

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., JANUARY, 1897.

WHOLE NUMBER, 116

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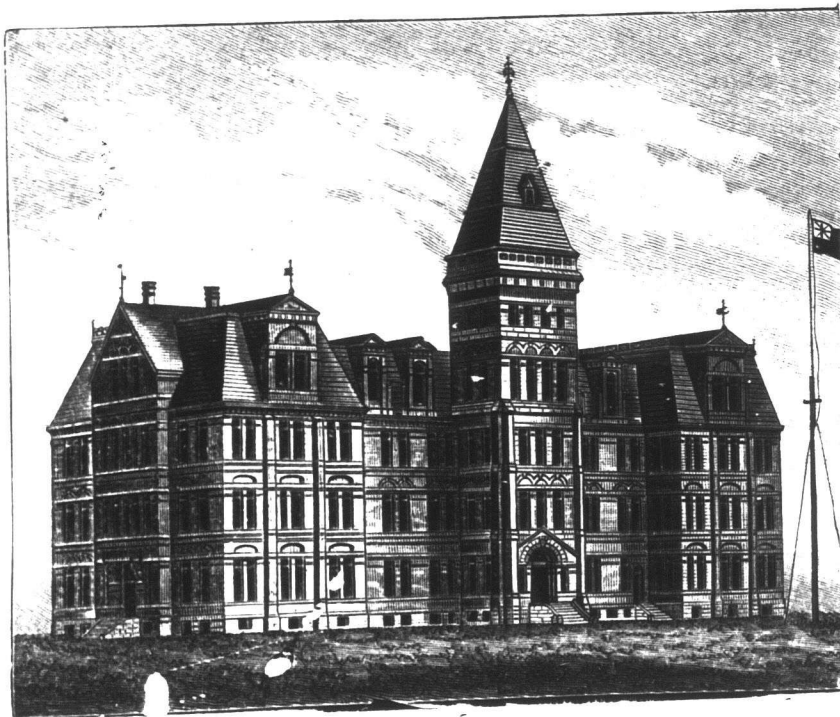
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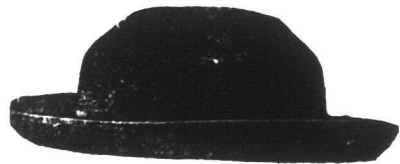
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The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JANUARY, 1897.

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G. U. HAY,
Editor for New Brunswick.

A. MCKAY,
Editor for Nova Scotia.

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

THE EDUCATIONAL REVIEW.

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The retirement of Mr. John March from the position of superintendent of schools of the City of St. John took place at the close of the year. For twenty-five years no one has been so closely identified with the common schools of St. John as Mr. March, in his position both of secretary and superintendent. Of a genial disposition, ready sympathies, and possessed of rare tact and a skill for organization, he exercised an influence with teachers, parents and children that tended in a great degree to secure that harmony which is so essential in carrying out a system of free school education. He was always ready to devote himself without stint in the service in which he was engaged. It is a matter of regret that a man in the full possession of his powers, and at an age when he cannot readily turn to any other employment, should not be retained in a position in which, it has been shown, he has done so much excellent work.

THE cordial letters that the REVIEW is constantly receiving and the promptness with which our subscribers are responding to the call made upon them in our December number, is a matter of great encouragement to us. It is pleasing to know that in spite of the many obstacles that the editors meet with, chiefly the lack of

time, in providing a first-class educational journal, the attempt to meet their wants, if only partially successful, is appreciated by our subscribers.

UNDOUBTEDLY one obstacle to the progress of secondary education in these provinces is the want of uniformity in requirements for matriculation into the different colleges. We gladly give space in another column to a correspondent who clearly sets forth these differences and shows how they may be swept away. We shall return to this subject in a future issue.

THE decision of the executive of the N. B. Educational Institute, not to convene it next year, will meet with the approval of the teachers. It is not the first time by any means that this conclusion has been arrived at, and there is a very general feeling that once in two years is often enough to hold the provincial institute. It seems especially fitting this year to dispense with the meeting, as there are to be two or three double county institutes—that is institutes embracing two or more counties. The Chief Superintendent and those taking the most active interest in the provincial meeting will no doubt be present at those joint meetings, and probably reach a much larger number of teachers. All those things were considered by the executive, and the decision to have no session next year was reached with but one dissenting voice.

It might be a good plan to hold sessions of county and provincial institutes on alternate years. Both of these parliaments of teachers are most useful and instructive, and it would be wise to so order them that one would not interfere with the other, either in attendance or in the benefit conferred. Institutes should not come so closely together as to cause any liability of the instruction given by them not being thoroughly digested.

THE *Messenger and Visitor*, St. John, comes to us in an entirely new dress and greatly improved in make up. In size of page it is somewhat larger than the REVIEW, and its patrons, who are numerous, and, we are glad to hear, constantly increasing, will appreciate the more convenient form and improved appearance.

The Past Year.

The year 1896 has been uneventful and progressive in as far as the schools of New Brunswick are concerned. Few changes have taken place in the regulations governing the schools. Text books remain about as last year. Many new school buildings have been begun, and some have been completed. In this respect, probably, the city of St. John takes the lead.

The Provincial Institute at Fredericton was well attended, and productive of much good. The County Institutes are reported to have exceeded in attendance and profit those of any former year.

The year has witnessed an earnest effort in the city of St. John to form a teachers' association for superannuation and mutual advancement. It has also brought about action to prevent the unprofessional habit of unbidding on the part of teachers. An increase in the amount granted to secondary education, is one of the tangible indications of progress, and the decision of more school boards to give recognition to the qualifications of first class teachers, is another. The demand for high class teachers has increased; due, probably, to the higher standard for license required.

The desire of some for uniform high school entrance examinations has, as yet, not been realized, differing conditions, in various localities, requiring due consideration, no doubt.

The year has been marked by the appointment of women to nearly all the school boards of the cities and towns. The business-like and intelligent manner in which these ladies have entered upon their duties argues well for the advancement of the schools in the future.

Uniformity in the university matriculation examinations has not been arrived at, and the representation to the senate, dependent upon the teachers, is still confined to graduates.

Many changes have taken place during the year among teachers and others engaged in school work. Chairman Weldon, of the St. John School Board, died at the beginning of the year. He was succeeded by Judge Barker, who held office but for a short time. He, in turn, has been succeeded by Judge Trueman.

There has been much encouragement in the contemplation of work well done, and also by some slight tokens of public appreciation for well directed effort. There are other features not so encouraging, but without difficulties success is not achieved.

"Enclosed please find one dollar in payment for my subscription to the REVIEW. I can truly say that I find your paper a valuable help, and if you continue to encourage the teachers to observe professional honor in their dealings, you will be doing a work that is much needed, and for which all right thinking teachers will honor you." G. A. W.

TALKS WITH TEACHERS.

I would like to begin the new year with a little talk to the teachers on the subject of greater unity and the necessity of making teaching more of a profession. Two decided steps were made during the year. In St. John, a few earnest men devoted a great deal of time and effort to propound a feasible scheme of superannuation and the development of professional spirit and knowledge among the teachers. It is to be deeply deplored that no tangible results have as yet resulted, but there is reason to believe that the labor expended has not been in vain. Much valuable information has been gathered and everything is in favorable posture for a revival of the movement. The failure to reach anything definite is due chiefly to the indifference of the teachers themselves, who surely should be interested more deeply in what so closely concerns their own interests.

Another step in advance was the action of the Charlotte County Institute in holding its members liable to censure for non professional conduct. This action meets with almost general approval, though it has been criticized in some quarters on the ground that tradesmen undercut one another. It may be so, but even in their case class papers and associations are educating them toward a better sentiment, and all other professions, save that of teaching, have long ago taken the matter in hand. Country districts are getting to regard a man or woman as worth about what he or she asks, and are suspicious of those who place small value upon their services. Let us begin the new year with a better professional feeling toward one another.

In the last connection let me relate two incidents. One teacher might have secured a good school by consenting to accept a lower salary. Refusing to do so he lost the place, and his successor is such that it is probable the trustees will not regard salary in the next case of vacancy which will no doubt occur soon. Another teacher thinking to make sure of a school applied fifty dollars lower than the former teacher. The secretary responded that the salary was fixed and they considered if the work were properly done it was worth what was offered. In the next application the young man made, he did not mention salary and secured the vacancy at fifty dollars in advance of what he asked. It remains to be seen whether or not he undervalued his services. I think the secretary and Board deserve medals.

Some of our teachers are receiving censure, and deservedly, for the manner in which they impart instruction in grammar. They find fault with the text-book when the fault lies with their own mechanical

method of dealing with the subject. The text book is considered an excellent one but a little common sense must be thrown in. Because simple analysis and parsing are not dealt with in the earlier pages, it does not follow that the pupil is not to receive instruction in those topics, and because formal composition is not reached until the end of syntax it should not be left until that stage. Be as practical as you can and do not let your pupils leave school without some knowledge of syntax whether you confine yourself to the text or not. When coming into a new school do not put your pupils back in grammar, if I must use this expression. Grammar is a subject that reviews itself fairly well, and one lesson cannot be said to be in advance of another.

For the REVIEW.]

Some Questions on Shakespeare's Julius Caesar.

1. What reasons have you for believing that Shakespeare wrote Julius Caesar?
2. What makes editors feel so sure that the materials for this play were got from Plutarch?
3. Which half-dozen or so of Plutarch's Lives does S. seem to have read most carefully, and in which half-dozen or so of his plays does he show this?
4. Read Ben Jonson's *Catiline* and the works of Sallust, Cicero, Plutarch, etc., on which he draws for material, and compare his treatment of his sources with S.'s treatment of his as shown in *J. C.*
5. When and how was *J. C.* first published? Which others of the thirty-seven plays were first published at the same time?
6. What different dates have been given for the writing of the play? Which do you prefer? Why?
7. All the editors inform us that no play of S.'s presents fewer textual difficulties than *J. C.* What do they mean by this? What are the few such difficulties that do occur? What seems to you the best solution of each?
8. In the list of characters, one has three names, some two, the rest have only one. Write a note on this. In the text what do you observe as to the use of proper names when S.'s Romans are talking to or about each other? Does this usage agree with that of the historical Romans of 50-40 B. C.?
9. How old were the half-dozen chief characters at the time of Caesar's murder? Give your authority for each item. Do they behave in the play consistently with their age?
10. Of the human nature exhibited in the play what elements seem to you to be peculiar to the Romans of Caesar's time? What to the Londoners of S.'s time? What to mankind generally?

11. Compare the Caesar of *J. C.* with the one occasionally mentioned in S.'s other works, and with the opinion generally held of him.

12. Niebuhr says that no witty saying is recorded of Caesar. Is this true of S.'s Caesar?

13. (a) According to Caesar lean men are more apt to be given to conspiring than fat men. Is this a generally accepted truth? Cite all the evidence you can find in support of your opinion from history, from literature, and from your own experience.

(b) Was Caesar himself lean or fat? How do you know?

14. (a) Was Calpurnia the wife whom Caesar refused to divorce at Sulla's command? Or the one that "should be above suspicion?" Or both? Or which?

(b) Which of S.'s other women would have made Caesar a better wife than Calpurnia? Why do you think so?

15. If Anthony tells the truth about Caesar's mantle, how long had Caesar worn it? Is there any portion of your dress that you have worn as long? If so, please give particulars.

16. Quote the swimming passage and tell what you think of it. Look up another in one of Byron's dramas and write it out. Were S. and Byron swimmers themselves? How do you know?

17. (a) "Not that the grounds of hope were fixt,
The elements were kindlier mixt."
—Tennyson, *Two Voices*, 227-8.

(b) "The louring element
Scowls o'er the darkened landskip snow."
—Milton, *Paradise Lost*, II, 490-1.

Quote passages from *J. C.* where *element* and *elements* are used as above. What are the meanings? Quote any other passages from these or other authors showing the same uses of the words.

18. Read up all the notes you can find on the *Rome-room* passage and write out what you find yourself thinking about them. Then read over the following list of rimes and try to determine from them (in the manner of the annotators) how all these words were pronounced in the times of these writers:—

In Ben Jonson's *Catiline* I. Chorus, *Rome* rimes twice with *come*. The same rime occurs at least three times in Dryden—in *Hind and Panther* 638-9 and 2507-8, and in the 10th Epistle 37-8. Then he has *come-home* in H. and P. 1589-90, and *come-room* 2006-7, and *Rome-loom* in the 5th Epistle 26-7. In Pope's *Essay on Criticism* III, 126-7, we have *doom-Rome*. Gray in his *Ode for Music* has *Rome-tomb*, and in *The Progress of Poesy* *roam-gloom*. Dr. Johnson has *Rome-doom* in his version of Horace *Carm.* 4-7, and *home-Rome* in London. Cowper has *Rome-home* at least three times,

Rome *rome* ditto and *Rome* *romb*; and to help the annotators in settling how he pronounced *Rome* he supplies also *rome* *doom*, *rome* *soom*, *rome* *dund*, *rome* *lo me*, *rome* *gloom*, etc., etc. Byron rimes *rome* with *doom* and *gloom* and *plume*, and *blume*, and *rome* with *lo me* and *foam* and *room*.

19. Select some passages, or some points in the action or characterisation, on which you sought for but could not find any satisfactory explanation; and write any notes or comments or questions on them that occur to you.

20. Try to get up a paper of questions on the play so as to avoid as much as possible asking merely for information that may be found ready-made in notes and commentaries and prolegomena and addenda, and at the same time, so as to avoid asking too many questions of the same kind as you may have asked on previous occasions.

21. If Caesar, Antony, Octavius, Brutus, Cassius and Cicero had been voters at the last Dominion election, how do you think they would have voted, and why do you think so? How about Shakespeare? A. CAMERON.
Yarmouth, N. S., December 1896.

For the REVIEW] **NATURE LESSONS.**

Why Winter Lingers in the Lap of Spring.

TEACHER. The days are becoming longer now, although it is the depth of winter; and you have proved it by your own observations. Is there any question you would like to ask that we might take up in our next lesson?

SCHOLAR. Yes. When the sun crosses the line on the 22nd of March it is just as high as it is when crossing the line on the 22nd of September. Why should it not be as warm on the 22nd of March as it is on the 22nd of September, if the difference between summer and winter is due altogether to the elevation of the sun? There is always some snow and ice around during March, while there is never any snow in September.

T. Very good. In order to discover the reason we must next day bring a tin pint mug or a light saucepan, a lamp to heat it; and in January we can always get enough ice to melt in it. And we will use our tin-cased thermometer as a stirring rod, for it will at the same time tell us how hot the water gets. You will have to see the experiment and find out the reason yourselves.

(Next day. Tin mug on a holder all ready to be heated by a lamp.)

TEACHER. You have brought me enough ice. Let us take enough to half fill the tin mug and put the lamp under it immediately. Now, Jack, will you take up my watch and keep the time. The ice is put in the mug and the lamp is set under at what minute?

JACK. Just three o'clock and three minutes.

T. Now, scholars, you notice that the lamp flame is set against the thin vessel containing the ice, what do you expect to happen to the ice?

S. It will begin to melt.

T. Will it not melt all at once as soon as the heat is raised above the freezing point?

S. It always takes some time to melt.

T. Keep stirring the melting ice crumbs with the thermometer, and then look quickly to see how warm the ice water appears to be?

S. It is about 32 degrees Fahrenheit just about freezing point.

T. We have been warming the ice now for two minutes. Surely it should be a little warmer.

S. No, it is just about the same so far as I can see.

T. It is now three minutes since we began and the ice water was at 32 degrees then, but we must have added three times as much heat to the mug now as was added then, for the flame is the same size. What is happening? Is not the water becoming hotter?

S. No, the water is as cool as ever, but the ice is melting more and more.

T. Very well. Let us watch it very carefully until all the ice is melted. Keep stirring rapidly so that the water touching the bottom of the mug may not become too warm, that it may melt the ice as rapidly as possible. Tell us when the ice disappears so that the timekeeper may note the minute. Is the water getting warmer according to thermometer stirring rod?

S. Not much if any. It is about the same. Ice melted.

T. Time?

JACK. Three o'clock, ten minutes. Just seven minutes to melt the ice.

T. Keep stirring the water with the thermometer now and then. Is the water becoming warmer now?

S. Yes, it is up to about 50 degrees.

T. Very well. The water having no ice to melt is now becoming warmer and warmer the longer the flame plays under it. Just dip your thermometer in it once more, and note the temperature?

S. It is over 100 degrees.

T. That will do. Let us watch it now until you see the first signs of boiling, when the water will be 212 degrees hot. Give the signal so that Jack may note the exact time.

S. Boiling 212 degrees nearly.

T. Time!

JACK. Three o'clock, nineteen minutes. Just nine minutes to raise the temperature from ice water to boiling point.

T. That will do. Extinguish the lamp, take your seats and let us see what the meaning of this experiment is. How cold was the ice when it was put in the vessel to be heated?

S. About 32 degrees, because it was melting in the room before it was put in, and ice water is always about that cold.

T. When we heated the ice for seven minutes what was the result?

S. It was all changed into water which was as cold as the ice itself.

T. Quite correct. Seven minutes heat of our lamp flame simply changed the ice into water without raising the temperature. But how many minutes of heating raised the 32 degree water to about 212?

S. Nine.

T. The nine minutes of the flame caused the temperature to rise from 32 to 212 degrees. How many degrees of heat were added to the temperature of the water in these nine minutes?

S. 212 less 32 180 degrees.

T. Well, if nine minutes of flame raised that water 180 degrees in temperature, how many degrees do you think the seven minutes of flame should raise cold water?

S. $9 : 7 :: 180 : 140$ 140 degrees.

ANOTHER S. If nine minutes give 180 degrees, one minute will give twenty degrees. Therefore seven minutes should give 140 degrees.

T. Very good. You see then that to melt the ice without making it any warmer to the thermometer you had to spend as much lamp flame or heat, as would raise the water 140 degrees. I may tell you that if we had more accurate means of trying this experiment we would get, as others who have tried it, something over 142 degrees of warming of water as equal to that heat which hid itself when the same water was simply melted from ice into ice-cold water. That heat which appeared to be lost or hid in the melting of the ice is called the *latent* heat of ice, from a Latin word which means hidden.

Now, does water freeze solid as soon as it is cooled down to 32?

S. No. First a thin skiff of ice comes over it. Then the ice grows thicker and thicker the longer the great cold lasts. It takes quite a time for ice to form quite thick, just as it takes time for the ice to melt.

T. If cold is due to heat being taken away from it, then as the ice grows thicker and thicker, will heat be going into the water that is freezing or will it be leaving it?

S. Heat must be leaving it and going into the colder air around it, because the more of water which is frozen,

the more cold there must be in it, which is the same as saying the less heat in it.

T. Very well: if the heat of the freezing water is passing into the colder air freezing it, what effect will that have on the air?

S. It must make the cold air somewhat warmer than it was before.

T. Then, when the cold winds of November and December come here what must happen?

S. When the water in the clouds, and in the earth, and in the swamps, and in the brooks, and in the rivers freeze, it must make the cold air warmer.

T. Then the cold air made by the low sun at the commencement of winter must be warmed by the cooling waters, even when the process of freezing is going on. What effect should that have on early winter weather after the 22nd of September?

S. It would tend to make the weather warmer than would be natural simply to the warming effect of the sun.

T. Now let us see what would happen before all the ice which now lies in the shape of snow and frost over all the country is melted. Can we expect warm summer weather while there is ice around?

S. No. For the ice will keep the weather cool until it is all melted, as the ice kept the water cool in the vessel we were just heating.

T. Very good. Suppose there are a million tons of water in a state of ice or snow over these provinces, how much heat would be required to melt it before the weather could be expected to begin to grow warm?

S. Well, I suppose, as much heat as would raise the same amount of water 142 degrees in temperature. But as melted water is 32 degrees, 142 degrees more would make it 174 degrees hot, which would be scalding hot.

T. Correct. As much of the sun's heat will become hidden in melting the snow and ice formed all over the country as would raise the same water, ice-cold to the scalding heat of 174 degrees. And only then would the water begin to warm up. That is a very good reason why the 22nd of March is as much colder than would be due to the height of the sun, as the 22nd of September is warmer than the same average temperature.

JACK. Then, we really borrow a great lot of heat from the water everywhere in the fall, and have to pay back the whole in the spring.

T. That is just it. We borrow at least a month in the fall: but we have to pay it back in the spring. For the 22nd of October is more like the 22nd of April than is the 22nd of September like the 22nd of March. And all this is due to the borrowing of heat from the water before winter, every unit of which must be paid back in spring to liquefy the ice, after which it is possible for the country to become warm. That is why winter lingers in the lap of spring,—lingers for the liquidation of the heat debts of the fall and winter, which are represented by the great snow banks and the cold watered stock of the season.

Miss Kate MacKintosh.



Miss Kate MacKintosh is well known throughout the Province of Nova Scotia as a teacher and as a musician. She was the first woman in Nova Scotia to obtain a Grade B license, which she did at the Normal school at the age of sixteen, leading in all her classes. She then taught in Halifax, still keeping up her studies, so that she soon succeeded in obtaining Grade A. For a short time she was principal of Acadian school. She was afterwards advanced to the Brunswick street Girls' high school. With Miss Miller as principal and Miss MacKintosh as assistant this school soon became and continued for many years the leading school in Halifax. When the boys' grammar school developed into the County academy, and the principle of co-education of the sexes was adopted, Miss MacKintosh was placed in charge of the English department. She also teaches physiology.

In figure petite, in manner delightfully bright, she holds and controls her immense classes in the most perfect way. She invests every lesson with a peculiar interest, which makes it attractive to her pupils, who look forward with pleasure to the hour spent in her room. Even the offender who smarts under her discipline admires the skill with which it has been administered. She does the work of a professor, and a good deal besides, all for the moderate sum of \$800 per

annum. Whenever the pupils are to have a concert or a public entertainment to provide funds for the library, for a piano, or other expenses, it is Miss MacKintosh who drills the performers and practically manages the whole affair, so that she is as much admired by her fellow teachers in the academy as by her pupils.

She has also taken a prominent position in the Provincial Educational Association, having written for it an admirable paper on kindergarten.

While standing high as an educationist, Miss MacKintosh has by no means confined herself to this work. She is the organist and choir leader of the Brunswick street Methodist church, and a musical critic and composer of great merit. She has published, among compositions on sacred subjects, Christmas and Easter carols, a Te Deum, and settings to well known hymns. One of these, set to "Nearer, my God to Thee," and entitled "Sunset," is a conspicuous favorite, being sung in England, in the United States, in Canada, as far west as British Columbia, and in Newfoundland. It is incorporated, though in a mutilated form, in the Canadian Methodist Hymnal. A fourth and enlarged edition of these hymn-tunes is soon to be published by the Methodist Book Room, Halifax. Her secular publications include marches, waltzes and songs—several of the latter being set, by permission of the author, to words of Miss Ingelow's.

Report on Children's Reading in Some of the Chicago Schools

[Paper by H. C. Henderson, B. A., read before the Illinois Society for Child Study, Chicago, May 16th, 1896.]

This report is based on results obtained from some three thousand children in eight representative grammar schools of the city. The syllabus used originated in Prof. Thurber's class in Child Study, and has since been used by a large number of schools from Maine to California. The examination of the individual papers sent in was made by different members of the class.

Some of the objects for which the syllabus was used were: 1. To get a knowledge of what the children in the schools are actually reading. 2. To find out how much the children are reading. 3. To ascertain what classes of books receive the greatest attention at the different ages. 4. To discover what differences, if any, are to be found in the classes of books read by the children of different sexes. 5. To obtain lists of books specially popular at different ages and with different sexes. 6. To get at some of the reasons why certain books are preferred or disliked.

To accomplish these ends, the following questions were inserted, to be carefully answered by each pupil:

1. What books have you used since school opened last September?
2. Which one of these did you like best?
3. Why did you like that one?

4. What book have you ever read that you liked better?
5. What book have you ever read that you did not like?
6. Why did you not like it?
7. If you were given money to buy a book you have never read, what book would you buy?

Teachers were requested to introduce the questions as a regular exercise, and in no way to arouse the children's suspicions. Each paper was to be accompanied by the age and sex of the pupil, the name being unimportant. As a rule, however, the name was put on, as upon any composition exercise.

The teachers in the city who were asked to use the syllabus readily responded, and a large number of papers were sent in. From these the returns which I shall present were obtained.

The papers were sent in early in February last, so that the records cover a period of about five months. The total number of papers examined was 2,989, containing the replies of 1,511 boys and 1,478 girls. The ages represented are from 9 to 15.

In compiling results, answers to the first two questions have received the largest amount of attention. For convenience in classification the books reported were referred to one of the following heads: History, biography, fiction, travel, adventure, science and poetry. In adhering to this classification it was often difficult to decide under just what head a given book should be placed: *e. g.*, in the case of "Robinson Crusoe," should it go under the head of fiction or of adventure, or in that of the almost equally popular book, "The Boys of '76," should it be classed as history or as adventure? As a rule, all ordinary children's stories, as well as the standard works of fiction, were denominated fiction; and those books which were either histories, or which made the historic interest most prominent, were classed as history; while under adventure were placed those books in which striking, stirring scenes of daring made the most prominent features. The reasons given for liking the books also furnished a guide to the classification. But it must be confessed that in many cases the titles alone furnished the clew to classification, such titles as "The Wild Hunter of the Mountains," and "Ten Years in a Man Trap," etc., being sufficiently suggestive.

In answer to the first question, the names of the books given were supposed to represent the total reading done during the previous five months. On a number of papers, however, after a list was given, were added such statements as "and forty more," and a number I can't remember, so we must not conclude that the records obtained give an accurate statement of all the books read by the pupils whose papers have been examined. As it is, the total number of names of books sent in amounted to 16,739, making an average per pupil of 5.6. The number read by individual pupils, according to the lists given, varied from *none* in some twenty-five cases, to *over sixty* in the case of one Miss of thirteen.

An examination of the actual number of books read at the different ages, shows the number read per pupil, in the case of both boys and girls, is least at the age of

nine, and greatest at the age of fifteen; a gradual rise in amount being noticeable throughout; the only breaks in the scale of ascendancy being in the case of the boys at the age of twelve, and of the girls at the age of fourteen. The average number of books reported as read, varies in the case of the boys from 3.6 at the age of nine, to 6.3 at the age of fifteen; and, in the case of the girls, from 4.6 to 6.4. Only at the age of fourteen do the boys exceed in number of books read.

Table showing the grand total of books read by pupils at the different ages, according to classes:

Boys.		History.	Biography.	Fiction.	Travel.	Adventure.	Science.	Poetry.	Totals.	Number of Pupils.	Average per Pupil.
Age	9	22	15	246	7	11	10	8	319	90	3.6
"	10	88	55	402	16	58	30	6	655	153	4.3
"	11	218	100	861	25	116	37	24	1381	249	5.5
"	12	263	131	945	44	194	47	35	1659	326	5.0
"	13	319	111	959	69	426	42	42	1968	344	5.7
"	14	269	108	840	52	167	33	49	1518	257	5.9
"	15	119	38	261	15	97	9	40	579	92	6.3
		1298	558	4514	228	1069	208	204	8079	1511	5.3
Girls.		History.	Biography.	Fiction.	Travel.	Adventure.	Science.	Poetry.	Totals.	Number of Pupils.	Average per Pupil.
Age	9	28	15	433	6	5	13	3	503	110	4.6
"	10	75	42	749	14	13	31	27	951	169	5.6
"	11	109	48	1477	10	33	23	38	1738	290	5.7
"	12	142	98	1809	36	37	33	66	2221	367	6.0
"	13	100	68	1320	46	35	21	57	1647	271	6.1
"	14	73	29	802	16	19	7	58	1004	176	5.7
"	15	49	17	472	7	10	2	39	596	95	6.4
		576	317	7062	135	152	130	288	8660	1478	5.8

Total pupils, 2,989; total books, 16,739

The grand totals, with the percentages for each class, read as follows:

	Boys.		Girls.	
	No.	Per cent.	No.	Per cent.
Fiction,	4514	55.8	7062	81.5
History,	1298	16	576	6.6
Adventure,	1069	13.2	152	1.7
Biography,	558	6.9	317	3.6
Travel,	228	2.8	135	1.5
Science,	208	2.6	130	1.5
Poetry,	204	2.6	288	3.3

As might have been conjectured, the girls are in excess of the boys in two lines only—fiction and poetry. In the cases of both boys and girls, fiction stands highest; but the ratio between fiction and history, which in both cases stands next highest, is in the case

of the boys but 31, while in the case of the girls it is 127. Comparing the respective ratios between fiction and adventure, we find in the case of the boys it is 4, while in the case of the girls it is 18. The books classed as adventure are in the main a species of fiction, but even so regarding them, there is a wide difference as to the kind of fiction preferred.

The following list contains the hundred books receiving the greatest number of votes in the order of preference.

First Fifty.	No. of Preferences.	Boys. Girls.	
		Boys.	Girls.
1 Little Women.	94	2	92
2 Uncle Tom's Cabin.	86	33	53
3 Robinson Crusoe.	74	47	27
4 The Boys of '76.	58	53	5
5 Life of Washington.	52	32	20
6 Black Beauty.	49	29	20
7 Grimm's Fairy Tales.	42	17	25
8 Little Men.	35	20	15
9 Little Red Ridinghood.	21	2	19
10 Under the Lilacs.	21	4	17
11 Little Lord Fauntleroy.	21	7	14
12 Life of Lincoln.	21	14	7
13 Evangeline.	20	8	12
14 Two Little Pilgrims' Progress.	17	5	12
15 Fisk's History of the U. S.	15	15	0
16 Seven Little Sisters.	14	3	11
17 The Story of Our Country.	10	0	10
18 Alice in Wonderland.	9	0	9
19 Longfellow's Poems.	9	4	5
20 Building of the Nation.	9	7	2
21 Jack and the Bean Stalk.	9	1	8
22 Sweet William.	9	2	7
23 Cuori.	9	4	5
24 Cinderella.	8	0	8
25 The Arabian Knights.	7	5	2
26 The Christmas Carol.	7	0	7
27 The Lamplighters.	7	1	6
28 John Halifax.	7	1	6
29 Swiss Family Robinson.	7	4	3
30 Juan and Juanita.	7	7	0
31 Huckleberry Finn.	7	2	5
32 The Scottish Chiefs.	6	3	3
33 Cast Away in the Cold.	6	3	3
34 Gulliver's Travels.	6	6	0
35 Eight Cousins.	5	0	5
36 Aunt Jo's Scrap-book.	5	0	5
37 Five Little Peppers.	5	2	3
38 Tom Sawyer.	5	5	0
39 Ben Hur.	5	0	5
40 David Copperfield.	5	1	4
41 Ivanhoe.	5	3	2
42 Editha's Burglar.	5	0	5
43 Sara Crew.	5	0	5
44 Count of Monte-Cristo.	5	3	2
45 Old Fashioned Girls.	5	1	4
46 The Pilgrim's Progress.	5	2	3
47 Life of Franklin.	5	3	2
48 Daniel Boone.	5	5	0
49 The Wide, Wide World.	5	0	5
50 Bird's Christmas Carol.	5	0	5

Second Fifty from five to three preferences each:

Dickens' Child's History of England.	Rip Van Winkle.
Hans Anderson's Fairy Tales.	The Last of the Mohicans.
Captain January.	With Lee in Virginia.
Red Skin and Cow-boy.	Poor Boys who Become Famous.
Jack the Giant Killer.	Nicholas Nickleby.
Oliver Twist.	Barnes' History of the U. S.
Frank on the Gun Boat.	Montgomery's History of the U. S.
Grandfather's Chair.	Jo's Boys.
The Wandering Jew.	The Prisoner of Zenda.
Elsie Dinsmore.	The Lion of St. Mark.
Elsie's Children.	Jack and Jill.
The Last Days of Pompeii.	Aesop's Fables.
Life of U. S. Grant.	Dotty Dimple.
Hawthorn's Wonderbook.	Frank on the Mountains.
The Hunter of the Ozark.	Adventures of a Brownie.
St. Bartholemew's Eve.	Rose in Bloom.
Boys of the First Empire.	Adam Bede.
Not Like Other Girls.	A World of Girls.
The Boys of '61.	Five Little Peppers Grown Up.
Frank in the Woods.	Wild Life Under the Equator.
What Katy Did.	Ragged Dick.
Beautiful Joe.	History of Columbus.
The Old Curiosity Shop.	Barriers Burned Away.
Life of Napoleon.	Innocents Abroad.
Little Saint Elizabeth.	Peck's Bad Boy.

The answers to the third and sixth questions, as might be supposed, present many difficulties in classification. The reasons for preference and for non-preference are varied. Of all the reasons given, the non-explanatory

reasons, "Because it was interesting," "Because it was not interesting," were far in excess. Many others, again, expressed the reason for their preference by stating some detail of the story, or by saying "Because it is about—so and so."

The reasons for dislike were much more clearly stated on the whole than the reasons for preference.

Some of the characteristic answers of boys as to preference are, "Because it is about boys," "Because it is about war," "Because it was exciting," "Because it contained history," "Because it was funny"; and of girls, "Because it was about girls," "Because it is a natural story," "Because the characters were good," *i. e.*, kind, loving, brave, etc.

Some characteristic answers to the question concerning dislikes are, "Because it was silly," "Because it is a book for girls" (said by boys), "Because it is a book for boys" (said by girls), "Because it is a love story" (said by boys and younger girls), "Because it is for younger children," "Because it was dry," "Because it was sad," "Because I could not understand it."

In the preferences for history and biography, the giving of information was frequently cited as a reason by boys of foreign parentage.

The following are some quotations from individual papers.

Girl of 11. I did not like "Gulliver's Travels" because it was so silly.

Boy of 13. I did not like "Little Women" because it is a book for girls.

Girl of 13. I liked "Little Lord Fauntleroy" because it was such a sweet story.

Boy of 12. I did not like "Lord Fauntleroy" because my mother always made comparisons.

Boy of 13. The book I liked best was "The Red Cockade," because it informed me of pretty near all the wars; it used good language, and told me exciting adventures of generals and captains. The book I did not like was "Pendennis." The reason why I did not like it was because it didn't use very good language and told some of the most foolish stories I ever saw. It told things that made me dream nights; altogether combined it was no good.

Girl of 15. I didn't like "Tom Brown's School Days." I didn't like it because it was a very silly book. The boys wouldn't think so because it tells how to play football and so on, so it has no interest for me, for I will never play football. Altogether it is a book for boys, not for girls.

In presenting this report I must express my pleasure in knowing that such an amount of high class reading is being done by the boys and girls in the different schools sending in returns. The list of 100 books receiving highest choice is, on the whole, worthy of much commendation. Not that in the whole list of several thousand books, there were not a number that might be better left unread, but, on the whole, if the truth in the majority of cases has been told, there is a gratifying scarcity of books of the "dime novel" type. One of the principal causes of this is, without doubt, that in each of the schools from which papers were received there is a good school library, and so a tribute of considerable worth has been paid to the school library idea.

The preponderance of fiction over the other classes is marked in the cases of both boys and girls, but from the fact that in the *preferences* the percentage of books of biography and history rises in proportion to the percentage of books of these classes *actually read*, would seem to indicate that if more historical and biographical literature of an interesting character were placed in our school libraries, some of the lighter classes of fiction could be dispensed with.

From the fact that boys round the age of 13 seem to have a special fondness for tales of adventure, it should suggest that great care be taken in the selection of books that would meet this natural taste on the part of the boy, while at the same time eliminating those books of the flashy, purposeless type, which stimulate a morbid desire, rather than satisfy a normal one.

The very small percentage of books of science and of poetry read and preferred, might indicate that more should be done towards preparing the pupils for a fuller enjoyment of both these classes, and that in making a library selection a due place should be allowed for suitable books dealing with the many interesting phases of nature's processes, and of scientific discovery and invention, as well as for the many beautiful things in poetry that can be appreciated by children.

From the fact that in many cases very large lists of books were reported as having been read in the limited time—in some instances averaging two or three books per week—we can readily conclude that there should be careful supervision of the children's reading by teacher and parents so as to regulate the amount of books read. Nothing can be more pernicious mentally than for a pupil to be constantly reading without ever thinking over what has been read. New impressions come in to obliterate the old, and finally the brain's power of receiving, and especially of retaining, impressions is greatly reduced—as a consequence poor memories and inefficient students. In order to better regulate the amount of reading done as well as arouse a more intelligent interest in the subject-matter read, the custom prevailing in some schools of requiring each pupil to hand in on the return of a book to the library a filled-in blank, giving a short synopsis of the book, with the names of the characters preferred and reasons why, with reference to any points in the language or in descriptions that were thought to possess special merit, might well be generally employed.

On the other hand, we have the pupil—usually a boy—who has no interest whatever in reading and who answers as did some in the papers sent in, "I have read no books since last September." Here we have a pupil who is entitled to a good deal of attention. His leading interests should be discovered, and some entertaining book which makes much of one of those interests should be introduced at the right time and the pupil be led to feel that the writers of books are his friends, and that they have something *just for him*.

On the whole, the question of children's reading is such an important one that it is worthy of every teacher's consideration to see just what and how and how much is being read in each school community.

Uniformity in the Entrance Requirements of Maritime Colleges.

Some of the colleges in the Maritime Provinces have already made advances towards uniform requirements. The advances hitherto made have been towards the requirements published by the Provincial Boards of Education. The superintendent and some of the professors have agreed upon certain books, *e. g.*, in Latin or English. This, I believe, has been done in New Brunswick and also in Nova Scotia. Praiseworthy as this movement is, it is far from satisfactory. In place of chance agreement there should be systematic consideration of all requirements. If it is possible and desirable for two or three examining authorities to agree upon certain requirements, why should not all the examining boards agree upon all the subjects? The fitful attempts hitherto made indicate a willingness to do so. Let us now have systematic action.

What seems desirable is not that the amounts of the subjects prescribed for the different examinations be the same, but that the parts of the subjects be the same. Let me illustrate: All the colleges (except Kings) and the Boards of Education in the Maritime Provinces prescribe one book of Caesar and one of Virgil for entrance or equivalent examination. Two or three prescribe some Cicero in addition. Now, the suggestion is, that all prescribe the *same* books of Caesar and Virgil, though some may wish to prescribe Cicero in addition. There seems to be no reason why they should not agree on these. Many of the colleges change the books from year to year, and nearly all accept equivalents.

The only difficulty that I can see arises where the books change from year to year. The agreement necessitates a certain amount of correspondence and discussion. This might be lessened if the authorities would confer once every three or four years. Probably the best channels for this intercommunication would be through the Education offices.

That such an agreement is desirable is evident to all. Mount Allison and Acadia draw their students from three provinces; so do Dalhousie and Kings, and, I believe, New Brunswick, though these three are more restricted to one or two provinces. Yet, even they receive pupils from schools which prepare for all three, *e. g.*, Rothesay Collegiate School. Every teacher who has to prepare for three different colleges would welcome the change.

From the different calendars and reports I have compiled the requirements for 1897 for entrance into the different Maritime colleges, and for the provincial certificates, which are equivalent to the matriculation examination. The subjects for entrance into the second year, or for the "A" certificate, have been omitted.

The N.S. "B" certificate, the N.B. junior leaving certificate, or the junior matriculation, and the P.E.I. second class license, are assumed to be about equivalent to the entrance requirements of the colleges. The N.S. "A," the N.B. "Senior Leaving" and "Grammar School License," and the P. E. I. First Class License, admit to the second year in the majority of the colleges, *i. e.*, are equivalent to senior matriculation.

REQUIREMENTS FOR ENTRANCE

Subjects	Acadia	Dalhousie	Kings	Mt. Allison
Foreign Langs.	Latin and Greek or French.	B. A. Latin and Greek, B. A. Latin and Greek, or French or German, B.Sc. and B. Lat. Latin B. A. Latin and (Greek B. L. and B.Sc. Any and French, or Ger. or French and Science) two.	B. A. Latin and Greek, B. A. Latin and Greek, or French or German, B.Sc. and B. Lat. Latin B. A. Latin and (Greek B. L. and B.Sc. Any and French, or Ger. or French and Science) two.	B. A. Latin and Greek, B. A. Latin and Greek, or French or German, B.Sc. and B. Lat. Latin B. A. Latin and (Greek B. L. and B.Sc. Any and French, or Ger. or French and Science) two.
Latin	(a) Cas. I or II and III, En. I. (b) Cic. in Catil. I and II, or De Leg. Manu. (c) Gram. Harkness. (d) Princ. Lat. Pt. IV, 1-25.	(a) Cas. I, Aen. II. (b) Gram. Bennett, or Allen & Greenough. (c) Collar & Daniell, or Bradley's Arnold, I XIX. (d) Easy unseen.	(a) Cic. in Catil. I, Hor. Odes I. (b) Gram. (c) Arnold, to end of Pass. Voice.	(a) Cas. IV, En. II. (b) Gram. Harkness. (c) Comp. Easy Sentences.
Greek	(a) Xen. I or IV. (b) Gram. Hadley or Goodwin. (c) Initia Graeca. Pt. I.	(a) Xen. IV. (b) Gram. Elem. (c) Frost's Primer and Fletcher and Nicholson, I XVI. (d) Easy Unseen.	(a) Xen. I. (b) Gram.	(a) Xen. I. (b) Gram., Hadley or Goodwin.
French	(a) Daudet: La belle Nivernaise. (b) Gram. Otto.	(a) Charles XII. I, II and III. (b) Gram. Accidence. (c) Comp.	(a) Fleurs de France, or Charles XII. I, or Fr. Reader, pp. 1-40. (b) Gram. Accidence. (c) Comp. Easy sentences.	(a) Telemaque, I and II. (b) Gram. Accidence, Fasquelle Less. 1-50, or Edgren. Pt. 1. (c) Easy Comp. sentences.
German		(a) Hauff Da Karavane, or Buchheim, Germ. Reader, Pt. I. (b) Gram. Accidence.	(a) Bernhardt: Deut. Nocelet, Bibliot, or Whitney: Introd. G. Reader, p. 70-97, or Joynes: G. Reader pp. 1-25. (b) Gram. Accidence. (c) Easy Prose.	
English	(a) Gram. (b) Essay from one of following: Jul. Cas. or Merch. of Ven., or Evangeline, or Lays of Anct. Rome or Lay of Last Minstrel.	(a) Gram. (b) Essay from Warren Hastings, or Evangeline, or Coriolanus, or Lady of the Lake.	Spelling, Grammar and Dictation.	(a) Grammar. (b) Evangeline, or Enoch Arden. (c) Essay from the above books.
History and Geog.	Can. and Brit. History, Outlines of English and Smith's Hist. of Greece or Rome, Ancient and Modern Geography.	Canadian History, Gen. Geography.	Outlines of English and Canadian Hist., Gen. Geog., and Geog. of England and Canada.	Outlines of English and Canadian Hist., Gen. Geog., and Geog. of Geography.
Mathematics	(a) Arithmetic. (b) Alg. to end of Quad. (c) Geom. I-IV.	(a) Arithmetic. (b) Alg. Surds and Easy Quad. (c) Geom. I, II, III.	(a) Arithmetic. (b) Alg., Simple Equations. (c) Geom. I and II, For Sci. to end of Quad. For Sci. I-IV.	(a) Arithmetic. (b) Alg. to easy Quad. (c) Geom. I-IV.
Science	Martin: Elementary Physiology.			(a) Nat. Philos. as in Prov. H. School text books and tables of Metric System. (b) Chem. of water and atmosphere.

* The asterisk is to call attention to the fact that these colleges prescribe more science when French is taken, instead of Greek. Mt. Allison occurrence and properties of Ox., Hyd., Nit., Carb. and Sulp., and two compounds of each; Drawing, Elements of Free Hand Drawing. New

OR EQUIVALENT EXAMINATIONS, 1897.

University of N. B.	N. S. Council of Pub. Instruction. "B" Certificate.	N. B. Board of Education.	P. E. I. Board of Education. Second Class License.	Summary of Agreement.
Latin and Greek, or French and Natural History.)	Latin, Greek, French and German; optional.	"There shall be one set of Examination Papers prepared for the Junior Leaving	Latin and French compulsory.	For B. A. Latin and another language required.
(a) Cæs. I. Æn. I. Cic. in Catil. I. (b) Gram. Allen. (c) Comp. Elem.	(a) Cæs. I. Æn. II. (b) Gram. (c) Easy Comp.	and Univ. Junior Matriculation Candidates in so far as the subjects required are common to both."	(a) Cæs. II. Æn. V. (Latter half.) (b) Gram. (c) Bradley's Comp. I-XVI.	(a) Cæsar, one book. Æn., one book, (except King's). (b) Gram. (c) Comp.
(a) Xen. I, c. I-IV. Hom. II, I, v. I-303. (b) Gram. Goodwin.	(a) Xen. IV. (b) Gram. (c) Easy Comp. Frost's Primer.	"The subjects, etc., of the papers for the Junior Exams. shall be based from year to year on the authorized courses of study in Standards		(a) Xen. one book. (b) Gram.
(a) MacMillan: Fr. Reader, II. (b) Fr. Course, I and II to p. 80. (c) Easy Unseen.	(a) Souvestre: Le Serf. Daudet: La belle Nivernaise. (b) Gram. Brachet. (c) Comp.	IX and X for Gram-schools, and the Pass requirements for Matric. at the University." School Manual, 1892, p. 115. "For language requirements see those of University of N.B.	(a) Aventure du dernier Abencerage. (c) Brachet. Pt. I.	
	(a) Fasnacht: Second Year.			
(a) Gram. Meiklejohn, pp. 1-63, 86-115, 175, 188, 271-288. (b) Rich. III. Tennyson selections: Southey, Life of Nelson. (c) Essay from above books.	(a) Gram. Text-book and Hist. of Engl. Lang., and Hist. of Engl. Literature as in Meiklejohn. (b) Irving's Sketch book or DeQuincey's Joan of Arc and Lady of the Lake, or In Memoriam		(a) Meiklejohn's Gram (b) Par. Lost IV, Kenilworth, Macaulay's Lord Bacon.	(a) Gram, etc. (b) Essay. (c) Literature prescribed by all except Kings for Essay, and in four cases, Mt. All., U. N. B., N. S. C. P. I. and N. B. B. E.) for examination.
History Mod. chiefly of England and Canada. History, Roman and Greece, Geography.	As in Swinton.	Swinton's Outlines, Geography, Commercial, Physical and Astronomical	Hume's Students History, 1399-1603. Lawson's Phys. Geog. cc. I-XII.	Hist., Brit. and Can., and in two cases Gen. History. Geography, general.
(a) Arithmetic. (b) Alg. to end of ordinary Quad. (c) Geom. I-IV.	(a) Alg. and Arithmetic as in Hall & Knight's Elementary Algebra. (b) Geom., Euc. I-VI. (c) Prac. Math. Eaton.	in University of N. B.	(a) Arith. and mensuration. (b) Wentworth's Alg. to p. 180. (c) Geom. I-IV.	(a) Arithmetic. (b) Alg. to easy Quad. (c) Geom., I, II, III.
* (a) Chemistry as in Williams' Introduction to Chem. Sci., c. I XXX.	(a) Martin: Human Body. (b) Physics as in Gage.	(a) Gage's Physies. (b) Physiology and Hygiene. (c) Williams' Chem. I XXX. (d) Spotton's Botany.	(a) Remsen's Elements of Chem. (b) Warrington's Agriculture, or Gray's How Plants Grow. (c) Sci. Temperance.	

requires, in addition, Natural Philosophy - Elem. Mechanics, Hydrostatics, Hydraulics, Pneumatics, Acoustics, Optics; Chemistry - Preparation Bromine requires Bailey's Natural History and Spotton's Botany.

KODAK SAFETY FILM

A slight examination of the above table shows that we have not far to travel to reach a fair amount of agreement. All require *Latin*, and all, except Kings, prescribe at least one book of Caesar and one of Virgil. Agreement upon text books for grammar and composition is, perhaps, preferable, but by no means essential. In *Greek* one book of Xenophon's *Anabasis*, and grammar, is required by all.

In *French* there is very little general agreement. In *German* there is no agreement. In *English* all emphasize spelling, grammar and analysis, and an essay. A wide choice is allowed for the subject of the essay. All the colleges, except Kings, indicate three or four books of literature from which subjects for the essay will be taken. Two of the colleges, U. N. B. and Mt. Allison, also the N. S. C. of P. I. and N. B. B. of E. examine on the texts of these books. In *History* all prescribe English and Canadian, and all imply, if they do not prescribe separately, elements of history of Rome and of Greece, and of ancient geography. All require general *Geography*. In *Mathematics* arithmetic appears in every list. All require Algebra to easy quantities. Kings requires less for B. A. than for Science or for Engineering. All, except Dalhousie, require four books of Geometry. Riders are given by nearly all. Though the same text books are not required by all, no difficulty need arise if examiners in geometry do not quote propositions by number, and if they make due allowance for difference of text books when candidates quote numbers. Kings and Dalhousie require no *Science*. Acadia requires Physiology; U. N. B., Chemistry; Mt. Allison, Physics and Chemistry; N. S. C. P. I., Physiology and Physics; N. B. B. of E., Chemistry and Botany, and P. E. I. B. of E., Chemistry, and Agriculture or Botany.

So far as the colleges are concerned the principal differences are to be found in the French and German requirements. Kings attaches more importance than usual to language. Mt. Allison to Science, Dalhousie to unseen work in Latin, Greek and Mathematics; U. of N. B. and Mt. Allison to English. Acadia and U. N. B. require more books in Latin than the others. N. S. C. P. I. and N. B. B. of E. more Mathematics and Science, and as much English as the highest college requirement, and N. S. C. P. I. does not make any foreign language compulsory, though all may be taken. The course of the P. E. I. B. of E. is well balanced.

If each examining body would prescribe the same books for their examinations in all the language subjects, the difficulty would almost disappear. The subjects in Mathematics, and History and Geography are practically identical.

If the Provincial Boards of Education were to agree upon certain books, I think the colleges would do the same.

W. C. M.

Pupils affected with consumption, or those coming from homes where consumption is known to exist, are excluded from the schools of San Francisco. This regulation is undoubtedly in the interest of public health, and should be adopted everywhere. With intelligent care against infection for another half century, consumption would almost disappear.

Teachers' Institutes.

CARLETON COUNTY TEACHERS' INSTITUTE.

The Carleton County Teachers' Institute met in Graham's Opera House, Woodstock, December 17th. The attendance of teachers was large, and altogether it was one of the most successful institutes ever held in the county. The Chief Superintendent, Inspector Meagher, and Prof. Stockley, were present. President A. A. Rideout occupied the chair. At the opening session addresses were given by the president and Inspector Meagher. In the afternoon a paper on "Patriotism" was read by H. W. Peppers, and was discussed by Dr. Inch, Inspector Meagher, and Messrs. C. H. Grey and F. A. Good. W. H. Long next read a paper on "Usefulness of Rules in Grammar," which was discussed by Dr. Inch, Inspector Meagher, Prof. Stockley, Messrs. Crawford, Holyoke, and others.

The public meeting in the evening was largely attended. Inspector Meagher presided. Dr. Inch gave an address, and Prof. Stockley gave a lecture upon "Life in an Irish University."

In addition to these addresses there was an excellent musical programme.

On Friday morning two papers on "Natural Science" were read by Inspector Meagher and G. H. Harrison. These papers were generally discussed. A paper on "Regularity of Attendance" was read by W. L. Tracey. This was followed by an address by Dr. Inch, on the "Teacher's Relation to Country and People." He emphasized the importance of the teacher steering clear of anything in the nature of religious or political controversy, while it was perfectly in keeping that he should be an adherent of the church of his choice, or the political party of his preference. He intimated that, beginning with the present year, teachers would receive pay for the days taught, not by term, as formerly. It would cost \$50,000 more at the start, as, really, the year would embrace fourteen months. A paper was read by Miss Kate Phillips, on "Primary Work," and the discussion was opened by Miss McCormac in a capital speech.

The following officers were elected for the ensuing year: President, F. A. Good; Vice-president, Isaac Draper; Secretary-treasurer, Miss Kate McLeod. Executive Committee, Misses Julia Seales and Jennie Cadwallader.

A resolution was passed condemning underbidding on the part of teachers, and Mr. Peppers and Miss Hattie Comben were appointed a committee on the same. The next meeting will be held in September, 1897.

GLOUCESTER COUNTY TEACHERS' INSTITUTE.

The Gloucester County Teachers' Institute met at Bathurst, December 17th. There were forty teachers in attendance. At the first session addresses were made by Rev. Messrs. Thompson and Harrison and Inspector Mersereau. A paper on "Lesson Recitation" was read by Miss M. Alexander, which was followed by a discussion. The discussion on school libraries was opened by Mr. Hetherington.

A paper on "Mistakes in Teaching" was read at the second session by Mr. B. D. Branscombe. The discussion was opened by Miss Plant. Miss Stout then gave a primary lesson to a class of pupils. This was followed by a discussion.

At the third session an excellent paper, "Thoughts on School Government," was read by Inspector Mersereau. The discussion on this paper was entered into by Messrs. Boudreau, Branscombe, and others. A paper on "Discipline" was read by Mr. W. L. Allain.

At the fourth session a paper on "Color" was read by Miss Isabella McDonald, followed by one on "Composition and Letter Writing" by Mr. J. F. Doucet.

A resolution in favor of superannuation was unanimously adopted. Mr. Veniot, M. P. P., who was present, promised his support in the movement. A resolution of condolence to the widow of the late Gov. Fraser was ordered to be drawn up. The officers for the ensuing year are as follows: B. D. Branscombe, President; Miss Gertrude Doucet, Vice-president; L. R. Hetherington, Secretary-Treasurer; Miss Ida A. Mersereau and J. F. Doucet, members of executive. The Institute next year will be held at Caraquet.

YORK COUNTY TEACHERS' INSTITUTE.

The York County Teachers' Institute met in the hall of the Normal school, Fredericton, December 17th. The attendance of teachers was very large, and the Institute was a very profitable one. At the first session enrolment took place, and excellent addresses were given by the President, A. S. MacFarlane, and Inspector Bridges. At the Thursday afternoon session a paper on "Writing" was read by Mr. W. A. Nelson. The discussion was taken part in by Mr. McKay, Miss Duffy and Inspector Bridges. Mr. H. C. Henderson then read a paper on "Child Study." Principal Mullin endorsed the paper.

At the Friday morning session the following officers were elected: President, W. L. McDiarmid; Vice-president, Miss E. Thompson; Secretary-Treasurer, Miss E. L. Thorne; Executive Committee, Mr. H. C. Henderson, Miss Clara Bridges, Mr. J. F. Owens and Mr. J. F. Porter, Keswick Ridge. Mr. H. H. Stewart

then read a paper on "Reading," which was followed by a lesson on the same subject by Miss J. R. Everitt. Lessons in reading were also given by Miss E. Thompson and Mr. J. F. Rogers. Messrs. John Brittain, Geo. Inch and A. S. McFarlane took part in the discussion.

At the closing session a paper on "Geography Teaching" was read by Mr. W. A. McDiarmid. The discussion was participated in by Messrs. Brittain, McKay, Henderson, Creed and Foster. After the usual votes of thanks the meeting adjourned.

The committee appointed by the York Teachers' Institute to prepare a resolution expressing the opinion of the Institute in regard to the use of tobacco by minors, reported, and the following is the resolution of the committee unanimously adopted by the Institute:

Whereas, the practice of tobacco and cigarette smoking with their attendant evils appears to be increasing;

Therefore resolved, That the members of this Institute feel that they owe it to the profession to discountenance and oppose it in every possible way;

And further resolved, That this Institute believes that the laws prohibiting the sale of tobacco to minors should be enforced.

W. T. DAY,

M. ANNIE HARVEY,

HERBERT C. CREED.

How Shall the Child be Taught.

At present the time devoted to the three R's alone, in the mechanical schools, is in the neighborhood of 70 per cent. It might be possible, however, through a process of exclusion, such as I have indicated, to reduce this time by 50 per cent. or more. Indeed, so great may be the change brought about, that what is now regarded as the body of the work of the elementary school would constitute only a side issue. If this should be true, then, of course the possibilities of enriching the course of study would be almost unlimited.

Society expects, for example, that the individual shall be able to write a letter, in well-constructed sentences and without grammatical errors. It is not concerned, however, as to whether or not the writer is able to analyze the sentences, or to parse the words in his letter. If facts should prove, beyond question, that individuals who can parse and analyze with facility are able to construct better sentences than those who are unfamiliar with technical grammar, this subject might rightly be placed among the essentials of school work. If, however, it should be proved that the English employed by those who had not studied technical grammar was practically as good as that employed by those who had had a thorough grounding in it, then this subject could not be regarded as essential, but would belong to the domain

of mental gymnastics. The importance of such question of relative values becomes strikingly apparent when we consider that thirty five minutes a day is equivalent to an entire school year out of the eight devoted to elementary education. Consequently, by economizing only a little here and there, by the exclusion of merely a part of the disciplinary measures of minor or doubtful importance, such as drill in arithmetical puzzles, superfluous penmanship, in parsing and analysis beyond what is actually needed, it might be possible to save as much as the equivalent of two school years, which might then be utilized toward enriching the course of study, without in any way neglecting the essentials.

Geography, and particularly that phase which treats of the location of places, the boundaries of states and countries, the length of rivers, the height of mountains, offers a broad field for exclusion without true loss in any particular. How much waste there is in the old fashioned method of teaching this subject becomes apparent when we consider how exceedingly little the average individual has to show a year or two after leaving school for the numerous hours a week, during five or six years, devoted to this study.

While the number of geographical facts in topographical geography that the individual is required to know, in order that he may be able to take an intelligent interest in the affairs of the world, is considerable, it is nevertheless very small when compared with that which the child is compelled to acquire in the traditional course of instruction. Indeed, so great, in my opinion, is the discrepancy between what the child is compelled to memorize in the old-fashioned schools and what the citizen is expected to know, that I do not regard it as an exaggeration to say that the course in topographical geography might be shortened by 70 or 80 per cent, without neglecting what is useful. *Dr. J. M. Rice, in the January Forum.*

Free Text-Books.

The agitation in Quebec in favor of free text books in the public schools will naturally have the effect of bringing the matter up in some of the lower provinces in Canada. In many cities in the United States free text-books are given to the children, and certainly this custom seems to be a proper outcome of the system of the system of free schools. At all events it prevents any parent stating that he cannot send his children to school because he is unable to afford the cost of doing so in the purchase of books. How such a system would apply to the cities of New Brunswick may be a question, because the conditions here are somewhat different from what they are in the large cities of Quebec; at the same time we think that if the cost of free text books was defrayed by the school boards of St. John and Fredericton, it would not be very great, because there

would be a greater economy in books than there is now, and the books would be taken care of. The people of New Brunswick may make up their minds that this matter is one which will presently be engaging our attention, and one which they will be required to vote upon. With free text books, of course there should be a compulsory system as applied to school attendance. It cannot be denied that there are many children now who do not attend our public schools, and that this is due to the neglect of parents and the carelessness of the children themselves. Some parents seem to duly appreciate the advantage of an education for their children, yet if the state is to pay for schooling, it is proper that the state should make that schooling universal, and not allow any person to avoid going to school. *Fredericton Gleason.*

Thomas Arnold as Taskmaster.

It has been often remarked that Dr. Arnold was not held in high esteem in England as an educator, though he seems to have a good rank in America. This is explained by the late Dean Lake. He tells us that the students at Rugby were on a fearful mental strain, Dr. Arnold was a remorseless taskmaster, the lessons were long and he demanded perfect accuracy.

"Some of the ablest of Arnold's pupils have often expressed to me their strong sense of the physical harm that it did us. Arthur Clough was certainly one of the most remarkable; he broke down in health very early, and died when he was scarcely forty, and I well remember his saying to me emphatically some ten years before that there was no standing the pressure of the work which he had gone through at Rugby, and another equally eminent Rugby man used to remark, laughingly, that it took a Rugby boy ten years to recover his health, both physically and intellectually. I have always myself thought that the boys who derived the most unmixed good from Rugby were the mass of well-intentioned, rather idle boys, such as the author of 'Tom Brown' delights to depict, who carried with them the remembrance of Arnold's character into their after life."

This means that those with conscience killed themselves through the effort to realize the demands Dr. Arnold made on them. Here is a side of the teacher's character that needs attention. Of a gentleman in charge of a private school in this city, it was said: "He was made of iron and forgot his pupils were not."

New York.

A. S. S.

The British Royal Commission on secondary education suggest, that the universities are the proper institutions to take up the task of giving the professional education required for teachers of academies and high schools, as has already been done by two Scottish universities. The science of education ought to be studied where other branches of mental and moral philosophy are fully handled by the ablest professors. *School Review.*

A Philadelphia Experiment.

Principal George H. Cliff, of the girls' normal school, has established a unique experimental class, consisting of little boys of about the age of six years, who have thus far been taught only what is right. They have no knowledge of the wrong way of doing things. When they do make a mistake, it is not called so by the teacher. No distinction between right and wrong is drawn. Only the best models of conduct and work are persistently held before them. These they are taught to follow. The children are conscious when they do not attain to the standard, and they are taught to strive more diligently to reach it; but their failures are not called errors or condemned as wrong. Hence the children have no consciousness of wrong-doing, and having no fear of punishment for it, they do not seek to evade the results of their shortcomings. In this way it is thought the temptation to lie is eliminated. The pupils are candid and straightforward, free from the habit of evasion. The old-fashioned idea was to teach the child the nature of sin, and its consequences, with the idea that it would avoid sin or wrong-doing because of the inevitable punishment. The new plan consists in the ignoring of the existence of sin, and the inculcation of good and wholesome concepts only. As sin is but a comparative thing, after all, it seems only reasonable to suppose that the elimination of the comparisons might do away with sin, or at least all that is acquired by training and is not innate. *Primary Education.*

Nature Study and Moral Culture.

In President Jordan's new book, "The Innumerable Company," appears an article on nature study and moral culture. He says: "The essence of character building lies in action. The chief value of nature study in character building is that like life itself it deals in realities. The experience of living is of itself a form of nature study. One must in life make his own observations, frame his own deductions and apply them in action as he goes along. The habit of finding out the best thing to do next and then doing it is the basis of character. A strong character is built up by doing, not by imitation, not by feeling, nor by suggestion. Nature study, if it be genuine, is essentially doing. This is the basis of its effectiveness as a moral agent. To deal with truth is necessary if we are to know truth when we see it in action. . . . The rocks and shells, the frogs and lilies, always tell the absolute truth. Association with these under right direction will build up a habit of truthfulness which the lying story of the cherry tree is powerless to effect."

Recitation Rules.

1. If you expect to have lessons learned at all, make them short.
2. Assign but few lessons to be learned at home: children must have time to work, play, eat, sleep and grow.
3. Keep your explanation down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household Anglo-Saxon, such as men use in business and women at home.
4. Your chief business is to *make pupils think*, not to think for them; to *make them talk*, not to talk for them; to *draw out their powers*, not to display your own.
5. Keep your voice down to the conversational key. A quiet voice is music in the school-room.
6. Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions and have them corrected afterwards.
7. *Seldom repeat a question.* Train your pupils to a habit of attention, so that they can understand what you say the first time.
8. Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was "that he allowed his slow boys time to wriggle out an answer." *Sewell's Methods of Teaching.*

It is hoped you do not need to be reminded that a school without singing is a cave of gloom. You doubtless have music in your soul, but it may lose its melodiousness in passing over or through your vocal cords. Well, do not be discouraged. Better have music in your soul than to be "fit for treasons, stratagems, and spoils." But it is necessary to get some of the music out of your soul into the atmosphere of the schoolroom. If you really cannot sing, it will be easy to find a boy or girl who can lead. Cheap books, full of cheerful melodies, are abundant. Let all sing. *Western School Journal.*

TO FIND DIRECTION BY A WATCH. When the sun is sinking hold the watch horizontal, face upward, with the hour hand pointing toward the sun. Then a line drawn from the pivot on which the hands turn, through the point half way between the point of the hour hand and XII on the clock face will point directly south. At 10.00 o'clock such a line would extend from the pivot, through the figure XI. Why is this true?

Educational News.

The school board of Toronto has abolished the system of giving prizes. Diplomas will be given at the end of the school year.

Tenure of office during good conduct is rapidly becoming the rule in American schools.

Free text-books are supplied in some American towns at a cost not exceeding forty-five cents per annum for each pupil.

The parliament of Norway has abolished the study of Latin and Greek in the high schools of the country.

There are now 140 cooking centres giving instruction to 30,000 girls in connection with the common schools of London.

Montreal has two of the departments of the common schools devoted to cookery.

The same question is agitating Halifax. The leading people seem to be all in favor of it, except a very few, who fear the small additional taxation.

PRIMARY DEPARTMENT.

Course of Study for the Kindergarten Training Classes for 1897.

For study of first year: "Mother and cossetting songs." General study of the whole, but *special* preparation of the following: Nos. 1, 3, 8, 17, 20, 27, 33 "Education of Man." The four sections dealing with "Unity of Law," "The Following Method," "Studying Nature with the Child" and "Connection of Contrasts," will be those on which questions will be set, and careful illustration required. Three additional papers will be set, respectively, on the "Gifts," "Occupations" and "Miscellaneous." A short story, with distinct purpose, will be required, introducing a child and an animal and appropriate environment.

Those taking the second year will, in addition to the above, have also the following "Mother Songs": Nos. 5, 11, 13, 20, 21, 39, 40, 41, 46. In addition, a clear knowledge of "Fröbel's Philosophy," as given in the introduction to the "Mottoes and Commentaries," will be required. "Symbolic Education" will furnish the questions for another paper.

The following books will be required: *"Symbolic Education," Blow, \$1.50; †"Mottoes and Commentaries," Blow, \$1.50; ‡"The Student's Fröbel," Herford, 75 cents; §"Primary Methods," Hailmann, 75 cents.

The usual specimens of work done will be required. The examiner will also test efficiency of candidates by a short oral examination and observation of ability in the

management of the kindergarten. Let it be borne in mind that all this examination is not so much to find out what the candidate *knows*, as to ascertain her ability to deal with little children in such a way as shall develop orderly habits, neat handwork, joyous activity, and all those qualities that make excellence of *character*.

CATHERINE M. CONDON.

Halifax, N. S.

*Published by D. Appleton, 72 Fifth Avenue, New York.

†D. C. Heath & Co., 110 Boylston Street, Boston.

‡Schermerhorn & Co., New York, where any school appliance or educational works can be obtained.

Weaving and Number Work.

Weaving seems one of the most perfect systems that could have been devised for teaching children to count and to calculate. Words are nothing to a child; it is what he sees and what he does that he remembers. He may be told a hundred times that "two and two are four," and he may even learn to repeat it; but had it been announced that "two and two were five," he would have given the statement the same credence. But when he can realize number "corporeally," so to speak, the impression is a mind picture, and has become lasting. And since number is inherent in this occupation, it is impossible to use it and exclude the science of numbers, thus making weaving of more value mathematically than any other occupation. We have here the means for teaching the elements of arithmetic, as in paper folding we teach the elements of geometry. First, we have the unit, "over one, under one," then "over two, under two," and so on. When the mats of simple principles have been woven, the combinations of numbers included in them is easy to the child. The mat becomes his slate, or blackboard, on which he weaves out his tables in addition, subtraction, and multiplication, or simple problems, the strip "over two" meaning as much to him as the figure "two" to a child in the primary school. The mental training in calculation, which this combining of numbers gives, is invaluable. Weaving may be considered, too, as bearing the same relation to number lessons with the gifts that drawing does to the laying of forms in sticks and rings, being more abstract than counting with the blocks, and less abstract than figuring. The numerical progression in the ordinary "school" of weaving is, first, simple numbers—over and under one, two, three, and four strips; then combinations of numbers, two and one, three and one, four and one, two and three, three and four, etc.; then papers woven in a diagonal direction, familiarly called "steps"; then patterns in repetition and alternation, and so on through designs for oil cloths and tile floors, borders and symmetrical figures, all built on the most exact arithmetical foundation. *Fröbel's Occupations.*

Language Exercises Lie and Lay.

1. I laid myself down to sleep last night.
 2. I lay down to sleep last night.
 3. Lay the loaf on the shelf.
 4. Let the loaf lie on the shelf.
 5. John laid his slate on the bench.
 6. The slate lay on the bench for a whole week.
 7. The surgeon was laying the wounded soldier on the grass.
 8. The wounded soldier was lying on the grass.
- Read these sentences aloud several times. Notice how the forms of *lie* and of *lay* are used.

WRITTEN EXERCISES.

Fill these blanks with some form of *lie* or *lay*.

1. Let us _____ ourselves down to rest.
2. How long do you intend to _____ there!
3. Have you _____ anything by for a rainy day!
4. I saw the dog _____ before the kennel.
5. The hen _____ an egg yesterday.
6. Does the hen _____ more than one egg a day!
7. The soldiers _____ down their arms when they surrendered.
8. The soldiers _____ down to rest when the battle was won.

WRITTEN EXERCISES.

Fill these blanks with *lie*, *lay*, *lain*, or *lying*. When your sentences are complete, read them several times.

1. He had _____ on the sofa all day.
2. Will you let me _____ on this grass!
3. Let us _____ on this soft turf.
4. The babies _____ in their cradles now.
5. The babies are _____ in their cradles now.
6. Last night the soldiers _____ before their camp fire.
7. Where is Queen Titana _____!

How He Found Out.

"Mary," said he, "will you do a little sum for me." "Oh, yes." "Well, write down the number of the month in which you were born. Multiply that by 2, and add 5 to the product. Now, multiply what you have by 50, and add your own age to the product. Now, subtract 365 from what you have, and add 115 to to what is left. Please tell me your answer." She replied, "532." "Ah, I see, you were born in May, and are thirty-two years old." "Yes, but how do you know?" "Because the month of your birth was the fifth of the year, and the last two figures give your age."

Let the class in algebra or higher arithmetic explain why this exercise will always give a result like the above. An ingenious teacher can vary the problem indefinitely, and yet observe the same principle and arrive at the same result.

Tell About the Homes

- In which the rabbits live.
 In which the squirrels live.
 In which birds live.
 In which bees live.
 In which horses stay.
 In which children live.
 In which dogs live. — *American Teacher*.

Tell some ways in which man gets food from the earth!

Tell some ways in which man gets clothing from the earth!

Tell some ways in which man gets fuel from the earth?

Tell some ways in which man gets shelter from the earth!

Tell some ways in which man gets tools from the earth?

That habit is even more than second nature is revealed in the little incident related of the school boy who was accustomed to say, "I has done it." The teacher requested him to write "I have done it" one hundred times after school. He did as required, the teacher staying with him, but as he was just about to finish she stepped into the other room for a moment and the boy in all innocence, desiring to apprise her of the fact that he had completed the assigned task, wrote upon the board, "*I has done it one hundred times and gone home.*"

AN OLD PUZZLE.— Who can explain it?

Let $a = x$

then, $a = x^2$

or, $a^2 - x = 0$

but, $a^2 - x^2 = (a+x)(a-x)$

also, $a^2 - x^2 = a^2 - ax = a(a-x)$, since $a = x$

hence, $a(a-x) = (a+x)(a-x)$

hence, $a = a+x = 2a$

or, $1 = 2$

SCHOOL AND COLLEGE.

Inspector Carter will begin work in Charlotte County as soon as there comes snow enough for traveling. In the interval he will be engaged with the schools of St. John city.

Mr. C. W. Semple and Miss Eldridge, teachers at Beaver Harbor, Charlotte Co., have supplied their school with a fine globe and much useful apparatus.

Mr. Wm. Brodie, principal of the St. Andrews grammar school, spent his Christmas vacation in St. John.

Prince of Wales College, Charlottetown, opened after the Christmas holidays on Tuesday, the 5th inst., with a very large attendance of students.

Fred C. McLean, teacher in Kent street school, Charlottetown, has resigned his position as teacher, and received the appointment of mail clerk on the Souris branch of the P. E. I. Ry. Ira Yeo, principal of the Pownal school, has been appointed his successor.

Miss Mary Erskine, one of Charlotte County's best known teachers, was recently married. Miss Alice M. Black, another well known teacher in that county, has also left the profession for the same reason. The REVIEW extends congratulations to both ladies, and to the fortunate young men as well. Congratulations are also in order to Mr. Luther Hetherington, principal of the Bathurst grammar school, who joined the benedicts during the vacation.

The death of Mr. S. C. Wilbur, late principal of the Moncton high school, will be heard with general regret throughout the province. Mr. Wilbur was a graduate of the University of New Brunswick, had taught school in several important centres, and was principal of the high school at Moncton for the past fifteen years, until recently, when failing health compelled him to resign. His genial disposition and many excellent qualities caused him to be held in high estimation by all who knew him.

Mr. W. A. Nelson has been appointed principal of the Fairville schools.

Mr. T. L. Simmons has been appointed principal of the St. George superior school, Mr. S. A. Morrill having failed to secure his release from the Rolling Dam Board.

Mr. H. H. Stuart has been appointed to the North Road school, Campobello.

Miss Ella Wetmore takes charge of the Sung Cove school, Campobello, next term.

Miss Ethelyn Young has been appointed to the Chocolate Cove school, Deer Island.

G. R. Marshall, principal of the Richmond school, Halifax, has been making a commendable effort to secure a library for his school. With the help of parents and children, supplemented by the proceeds of a lecture given by Dr. MacKay, he has succeeded in getting a number of valuable books, which no doubt will be of great service to teacher and pupils.

Mr. T. E. McLeod has been appointed principal of the Grand Harbor, Charlotte Co., school, in succession to Mr. H. F. Perkins, who has been engaged at Me Adam.

Mr. C. H. Adeson has been appointed principal of the St. Andrews intermediate school in succession to Mr. W. J. Richardson, who has entered upon the study of the law.

Mr. Chas. Richardson has been appointed principal of the Moore's Mills superior school, Charlotte Co.

Miss Lingley, who has resigned, and Miss Phillips, who has obtained leave from the St. Stephen Board, have been succeeded by Miss Henry and Miss Jessie Whitlock.

The many friends of Mr. Geo. M. Johnston, the esteemed principal of the St. George superior school, learned with the deepest regret of his death late in December. Mr. Johnston was stricken early in December with typhoid fever, and, despite every effort in his behalf, slowly succumbed to the disease. He was prominently connected with Masons, Foresters, and temperance societies, and his influence, which among his pupils and the citizens of St. George was very strong, was always for the promotion of what was moral and beneficial. In educational work he was ever most progressive, and took an active interest in institutes and the general weal of the teachers.

The executive of the N. B. Provincial Teachers Institute met in St. John during the vacation. It was decided not to hold a session of the institute in 1897. The Chief Superintendent, Mr. John Brittain, Inspector Carter, Dr. Bridges and Mr. B. C. Foster were appointed a committee to arrange for the meeting of institute in 1898.

The Chief Superintendent held his semi annual conference with the inspectors in St. John, December 30th. All the inspectors were present.

A meeting of the executive of the St. John County Institute was held early in December. A tentative programme was arranged, subject to the approval of the other executives to take part in the joint meeting at St. Stephen in September next.

Miss Agnes Boyd, teacher at St. David Ridge, Charlotte County, has been instrumental in supplying her school with new furniture.

Mr. W. H. Parlee, principal of the Leinster street school, St. John, spent his Christmas vacation in Boston,

The Natural History Society of New Brunswick has on hand ten sets of Volume I (Bulletins I-V), which are being offered for sale. As Bulletins I and II are now out of print this will be the last opportunity to secure a set of those publications. Students of science in the Maritime Provinces who want those publications should apply at once to Mr. P. G. Hall, the secretary of the Society, St. John.

BOOK REVIEWS.

THE STORY OF CANADA, by E. G. Bourinot, C. M. G., LL. D., D. C. L. Pages 463, price \$1.50. Cloth, Toronto: The Copp, Clark Co., Limited. The student of Canadian history will welcome the handsome volume before us for several reasons: The author is a well-known Canadian litterateur whose contributions are widely read and known; its textual appearance is above the average of Canadian books; and the illustrations in maps and portraits are very superior. It is a notable addition to Canadian historical literature.

MURCHIE'S DOMESTIC SCIENCE READERS, Book IV, Pages 219, price 1s. 4d. Published by Macmillan & Co., London. This book the fourth in the series of the Science of Domestic Economy treats of Food and its Composition, Clothing and Washing. The lessons are carefully graduated, and given in such a manner that all weariness is avoided.

PRAKTISCHE ANFANGSGRUNDE, by Hermine Stüven, instructor in German, Boston, Mass. With easy lessons, vocabulary, grammatical rules, etc.; for beginners. Publishers, D. C. Heath & Co., Boston. The aim of this book is to lead up to an understanding of the pure conversational German of the present day by systematically prepared exercise.

FRENCH PLAYS FOR SCHOOLS, with explanatory notes, by Mrs. J. G. Fraser. Price 1s. 6d. Publishers Macmillan & Co., London. These plays may be recommended to schools where French is taught, as an excellent means to interest and advance students.

January Magazines.

Popular Science News, 108 Fulton Street, New York, is of special importance to all interested in the sciences, hygiene, medicine and health. Each number contains about two hundred bright and interesting articles by the ablest writers in the world. It is profusely illustrated and free from technicalities, and interests all readers, even if they are not experts in science. Terms, one dollar a year. Sample copies free. . . . John B. McMaster's article on "A Century of Social Betterment," in the January *Atlantic*, gives many interesting facts. We learn that the great-grandfathers of many of us were men who never in the whole course of their lives used a match or a postage stamp, or heard a steam whistle, or saw a pane of glass six feet square. Business was done under great difficulties, and to carry a bushel of salt two

hundred miles by land cost \$2.50. . . . In the *Forum*, Dr. J. M. Rice continues his valuable series of articles on The Problem of Elementary Education, with a paper on The Essentials in Elementary Education. In the same number, David Starr Jordan has an article on The Urgent Need of a National University at Washington. . . . With the number bearing date January 2, *Littell's Living Age* begins its two hundred and twelfth volume. This sterling magazine loses none of its interest or value, but rather grows in excellence as its years increase—adding the experience of the past with the full appreciation of the needs of the present. . . . The current number of *Appleton's Popular Science Monthly* presents a wide range of topics, nearly all of which are of general interest. In the Editor's Table Anxious Orthodoxy and Growing Illiteracy, or rather growing neglect of the mother tongue, are discussed. . . . Mr. John Dutton Wright of New York, an instructor of the deaf, contributes to *The Century* for January a paper on Speech and Speech-Reading for the Deaf, in which he says: "The majority of people will, I presume, be surprised to learn that there are today more than 2,500 deaf children in this country who are not only taught to speak and understand the speech of others, but are taught as wholly by means of speech as the children of our public schools." The paper is full of interesting details of the latest methods of instruction. . . . In the *St. Nicholas* series of "Historic Dwarfs," Mary Shears Roberts writes of Bertholde, a wise little Italian, whose shrewd wit made him the trusted adviser of the king of the Lombards, long ago. Annie C. Kuiper describes "St. Nicholas Day in Holland," which is not very different in its observances from Christmas day in our own land. . . . Magazine readers will enjoy a literary treat in *The Chautauquan* for January. With the French Academy as a nucleus, French literature, past and present, is made the subject of five attractive articles, three of which are profusely illustrated; many interesting topics are discussed in the department of Current History and Opinion. . . . *McClure's Magazine* commences a series of "Life Portraits of Great Americans" with reproductions of all the existing portraits of Benjamin Franklin known to have been made from life. . . . George Smalley, the famous correspondent in the January *Ladies' Home Journal* reveals "The Personal Side of Prince Bismark." He writes of the Iron Chancellor's home life, his wife and children, and shows him to be a man not all of iron.

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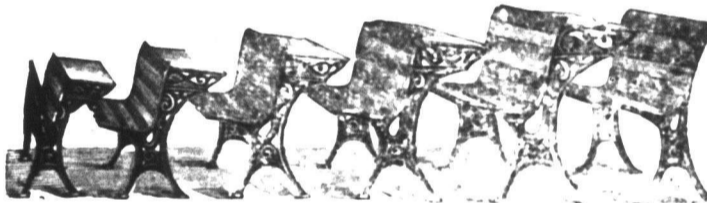
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