature up to nature's God." Surely hearts and minds opened wide to such influences will never be guilty of unbelief.

And now the books must be searched for illustrations of farm life, and we see the ploughman patiently guiding the plough. The picture of a heavy farm wagon, of horses, cattle, turkeys and hens. An illustrated volume of Bible stories is opened to show us the sower going forth to sow, and the joy of the children in the picture is as nothing to that of the Kindergartener as she realizes for the first time perhaps that both Christ and Froebel taught in parables, and that loyal discipleship to Froebel leads to that higher discipleship with Christ. She realizes, too, that it is given to her, to be as a sower, sowing seed, and notwithstanding much seed seems to fall on barren ground, trusts that some at least may fall on good ground and bring forth some thirty, some sixty and some an hundred fold.

The picture of a lamb suggests something to Hattie, and she announces that she knows a piece about a lamb, and stands to tell us once more that "Mary had a little lamb."

However, we can well afford to listen, for do we not see again association of ideas? Mother Goose, with the cow jumping over the moon, has also been brought as not at all incongruous with the subject. And is a knowledge of farm life the only gain? Is there not an interest awakened in outside life, a sympathy aroused, a power of classification, a strengthening of the memory, which will be of greatest use throughout life?

But the hands and feet require a change of position. Chairs are carefully placed against the wall, and soon hands and feet are keeping time to a spirited march. Not only exercise, but an opportunity to develop a sense of rhythm, the necessity of which is evident as we notice the uneven steps and wild clapping of the new comers. And now dull, stolid boys, with a few spry ones for leaders, are sent into the ring as the farmer's horses racing over the pasture. Restless, nervous little maidens are encouraged to show the graceful, even motion of the butterflies in the garden, and then all are quieted for the coming work, as to the softest of music, the muscles relax, until like sleeping flowers they droop to the ground, slowly reviving as the music awakens them by a brighter strain. They are refreshed physically, and as the mental can proceed only through the physical,

we look for good mental work. At one table the babies, with colored worsted balls, are learning of number and direction, and at the same time through their imaginary robins, bluebirds and canaries, of the return of birds in the spring-time. At another table the builders, with blocks, are acquiring the carpenter's skill in building the farmer's barns, houses and gateways. How the carpenter, in return, buys the farmer's produce, showing the dependence of one class of society upon another and proving the universal brotherhood of mankind. And how quickly these little builders learn of the relation of parts to the whole, and how neatly their material is handled and disposed of. The orderly habits alone are of great benefit, for we are told that "order is heaven's first law."

Again the restlessness shows that a change is necessary, and with the same order and courtesy lunch is served. Hardly a child who has a lunch, but seeks to share it with another, not because of any rule to that effect, but because after a day or two passed in eating their whole lunch in gloomy silence, they *choose* to ask some one to share with them, and are happier in doing so. For generosity is a plant which readily thrives in the Kindergarten, is of strong fibre and yields a rich harvest of generous deeds and thoughts.

The games begin, and here, too, the general idea of the week is carried out. The game of the farmer is entered upon with enthusiasm, and the barley and oats are sowed, reaped, thrashed and sifted, after which the farmer rests and enjoys any musical instrument which the children may suggest. But the oats must be ground and the game of the mill is called for, and when the water-gate, mill wheel, mill stones and hopper are in place, the river of children pours in and the oats are reduced to oatmeal. But one thing more—what shall we do with the oatmeal? "Send it to the Russian children" answers a voice full of sympathy, for we have learned of the sufferings of our little friends in that far off country.

The birds build their nests, and while the mother bird cares patiently and lovingly for the little birdlings, the father flies far and wide in search of food until

"At last the little birds are fledged
And strong enough to fly,
And so they stretch their tiny wings
And bid the nest 'good-bye.'"

What could so clearly demonstrate the family relation as this father and mother working together through storm and sunshine for the well-being of their offspring?

Once more all are seated at their tables ready for the occupation. Deftly the material is distributed and pleasantly acknowledged. The babies, with their beads, are stringing imaginary raspberries and blueberries. The older ones are fully absorbed in weaving the mats for the farmer's parlor, and their intent faces and busy fingers show it is *work* indeed to them. But how happy they are in their work.

But what can have happened that such a wail arises from yonder corner? A little girl crying because she is not allowed to work. She has been unkind to her neighbor and must be made to feel that as a discordant element she must be excluded. Why is it that while at home children dislike work; perhaps for the reason that it is too often given

as a punishment, that here they cry for it. It is because the work is suited to their years and needs. Children are not naturally lazy, what seems so generally proves unsuitable and uninteresting employment.

And now coats and hats are donned, the older ones helping the younger, good byes are sung and sixty happy faces pass by, for they are going home to live out the ideas gained in the Kindergarten. Dark, indeed, the room without the light of baby eyes.

A Plea for the Study of Natural Science.

(Read at the Westmorland County Teachers' Institute, 1892, by Geo. J. Trueman, Principal Superior School, Upper Sackville.)

New Brunswick is an agricultural province. The forests, one main source of wealth, are decreasing. Within her boundaries we find not the iron and coal of Nova Scotia, the copper, silver and oil of Ontario, nor the gold of British Columbia. Not that this colony is destitute of mineral wealth, but research has yet failed to show that buried treasure that would establish equality in this respect with many other portions of the dominion.

If New Brunswick is to gain distinction among her sister provinces, or even hold her way with them, it must be mainly through the development of the different agricultural branches. In natural endowments she is not behind in this respect, but the soil is being exhausted and many farms deserted: only by intelligent effort can these be reclaimed and a proper life put into our agricultural arrangements.

As the vital force of the province must come largely from what the soil produces, the majority of our people must be farmers. The majority of our teachers must now be educating these farmers. Whatever special training the boys get, as a class, that they may be able to overcome the difficulties that baffled their fathers, must come through the common school.

It surely must be all important what special lines our farmer boys take up after they have a fair grounding in the rudimentary branches.

Professor I. O. Winslow, of Albany, New York, while dealing with this subject, spoke as follows: "Many of our farmers have pursued their knowledge of mathematics, or language, or history, far beyond the limits of the common school course and yet have no systematic knowledge of the natural sciences. Dwelling in the midst of a sea of knowledge 'with never a drop to drink.' It seems to me a knowledge of these sciences is just what the farmer needs to make life more interesting. If there is any man on earth that needs that contentment which comes from an educated mind, it is the farmer. His is necessarily a life of comparative loneliness. The

ordinary man of business is brought into company with his fellows. The inhabitant of the city is perpetually jostled by the bustling crowd and has little time for subjective reflection. But the farmer often drives his team afield in the morning, with no more companionship until noon or evening; he must either commune with himself or with nature.

"The great difficulty is that in the want of a proper understanding of the lessons nature can teach, many are forced to turn their thoughts too much back upon themselves. This self-destructive process is doing much to make farmers morose and discontented.

"A mill stone and the human heart
Are turning ever round,
If they have nothing else to grind—
They must themselves be ground."

Is not this the true thought? living midst nature, working with nature and the natural forces, natural science is the subject to benefit, morally improve and make happier the life and thoughts of the farmer.

In the past the education of the farmer has been considered unimportant by himself and by others. The questions teachers often yet ask a new pupil are: Do you think of going to normal school? to college? into business? And when it is found he is only going to farm, no special training is considered necessary to fit him for entering this calling, which, it may be, is only entered because of the pressure of circumstances.

The intelligence of the land has waked up to the fact that for the country's weal this condition of things should exist no longer. The general and local governments have realized there must be a change, and are making earnest efforts to bring about a better state of things. By intelligent lecturers sent to every district, and by experimental farms established in central places, they are aiming to give the farmers a more intelligent knowledge of their work and a practical acquaintance with better methods.

The central experimental farm at Ottawa is doing good work along these lines. * * * This large school, the farmers being the pupils, and this energetic band of professors, and lecturers, the teachers, are, no doubt, doing good work; but while the thoughtful teacher thinks on these things, questions like the following will suggest themselves to him. If the government, after carefully considering the state of the country, find it necessary to invest about \$100,000 yearly to instruct the people in scientific agriculture, have the schools been doing their part? Should they not now lend all the aid they can? If it is best that instruction should be given in the manner the government has adopted, should not the future farmer, who is now under our care, have at least a sufficient knowledge of the sciences to enable him to

assimilate and apply the knowledge that is now lying at his feet?

The majority of those who should be benefitted now have not a sufficient knowledge of chemistry and the other sciences to enable them to profit by the work done on the farms. Not only so, but as a man's interest is largely dependent on his knowledge many have not even a sufficient interest to examine the report. For the same reason we find farmers belittling these studies and the work of the government designed for their benefit. More than once parents have given me to understand that the sooner their children were freed from the study of such nonsense the better.

How much better it would be for the intellectual strength of the country if the men and women were stimulated to investigate and conclude, instead of trying to carry out the half-understood information which has been gathered and prepared by the thinking powers at Ottawa? Yes, and how much more satisfactory would the actual results be! While certain large and expensive experiments must always be under the management of some financially strong body, yet if the suggestion of Mr. Williams in the newly authorized chemistry were carried out, and our boys and girls encouraged to make small laboratories at home, such an interest would be created that things now involved in darkness would be brought to light, and investigations would no longer be dependent on brain power outside of the farm home.

So much has been said about the moral effects of these studies that little more can be added, suffice it to say,—the more the works of the Divine Architect are studied, the more those who have the will can see the wisdom and the LOVE and the justice of Him who doeth all things well.

There has been a great cry of late that the boys are leaving the farm for the so-called nobler walks of life, or for the performance of the same task in other sections. The grand remedy for this is with us; the majority of our young men love the old home, and if they are taught to respect farm life, to enjoy it, and last, but not least, to use their brains in making money at home, there will no longer be a lack of our best men engaged in agricultural pursuits.

Of course in the common school a particular line cannot be too much indulged in. A special subject, or set of subjects, must not interfere with the general completeness of the course. The school cannot take the place of an agricultural college, though the most of our boys will never see such an institution. But a portion of our time can be spent on the teaching of chemistry, physics and botany, not from the textbooks, but from nature every time. The Board of

Education is doing more and more to make this possible, and yet in the majority of our schools science studied from nature is almost unheard of. Bailey's Natural History, McAdam's Chemistry and Hotze's Physics are memorized page by page, and but a trifle of real knowledge gained. Many teachers, not having the conscience to teach in this manner after a year spent with Mr. Brittain at the normal school, neglect the subjects almost entirely, and ease their minds by thinking the trustees will not supply suitable apparatus.

At the Provincial Institute this summer, and in a paper read at the York County Institute last year, the statement was made that we have too much oral teaching and a consequently less thorough knowledge of the subjects. These men were both city teachers, and I have no reason to doubt the truth of the statement in regard to city schools of which, no doubt, they were speaking; but I know their words were balm to the hearts of many in other sections, who would sooner hear lessons than prepare for oral teaching.

Would that in the sciences at least we had more intelligent oral teaching. I have made particular inquiries in many of our districts and know of what I speak when I say that chemistry and physics are not taught experimentally in more than one-quarter of our schools. I know from experience there is no trouble to get the apparatus if one has but the will. Without the trustees' help, by expending a very few dollars, and a little time, apparatus may be made that will answer most practical purposes.

In order to give this paper a more practical cast, I had planned to describe some apparatus for the teaching of physics, which I have found to be readily made and generally satisfactory. But I will take another opportunity to give such information.

We have long had compulsory education, and for nearly a year have had free education. It might be supposed then that a schoolless child is almost an impossibility. What are the facts? According to the average drawn from the census returns there ought to be 5,881,530 names on the books. The actual numbers are 4,804,149, and of these there are on an average over a million absent. In other words, at any given moment, two children out of every five, or thereabouts, are disobeying the law. Mr. Macnamara's paper at the N. U. T. Conference showed a grasp of the subject, and one of his suggested remedies—the appointment of special attendance inspectors—was original and well worth considering. Only one aspect of the question he overlooked, perhaps because it is so obvious; nevertheless it is well for schoolmasters to bear in mind that the one panacea against irregular attendance is to make school attractive to the scholars.—*London Journal of Education.*

Academy Entrance Examination, N. S., 1892.

MATHEMATICS.—THURSDAY, 10 A. M.—12 M.

Numbered questions of equal values. Answers without the work necessary to find them shall be assumed to be guesses, and therefore of no value, even if correct.

1. Divide 1234567890987 by 987654.
(Answer of no value unless exactly correct.)
2. Add the fractions $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$ and $\frac{5}{6}$.
3. Simplify $\frac{\frac{1}{2} - \frac{1}{3} \text{ of } \frac{1}{4}}{\frac{1}{5} + \frac{1}{6} \text{ of } 3\frac{1}{2} - (\frac{1}{8} \text{ of } \frac{3}{4} - \frac{1}{2})} \div \frac{1}{2} \text{ of } \frac{1}{2} + \frac{3}{4} \text{ of } 5$
 $9\frac{1}{2} - 1\frac{3}{4}$
4. I bought $7\frac{1}{3}$ thousand feet of boards for \$271.60; at the same rate what would $39\frac{1}{2}$ thousand feet cost?
5. Find the value of $.31007 + 22.008 + 41.607842$.
(Answer of no value unless exactly correct.)
6. What number is that, from which if there be taken $\frac{2}{3}$ of .375, and to the remainder .53 of .3125 be added, the sum is 10?
7. If a druggist buys 25 pounds avoirdupois of drugs at \$8.33 $\frac{1}{2}$ a pound, and sells them in prescriptions at 80 cents an ounce apothecaries' weight, what is the gain?
8. I buy goods for \$1150 cash and sell them for \$1224 on a credit of four months; do I gain or lose, and how much, interest being six per cent.
9. The true discount on a sum of money for three years @ 8 per cent is \$120; what is the compound interest of the same for the same time?
10. (a) Evaluate $\frac{(a-b)(\frac{2}{3} + 3b)^2 - \{12a - (8a - b)\}}{(a-b)^2}$, when $a=4$ and $b=2$
(b) Divide $(a^5 - b^5)$ by $(a - b)$.

ENGLISH LANGUAGE.—2.00—3.30 P. M.

(Value of each numbered question, 10).

- 1 and 2. Analyze:
*Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us,
Footprints on the sands of time.*
- 3 and 4. Parse the italicized words in the above.
5. (a) What is meant by the term "superlative of excellence?" (b) What is meant by the term "anomalous verbs?" Give ten examples.
6. Correct the following sentences where desirable, and give the reason or a rule for the correction:
Who are you looking for?
Why do you not sell them horses?
Of two evils choose the least.
He cannot learn me grammar because he knows it not himself.
I run the whole distance before he began.
7. Spell correctly and explain the following words: Ir-istable, dillegint, woolin yarn, stationery, calendar, Wens-day, synonyms, maintainance, ballance and kawliflour.

8. Howe'er it be, it seems to me
'Tis only noble to be good:
Kind hearts are more than coronets,
And simple faith than Norman blood.

Who wrote this? Explain the full meaning of it.

9. Write a letter from J. Brown of Halifax to T. Jones of Montreal, asking him to send immediately by I. C. R., 1,000 barrels of flour of a certain quality providing the price is not above \$4.15 per barrel, and instructing him as to time and mode of payment.
10. Write from memory at least eight lines of prose or poetry, with special attention to beauty of writing and correctness of spelling and punctuation.

GEOGRAPHY.—FRIDAY, 9—10.30 A. M.

(Numbered questions of equal value.)

1. Name each province of Canada, with its population and capital.
2. Draw a map of Cape Breton, marking its counties and important geographical features.
3. (a) Name in order the states separated by the Mississippi River. (b) Define latitude and longitude.
4. Name in order all the countries surrounding the Mediterranean Sea.
5. Name in order, (a) the coast waters of England, and (b) the islands of Scotland and the provinces of Ireland.
6. Give the boundaries of Serbia and Afghanistan.
7. (a) Name the rivers, lakes and islands of Africa. (b) What countries are rainless, and why?
8. Tell what you know about, (a) the plants and animals of South America, and (b) Venezuela and Rio Janeiro.
9. What and where are the following? Kalihara, Yezo, Hamburg, Calgary, Bergen, Balkash, Uganda, Honolulu, Bic and Mersey.
10. Draw an outline map of Australia, marking the provinces and other important geographical features.

USEFUL KNOWLEDGE.—10.45 A. M.—12 M.

(Only ten questions, each of equal value, to be answered.)

1. Explain the formation of dew and hoar frost.
2. What precautions are now being taken against Asiatic cholera? What is their explanation as you understand them.
3. What injurious habits are people liable to fall into in the manner of taking their meals? Explain why they are injurious.
4. Describe a thermometer.
5. What do you know about limestone?
6. Where is gold found in Nova Scotia, and how?
7. What fish are found in Nova Scotia waters? Name in the order of their value to the province.
8. What insects are most injurious to our interests in this province? State briefly how each is most effectively repressed.
9. What are our most useless or most injurious weeds? Name some of our prettiest wild flowers.
10. What birds do you know to be useful or injurious to the farmer or gardener, and why?
11. Describe by drawings and otherwise the life history of one of our butterflies.

12. Draw and name some shape of leaves.
13. They say the air presses with a weight of nearly 15 pounds on every square inch. How can we show that it has some weight?
14. What is the air made up of? How can that fact be proved?
15. Describe the germination of some seed, explaining all you know about it.
16. What kind of nature studies do you like best? Give an account of some observations you have yourself made.

BRITISH AND CANADIAN HISTORY.—2 to 3.30 P. M.

1. When did the Romans occupy Great Britain? Name some of the principal events during that period.
2. What do you know about the battles of Hastings and Agincourt?
3. Name the sovereigns of the House of Tudor, and give the date of their accessions.
4. Mention the chief events in the reigns of James I, and of James II.
5. Give a list of the wars during the reign of Victoria.
6. Who was the ruler in England (a) when America was discovered; (b) when Colonel Sedgewick took Nova Scotia from the French; (c) when Port Royal finally capitulated; (d) when Cape Breton was finally ceded to England; and (e) when Cape Breton was annexed to Nova Scotia?
7. Tell what you know about (a) the Company of One Hundred Associates, and (b) the Hudson Bay Company.
8. Give the names and dates of battles in which Canadians were victorious against invaders of the country.
9. What was the difference between the government of Nova Scotia before and after the introduction of Responsible Government in 1848?
10. What do you know about (a) the Shubenacadie Canal; (b) Prince Edward Island in 1799; (c) The Ashburton Treaty.

Teachers' Associations.

VICTORIA AND MADAWASKA, N. B.

The third annual meeting of the teachers of Victoria and Madawaska Counties was held at Andover on Thursday and Friday, September 29th and 30th. Thirty members were enrolled. H. C. Henderson in the chair. This was the most interesting and profitable institute that has yet been held in the two counties. The following is the programme of the various sessions:

First session—Routine business; paper, "Value of Mathematics as an Instrument of Education," by J. M. McKenna, B. A. Interesting discussions on the paper were participated in by several of the teachers.

Second session—Paper on Grammar, by Miss Gussie Crawford; a paper by Miss Catherine Barton, "School Discipline;" How Best to Teach the Literature of the Readers with Special Reference to Particular Selections," a paper by Thos. Rogers.

In the midst of the discussions which followed the Chief Superintendent of Education arrived, this being his first visit to the upper counties. He was greeted cordially by the teachers present, and he gave a short address, expressing his sympathy with the convention.

In the evening a public meeting was held. An address of welcome, by S. P. Waite, of the Board of Trustees, after which a stirring and helpful address by Dr. Inch, followed by addresses from Messrs. Porter, Baird and Estabrooks and Rev. Leo. Hoyt.

Third session—Practical Lesson in Natural Science, by Miss Elizabeth Manzer. "How to Teach Geography to the Primary Grades," a paper by Mrs. C. W. Turner. A paper on History by Miss Bessie Fraser. "The Duties of Education," a paper by Aaron Lawson, B. A.

Fourth session—"The Teacher's Self-improvement," a paper by H. C. Henderson, B. A. After the Chief Superintendent addressed the Institute the following officers were elected for the ensuing year: President, H. C. Henderson, B. A.; Vice-president, Thos. Rogers; Secretary-Treasurer, Miss E. Manzer; J. M. McKenna and Miss G. Crawford, additional members of Committee of Management.

E. MANZER,

Secretary-Treas.

ANNAPOLIS AND DIGBY, N. S.

The Teachers' Association for this district held its annual session in the hall of the Digby Academy on Thursday and Friday, the 6th and 7th of October. There were present about ninety teachers from the two counties. The following officers were elected: Vice-Presidents, A. D. Brown and A. H. Morse; Secretary-Treasurer, Lyman B. Denton; Executive Committee, A. D. Brown, Miss Helen Vidito, Miss B. Rice, Miss Challen and Mr. Shields.

The preliminary business being concluded, the programme was taken up. A paper was read by Mr. L. H. Morse, of Bear River, on "Patriotism." This paper alluded to the lofty feelings awakened in the minds of those who read the writings of the great men of the past, and pointed out clearly that similar results would follow by studying the great men of our country. The writer referred to the duty of the teacher in pointing out the great natural resources of our country. In his opinion a patriotic spirit could be awakened by the study of the geography of our land, particularly her ports, rivers, lakes and mountains.

The first paper read during the afternoon session was by Miss Emma Bacon, "Literature in our Schools." The writer strongly urged the study of standard

authors during the earlier stages of the pupil's course. The children from the homes of reading parents were far more intelligent than those from illiterate homes. She thought that great care should be taken in the selection of authors.

The next was a paper by Miss Kinney, "Reading in our Schools." She dealt with the various methods employed in teaching children to read, the importance of an intelligent understanding of the subject in order that good expression might follow. Fluency, distinctness and good pronunciation were strongly emphasized.

Dr. MacKay, Superintendent of Education, being present, was introduced. Much interest was added to the meetings by his sympathetic and practical remarks.

Miss Helen Vidito then read a paper, "Hygiene in our Schools." After defining her subject she alluded to the unfavorable hygienic conditions in a majority of our school-rooms, the care which should be observed by the teacher in relation to the seating of pupils, cleanliness of furniture and surroundings in general.

It was then suggested that reports from different parts of the district relative to the condition of the school-rooms, play grounds and difficulties with which teachers had to contend, would be of interest. Quite a number of the lady teachers responded.

A very interesting public meeting was held in the evening. Short addresses were delivered by the President, Wm. McVicar, of the Annapolis Academy, Mr. Godfrey, of the Digby Academy, and Rev. Mr. Fisher. Principal Godfrey read an address of welcome to Dr. MacKay, to which the Superintendent made a very appropriate and touching response. In his general address he referred to the recent advances in the education of our province, explained many of the changes which are about to come into practice, and dwelt with matters of general interest to the teacher.

On Friday morning an illustrative lesson on "Our Flag" was taught by Miss Titus, of Digby. This was not only a model lesson, but very instructive to the members of the association.

Mr. Crowe, of Annapolis, then read a paper on "The Home Preparation of Lessons." He thought the teacher should discriminate between those possessing extraordinary ability and those who were not so highly favored. He was in sympathy with the plan of explaining the lesson to be prepared. The teacher should not confine himself too much to the textbook. Much more could be accomplished by securing the sympathy and co-operation of the parent than by independent effort.

The last paper read was by Mr. McCarty, on

"Teaching Geography." He considered this subject received too little attention in many of our schools. Map drawing was an essential feature in connection with the teaching of geography. He proposed various plans for giving the pupil a definite knowledge of the geography of his country.

The papers were freely discussed by the following members of the association: Dr. MacKay, Wm. McVicar, John Godfrey, Alfred Morse, A. D. Brown, Mr. Shields, Miss Vidito, Miss Parker and others.

The association tendered its thanks to the Superintendent of Education for his presence, sympathy and for the many practical suggestions during the different meetings.

This was considered one of the most interesting sessions held during the history of the association of the district, a marked interest being manifest throughout the entire proceedings.

A. D. B.

CARLETON COUNTY, N. B.

The fifteenth annual session of the Carleton County Teachers' Institute was held at Woodstock, Thursday and Friday, October 27th and 28th. Over seventy teachers were in attendance and an excellent programme was carried out. A paper was read by R. P. Steeves, M. A., on Teachers and Teaching, which gave rise to an interesting and spirited discussion. Miss Julia Neales read a very carefully prepared paper on Geometry. Mr. F. A. Good read a paper on Literature in the Common School, which was recommended for publication in the REVIEW. Mr. Chas. McLean read a paper on Teachers' Helps, and one on Grammar was read by S. S. Miller.

Specimens of manual work from the following schools were shown, which reflected much credit on both teachers and scholars: Miss Eva Gill, of Victoria Corner; Miss E. L. Rogers, of Middle Simonds; Mrs. H. M. Ross, of Middle Simonds; Miss M. S. Crabb, of Limestone, and S. S. Miller, of Centreville.

The Woodstock teachers entertained the members of the Institute at a conversazione held on Thursday evening, at which a very interesting programme was carried out, consisting of music, readings, addresses and refreshments.

Mrs. Jordan, of the W. C. T. U., addressed the teachers on the subject of Scientific Instruction in Schools. During the proceedings of Thursday and on Friday Mr. J. W. Bengough entertained the Institute with some of his inimitable caricatures.

In the report of the Restigouche County Teachers' Institute in the October number of the REVIEW, the following should have been inserted:

A discussion, introduced by the Rev. T. Nicholson,

On the Best Mode of Conducting the Public Examination of a School, brought out some valuable suggestions. Many speakers deplored that so few of the people took an interest in public examinations. It was suggested that previous to the examinations some suitable persons in the district, or out of the district, be requested to prepare a number of questions on each of the subjects taught during the term, to be answered in writing by the pupils on day of examination, the papers to be handed back to the framers of the questions, and a report to be made on some future day. Superintendent Inch highly approved of the plan suggested and stated some judicious restrictions.

SCHOOL AND COLLEGE.

The Northumberland County Teachers' Institute presented Mr. Philip Cox, B. Sc., with an address and a handsome gold watch on the eve of his leaving Newcastle for St. John. Other presentations were made by the teachers and pupils of Newcastle, and the citizens entertained Mr. Cox at a public dinner. One sentiment prevailed,—that in losing Mr. Cox, the citizens of Newcastle were losing an ideal teacher and citizen.

The faculty of Acadia college has decided that French may be substituted for Greek hereafter in the modern language course.

A few years ago the Halifax school board adopted the principle of granting increase of salaries to teachers only at the end of the school year. At their last meeting increases were granted to Professor Plotton, French master of the academy, \$150; to Miss Cunningham, vice-principal of the Morris street school, \$100; to Principal O'Hearn, St. Patrick's boys' high school, \$100; and to Miss McGregor, principal of Bloomfield school, \$50.

Miss Lizzie McDonald of Hopewell, Pictou, reputed to be one of the very best teachers of that county, has been placed in the Albro street school.

Kindergarten teachers have been appointed to Summer street, Alexandra, Compton avenue, and St. Patrick's schools. A new department with kindergarten furniture has been opened in St. Mary's girls' school. It is expected that a kindergarten teacher from Boston will be placed in charge of it next summer. In the meantime Sister Bernardette will adopt such kindergarten work as can be utilized in ordinary primary school exercises.

Columbus Day, October 21st, was celebrated in the Victoria school, St. John, and by Douglas Avenue school, North End, St. John, by appropriate exercises, which included a flag raising. In Charlottetown, P. E. I., the day was observed in the principal schools with much spirit. A fine programme of exercises was carried out, which included a flag raising on two of the principal school buildings.

Perhaps there is no other town in Nova Scotia which is growing in population and wealth as rapidly as New Glas-

gow. Its educational development is equally marked. Under Mr. Mackay's good management its high school took rank second only to the academies of Halifax and Pictou. Mr. Mackay has gone to Johns Hopkins to continue his studies, and his place has been taken by Mr. Saloan, a distinguished graduate of Dalhousie college. He will be assisted in the classical department by Mr. F. H. Coops, B. A., and in English by Miss Sarah Archibald, B. A., who graduated with distinction from Dalhousie at the end of last session.

Notwithstanding the noble efforts Springhill has made for the education of her children by the erection of two of the finest buildings in the province, the accommodation is entirely inadequate for the demands made upon it. There are 1100 pupils, taught by fourteen teachers. One room alone has 164 pupils enrolled, and frequently has 120 in attendance.

The principal of the Albion Mines schools leaves with valuable mementos of his work in that section. He was very popular with his constituents. Mr. Henderson of the upper schools was also remembered by his pupils.

Instructions were given to the pupils attending River Charlo, N.B., superior school on the causes of the eclipse of the sun, previous to the eclipse which occurred on the 19th ult. The pupils were well equipped with pieces of smoked glass by which they observed the eclipse from the beginning till the close. It is a day they will long remember.

Through the exertions of Miss Stella McVicar, the former teacher, a school flag has been procured for Mascarene, Charlotte County.

Miss Charlotte A. Maxwell, teacher at Little Ridgeton, Charlotte County, assisted by her pupils, has provided the school there with a very fine school flag.

The Seattle, Washington, school board has ordered that the pupil in each school department who ranks first in his or her class during the month shall be entitled to a one day holiday the following month.

The school library at Welchpool, Campobello, already the most complete in Charlotte County, is to be largely added to through the exertions of Mr. A. W. Hickson and his associate teachers. The summer residents and others have been most generous in their contributions, and a substantial amount has been raised.

Miss Maggie M. Yerxa, teacher at Heathlands, Charlotte County, has raised enough money to have the schoolhouse painted and otherwise improved.

Miss Zebie F. Murray has, by means of a concert, raised enough money to procure a number of books for a library at Sandy Point, St. John. Miss Payson of Millidgeville is about to add to her excellent library. The other schools in the City of St. John will have to take care or they will be completely outstripped in this particular by these two schools in the suburbs.

Mr. Fred P. Yorston has been appointed to succeed Mr. Phillip Cox in the Newcastle high school.

Inspector Carter will visit during the months of November and December the schools in the North End of the City of St. John, and the high schools.

Fairville presents the somewhat unique spectacle of half the pupils in the primary grades attending school in the morning, and the other half in the afternoon.

Mr. Michael Kelly, a blind man, has received a classroom assistant's license for St. Martins, N. B. He has been blind almost from birth, yet it is said by the teachers that his work is most efficiently performed.

Some enquiry has been made by teachers regarding the Christmas vacation this year. Christmas falls on Sunday, and the schools will close on Friday, December 23rd, and re-open on Monday, January 9th.

The many friends of Miss Laura E. Morrell, one of Charlotte County's best known teachers, will regret to learn that she has given up the work, but will extend their hearty congratulations to her as Mrs. Orr.

Miss Annie D. Robb, teacher at Musquash, St. John Co., has raised by means of an entertainment the sum of \$45 for a school library.

Miss Edna M. Gregory, teacher at Grand Bay, Westfield, Kings County, has raised enough money to begin a school library.

Miss Renee Kirk, the former teacher at Land's End, Westfield, Kings County, raised enough money to supply the school with excellent blackboard surface and other needful appliances. The school is now as well equipped as any in Westfield, and that is saying a good deal.

A large amount of needful apparatus has been procured for Prince of Wales school, St. John County, through the exertions of the teacher, Miss Julia D. Cody.

Mr. A. W. Covert and teachers of North Head, Grand Manan, by means of a school entertainment have begun a school library. This is the first one thus far on the Island. Who will be next? Deep Cove is as yet the only school with a flag.

BOOK REVIEWS.

CASTOROLOGIA, or the History and Traditions of the Canadian Beaver; by Horace T. Martin, F. Z. S., etc. An exhaustive monograph, popularly written and fully illustrated. Cloth, pp. 232, 9½ x 6½. Montreal: Wm. Drysdale & Co., publishers. This book is the result of years of toil and research, and Mr. Martin deserves the warmest thanks of every Canadian naturalist for collecting and placing on record in such an admirable form the knowledge concerning the traditions, life history, habits and distribution of the beaver. When it is remembered how much this animal has contributed to Canada's material advancement, how thickly

the stories of enterprise and adventure cluster around it, the general reader will be as much interested in the work as the naturalist. The following table of contents shows its scope: Introduction; I. Mythology and Folklore; II. Mammoth Beavers; III. European Beavers; IV. The More Important American Rodents; V. Life History of the Canadian Beaver; VI. Geographical Distribution; VII. Engineering Accomplishments; VIII. Economic Considerations; IX. Chemo-Medical Properties; X. Importance in Trade and Commerce; XI. Uses of the Beaver in Manufactures; XII. Hunting the Beaver; XIII. Experiments in Domestication; XIV. Anatomy, Osteology, Taxidermy; XV. The Beaver in Heraldry; with appendices containing copies of original documents, etc. The beauty of the illustrations, the printing and binding, show how well the publishers have done their work. For sale by Messrs. J. & A. McMillan, St. John.

THE ART OF POETRY; the poetical treatises of Horace, Vida and Boileau, with the translations of Howes, Pitt and Soame. Edited with introduction and notes by Professor Albert S. Cook, Yale University. Cloth, pp. 308. Price, \$1.25. Boston: Ginn & Co., publishers. Readers of classical poetry will be grateful to the scholarly editor for placing before them in convenient form three such works as Horace's Art of Poetry, Vida's Art of Poetry and Boileau's Art of Poetry. A collection in some respects similar to this was made by the Abbé Batteux in 1771 and published at Paris, but this collection is now inaccessible to the student. The editor has taken pains to select the best texts of the three works named above, and for convenience of reference text and translation are on the same page.

THE GOLDEN TREASURY SERIES. Publishers, MacMillan & Co., London and New York. The following works in this series have been received: *The Poetry of Byron*, chosen and arranged by Matthew Arnold; *The Song-Book*, words and tunes arranged by the best poets and musicians; *Tom Brown's School Days*; *Robinson Crusoe*; *La Lyre Francaise*, by Gustav Masson. These books are only 2s. 6d. each, are beautifully bound in cloth, of convenient library size (6½ x 4½ inches) and with others that have been previously noticed in the REVIEW are cheap and admirably adapted for school libraries.

OLD SOUTH LEAFLETS; published by D. C. Heath & Co., Boston. The following important and timely reprints have been received. Their cheapness and convenience should make them favorites with geographical and historical students: *The Voyages of Columbus*; *Voyages of the Cabots*; *The Death of DeSoto*; *Cortez's Account of the City of Mexico*; *The Voyages to Vinland*; *Strabo's Introduction to Geography*; *Marco Polo's Account of Japan and Java*; *Columbus's Letter to Gabriel Sanchez*; *Amerigo Vespucci's Account of his First Voyage*.

THE EDUCATION OF CHILDREN; KINDERGARTENS, MANUAL TRAINING, INDUSTRIAL. The above valuable articles, reprinted in pamphlet form, will be mailed to any address, free, by Selby & Co., publishers, Toronto.

BOUQUET OF KINDERGARTEN AND PRIMARY SONGS, published by Selby & Co., 42 Church Street, Toronto, is a

choice collection. The introduction by Mrs. J. L. Hughes adds to the value of the book, as it explains the threefold effect of the gesture songs upon the child. The autumn songs which we notice first now are "Jack Frost" and "See the Snow is Falling Now." The latter is particularly lively. The book costs only fifty cents in paper cover.

ADDISON'S CRITICISMS ON PARADISE LOST. Edited with introduction and notes by Albert S. Cook, Yale University, Cloth; pp. 200. Price, \$1.00. This reprint will be of great service to students of Milton, and at the same time will enable them to become acquainted with Addison's charming style.

PUBLIC SCHOOL HISTORY OF ENGLAND AND CANADA, by W. J. Robertson, B. A., LL. B. This little volume of 273 pages is intended for use in the common schools. It is authorized for the schools of Ontario. It is suited for the use of pupils who do not expect to take a high school course. Good judgment is shown in giving such leading facts of English and Canadian history as must be known by every person of ordinary intelligence. Possibly it would be better, however, if the first lessons in history consisted more of picturesque, biographical sketches. Such books as the one before us are calculated to prepare pupils to pass examinations rather than to produce healthy, mental growth, or inspire with a genuine love for historical studies.

THE BEGINNER'S AMERICAN HISTORY, by D. H. Montgomery. 234 pages. Price 70 cents. Published by Ginn & Co., of Boston. We cannot speak too highly in praise of this admirable book. The style is simple, clear and spirited. The imagination and memory of the young learner cannot fail to be greatly impressed by the beautiful and appropriate illustrations, large sized print, fat-faced headings; and the numerous maps are all used with a skill that proves the author to be a most wise teacher. We would like to see a similar history of Canada. Mr. Montgomery has written one of the best histories of England that we have seen.

THE CONVERSATION METHOD IN FRENCH. Price \$1.00. A new French class-book, known as the "Conversation Method in French," has just made its appearance before the public. The writer is Monsieur J. Victor Plotton, Professor of French at the Halifax County Academy, and the publisher, Wm. McNab, Halifax, N. S. The first sixty-four pages of the Conversation Method, called "Leçons Préparatoires," contain nineteen carefully graded lessons, exemplifying the use of the parts of speech which enter most largely into the composition of sentences. This section of the work has the most essential grammatical rules in English text, worded in such a way as to convey most plainly the ideas intended by the author. These rules give a far better idea of French grammar than those given in English text in the many French-English grammars in common use. The first part is followed by some practical rules on French Pronunciation, of which those on La Liaison and the Tonic accent are most valuable, because the former, in the French-English grammars in common use, is not clearly enough explained, and the latter altogether omitted. The remaining forty pages are devoted to simple conversations and reading-lessons

each followed by questions to which any pupil of average intelligence will find the answers in the foregoing selection. As a whole, this book in the hands of a good teacher gives a pleasing and smoothly progressive course of lessons in the charming language of "La Belle France." Two things, however, deduct somewhat from the usefulness of the book: First, its price; and secondly, its want of adaptation to the license course. Teachers who would prefer the more pleasant and more truly French teaching from the Conversation Method, are obliged to keep on with the anything-but-French "Principia," if they have pupils who wish to write the French paper at the examination. Apart from these two disadvantages the book, which proves the undoubted teaching ability of its author, will be in great demand and will readily take the place of the older, but less naturally French, grammars.

IMPERIAL FEDERATION, by Geo. R. Parkin, M. A. Paper, Pages 314, with map. Price 1s. London: MacMillan & Co., and New York. Whatever the Canadian reader may think of imperial unity, he will be interested in Mr. Parkin's book, from the broad standpoint that he takes in the discussion of this question and the interesting facts concerning Great Britain and her colonies that he has gathered and which he presents in such a readable form.

BOOKS RECEIVED.

The Principles of Elementary Algebra, by N. F. Dupuis, M. A., F. R. Sc.; *French Dialogues*, by Joh. Storm, LL. D.; *French Composition*, by Eugene Fasnacht; *Selections from the Spectator*, by K. Deighton; *Arithmetic for Schools*, by Barnard Smith, M. A.; *Tennyson's Gareth and Lynette*. Publishers: MacMillan & Co., London and New York.

Studies in American History, by Mary Sheldon Barnes; *Höher als Die Kirche*, edited with notes by S. W. Clary; *Leaves and Flowers, or Plant Studies for Young Readers*, by Mary A. Spear. Publishers: D. C. Heath & Co., Boston.

The Beginner's Greek Book, by John Williams White; *The Children's First Reader*, by Ellen M. Cyr; *Quatrevingt-treize*, by Victor Hugo; *La Cigale chez les Fourmis*, with English notes; *German and English Sounds*. Publishers: Ginn & Co., Boston.

Current Periodicals.

The November *Century* begins a new volume, entering on the 23rd year of its existence and freely striking out into new and interesting paths. The frontispiece is a portrait of the historian, Francis Parkman, and in the magazine is an unfinished sketch of him by James Russell Lowell. Articles which strike into the midst of current discussions are: "Plain Words to Workingmen," by one of them, Fred Woodrow; "Does the Bible Contain Scientific Errors?" by Prof. Charles W. Shields, of Princeton; and "Some Exposition Uses of Sunday," by Bishop Potter, in further discussion of the question of opening the World's Fair for the entire week. . . . The November *Atlantic* has an admirable critical review on Whittier's place in literature, and Dr. Holmes and Elizabeth Stuart Phelps have each contributed a poem on the deceased poet. . . . The *Popular Science Monthly* for November begins a new volume. Dr. Wesley Mills

treats of the Natural or Scientific Method in Education. There is no magazine more valuable to educationists than the *Monthly*. . . . The November *St. Nicholas* begins the 20th volume of this bright magazine. . . . *Goldthwaite's Geographical Magazine* for October contains a very interesting table of contents: Columbus and His Times (8th article); On Movements of the Earth's Crust, with geographical notes, questions and answers, etc. . . . The most valuable features of *Garden and Forest* to the general reader are the articles that appear in it concerning the work of each month that can be done on grounds and in gardens, with usually a thoughtful article of the characteristics of the month. Its leading article for October 26th was on "Trees in October," an exquisite description of autumn landscape. . . . In the *Lake Magazine* (Toronto) for October are some valuable and suggestive articles for Canadian readers—Two Leaders of the Commons, with portraits of Sir John Thompson and Hon. Wilfred Laurier; Young Men in Politics, etc., with a poem—*Haut Canard*—by Dr. T. H. Rand. . . . The November number of the *New England Magazine* is a Whittier number. The frontispiece is from a rare photograph of the poet taken about 1855, and the opening article takes the reader in and about the New England country, which inspired so much of Whittier's poetry. Another article deals with Whittier as Poet and Man. Mr. Edwin D. Mead, the chief editor of the magazine, deals with Whittier's life, work and influence in his Editor's Table. The articles are finely illustrated throughout.

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FACULTY OF MEDICINE—(October 3rd.) Dean of the Faculty, Robert Craik, M. D.

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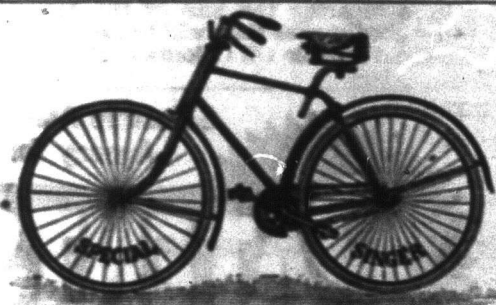
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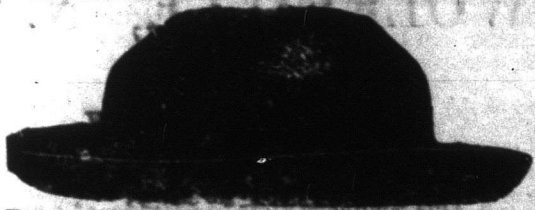
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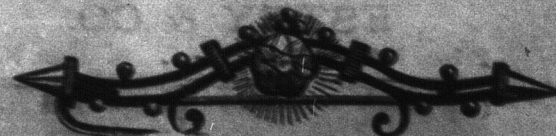
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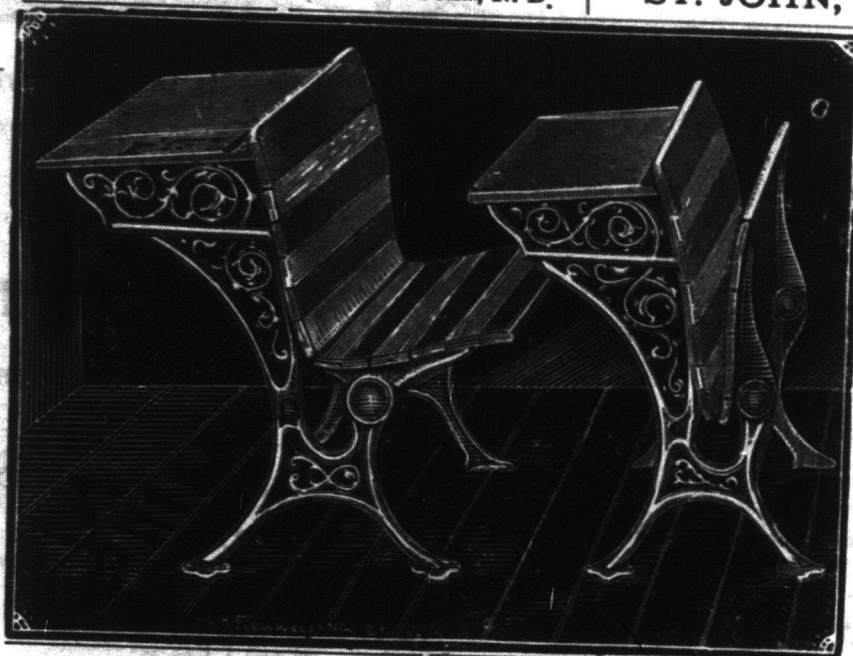
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