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# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XIII. No. 1.

ST. JOHN, N. B., JUNE, 1899.

WHOLE NUMBER, 145.

## NATURE LESSONS, A Teacher's Manual for the Common Schools

BY

### JOHN BRITAIN,

Instructor in Natural Sciences in the Provincial Normal School, Fredericton, N. B.

### NEW AND REVISED EDITION.

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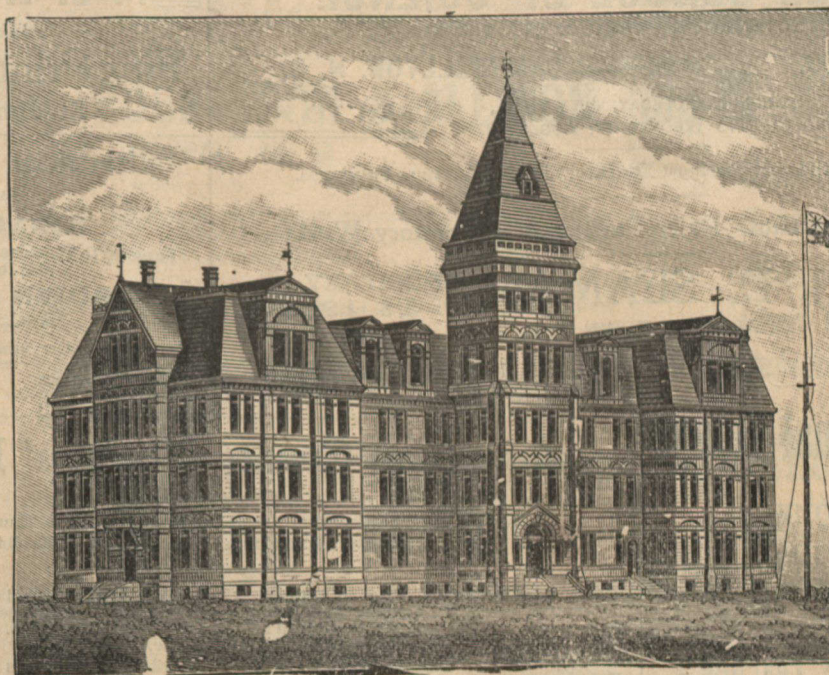
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FRIDAY, SEPT. 15th.—9 a. m. Natural History. Bird Life, A. Gordon Leavitt; Minerals, Geo. R.  
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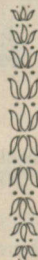
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# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY,  
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### Always Read this Notice.

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THE REVIEW will not be issued for July. The August number will contain some articles specially suited for beginning the work of another year.

OWING to the press of college and other matter in this number we are compelled to hold over the Round Table Talks. The answers to problems and other questions will, however, be sent directly to our correspondents so that they will not be put to any inconvenience by the omission.

THIS number contains an index, so placed that it can be easily detached and used in binding last year's volume.

THIS number begins the thirteenth volume of the REVIEW.

THE attention of students is directed to Dr. MacKay's advertisement of the Truro Summer School.

THE REV. DR. BRUCE, who for the past sixteen years has been pastor of the St. David's Presbyterian Church, St. John, has assumed the principalship of St. Andrew's College, Toronto, a first-class residential school for boys which will be opened in September next. Dr. Bruce is an honor graduate of Toronto University, has had considerable experience in teaching and has been signally successful in his pastoral work in St. John, especially in the management of the Young Peoples' Association of St. David's Church.

THE National Educational Association meets at Los Angeles, Cal., on the eleventh of July. Those who go from the east can have the privilege of a return through Canada by the Canadian Pacific Railway.

It was a fitting tribute for Acadia University to confer on the author of the History of Acadia, Mr. James Hannay, an honor which that work alone justly entitles him to receive.

VACATION will bring relief to many tired teachers. They will find that change of occupation means rest. Idleness is what the active mind cannot endure. To get into the country and do something that will bring the worker constantly in the open air and sunshine is what will refresh and invigorate.

HAVE you decided to go to the Restigouche this year? Notice in another column what attractions are held out to the student.

IN THE past there has generally been too heavy work each day in the Departmental examinations in New Brunswick. Some days' work was extended from 9 a.m. to nearly 6 p.m. This causes too much nervous strain and is unjust to many candidates. No doubt the chief reason for it is the desire to detain the students for as short a time as possible, but any gain in this direction



is more than counterbalanced by the disadvantage of crowding too much work in too short a time. It is hoped also that some of the examiners will moderate their zeal for giving long and intricate papers. Some of the papers set in the past have not only been long but very difficult to interpret.

It is pleasing to note the increase of interest in Arbor Day observance each year. This year, in addition to programmes and work on the school grounds, the observation has extended to the roadsides, and in many districts the people have been interested to improve their own premises and the appearance of the locality. May this good work extend.

*The School World* is the name of a new monthly magazine of educational work and progress issued by the Macmillan Company, London. The first four numbers have been received. They give evidence of a desire on the part of editors and publishers to help teachers in their work, to stimulate ideas for better education among intelligent readers, and to create a desire for the best methods of teaching and school government, in which it gives promise of much usefulness.

"Our Flag and Empire" is the title of a new Canadian song, dedicated to the Hon. G. W. Ross, LL. D. It was composed by Dr. J. M. Harper and set to music by Mr. H. O'Connor Budden. It is lively and inspiring, and promises to be a valuable addition to our school songs.

A DELIGHTFUL vacation trip is being arranged to the International Convention of Christian Endeavor Societies at Detroit, Mich., July 5th to 10th, 1899. The party will start from the Maritime provinces on Monday, July 3rd, and will stop en route at Montreal over Tuesday, going thence direct to Detroit; returning, to leave Detroit at midnight, Monday, July 10th, stopping over at Toronto, Niagara Falls and Ottawa, and arriving in St. John by noon of Thursday, July 14th. A personally conducted excursion, including railway and sleeping car fares, hotel bills, etc., of less than \$60 for the eleven days' trip. For full information write to A. H. Notman, Assistant General Passenger Agent, C. P. R., St. John, N. B.

A PART of the committee appointed to take preliminary steps to establish a Dominion Bureau of Education met at Ottawa recently and laid the matter before the premier. The plan is to establish a bureau of informa-

tion in regard to education, such as that in Washington. Sir Wilfrid listened attentively to the committee, expressed himself willing to further the object in view, and promised to bring the matter before his colleagues at an early day. The committee consisted of Hon. Dr. Ross, Dr. McCabe, Dr. Harper, and Mr. G. U. Hay, who represented the Maritime provinces.

#### "Larger Patriotism."

Lord Roseberry in a recent address urged upon his hearers the exercise of a "larger patriotism," and it would seem that some of our teachers should take the admonition to heart.

While in Montreal, Halifax, and other Canadian cities, Empire Day was enthusiastically celebrated, in St. John, the city of the Loyalists, flags were not raised on some of the school buildings. It is true that the day is in no sense a holiday, and has not as yet been officially recognized in New Brunswick; but the recognition that has been given it in other parts of the Dominion should at least entitle it to the notice of all patriotic teachers, and certainly, if to no greater extent, to that of hoisting their flags, where provided with them.

There is in Great Britain a small and rapidly-diminishing party called "Little Englanders," and it may be that there is a sprinkling of them in Canada. It is to be feared that the patriotism of some which began with the fire-cracker celebrations of May 24th in their boyhood days, has not since expanded, and if their flags are raised on the Queen's birthday they consider their whole duty done.

Teachers are not the owners of school flags but simply the custodians of them. They are, moreover, the custodians, to a great extent, of the sentiments of the future citizens of the country; and no difference what their own feelings may be with regard to Empire Day and other days which all good Canadians should bear in loyal memory, it is their plain duty, not only as instructors but as citizens, to foster and encourage patriotism in the schools.

The people of the United States set us a good example in respect to patriotism. Not only do they inculcate it at every opportunity, but in many states, by law the American flag must float from every school house on every school day in the year.

Patriotic teaching is not, and should not be, confined to any particular day, but it has been found expedient by all nations to emphasize it by the special observance of certain days, on which lessons and exercises may serve to fix in the mind certain well marked and prominent features of the greatness of the nation to which we belong.



### Education in Ontario.

In referring again to the report of the Minister of Education for Ontario, we find that the statistical tables seem to show in that province a larger enrolment of pupils in proportion to population than in the Maritime Provinces. Yet we can boast a larger proportion of high school pupils and of teachers. In Ontario there are 223 kindergarten teachers and 10,693 kindergarten pupils. In this respect the Maritime Provinces are very far behind. If our pupils are over-examined in Nova Scotia, what must be said of those in Ontario where the Education Department issued 789,500 examination papers last year? The government of Ontario spends \$46,000 per annum on free libraries. It also passed an act empowering municipal and school corporations to contribute to the maintenance of public libraries. The results are reported as being very satisfactory in imparting valuable information, promoting the intellectual and moral growth of the pupils, in creating a taste for good reading, and opening up new avenues of thought to the young people and their parents in the remotest parts of the province. The want of similar work in the lower provinces is a serious defect in their educational system. No money could be spent for educational purposes more usefully than in the purchase and management of properly selected libraries. In the matter of art education the Maritime Provinces have very much to learn from Ontario. That province has fifty-five art schools, whose pupils receive diplomas, medals, etc., from the Education Department. A fine educational museum contains exhibits of archaeological, zoological and botanical specimens native to the province. In this museum there is also a department on which \$1,000 a year is spent to encourage native artists by the purchase of their best pictures for exhibition. In the Maritime Provinces we have not even shelf room to preserve valuable educational literature sent in free by publishers.

Military drill, domestic science, manual training and agriculture are strongly recommended as deserving of much more attention in the schools. The high schools of Ontario provide a very complete course of special instruction leading to a commercial diploma.

In the appendix we find a most valuable report by Dr. Hodgins of the state and progress of popular education in England. We have only space to note disconnectedly a few of the most interesting facts brought out—facts which we ought to consider seriously; for though England was far behind us in the matter of popular education, yet in the last few years she has made amazing progress.

1. Manual training is being "introduced into all classes of schools as a corrective to an excess of book work." This manual training includes cookery, practical wood-work, cottage gardening, etc.

2. In the course of study for the common schools there are two classes of subjects—obligatory and optional. The only obligatory subjects are reading, writing, arithmetic, needle-work (for girls) and drawing (for boys).

3. Special attention is paid to the training of teachers. This is done in residential training colleges and in the universities where pedagogical professorships are established. The report says: "It may be hoped that the spirit of university education will thus, in the course of time, permeate primary education, giving it greater breadth and higher ideals."

It states that the establishment of day training colleges in connection with "the universities, providing instruction of the university type, has already led to good results. We allow graduates in arts or sciences to be recognized as certificated teachers, providing they hold a certificate of proficiency in the theory and practice of teaching, issued by a collegiate body, and approved by ourselves." Oscar Browning, of Cambridge, one of the leading educationists of the world, says, after an experience of eight years, that "in the combination of a university curriculum with the professional training of an elementary schoolmaster, the experiment has been a success."

### Empire Day in Halifax.

Those educationists who were instrumental in instituting Empire Day have every reason to be gratified with the manner in which it was celebrated in Halifax, and generally throughout Nova Scotia.

At the last meeting of the Dominion Educational Association, the president, Dr. A. H. MacKay, read a long communication from the Hon. Dr. Ross, Minister of Education for Ontario, suggesting that one day in every year be set apart for "the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live." This suggestion, appropriately and eloquently presented by Dr. MacKay, was enthusiastically adopted by the 700 teachers who attended the association, and it was embodied in a regulation by the Council of Public Instruction.

For several days before the 23rd, the teachers of Halifax gave special lessons on the geography of Greater Britain. The pupils learned the history of the gradual expansion of the empire from the time of the landing of Hengist and Horsa to the latest acquisition of the Kowloon Territory. The extent, productions, and



resources of each colony and province were discussed. Special attention was directed to the excellent administration of law in the "mother country" and in all her dependencies as the greatest blessing that could be enjoyed by the people of any country.

Early on Tuesday morning a British flag could be seen floating from twenty-three school houses in the city. The boys and girls in their Sunday clothes were busy decorating their class-rooms with flags, or making maps of Greater Britain on the black-board, or reviewing their British and Canadian history, or preparing patriotic songs and recitations for the afternoon; and, being thoroughly interested, they assimilated knowledge with the greatest readiness—knowledge which will leave a permanent impress upon their characters. The forenoon also brought busy preparation and something of anxiety to every orator and public man in Halifax; for they were all drafted as speakers in the various schools.

The exercises in the high schools took place in the forenoon. The pupils of St. Patrick's girls' high school read several original compositions of great merit. They were addressed by Lieut.-Governor Daly, who offered for next year a gold medal for the best essay on "The Object and Advantages of Empire Day." He was followed by the Rev. Father McCarthy, ex-mayor Stephen, and the Hon. D. McNeil. At 11 o'clock the large Assembly Hall of the Halifax Academy was crowded to overflowing. Over 300 students, led by Miss Mackintosh, sang patriotic songs. They listened to eloquent addresses from Mr. Geldert, the chairman of the School Board, from the Rev. Wm. Dobson, on "The Liberty and Security enjoyed under British Law," from the Superintendent of Education, Dr. MacKay, on "The Development of the British Constitution," and from the Lieut.-Governor.

In the afternoon there were similar exercises in all the other schools. For example, the pupils of St. Mary's girls' school met in St. Mary's Hall, and, dressed in appropriate costume, they rendered a pleasing programme of songs, calisthenic exercises and recitations, in return for which they were entertained with addresses from Lieut.-Governor Daly, Mr. Geo. Mitchell, M.P.P., and the Hon. T. E. Kenny. The newspapers for the next two days were filled with accounts of equally successful celebrations of the day at Pictou, Stewiacke, and nearly every large school section in the province.

It may be mentioned as a special characteristic of the speeches to which we listened that they all reflected a tone of deep appreciation of, and sincere thankfulness for our free institutions, with not a word of bluster or brag or any remarks that could offend the citizens of any other country.

### Some Jottings by the Way—II.

One pleasant morning I spent half an hour in a primary school in a town near Boston—a town that has an excellent reputation at home and abroad for its schools. There was a good healthy atmosphere of work in the room. The boys and girls were a little lively, but none too stirring for youths of six and seven years. Beyond an occasional reprimand for a burst of activity, everything seemed to point to an orderly and well-conducted school. But as I arose to depart, the teacher approached me apologetically and said, "You perhaps know that sometimes everything goes wrong in a school; some days mischief and unrest are abroad, and we can do nothing to stop them." Except for this confession of weakness I should have gone away with the impression that this was a pretty good school. (Moral: If a teacher attends strictly to business, whether visitors are present or not, and avoids complaints reflecting either upon herself or scholars, she may deceive even the very elect into supposing that she is doing excellent or fairly good work).

I next directed my steps to the high school of the town—a fine building which stood on an elevation with acres of breathing space and play-ground around it. What a choice spot to combine study and recreation! I was shown into the handsomely-furnished reception room, and a copy of the daily programme of studies was placed in my hand. I selected a class where a recitation in first year English was going on, and was shown to the room by a bright looking lad of fifteen. The class consisted of about twenty-five, of whom two-thirds at least were girls. They were reading a book of selections from Pope's Translation of Homer. The subject for the day was the quarrel between Achilles and Agamemnon on account of an insult to the former. The reading was poor, and mechanical to the last degree, without the slightest appreciation or enjoyment of what was read. The correct pronunciation of the proper names proved a stumbling block to every member of the class, and each one had to be helped over the names as they were met with in the lesson. Shades of Homer! I could imagine the poor old bard turning over in his grave at the callous indifference and carelessness with which his heroes were treated. But what appealed to me most was the reproachful, almost defiant, attitude of these boys and girls, as if they resented being compelled to study a piece of literature for which they had no taste or sympathy. And no coaxing or scolding on the part of the teacher, whose lack of interest with the subject was plainly evident, seemed to affect them.

It was a relief to all apparently when the bell announced the close of the period. "Have these boys or



girls read any Greek or Latin?" I ventured to ask. "Oh no, certainly not; this is their first year in the high school." "Don't you think they would enjoy an English or American author better, with the scene nearer our own time?" I again ventured to ask. "Well, perhaps they would, but that is the book selected for reading and they have to be examined on that."

"Ah," thought I as I found my way to another room, "then they don't read literature here for the enjoyment of it; they read it for examination. I have heard of instances like this before."

In the Philadelphia normal school for girls, the course in which is being taken by a young lady from St. John, I spent half a day, and I would willingly have devoted a much longer time to the many phases of the interesting work carried on there. In the large assembly hall, three hundred bright, intelligent young women gathered for the opening exercises, entering and leaving the room to the sound of music in the most perfect order. I was much impressed with the earnest deportment of these student teachers, which bespoke earnest and capable work by them in the future. Throughout the whole of the institution, which was equipped in the most perfect manner with laboratories, gymnasiums, and practice schools, there was the same air of thoughtful and attentive preparation. Each one seemed to feel that the importance of her work called for no trifling. Each moment was filled and every moment was apparently used to the full extent. The laboratories for the study of botany, zoology, chemistry and physics, were large and admirably equipped. Every opportunity was afforded for the study of music and literature. Drawing, wood-working, sewing, psychology and the theory of teaching, enriched the curriculum, which was planned to secure the greatest possible benefit to teachers. In the course as outlined above, it will be seen that those subjects which are destined to be of the greatest possible service to teachers are pursued, and the aim throughout is not to give information but to show by practice how these subjects may be adequately and thoroughly taught in school. The elementary knowledge of all subjects that make up a school course is supposed to be gained before matriculating, as each student must present a certificate of graduation from some reputable high school before entering the normal school,—a wise step, and one that all our own normal schools which have not adopted the plan should imitate as soon as the course in our secondary schools will admit of such a desirable change.

But it is to the practice schools that I wish to draw attention for a few moments. These embrace all grades and conditions of school work from the kindergarten to the high school. The teachers are the best that the city affords. Six student teachers are detailed to a certain

department the greater part of each day for a week, where they listen to and take notes on the methods pursued by the teacher in charge. A student teacher takes charge of the class at a certain hour, in the presence of the others, the regular teacher making notes of the candidate's power to teach, to hold the attention and interest of the class; how she questions and develops the thought of her pupils; how she makes use of materials, such as books, chalk and blackboard, etc.; her manner; her vigilance, will power as exercised on herself and the class; her confidence in herself and in her methods; her vivacity, enthusiasm, ease of expression, personal neatness, sympathy, and other qualities that will ensure success, or the opposite. These are all carefully noted on forms provided for that purpose. Her facility in and grasp of laboratory work; her attention to details in the lecture-room; her deportment and attitude in the gymnasium and in the halls are likewise noted,—all these being carefully collaborated, and serving to determine her rank as a possible successful teacher. But throughout the institution there appeared to be no harsh critical methods. Everyone was at her ease; a cheerfulness, independence and vivacity seemed to pervade classroom and hall, giving evidence of a thorough understanding between the faculty and students and a charming *esprit de corps* among the students themselves. This was an education in itself.

One point in reference to our own needs that I would like to emphasize in the practice schools is this: The student teachers, in such an excellent system, gain a large experience and a good groundwork in the best methods of teaching, while the pupils of these schools do not suffer from being operated upon by 'prentice hands. The model schools in connection with the normal schools at Fredericton, Truro, Charlottetown, do not give sufficient practice to our student teachers, nor is there a sufficient range either of teachers or subjects in these schools to give them the experience in practical teaching that they need. While we cannot hope to have normal and practice schools on the same elaborate scale as the large cities of the United States, we can easily improve our normal schools in two particulars: We can supply them with better equipped laboratories, facilities for instruction in industrial training, and a more complete and practical course in such subjects as drawing, music and literature. We can have the public schools of Fredericton, Truro, Charlottetown, give, under the direction of their capable teachers, a wider range of experience in practical teaching to normal school students than they now have.

In the next REVIEW I shall pursue this subject further in connection with the details of a visit to the Teachers' College and practice school in connection with the Columbia University, N. Y. G. U. H.



### The Summer School.

The prospects for the approaching session of the Summer School of Science for the Atlantic Provinces are unusually promising. The fame of the Restigouche river and its scenery, and the opportunity to combine instruction and recreation in a delightfully invigorating climate and amid scenes among the most picturesque in Canada will attract a large number. Campbellton, the location for the School, is a railway centre, and is as easily accessible by the Intercolonial railway to those who come from the upper provinces of Canada as it is to those from the lower provinces and from the United States. It is at the head of ship navigation on the Restigouche, whose broad estuary here unites with the waters of Chaleur Bay. The eye takes in a magnificent stretch of country of eastern Quebec and northern New Brunswick, covered with hills and mountains from five hundred to two thousand feet in height. Just back of the city is the Sugar Loaf Mountain, one thousand feet high, which commands one of the most romantic views in eastern Canada. Thus, the mere sight-seer and lover of beautiful scenery will be amply rewarded for his journey to the Restigouche.

The naturalist will find a most pleasant and profitable fortnight's work awaiting him in studying the physiography and geology of this interesting region, while the rich flora and fauna—both fluvial and marine—will have many delightful surprises in store for him. To the general student there will also be great advantages in the study of the physical and chemical sciences, in literature, music and history, and in the evening lectures and exercises which this year will present many features of great interest, not only to the students but to the general public. Prof. Macoun, Canada's eminent botanist, and Prof. Prince, of the Fisheries' department, have consented to be present and deliver addresses. Mr. D. Bryce Scott, whose demonstrations with the microscope at last year's session of the school at Moncton, gave so much pleasure, will be present and direct an evening devoted to microscopic investigation. The directors hope to provide a "Canadian Evening" in literature at which one or more Canadian authors will be present and give readings from their own works. Added to these there will be concerts and readings by noted singers and readers, popular addresses on science, by Profs. Macoun and Prince, Prof. Duff, Prof. Bailey, Dr. A. H. MacKay and other well known scientists. The fact that the different scientific societies of the Atlantic provinces are to meet with the summer school, will make the gathering the most important and noteworthy one ever held in these provinces. No one

should miss it both on account of the attractions presented by the Restigouche and the excellent programme provided.

Intending students of the Summer School of Science should correspond at an early date with E. W. Lewis, B. A., Campbellton, N. B., in reference to board. By making early application to Mr. Lewis good board can be secured at a very reasonable rate.

Arrangements have been made for the usual reduced rates of travel. Members of the School pay one first-class fare on going, and can return free. Be sure when purchasing your ticket on the Intercolonial, Canadian Pacific, or Dominion Atlantic railways, or by the P. E. I. Steamship Company, to get a *Standard Certificate*, entitling to free return.

By registering at an early date you will facilitate arrangements and enable the officers to have everything in readiness for opening.

If you have not yet received a calendar, write to J. D. Seaman, Secretary, Charlottetown, P. E. I., who will gladly send you one. On receipt of the same, read it carefully and follow the directions given therein as nearly as possible, and you will find greater benefit from the School than you otherwise would.

Inquiries are being received by the Secretary from all over Canada and also from the United States. Already a number have registered and everything points to the session of 1899 being the best since the organization of the School.

The school will meet July 25th, in the fine public school, Campbellton, whose rooms and assembly hall have been placed at its disposal by the generosity of the mayor and citizens of that enterprising city. Members will meet for enrolment at 10 o'clock on the morning of July 25th, and at 8 p. m. there will be a meeting of welcome in the large assembly hall of the school.

The following are the answers to the queries in "The Flower Wedding," published in the May REVIEW.

1. Sweet William; 2. Marguerite; 3. Four-o'clock;
4. Cardinal; 5. Jack-in-the-pulpit and elder berry;
6. Black-eyed Susan; 7. Lily-of-the-valley; 8. Primrose.
9. Solomon's Seal; 10. Poppy; 11. Bridal Wreath;
12. Ladies' Slippers; 13. Foxglove; 14. Stock; 15. Aster;
16. Tulips; 17. Violet; 18. Pink; 19. Rose;
20. Cupid's paint brush; 21. Youth and old age; 22. Quaker ladies (bluets);
23. Dandelion; 24. Wall-flower; 25. Jonquil;
26. Johnny-jump-up; 27. Bouncing Betty;
28. Ragged Robin; 29. Flag; 30. Larkspur; 31. Pansy or Hawthorne;
32. Daisy; 33. Hen and chickens and butter and eggs;
34. Candytuff, marshmallows and buttercups;
35. Bachelor's button; 36. Marigold; 37. Goldenrod;
38. Forget-me-not; 39. Indian's Pipe;
40. Star of Bethlehem, locust and moon flower; 41. Trumpet;
42. Everlasting.



### TALKS WITH TEACHERS.

There are indications that the double school desk will have to go. Already several School Boards are replacing them with single sittings. Among these may be mentioned the St. John School Board. There are many reasons for this and none against it except that of greater expense. The strongest objection to the double desk is that it encourages dishonesty on the part of the pupils. Two pupils in the same class sitting at the same desk, even if not inclined to copy, can not well avoid seeing each other's work, and the weaker one will generally lean upon the stronger, and thus his self-reliance is destroyed. By this teachers are often deceived, the more readily because in larger classes individual examination is not frequent, and it is sometimes found that by sitting alongside a brighter classmate the term's work has been in a manner lost by the duller pupil.

Most country schools are at present equipped with double desks, both from motives of economy and because of want of space, and it will probably be some time before the advantages of single desks become sufficiently apparent to warrant a change on the part of rural trustees. I would suggest to teachers that where new furniture is required that they make a strong effort to induce their Boards to purchase single sittings. I would also suggest that teachers arrange their pupils so that no two of the same standard be permitted to occupy the same desk. There are no doubt some disadvantages in this, but they are more than counterbalanced by the gain that will be made in independent work.

I cannot refrain from quoting here from an article in the *North American Review*, by Julian Hawthorne, and I hope if opportunity offers that it will be read to parents.

"We would not allow our most confidential clerk to engineer a critical deal for us in the market or on 'change; but we have no hesitation in permitting a school teacher, to us unknown, underpaid, tired to death, averse to her or his occupation probably, and sometimes incompetent, to determine the lines upon which our own flesh and blood, with his immortal soul, is to take his departure in life; lines whose direction and grading will practically settle his future.

The outcome of the deal on 'change will immediately and perhaps vitally affect our pocket, but the outcome of the boy will not appear until he is an orphan in name as he already is in fact, and meanwhile, its symptoms are hidden from us by the boy's own precocious hypocrisy and our conniving blindness. And yet children were created to go to heaven, while bank accounts sometimes operate to incline their owners toward another place."

I cannot but notice from time to time how some teachers and schools are enslaved by definitions, and

those of the most hair-splitting nature. These definitions are not of the pupil's manufacture and do not arise from his work, but they are all run in the same mould like bullets, and after they have cooled in the principal's brain, perhaps, they are branded and scattered throughout the schools. Pupils by this process of solving problems by patterns or recipes, become mere imitating machines. They should develop reasoning power and give logical analysis, but each pupil should give his own analysis. If a pupil is required to give the teacher's analysis, or the principal's analysis, or the superintendent's analysis, wherein is he developed? The machine may be thereby completed but it is at the pupil's expense. Another question that arises from all this is, how far should a principal or a superintendent endeavour to impress his particular ideas upon teachers of training and experience? But "that is another story" and must for lack of space be dealt with again.

FOR THE REVIEW.]

### Education in British Columbia.

The educational system of British Columbia, as it now stands, is the result of more than twenty years of evolution. It combines the best features of the systems of the sister provinces in a way that makes it both unique and effective.

To understand the true value of this system requires a knowledge of the conditions under which it has been developed, and which it is required to meet. These are quite different from what they are, or ever were, in the older provinces. In the interior, particularly, where everything depends upon the development of the mineral resources of the rivers and mountains, towns and cities appear and disappear with astonishing suddenness. These towns, frequently isolated and difficult of access, draw an ever-shifting population from all parts of the globe. These people do not, as a rule, build themselves permanent homes; but often living in rude hovels or tents, remain only while the "boom" lasts; and then move elsewhere.

This unstable condition of affairs makes the question of education a difficult one to deal with. But the government meets the difficulty in a very effective way. With certain limited exceptions it bears the entire expense of building and equipping the school houses and of paying the teachers. This is certainly a heavy tax on the provincial treasury; and during the last session of the legislature, it was hinted that the time was close at hand when a different system must be adopted. Of course, no one knows yet what this change will be. At present, the four coast cities support their own schools with the aid of ten dollars per capita of the actual



attendance. Some other incorporated towns might, perhaps, do as much towards the support of their own schools; but it looks as though any change in the system that would throw more of the expense upon the people of the smaller communities would be a step backward rather than in advance. The present system seems well adapted for all out-lying districts since it provides them with school privileges almost, if not quite, as good as are to be had in the larger centres.

Nor is local interest in the schools impaired by this system. Boards of trustees are elected to expend the school funds, to engage and dismiss teachers, and to have a general oversight of the schools. But since the teachers are paid from the provincial treasury, trustees are never influenced by a false idea of economy to retain any but competent teachers; and underbidding among teachers is, in this province, a thing unknown.

But this ever-varying and cosmopolitan character of the communities presents many difficulties to the teachers, as well as to the legislators. And here the grading of the schools is far from being an easy question to solve. It is not uncommon to find schools of several hundred pupils, not one of which is a native of the town in which he lives, and of which scarcely two have come from the same school. There are some advantages to be derived, however, from such a composite school. The pupils have learned many things by travelling. They have had their minds quickened in many ways. They have seen different places, and are usually more interested in geography and kindred subjects than are the pupils in more conservative communities.

The matter of grading the schools is left more in the hands of the teachers than in the eastern provinces. The Council of Public Instruction determines what subjects shall be taught to each grade; but the construction of the time tables is the duty of the teacher. This, of course, produces a lack of unity among the schools; but on the other hand, it removes the evil of over-crowding, of which we hear so many complaints from other sources. There is another thing that produces a lack of harmony among British Columbia schools, and that is that this province has no normal school of teachers; consequently those teachers who have been educated here have not had the advantage of special preparation, while the many others have come from such a variety of schools, that their methods have little in common. It is believed, however, that a normal school will soon be established at which those who wish to enter the profession will have an opportunity for preparation for the work.

Another need is a good educational paper, that will

understand and be prepared to meet our peculiar conditions. As we have none devoted to our interests, some—perhaps many—of our teachers do not take any such paper at all; and so fail to keep in touch with the great educational world. But we hope that this want will soon be supplied.

There is one more matter that should be referred to in this paper. That is the action of the government in providing at a nominal expense circulating libraries for the rural districts. These libraries consist of a number of well selected books relating to subjects of interest to the people of this province. They are neatly arranged in suitable cases and cost the community practically only the expense of shipment. While these libraries are altogether separate from the schools, they form an educational factor in the province.

Although there are many things yet needed, it appears, after considering the difficulties to be overcome, that the educational puzzle has been as well solved here as in any portion of our Dominion.

Trail, B. C., May 1899.

R. E. ESTABROOKS.

#### Some Notes on Milton's Lycidas.

A couple of score of questions on Lycidas have been sent to me recently from a school in a neighboring county. It is impossible to deal with all of them within the space allowed for this sort of thing by the editor, so I shall select the ones that seem to offer a chance of being generally interesting to students of the poem.

Line 1. "Yet once more," refers to some other poem; which one?

It depends on which of at least two different interpretations of the introduction is accepted by the reader. Perhaps Milton means: "Ay me! here's another of my friends dead, and I must go to work and drop another 'melodious tear' in memory of him." If so, the "other poem" is his "Epitaph on the Marchioness of Winchester" in 1631, six years before.

But perhaps he means: "I hoped to rest from verse-making until I felt fit for that supremely great poem which it is my ambition to make my life's work, but here is a case which calls me from my preparatory studies for the great work, and I must do by my friend what I hope 'some gentle muse' will do by 'my destined urn.'" If so, the "other poem" is "Comus" in 1634.

Line 8. Where did Milton get the name Lycidas?

Where he got the names Corydon, Thyrsis, Phyllis, Thestylis, Damoetas, Amaryllis, Neaera, etc. Virgil uses them all in his Eclogues, but he did not invent them. He borrowed them from his shepherds and shepherdesses from the pastoral poems of the Greek idyllists.



Line 14. "Melodious tear?"

It means the poem. Being an elegy, it is tearful of course; and when such moderns as Tennyson and Swinburne assure us that it is the most exquisitely perfect of all elegiac poems as regards artistic form, we may be sure that Milton's own musical ear did not deceive him when he described his poem as "melodious." If it is not so to the reader, so much the worse for him.

Line 17. "Somewhat loudly?"

I don't feel quite sure what Milton meant by this. Perhaps as he was writing this part of the poem he may have been thinking of what he was going to say in lines 113-131.

Lines 19-22.

"So may somebody do for me when I am dead, what I am now about to do for my friend Lycidas." The "somebody" of course was to be a poet, and the "lucky words" were to be such as those in line twenty-two. In his Epitaph on the Marchioness of Winchester, Milton wrote these "lucky words":

"Gentle lady, may thy grave  
Peace and quiet ever have;  
After this thy travail sore  
Sweet rest seize thee evermore."

Line 55. Why "wizard stream"?

In an earlier poem, Milton has:—"Ancient hallowed Dee." Drayton, too, calls it "hallowed." And Spenser in *F. Q.* 4, 11, has:—

Dee that long agone,  
Did Britons call divine.

In the legendary lore of ancient Britain, the river was said to be haunted by magicians. It was sacred, too, as a boundary stream, separating England from Wales.

Line 56. "Ay me," should it not be "Ah me"?

Look at line 154, and at *Comus* 511, and at *Samson Agonistes* 331, and hear Spenser:—

"Ay me, that thanks so much should fail of meed."

And Shakespeare:—

"Ay me, what act  
That roars so loud and thunders in the index"?

The poets of the present century use it also. Here is a line from Mrs. Browning:—

"Ay me! how dread can look the dead."

And in Tennyson's *Tithonus* we find:—

"Ay me! ay me! the woods decay and fall."

Line 66. What does it mean?

Compare *Comus* 547, read from 543. If you read Latin look at the second line of Virgil's first *Eclogue*. Even if you don't read Latin, you had better get hold of a Latin dictionary and look up the different meanings of "meditor;" and while you have the book in hand

you may as well look up also "utor" to help you understand the "use" in lines 67 and 136; and "clarus" too, for the "clear" in line 70. Milton often uses English words of Latin origin in senses that can be more readily found in a Latin dictionary than in an English one.

Line 75. What is "the Blind Fury"?

The Furies were the

"Dwellers in the nether gloom, avengers of the slain,"

to whom Macaulay makes Virginius call for vengeance on Appius Claudius. It was one of the Fates, Atropos, whose business it was to slit the life-thread of mortals; but Milton is enraged at her for drowning his friend and takes the very natural liberty of applying an opprobrious epithet to her. Compare Tennyson in "In Memoriam" 50:—

"Be near me when the sensuous frame  
Is rack'd with pangs that conquer trust;  
And time, a maniac scattering dust,  
And life, a Fury slinging flame."

Line 77. What does "Touch'd my trembling ears" signify.

Masson says this is "A fine poetical appropriation of the popular superstition that the tingling of a person's ears is a sign that people are talking of him. What Milton has been saying about poetic fame, might be understood, he saw, as applicable to himself."

Lines 103-7. Explain.

Triton, "The Herald of the Sea" (89), came, on behalf of Neptune, to inquire into the drowning of Lycidas; by-and-bye, St. Peter, "The Pilot of the Galilean Lake" (109), comes to lament the untimely fate of a promising son of the church; one who, as a true pastor, would have been in striking contrast to the corrupt Laudian clergy.

Here we have the genius of Cambridge University coming to ask about his alumnus. He is dressed as a college don should be, in gown and cap. He represents the river as well as the university, and his gown is made of the hairy weeds that grow in the Cam, while his cap is made of the sedges that line its banks. The indistinct markings on the sedge leaves are compared with those on the petals of the hyacinth. As for "sanguine," and "inscribed with woe," look up the fable about Hyacinthus.

There is scarcely a line in the whole poem which does not remind the reader of the Greek and Latin pastoral poetry of some passage there. For instance, the "touch'd my trembling ears" in 77 recalls Virgil's "Cynthia aurem vellit" in the sixth *Eclogue*. So too, here, we are reminded of a passage near the beginning of "Moschus's Lament for Bion." Andrew Lang renders



it thus:—"Now thou hyacinth whisper the letters on thee graven, and add a deeper AI, AI to thy petals."

Lines 113-131. Explain.

This would take a column or two, and even then the explanation would be unsatisfactory to any reader who was not familiar with the condition of things in the English Church about the year 1637. The more one knows of the ecclesiastical history of that period, the better he will understand this passage; and then there is Ruskin's commentary on it in *Sesame and Lilies*, 20-24.

Line 151. Explain "laureate hearse."

King was something of a poet, (see line 10f.) and so was worthy of the laurel crown. As to "hearse," look up the older meanings and pick out the one that best fits the context.

This is probably as much as the printer can get into two columns and so I must leave the other questions unanswered.

A. CAMERON.

Yarmouth, N. S., June 2nd, 1890.

FOR THE REVIEW.]

### English Literature in the Lower Grades.

ROYAL READER, NO. 4.

*The Soldier's Dream*, page 181.

*The Burial of Sir John Moore*, page 185.

*Hohenlinden*, page 258.

Sometimes we can learn most from a poem by studying it together with several others on the same or a like subject, so we will take a group of three pieces which all tell of war and of the soldier's life.

Read the "Soldier's Dream" first. If you were asked to draw pictures that would tell the same story as the poem, how many would you draw? Describe each in your own words. What effect do the different pictures have on each other? Do you know any other poem that describes a dream? (Longfellow's "The Slave's Dream.")

What side of the soldier's life does this poem show us? What is the soldier's strongest feeling as he wakes from his dream?

"The sentinel stars set their watch in the sky." What figure of speech is this? Can you recall any other line of poetry about the stars?

Explain "In Life's Morning March." In "The Burial of Sir John Moore," how many pictures are there? Compare the two poems closely. Who tells each story? What feeling is expressed in each? Note how much of the description of the burial is expressed by negatives. "Not a funeral note," "No useless coffin." Give all the other examples.

If you will read for yourself, or your teacher will read to you, parts of Tennyson's "Ode on the Death of

the Duke of Wellington," or any account of the burial of a great soldier in time of peace, you will be able to understand better how sad this hurried funeral seemed to the soldiers who loved their brave leader.

Has Sir John Moore been less famous because they "carved not a line, and raised not a stone?" What monument has been raised to his memory? If you cannot think, look in the poem "Fidelity," verse 6.

Now turn to "Hohenlinden;" read it carefully and see what differences you can find between it and the other two pieces. What likenesses are there?

The poet Campbell, who wrote both this poem and "The Soldier's Dream," lived during a time of great and constant wars, and it is said that he looked on from a distance at this very battle.

Do you notice now stately and mournful the verses are? The last one reminds us of a funeral march.

All of these poems deal with the sad and dreadful part of war. Is there any bright or comforting side to it? Do you know any other writings about war? If you do, think what they say about it. What fine qualities must a good soldier have? You may read of some of them in "The Loss of the Birkenhead." Do you know at this very time some wise men from different great nations of the world are met together to try to find some plan by which wars may be avoided and different countries may settle their disputes peaceably? Long ago, when fighting was going on nearly all the time, the old knights had for their motto, "For God and my lady."

Sir Walter Scott, in one of his long poems, tells how an old knight said to a young one:

"For king, for faith, for lady fair,  
See that thou fight."

And still brave men are always ready to defend their country, their religion, and those who are weak and helpless.

Women, are of course, more capable of dealing with children than men, but since God did not choose to make a sexless world, it seems to go without saying that both men and women are needed in the work of initiating the young into the heritage of the race. Boys need contact with forceful personalities that symbolize to them their own maturity; this contact many of them will never have, at least in any uplifting degree, unless they get it in schools below even the high school grade. Foreigners have long recognized our weakness in this respect, and it is coming to be more and more recognized by ourselves.—*Independent*.

I find the REVIEW very helpful especially, with Nature lessons, and wish it every success. M.



## COLLEGE ANNIVERSARIES.

## Dalhousie Convocation.

Dalhousie Convocation is held earlier than that of the other Maritime colleges. This is an indication of the origin of the college. Earl Dalhousie was authorized by the British government to devote a portion of the Castine Fund for the maintenance of a "college or academy on the same plan and principle as that at Edinburgh." Though the college has passed through many changes since 1821—from college, high school and academy to university (even on one unhappy period letting its building for storing merchandise and housing the establishment of a pastry-cook) it has never forgotten the intention of the founder, and has made Edinburgh its model. Its first calendar in 1864 says the course for B. A. extends over four winter sessions, or three winter and three summer sessions. The winter session began on the third Wednesday of October and ended on the first Wednesday of April; the summer began the following Wednesday and ended the last Wednesday in June. The dates of opening and closing and the summer session were evidently suggested by Edinburgh. Two years later, three weeks were added to the winter and taken from the summer session. During the eighties the reformers pleaded for a longer session. At first they were given one week, then another, until in 1888 they succeeded in making the second Wednesday of September the beginning, and the last Tuesday of April the end of the session; later they got another week in September. Since then they have confined their efforts to the abolition of holidays. So that now the session is nearly eight months in length, or as long as those of the colleges that open with October and close with May and enjoy a good holiday at Christmas and a week or more at Easter.

The total number of registered students during the past session was 352. There was a slight falling off in the faculty of Law. Curiously the profession seems to be somewhat pleased. They seem to think that a law school tends to overcrowd the profession. It may make the competition keener, but this it does by improving the quality of the competitors. Still from every point of view the profession benefits by having its members specially trained.

The president, in his opening address, alluded to the value of the university to the city, financially. Each year the university is the means of distributing in the city at least \$100,000. This way of looking at the value of a university is no doubt the lowest, but it is sometimes effective in making the slaves of money

realize that it is to their interest, at least, not to add to a university's difficulties, if not to help.

The president announced that Dr. Norman E. MacKay, port physician of Halifax, has offered an annual bursary of \$40 to be competed for by the students of chemistry.

The following entrance scholarships were announced:

Junior Professors and Young, Coffin, E. W. (Charlottetown); Young, 1, Christie, G. (Halifax); 2, Christie, C. (Halifax); 3, Morrison, Bertha, (Dartmouth); McKenzie Bursary, Mackenzie, K.; Senior Professors, Lawson, D. A., Grafton, N. S.

The degree of B. A. was conferred on eight women, twenty-nine men; B. L. on two women; B. Sc. on one man; LL.B. on twenty-three men; M. D. C. M. on one woman and ten men; M. A. on six men (two being M. A. of Princeton were admitted *ad eund. grad.*) Of the eighty graduates, two are from Newfoundland; four from P. E. Island; seven from New Brunswick, and the rest from Nova Scotia. Eleven of the graduates in law hold the degree of B. A.—three from Acadia, two from Mount Allison, three from St. Francis Xavier and three from Dalhousie. One of the Doctors of Medicine is a B. A. of Dalhousie.

The Diplomas of Honors were granted in mathematics, High Honors to Baird, Murray (of Sussex), and Gertrude Lawlor; Honors to Messenger, Barnes and G. W. McKenzie. Philosophy, High Honors, G. N. Mackenzie; Honors, Anderson. English and History, High Honors, Davis; Chemistry, High Honors, Lindsay.

Mr. A. Cumming, captain of the football team, won Distinction in the ordinary course for B. A. Miss Archibald also received Diploma of Distinction, while Theo. Ross, of P. E. Island, won Great Distinction.

The Avery Prize was given to T. Ross; the Waverley (mathematics) to J. C. Meckie, of Brockton, Mass. The Sir Wm. Young Gold Medal for mathematics, was awarded to J. W. A. Baird, and a University Medal to G. N. MacKenzie, who took High Honors in philosophy.

Excellent addresses were given by Dr. Farrell and Geo. Mitchell, M. P. P. Two of Dr. Farrell's sons were among the graduates in medicine. Dr. Farrell was one of the city doctors who started the Halifax Medical College in 1871, and has been a member of its teaching staff ever since. He is also an examiner in the Medical Faculty of Dalhousie. Of the founders of the Medical College, Dr. Farrell is the only one still giving instruction. In Dalhousie, the Academic Order for distinguished service belongs to the teacher of mathematics, Prof. Macdonald, who has completed his thirty-fifth session. In quality, as well as in quantity, he stands without a peer as a teacher.



### Anniversary Week at Wolfville.

The educational institutions at Wolfville have their formal closing exercises on June 7th, but the various exercises connected with the end of the academic year extend over several days.

Horton Collegiate Academy, founded in 1828, still maintains a vigorous life notwithstanding the severe competition of high schools and county academies throughout the province. It aims to lay a thorough and broad foundation for after study or practical life, and has always maintained a reputation for efficiency. It provides courses in mathematics, English, history, Latin and Greek, French, elementary science and manual training. In the latter it is the pioneer school of the provinces. The closing exercises were held in Assembly Hall on Tuesday afternoon and were witnessed by a large audience. The following programme was successfully carried out:

PROCESSIONAL .....	MISS ANNIE S. CHIPMAN.
	PRAYER.
VALSE .....	Miss Mary Davidson. Chopin.
ESSAY .....	Relation of Character to Success.
	Edwin H. Freeze, Penobscus, N. B.
ESSAY .....	The Dreyfus Case.
	Frederick R. Shankel, Hubbard Cove, Halifax Co., N. S.
SONG—The Minstrel Boy .....	Charles B. W. McMullen.
ESSAY .....	Ideals and Aspirations.
	F. Albert Peitzsch, Isaac's Harbor, N. S.
ESSAY .....	United States Imperialism.
	Gifford H. Oakes, Kingston, Kings Co., N. S.
POLISH DANCE .....	Xaver Scharwenka.
	William L. Wright.
ESSAY .....	Open Doors.
	Miss Hilda A. Tufts, Wolfville, N. S.
SPRING SONG .....	Miss Hattie Masters.
PRESENTATION OF DIPLOMAS .....	ADDRESSES.
	GOD SAVE THE QUEEN.

The following is the class of 1899, consisting of 24 members, only 14 of whom succeeded in passing the severe graduating tests unconditionally. These are marked:

#### CLASS OF '99—HORTON ACADEMY.

Albert C. Berry, N. B.	Winthrop H. Lockhart, N. B.
*Berton S. Corey, N. B.	John V. McDonald, C. B.
*Heber S. Corey, N. B.	*Andrew D. McCain, N. B.
Eva Cleveland, N. S.	*Gifford H. Oakes, N. S.
Avery DeWitt, N. S.	Warren C. Oxnér, N. S.
*Ernest M. Eaton, N. S.	*Frederick A. Peitzsch, N. S.
*Henry R. Emmerson, N. B.	Edward H. Scott
*Edwin H. Freeze, N. B.	*Frederick R. Shankel, N. S.
*Miriam M. Hayes, N. S.	Wilfred L. Strong, N. S.
*S. Louise Hayes, N. S.	*Walter Tingley, N. B.
Jennie M. Johnson, N. S.	*Hilda A. Tufts, N. S.
Wylie E. King, N. S.	*William L. Wright, N. B.

\*Passed in all subjects

The work of our secondary schools is of the utmost importance and requires in teachers the highest profes-

sional skill, as an imperfect foundation will maim the student for life.

Acadia Seminary is an institution of commanding importance. It began its life long after Horton Academy and has had a somewhat checkered career, but it is now magnificently housed, and is next year to take on the dignity of a male principal. It has a faculty of thirteen teachers in the various branches of a liberal education, and has made special provision for music and art. It has a collegiate course of four years; and its graduates are brought into contact with all the subjects that engage the attention of the ordinary college under-graduates, though the treatment is necessarily more elementary.

Over ninety students have enjoyed its advantages during the year, and fourteen graduated at the closing exercises on Tuesday evening.

These are—Alice Amelia Bates, St. Stephen, N. B.; Sarah E. Calhoun, Calhoun's Mills, N. B.; Emily May Christie, Amherst, N. S.; Emily R. Christie, River Herbert, N. S.; Ethel R. Emmerson, Dorchester, N. B.; Mary G. Estabrook, Sackville, N. B.; Mary T. Kinley, Port Hilford, N. S.; Mary S. McLaughlin, Economy, N. S.; Bessie M. McMann, Moser River, N. S.; Bessie McMillan, Isaac's Harbor, N. S.; Winifred M. Robbins, Yarmouth, N. S.; Mary Black Schurman, Truro, N. S.; Edith A. Shand, Windsor, N. S.; Elizabeth A. Trites, Sussex, N. B.

All of these took the collegiate course except Miss Trites who graduated in music, having given a very satisfactory evidence of her proficiency in that art at a separate recital on Friday evening.

The supreme interest of anniversary week, however, gathers around Acadia College, and the young men who are to leave their alma mater, fitted or unfitted as the case may be, for the exacting demands of modern life. The attendance this year has been a little in advance of the average; the freshman class numbers about forty, and the graduating class twenty-three.

No marked change in the internal administration has marked the incoming of the new president, Dr. Trotter; but the tendency is to a fixed curriculum for the first two years with the exception of options in languages, with considerable liberty of choice in the last two years. With the present staff, very little more can be attempted than is now being done, though the demand is for greater opportunities for specialization. Some advance has been made in requirements for honor work and more is demanded for graduating with honors. The graduating class this year numbers twenty-three: Sydney P. Dumaresq, Halifax, N. S.; John Oliver Vince, East Grinstead, England; Geo. L. Bishop, Greenwich, N. S.; Avarid L. Dodge, Melvern Square, N. S.; George W.



Elliott, New Ross, N. S.; Milford R. Foshay, Yarmouth, N. S.; Edna C. Cutler Cook, Canso, N. S.; E. Raymond Freeman, Milton, N. S.; Horace B. Sloat, Centreville, N. B.; J. Philip W. Bill, Wolfville, N. S.; Aubrey B. Webster, Coldbrook, N. S.; Perry J. Stackhouse, St. John, N. B.; Arthur H. M. Hay, Woodstock, N. B.; Jeremiah S. Clark, Bay View, P. E. I.; J. Whitfield Keirstead, Cole's Island, N. B.; Irad Hardy, Lockeport, N. S.; H. Spencer Baker, New York, U. S.; J. Wallace De B. Farris, White's Cove, N. B.; Charles F. Crandall, Wolfville, N. S.; Zella M. Clark, Bay View, P. E. I.; Frank M. Pidgeon, St. John, N. B.; Ernest C. Harper, Sackville, N. B.; Edwin Simpson, Belmont, P. E. I.

Of these six graduated with honors, viz.: Miss Clark, in Latin and Greek; Miss Cook in Latin and Greek; A. L. Dodge, mathematics; E. C. Harper, mathematics; C. F. Crandall, English literature; Edwin Simpson, English literature.

Oration were delivered at the commencement exercises by seven of the class: Vince, Dodge, Miss Cook, Bill, Hay, Hardy and Simpson.

The M. A. in course was given to the following graduates after having passed satisfactory examinations: Israel M. Lingley, '75; William M. Smallman, '91; Edward Blackadder, '94; Mabel E. Coldwell, '96; Etta J. Guile, '97; F. B. A. Chipman, '98; Evelyn Keirstead, '98; J. E. Forsyth, '98; A. F. Newcomb, '98.

The following degrees *causa honoris* were also voted by the senate and announced by the president: D. D., to Rev. G. O. Gates, St. John, and Rev. H. K. Pervear, Boston; D. C. L., to James Hannay, St. John, and B. H. Eaton, Halifax; M. A., to Nicholas Smith, Milton, J. C. Craig, Amherst, and Rev. Geo. Churchill of India.

The anniversary exercises were graced by the presence of many visitors, among whom were Lieutenant Governor McClellan of N. B., and Hon. H. R. Emmer-son, premier of N. B.

Important events in anniversary week were the baccalaureate sermon on Sunday morning by the Rev. J. H. McDonald of Amherst, the address on Jerusalem on Sunday evening by the Rev. G. O. Gates of St. John, the annual oration before the senate by James Hannay of St. John, on Monday evening, on "The Duty of the College Graduate to Society," and the class day exercises conducted by the senior class in College Hall on Tuesday morning.

These latter are especially interesting to the public, and always attract a large audience. The principal parts were the opening address by the president, A. B. Webster, the roll call by Miss Clark, class history by F. M. Pidgeon, class prophecy by C. F. Crandall, the class

poem by J. W. Keirstead and the valedictory by H. S. Baker. Many amusing hits were made in the history and prophecy, to the evident enjoyment of the hearers. The anniversary proceedings as a whole made a most favorable impression on the large number of visitors from abroad, and the unusual interest taken in them is no doubt one of the results of the "forward movement" which President Trotter brought to so successful an issue.

#### Encoenia at the University of N. B.

The closing exercises of the University of New Brunswick have been pretty fully reported in the newspapers. There are, however, some facts connected with or suggested by the latter which are worthy of further notice. One of these is the generally satisfactory condition of the internal affairs of the college. During the year just ended there has been an entire absence of those unpleasant incidents, in the way of conflict between students and those in authority, which at one time were of too frequent occurrence and naturally tended to arouse unfavorable comment. The total number of students in attendance, over seventy, was larger than in any previous year; and judging from the large size of the last Freshman class and the reports already at hand regarding that which is to follow, it seems probable that the coming year will see the number increased to at least one hundred. The new year will also see important changes in other directions. The chair of physics and electrical engineering having been made vacant by the resignation of Prof. Downing, the senate of the university was very fortunate in being able to fill his place with a gentleman whose testimonials and record as an instructor in the university of Toronto, would seem to leave no doubt as to his ample qualifications.

Another change is in the department of chemistry and natural science. For a period of thirty-seven years, this latter, including, besides chemistry, anatomy, botany, zoology, and geology, has been under the charge of Dr. Bailey; but the simple enumeration of these subjects, in connection with a knowledge of the extent to which specialization in science is now everywhere carried, is sufficient to show that a different arrangement is a necessity. Henceforth, accordingly, the work of Dr. Bailey will be restricted to purely biological and geological subjects; while, for the time being, instruction in chemistry, both theoretical and practical, will be undertaken by Prof. Dixon. Even this, however, can only be regarded as a temporary arrangement; the importance of chemistry, not only as a part of a general education, but in its special applications to agriculture and mining, being so great that a professor-



ship of this one subject, or at least of chemistry and agriculture, cannot be long delayed. In his encoenial address, Dr. Bailey refers to this topic and suggests that, should an appointment be made of the character indicated, a sort of department of agriculture and mining might be established in the university, which would go far to meet the demands made in that direction. Thus, besides giving a course of lectures upon these special subjects, to those desiring them, both professors might, along their respective lines of work, endeavor to do something outside of the university walls, of direct practical use to farmers, by attending, for instance, farmers' institutes, investigating various questions as to the nature and capabilities of the soil in different sections of the province, studying and reporting upon the climatological and other conditions affecting the successful cultivation of crops in this region, the ravages of insects, the best methods of counteracting them, and many other subjects of a like character. At the same time attention might be given to the occurrence of minerals of economic value, or at least their probable occurrence or absence over particular tracts, thus giving a better foundation to the efforts being made in this direction, and preventing the useless expenditures now too often undertaken from the want of such information. The writer is glad to know that the scheme thus outlined has met the approval of the leader of the government; and it is hoped that it will not be long before it is carried into practical effect.

Another scheme of much importance in its bearing upon the future of the university is that of the erection of a new building for the departments of physics and civil and electrical engineering. For this purpose, the sum of \$20,000 is needed, of which \$10,000 is to be raised by subscription, the balance to be borrowed from the government at a low rate of interest. The most serious objection to the plan is that it would seem to mortgage resources already insufficient for existing requirements in other directions, such as the modernizing of the old university building, the more adequate payment of salaries, etc. But it is hoped, now that the plan has been undertaken and a considerable start made towards obtaining the required sum, that some one of means, acquainted with what is being done in this direction elsewhere, and impressed with the desirability of affording within our own limits opportunities for obtaining education along lines of which the importance can now hardly be overestimated, will see his way towards supplying what is needed for the purpose. The fact that the university is a state institution has doubtless heretofore had much influence in preventing such bequests from being made, but every such bequest, in

proportion to its magnitude, tends to place the university on an independent basis, and thus, as was the case with Harvard, by removal from political influences, to ensure its permanency and to enlarge the sphere of usefulness. In any case, the renewed interest in the welfare and progress of the university, indicated by the greatly increased enrolment of its graduates as members of the alumni association, in enthusiasm of the students in the direction of expansion, and the generous support which the latter has already evoked upon the part, not only of graduates, but of others who appreciate the value to the community of the higher education, are sources of gratification to all well-wishers of the university.

Seven received the degree of A. B.—three men and four women. The degree of M. A. was conferred on five—three men and two women. Dr. G. R. Parkin, C. M. G., delivered the alumni oration, and a crowded house greeted him.

#### The Year at Mount Allison.

Mount Allison has just closed another year with a good attendance and successful work in all departments.

The old Academy, which was one of the first institutions of higher learning in the province, is recovering some of its former prestige under Principal Palmer. It has this year had students from all the Maritime Provinces, from Newfoundland, Jamaica, Cuba, and the United States. The commercial department has been especially well attended and turned out a goodly list of graduates. Among the matriculants was one of the Westmorland Acadian stock. He is perhaps the first in the history of Mount Allison, and a good representative he is, since he won the Alumni Mathematical Scholarship. Both Mr. Tait and Mr. Rogers are to return as assistant masters. The fourth master has not yet been decided upon, but the Academy has not in recent years had a better staff of teachers than at the present.

The Ladies' College has had about a hundred boarders and a large number of day pupils, especially in music, from neighbouring towns. At the closing exercises the public had abundant opportunity to hear the result of the musical training, both in piano, violin (solo and ensemble), and in vocal solo and chorus work. The general verdict would seem to indicate that there has been no falling off in the good record of the Conservatory. The facilities have been greatly improved by the addition of another pipe organ—a fine \$3,000 instrument placed in Beethoven Hall. It has a fine tone, with many reminders of the melody which every old Mount Allison student will remember in connection with the organ in Lingley Hall. Prof. Oettenking, the



violinist, and one of the piano teachers, are not to return, but the main piano and vocal work will be continued in charge of the same persons as during the last year.

In connection with its music Mount Allison is well and favorably known. It deserves no less fame for its art under Prof. Hammond and his two assistants. Year by year the art building is becoming the centre of greater interest, and all are pleased to find the contents of the building worthy of its striking exterior. In addition to the usual lines of art instruction, there is a department for china painting under the supervision of Miss Ogden, who is an expert at this kind of work. In Prof. Hammond's studio, were exhibited some of his characteristic studies,—Bay of Fundy scenes, and bits of marsh landscape,—and also a large picture of Nelson, B. C., with splendid atmospheric effects on the hills and snow-clad peaks. This last picture is to be part of an exhibit in London, Eng., under the management of the C. P. R.

The university closed its year with a graduating class of twenty-two,—eighteen young men and four young women. They represented all the Maritime Provinces, Newfoundland, Ontario, and the United States. The leader of the class was a young lady who had taken a full honor course in mathematics. One young man had also completed the same course; three had taken honor courses in English, three in science, and two in philosophy. This class was, therefore, a good one in point of scholarship, since these courses represent a large amount of additional work in the respective subjects, not merely in extra standing. This may be understood from the fact that no student has yet been able to take an honor course in more than one subject in addition to his ordinary work. The good result is felt of the remodelling of the entire curriculum, which took place a few years ago. Now, after the sophomore year, many more optional courses are provided, so that students may, without taking an honor course, pursue extended courses in various subjects,—Latin, Greek, English, mathematics, science,—continuing through all their years in college.

The facilities for work in the university have much increased in recent years. The new residence has tended toward the promotion of good manners and decorum, as well as of good health. The library has received some valuable gifts and now affords good chances for the wider reading and study which a university should foster. The herbarium of the late Professor Lawson, which was purchased by private subscription, is a valuable addition to the scientific outfit. During the coming year some new plans will be adopted in regard to the delivery of

the "Seniors' Orations." The successive classes from Mt. Allison go to a considerable degree into professions such as the church and the law, for which the power of public speaking is necessary. It is noticeable, and perhaps a source of weakness to the university, that so few take up the profession of teaching in connection with the public schools. Of the present large class possibly only one will go into this work, and then not as a permanency.

The record of Mt. Allison for the year would not be complete without allusion to the beginning of the park in connection with the ladies' college, and the new university athletic grounds. The former will ultimately beautify the tract of land below the circular hedge. Already a cinder bicycle track, for the young ladies, makes a circuit of the grounds. The new university athletic field is at the front of the new residence, the upper side of it being in line with the further end of the building. The levelling, begun last autumn and resumed early this spring, was completed only by the first of June. It has employed a large number of men and horses, and will cost over a thousand dollars. The result will, however, be an admirable field, most convenient in position, level and of full size; it will also be an ornamental lawn stretching away beautifully green in view from the students' windows. We wish that every school-boy could see this field—the last, but, from the students' point of view, by no means the least important, addition to the equipment at Mt. Allison.

#### **Teachers' Institute of Annapolis and Digby Counties.**

The annual meeting of the Teachers' Institute for Inspector Morse's district, Annapolis and Digby Counties, was held on Thursday and Friday, the 25th and 26th of May, at Weymouth, a picturesque spot. As many as eighty-three teachers enrolled, and besides these, many interested in matters educational were present at all the sessions. The large attendance and the high character of the work done bear testimony to Inspector Morse's energy and enthusiasm. The fine weather and the beauties with which Weymouth has been endowed by nature, contributed much towards repaying the teachers for the extra work which the success of the meeting involved.

The proceedings began on Thursday morning at about 9.30. After a little preliminary work, Principal Harlow, of Weymouth, read a very interesting and carefully prepared paper on Teachers' Salaries. He showed by quoting statistics that our teachers are paid less than in any other country and in any other province except Quebec. He pointed out that higher salar-



ies were necessary to retain the best men and women in the profession, and he suggested that these might be secured by stronger union and more fraternal feelings between the teachers.

Principal Harlow's paper was discussed and the general tenor of it strongly approved of by Miss James and Messrs. Layton, Trask and Denton.

Then came an excellent paper on "Nature Study," by Principal Denton, of Sandy Cove. It bristled with good thoughts and treated of both the moral and disciplinary value of studying directly from nature. This paper brought forth remarks from Miss Atwood and Messrs. Longley, Rogers and Benoit, who emphasized Principal Denton's statements.

Miss James, Principal of Weymouth Centre, then engaged the eager attention of the audience by reading a very interesting paper on "Drawing." Miss James showed how drawing could be correlated with other studies. The paper led to instructive and favorable comments by Messrs. Longley, Harlow, Layton and Shields.

The afternoon session began with Prof. Russell's talk on common rocks. He dwelt on the practical importance of the study of geology, and by tracing the origin and accounting for the alteration of several stones which had been picked up at random in the locality, he showed how thoroughly one could become acquainted with the mineral resources of any section.

While Prof. Russell treated of his subject, Dr. MacKay, Superintendent of Education, arrived; and the assembly gave evidence of the esteem in which he is held by rising *en masse* to greet him.

After Prof. Russell had resumed his seat, Dr. MacKay expressed the pleasure it gave him to meet so many progressive teachers assembled, and to visit Weymouth. Referring to Prof. Russell's talk, he called attention to the importance of studying objects themselves; how different it was from mere book work. By watching a plant or insect day after day, he said, one would soon learn its very interesting history; and often this was of practical utility to the farmer.

Principal Longley expressed gratitude and pleasure at having heard Prof. Russell. He spoke of how intensely interesting it was to be able to interpret the language of the rocks.

The afternoon session closed with an explanation of the working of the telephone, by Mr. Richardson, secretary of the Institute. Mr. Richardson had an instrument with him, which he took to pieces, and he showed the audience the various parts, connections and circuits.

In the evening a public meeting was held. All standing room in the hall was taken up. Addresses

were delivered by Dr. MacKay, Prof. Russell, Rev. Father Sullivan, Rev. Mr. Harris, Rev. Mr. Giffen and Rev. Mr. Turner.

On Friday morning, upon the reassembling of the teachers, Principal Layton, of Annapolis Academy, treated in an able manner of the teaching of chemistry to Grades VII. and VIII. He laid much stress on practical work and the way in which it should be done. He illustrated his talk by performing a few experiments with simple apparatus before a class, and all questions suggested either by himself or his pupils were answered by experiments.

Principal Benoit, of the Clare Academy, then taught a lesson in cube root to a class of pupils. By means of a simple cube, so made that it could be enlarged systematically, he was able to develop the rule observed in extracting the cube root of numbers.

Principal Trask, of Digby Neck, followed by giving a lesson in elementary arithmetic. Principal Trask has a way all his own, and one well worthy the attentive consideration of all teachers of primary departments. The success of his method was demonstrated by the admirable rapidity with which his little son, about ten years old, performed the ordinary arithmetical operations.

In the afternoon, the assembly was favored by the presence of Principal Cameron, of Yarmouth. Principal Cameron's thoroughness and ease while teaching are too widely known to need comment here. He removed all difficulties in Milton's "Lycidas," to which his attention was called by the teachers.

Marked attention was then given Miss Atwood during the reading of her very valuable and interesting paper on "Busy Work in Primary Grades." Her paper was highly praised by Principals Cameron and Layton.

Mr. Bingay, of Tusket, gave a very instructive talk on the teaching of geography deductively. He took the map of India as an illustration.

The meeting closed by extending a vote of thanks to Principal Harlow, to the people of Weymouth in general, and to the orchestra in particular, and to Miss James, for their kindness and for all the pains they had taken to make the meeting a success.

The Gloucester County Teachers' Institute will hold a meeting at Bathurst, on Thursday and Friday, the 29th and 30th of June, 1899. The following is the programme:

THURSDAY, 10 A. M.—Enrolment, election of officers, paper, Spelling, Miss L. Garnett.

P. M.—Paper, Current Topics, G. W. Mersereau, A. M., Lesson, Grammar, Miss M. Kyle; Paper, History, Mr. E. L. O'Brien.

7.30.—Public meeting in the Masonic Hall to be addressed by J. R. Inch, LL. D., Geo. U. Hay, Ph. B., Inspector Mersereau, and others.

FRIDAY, 9 A. M.—Paper, Natural Science, G. U. Hay, Ph. B.; Model Lessons by the Sisters of Charity.

P. M.—Field Excursion under the direction of G. U. Hay, Ph. B., of St. John.

Arrangement has been made with the Caraquet Railway for the issue of one first-class fare to teachers attending.

EDWARD L. O'BRIEN, *President*.  
MIRIAM M. KYLE, *Secretary*.



## EDUCATIONAL OPINION.

Some time ago the REVIEW drew attention to the fact that provincial and district revenues are being wasted in the loose methods that prevail in the management of school libraries, and the consequent bad moral effect of such loose methods. In the last Annual Report of New Brunswick Schools, Inspector Smith writes:

Some work is done each year in adding to the school libraries, but most of the work in this line is done in the towns and villages. I would like to see more done in the country districts, as it is in the country schools that the benefits from a good library are most apparent. I have noticed in a few cases that there is no system of giving out books, and the result is that many of the books are lost. The teacher should be able to report to the trustees at the end of each term where every book of the library is. As the government contributes to the funds with which the books are purchased, I think some means should be adopted to guarantee, as far as possible, the preservation of the books.

The following note of warning comes from Inspector Mersereau concerning three very important subjects taught in schools (Writing, Canadian History and Natural Science):

There are many schools in which these subjects are as well handled as any others, but in some of the graded departments, and in the vast majority of ungraded schools, the results obtained in the subjects named are far from satisfactory. Writing is the worst taught subject in the schools. Teachers have no method of teaching it. They allow their pupils to hold the pen improperly. Unsuitable furniture assists this evil, and instead of *penmanship* we have mere *scribbling*. The schools that have obtained the best results in this subject are those that have tried the "vertical system." It seems to me advisable for the Board to allow this system to be used in any school where the teacher is competent to give in it regular and systematic instruction.

Inspector Steeves has encouraging reference in his annual report to the proper equipment of his schools with apparatus. He follows this up with a criticism on the practice of filling positions in the most important schools, on the ground of economy, with inexperienced teachers.

\* \* \* The supply of necessary apparatus for the scientific teaching of the various school subjects has also substantially increased. The industry and devotion of many teachers in both country and graded schools are deserving of the highest commendation. Their persevering efforts to procure apparatus, and to make the school houses more comfortable and pleasant, sometimes in the face of the opposition or indifference of ratepayers, are object lessons of powerful influence, silently yet surely elevating the educational standards of the people.

\* \* \* Professionally settled teachers feel that their services should receive financial recognition. Leading schools are now in a great degree held by persons of small experience who, while often possessing excellent capabilities, have either not yet finished their own school education, or are preparing for another profession. Among such the competition is sharp, not to say sometimes unscrupulous; and the result is that the settled man must fall to the lowest point of salary or retire from the contest. If, in addition to present qualifications, four years' experience were required for principalship, would it not be an advantage to the profession and to a majority of the schools?

This is a most important point. The success of our superior and high schools, and the retention of our best

and most experienced teachers in the service, call for a wiser and more liberal policy on the part of school boards. The best teachers available should be secured for every school without regard to selfish considerations, and in this connection Inspector Carter has some very pertinent suggestions to offer:

The better class of school boards endeavor, in as far as possible, to secure first-class teachers, not only as to license, but as to experience and skill. This has a stimulating influence upon teachers and induces them to qualify for the highest class of work. In some districts and towns there seems to be a strong sentiment in favor of employing home teachers. A teacher seldom develops as well at home as abroad, and the infusion of a little new blood has a beneficial effect upon a staff of teachers. The argument that taxpayers should be preferred is the shallowest possible, as all the taxpayers but one suffer if the appointment has not been a judicious one. If this sectional feeling extends it will place the surplus teachers of some localities in a very awkward position. I regret to notice that there are still trustees who expect something for nothing, and instead of placing a fair valuation upon the work they have to be done, put it up at auction, as it were, and give it to the lowest bidder. If these same men required the services of a doctor or a lawyer they would by no means employ the cheapest, but the one they considered the most skilful. It is the districts that are looking for cheap teachers that do most of the complaining regarding schools.

Inspector Bridges calls attention to the apathy and indifference of ratepayers, and favors the appointment of parish instead of district school boards, a measure that the REVIEW has more than once advocated:

I am sorry to say, however, that public interest in the annual school meeting is not increasing. The man of narrow views, who is only interested in keeping the vote of money as low as possible, is almost always present, while he who is directly interested in the maintaining of an efficient school carelessly absents himself; and there is sometimes more trouble arising in a school district of \$10,000 valuation than in the administration of the educational affairs of a town of 10,000 population. Perhaps it is not too much to say that we cannot expect much greater efficiency in our rural schools than at present until we have Parish School Boards elected and appointed as our town boards now are. Then we might look for equalization of taxation for school purposes, for the substitution of graded for ungraded schools, and the concentration of our smaller schools into large central ones.

Following up the somewhat startling disclosures made in the May REVIEW on irregularity of school attendance, we quote from Inspector Meagher who appreciates the magnitude of the evil and offers a tangible suggestion as to its removal:

The weakness seems rather to lie in the school itself. For the teacher, failing, as he often does, to infuse life into the number of small classes that he is obliged to deal with, loses heart in his work; and the pupils, in whom little or no spirit of emulation can be awakened, or interest aroused, lose heart too, and, coming to look on their school life as a mere drudgery, stay away on the slightest pretext. This problem of the country school is one that cannot but attract our attention; and until it be solved it will nullify to quite an extent the benefits that should be derived from our school system.

The general adoption of the Concord system seems to me to be about the only way out of the difficulty; and I would respectfully recommend that each Inspector be exempted from the visitation of schools for one term, and be required to devote all his time and energy to the calling of meetings throughout his district, at which he shall explain the advantages of the system to the assembled people, and urge them to give it a trial. \* \* \* In my opinion, compulsory education is only possible in large populous centres, or in a combination of districts, when officers



can be employed to do their duty without fear or favour in looking after those who fail to attend school.

In regard to a much vexed question, Dr. Bridges, Superintendent of Schools, St. John, offers an excellent suggestion :

It would also be an advantage to have one or more ungraded schools throughout the city, to which pupils could be sent who, through want of natural ability, or owing to irregular attendance, or some other cause, have fallen behind in their work. It must be remembered that the graded school is intended chiefly for the average child, and that it is not always possible for a teacher to adapt his methods to the child who does not come up to the regular standard. A pupil who is defective in natural ability soon drops out of his place in the graded school, loses heart, and either idles away his time, or leaves school untrained. An ungraded school would be the simplest method of giving proper attention to such pupils, and could be established without a great deal of expense.

In the course of his able report on the Halifax Academy, Supervisor McKay says :

Free high schools are most valuable on account of the way in which they stimulate a large proportion of the teachers and pupils of the higher grades of the common schools. The desire of the pupils to get into a higher grade is one of the greatest incentives to good work in all the lower grades. The ambition to get into the academy begins to exert its good influence even in the seventh grade. It almost becomes a dominant passion with a majority of those in the eighth grade. When pupils become so eager to learn they are easily managed and do good work. There should, therefore, at every stage of the pupil's progress, be held before him a higher ideal to which he may hope to attain if circumstances permit—an ideal which will be continually inspiring him to greater effort. There should be no break in our educational system from the kindergarten to the university.

Apropos to suggestions made on another page of this month's REVIEW, to make the course in our normal schools more effective, we quote from Principal Mullin of the N. B. Normal School :

It may well be questioned whether the time has not come to require at least a year's experience in teaching as a part of the qualification for first class. \* \* \* Each instructor is required to devote at least two hours per week to giving practical illustrations of method as related to his or her subject. So far as this aims at making the school more and more a professional one it is a step in the right direction, but it must be followed by more attention to the acquisition of practical familiarity with methods of teaching and school management to make it effective. \* \* \* We are obliged still to do much elementary work in arithmetic and language—more than we should. The course in mathematics, too, covers the ground required for the various classes of license, and is largely a review of what has been done with more or less thoroughness in the schools. I hope to see the day, and that shortly, when the Normal School will be free to take and hold its own place in our system of public schools; and when its strength will be expended in securing a sound theoretical and practical acquaintance with education, its principles and its practice, its history and its literature. I am glad to note every indication that that day is not far distant.

There are many other practical and valuable hints that we should like to make use of from our school reports if space permitted, but we shall return to the subject again. Our inspectors and other school officers, whose duties bring them in constant contact with teachers and schools, have it in their power by wise and judicious criticisms of existing methods and conditions to do much to improve the status of common school education.

## SCHOOL AND COLLEGE.

The New Brunswick departmental examinations for University Matriculation, High School Leaving, and Normal School Entrance, will begin on Tuesday, July 4th, at 9 a. m. In the City of St. John they will be held in the high school building on Union Street.

The Indiantown school building was burned in the recent disastrous fire in St. John. It was a school of ten departments and will no doubt be replaced by a much more modern structure.

At the Arbor Day observance in Little Ridge, Charlotte county, the school was presented with a handsome picture of the Queen, by Mrs. M. Bohan, a former teacher.

Two New Brunswick girls have taken very high standing at the Calais, Me., high school this year. Miss Hand, a Carleton county girl, is the valedictorian, and Miss Hill, of St. Stephen, is among the leaders.

Among the best observances of Arbor Day this year were those of Moore's Mills and Basswood Ridge, Charlotte county. The teachers, Mr. Chas. Richardson and Miss Ethelyn Young, succeeded in interesting the people to join in the observance with excellent results.

The Empire Day observance in St. Andrews, N. B., was of the most patriotic nature. In the afternoon a large number of parents and others were present.

The Alumni and Alumnae Society of the St. John high school has raised enough money to purchase a piano for the school.

There is some confusion in the interpretation of the regulation in New Brunswick relating to Arbor Day reports. The rule has been, if the day has been observed, to report without calling the roll. This year in some places there was one session with roll-call and no report. This practice will likely grow and no adequate record can be kept of the observance.

Inspector Carter furnishes the REVIEW with the following list of applicants in his district for the July examinations. The number will be added to.

	St. John Sta.	St. Stephen Sta.
University Matriculation and Leaving..	33	14
I. Class.....	36	18
II. Class.....	50	29
III. Class.....	3	1
Total,	122	62

W. A. Alward, principal of the Sussex Grammar School, has resigned. His position will be filled by J. A. Allen, now in charge of the second department.

At the recent convocation at McGill the degree of M. A. was conferred on Miss Susan Cameron, a graduate of the Girls' High School, St. John, and a graduate in arts at McGill.

Empire Day was celebrated at the Port Elgin, Westmorland County, school by a series of exercises by the pupils, by the presentation of a flag by Dr. Carter, and addresses to the children and guests present from prominent residents of the place.



The fifth monthly meeting of the Hopewell and Harvey Teachers' Association met at Harvey school on the 10th ult. As the Association was favored in having Inspector Steeves present, quite a number of questions bearing directly on school work were asked and profitably discussed. Inspector Steeves then gave a very practical and helpful talk on such topics as The Proper Observance of Arbor Day, Methods of Beautifying the School Surroundings, Importance of Review Work, and giving the teaching of natural science an agricultural turn. In the afternoon the Association went on a natural history trip to Bay View cemetery, where an instructive lesson on "Plant Determination" was given by one of the members. After a stroll in and about the cemetery, studying the animal and mineral kingdom as opportunity offered, and also history in an epitaphic form, the gathering informally dispersed. Before adjournment a hearty and unanimous vote of thanks was tendered Inspector Steeves for his valuable contribution towards making the meeting a profitable and enjoyable one. The meetings throughout the term have been exceedingly helpful to those privileged to attend. The value of an association where teachers can meet from time to time and talk over school matters is clear to all. In this way many of the petty troubles peculiar to the teaching profession are removed, and we would strongly advise those teachers living in a section where no such association exists to lose no time in having one organized.

The government of Nova Scotia is moving ahead in educational matters. It is proposed to enlarge the Provincial Normal School at Truro by the erection of a science building which, in addition to the manual training and other work of the Normal School, will accommodate also the work of the school of agriculture. The having of the two buildings on the same grounds will be a very great accommodation to students. The new building is likely to be much superior to the original school of agriculture building which was burned down over a year ago. It will be of brick, with large laboratories for the practical study of chemistry, mineralogy, biology and manual training in wood work. In connection with the biological department it is proposed to erect quite a respectable greenhouse.

In this connection it may also be mentioned that arrangements are being made for a vacation course in scientific and agricultural subjects for teachers. The laboratories of both the present School of Agriculture and the Normal School will be utilized. Principal Smith will have on his staff as instructors Mr. Aymar as horticulturist, Mr. Fulton, manager of the provincial farm, and Professor Macdonald, of Provincial Normal School, who will give practical instruction in surveying. The announcement with full details of the courses offered, and the time-table, can be had by application to Professor Smith, School of Agriculture, Truro.

The Harvey school, Albert County, has been for the last two terms under the principalship of Geo. K. McNaughton, B. A. The pupils of this school held, at the close of last term, a very successful concert. Over thirty dollars was realized, and was used to purchase a new globe, dictionary and other necessary apparatus. Although this is Mr. McNaughton's first school, he has proved himself a most efficient and enthusiastic teacher, and it is greatly to be regretted that he is about to sever his connection with the school. He goes from here to the Sussex Grammar school.

## RECENT BOOKS.

### A Frenchman's Opinion of the Anglo-Saxons.

This is *Empire Day*, and I have just finished reading a very interesting book.<sup>1</sup> It was published a year ago last April. Within two months it reached a fifth edition. Nearly every paper and review in France had something to say complimentary to the industry, originality and cleverness of the writer. M. Demolins, the author, is the editor of *La Science Sociale*. He has travelled, observed, read widely, thought much and written excellently. This book on Anglo-Saxon superiority has all the merits of the best French writings. The author is open-minded, sincere, keen in analysis, suggestive and quick in generalization. Perhaps the most striking feature in the book, to an Englishman, is the almost unconscious delight the writer takes in probing the national sores to the bottom. As his critics confess, "It is an infinitely painful book." Yet he believes with the Indian, "No pain, no cure."

He asks: "Why have the French failed to expand? Why have the Anglo-Saxons succeeded? To what is their superiority due?"

The opinions of this keen and sane observer of social organizations perhaps will help us to appreciate what is best in our national life and education.

The author evidently believes that the success of the state is ultimately traceable to the school. "Waterloo was won at Eton." The German schoolmaster was credited with the victory at Sedan.

French education has failed to develop men. So has the German, in the opinion of its emperor. The French system destroys all initiative; makes examination its end; does not educate. It crams.

On the other hand, the English system, where it differs most from the French, develops men. Its ideal is to teach boys "how to behave in life." It fosters independence, develops self-reliance, encourages enterprise, abounds in games, sport, manly exercises, cultivates the passion for work. Independence, self-help, delight in work, enterprise, distinguish the Anglo-Saxon from all other races. These are the causes of his success. These his schools foster. The Latins, the Celts, the Slavs subordinate the individual to society; depend too much upon the community.

In private life the French coddle their children too much, sacrifice everything in order to save fortunes for their children; make an office in the army or civil service the goal of their ambition; despise agriculture, industry, commerce.

In public life they expect the state to do everything. They swell the budget with salaries and war taxes, and neglect the feeders of the budget, industry, commerce, and their elder sister, agriculture.

The Anglo-Saxon in private life seeks comfort, endeavors to make his children self-supporting. In parliament he is represented by the class that toils—that makes wealth.

This is the most meagre statement of the central idea of the book. Nothing but a close reading can reveal the wealth of illustration, the many suggestive explanations of social phenomena, the sincerity and sagacity of the writer. One feels that in some places he has generalized too hastily, and that he is more anxious to see the strength of the Saxon than to note his

<sup>1</sup> *ANGLO-SAXON SUPERIORITY: TO WHAT IT IS DUE.* By E. Demolins. Translated by L. B. Lavigne. Pp. xxx, 345. The Musson Book Co., Toronto. Price, paper cover, 75 cents.



weakness. Still, take it all in all, it is one of the books that every thoughtful teacher and patriot should read and think over. M.

A very useful little work on Word-Building,<sup>1</sup> published by the Macmillans, London, contains a large number of useful exercises in composition which would be of the greatest service to teachers, especially in providing busy-work for their pupils of a most practical character. It is excellent, and is published at a very low price.

Many useful works on elementary chemistry and physics have of late years been published by the Macmillans of London, but it would be difficult to conceive a better introduction to these sciences than the one just published by them.<sup>2</sup> It is intended for the pupils of elementary schools, but may be used with advantage by pupils of high schools. To the teacher its value is incalculable, in the many practical hints it contains in interesting pupils in the beginnings of science. Every lesson of the thirty-five which the book contains is divided into two parts—the first consisting of instructions for the performance of simple experiments, the second of explanations of the principles taught by the practical work. Every child is encouraged to perform these experiments from the simple and attractive way they are placed before him by this book. We feel sure that if this little work could be introduced into our schools good results would follow in laying an excellent foundation in the sciences of physics or chemistry, or in part what is studied in the "science of common things." Teachers should obtain this book and examine it for themselves.

These two books<sup>3</sup> are designed to supply the pupils abundance of practical examples in arithmetic and elementary mathematics. Both of them start from elementary principles, and take the student step by step to the higher processes. Many of the questions are taken from papers set at the Oxford and Cambridge local examinations, and will prove useful as tests in secondary school classes.

The purpose of this series of drawing books<sup>4</sup> is to make instruction in this important branch interesting and practicable. In the lower standards the exercises consist of diagrams of common objects which come within the scope of the scholars' observation. In the upper standards a simple course of light and shade has been introduced, to give a feeling of roundness and relief and to make the instruction attractive. Geometrical drawing with plans, elevations and sections, and drawing from models, leaves, flowers, &c., have also received careful attention as methods to secure careful measurements and cultivating observation. The whole series is one of the most complete and carefully prepared set of drawing books yet offered to schools.

<sup>1</sup> WORD-BUILDING, DERIVATION AND COMPOSITION. Arranged for class use, by Robert S. Wood. Paper; pp. 128; price, one shilling. Publishers, Macmillan & Co., London and New York.

<sup>2</sup> ELEMENTARY PHYSICS AND CHEMISTRY; First Stage; by R. A. Gregory, Professor of Astronomy, Queen's College, London, and A. T. Simmons, B. Sc. (London), Associate of the Royal College of Science, London. Cloth; pp. 150; price, 1s. 6d. Publishers, Macmillan & Co., London.

<sup>3</sup> A SCHOOL ARITHMETIC, by R. F. MacDonald. Cloth; pages 264; price 2s. 6d.

GRADUATED TEST PAPERS IN ELEMENTARY MATHEMATICS, by Walter J. Wood, B. A. Paper; pages 71; price 1s.

<sup>4</sup> MACMILLAN'S "OFFICIAL" DRAWING BOOKS; consisting of twenty books; price 3d each. Publishers, Macmillan & Co. London, Eng.

The works mentioned below<sup>1</sup> are published in Heath's Modern Language Series, which aims to give in a cheap, attractive and convenient form selections chiefly from the best French and German authors suitable for students. These are carefully edited, with notes and vocabularies, and an introduction containing a biographical sketch of the author. The low price at which they are published, the excellence of the text, their neatness of binding, and convenient size, should make them favorites with teachers and students.

This series<sup>2</sup> introduces a number of works by distinguished German and French authors, who are prominent in their own country, but whose books have not yet received that attention from English students which is their due. The selections are carefully adapted and edited, with introduction, notes, vocabularies, and will undoubtedly win the attention they deserve from scholars.

In June the attention of all is turned toward the universities and colleges. Those who go forth from them, the proud possessors of a piece of parchment, will be naturally interested in the little book<sup>3</sup> which explains the various degrees conferred by these institutions.

This book<sup>4</sup> from Macmillan's primary series of French and German reading books will be found useful for elementary classes and for private reading. It is edited with grammatical and full explanatory notes and a French-English vocabulary.

<sup>1</sup> HEATH'S MODERN LANGUAGE SERIES: Dumas's *La Tulipe Noire*, abridged and edited by C. Fontaine, B. L., L. D.; pp. 216; price 40 cents. Racine's *Andromaque*, edited by Prof. B. W. Wells; pp. 122; price 30 cents. LeSage's *Histoire de Gil Blas*, by Profs. Adolphe Cohn and Robt. Sanderson; pp. 212; price 40 cents.

*Geschichten und Marchen*, edited by Lillian Foster; pp. 103; price 40 cents. *Stille Wasser*, edited by Dr. Wilhelm Bernhardt; pp. 149; price 35 cents. Frommel's *Eingeweicht*, edited by Dr. Wilhelm Bernhardt; pp. 114; price 30 cents. D. C. Heath & Co., Boston, publishers.

<sup>2</sup> SIEPMANN'S GERMAN SERIES; SIEPMANN'S FRENCH SERIES: Goethe's *Iphigenie auf Tauris*, edited by H. B. Cotterill, M. A. Pages 183; price 3 shillings. Alfred de Vigny's *Cinq-Mars*, adapted and edited by G. G. Loane, M. A.; pp. 157; price 2s. 6d. Published by Macmillan & Co., London, England.

<sup>3</sup> A DICTIONARY OF DEGREES, by Flavel S. Thomas, M. D., LL. D. C. W. Bardeen, Syracuse, N. Y., publisher.

<sup>4</sup> LES VIOLETTES BLANCHES, par Emile Richebourg, edited with notes, etc., by F. Julien. Cloth; pages 69; price 1s. 6d.

#### REPORTS AND PAMPHLETS RECEIVED.

The Forestry Problem in New Brunswick, by W. F. Ganong. Report of the Public Schools of Newfoundland under Methodist Boards. From G. S. Milligan, LL. D., Supt.

Sixty-second Annual Report of the Board of Education for Massachusetts, 1897-98, from Frank A. Hill, Secretary of the State Board of Education.

Report of the Schools of Quebec, from G. W. Parmelee, Esq., Deputy Minister of Education, Quebec.

The Loyalists and Slavery in New Brunswick. From the Transactions of the Royal Society of Canada, 1898; by I. Allen Jack, D. C. L., St. John, N. B.

Underground Certificates in Nova Scotian Coal Mines, a paper read before the Institution of Mining Engineers, Birmingham, England, by E. Gilpin, Jr. Halifax, H. M. Inspector of Mines.

(Concluded on page 26.)



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

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

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

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On the Calculability of the Results of Electrolysis. From the Transactions of the Royal Society, 1898; and

On the Applicability of the Dissociation Theory to the Electrolysis of Aqueous Solutions, etc. Re-printed from the *Physical Review*, March, 1899; by Dr. J. G. MacGregor, D. Sc., Dalhousie University, Halifax.

Some Appliances for the Elementary Study of Plant Physiology. Reprinted from the *Botanical Gazette*, April, 1899; by Prof. W. F. Ganong.

The Consolidation of Schools and the Conveyance of Children, by G. T. Fletcher, Agent of the Massachusetts Board of Education.

### JUNE MAGAZINES.

In the *Canadian Magazine* there is a story by Gilbert Parker, The Man at the Wheel, with a new Canadian hymn by Charles Campbell. Norman Patterson contributes a criticism on Some of the Social Peculiarities of Canadian People, and Professor William Clark, of Toronto University, has a first instalment of a series of articles on Dante's Divine Comedy. Other contributors on Canadian life and literature make up a very interesting number. . . . *The Chautauquan* has some very instructive reading for the month, among which are Footprints of Famous Americans in London, The Development of Newspaper Making, Training of the Hands for Work, The Conflict Between Man and Nature. . . . In the *Atlantic Monthly* Gilbert Parker's brilliant Egyptian tale, The Man at the Wheel, and other fiction; a group of poems headed by the tribute of W. Wilfred Campbell (a fellow Canadian poet), to the memory of the gifted Lampman, whose last lyric appeared in the *March Atlantic*,

help to make up a number of great interest to Canadian readers. . . . Dr. J. L. M. Curry, late minister to Spain and general agent of the Peabody and Slater Educational Funds, contributes an article in Appleton's *Popular Science Monthly* on The Negro Question, in which he insists upon the seriousness of the problem for this country, and points out some of the inherent difficulties which have prevented a better understanding between whites and blacks. . . . In *St. Nicholas* the Training for Boys that Samuel Scoville, jr., describes and H. S. Watson pictures is not the training that is to fit a boy especially for a professional career; it is the training for athletic sports, which, taken in moderation, will make him a better man physically, and therefore mentally and perhaps morally, no matter what his lifework is to be. . . . The continuation of Gen. Sherman's diary of his European tour of 1872 in the *Century* deals mainly with the battlefields of the Franco-Prussian war, and the current instalment of Prof. Wheeler's Alexander the Great, with Castaigne's brilliant compositions, describes Alexander's Mightiest Battle (Gaugamela), and the flight and death of Darius. . . . Margaret Montgomery offers, in the *June Ladies' Home Journal*, some excellent suggestions for spending a summer's vacation. The article is based on her own experiences in passing her Vacation in a Vacated Farmhouse, and is therefore practical. She asserts that the days were delightfully spent, that the party gained in health and rest, and that the expense was small. . . . Andre Bellesort's A Week in the Philippines, which *The Living Age* has translated from the *Revue des Deux Mondes*, is the more interesting because this sprightly Frenchman saw the islands in November, 1897, before they had assumed any interest to Americans, but while the Filipino insurrection against Spain was in progress. He writes of them graphically and with a Frenchman's characteristic lightness.

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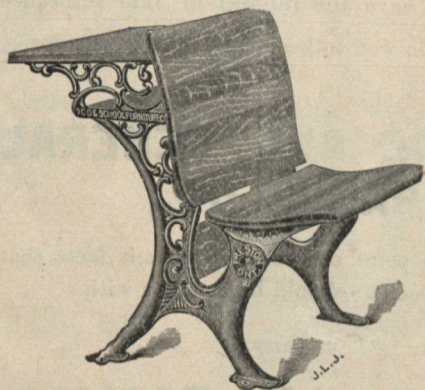
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Depart 16.30	St. John	19.25	"
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" 18.55	15.30	Truro	8.50	9.30	"
" 23.00	"	Sydney	30.25	30.25	"
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Several courses will be offered students, among which will be Comparative Anatomy from Dissections, General Zoology, Entomology, Botany, Chemistry and Land Surveying. The laboratories of the Provincial Normal School and of the temporary building for the School of Agriculture and the Provincial Farm will be utilized. Large additions are being made to the library and the compound microscopes for biological work.

STAFF.—H. W. Smith, Esq., B. Sc., Principal of School of Agriculture; Mr. Aymar, Horticulturist; Mr. Fuller, Manager of the Provincial Farm, and Prof. A. G. Macdonald, of the Provincial Normal School.

For detailed outline of classes and time table, etc., applications should be made to *Principal Smith, School of Agriculture, Truro*, for Calendar.

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