

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XI. No. 3.

ST. JOHN, N. B., SEPTEMBER, 1897.

WHOLE NUMBER, 123

NEW HISTORY OF THE DOMINION OF CANADA

By W. H. P. CLEMENT, B. A., LL. B.



Prescribed by the Board of Education for the
use in the Public Schools of New Brunswick.



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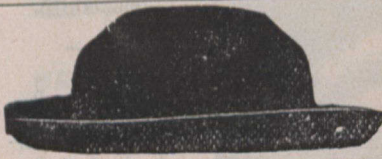
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Devoted to Advanced Methods of Education and General Culture.

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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

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

THE EDUCATIONAL REVIEW.

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FOR the present Mr. G. U. Hay will give his sole attention to the REVIEW and will assume entire control of its business management. He will still have associated with him the writers who have helped to give the REVIEW its high standing as an educational journal.

THE REVIEW, now in the eleventh year of its existence, has gained a standing as an educational journal that its founders scarcely dreamed of. The support that has been given to it has been little short of phenomenal, when we reflect that the men who have conducted it were absorbed in the work of the schools, and could only devote to it the few moments snatched from leisure. But its friends are many and they have generously contributed their share in making the REVIEW known and appreciated. But for their help its requiem would have been sung long ago, or it would now be dragging out a feeble existence.

BUT the REVIEW has earned the right to live. It has always been progressive. It has not confined itself to

one species of educational activity, but has sought by a temperate but vigorous policy to be an influence in every form of our educational development. The assurances that we receive every day are a testimony of this fact.

Now we want to double the already large subscription list of the REVIEW this year. It should be taken and read by every teacher, trustee and parent in the Maritime provinces. Our aim will be to make it specially helpful to teachers in their daily work; and the experience of its editors in the every day work of the school-room encourages the hope that this feature of the REVIEW can be made more and more valuable. To secure such a result we shall at all times be glad to receive suggestions of improvements. If our subscribers would like to have the visits of the REVIEW more frequent than once a month, this can probably be done without increased expense to them.

THE official announcements made from time to time in the REVIEW from superintendents and inspectors are of great interest and importance to trustees as well as teachers, and we hope soon to have the cordial support and co-operation of school boards in every section of the Maritime provinces.

WE would commend to the attention of teachers and school boards the Caxton Series of Charts advertised on another page. After a careful and minute examination of their chief features, we have no hesitation in saying that they can be made one of the most valuable aids in teaching. Their compact arrangement in a neat cabinet where they can be kept secure from observation until the moment arrives for their profitable use, and where their freshness can be preserved for years, is an admirable feature.

THE publication of examination questions with answers and explanations which is begun in this number will be appreciated by teachers and students. These will be continued until the series is exhausted. Next month N. S. school examination questions will be treated in the same way.

At the Centennial School, St. John, a few days ago a demonstration of the Sloyd manual training system was given by Miss Ella McDuffee of the Buffalo Manual Training School. This lady gave a similar demonstration in the same place several years ago. It is hoped that the school authorities in St. John will appreciate these efforts and this system and give it a trial shortly. There is space in the upper rooms of the school buildings, and plenty of plastic material in the boys and girls eager to be instructed. All that is needed is apparatus and a competent instructor. Perhaps Miss McDuffee could be secured. Her excellent training and an admirable genius for construction prove her fitness.

THE death of Mr. James E. Barnes, senior member of the firm of Barnes & Co., publishers and stationers, took place on Sunday, August 29th, after a brief illness. He was a man of sterling qualities, of quiet and unobtrusive manners, and respected by all classes of citizens. No one who had business or social relations with him could help admiring his excellent judgment, his keen sense of honor, and the instincts of true courtesy and kindness which distinguished his relations with others.

The Education of the Blind.

A few months ago the writer was coming from Halifax on a train where there was a number of blind children from that excellent institution—the School for the Blind. No one would have thought from the happy expression on the faces of most of these children, from their sprightly conversation and joyous play, that they were deprived of one of the greatest blessings of existence. In sad contrast to this is an instance—and many of our readers will recall many such instances from their own observation—given by Mr. C. F. Fraser, the worthy superintendent of the school, of a man he visited in the eastern part of Nova Scotia, thirty-eight years of age, who had been blind for twenty-three years. "Physically, mentally, and, I might say, spiritually, the man had become a complete wreck," the monotony of his existence being broken only by eating and sleeping.

In spite of the fact that every effort has been made to make known the advantages of the school and its free education for the blind, there are to be found in many homes of these provinces just such cases as the above—men, women and children who are leading lives of enforced idleness and helplessness, many of whom, if not too old, could be trained to usefulness and self support, and in cheerful and happy employment and with the means of culture at hand, forget, in great measure, their sad affliction.

It is with a view to learn of cases of blind children that Mr. Fraser has issued a circular asking all to assist in giving information of the great advantages of the school, and asking that cases of total or partial blindness be brought to his notice. None possess better opportunities of getting this information than our teachers, and we hope they will do all in their power to co-operate with Mr. Fraser in his humane and praiseworthy efforts.

TALKS WITH TEACHERS.

While Labor Day has been recognized as a school holiday in New Brunswick since its proclamation and has been observed as such, it is doubtful if it is really one. All holidays proclaimed by the Lieut.-Governors are school holidays by law, but those proclaimed by authority of Governor Generals are not necessarily school holidays, as the Dominion government has no power to legislate regarding schools. The day has been observed and recognized this year as usual, but teachers may in future look for an announcement in the matter.

How often teachers are heard to say modern methods are all very well and come very glibly from Normal school instructors, but how am I to put them in practice with so many grades? If modern methods are good for anything surely they economize time and labor, else why normal schools and what benefit in attending them?

The time of school meetings is at hand and it may not be out of place here to offer a few suggestions upon them. The same mistakes are made each year and we seem to profit but little by the mistakes of the past. It may be well to remember that seven ratepayers are not necessary to do the business of a school meeting, though many still appear to have that idea. Three ratepayers are all that are necessary to do business, a chairman, secretary, who is by law secretary of the Board, and a ratepayer, who may either move or second resolutions, which may also be done by the secretary. It is of course desirable that the trustees and secretary be present, and above all that the school accounts with the report of the auditor be placed before the meeting. It is very desirable that the auditor also be present.

A trustee can not legally resign at the annual meeting. It is not in order for the school meeting to limit by vote the time school should be kept open during the year, as that is the prerogative of the school trustees. Any amount may be voted, but if the meeting has confidence in the trustees their estimate should be the one passed. It is very common for some economist with little or no knowledge of the financial needs of the district to get up and move an inadequate amount, and this is carried because the trustees have not taken the trouble to prepare an estimate. It is false economy to restrict the trustees to an amount below the requirements of the districts, as it will only result in the deficiency being added to the next year's assessment and will cause much inconvenience during the year.

All meetings must be held by law at ten o'clock in the morning and it will not do to hold the meetings in the evening.

For the REVIEW.]

NATURE LESSONS.

Membrane-Spored Fungi.

SCHOLAR. Toadstools! toadstools! Lots of different kinds which we got by the road this morning!

TEACHER. Yes. Let us sort them. Many of them are umbrella shaped, with curtains or gills running out from the centre to the circumference. Let us put them in one class by themselves. Next let us make another class of those most like them. Now what kind shall it be?

S. Here is an umbrella-shaped one which is filled solid under the umbrella. No, it is not solid; for it is filled with a great number of little holes, or pores.

T. Very good. Break the cap, or umbrella, into two parts to see how far the little holes run up towards the top covering of the umbrella.

S. Why? They are all little tubes as fine as needles and packed close to each other, and they don't run quite up to the skin top of the umbrella. If we call the first class "gill-caps," we might call these "tube-caps," or "pore-caps," because the tubes are as small as pores.

Another S. My "pore-cap" is turning blue where I broke it in two. And wherever I cut it, or pinch its white flesh, it changes color.

T. You may be pretty sure that such a "pore-cap" is one of the poisonous ones, and not fit to eat.

S. Are any of these "pore-caps" fit to eat? We call them all toadstools.

T. Some of them are very good eating when properly prepared, and might be called mushrooms. Toadstools are the poisonous ones, and mushrooms are the ones good to eat.

S. How can we know one from the other, then, they are so mixed up?

T. We can know them only by knowing the kinds

which have been tried by somebody. Some good looking ones are always poisonous, and others, some of them not very good looking, are very valuable for food. Children should never experiment with them. It is far better to miss a hundred good ones than to eat one poisonous one, and some are very poisonous.

S. Here is a "pore-cap," but its stalk is not under it like the handle of an umbrella; it is to one side more like a fan, and is quite tough and hard.

Another S. O, yes; I have one here which I got growing out of the side of an old stump, and it looks as

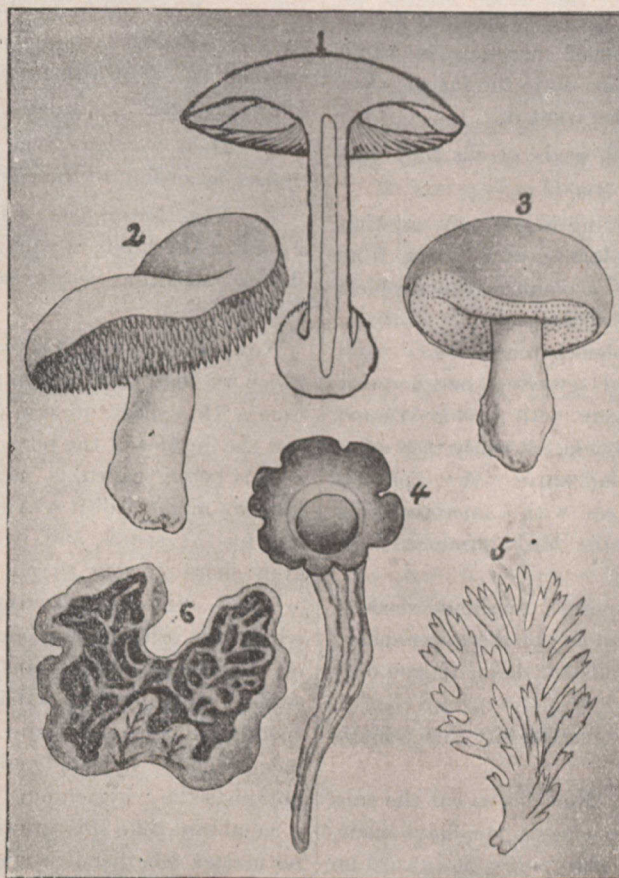
if it were varnished above. It is most beautiful. Shall I put it in the class with the mushroom "pore-caps?"

T. Yes, if we are to make "pores" the mark of that class.

S. Then we will have two divisions in this class, the soft and the hard "pore-caps."

Another S. But here is one which, instead of pores or gills, has the under surface of the cap, or umbrella, all covered over with fine soft teeth, as soft as velvet, but coarser. Instead of having tubes or pores, soft spines or coarse fur. Will this form another class?

T. You are doing very well. You have already formed three



classes out of your collection. That work is what is called classification. You have been classifying some of the *fungi* you have collected. Fungus is a name including not only the mushrooms and toadstools, as they are called, but all vegetation of a similar nature, some of them being so small that you would require a microscope to see them. But we shall talk only of what we can easily see now. When we know more we shall try others. Let us draw on the blackboard and in your "nature" notebook, a specimen of each class, calling the "Gill-caps" No. 1 and the "Spine-caps" No. 2. But why do I propose to call the "Spine-

caps" No. 2, when it is the third class we actually formed?

S. I know. It is because the spines are more like the gills. The gills hang down in sheets, and the spines hang down as if they were gills cut across into fringes or strips hanging from the umbrella or cap.

T. You have the real reason. We shall then call the "Pore-caps" No. 3. And as we can take no more up today, we shall put away to dry all the specimens we can. Some will decay before they dry, but we cannot help that. For next day we will get fresh specimens; but perhaps we have got one or two kinds today that we may not come across again. Therefore we are safer in having a large number of specimens on hand. It is easier to throw away the excess in the future, than to find a rare specimen when we want it.

S. Have they flowers and seeds, or do they just grow out of the ground or old wood?

T. That is what I am coming to. I may say that we do not know that any plant grows except from another plant, or the seed of a plant, or the simplest kind of seed which we call a "spore."

S. How is a "spore" simpler than a seed?

T. You have watched seeds growing, and you saw that they were really small plants with seed-leaves and a minute root, and a minute stem, all ready to become larger when it is kept moist and warm. A "spore" is smaller than a seed, and we can with a microscope see no such parts as we find in the seeds produced from flowers.

S. But where are the "spores" or simple seeds of these fungi? Are there any on any of these specimens?

T. Hundreds and thousands of them, if you only knew where to look for them.

S. I guess they must be as fine as dust then, or else we could see them.

T. That is just how it is. Now let us cut the caps of specimens of each of these classes you have made, and place them, gills, teeth and pores downward on pieces of white paper until tomorrow. Then lift them off and note what you see.

S. Will you tell us what we should see, so that we may prove it.

T. Well, if you are going to be critics, to test carefully what I say, I have no objections this time. But be careful any of you do not make the blunder of thinking you see what you imagined or expected, for such mistakes are being constantly made by the majority of people, although they are not smart enough to discover it.

You will find, then, under your specimens, a very fine powder next day. Under the gill-caps the powder

will be arranged in lines from the centre to the circumference, as if thousands of the minute specks fell from the sides of the gills, forming little banks running in lines under each gill. This fine powder is the spores which were growing in tens of thousands on the surface of the gills, on the surface of the spines, and on the inner surface of the pores, and which, ripening during the night, fell like apples from an over-ripe tree; only these minute apples, if we could see them as apples, would be in banks as high as the biggest snow drifts you saw covering a farm in winter. And some of these spores will be pure white, and in another kind they will be yellow, and in another kind rose colored, and in another salmon colored, in another rusty yellow, in another rusty brown, in yet another purple, and in some inky black.

S. Then we can divide the gill-caps into different classes, according to the color of their spores?

T. Yes, that is just what is done. And there are a great many kinds in each of the smaller classes—sub-classes—scientific people call the class into which you divide a class.

Now, all these three classes, and another three classes which we shall take up again, have their spores growing from a thin sheet, or skin covering the gills, the teeth and the insides of the pores. This skin, or membrane, as it is better called, is not for a covering surface, for then we might call it a skin. But it is a growing surface for the spores, and it looks under the microscope even more curious than a curtain in a room growing crops of apples on its surface; some curtains growing white ones, others yellow ones, others purple ones, etc., all of them being nearly transparent without any cores or seeds visible in them. It is for that reason called the spore-producing membrane. But the Greek word for membrane is "hymen," and this membrane is called by botanists the "hymenium." And all fungi which have a membrane like this growing on its outside in sheets, no matter whether it is spread over the surface of gills, to give it greater extent, or over the surface of spines, or over the surface of the inside of pores, or over the smooth surface of other forms, may be called the "membrane-spored fungi," or "Hymenomycetes." The last term is the one used by the botanists. So, wherever you see the syllables "hymen" in a big word you will know that the English of it is a "membrane" or peculiar kind of skin which is producing spores, altogether different in its nature and purpose from the covering skin which is on the outside of the cap and stem. And wherever you see the syllables "mycetes" you will know it is a Greek form meaning "fungi." It is easily pronounced, like the simplest English word with the

accent on the syllables "men" and "ce"—*Hymenomyces*. While I have been talking about this word we have not been learning botany, you know; what have we been doing?

S. Learning English only, the meaning and derivation of the English name given to all the classes of fungi we had been forming today.

T. Right. The smoke of a Puff-ball is made up of clouds of its spores. It belongs to another division of fungi—the "*Gasteromyces*."

Beautify the School Room.

"There is beauty in the rolling clouds, and placid shingly beach,
In feathery snows, and whistling winds, and dim, electric skies;
There is beauty in the rounded woods, dark with heavy foliage,
In laughing fields, and dimpled hills, the valley and its lake;
In rocks and rivers, seas and plains—the earth is drowned in beauty."

* * Why does the average child dread school days? Not, as many make the mistake in supposing, because he is a naturally lazy, unthinking, shirking, little heathen, but because the chord of sympathy that binds him to Mother Nature has not yet been severed. He loves the sunshine, the hills, the shaded crest, the verdure and scents of spring; he loves the teeming soil, the babbling brook, his freedom, and the beautiful conjurings of his fresh, vigorous imagination. What a mistake to wean him from these influences! Education is not a mere accumulation of fact, gleaned from books.

* * No matter how rude its construction, any school-house may be made neat and attractive within. Beauty is usually styled simplicity, but its primary element must be cleanliness. The polished stove and blackboard, the neatly kept books and desks, the botanical specimens and work arranged in neat portfolios, the collection of ores and curios arranged on their respective shelves, the book-case with its well chosen volumes, the tidy pupils, the winning teacher, and a pervading atmosphere of good will, are essential elements of school-room beauty and are within the reach of all. Nearly every teacher has a small library of reference books. What would be the effect of adding thereto a few helpful juvenile books and placing all as a free circulating library in the school?

There are other kinds of school-room decoration more purely artistic, and if followed, demanding the teacher's time, attention, and a trifling expense, but yielding in the harvest a hundred fold. Would not muslin drapings and a few potted plants add greatly to the appearance of the school-house windows? The trouble and expense necessary to supply and maintain them is trifling.

Much has been written of the pleasure, refinement, and inspiration derived from good pictures, and at no other day have good—many really beautiful—pictures

been so plentiful and inexpensive as at present. Steel and wood engravings, half-tone cuts, and dainty studies issued with the standard magazines, or frequently given as advertisements, merely for the asking. Yet the majority of our country school-rooms present four blank walls guiltless of all ornament.

* * As for mouldings, they may be very simple and inexpensive, but attractive. Frames of pine, if stained and varnished or painted with silver paint do nicely for portraits or studies in black and white, and the result will be far from unpleasing. Pretty landscape or marine cards may have rustic frames, care being necessary to have the frame harmonize with the general tone of the study.

Perhaps the cheapest frame, hinting least of its humble origin, is made of brown pasteboard and covered with any dark brown paper in a single tone.

If the teacher is the fortunate possessor of artistic talent, some original work done with pencil or crayon will greatly interest and please the scholars.

Biography or quotation cards to be hung beneath pictures of men prominent in history or literature are also clever devices, and may be made ornamental by fancy lettering in silver and gold inks. Be scrupulously careful not to over decorate, and having decorated to take the utmost care to preserve the strictest cleanliness. Dusting pictures and arranging books, are excellent gymnastics.

We owe it to others as well as to ourselves, to make our respective corners in life as attractive as possible. As education depends more on the influence and inspiration of our surroundings, than the evolution of methods, new and old, it should be the teachers' aim to make school days the brightest and happiest portion of childhood's life.—*Popular Educator*.

Laura Secord's Warning.

At a place called Beechwoods, about twelve miles from Queenston was a depot for provisions for the Canadian troops, guarded by a detachment of thirty of the 49th regiment under Lieut. Fitzgibbon with some Indians and militia, in all about 200. In order to surprise and dislodge this outpost an American force of 500 men set out from Fort George, June 23rd, 1813. Laura Secord, wife of a Canadian farmer who had been wounded in the battle of Queenston Heights, determined to give the outpost warning. She set out alone before daybreak June 23rd, and arrived at Fitzgibbon's headquarters at sunset of the same day. On account of American sentries she had to avoid the high roads, to find her way through pathless woods and cross unbridged streams. Her warning came just in time. Lieut.

Fitzgibbon placed his little force in ambush on both sides of the road. The Americans were received by a volley from the woods. Imagining themselves in the presence of a much superior force, they surrendered. By the capitulation 542 men, two field pieces and the colors of the 14th U. S. regiment were delivered over to the Canadians.—*From Bourinot's notes to "Canada's Intellectual Strength and Weakness."*

[The author of this stirring ballad is a sister of Miss F. E. Murray, of St. John, a lady who has been a frequent contributor to the REVIEW in the past. Dr. Bourinot writes her: "The ballad is full of spirit, and ought to be very effective when recited. * * * Of all the poems on this well known incident your sister's verses seem to me in every respect conceived with the most thorough comprehension of the heroism of the brave woman and of the perils of the journey."]

LAURA SECORD'S JOURNEY.

A BALLAD OF THE WAR OF 1812.

"Wake, Laura! Laura! wake, arise;"
Close shuts the darkness round the bed;
She starts, she struggles with her dream,
"What moved?" she thinks, "What spoke? Who said?"
The pitch black night is on the wane,
A faint grey shows the window pane,
There is a deed that must be done,
There is achievement to be won,
A path to thread, a word to say,
Ere night again shall capture day.

Oh! woman's heart, the brave, the true,
Well used to keeping watch and ward,
Unceasing, be it grief or pain,
The loved with loyal faith to guard,
Even in sleep, feels danger near,
Even in sleep, holds close and dear
Home, duty, country, all in one;
As she who wakes e'er dawn's begun
To face the danger, bear the strain,
To dare, to suffer, to attain.

Slip softly out. A whispered word
Hushes the watchdog's sudden bark,
Unlatch the gate, steal past the wall,
Was that a whisper in the dark?
With close shut lips and quiet face,
With courage of the British race,
With steady step that will not swerve,
With deep long breath, and dauntless nerve,
Across the meadow, down the hill,
Laura Secord is hastening still.

Fair dawns the light in opal skies,
The radiant Canadian morn
With all its matchless, sparkling hues,
And spruce scents on the fresh winds borne,
The silver daisies' multitude
Upon her hurrying feet intrude,
And all the blue bells sway and swing
Their tiny bells in welcoming:
While from the elm tree's topmost spray,
A robin pours his roundelay.

Turn from the highway, turn aside!
The road's besieged, the foe is near,
The signal call, the rifle's ring,
The trampling of the steed is there.
Turn to the wilderness aside,
Let the great sun be trusty guide,
Climb fallen tree, o'er green morass,
Swift let the sinking footsteps pass.
Glided a snake athwart the moss?
Howled a wild beast the mere across?
Whizzed there a bullet through the air?
Steadfast she goes to do and dare.

In this one woman's hand is held
The fate of hundreds, strong and true,
Betrayed, outnumbered, shall they fall
Unwarned, before the foeman's crew?
And shall the glorious, honored cross,
Go down in strange dismay and loss,
Banner for which our heroes died,
For centuries our nation's pride,
Go down in shamed defeat, a prey
To the striped flag of yesterday?

Glistens a river, far awest,
The bridge lies, rifle guarded well,
How deep the sullen water runs,
How steep the bank,—she cannot tell.
Step in, brave feet. Not men alone
With lives unwritten, names unknown,
Can face grim death at duty's call,
Can win a laurel for their pall.
Can die unthanked, unpraised, unseem;
Women have learnt this art, I ween.

Knee high, waist high, the water came,
It touched her shoulder, kissed her lip,
Stand steady on the oozy slime,
Heart must not fail, nor footsteps slip.
The bank is gained with westering sun,
Haste, Laura, haste, 'tis almost won!
With bleeding feet, lips parched and dry
She sees the pink flushed sunset sky,
And drags her weary steps, at last,
Into the road, the peril passed.

Ho, for the Red Cross! There it floats
In Canada's own loyal breeze
The scarlet lines wind in and out
Under the shade of mighty trees.
The drum roll that encircles all
The round earth with its evening call,
Greet her, as fainting, panting, weak
The warning words she strives to speak.
To action swift the hearers sprang,
And terse and clear the orders rang.

And so to-morrow saw the ranks,
Canadian, English, Indian close
And snatch a victory from defeat
To humble Britain's haughty foes.
And long, and long, and long again,
O'er fair Canadian hill and plain,
O'er mighty river, silver lake,
May countless dawns in beauty break;
And still the great Cross banner see
Guarded with loving loyalty.

Sleep, Laura Secord, resting well
Serenely pillowed 'neath the grass,
Tender and reverent be the steps
That by thy green grave pause and pass.
The while across the ages long,
Oh faint, Oh far, sweeps down a song,
From graves of heroes of our race,
From many an honored resting place;
"Numbered with us, on glory's roll,
Be this Canadian dauntless soul."

—ELLEN MURRAY.

Remember that good use of language comes,—

1. From much practice.
2. From knowing what one wishes to say or write.
3. From a desire to say it well.
4. From having an object in saying it.
5. From noting how good talkers say things.
6. From keeping the eye open.
7. From keeping the mouth shut when there is nothing to say.—*Connecticut School Journal.*

Kings County Teachers' Institute.*First Session, September 2nd, a. m.*

The twelfth annual session of the Kings County Institute met in Sussex September 2nd, Vice-President Miss Edith Darling, in the Chair. Mr. W. A. Alward was appointed secretary-treasurer for the session. The retiring secretary-treasurer, Mr. C. H. Perry, made a few parting remarks, and was greeted with a hearty vote of thanks for services rendered towards institute work for the past five years. The enrolment fee was fixed at twenty-five cents. Eighty-two teachers were enrolled.

Inspector R. P. Steeves, being called on, made a very suggestive speech, as did also Prof. W. C. Murray of Dalhousie University.

Second Session, September 2nd, p. m.

Miss Wetmore, M. Judson Perry, and Mr. McKenzie were appointed to note errors made in speech by members of Institute during sessions. Milton Price read a well-prepared paper on Mathematics. While A. E. Pearson was discussing this paper, Dr. Inch and G. U. Hay entered the hall and were warmly welcomed by all present.

Dr. Inch then addressed the Institute, as did also Mr. Hay.

Mr. Clement M. Kelly read an admirable paper on "Advanced Arithmetic." A discussion on mathematics and arithmetic then followed by Mrs. Biggar, C. D. Strong, Clement Kelly, Dr. Inch, G. U. Hay, L. Allison and Inspector R. P. Steeves.

Miss Edith Wetmore then gave a very interesting and practical lesson on "Natural History," following which was a discussion by Dr. Inch, G. U. Hay and Milton Price.

The public meeting was held in the evening of Sept. 2nd. Inspector R. P. Steeves acted as chairman, and in a very fitting language introduced the following speakers: Hon. A. S. White, Prof. W. C. Murray, Mr. G. U. Hay and Dr. Inch. The addresses by these gentlemen were very interesting and beneficial. The members of the choir of the Methodist church, led by Mr. Allison, having favored the meeting with some choice selections, were tendered a vote of thanks for their services.

Third Session, September 3rd, a. m.

Meeting opened at 9 a. m. The following officers were elected: Robert King, B. A., President; Miss Louise Wetmore, Vice-president; Milton Price, Secretary-treasurer. The president then appointed Mr. C. M. Kelly and Margaret A. Stewart to act on the Committee

of Management. The following resolutions were then passed:

Resolved, That this Institute tender its hearty vote of thanks to the speakers of the public meeting, and all others who were in any way associated with the programme; to Dr. Inch, G. U. Hay and Prof. W. C. Murray for helpful addresses; to Inspector Steeves for help in working up Institute; to R. D. Robinson, of the *Record*, for attendance at meetings; also to press and railways.

Resolved, That this Institute place on record its approval of the system of plates known as "The Caxton School Series," and recommend this series to the trustees of Kings County for consideration.

Resolved, Whereas, during exhibition at St. John last autumn the Hon. Solicitor General, the Hon. A. S. White, procured the teachers of Kings County a holiday to enable them to attend the said exhibition;

Therefore resolved, That we, in institute assembled, ask the secretary to forward to the Hon. Solicitor General the thanks of this Institute.

These resolutions were moved by A. E. Pearson, seconded by C. D. Strong.

Dr. Inch made a few remarks on vertical writing. Miss Margaret A. Stewart then read an excellent paper on "Kindergarten Work." Some very interesting exercises to music were then given by several lady teachers. Remarks were made by Dr. Inch, Inspector Steeves, S. A. McLeod and C. E. Lund.

W. A. ALWARD, *Sec.-Treas.*

Fourth Session, September 3rd, p. m.

Fourth session of Kings Co. Institute met in high school building, Robert King, B. A., in the chair. Moved, seconded and carried that next Institute be held at Hampton. A very excellent paper prepared by Miss Beatrice E. Duke was then read. The paper was discussed by Mr. Amasa Ryder and Mr. Ross. H. Keith.

After this Mr. G. U. Hay made a few interesting and instructive remarks about some specimens of the Aster family, which he had in his hands. He then gave an example of teaching nature in a more natural and effective way by leading the members of the Institute on a botanical excursion.

Meeting adjourned.

MILTON PRICE, *Sec.-Treas.*

The Paris Exposition of 1900 will probably surpass all predecessors in its extent and variety. The United States, with a view to extend its trade into Europe, has asked for 500,000 feet of space in which to exhibit its products. The Canadian government will no doubt make an early application for space. Our educational people should begin to "save up" for a trip to Paris that year. The educational exhibit, with the practical lessons that it will convey, may make Paris the Mecca for educational pilgrims in 1900.

Making Bad Boys Good.

Some years ago a clergyman visiting a ragged school in London asked a class of bright, mischievous urchins, all of whom had been gathered from the streets, "How many bad boys does it take to make a good one?" A little fellow immediately replied: "One, sir, if you treat him well."

That boy revealed the secret of how to make bad boys good. Like most secrets, it is very simple once you know it. To treat a boy well is to trust in the better side of his nature. Even the worst boy has some elements of goodness in him. Suspicion hinders their expression, but trust helps them to blossom into flower and fragrance. A great teacher of our century lays down as a law in man-making, the axiom: "Trust a man and you make him trustworthy." He but put into other words the thought of the little boy in the ragged school. Experience proves over and over again that trust is the atmosphere in which the best qualities flourish of those who are tempted to do evil. A reclaimed thief, after being honest for some years, was forced to steal by the knowledge that he was watched. The doubtful look and keen supervision of a new master, who was acquainted with his old record, drove him down into the depths from which he had been lifted. Trusting him would have saved him. Suspecting him, ruined him. The writer remembers an experiment that was tried some years ago in a city where many boys and young men used to congregate at the corners of certain streets. A hall was engaged in that neighborhood, furnished comfortably, and fitted up with tables on which were placed newspapers, illustrated magazines, and with a long table running the entire length of the room at which innocent games could be played. The loafers were lovingly invited into this hall, and made to feel at home in it. The superintendent laid down the rule that the young fellows themselves were to keep order and prevent all rough and unruly conduct. He trusted them, and they responded nobly to his faith in them. At first they could scarcely understand it, and suspected that something lay back of it; but after a few evenings, their latent manhood came to the surface. An intoxicated young man reeled in one night and urged the boys to have a good time, but they lifted him in their arms and carried him out to the corner. Inside of a month the institution was as quiet and orderly as any in the city. The young fellows strove hard to become worthy of the confidence placed in them. Their rude voices took on a gentler tone, and coarse words that once tripped lightly from their lips were checked. They washed their faces, tidied their persons, and gradually grew to look quite decent. Not a few of them gave up loafing and found steady employment. A moral revolution was accomplished in that part of the city. Bad boys were made good by trusting them. What was done in one city, can be done in any other city where workers have faith and wisdom enough to trust boys and young men so as to make them trustworthy.—*S. S. Times.*

PRIMARY DEPARTMENT.

Occasionally a pithy little incident that contains some bright saying from a child in which he unconsciously "hits the mark" is all right for a refreshing laugh. But let us avoid repeating a great proportion of the sayings of children that are "going the rounds," which contain their prayers and absurd conceptions of the Deity. They are not irreverent in the child, but by the time they have been repeated over and over again "as a good joke" they become an irreverent handling of divine things.—*Primary Education.*

A teacher in the primary school of an eastern city recently read to her pupils "The Old Oaken Bucket." After explaining it to them very carefully, she told them to copy the first stanza from the blackboard and try to illustrate it by drawings, as the artist illustrates a story. Presently a little girl handed in her book with several dots between two lines, a circle, half a dozen dots, and three buckets.

"I don't understand this, Bessie. What is that circle?" said the teacher.

"Oh, that's the well."

"And why do you have three buckets?"

"Oh, one is the old oaken bucket, one is the iron bound bucket, and one is the moss covered bucket that hung in the well."

"But what are these little dots?"

"Why those are the loved spots which my infancy knew."

One of the hardest problems the country teacher has to solve is to find profitable employment for the younger pupils, but it is one that he must solve before he can expect good order or even fair results. It is unreasonable and cruel to require a pupil to be still when he has nothing to do, and no healthy boy or girl will, or ought to submit to such a requirement.—*Ohio Teacher.*

It must be apparent to every one familiar with our schools, that the most pressing want is enthusiastic, well-drilled and efficient teachers. The institute proves a healthful stimulant to all classes of teachers, especially to those whom no other agency can reach. A proper conception of its true function and of the methods to be employed in it, is of vital consequence to our schools. It should be so conducted as to give those attending it not only clearer views of the importance of teaching and of its underlying principles, but it should be so directed as to kindle the inspiration for further acquisition, and for higher and broader work.—*Hon. S. M. Inglis, State Superintendent of Public Instruction, Illinois.*

The Class-Room.

Devices for Promoting Good Order.

Children generally find a good many questions which they wish to ask their teacher, or their companions, in the school. They find it necessary to get a great many mislaid books, pencils, etc.; there is frequent need to "speak" or "leave the seat." When we taught our second country school, a friend gave us a suggestion as to this matter. Accordingly, we promulgated the rule that no request for any of these favors must be made while a recitation was in progress. One who had any want of the sort was to set a book on end on his desk, and go on with his work. At the end of the recitation, we visited each such desk, answered all questions, and usually did all the errands. Two things were noticeable, viz., the reduced amount of business, and the greater quiet with which it could be done.

One of the surest ways of securing the good will of an idle or mischievous boy is to get him to help you about something; you and he are then in partnership; you are "running the machine" together. It is well to have a good many committees, on which you may judiciously appoint those whom you propose to conquer by use. There may be a committee to receive visitors, a committee on ventilation, a committee on the adjustment of the shades, a committee on water-supply, and if a stove is used to heat the room, a committee on stove, fuel, and temperature. Usually the pupils will feel a degree of pride in serving on these committees, the teacher will be relieved of some care and work, and there will be a little more of a feeling among all the pupils, of a common interest and common responsibility in all the details of the school-room.

Common Errors in Speech.

Let your pupils correct these sentences :

Neither of them were there.

I have not received a letter this three days.

Every one of them are black.

Have either of you a pencil?

Have either of your three friends arrived?

Who did you invite.

No one of the fifty persons were present.

He is much better than me.

You are stronger than him.

Neither the house nor the garden were sold.

They were coming to see my brother and I.

He has some friends which I know.

Begin it over again.

Ask leave for you and I to go home at noon.

Don't your father give you any money?

Sense and not riches win esteem.

I shall not go without my father consents.

He used less words than the other speaker.

Place a mark between each leaf.

Where have you been to?

Have either of you a knife?

I intended to have written to-day.

If I was here I would accept his offer.

He asked every teacher to hold up their hands.

Neither were absolutely ideal men.—*Western Teacher.*

Two Ways.

I

"I am ashamed of the work this class is doing in arithmetic," said a teacher to a visitor in the presence of her school. "They don't seem to try at all. If they did, I'm sure they wouldn't have any trouble." The pupils overheard the remark. They did try, but probably not just as hard as they might have done. The visitor stayed for the recitation and very often she heard this, "You aren't trying to see it;" "You don't try to remember what we have had;" "I get so tired of telling you over and over again the same things." The point was difficult and the visitor wondered how many years it had been since the teacher herself had been familiar with the subject. But the teacher had forgotten if there ever had been a time when the subject was not clear to her and seemed to think the children ought to see it now as readily as she herself saw it.

II

"Are you going to hear our arithmetic lesson to-day. Well, we have been working very hard on division for nearly a week. We don't see it very clearly yet, but it is getting easier for us every day and we are sure we can master it in a few more lessons."

Can you see the difference between these two schools? One uses the pronoun *you*, the other, the pronoun, *we*. One talked *to* the class, the other *with* them. One discouraged, the other encouraged. One humiliated, the other uplifted and inspired confidence. One *teaches* school, the other does not.

There are entire rooms of children in which there are not more than two or three really slow or disagreeable children and forty or forty-five, fine, spirited little people who always try to do exactly the thing they know is wanted to be done. Now, what does this teacher frequently do? She worries and frets and fumes and scolds about her school; the children are so slow, so dull, disagreeable or disobedient. Whenever anybody asks about her school, she immediately makes it a special point to tell how trying her pupils are, how slow some of them are in their work. She dwells at such a length

on the shortcomings of these two or three that people soon come to think the children of this school or of this particular town must be doing poor work. This teacher has given all this impression herself. She has let two or three bad pupils overshadow the forty good ones.—*Indiana School Journal.*

Can You Pronounce Them?

Here is a list of words which upper class pupils will meet in library books, also in the newspapers. Can your pupils pronounce them correctly? If not, write half them on the board at one time and drill. No harm will result if the meaning of some is not quite clear at present to the pupils:

1 debris	20 debut
2 address	21 Danish
3 sine die	22 pumpkin
4 vehement	23 camera
5 recess	24 chimera
6 Wednesday	25 adamantite
7 almond	26 viva voce
8 savant	27 competent
9 sacrifice	28 ultimatum
10 alias	29 oleomargarine
11 cabal	30 heroism
12 exemplary	31 eclat
13 charivari	32 epaulet
14 juvenile	33 Darius
15 melee	34 derisive
16 rendezvous	35 irrevocable
17 precedence	36 apprentice
18 grimace	37 financier
19 elite	38 posse comitatus

—*Wisconsin Journal of Education.*

Miss Leonard's Geography Work.

"Next class, geography! Are you glad, Effie?"

"No. Are you?"

"You would be, if your half of the grade had Miss Leonard. She makes it so interesting! We get our lessons perfectly, so as not to waste time, then we have pleasant work. We go on journeys, for one thing. You can't guess what fun it is; and it helps so, too. We get so we can see the whole map, with our eyes shut, and locate all the mountains, rivers, cities and everything. We've measured off the inches and reckoned up the miles from one place to another, and played visit each other from different cities, and—oh, I played live in Chicago, once, and had to get ready a conversation about the buildings and the lake and the World's Fair grounds. Helen Richards had Helena, because it was like her name. San Francisco was very interesting. Fred Lewis had that city to tell about, and, as his uncle lives there, he had pictures and papers that made it very real."

"That must have been fine."

"We were to bring in views, one Friday, and there were White Mountain photographs and National Park and New York, and oh, so many that Miss Leonard wanted to speak of, that she couldn't get through in the time we had so she invited us in to see her, at her home, the next Monday after school. Forty of the class went, at different times, and we learned ever so much that was nice to remember. There were some Swiss views, too."

"Some one said you played games. What did she mean?"

"We play 'Load the Ship.' We choose a city, send out a cargo from it of such wares as would be really sent, and name the place to which it is going. The one who has that place must receive the cargo, load the ship again with proper wares and send it along. It makes quick work, under Miss Leonard's guiding, I can tell you."

"Is there any other way you make geography interesting?"

"Yes. We have a box of letters, which is sometimes passed around in the geography class. We take the first letter we touch, turn it over (the cards are blank side up when the box is passed), name it aloud. The whole class writes every name he can think of that begins with that letter—only proper names of course—in the minute allowed. After the pencils are laid down, at the end of the lesson, we read our lists and are asked to locate any doubtful places."

"I don't wonder your class is up in geography," sighed Nellie Vane, just as the bell rang.—*Primary Education.*

Correction of Oral Errors.

Let every teacher keep beside her on her table a pencil and note book, in which she can write down all the mistakes in English which her children make during a month. She will find at the close of the month that she has almost all the kinds of mistakes they will ever make.

These mistakes will differ, to some extent, with different sets of children. German children will not make all the mistakes made by English children and they will make some mistakes which English children do not make. The mistakes of Swedes, will differ, to some extent, from both the others; but most mistakes in English are common to all.

The teacher will find further, that when she has classified all the mistakes, *she will not have a large number of classes or kinds.* There will be defects in pronunciation, double negatives, wrong forms of pronouns, pronouns used for adjectives, verbs that do not agree with subjects, mistakes in the use of the principal parts of irregular verbs, auxiliary verbs used incorrectly, etc.

Now after the teacher has discovered what mistakes the children make, let her set to work consciously and systematically to drill them out of the language of the children. Take up one at a time and let the oral work and written work be directed against it.—*"Language for the Grades,"* by J. B. Wisley.

N. B. Normal School Entrance Examinations.*The Papers, with Answers and Explanations.*

ELEMENTARY NATURAL SCIENCE.

Class I.

Time, 1 hr. 30 min.

Candidates will answer six questions, and no more.

1. Mention a common mineral which contains both carbon and oxygen. Prove, by argument based on experiment, that it does contain both these elements. How may this mineral be distinguished from quartz?

Calcite (limestone) contains carbon and oxygen.

Proof.—Put a few bits of limestone into a test tube; cover them with water, add a little hydrochloric acid, and quickly insert a cork through which passes a delivery tube. Let the free end of the delivery tube reach into the mouth of a bottle of air. A gas is given off with rapid effervescence. Soon a lighted match held in the mouth of the bottle will be promptly extinguished, but the gas does not take fire. When some lime-water is shaken through the bottle a milky solid is formed. Thus the gas exhibits the distinctive properties of carbonic acid gas.

But out of which of the substances in the tube did it come? Carbonic acid gas consists of carbon and oxygen, hence, it may be produced by burning carbon, an element, in pure oxygen, another element. Now hydrochloric acid does not contain either of these elements. Water does not contain carbon. It contains oxygen, however. But we notice that the water does not re-act with limestone, nor does it re-act with the acid. It evidently does not break up. We therefore conclude that the carbonic acid gas does not come out of either the acid or the water, but out of the limestone. Hence, limestone contains the elements of carbonic acid gas—carbon and oxygen.

Limestone is a soft mineral, easily scratched with a knife, but quartz is very hard. The former mineral effervesces actively under hydrochloric acid, while quartz does not effervesce at all.

2. What makes some soils red? some yellow? some black? Give a definite answer in each case, and the proofs.

If small portions of a red or yellow soil is intensely heated, they became dark and magnetic. Now the red and yellow oxides of iron act in the same way. Hence the red and yellow color of soils are due to their presence. If a piece of ordinary black soil is heated in the air, it is partly burnt, and becomes ashy in color. Now its particles are not magnetic before heating as it would be if colored with black oxide of iron. The black substance seems to be combustible—like black carbon. And since these black soils are found where vegetable matter has decayed in damp places, therefore their blackness must be due to the carbon of the plants.

3. By what experiments would you illustrate the distinctive properties of nitrogen? Show that it is present in the air.

Plunge a lighted stick into a bottle of nitrogen. It is immediately extinguished, but the gas does not burn. Shake lime-water through a bottle of nitrogen. The water does not become milky as it would in carbonic acid gas.

If alcohol (or phosphorus) be burnt in a confined portion of air, and the remaining gas be freed from carbon dioxide by shaking lime-water through it, a gas will still remain which will display the distinctive properties of nitrogen as given above. Now the burning of the alcohol (or phosphorus) was simply its union with the oxygen of the confined air, and therefore could not yield the element nitrogen, which, therefore, must have been in the air at first.

4. If a plant has alternate leaves, and its flower has five distinct petals inserted on the calyx, and numerous stamens also borne on the calyx, to what family may it belong? and what other family characteristic will its leaves show? Name four native plants of this family, and draw a complete leaf of one of them.

To the Rose Family. Its leaves will almost certainly have stipules. The cherry, mountain ash, strawberry and raspberry belong to the Rose Family.

(Here should follow a drawing of the leaf of one of the above-mentioned plants).

5. What is an ovule-bearing leaf called? a pollen-bearing leaf? What part of the latter corresponds to the blade of an ordinary leaf, and what part to the leaf-stalk?

The former is called a carpel, the latter a stamen. The anther may be regarded as answering to the blade, and the filament to the foot-stalk.

6. Describe a pine or spruce cone and a willow catkin as to the character and uses of their parts.

When we look at a spruce cone we see nothing but a large number of broad scale-like leaves, overlapping each other. But on breaking some of these away from the central axis which bears them we find that each grows above a minute leaf or bract, and bears on its inner face two winged seeds. Since these scales bear seeds, they are carpels.

As the seeds become ripe, they free themselves from the carpels, which soon separate a little that the seeds may drop out and glide away on their gauzy wings.

A willow catkin is a long cluster of flowers, one flower growing above each of the little hairy leaves (bracts). In one kind of catkins, each flower consists of a single pistil, which bears the seeds. In the other sort, each flower is composed of a pair of pollen-bearing leaves (stamens). The hairs of the bracts protect the undeveloped flowers during the cold season, forming a sort of fur coat. They are aided in the winter by an outer covering of tough leathery scales, which form a close water-proof coat.

7. Tell how you distinguish each of the following birds by its plumage and habits: The Chipping Sparrow, the Junco, and the King-bird. Describe their songs as well as you can.

8. Describe two small birds, neither of which is mentioned in the preceding question, one of which seeks its food mostly upon the ground, the other upon trees.

(The answers to these two questions will not be given here. They may be easily found by observing the birds themselves. The birds in question are very common in the country, and may easily be found in the suburbs of towns. Descriptions sufficiently full to enable the observer to identify them may be found in Brittain's Teachers' Manual of Nature Lessons).

Class I. ALGEBRA. *Time 1½ hrs.*

1. Explain why a minus quantity multiplied by a minus quantity gives a plus quantity.

The explanation may be found in the text-book.

2. Solve $(a+b)x - (a-b)y = 3ab$
 $(a+b)y - (a-b)x = ab$.

$$x = \frac{2a+b}{2} \quad y = \frac{2a-b}{2}$$

The work may be simplified by taking $a+b=m$, and $a-b=n$, solving the equations and afterwards substituting for m and n their values in terms of a and b .

3. The greatest common measure of two expressions is $x-7$, and their least common multiple is $x^3 - 10x^2 + 11x + 70$. One of the expressions is $x^2 - 5x - 14$. Find the other.

Ans. $x^2 - 12x + 35$.

The solution is derived from the rule for finding the L. C. M. of any two numbers.

$$\text{L. C. M.} = \text{G. C. M.} \times \frac{\text{First No.}}{\text{G. C. M.}} \times \frac{\text{Second No.}}{\text{G. C. M.}}$$

4. Factor $x^3 - 3x^2 - 18x$, $(a+3b)^3 - (3a+b)^3$, $x^2 - \frac{3}{4}xy - \frac{1}{4}y^2$ and $a^2 - a - c^2 + c$.

$$x(x+3)(x-6), \quad 2(b-a)(13a^2 + 22ab + 13b^2), \\ (x-y)(x + \frac{1}{4}y), \quad (a+c-1)(a-c).$$

5. Two men start at the same time from two towns, 44 miles apart, one walking and the other on a bicycle. They meet in two hours, twelve minutes after starting. If the man who was walking had gone in the opposite direction, the other would have overtaken him in four hours. Find the rate at which each travelled.

The man who walks goes $4\frac{1}{2}$ miles per hour; the other man goes $15\frac{1}{2}$ miles per hour.

Solution: $2\frac{1}{2}x + 2\frac{1}{2}y = 44$
 $4x - 4y = 44$

6. Of the candidates in a certain examination, 36 per cent failed; if there had been 11 more candidates, of whom two passed, the failures would have been 37.5 per cent. How many candidates were there?

Ans. 325.

Let x = number of candidates.

Number who failed = $\frac{36x}{100}$

If 11 candidates more are added $\frac{36x}{100} + 9$ fail out of $x + 11$.

Therefore $x + 11 : \frac{36x}{100} + 9 :: 100 : 37\frac{1}{2}$
 $37\frac{1}{2} + 412\frac{1}{2} = 36x + 900$.

Class II. ALGEBRA. *Time, 1 hr. 45 min.*

1. (a) Explain why the sum of two like terms is obtained by adding their numerical co-efficients, when the terms have minus signs, and by subtracting them, when one sign is plus and the other minus.

(b) Also show why the powers of the same number are multiplied by adding their exponents.

2. Divide $9x + 3x^4 + 14x^3 + 2$ by $1 + 5x + x^2$.
Ans. $3x^2 - x + 2$.

3. Factor $1 - 49c^2$, $x^2 - 8x + 16$, $2y^2 + 9y - 35$, and $x^6 - y^6$.

$$(1+7c)(1-7c), \quad (x-4)(x-4), \quad (2y-5)(y+7), \\ (x^3+y^3)(x-y)(x^2+xy+y^2).$$

4. $14 - x - 5(x-3)(x+2) + (5-x)(4-5x) = 45x - 76$.

Ans. 2.

5. A boy starts from home and walks to school at the rate of 11 yards in 9 seconds, and is one minute late. If he had walked at the rate of 22 yds. in 15 seconds, he would have been half a minute too soon. Find the distance to the school.

Ans. 660 yards.

Solution: Let x = distance. Then $\frac{9x}{11} - \frac{15x}{22} = 90$ sec.

6. How many men are there in a regiment which can be drawn up in two hollow squares with the men 3 and 5 deep, respectively, if the one square will just fit within the other, and the same number of men be in each square.

Ans. 480.

Solution: Let x = number in each hollow square.

Then $x^2 - (x-6)^2 = (x-6)^2 - (x-16)^2$.

Class I. ARITHMETIC. *Time, 2 hrs.*

1. (a) Deduce the rule for the division of fractions.

(b) What is the distinction between pure and mixed circulating decimals? What common fractions are convertible into terminating decimals?

(a) Make clear to the pupil the general principle that to multiply a fraction by an integer you either multiply the numerator by that number or divide the denominator by that number; also, to divide a fraction by an integer you either divide the numerator or multiply the denominator by that number. It is most important that this principle should be clearly comprehended. By the use of diagrams, or objects, it can be made very simple.

Then take any example, as $\frac{2}{5} \div \frac{3}{4}$.

$$\frac{\frac{2}{5}}{\frac{3}{4}} = \frac{\frac{2}{5} \times \frac{4}{4}}{\frac{3}{4} \times \frac{4}{4}} = \frac{\frac{2}{5} \times \frac{4}{1}}{\frac{3}{1} \times \frac{4}{4}} = \frac{2}{5} \times \frac{4}{3}$$

That is, we invert the divisor and multiply.

Or, we may deduce the rule thus:

If we divide $\frac{2}{5}$ by 3 the quotient will be $\frac{2}{5 \times 3}$

But as 3 is four times as large as our divisor our quotient will be 4 times too small. We therefore multiply it by 4 to obtain the correct result $\frac{2 \times 4}{5 \times 3}$

(b) See Hamblin Smith's Arithmetic, p. 95 (113) and p. 91 (110), or any other arithmetic.

2. The compound interest of a certain sum at 5 per cent per annum for three years exceeds the simple interest on that sum for the same time at the same rate by \$34.46½. Find the sum.

Find the difference between the simple and the compound interest of \$1.00 for 3 years at 5%. Then $\$34.46\frac{1}{2} \div .007625 = \4520.00 .

3. If \$168 be expended in purchasing carpet $\frac{3}{4}$ yard wide at \$3.33½ per yard, for a room 20 feet long and 16 feet 9 inches wide, how many square feet of carpet too much or too little will be purchased?

5.2 square feet too much if no allowance is made for matching the pattern of the carpet. But as in practice such allowance is always made, this exercise is not a good one.

4. The pedestal of a statue is a prism, which has a square base 28½ inches on a side, and which contains 10356 3-16 cubic inches. Find the height of the pedestal, and the side of a cube of equal contents, true to two places of decimals.

Height of pedestal, 12.75 inches; side of cube of equal contents, 21.79 inches.

5. A farm cost 3¼ times as much as a house; by selling the house at a loss of 10 per cent, and the farm at a gain of 7 1-7 per cent, \$3993.30 are received. Find the cost of each.

Cost of farm, \$3045; cost of house, \$812.

Solution: Assume the house to be worth \$1.00; then the farm would be worth \$3¼. Add 90% of \$1.00

$$\text{to } 107\frac{1}{7}\% \text{ of } \$3\frac{3}{4} = \$\frac{1377}{280}$$

When the sum of selling prices = $\$ \frac{1377}{280}$ the house = $\$ \frac{9}{10}$
 " " " " = 3993.30 " = \$730.80

Then \$730.80 = 90% of the cost of the house.

$$\$812 = \text{the whole " "}$$

$$3\frac{3}{4} \times \$812 = \text{" " of the farm.}$$

6. A man discounts at the bank, at the rate of 6 per cent per annum, a note of \$100, payable in three months. What rate of interest does he pay for the use of the proceeds?

6.09 + %. The interest of \$100 for 3 months and 3 days at 6% = \$1.54½. The proceeds = \$98.45½. The man therefore pays \$1.54½ for the use of \$98.45½ for 3 months and 3 days; it is easy to find the rate.

NOTE.—This exercise is not a good one, because in actual business the time is given in days only.

Class II. ARITHMETIC. *Time, 2 hrs.*

1. (a) What part of 3-5 of a mile is .0875 of a mile?

(b) Find the difference, in feet, between 3-5 of a mile and .0875 of a mile.

$$\text{Ans. (a) } \frac{7}{8}. \quad (b) \ 2706.$$

2. Bought 64 yards of cloth at \$1.25 per yard. If it shrank 5 per cent in length, at what price per yard must it be sold in order that the profit may be 20 per cent?

$$\text{Ans. } \$1.57\frac{1}{3}.$$

3. A can do a piece of work in half the time that B requires. B can do it in ⅔ of the time that C takes. The three, working together, do it in 18 days. How long would it take each separately?

A, 33 days; B, 66 days; C, 99 days.

Solution: Suppose A able to do the work of 1 man.

Then B " " " ½ "
 " C " " " ⅓ "

The three together would do the work of 1½ men.

1½	men can do the work in	18 days.
1	man " " " "	198 "
1	" " " " "	33 "
½	" " " " "	66 "
⅓	" " " " "	99 "

4. Find the surface and the solid contents of a rectangular block, the dimensions of which are 3, 4 and 5 feet; also obtain the length of one of its longest diagonals.

Surface, 94 square feet; solid contents, 60 cubic feet; longest diagonal, 7.07 + feet.

5. How much money, put at interest on May 1, 1897, at 5 per cent, will amount to \$100 on December 31, 1898?

$$\text{Ans. } \$92\frac{3}{7}\frac{1}{10}.$$

6. Water in freezing expands 10 per cent. If a cubic foot of water weighs 1000 oz., what is the weight of a cubic foot of ice?

$$\text{Ans. } 909\frac{1}{11} \text{ oz.}$$

Class I. GEOMETRY. *Time, 1 hr, 45 min.*

N. B.—Questions 1 and 4, and any four of the remaining five make a full paper. Give references.

1. To describe a parallelogram, which shall be equal to a given rectilinear figure, and have one of its angles equal to a given angle. Euclid, Book I, 45.

2. If from a point, without a parallelogram, there be drawn two straight lines to the extremities of the two opposite sides, between which, when produced, the point does not lie, the difference of the triangles thus formed is equal to half the parallelogram. Euclid, Book I, 41.

3. Find the locus of the middle points of straight lines drawn from a given point to a given straight line.

The locus is a line parallel to the given straight line through the middle point of any of the straight lines drawn from the given point.

4. In obtuse-angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side, upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle. Euclid, Book II, 12.

5. The diagonals A C, B D of a parallelogram intersect in O, and P is a point within triangle A O B; prove that the difference of the triangles C P D and A P B is equal to the sum of the triangles A P C and B P D.

$$\text{Sum of the triangles CPD, BPC} = \text{fig. DPBC.}$$

$$= \text{sum of triangles CDB, BPD.}$$

$$\text{Now triangle CDB} = \frac{1}{2} \text{ parallelogram ABCD.}$$

$$= \text{triangle ABC.}$$

$$= \text{sum of triangles APB, BPC, APC.}$$

Therefore sum of triangles CPD, BPC = sum of triangles APB, BPC, APC, BPD.

Therefore triangle CPD = sum of triangles APB, APC, BPD.

Therefore difference of triangles CPD, APB = sum of triangles APC, BPD.

6. Given one side of a rectangle, which is equal in area to a given square, find the other side.

Produce one side of the square, making the part produced equal the given side of the rectangle. Then construct a rectangle somewhat similar to the figure in I, 43, so that the square and the required rectangle may be the complements about the diagonal.

7. If each of the equal angles of an isosceles triangle be equal to one-fourth the vertical angle, and from one of them a perpendicular be drawn to the base, meeting the opposite side produced, then will the part produced, the perpendicular, and the remaining side, form an equilateral triangle.

Then the vertical angle = ⅔ of 2 right angles, and its complement = one of the equal angles of an equilateral triangle.

School and College.

Inspector Mersereau is examining the ungraded schools of Restigouche Co. this month, and hopes to get through with these as well as the schools of Caraquet and Shippegan before the end of the first week in October. Then the parishes of Inkerman, Saumarez and St. Isidore, in Gloucester Co., and Alnwick and Newcastle, in Northumberland, will come in for their share of attention at his hands.

Miss Annie G. Flaherty, who was compelled some time ago to give up her school in St. John on account of ill-health, is now teaching at Newtown, Kings Co. Her health is completely restored, and amid pleasant surroundings, in her new home, there are, we hope, many hours of usefulness before her.

The N. B. Normal School opened on Wednesday, September 1st, with an enrolment of over 200 students, only thirty of whom are young men.

Miss K. R. Bartlett, who had a year's leave of absence on account of ill-health, has again resumed her position as teacher of Grade X in the St. John High School.

Mr. T. Powers, teacher of the school at Millidgeville, St. John, N. B., has been appointed teacher of Grade IX of the high school of that city, and Miss Edith Goddard has been appointed to the position vacated by Mr. Powers.

Mr. G. U. Hay, principal of the Victoria and Girls' High School, St. John, has resigned his position on the teaching staff of the St. John City Schools.

The new high school building in St. John, N. B., which has not yet been publicly opened, was occupied on the re-opening of the schools in August by the boys' grammar school and the girls' high school, the latter being removed from the Victoria building. There is no co-education except in the highest grade (eleven). The staff of the high school consists of eight teachers, with H. S. Bridges, Ph. D., superintendent of city schools, as principal. Mr. W. H. Parlee, of the Leinster street school, becomes the principal of the Victoria school. The premises known as the Leinster and Charlotte street buildings are no longer required by the city

for school purposes, and the pupils from these buildings have been distributed elsewhere, chiefly in the Victoria annexes and new high school building.

Mr. T. E. McLeod and his associate, Miss Guptill, have, by their exertions, added much to the apparatus of the school at Grand Harbor, Charlotte County, N. B.

The Victoria County Teachers' Institute will meet at Andover on Thursday and Friday, September 23rd, and 24th. The programme will contain the following: A Lesson on Winds, by Mr. J. L. White; Correlation between History and Biography, a paper by Mr. J. T. Tuthill; Teachers' Influence in Country Schools, Mr. J. B. Stevenson; Farm and Garden Pests, Mr. T. Rogers; Correlation of Arithmetic, Algebra and Geometry, Mr. C. H. Elliott; six five minute papers on a subject yet to be chosen.

Miss Isabella J. Caie, of Richibucto, recently the Secretary for the Botanical Club of Canada for the County of Kent, has removed to Charlotte County, and is now teaching at Basswood Ridge.

The interior of the school-house at Model Farm, Kings County, N. B., has been, during vacation, renovated and improved. New furniture has also been supplied. The teacher, Miss Ruth A. Ryan, has very much assisted by raising the sum of \$51 in the district to aid in defraying the expenses of the work.

A set of minerals, chemicals and chemical apparatus have been added to the teaching appliances of the Shippegan Superior School by Jean F. Doucet, Esq., principal, by means of a subscription list.

A most successful Jubilee celebration was held at Dalhousie, N. B., by the school children under the efficient management of F. A. Dixon, B. A. Not the least pleasing feature was the realization of \$40 in cash which is to be spent in adding to the school library.

Mr. James McIntosh, lately the efficient principal of the Blackville, Northumberland County, Superior School, has been made vice-principal of the Chatham Grammar School.

The school-house at Coldbrook, Pennfield, Charlotte County, has been neatly painted and repaired.

Owing to ill health, Mr Longley resigned the principalship of Digby Academy, a position which he has filled admirably for several years. He is succeeded by Principal Hogg from Springhill.

Mr. McLeod resigned from Pictou Academy to take the principalship of a large school at Stellarton.

Mr. C. L. Moore from Johns Hopkins and Mr. H. M. Mackay from McGill, take the positions held by Messrs. Robinson and McLeod in Pictou Academy. In sciences, Pictou should, and will, hereafter, easily lead the province. The Academy is still further strengthened by the appointment of Mr. R. W. E. Haynes to a new preparatory department. Mr. Haynes has already distinguished himself as a superior teacher at Mahone Bay.

A kindergarten supported by subscription has been opened at Yarmouth. The promoters expect the School Board, after a year or sooner, to make it a part of the public school system. It is at present in charge of Miss Edith Elliot, who was trained at the Dartmouth kindergarten by Miss Mary A. Hamilton.

We are pleased to find that Mr. J. D. Sprague has so far recovered his health as to be able to resume his work as principal of the Liverpool Academy. He was always a great favorite with pupils and parents.

The School of Agriculture affiliated with the Normal School at Truro has had a successful summer session attended by about thirty students. In such a summer school it is possible to have systematic and progressive science work. With the help of a good library, a thoroughly equipped laboratory and a museum, the students are enabled to do some substantial work.

A new preparatory department has been opened in the Halifax Academy. Miss Agnes H. Hamilton, well known throughout the province for her teaching ability, will be the teacher.

Miss Jessie D. Henry, who managed the primary school in the King Street building, St. Stephen, last term, in the absence of Miss Phillips, will take charge of the school at DeWolf, Charlotte County.—*Courier*.

Inspector Carter was engaged during the month of August with the schools of Fairville, Milford, Quaco and country districts in St. John County, and in September and part of October he will inspect the schools in the country districts of Charlotte County.

Inspector Steeves is examining the schools of Albert County this month.

It is proposed by the teachers of Quaco and vicinity, under the leadership of Principal Trueman, to organize a driving party to reach St. John in time to take the special train to the Institute at St. Stephen.

About all the teachers heard from in St. John and Charlotte Counties have expressed their intention to attend the Institute at St. Stephen, and there is no doubt if the weather is favorable that a very large number will be present. Teachers in need of accommodation will remember to write to P. G. McFarlane, Esq., chairman of accommodation committee, between 10th and 20th of September. The special train will leave St. John, West, at 7 a. m., local time, on the morning of September 23rd. The fare will be one dollar for the round trip. The train will stop at intermediate points between St. John and St. Stephen, to take up Charlotte County teachers and those in St. John County. Announcement will be made at institute of arrangements made for excursion to St. Croix Island. No teacher should be absent who can at all manage to attend, and there is no doubt but that the efficient committee in charge and the citizens of St. Stephen will use every effort to make the visit of the teachers to the Border a very pleasant one.

BOOK REVIEWS.

THE HISTORY OF CANADA, by W. H. P. Clement, B. A., LL. B. Pages 341, cloth, price 50 cts. (Library edition, bound in morocco, gilt edge, price \$1.00). Publishers, Wm. Briggs and the Copp Clark Co., Ltd., Toronto. J. & A. McMillan, St. John, publishers for N. B. Authorized for use in schools in all provinces of the Dominion, except Nova Scotia and P. E. Island. It has long been felt that before the different sections of the Dominion could become Canadian in sentiment, there must be a common school history written from a general rather than a provincial standpoint. It has taken nearly nine years to work this idea out, but it has been accomplished with a fair measure of success and the book is now launched in the schools of Canada. The history aims to give in outline the chief events of each province up to the period of confederation, with a summary of events since. There is of necessity much omitted that would be of interest, but which has to be omitted in order to keep the book within prescribed limits. That the main events have been related accurately and in order, with some literary finish, is of itself no mean attempt. Interesting details there are in our history but they would have filled volumes like this. Our poets, writers of romance, and other historians must use and elaborate them. The teachers of our schools must gather from these and other sources the incidents of our history and weave them into their teaching. In this number of the REVIEW is an incident in our history, that the

teacher should put by and avail himself of when the time comes to use it. And so with other material.

The illustrations of maps and portraits are abundant and well chosen, and cannot fail to excite an interest in the subject.

GOLDEN-ROD BOOKS.—Rhymes and Fables, (*First Grade*) 64 pp.; Songs and Stories, (*Second Grade*) 96 pp.; Fairy Life, (*Third Grade*) 126 pp.; Ballads and Tales, (*Fourth Grade*) 160 pp. Compiled and adapted by John H. Haaren, A. M., New York. University Publishing Company, N. Y. The four little volumes known as the "Golden-Rod Books" are designed to produce attractive reading supplementary to the first four books of any series of readers. The selections are so arranged as to appeal to what interests the child at successive periods of mental development. The books are tastefully illustrated and printed, and the neatness and beauty of the volumes will prove an attractive feature to children.

THE HISTORY OF MANKIND, by F. Ratzel. Complete in 30 parts. Price 1s. each. Publishers, Macmillan & Co., London. Number twenty of this attractive work has been received. It deals with the tribes of Africa. Its beautiful colored plates, ample illustrations, clear text and the interesting way the subject is treated makes it a work of much value to the student and general reader.

ELEMENTARY CLASSICS.—*Selections from the Anecdotes of Valerius Maximus*, edited by C. H. Ward, M. A., Cambridge. Pages 151. Price 1s. 6d. Publishers, Macmillan & Co., London. These selections are intended for the use of beginners, and with vocabulary, notes and exercises may furnish good work for the private student. Each selection is introduced by a quotation, chiefly from Shakespeare, embodying its main idea, which adds to the volume.

WILLIAMS' CHEMISTRY. Revised and improved; by Rufus P. Williams, pages 412. Price \$1.20. Publishers Ginn & Co., Boston. In the revision which the author has just made of his well known text-book, he has given us an up-to-date work on chemistry. His Introduction to Chemical Science, published ten years ago, which has been in use as a text-book in these provinces for some time ought to be superseded by this work. All topics are treated with greater fulness, a very large number of experiments are given from which the teacher may make his selection, and more space is given to the discussion of laws, theories and general principles. The incorporation in it of recent advances in chemical science makes it of the utmost value to teachers and students, and those who have used the "Introduction" will find their interest in this fascinating science greatly stimulated by the present work.

ELECTRICITY AND MAGNETISM, for Beginners, by F. W. Sanderson, M. A. Pages 244. Price 2s. 6d. Macmillan & Co., London, publishers. The interest attached to these subjects, especially electricity, makes it desirable that lessons thereon should be within reach of students. This work is intended to form a first course for boys who

have already mastered the elements of mensuration, statics, dynamics and heat, and to give them a good working knowledge of the subject with but a few direct experiments, carried out with the simplest apparatus.

THE TRAINING OF THE CHILD VOICE, AND BOOK II. OF THE KNICKERBOCKER SERIES OF SCHOOL SONGS, by Francis E. Howard; 35 and 25 cents. Published by Novello, Ewer & Co., New York. The first gives practical rules and suggestions for the management of voice, and the second contains 23 unaccompanied two-part songs of moderate difficulty, for intermediate grades of schools.

STANDARD LITERATURE SERIES. Paper, single numbers 12½ cts., double numbers 20 cts. Cloth, single numbers 20 cts., double numbers 30 cts. Single numbers 64 to 128 pages, double numbers 160 to 224 pages. University Publishing Company, N. Y. These books have been brought out for supplementary reading in grammar grades. The series consists of two distinct classes of books. *First*, complete and unabridged selections from standard authors. In this class are included "Evangeline" and Hawthorne's "Sketch-Book" (selections) edited by Prof. Edward Everett Hale, jr.; Tennyson's "Enoch Arden" and selected poems; Scott's "Lady of the Lake;" Irving's "Tales of the Alhambra" (selections); Hawthorne's "Twice-Told Tales" and "Wonder-Book." *Second*, standard novels abridged for grammar school reading. The object in editing these novels has been—1st, to cut out the tedious details, which often prove so tiresome to young readers, but to leave a *complete story in the exact language of the author*, short enough to be read in the limited time of a school term. 2d, to cut out all the incidents and allusions which are of a questionable character and unsuited to children. 3d, to add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads. 4th, to offer the novels at so reasonable a price that every school can afford to buy a set. These books have been very much improved for school use by being reduced in length, and the fact that it is not the complete story, but an abridged form for use in schools, is clearly set forth on the title page.

This is the publishers' announcement. We took up at random on receiving these books Hawthorne's "The Great Stone Face" and read it through. Then with an increased interest read it through again. If the children of our schools are to have such literature as that it is easy to see what a delight is in store for them and what influence it will have upon life and character.

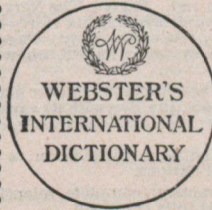
We next took up the second series which includes standard novels and poems from Scott, Dickens, Fenimore Cooper, Byron and others. In each case the plot and essentials of the story or poem are retained. The abridgment is rather a gain, for the interest is maintained throughout; no threads of the story are missing. How many children and older ones at home will thus be brought in contact with Scott, Hawthorne, Byron, who otherwise would never read them? To read these and other good authors is a liberal education in itself, and if in after life the student reads the unabridged works it will be with even keener appreciation.

SEPTEMBER MAGAZINES.

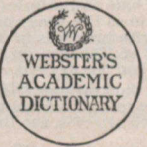
The September number of *The Forum* is the first of a new volume—the twenty-fourth—and evidences the vitality of the magazine. Such articles as “Alaska and the New Gold Field,” “Hawaii and the Changing Front of the World,” “Strikes and the Coal-Miners,” “Is the Cuban Capable of Self-Government?” can hardly fail to satisfy all readers who wish to keep abreast of the times. . . . The *Atlantic Monthly* for September presents a table of contents which is a striking combination of important literary, scientific, and sociological discussion. The much asked question, “Are the Rich growing Richer and the Poor Poorer?” is answered in an article by Carroll D. Wright, Commissioner of Labor, who says that while the number of rich men is increasing, the relative number of poor men is decreasing. He shows a hopeful tendency of our population to increased well-being and more widely distributed wealth. . . . The beginning of the school year is signalized by the appearance of September *St. Nicholas*. The frontispiece is a reproduction of the painting by Geoffroy, “A Village School in Brittany.” Virginia Cabell Gardner contributes a story of Old England, entitled “A Girl of Winchester,”

telling how a little lass was chosen to recite an epithalamium before Queen Mary, on the occasion of the latter's marriage to Philip of Spain. . . . There is more than a spice of adventure about the September *Century*. A subject of current interest is treated in a paper on “Cruelty in the Congo Free State,” with striking photographs and notes of travel, made by the late E. J. Glave, in whom there is now an additional interest connected with his explorations in the Yukon region. . . . *Appleton's Popular Science Monthly* for September contains an extremely important article for the educator, by Prof. M. V. O'Shea, under the title When Character is Formed. It is a plea for greater care and attention to the child during infancy, at home and at school, at which period Prof. O'Shea contends the strongest and most lasting impressions are made. . . . To present the best thought in the whole range of living literature is the mission of *The Living Age*—and how well it has fulfilled this mission for over half a century its record fully testifies. Edited with sound judgment and a keen literary instinct, it seldom fails to gather within its pages the most valuable expression and record of the world's progress and growth along every avenue of thought and activity, and continually grows in value with the ever steadily increasing stream of periodical literature.

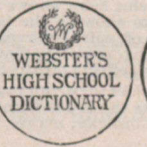
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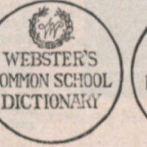
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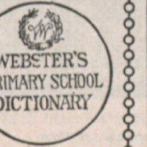
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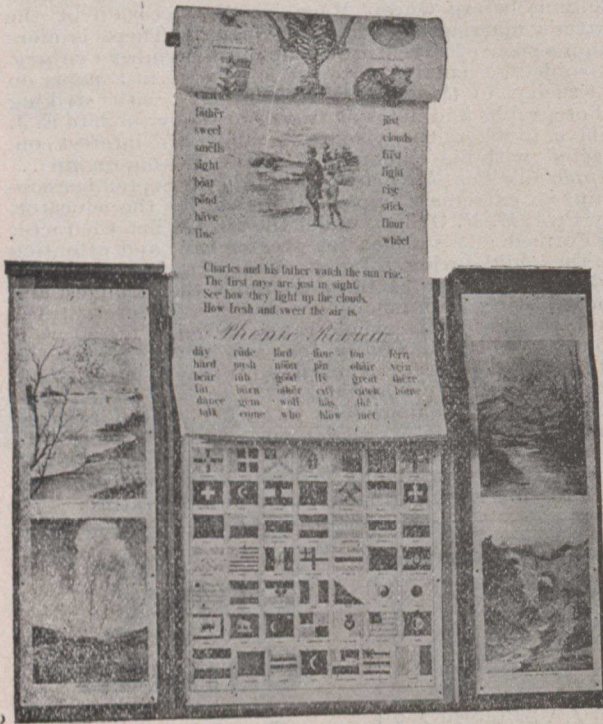
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H. H. McINTOSH,
Inspector District No. 2, Lunenburg, N. S.

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Septembe 23 d nd 24th, 1897.

TO BE HELD IN THE RINK, St. Stephen, N. B.

.....PROGRAMME.....

FIRST SESSION, Thursday, Sept. 23rd, 11 a. m.

Opening Address to Institute, J. R. Inch, Esq., LL. D., Chief Supt. Education, New Brunswick.

SECOND SESSION, Thursday, Sept. 23, 2 p. m.

Paper: "Attention, The Best Means to Secure it." H. S. Bridges, Esq., Ph. D., Supt. St. John City Schools; Address: "Nature Observations in the Common School," A. H. MacKay Esq., LL. D. Chief Supt. Education, Nova Scotia.

EVENING SESSION, Thursday, Sept. 23, 8 p. m.

Public Educational Meeting in the Rink—Addresses of Welcome to teachers—Mayors of St. Stephen, Calais and Milltown; Addresses on Educational Topics, Hon. W. W. Stetson, Chief Supt. Education, Maine; A. H. MacKay Esq., LL. D., Chief Supt. Education, Nova Scotia; J. R. Inch, Esq., LL. D., Chief Supt. Education, New Brunswick.

THIRD SESSION, Friday, September 24, 8 a. m.

Excursion to St. Croix Island; Historical Addresses on the Island, James Hannay, Esq., James Vroom, Esq., Rev. W. O. Raymond and others.

FOURTH SESSION, Friday, Sept. 24, 2 p. m.

Address: "What does the Teacher Owe the Pupils?" Hon. W. W. Stetson, Chief Supt. Education,

Maine; Practical lesson to a class of pupils on Minerals, Miss Jessie Whitlock, St. Stephen; Address: Superannuation of Teachers, G. W. Ganong, Esq., M. P.

St Stephen Local Time.

All United Meetings to be held in Rink, St. Stephen. Charlotte county teachers will meet in Mark's street building on Thursday, September 23rd at 10 a. m., for routine business.

Travelling arrangements will be made by which it is hoped the St. John teachers will be able to reach St. Stephen in time for the opening session. Particulars will be published later. Reduced travelling rates will be sought on all trains and boats into St. Stephen and Calais except the C. P. R.

Teachers desirous of securing accommodation will communicate with P. G. McFarlane, Esq., chairman of the reception committee, between the 10th and 20th of September.

At the Public Meeting, Supt. Stetson will speak on "Free Text Books." Music will be provided at this session.

The excursion to St. Croix Island will leave the upper wharf, Calais, at 8 a. m., September 24th, if fine.

Visitors will be Welcome at all Meetings.

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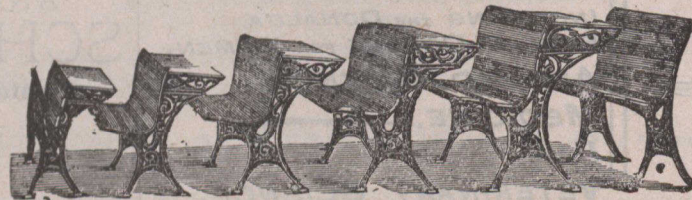


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