

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. X. No. 4.

ST. JOHN, N. B., SEPTEMBER, 1896.

WHOLE NUMBER, 112

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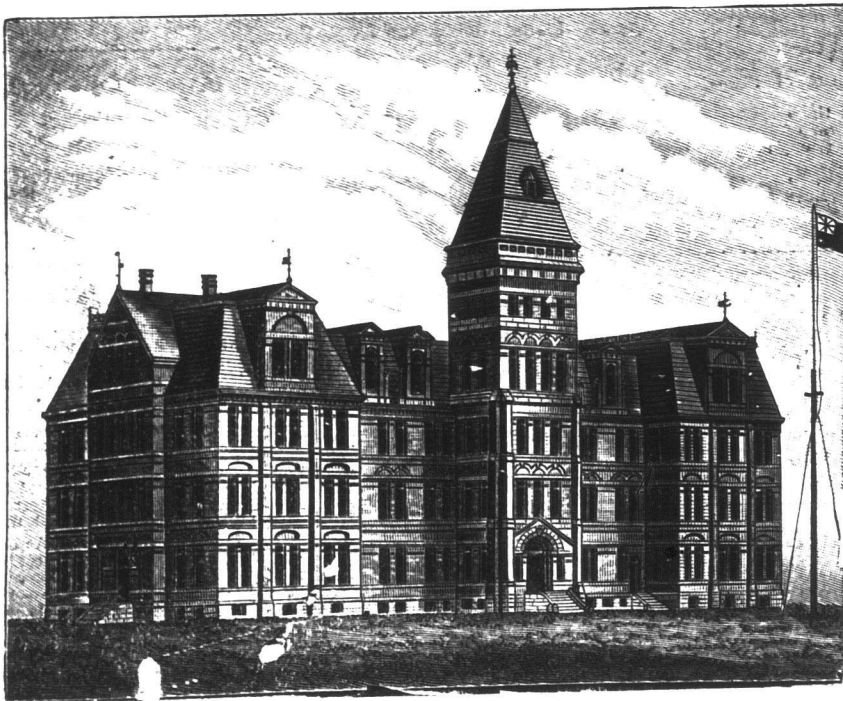
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The Educational Review.

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G. U. HAY,
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Editor for P. E. Island

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WE would be obliged to the secretaries of the various local educational institutes if they would furnish the REVIEW with short abstracts of the proceedings.

AN unaccountable error crept into our last number in the report of the N. B. Institute proceedings. On page 46 it is stated that Mr. Maggs' paper on "Secondary Education" had not been received. It was received, and appears on page 63 of that number credited to "G. J. Trueman." Will the readers of the REVIEW please make the correction? Mr. Trueman's paper appears in this number. The REVIEW extends to both gentleman Mr. Maggs and Mr. Trueman—its regrets that such an unfortunate blunder should have occurred.

"Be sure and go" is the heading a contemporary, edited by a literary man, gives a local item. If the editor had revised the copy or looked over the proof he would have changed it to "Be sure to go." Such phrases as "try and come," "try and do," etc., are very common in

newspaper columns. The man who uses such a phrase ought to be sent to school for a year or to jail for three months.—*Chatham, N. B., World.*

The editor of the *World* is a scholar and critic, and quite frequently brings his brother editors to task for their occasional lapses. But those unfortunate writers who have called forth Mr. Stewart's criticism are in good company. In Matthew Arnold's "Essay on Celtic Literature" occur the following:

"I have no pretension to do more than to try and awaken interest."
"But before we go on to try and verify, in our life and literature, the alleged fact," etc.

"And now to try and trace these in the composite English genius."
"Our American brothers themselves have rather, like us, to try and moderate the flame of Anglo-Saxonism in their breasts."

Webster's "International Dictionary" under *and* has also a note on the above construction, with an example from Milton.

And (conj): *In order to*; used instead of the infinitival *to*, especially after *try*, *come*, *go*.

"At least try and teach the erring soul."—*Milton.*

COMPLAINT has been made in the press of St. John that teachers are deriving profit through the sale of school supplies, and are favoring some booksellers more than others. The public can rest assured that there is no truth whatever in the statement. No teacher in the city of St. John has ever gained by furnishing pupils with anything.

If pupils, with the teacher's consent, at times club together to purchase a box of pencils, it is because it is in the interests of efficiency that they should belong and should remain in charge of the teacher. In this there is no gain to the teacher, but a vast gain to the pupils, and a very considerable one to the rate-payer. It likewise often happens that slates of a uniform size, or exercise books of a certain quality or ruling are required. It is the teacher's undoubted prerogative to demand this, and if all booksellers have not had the foresight to provide them, there is no one to blame but themselves.

This is not the first time that complaint of this kind has been made, with no better foundation than stated. The only effect it has had in the past has been to incite one or two timid and unprogressive school trustees and officers to impose, or try to impose, restrictions upon the progress of the schools.

The Politician and the Public School.

The *June Atlantic Monthly* has a very instructive and suggestive article by Supt. L. H. Jones, upon the baneful influence of the unscrupulous politician on the public schools; and he points out that the reason for the acknowledged superiority of the schools of the cities of Indianapolis and Cleveland lies in the fact that they have largely escaped the influence of this pernicious factor in educational matters.

The article referred to contains for us many useful hints as to the present, and suggestive warnings for the future. Thanks to a certain amount of conservatism in our educational polity the politician is not and can not be so much in evidence as in the United States. Yet the species is known and recognized here, and not seldom he wields influence to the injury of the school service.

Mr. Jones says: "The unscrupulous politician is the greatest enemy that we now have to contend with in public education. His highest conception of the public school is that its revenues offer him the opportunity of public plunder. Did he accomplish his end without other injury to the cause of education than the depletion of its revenues, he might be ranked merely with the common thief. Between the officious impertinence of the politician and the apathy of the good citizen, there is a fine field for work.

"The creation of the office of superintendent is a recognition of the need of an executive officer who is an expert in this very work which the members of the Board are unfit, through lack of training to perform. Having provided such an officer * * * in my own judgment the proper method is to give to the superintendent (either by statute or by the common consent of the School Board) full power to appoint, promote and discharge teachers, and to hold him strictly to account for but one thing—good schools."

This is the plan followed in the cities of Indianapolis and Cleveland. In the former city the scheme is dependent upon the good will of the citizens, and although the politician has again and again sought to have it otherwise, he has heretofore disastrously failed. In Cleveland this control is vested in the hands of the superintendent by statute, and the educational interests are considered beyond comparison safer than those of any other city in the Union.

In other cities, superintendents are appointed, and except in mere matters of detail, are more or less subservient to low grade politicians. Teachers are appointed on the following grounds: "He belongs to a good family, has high social standing, is of a scholarly turn of mind, has always wished to be a teacher, has had

reverse of fortune, has failed in other fields of endeavor, has friends who are taxpayers.

"In some cases, poverty has been assigned as an incontestable qualification, while in a few cases ill health, debarring the applicant from entering upon hard labor, has been offered as an imperative reason for immediate employment as teacher in the public schools." But church influence and partizan politics are the two influences around which most of the undesirable appointments cluster.

"Appointments are made, promotions secured, removals effected on the basis of political auction. 'How many votes can you secure me for mayor when I become a candidate?' seems to be the question in mathematics required in many places."

"The teacher must trade with the merchant, bank with the bankers, take treatment of the doctors, consult with lawyers, and connive with politicians of the dominant party."

"One man writes: 'Teachers here must be of certain church denomination.' Another puts it vividly: 'A teacher's position is very much dependent upon church relations.'

"The modern politician murders the children for mere gain, and it does not seem to make much difference that his own children are among the number. Partizan politics is the most horrible curse that ever spread its blighting influence over the public schools."

First-Class Teachers.

The action of the St. John City School Board in declining to appoint for the future any but first-class teachers, is one that deserves commendation. The same policy has been pursued for some time by the trustees of St. Stephen and Moncton, and has been urged upon St. John by the inspector and others. It is understood that this policy is not to be retroactive, but is only to apply to future appointments. It may be taken for granted that it contains at least a suggestion that all teachers should qualify in accordance with the standard that will in future be required.

There can be no doubt but that this plan will add to the efficiency of the schools. First-class teachers imply a higher standard of scholarship, in itself most desirable, greater experience and higher professional skill. It may not be that a first class teacher will invariably do better work than a second or even a third, but the presumption is in favor of it, and experience has demonstrated it to be true. It is true also, that individuality is to be taken into account in all trades and professions. To expect a third or second class teacher to perform the work of one holding a

license of the first class is an implied want of faith in normal school training, scholarship and experience. It is open to question whether immature students should be granted first-class licenses without something beside mere scholastic attainments, and this seems to be the practice now to a much greater extent than formerly.

If the best paid positions demand the highest qualifications and a steadfast adherence is given to this plan, it will be a great stimulus to teachers generally to qualify to fill them, and will have at the same time an elevating tendency upon school work, and it is hoped upon salaries as well.

It is needless to remark, that school boards in reaching a conclusion similar to that of St. John, will, while promoting the interests of the schools, often relieve themselves of considerable embarrassment. The pressure brought to bear upon trustees by those seeking positions is well known, and it must certainly be a relief to have it so considerably restricted.

TALKS WITH TEACHERS.

Teachers should see to it that they are paid according to the contract prescribed by the Board of Education. If they begin work September 1st, they should not take pay by the month as is often exacted by trustees. They should be paid according to the number of days taught. Count the number of days in the school year. Taking this for the denominator and the number of days taught for the numerator and it will be the fraction of the year's salary to be received.

Some trustees have the idea that payment in this way is payment for holidays not so. There are so many teaching days in the year not one of them a legal holiday, and you are entitled to payment for all taught.

It must be borne in mind that it is a part of the oath taken both by teachers and trustees that the regulations have been complied with. How have they been complied with if the terms of the contract have been evaded?

Perhaps in some such way as a few magistrates permit teachers to sign without attesting and fill it in as "sworn to." What shall we say of the fitness of such a man for his position, and what of the teacher who is a party to it?

I would advise all teachers and trustees, especially the latter, to read the "Confessions of Public School Teachers" in the July *Atlantic Monthly*, which magazine, by the way, takes a most intelligent interest in the teacher's work.

The article portrays in a stirring manner the joys and woes of the public schools. Elective school boards and politics have done incalculable injury to both teachers and schools. From the tenor of the "Confessions" the evil seems rather to be increasing. Incompetent "home talent" and inefficiency of all kinds is allowed to hold sway because of the domination of the political demagogue. There are some oases in the desert. In a few communities the right thinking element asserts itself at times much to the good of the schools, but there is no permanency and the next election may undo it all again.

Another evil is the constant "pull" of publishing houses to have their texts adopted for use irrespective of merit. School boards, superintendents and teachers are made and unmade upon this issue. Bribery and political influence are resorted to to accomplish these ends. How long will intelligent taxpayers and parents endure this?

Teachers should bear in mind themselves and inform the secretaries that school registers (in N. B.) are supplied by the inspectors, not by the chief superintendent. They should always inquire of the present secretary, or the former one if there has been a recent change, before sending. Where there has been an enrolment of over sixty or when the school was not in operation at the time of the inspector's last visit, he will be in doubt as to whether a register is needed and will wait to be asked for one.

Postmasters are very negligent about delivering registers and returns. When inquiry is made at the office they look in the letter box and deliver the usual papers taken, but seem to think there should be nothing else. In this way many registers have to be sent a second time.

Lead your pupils to say "Yes Miss Blank" and "No Miss Blank" rather than "Yes Ma'am" and "No Ma'am." It sounds much better and is quite as easy. With a little tact this may be done without causing remark. It may be said that the manner of addressing teachers referred to is entirely confined to the rural districts.

Observe official notices which have appeared in the REVIEW and course of instruction regarding the new arithmetic.

Among other Englishmen who were knighted on the Queen's birthday was Dr. J. G. Fitch, the well-known educator. Dr. Fitch (now Sir Joshua Fitch) will be remembered by our teachers for the interest he took in the Interprovincial Convention which met in St. John in 1887.

For the REVIEW.]

Scraps.

"Laburnums, dropping wells of fire," writes Tennyson somewhere, I read "Laburnums dropping wells of gold" *not* fire, and remember thinking "I guess Tennyson knew." Yesterday, I looked out of an upper window upon a laburnum, laden with beautiful blossoms and thought after all they *are* more golden than flame color. Do the flowers on the English trees take a deeper hue, or is this the one place for the sake of a rhyme, Tennyson sacrifices his exactness in description of natural objects? A friend wrote as an explanation of "In Memoriam" 41, line 16, "The howlings from forgot ten fields." "Tennyson was an evolutionist, and is describing the fear of death, and this may possibly refer to the howlings of the animals from which we are descended, on the approach of death." Another suggestion, "The line was meant as an allusion to those fields of mystery and horror, over which departed spirits were supposed to roam, uttering wild shrieks and cries." Is either of these explanations satisfactory? We are quite accustomed to see phrases from the Bible and from Shakespeare, not quoted, but incorporated with the text, in the writings of standard authors, a sort of an illustration of "I am a part of all that I have met." This is particularly noticeable in Geo. Eliot's books. In "The Bonny Brier Bush," I noticed phrases from Tennyson used in the same way. In one chapter three or four words made me think "Ian Maclaren is familiar with 'The Idyls,'" then, later on, "surely he has been reading 'Locksley Hall,'" and afterwards the assertion that Margot Home knew her "In Memoriam" by heart, convinced me that the author is a lover of Tennyson.

* * * * *

A clergyman has offered a prize of twenty dollars and a Bible to the student, in one of our colleges, who, by the approval of professors and students, makes the greatest success in uprightness during the year. Will this offer be more likely to develop a prig or a hypocrite? The judges had better study this text: "For the Lord seeth not as man seeth, for man looketh on the outward appearance, but the Lord looketh on the heart." Is Malvolio in "Twelfth Night" the best example of a prig in literature?

July 3rd, 1896.

The eleventh Annual Meeting of the King's County N. B. Teachers' Institute met at Hampton, Thursday and Friday, September 10th and 11th. The sessions were largely attended, and interesting. Dr. Inch was present and addressed a public meeting on Thursday evening. Inspector Steeves also took an active part in the proceedings. The following officers were elected for the ensuing year: S. L. T. McKnight, president; Miss Edith Darling, vice-president; C. H. Perry, secretary-treasurer.

For the REVIEW.]

School Government.

Of all the qualities necessary to him who would achieve success in the school room, the ability to preserve good order and to exercise control over his pupils stands first. Without it every other qualification is useless or nearly so. You may possess the most liberal education, you may have an accurate and thorough grasp of the subject, you may be enthusiastic respecting the work, you may have the theory of teaching at your finger ends, and a normal school diploma of first rank in your pocket, you may even have a handle to your name in the form of a university degree, and yet if you fail to control your pupils, if you fail to arouse their interest in their work, to secure and hold their attention, you fail in everything as a teacher. If you are deficient in knowledge, that could be remedied by study, if you are ignorant of the best methods of imparting instruction, experience will cure the defect; if you have any false ideas respecting the work itself or an exaggerated sense of your own importance in connection with it, a few months face to face with the hard facts of a teacher's life will speedily rectify that. Everything in connection with your work may be conquered by time and perseverance, except this one qualification of governing ability. That must be born in the teacher. The "*poeta nascitur non fit*" of Horace, applies with equal truth to the teacher. He must be born, not made. No amount of training will make a successful teacher unless the natural aptitude for the work is there to begin with. Not over 25 per cent of those graduated at the normal school distinguish themselves as teachers. The remaining 75 per cent are failures to a greater or less degree. The first thing then for him who intends to take up the work of teaching, is to find out as soon as possible, by actual practice, whether he possesses this natural aptitude or not. If he possesses it, study and training will do the rest; if not, the sooner he finds out the truth, and turns his attention to something else, the better for himself and everybody else.

ORDER.

"Order is Heaven's first law." It is also the first law of the school room. I do not wish to imply that there is any marked degree of similarity between them on that account. By order I do not mean that dead, dull silence which some teachers, even yet, pride themselves upon maintaining in the schools. The "so still you could hear a pin drop" school is among the things that were. It went out, naturally, with fool's caps, dunce's stools, gags, birch rods, and all the characteristics of a semi-barbarous age, an age which handed over children to the mercy of ignorant, and in many cases, brutal masters, whose fitness for teaching and training the young seems to have been assured from the fact, that they had tried everything else and failed. There are no teachers of the type of "Squeers" in the ranks today. The race is extinct. These stern disciplinarians will tell you, that the most powerful of nature's forces work silently. This statement is open to argument, but even if true, the analogy is false. The school is not a natural force in any sense. The school is a machine

a contrivance by means of which the raw, human material is worked up into future men and women. The highest ideal of the work of the school is to train boys and girls, so that, when they take their places upon the stage of life, they may be fitted to "act well their parts," as intelligent, upright, honest citizens; and not to cram them so that they may win a high school certificate or a medal. With us, at least, the school is an imperfect machine, in the work of which a large allowance must be made for friction. All human inventions for doing work are more or less noisy, and, speaking broadly, the more imperfect the machine the more friction, noise and confusion. To reduce these to a minimum is the principal object in school management. Dead silence in the school room is not order. It is stagnation—intellectual paralysis, and usually it is the result of fear.

WHAT ORDER IS.

Webster gives some sixteen definitions of order, and the generally prevalent idea that it means *silence* is not among them. Order is simply the routine of the day—the regular course of procedure—and while it has nothing in common with quietness, it is a potent factor in securing it. It is a means to an end—not the end itself—the cause, not the effect. A good, intelligent order, carefully carried out, renders the maintenance of discipline a comparatively easy matter. Want of order or a defective order breeds confusion, and confusion naturally results in noise and disturbances of all sorts.

The main question in all that relates to the teacher's work is: What are the ends to be attained? Apply this this to school government. What are the ends to be attained in school government? Forty years ago the answer of a large majority of teachers capable of giving an answer would have been: "The chief end of school government is to secure good order," and perhaps the more thoughtful among them might have added and "application in study." These results were at that time universally accepted not only as the ends of discipline, but as the true measure of the teacher's success. The school that could pass the "pin drop test" was well governed.

Order and application in study are not the ends of discipline. They are necessary conditions of successful school work—important as conditions, but only as conditions.

At best, order and application are but subordinate to the true ends in teaching. School government is only a part of a wider function, that is—the training of pupils for the duties and responsibilities of after life. A justly celebrated educator said, "Conduct is three fourths of life, and conduct has its source in character." It follows that right conduct in after life is the result of right character in youth. And right character in youth must be formed in the school-room.

The principal element in character forming as related to conduct is the power of *self-control* and *self-direction*. That is to prepare boys and girls to become self-governing men and women.

What the boy or the girl has been trained to be and to do in the school, other things being equal, the man and the woman will be and do in that larger school—the world. And do not forget this—that as the teacher

is the trainer of the boys and girls in school days, he is largely responsible for the conduct of the future men and women. It is plain from this that school government does not terminate with the school and school life. It permeates life after leaving the school, and teaches or ought to teach, the ability to live rightly.

If this is admitted, it follows that *school discipline must include moral training*—to arouse right feeling—to quicken and enlighten conscience—to awaken the moral judgment and to train the will to act habitually from worthy motives. Measured by these standards, school government becomes a very important factor in education. It ceases to be the sorry mean business of keeping children quiet and becomes part of the grand art of awakening, fostering and training all that is noblest and best in human nature. School government includes: First, the ends to be attained. Second, the qualifications and methods of the teacher. Third, punishment, its object, nature, and methods of infliction.

What we need as teachers is not only a clear conception of the principles of government, but in addition, the ability to put these principles into practice. This ability includes both knowledge and skill—knowledge of principles and methods—and skill in the use of them. Concerning the first mentioned, I have already said enough. Before leaving it, however, I wish to emphasize this fact, that the chief end of school government is good citizenship—honest intelligent men and women, capable of understanding and willing to acknowledge their duties to the state, to their neighbors and to themselves.

THE QUALIFICATION OF THE TEACHER.

I have already said that the teacher must be born, not made. He must inherit a natural aptitude for the work of teaching. But this heaven-born gift of natural aptitude is not enough. Skill in art is the result of training some one natural gift. Specialists are getting the best positions in all professions. The day is coming when the all-round man will have great difficulty in getting wherewithal to live. While it is true, that in the absence of natural aptitude, no amount of training will make a successful teacher, it is also true that training will enlarge and develop the natural gift to a great degree. The day has at length come, when it is admitted on all sides that the teacher needs special preparation for his work just as much as the doctor, the lawyer, or the preacher. We have at last come to the conclusion that the minds and bodies of our children are not fit subjects for experiment at the hands of every thoughtless, untrained beginner in the business of teaching.

Having satisfied ourselves as to the possession of the essential gift of natural aptitude, I wish to touch briefly upon some other qualifications which aid materially in securing and maintaining government, and which for the most part, lie within the teacher's grasp and control. One of these is scholarship; a thorough and fresh knowledge of the subject to be taught. Good scholarship increases the confidence of the pupils in the teacher and the confidence of the teacher in himself. Whatever increases the confidence of the pupils in the teacher lessens the necessity for outside control, and whatever lessens the confidence of the pupils in the teacher increases the need

of outer control. This is too plain a principle to require comment. The teacher stands before the class chiefly as an instructor, and the stupidest pupil in the class has sense enough to understand that the teacher ought to know that which he professes to teach. Jacotot, an educational reformer, so called, says that a man may teach that of which he is himself ignorant. With all due deference to his opinion, I would not advise any of you to attempt it. It is stated as the opinion of experts, in school management, that more teachers fail in school government from inadequate scholarship than from any other cause. Scholarship is really a governing power.

Another element in school government is skill in teaching. It is one thing to know a subject thoroughly and quite another thing to be able to impart that knowledge to others with effect. Skill in teaching is the result of actual practice in the school room under the supervision of an experienced educator. It is an essential element to success. No amount of theory will take its place. It wins confidence, awakens interest, secures and holds attention, makes learning easy, increases application, and the necessity for outside control. A month of actual practice in teaching and controlling a school under the guidance and instruction of an experienced supervisor is worth a year in the normal school and a bushel of diplomas to boot.

Another element in school government is will power. By will power I do not mean stubbornness, but the ability of a teacher to hold both himself and his class, day after day, up to a uniform standard of conduct and work.

This evenness or uniformity of control establishes right habits of conduct and work, and habit is essential to that easy conformity to system and order that distinguishes a well governed school. Habit is the secret of self control and self direction.

I wish to emphasize that it is as easy for two pupils to sit together all day and not whisper once, as to whisper all day, provided they form the habit of sitting together without whispering. Habit is formed, not by spasmodic efforts, but by repeated and continuous effort. Every mental act results in increased power to perform that act, and not only that, but in an increased tendency to perform it. When the resulting tendency becomes so strong that an act is repeated without conscious effort, the result is called habit.

Good habits cannot be overestimated. It is habit that teaches pupils to rise promptly at a given signal, to walk gracefully, to stand properly when reading or reciting, to speak naturally and clearly, to repress the desire to talk, to do everything which is necessary to a well governed school. Therefore, the first month of a school term largely determines the character of the school. If from the first day the teacher holds the pupils firmly and evenly to the work, right habits will be formed and right conduct will be made easy. If he does not, the inevitable result will be this: The teacher's energy will be largely expended either in maintaining order, or in suppressing actual disorder, instead of being used to advantage in the legitimate work of teaching.

The teacher's will power is most effective when there is no visible show of force. A rod or whip exhibited

on the teacher's desk, or worse still, in his hand, lessens materially the personal influence of that teacher. Brute force ought to be the last argument in governing a school.

Another element in school government is present-mindedness—good eyes and good ears—the ability to see and hear what is going on in the school without watching or appearing to listen. This power of seeing without watching, and hearing without listening, enables the teacher to meet and check wrong tendencies before they break out into actual misconduct, and to exercise control when a word or a look is all that is necessary.

There is a little animal not much larger than the cat which keeps the Nile valley from being overrun with crocodiles. It is too small to harm a crocodile, but as it passes along, it notices tracks in the sand, and instinct teaches it that these are made by the female crocodile, which deposits its eggs in the sand to be hatched by the sun. Following these tracks it digs, finds the eggs and breaks every one of them, and each egg broken is a crocodile killed. The whole business of the wise and skilful teacher is breaking eggs. He does not wait until the crocodiles are hatched and then proceed to wage dubious war against them—he detects the mischief while in the egg and destroys it. He catches it in the beginning and breaks the eggs before they hatch reptiles. Every hole in the sand, however, does not contain eggs, and all eggs found in the sand are not crocodile's eggs, but the teacher will soon learn to distinguish what eggs to break and what to spare.

The most powerful element of governing power is the example of the teacher. There is, after all, but one essential fact in the school—the teacher—and but one essential fact in the teacher, and that is character. It has become an axiom in school government, that "the teacher makes the school."

G. J. MILLER.

Dartmouth, N. S.

Correlation of Studies.

GEO. J. TRUEMAN.

(Paper read before the N. B. Provincial Teachers' Institute, 1896.)

Children come to school in New Brunswick, having passed the nursery and kindergarten stages. They are already far removed from the helpless susceptible beings known in the nursery. Probably no two have had the same home training in kind or degree. The natural make up of each is different. What the future occupation may be is not known, but certainly variety is the rule here too. What subjects shall be taught these children, in what order, and to what extent? This problem is today being discussed through the civilized world.

What is the end in view? If it be considered the work of the school to fit each student for his occupation, whatever that may be, the problem admits of no satisfactory solution. The aim is to give each child the basis of a liberal education, to so develop him that he may have power to accomplish whatever he will. "A

Liberal Education." That phrase calls up in many of your minds a wide field of knowledge in which the classics occupy a prominent place. I do not mean that. A "liberally educated man," says President Gilman, of Johns Hopkins, "should possess the following intellectual powers :

- (1) Concentration : Ability to hold the mind exclusively and persistently on the subject under attention.
- (2) Distribution : Power to arrange and classify the knowledge acquired.
- (3) Retention.
- (4) Expression.
- (5) The power of judging, or of making sharp discrimination between that which is true and that which is false, between that which is good and that which is bad, that which is temporary and that which is perpetual, that which is essential and that which is accidental.

These powers cannot be given to a student in any degree of perfection while he is in the common school. Certainly not, nor does any man out of school have them all perfectly developed. This fact remains, nevertheless: should a student fail to develop these powers to any degree when at school, he will never develop them afterwards.

Add to these intellectual powers the power of self-control, and you have before you what should be the first aim of every teacher.

These powers are to be developed through the subjects in the course of study.

The committee of ten recommend that every subject taught at all, should be taught to the same extent and in the same way to every pupil, no matter what the probable destination of the pupil may be. And every subject studied at all, must be studied so thoroughly and in such a way, as to provide substantial mental training. The first part of the recommendation is clearly sound, and upon a little observation you will all agree with the last part. The mere smattering of any subject is of no practical use, and would rather allow the formation of bad habits of study, than compel the formation of good ones.

Again, those subjects that are likely to be of most use in life should be chosen in preference to those which are purely disciplinary, provided each gives the same amount of mental training.

While the first aim is to develop power in the student, as many useful facts must be given as is possible while inducing this mental development. Not only is knowledge of the world necessary that this ideally strong man may be produced, but of itself it is of great importance. In fact it is that a man may discover truth,

classify and retain it, and be able to understand his relation to the world and to men around him, that it is so necessary to have these powers. If, on leaving school, he were to cease acquiring knowledge, then the imparting of facts would be the first aim of the teacher. One hundred years at school would not give a child all the facts that are to be learned; so it becomes the teacher's duty to develop in the student power, and give the largest number of facts possible while developing that power.

A student generally forms those inclinations at school that lead to the choice of a profession. This is one reason why the course of study should be wide. Not wide that each student may gain an insight into those things which will be of use to him professionally at some later time, but for this reason: Knowledge of anything tends to create an interest in that thing, and the wider a man's interests the wider his sympathies, and in those many more points is he in touch with the world. A lady said the other day, "Oh, I am reading all about bicycles," a friend asked her where she found anything on the subject. The reply was, "Why, every paper I pick up seems to have something about them." You have all noticed this; when an interest is awakened in any subject, articles on that subject catch your eye that would have been passed over unnoticed before.

Again, the aim is to develop power. Power developed in algebra is power, but it is not directly available in solving the problems at issue in the late general election. Power developed in the study of political economy would have been of more immediate value. Power developed in algebra would be of more use in other mathematical subjects than that developed in the study of political economy.

What is the natural relation of the subjects? They are generally divided into three classes:

1. The symbolic subjects: those which are necessary in order that one may learn of others—reading, writing spelling, numbers, grammar and formal composition.
2. The content subjects, in which the facts themselves are important—history, geography, literature and the natural sciences.
3. Those subjects which are for the training of the body—physical exercise and the different lines of manual training.

As can readily be seen this classification has no reference whatever to the kind of mental training the subjects afford. The second list contains the material on which the first has to work. Number, for instance, is of itself of no use in practical life. But whenever something is learned of the trees or animals or men around us, or of time and space, number becomes in-

dispensable. Of itself it is abstract, symbolic, but when brought in contact with science, history and geography, it is concrete, practical.

The same can be said in regard to grammar. Its place to work is upon literature, and apart from literature it can have no existence.

Reading and writing, as mechanical performances, have no value till brought in contact with literature, geography, science, etc. It cannot be said that the content subjects are more important, for their relation is such that they will not admit of being compared. The symbolic subjects are deduced from the content subjects, or built up as indispensable aids to them and are the necessary complements of them.

If what has been said this far is correct, there can be no difference of opinion as to the final conclusions.

As the child is now taught, reading is not learned first. He has certain knowledge in literature. He has learned to talk and use sentences of some length before he is required to express thought by means of signs or read the written expression of thoughts. First the content subject, then the symbolic as an aid to it. I do not refer here to that reading which consists in taking another man's thoughts and making them one's own; that is an exercise in literature.

Again with grammar. Grammar is deduced from literature and has no existence apart from it. Then the study of literature should be first introduced, and grammar when the need of it is felt. Every child knows he does not learn to speak and write by studying grammar. Few teachers, in fact, are sufficiently persevering to correct an error in speech, grown habitual, by the knowledge of a rule in grammar. Yet in many schools this relation is so little recognized that the highest purpose of literature is to supply sentences to be pulled to pieces in the grammar class.

One of the powers that men need is the power to fix the thought on an English sentence and take from it the intended meaning. Few of the pupils in our schools can do this, and is not one cause the improper relation in which grammar and literature are held? It may be necessary to teach formal English grammar. So long as Latin and Greek are taught according to the present methods it will be a great aid to these to have the students with clear ideas of English grammar. Just what other useful purpose the subject serves, besides giving mental discipline, perhaps some one in the Institute can tell you better than I can.

Formal study of composition cannot properly be taken up early in a course of study. To express thought, the first essential is to have the thought. Little difficulty will be found in getting children to

write if they have something to say. Perhaps no subjects are so well suited to give children these all essential thoughts as the natural science group. To educate a child along liberal lines he must be taught to observe, compare, discriminate and make judgments. True, he might be led through history properly presented to develop these same powers, but a child can examine a rock, a flower, or a fly, and come to sensible conclusions at an earlier age and generally with more interest than he could reason to the same extent in any other study. Once an interest awakened he desires more knowledge, and a love for literature, etc., may grow from an interest in science. Fortunately many of the scientific men of this century are masters of English expression. They had something to say and found a way to say it. Spencer, strange to say, though a leader in science and philosophy and possessing the power to make and use scientific terms with accuracy, did not know even the rudiments of Greek.

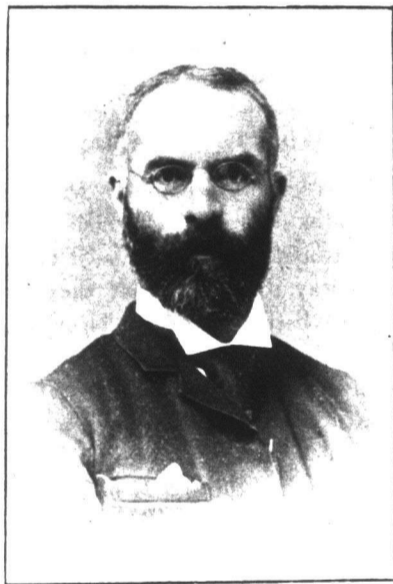
What place science should occupy in the schools is a question often before the Institute. Those in favor of a strictly classical education, hold that there is little time for such study after language, mathematics, etc., have been properly dealt with, and that the common schools should find their chief work in teaching the ordinary elementary subjects. The college would then receive the student with a good sound basis and with few wrong conceptions, which they seem sure would follow the teaching of science by untrained men and women. This seems a most primitive idea. In the first place it would defeat the very end for which it was intended. Were the schools run on such a principle, the young people having no opportunity to know of the more interesting subjects, would have little ambition to attend college. To get an education is always hard, but limit the schools entirely to machine work, drill, drudgery, and the apostles of a strictly classical education would see a different result from that for which they looked. As only a small percentage of the school children can attend college even under the most favorable conditions, such a course would be entirely unfair. Breadth of view and of sympathy can only be attained by systematic thought in many directions. To develop the complete man, the study of nature should hold as important a place as the study of classics.

This paper so far has barely touched on the subject under consideration. Some guiding principles have been laid down, and their application to one or two subjects briefly discussed. No attempt has been made to give a full exposition of the subject, for the simple reason, that I did not know enough about it.

In closing, I would like to make a reference to the

development of character. Religious or moral training though so important need not be given any special time. All school work must be done on moral lines. No student can be given the basis of a liberal education, without developing morally. Strict attention to school duties, and always a proper attitude towards teacher, fellow-students, and sacred things, enforced by the predominant personality of a Christian teacher, will give a student more practical Christianity than a life's study of creeds and catechisms. The first aim of the school should be to develop character, and character is something of the whole man. It seems like an acknowledgment of weakness to say, teach morality. All subjects are correlated in their influence on character. The failure on the part of a student to follow out any idea that the school work demands to be followed out, or the shirking of any school lesson, leaves its mark for evil on the character of that student, while each time a student conquers a problem that has called out his energies, or works with determination to attain that end, he has done something towards strengthening his character.

Inspector Maclellan.



Inspector Maclellan was born at West River, Pictou County, in 1855. He attended school in his native section, his first teacher being Robert McConnell, at present editor of the *Morning Chronicle*. Another of his early teachers was the late Dr. J. J. McKenzie of Dalhousie College. At the age of fifteen Mr. Maclellan entered Pictou Academy, having previously obtained grade C. Here he enjoyed the tuitions of Drs. Bayne, McKenzie, and MacKay, under whom he reached grade B., and was prepared for Dalhousie College, which he entered at the age of eighteen.

He taught altogether four and a half years, two of these as principal of the West End School, Pictou. He then entered the law offices of Dickson and MacDonald. In 1879, after examination in which he secured first rank honors, he received the degree of LL. B. from the University of Halifax.

He was then called to the bar of Nova Scotia in 1880. He practiced law in Pictou and Winnipeg until 1889, when he was appointed to succeed his brother as inspector of schools for District No. 9, including Pictou County and South Colchester.

Not having much experience in teaching, and having neglected pedagogics during his law practice of nine years, he found it somewhat difficult at once to enter into full sympathy with his new work. The new course of study had grown up while he was absorbed in legal and literary studies, so that he had not the veneration for it which those had who helped to model it. This, together with a justifiable dislike for fads, made it somewhat difficult for him to endorse it fully until he had seen it tested. The keen and intelligent interest that he has taken in his work for the last few years, justifies the conclusion that he finds our educational development is founded on correct principles.

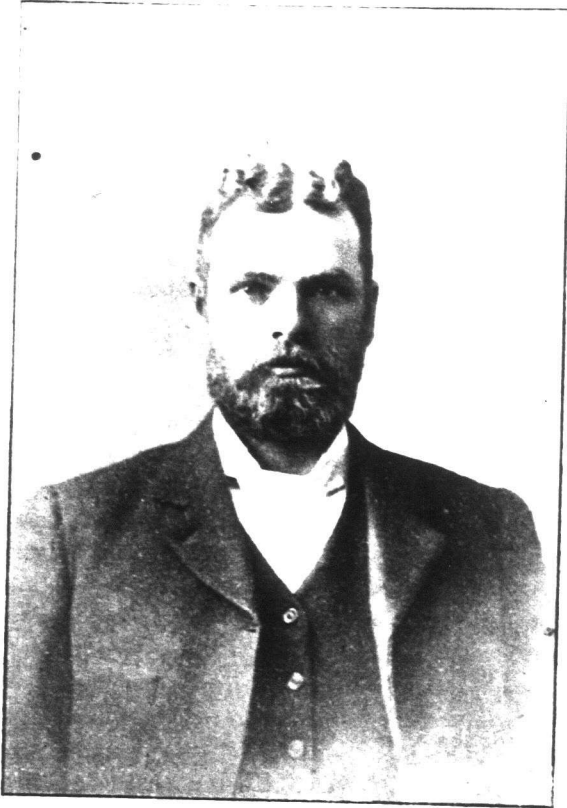
A man of fine personal appearance, having a pleasant voice and excellent address, he is very popular with the teachers of his district. He is a polished, clear and convincing speaker and takes high rank at educational gatherings.

He is doing much to raise the standard of scholarship among his teachers by embuing them, and through them their pupils, with his own fondness for classic English and literature generally.

This habit of mind naturally leads him to an ideal of patriotism which we look upon as of the highest type—an admiration for British culture, British self-respect, British morality, the British constitution and British civilization, the best, taken all in all, that the world has yet seen. For the pupils he would prefer British text-books to American, and for teachers he would prefer Fitch, Spencer and Thring to any American writers; and our *EDUCATIONAL REVIEW*, with all its imperfections, to those American papers which obtrude so much Yankeeism into our Canadian schools.

Inspector Maclellan's literary tastes are the result of many years' experience as a writer for some of the best Canadian and American papers. His contributions command the highest regular prices. He is a regular contributor to the *Youth's Companion*, a paper which employs only the best writers.

His regular school reports are models of good English and sensible suggestions. From a man so young and with such a training and experience, his friends and the public justly expect much before he arrives at the allotted threescore and ten.

Inspector G. W. Mersereau, M. A.

The subject of this sketch, Mr. George W. Mersereau, M. A., is Inspector of District No. 1, N. B., embracing the Counties of Restigouche, Gloucester and Northumberland. He was born at Blackville, N. B., July 9th, 1852. His father was at one time a prominent lumberman on the Miramichi, and still lives at Doaktown. He traces his descent from General Joshua Mersereau of the King's Guard in France down through John Mersereau of Maugerville, who came to this country from Staten Island, New York, about 1783, and who was one of the first four justices of the Court of Common Pleas appointed in New Brunswick.

Inspector Mersereau gained his early education in the schools of his native place and began to teach in 1869. After a term at the Baptist Seminary in Fredericton, he entered, in 1873, the New Brunswick University, winning the scholarship for Northumberland County, and three years later graduated with the degree of B. A. He took his grammar school license the same year, making the remarkably high average of 92.33 per cent of marks attainable. He was principal of the Bathurst grammar school from the year of his graduation, 1876, until November 1883, when he was appointed inspector of schools for District No. 7. On the resignation of Inspector Philip Cox (now Dr. Cox) in

1884, Mr. Mersereau was appointed in his place, mainly because of his knowledge of the French language. In 1884 Mr. Mersereau was made one of the provincial examiners, a position he still holds, and in 1890 he took his M. A. degree in course.

Notwithstanding the large area covered by Mr. Mersereau's inspectorate he usually succeeds in visiting all his schools, even those in the most remote districts, making his summer visitations on a bicycle, and if the roads are blocked by winter storms he can betake himself with equal facility to snow shoes. His genial disposition and dignified and courteous bearing, combined with excellent mental qualifications and a constant aim to advance in every possible way the profession of teaching, have gained for him many warm personal friends, not only in his own inspectorate but throughout the province. At educational and other meetings he is always listened to with attention, and is a ready and convincing speaker. Besides attending to the somewhat exacting duties of a large inspectorate, he takes a lively interest at the Teachers' Institutes, is a Sabbath school worker, a member of the Baptist church, a prominent Freemason, and holds a captain's commission in the active militia, in which he is an enthusiastic officer, as might be inferred from the instincts which he has inherited from his soldier ancestor, coupled with a commanding personality.

What Teachers May Do.

Everywhere schools are found which are needing what many term luxuries, but which are really necessities. The teachers seem to take it for granted that there is no way to obtain what they want, and the pupils know no better. It cannot be expected that they should. Boards are slow to realize the need of much that every live, progressive teacher feels to be necessities, and if boards do realize it they seldom have the money to spend for such things. Now, as in many other cases, the only way to do a thing *is to do it*. Wishing never accomplishes much; it is action which counts. If teachers would but make up their minds to have what they want, they could have it nine times out of ten. I will explain my meaning by a little personal experience.

In January of my second year here, I placed a piano in our high school room. I had long wished to do so, but pupils and teachers could not be brought to see *how* it could be done; the board could not aid us, and there was not a cent on hand. Nevertheless, one fine morning the eyes of all were gladdened, and astonished as well, by the sight of a beautiful upright piano behind the principal's desk. Many were the exclamations of surprise and delight, and anxiety also, especially when I informed them that I expected them to pay for it. I was very severely criticized by some citizens for under-

taking such a thing, especially when they thought that the district would have to pay for it; however, the majority stood by me nobly, and today, in fact a month ago, the piano stands in our school room, more beautiful than ever, for it is paid for— not a cent of indebtedness remains. Amount paid: Contract price, wholesale, \$325 + \$24.17 interest = \$349.17. How was it done? I'll tell you.

First, the alumni took a great interest in it, and with some outside aid got up a "home talent" play which netted nearly \$40 for the "piano fund."

That was our "starter." Then we gave entertainments for the remainder. "But that interferes with the school work," some one objects. Not in the least, if rightly managed. In our school we have rhetorical; each pupil must appear once each month, and the part taken by each is declamation, essay or oration in turn. I always assign subjects in original work, and all declamations must be submitted to me for approval. Every so often during the school year we make up a programme of work which has already been given in school, secure some outside help for music, and give an entertainment in the high-school room, charging ten cents admission. I have been frequently told that ten cents was too little, but I am better satisfied for people to say that than the other thing. No one can grumble at ten cents. At each entertainment of this kind we have cleared from \$12 to \$24. Our high school is divided into two literary societies. Once each year we have a society contest: we take that to the opera house, and each time we cleared over \$50. The result is, that when the piano had been in the room twenty-seven months it was paid for, and we had the use of it during that time for a rent *i. e.*, interest of less than one dollar a month. I know of one school in this state which is paying five dollars per month rent for a piano, and when the year is up the money is gone and the piano too. Not very good financiering that.

"Does it pay?" the crucial test here in America. Yes, and in more ways than can be easily enumerated. Our piano furnishes music for opening exercises, time for calisthenics and marching in and out of the building, and for playground drills also. It is of constant use. We frequently have extra music mornings from those outside the school, who have been very kind to us and respond whenever called upon. Indeed, without their help, and the able assistance of the teachers, we would be yet in debt. Mornings and noons pupils are listening to some of their number playing, instead of running over the benches. Again, music is elevating and refining, and we are all the better for its presence.

The public entertainments are managed by the pupils

themselves, who make out the programmes, elect one of their number to preside; and in fact, assume all the responsibility, which is in itself a good thing. Then it furnishes them a good incentive to do their best in rhetorical, as they may at least be assigned to a place on an evening programme, if not elected to a place on the contest. Everything is in the hands of the pupils, the teachers only guiding and advising; and one who has not tried it will be surprised to find out how much interest pupils take in these things, and how effectively they will work if given the opportunity.

Another result is that the quality of the rhetorical work improves; it cannot help but improve when the pupils themselves take pride and interest in it. It also makes them easy in manner when appearing before an audience.

But a word in closing. Teachers must not allow this kind of work to interfere with the legitimate work of the school. If managed right it need not. The plan outlined may be used to purchase books, pictures, or anything else needed. It only needs energy and enthusiasm to be successful. The object of this article is to show what teachers may do, if they only think so.

By Supt. E. L. Cowdrick, Wamego, Kas., in Western School Journal.

A Pen Sketch of the Ideal Woman Teacher.

BY MARGARET W. SUTHERLAND.

A certain club sent me at one time a request for a description of the ideal teacher, to be given in about three hundred words. It occurs to me that some of my reader friends may care to know what I wrote in answer to the request. It was as follows: Thinking that others may describe for you the ideal man teacher, I shall attempt the ideal woman teacher, although it is as difficult to describe her in words as it is in a photograph to do justice to a woman whose chief beauty is in her expression. In the first place, every characteristic of noble womanhood is hers, since we teach as much by what we are as by what we do. Good health, good common sense, tact, winning manner, a good voice, and a strong, sweet character, are the first qualifications of a teacher. All else, all that does not belong to true womanhood, is the professional side of the ideal.

Without the professional characteristics she may be an ideal woman; she cannot be an ideal teacher. She must have scholarship, not necessarily the broad and deep knowledge of the savant, but that knowledge which comes from education in a good secondary school followed by careful study of every subject to be taught, in its connection with other subjects; a knowledge of

what are the best books and a loving interest in them; a wide awake interest in current events; a knowledge of psychology, derived from the study of boys and girls and supplemented by the observations of wiser thinkers than herself, found in standard works on the subject; a knowledge of what the best men and women of her profession in the past have thought and done, and what the leaders of present times are thinking and doing in the cause of education. If she has a truly professional spirit, she will wish to meet with fellow workers in local, county, district and state associations, both to receive and give.

She must have a well-disciplined mind, gaining all the time in power to acquire fresh knowledge, to assimilate it and wisely use it, thinking more keenly and feeling more warmly as the years go by. From wise observation of the effects of her work which she has based on her knowledge of the principles governing the development of soul, she must constantly increase in skill in teaching, becoming, indeed, an artist instead of remaining an artisan. She ought to have in an eminent degree what Pestalozzi calls a "thinking love" for children.

To the stimulation which ever comes from an earnest soul, should be joined the stimulation of the "word fitly spoken."

"With halting, without rest,
Lifting Better up to Best;
Planting seeds of knowledge pure
Through earth to ripen, through heaven endure."

Lord Russel J. Killowen's View of Separate Schools.

The question of whether the State should render financial assistance to sectarian schools having arisen, his lordship expressed his views at some length.

"It all depends," he said. "I can understand the government of a state saying: 'Education is no affair of ours; that must be left to the individual head of the family.'

"But if, as in Great Britain, the State has accepted the position of recognizing it to be the duty of the State that the young of the nation shall be educated, then I think it is the duty of the State to consider, as far as is consistent with a national system of education, the religious feeling, or if you prefer to so call it, the religious sentiment or prejudices of the various sections of the community. Again, if the duty which the State has accepted is discharged by anybody in the community, so far as the secular teaching is concerned, I hold that while the State ought not to be called upon to pay for religious teaching, it is only just that it

should pay for the secular teaching which it has confessed to be its duty to impart to the child, whether that teaching be imparted by members of a religious body or not, and this even although that body may set apart certain hours of the school day for instruction in religious matters which may be more or less sectional. It should pay those who impart that secular education, even although they may be recognized as a body of religious teachers. But, while I say this, I say at the same time that there should be the fullest possible control given to the State in the matter of inspection, so that it may see that the standard which it proposes to maintain, will, in point of efficiency, be carried out. In other words, the State should see that it is getting full value for the money which it is paying out.

"But, in order that there may be no misconstruction of my words, I desire it to be distinctly understood that I speak as an Englishman, and as one who looks at this matter as it affects the schools in England. I am not discussing the merits or demerits of Canadian separate schools, but speak simply of the duty of the State, with regard to education as I conceive it."

Some Statistics from Germany.

On a basis of 10,000, the proportion of pupils attending the scientific and classical gymnasia, is: in Prussia, 27 Catholics to 50 Protestants and 333 Jews; in Saxony, 22 Catholics to 40 Protestants and 357 Jews; in Wurtemberg, 53 Catholics to 93 Protestants and 590 Jews; in Baden, 41 Catholics to 86 Protestants and 417 Jews; in Hesse, 50 Catholics to 67 Protestants and 333 Jews. Thus in the six largest German states, containing 87 per cent of the population of the empire, the Catholics are far behind the Protestants in their desire for higher education; the Jews vastly superior in this respect to both the Christian organizations together.

The undeniable fact that Catholics furnish proportionately fewer aspirants after higher education than Protestants, is due to a variety of causes, two of which may be mentioned as perhaps the most important. The first of these is sacerdotal celibacy. The Protestant parson's sons are expected to study, if not theology, at least one of the learned professions. His descendants, whether laity or clergy, inherit a taste for learning, and in most cases pursue a course at the university. The second cause is the persistently hostile attitude of the ecclesiastical and political leaders of the Catholic party to the superior grades of secular education. They are constantly denouncing scientific schools and universities as hot beds of irreligion. But who ever heard a Jewish rabbi or the elders of a synagogue indulging in such condemnatory language? *N. Y. Nation, Vol. 62, No. 1615.*

One Woman's View of School Salaries, School Work and Kindred Subjects.

"I am not a teacher, now," she wrote, "and never shall be again—so you cannot think I am influenced by the personal equation; but I declare I feel as though I should like to take the platform in behalf of my down-trodden sisters! For instance, last night, I attended a club with one of my boarding house *conferees*—a teacher. The topic on the tapis was one in which she was exceedingly interested, so she dragged herself along. Dragged

I use the term advisedly! As I looked at her weary face, and noted her conscientious efforts to 'brace up,' I thought, 'Well, it doesn't make any difference whether it is California, or Kansas, or Illinois, or Massachusetts

the energy, the exuberance of spirit, the joy of life is done for when you enter the ranks!' And I felt almost guilty—I who had worked steadily from eight that morning until six at night, with only one hour's rest, that I should feel so buoyant and fresh in the presence of this jaded, tired-of-life human being!

"And this makes me think of what Emerson says of teaching. Did you know he had been a pedagogue, and tasted of the soul-narrowing worry of the vocation? In substance, it is this: 'Cobble shoes, maul rails, pick up stones, plough, make hempen ropes, hang yourself at the end of one of them, but don't teach school!' And Carlyle it was who said, 'Whom the gods wish to make miserable, they first make school teachers of!' So I have excellent backing up for my attitude toward the profession, you see! And yet there must continue to be those who are fettered in the bonds of servitude. The world must have 'em. But there ought to be introduced various and radical changes. For instance:

"No teacher, at least a woman, should teach for more than five years. Why? Because of the wearing, tearing strain upon her. I have quoted before to you, but I am going to again, what the superintendent of the Chicago schools said at one of the big meetings there. (And of course what is true of the schools in Chicago, is true of the generality of other schools.)

"I am satisfied that under existing circumstances, no woman, no matter how healthy and young and strong she may be, can enter the schools in this city, do efficient and satisfactory work, and preserve her health and spirits for more than five years; and in many cases the anxiety and nerve exhaustion are apparent in much less time. You remember further, perhaps, what he says about the healthy young woman, once full of the vigor and enthusiasm of life, sobering down, until the flush has left her cheeks, the sparkle deserted her eye, and her motions and features have assumed a languor which speaks vainly of vital forces spent.

"Then let her, in these five years, receive sufficient compensation to enable her to lay up enough, at least, to support her while she is getting resuscitated from the strain, mental, moral, and physical, which she has undergone. How much this should be would be a debated question—but at the lowest calculation, double or treble which she now gets.

"Another thing: In these five years—five of the very best years of her life—she should be enabled to have a little of the joy of life. To this end, fewer hours should be inaugurated. I hold that she ought not to teach but half a day. Then, with the other half for 'resuscitation,' she will be able to do, with some degree of vivacity, what other people do!

"Third—and this would follow, perhaps, as a concomitant of her brighter prospects, her changed personality, etc.—added consideration, and a higher status in the world. How often do we hear, *Only a teacher*—only! . . . I declare it makes me righteously indignant!

"Now, of course, in exchange for all this, the teachers should be teachers in truth—men and women worthy the name; but do you not think they would be more apt to be so? Infinitely! As Mr. Speed said in an article in the *Forum*, 'Unless teaching is made an honorable profession in which distinction may be gained and an easy competence acquired, we can never expect it will attract the same class of persons as those now drawn to the law, to medicine, to engineering, to the pulpit.'

"What do you say, my friend?"—*Eleanor Root, Boston, Mass., in Popular Educator.*

Beautiful Objects in the School-Room.

"Into a school made up chiefly of children from the slums the teacher one day carried a beautiful calla lily. Of course the children gathered about the pure, waxy blossom in great delight.

"One of them was a little girl, a waif of the streets, who had no care bestowed upon her, as was evinced by the dirty, ragged condition she was always in. Not only was her clothing dreadfully soiled, but her face and hands seemed totally unacquainted with soap and water.

"As this little one drew near to the lovely flower, she suddenly turned and ran away down the stairs and out of the building. In a few minutes she returned with her hands washed perfectly clean, and pushed her way up to the flower, where she stood and admired it with intense satisfaction.

"It would seem," continued Miss Coffin, "that when the child saw the lily in its white purity, she suddenly realized that she was not fit to come into its atmosphere, and the little thing fled away to make herself suitable for such companionship. Did not this have an elevating, refining effect on the child? Let us gather all the beauty we can into the school-room."—*Exchange.*

He Got It.

A graphic incident in the life of a spoiled child is well told by a writer in an exchange. Among the passengers on the St. Louis train recently was a woman accompanied by a nurse girl and a boy about three years old.

The boy aroused the indignation of the passengers by his continued shrieks, and kicks and screams, and viciousness towards the patient nurse.

Whenever the nurse manifested any sharpness, the mother chided her sharply.

Finally the mother composed herself for a nap, and about the time the boy had slapped the nurse for the fiftieth time, a wasp came sailing in and flew on the window of the nurse's seat. The boy at once tried to catch it.

The nurse caught his hand and said coaxingly, "Harry musn't touch. Bug will bite Harry."

Harry screamed savagely, and began to kick and pound the nurse.

The mother, without opening her eyes or lifting her head, cried out sharply:

"Why will you tease that child so, Mary? Let him have what he wants at once."

"But, ma'am it's a "

"Let him have it, I say."

Thus encouraged, Harry clutched at the wasp and caught it. The yell that followed brought tears of joy to the eyes of the passengers.

The mother awoke again.

"Mary!" she cried, "let him have it!"

Mary turned in her seat and said demurely, "He's got it, ma'am!"

PRIMARY DEPARTMENT.

A Few Hints on Primary Reading.

Reading, properly considered, will include many things. Among these, two things hold an important place, viz., the broadening of the mind by the acquisition of new ideas, and the culture of the voice. While each should receive due attention, the former should be of greater consideration. The child should be led to express his own thoughts and the thoughts of others.

The "thought-method" should be employed in teaching reading. Objects should be used, at first, to lead the pupil to talk. Short sentences about the object should be written on the blackboard for the child to read naturally, as he would talk. This process should continue for two or three months. Allow the pupils to use a pointer, but be sure not to let them point out each word separately, but read the sentence as they would speak it.

Charts and blackboards should be used as aids. After the pupils have a sufficient vocabulary of words which they quickly recognize at sight, the primer should be commenced.

From the first use of the book the teacher should require the pupil to hold himself and the book in proper position.

Require full, clear tones, and distinct articulation.

New words should be carefully pronounced, and their meaning understood.

Phonic spelling should frequently accompany the reading lesson.

By skilful questions lead the pupil to know the thought, that he may express it naturally and easily.

Sometimes there should be silent study of the lesson, and the pupils be required to reproduce, either orally or in writing, what they have read.

Perhaps there is no branch of the school work where greater improvement is apparent within the last five years than in the matter of primary grades. Vastly more is accomplished, and with decidedly *better* results than by former methods. Pedagogical laws are now obeyed perhaps more fully in the reading exercises than in the arithmetic, geography, or grammar teaching. By the use of objects first, then the names given orally, then the making of sentences, that is, the saying of something about the objects, then the writing of these sentences on the blackboard, and finally the reading of them, or the recalling of them at sight—all this paves the way for further development of the art of reading, and leads by a more persuasive path to the pleasures and the uses of the printed page.

I have known, in a large city, a class of fifty little children five or six years of age, gathered from the average poor and middle class people, placed in charge of a skilful teacher who pursued the plan outlined above, who in one year read through *fourteen* first readers, and at the end of the year they could read with ease and in an intelligent manner any easy reading, and could understand the meaning of what was read.

William A. Mowry, Hurl Park, Mass., in Public School Journal.

Blackboard Exercises.

Let the pupils copy and complete the following phrases:

- A fleet of (vessels, ships).
- A flock of (birds, geese).
- A bevy of (girls, children).
- A pack of (thieves, wolves).
- A gang of (thieves, ruffians).
- A host of (angels, friends).
- A throng of (guests, people).
- A shoal of (shad, porpoises).
- A troop of (soldiers, sight-seers).
- A covey of (partridges, ducks).
- A horde of (ruffians, wretched people).
- A heap of (rubbish, gold).
- A drove of (oxen, cattle).
- A school of (mackerel, whales).
- A congregation of (worshippers, Methodists).
- A corps of (teachers, engineers).
- A band of (robbers, musicians).
- A swarm of (bees, locusts).

From the Teachers' Aid.

First Year Number Work.

PRINCIPLES UNDERLYING INSTRUCTION.

1. All number work for the first month should be objective.
2. The beginner should not be required to copy much from the board the first month.
3. All beginning work should lead to the learning of numbers as wholes, without the process of counting.
4. No analysis of the number learned should be attempted the first month.
5. Perception and the power of expression are the chief things to be cultivated at first.
6. The principle, "Go from the known and present to the absent known" is the first step away from the sense-grasp of objects. And from the known to the related unknown is the second step in the learning process.
7. No word, naming a number, should be used disconnected from the name of some thing. The power of "abstraction" in little children is very slightly developed.
8. All things (objects) which may be used in the school-room to objectify number teaching will have these attributes: *color, form, size*. These attributes must be disregarded at first; nothing should come between the child and the *number* of things.
9. Nothing so fixes knowledge with the child as making, or representing. So the child should be regularly called on to make two birds, three apples, four squares, etc.
10. All primary number-teaching which results in words only, is time badly wasted. Every number name, and later, every process name should recall definite concepts of numbers of things and of processes.
11. Reach the child's consciousness in as many ways as possible: through sight, hearing and touch.
12. Do not force upon the child any set form of expression.
13. All arithmetical processes may be illustrated with numbers of things.
14. The movement of the learner's mind is from processes with real things to operations with symbols of things.
15. There should be perfect correspondence between the language used to describe a process and the operation actually performed with numbers of things.
16. Knowledge and skill are valuable only when they become habitual. Hence, first find out the number fact or relation, and then fix the fact by repeated drill.
17. The aim of all school work should be to give the child freedom. This is reached through the self-activity of the child's own powers.

TESTS.

Tests to determine the accuracy of the pupils' knowledge of the numbers studied as wholes.

1. The teacher shows the number. The pupils name it. This tests the power of the pupils to apply the correct name upon seeing a given number.

The teacher names the number. The pupils show the number called for. This proves the power to associate the correct number with a given number.

3. The teacher shows a number. The number is then placed out of sight. The pupils bring or show the number. This proves the power to hold the number concept in consciousness.

4. The teacher taps three times. The pupil draws as many circles on the board. This is a step toward eliminating the attributes of size, color, and form from the number notion.

5. The teacher shows a number. The pupils point out the number from among other and larger numbers. This shows definiteness of the number concept.

6. Teacher calls for the names of things in which some number is prominent. (Name something in which two is prominent: three, four, etc.) This tests the memory and leads to observation.

7. Pupils are asked to make a large number, say nine or fifteen (the number if not known to the pupil or teacher) into threes, or fours, etc. This leads to the habit of analyzing in a natural, easy method.—*School News*.

N. B. Normal School Entrance.

Class 1.

Time 1 hr. 30 min.

BOOK-KEEPING.

Mr. J. Vroom, Examiner.

1. What are the advantages of double entry?—*Value 10.*
2. Describe your method of closing the ledger.—*Value 10.*
3. Explain the use of the trial balance.—*Value 10.*
4. Journalize the following:
 - (a) Our agent, John Brown, has sent us an account sales of merchandise, consigned to him, showing receipts \$1100 and expenses 45; and has remitted cash for the same less his commission of 2 per cent.
 - (b) Lost a pocket book containing two \$10 bank notes. Money returned to us and we paid the finder \$1.
 - (c) Gave our check on People's bank in payment of James Black's note of \$300, which we had endorsed and discounted at the bank, and which he failed to pay at maturity.
 - (d) Accepted Green & Co.'s draft on us at 30 days for \$265.
 - (e) Black has compromised with his creditors at 80 cents on the dollar, and has given us an accepted order on Jacob White for our proportion of the above \$300, which we receive in settlement of the claim.—*Value 25.*

5. Explain the terms note, draft, receipt, protest, concern, liability, liquidate, manifest, assignment, consignment, as used in book-keeping. *Value 2.*

6. Make out a balance sheet from the following trial balance:

| | Dr. | Cr. |
|----------------------------------|---------|---------|
| Capital | 160 00 | 2540 00 |
| Cash | 2817 00 | 1242 00 |
| Merchandise (Inventory \$396.50) | 614 50 | 332 00 |
| Bills receivable | 290 00 | 40 00 |
| Bills payable | 154 50 | 160 00 |
| Thomas Brown | 55 00 | 40 00 |
| John Morrison | 40 00 | 30 00 |
| James Jones | 10 00 | |
| People's bank | 500 00 | 200 00 |
| James Ross | | 100 00 |
| Expense | 70 00 | |
| Interest and discount | | 2 50 |

7. How would you correct errors in the day book? In the ledger? *Value 2.*

Class 2. Time 1 hr., 15 min.

GENERAL HISTORY

Five questions make a full paper.

1. Enumerate the Ancient Oriental Monarchies. To what races did the people of these monarchies respectively belong? Sketch briefly the peculiar part in history taken by the Hebrews.

2. What were the greatest contributions made to civilization by (a) Greece? (b) Rome?

3. About what date does the authentic history of Egypt begin? By what nations has it been successively conquered, and what are its political relations at present?

4. Give a brief account of the Feudal System of the Middle Ages.

5. Give a brief account of the rise of the Turkish Power in Asia Minor, and the subsequent capture of Constantinople. What wars have been carried on against the Turks during the present century, and with what results?

6. Select any three of the following names and assign their respective places in history: *Charlemagne, Louis XIV., Charles V., Peter the Great, Napoleon I., Attila, Washington.*

SCHOOL AND COLLEGE.

Miss Stella McVicar, one of the most efficient and popular of the teachers of Charlotte county, was recently married. Mrs. Smith will be greatly missed not only by the schools but in outside work. The REVIEW extends congratulations.

From the number of the normal school entrance candidates reported as passed, the capacity of that institution will be severely taxed.

H. C. Henderson, B. A., formerly of the Victoria County Grammar School, Andover, but who has taken a two years' post graduate course at the Chicago University, has been appointed to the Fredericton High School.

Miss K. R. Bartlett, of the girls' high school, St. John, has obtained leave of absence for a year on account of ill health. The long and valuable services of Miss Bartlett and the estimation in which she is held by her associate teachers and pupils, make her enforced absence a matter of deep regret to all concerned.

The Provincial Teachers' Association of P. E. Island will meet in Charlottetown on Wednesday, Thursday and Friday, the 16th to 18th inst.

Inspector Mescroean is visiting the schools in Gloucester County, not reached last term, after which he will be in Restigouche County.

The chief superintendent has granted permission to the teachers of Westfield and Greenwich, Kings County, to attend the St. John County Institute.

Teachers and school officers should bear in mind that the annual school meeting is to be held in future on the second Saturday in October. School meeting day is therefore no longer a holiday in the sense of lessening the number of teaching days in the term.

Those who have observed Labor Day as a holiday have done well, as there seems to be no doubt that it is such.

Miss May Collins, teacher at Coldbrook, St. John Co., assisted by pupils and residents of the place, recently by means of a school concert, raised \$23 with which the school grounds have been graded. A school flag is also in prospect.

The many friends of Inspector Bridges will unite with the REVIEW in extending congratulations upon his marriage to Miss Mabel Gregory of Fredericton. Mr. and Mrs. Bridges took an extended wedding tour through Nova Scotia and Cape Breton.

Charlottetown public schools opened after the midsummer holidays on Monday, August 31st, with a large attendance of pupils. Miss Laird, a teacher of Prince street school had resigned, and Miss Lillian Robertson, formerly of Kent street school, was appointed in her stead. Miss MacMillan takes Miss Robertson's place in Kent street. Miss Gregor and Miss Brown, teachers of Prince street school, were granted leave of absence; the former intends spending the year in California, the latter's leave is on account of ill-health. Miss Selina Robinson and Miss Lily Taylor supply for them during their absence.

Prince of Wales College, Charlottetown, re-opened on Tuesday, the 1st inst., with a very large attendance of students. So great is the number that an additional professor has been asked for by the principal, and we are glad to learn that the request is about to be granted.

The schools of Summerside, P. E. I., re-opened after the mid-summer holidays on Monday, August 31st, with two new teachers on their staff. Mr. J. A. Arbuckle of Summerside and Miss Margaret Thomson of Charlottetown. Principal Campbell of Summerside has introduced a system of free drill in the Davies school.

Miss M. D. Robb has been appointed to the staff of the St. John girls' high school.

The St. John County programme is also published. The high school work which was somewhat slighted last year will be ably attended to this year by Principal Cameron, of Yarmouth. As the Institute will be held during exhibition the attendance of outside teachers will no doubt be large. All will be welcome.

The many friends of Miss Kate Huges and Miss Alice McNeill will join the REVIEW in congratulations to them on the recent happy events which will deprive Charlotte County of the services of two of its best teachers.

St. John has lost one of its most esteemed primary teachers by the retirement and marriage of Miss Jessie Purdy of the Douglas Avenue school. Miss Purdy carried with her the best wishes of all.

Among the changes noticed at the beginning of the work of the term may be mentioned the appointments of Miss Annie Robb, Miss Mary Evans and Miss Lizzie Mowry to the St. John staff; Miss Jennie McNally to the Quaco primary and Miss Annie E. Simpson to the Fairville staff.

Inspector Carter will be engaged during September and October with the schools in Charlotte County.

The programme of the Charlotte County Institute appears in the REVIEW. It is a good one, and the attendance will no doubt be as large as usual. The date has been made earlier than usual in order to enable the Island teachers to attend.

Inspector Carter, who has recently returned from a trip to the eastern part of St. John County, reports progress all along the line. Miss Margaret Payne, teacher at Otter Lake, has raised enough money to purchase a teacher's desk and provide new black-board surface. Miss Anna K. Miller, at Willow Grove, has been able to fence and improve her school grounds. Mrs. M. W. Evans, at Fairfield, has had her grounds fenced neatly, the house painted and has added to her apparatus. Miss Ida Lucy, at East Quaco, by means of a concert secured thirty-two dollars with which she has purchased slate black-boards and begun a school library. Miss Emmeline Akerly, at Little Beach, has raised forty-six dollars with which she has fenced and improved her grounds. Miss Ida Clindinning, teacher at Gardiner's Creek, has raised the sum of sixty-one dollars with which she has purchased new furniture, stove, and made many other improvements. Principal Trueman and teachers of Quaco have not been idle. They have purchased a very handsome flag and pole and have added extensively to their library and reading room. They are hoping by next Arbor Day to have all the grounds fenced and ready to be planted. In their efforts in the directions noted the teachers have been very zealously assisted by trustees, rate-payers, and above all by the pupils, which is a guarantee that they will be taken care of and added to.

The P. E. I. Provincial Teachers' Association meets in annual convention in Charlottetown on the 16th, 17th, and 18th inst. An interesting programme has been prepared and a profitable time may be anticipated by teachers attending.

Arthur I. Trueman, Esq., has been appointed Chairman of the Board of School Trustees, St. John, in place of Judge Barker, resigned. Mr. Trueman is a graduate of Dalhousie University, was a teacher and superintendent in the town of Portland, and has always taken a great interest in educational work.

The N. B. Normal School re-opened on September 1st, with an attendance of over two hundred students.

Miss Lydia B. Hunter, of Fredericton, N. B., has been appointed teacher of English at the Halifax Ladies' College. An excellent appointment, and one that her many friends in both Nova Scotia and New Brunswick feel that she will fill with credit to herself and credit to that institution.

BOOK REVIEWS.

MURCHÉ'S DOMESTIC SCIENCE READERS, by Vincent T. Murché. Books I and II, 1s. each, Book III, 1s. 4d. Publishers, MacMillan & Co., London and New York. These science readers are adapted to meet the requirements of the London Educational Department in domestic economy as laid down in the code for 1896. They are a series of lessons by a practical teacher in all possible subjects embraced in the home and its surroundings, told in the conversational style, bright and easily understood. Besides conveying a vast amount of information on everyday subjects, they are very suitable as readers, being graded as to subject-matter and so entertaining that they lead to fluency and correctness in reading. They are well adapted to our schools, where they might be used as a supplementary reader in all the earlier grades, or for the home where they would entertain and instruct the older members of the family, who daily go through processes of which they can give no intelligent explanation, owing to their defective early training. The books are well fitted to relieve home life and domestic tasks of their monotony and give them a charm to young and old.

UNIFORM QUESTIONS IN DRAWING. Paper, 50 cents, pp. 178. C. W. Bardeen, publisher, Syracuse, N. Y. This is a useful book containing questions and answers in drawing given at the uniform examination of the State of New York. All teachers working by themselves in drawing will find this book a useful test of their work.

MACMILLAN'S GEOGRAPHY READERS. Books V and VI: pp. 246 and 210; price, 1s. 6d. each. Publishers, MacMillan & Co., London and New York. Book V of this entertaining series describes the countries of Europe, their romantic scenery, habits of the people, chief cities, some battle scenes, with illustrations. Book VI is devoted to Canada and other British Colonies.

HIGH SCHOOL HISTORY OF GREECE AND ROME, by W. F. Robertson, B. A., LL. B. and John Henderson, M. A. (authorized by the Education Department of Ontario). Pages, 530, price, 75 cents. Publishers, The Copp, Clark Co., Ltd., Toronto. This book has many excellent features that commend it for use in high schools. It treats concisely and clearly the main features of the history and geography of Greece and Rome. Its summary of the mythology, usages, laws, forms of government, art, literature, are admirable; and if the student reads no further than his text book he will have a very intelligent conception of the life and history of these two great nations. One would wish that the extracts given in chapter XI of translations of earlier Greek writers were continued in the later period, and that the same were done in the case of Latin authors; or that the system of making the quantity of vowels in proper names in the few first chapters had been continued throughout the book; or that the larger maps were as clear as the smaller, even if some details had to be suppressed. These are minor faults. The matter is concise and well arranged, the pages clearly printed and so far as a hasty perusal will admit of judging, typographically excellent.

THE ROYAL CROWN READERS. Books I-IV. Price, 1s. 4d., 1s. and 1s. 3d. Publishers, Thomas Nelson, London, Edinburgh and New York. This is a very attractive series of readers, well bound, with clear letter press, and colored illustrations.

ARITHMETIC FOR PROMOTION. Parts I-V by Rev. J. B. Lock, M. A., and R. F. Macdonald. Paper covers, price 3s. each. Publishers, MacMillan & Co., London and New York. This is a graded series of arithmetics, containing a great variety of exercises for primary scholars on the fundamental rules.

LIVY'S HANNIBALIAN WAR, selections, Books XXIII, XXIV, adapted for the use of beginners, by E. P. Coleridge, B. A., late of Oriel College, Oxford. Pages 142, price, 1s. 6d. Publishers, MacMillan & Co., London and New York. This book, published in the Elementary Classics series, has an introduction which contains a sketch of the life and works of Livy, a geographical index, copious notes and a vocabulary.

PETS AND COMPANIONS, No. II, by J. H. Stickney. Pages 142, illustrated. Publishers, Ginn & Co., Boston. Such a book as this, describing in easy language subjects from nature, abundantly illustrated, and printed in large, clear type, cannot fail to prove interesting to children.

LE PREMIER LIVRE DE FRANÇAIS, by Louise S. Hotchkiss, published by D. C. Heath & Co., Boston, price 40 cents, is a very attractive little book, and one that is especially pleasing to children for whom it is written. The basis of the book is Le Fontaine's "Le Corbeau et Le Renard" and the lessons are so arranged as to lead up step by step to this fable and to make it possible for those who have been carefully taught the preliminary lesson to understand it. The book is also appropriately illustrated. F.

LE GEUCHE DE MONSIEUR PORRIER, by Angier and Sandeau, edited by Benj. J. Wells, Ph.D., published by D. C. Heath & Co. Price 30 cents. This work is accompanied by full and valuable notes and an introductory critique of the work of Emile Angier (1820-1889) who is indebted to Sandeau for little more than the plot of "Le Geuche de Monsieur Porrier," and who is therefore the real author of the comedy. "In Angier's works," says Mr. Wells, "one is frequently conscious of a shade of meaning that seems to defy translation save by a paraphrase that would deprive it of its vigor. In 'Porrier,' however, this is less marked than in the earlier dramas, and for this reason, as well as for others, it is the best work with which to commence the study of Angier." F.

FRENCH COMPOSITION, by C. H. Grandgent. Published by D. C. Heath & Co., price fifty cents. This is a carefully prepared series of lessons for teaching French composition by means of English paraphrases of French selections, which are first made familiar to the student in such a way that the proper French expression will naturally recur to the mind as he translates the English back into French. After the paraphrasing of simple stories, considerable attention is given to the writing of letters, and then follows bits of description and literary criticism, which contain the most characteristic of the French idioms. F.

BOOKS RECEIVED.

THE FACTS OF LIFE. (French series No. I.) Publishers, Messrs. George Philip & Sons, London.

FRENCH GRAMMAR FOR SCHOOLS, by G. Eugene Fasnacht. Publishers, MacMillan & Co., London.

AUS HERTZ UND WELT. (Heath's Modern Language Series.) Publishers, D. C. Heath & Co., Boston.

GERMAN SCHOOL SYSTEM, by Levi Seeley, Ph. D. E. L. Kellogg & Co., Educational Publishers, New York.

HIGH SCHOOL PHYSICAL SCIENCE, Part II, by F. W. Merchant. The Copp, Clark Co., Toronto, Publishers.

OSWEGO METHODS IN TEACHING GEOGRAPHY, Publisher, C. W. Burdett, Syracuse, N. Y.

SELECTIONS OF FRENCH IDIOMS, MacMillan & Co., London, Publishers.

EDUCATIONAL MUSIC COURSE, Publishers, Ginn & Co., Boston.

ELEMENTARY GEOGRAPHY, Rand, McNally & Co., Publishers, Chicago.

QUINTUS CURTIUS, in School Classics Series, Ginn & Co., Publishers, Boston.

September Magazines.

In the *Chautauquan* for September George Hamlin Fitch's article has for a subject, "The City by the Golden Gate," in which he understandingly describes San Francisco, both as to scenic pictures and municipal regulations, while the illustrations show representative men and women of the city. There is much variety in *McClure's* for September. Will H. Low's "Century of Painting" describes some of the noted painters and paintings of the nineteenth century. In the *American Journal of Sociology* for September, Rev. E. M. Fairchild presents an outline of a plan of educational work which he urges the churches to adopt. His plan is not for giving up what the churches are now doing, but for an extension of their function into a larger part of the field of ethical education. It is announced that the publishers of *Little's Living Age* are about to introduce several new and valuable features in their magazine. The most important of these is a monthly supplement, giving without additional cost to the subscribers, which will contain readings from American magazines, readings from new books, and also a list of books of

the month. . . . In *Appleton's Popular Science Monthly*, for September, Mr. David A. Wells, continuing his articles on the principles of taxation, considers its definition, object and sphere. . . . There will appear in the September *Atlantic* two articles that suggest and (in a sense) contain the most eventful chapter in modern history. One is "The Story of Uncle Tom's Cabin," by Charles Dudley Warner, who tells the unprecedented history of this book; and the other is "The Awakening of the Negro," by Booker T. Washington. The most daring prophet could not have foreseen Tuskegee Institute in Alabama forty years ago; in fact nothing conceivable would have seemed so improbable. . . . *Massey's Magazine*, (Toronto) for September, is a capital Canadian number. The Magazine has greatly improved since its initial number in January last.

ADDRESS A POSTAL TO

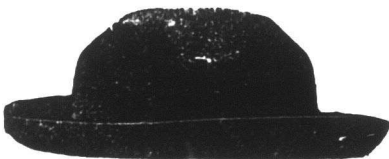
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"THE FUNDAMENTAL PRINCIPLES OF BOOK-KEEPING"

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Every Teacher should have The Educational Review.

TEACHERS' INSTITUTE.

St. John County Teachers' Institute.

The Eighteenth Annual Session of the Charlotte County Teachers' Institute will be held in the Marks Street School, St. Stephen, September 17th and 18th, 1896.

The Eighteenth Annual Meeting of the St. John County Teachers' Institute will be held in the Assembly Hall of the Centennial School, St. John, N. B., on Thursday and Friday, September 24 and 25, 1896.

PROGRAMME.

...PROGRAMME...

FIRST SESSION, Thursday, September 17th, 10 a. m.
Enrolment. Address by President. Paper "Canadian History" J. Vroom.
SECOND SESSION, Thursday, 2 p. m. Lesson: Spelling, Grade VII Miss Georgie B. Meredith. Paper: "Busy Work" Miss Emma Veazey.
THIRD SESSION, Friday, 9 a. m. Institute divided into sections. Primary, led by Miss Agnes Boyd. Intermediate, Mr. H. E. Perkins. Advanced, Mr. P. G. McFarlane. Lesson: number, Grade II, Miss Edna Daggett.
FOURTH SESSION, Friday, 2 p. m. Lesson: Reading, Grade IV, Miss D. H. Hanson. Paper: "The Kindergarten and the Primary School" Miss G. A. McAllister. ELECTION OF OFFICERS, ETC.
The usual Travelling Arrangements will be made.
F. O. SULLIVAN, President. GEORGIE B. MEREDITH, Secretary.

FIRST SESSION—Thursday, 10 a. m.
Enrolment and address by the President; Report of Sec Treasurer; "School Politeness;" Talks and Discussions.
SECOND SESSION—Thursday, 2 p. m.
Papers and Class-work on "Spelling."
Primary Section, Miss Jennie Hanson.
Intermediate Section, Miss Minnie R. Carlyn.
Advanced Section, Miss Clara Fullerton.
"Thoughts on Introductory Geometry,"—Mr. Wm. H. Parlee.
THIRD SESSION—Friday, 9 a. m.
"Mathematical Geography," "Talk on Time,"—Principal A. Cameron, Yarmouth, N. S.
Papers on "Busy Work."
Primary Section, Miss Etta Barlow.
Intermediate Section, Miss Octavia Stuart.
Advanced Section, Mr. R. B. Wallace.
FOURTH SESSION—Friday, 2 p. m.
Lesson in English Literature, subject—"Richard II, Act II, Scene I," Principal Cameron, Yarmouth, N. S.
Election of Officers, Miscellaneous Work.
Adjourn.
JOHN MACKINNON, President. MALCOLM D. BROWN, Sec.-Treasurer.

MCGILL UNIVERSITY, MONTREAL,
SESSION 1896-97.

The Calendar for the Session 1896-7 contains full information as to Conditions of Entrance Courses of Study, Regulations for Degrees Exhibitions and Scholarships, Fees, Etc., in the several Faculties of the University.

- *Faculty of Arts (including the Donald Special Course for Women)
- *Faculty of Applied Science,
- *Faculty of Medicine,
- *Faculty of Law,
- *Faculty of Comparative Medicine and Veterinary Science.

Tuesday, 15th Sept.
Wednesday, 17th Sept.
Tuesday, 15th Sept.
Tuesday, 8th Sept.
Saturday, 26th Sept.

*In the Faculty of Arts, the various courses in Classics, English, Modern Language, History, Philosophy, Mathematics, Physics, Chemistry, Botany, Zoology, Geology, are open also to Partial Students without Matriculation.
*The Faculty of Applied Science includes Departments of Civil and Mechanical Engineering, Electrical Engineering, Chemistry and Architecture.

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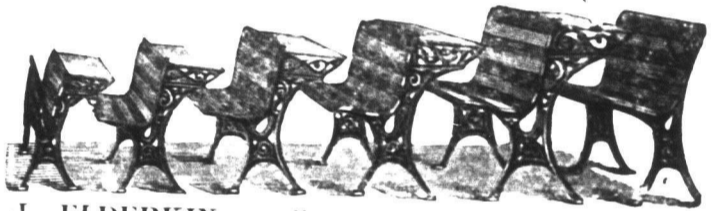
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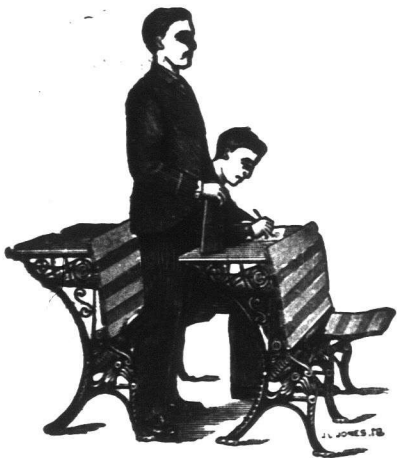
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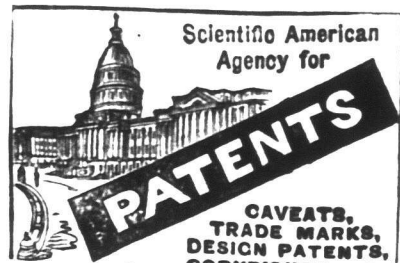
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