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FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XIII. No. 9.

ST. JOHN, N. B., FEBRUARY, 1900.

WHOLE NUMBER, 153.

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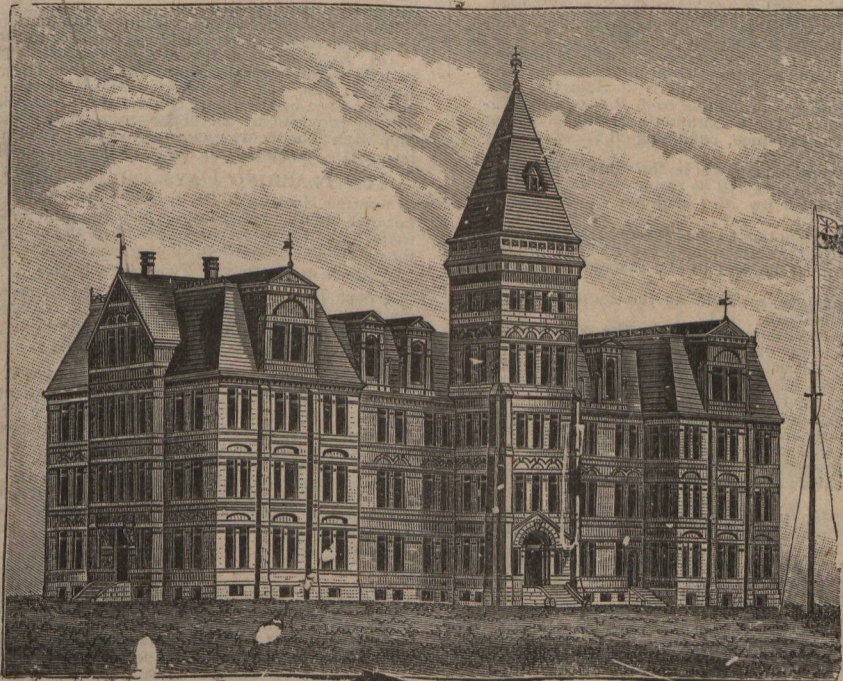
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N. B. Education Department.—Official Notices.

I. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School Buildings in St. John and Chatham, beginning on Tuesday, the 13th day of June, 1900.

The English Literature required for First Class candidates is Shakespeare's "Merchant of Venice," and selections from Keats, Shelley, and Byron as found in Select Poems, published by the W. J. Gage Co., 1896.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class*.—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 3rd, 1900, at 9 o'clock a. m.

The requirements for the several classes will be the same as last year, except that Candidates for First Class will be examined on the First, Second and Third Books of Geometry and Algebra to the end of Quadratic Equations.

Candidates are required to give notice to the Inspector within whose inspectorial district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Junior Leaving Examinations*.—Held at the same time and stations as the Entrance Examinations.

The Junior Leaving Examinations are based upon the requirements of the course of study for Grammar and High Schools as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra and Geometry; History and Geography; Botany; Physiology and Hygiene; and any two of the following: Latin, Greek, French, Chemistry, Physics [Nine papers in all].

The pupils of any school in the province are eligible for admission to this examination. Diplomas are granted to successful candidates.

Fee of Two Dollars to be sent with application to Inspector, not later than the 24th of May.

The English Literature for the Junior Leaving Examinations will be Select Poems of Goldsmith, Wordsworth and Scott, as found in collection published by W. J. Gage Co., 1896.

(d) *University Matriculation Examinations*.—Held at the same time and stations as Entrance Examinations. Application to be made to Inspector, with fee of two dollars, not later than May 24th.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. (Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education Office.)

The English Literature subjects are Shakespeare's "Merchant of Venice," Rolfe Edition, and Selections from Keats, Shelly and Byron, as found in Select Poems, published by the W. J. Gage Co., Toronto, 1896.

The examination paper in French will be based on the syllabus of High School Course for 1899 in Grades IX, X and XI.

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examination. The First Book of Caesar's Gallic War will be required in both cases.

Forms of application for the July examinations will be sent to candidates upon application to the Inspectors, or to the Education Office.

(e) *High School Entrance Examinations*.—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 18th, at 9 o'clock a. m. Under the provisions of the Regulation passed by the Board of Education in April, 1896, question papers will be provided by the department. The principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

II. TEACHING DAYS AND SCHOOL HOLIDAYS, 1900.

SUMMER HOLIDAYS. Six weeks, beginning July 1st. In cities, incorporated towns, and Grammar and Superior School Districts in which a majority of the ratepayers present at the annual school meeting voted for extension of vacation, eight weeks beginning July 1st.

CHRISTMAS HOLIDAYS. Two weeks, beginning on December 22nd.

OTHER HOLIDAYS. Good Friday, the Queen's Birthday and Thanksgiving Day; also, in the City of St. John, Loyalist Day.

No. of Teaching Days, First Term, 123; in St. John, 122.

No. of Teaching Days, Second Term, 94; in cities, etc., 84.

III. EMPIRE DAY.

Wednesday, May 23rd, is to be observed in all the schools as EMPIRE DAY by carrying out a programme of such exercises, recitations and addresses as will tend to promote a spirit of patriotism, and to impress upon the pupils adequate views of their privileges and duties as Canadian citizens and subjects of the British Empire.

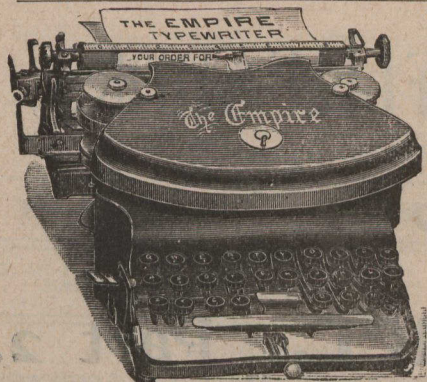
Trustees are urgently advised to provide for the school-house, wherever practicable, a Canadian Flag and a flag-staff; and teachers are instructed to see that the Flag is raised on Empire Day, the Queen's Birthday, Dominion Day, Thanksgiving Day, and other national anniversaries.

IV. TEXT BOOKS.

The First and Second Primers of the New Brunswick Series of Readers, [according to notices in *Royal Gazette* dated August 10th and August 29th, 1899] have now superseded the Primer and First Book of the Royal Reader Series. It is intended that the remaining numbers of the "New Brunswick Readers" will come into use at the opening of the Term in August next. During the present Term it is permissible to use the First Book of the new series instead of the 2nd Royal Reader in any school in which it may be found necessary to purchase new Readers for Grade III.

Education Office.
January 2nd, 1900.

J. R. INCH,
Chief Supt. of Education.



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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
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THE EDUCATIONAL REVIEW.

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The letter in this number from South Africa, by Mr. R. C. Hubly, a member of the first Canadian Contingent, will be read with a great deal of interest. Mr. Hubly, whose portrait appeared in the November *REVIEW*, was teacher of the Hampton, N. B., superior school, and resigned his position to take up arms for the empire.

OUR readers who need flags, school apparatus, books and other equipment for themselves and their schools, should consult our advertising columns. They will find there profitable and interesting reading; and we can assure them that all their wants will be promptly and courteously attended to if they apply to our advertisers. We should be obliged to our subscribers if, in writing, they will mention the name of the *REVIEW* in connection with their request.

WE need not offer any apology to our readers for taking up so much space in this number with Current Events, Compulsory Education, and The Need of an Educational Bureau for Canada. These subjects are of interest to all connected with schools.

THE requirements for Senior Matriculation Examination to the University Matriculation in 1900 will be, for first class licensed teachers, Latin, Greek, botany, of the first year. Other candidates will be examined also in chemistry for junior matriculation.

THE *Canadian Magazine* is becoming more distinctively Canadian in tone each month, and that is a fact which should be the cause of no little gratification to those who like to see the country as it increases in material prosperity increase also in a taste for literature. The February number has an interesting article on the Soldier Police of the Northwest which contains many characteristic instances of their courage and resourcefulness. Other articles on Canadian affairs are The Manitoba Elections, French Canada and Canada, and a continuation of C. A. Bramble's Big Game of Canada. The subjects are illustrated; and there is a series of sketches taken on board the "Sardinian" which shows how the first Canadian contingent spent the time on board ship. There are other articles, some of which take up different phases of military life, and there are stories, poems, editorial comment, and record of current events, making up an excellent and readable number.

THE *Manual Training Magazine* is published by the University of Chicago Press, Chicago, and like other publications from the same source, it is a fine specimen of the printer's art, and is well conducted. It contains an illustrated article on Constructive Design in Woodwork, by Mr. Wm. F. Vroom, formerly of St. Stephen, N. B., now teacher of manual training in New York city.

Compulsory Education.

In Nova Scotia, before the advent of free public schools, an argument used in their favor was, that when no fee prevented, every child would receive a good education, and that the day would soon come when ignorance and its attendant vices would no longer threaten the safety of the individual or of the state. It was found, however, that a considerable proportion of the uneducated neglected the proffered boon, or even refused to allow themselves to be brought under the civilizing influences of the public schools, and still remained a menace to society.

About sixteen years ago the first compulsory attendance law was enacted in Nova Scotia. It provided that every child from seven to twelve years of age must attend school at least eighty days each year. As its adoption by the various school sections was optional, it was practically inoperative.

In Halifax, however, where penalties were imposed for truancy, and a truant officer appointed to look after truants, some good was accomplished. The law was from time to time amended and made more stringent, as experience seemed to justify, until last year it was assimilated to the truancy laws of the most advanced countries in the world. The compulsory age was intended from six to fourteen, and, unless the child was at work, to sixteen. Attendance for *the whole time* was required, instead of for a minimum of eighty days. The following are the most important amendments in the new act:

"Every child in the City of Halifax shall attend school during the regular school hours *every school day*, unless said child shall be excused from such attendance by the board upon the presentation to said board of satisfactory evidence, showing that such child is prevented from attendance upon school, or application to study, by mental, physical, or other good and sufficient reasons.

"Every parent, guardian, or person having charge of any child in the City of Halifax, failing to comply with the preceding section, shall be liable on summary conviction before the stipendiary magistrate, to a fine not less than one nor more than twenty dollars and costs. Provided, however, that before such penalty shall be incurred, the parent, guardian, or other person liable therefor, shall be notified in writing by the secretary of the board of such liability, and shall have opportunity by compliance with the requirements of this Act then and thereafter to avoid the imposition of such penalty.

There is also provision made for the sending of truants to reformatories for a period not exceeding two years.

This is now strictly enforced, but every precaution is taken against the occurrence of any harshness or hardship in cases where there are mitigating circumstances; only the wilfully negligent are punished. The School

Board has notified every parent of the provisions of the law, urging compliance with its requirements in a circular, from which we copy the following arguments:

EFFECTS OF IRREGULAR ATTENDANCE.

1. There is so much work to be done, and the time is so short, that every good teacher plans to have her pupils make some advance every day. At home she prepares for next day's lessons, at least for those which seem to be most important. Each new lesson is easily learned, for new work naturally arouses interest, which is favorable to a deep and lasting impression. But the absent pupil loses this great advantage. The subject may be brought up again for his benefit, but the freshness and interest are gone, and he learns it, if at all, with much greater difficulty.

2. In many subjects it is impossible to understand to-day's problems without a clear idea of yesterday's work. The pupils, therefore, who were absent yesterday must to a great extent fail in to-day's work. They will be continually laboring under a disadvantage and soon fall behind. Leave out every fifth or tenth brick from the foundation and you will not have a very secure building. Leave out every fourth chapter from a good novel, and you may find the interest gone. The pupil who frequently loses a day from school is likely to lose much in reading, spelling, geography, and such subjects, but he will fail entirely in grammar, arithmetic and geometry.

3. Occasional absence from school is apt to produce an indifference which soon grows into a dislike of school and school studies. Irregularity and tardiness are habits which are serious hindrances to success in after life.

4. Irregularity is an injustice to the teacher. She has to-day explained to her class clearly and in the most interesting manner possible, the rule for the addition of fractions. Tomorrow she has to go over it a second time for Willie and Annie, and the day after, a third time for John and Sarah,—otherwise they would have no chance of keeping up with their classes. Or, perhaps, she has gone to much trouble and some expense in getting up an experiment, or in collecting specimens for a Nature Lesson, and feels that all her pupils should be present to get the benefit.

5. Irregularity is a serious wrong to the punctual pupils. They are kept back in their studies while the teacher's time is taken up helping those who have been absent. The general advance of the whole department is hindered. A few tardy stragglers are capable of throwing a marching regiment into disorder.

6. Irregularity is a serious loss to the city. At very considerable expense comfortable schoolrooms and good apparatus are provided. Teachers are hired and ready for the work. But 33 per cent of the pupils are absent,—one-half of these without any reasonable excuse. Now if the schools are worth what they cost, viz., about \$112,000 a year, and if the absent pupils have the average ability for receiving an education, it is clear that there is an enormous loss somewhere; that the good accomplished is 16 per cent less than it would be were it not for the indifference of many parents who, for the most trivial reasons, keep their children home during school hours.

To this must be added the still greater injury, as shown above, inflicted upon the pupils who are in regular attendance, but whose time is wasted and whose progress is hindered by the interruptions of the irregular.

7. The man without children is taxed to support schools on the plea that public education enhances the value of his property, by increasing the general prosperity, and by protecting him from dangers arising from having an illiterate class in the community. And yet the state fails to educate those who need it the most, that is, those who are careless regarding it."

The law is enforced without friction, and the results are very satisfactory. The teachers cooperate cordially with the school board in securing good attendance, so that absence without good excuse is being reduced to a minimum.

In New Brunswick there is no compulsory law of attendance, although her free school system is now nearly thirty years old. In this respect she is behind the sister province of Nova Scotia. She is also behind the civilized countries of Europe, which, with a single exception, have compulsory education laws on their statute books, as have at least thirty-three of the United States. The question of compulsory education has been frequently discussed in New Brunswick, and no arguments worthy of notice have been advanced against the desirability of such a reform. The only argument that might bear weight with some ratepayers is the increased cost. But where persons are compelled to pay taxes for the support of schools, it is clearly evident they have a right to demand, in their own interests and in the interests of the state, that every child of school age should receive a certain measure of school training. Through the ignorance and indifference of the public, and the apathy and neglect of parents, hundreds of children are growing up in this province of free schools who are unable even to read and write. It is a startling fact that many who apply for registration on the voters' lists, applicants for marriage license, or those passing other tests where the mere rudiments of education are required, have to make their marks and stand helplessly by while others write their name; and this in a province where education is free!

Ten years ago Superintendent Crocket advocated compulsory education, and the subject has since been frequently discussed at institutes, on the public platform, and in the press. A few weeks ago a public meeting was called in St. John by number of ladies and gentlemen who are deeply interested in obtaining for that city, and ultimately for the province, a compulsory education law. An admirable statement of the case was made by Superintendent Dr. Inch, whose arguments were convincing for the necessity of such a law. Police Magistrate Ritchie dealt with the connection of illiteracy and crime, showing that vice exists in greater proportion among the uneducated; and he supported his

position by many facts that are brought to his notice from day to day in the police court.

In this connection, a recent statement made by the United States Commissioner of Education Harris, is of interest. An article in a recent number of the *North American Review*, by Rebecca Harding Davis, attempts to show that education has served to increase the amount of crime, and that the graded schools are breeding places for criminals. Commissioner Harris shows by statistics that the opposite of this is true. Among other instances he points out that in the city of Detroit illiterates furnish eight times as many criminals for the jail as the educated; in England and Wales crime has steadily decreased as education has advanced; in fourteen middle and western states, the illiterates furnished more than six times the number of criminals, and in Massachusetts the evidence is equally conclusive—turning the tables, says Mr. Harris, "on that class of sensational writers who deal with hysterical statistics."

Mr Harris draws the only rational conclusion that can be drawn from this matter, when he says: "Nearly all the schools of this country and in England lay more stress on good behaviour than they do upon learning lessons. . . . By insisting on regularity, punctuality, silence, and industry in the school-room, they secure a quality of self-control on the part of the people which no other means can accomplish so well. . . . It seems to me, that if the discipline of a common school which trains the pupil from day to day in the habit of self-control and respect for the rights of others, will not produce law-abiding citizens, nothing else is likely to accomplish it."

The schools are doing this, Mr. Harris might have added, with increasing efficiency every year. Then does it not follow that the children of ignorant and unthrifty parents, the truants, the criminals in embryo, should be compelled to share in advantages provided by the state for its own elevation and security, and to form habits, as early as possible in the life of its citizens, of good behavior, industry and regularity.

A good college story is that which won the prize of ten dollars offered by *The Chautauquan* for the best anecdote. The Professor is explaining "Soul Transmigration." Smith, one of the class, does not quite understand it. Blair arose: "Professor, I think I can explain that to Mr. Smith. Suppose that Mr. Smith dies. His soul passes into a canary bird that twitters and sings to the delight of all listeners. The bird's soul passes into a thistle that ornaments a deserted back yard. A passing donkey devours the thistle, and as I stroke the donkey's long silky ears, I say: Hullo! Smith, old boy. You aren't changed so much after all." Mr. Smith has never had any more difficulty with the theory.

An Educational Bureau for Canada.

In another column there is an extract from Dr. Harper's paper in the *Canadian Magazine* on the need of a Dominion Educational Bureau at Ottawa. The subject was presented in a strong paper by that gentleman before the Dominion Educational Association at its meeting in Halifax in 1898. Since that time the subject has been freely discussed in the press and from the platform. Last May a committee waited on the premier and explained its object, which was favorably received.

If any argument were necessary to convince all of the benefits that would arise from such an organization, no more conclusive showing could be made than the last report of the Educational Bureau of the United States, which has just come to hand. When we read the story of educational progress in the neighboring republic for the past year, we cannot but join in the reproach, that the outsider can only learn of what we are doing in Canada for our schools and education generally by making a collaboration of his own,—a collaboration in which there cannot but arise a great amount of discrepancy to the prejudice of our common country and its interests.

It will be interesting to compare the influence which our educational circles have with the Canadian legislative powers that be with the great influence which is being exercised by the educational associations in Great Britain, Germany and the United States, in the maturing of sound legislation in behalf of educational advancement. Perhaps there is no more influential educational society in the world than the Teachers' Institute of Scotland. In the report of the proceedings of their annual January conference in Edinburgh, mention is made of a motion in favor of providing an educational bureau for Scotland, and the heartiness with which the proposal was received gives promise of immediate results.

Canada cannot afford to shut out any of the influences which will tend to mature its nationality, and as Dr. Harper has carefully pointed out, there can be no question that to secure a Canadian Educational Bureau would bring about an eventual coordination of provincial sympathies that would lead the provinces themselves to see that suggestions in favor of a true educational reform were no other than suggestions in favor of national aggrandizement.

The habit of reading pure English and of using it every day is the best drill for a talker. The best language in the world is that which is so simple and transparent that no one thinks of the words which are used, but only of the thought or the feeling which they express.—*Henry Ward Beecher.*

NATURE-STUDY—FEBRUARY.

A letter has come to us from a lad living in the country who has evidently made good use of his eyes during the past season. It records an interesting species of orchid found last summer, the discovery of a rare butterfly, and a new station for the somewhat rare shrub, the Leather-wood. But best of all the letter shows the interest and pleasure the lad takes in his surroundings, and his desire to know more of nature and native things. How this spirit of investigation and sympathy with nature has been aroused, we know not, but we believe that our teachers have it in their power to help this along and thereby enrich the lives of all the children in the country, so that each one "shall love the country better and be content to live therein." This is quoted from the language of the charter of the Junior Naturalist Club, an organization under the direction of the agricultural department of Cornell University.

During the past year or two, the naturalists of that department have met with signal success in forming nature-study bands or clubs among the children of New York state and elsewhere. In several departments of one of the schools in Charlottetown, P. E. I., a few weeks ago, clubs were formed under the guidance of the Cornell University Department, which sends its leaflets of instruction to those who wish to become interested in this movement. Teachers would derive valuable help and guidance in directing nature-study in their schools by procuring these leaflets, which contain many hints and suggestions that may be followed or adapted to individual needs.

As there is a lull in nature-study during this month, a few words may not be inappropriate in regard to the attitude of teachers and children toward it, and the proper way to enlist the sympathy and co-operation of children.

It is very clear that little can be accomplished in nature-study by stated lessons in school unless these are preceded and followed by quickening the child's interest and activity by giving him something to do, to find out, and, on his own account, to gather experience and knowledge from what is about him. The great gain from this is that children find life, especially in the country, more interesting. The stimulus that is given by children getting knowledge at first hand, and step by step increasing that knowledge from their own surroundings and through their own efforts, is one of the best means of discipline that they can possibly have.

What is most needed to secure the best results in nature-study is the active and enquiring teacher, equip-

ped with some accurate knowledge, a steady purpose to know more, and with a constant and ever-widening sympathy with young workers themselves.

Since beginning Nature-study by Months in the REVIEW, we have examined some books, pamphlets, and lessons on the subject. The result is disappointing. Some of the writers of these "lessons" in attempting to arouse interest represent animals and plants as speaking and acting like persons. In "Æsop's Fables," or the stories of "Uncle Remus," or Kipling's Jungle Stories, this is well enough, but to attempt to sweeten nature-study by an account of the doings of Mr. and Mrs. Spider, Mr. and Mrs. Hermit-Crab, Master Tadpole, and so on, there is something absurd about it. A writer in *The Outlook* very truly says that these distortions "give the children wrong impressions, not so much of individual facts as of underlying principles, which are far more important. . . . But even granting that most children prefer hearing about plants and creatures which are made to think, feel and act like human beings, is it worth while to give them these false ideas of the plants and creatures and call it 'Nature-study'? Is it even right to teach children as facts, ideas which have no foundation in fact? Suppose they do prefer such tales, is that to settle the question?"

The interest that is aroused by thus tickling the fancies of children is as brief as it is false, and children themselves soon begin to realize the absurdity of it. Is not Nature interesting enough in herself to captivate children without resorting to means, that, from an educational standpoint, are questionable. In the formation of the snowflake, in the crystallized frost on the window pane, in the life history of a plant or animal, in the habits of plants and animals, and in hundreds of other cases in nature is there not an abundance of the true and wonderful, sufficient to excite the admiration and win the sympathy of children, without resorting to any spurious aids?

For the REVIEW.]

Some Questions on Byron's Childe Harold, Canto I.

1. Line 9 :

"So plain a tale—this lowly lay."

Is this bit of self-criticism sincere or affected? In what respects is it, and in what is it not, a correct description of the poem?

2. Perhaps you have been annoyed by blunders in the text of your copy, or by absurdities in the notes. If so, relate your experience and relieve your mind thereanent.

3. There are probably some opinions expressed in the

poem that you don't agree with. Pick them out and say what you have to say about them.

4. What seem to be Byron's views on the Peninsular War, and on Britain's share in it?

5. We are told that Childe Harold is written in the Spenserian Stanza. We read and hear much to-day of the Spenserian philosophy. How does the philosopher spell his name? When did he live? How does the stanza-man spell his name? When did he live? What poem did he write in that form? Describe the form. What other poems (a) that you know, or (b) that you have heard of, are in that form? In what else has Byron imitated Spenser? Give instances.

6. Write a character-sketch of Harold, based only on the two lyrics in this canto. What is a lyric?

7. Which one line in the canto contains the handsomest compliment to the personal charms of a woman?

8. Draw a face, or a series of them, to fit Byron's description of Harold. Note especially lines 34, 37, 46, 48-9, 53, 65, 104-7.

9. Note any instances which Byron records of Harold's thoughtfulness for others.

10. Quote lines on Lisbon as seen from without, and from within.

11. Write a free prose paraphrase of stanzas 24-26, or a commentary, or a mixture of both, so as to make the meaning plain to an average Grade IX intellect.

12. Write out and mark scansion of lines, showing how Byron accented some words often mispronounced.

13. What is Byron's test for an "open, artless soul?"

14. Line 129: Why "Mother earth?" And why is our language called the "Mother" tongue?

15. Lines 186-9: Is this true of dog-nature? Cite any instances for or against from what you have observed, or heard, or read.

16. Line 272: See if you can improve the construction without spoiling the rhythm or rime.

17. Give examples of the different kinds of frontiers mentioned in stanza 32.

18. Lines 369-70: Compare the boundary line between New Brunswick and Nova Scotia.

19. There are lines in this canto which, in sense or form, or both, have made readers think of the following passages. Try to find the lines:

"Can storied urn or animated bust
Back to its mansion call the fleeting breath?"

"None but the brave deserve the fair."

"Not to know me argues yourself unknown."

"Ere the babbling eastern scout,
The nice Morn on th' Indian steep,
From her cabined loop-hole peep,
And to the tell-tale Sun descry
Our concealed solemnity."

20. Stanza 69-70: What do you suppose Byron meant by putting these stanzas in here? Try a parody on them, describing the Sunday amusements of your town or village.

21. Line 14: Is wight ever used of a woman?

22. Line 37: "Sin's long labyrinth." What is it called in the Bible and in Shakespeare?

23. Lines 100-4: What port did Byron leave on his voyage to Portugal? See his letters.

24. Lines 113-197: Byron wrote a riming adieu also. See his letters, and compare with Harold's.

25. Line 200: How far is it from Falmouth to Lisbon? How long does it take now to make the trip?

26. Lines 211-215: Annotate man, scourge, command, foemen.

27. Line 233: A note-maker says the plague was leprosy. Was it? Quote some more negative triads.

28. Stanza 19: Which line do you think the best?

29. Line 433: Search the poem for evidence that Byron probably had a friend there.

30. Why "taste the gale," in 608, and "gulp their weekly air," in 696?

31. According to Byron, what are "the hero's amplest fate," "all that kings or chiefs e'er gain," "the blight of life?"

32. What does Byron use as an image for restlessness; what for tender fierceness? A. CAMERON.

Yarmouth, N. S., February, 1900.

John Ruskin.

"If ever a man lent out his mind to help others, Ruskin is the man." So writes Mrs. Ritchie (Thackeray's daughter) in her *Records of Tennyson, Ruskin, Browning*; and, indeed, as we think of him, whose long life has so lately closed, it is on this part of his work that we dwell. It is not so much the art-critic or the master of beautiful prose that we are grateful to, as the earnest teacher, the adviser, the generous giver of thought and time and money to those who needed his aid. We may say of him what in effect "Tom Brown" says of Dr. Arnold, that what he tried to do for his fellow men was to open their eyes that they might see God's glory, and soften their hearts that they might feel the bond of human fellowship. For he taught consistently; first, that all beauty is a revelation of God and to be regarded with reverent delight; and secondly, that the delight must never be a selfish one, but must be shared by all God's creatures. "I have long believed," he writes, in the "Stones of Venice," that in whatever has been made by the Deity externally delightful to the human sense of beauty, there is some

type of God's nature or of God's laws." And years later, in "Fors Clavigera," he says: "I simply cannot paint, nor read, nor look at minerals, nor do anything else that I like, and the very light of the morning sky * * * has become hateful to me because of the misery I know of, and see signs of where I know it not, which no imagination can interpret too bitterly. Therefore, as I have said, I will endure it no longer quietly, but, henceforward, with any few or many who will help, do my poor best to abate this misery."

A very few facts of Ruskin's life may be noted here. Born in 1819, in London, of wealthy parents, he was brought up very strictly and simply. In "Præterita" (1887) he has given us some pretty glimpses of his child life, and some idea of his careful training. He is grateful for his mother's insistence on reverent and accurate reading and study of the Bible, which, he says, "I count very confidently the most precious and, on the whole, the one essential part of my education." "Peace, obedience, faith," and "the habit of fixed attention," he learned, he tells us, in his early life. He travelled, both in England and abroad, with his parents while still a boy, and was encouraged by his father to care for good pictures. In 1836 he went to Oxford, and afterwards studied painting. His first publication, the first volume of "Modern Painters," was in defence of the work of the painter Turner. This was in 1843, and the fifth and last volume appeared in 1860, the scope of the work, as well as its power, increasing as it went on.

We may let him speak for himself of his writings: "In rough approximation of date nearest to the completion of the several pieces of my life work, as they are built one on the other, at twenty I wrote 'Modern Painters'; at thirty, 'The Stones of Venice'; at forty, 'Unto this Last'; at fifty, the inaugural Oxford lectures; and if 'Fors Clavigera' is ever finished, as I mean, it will mark the mind I had at sixty, and leave me in the seventh day of my life, perhaps, to rest. For the code of all I had to teach will then be in form, as it is now in substance, completed.

"'Modern Painters' taught the claim of all lower nature on the hearts of men; of the rock, and wave, and herb, as a part of their necessary spirit life; in all that I now bid you to do, to dress the earth and keep it, I am fulfilling what I then began. The 'Stones of Venice' taught the laws of constructive art, and the dependence of all human work or edifice for its beauty on the happy life of the workman. 'Unto this Last' taught the laws of that life itself, and its dependence on the 'Sun of Justice.' The inaugural Oxford lectures, the necessity that it should be led, and the gracious

laws of beauty and labor recognized by the upper, no less than the lower, classes of England. And lastly, 'Fors Clavigera' has declared the relation of these to each other, and the only possible conditions of peace and honor, for low and high, rich and poor, together in the holding of that first estate, under the only Despot, God, from which whoso falls, angel or man, is kept, not mythically nor disputably, but here in visible honor of chains under darkness to the judgment of the great day; and in keeping which service is perfect freedom and inheritance of all that a loving Creator can give to his creatures, and an immortal Father to His children."—

Fors Clavigera.

Two events of Ruskin's life must not be passed by: his election to the Slade Professorship of Fine Arts at Oxford, where he is said to have exerted a great influence over the undergraduates, and his institution in 1871 of the Guild of St. George, a society organized with the purpose of buying English land to be cultivated free from the rush of competition.

For the last ten or twelve years Ruskin has lived in retirement at his home at Brantwood, where he died January 20th.

Some of his more important works, besides those named above, are: "The Seven Lamps of Architecture," "Sesame and Lilies," "The Crown of Wild Olive," "Ethics of the Dust," "The Queen of the Air."

His accuracy in matters of natural science has been called in question, his theories of political economy mocked at, and his unequivocal dogmatism is often irritating. But his extraordinary powers of observation, wedded to a marvellous command of language, would of themselves compel our admiration. For the rest let Mrs. Ritchie speak: "We are all apt at times to feel that meat is more than life, and raiment more than the soul; at such times let us turn to Ruskin. He sees the glorious world as we have never known it, or have, perhaps, forgotten to look upon it. He is so penetrated with the beauty and glory of it all, of the harmony into which we are set, that it signifies little to him upon what subject he preaches, and by what examples he illustrates his meaning. There is a blessing upon his words."

The quotation with which I shall close is of peculiar interest to us to-day, and will, I believe, find an echo in many hearts: "I am often accused of inconsistency, but believe myself defensible against the charge with respect to what I have said on nearly every subject, except that of war. It is impossible for me to write consistently of war, for the groups of facts I have gathered about it lead me to two precisely opposite conclusions.

"When I find this the case, in other matters, I am silent till I can choose my conclusion; but, with respect to war, I am forced to speak, by the necessities of the time; and forced to act, one way or another. The conviction on which I act is, that it causes an incalculable amount of avoidable human suffering, and that it ought to cease among Christian nations; and if, therefore, any of my boy-friends desire to be soldiers, I try my utmost to bring them into what I conceive to be a better frame of mind. But, on the other hand, I know certainly that the most beautiful characters yet developed among men have been formed in war; that all great nations have been warrior nations, and that the only kinds of peace which we are likely to get in the present age are ruinous alike to the intellect and the heart."—*Appendix to "The Crown of Wild Olive."*

NOTE.—English copyright editions of Ruskin are very beautiful and very expensive. Cheap editions are not always to be trusted. The Brantwood edition, published by Maynard, Merrill & Co., New York, is authorized; is admirable in appearance and moderate in price, and has the advantage of introductions by Charles Eliot Norton. The beginner is advised to read "Sesame and Lilies," and the little volume of selections from Modern Painters, called "Fronde Agrestes," and published by Merrill & Baker, New York. After these may follow "Ethics of the Dust," "The Crown of Wild Olive," and "The Queen of the Air."

Miss Vida Scudder's "Introduction to the Writings of John Ruskin," (Leach, Shewell & Sanborn; 54 cents), will be found very useful.

ELEANOR ROBINSON.

Letter from South Africa.

BELMONT, Cape Colony, Dec. 30, 1899.

To the Editor *Educational Review*, St. John, N. B.:

DEAR SIR—The other day I had the good fortune to enter a South African school-room. It is situated about two miles from the camp of the Royal Canadian Regiment. Unluckily for me it has been closed since the opening of hostilities, so that I had not the pleasure of seeing it in operation. It seems that it is the custom of the Cape Colony Government to select some beautiful country spot handy to the more popular centres and there establish a government boarding-school. This is such an one. The place is a little paradise, situated as it is in the midst of the far stretching veldt. In front, about a quarter of an acre is devoted to the cultivation of flowers which rival in beauty those in our own gardens. Here we may see many old acquaintances. Then there is a large orchard, where the blossoms of the fig, pome-

granate, pear, apple and peach trees lend a mingled perfume to the breeze. And the fruit gladdens the children. Or you may see long rows of the grape vine at this season with clusters half ripe. To enhance the beauty of the place, there is a never failing spring (the only one we have seen in South Africa) which feeds a pond of about four acres. This pond is banked by willows and bamboo, while farther in you may see the oleander, in height about thirty feet, covered with its beautiful sweet-smelling pink blossoms; or cacti, with their large variously colored flowers, may be seen growing to the height of from six to ten feet.

Between the garden and the house is the playground, about an acre in extent, oblong in shape. In the midst of this, hanging to a tree, is the school bell, about the size of that of a locomotive. The school-room itself is cheerful and well equipped, although the desks are made to accommodate four or five students. The walls are hung with good maps, the most conspicuous being that of Cape Colony. In one corner stands an organ which proved to be in excellent tone. The room is lighted by long narrow windows on both sides. The black boards are good. On the floor we noticed many large dark blotches which we found to be blood. The room was used as a hospital after the battle of Belmont, fought on November 23rd, when the Boers were driven from their strongly intrenched positions on the neighboring kopjes. (I may say here that the Canadians had to do a lot of fatigue work cleaning up those kopjes to make them fit for outposts, burying numerous bodies of Boers and carcasses of horses).

To this school came about seventy scholars, mostly from Kimberley, which is about thirty miles to the north.

Yours respectfully,

RUSSELL C. HUBLY.

G. Co., Can. Contingent.

An Educational Bureau for Canada.

* * * It may be startling, but it is none the less true, that Canada is the only civilized nation or *quasi*-nation in the world which cannot tell, in unit form, the story of its own educational progress. As has been said, "the world can learn nothing of our educational status as a consolidating Dominion by applying to the central government for information. The Federal authorities have no more the means of giving co-ordinated information on the educational standing of the country as a whole, than they have the means of making a census of the South Sea Islands." And surely in such a fact there is an unanswerable argument that a collaborating sub-department of the kind advocated [an Educational Bureau] is a necessity, even if the plea

of giving more play to the moral induction between all our school systems is to be discountenanced. The mere chronicling of provincial efficiencies in the matter of education would in itself be a fostering of our national pride, and to possess ourselves of that simple function as a federation on its way from colony to nation is surely no unworthy project.

But there are several higher functions of an Educational Bureau, which are worthy of consideration; and I cannot do better than quote the following from the *Educational Monthly*, a periodical which has given no little attention to the subject of an Educational Bureau for Canada. As that journal says: "The following reasons may be enumerated to show how a Canadian Bureau of Education would prove a potent means for improving, vitalizing and coordinating the various school systems in the Dominion, and provide an inter-blending of educational influences that would bring us nearer to being one country, one people.

(1) "The proposed Bureau of Education would have as one of its most important functions the collection of all documents referring to educational developments in any part of Canada, and the preparation of historical memoranda connected therewith.

(2) "Such a Bureau would see to the issue of an annual report, containing a comparative statement of the school statistics of the various provinces, and referring to the prominent educational movements in the various sections of the country during the year.

(3) "The Bureau would also supervise the preparation of a compend of the great educational movements in other countries of the world, and offer suggestions as to the adoption of the best measures, based upon the experiments of administration made in these countries.

(4) "By judicious means, such a Bureau would also see to the diffusion among the people of all the provinces information respecting the school laws of the different provinces, the classes of school-officers and their respective duties; the various modes for providing and disbursing of school funds; the qualifications of teachers, and the best modes of training and examining such; the most improved methods of imparting instruction as well as organizing, classifying and grading schools; the collecting of plans for the building of commodious and well-ventilated school-houses, and the taking cognizance of any educational activity that might lead to a better insight into school work in all its phases, on the part of those entrusted with the management and supervision of our Canadian schools and school systems.

(5) "But besides being an agency for the diffusion of correct ideas respecting the value of education as a quickener of intellectual activity throughout the whole

country, such a Bureau would have suggestions to make in regard to the educative means to be adopted to secure the higher industrial effects in science and art, without which there can be little advancement or even permanency in the manufacturing industries of a country.

And (6) "Through the influence of the Minister, under whose supervision it might be placed, and the public utterances at conventions and educational gatherings by the officers who have its affairs immediately under their charge, such a Bureau would tend to bring about a wholesome and general knowledge of education as a subject intimately mixed up with the industrial, intellectual and moral advancement of the whole people."

It may be here stated that the movement is progressing. It has been inaugurated by the Dominion Educational Association, whose members are of all creeds and races; and a deputation from that Association lately waited upon Sir Wilfrid Laurier to lay before him the views of our educationists on the subject. The Hon. Dr. Ross, who with others of the superintendents, has favored the movement from the first, was one of the deputation. The newspaper press has given the subject very favorable attention; and with an advocacy that shows no impatience about it, the public mind is gradually being educated to know what is involved in the proposal. Our public men have finally to understand that there is in it no danger to any public interest, but a great public gain in which no person or party's prestige is to be gained or lost; and this, I think I have made plain, has been the object of my writing the above.—*Dr. J. M. Harper in Canadian Magazine for November.*

Teachers' Institute, District No. 10, N. S.

On Tuesday evening, December 19th, the fifteenth session of the Cumberland and North Colchester Teachers' Institute was opened by a reception in Wood's Hall, Oxford, provided for the visiting teachers by the local teachers. The evening's entertainment was a success in every sense of the word. Councillor Ross's address extended in behalf of the town a most cordial welcome to all.

In his reply Inspector Craig spoke in his easy and pleasant manner of the marked improvements in the town of Oxford, especially that of school accommodation, since the last teachers' convention, nine years ago.

At 9 o'clock a. m. on the following morning about 140 teachers assembled in the High School for registration, after which the president, Inspector I. C. Craig, delivered a very carefully and elaborately prepared address especially urging upon the teachers the great necessity for thorough nature-study in our common schools. Miss Bessie J. McNeil then read a paper on "Over-pressure

in our Public Schools." A lively discussion on the subject matter of the paper occupied the remainder of the morning session. Dr. Magee, Prin. Slade, A. D. Ross, M. R. Tuttle, W. M. Hepburn, all expressed the opinion that the present high school course is too difficult, and suggested that the amount of work for each year should be shortened, in order to perform it thoroughly.

Dr. Magee and Mr. Tuttle criticized the act of placing the Vicar of Wakefield, in its present form, in the hands of boys and girls. Dr. Magee voiced the sentiment of all, we think, when he also said, "There is unrest abroad in regard to our high school course."

The fact is patent that under the present high school course as it stands, the boys and girls of Nova Scotia cannot attend to any other department of mental improvement while pursuing said course, if they attempt to be successful at the examinations prescribed from year to year. The feeling of the meeting was not to shirk any duty or amount of work, but simply to make a plea for a less quantity each year, that the work may be done better without endangering the pupils' health.

Wednesday afternoon session opened with an increased attendance. Mr. E. Kaulbach, of the Maritime Business College, at Halifax, gave a very pleasing and profitable address on different phases of book-keeping. He said the subject was much neglected in our public schools. He also said that the cause of failure in book-keeping at our provincial examinations is, that children of 14 or 15 years are unable to grasp the ideas involved in the subject. Mr. Kaulbach gave on the blackboard an account illustrative of a cash book that might be kept by a boy in his own little affairs, followed by some very clear explanations and illustrations in journalizing.

He strongly advised teachers to have their pupils write out every form in their book-keeping course, and perform every transaction as it should be done in actual business.

Principal Slade, of Oxford, said that he had endeavored to follow Mr. Kaulbach's plan in the teaching of book-keeping in his school for some years past, and found it very satisfactory. Have every transaction carried on as it must be done in ordinary business.

Principal McNealy, of Springhill, asked Mr. Kaulbach's opinion on one of the book-keeping questions at the Provincial Examinations of 1899, which brought out the indefiniteness of the question and the impossibility of finding a correct answer.

Mr. B. W. Chipman, Secretary of Agriculture, then addressed the meeting at some length on the subject of Agriculture and Horticulture emphasizing the matter of fruit-growing, the making of butter and cheese, and the improvement of cattle by introducing better breeds. He showed the comparative products per annum of gold, coal, and the farm in Nova Scotia, giving the farm a decided preference. He considered farming not only a remunerative vocation, but a noble one, and advised men to take courage from the advancement already made and press forward.

Inspector Craig and Dr. Magee, in speaking to Mr. Chipman's paper, advocated the idea of the farmer having a thorough knowledge of his business, and then carrying on his agricultural operations in a systematic manner. The Doctor thinks farmers make a mistake when they

take money off the farm and put it in the bank, instead of doing like the business man who takes his money out of the bank and puts it into his business.

On Wednesday evening, 20th inst., Principal McNealy, of Springhill, assisted by Messrs. Munn and Pippy, interested a very large audience in the Baptist Church, by giving them a geographical and historical lecture on the Great North West of Canada, illustrated by sixty-eight elegant lantern views. Dr. Magee, of Parrsboro, followed with an exhibition of the Zeigler Tubes. The various colors shown were both amusing and interesting.

Thursday, December 21st.—Miss Annie B. McKenzie, of East Wallace, read a very carefully prepared paper on "School Environments." The points emphasized in this paper were neatness, cleanliness, tasty ornamentation, tidy playground, etc. The writer very clearly showed that the cooperation of pupils can be secured in making flower beds, planting trees, etc. After a few complimentary remarks by Inspector Craig, Mr. Blair, horticulturist of Nappan, in a short address, gave the Institute some practical advice regarding the planting of trees, viz.: maple, pine and spruce. He also said great care should be taken in transplanting trees to preserve all roots and keep them wet during time of removal from the forest to place of planting. Guard against the death of a tree, as it teaches the children failure when success should have been the result.

Dr. Magee gave a short talk on Chemistry, accompanied by a very interesting experiment which drew out the observing powers of those present.

Miss Margaret McPherson taught a lesson to grade IV pupils, entitled, "From Mineral and Rock to Soil." She brought out a number of important points regarding the operations of nature in changing the form and appearances of things. It was a lesson well worthy of imitation. Principal Slade spoke of her teaching in complimentary terms. The Superintendent of Education said he was pleased with the lesson, and also to see the teachers interested in nature-work.

Principal Crowe, of Central Economy, read a very excellent paper, entitled "Flotsam and Jetsam," which elicited a lively discussion by Messrs. Johnson, Fraser and others.

Dr. Hall, of Truro Normal School, complimented the Institute because the work done thus far has been so eminently practical. He thought the educational problem should be considered under two heads: (1) Proper selection of material; (2) Proper adaptation. The Doctor made some practical points on leading the child along lines already interesting to him. May every teacher carry out the suggestions offered by the writer of this paper, and never again work in opposition to nature, especially when it is child nature we are operating on. Messrs. Tuttle, Ross and Slade spoke in favorable terms of the principles set forth in Dr. Hall's paper.

N. D. McTavish, Esq., then read a paper on the Metric System in our course. The subject was ably dealt with by the writer in his usual pleasant style. He argued in favor of the system, showing how arithmetical calculations may be simplified by adopting this method.

Principals Lay, McNealy, Gilroy, and Crowe, spoke in favor of the metric system. Mr. A. D. Ross gave expression to some valuable hints as to the best method of teaching the tables in this system. The Superintendent of Education said that England engages many German clerks on account of their knowledge of the metric system.

The public educational meeting in the Baptist church, on Thursday evening was a grand success. Inspector Craig presided. On the platform, A. H. McKay, LL.D., Superintendent of Education, Firman McClure, M. P., H. J. Logan, M.P., and Principal E. J. Lay, of Amherst Academy. Inspector Craig read a letter from Mayor J. A. Dickie, of Amherst, regretting his inability to be present at this meeting. The chairman, Mr. I.C. Craig, complimented the citizens of Oxford in keeping pace with the leading towns of the province in education. He then introduced Dr. A. H. McKay, Superintendent of Education, who began by expressing himself as pleased to be present at this Institute. He said that he had been profited by the meetings in his aim to have the educational matters of the province under his control improved, though practically there is no perfect system of education. The world changes, consequently education must change. He congratulated this Institute on being the largest ever held in the province. He also spoke along the line of practical work in school, emphasizing the idea of thoroughness in teaching, and of making the lessons lead pupils to look at the industrial side of education. Education, in its inception, was for the few, but now it is for all. He expressed himself as much pleased with many things on educational lines in Cumberland and Colchester, making special mention of the work started by Principal Lay when he was School Inspector in District 10, the Joe Howe Memorial Fund, the public school buildings of Oxford, and the efficiency of the schools of the town. He further said that the neatness, cleanliness, and freedom from marks or scratches on the building spoke volumes for the youth of Oxford.

Addresses were delivered by Messrs. McClure, Logan, Dr. Hall, Prin. Lay. The latter presented Inspector Craig, in behalf of the Institute, with two very beautiful chairs, one for himself, and the other for Mrs. Craig, accompanied by the following address:

DEAR SIR,—We, the teachers of District No. 10, in convention assembled, desire to express our deep sense of the estimation in which we hold you as inspector. For eight years you have gone in and out among us, giving the most conscientious attention to your duty, without sparing yourself in its arduous nature, nor grudging time nor effort on your part to help us; and, when we failed, to instruct us in the proper discharge of our duties. Although for a long time such have been our feelings, still, in such a scattered community as you work, and ourselves so widely separated, it is not always possible to express our united sentiments on any particular subject. However, we cannot allow a gathering like this to pass without assuring you of our esteem and goodwill. Along with that, as it is holiday season, we desire you to accept these two chairs as a slight token of our feeling toward you, in which we hope that Mrs. Craig and yourself may spend many a happy evening talking with kindly feelings of the teachers of District No. 10.

Signed in behalf of the Association,

W. R. SLADE,

Secretary-Treasurer of Cumberland and
North Colchester Institute.

Mr. Craig made an appropriate reply, and the meeting closed with "God Save the Queen," and three cheers for the Canadian Contingent in South Africa.

Friday morning session, perhaps the most practical and profitable meeting of the Convention, was opened with a very excellent paper, by A. R. McBain, Esq., on "High School work in the Common School." This paper elicited much interest and lively discussion. The prevailing opinion among those who spoke was, that High School work beyond Grade IX should not be done in our miscellaneous schools. The usual votes of thanks and exchange of complimentary remarks were gone through and then the Institute appointed its officers, viz.:—M. McNealy, Esq., Vice-President; W. R. Slade, Esq., Secy.-Treasurer; A. R. McBain, Miss Jennie Summerville, Miss Etta McAulay, the Principal of Great Village School, and Dr. Magee, Executive Committee.

Session closed with God Save the Queen. Number enrolled, 182. Total number of teachers present, 200.
W. R. SLADE, *Sec'y.-Treasurer.*

CURRENT EVENTS.

Kentucky is in bloody turmoil over the result of the state elections. After a close contest in which both parties claimed the victory and each charged the other with improper practices, Taylor, the Republican candidate for governor, was declared elected and was sworn in. The legislature, which is strongly Democratic, declared Goebel, the Democratic candidate legally elected; and preparations were made for swearing him in as governor of the state. Goebel was shot down on the street and fatally wounded; but the oath of office was administered to him on his death-bed, and the Democratic candidate for the office of lieutenant governor was also sworn in. Another prominent politician has been assassinated. An arrangement has been reached by which, it is hoped, further bloodshed may be averted.

The work of damming the Nile is one of the greatest feats of modern engineering. Two great dams are being erected, ancient canals restored, ancient sluices rebuilt. When it is finished, it is said, the land of Egypt will enjoy a fertility it has not known for two thousand years.

French is no longer exclusively used as the language of diplomacy. The new commercial treaty between Mexico and China has been written in English.

Another crisis in affairs in China is reported. The young emperor, acting, it is believed, under compulsion of the dowager empress, has abdicated in favor of a boy named Pu Chun; but the real power, of course, remains in the hands of the dowager. The deposition of the emperor is due to his progressive views and his friendship for foreigners; the party in power having much the same feeling towards Europeans as our friends in British Columbia and California have towards Asiatics.

It is reported that King Menelik, of Abyssinia, who recently started for the Soudanese border with a large force, has returned home and dismissed his army.

Russian activity in Persia is attracting notice. It is announced that the Russian government has authorized a Persian loan of 22,500,000 roubles, guaranteed by Persian custom house receipts. This is interpreted in some quarters to mean that Persia is henceforth virtually under the control of Russia.

The great Trans-Siberian Railway has been completed as far as the navigable waters of the Amur, and Russian communication by rail and steamer is now unbroken from the Atlantic to the Pacific. Siberia, which is thus opened up to commerce, consists of three great natural divisions, the Tundra, the Taiga and the Steppes. The Tundra, treeless and sterile, from 200 to 500 miles in breadth, corresponds to the barren lands of our North West. The Taiga is the forest belt, hundreds of miles in width, thousands of miles in length, and of inestimable value. South of these lie the Steppes, by far the most valuable of the three divisions, not a dreary desert, though in some parts sandy and barren, but a most delightful country, with abundant natural resources now made accessible.

An invention has been tested in England for steering any craft, whether submerged or not, by an ether wave, or the wireless telegraph principle.

About 4,000,000 of the people of Belgium speak the Flemish language. Both Flemish and French are used officially, as are the English and French languages in Canada; and there is an organized effort to counteract the tendency to make French the official language of the kingdom.

A rebellion among the Tagas in British North Borneo has been suppressed after two days' fighting.

Some persons who are fond of disputation argue that the twentieth century began on the first day of January, 1900. This implies a year 0 between the year 1 B. C. and the year 1 A. D. The British Astronomer Royal dismisses the year 0 as never existent. "The question was fully discussed," he says, "at the century dinner in Glasgow, on April 5, 1870, when the Lord Dean of Guild, after quoting various authorities, gave his decision as arbiter that the nineteenth century did not begin until 1801, January 1, and that similarly the twentieth century will not commence until 1901."

By the revocation of the charter of the Royal Niger Company, an immense territory in West Africa has come under the direct administration of the Crown. The country, which embraces the lower course of the Niger and its tributaries and extends northward and eastward to Lake Tchad, is rich in minerals and sustains a native population of over 30,000,000. The principal native states are the Sultanate of Sokoto, with 10,000,000 inhabitants, and Bornu and Gando, each with half as many more.

The telephone service is being rapidly extended in Europe, and soon all the principal countries will be in connection with the lines now established.

The war in the Philippines seems to be drawing to a close. Aguinaldo is a fugitive in the mountains, and his followers are scattered; but some time will yet be required for the complete pacification of the islands and the restoration of order.

It is again proposed to unite Great Britain and Ireland by a submarine railway tunnel. The route which finds most favor is beneath the North Channel, from Magee Island, in Ireland, to Port Patrick, in Scotland, a distance of about thirty-three miles.

Dr. Conan Doyle, the novelist, is going to the front as a surgeon. He is quoted as saying :

I would build a monument to President Kruger of the size of St. Paul's cathedral, putting him under it ; and I would write across it, "To the memory of the man who federated the British empire."

A monster meeting of Hindus and Mohammedans recently held in Calcutta passed a resolution expressing unswerving loyalty and attachment to the British throne, and subscribed sixty-three thousand rupees toward the fund for the relief of the widows and families of the victims of the South African war.

An order-in-council has been passed for the repatriation of the 100th Prince of Wales Royal Canadian Regiment, with its head-quarters at Halifax. This regiment is now the Leinster Regiment, with head-quarters in Ireland.

The second Canadian contingent has sailed for South Africa ; and the Imperial authorities have accepted the offer of Lord Strathcona to send a body of mounted men at his own expense. This body, to be known as the Strathcona Horse, will consist of about 500 men. The province of British Columbia asks to be allowed to send 100 men as scouts and sharpshooters. As if to further prove the loyalty and patriotism of Canada, there is now a movement, originating in Vancouver, B. C., to offer an additional 10,000 mounted Canadian troops. This amounts to one-third the military force of Canada, exclusive of the reserve militia.

It is officially stated that there are 213,000 British troops in South Africa, or in transport thither, including the colonial forces. This, though comparatively a small part of the military strength of the empire, is by far the largest army that Great Britain has ever mustered. More may be needed ; and more will go. Such is the deadly precision of modern arms that an offensive force, it is said, should outnumber the entrenched enemy ten to one.

The difficulties of providing land transportation for a large number of men, with their horses, arms, ammunition, food and hospital requirements, are very great ; and reinforcements landed in South Africa must remain inactive until means can be found for conveying them to the scene of action. This is the work entrusted to General Lord Kitchener. In his hands, we may feel certain, it will be accomplished without undue haste, and with the least possible uncertainty as to the final result.

General French's movement in Northern Cape Colony seems to be steadily advancing, and latest reports say that the invading force in that region is practically cut off from retreat to the Free State line. The strict censorship of news forbids us knowing how strong a force is ready to follow up this advantage ; but it is generally believed that he will soon be able to push on to Bloemfontein.

Throughout the month of January, interest has chiefly centered in the efforts for the relief of Ladysmith. On the 6th, the Boers attacked Ladysmith in force ; but were repulsed with heavy losses. On the 10th, a second advance of Gen. Buller's troops began ; and a few days later he had forced a passage of the Tugela River some miles west of Colenso. Before the end of the month, however, he returned to the south bank of the Tugela, having failed to force his way through to Ladysmith. His total losses north of the river were nearly 2,000 men. A third advance is now thought to be in progress.

The fifth session of the eighth parliament of Canada was opened with the usual ceremonies. In the speech from the throne, mention is made of the completion of our canal system from the great lakes to the Atlantic seaboard, so as to allow vessels having a draught of fourteen feet to pass from Lake Superior to the sea.

The differences between Norway and Sweden that at one time seemed to threaten a dissolution of the Scandinavian Union, are now approaching a settlement.

The Yaqui Indians of Sonora, Mexico, have established a provisional government, and are making a final stand against the government of Mexico.

The heliograph, by means of which communication is kept up with the beleaguered garrisons of Ladysmith and Kimberley, is described as possessing the four cardinal military virtues—portability, rapidity, range, and secrecy. It is an instrument for directing the reflected rays of the sun on and off a distant station by means of a movable mirror, but may be described less accurately though more graphically as a shaving glass mounted on a low tripod. By the aid of a sighting vane the mirror is placed in such a position that the sun is reflected upon the distant station. When this is done signals can be made by depressing a key fitted to the back of the mirror, so that the light can be flashed on to the required point in the dot and dash method. The "helio" is extremely portable, weighing with its stand no more than a soldier's rifle. It possesses a curious virtue of secrecy, because to people standing even at a very short distance from the point on to which its rays are directed its signals are quite invisible. But this fact will show how needful it is to have the sun reflected full on the distant station ; and to insure this the helio has to "follow the sun" as he travels through the sky. Two screws, one giving a vertical movement and the other a horizontal movement to the mirror, about its centre, effect this, and the screws can be manipulated by the signaler while in the act of sending without any interruption to the message. Searchlight signals by night are, of course, only a modification of the same principle, with the disadvantages of less portability of instruments, less range and less secrecy.

After some weeks of seeming inactivity, there is a movement of the forces under Lord Methuen's command ; Gen. MacDonald, the new commander of the Highland Brigade, having occupied an important point on the road from Douglas to Kimberley, apparently with the object of turning the enemy's flank.

BUSY WORK.

Under this head each month there will be found exercises that may be used for silent seat work, class drills, and review work. Primary teachers are invited to contribute to this column any devices or plans they have found effective in keeping children profitably employed.

MEMORY GEMS.

If it is not right, do not do it; if it is not true, do not say it.—*Marcus Aurelius*

“And only the Master shall praise us,
And only the Master shall blame,
And no one shall work for money,
And no one shall work for fame,
But each for the joy of the working.”

—*Kipling.*

O wonderful world of white!
When trees are hung with lace,
And the rough winds chide,
And snowflakes hide
Each bleak unsheltered place;
When birds and brooks are dumb,—what then?
O, round we go to the green again!

—*G. Cooper.*

LANGUAGE WORK.

Write sentences answering these questions: What month is this? How many days has it? Has it always the same number of days? What season of the year is it? Name some of the signs of winter. Tell something about the length of days now. Write any verse of poetry that you have learned about winter. Write a little story telling of your coasting, skating or other winter sports.

Write the names of: (1) Ten kinds of vegetables. (2) Six kinds of grain. (3) Ten kinds of metal. (4) Ten wild animals. (5) Ten tame animals. (6) Five kinds of fish. (7) Ten kinds of fruit. (8) Ten kinds of groceries. (9) Ten games. (10) Ten names of men.

Compose sentences to show the use of: these, those; fewer, less; in, into; eldest, oldest; lay, lie; teach, learn; fall, fell; of, off; this, that; among, between; learns, teaches; rise, raises; who, which; many, much; well, good; farther, further; taught, learned; sit, set.

Make a list of words in your reading lesson that tells of (a) joy; (b) pain or sorrow; (c) surprise.

Write a list of words of one syllable. Of two syllables.

Write a list of words from your lesson that you do not clearly understand the meaning of.

Write a list of words that look hard to spell off the book.

Write a short letter to your teacher or to a companion telling of a sleigh ride; your tramp to school through a snow-storm; the inspector's visit; how you spent last Saturday.

Write sentences to show the difference between:

ask of—ask after—live in—live at—angry with—angry at—differ from—differ with—compare to—compare with.

Write a question. Write a statement. Where are the plants in winter? Where are the stars in day-time? What has become of the birds?

A GAME OF AUTHORS.

- 1 Makes and mends for first class customers... Taylor
- 2 Represents the dwelling of the civilized... Holmes
- 3 Can be worn on the head... Hood
- 4 The name that means such fiery things... Burns
- 5 What an oyster soup is apt to be... Shelley
- 6 Hunch-backed but not deformed... Campbell
- 7 A ten-footer whose name begins with fifty... Longfellow
- 8 A very vital part of the body... Harte
- 9 Comes from an uncleaned pig... Bacon
- 10 A game and a male of the human species... Tennyson
- 11 A slang expression... Dickens
- 12 A disagreeable fellow to have on one's feet... Bunyan
- 13 A domestic animal and what she cannot do... Cowper
- 14 Never melancholy... Gay
- 15 Is very fast indeed... Swift
- 16 A manufactured metal... Steele
- 17 "Put an edible grain between an ant and a bee and a much loved pet you'll speedily see"... Bryant
- 18 To agitate a weapon... Shakespeare
- 19 A worker in the precious metals... Goldsmith
- 20 "Each human head in time is said, will turn to him, though he is dead"... Gray
- 21 An American manufacturing town... Lowell
- 22 What! What are you doing... Browning
- 23 A prefix and a disease... De Quincy
- 24 The reigning monarch of the South... Cotton
- 25 The witches' salutation to Macbeth... Hale
- 26 What a rather coarse father said to his son at table... Chaucer
- 27 Something very agreeable for most animals... Dryden
- 28 One of the greatest personages in Europe... Pope

CORRECT USE OF WORDS.

Write a sentence illustrating the use of the following words: waste, waist; wear, ware; cellar, seller; choir, quire; practise, practice; wrap, rap; write, right; compliment, complement; eight, ate; weak, week; counsel, council; weigh, way; canvas, canvass; passed past; principle, principal; rung, wrung.

STUDY OF CHILDHOOD.

Boys and girls are especially interested in the childhood and youth of noted persons. Why not have a scrap-book which shall contain such information?

Divide the scrap-book into two parts. Devote the first part to information concerning noted persons now living; the second to those not living. Appoint a pupil for two weeks or a month to have charge of the scrap-book and record all bits of information collected by pupils or teacher. Have the book where it can be referred to by all the pupils.—*Popular Educator*.

Vertical Writing Growing in Favor.

After experimenting for a year or more in the Philadelphia schools with the vertical system of penmanship, Supt. Brooks is prepared to recommend that the system be taught in all the lower grade schools. It has been tried in 192 of the city schools, and the principals of 163 of these reported that the penmanship of pupils had improved since its introduction. No one stated or intimated that the penmanship had deteriorated. It is the opinion of the primary teachers that vertical writing is easier to teach, more readily learned by the pupil, is more legible than the oblique hand, and that the experiment has improved the penmanship in their schools. The only criticism they make, and that is not universal, is that it cannot be written as rapidly as the oblique system. Inquiry made in a hundred cities where the vertical system has been introduced brought ninety reports that the experiment had been most successful. Other evidence in its favor has been collected from forty normal schools in various parts of the country.

'ROUND TABLE TALKS.

R. E. G.—Please solve the following questions from the Civil Service Examination Papers, May, 1898, (Promotion Examination):

A and B leave Bristol together for London, 119 miles distant; A rides at the rate of $10\frac{1}{2}$ miles per hour, and B at the rate of 13 miles per hour; C leaves London at the same time that A and B leave Bristol, and rides at the rate of 15 miles per hour. How many minutes will elapse from the time when C passes B until he meets A?

B and C will meet in $\frac{119}{13+15}$ hours = $4\frac{1}{2}$ hours.

A " C " " " " $\frac{119}{10\frac{1}{2}+15}$ " = $4\frac{2}{3}$ "

The difference is $(4\frac{2}{3} - 4\frac{1}{2})$ hours = 25 minutes.

C. L. A.—Please solve the following from Todhunter's Algebra, Examples XXII., Problems No. 56, 60, and 61.

(1) A clock has two hands turning on the same centre; the swifter makes a revolution every 12 hours, and the slower every 16 hours. In what time will the swifter hand gain just one complete revolution on the slower?

(2) A watch gains as much as a clock loses; and 1799 hours by the clock are equivalent to 1801 hours by the watch. Find how much the watch gains and the clock loses per hour?

(3) It is between 11 and 12 o'clock, and it is observed that the number of minute spaces between the hands is $\frac{2}{3}$ of what it was 10 minutes previously. Find the time?

(1) Let x denote the number of hours. In one hour the swifter hand makes $\frac{1}{12}$ of a revolution, and the slower $\frac{1}{16}$ of a revolution. In x hours the former makes $\frac{x}{12}$ revolutions, and the latter $\frac{x}{16}$ revolutions.

Therefore $\frac{x}{12} = \frac{x}{16} + 1$; reducing to a common denominator, $16x = 12x + 192$; transposing $16x - 12x = 4x = 192$; that is $x = 48$ hours.

(2) Let x denote the number of seconds that the watch gains and the clock loses per hour. Then 1799 hours of the clock correspond to $\left\{ 1799 + \frac{1799x}{60 \times 60} \right\}$ hours of correct time. Similarly 1801 hours of the watch correspond to $\left\{ 1801 - \frac{1801x}{60 \times 60} \right\}$ hours of correct time.

$$1799 + \frac{1799x}{60 \times 60} = 1801 - \frac{1801x}{60 \times 60}$$

Transposing, we have $\frac{3600x}{60 \times 60} = 2$
 $x = 2$

(3) Let $x =$ No. of min. after 11 o'clock. Reckoned the way the hands move the number of spaces between the hands is $x + 5 - \frac{x}{12}$, that is $\frac{11x}{12} + 5$; the number of spaces reckoned the reverse way is $60 - \left\{ \frac{11x}{12} + 5 \right\}$, that is, $55 - \frac{11x}{12}$; ten minutes previously reckoned the

latter way, it was $55 - \frac{11(x-10)}{12}$

$$\text{Therefore } 55 - \frac{11x}{12} = \frac{2}{3} \left\{ 55 - \frac{11(x-10)}{12} \right\}$$

Multiply by 12

$$660 - 11x = \frac{2}{3} (660 - 11x + 110)$$

$$1980 - 33x = 1540 - 22x$$

$$11x = 440$$

$$x = 40$$

Find the discount on \$245.25, due $1\frac{1}{4}$ years hence @ $5\frac{1}{2}$ per cent, compound interest, payable quarterly. (Hamblin Smith's Arithmetic, page 181, Ex. 12.)

As the discount is reckoned quarterly, there will be 5 payments, and the compound interest for $\frac{1}{4}$ year will be \$.01375 per cent. This added to \$1.00 will give the amount \$1.01375 for the first payment; this raised to the 5th power becomes \$1.070668. The principal \$245.25 divided by \$1.070662 gives the present worth \$229.064, which subtracted from the principal gives \$16.186, the required discount.

L. M. N.—Will you kindly print the solution of the three examples following, from the Academic Arithmetic, pp. 54 and 56. Are the answers to questions given in the Academic Arithmetic always to be relied on? I have found several questions to which I failed to get the given answer, although I was sure my method of working and my work was correct, and have heard other teachers say the same.

1. A druggist buys acid at 40 cents per gallon and adds water so that when he sells it at 30 cents per gallon he gains 40%. What is the per cent. of water in each gallon?

2. A gentleman bought two cottages and paid \$1500 for one and \$2250 for the other. He sold each for the same sum, gaining the same per cent. on the one that he lost on the other. What did he gain or lose on the transaction?

3. What per cent. profit is made by a merchant who buys at 20% and $7\frac{1}{2}\%$ (cash discount) from list prices and sells at 10% and 3% from list prices?

Errors will occur sometimes in spite of the most careful attention. It is not well, however, to assume that answers are wrong until repeated investigation and comparison prove them to be so.

1. Selling price = 140% of buying price.

Therefore 140% of buying price = 30 cents.

“ 100% “ “ = $21\frac{3}{4}\%$ “

But 40 cents = value of 1 gal. 100% alcohol.

∴ “ = “ “ “ $\frac{100\%}{40}$ “

$21\frac{3}{4}\%$ “ = “ “ “ $\frac{100 \times 21\frac{3}{4}\%}{40}$ alcohol.
= “ “ “ $53\frac{1}{4}\%$ “

Therefore water = $(100 - 53\frac{1}{4}) = 46\frac{3}{4}\%$

2. \$750 = difference of the sums. Add 1% to the smaller and subtract 1% from the larger and the results will differ by $712\frac{1}{2}$.

$37\frac{1}{2}$ = reduction in difference by taking 1%.

750 = “ “ “ $\frac{750}{37\frac{1}{2}}\% = 20\%$

120% of 1500 = 1800

80% of 2250 = 1800

\$3750 - \$3600 = \$150 loss.

3. In buying he first deducts 20%, leaving 80; then from 80 he deducts $7\frac{1}{2}\%$ of itself, leaving 74 = buying price. In selling he deducts 16%, leaving 90; and from 90 he deducts 3% of itself, leaving 87.3 = selling price.

What he buys for 74 he sells for 87.3.

Therefore 74 gains 13.3

1 “ $\frac{13.3}{74}$

100 “ $\frac{13.3 \times 100}{74} = 17\frac{3}{4}\%$

N. B.—In reckoning discounts on list prices, the first discounts are on 100 per cent., the remaining discount on the percentage left after each reckoning.

SCHOOL AND COLLEGE.

The young people of Harvey, Albert County, presented Miss Mary L. Daly with a beautiful writing desk and work box combined, on the occasion of her resignation as teacher of the primary department of the Harvey school, a position she has held for fourteen years, during which time she has seen no less than fifteen different principals in charge of the advanced department. Miss Daly's record is that of an earnest and capable teacher, always watchful to increase her own attainments, and giving herself unselfishly to promote the best interests of her school.

Miss Maggie M. Briggs, who has conducted the school at Lake View, Queens Co., N. B., has resigned, and has taken charge of the school at Portage, Kings Co. On the eve of December 30th, by means of a concert and pie social, the handsome sum of \$26.80 was raised. This is to be used for procuring desks and seats for the schoolroom. The entertainment reflected great credit on the teacher and pupils. At the close of the concert Miss Briggs was presented with a ten dollar gold piece by her pupils, as a mark of esteem and respect in which she was held.

There was quite a number of New Brunswick and Nova Scotia teachers who took part in the Junior rhetorical exhibition, at Acadia University, held just before vacation. The eight speakers who represented the Junior class on that occasion, with their subjects, were as follows: Imperial Sentiment in Canada, by Charles E. Atherton, Woodstock, N. B.; Ambition, Marshall Richardson, West Jeddore, N. S.; The Function of the Drama, A. Alberta Pearson, Canning, N. S.; The Future Civilization of Africa, Burpee Caldwell, Gaspereaux, N. S.; Horace and Juvenal as Satirists, Aaron Perry, Lake View, N. B.; Unity and Variety in Nature, Josephine O. Bostwick, St. John, N. B.; Monarchy and Republic, Fred. R. Faulkner, Truro, N. S.; Australian Federation, John W. Roland, Factory Dale, N. S.

Preparations are being made to celebrate, with appropriate ceremonies, this the centennial year of the founding of the University of New Brunswick. The programme, as already sketched in outline, embraces a series of exercises, receptions, and other functions, extending over four days, from May 28th to 31st inclusive.

Three new teachers have been added to the staff of the Sussex, N. B., schools this term: Miss Smith, of Greenwich, and Miss Phebe W. Robertson, of Hampton, have taken the places vacated by Miss Darling and Miss Wetmore, and Miss Helen S. Raymond, of Central Norton, takes the position held by Miss Comben, who was unable to return to her duties through illness.

The following is the list of Maritime Province men who took honors at McGill Medical College at the Christmas examinations, in order of merit: R. M. VanWart, Fredericton, N. B.; R. B. Cox, Kingsport, N. S.; F. Irwin, Shelburne, N. S.; J. W. Manchester, Sussex, N. B.; G. R. Morse, Kingston, N. S.; J. B. McKenzie, Campbellton, N. B.; J. A. MacNaughton, Salisbury, N. B.; H. G. Folkins, Millstream, N. B.; J. F. Forster, Dorchester, N. B.; M. R. Morse, Lawrencetown, N. S.; O. R. Peters, Gagetown, N. B.; L. N. Pickard, Charlottetown, P. E. I.

Frank Allen, a graduate of the University of N. B. in 1895, who is attending Cornell University, in Ithaca, N. Y., has been appointed University Scholar in Physics. The scholarship has the value of three hundred dollars.

The school children at Hantsport, N. S., led by Principal Shields and their teachers, turned out recently to give their parting cheers to the troop of mounted rifles, under Major Borden, as they passed through to Halifax to embark for South Africa. The cheers of the children, heartily returned by the soldiers, the music of the band, and the heartfelt wishes for success and a speedy return, will always be remembered by the boys and girls of Hantsport.

Our people were saddened, though not surprised, to hear of the death of Mrs. Geo. J. Miller, wife of Principal Miller, of the Dartmouth schools. Mrs. Miller has been a confirmed invalid for many years, and for some months has been confined to her bed. Mrs. Miller's maiden name was Burbidge, and she leaves, besides her husband and three children, a large circle of relatives and friends in her native county.—*Kentville Advertiser*.

Dr. B. L. Whitman, President of Columbia University at Washington, a native of Wilmot, N. S., has resigned his position to take charge of a church in Philadelphia. Dr. Whitman was formerly president of Colby University, Me., and is only thirty-seven years of age.

There should be a union of effort on the part of parents, teachers and children in every town and school district to maintain the school library and make it serve the purpose of a public library where none exists. The citizens of Kentville have shown a good example in this respect. A local society, known as the Brethren of the Burnt Cork, raised \$126.77 for the nucleus of a public library, but wisely decided to increase the usefulness of the library of the Kentville Academy, and accordingly sent a cheque for the amount to Miss Ross, the principal.

Inspector Smith is visiting schools in Salisbury and Moncton parishes, Westmorland County, this month.

Mr. Rex R. Cormier has entered upon his sixth term as principal of the school at Bath, Carleton County.

Inspector Carter is visiting the schools of Charlotte County this month.

The Harvey and Hopewell (Albert County) Teachers' Association has held two very successful meetings this year, one at Albert in January, and the other at Lower Cape in February. The other meetings, until vacation, will be held at Upper New Horton in March, Curryville in April, Beaver Brook in May, Riverside in June.

Mr. C. T. Hendry, for several years in charge of the school at Florenceville, Carleton County, has been appointed principal of the Lakeville school in the same county.

A chair in pedagogics will be established at Acadia University, after the mid-year examinations, which are now going on, are finished. Rev. Dr. Sawyer will take charge of this department, and the study after this year will be elective.

Principal Trueman, of St. Martins, presented his pupils and trustees, on the re-opening of the school, with a beautiful souvenir booklet, containing the names of the trustees and the pupils who have attended Mr. Trueman's school during his stay in St. Martins. A handsome gilt scroll on the outer cover contains the suggestive motto: "To scorn delights and live aboriorous days."

A fine new school building, 48x28 feet in size, and nicely painted, has recently been erected at Parker's Ridge, York County. The interior is finished in light cherry color, with darker trimmings, has a main room and class room both well provided with blackboard surface, and there are two entrance halls, each fitted up for cloak-rooms. The children, we are told, are doing better work since moving into their pleasant rooms; the trustees are considering further improvements, and the teacher, Miss M. E. Parker, is planning to secure a set of mineral specimens, a fine new flag, and other apparatus in keeping with the changed surroundings. What improvements are effected when once the spirit of progress is aroused in a community. And such a spirit gets abroad and travels to other communities.

Mr. S. Boyd Anderson, of Hillsboro, has been appointed to the Moncton school staff.

Mr. J. V. Kierstead, of Kings County, has been appointed principal of the Millidgeville (St. John) school.

At the recent Cornell Alumni banquet in New York, President Schurman announced that a donor, whom he was not permitted to name, had just given \$80,000 for the erection of a Laboratory of Physiology and Hygiene on the Campus at Cornell.

Limitations of space and teaching power alone prevent an attendance of several hundred teachers at the unique courses in Nature study offered by Professors Roberts, Bailey and Comstock at Cornell University next summer. As it is, the attendance must be restricted to about one hundred persons. Previous classes, however, are encouraged to continue their study of Nature into its more scientific aspects in the regular science departments of the summer session.

Several cases of smallpox were reported at Campbellton about the 20th January, and later others at Bathurst, N. B. The most stringent measures have been adopted to keep the disease in check at these places and to prevent its spread to other towns. Fortunately the disease is of a mild form. Inspector Mersereau writes that the schools in Bathurst and vicinity, and from that to and including Campbellton, are all, or nearly all, closed. During the remainder of this month and next he will visit the schools at the eastern extremity of Gloucester County, and some of the ungraded schools of Northumberland County.

"Is he what you would call a cultured person?"
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RECENT BOOKS.

Sir John Bourinot has done a real service not only to Nova Scotia, but to Canada, in the publication in book form of his "Builders of Nova Scotia,"¹ which recalls "the names and services of men who did good work for their country in the most critical periods of its history." After expressing the hope that in some other provinces of the Dominion the records of the makers may be taken up, he says: "Canada can never be a nation until the peoples, who live either by the sea, or in the valley of the St. Lawrence, or by the great lakes, or on the western prairies, or on the Pacific slope, take a common interest and pride in each other's history and in the achievements of the men who reflect lustre on the respective provinces that make up the federation to the north of the ambitious American Republic." This sentiment of the distinguished author has received a fresh impetus in the events of the past few months, when the provinces by the sea have felt the tread of armed men hurrying from all parts of Canada to the defence of the empire. This common cause of the empire's need is bringing Canadians together. The national life is being awakened as it never was before. And when it has been thoroughly awakened, our people will take a far greater interest and a just pride in a study of the men who so well served the country in the critical periods of its early history. There is an inspiration here for young Canadians that should quicken the national life no less earnestly than the nation's history making that is now going on in South Africa.

Sir John's book, therefore, appears at an opportune moment. The numerous interesting portraits that it contains, the valuable reprint of early documents, the beauty and excellence of the mechanical work, which reflects great credit on the publishing firm, are features that will add to the value of the book.

Here is something new in text-books on geography.² It is a radical departure from the old time geographies, which were not only cumbersome in size, but high in price. The maps of the Inductive Geography stand out with great prominence, as every part presented is of importance, and a complete and strong mental picture is made in the mind of the pupil. Two maps are given of each country, a physical map in black—with gradations of shade to represent elevations, after the German method—and a political map in colors. Charts showing the distribution of animals, minerals and vegetation are given in color and explained. The plan is, as its name indicates, inductive, and a high degree of interest is maintained in the descriptive matter. In connection with the text, a large number of map and other questions are asked throughout the book. In its presentation of physiography the authors have been eminently successful. Talks about people, products, occupations, etc., of each country are given. This book is an advanced book of a series of two, and is intended for advanced grades. The first, or primary book, by the same authors, will be ready in the spring.

¹ BUILDERS OF NOVA SCOTIA: A Historical Review, with an appendix, numerous portraits and other illustrations; by Sir John Bourinot, K.C.M.G., author of "The Story of Canada," "How Canada is Governed," etc. Cloth; pages 197; price, \$1.50. The Copp, Clark Co., Ltd., Publishers, Toronto.

² THE INDUCTIVE GEOGRAPHY, by Chas. W. Deane, Ph.D., Supt. of Schools, Bridgeport, Conn., and Mary R. Davis, Normal Training Teacher. Size, 7x11 inches; pages, 334; price, 90 cents. Publishers, Potter & Putnam Company, New York.

The five verbs, *Devoir, Falloir, Pouvoir, Savoir, Vouloir*, are treated with great clearness and fulness in this practical treatise.¹ The different uses of each verb are fully discussed. For example, "devoir" may express indebtedness, duty, moral obligation, futurity, necessity, certainty, supposition and justice. It also enters into several idioms. Each use of a modal auxiliary verb is explained, illustrated first in sentences which are translated, then in passages for reading. This is followed by English passages for translation into French and conversation exercises. Some of the distinctions seems to be very finely drawn. The book has the great merit of being thorough.

"The function of education is to lead the child to find his true place and his true work in the universe. But before he can feel at home in the world, he must, at least to some extent, understand it. Logic analyzes the process by which this knowledge and understanding of the universe have been gradually attained by the human race. It seems obvious that he who has made this process clear to his own mind, will be better fitted to guide others than he who has not done so."² The logic which Prof. Welton has in mind is not the Formal Logic of Aristotle, but a combination of the Inductive Logic of Mill and Modern Logic. In the early portion it follows the plan of Bosanquet's *Essentials of Logic*. The book is very clearly written, and should be very interesting to teachers who wish to understand the development of knowledge. Its attention is not fixed upon the mental powers and their development, but upon knowledge—its nature, postulates, relation to language, and development from sense and perception.

W. C. M.

¹ FRENCH MODAL AUXILIARIES. By A. Henneguain, Ph.D. Boston; Heath & Co.; 1899. Pp. 72. Price, 50 cents.

² THE LOGICAL BASES OF EDUCATION. By J. Welton, Professor of Education, Yorkshire College; author of "A Manual of Logic." MacMillan & Co., London; 1899. Price 3s. 6d.

Literary and Other Notes.

The *Canadian Almanac* for 1900, published by the Copp, Clark Company, Ltd., Toronto, has become a publication that no one can afford to be without. It contains 400 closely printed pages, contains information about Canadian institutions, industries, commerce, history, and matters of current interest that are invaluable. Price, 25 cents.

FEBRUARY MAGAZINES.

The *Atlantic Monthly* is more than usually interesting this month in its articles on education, literature and history. W. J. Stillman continues his Autobiography with a vivid account of his school days and his experience at Union College, under the famous teacher and president, Dr. Nott, of whose remarkable character and skilful methods he gives a most graphic and entertaining description. Clement L. Smith discusses The American College in the Twentieth Century, pointing out that something must be done to remedy the constantly increasing length and elaborateness of scholastic and collegiate courses, which tend to deprive a young man of some of the best years of his life without any corresponding advantage. He believes that school and college courses must eventually be modified

both in quantity and quality... In this month's *Century* is given the last instalment of Capt. Joshua Slocum's narrative of his solitary voyage of 46,000 miles around the world. In the fourth of his Cromwell studies, Mr. Morley treats of the execution of Archbishop Laud, Cromwell's reorganization of the army, and the battle of Naseby, which put an end to the King's fighting force.... A series of South African Reminiscences by Sir John Robinson, formerly governor of Natal, was begun in *The Living Age* for January 27. Natal from a woman's point of view is presented in a paper called "Natal Memoirs" by Lady Broome, in *The Living Age* for February 10. A biographical sketch of President Loubet, by Emily Crawford appears in *The Living Age* for February 3. It gives an intimate and charming view of the French President, in his personal and family relations.... Edward Bok writes in the *Ladies' Home Journal* on the advantages of life insurance for women. He says: "In this way a mother may provide for the education of her children in case of her death. If the custom of mothers insuring their lives for their children at the time of the children's birth could become more general it would be one of the blessings of mankind."... In the *Chautauquan* the following are noteworthy and suggestive articles: Classical Influences on American Literature, The Art of Conversation, Critical Studies in American Literature, The Inner Life of Dwight L. Moody.... In the February number of the *Delineator* (Toronto) we are introduced to a hitherto unpublished romance, the subject of which is the married life of Nathaniel Hawthorne and his wife.

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THE next Academic year begins September 27th, 1900, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$150) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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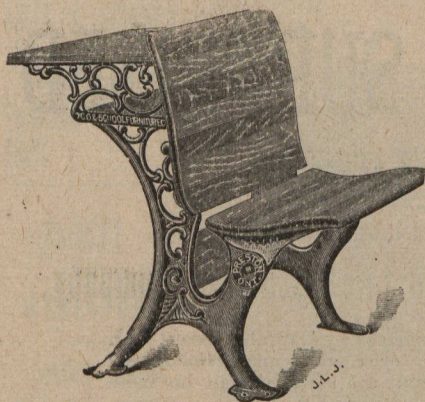
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