The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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THE EDUCATIONAL REVIEW.

Subscribers should promptly notify the REVIEW of change of address giving old as well as new address. Communications from New Brunswick should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax, from Prince Edward Island to J. D. Seaman, Charlottetown.

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THE St. John County Teachers' Institute will meet in December. See the programme on another page.

THE deepest sympathy of many friends will be extended to Mr. Alexander McKay, the editor of the REVIEW for Nova Scotia, on the death of his wife, after a brief illness. In the family circle her loss is irreparable. The community mourns the loss of one whose life was marked by a self sacrifice and devotion to every good work which she undertook.

THE NEED of a good catalogue for school libraries is as yet unsupplied. Many of our teachers in New Brunswick are procuring libraries, but in the absence of a catalogue of suitable books many bad selections are being made.

A MEMBER of the Dominion Medical Association has drawn the attention of the REVIEW to the fact that the motion quoted in the September number condemning the school system, was not passed by that body at its meeting in St. John in August, and he kindly sends the Canada Medical *Record*, which contains the following report:

"Dr. Bayard moved, seconded by Dr. Hingston, that the system of education generally pursued in the Dominion of Canada draws too largely on the brain tissue of children, and materially injures the mental and bodily health. Drs. Cameron of Toronto, and Powell of Ottawa, thought the terms of the resolution were too sweeping, that there was no specific statement as to what department of the school system was at fault, nor to what portion of the Dominion it more especially applied. Our young people, Dr. Cameron thought, were not suffering, the older people neither, from too much education. The educational system had been the subject of the best thought of our best men, and he considered the motion too condemnatory. A resolution was then passed, that the matter be referred to a committee consisting of Dr. Powell, Dr. Hingston, Dr. Graham, and Dr. Bayard."

LOCAL TEACHERS' INSTITUTES.

Are local teachers' institutes fulfilling all that is expected of them? Are they stimulating teachers, especially young teachers, to do better work, not only in school, but out of school? Do they attract the best teachers of the county? These are some of the questions that arise in reading the proceedings of local institutes. Sometimes the reading induces an answer in the affirmative, sometimes in the negative. The REVIEW is anxious to catch and reflect the educational spirit that pervades these meetings; to report of the "Twenty-first Annual Meeting of ——— Institute" what may show that the organization has come of age, and is not still in its swaddling clothes; to show that the work is not a re-hashing of the same old work in arithmetic, geography, history, etc., but to show what the latest investigation and the personal experience of the skilful teacher prove to be advanced and reliable methods of teaching these subjects. One lesson given by an earnest and experienced teacher to a class of pupils will do more to stimulate and set right the young and unexperienced teacher than scores of papers on the "how" and the "why." To write a paper on the

necessity of the blackboard in teaching arithmetic, belongs to several decades in the past; to stand at the blackboard, before a class, to teach them vitally and inspiringly, belongs—well, to the new education. What a waste of time it is to prove tbat geography should be taught in connection with history, when with a class before the board at the institute, with chalk in hand, you could make every event, every place, a reality. Let us have more practice in teaching at the local institutes.

THE SUPPLY OF TEACHERS.

During the present term the supply of teachers in New Brunswick has been in excess of the demand. According to a reliable estimate made two or three years ago, about two hundred new teachers are required each year to equalize supply and demand. Judging from the number seeking admission to the Normal School this year, the visible supply more than equalizes the necessities of the service, and some teachers must go without employment. This is not desirable from many points of view—the chief being the inevitable reduction of salaries already too low; and salaries once reduced do not advance in response to scarcity of teachers. This has been apparent in the past. The Board of Education has it in its power to counteract, in some degree, an excessive increase of teachers, by withholding for a time the short term third class licenses.

At the present time there is a very large number of third class candidates in attendance at the Normal School. If these are all turned out Christmas, they will throw many teachers of higher license out of employment, as they will work for less salary. Many of the third class candidates would prefer to remain in attendance at the Normal School for the full term, and have the opportunity of working for a higher class. It is hoped that permission will be given to do this to all who desire it.

ILLITERACY.

The free school system of New Brunswick is now over twenty-two years old, and still we hear of young men and women who cannot read and write. Much of this illiteracy is no doubt confined to the French districts and the more remote English ones, which for a long time after the inception of free schools, failed to adopt their provisions. While this may account for by far the greater amount of ignorance, it can not be denied that it exists more or less in the cities and wealthy and populous rural districts. With the whole country studded with school houses, in which competent teachers are employed, and furnished with the requisites for obtaining a good common school education, it is rather a scandal that any boys and girls are being allowed to grow up without participating in any degree in these advantages.

The responsibility for this state of affairs, no doubt, rests primarily with parents, but it reflects upon all interested in the welfare of the province. Are trustees, school officers and teachers doing all that can be done, in the absence of a compulsory clause, to remedy this defect? It would be well for teachers, especially, on entering upon their duties in districts, to make inquiries as to pupils who do not attend school, and without delay to visit the parents of such, and try to induce them to send to the school. Few parents are totally insensible to the welfare of their children, and many of them only require to be aroused from this species of indifference to make an effort to send them to school.

Let the missionary spirit prevail more among teachers. Do not let us fold our hands and wait for the enactment of a compulsory clause, but let us go to work, using all the opportunities we have, and while we may not be able to eradicate illiteracy, it may be materially decreased by such efforts.

TALKS WITH TEACHERS.

The annual school meetings in New Brunswick have been held, and as usual bring to the surface much ignorance of the school law. This, perhaps, is to be looked for because of the constant change in school officers, but there are many mistakes made that ought not to be made. Perhaps inquiries are not always made of the teacher in doubtful cases, but they are supposed to be learned in the school law and have stood the test of an examination upon it.

Inform your secretary that a copy of the minutes should be sent to the inspector, not to the education office. That it is not competent for the meeting to determine upon the length of time the school is to be kept in operation—that is a prerogative of the trustees. That a rate-payer may vote, even though his taxes have not been paid, unless challenged; he may even vote after taking the declaration, but there is then a penalty if he vote wrongfully. That the secretary of the school board is by law the secretary of the meeting. That the meeting may pass upon the accounts, although the auditor may not have reported. That the auditor's report must not necessarily be accepted, but the inspector may be asked to audit the accounts. That trustees cannot resign their office at the annual meeting, but only with the consent of their co-trustees and the inspector. That

removal from the district does not disqualify a man from acting as trustee, he must be a continuous non-resident for six months before he is disqualified, unless before removed by the inspector for not serving. That upon the death or proper resignation of a trustee, his co-trustees may call a meeting to fill the vacancy. That all appeals from the proceedings of the annual meeting must be made to the inspector within fourteen days after the meeting. His decision, subject to an appeal to the Chief Superintendent, shall be final.

Can you not induce your school-board to preserve the registers? It would cost very little to have them bound every few years. What interesting volumes they would be after the lapse of time! How many of us would like to see the records of the time we went to school? The registers are local histories on a small scale. They contain comparatively little, but imply much. Success and failure is narrated in the school register often to be continued in after life. All who can, make an effort to collect all the old registers and induce the trustees to preserve them.

In this connection why are some teachers so careless about the registers? When done with them, and perhaps leaving the district, they take them to their boarding places, or homes, and leave them there, even though they are only half filled, and thus cause no end of annoyance to trustees and inspector. They do not belong to the teacher in any case. They are the property of the Board of Education until filled, when they belong to the trustees.

The very atmosphere of the class-room should be such as to encourage moral refinement; it should possess a sunny climate, so to speak, in which meanness and vulgarity cannot live.—*Felix Adler.*

You know what a marvelous power there is in the influence of a strong teacher. You have felt this power in your own childhood. You may not even now be able to analyze it or trace it to its sources, as I cannot, but you have known teachers whose lives, flawless under the keen scrutiny of their pupils, have been the most powerful element of their teaching. Who can estimate the actual value to a child of living with such a person in the intimate relationship of the schoolroom six hours each day, five days in the week, nine months in the year.—*Mrs. Delia Lathrop Williams.*

EDITOR REVIEW: "Sample copy of REVIEW received. Just what the teacher wants. Please send me the paper for a year." J. W. Y.

Port Hill, P. E. I., Nov. 6, 1894.

For the REVIEW.]

Opening of New Glasgow High School.

The first day of November was a fete day in New Glasgow, Nova Scotia, for it was the occasion of the opening of the best planned and equipped high school in the Atlantic Provinces. At two o'clock his Worship, Mayor MacIntosh, took the chair in the convocation room, which was crowded to overflowing, and away into the halls beyond the sight and hearing of the speakers. The Mayor, after making a speech, describing the object and field of the institution, introduced the Superintendent of Education, who was followed by the Provincial Premier, Hon. W. S. Fielding; Senator Primrose, of Pictou; the members of the Provincial Legislature, Messrs. Cameron, Tanner and Grant; Principal McLellan, of the Pictou Academy; Mr. Carmichael, ex-M. P.; Hon. D. C. Fraser, M. P.; the Warden of the County; Rev. A. Robertson; Collector D. McDonald and ex-Provincial Premier, A. C. Bell. On the platform were also Inspector McLellan and other leading gentlemen of the county, and the audience was largely made up of the leading professional men in the county. Rev. Dr. Patterson opened the proceedings with prayer, and a local choir interspersed the proceedings with music.

The building is a plain but shapely structure of brick and red-brown sandstone, with very effectively artistic entrances on the two opposite sides. Its heating and ventilation is done by the most improved form of the Smead system. The rooms are finished in rough plaster and very fine hardwood throughout. On the science side there is a suite of three rooms, of full size, opening into each other. The ordinary lecture room, seated with the most approved patent desks, is in the centre. On one side is the chemical laboratory for the full class, and on the other side the physical laboratory. This is the first high school building with such ample provision for the teaching of science as it should be taught. There are numerous other rooms capable of furnishing superior accommodations for collections, museum, library, committee rooms, as well as a large convocation room.

A sixteen foot ensign floated gaily from the flagpole. The building opens with its own flag. The name and date of the building is with capital decorative effect worked into the face of the building in plain characters. The grounds have also been put into perfect shape.

But while New Glasgow may be proud of its high school building, it has no less reason to be proud of its high school staff, which already numbers three, all of whom entered the university as Munro bursary winners and left as honor men. The principal is

already known as one of the promising young literary men of Canada, already distinguished as a writer and as a student of the early sources of English and cognate languages. Some of our readers may have lately noticed the contributions of D. M. Soloan in the *Week*, of Toronto. A. O. Macrae shows the literary culture and philosophical proclivities which any one knowing the Rev. Dr. Macrae, of St. John, would judge his clever son to have honestly come by. The latest addition, though latest, not least, is Dr. W. H. Magee, who, in addition to his experience as an academic and normal school teacher, and his honor course in the chemical science at Dalhousie, added a post graduate course in chemistry, winning his D. Sc. with honor and original work which has already brought his name before the scientific world. New Glasgow high school will probably not long be able to hold these men; but it is very fortunate for high school education in Nova Scotia that they are inaugurating the work in this superior building; and particularly fortunate is it that the fitting up of the new laboratories falls to the hands of so competent a man as Dr. Magee. The result must be a lively stimulus to the proper development of high school teaching throughout the province.

For the REVIEW.

Some Questions on Othello.

1. What is Roderigo grumbling about when the first scene opens? What is the "this" of line three, and the "such a matter" of line five?

2. Mark the scansion of all lines in Act I, Scene 1, that contain "Roderigo," and determine the pronunciation of this name. How is it pronounced on the stage?

3. Apply the method indicated in No. 2 to the names of some of the other characters.

4. Who is the first "him" in Act I, Scene 2?

5. Act I, Scene 3, from beginning down to "danger profitless." Translate into English prose of to-day as talked in the street and at the fireside.

6. The following words and phrases are taken from Act I. Give the meaning of each as determined by the context. If you can't do this, consult any of the ordinary books of reference. Unless you are merely cramming the play for examination you had better not look at the "Notes" in your edition until you have exhaused all your other means of research.

From, in, by, for, my peculiar end, my particular grief, counter-caster, ancient, knave, owe, grange, odd-even, another of his fathom, deserve, yerk'd, demerits, marry, cue, as double as, parts, composition, dear, do his spite, motion, learn, royal siege, sentence, fortitude, my perfect soul, affects, sequestration, snipe, a land carrack, jump on a just account, slubber, grise, agnize, perdurable.

7. Repeat No. 6 for the other acts, making your own selection of words and phrases.

8. Was "news" singular or plural when Shakespeare wrote Othello? Cite *all* the evidence.

9. "Who are you going to vote for?" Is this good English or not? Give quotations from Othello.

Note that you are not asked if the above expression is *grammatical* or not, and note also that quotations from Othello cannot determine whether it is now good English or not.

10. Who use "thou" and "thee" in the play? To whom? Under what circumstances?

11. Make a collection of other grammatical peculiarities found in the play, and write good, sensible notes on them.

12. If you are interested in Prosody, make a collection of the metrical peculiarities and tell what is the peculiarity in each case.

13. Write a report on any of the following departments in connection with the play: Historical references, classical and mythical allusions, dress and social customs, geography, anachronisms, trade and commerce.

14. Was Shakespeare's Othello really a Moor, or a Negro, or what? Collect all the evidence in the play bearing on this subject. How is the stage Othello made up?

15. Which of Shakespeare's heroines rejected a Moor who wooed her? What were her reasons for doing so? Why didn't Desdemona refuse Othello on the same grounds? Answer by quotations as much as possible.

16. What other instances of jealousy occur in Shakespeare? Compare the origin, growth, etc., of the passion in these cases with the same in Othello.

17. Collect and discuss all the evidence supplied in the play as to Iago's motives for his villainy.

18. Compare Iago with Shakespeare's other villains.

19. How much time elapses between Othello's landing in Cyprus and his murder of Desdemona? How much time *seems* to elapse? By what means is the illusion produced?

20. On which day of the week is the murder committed?

21. How old are the principal characters in the play? How do you know?

22. Comment on some of the less obvious points in the poet's delineation of Othello.

23. "There is not a mite of jealousy in Othello, and the only jealous character in the play is Iago." Give your opinion of this opinion.

24. Quote some of your favorite passages. If you can tell why you like them, do so.

25. Write out some of what you consider the most obscure passages. In what part or parts of each do you think the obscurity specially lurks? What is the best explanation you can make for yourself in each case? What do your "Notes" say, and what do you think about what they say?

26. What is meant by "a corrupt passage?" Cite any that you suspected of corruption before you were informed that they were corrupt.

27. "Upon this hint I spake." What was the hint, and what light does the giving of the hint throw upon the character of the giver?

28. "Seems to cast water on the burning Bear,
And quench the guards of the ever-fixed pole."

Show by diagrams the positions of these objects at eight and at ten o'clock on the evening of November 15th, or at any other hour or hours on any other date. How near to your zenith does the tip of the Bear's tail pass when highest, and how near to your horizon when lowest?

29. Write notes on the physiology and the theology found in the play.

30. Discuss Emilia's character and her part in the play.

31. For what purpose did Shakespeare put Roderigo into the play? Show whether or not he serves that purpose.

32. Try your hand at sketching the character of Desdemona. Use quotations freely. Don't forget that she lied and swore and cheated.

33. How comes Othello so readily to suspect Desdemona of infidelity and not at all to suspect Iago of treachery?

34. How does Shakespeare manage to satisfy your idea of justice, while permitting Othello and Desdemona to perish and yet letting Iago live?

35. What do you suppose critics mean when they speak of Othello as "the most perfect of Shakespeare's plays?"

36. If you were asked, "What is the ethical import of this play?" what would you say?

A. CAMERON.

Yarmouth, N. S.

"How powerful the tendency has been and still is toward pure formal drill and word memory is apparent from the fact that even geography and history, which are not at all formal studies, but full to overflowing with interesting facts and laws, have been reduced to a dry memorizing of words, phrases and stereotyped sentences."—*McMurry's "General Method."*

For the REVIEW.]

An Experiment with Alcohol.

Fill a bottle (a pickle bottle would answer the purpose) nearly full of water. Then pour some alcohol upon the water. Do *not shake* the mixture. A moment or two afterwards touch the mixture with a lighted match. It should burn until the alcohol has been completely consumed.

Question the children in regard to color, brilliancy smoke, heat of the flame. Compare its color with that of water. Why does it float?

Perhaps some of the scholars might think that the water was burning. Thus would a few cents' worth of alcohol illustrate one chapter of the Health Reader.

D.

For the REVIEW.]

Natural History in the Common School.

The new course of instruction prescribes a series of lessons on nature. Dr. Bailey's Natural History is authorized for the use of teachers. By reference to the introduction to this useful little compendium, it will be seen that the author did not intend that it should take the place of the actual study of nature, but that it should be mainly a guide to aid the teacher in selecting objects for study. The information it contains was only intended to enforce or supplement the knowledge gained by the pupil from his own observations and experiments.

It will also be noticed that, in the course of instruction, careful and intelligent observation is emphasized, and that the pupils are to be required to make drawings, illustrating the natural objects which they study.

An elementary knowledge of the natural history of the province is required in the normal school entrance examinations. Of course it is expected that the candidates will have studied in the manner laid down in the course of instruction, and that they will have really discovered the principal features and qualities and the more obvious relations of the *common* minerals, plants and animals of the province.

Autumn is a good time of year to begin the study of minerals. The teacher and pupils should set to work together to collect a supply for school use. It will be vastly better to have a good stock of the commonest minerals, so that every pupil will have a piece to examine and test for himself, than to have a single specimen of each of the kinds referred to in the text. The following minerals and rocks will be sufficient: Quartz, feldspar, mica, limestone, gypsum, limonite, hematite, magnetite, pyrite, manganese ore, peat, soft coal, hard coal, graphite, clay, sand, gravel, slate,

sandstone, conglomerate, granite, pumice stone, basalt, or some other kind of igneous rock. Several varieties of each kind should be secured, if possible. White and colored varieties of quartz can be found anywhere. Bits of rock crystal are not uncommon. Mica can be got in small sheets at a hardware store. Common limestone can be found in many places. Chalk can be bought in the natural state at most hardware stores. Marble clippings can be got without price at marble works. Limestone rocks usually contain transparent crystallized varieties. Fine white gypsum (alabaster) is abundant at Hillsboro. The coarser varieties occur in several localities in the province. The transparent variety, selenite, can generally be found in the "plaster rock."

If all the aqueous rocks and granite do not exist *in situ* in the vicinity, they may be looked for in the glacial boulders scattered over the surface of the country. These boulders yield the best specimens of granite, as they show the difference between weathered and unweathered surfaces. Specimens should be selected which bring out this important point clearly.

Teachers can readily exchange minerals from their several localities, or supply others with those which abound in their neighborhood. The inspectors will often be able to aid teachers in effecting exchanges.

Although the iron ores are almost universally diffused in small particles, in the soil and rocks, good specimens for class work are not to be found in most localities. Feldspar, although pieces of suitable size may sometimes be got out of granitic rocks, will usually have to be obtained from a distance, notwithstanding its commonness. These, and any other of the before-mentioned minerals not readily obtainable, in good specimens, may be purchased quite cheaply from dealers.

Geo. L. English, 739 and 741 Broadway, New York, Dr. A. E. Foote, 4116 Elm Avenue, Philadelphia, and others, issue catalogues, which may be had on application, from which prices may be learned.

The earnest teacher will find little difficulty in securing a good stock of all the minerals and rocks I have mentioned. The outlay in money need not exceed three or four dollars. If the school possesses no suitable cabinet, the teacher and pupils should make, or cause to be made, a few wooden trays to hold the minerals. These trays may then be packed in a large trunk, which should be kept locked, if necessary.

No chemicals will be needed except some commercial hydrochloric (muriatic) acid, which may be obtained from a druggist at ten cents, or less, per pound. This should be kept in a bottle with a glass stopper. Next in order is a number of very small bottles (homœopathic vials), enough to supply one for each desk. Put a little acid, diluted, if strong, into each. An ordinary cork will last in them for a considerable time. Get some small glass tubing, about one-quarter inch in diameter, and break it into pieces two or three inches long with the aid of a file. Place one of these pieces on each desk for extracting a drop of the acid when needed to apply to a mineral. Show the pupils the effect of the acid on the skin and on cloth, that they may exercise due care in its use.

The lessons which are about to follow are quite within the capacity of pupils in Grade VI, but will be useful to those of higher grades if they have not yet studied minerals in a practical way.

"First Lessons in Minerals," by Mrs. Richards, price 10 cents; and Crosby's "Common Minerals and Rocks," 25 cents, in paper cover, both published by D. C. Heath & Co., Boston, are recommended for the teacher's use.

J. BRITTAIN.

For the REVIEW.

New Brunswick Schools of the Olden Time.

BY W. O. RAYMOND, M. A.

The first annual report of the state of the Madras school in New Brunswick was printed in the St. John *City Gazette*, of July 19th and 26th, 1820. It is a very interesting document and will afford to anyone desirous of obtaining the information full particulars of the origin of Madras schools in this province.

Outside the City of St. John the first schools receiving aid from the Madras Board were established at Fredericton, Kingston, Gagetown, Sussex Vale, Norton, Sackville and Hampton. By the close of the year 1822 the new system was extending with unexampled rapidity in all parts of the country, and at the opening of the legislature in February following, Lieut. Governor Smyth had the satisfaction of being assured by the House of Assembly that his solicitude in extending the blessings of education to all classes of the community "demand the warmest thanks of the present and will be highly and justly appreciated by succeeding generations."

The rules and regulations adopted by the Madras Board, under which these schools have always been conducted, provided that the schools, with their local funds, should be under the immediate management of the minister and church wardens of each parish, who were required to make an annual report to the Central Board.

The remarkable development of the Madras system in New Brunswick will be evident from a comparison

of the following returns, made respectively in the years 1820 and 1824:

STATE OF THE MADRAS SCHOOL IN NEW BRUNSWICK, JULY, 1820.

Place.	Scholars enrolled. Boys.	Girls.	Daily attendance. Boys	Girls.	Instructors.
Saint John,	421	..	224	..	Geo. Bragg.
" "	..	179	..	145	Mrs. Bragg.
Fredericton,	71	..	50	..	Mr Shelton.
"	..	57	..	48	Mrs. Baird.
Kingston,	54	..	35	..	James Condle.
Gagetown,	35	..	35	..	Samuel Babbit.
Sussex Vale,	30	..	22	..	Jos. R. Leggett.
" "	..	33	..	23	Mrs. Leggett.
Norton,	..	32	..	32	Miss Martin.
Sackville.	60	..	45	..	Abel S Gore. / T. Carey.
Hampton,	20	..	20	..	Asa Davidson.
Total,	691	301	431	248	

STATE OF THE MADRAS SCHOOL IN NEW BRUNSWICK, JULY, 1824.

Place.	Scholars enrolled.	Daily attendance.
St. John,	1222	197
Carleton,	143	96
Kingston,	113	*
Springfield,	81	24
Hampton,	75	26
Norton,	60	*
Sussex Vale,	114	38
Petitcodiac,	50	45
Shediac,	53	30
Westcock,	118	45
Sackville,	40	*
Fort Cumberland,	105	49
Point de Bute,	62	52
Jolicure,	50	32
Chatham,	51	40
Newcastle,	166	39
North Esk,	66	42
St. George,	72	38
St. Andrews,	156	94
Grand Manan—Grand Harbor,	89	42
North Head,	76	40
Gagetown,	117	25
Maugerville,	52	28
" Middle District,	39	*
Fredericton,	79	50
" College School,	357	*
Douglas,	45	22
Queensbury,	45	*
Woodstock—Lower District,	36	*
Middle District,	135	36
Upper District,	76	35
Northampton,	35	*
Scotch Settlement,	36	20
Wakefield—Lower District,	86	21
Middle District,	90	21
Military Settlements†—No. 1,	140	38
No. 2,	131	36
No. 3,	159	24
No. 4,	116	24
Total,	4,736	1,349
Add estimated daily attendance schools marked *,		325
		1,674

†The Military Settlements were founded by a number of disbanded soldiers of the 8th, 98th and 104th regiments, and of the West India Rangers and New Brunswick Fencibles, who, after the peace with the United States in 1814, settled on the upper St. John—between the Presque Isle and the Tobique.

An examination of these returns shows that in four years the number of scholars enrolled had increased from 992 to 4,736, and the daily attendance from 679 to 1,674. The increase certainly was a notable one. Nevertheless, the establishment of Madras schools called forth considerable opposition in certain quarters on denominational grounds. Roman Catholics, Presbyterians, Methodists and Baptists were all anxious their children should receive the benefit of secular education, but not equally desirous that they should be taught the church catechism or be placed under the religious instruction of the rectors of the parishes. In spite, however, of the prejudices thus created, Madras schools continued to multiply with surprising rapidity, and there can be no doubt whatever that for more than a decade the system overshadowed all other methods of elementary education in New Brunswick, and was, upon the whole, a very great boon to the people.

Speaking of the state of education in the province at this time, Peter Fisher, in his little work, "Sketches of New Brunswick," (published in 1825), says that most of the parish schools were conducted on the Madras system. He adds:

> The state of learning in this province is very flourishing compared to what it was a few years ago. When the country was first settled the opportunities of obtaining a liberal education were small and confined to a few. From this cause *many persons who fill important stations in the several counties are found very deficient in learning*, but this, from the many provisions lately made, will cease in a few years, and men will always be found to fill all public offices with learning sufficient to enable them to discharge their several duties with credit to themselves and advantage to the public.

Despite the improvement recently effected, to which Mr. Fisher refers, the condition of elementary education throughout the province was still very unsatisfactory. Take, for example, the figures showing the state of the Madras schools in 1824. If to these there be added a liberal estimate of the pupils attending parish schools which were not conducted on the Madras system, and of the pupils in attendance at private schools and at the grammar schools, we shall still find that only about one-third of the children in New Brunswick of school age were at school, and that of those enrolled only about 33 per cent were present daily. Under these circumstances it is easy to understand the very great satisfaction with which the rapid increase of schools was regarded by the legislature and by the public generally; at the same time the conclusion is inevitable that common school education in the province had heretofore been in rather a deplorable condition.

Having now arrived at the limit of the period to which we have confined our researches, we shall trace the history of the Madras school no further, but pass to the consideration of another subject. It may, however, be mentioned here that the very rapid rise of the Madras system was in due course succeeded by a decline which, though not equally rapid, sufficed to show that the glowing anticipations of some of its promoters were not destined to be realized, and that the system of education, which should "forever put an end to the race of dunces," still lay in the dim, shadowy future.

Teachers' Co ventions.

Charlotte County, N. B., Institute.

The sixteenth annual meeting of the Charlotte County Teachers' Institute was held in Memorial Hall, St Andrews, on Thursday and Friday, October 4th and 5th. Despite the unfavorable weather there was an enrolment of eighty five teachers. Mr. Wm. Brodie, the president, occupied the chair. On Thursday morning, after routine business, an opening address was given by Inspector Carter, in which he reviewed the work of the past year and outlined the work of the coming year, more especially in connection with the new course of instruction and changes in text-books He spoke of the obligations that many districts were under to teachers for their untiring and earnest efforts in regard to improvements of various kinds. He hoped the same zeal would characterize the future.

Mr J. W. Richardson read a very excellent paper, entitled, "Physical Geography," which was discussed by Messrs. F. O. Sullivan, G. M. Johnson, P. G. McFarlane, J. B. Sutherland and T. J. Allen.

The Chief Superintendent addressed the Institute. Dr. Inch asked the teachers to be students, to pursue a defined course of study, either looking to a higher class of license or to some definite end. They should endeavor, instead of trying to know something about everything, to know everything about something. Any ambitious teacher could find time to read three hours daily and not neglect either her school or social duties. A teacher should be the peer of the best educated man or woman in the community, and to be this must study. He advised all teachers to be students of the English language and English literature, remarking that our own literature was richer than the literature of any other language, not excepting that of Greece and Rome. Dr. Inch spoke for nearly an hour, aud his address was full of encouragement to the teachers.

Thursday evening the teachers again assembled in Memorial Hall. The visiting teachers were the guests of the St. Andrews teachers and their friends. The hall was very prettily decorated with flowers, pictures and draperies. There were about two hundred present in all. The evening's entertainment consisted of an address of welcome by Mr. DeWolfe, of the St. Andrews school board, an address by Dr Inch, and music, both instrumental and vocal. At the close refreshments were served. The evening was spent in a social way, and was most delightful and enjoyable.

Friday morning the Institute was divided into sections. To the primary section Miss Phillips read a paper, entitled, "First Steps in Reading." In the intermediate section, presided over by Mr. F. O Sullivan, grammar and spelling were discussed. This section retired to the intermediate school building and the discussions were entered into freely by many of the teachers, especially by the lady teachers. Those who teach above Grade VIII comprised the high school section, and they discussed the new course of instruction for high schools and the methods adopted in pursuing the different subjects of the course.

The officers elected for the ensuing year were: Mr. F. O. Sullivan, president; Miss May Carter, Vice-president; Miss Georgie Meredith, Secretary; and Messrs J. B. Sutherland and P. G. McFarlane, Committee of Management.

It was decided that the next Institute meeting be held in St. Stephen.

Victoria County, N. B., Institute.

The fifth annual meeting of the Victoria County Teachers' Institute was held at Arthurette on Thursday and Friday, October 18th and 19th. Owing to the steady rainfall for some days previous, the roads were in very bad condition and the attendance was not so large as it would have been under more favorable circumstances. The first session opened with Inspector F. B Meagher in the chair. He explained the objects of the Institute and the meeting then proceeded to the election of officers.

Papers on the following subjects were read: "Temperance Teaching in Schools," by C. H. Elliott, B A.; "Geography," by Thos. Rogers, Esq.; "The Teaching of History as a Means of Inculcating Loyalty," by J. B Stevenson; "Composition," by Miss Fletcher. All were of high merit. "Geography," by Mr. Rogers, was especially practical and instructive. A general discussion followed each paper. Other matters of interest were also considered—arithmetic, changes in the course of instruction and in the school law, etc.

On Thursday evening a public meeting was held, in which matters of common interest to people and teachers were discussed by the inspector and others. Songs and recitations added life and variety. The Institute will meet next year at Andover.

Restigouche County, N. B., Institute.

The Restigouche County Teachers' Institute met in the school-house at Jacquet River on the 4th and 5th of October. Twenty-eight teachers were present, also the Rev. Thomas Nicholson. The following officers were elected: President, E W. Lewis, Campbellton; Vice-president, Miss McPherson, Tide Head; Secretary, Miss Currie, Upper Charlo. Additional members of the committee, Miss Emily Blake and Miss Mary Reid.

Rev. T Nicholson, on behalf of the people, welcomed the teachers to Jacquet River. He also gave a lesson on "Tides," which was highly appreciated by the Institute. The president then read a telegram from Dr. Inch, stating the cause of his absence. The use of the blackboard in teaching arithmetic was discussed, all deciding that it is an invaluable aid in teaching all subjects. Mr. E. W. Lewis

outlined his method of teaching "General Results in Multiplication," (algebra) Miss Barnes, of the Campbellton primary department, outlined on the blackboard her method of teaching "Number" to Grade I.

Resolved the following be appointed a committee to examine the exhibit of manual work: R. B. Masterton, E. W. Lewis and Miss McNair.

On Friday morning Rev. T. Nicholson gave an admirable lesson on "The Atmosphere" to a class of school children, who seemed to grasp very readily his clear experiments and explanations. A short paper on the "Formation of the Child's Character" was read by Miss Devreaux, and favorably criticised by the Institute. As Inspector Mersereau could not be present, his paper on "Examinations" was read by the president. Mr. W. R McMillan, of Jacquet River, being called on, made a few remarks, stating the high opinion which he had of the teacher's work. The committee on manual work decided that the Tide Head school should have the flag, as the exhibit from that school had been best for three successive years. Accordingly Mr. Lewis presented the flag to the teacher, Miss M. A. McPherson. Miss Blake read a very instructive paper on "History" The Institute decided to meet in the spring instead of the fall, as the short term is already much broken The surplus funds of the Institute were voted to be used in buying a dictionary for competition in manual work, the school getting it for three successive years to keep it.

Westmorland County, N. B., Institute.

The seventeenth annual meeting of the Westmorland County Institute was held in the Assembly Hall of the Victoria school, Moncton, October 4th, the president, S. W. Irons, in the chair. The following officers for the ensuing year were elected: President, Geo. J. Oulton; Vice-president, A. O'Blenus; Secretary-Treasurer, S. W. Irons. Additional members of executive, C. E. Lund, Annie J. Moore.

Mr. W. M. McDonald read a carefully prepared paper on "Geometry," in the course of which he said it was generally necessary to introduce the study by experimental work. Have the pupils come prepared with scissors, paper, ruler and compass, and by skilfully directed questions lead them to see the truth of the proposition. Do not give them books. He thought it best not to question the pupil until the proof was finished. The paper was discussed by Messrs. Lund, Wilbur and Oulton, and by Messrs. Fawcett and Bleakney.

Prof. Tweedie, of Mount Allison, then read a paper on "The Relation of the Schools to Spoken and Written English." In this paper the Professor stated that their experience at Mount Allison was that those who presented themselves for matriculation generally handed in poorer papers in English than in any other subject. He also denounced the use of slang phrases and doubtful words, such as are often seen in the press of the day.

Mr. James M. Palmer, Principal of Mount Allison Academy being present, was called upon, and gave an excellent address, in the course of which he criticised some of the ideas advanced by Prof. Tweedie.

On Thursday evening a largely attended public meeting was held in the Assembly Hall and excellent addresses delivered by H. A. Powell, M. P. P., and Revs. Brown and Weeks. Prof. Watts' orchestra furnished excellent music between the addresses.

At Friday morning's session Miss Moore, of Petitcodiac, read an excellent paper on "The New Temperance Textbooks." In the afternoon a paper written by Miss Murphy, subject, "Canadian History," was read. The Institute then took up session in three divisions. Advanced, presided over by Mr. F. A. Dixon; subject discussed, Methods of Teaching Writing. The discussion was opened by Mr. Wilbur and carried on by Messrs O'Blenus, Oulton, Dixon, McDonald, Irons. The Intermediate division, presided over by Miss Mary Fawcett, discussed Teaching of Composition, Friday Afternoon Exercises, How to Deal with Tardiness. Among those who spoke were Misses Fawcett, Bailey, Adams, Goodwin, Colpitts, Copp, Fleetwood and Ellmore, and Messrs. McFarlane, Wells, Alward, Anderson and Wilson. The Primary division was presided over by C R. Palmer, Esq , secretary Board of Trustees, Moncton. The following topics were discussed: Child Mind and How it Should be Trained, Sight Reading—How Taught, Sounds of Letters and How Built, Kindergarten in the Primary Grades, Vertical Writing, Language. Shortly after four o'clock the different divisions re-assembled in the hall. Here the usual votes of thanks were passed. Several places for holding next year's Institute were suggested as suitable, and, on motion, Port Elgin was selected.

The Institute then adjourned. The enrolment was one hundred and twenty-one—the largest in its history.

Northumberland County, N. B., Institute.

The eighteenth annual meeting of this Institute met in the Convent school, at Chatham, on the 18th and 19th of October, and was opened by President F. P. Yorston. Inspector Mersereau said that the Institute had, in a measure, to supplement the practice in teaching given to the normal school. He regretted exceedingly that the present overcrowded state of the normal school did not permit the student teachers to spend more than thirty minutes in the practice department during a nine months' course. The consequence was that the student teachers, though well equipped in theory, were entirely wanting in practice. The older teachers should contribute leaves from their experience for the benefit of these young teachers.

The election of officers resulted as follows: Jas McIntosh, President; Alice Loggie, Vice-president; M. R Benn, Secretary; Miss V. Wright and D. L. Mitchell, additional members of the Executive Committee.

A discussion on Canadian history was taken part in by Miss Dunnett, Mr. Yorston, Miss Mersereau, Sisters Walsh, Barden, Sullivan and others. It seemed to be the general opinion of the Institute that, according to the new course, too much Canadian history was required from Grade VIII. Miss Essie Mersereau read a very instructive paper on the Advantage to be Derived from the Study of Botany. President McIntosh read a thoughtful paper on the Duties of a Principal and how far he can make his usefulness felt. Sister Barden read a practical and suggestive paper on Drawing, and Inspector Mersereau one on the Utility of the Written Examination. In this the following reasons were

given for their more general use in schools: 1st. It provides a review of work done. 2nd. It cultivates the habits of attention. 3rd. It promotes self-reliance. 4th. It leads to concise thinking and readiness in commanding thought. 5th. It is a test of *teaching* to the teacher and of *learning* to the pupil. 6th. It develops intellectual sturdiness. It gives practice in composition, grammar, spelling, etc.

The excellent papers were discussed very generally by members of the Institute, and it was felt that the meeting was one of the most successful ever held in Northumberland County. After a discussion on Discipline, led by the Rev. Jos. McCoy, the Institute adjourned to meet next year at Newcastle.

The Classics: Their Use, Present Position and Future Prospects.

[Condensed from Prof. Howard Murray's inaugural address Dalhousie College, Halifax, September 20th.]

* * * The following are some of the reasons which occur to me for the study of Latin and Greek: 1st. It is generally conceded that not even one's own language can be thoroughly mastered, from a grammatical point of view, without a knowledge of some second language with which to compare and contrast it. * * 2nd. The extent to which the classical languages have entered into our own vocabulary renders it necessary to know something of these, if we are to have a thorough comprehension of our own language; and if it is necessary to know best that of which we make the most use, language must be given the foremost place in our studies. Of the English vocabulary, as it is at present constituted, the number of words coming from old English or Anglo-Saxon amounts to not much, if any, more than one-tenth of the whole, while those coming from the Latin and Greek may be set down as not less than eight-tenths. * * The modern literatures, including our own, are so largely indebted both in form and substance to those of Greece and Rome that they cannot be fully appreciated except by those who have an acquaintance with classical literature. Among men there are few rules that have no exception, but it may be laid down as a general rule that the greatest writers and speakers of modern times have been those who have been students of the ancient classics. * * 4th. Besides being directly or indirectly the source of far the greater part of the English language, Latin is the parent of several other European languages, Italian, French, Spanish and Portuguese, and a person requiring to make himself acquainted with any of these would find his task very much simplified and shortened by a previous knowledge of Latin. * * 5th. A knowledge of the ancient languages opens up to us a great literature. * * * "Well," you say, "we believe that the literature of these languages is very fine, but what proportion of those in our schools ever proceed far enough to appreciate it?" It must be admitted that the proportion is exceedingly small, but where does the fault lie? * * The remedy is not in less classics, but more of them. Only give them a fair chance and see what the result will be. * * 6th. The moral effect of a careful study of the classics upon youthful minds is very great. In the literatures of Greece and Rome are to be found the most memorable examples of all the virtues, examples that have been accepted as ideal by the civilized world of courage, of constancy, of endurance, of virtue, of filial affection, of love of country. * * In education character unquestionably stands before everything else, and in its influence upon the formation of character language has an immeasurable advantage over mathematics and science. 7th. The Greek and Latin languages furnish us with a means of training and disciplining the minds of the young, which is better than that furnished by any other study.

* * * Let us see what is brought into play in the making out of a Latin sentence. First there is the *memory*, in recalling the meaning of words previously met; then *observation* and *comparison* in noting the cases of nouns, pronouns and adjectives, and determining which adjective goes with which noun, in noting the voice, mood, tense, number and person of verbs, the degrees of comparison of adjectives and adverbs, etc.; then *reason* and *judgment* in deciding, for example, why this noun is in the genitive case and that one in the ablative, why one verb is in the subjunctive mood and another in the infinitive, why one of the third personal pronouns is used in one clause and a different one in the next, why the same conjunction is followed by an indicative mood in one place and by a subjunctive in another; finally *discrimination* and *taste* must be exercised in the choice of words and their arrangement in translating into English. No other subject furnishes such constant steady exercise. The mind must be continually on the alert. At the same time it never receives a strain from over-exertion. The result is the formation of habits of industry and accuracy, and the development of healthy mental muscle which can be turned to account in any direction.

* * * At a meeting held last June in the Halifax Academy, our English teacher, Miss Mackintosh, whose judgment carries weight, declared that those taking Latin and Greek had a more thorough knowledge of English grammar and were doing far more satisfactory work in her subjects than those taking the modern languages. * * In our A class there is a bifurcation, or parting of the ways, some taking

a course that is mainly classical with a few mathematical subjects, and some taking one that is mainly made up of mathematical and scientific subjects with a few classical. Speaking of this class towards the end of the term, Mr. Morton, the mathematical and science master, declared that the classical students were beating the mathematical in their own subjects.

* * * Dr. Harris, U. S. Education Commissioner: "One may say that of a hundred boys, fifty of whom had studied Latin for a period of six months, while the other fifty had not studied Latin at all, the fifty with a smattering of Latin would possess some slight impulse towards analyzing the legal and political view of human life, and surpass the other fifty in this direction. Placed on a distant frontier, with the task of building a new civilization, the fifty with the smattering of Latin would furnish law-makers and political rulers, legislators and builders of the state."

Speaking of the report of the U. S. Committee of Ten, and of the conferences, the lecturer goes on to say: Here is to be found the best judgment and combined wisdom of a hundred experts in various lines of thought, a hundred men who are interested in education beyond and above everything else, and whose lives have been devoted to the cause. * * It carries with it a weight of authority that is irresistible. * * Here is the unanimous opinion of this century of educational experts: "Selection for the individual is necessary to thoroughness, and to the imparting of power as distinguished from information; for any large subject whatever, to yield its training value, must be pursued through several years and be studied from three to five times a week, and if each subject studied is thus to claim a considerable fraction of the pupil's school time, then clearly the individual pupil can give attention to only a moderate number of subjects." * * "If in a secondary school Latin is steadily pursued for four years with four or five hours a week devoted to it, that subject will be worth more to the pupil than the sum of half a dozen other subjects, each of which has one-sixth of the time allotted to Latin."

Is Latin to have such a certificate of character and of soundness in the new world in the closing years of this enlightened scientific nineteenth century? Where are those who have been shouting that the classics must go; who have been prophesying that they will go; who have been telling us that they are going; and who have sometimes varied the monotony by assuring us that they have already gone? They are like the poor. They are here still, and they will be; neither are they silenced, nor can they be.

The Difficulty of Teaching English.

Those persons who find fault with the teaching of English in our schools almost universally underestimate the difficulty of the task before the teacher. People talk as if it were a comparatively easy matter to acquire the correct use of one's native language; when in truth it is one of the utmost difficulty. Children who are so fortunate as to be brought up in families where an incorrect expression is rare learn correctness of speech without thought or effort. But such conditions are rare. The great majority of children are thoroughly grounded in the use of ungrammatical language before they become aware of it. Most teachers have the same difficulties to overcome that beset their pupils, and comparatively few succeed in overcoming them. They have no independent knowledge of the language. They are compelled to lean on the grammar, and it often leaves them in the lurch. An independent knowledge of speech can be acquired only through extensive and painstaking study of literature. But how few teachers have the time for this. After all it is worth while to consider the question whether it is wise to take up the time of the average school-boy or school-girl with mere formal knowledge. From the practical standpoint they can, without doubt, be more usefully employed than in acquiring a thorough knowledge of any language, even their own. It is so much easier to find fault than to find a remedy.—*Journal of Pedagogy.*

Connection Between Expression and Thought.

Mr. H. E. Scudder, in his paper, The Academic Treatment of English, in the November *Atlantic*, speaks of the connection between clear expression and clear thought: No single aid to the formation of clear thought is so great as the practice of clear expression, and common sense no less than educated experience shows unmistakably that it is a blunder when lucidity and finish of expression are neglected in any study. It is as important to state a mathematical problem exactly as it is to use figures which permit no doubt as to their value. As well confound 3 and 8 in setting down those figures as to omit proper copulatives in presenting the sum in which they are used. And as one comes into the field of the humanities, the demand for faultless expression is more imperative. A slovenly historical statement, though it contain all the facts correctly; a half-finished answer to a question in philosophy, though it show that the solution is held; a bald translation which succeeds, as a boy says, in giving the sense of the passage, should not be tolerated; and any teacher,

however learned in his science or art, who did not know the difference between good English and cheap colloqnialism should be regarded as disqualified. If one could be sure that every instructor in college possessed a thorough discrimination in this regard, the chair of rhetoric might safely be left vacant. Indeed, such a vacancy would be eloquent in its witness to the important educational truth that English literature and the power of writing do not form a monogamous union.

Beginning Spelling

The first step toward good spelling is observation of forms in general. The early lessons in drawing tend toward correct spelling. Busy-work which involves assorting, grouping, and comparing different shapes and sizes of cardboard figures, or selecting from unassorted material, words which have been learned, tends to develop this power. I have found it interesting as well as helpful to ask the pupils, during the first week of school, to copy upon paper an arrangement of different forms upon the slate or board. The exercise should be repeated after a month's study, and the results compared. They should show marked improvement in seeing-power.

The second step is copying words or sentences from the board. Here is the source of many wrong habits, where good habits should begin. Carelessness, indifference, or inattention allowed in this exercise develops into a hampering weight which is with difficulty removed in later years. The work should be carefully inspected, and accurate copying secured from the first. Here should begin, also, the habit of seeing accurately the first time the attempt is made. To ensure this, the teacher should write the word upon the board, the children should study it attentively a moment and then the word should be written from the mental picture obtained,—the form upon the blackboard having been erased.— *N. Y. School Journal.*

Even grammar would be more interesting if it were made more literary and more poetical. The very examples may be borrowed from beautiful verses or phrases from the best writers; they may thus represent real works of art, and the child will very soon acquire a sense of style, *i. e.*, beauty of form. He will read these verses again and again, and each will be associated in his mind with some rule of language. He will see why a certain phrase from Bossuet or Pascal is considered fine, and that even the correctness of this phrase, its grammatical logic, and its conformity with the genius of the language, are the basis of this literary beauty.—*Alfred Fouillee.*

Keeping In.

Many teachers feel that they must keep the disobedient, the lazy, and the late comers after school. They say that is the only way to punish the first, to get knowledge into the second, and to cause the third to be punctual. It is done conscientiously; it is no pleasure to the teacher, he certainly suffers. But should it be done? Should the plan be followed as a plan?

To this it may be answered distinctly, no. The teacher has been there long enough, and so has the pupil. Only now and then should the teacher and pupil remain: (1) For private conversation; (2) at the instance of the pupil generally for special assistance; (3) for preparation for special exercises—this voluntary. Only in the first case is it to be involuntary.

But what shall he do with the disobedient? The subject is too great to be discussed at length here. It is sufficient to say that keeping in is not a terror to evil doers. The plan of dismissing all but certain ones five minutes before the hour is adopted by some, as those who have done well file out first, and are followed by others who have not done so well, a distinction is made that may be valuable.

But the objection against "Keeping in" is that it fails in its object. When it is done as a punishment, the pupil soon ceases to have any fear of it. Let the teacher ask to what motive does it appeal? Usually the pupil objects to stay because he wants to be in the company of some other pupil on his homeward way. But he can see that pupil to-morrow. Those who use this method will observe that they keep the same pupils in day after day. Don't punish with a punishment that doesn't punish.—*N. Y. School Journal.*

To Walk Properly.

Lippincott's Magazine says: Stride out to your full measure, but don't try to go beyond it; and try not to fall short of it as you go on. Keep the knees as straight as you can conveniently, and this will oblige you to rise on the ball of the foot behind at each step. The calf of the leg is a valuable element in walking, and yet many walkers, by throwing their weight upon the knees and the muscles of the front of the upper leg, lose the push and spring of the calf altogether. Such men habitually stand with knees bent, like a "sprung" horse, and only straighten the knees by an effort. The arms should swing freely, the head should be up and the chest expanded; breathe deep and breathe slow. Few people walk right; yet it is an easy thing to learn, and when it is learned you can walk farther, faster and more enjoyingly than if you do it wrong.

A Good Story.

A recent number of *The Educational Journal*, of Toronto, tells the following good story:

The ——— public school board advertised for three teachers, at salaries of $480 per annum, to fill vacancies on their staff. Among those who responded was an Ontario teacher who, after describing quite fully and in a style that kept back nothing from excessive modesty, his experience and attainments, and submitting his testimonials, closed as follows:

"I will give you my services in either of the rooms for $460 per annum; and to give you some idea of my personality, I may say that I stand six feet two inches, etc."

"The reply of the secretary of the school board was as follows:

"Dear Sir,—Your application was duly received, but not considered. The board decided that any teacher who could so far forget his manhood as to attempt to under-bid his fellow teachers by offering his services for $460 per annum, when the salary advertised was $480 per annum, was not the kind of material they were in search of.

"They are of the opinion that your height is two feet six, not six feet two, as stated in your application. I am, etc., etc."

Advice to Teachers.

1. Gain the confidence of the people of your district.
2. Deserve the respect and confidence of your directors.
3. Comply cheerfully with the requests and wishes of your county superintendent.
4. Gain the love and respect of your pupils by your example and precepts.
5. Make your school-room attractive and pleasant. Give the room a home-like appearance as far as possible.
6. Study to make the recitations of each day interesting and profitable. Do something more than merely hearing the pupils recite.
7. Strive to exert such an influence as will tend to make your pupils better men and better women.
8. Keep your records in a neat, workman-like manner, so that they will be a credit to you and a guide to your successor.
9. Do not ask the county superintendent or any other visitor to conduct a recitation; and do not ask anyone to address the school, until just before dismissal for intermission, and *after* you have had the pupils put their books aside.
10. Be prompt; open and close school promptly on time, using the Standard time.—*School and Fireside.*

The Apple as Medicine.

Dr. G. Searles, of Brooklyn, N. Y., thus discourses on the apple as medicine: "The apple is such common fruit that very few persons are familiar with its remarkable efficacious medicinal properties. Everybody ought to know that the very best thing they can do is to eat apples just before retiring for the night. Persons uninitiated in the mysteries of the fruit are liable to throw up their hands in horror at the visions of dyspepsia which such a suggestion may summon up, but no harm can come to even a delicate system by the eating of ripe and juicy apples just before going to bed. The apple is an excellent brain food, because it has more phosphoric acid in easily digestible shape than any other vegetable known. It excites the action of the liver, promotes sound and healthy sleep, and thoroughly disinfects the mouth. This is not all. The apple agglutinates the surplus acids of the stomach, helps the kidney secretions and prevents calculus growths, while it obviates indigestion, and is one of the best preventatives known of diseases of the throat. Everybody should be familiar with such knowledge, and I hope you will disseminate it. In addition, next to the orange and the lemon, it is the best antidote for the thirst and craving of the person addicted to the alcohol or the opium habit."

It is what a learner does for himself, not what is done for him, that educates him.—*Payne.*

He is the master in the field of education who possesses the ability to train pupils to self-activity.—*Diesterweg.*

N. B. EDUCATION DEPARTMENT.

Official Notices.

Advance of Class.

1. Teachers who hold certificates of having passed the preliminary examination for the class desired (and only such) may be admitted to the Normal School at the beginning of the second term in January; and to the closing examinations for license in June following.

2. Holders of third class licenses who have spent only one term at the Normal School *are required* to spend an additional winter term at the Normal School before they can be admitted to the closing examinations for advance of class.

3 Holders of second class licenses who have passed the preliminary examination for first class, may be exempted by attending an additional winter term at the Normal School from the special conditions as to professional classification and certificates of superior scholarship, or of having taught two full years, as required by Reg. 31, 5, (a) (b),

Departmental Examinations, July 1895.

The usual Normal School entrance Junior leaving examinations, and Junior matriculation examinations, will be held in July, 1895, in accordance with the provisions of Reg. 31, 3, (1) and Reg. 45 of School Manual.

1. *Normal School Entrance.*—All candidates for admission to the Normal School in September, 1895, and all holders of second or third class licenses who propose to enter the Normal School in January, 1896, or to become eligible for examination for advance of class in June, 1896, are required to pass the preliminary examinations in July, 1895. (See School Manual, Reg. 31, 3, and Reg. 38, 6.)

2. *Junior Leaving Examinations.*—This examination will be based upon the requirements of the course of study for grammar and high schools as given in the syllabus for Grades IX and X.

The pupils of any school in the province are eligible for admission to this examination upon giving notice on or before the 24th of May, to the inspector within whose inspectorate he wishes to be examined, and enclosing an examination fee of two dollars. (See Manual, Reg. 45, 14). Diplomas are granted to successful candidates.

3. *Junior Matriculation Examination.*---This examination will be based on the requirements for matriculation in the university of New Brunswick as laid down in the university calendar (candidates will receive a calendar upon application to the chancellor of the university, or to the education office). Any high or grammar school pupil who has completed Grade XI of the high school course should be prepared for matriculation.

In cases in which the language studies of the high school course are different from the language studies as indicated in the university calendar, candidates may take either course by giving notice at the time of making application for examination. (See Manual, Reg. 45, 14).

☞ The English literature for the closing examinations for license in June, 1895, and for the junior leaving examination, will be Shakespeare's *Merchant of Venice*, and Macaulay's Essay on *Warren Hastings*.

Courses of Study.

The following corrections in the printed course of instruction for primary and advanced grades, should be carefully noted by teachers:

Grade V. *Geography* and *History*.—Add "Outlines of British History, as in Reader IV, Part I."

Grade VI. *History*.—Instead of last sentence, read "Outlines of British History, as in Reader IV, Parts II and III.

Course for ungraded country schools:

Grade IV. *History*.—As in Grades V and VI of foregoing course.

Grade V. *History*.—As in Grades VII and VIII of the foregoing course.

Course for grammar and high schools:

The following experimental course in Physics, Grade IX, should be followed as closely as the circumstances of the school may permit:

Course in Physics in Grade IX.

1. A few experiments to illustrate ideas of matter, molecules, force, energy, conservation of mass, conservation of energy.

2. Measure the action of gravity upon several bodies, using both avoirdupois and metric weights.

3. Measure the cohesive force of two wires of different diameter, of different materials.

4. Calculate the elastic force of a steel band or spring.

5. Measure the height to which water will rise in tubes of different bore; measure the capillary action of same tubes in mercury.

6. Measure the pressure of the air in the school-room, and demonstrate its pressure in all directions. (Construction of barometer).

7. Deduce Mariotte's law from experiment.

8. Measure the effect of pressure on the surface of a confined body of water. (Hydrostatic bellows).

9. Ascertain the effect of gravity upon the pressure of water at different depths.

10. Demonstrate by experiment and measurement the "Hydrostatic paradox."

11. Measure the buoyancy of water and find the specific gravity of several bodies by its aid.

12. Deduce from measurements the law of the lever.

13. Measure the action of a pulley and a system of pulleys.

14. Measure the action of the inclined plane.

15. Deduce the general law of machines.

16. A few simple experiments illustrating the conduction of heat in solids and liquids, and convection in liquids and gases.

17. Demonstrate experimentally the expansion of solids, liquids and gases by heat, and show its effect on the expansive force of air and steam.

18. Ascertain by experiment the boiling point of water and of another liquid, and their melting (or freezing) points, and measure the effect of the changes of temperature upon their volume. (Construction of thermometer).

19. Ascertain the temperature of two freezing mixtures.

20. Demonstrate experimentally the law of the diffusion of heat.

21. Show by experiment and measurement that equa- quantities of heat applied to equal weights of different sub stances raise their temperatures unequally.

22. Demonstrate by a few simple experiments the generation of electricity by friction and by induction.

23. Construct a Voltaic cell and measure the electro-motive force, the resistance and strength of current.

24. Decompose water and one salt by electricity.

25. Make an electro-magnet and a permanent magnet and measure their power.

26. Demonstrate experimentally the directive power of a magnet.

27. Demonstrate experimentally the cause of sound, and illustrate the difference between the loudness, pitch and quality of sounds.

28. Deduce, by the aid of a sonometer, the law of variation in the vibration-numbers of strings.

29. Simple experiments illustrating the propagation and dispersion of light and the formation of shadows. Umbra and penumbra.

30. Deduce from experiment the law of the reflection of light.

31. Demonstrate experimentally the refraction of light.

32 Deduce from experiment the law of inverse squares in the case of the intensity of light.

33. Show the effect of a convex lens as a magnifier and as a "burning glass," and measure its focal length.

34. Perform the prismatic analysis and synthesis of light. (The solar spectrum. The cause of color).

NOTE.—[Pupils should perform, or, at least, assist in, the experiments and measurements. They should write accurate descriptions of the experiments and illustrate them by drawings. They are then to be required to account for the observed results by processes of reasoning based on the experiments and previously established facts and principles. These arguments should be clearly expressed and written out.

Each number in the foregoing course will, with some exceptions, occupy the time allotted for the subject during one week. Suitable experiments are given in Gage & Fessenden's High School Physics, which is authorized for the teacher's use only. More effective or cheaper experiments may sometimes be devised by the teacher or pupils, and they will be able to make a considerable part of the apparatus. The instruments which it will be necessary to purchase are not costly. Prices may be learned by sending for a manufacturer's catalogue. E. S. Ritchie & Sons, Brookline, Mass., and Eimer & Amend, 205-211 Third Avenue, New York, issue good catalogues.

Chute's Practical Physics (D. C. Heath & Co., Boston); Elementary Lessons in Electricity and Magnetism, by Sylvanus Thompson; Elementary Lessons in Heat, Light and Sound, by D. E. Jones (MacMillan & Co.), will be found to be very useful aids to the teacher. "The Conservation of Energy," by Balfour Stewart; "Heat as a Mode of Motion," and "Six Lectures on Light," by Tyndall, are excellent reading for the teacher, and will greatly assist him in making the school work interesting.]

EXAMINATION QUESTIONS.

The Question papers for the examinations of 1894 will not be published, as formerly, in the Annual Education Report But a complete printed set of any of these papers will be sent, on application, to any teacher or candidate.

NUMBER OF TEACHING DAYS IN CURRENT TERM, CHRISTMAS VACATION.

The total number of teaching days in the current term is 92 for country districts, and 83 for cities and incorporated towns. Teachers who kept their schools in operation on labor day will be allowed to substitute any other of the teaching days as a holiday in place of labor day.

The current term will end on Friday, December 21st, and the next term will begin on Monday, January 7th, 1895.

J. R. INCH,
Chief Sup't of Education.

Education Office, November 1 1894.

QUESTION DEPARTMENT.

L. M. C.—1. Solve $ax+by+c=o$, $a^1x+b^1y+c^1=o$.

$$ax=-by-c \quad (1)$$

$$a^1x=-by-c^1 \quad (2)$$

Dividing (1) $$x=-\frac{by+c}{a} \quad (3)$$

$$x=-\frac{b^1y+c^1}{a^1} \quad (4)$$

Equating (3), (4) $$\frac{by+c}{a}=\frac{b^1y+c^1}{a^1} \quad (5)$$

Multiplying (5) $$a^1by+a^1c=ab^1y+ac^1 \quad (6)$$

Transposing (6) $$a^1by-ab^1y=ac^1-a^1c$$

$$\therefore\ y=\frac{ac^1-a^1c}{a^1b-ab^1} \quad \text{and} \quad x=\frac{bc^1-b^1c}{a^1b-ab^1}$$

2. Prove that if $a+b+c=o$, that $a^3+b^3+c^3=3abc$.

$a=-b-c$. In the last equation substitute $-b-c$ for a and we have $-(b+c)^3+b^3+c^3=-3bc(b+c)$ $-b^3-3b^2c-3bc^2-c^3+b^3+c^3=-3b^2c-3bc^2$, in which both sides are seen to be equal.

J. S. W.—The diagonals AC, BD of a parallelogram intersect in O, and P is a point within the triangle AOB; prove that the difference of the triangles CPD and APB is equal to the sum of the triangles APC, BPD.

It can be easily shown that the triangles AOB and DOC are equal. But the triangle CPD—triangle APB=(triangle DOC + Fig. DPCOD) – triangle APB =(AOB + Fig. DPCOD) – APB = (AOB—APB) + Fig. DPCOD=Fig. AOBPA + Fig. DPCOD=DPB + APC.

W. S. K.—1. Hamblin Smith's Arithmetic, page 188, Ex. 8. Calculate from January 30th when the first sum becomes due.

Jan. 30,	$80.75 ×	0 days	=	0000.00
Apr. 3,	150.00 ×	63 "	=	9450.00
July 1,	30.80 ×	152 "	=	4681.60
Aug. 10,	40.50 ×	192 "	=	7776.00
Aug. 25,	60.30 ×	207 "	=	12422.10

Add these products, divide the sum by the sum of the debts and we get 95 nearly.

95 days from January 30 is May 5.

Time from May 5 to June 2 = 28 days.

Interest on $362.35 for 28 days, at 6%, = $1.66.

∴ $362.35+$1.66=$364.01, the balance required.

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2. Hamblin's Smith's Arithmetic, page 188, Ex. 10.

Bring the various amounts to pence.

We then have 24418 d. due in 26 days from 13 Jan.

34594 d.	"	51 "	"
72946 d.	"	64 "	"
181688 d.	"	120 "	"
29658 d.	"	135 "	"
29658 d.	"	143 "	"

Find their products and divide their sum 37115190 by the sum of the amounts of the credits in pence 372962 and we get 100 nearly.

3. Hamblin Smith's Arithmetic, page 190, Ex. 3.

On the debtor side the first item becomes due in six months or 184 days from March 1—the next item in 203 days, etc. These days multiplied by their amounts and the sums divided as in Ex. 2 above, gives 269 days from Mar. 1—due Nov. 25 In a similar way on the credit side all the items become due in 238 days from April 1, or on November 25. Therefore both accounts should be settled on that day.

P. J. B —A person invests $6477 in the 6 per cent. Dominion of Canada stock at 101¼, and when it has risen to 106 he sells out and invests the proceeds in a 4¼ per cent. stock at 70. Find the gain or loss in income?

He would receive of Dom. stock $\$\frac{6477}{1.0125}$

Income from this, $\$\frac{6477\times.06}{1.0125}$

He sells Dom. stock for $\$\frac{6477\times1.06}{1.0125}$

and purchases $4\frac{1}{4}$ stock $=\$\frac{6477\times1.06}{1.0125\times.70}$

Income from this is $\$\frac{6477\times1.06\times.04\frac{1}{4}}{1.0125\times.70}$

The difference of income will therefore be about $27.87 in favor of the change.

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2 A merchant sold an article at a certain per cent. profit. If the cost had been 15 per cent. less his profit would have been 30 per cent more; what was his gain per cent.

This exercise may be solved arithmetically, but the algebraic solution is more appropriate.

Let $x=$ rate of grain, and let $100 be the cost.

Then $(x+.30)\ 85=15+100x$

$x=.70$ ∴ the gain was 70 per cent.

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3. A, B and C mow a field for $12. A mows as much as B and C, lacking 5 acres; and B as much as A and C, lacking 10 acres. If A receives $5, how much should B and C receive?

Let A mow x acres,
B " y "
C " z "

Then $x=y+z-5$ (1)

$y=x+z-10$ (2)

Adding, $2z=15$ (3)

$z=7\frac{1}{2}$ (4)

Substituting in (1) $x=y+2\frac{1}{2}$ (6)

But A receives $\frac{5}{12}$ of the pay.

Therefore $x=\frac{5x}{12}+\frac{5y}{12}+\frac{5\times7\frac{1}{2}}{12}$

$14x=10y+75$

Multiplying (5) by 14, $14x=14y+35$

Therefore $y=10$ and $x=12\frac{1}{2}$

Therefore B receives $4 and C $3.

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4. Hamblin Smith's Arithmetic, page 74, Ex 2.

$$3\tfrac{1}{2}-2\tfrac{20}{21}+\frac{1\frac{1}{4}}{3\frac{1}{4}}\text{ of }2\tfrac{1}{3}-1\tfrac{1}{7}=\tfrac{23}{42}+\tfrac{35}{39}-1\tfrac{1}{7}$$

$$=\tfrac{35}{39}-\tfrac{25}{42}$$

$$=\tfrac{55}{182}$$

And $\frac{4}{21}, \frac{1}{6}, \frac{55}{182}=\frac{104}{546}, \frac{91}{546}, \frac{165}{546}$.

$\frac{104}{546}-\frac{91}{546}=\frac{13}{546}$

$\frac{165}{546}-\frac{104}{546}=\frac{61}{546}$

Also $\frac{61}{546}-\frac{13}{546}=\frac{8}{91}$

C. L. A.—1. Explain the difference between subjunctive and indicative mood.

2. What is an *auxiliary* and a *notional* verb?

1. The *indicative* predicates an *actual* event past, present, or future. The *subjunctive* is used in conditional clauses to express *doubt*, or denial; to express what is *future and contingent*, or *past and uncertain and denied*, or what is *not actual*, but merely *thought of*. Its use is not so common as formerly.

2. An *auxiliary* verb is one which is joined to other verbs simply to express tenses, etc., while at the same time losing some of its own peculiar force. Auxiliary verbs are used instead of inflections. Notional verbs express complete predication—some *object* of thought, and not merely the *relations* of thought.

In the sentence "thou shalt not kill," "shalt" is usually classed as an auxiliary verb.

B. S.—1. There is no size prescribed by law for a play-ground.

2. The teacher has the authority to compel the pupil to remain within the school premises during school hours, and for a reasonable time thereafter.

SCHOOL AND COLLEGE.

Miss Viola Barteaux, of Leonardville, and Miss Janie Johnston, of Wilson's Beach, Charlotte County, have each raised money to provide their schools with very handsome flags.

Miss May Watters, teacher at Loch Lomond, St. John County, has by means of a school entertainment been able to supply her school-room with new furniture.

Miss Anna K. Miller, lately teacher at Bayswater, Westfield, Kings County, raised enough money to paint the school-house at that place.

Inspector Carter informs the REVIEW that every organized district in Charlotte County has maintained a school during the whole or part of the present term. Charlotte means to keep her place in the van in educational matters.

A library of sixty-four volumes has been got for the school at Sinclair Hill, Albert Co., N. B. The interior of the house has been very nicely painted.

The school-house at The Neck, Rothesay, N. B., has recently been painted. Considerable apparatus has been procured. Miss Laura E Parlee is the teacher.

Mr. N. W. Brown, B. A., principal of the Hopewell Cape school, N. B., has been most successful in effecting improvements in the school-house and premises of that place. The primary department is now established in new and pleasant quarters. Much new apparatus has been got for Mr. Brown's room.

One hundred volumes have recently been added to the library of the Alma grammar school, N. B. It has now upwards of 300 volumes.

Inspector Carter will be engaged in November and December in the City of St. John.

Mr. James Vroom, well and favorably known to the teachers of the province generally, and to the Charlotte County teachers particularly, has dissolved his newspaper connection and has opened a book store in St. Stephen. Mr. Vroom has admirable qualifications and knowledge for his new work. His many friends will not only wish him success, but assist in it.

The teachers of Prince street school, Charlottetown, P. E. Island, have received for the use of the school a heliostat and projecting microscope, the first ever brought to that province. The combined instrument was purchased with the proceeds of a concert given by the school. The articles were bought from Messrs. Newton & Co., London, England, by S. Frank Beer, Esq , whilst on his recent business trip to Great Britain. The one selected by Mr. Beer being more costly than the funds of the school would warrant, he kindly paid the balance himself (a considerable amount) in order that the school might have the better instrument. This is but one of a number of generous acts performed by Mr. Beer to encourage education. In different ways he has shown himself a friend of teachers and of education.

The fortieth annual session of the N. S. Normal School was opened at Truro on Wednesday, October 31st, in the presence of a large number of visitors. One hundred and forty-three students are enrolled, representing all the counties in the province except Victoria. Mr. Lee Russell, instructor in manual training, gave an excellent inaugural address, emphasizing the fact that all subjects of instruction should be made the medium for conveying sound lessons of morality.

BOOK REVIEWS.

Lessing's Nathan der Weise; edited by Sylvester Puner, Ph. D., Professor of Teutonic Languages at the University of Texas. Pp. xxxviii, 300. Price $1.10. Boston: D. C. Heath & Co. The paper, printing and binding of this volume maintain the high standard of D. C. Heath & Co.'s Modern Language Series. In a careful and elaborate introduction the editor outlines the religious movements in Germany from the reformation, and describes the religious questions which deeply interested Lessing, and which called forth *Nathan der Weise*. "The soul of our drama, the leading thought in it, is that piety of heart, justice and love first import the genuine consecration to the confession of the definite positive faith." (This might be expressed more clearly). "The lesson of brotherly love, humanity and mutual tolerance, which Lessing had been trying to teach in his controversy with Goege, in the *Education of the Human Race*, Nathan der Weise embodies in poetic form." Other sections are devoted to an analysis of the characters, to a discussion of the sources of the play. In the eighty pages of notes the editor has shown commendable forbearance in declining to consider the text a mine for philological research. Throughout in his explanations of allusions and grammatical difficulties he has kept in mind that he is editing a piece of literature, not a collection of philological specimens. W. C. M.

Citizenship, by J. H. Seelye, D. D., LL. D., late President of Amherst College. Pp. viii, 78. Boston: Ginn & Co. The appearance of a book on civics, intended for use in schools, is significant of a change in the popular conception of the work of education. No longer is the school regarded merely as a place where knowledge, useful and useless, is distributed, nor as a place for the practice of mental gymnastics. Now the work of education is held to be national—to prepare the young to live the life of a good citizen. In a democratic country the instinct of self-preservation must compel the state to see that its future citizens are worthy of the privileges, rights and duties of citizenship. The little volume before us is a rather abstract statement in outline of the rights and duties of states to each other and to citizens, and of citizens to each other. The first part contains an analysis of the conception of the state and of government; in the second, under International law, the rights and duties of states to one another, in war and in peace, are stated; while the third (National law) discusses the rights and duties of the government to the governed (Public law), and also the rights and duties of the governed to the state and to one another (Private law). The part on National law, about one-half of the book, is restricted to the law of the United States of America. The explanations are of those rights and duties of the government which are set forth in the constitutions of the union and of the states. The discussion on Private law is of more general interest, though even here the explanations are given from the American standpoint. The chief merits of the book are its exactness, brevity and logical arrangement. As a book of reference, and as an indicator of the scope of civics, it should prove very useful to teachers in schools. An index would increase its usefulness. In the preface the author expresses the hope that it "may not be altogether beyond a child's apprehension, nor altogether below the thought of a student much more mature." I fear the author has fallen between the two stools. The book is too abstract for young people and too elementary and brief for more mature students. "A good text-book," he says in the preface, "does not aim to be an exhaustive treatise. It draws its theme in outline. It suggests as well as expresses. It stimulates inquiry." Now it seems to me that the book fails to be suggestive, because it is wanting in imagination and concrete illustrations. There is almost nothing to arouse the pupil's interest. The treatment is so matter-of-fact that the reader is hardly ever in the slightest degree stimulated to extend his inquiries. He is not brought face to face with any problems of interest. He is not stimulated to think. He is simply presented with a series of, no doubt, excellent, exact and comprehensive statements of facts. Probably if this book were prescribed for schools, it would be studied as a memory task. Everything favors memory work. The statements are concise, compact and replete with information. The treatment of the subject is not that of problem and solution, but dogmatic statement of fact. What is the object aimed at in teaching civics? What do we wish to accomplish? Surely something more than to acquaint the child with the machinery by which he is governed and to instruct him in the general principles of the law of the land and of the law of nations. Do we not wish to awaken an interest in civic matters, to bring the pupil to realize, in at least some degree, the responsibilities and honor of citizen-

ship? Surely the best way to attain this object is not by teaching systematic and abstract statements of fact, but by stimulating the boy's curiosity about the laws and machinery of some political event in which he is interested, *e g.*, an election, a war, a treaty, a change of government, etc. Lead him from the concrete to the abstract. Further, his patriotism, his sense of justice, his natural contempt for civic treachery and corruption, etc., should be awakened by narratives of stirring national events, biographies of heroic and noble men, manly patriotic speeches of great men. Arouse his imagination so that he can put himself in the place of his heroes and feel their feelings. One must, on the other hand, keep constantly before one the danger of degenerating into twaddle about the privileges and duties of citizenship. Boys have a healthy objection to talk and lecturing. Neither their interest nor their respect must be lost. Unless a boy thinks as well as feels he will not become the best citizen. The object, then, of teaching civics is to awaken an *intelligent interest* in civic matters, to develop a strong sense of justice, a hatred for dishonesty and political wrong-doing, as well as to call forth a spirit of devotion to the welfare of the state. W. C, M.

ARITHMETIC BY GRADES.—The "Common School Arithmetic," by Kennedy & O'Hearn, published by T. C. Allen & Co., Halifax, is in three parts. Part I. is intended for Grades III and IV of the course. Part II for Grades V and VI, and Part III for Grades VII and VIII. Among the distinctive features of the book may be noticed the great number and variety of problems, which will relieve the teacher from the necessity of much extra work; the careful gradation of the problems upon an inductive plan; the practical nature of the problems; a large number of examination papers which means a large number of review exercises; analysis of numbers; oral lessons explaining principles; introduction of statistics and other useful facts: almost a total absence of definitions of terms; and bold clear type, on good paper. In Part I. multiplication precedes substraction—a change which many of our best teachers have anticipated for years in their practice. *Averages* are taken up immediately after division. In Part II, the presentation of vulgar and decimal fractions is particularly good. This is followed by a thorough explanation of the metric system which is simply continued practice in decimal fractions. The metric system is used to introduce compound numbers, so that the four subjects treated in this part are very clearly articulated and bound together. In Part III, the treatment of *percentages* and the practical subjects which it embraces, such as interest, bank discount, profit and loss, etc., is exhaustive. Many of the problems, which are those of actual business transactions, do not work out as nicely as pupils might wish. It is possible too that they may be thought a little difficult. The same may be true of some of the problems in Parts I and II. But they are all practical and well graded, and teachers who use the book are sure to like it, and to find it helpful. It has been prescribed by the Council of Public Instruction for use in the schools of Nova Scotia. Price of each part, 15 cents. Bound volume, 40 cents.

L' ABBÉ CONSTANTIN, par Ludovic Halévy. Edited by Thos. Loggie, Ph. D. Paper, pp. 156. Publishers, D. C. Heath & Co., Boston. This French novel appears in Heath's modern language series in cheap form. It first appeared in the *Revue des deux mondes* in 1882, and was received with the greatest favor. Its great charm is its simplicity, and the high aims which its characters are made to pursue.

RHETORICAL EXERCISE BOOK. Messrs. Ginn & Co., Boston, publish a neat rhetorical exercise book. Price, 22 cents, with tablet containing marks and references used in correcting essays.

HOMER'S ODYSSEY. Books V—VIII. Edited by B. Perrin, Professor in Yale University, with vocabulary and notes. Price $1.50, pp. 186. Publishers, Ginn & Co., Boston, Mass. This is the second volume of the Odyssey, the first having appeared in 1889. The text is that of Dindorf, revised by Hentze, Teuber series, Leipsic, 1884. The binding, printing, and paper are excellent, and the clearness and beauty of the pages leave nothing to be desired.

PHYSICAL LABORATORY MANUAL for use in schools and colleges, by H. N. Chute, M. S Price 80 cents, pp. 213. Publishers, D. C. Heath & Co., Boston, Mass. This book seems well adapted for the aim in view—to combine instruction in the principles of physics with laboratory work.

The November Magazines.

The November issue of the *Atlantic Monthly* contains an article by Horace E. Scudder, editor of the magazine, upon The Academic Treatment of English. This article supplements one by the same author in the *Atlantic* for February, upon The Educational Law of Reading and Writing. These papers are important contributions to the discussion of a question which is of vital interest to all teachers and friends of education The managers of the magazine are prepared to supply these two issues at the reduced price of fifty cents. Either the February or the November issues alone will be sent post paid on receipt of thirty-five cents. Address Atlantic Monthly, Boston, Mass....We have received the first two numbers of *The New Science Review*, published quarterly by the Transatlantic Publishing Company, Philadelphia. It is altogether an admirable publication, devoted chiefly to literature and science. In the October number it has a striking and suggestive article on education, entitled, Mental Training—a Remedy for "Education."....Among the articles in the November *Forum*, New York, are "Thackeray's Place in Literature," by Frederic Harrison; "The Temperance Problem: Past and Future," by Dr. E. R. L. Gould—a review of the results of prohibition and high license, and an argument for the Gothenburg system; "The Contented Masses in the West," by Chancellor J. H. Canfield, of the University of Nebraska....The *Popular Science Monthly* for November makes a strong opening for a new volume. First comes a fully illustrated account of the Glaciers of Greenland, by Prof. Angelo Helprin. There are

two notable educational articles in the number: In Preparation for College by English High Schools, Mr. John F. Casey, tells what boys who enter college without Greek are doing. Dr. C. Hanford Henderson contributes the first of two articles on Manual Training, in which he shows what a well-planned manual training course consists of....The December issue of the *Delineator*, which is called The Christmas Number, is always a notable edition of this favorite magazine, and this year it is full of unusually good things. Many of the contributions have the distinctive flavor of the season, among them being Christmas Cheer, Gifts and Giving, a Plantation Christmas, and a Christmas Entertainment. In the Kindergarten Series the subject is Christmas Work for the Children, and the chapters on Venetian Iron Work and Crepe and Tissue Papers also treats of articles suitable for presentation. The subscription price of the *Delineator* is one dollar a year. Single copies, fifteen cents each. Address, The Delineator Publishing Co., of Toronto (Limited)....The *Century* for November signalizes the opening of its twenty-fifth year by beginning the publication of the Life of Napoleon, by Wm. M. Sloane, Professor of History at Princeton College. The first paper deals with the history of Corsica up to the time of Napoleon's birth, his boyhood, and student life in France. It is richly illustrated. No more attractive subject has ever been taken up in the *Century*, and the clear, vigorous style and unprejudiced views of the writer win the closest attention of the reader....There is no magazine that maintains a more uniform or higher degree of literary excellence than the old, well-known weekly eclectic, *Littell's Living Age*. Its selections are taken from the leading foreign quarterlies, reviews and magazines with the truest judgment, and in its variety there is something for every cultivated taste. "The Outskirts of Europe," by J. D. Rees; "Surgery and Superstition," by Frank Rede Fowke; "The Question of Korea," by Henry Norman; "Time-Gauge of Niagara," by Thos. W. Kingsmill; "The Buried Elephants in the Arctic Regions," by D. Grath Whitley; "Mr. Ruskin as a Practical Teacher," M. Kaufman; "The Khedive of Egypt," by Stuart Cumberland, are some of the many valuable papers contained in recent issues and constitute about one-third in number of those re-published during any four weeks. To busy men and women who wish to be informed in regard to current English periodical literature and have the best papers, the most representative, profitable and entertaining, culled for them by a competent hand, *The Living Age* is indispensable. New subscribers for 1895 are promised the thirteen weekly issues for the current quarter free. Address, Littell & Co., Boston....The opening article of the November issue of *The Chautauquan* treats of the Development of Steamships in the Nineteenth Century, and is illustrated with engravings, showing steamers of 1805, 1807, 1838, and the fast passenger steamers of to-day; an able article on The Legislature of the German Empire is contributed by Prof. Burgess, of Columbia College; many interesting facts are given by Franklin Matthews, concerning The Newspaper Press of the United States; Prof. N. S. Shaler writes in popular style of The Value of Geological Science to Man; The Growth of Australia is traced by E. Reyer. The department, Current History and Opinion, deals with fifteen important events of the month. Meadville, Pa., Dr. T. L. Flood, editor and proprietor. $2 00 per year.