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MISSING

The Educational Review.

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Editor for New Brunswick.

A. McKAY, Supervisor Halifax Schools,
Editor for Nova Scotia.

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THE EDUCATIONAL REVIEW.

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SEVERAL articles intended for this issue of the REVIEW have to be left out on account of their length. Again we say to our contributors: Be brief and to the point.

IN our advertising columns will be found two interesting announcements of Summer Schools to be held in July of this year. The Summer School is an institution where instruction and recreation may be most profitably and pleasantly combined, and we hope that very many teachers will make arrangements to devote a portion of their vacation at least to the Summer School.

EVERY progressive teacher finds that a good dictionary and an encyclopedia are indispensable for his daily preparation for the class-room. Webster's new International Dictionary is a priceless treasure in a school, whilst a good encyclopedia of modern price is scarcely less of a necessity. In regard to the latter, our readers would do well to consult the advertisement of Messrs. T. C. Allen & Co. in another column.

UNDOUBTEDLY the greatest blessing in a school-room is an abundance of pure air. Read the advertisement of the Robb Engineering Company in another column.

A "LADY TEACHER" writes to the REVIEW: "Did it ever occur to you that a Superannuation Fund would be a good thing for lady teachers who have been in the profession say twenty-five years? Perhaps your readers would take the subject up and discuss it in the columns of the REVIEW."

SUPERVISOR MCKAY, Halifax, has gone to Chicago in charge of the educational and mineralogical exhibits of Nova Scotia for the World's Fair. He expects to be absent about a month.

THOSE contemplating a trip to Europe should read the advertisement in another column. No better time could be found than this summer, when the tide of travel is setting westward, and no better opportunity than with Miss Fitch, whose qualifications and knowledge of the old world will be of the greatest advantage to those fortunate enough to be of her party.

It is understood that a committee of the Senate of the University of New Brunswick recently waited upon the government of the province to urge an increase of the college grant. The committee was very cordially received, and hopes are entertained that the desired result will be attained. By the admission of women to the university, greater demands have been made upon it. These have been met by the Senate in as liberal a spirit as has been consistent with the resources of the institution. The staff of professors has been added to and greatly strengthened, and the university, as far as its equipment is concerned, has never been in a position better commanding public confidence and support than it is at present. To bring about this most desirable result some additional outlay has been made, and notwithstanding this the salaries of the faculty are comparatively small—so small, indeed, that unless larger remuneration be given some of the professors, there is danger that their services may be lost to the province. In one or two cases already, the services of very able men have been lost to the university owing to the straitened condition of the funds. If the province can afford to be generous in any direction, it is in that of higher education, for which the expenditure in the past has been relatively small.

The main purpose to be gained by the observance of Arbor Day in the schools is to arouse an intelligent and affectionate interest in trees and beautiful and well-kept school-grounds. It should be the children's day; and the exercises and work should be so wisely directed by the elders that the responsibility and proper performance of the work may fall upon the

children. Arbor Day ought to be the beginning of systematic and practical instruction on trees and other plants. If the day is given up to recitations, music, speeches, ending with thrusting trees with few roots carelessly into the ground with the expectation that they will live and thrive when common sense shows that there is not the slightest prospect of their doing so, then such a proceeding is a farce, and the school is no place for a farce of this kind.

Beginning weeks beforehand the most careful preparation should be made for Arbor Day. Two excellent articles will be found on another page, and to these we invite careful attention. Take precautions to have the tree-planting done in the best possible manner, and let all the other exercises be subsidiary to that. And let the careful planting be the beginning of a watchful care that will insure the growth of beautiful and perfect trees. Surely such a result is worth striving for.

Notwithstanding the fact that temperance already occupies a conspicuous place in our course of instruction in New Brunswick, and its teaching is compulsory in all our schools, it would appear that we are to have further legislation upon the subject. It is most proper and desirable that temperance teaching should receive due attention, and it has been receiving such, but when is the matter going to rest? Our teachers, conscientious in carrying out the wishes and directions of the Board of Education, are harassed every year or so by some additional or different requirements. Such a course may serve to keep alive the missionary spirit of the promoters, but it is certainly not conducive to the prosperity of our schools. Tell us what we have to do and leave us in quietness for a little while to endeavor to work out with some degree of thoroughness what is required.

PROMOTION EXAMINATIONS.

From 1872 to 1881 pupils of all grades in the public schools of Dartmouth, N. S., were promoted mainly upon the recommendation of their teachers, and without written or other examination. The teachers of the various departments were required to present at the end of the term a list of their pupils in the order of merit. As many as could be accommodated in the higher grades were admitted. There were certain checks to prevent carelessness in placing the names of the pupils in the true order of merit for grading. The system worked well. It has been tried in Cincinnati, Cleveland and many other places, with the best results. Of course there should be written examinations, and many of them, but not for the promotion of pupils, especially in common schools.

There should be examination by the education department for promotion to the academies, followed by diplomas to all who are successful. But promotion should not be confined to those who are successful, or indeed be mainly dependent upon success.

The government examination will give a rough comparative estimate of the work done by the academy and the government diploma will be an authoritative testimonial of character and scholarship, and a great stimulus to effort. But a faithful teacher's estimate of his pupils will be a far safer guide for promotion.

Mr. Hatch, Superintendent of the New Bedford schools, and a reformer in this direction, says:

Every recitation is in part an examination of the teaching as a test of the amount and kind of knowledge possessed by the pupils. Of this every teacher should be conscious, and if recitations are uniformly poor, it would be well for him to turn the search-light of criticism back upon himself if he would discover where the fault lies. As the teacher must be the best judge of the attainments of the pupils under his charge and of their individual capacities, his opinion should have much weight in determining their advancement. He should therefore make a careful study of each pupil; note his strength as well as his weakness; and when the time for promotion comes, be influenced in recommending the pupil for advancement by the future as well as the past. Nor should any teacher, in determining his list of promotions, retard the advancement of a candidate only for fear of criticism from the teacher of the higher grade. Promotions in the public schools as a rule are governed by too rigid rules. The provisions for advancement are not sufficiently elastic. The same discrimination is not made in the interest of brightest pupils that is made against the dullest ones. A just criticism made on the public school system is that all pupils must go through the same treadmill.

TALKS WITH TEACHERS.

Some teachers have inquired whether the provisions of Regulation 44, relating to the enrolment of pupils in Standard I., is to go into effect at once. A good measure cannot go into effect too soon, and all teachers will agree with me that this is a good measure. There can be no hardship in keeping pupils out of Grade I. for a month or two, who in the majority of cases enter school far too young. There may be a hardship in some cases where parents go to the country in the summer, in limiting the time for such pupils to begin to a fortnight. I think it ought to be extended to a month.

M. P. asks the opinion of the REVIEW in the following case: "Four large girls were suspended from school for misconduct. They are now attending school in a neighboring district. (1) Should they be allowed to do so? (2) Can the parents take any action against the trustees and teacher for suspending them?" (1) While there is no written law on the subject, there is an unwritten law which prevents colleges and all other reputable seats of learning

from admitting students who are under a ban of any kind. I have a very poor opinion of the make-up of the school-board in the "neighboring" district, and hope the matter may never be brought home to them. (2) Trustees are fully justified in suspending unruly pupils for cause, and in my opinion from what you state, these girls fully deserved suspension. The parents have no remedy at all against the teacher and none against the trustees, unless an injustice has been done the girls.

A correspondent writes complaining about Regulation 25, more especially that part of it relating to notices of shows, etc., being given in school. He thinks it is all right for cities, but for the country it will not do at all. There can be no doubt but that the public school is a good medium for advertising—so good in fact that if the door in that direction were once opened it is hard to say to what lengths "hustling" agents might proceed. Both teachers and trustees should feel it a relief that they are not charged with responsibility of the advertising nuisance in schools. The schools are supported by the public, composed of all classes, conditions and creeds. Such being the case, care must be taken that no offence be given any. Imagine one political candidate taking advantage of the other by utilizing the public school to advertise his meetings and distribute his circulars, taking occasion by the way to explain his own attitude and perhaps that of his rival; or the promoters of one set of religious meetings getting ahead of another by advertising in the school, and perhaps by impressing his own opinions at the same time; or the proprietor of the ten cent show giving notice for the same night, with perhaps an advance performance to the pupils, exhibiting the presents to be given in the lottery that will ensue. It may be said all this could be prevented. It could, certainly, but would it?

The following is a letter of a New Brunswick teacher and the answer of the Chief Superintendent on a subject which will be of interest to many: "Two of the pupils of my school purpose attending Normal school next term and wish to work II. class papers. Will you kindly inform me if, failing to make the required average on said papers, they can enter Normal school with the possibility of working up to the II. class standard; or, if succeeding at the preliminary examination for second class, they can in Normal school work up to I. class? Both will attend the full term."

ANSWER.

"I would think it inexpedient at present to encourage the hope of taking a higher class at Normal school than that for which the candidate entered. In case a candidate at entrance examination fail to pass on the class worked for, a lower class may be awarded on the provision of Regulation 31, 10 (a). An ambitious candidate had better therefore try for the higher class at entrance."

EDUCATIONAL REPORTS.

NEW BRUNSWICK.

This blue book for the year ending December 31st, 1892, has been received and contains the usual General Report, Statistical Tables and Appendices. There were 68,909 pupils in attendance during the year—a decrease of 83 over 1891. The average daily attendance for the year exceeded that of any previous year since the school terms were arranged as at present. Over 21 per cent of the population of the province is enrolled in the public schools. St. John County leads the province with a percentage of attendance of 70.68 for the year. Of the cities and incorporated towns, Fredericton made the highest percentage for the year, though surpassed by St. Stephen the first term.

There were 1,674 teachers employed during the second term of 1891—an increase of 33—and 1,669 teachers employed during the first term of 1892—an increase of 37. In regard to salaries, it is to be deplored that there has been a uniform decrease in all classes, save first class females, and this at a time of unprecedented scarcity of teachers. St. John and Charlotte continue to be the best average paying counties. The average cost per pupil to the province for the year was \$5.96.

The county funds of the several counties are now chargeable with a portion of the expense of educating the deaf and blind. The Blind Asylum at Halifax received the sum of \$487.50, and the institution at Fredericton for the education of the deaf and dumb received the sum of \$810. Nearly all the counties in the province contributed to one or both of these institutions.

There were about fifty superior schools in operation in the province during the year, and the usual number of grammar schools. A comparison of the superior and grammar schools in some counties is decidedly adverse to the grammar schools, and the Chief Superintendent again remarks, "These facts indicate unmistakably the desirability of a re-organization of grammar and high schools of the province, so that results may be obtained more commensurate with the expenditure, and that the common schools, the high schools, the grammar schools and the university may be so articulated as to become a constant source of strength and growth each to the others."

A gratifying interest has been displayed in the matter of school libraries. In 17 districts 1,129 volumes were purchased at a cost of \$589.78, of which the province contributed \$195.19. Charlotte County expended the most money on libraries. The sum of \$900 was granted to build school-houses in poor

districts. Charlotte County obtained the largest amount—\$105. York County has the greatest number of poor districts—56, followed closely by Gloucester, Northumberland and Kings.

County Institutes were held in all the counties except Kent and Sunbury. Nearly 700 teachers were enrolled at these meetings. St. John County had the largest attendance—116, York comes next with 99. The attendance at the Provincial Institute, which was held in St. John, was the largest in the history of the province—260. Reference is made in the report to the Dominion and International Teachers' Associations and to the Summer School of Science.

Arbor day was observed by 482 districts, 3,622 trees, 958 shrubs and 603 flower beds were planted, while 488 districts made general improvements.

In the appendices are contained the reports of the chancellor of the university, the principal of the normal school, the inspectors, trustees of incorporated towns, cities, etc.

The Chief Superintendent concludes his report by suggesting the establishment of a kindergarten department in connection with the normal school in order that the student teachers may have an opportunity of acquiring an insight of the principles which underlie its methods.

The report is encouraging and hopeful in tone, and considering the almost stationary state of the population of the province, indicates a very substantial degree of progress in our schools. Further reference to sections of the report will be made in a future issue.

HALIFAX SCHOOLS.

The supervisor's report of school work in Halifax is before us, and we are glad to say that it is hopeful and indicative of work well done. Supervisor McKay gives the following facts: Total number of different pupils enrolled for the year, 7,310; cost per pupil for 1891, \$12.45; for 1892, \$12.32.

1. There has been a large increase in the number of regular teachers employed. At the close of the school year ending October, 1891, we had 115 teachers. There are now 121, adding those in the County Academy, in all 127.

2. Women are gradually monopolizing the teaching profession, having increased in the last ten years from 85 to 91 per cent of the whole number of teachers in the city.

The attendance is improved. Diphtheria has well-nigh vanished. The sanitary condition of the schools is in all respects better. Attendance for a certain period is obligatory and compulsory, and the law is

well enforced by very prudent officers. The expense, \$12.32 per pupil, is moderate. The supervisor insists on ample supplies of fresh air, and one would suppose that there would be no difficulty in securing such a boon, the air being so free all around us. But in point of fact we find ventilation costly, owing mainly to human stupidity. We have no wish to speak disrespectfully of any of God's rational beings, but we may take leave to say that the lower grade of architects deserve the palm for utter lack of light and reason in their provisions for ventilation. Hence school-rooms and churches sometimes become nurseries of contagion and disease, and very often the fruitful cause of headaches and misery, just because the supply of fresh air is utterly inadequate. Our educationists must fight the battle of reform in this line. We may say that the reader rises from the perusal of Supervisor McKay's report with the comfortable conviction that steady progress is being made in this city in educational work. The city spends much money on the cause, but it is money well spent. —Halifax Presbyterian Witness.

P. E. ISLAND.

The report of the schools of P. E. Island for 1892 has been received. There were 22,169 pupils enrolled and the percentage of attendance was 58.58 — the highest of any province in the dominion. The total amount expended by government for education was \$114,570.15. Amount per pupil paid by government, \$5.12.

The highest salary paid a first-class male teacher,	\$820
“ lowest “ “ “ “ “	330
“ highest “ “ “ female “	330
“ lowest “ “ “ “ “	330
“ highest “ “ second “ male “	468
“ lowest “ “ “ “ “	225
“ highest “ “ “ “ female “	424
“ lowest “ “ “ “ “ “	180

The attendance at Prince of Wales College last year was 143. The superintendent recommends better remuneration for the inspectors, of whom there are three. An odd feature in the inspector's reports is a list of the best teachers in their districts. It is no wonder that at each change of government the inspectors have their heads taken off in an official sense. We have the reason now. A fee may be exacted for pupils attending the high schools, but any pupil not able to pay may obtain tuition free. Teachers may be dismissed at any time upon receiving thirty days notice. No clergyman is eligible for any school office. There is a compulsory clause in the school law.

BRITISH COLUMBIA.

The twenty-first annual report of the schools of British Columbia is at hand and is a very voluminous one, giving most minute particulars concerning each school, even to the boundaries of the district. The number of Maritime Province men and women engaged in teaching there is very large. They are evidently much appreciated. Among these may be mentioned David Wilson, B. A.; Inspector Thos. A. McGarrigle, B. A.; F. M. Cowperthwaite, B. A.; John McMillan, B. A.; Alex. Robinson, B. A., and Miss Ellen F. Rogers, all from New Brunswick. From Nova Scotia may be noted Michael McKinnon, M. A.; Hector M. Stramberg, B. A.; Robert Landells, B. A.; John Miller, B. Sc.; O. H. Cogswell, B. A.; J. H. Secord, B. A. Male teachers in the cities and towns receive from \$100 to \$120 per month, and lady principals nearly as much. One-half of these salaries is paid by the government. To us in these provinces the salaries paid in the western province seem very liberal. No doubt the cost of living is much greater there than here. Lest any of our teachers should be tempted by such inducements, it may be added that the superintendent remarks that the supply of teachers in British Columbia is now fully up to the demand.

As cannot be otherwise, from the liberal appropriations made for education, the schools are very progressive and well organized. The supervision seems to be very thorough and far-reaching. Great efforts are made to interest the public, and school exhibitions are much emphasized.

Grade A first class certificates are for life, or during good behaviour. The other classes of license are progressive and the certificates are limited in tenure.

The number of pupils enrolled last year was 10,773 and the percentage of attendance was about 60. The amount expended upon education was \$160,627.80. The average monthly salaries of the teachers for the whole province was \$61.18. Monitors receive on an average \$40 per month. The cost per pupil, based on enrolment, was \$14.91, on average daily attendance, \$25.79.

The high schools of British Columbia are very efficient and well attended. There are as yet no normal schools and no colleges.

Some of the regulations differ from ours and will be of interest to teachers. From April to October inclusive the hours of attendance are from 9 a. m. to 12 a. m., and from 1 p. m. to 3.30 p. m. From November to March inclusive from 9.30 a. m. to 12 a. m., and from 1 p. m. to 3 p. m. The division of the school terms is the same as in New Brunswick. Each teacher in the city schools is required to attend the examinations in other schools after the closing of his own school. For misconduct teachers may suspend pupils for a specified time, not to exceed one week. School meetings are held in rural districts on the last Saturday in June. In cities, trustees are elected by the direct vote of the ratepayers.

For the REVIEW.]

Notes on English.

"HENRY ESMOND" AND "WARREN HASTINGS."

A letter of December 14th hopes "you will find room in your *Notes* for a set of questions on *Henry Esmond*, such as you gave on some of Scott's, and which I found most helpful." And a post-card of March 21st asks, "Will you, through the REVIEW, give a set of examination papers on *Warren Hastings*?"

I try to satisfy both correspondents this month. The *Hastings* questions were prepared for a class in school. In writing those on *Esmond*, I was thinking of the literature class at the Summer School.

Now I am out of subjects for these Notes, and unless I am supplied with some before the end of April, I shall have to write for May without the pleasant feeling that somebody besides myself is sure to be interested in what is written.

In the *Esmond* questions I write E for the name of the book and Esmond for the name of the man.

- HENRY ESMOND.

1. What rank do you assign to Thackeray among the novelists you know best, and what to E. among your best-known novels? Give your reasons.
2. It is often said that Thackeray was a cynic. Discuss this from what you know of him (1) as a man, (2) as a writer generally, (3) as the writer of E.
3. How old was Thackeray when E. was published? What had he written before that? Which of his previous works had prepared him in a special way for writing E.? In what special way?
4. Taine says a work of literature is a transcript of contemporary manners. In what sense is this true of E., or of *Quentin Durward*, or of *Romola*?
5. What is gained or lost by making the hero tell the story, and what by making him tell it in the third person?
6. Mention any criticisms of this work that you have heard or read, and that seem to you particularly good or bad. Wherein consists their goodness or badness?
7. Discuss these bits of criticism:
 - a. The gist of the book is melancholy throughout.
 - b. There is not a page in the book over which a thoughtful reader cannot pause with delight.
 - c. Esmond is a prig.
 - d. Esmond is a gentleman from the crown of his head to the sole of his foot.
 - e. The hero is in love with the daughter all through the story and marries the mother at the end.
8. How was Esmond related to his wife before he married her? Construct a genealogical table to show the connection.
9. Compare Esmond's character as sketched by his daughter in the preface and as shown in the course of the story.
10. In what connection do the following passages occur, and what do they mean?
 - a. Shall History ever pull off her periwig and cease to be court-ridden?

- b. She was a critic, not by reason, but by feeling.
- c. Lord Mohun pleaded his clergy.
- d. My reputation ended a mile beyond Maudlin Tower.
- e. To love her is a liberal education.
- f. They knock under too soon,—that's the fault I find with 'em.
- g. Tom capped the proctor.
11. Was Thackeray successful in imitating the language of Queen Anne's time? How do you know? Point out some of the differences between our language then and now.
12. What effect do you think should be produced on a girl's mind by a study of *Beatrix's* character?
13. "E. is a whole from beginning to end with its tale well told, its purpose developed, its moral brought home—and its nail hit well on the head and driven in." What does the first clause mean? What are the "purpose," the "moral," the "nail?" What are the qualities of a well told tale? Which do you think the best told parts of this tale?
14. Of a part of E. a brother-novelist has said, "It has hardly been beaten in English prose fiction." Select a few chapters, one or other of which you think may have called forth this high praise. Tell why you think so highly of these chapters.
15. Study carefully the conversations in the book, especially that of Lady Castlewood, and write out whatever you find yourself thinking about it. What two passages would you select as presenting the finest pair of contrasted views of the same character?
17. It was a saying of Thackeray's that "Fun is good, truth is better, and love is best of all. To what extent has he acted up to this dictum in E.?"

WARREN HASTINGS.

1. Note some differences between a trip from England to India as made (1) in Hastings' time, (2) in Macaulay's time, (3) now.
2. Explain mohur, rupee, lac, moharajah, begum, nabob, Mogul, Nizam, Peishwa, Mahrattas.
3. Distinguish between Sujah Dowlah and Surajah Dowlah, also between Stafford and Strafford. For what purpose does Macaulay introduce these last two into the essay?
4. What are some of the chief features of Macaulay's style? Illustrate by quotations.
5. Mention some of the finest passages in the essay, and quote some extracts from them. What is fine about them?
6. Mention any cases in which Macaulay has failed to convince you that his views are the right ones. How do you account for his failure in these cases?
7. What sort of a man does Hastings seem to you to have been? How do you think Francis would have answered this question? and Burke? and Marion?
8. Discuss Burke's conduct toward Hastings.
9. Take up one of the chief charges against Hastings and make out the best case you can for or against him on it,—taking the side you think the right one.
10. In the trial part of the essay write notes on about a dozen passages that you think need them.

A. CAMERON.

Yarmouth, N. S., March 31st, 1893.

certain they are that malice's baleful breath will easily stain the fairest reputation.

I am apt, therefore, to believe that there is some mistake in the information, and shall proceed as usual till I receive official intelligence from the Hon'ble Board.

I have the honor to remain, Sir,
Your most obed't & very hb'le Serv't,

JAMES FRASER, Missionary.

The Indian village at Maductic naturally attracted the early attention of the New England Company. From time immemorial it had been a favorite camping ground with the Maliseets. Here they had received instruction at the hand of the Jesuit missionaries, and were even honored by a visit from Bishop St. Valier, of Quebec. Here Rena'd' Amour, Sieur de Clignancourt, and other traders bargained with the simple forest children, giving them in exchange for their furs and peltry, French goods, trinkets, rum and brandy. Here Villebon and his compatriots harangued their savage allies ere they departed to wage relentless warfare against the New England settlements in the numerous expeditions undertaken during the prolonged contest between England and France for the sovereignty of Acadia.

A glance at the map will show that the place was naturally a rendezvous for the Indians. It lay midway between their other settlements on the upper and lower St. John. Communication could readily be had with Quebec on the one hand and with the Eastern portion of New Brunswick on the other, by means of the St. John river and its principal tributaries. To the westward communication was maintained with the Indians of Passamaquoddy, Penobscot and Kennebec by means of the numerous lakes and streams which afford a natural highway for the Indian and his light bark.

The site of the Maductic village is on the western bank of the St. John, about eight miles below the town of Woodstock and about four miles above the mouth of the *Medoctec*, or Eel river.

The number of Indians encamped at the place varied greatly from time to time in consequence of their migratory habits, but it frequently amounted to three or four hundred—men, women and children included. The place possessed great local attractions. The hunting in the vicinity was excellent, the river abounded with salmon, sturgeon, bass, trout and other fish, and the intervals and islands bordering the St. John were admirably adapted to the growth of Indian corn.

Cadillac, writing in 1693 (just two centuries ago), says of the St. John Indians: "They attend to the cultivation of the soil and grow the most beautiful Indian corn. Their fort is at Medoctek."

The fort referred to was an enclosure surrounded by a strong palisade erected upon an embankment, within which was a stoutly built cabin, in size about thirty by forty feet.*

When the Loyalists arrived the fort had fallen into decay, and according to the account given by Capt. John Munro, who visited the place in the summer of 1783, all that was visible was "the remains of an old breastwork sufficient to contain two hundred men." At that time the Indian church was yet standing and in a good state of preservation.

The Commissioners of the New England Company selected Frederick Dibblee as a suitable person to establish a school for the benefit of the Maductic Indians, and he proceeded to his post about the end of the year 1787. He apparently experienced little difficulty in securing the good will of the natives. Whatever may have been their prejudices against receiving instruction at the hands of an English teacher, the charms of the generous supplies of provisions and goods of sundry kinds with which he was provided by the bounty of the New England Company proved irresistible.

The writer has before him "an account of the distribution of the Necessaries received by order of the Honorable Board of Commissioners for the Native Indians settled at Maductic at different times, from the 24th of June, 1788, till the 15th November, 1789." The names of the heads of all the families are given. The Maductic settlement then included 98 men, 74 women and 165 children; in all 337 souls. The "necessaries" distributed among the Indians during the period mentioned (which was less than seventeen months), included Corn, 146 bushels; Beans, 14½ bushels; Potatoes, 23½ bushels; Pork, 592 lbs.; Salt, 82 quarts; Powder, 322 lbs.; Lead, 790 lbs.; Flints, 365; Blankets, 152; Hats, 12; Linen, 124 yards; Blue Stroud, 175 yards; Books, 12.

The amount expended for purely educational purposes by Mr. Dibblee certainly was not extravagant. The supply of "necessaries," however, paved the way for the establishment soon after of an Indian school.

The circumstances attending this step are recorded in the following letter written by Frederick Dibblee to Colonel Isaac Allen, a member of the Board of Commissioners:

* A fuller account of the Maductic fort and village will be found in the intensely interesting narrative of John Gyles, who was detained there by the Indians for six years (A. D. 1689 to 1695) as a captive. Gyles' narrative, with an introduction and notes by James Hannay, was published at St. John in 1875. It is a most important contribution to our knowledge of Indian life in the early days of the country and should be re-printed.

(To be continued.)

For the Review.]

"The Teaching of Ethics in Schools."

I have delayed my answer to Rev. Mr. Hurley's excellent criticism of my article on "Teaching Ethics in Schools," until the concluding portion of his article was published. I hope that others will follow Mr. Hurley and discuss the question in its practical aspects. Mr. Hurley has confined himself chiefly to an examination of the theory on which I based my attacks on the system of school instruction in ethics. My theory may be wrong, but proof of its falsity does not prove formal instruction in ethics suitable for schools.

Mr. Hurley's criticism centres on the question of the relation of knowledge to practice. If I interpret him rightly, he seems to think that the most potent moral motive is *knowledge* of the right. "The will itself," he says, "is moved to act under the command of our moral reason. By our moral reason I mean the intellect prescribing what is right to be done in any given sets of circumstances. Hence, it is evident that knowledge goes before action." Accordingly he claims that it is essential that children and young people should know the "why" of ethical truths.

We do not seem to be perfectly agreed as to the nature of this "why." Let me again call attention to two possible interpretations. FIRST, the "why" may mean the *authority* for doing this or that act. To the child's "why," the parent may answer "because, I wish it," or "your brother wishes it," or "God wishes it." Or it may be answered by saying that to do otherwise would injure some one whom the child loves or respects. In either case the "why" refers to some person, to some one whom the child loves. And SECONDLY, the "why" may express the intellectual demand for an explanation. The "why," then, is answered by a theory or hypothesis. "Why" in this sense calls forth the theories of ethics, which are little more than more or less probable hypotheses. For instance, such theories as Hedonism, Utilitarianism, Intuitionism, Evolutionary Hedonism, Perfectionism, etc., are all proffered as explanations of the "why" (in the second sense) of ethical facts. They attempt to answer the questions "What should I do," or "What is the chief end of life," "Why should I obey the law," "Can I do that which I ought,"—the problems of the Good, of Duty and of Freedom. Now it must be the first "why" that Mr. Hurley wishes to be taught children and young people. But that is not the "why" of the science of ethics, nor is it the why which I think the advocates of school instruction in ethics propose. The first "why" will give the necessary impulse to action, but can we say of the

second "why" that if "I rightly and duly inform the intellect" (of the child) it will "help it (the intellect) to give an impulse to the will, which leads him on to practice?" It is the CHILD or YOUNG person that we are speaking of.

Mr. Hurley takes exception to another statement of mine, which he regards as closely connected with the "why"—the statement that "knowledge of what is right, of what wrong is, only of secondary importance." To which I would add (and I think have added) practice of the right is of prime importance.

Now, that statement about knowledge may be made to give two meanings. One, that knowledge must ever hold the position of the means to the end—practice. Then, knowledge is secondary, because only the means. This, I think, Mr. Hurley would accept. The other meaning arises when we are thinking of the *moral motive*. Is knowledge the great moral motive? It is here that Mr. Hurley joins issue.

His treatment of the question of motive seems hampered by his conception of the will and reason as separate faculties, and of reason as informing the will and setting it in motion—giving it the impulse.

Mr. Hurley has many good and able philosophers at his back. But can we regard reason as the great motive in the life of the young? Does intellectual vision of the right and wrong move the young as nothing else does? That is the all-important question, if practice is the end of moral teaching. The teacher of morals looks for the motive.

I grant that this question of motive is a most puzzling one. But it seems to me nothing moves men, young and old,—appeals to them,—stirs them to action,—like concrete realities, living persons. If, then, the great motive be the influence of a person, the end of moral teaching, *i. e.*, practice, will be best attained by contact with persons who think, feel, and act as we do, or by contact with them portrayed as heroes or models by some clever artist or writer, in story, parable, or song.

In childhood, the presentation of abstract moral truth will but idly engage the listener. But, in later years, it may do more. If the child, through contact with loving persons, has become responsive to the appeal of good, as it appears in concrete persons, as he grows older, his responsiveness to abstract truth, *i. e.*, truth not seen in living personalities, will still be great. But if this abstract truth become familiarized before such responsiveness is developed, it fails to attract afterwards, as it would under other conditions have done. Knowledge, it would seem, especially in the case of young people, is only of secondary importance as a

motive. The personal influence of teacher or of parent—an influence which is ever felt, but never obtruded on the child—is the great moral motive. Hence, we want morality taught, not from text-books, but from the lives of men. Was not Christ's life more potent than His words? Of course, we must not assume that the two are antagonistic. The question is as to their *relative* importance. For the determination of this determines how we are to teach morality. "Life, not dogma," seems to be the maxim.

In this connection I wish to notice a remark of Mr. Hurley's. He calls a certain parallel which I drew between moral and intellectual teaching absurd. Because I demanded that moral truth be presented in the concrete—in persons living, or in story—as intellectual truth must be presented in the concrete to children, he concludes that the "concrete of morality" must mean that moral truth is presented as sensations. Doubtless this conclusion is drawn, because it is in that form that intellectual truth is presented as concrete. Naturally he ridicules the idea of deriving moral truth from sense. But I make no such demand as that moral truth be derived from sense—but that moral truth be presented in the lives of persons, and even in the child's own practice, through the controlling influence of teacher or parent.

But let me re-direct attention from the theoretical to the practical side of the question. On this point I shall say no more, but merely ask others to give expression to their opinions. I have looked over three text-books, written especially for the teaching of ethics in schools. One is so abstract and devoid of the "throbbing heart beat" of life that it is hard for one familiar with ethics to read it with interest. The other is better towards the end, but it devotes nearly one-quarter of the whole work to a discussion of the nature of the science of ethics and its relation to other sciences, and with this a sketch of moral history. The last, based on the Rollo Code of Morals (Primer of Ethics, B. B. Comegys), is by far the best. It is successful, because it is written as children think and feel—in pictures, drawn by the imagination—in stories. But even it, I fear, will not fulfil the anticipations of the advocates of ethical instruction.

W. C. MURRAY.

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JAPAN'S VAST COAL SUPPLY.—The mines of the island of Yezo are estimated to contain one hundred and fifty billions tons, or about two-thirds as much as the coal beds of Great Britain.

Planting Trees.

TIME.

The middle of May will be the proper time for transplanting trees, but this depends on how the season advances. Trees should be transplanted before they have budded and blossomed, for the reason that if planted later the leaves which may have opened can not obtain sufficient nourishment from the newly planted roots, and after sapping the life from the tree wither and die. It is far better to plant before any vegetation has started.

PREPARATION OF THE SOIL.

As a rule trees must have good soil in which to grow. Certain varieties seem well adapted to grow in the poorest soil, but for success in ornamental tree-planting good soil is necessary, and it should never be less than a foot deep. In planting street trees make sure of success by properly preparing the soil where they are to stand. In all gravelly and poor soil dig a hole six or ten feet across and two or three feet deep, it cannot be too large, remove the poor soil and replace with good, in which to plant the tree. In very poor soil this must be done to insure success. Rich earth from an old garden is best. If not to be had thoroughly mix some old manure with ordinary soil and a little sand.

SELECTION AND PREPARATION OF TREES.

The site for planting should be intelligently chosen; then the variety suited to the peculiar soil and situation and use for which it is intended should be considered.

In nature the roots of a tree push upwards in search of food and moisture and become very long and widely extended, with the young or feeding roots at the extremities so far away from the tree and so twisted among the stones in the soil and among the roots of other trees that it is not possible to get them, and when the tree is dug nothing but stiff stubs, bare of fibers, are preserved. A tree in this condition has little chance of living, for the fine fibrous or feeding roots are very necessary. It is preferable to plant nursery grown trees, which have already been once or twice transplanted and have thus acquired a good root system, and then the fine fibrous roots will not have to be sacrificed in transplanting. Roots should not be exposed to the sun or drying winds while being transported, but should be kept moist with a covering of straw, moss or canvas. The feeding roots are easily destroyed by exposure and their loss deprives the tree of much of its power to withstand removal successfully. This is especially true of evergreens, because of their being covered with foliage all the year. Native trees growing near in similar soil can hardly fail to flourish if properly transplanted. Trees that have grown in open places are hardier and will bear transplanting better than those that have grown under the protection of the deeper woods.

HOW TO PLANT.

If dug from a forest, the ragged ends of roots should be cut off, making a smooth, clean cut, with a sharp knife. The bruised and broken bark of the roots would be apt to decay and thus hinder the formation of new roots. Cut from the under side of the root, not from the upper, and then the cut surface will rest against the soil and the water

cannot lodge on it, even if the soil should be saturated, and everything will be more favorable for the new, healthy roots to start out. Since the tree has been moved and a part of the roots has been cut away, the tree is not in a condition to support as much foliage as will naturally appear on it as soon as the buds burst and the leaves appear. If the weather should suddenly become very warm immediately after planting, and the soil be dry, the leaves might come out before any little rootlets had formed to take up sap; and the leaves, which have "breathing pores" on their under surfaces, through which their moisture is taken up by the air, would thus quickly part with all the sap in the tree, and it would wither and die. Water would be a remedy if sufficient water were given. Sometimes leaves come and remain on the tree in health, but little or no growth is made. The surest course to insure growth is to *cut back the limbs in about the same proportion that the tree has been bereft of its roots*. Then there will be fewer leaves for the sap to support, and what growth there is will be at the ends of the branches. Cut to an outside bud and then the head of the tree will grow more open; make the cut from the inside outward, just above a bud on the outside, and any crooked or misshapen branches might be cut out entirely. But do not cut off the head of the tree, if you have any sense of beauty or symmetry.

If the soil is good all that is necessary is to dig a hole a foot or more outside the longest roots. In planting the tree, place the roots naturally as deep, or a little deeper if in loose, poor soil, than when they were dug; but use judgment, for more trees are killed by too deep planting than the reverse. Force the soil among the roots firmly, working it carefully with the hand under the stem of the tree, and leaving no open spaces among the roots. The roots should not be permitted to come in contact with decaying matter of coarse, unfermented manure. Should the season be dry and warm, water may be poured in from time to time to settle the fine soil about them, but do not drench them. The practice of using water while planting can hardly be said to be a good one, and with a soil which has a tendency to clog, there is great danger of an uneven distribution and settling, with consequent empty spaces between the roots. More trees are probably killed by too much water in transplanting than by too little; but *never* wet the soil at or near the surface. The surface should be levelled, or, better, slightly rounded about the trunk of the tree. Then a mulch of coarse manure is helpful, for it keeps the surface moist, and its richness will reach the roots gradually in a diluted form. A mulch of straw, leaves, or coarse hay is better than none at all.

After the soil is properly firmed about its roots the tree should not be neglected and suffered to fall a prey to insects or fungus, or allowed to starve for lack of food or water, or to be loosened by the wind. Stake it carefully and firmly to insure it against accidents with a tree-box.

SUGGESTIONS.

Trees should not be planted so near buildings that the roots will interfere with the foundations or that their shade will make the house damp; nor so closely along roadways as to hinder the prompt drying of the road after a rain.

Do not overdo the matter of tree-planting, and do not let taste run altogether in the direction of one tree.

Do not neglect aftercare and culture. Keep the ground free from weeds and grass; prevent it from baking by a covering of mulch and by occasional hoeing and raking.

Few people realize the importance of pruning. To keep a tree shapely and in proper balance by judicious pruning is one thing; to clip it into a form unlike what it assumes naturally is another. There must be pruning, and a good deal of it too, in all well kept grounds.—*Selected chiefly from Arbor Day Hints, Department of Public Instruction, N. Y. State.*

Arbor Day.

This is the plan I finally devised, tried on May 6th last, and found to work satisfactorily. I give it to fellow-teachers for the few suggestive thoughts it may contain:

I divided the work for Arbor Day into four classes, viz., (1) Tree planting and pruning. (2) Improving interior of school-room. (3) Improving grounds and fences, and (4) Supplying materials required for Arbor Day work, such as spades, hammers and nails, saw, garden-rakes, etc. I placed each of these departments in charge of a committee of six pupils, who were to be responsible for the carrying out of all work in their respective lines. The committees were named respectively, "Tree Committee," "School-house Committee," "Ground and Fence Committee," and "Supply Committee." To these I added a "Programme Committee," instructed to prepare a suitable programme to be rendered at the close of the day's work. A member of each committee was chosen, by myself, to act as overseer of the work of the committee of which he was a member, and to record the completion of each item of work on a sheet of paper, on which was outlined the work to be done. The overseers handed in their reports at the end of each hour to the teacher, thus giving the latter an idea of the progress of each department of work.

In the tree-planting, each tree was planted in honor of some person or persons, and for each class in the school. A tree was planted by one chosen from each class to plant the tree picked out by his or her class, the pupil doing the "planting" by fastening on the tree a red ribbon, on which was marked the name of the class and the words "Arbor Day, 1892." Trees were also planted in honor of others connected with the public schools; one for the people of the section, another for the trustees, another for the inspector, another for the Minister of Education, and one for the teacher; these also having bright ribbons, properly marked, waving from their centres.

While the trees were being planted, pupils and teachers joined in singing "The Maple Leaf for Ever."

It was indeed very impressive. My mind peering forth in the deep future seemed to see these very pupils at more advanced years, looking back with pleasant recollections on the scene of to-day, feeling thankful for the lessons of "natural piety" they had learned when they, with *their own hands*, had planted these noble trees, and revering the stately trees, whose planting they had the honor of witnessing and whose praises they had so heartily sung.

With the teacher's supervision, and the active, willing work of the little ones, the day sped on happily and by four o'clock (indeed, it was five o'clock before we were through with work), the grounds and the school had received a marked improvement.

As soon as the work was finished, and each overseer had proudly presented me with his report, carefully completed, we entered the school, and for a few minutes were entertained by the fine selections the programme committee had prepared during the week. A few remarks on the day's work, and a few suggestive thoughts for the future, gathered from the day's work, were given to the pupils by the teacher, and then all, young and old, little ones and larger ones, wended their way home, doubtless wearied, but, nevertheless, having a greater love for "Arbor Day" and "Nature," than ever they had, and enjoying the satisfaction of knowing that the day had been made more attractive and more useful by their presence.

Who can estimate the value, to the minds of the future men and women of our land, of a day thus spent, chiefly in the worship of nature. Let us have more of it; and may the time soon come when our legislators will see it to be their duty to enforce as strictly the observance of Arbor Day systematically, as to enforce the observance of other days of not half the importance.—"Teacher," in *Toronto Educational Journal*.

A writer in the *Atlantic Monthly*, treating of the quantity and quality of head work done by college students, offers a suggestion which may be of service to many thousands of our readers, both in and out of college, who are intent on making the most of their opportunities and privileges. Here it is:

Masterful handling is superior to the slavish grind of mere acquisition, and this power is generally gained by spending more time over a few things. Here lies part of the secret of the superiority of the country-bred boys and girls over others. They have thought much on a few subjects. Too much ground is covered in the colleges for men. Many of their graduates know much, but have little ability to do a given thing in a way to command the respect of the

truly educated. They have been widely informed, but are poorly educated. They never get inside of facts into their truths, nor beyond them, through their relations, into truth itself. We all know that to study a few things, not to accumulate masses of knowledge, but to develop power and acquire method, the greatest of intellectual instruments, is the best of education. We all need ever to remember that mastery over self for high ends is the great educational aim.

The teacher must know the foundation on which he attempts to build new knowledge. He must know the condition of the pupil's mind. He must know what the pupil knows. The pupil's known must be known to the teacher; it is only thus that he can go out into the unknown. No matter how skilfully a teacher may talk about a subject, if the pupil is ignorant of that subject, the time is wasted. Sometimes the once "known" has slipped away. The first rule is to see that there is a foundation.—*N. Y. School Journal*.

WHAT TO READ.—If you are down with the blues, read the twenty-seventh Psalm. If there is a chilly sensation about the heart, read the third chapter of Revelation.

If you don't know where to look for a month's rent, read the thirty-seventh Psalm.

If you feel lonesome and unprotected, read the ninety-first Psalm.

If the stove-pipe has fallen down and the cook gone off in a pet, put up the pipe, wash your hands, and read the third chapter of James.

If you find yourself losing confidence in men, read the thirteenth chapter of I. Corinthians.

If people pelt you with hard words, read the fifteenth chapter of John.

If you are getting discouraged about your work, read Psalm cxxvi. and Galatians vi. 7-9.

If you are all out of sorts, read the twelfth chapter of Hebrews.—*The Bible Reader*.

Supt. Greenwood must be credited with discovering a new genus of teachers. He classes them as "regressives," "standstills," and "progressives." The new class is the first named; "regressive" or backward-going teachers certainly do exist. One superintendent describes some of his teachers as "crochet crazy;" another says he knows he has teachers whose sole reading is the First Reader that is used by the pupils. It would be an interesting question to know how far back those regressive teachers can go.—*N. Y. School Journal*.

The Teacher.

I saw a teacher building slow,
Day after day as passed the years,
And saw a spirit temple grow.
With fear and hope and often tears,
A mystic palace of the soul,
Where reigned a monarch half divine,
And love and light illumed the whole,
And made its hall with radiance shine.

I saw a teacher take a child,
Friendless and weak and all alone,
With tender years, but passions wild,
And work as on a priceless stone;
Out of the rude and shapeless thing,
With love and toil and patient care,
I saw her blest ideal spring—
An image pure and passing fair.

Upon a canvas ne'er to fade,
I saw her paint with matchless art,
Pictures that angels might have made
Upon a young and tender heart;
And growing deeper for the years,
And flowing brighter for the day,
They ripened for the radiant spheres,
Where beauty ne'er shall pass away.

—William Oland Bourne, in *N. Y. School Journal*.

There are now about 150 women students in Toronto university and their number increases so rapidly that they are practically inconvenienced now and uncomfortably crowded. In another five years they will equal in number if not actually outnumber the men, and nothing has been done for them. They have no playground, no open space even for walking, and neither gymnasium nor residence. The movement at present on foot to establish a residence is all the more laudable and praiseworthy because it seems as if the undergraduate body of the near future is to be largely composed of women.

A learned professor says: "Tobacco in any form is bad, but in a cigarette there are five poisons, while in a good cigar there is only one. In a cigarette there is the oil in the paper, the oil of nicotine, saltpetre to preserve the tobacco, opium to make it mild, and the oil in the flavoring. The trouble with the cigarette is the inhaling of the smoke. If you blow a mouthful of smoke through a handkerchief, it will leave a brown stain. Inhale the smoke, and blow it through the nostril, and no stain will appear. The oil and poison remain in the head or body. Cigarettes create a desire for strong drink; and there should be anti-cigarette societies, as there are temperance societies."

The schools of Great Britain are known as (1) *voluntary schools*, which have been built, and are partly supported, by voluntary subscriptions. These are under denominational control; (2) *board schools*, viz., schools built and supported by money raised by local taxation, and controlled by elected school boards. Out of the 4,688,000 pupils in the elementary schools, 2,154,000 are in the schools known as *voluntary* provided by, and under the control of the Church of England; 1,780,000 are in *board schools*; 330,000 attend schools under the *British School Society*, or other undenominational control; 248,000 are in *Roman Catholic schools*; and 174,000 belong to *Wesleyan schools*.

CURRENT TOPICS.

(Selections from "Our Times" and other sources.)

The people of the United States of America can scarcely afford to criticise European expenditures in warlike preparations while their yearly pension list is \$30,000,000 in excess of what Britain spends on her army and enormous navy.

The Western Counties Railway is hereafter to be called the Yarmouth and Annapolis Railway.

Ulster threatens war if Home Rule is adopted in Ireland.

The Home Rule Bill, introduced into the British Parliament by Mr. Gladstone, is "to establish a legislative body in Dublin for the conduct of both legislation and administration in Irish as distinct from Imperial affairs." In other words, he proposes to give Ireland a separate legislature, similar to those of the different states of the United States. It is, in fact, a project to establish a federal system to regulate the relations between Ireland and the British empire, while no such system is proposed for the other members of the federation, for Wales and Scotland and England, which also were originally independent nations. The plan involves the retention of eighty Irish members at Westminster, the creation of a legislative council at Dublin, the partition of the taxes, the withholding by Great Britain of the Irish customs duties for imperial purposes. There are difficulties connected with the carrying out of the scheme that might appal a man in his prime; but Mr. Gladstone takes it up with all the vigor of a man of sixty, instead of one who is more than a score of years past the meridian of life.

Ex-President Harrison, of the United States, has accepted a professorship in the Stanford University, California. He will lecture on constitutional law at a salary of \$20,000.

The English House of Commons has passed, 276 to 229, a resolution that in future all members be paid for their services in parliament.

The salary of the Governor-General of Canada is £10,000, (\$48,666.66). But the expenses in connection with the office—travelling, maintenance of Rideau Hall, etc., brings it to more than double that amount. Reckoning salary, expenses, and interest, the Governor-General has cost the country the annual sum of \$114,069.62. This ought to satisfy the Governor-General, if it does not the people of Canada.

Then from (1) by substitution

$$a^2 y^2 - y^2 + 2ay^2 = a^2 - 1 - 2a$$

$$y^2 = \frac{a^2 - 1 - 2a}{a^2 - 1 - 2a}$$

$$y = 1$$

$$\therefore x = a$$

$$(3) \quad 4x^2 + y^2 + 2(2x+y) = 6 \quad (1)$$

$$4xy(xy+1) = 3 \quad (2)$$

SOLUTION.

$$\text{From (2) } x^2 y^2 + xy = \frac{3}{4}$$

$$\text{Then by quadratics } xy = \frac{1}{2}$$

$$\therefore y = \frac{1}{2x}$$

Substituting in (1) and transposing we have

$$16x^4 + 16x^3 - 24x^2 + 4x + 1 = 0$$

Factoring (4), $16x^2 + 32x + 4$ and $x^2 - x + \frac{1}{4}$

Either of these factors by quadratics will give $x = \frac{1}{2}$.

Substituting this value in (1) or (2) we get $y = 1$.

NOTE.—There are, of course, several other values of x and y .

M. McN.—Please prove the following: If the circle inscribed in a triangle ABC touch BC in D, AB in F, and AC in G, the circles inscribed in ABD and ACD will touch each other.

Let the circle in ABD touch AD in M, and the circle in ADC touch AD in N, and AC in H.

$$\begin{aligned} \text{Then } 2AN &= AC + AD - HC - ND \\ &= AC + AD - DC. \end{aligned}$$

$$\text{Also } 2AM = AB + AD - BD$$

$$\therefore 2AN - 2AM = (AC - DC) - (AB - BD) = AG - AF.$$

$$\text{But } AG = AF \quad \therefore AN = AM.$$

That is the points M and N coincide.

A correspondent asks the following question: If a teacher loses a few days in a term, how should it be deducted from district salary?

The trustees are required to pay the teacher in the same way that the government money is paid. There are so many *teaching days* in a term, and whatever number of these the school is in session, for that number she is entitled to receive pay. The holidays are not counted in and have nothing to do with it. Teachers are also entitled to receive pay as for teaching days for the sessions of County or Provincial Institutes if they give the trustees proper notice of their intention to attend. If the teacher is debarred from attending the Institute by reason of bad weather, it is very doubtful whether he is entitled to pay. It may be said here that days expected to be lost in the future cannot be made up beforehand.

SCHOOL AND COLLEGE.

A very successful school concert was held in the superior school, Havelock, N. B., on the 23rd ult., to raise money to purchase a school flag. The concert was under the direction of Mr. A. C. M. Lawson, the principal, assisted by Miss Odessa Price, teacher of the primary department. Sufficient was realized to purchase a flag, besides some chemicals and other apparatus in which Mr. Lawson had already made a beginning, having purchased last winter an outfit for conducting experiments in chemistry.

Inspector Meagher has recently visited the Woodstock schools. He speaks in complimentary terms of the condition in which he found them.

The teacher of South Bay, St. John County, writing of a recent school entertainment, says, "We had a very fine evening and many of the residents of the district were present as well as a number of my friends from the city. We realized the sum of \$25.02. I bought a globe which cost \$19.00 and a map of South America. I think we have one of the finest globes in the county. The secretary is making a stand on rollers for it. It will have a cover similar to that of a sewing machine. I have organized a sewing circle among my girls for the purpose of getting a school library."

Teachers in New Brunswick are reported very scarce.

Miss Mary Moseley, of the Dartmouth schools, has been appointed to Morris street school, Halifax. In addition to being a good teacher, she is a young lady of very considerable literary ability. Four years ago she won the N. S. A. A. prize of \$25 for the best essay on the Duty of the State in Supporting High Schools.

Prof. Lee Russell, of the manual training school, Halifax, has accepted an appointment to the normal school, Truro, at a salary of \$1,200. In addition to Sloyd, he will teach physics and chemistry.

Mr. Harvey, for the last five years principal of the Victoria School of Art and Design, Halifax, has resigned his position in order to devote himself entirely to his art. He has been succeeded by Mr. O. Dodge, a graduate of Yale University Art Department and a life member of the Art Students' League of New York. Mr. Dodge has already impressed his pupils with his ability both as a teacher and an artist.

At Sydney, Cape Breton, nineteen passed the examination for the Junior Tonic sol-fa certificate, six of these children being in the common school. The following passed the examination for the elementary certificate: Mary Hanrahan, Maggie Muggah, Maggie A. McDonald, Cella Gillis, Euphemia Currie, Emily McKinnon, Ion G. McKinnon, Norman McDonald, Murdoch J. McLean, Charles McIntosh, Murdoch Buchanan, Emily Hill, Nettie Lurchell, Blanche O'Neil. Maggie A. McDonald, Intermediate.

Mr. Standish Carson, of Seal Cove, Grand Manan, and Miss Patience Doughty, of Fair Haven, Deer Island, Charlotte Co., have procured flags for their schools.

A meeting of the senate of the university was held in Fredericton on March 28th last.

The adjourned meeting of the executive of the Provincial Teachers' Institute was held in the principal's room of the Victoria school, St. John, on the 3rd inst. Dr. Inch presided. There were present Messrs. Stohart, Parlee, McLean, Hay, March and Carter, of St. John; Messrs. Inch, Palmer and Foster, of Fredericton; Mr. S. C. Wilbur, of Moncton; Mr. R. P. Steeves, of Woodstock, and Mr. Wm. Brodie, of St. Andrews. The course of instruction was up for consideration, and the Chief Superintendent listened to the views of the members of the executive on some proposed changes.

Inspector Smith will spend May and June in Kent County.

Some of our teachers propose attending the World's Fair.

Inspector Carter will visit St. Andrews, St. Stephen and Milltown in April, and some of the islands in Charlotte Co. in May.

In the award of Fellowships recently at Columbia College, N. Y., one fell to a graduate of the University of New Brunswick. Wm. D. Matthew, who is now studying in the School of Mines in that college. There is always a sharp competition for those fellowships which are allotted annually to advanced students from various colleges, wishing to pursue special courses at Columbia. Only four out of the twenty-four fellowships to be awarded fell to the college which grants them, the others having gone to students from colleges and technical schools in various parts of the United States and Canada. Columbia expends \$12,000 annually on these fellowships, designed to encourage original investigation in literature, science and other branches of learning. Mr. Matthew is a son of Geo. F. Matthew, of St. John, N. B., the eminent geologist. He is to be congratulated on his signal success in winning honors where he had many formidable competitors. The scholarship is worth \$500 a year, tenable for two years.

BOOK REVIEWS.

LES ENFANTS PATRIOTES, par G. Bruno. Edited with notes, vocabulary and appendices by W. S. Lyon, M. A.; pp. 94, price 25 cents. D. C. Heath & Co., publishers, Boston. With copious notes and vocabulary there is added a list of the commonest irregular verbs, making a very complete text-book for the ordinary learner.

BOSWELL'S LIFE OF JOHNSON, edited with an Introduction by Mowbray Morris; pp. 718; cloth, price 3s 6d. London: MacMillan & Co., and New York. Of Boswell and his famous biography, nothing new can be said. Everyone has read it, or expects to read it. No one could have a better opportunity of doing so than in procuring this latest and cheapest edition.

DON QUIXOTE OF LA MANCHA. John Ormsby's translation, abridged and edited for the use of schools by Mabel F. Wheaton; pp. 272, price 60 cents. Boston: Ginn & Co., publishers. This is an excellent and cheap edition, in Ginn's "Classics for Children" series, of this great classic of romance literature, and is introduced with a preface, giving an interesting biographical sketch of Cervantes, the author.

Spenser's "*FAERIE QUEENE*," Book I., with Introduction and notes by H. M. Percival, M. A., Professor of English Literature, Presidency College, Calcutta; pp. 342, price 8s.

6d. Publishers, MacMillan & Co., London and New York. One great obstacle to the study of Spenser's *Faerie Queene* has been the lack of wise helps to the student in the shape of interpretations of old English words, the Spenserian metre, and its many archaisms. In the admirable introduction and the many useful notes which accompany the present volume, this objection is removed; and the student of early English literature will gladly avail himself of this convenient, cheap and well-printed volume to gain a closer knowledge of one of England's greatest poets.

TENNYSON'S HOLY GRAIL, with Introduction and notes by G. C. Macaulay, M. A., formerly Fellow of Trinity College, Cambridge; pp. 86, price 2s. 6d. London: MacMillan & Co., and New York. This edition of the Holy Grail in its compact form, with introduction and explanatory notes, will be welcomed by students of Tennyson's *Idylls of the King*.

HISTORY OF ENGLAND (primer) By Arabella B. Buckley. London: MacMillan & Co., and New York. The authoress is known still by her maiden name, as when she wrote her books on science. This primer is excellently and clearly printed and with the help of various types. It is attractive in style as in matter; and is written plainly without obtrusive opinions. Whom is it written for? For young people it is good, if they read it with the elders. The former would perhaps find any primer intolerable otherwise. The elders should themselves enjoy this one. But there are a few words of exceptions to the full praise. (1) The table of sovereigns of England makes Queen Anne the daughter of William and Mary. Also it leaves out—surely unnecessarily—a single generation here and there, if such and such a person did not reign. That makes things less clear and less interesting. (2) On page 98: "The Treaty of Limerick, 1691, ended the war, and gave the Catholics freedom of worship." This "gave" is equivocal. It did not give, in fact, though it guaranteed. *Vide* page 104 of this book, where the correcting additional statement is made concerning that revolution settlement, which, as Freeman says, at one and the same time, freed Scotland and enslaved Ireland. (3) The usual English Bunker's Hill, on page 119. (4) Even in a primer is there no room for a soft word when preaching the gospel of force? On page 123 this is all that is said of Hastings' trial: His acquittal "was only justice; for if Hastings had made mistakes, he had also left the British possessions in India strong and at peace." (5) Page 126. Is "Since Ireland was never at peace under her own Parliament, Pitt determined to abolish it"—is that sufficient, or exact? Is it fair to the pre-Union Protestant landed-interest Parliament to put it down as the cause of all the strife in a country under penal laws, supported by a stronger country across the channel? (6) Page 142. "All these (Australian colonies) hope one day to join in a great federation of Australasia." Do they so hope? That is what we want to have proved to us in Canada. The newspapers seem to tell of some who hope, and of some who do not; and of hopes very different, too, by the way, in their ultimate goal.—W. F. S.

BOOKS RECEIVED.

AN ELEMENTARY TREATISE ON MODERN PURE GEOMETRY, by R. Lachlan, M. A., Cambridge, Eng.; *THE FOOD OF PLANTS*, by A. P. Laurie. Publishers: MacMillan & Co., London and New York.

UNE AVENTURE DU CÉLEBRE PIERROT, par Alired Assolant. Publishers: D. C. Heath & Co., Boston, Mass.

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OFFICIAL NOTICES.

Normal School Entrance, University Matriculation, and Grammar and High School Leaving Examination.

The attention of teachers and of candidates for any of the above examinations is directed to the following regulations:

All these examinations will be held under the supervision of the same officers, beginning on Tuesday, the 4th day of July, at nine o'clock, a. m., at Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Andover, and such other places as the Board of Education may hereafter determine.

A supplementary entrance examination will (on application to the principal not later than the 15th day of August) be held at the opening of the Normal School in Fredericton in September, 1898, for those candidates who shall have failed to present themselves for examination in July, or having attended shall have failed to pass.

1. **NORMAL SCHOOL ENTRANCE EXAMINATIONS.**—These shall include the following subjects for all classes, viz., Reading, spelling, writing, English grammar and composition, geography, history, arithmetic (including the keeping of accounts), and elementary natural history. Male candidates for the first and second classes will also be required to pass examinations on the first book of geometry (Hamblin Smith's), and on algebra, including the elementary rules and simple equations of one unknown quantity.

Remark.—The examination papers on the above subjects will be graded as to extent and difficulty according to the class of license applied for by the candidates respectively. For example, candidates for the third class will be examined on the outlines of Canadian and British history, the general geography of North America and Europe, with the geography of New Brunswick in detail (including the drawing from memory of an outline map of the province), the elementary arithmetic as prescribed, and the common minerals and plants of New Brunswick, as contained in Bailey's Elementary Natural History.

Candidates for the second class will be required to show a more extensive knowledge of grammar, history, geography (particularly of the several provinces of the Dominion of Canada), of the minerals, plants and animals of New Brunswick as contained in Prof. Bailey's Natural History, advanced arithmetic to the end of compound interest, and the keeping of accounts by single entry.

Candidates for first class will be required to have an intelligent acquaintance with prescribed text-books (including that on general history) except as limited by the above regulation in regard to geometry and algebra.

In the entrance examinations the standards of awards will be the same as given in Regulation 31, 10(a) School Manual.

2. **LEAVING EXAMINATIONS.**—In addition to reading, drawing, book-keeping, the subjects of examination for the Junior Leaving Examinations shall consist of English grammar and analysis, English composition, English literature, history and geography, arithmetic and mensuration, algebra and geometry, natural history and agriculture, with Latin, or French, or physics and botany, or physiology and hygiene; and for the Senior Leaving Examinations of English grammar and rhetoric, English composition, English literature, history and geography, algebra, geometry, trigonometry, land surveying and navigation, natural philosophy, with Latin and Greek, or Latin and either French or German, or French and German, or chemistry and physics and botany and zoology, or physics and chemistry with either Latin, or French or German.

3. **MATRICULATION EXAMINATIONS.**—All candidates for Junior Matriculation shall take the pass subjects in Latin, mathematics, English history and geography, and in one of the following: (a) Greek, (b) French and natural science. Candidates for Senior Matriculation shall take in addition the pass subjects of the Freshman year in Latin, mathematics, English, history and geography, natural science, and in one of the following: (a) Greek, (b) French, (c) German.

10. **Pass Standard.**—Any candidate who obtains one-third of the marks in each paper and one-half of the aggregate marks obtainable, shall be entitled to the certificate for which he has been examined. Any candidate who obtains one-half of the marks in each paper and three-fourths of the aggregate marks obtainable, shall be entitled to an honor certificate.

11. Holders of the Junior Leaving or Junior Matriculation Examinations shall be admitted to the Normal School without being required to pass the usual entrance examinations; certificates of having passed the Senior Leaving or Senior Matriculation Examinations shall be accepted *pro tanto* in the Normal School closing examinations for license.

Reading.—The examiner shall conduct an oral examination in reading at the time arranged in the programme. Each candidate shall read at least twenty lines in prose and twenty lines in poetry from passages previously selected by the examiner, and shall also read a passage of equal length, selected by himself, from any book which he may bring into the room for the purpose. The examiner, in estimating the value of the reading, shall pay special attention to pitch, distinctness of enunciation, ease and natural expression, and, by asking easy questions, shall determine whether the candidate has read intelligently. He shall forward, with the other papers, to the Department a report of the marks in reading assigned to each candidate—100 being taken as the maximum.

4. **NOTICE BY CANDIDATES.**—Every person who purposes to present himself at any of these examinations shall send to the Inspector within whose inspectorial district he intends to write, not later than the 24th of May preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied in the case of a candidate for Normal School entrance by a fee of one dollar, and in the case of a candidate for other examinations by a fee of two dollars. In case a candidate fails to pass he will be admitted to any future annual examination without the payment of an additional fee.

Forms of application will be sent to teachers of grammar and superior schools, and to the Inspectors, for distribution to intending candidates.

5. The above examinations do not in any way conflict with the closing examinations for license, which will be held, as in former years, at the Normal School, Fredericton, and also at St. John and Chatham, beginning at 9 o'clock, a. m., on the second Tuesday in June. For student-teachers in the French department, and other candidates for third class license, a closing examination for third class only shall be held at Fredericton twice each year, beginning respectively on the Tuesday next preceding the last Friday of May, and on the Tuesday next preceding the week in which Christmas falls. All candidates, other than those presented by the principal of the Normal School, required to be examined in reading at the Fredericton station, shall present themselves in the Assembly Hall of the Normal School at 2 o'clock, p. m., on the day immediately preceding the date fixed for the opening of the written examinations, for examination in reading.

For details in regard to all examinations, candidates are referred to the School Manual, Regulations 31, 32 and 45.

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

SUMMER SCHOOL OF SCIENCE
FOR THE
ATLANTIC PROVINCES OF CANADA,
SEVENTH SESSION, SACKVILLE, N. B., JULY 5TH, TO 21ST, 1893.

THE OPENING MEETING of the Session will be held in the University Convocation Hall, on Wednesday, July 5th, at eight p. m. Josiah Wood, M. P., will preside, and Dr. Allison, President of the University will deliver an address of welcome. Dr. Inch, Supt. of Education for New Brunswick, Dr. McLeod, Supt. of Education for P. E. Island and Dr. MacKay, Supt. of Education for Nova Scotia, will reply on behalf of the School. J. B. Hall, Ph. D., President of the School of Science, will then deliver the opening address, and will be followed, it is hoped, by W. S. Fielding, Premier of Nova Scotia, Premier Blair of New Brunswick, and others. Music by a select choir.

After the meeting a reception will be held in an adjoining room by the President of the School, where citizens and scientists will have an opportunity of becoming mutually acquainted.

The Subjects of Instruction will embrace Botany, Chemistry, Elocution, English Literature, Geology, Mineralogy, Music (Tonic Sol-fa), Pedagogy, Physics, Physiology, Psychology and Zoology.

In Natural Science the subjects will be treated experimentally, with field work and laboratory practice by the aid of the simplest equipments such as are within the reach of Common Schools, practical instruction in arranging and mounting plants, insects, &c.

Expenses:—Class fees from \$2.00 to \$3.50, Board \$3.50 per week, Return Tickets free or one-third. Intercolonial Railway gives return tickets free on presentation of certificate (on printed form) signed by the agent who sells the tickets, and countersigned by Secretary Summer School. Do not fail to get this certificate when you purchase your ticket. Agents are ordered to furnish them.

Prizes:—A Prize of \$10.00 will be given for the best set, and another prize of \$5.00 for the second best set of home made apparatus adapted for the use of Common Schools in teaching Physics and Chemistry; provided, however, that there are not less than five competitors.

Round Table Talk:—A new feature of the session is the "Educational Symposium." Three or four meetings will be held during the session, at which subjects of vital and practical importance to every member will be discussed. Every member of the School is invited to participate in these discussions.

Family Table:—The instructors and other members of the School will lodge and board in the institution. The ladies will lodge in the beautiful rooms of the Ladies' College, and the gentlemen in the Collegiate Academy. All, however, will board at the same table.

Excursions:—There will be afternoon excursions to the Tantramar Marshes, to Fort Lawrence and the Ship Railway; with an all day trip to the Joggins Mines, which will be a red-letter day for the geologists.

N. S. Teachers who attend the Summer School will be allowed to close their schools one week earlier without loss of provincial or county grants.

Those who purpose attending the School are requested to notify either the Local or General Secretary not later than June 15th, so that arrangements may be completed for entertaining all in the buildings connected with the University.

J. B. HALL, PH. D.,
PRESIDENT.

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C. E. ATKINSON,
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LOCAL SEC'Y.

Write to the Secretary for a Calendar.

HARVARD UNIVERSITY,
SUMMER COURSES OF INSTRUCTION.

During the summer of 1893 courses of instruction will be given as follows.

ENGLISH, three courses, viz.:—Rhetoric and Composition (two courses):—A. Elementary Course. B. Advanced Course. Anglo-Saxon.

GERMAN, two courses.

FRENCH, two courses.

AMERICAN HISTORY.

DRAUGHTING and DESCRIPTIVE GEOMETRY.

TRIGONOMETRY.

ENGINEERING, three courses, viz.:—Topographical Surveying, Railway Surveying, Electrical Engineering.

PHYSICS, two courses.

CHEMISTRY, four courses, viz.:—Fundamental Principles of Chemistry, Qualitative Analysis, Quantitative Analysis, Organic Chemistry.

BOTANY, two courses, viz.:—Vegetable Morphology and Physiology, and Microscopical Anatomy of Phaenogams, Cryptogamic Botany.

GEOLOGY, three courses.

PHYSICAL TRAINING, two courses.

COURSES AT THE MEDICAL SCHOOL.

* * * The course in the History and Art of Teaching omitted this year will be given in 1894.

Women as well as men are admitted to these courses, except those in the Medical School, those in Engineering, and the two more advanced courses in Geology.

In addition to the above-mentioned courses, certain lectures on methods of instruction will be given by teachers in the several departments represented by the schools. These lectures will be open, without charge, to the persons who are enrolled as members of any of the summer schools in the University.

In general these courses are adapted to the needs of those who intend to be teachers in the several subjects. Several of the more elementary, however, are intended also to meet the needs of beginners and may be taken by students in lieu of the corresponding courses in the College and the Lawrence Scientific School, and may be counted towards a degree.

During the session of the Schools the College Library will be open from 9 A. M. till 5 P. M. The Museum of Comparative Zoology, the Peabody Museum, the Semitic Museum, and the Mineralogical Collection are also accessible to students during the summer vacation.

In general the fees for the above mentioned courses, except those in Chemistry, Botany, Engineering and Physical Training, are \$20 for each course.

Board and lodgings may be obtained in Cambridge during the summer vacation at a cost of from \$5 to \$10 per week. Students are advised to take their meals at the restaurant provided by the schools, where food will be provided at cost. Application should be made to Mr. C. M. READE, 19 Stoughton Hall, Cambridge.

Other information may be obtained on application to **MONTAGUE CHAMBERLAIN, HARVARD UNIVERSITY, CAMBRIDGE, MASS.**

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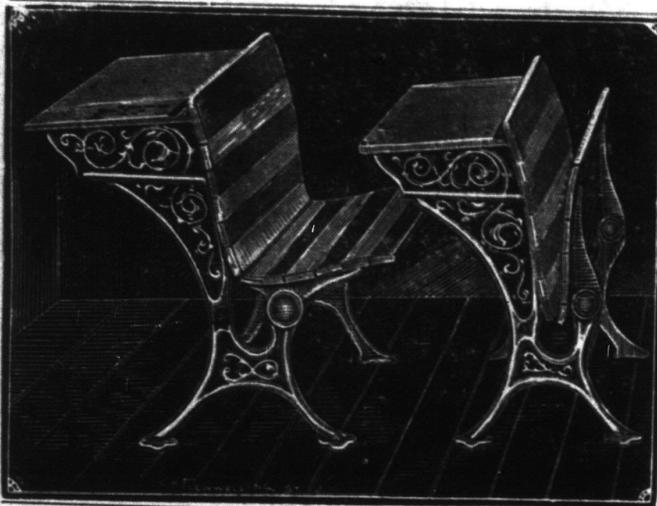
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N. B.—Three of the exhibitions are open to women (two of these to women alone, either in the First or Second year. For special regulations see Calendar p. 63.)
 To Students entering the first year, two Exhibitions of \$125, two of \$100, one \$120, and one of \$90.
 Subjects of Examination:—GREEK, LATIN, MATHEMATICS, ENGLISH.
 To Students entering the second year, four Exhibitions of \$125. (See also N. B. above.)
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