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The Educational Review.

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THE EDUCATIONAL REVIEW.

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A SUPPLEMENT for New Brunswick readers is issued with this number of the REVIEW, containing the addresses delivered at the New Brunswick Provincial Institute held in St. John during the last three days of June. The subjects discussed were, many of them, so important in their bearing on our educational questions that their publication in the columns of the REVIEW was determined on by a committee of the Institute. The REVIEW, with this supplement, is sent to all the teachers whose addresses we have been able to obtain. If any have been overlooked we shall be glad to send copies on application. To those who are not subscribers it is hoped that a careful examination of the contents of the REVIEW and Supplement, consisting of twenty pages, will convince them that it is to their interest to enrol their names on our books and receive the paper regularly. Thus they will not only support their own educational paper, but keep themselves in touch with our educational thought and progress which the REVIEW seeks month by month to represent in its pages.

CARLETON COUNTY Teachers' Institute will meet at Woodstock on the 27th and 28th inst.

All the public schools in these provinces should recognize by appropriate exercises the 400th anniversary of the discovery of America by Columbus. We give a short outline in another column of what may be done with a few sketches and poems that may prove of service. All schools can do something that may be instructive and impressive, even though nothing more be attempted than the biography, his-

tory and geography connected with the discovery. The schools of the United States are making extensive preparations to observe the day. It is becoming that we, as Americans and Canadians, should take a lively interest in such an important event as the 400th anniversary of the discovery of this continent. In such a celebration the names of other discoverers more closely connected with Canada should receive attention,—such as the Cabots, Cartier, Champlain and others. The story of the hardships and struggles of these pioneers cannot fail to be of more than ordinary interest on a day when America shall unite to do honor to the man whose courage and unflinching purpose achieved such blessings from the world.

AN annoying typographical error occurs on page 91 of this number. In the first paragraph, second column, for "peruse" and "perused," read "parse" and "parsed."

WESTMINSTER ABBEY has again opened its doors to receive the mortal remains of one of England's most illustrious poets—TENNYSON. Next to Shakespeare and Milton, no poet has bequeathed a richer legacy to the English speaking race than he; no poet since Shakespeare touched more nearly the popular heart of England.

WE are indebted to Mr. E. G. Nelson of St. John for a very excellent little work containing nearly thirty Canadian songs, with music arranged in the tonic sol-fa notation, published by William H. Smith, director of music in the Montreal public schools.

A LAW SCHOOL has been established in St. John in connection with Kings College, Windsor. The opening took place on Saturday evening, Oct. 8, and several lectures by talented members of the bar have since been given.

SEVERAL new advertisements in this number will prove of especial interest to teachers. Those in need of school flags—and what better day to raise one than Columbus Day—should consult the advertisement of Mr. A. W. Adams of St. John.

SOME teachers injure themselves, their schools and their profession by continually saying sharp, personal and sarcastic things to their pupils—a habit easily formed and very difficult to break. Having a little more technical learning, but often not half so much common sense or knowledge of the world as parents and trustees, they make them the objects of their unwise witticisms; or, worse still, they thus attack their defenceless pupils. They are not aware how much pain they cause and how much ill-feeling and hatred towards themselves they produce by their small smartness. Let sarcasm be as rare in the school-room as in Holy Writ, if the teacher is to be beloved and his or her usefulness not lessened.

A LARGE majority of all the pupils attending our schools leave about the age of fourteen. The best thoughts of the teacher should be for this majority, who have then to face the problem of earning a living. Courses of study should be formed with special reference to their needs. In a public system of education the state cannot afford to discriminate in favor of a minority by neglecting the peculiar wants of the poor and wage-earning population. Text-book facts, a little Latin, memorized dates and geographical details which enable a child to pass into the high school, are not much of an education or of a preparation for the hard battle of life.

A SHORT editorial in the *Windsor Tribune* complains of the over-crowding of the schools of the town. In one department there are 104 pupils. Many of the rooms are unsuitable for school work—inconvenient and badly ventilated. And yet Windsor is one of the wealthiest school sections in Nova Scotia—perhaps in proportion to its population the wealthiest, except Yarmouth, and one or two sections in Cumberland. It has also an exceptionally fine staff of teachers, who are doing very excellent work in spite of over-crowding and a poor supply of ventilating oxygen. It is marvellous how much teachers and helpless little children are compelled to suffer from this cause. To them may be attributed most cases of nervous prostration among teachers, and headaches, colds and consumption among pupils. There is no economy so hurtful as that which gives more than forty or fifty pupils to one teacher, or which lessens the regulation number of cubic feet of pure air for each child. A small increase in the taxation for well ventilated and properly lighted school-rooms and an assistant teacher means more than a corresponding decrease in doctor's bills, in impaired eye sight and in permanently broken down constitutions.

THE courses of university extension lectures are resumed in St. John this month. Three courses, consisting of ten lectures each, will be given. They are as follows: Canadian History up to the Treaty of Paris, by James Hannay, on Monday evenings, beginning Monday, October 10th. Chemistry, by A. E. Macintyre, F. C. S., on Wednesday evenings, beginning Wednesday, October 12th. Electricity, on Friday evenings, beginning Friday, October 14th, by Prof. Duff, M. A.

“LET a boy be nourished on biography, on the record of lives pure, noble, self-sacrificing, beginning with Jesus Christ, and I have the greatest hopes of that boy,” said the Rev. Mr. Robbins, of Truro, in the course of an able sermon in St. Andrew's Church, St. John, a few evenings ago. There is a point in this that all teachers should carefully heed.

WE are instructed to say that the text-book prescribed in the third year of the high school course in Nova Scotia is Martin's “Human Body and the Effects of Narcotics.” This is the original *elementary* text-book. But a small edition originally called the “Beginner's Text-Book” has now stamped on its cover “Elementary Course,” which has given rise to some confusion.

The annual meeting of the Victoria School of Art and Design was held at Halifax on the 27th ult. There were about 130 students last year, of whom over fifty were free. Besides eight scholarships good for two years are offered for competition in the academies of the province. There is a staff of four teachers. The present session began on the 10th inst.

AGRICULTURE is taught theoretically in many of the schools in France. The children are taught to know and distinguish between the insects beneficial and hurtful. They learn which birds should be preserved as the farmer's friends, and which work harm; and much besides which is of great benefit in after years.—*Exchange*.

Would it not be well if our Normal Schools and examinations for teacher's licenses were so conducted as to compel teachers to have in a large degree the knowledge that would enable them successfully to impart this information.

THERE is one branch of education that ought to receive much closer and more intelligent attention than is yet devoted to it. We mean the expression of thought, or the description of objects and events in correct and elegant English. Boys and girls ought to be instructed in the “mystery” of writing letters,—such letters as are likely to be required as the years roll on. If matters of this kind are neglected in the common school and the high school, they certainly ought not to be neglected in our colleges. Some

one ought to teach our young men and women to spell correctly, and to conform to correct usage in more than spelling and syntax. Perhaps professors in English in our colleges might very profitably see to the attainments of the students in such a commonplace matter as the writing of presentable letters.

We most cordially endorse these very sensible remarks from the *Halifax Witness*. As a means of mental discipline or for practical use, the *proper* study of English composition and of English literature stands far above latin or algebra.

THE COUNTY INSTITUTES.

September and October are the months during which most of the county educational conventions are held, and this year they seem to have been even more numerous and more progressive than usual. These County Institutes are growing in importance, and seem to be dwarfing the Provincial meeting. The cause for this is not far to seek. The County Institute comes nearer to the teacher in his every day work, and the absence of grumbling and fault finding at these meetings, and the presence of harmony and sociability, render them attractive to the teachers. There have been some innovations introduced this year, and some excellent ideas advanced which will, no doubt, bear fruit in the future.

The idea of nature study only, which was carried out for the first time in the province this year, by the Charlotte County Institute, is one that should be imitated by the others, at least once every four or five years. Such a plan brings teachers directly in contact with nature, and cannot but induce them to do likewise with their pupils.

Mr. James Vroom's uniform plan for raising school flags is one that will meet with favor wherever there is a flag. It was heartily endorsed by the Charlotte County Institute, and with a few modifications suitable to other localities, is well adapted for use all over the province. The school flag idea, properly carried out, will lead to more attention being paid to the subject of Canadian History, and more emphasis being laid upon patriotism, which might well receive better attention in our schools.

It was proposed at the St. John County Institute to have the programme for the next session prepared and published at least three months before the meeting, in order that the teachers might have time to give it due consideration. This will have a good effect, and guarantee a more thoughtful discussion of the different topics to be deliberated upon.

The idea of "round table" discussions for next year,

approved of both by Charlotte and St. John Counties as a part of the programmes, will meet with favor on the part of the female teachers at least. They will be able to discuss their own work by themselves, without being embarrassed by the presence of the whole Institute.

The public meetings this year have been enthusiastic, and well attended, showing no lack of public interest.

It would not be difficult to show that these Institutes are worth all they cost, and more too, if every teacher goes to them with a desire to receive as well as give ideas; to stimulate and be stimulated in turn. If they are looked upon by a few as mere pleasure excursions or outings, or a place to reproduce threadbare and common-place ideas, or pointless jokes, these few should understand that the weight of public opinion is against them, and that such a course is narrow and unprofessional. As the teacher so is the Institute; and the status of the latter is measured by the individuals who compose it. If they have the true teaching spirit they will help to make such gatherings helpful and impressive—will give ideas, and seek to adapt those which they receive to their own particular needs.

A correspondent has complained that our reports of County Institutes are too meagre. It must be acknowledged that they are meagre. We would like to give fuller reports, did space permit, and to publish occasional papers read at these institutes, especially those that are valuable and of general interest, if the inspectors or others would send these to the REVIEW. But brief as the reports are we endeavor to catch some salient points and fresh hints that will be of value to teachers generally, and to present such an outline of the proceedings that future historians, on consulting the pages of the REVIEW, will see evidence of educational activity and progress in those counties that had yearly, well-attended, progressive and stimulating institutes.

SCHOOL LAW CHANGES.

The *Weymouth Free Press* gives an excellent summary of the recent changes in the school laws of Nova Scotia:

"Instead of there being two school terms as heretofore, there will in future be but one term, or year, commencing August 1st and ending July 31st, this bringing in its train the following changes: teachers must be hired by the year instead of by the term, the county fund will be distributed among trustees

annually, one public examination of schools and one inspectorial visit annually will suffice; and school meetings will be held on the last Monday in June of each year. Some of the more obvious benefits which will result from this change are the more thorough inspection of the schools, their greater efficiency when teachers are changed at long intervals, the saving of the time hitherto lost by teachers in changing their location at the beginning of the terms, the removal of the nightmare of school work from pupils during the long vacation, and the diminution in the number of statistical returns required. * * * The Council of Public Instruction has at last seen its way clear to grant certificates to our high school pupils, and for this purpose has arranged them in four grades (or years), to be called Grades A, B, C and D, of which Grade D is the lowest. Grade B is to be the ordinary graduating certificate, while Grade A will be granted to those who take a still more extended course. These certificates will be merely an evidence of a certain definite amount of mental discipline with which the pupil has been brought in contact with definite results, and will act as a much needed stimulus in the prosecution of her studies.

In future there will be no examinations for teachers as hitherto. To get permission to teach hereafter in this province three things are necessary: a certificate of age (varying according to the license sought) and character; a certificate of scholarship (obtained at high school examinations); and a certificate of professional qualification. In addition to the ordinary examination for certificates of Grades A, B, C and D, there will be every year a supplementary examination (for those who choose to take it) in school law and management, teaching temperance and school hygiene. A certificate of professional qualifications is granted those who pass this examination. Those who attend the Normal school and get a diploma are exempt from the presentation of the professional certificate just mentioned. The Normal school has up to this time been only a competition of our county academies and high schools; in future it will be what it should always have been, a school for the training of would-be teachers in professional work only. * * * A heavy premium is put on Normal school attendance. * * * If the candidate does not attend the Normal school he must have a scholarship certificate one grade higher than the class of license sought. * * *

The high school course has been considerably revised. Some additions have been made to the subjects required, but at the same time there has been a reduction made in what is commonly known as "memory work," for instance in geography and

history. More work is required in the study of the English language and of science than before. * * *

These changes are somewhat sweeping in their character, but are what we should have had years ago. * * * It is intimated that the common school course is now under revision. If so, there are two things we hope to see: some provision made for the (optional) introduction of some form of manual training; and a regulation that school work shall be done in school hours. * * * The next step in advance (or perhaps a preliminary one) would, of course, be a law compelling attendance at school, say between the ages of seven and fifteen."

COMPULSORY EDUCATION.

The state has no right to tax me for the education of other people's children, unless by that education the value of my property is increased and life in general made more enjoyable. If the state cares only for the education of those who would receive a tolerable education without its aid and allows those who care nothing for education to develop into the vicious classes whose crimes impose on me additional burdens, the public school system fails in its primary object.

A correspondent in the *Eastern Chronicle* complains of the number of vagrants in the streets of New Glasgow. In Dartmouth we know of a large family growing up with only a street education, and yet they live only 200 yards from a good school. And there are scores of other children there in the same condition. We presume it is the same throughout the country.

It is time that we had enacted for the maritime provinces generally such a compulsory law as the city of Halifax has, where every child from 7 to 14 must attend 120 days a year, and where every child found aimlessly wandering on the streets or playing truant for 10 days is sent to a reformatory and educated and taught to work.

CURRENT EVENTS.

In every good school some attention will be systematically given to the study of current events. It is as necessary that pupils should be wide-awake as to what is going on in their own and in foreign countries as it is that they should be trained to observe what comes within the scope of their senses of sight and hearing.

To make this study effective various plans may with advantage be adopted at different times. We would suggest the following as a good scheme: An editor is selected by the school for a week. It is his

duty each morning to put on the board or on a large sheet of paper hung up on the wall, a few of the most important events of the preceding day—classifying them as political, foreign, local, etc. Any other pupil has the privilege of adding any really important event which has been omitted. The editor is made responsible for the spelling, composition, etc., of these news notes. On Friday they are reviewed and discussed by the whole school—those of permanent interest being transcribed into a book kept for that purpose. Another editor is then elected for next week.

In the course of the year every pupil of the school will have had his share of the work. Every pupil will be continually interested in a work in which he has had or will have a share. The spelling, writing, composition, etc., will be carefully criticised, and thus each one will be improving in these lines without much labor from the teacher. The influence on the geographical and historical studies of the school will be remarkable. Try it, and report the result to the REVIEW.

TALKS WITH TEACHERS.

In my "talks" for this month I propose to indicate some of our failures. We fail to practice self-control, and thus lose the control of our pupils. We fail to secure punctuality and regularity of attendance by failing to secure the co-operation of the parents. We fail to prevent whispering and disorder by failing to keep our pupils constantly and profitably employed and to secure and hold their attention during recitations.

We fail to keep the room properly ventilated. We fail in allowing the pupils to recite in too low a tone by our failure to drill them on vocal and aspirate sounds. We fail in teaching beginners by the alphabetical instead of the sentence method. We fail in not preparing our own work for each recitation and in not having a definite plan in our minds to make some point out of each. We fail to review our work frequently.

We fail to have our pupils stand erect when reciting and to be courteous in their bearing toward one another. We fail to teach habits of order and neatness. We fail in making threats and promises which are never carried out.

We fail to teach mental arithmetic and arithmetical analysis. We fail to teach what is valuable only in history and geography. We fail to teach map-drawing.

We fail to have a written programme, and still more in following it when we have one. We fail in not giving attention to the slow and dull pupils and devoting ourselves to the more brilliant ones. We fail in not attending our educational meetings and in not keeping abreast with the times in reading some good educational paper.

Be very careful when a fault has been committed not to accuse a child suddenly. Even if guilty, a denial in nine cases out of ten will be made through fright or because the suddenness of the question has given no opportunity to reflect that the truth should be told for truth's sake. A few kind but firm words spoken by the self-possessed teacher will make it easy to tell the truth, and a child will not be brought to shame and lose self-respect in the eyes of the school, by a denial which would be repented of as soon as made, or which would not have been made at all if a little judicious common sense had been exercised by the teacher.

Once in a while a day will come when you go into the school-room in the morning with a dull, tired feeling that makes the very thought of work disagreeable. You wonder how you are going to drag through the day. Now, what is to be done? We answer, *go to work*. Rouse yourself up and go to work. It may require a supreme effort; but make the effort and conquer the flesh by force of will. Begin with pleasant voice and countenance the work which you had planned, and in a marvellously short time the enthusiasm you inspire in the class will react on yourself, you will forget everything in the interest of work, and the day will slip away almost before you are aware. You may not think so, but just try it. Sublime is the dominion of the mind over the body; and work is a panacea the value of which is not generally remembered.

Now, if on the other hand, when you feel out of sorts you allow the feeling to have dominion over you, you will act so that the class will soon be out of sorts too, and a dismal day will be passed by all concerned. It is an excellent thing for such days that the work be mapped out before, and you know without any *thinking* just what you are going to do, for in some states of the nervous system it is easier to work than to think. There is one kind of physical weariness which needs nothing so much as a smart two-mile walk, while another kind requires rest. Now, if your mental or physical inertia of the morning be at all of the latter sort, as soon as school is dismissed seek the lounge or easy-chair or grassy bank and rest as nature prompts.

For the REVIEW.]

Music Notes.

TRANSITION FROM TONIC SOL-FA TO THE STAFF NOTATION.

In ordinary circumstances it is well that the pupils have attained to the requirements of the Tonic Sol-fa elementary certificate before they are troubled with a new notation, though the teacher may have been preparing them for this almost from the beginning of the lessons. The pupils should be able to name the notes of the scale up or down, from any point, also to ascend and descend by thirds, thus:

d m s t r' f' l' d', d' l' f' r' t s m d.

They know the letter names of the standard scale up and down: C D E F G A B C'; C' B A G F E D C. Let the fingers of the left hand represent the staff G clef. Show the pupils that, say a point about 1½ inches below the little finger, represents C, which is on the first leger line below the treble staff. Then m is point of first *i. e.* little finger, S. point of second, d' we find in counting up is third space, *i. e.*, between middle and index finger.

Point any first step exercises in Key C, such as following, upon the fingers, and ask the class to sing:

d m s m d m s d' s m d s s d' m s d,

| d : m | s : d' | d : m | s : d' | s : s | s : m | s : s | s : m
| d' : s | m : d | d' : s | m : d | s : s | s : m | s : s | s : m ||

Next tell the pupils to point the exercises on their own fingers with their eyes on the teacher's hand as he points. When this is well done, the teacher may draw five parallel lines on the blackboard, and point the exercise on this form. He may draw the G clef, turning round the line named G. This is most probably an altered form of an old script G.

Next the teacher may write out the exercise, and ask the pupils to sing it.

Let the teacher continue exercises on this step with the hand on the above diagram, and writing them out in full on the blackboard until the class can sing as easily as with sol-fa syllables. Make sure each step.

The second lesson may take up exercises in E and G in the same way, and also revise key C.

The third lesson may take up second step exercises so far as the tones fall on lines at first.

Key C— d m s d s s t r' r' t s d' t d' s m d ||

Key E— d s m s d' t d' s m d' t s d' s m d s s d ||

Key G— d m s d m d m r d t, d r m s m d t, d ||

In the third lesson, key F and D and A may be taken up. Always make the class quite familiar

with the new key on the fingers before turning to the blackboard.

Ask the class where F is. It is in the first space between little finger and next. The first space then is d, second m, third s, and the top line, or point of the thumb, is d'. Then r f l d' are now lines. Give the class simple exercises, first on the hand and then on the board, such as these:

Key F— d m s m d s d' s m r d d t, d m s d r m d

Key F— d m d t, l, d m s r m d m f s m r s m r d.

Key D— d t, d m f m s l t d' s m f l s f m r d.

The new notation will be learnt most quickly by writing exercises, translating from the Tonic Sol-fa to the staff notation, and again from the staff to the Tonic Sol-fa Notation.

As yet, do not trouble the pupils with time. Conquer one difficulty at a time, and reduce each difficulty by dividing up into the smallest steps possible.

J. ANDERSON.

Date of Columbus's Discovery.

October 12th is regarded as the anniversary of the landing of Columbus, notwithstanding it is nine days from the true anniversary. The day Columbus landed was not October 12th, according to the standard by which we now reckon time, but October 21st, the difference between the old style or Julian calendar and the new style or Gregorian calendar being nine days in the fifteenth century, as it was ten days in the sixteenth, when the reform was instituted, and eleven days in the eighteenth century, when England adopted the new style. Since that time the year 1800 passing as a leap in the old style and a common year in the new, made the difference twelve days during this century, and soon the year 1900 will in the same way make it ~~thirteen~~.

By observing October 12th (new style), 1892, as the 400th anniversary of an event that occurred October 12th (old style), we make ourselves ridiculous as a nation by recognizing both the old and the new, and conforming to neither. To be consistent we should celebrate Washington's birthday on February 11th, and the landing of the Pilgrims on December 11th, instead of December 21st.—*N. Y. Tribune*.

THE State of Massachusetts has included instruction in the use of the elementary hand tools in the legitimate school curriculum, placing it side by side with drawing, physiology and hygiene. The state gives authority to the school board to purchase such tools in the same way as any other apparatus is purchased, out of the school contingent fund.

Notes on English.

INTRODUCTORY.

I have been asked to write a series of notes on the English subjects that are studied in our schools, especially on those that fall under the head of English Language and Literature. I have serious misgivings as to the wisdom of the asker's choice of a writer, but have consented to do what I can.

The notes will be of most service to those readers for whose benefit they are intended if the said readers will send me from time to time, statements of the difficulties that they meet with in studying or teaching the above subjects, and of what particular piece of literature, or what particular points in our language or literature they would like to have the notes deal with. In preparing these statements, whether in the form of questions or otherwise, it will be of very great advantage, both to the senders and to the *sendee*, if care be taken to make them so clear and so explicit that the receiver will know exactly what it is that the readers want. This is an important matter, for I happen to know that he who is to act as receiver in the present case is often 'unco' dour i' the uptak,' especially in the matter of readily grasping the exact import of a question. If the question be so worded that more than one meaning can be got out of it, the odds are against his hitting on the one that the questioner was thinking of.

It is to be understood, of course, that the range of subjects to be dealt with here is by no means as wide as the term English Language and Literature may be stretched. Firstly and mainly, these two columns are set apart for the discussion of matters falling within those portions of the subject that are prescribed for study in our schools. Chiefly this, but not of necessity only this. There may be teachers or students among the readers of the REVIEW who, either singly or in groups, are studying English Literature beyond the limit of the school curriculum. From such readers I shall always be glad to receive information of what they are doing and how they are doing it, and especially any hints, suggestions or questions arising out of their work that might make these columns more useful or more interesting. In this connection, I may say that communications are specially requested from the members of the literature class at this year's session of the summer school, and from any who may be thinking of going over the work of that class for next year. From these I should like to receive, between now and November 1st, suggestions as to what work they would prefer to have prescribed for 1893 and what particular line

of study, if any, they would prefer to follow in reading them.

It may be unnecessary to mention that the subscriber does not bind himself to answer all or any questions that may be sent in. He will try to be very careful about attempting to answer those that call for information which he does not possess. Indeed the supplying of readymade information is not at all what he considers to be his duty here. It may be done sometimes, but he proposes, as a general rule, not to do it. There is far too much of this done in schools and in periodicals devoted to school interests. Let it be understood that no question should be sent in which can be answered from the dictionary or from the ordinary text-books or from any other easily accessible sources of information. And let it also be understood that requests to peruse this or to analyze that will meet with a very cold reception. Such a request will stand very little chance of being attended to unless it is accompanied by some first-class reason why this should be perused or why that should be analyzed (the quality of the reasons to be determined by the recipient of the request.)

It may be expected—and the expectation would be a natural one—that among these preliminary remarks there should be some general suggestions as to how the lessons in English should be conducted, and it was intended at first that something of the sort should be introduced here. But this is so capitally done already in the introductory essay to Hales' Longer English Poems that the very best service which can be rendered to those who need direction in this way is to recommend them to get that book. It is published by MacMillan & Co., of London; its price is 4s. 6d., and the introductory essay alone is well worth the money to any teacher of English who does not feel satisfied with his present method of teaching.

Mr. Hales takes the ballad that Harold sings in the sixth canto of the Lay of the Last Minstrel and uses it to illustrate his method. He arranges his lessons on it in ten sections. In (1) he speaks of memorizing and reading; in (2) of the general meaning of the piece, of the importance of getting the pupils to realize the scenes presented, and to observe the main point of the poem and the relation of the parts to each other and to the main point. In (3) attention is directed to allusions to manners and customs, and to historical and semi-historical details; in (4) to the parody of the poems and the general subject of metre. In (5) notice is taken of the author and his age, and those characteristics of the age that serve to account for such a poem being then produced. After these weightier matters he turns in

(6) (7) and (8) to the less important subjects of grammar and derivation. In (9) he recommends that some attempt at a criticism of the poem should be encouraged, at least with more advanced pupils; and he shows how this may be done. In (10) he suggests a rapid recapitulation of what has been said or done; and here, as well as in connection with some of the earlier sections, he points out how such a lesson may be used to excellent advantage for training the pupils in composition.

In his general remarks he mentions as matters of course, that on the one hand his aim has been to be suggestive not exhausting; and on the other hand that any piece studied is not to be explored in the minute manner he has applied to Rosabelle.

One other remark of his is all there is room for here. Mr. Hales prints it in italics. The REVIEW printer will please put it in small caps. NOTHING SHOULD BE TOLD THE PUPIL WHICH HE CAN THINK OUT OR FIND OUT FOR HIMSELF. A. CAMERON.

Yarmouth, N. S., September 26th, 1892.

For the REVIEW.]

Some Social Aspects of the Kindergarten.

BY MRS. SUSAN S. HARRIMAN, HALIFAX.

A few years ago there appeared in the literary world a book as unique as it is interesting, picturing forth as it did to the multitudes of eager readers a most glowing future in which society stood forth exalted to perfect peace and happiness, radiant in its purity. Poverty and crime were done away with and a luxurious and harmonious life assured to all.

Readers lay down the book, the older ones with a feeling of regret that they could not even hope to see the realization of the beautiful vision, the younger ones trusting that it might be their good fortune to see, if not the consummation, at least the approach of the race to its glorious destiny.

But even now the world has thrown aside the book, and as it gazes forth from its windows do the sights which meet its eye give promise of any such glorious outcome? As it glances at the morning paper, does it find anything to predict, that even in a thousand years we may hope to see justice, brotherly love and purity triumphant over the oppression, jealousy and selfishness which is so noticeable in the social, mercantile, and even in the educational and religious world? Can even the most hopeful person look upon the tendencies of the age and hope for any such result, unless radical changes takes place?

Would that we might remain in the harmonious frame of mind in which the book leaves us. Would that we might enjoy the material advance of the age, which offers so much to us all, resting assured that somehow and sometime all would be right. Sad, indeed, that as we look around us our souls should be stirred to their depths by a realization that our peace and happiness are only those of a dream, and that in reality danger lurks everywhere.

That society is imperilled, no thinking person can deny. Everywhere we hear a call for reformation. The minister sounds it from the pulpit, the orator from the platform. The daily paper in its items shows the need of reformation and its

editorial endeavors to point out the line of improvement. The people bemoan the evil tendencies of the times, and in houses of assembly throughout the civilized world its chosen representatives enact law after law for this purpose—reformation. A law to protect the rights of one corporation against a stronger, in reality a law to crush out selfishness; a law to prevent men with neither education or natural ability from advertising themselves as Doctors of Medicine—really a law to kill out deception. Reformatories are built for the more vicious classes, and their rooms are seldom vacant, and in spite of all the law avails not, and again and again must acknowledge the weakness of its position.

Notwithstanding this discouraging outlook, a day is dawning whose close shall see a result far more wonderful and far more to be desired than Edward Bellamy's fair picture.

The moving cause no larger than a man's hand, can even now be distinguished upon the horizon. For gently and with the easy grace of a David, the Kindergarten is advancing against the Goliath of social wrongs, and as surely it is destined to victory. The Kindergarten sees that reformation is not the one thing needful, but *formation*, and consecrates itself to childhood, taking for its watchword: "The hope of the world lies in its children." For while the law-makers have been busy conscientiously patching up each rent resulting from an outburst in the social world, and which if it held, served as a warning of a future outburst in some other part, Fröbel has been searching out the causes of upheavals, and has found their origin to lie in the human heart. Here he found that the work of regeneration must begin. Those working on the outside might alter the appearance of the problem, but its solution must begin within. Not in the hearts of men and women, stained as they are with sin, scarred by sorrow and trouble, but in the stainless, tender, loving hearts of the children fresh from their Creator. But where shall we find the proper soil, where shall we look for a gardener to whom we may safely entrust these tender plants? "Surely," you will say, "the home should be the garden, the mother the gardener." That the child is placed in the home dependent entirely upon the mother, proves the answer correct.

But in how many homes do these human plants find the right atmosphere? for just as our well-being depends upon our breathing the proper proportions of oxygen and nitrogen, so the child must find wise government as well as love. Mental and moral food are demanded by the soul, just as nourishment by the physical; and little we know how great an influence is exerted by the environments of a child. Even when he seems so unconscious, every word, every tone, every expression of the faces about him, every gesture is leaving its impression upon him, and thus becoming a factor in his development.

"Can you tell, O mother," says Fröbel, in a book dedicated to motherhood, "when the spiritual development of your child begins?" "Can you trace the boundary line which separates the conscious from the unconscious world? In God's world, just because it is God's world, the law of all things is continuity—there are and can be no abrupt beginnings, no rude transitions, no to-day which is not based on yesterday. The distant stars were shining long before their rays reached our earth, the seed germinates in darkness, and so in the infant soul a process goes on which is hidden from our ken, yet upon which hangs more than we can tell, of good or evil, of happiness or misery."

This book of Froebel's is full of such tender and wise exhortations to mothers, and many have responded to his call. Other mothers there are who have not heard his voice, but whose hearts are so akin to his that unconsciously they are furthering his work. We would not forget these mothers or their homes. It is upon the knowledge of their existence that we found our hope.

But as the Kindergartner glances around the morning ring, how many such homes does she see represented? Very few; and she rejoices that it is her privilege to let fall on the others a ray of that love-light which never penetrates the homes of some, and in others is obscured by an ignorance of the rights of child-nature.

She thinks of Katherine, delivered at the door one morning by a muscular, loud-voiced mother, with the same degree of tenderness with which the grocer delivers a barrel of flour. "Beat her all you want, teacher, and I won't interfere, for she needs it;" and the mother goes out, while Katherine with beseeching eyes cowers against the wall, as if the rod was already visible to her imagination, cultivated as yet in no other direction. Was it the same Katherine who came in a few moments since, shyly to be sure, but eyes brimful of confidence and happy expectation?

Look at that four-year-old in green velvet kilt and silken tie. Her mother appeared, card-case in hand, the most delicate perfume arising from her dainty handkerchief, and left her son with the remark made openly before him: "I hope you will succeed in breaking his will, for we can't do anything with him at home." See him five minutes later, as he was asked to join in the ring, his whole figure breathing defiance, the spirit of the bully shining in his blue eyes. Here is the same green kilt to-day, but can it be the same boy, leading a little maid into the ring, and acknowledging her thanks with a manly bow?

Is this boy who so proudly shows a tiny blade of grass, the first discovered by a score of eager watchers for the awakening of vegetation, the same being who came a short time since with sullen bearing, downcast eyes, who turned his back in gloomy silence when spoken to?

And these children represent types of homes, not only in my city, not only in yours, but everywhere, among the rich as well as among the poor, for to every unfortunate mother who leaves her ragged children to learn the lessons of the street while she scrubs for the wherewithal to earn their supper, there is a well-to-do mother who leaves her dainty darlings to the care of an ignorant nurse while she answers the demands of society.

For the poor mother we have only pity and sympathy. Her eyes never reached beyond the circle of poverty and ignorance. For the well-to-do mother we have sympathy and pity, too; but also a righteous indignation at a system of education which sends young women forth from its schools beautiful, graceful, refined and learned, and places them in the midst of families wholly ignorant of the rights of child-nature and the theory of education. Plainly, they are not wise gardeners.

Though wholly unfitted for the work that has been thrust upon them; wholly ignorant of the laws of true education, they work from impulse, and observation of home-life around them, as faulty and unsystematic as their own. And even the child blessed with the ideal home and mother cannot be wisely educated by them alone. The time comes when he needs to enter upon a wider relationship than that of home, needs to associate with those of his own age, that he may learn to conform to the laws which govern social life. And this he learns in that miniature social system seen in the Kindergarten.

(To be continued.)

For the REVIEW.]

Acadia Seminary, Wolfville.

The German general, who, on being presented with a sword in recognition of great services rendered to his country, said, "This sword is the greatest day of my life," used a mixed metaphor which might be appropriated to the case of the opening, September 15th, at Wolfville, of the seminary building whose construction has just been completed, and it might justly be said that this new building is the greatest day in the history of the Wolfville educational institutions—for it marks a very distinct and great stage of progress. Hitherto the accommodation afforded young ladies at the seminary was very limited and inadequate. The old building was not sufficiently large and was chiefly filled with dormitories. Class rooms had to be found in the college. The school had not on its own ground the facilities necessary for carrying on its own work. Now, however, with the new structure completed and covering an area of 136 feet by 50, and having an ample basement with gymnasium and heating arrangements, and three stories above containing dining rooms, class rooms, reception room, art studio, chapel and dwelling rooms for teachers and students, the institution has within itself all the facilities requisite for the comfortable and efficient prosecution of the work which it has undertaken to do. One hundred and twenty young ladies may enjoy a pleasant educational home within its walls. The Baptist denomination is now prepared to deal out to its daughters the same measure of justice which it has so long done to its sons. It is assumed that the main body of students who shall resort to this school will come from Baptist families, though it is and always will remain open to all the world. For while it is true that the school is under the control and is supported by the denomination named, it is also just as true that it is entirely unsectarian. Its privileges are open to all comers without religious distinction. This has been well understood and acted upon in the past, as no doubt it will to a greater or less extent in the time to come. The fact is worth repeating that the school is under the control of the Baptist denomination of these Maritime Provinces. What does that mean in this case? It means that a great religious body stands responsible for the Christian character of the staff of instruction, for the Christian character of the teaching imparted, and for the good conduct of the institution in every department. It means that the financial resources of that denomination, the united wisdom of all its members and the fervent prayers of all its devout adherents will combine to maintain the school in the highest state of efficiency, and to keep

it even with the enlarging needs of the future. These are strong guarantees, and ought to satisfy the most exacting public. The seminary will be under the immediate control and direction of the Board of Governors of Acadia University, and what shall be its characteristics and the measure of its development and success will largely depend upon this Board. This Board, it may be stated, consists of the President of the University and twenty-four others chosen and appointed by the denomination. The directions of the Board are carried into effect by a strong executive committee charged with the duty of managing all the various details of the work of the institution. And what shall be the character of this school? So far as its history indicates, so far as its management warrants prediction, it seems safe to say that it is the set purpose of its supporters always, if practicable, to employ Christian teachers. The character of the teacher will always be a first consideration. Another prediction is ventured, and that is that a solid and practical course of study will always accompany the acquisition of the accomplishments which must form a prominent feature of every well-appointed ladies' school.

The school has begun the present year with an excellent faculty of instruction, Miss Graves at its head; Fraulein Zuch, chief music instructor; and an attendance unusually large for the opening term.

It may be stated that this school has already had a history of some thirty years, for though in its present form it dates back only fourteen years, yet the Grand Pre Seminary which began about 1861 may fairly be considered the beginning of the present institution. From this it will be noted that the Baptists have not been altogether neglectful of female education in the past.

The proceedings of the opening and dedication of the fine new building were, of course, of the greatest interest to all who attended. They are past—and now no profit to rehearse them. The school goes on, and will, no doubt, do its fair share in enriching our homes with educated mothers and elevating our social life. Our colleges for young men are doing much for the education of those whose life work will be in other countries, but our girls as a rule are more patriotic, and thence more's the advantage of giving them good education.

E.

The Lynn, Mass., grammar school course will include cooking next year.

The Milwaukee board has purchased four No. 3 Caligraph typewriters for use in the high school.

N. B. Teachers' Institutes.

NORTHUMBERLAND COUNTY.

[Condensed from the Chatham World.]

The sixteenth annual meeting of the Northumberland County Teachers' Institute was held in Chatham, Thursday and Friday, September 8th and 9th, President Harrison in the chair. About eighty teachers assembled, being the largest number since the Institute was organized. The following officers were elected: W. J. Loggie, President; E. E. King, Vice-president; C. E. McCullough, Secretary. Chief Superintendent was present, and in the absence of Mr. Philip Cox, introduced the subject which that gentleman was to have taken up—The Promotion and Growth of Patriotism in the Public Schools. Miss Janet Rosborough read a paper on How Can Composition be Best Taught from the Reading Lesson, and Miss M. C. Edgar one on How Can Spelling be Taught with the Most Profit and in the Least Time. Inspector Mersereau addressed the Institute on the importance of thoroughness and uniformity in school exercises and the encouragement of self-exertion among the pupils. Other papers were: The Plan of Physical Exercises in Schools, by Miss Essie Mersereau; The Advantage of Exercise Books over Slates, by Miss A. Loggie. The papers were written with much ability and the discussions upon them carried on with spirit. At the public meeting, held on Thursday, Dr. Inch urged parents and rate-payers to take more interest in the schools and the carrying out of our excellent school law. Inspector Mersereau made a plea for better high school education for Northumberland, higher salaries for deserving teachers and an increasing interest in educational work. Hon. L. J. Tweedie paid a warm tribute to the earnest, faithful and indefatigable teachers of the county.

RESTIGOUCHE COUNTY.

The Restigouche County Teachers' Institute met in the superior school house at Charlo on the 22nd and 23rd of September. There were twenty-eight teachers present; also Dr. Inch, Inspector Mersereau, Rev. T. Nicholson, who was formerly inspector of schools in Restigouche County, and the Rev. Mr. Greenleese.

Mr. C. H. Edgett, the president, occupied the chair. An enrolment fee of fifteen cents was agreed upon. The following officers were elected for the ensuing year: Mr. E. H. Lewis president, Miss Kerr vice-president, Miss E. McKinnon secretary-treasurer, Messrs. C. H. Edgett and H. W. Robertson additional members of the Executive Committee. Miss U. Thompson and Miss L. Cook were appointed to examine into the financial state of the Institute.

Mr. D. S. Carmichael read a thoughtful and well prepared paper on "Errors in Teaching." This paper was briefly discussed. Dr. Inch and Inspector Mersereau took part in the discussion. The Rev. T. Nicholson then addressed the Institute on the "Best mode to conduct Bible examinations." This was followed by a few remarks by the Rev. Mr. Greenleese.

At the afternoon session Mr. H. W. Robertson read a very instructive paper on "Spelling." A lesson on Square Root was given by Mr. Edgett, followed by a lesson on Cube Root by the Rev. T. Nicholson.

In the evening Dr. Inch addressed a meeting in the Temperance Hall. In the course of his remarks he urged upon the rate-payers the necessity of their attending the annual school meeting. At the close of the lecture Inspector Mersereau and the Rev. Mr. Greenleese addressed the meeting.

During the second day's proceedings a paper on "Oral Geography" was read by Miss W. E. Harvie. An excellent lesson on "Review lessons in Canadian history" was given by Mr. H. W. Robertson. A discussion on "Morals and Manners" was opened by Mr. Coleman. And a paper on "Moral education in schools" was read by Mr. C. H. Edgett.

At the close of the Institute the prize, consisting of a Canadian flag with the motto "Banner School of Restigouche," was awarded to Tide Head School.

SECRETARY.

CHARLOTTE COUNTY.

(Daily Sun).

The fourteenth annual session of the Charlotte County Teachers' Institute was held at North Head, Grand Manan, on Thursday and Friday, Sept. 29th and 30th. J. F. Sutherland of Milltown presided. The duties of the secretary were efficiently performed by Miss Annie Richardson, of St. Andrews. There was an enrolment of between sixty and seventy teachers. There was beside quite an attendance of trustees and others from different sections of the county, who were either interested in the work of the Institute or took advantage of so favorable an opportunity of visiting Grand Manan. While the attendance was not so large as in some former years, yet as it involved a sea voyage at a very uncertain season of the year, it exceeded all expectations.

The programme of this year differed from that of other years in that it provided for Nature study only. Messrs. James Vroom and Wallace Broad, of St. Stephen, kindly consented to give their services, and John Brittain was spared from the Normal school to attend. From the geological formation and abundance of different varieties of marine life, Grand

Manan affords excellent opportunity for such study. After enrolment the teachers, under the direction of Mr. Broad, went to examine the geological formation of the basaltic cliffs in the vicinity of Whale Cove. There having been no morning session, the Institute met on Thursday evening, when Mr. Broad summed up and explained the work of the afternoon. The teachers then discussed some suggestions prepared by James Vroom for a uniform plan for the use of school flags. Mr. Vroom had been at the trouble and expense of having these suggestions printed on slips, which were distributed among the teachers. A lively discussion arose over the proposal to hoist the school flag on the anniversaries of Canadian victories, Messrs. Broad and Brittain taking the ground that as all battles were to be deplored, no observation of such events should be indulged in. Messrs. Vroom and Carter held that where such victories had been won in self-defence or for the promotion of a just cause, national exultation was legitimate. After some discussion the suggestion was adopted by a small majority, as were also the others with one or two exceptions, and a hearty vote of thanks was extended to Mr. Vroom for the great pains he had taken in the matter.

At the Friday morning session, after enrolment, Mr. Brittain distributed botanical specimens, and with the teachers as a class gave an excellent lesson, after which, under the leadership of Messrs. Brittain and Vroom, an excursion was made to the fields and shores where many varieties of vegetable and animal life were examined and commented upon.

During the afternoon session Mr. Vroom, having distributed specimens, gave an address upon botanical distribution.

The questions in the box for the purpose were then discussed and answered, after which the report of the audit committee, consisting of Messrs. Brodie, Covert and McFarlane, was received.

The election of officers resulted as follows: W. S. Carter, President; A. W. Covert, Vice-president; Miss Carrie Everitt, Secretary-Treasurer; Miss Alice Black and Miss Alice Robinson, members of the Executive.

There was a strong expression of opinion in favor of having "round table" discussions at the next meeting of the Institute, by which the different topics might be more generally and conveniently discussed by the teachers which they most nearly concerned. It was decided to adopt the plan. The usual votes of thanks were passed, that to the local committee for its excellent arrangements being especially hearty.

On Friday evening a public meeting was held in the hall, which was crowded to the doors. Inspector

Carter presided. The proceedings opened with a solo by Miss Minnie Dewar. Inspector Carter then gave an address, in which he complimented the people of Grand Manan upon the excellent school accommodation provided on the island, and urged upon them the necessity of promoting more regular attendance and a more permanent tenure of office for their teachers. He read a letter from Hon. Jas. Mitchell, regretting that he had been prevented from being present as he had intended.

Rev. Mr. Covert addressed the meeting, extending a kindly welcome to the visiting teachers. Addresses were also made by Messrs. Wallace Broad, John Brittain, W. B. McLaughlin, T. A. Hartt, one of the St. Andrews' Trustees, P. G. McFarlane, E. Dagget, Jas. Vroom and Rev. Mr. Baker. A solo was rendered by Miss Urquhart. The meeting closed with the national anthem.

The teachers came away delighted with the beautiful scenery of Grand Manan.

The following uniform plan for raising school flags was suggested by Mr. James Vroom, St. Stephen, and approved of by the Charlotte County Teachers' Institute:

1. The flag to be raised over the school building throughout the day (except in case of a storm of unusual violence): On the Queen's Birthday, Dominion Day, any day specially proclaimed by authority as a day of national rejoicing.
2. To be raised during school hours, or displayed in the school room: On the first day of each school term, public examination day, Arbor Day, and other school festivals.
3. To be raised at play hour by the pupils, and remain flying until close of session: On any day after the first day of term when every pupil enrolled is present, the occasion of an official visit from the chief superintendent, inspector or member of the board of education.
4. In each of the several parishes named, to fly throughout the day if weather is favourable: On the anniversary of the landing of the Loyalists; viz.: in Pennfield (if date can be ascertained), in St. Stephen May 26th, in St. Andrews October 3rd, in St. George November 10th.
5. To fly during school hours in fine weather: On the birthday of the Prince of Wales, anniversary of battles in which British (and more especially Canadian) armies were victorious; Lundy's Lane, June 24th, Chateauguay, October 21st, and Chrysler's Farm, November 12th, to be considered most important. Battle of Frenchtown, January 22th, capture of Detroit, August 12th, Battle of Queenstown, September 13th, repulse of Arnold at Quebec, December 31st, and others, to be noticed if thought desirable to extend the list. This clause not to include battles in which any nation or people now under her majesty's rule have suffered defeat, (Bannockburn, Culloden, Boyne, Louisburg, or the fall of Quebec.)
6. To fly at half mast: On receipt of the news of the death of the sovereign or an heir to the throne, the death or burial

of a governor general of Canada, lieutenant governor of the province, or premier of the Dominion government; during the funeral of the warden of the county, the mayor of the town, a member of the board of school trustees, or any member of the school.

7. With approval of trustees to be also placed at half mast as a token of sympathy: When a similar sign of mourning is displayed in any district from which the school house can be seen, (whether in our own land or in the neighboring republic.) upon the death of the sovereign or chief magistrate of any people with whom we are at peace.

WESTMORLAND COUNTY.

The fifteenth annual session of the Westmorland County Teachers' Institute was convened at Shediac, September 29th and 30th, about eighty teachers were enrolled.

The following officers were elected: S. W. Irons, President; A. T. Freeman, Vice-president; Alphonse LeBlanc, Secretary-Treasurer; G. J. Oulton and Ella Copp, Executive Committee.

At the afternoon session an excellent paper was read by Mr. A. T. Freeman, on Elementary Chemistry in the Common Schools. The paper was discussed by Messrs. S. C. Wilbur, J. G. A. Belyea, G. J. Oulton and Rev. Jas. Anderson.

The question as to whether print should be taught in Grade I. was discussed by Miss Simmons, Miss A. J. Moore, Miss Fawcett and Messrs. J. G. A. Belyea and G. J. Oulton. Mr. S. C. Irons propounded the following question: Should not properly ruled exercise books be procurable for use in primary grades? How long should one wait for pupils not well up in their work? If pupils are not kept in after school hours, what punishment should be given them? What are the best methods of teaching drawing in the new books?

Miss Blakeney, Miss Simmons and Messrs. Black, Belyea and others discussed these questions.

Rev. Jas. Anderson then gave a lesson on the Tonic Sol-fa system.

The public meeting in Tait's hall in the evening was well attended. Mr. G. J. Oulton presided and introduced Inspector Smith, who contrasted present educational advantages with those enjoyed in former times. The other speakers of the evening were Senator Poirier, J. G. A. Belyea, S. C. Wilbur, G. J. Oulton and Rev. Messrs. Lodge and McKenzie. During the evening Mr. John Melanfant sang a solo which was well received. The public meeting was an excellent one in all respects.

On Friday morning Mr. Alphonse LeBlanc read a paper on Moral Teaching in the Schools. The paper was discussed by several of the teachers.

Mr. G. J. Oulton gave an object-lesson on the squid. The lesson, which was a very instructive one, was illustrated by specimens. A paper on Geography in the Lower Grades was read by Mr. W. M. Black. The paper was discussed by Mr. Wilbur and Miss Weldon. Miss Moore gave an excellent lesson upon the Sentence Method; the discussion on this paper was postponed until next year. The usual votes of thanks were passed. The Institute adjourned to meet at Dorchester next year after a most enthusiastic and profitable session.

ST. JOHN COUNTY.

The fourteenth annual session of the St. John County Teachers' Institute met at St. Martins Thursday and Friday, Oct. 6th and 7th. By the kindness of the Directors of the Union Baptist Seminary the commodious assembly room in that beautiful building was placed at the disposal of the teachers. Special train arrangements were made and over one hundred teachers went from the city of St. John alone. President George R. Devitt occupied the chair, and Mr. W. C. Simpson performed the duties of secretary.

The morning session of Thursday was occupied in enrolment. At the afternoon session the president read a paper prepared by Thos. Bengough, Esq., of Toronto, on The Aims of the Public School Teacher. The discussion which followed was participated in by Messrs. W. H. Parlee, G. U. Hay, Thomas O'Reilly and John Montgomery. Some of the speakers dissented from the views expressed in the paper.

The remainder of the afternoon session was occupied in a botanical excursion under the direction of Mr. G. U. Hay. The party also took the opportunity of examining the geological formation at Macumber's Head.

In the evening a public meeting was held in Seminary Hall which was very largely attended. President Devitt occupied the chair. Rev. Mr. Allison was the first speaker. He extended a kindly greeting to the visiting teachers. Inspector Carter then addressed the meeting, urging the importance of better attendance, longer tenure of office and better salaries for the teachers. He asked that more attention be given to patriotism in the schools, and advocated the establishment of school libraries where possible. Addresses were also made by Rev. Mr. McNeill, Messrs. John March, James Barry and G. U. Hay of St. John, and trustees Skillen and Gilmour of St. Martins. The addresses were interspersed with an excellent musical programme, consisting of a piano duet, vocal solo and violin solo, rendered by Prof. Robinson, Miss Williams and

others connected with the Seminary. The meeting closed with the National Anthem.

After roll-call at the Friday morning session the Institute divided into sections to hear papers (1) by G. W. Dill on The First Steps in Teaching Geometry, (2) by Miss L. J. Fullerton, Geography in Grade IV.; (3) Primary Work, by Miss J. H. Hanson. During the afternoon session Miss Stella T. Payson read a paper on the Value of Pictures in Teaching. The discussion on the paper was taken part in by Inspector Carter, Mr. M. Kelly and G. U. Hay.

The election of officers resulted as follows: Thos. Stothart, president; Mrs. M. M. Evans, vice-president; M. D. Brown, secretary-treasurer; Miss Nellie Lingley and G. W. Dill, members of executive.

Votes of thanks were tendered to the retiring officers. Mr. W. C. Simpson, who has been secretary since the inception of the Institute, replied, thanking the teachers in retiring.

It was decided to hold the next session of the Institute in St. John on the last two days preceding the Christmas vacation in 1893.

Votes of thanks were passed to the directors and officers of the Seminary and to the trustees of St. Martins for courtesies extended. A resolution, recommending the observance of Columbus Day, Oct. 21st, was passed unanimously. All came away much pleased with St. Martins and their very pleasant trip there.

Columbus Day.

SUGGESTED PROGRAMME.

1. Open with scripture readings (first 31 verses of Psalm cvii., or Psalm lxxii.) and prayer.
2. Song—Air: "God Save the Queen."

God bless our native land!
Firm may she ever stand,
Through storm and night;
When the wild tempest rave,
Ruler of wind and wave,
Do thou our country save
By thy great might.
For her our prayer shall rise
To God, above the skies;
On thee we wait.
Thou who art ever nigh,
Guarding with watchful eye,
To thee aloud we cry,
God Save the State.

And not this land alone,
But be thy mercies known
From shore to shore;
Let all the nations see
That men should brothers be,
And form one family
The wide earth o'er.

3. Adjourn to the open air and raise and salute the flag, if the school is provided with one. Song: "Hurrah for the Red, White and Blue."

4. Essays, biographical sketches of the following among others are suggested: Columbus, the Cabots, Jacques Cartier, Champlain and others.

5. Readings (from Montgomery's "History of America," from Kingsley's "Westward, Ho!" from "Hannay's History of Acadia," from recent articles in *Century* and other magazines, Washington Irving's "Life and Voyages of Columbus," Tennyson's poem on Columbus, Thomas D'Arcy McGee's poem on Jacques Cartier.

6. The following extracts may do for readings or suggest topics for essays:

COLUMBUS.

Heavily in his breast
The mariner's heart was beating;
Ever the course shaped west,
Ever the land retreating.
Mutiny muttering loud—
Naught all his hoping, his dreaming—
Suddenly out of a cloud
Wings were flashing and streaming!

Wings that told of the nest,
Told of the bough and the blossom;
Gave him the joy of his quest,
Kindled the heart in his bosom.

Promising land at last,
Circling over and under,
Fanning around his mast—
What was the bird, I wonder?

Nothing the Genoese cared
Were it osprey or swallow—
The gray sea waste was dared;
Palm-fringe and shore must follow.

Oh, when bleak skies break up
With winds the bluebird is whirled in,
I drink from the self-same cup
The voyager pledged the world in!

For some of his joy must be
In the flash of his blithe new-comer,
Whose wings discover to me
Whole continents of summer!

—Harriet Prescott Spofford.

COLUMBUS.

Behind him lay the gray Azores,
Behind the gates of Hercules;
Behind him not the ghost of shores,
Before him only shoreless seas,
The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave adm'r! speak; what shall I say?"
"Why say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly, wan and weak."
The stout mate thought of home: a spray
Of salt wave washed his swarthy cheek.
What shall I say, brave adm'r! say,
If we sight naught but seas at dawn?"
"Why you shall say at break of day,
"Sail on! sail on! sail on! and on!"

They sailed, and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave adm'r!; speak and say—"
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spoke the mate:
"This mad sea shows its teeth tonight;
He curls his lips, he lies in wait.
With lifted teeth, as if to bite!
Brave adm'r! say but one good word;
What shall we do when hope is gone?"
The words leapt as a leaping sword:
"Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,
And peered through darkness, ah, that night
Of all dark nights! and then a speck—
A light! a light! a light! a light!
It grew, a star-lit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world: he gave that world
Its grandest lesson: "On! and on!"

—Joaquin Miller.

THE MEANING OF THE FOUR CENTURIES.

Four hundred years ago this morning the Pinta's gun broke the silence and announced the discovery of this hemisphere.

It was a virgin world. Human life hitherto upon it had been without significance. In the Old World for thousands of years civilized men had been trying experiments in social order. They had been found wanting. But here was an untouched soil that lay ready for a new experiment in civilization. All things were ready. New forces had come to light, full of overturning power in the Old World. In the New World they were to work together with a mighty harmony.

It was for Columbus, propelled by this fresh life, to reveal the land where these new forces were to be given space for development, and where the awaited trial of the new civilization was to be made.

To-day we reach our most memorable mile-stone. We look backward and we look forward.

Backward, we see the first mustering of modern ideas; their long conflict with Old World theories, which were also transported hither. We see stalwart men and brave women, one moment on the shore, then disappearing in dim forests. We hear the axe. We see the flame of burning cabins and hear the cry of the savage. We see the never-ceasing wagon trains always toiling westward. We behold log cabins

becoming villages, then cities. We watch the growth of institutions out of little beginnings — schools becoming an educational system; meeting houses leading into organic Christianity; town meetings growing to political movements; county discussions developing federal governments.

We see hardy men with intense convictions, grappling, struggling, often amid battle smoke, and some idea characteristic of the New World always triumphing. We see settlements knitting together into a nation with singleness of purpose. We note the birth of the modern system of industry and commerce, and its striking forth into undreamed-of wealth, making the millions members one of another as sentiment could never bind. * * *

We look forward. We are conscious we are in a period of transition. Ideas in education, in political economy, in social science are undergoing revisions. There is a large uncertainty about the outcome. * * * The coming century promises to be more than ever the age of the people; an age that shall develop a greater care for the rights of the weak, and make a more solid provision for the development of each individual by the education that meets his need.—*Youth's Companion*.

6. Addresses by visitors and closing hymns "My Own Canadian Home," "Raise the Flag" and "God Save the Queen."

Teachers as Factors in Society.

A lady who had taught school ten years, and who had battled successfully with the peck measure influence of her graded school life, started, as usual, this summer on her vacation. She was thrown in company with some intelligent business gentlemen in car travel, and after an introduction, joined in the discussion of the "Homestead" troubles, universally talked about at that time. She showed such a discriminating intelligence of the causes of the strike, and evidenced such a grasp of the situation that not only the ladies with her were amazed, but the gentlemen showed their surprise and admiration. A change of car brought her into different surroundings, and she was soon the centre of a group of young girls, discussing "bell-skirts" and other fashionable mysteries to the delight of their hearts. A buggy ride of ten miles followed, and this versatile teacher talked horses to the driver, till he was in the seventh heaven of admiration for "a woman who knew sumthin'"; a young collegian present with a fancy fishing tackle, learned points on "baiting" and angling from this "all-round" individual, who even knew how to give a delicious flavour to a "fish story."

At the supper table she won her hostess for the whole season, by an appreciation of jelly secrets and the promise of a new recipe for a choice salad. Evening came, and the miscellaneous company gathered in the parlor; here she did not fail. One Browning-

esque young lady found her a kindred soul in the discussion of that mystic poet. An old gentleman who had made up his mind to "endure" the evening forgot all about his boredom when she talked "Force bill" and "tariff" with him. She obligingly played waltzes for the dancers, showing unmistakable indications that she wouldn't mind an exchange of places with them; in fact, she was the life and centre of enjoyment of the entire evening.

A general inquiry "Who is she?" followed, as she left the room.

"A teacher from B—," said the landlady.

"A teacher?" "Is it possible?" "Well! I never saw a teacher like that before." "Why she is perfectly delightful" "Nothing stiff and school ma'am-y about her."—*N. Y. School Journal*.

Take Care of Health.

Comparatively few people take really good care of the health. The rule is to take care of the body after it has shown signs of decay, or has really broken down. That which we do not possess cannot be taken care of. Health preservation is having a good healthy body and keeping it so. President Batewan of Knox College used the first chapel service at the opening of the college session this fall in giving the students some wholesome counsel. His first point was concerning the health. "First of all," said he, "take care of your health. You cannot study well without good health. Sleep as much as you need. You cannot have good health without sleep. If you are up late at night you cannot keep your body and mind in good condition for work." This is as good advice for other people as it is for students. The young man who extends his evenings of pleasure far into the night will be the listless clerk at the counter, the careless accountant in the office, and the slow workman at the bench, on the succeeding days. This is true in nine cases out of ten. The body must have rest or the penalty must be paid sooner or later, in a weakened constitution, with the sure accompaniment of incapacity for service. It should also be kept in mind that the physical effects, leaving out the effects of dissipation, of a failure to care for the health are nearly, if not quite, as disastrous to the imprudent in any honorable occupations as they are to the flippant devotee of public amusements and fashionable pleasures. Temperance, in the most inclusive meaning of the word, is the safeguard of bodily strength. Overwork is often little more than a lack of regulation in performing what seems an allotted share of service. With a body that is refreshed by proper rest, and with the head to plan the work, a tremendous amount can be accomplished. Both mind and body will be strengthened by hard work if the laws of health are known and faithfully obeyed.—*Young Men's Era, Chicago*.

SCHOOL AND COLLEGE.

Mr. W. E. Thompson has resigned his position as principal of Albro Street School, Halifax, in order to complete his law studies in Dalhousie College. His place has been filled by Mr. E. J. Ross of Richmond School. In becoming principal of the largest and hitherto one of the best managed schools of Halifax Mr. Ross assumes a large responsibility. His predecessors Messrs. Thompson, Kennedy and Archibald would easily take rank among the best common school teachers of any country. A good beginning is half the battle and Mr. Ross has that guarantee of success.

Mr. Marshall of Annapolis takes the principalship of Richmond School.

A little girl fourteen years of age, living in Stormont, Mass., whose father is a Nova Scotian, has lost only one-half day during the past seven years in her attendance at school and has never been late a single morning during that time. She lives a mile from school.

Wm. M. Hepburn, gold medalist, and A. H. Foster, silver medalist of Pictou Academy for last winter's session, have both been successful in matriculating into the second year class of Dalhousie College. Murray McNeil, Miss Elma Baker, Wm. Forbes and George Grant won four of the six scholarships and bursaries awarded. Pictou County still enjoys the honour of possessing the banner Academy of the province.—*E. Chr.*

The School board of New Glasgow is to be congratulated upon the choice it has made in selecting Miss S. E. Archibald to fill a position on the High School staff. Miss Archibald is one of the most distinguished graduates of Dalhousie, and better even than that, she is an enthusiastic and successful teacher. A glance at the latest calendar of her *Alma Mater* shows that in the final year of her course she obtained first classes in German, English History, Political Economy, and second class in Philosophy carrying off the prizes in History and a certificate of general distinction of the first rank.—*E. Chr.*

The University of Mt. Allison opened the first of October with a matriculating class of twenty-five.

The University of New Brunswick opened the first of October with the following matriculates:—First Division—Miss Taylor, Miss Tibbits, Miss Sterling, Miss Blair. Second Division—Wm. Veazey, Miss Ross, John O. Beckwith, Bert E. Wiley, Aubrey Allen. Third Division—Miss Sherman, Frank Baird, Isaac Burpee, Beverley R. Armstrong, Frank McDonald, Frank Chesley. Senior Matriculate—D. A. McIntosh, Partial student—Miss Clark. Miss White gets the King's Co. scholarship, Mr. Veazey the Charlotte Co., Miss Ross the Carleton Co., Mr. Blair the Queens Co., and Mr. McIntosh the Northumberland County.

The school at Smith's Corner, near Harcourt, Kent Co., N. B., is vacant by the death of Miss Maud Warman, who

has for three years occupied the position of teacher, to the gratification of all. Miss Warman's death was much lamented by a large circle of friends and acquaintances, and her place as teacher and Christian worker cannot easily be filled. The finishing of her career at the age of twenty-five, much was crowded into that short space, and many will rise up to call her blest. The conditions of her death were pathetic. Having taught about a week of her term, she went home to minister to a sick mother and sister, when she was stricken with a fatal type of typhoid fever of which the family were suffering, and in a few days passed away. Much sympathy is felt for the family.—*Richibucto Review.*

Miss Ella M. Veazey has been appointed to the primary department of the St. Andrew's school made vacant by the retirement of Miss Bessie Howard.

All will regret to learn of the death of Miss Annie Moore who lately taught in St. Stephen. Miss Moore was a young lady who deeply impressed all who came in contact with her, with a high sense of her moral worth and Christian character. Her conscientious discharge of duty, not only in her school work, but in every good cause, overtaxed her strength and hastened her death.

Messrs. Frank Baird and Wm. Veasey, formerly teachers on Grand Manan are taking a course at the University at Fredericton.

The many well wishers of the Union Baptist Seminary will be glad to learn that it never has been in a more prosperous condition. The large attendance occupies all the available rooms and necessitates the furnishing of many more. Dr. deBlois and his staff are to be congratulated on the excellent impression they have made and on the energy they display.

The University of New Brunswick has been very fortunate in securing Prof. John Davidson, M. A., of Edinburgh, to succeed Prof. Murray in the chair of mental and moral philosophy and political economy. Prof. Davidson has a brilliant record as a scholar, and is a gentleman of excellent literary attainments and broad philosophical culture.

Mr. Stephen M. Dickson, the new professor of civil engineering in the University of New Brunswick, is a senior moderator and gold medalist in experimental physics of Trinity college, Dublin. After finishing his arts' course, he entered the School of Engineering, from which he graduated with the highest distinction in practical engineering. Prof. Alexander, the head of the Engineering School of Trinity College, Dublin, testifies of him as follows:—"I have much pleasure in recommending Mr. Stephen M. Dixon to the favorable notice of any firm of Engineers or Directors of any Teaching Institution requiring the services of a gentleman of first rate attainments, either for practising or teaching the principles of the most modern science of Engineering in its highest forms."

BOOK REVIEWS.

THE FIRST BOOK OF EUCLID'S ELEMENTS, arranged for beginners by Rev. J. B. Lock, M. A. Published by Macmillan & Co., 1892; 166 pages. A book which takes teacher and pupil very much out of the beaten path has a wholesome mental effect even when the new path is inferior to the old one. We think several of the statements lack accuracy and that many of the proofs are wanting in neatness, yet we can most heartily recommend this volume to all teachers of geometry. The pupil who looks at the subjects treated of from two points of view so different as those of Euclid and of our author, cannot fail to have very much clearer views than the pupil confined to one of them.

MACMILLAN'S HISTORY READERS, Standard V.; 1892. pages 248. This is a school reader in which the history of the Tudor period is treated in small chapters suitable for reading lessons. They are well written, printed and illustrated. We believe that the use of this book instead of the ordinary reader and text-book of history would be a very great improvement. Information readers are generally very poor reading, and do but little to foster a love of literature which we regard as more important than mere information. But this volume we regard as a pleasing exception. The last thirty pages are devoted to spelling lists and summaries.

ALGEBRAIC FACTORS CLASSIFIED AND APPLIED, by J. A. Jarman. Macmillan & Co., London and New York. Price 2s. A thorough knowledge of the principles of factoring is of the utmost importance to anyone who would make rapid progress in the higher departments of algebra or indeed enjoy the subject as a study. This book of 141 pages is thoroughly practical and will be found most useful in the second year's study. In an appendix of about sixty pages there are excellent selections of examination papers from Oxford, Cambridge, and other universities. For private students the answers to the exercises should have been given.

GRADUATED MATHEMATICAL EXERCISES FOR HOME WORK. Second series, by A. T. Richardson M. A. Publishers, Macmillan & Co., London, 1892. Price 3s. 6d. 349 pages, 7 in. by 4½. In the REVIEW for April we noticed the first series, this is a continuation and will be found very useful to teachers. The exercises cover nearly all departments of mathematics.

THE SONG PATRIOT, compiled by C. W. Bardeen, editor of the School Bulletin. Fifteen cents. This book claims the merit of giving the music just as it was written, with the characteristic harmonies of the original. In it we also find mainly classic selections with which the pupils of our schools should be made familiar. We would like to see as good a book prepared for our own schools with the patriotic songs of our own country in the foreground and the notation on the Tonic-sol-fa system. In the meantime we would recommend our musical readers to send for the best compilation of school songs that we have yet seen.

MANUAL OF PLANE GEOMETRY, by G. Irving Hopkins. D. C. Heath & Co., Boston. Sample copy, post-paid, 75 cents. We have given this book a somewhat careful consideration. It is on the heuristic plan. The author endeavors to lead the pupil by questions and suggestions to find the demonstration of the proposition himself. In some of the

more difficult cases proofs are given in full or in part. These will serve as examples for the pupil of the way in which a demonstration should be written. In the general enunciations the hypothesis and conclusions are always clearly distinguished. At the commencement he shows logically the validity of proofs by the method of *reductio ad absurdum*. We like the plan which the author has endeavored to carry out, for we consider it a far better method of training the pupil's powers of deductive reasoning than the methods ordinarily used in studying Euclid. We think, however, that in many places the book is too difficult for a beginner, and this will interfere very greatly with its usefulness as a book for home study. With a good teacher, however, a pupil of good abilities would certainly get an excellent training from it; but in the hands of a poor teacher it might be to some extent a failure. The author claims that it has stood the test of three years' work in the class-room. The general order of subjects is good. After the preliminary definitions he takes up in order angles, transversals, triangles, quadrilaterals, circles and polygons, etc., and thus a natural succession is formed in which the propositions preceding each subject can be used in the demonstrations of that subject. He reserves the treatment of areas till towards the last; but he seems before this to use the term "square of a straight line" without showing that the area of square may be measured by the square of the measure of one of its sides. Some of the more difficult exercises are placed by themselves under the heading of "advance theorems." Practical problems of computations are also introduced which strike us as good. Problems such as "to draw a perpendicular to a straight line from a point outside it" are placed at the end of the work as not forming a "part of the logical sequence of geometrical truths embodied in the theorems." There are a very large number of problems given. The appendix contains sections on the Theory of Limits and on Symmetry. The attempted proof in 499 pages is very illogical. We can, however, heartily recommend this manual to the consideration of the teachers, who would find many valuable hints in it for their work, while the collection of theorems and problems would be useful.

Current Periodicals.

The Toronto *Weekly Empire* has produced a premium for its new subscribers this autumn, a handsome picture of the Conservative members of Parliament, well arranged, executed in the finest type of photogravure, and printed on excellent paper for framing. . . . The *Popular Science Monthly* for October is a valuable number; it contains among other things, an able review of Recent Science, by Prince Kropotkin, an illustrated account of a successful French experiment in the Warming and Ventilating of Dwellings, and a sketch of Alexander Winchell, with portrait. . . . In the *New England Magazine* for October, Arthur Wentworth Eaton, who is well known for his lyrics and as an authority upon Nova Scotian history and affairs, describes "The Acadian Province-by-the-Sea," and its legends and traditions, with a great deal of charm and freshness. The article is finely illustrated with pencil and pen sketches by Louis A. Holman, a young artist who has made Annapolis Royal and its environs his sketching ground for many seasons. "Columbus and his friend" is the subject of a valuable historical essay, by Isaac Bassett Chorate, which will find many interested readers at this season of celebration. . . . Approaching very near its semi-centennial, that venerable and *only* eclectic weekly, *Littell's*

Living Age, is apparently as young, vigorous and valuable as in its earliest years. The issue for October 1st, No. 2518, is the initial number of the 195th volume and appears in an entirely new dress. Its old, familiar drab-colored covers remain unchanged, but its interior has been transformed. With new, clear, and handsome type, and the great improvement noticeable in its general "make up," with its excellent paper and fine press-work, it compares favorably with any other magazine published. For such a publication its subscription price, \$8.00 per annum, is low, but by taking advantage of its clubbing rates, even better terms may be obtained. Send fifteen cents for a specimen copy, to Littell & Co., Publishers, Boston, Mass. . . . In the October *Atlantic Monthly*, Alexander Brown, author of the "Genesis of the United States," has a paper on "The English Occupancy of North America," and incidentally endeavors to put Captain John Smith back into obscurity. . . . The October number of *Century* is an admirable Columbus number. It has a fine portrait of that discoverer, and contains No. VI of Emilio Castelar's "Christopher Columbus" The Homeward Voyage. . . . *Garden and Forest* at this season makes its weekly visits very welcome by the many excellent hints it contains for the gardener and horticulturist.

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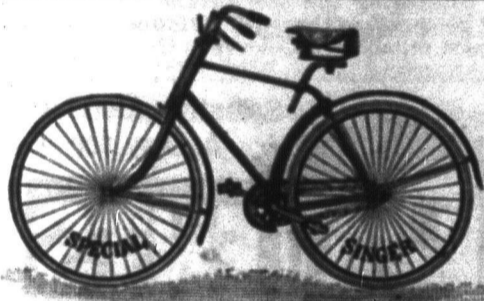
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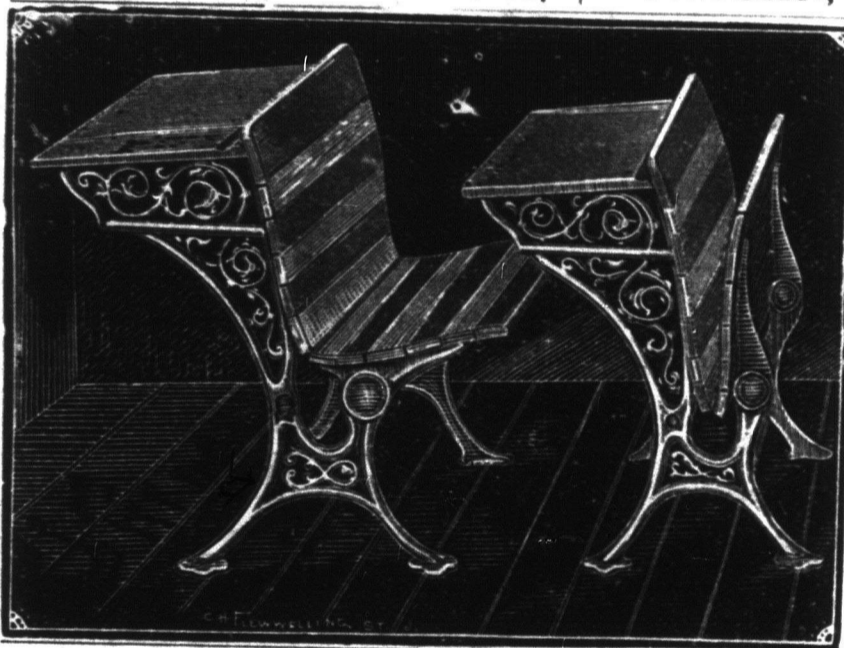
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