

# The Educational Review.

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## THE EDUCATIONAL REVIEW.

Subscribers should promptly notify the REVIEW of change of address giving old as well as new address. Communications from New Brunswick should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax from Prince Edward Island to J. D. Seaman, Charlottetown.

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We have received from Boston, Ginn & Company's Catalogue for 1894. Their books are high priced, but superior in contents, printing and binding. It is an advantage to any author to have the name of this firm on the title page of his book, for it makes safe the assumption that the book is a good one. They offer to send their illustrated common school catalogue free to any address.

The late Geo. J. Romanes, one of the greatest biologists of modern times, was a Canadian by birth, of Scotch parentage. His father filled the chair of classics at Queen's University, Kingston, where the distinguished naturalist was born May 20th, 1848. He married a Miss Duncan, who was a Nova Scotian by birth.

It is expected that the second meeting of the Dominion Teachers' Association, will take place at Toronto, in July, 1895.

THREE organized boys' camps have been held this year in New Brunswick: one near Campobello, under the direction of Mr. Edgar M. Robinson and the Y.

M. C. A., St. Stephen; a second at Baie du Vin, composed of members of the Boys' Brigade, Fredericton; a third at Milkish, near St. John, of the St. John Grammar School. One of the officers of the latter has obligingly furnished us with a report, which will be read with interest. The value of these camps in bringing teachers and scholars in close contact, and in giving a proper direction to boys' activities, is very great.

It is very common to hear the school trustee, who has engaged his teacher without making any inquiry as to her former success, say, Why do they license such teachers? Teachers do not differ from other human beings, nor is the teaching profession exceptional. There are good and poor farmers, skilful and unskilful physicians, successful and unsuccessful lawyers, and so on. These may have enjoyed the same advantages and have been trained and certificated from the same colleges. With teachers, as with all others, it depends upon individuality.

Trustees can materially assist school officers and the cause of education generally by making judicious appointments. Teachers of approved skill and experience should always receive the preference, if professional ambition is to be at all incited. If such a course were invariably pursued by trustees of both town and country, it would give a great impetus to good teaching.

## THE SCHOOL TERMS.

At the recent N. B. Teachers' Institute the Chief Superintendent expressed himself as desirous of hearing a discussion upon the relative advantages of the present and old school terms. This subject in the past has been fertile in discussion, but for the last three or four years little or nothing has been heard of the matter in the Institute.

An animated discussion took place. Those in favor of the old term argued that they were best fitted by natural adaptation to old and young. The younger pupils naturally begin school in the spring months and remain at home in the winter, when the

older pupils begin to attend, and these latter leave school again in the spring, and by the present arrangement of the terms the school work is interfered with and the average decreased. In the cities moving takes place May 1st, and by the present terms another breach is made in the attendance.

On the other hand, it was argued that there were higher aims than mere averages and percentages. That the present school terms kept the country schools open during more months in the year, and that instead of having a summer or a winter school it was better to have, as far as possible, both a summer and a winter school. It was contended that keeping new pupils out of school from May until August inflicted no hardship, as they in most cases begin school at too early an age. That the present terms afforded ample opportunity for completing all arrearages of work such as entailed by grading, and gave leisure to look up schools in case of a change. The experience of other provinces in the dominion was quoted in favor of the existing terms, as well as the time of holding the departmental and normal school examinations. The vote that was taken was most emphatic in favor of the present terms—very few voting in opposition.

While this change of sentiment on the part of our teachers may seem like inconsistency, it may be said that we are naturally conservative. The change, when first proposed, was as an experiment opposed, but in the light of experience it has been approved.

If greater school privileges are conferred by the present terms, and if the blue books show better attendance—and it would seem that they do—then no change should be made except on more progressive lines.

An idea advanced by one speaker, that we should abolish school terms altogether and have nothing but the school year, was most favorably received by the Institute. The REVIEW may refer to this later.

#### TALKS WITH TEACHERS.

Why is it that city teachers are not more popular in the average country district? It cannot be denied that the country district prefers to engage for its teachers a native of the country. There is no doubt fault on both sides. The teacher who has been brought up in the city and attended its schools, naturally finds herself in most country districts with far different surroundings from what she has been accustomed to. She does not find the houses heated, furnished or supplied as in the city. She finds the manners, customs, and social conditions entirely dif-

ferent. If she has the tact and discretion to adapt herself to such changed conditions, she will no doubt succeed very well. If on the contrary she complains at the nature of her surroundings, ridicules the manners of the pupils, and holds herself aloof from the people socially, she will soon find her position an unpleasant one, and will not remain long in the place. The people on the other hand are often very much to blame. The city bred teacher elaborates her work to a greater extent, and consequently does not apparently push the pupils so rapidly. She pays more attention to drawing, physical exercises, and other little niceties than the country teacher. These things are often very unpopular with the more ignorant residents of the country; and unless the teacher gets the pupils in complete sympathy with her in the work, she will have to stand severe criticism. The city teacher must not allow herself to become homesick. Must not go home too often. Must not contrast her present surroundings with her past, and must enter as heartily as she can with the joys and woes of her constituency.

We are promised an altered course of instruction for the present term. Though I have not seen it, I can promise you in advance that you will not all be satisfied with it; probably there is not one of you but will find some point of objection. Did you ever see a course framed by any body of men that entirely satisfied you? You can depend upon it, that the framers of the present course differed very materially over many points in it, and so it will be with all courses of instruction. They must be changed as soon as we outgrow them, and even before. They must lead educational progress, not follow it. They are the basis of our work. While the foundation must necessarily be sound, the superstructure may vary according to the taste and ingenuity of the builder. It is necessary that there should be uniformity regarding the nature and extent of our work, but it is "the letter that killeth." Dull uniformity is buried under any course, while intelligent teaching rides buoyantly over all difficulties. Give the course a fair chance, and bring all your industry and intelligence to bear upon your work—the remainder if there is any, will take care of itself.

I have advised you before not to begin teaching in in the home district. The temptation is often hard to resist, but resist it, and it will be all the better for you in the end. In your own district you will get double blame and only half praise that strangers will give you. If you live in the city this is doubly

true. A teacher beginning work in the city requires experience above all things. The children there are probably not naturally worse to deal with than those in the country; but their opportunities for trying a teacher have been greater. They have been used to a different teacher every year. They are keen to observe the strong and weak points of the different teachers they have come in contact with, and are well versed in all that goes to make a teacher's life unhappy, if she does not meet their approval or come up to some previous standard. If you go on the reserve staff, your position requires all the more tact and experience and your opportunities much less for showing what you can do than if you have a department of your own.

Read your contract carefully before you sign it.

Engage for a year if you can.

For the REVIEW.]

#### An Educational Periodical.

Cornell University has many claims upon those desirous to acquire a liberal education. Not least among these for the Maritime Provinces is the fact that the President is one of ourselves. Dr. Schurman has risen rapidly in the estimation of those interested in the advancement of learning. And conspicuous among his contributions to that advancement is the magazine founded by him under the name of "The Philosophical Review." We have commended this bi-monthly to the attention of teachers on a former occasion. (Published by Ginn & Co., Boston, at \$3 per annum.) It is now in its third year, and continues to exhibit the same lofty standard of excellence aimed at from the outset of its career. Among its contributors are writers of the highest distinction on both sides of the Atlantic,—their names and the professional positions they occupy are a guarantee of the solid value of the essays and discussions furnished by them to the pages of the "Review." Such a magazine can not be expected to be popular in the sense of enjoying an extensive circulation. It is, in fact, we believe, published at a loss, pecuniarily, which, however, is borne by certain wealthy persons to whom the promotion of thoughtful investigation into the problems of mental and moral science is of more profound importance than the accumulation of money.

Among the articles in recent numbers, one in the "Review" for May by Professor James Seth, lately of Dalhousie College, Halifax, now of Brown's University, U. S., on the question, "Are we Conscious Automata;" and one in the July number on "The

Freedom of the Will," by Professor Frank Thilly, of Missouri, would, we imagine, attract the most eager perusal on the part of our intelligent readers. It is true that alike as to both of the questions raised in these discussions, as in regard to well-nigh every metaphysical proposition no conclusion has ever yet been reached which has commanded universal assent. Their study may, therefore, be largely viewed merely as an intellectual gymnastic. But to exercise the mind dexterously, is not this of itself an end worth pursuing? Whatever tends to render our powers more active, enlightened, energetic, whatever contributes most forcibly to stimulate our reasoning faculties with healthful operation, is adding at the same time most abundantly to our permanent sources alike of enjoyment and of usefulness. And in these respects, no line of study can be compared with that of philosophy.

When turning over the pages of such a magazine as "The Philosophical Review," two facts will strike the observant reader. One is, the prodigious place occupied in human history by two or three names. Thus in every number, we think from the outset, one or more articles have dealt directly with the works of Immanuel Kant. To this man's influence in the world of thought there would seem to be almost no limit. And the volumes to which that influence has given birth are numbered already by the thousand.

The other fact is: the part that is being taken in philosophic discussion by ladies. Kingsley's Hypatia is known, no doubt, to many of our readers. In ancient Alexandria that accomplished neo-platonist, who met with so tragic an end, was regarded as a phenomenon by those who admired her learning and eloquence, as aided by unhallowed unseen beings by her antagonists. Now-a-days, that a lady should be learned has ceased to create surprise. In such writers as Dr. Eliza Ritchie, Dr. Julia H. Gulliver, Margaret Washburn, and many more, articles by whom adorn the pages of the "Review," the ill-fated Hypatia would recognize sisters. The men of our day are constrained to acknowledge in them worthy competitors in the arena of speculative thought. The perusal of the able periodical which welcomes contributions from the pens of the lady writers referred to, might, perhaps, incite some of the excellent lady teachers among the readers of the EDUCATIONAL REVIEW to "go and do likewise."

D. MCR.

St. John, N. B.

In New Brunswick there are 831 Micmacs and 790 Malicetes; in Nova Scotia there are 2127 Micmacs, and in Prince Edward Island 304. In 1891 there were in the Maritime provinces 3973 Indians; in 1851 it was 2473. If these returns are correct it shows they have increased considerably within forty years.

For the REVIEW.]

**A School Camp.**

As the late encampment of the St. John grammar school cadets has awakened some public attention, a few words about it may not be out of place. The idea of holding a summer camp originated at an outing of the teachers and scholars on Arbor day. The happy selection of the grounds was owing to Dr. Hetherington. The corps marched out on Tuesday, 17th of July, and returned on Saturday the 28th. The weather throughout the twelve days during which the party, numbering about fifty-five persons, were under canvas, was delightful—the officers' mess being held in the open air except for one meal.

On arrival the corps found their tents already pitched, and were assigned to their respective places, averaging (for the boys), six to a tent, and for the officers, three. The first few days passed quickly by, being employed in drill, physical exercises, fatigue parties for wood and water, swimming, base ball, botanical excursions and cutting spruce for strewing the floor of the tents—the evenings being pleasantly passed in music, fun, readings and recitations, in a fine marquee spacious enough to hold the whole number. The health of the boys was so excellent that Dr. Fritz, finding his office as medical attendant a mere sinecure, omitted, at last, to put in an appearance. The city superintendent had an easy task in raising public subscriptions for the prizes in the final athletic contests. On Saturday the camp was visited by Colonel Tucker, Colonel Domville, Major Armstrong, and others, who saw a satisfactory exhibition of the drill and physical exercises. The next day, Sunday, was a gala day. Between three and four hundred persons attended the two services; that in the morning being held by Rev. W. Mathers, who gave the boys an excellent address from Ecclesiastes xi. 9, and that in the afternoon by Rev. Dr. Carey and Rev. Mr. Champion. Dr. Carey gave a noble discourse from Hebrews xii. 2, "Looking unto Jesus." On Tuesday the school trustees paid the boys a visit, and expressed themselves delighted at the success of the experiment and their fine appearance. The next day the corps was inspected by Colonel Maunsel, D. A. G., and staff, and went through the evolutions with fine precision, gaining hearty compliments from the D. A. G. Friday brought out His Honor the Lieutenant Governor and suite, accompanied by a great crowd from the city. Gov. Fraser, in reply to a short address from the corps, congratulated the boys on the opportunities the youth of the present can enjoy, as compared with those of the past, before the advantages of the free school system were available. His Honor stayed awhile to witness the opening games, which occupied the rest of the day, and

all of Saturday till the tents were struck. Dr. Hetherington then presented a fine Union Jack to the cadets. The greatest part of the success of the camp was due to the efforts of Sergeants Polkinghorn and Edwards, who assisted the teachers with their technical knowledge in the most zealous manner, and made their task comparatively easy. The prevalent feeling of the boys was excellent.

It would be short-sighted policy to let the matter end here. The encampment should be annual and include the entire school. The efficiency obtained in the exercises should be kept up by frequent practice, and the public sympathy now so plainly elicited should be utilized in some such way as in founding an alumni society of those who have passed through this important school, for the purpose of stimulating and helping future pupils in their further improvement, and perhaps of giving them some assistance at college when necessary. In this way better days may be had for the grammar school and the youth of the city.

E. M.

St. John, N. B.

For the REVIEW.]

**Summer School of Science.**

The eighth annual meeting of the Summer School of Science for the Atlantic Provinces of Canada was held in Charlottetown, P. E. Island, July 4th to 19th inclusive. This session, although not quite equal in numbers to that held in Sackville last year, yet in interest shown by students and work accomplished it was second to none in the history of the school. The Summer School of Science is now an established institution of the Maritime Provinces, and the board of managers are determined that each year shall see some advance made in the work of the school. P. E. Island has cast in allegiance with the school, and each succeeding year will see a quota from the garden province of the Gulf in attendance. The work of the school, aiding as it does teachers in their work and pupils in their studies, justifies the continued support of all interested in the progress of education.

The several sessions of the school since its organization were as follows:

Date.	Place.	President.	Sec'y.	No. enrolled.
1887	Wolfville.	Dr. A. H. McKay.	H. S. Congdon.	45
1888	Pictou.	"	Dr. J. B. Hall.	63
1889	Parrsboro.	Prof. Frank Eaton.	"	92
1890	"	"	Sup'or McKay.	61
1891	Antigonish.	Supervisor McKay.	W. T. Kennedy.	43
1892	St. John.	G. U. Hay, Ph. B.	"	59
1893	Sackville.	Dr. J. B. Hall.	"	105
1894	Charlottetown.	Prof. W. W. Andrews, M. A.	J. D. Seaman.	98

The next session will be held in Amherst, N. S.

The attendance at the Charlottetown session was above the average. The classes were well filled. Enthusiasm in the work was sustained till the close of the session. With but little apparatus on hand for the prosecution of scientific work, the instructors went to work with characteristic enthusiasm and

overcame this drawback by showing the students how to make apparatus for themselves. Not the least practical result of this session is the idea that teachers took with them from the school of how to procure cheap apparatus for the illustration of scientific facts in the common district school. Many who before considered the successful teaching of science an impossibility on account of the want of suitable apparatus, left the school informed as to how he could make and use his own apparatus.

Much disappointment was felt on account of the enforced absence of Dr. McIntyre, of Denver, Col., who was expected till the last moment. It having been planned to have six public lectures from the doctor, none others were provided for very successfully.

The "round table talks," begun last year, were continued. The attendance was good, subjects practical and speaking good; citizens as well as members of the school taking part in them.

A pleasing and profitable discussion in the work was made in some of the classes by others than the regular instructors addressing the members. In the civics class, Hon. T. Heath Haviland, a gentleman who has been associated with the principal political events of the province, gave a graphic description of the "land" question and other questions with which he was personally connected. J. T. Mellish, Esq., M. A., gave an account of the constitution of Canada. Prof. Lisette, of memory fame, addressed the psychology class on "Practical Psychology," and Lieut. Governor Howlan gave an interesting account of some borings made, which indicated the possibility of the presence of oil in the province. This feature of the work was felt to be so interesting and profitable that an effort will be made to have it continued.

Excursions, picnics, etc., were indulged in, and although P. E. Island does not boast of the Joggins Cliff, nor Tantramar Marsh, yet the botanists and geologists find something of interest, and all enjoyed themselves.

Patrons of the school were appointed this year for the first time:

- For Nova Scotia—General Montgomery Morse.
- For New Brunswick—Sir S. L. Tilley.
- For P. E. Island—Hon. T. Heath Haviland.

Heartly votes of thanks were passed at the closing meeting to: School Commissioners for use of building, to Masonic Opera House Company, the press, steamboat and railway authorities for courtesies extended, to the citizens of Charlottetown for attention shown the school.

The officers and faculty for next session are as follows:

## OFFICERS.

- President*—Prof. W. W. Andrews, M. A.
- Vice-Presidents*—Principal A. Cameron, Professor J. Brittain, Supervisor E. Stewart.
- Secretary-Treasurer*—J. D. Seaman.
- Executive Committee*—Dr. Dorsey, Principal G. J. Oulton, Mrs. Patterson, Inspector Craig.

## FACULTY.

- Botany*—Principal E. J. Lay.
- Chemistry*—Professor John Brittain.
- Civics*—W. T. Kennedy.
- Elocution*—Miss L. J. Landers.
- Literature*—Principal A. Cameron.
- Geology and Mineralogy*—Francis Bain.
- Kindergarten*—Mrs. Patterson.
- Music*—Rev. Jas. Anderson, M. A.
- Pedagogics and Psychology*—J. B. Hall, Ph. D.
- Physics*—Prof. W. W. Andrews, M. A.
- Physiology and Hygiene*—
- Zoology and Entymology*—Principal G. J. Oulton, B. A.

## List of students attending session, 1894:

- From Charlottetown, P. E. I.—Lemuel Miller, Elizabeth E. MacKinnon, Annie Payne, Matilda G. Wyatt, P. F. Doyle, Minnie Findlayson, Eliza Halloran, John McSwain, Bessie L. Brown, Alice Fennessey, Ida Coffin, Rev. J. J. Colter, Amy DesBrisay, Christina C. Snaddon, Ella McMurray, Bertha Brace, Alexandra Scott, Carrie Haslam, Bessie L. Gregor, Ernest Matheson, Mrs. Wm. Heard, Laura K. Scott, Annie Mellish, Sarah Harris, John W. Duncan, Eliza McNeill, Herbert Shaw, Ellen Taylor, Ewen Stewart, Geo. D. MacKinnon, Lee Seaman, Athol Seaman, William C. Harris, Thos. E. Cullen, H. D. Johnson, M. D., C. W. White. St. John, N. B.—Grace Murphy, E. M. MacBeath, P. K. Vanwart, Lily McKay, Josephine Wetmore, Annie D. Robb, M. J. Mowatt, Elizabeth McNaughton, Margaret McNaughton. Moncton, N. B.—E. Condon, A. Hamilton, Ella McKay, May Fawcett, Annie Hanington. Sackville, N. B.—C. E. Lund, F. A. Dixon, Robert King. Halifax, N. S.—Kate Fletcher, Mary Moseley, Mrs. Willis. Bay View, P. E. I.—Clemmie J. Clark, Elsie McNeill. New Dublin, N. S.—Florence Crawford, Edith Crawford. Truro, N. S.—Susie Archibald, Lucy E. Archibald. Marshfield, P. E. I.—Lemuel Robertson. Emerald, P. E. I.—Adelaide Smart. Gaspereaux, P. E. I.—John A. Murphy. Miscouche, P. E. I.—W. J. O'Donnell. Bass River, N. S.—Augusta J. Davison. Conquerall, Lunenburg Co., N. S.—Mary Kaulback. Shubenacadie, N. S.—Olive Wallace. St. Stephen, N. B.—Mrs. H. Sprague. East Boston, Mass.—Annie Young. Parrsboro, N. S.—Mary J. Sproul. Little Narrows, C. B.—Christina MacLeod. Springfield, Kings Co., N. B.—Emma D. Gunter. Vernon River Bridge, P. E. I.—Rev. J. Goldsmith. Victoria Mills, N. B.—Flora Clark, Minnie Killam. Milton, Queens Co., N. S.—E. Collier. Granville, Annapolis Co., N. S.—Matilda Calnek. Nauwigewauk, N. B.—Edith Darling. Walton, N. S.—Edith Smith. Newport, N. S.—Grace Duncanson. Murray Harbor, South P. E. I.—Ambrose D. Fraser. Stanhope, P. E. I.—Bessie Alexander. Fredericton, N. B.—Horace Brittain. Alma, N. B.—T. E. Colpitts. New Glasgow, P. E. I.—W. W. Smith. Brackley Point Road, P. E. I.—Bessie Seller. Wolfville, N. S.—Adela Jackson. Amherst, N. S.—Clara Archibald. Malpeque, P. E. I.—Reuben MacDonald. Cra-paud, P. E. I.—Bessie A. Moore. St. George, N. B.—Geo. M. Johnston.

For the REVIEW.]

## Our Chickadees.

"Chick-a-dzee-dzee-dzee  
Bet you don't see me,"  
Sang the black-capped Titmouse  
In a spreading maple tree.

"Chick-a-dzee-dzee-dzee  
In a cage I would not be,  
For the forest is my big house  
Where I'm free, don't you see."

A pretty little bird is the black-capped chickadee. Just about five inches long from the point of his little bill to the tip of his tail. He wears a general suit of a plain, ashy grey with faint white edgings on feathers of the tail and wings. His little white cheeks are surmounted with a black, black crown and a black, black throat. His cousin, also a native of our woods, differs from him principally in his more olive brown suit and his brown crown. He might be known as the brown-capped chickadee, although he also bears the name of the Hudson Titmouse. He can sing a "chickadee" as well as Mr. Black-cap.

But I had just a grand time with Black-cap one fine September day. The sun was riding in a deep blue sky above. The wind from the south gently glided beneath the tree tops pictured on the lofty sky. The leaves were not ruffled, though some of them were noiselessly fluttering, you could see. Then came the sound from somewhere near, clear and nearly shrill, *cheek-a-dzee-dzee-dzee*. I repeated the cry, and was surprised to have it answered, and then answered again. With the best imitation I could master, I again returned the call *cheek-a-dzee-dzee-dzee*. I was soon aware that I aroused the interest of a whole colony of chickadees, who came from far and near to inspect me from the branches of the surrounding trees, all the time challenging me with their *cheek a dzee-dzee-dzee*. As if they were disappointed in their expectations of my character, appearance or performances, they left me after an interesting examination of perhaps a minute or two, and paid no further attention to my pretensions to the chickadee language or music—I am not sure which it should be called. I discovered, however, that when I came to the neighborhood of a new settlement, I could in like manner call them all around for a minute or so, until their curiosity was satisfied, or my bird pretensions were decided to be unworthy of attention.

Pretty little musicians they are; interesting chatterers when they return your visit or your call, if you do not call them musicians; anyway, coming from a tree there is music as well as poetry in their language. Their little white eggs, about half a dozen, each also about a half inch in diameter, perhaps with some specks of brown, look very dainty in the small felted, downy nest hidden in the hollow of a stump or tree.

Even when the winter comes they do not leave us. They belong to the family of the Nut-hatches and Tits, are Perchers like their near relatives, the tree Warblers of a previous lesson.

For the REVIEW.]

## A New Arithmetic Needed.

What should be in an arithmetic? This is a question that is being asked and variously answered. The answers sometimes are in the form of books on the subject. In some of these books much so-called mental arithmetic occupies a great part of the letter-press. In others, what are called practical questions are a feature. In still another kind, we have descriptive geometry and algebra. One which I lately saw includes easy quadratic equations.

It will be seen that the arithmetic is growing. This being the case, a subdivision becomes necessary. Many teachers are of the opinion that some algebraic manipulation should be taught at an early stage. I believe they are right. There is no difficulty in making a pupil of ten years or less understand that the expression  $a b = 30$ , when  $a = 5$  and  $b = 6$ ; or that in the equation  $n + 6 = 18$ , the  $n$  must be equal to 12. In such a problem as: "A has twice as much money as B, and B has twice as much as C, and they have in all \$350; how much has each?" The use of the simple equation is simple enough. And it is easily taught.

I therefore think that some algebra should be taught concurrently with arithmetic. The question arises, where are we going to put this algebra, so that the teacher will have something to indicate how much he will be called to do in that direction. Are we to have it sandwiched here and there in the public school arithmetic, or will it be better to have it in a separate book? This is a question there will be some little difficulty in answering. A good deal depends on price. In Canada the cost of arithmetics is not nearly as much as in the United States, and the books not nearly as good from any point of view. But all the books published across the border, are not excellent. Some are strong in one direction and weak in another. New ones are being brought out every day, and always at a price far higher than English or Canadian books. One lately published, which takes up easy exercises in algebra at an early stage, sells for \$1.55.

In this province, and perhaps in most of the other provinces of the Dominion, there is much dissatisfaction expressed in respect to texts on arithmetic. Perhaps the chief fault is the small number of exercises to be worked by the pupils. Other faults there are which I may discuss at another time. "Q"

Halifax, N. S.

For the REVIEW.]

## New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

Having already described the mutual or monitorial method of instruction designed by Bell and Lancaster, it will be interesting to learn how far the details of the system were carried out in the Madras Schools of New Brunswick. It must be borne in mind that in educational matters as in other things, the province was still in its infancy, and therefore a uniform standard of excellence was not to be expected in the schools. The wonderful growth and development of the Madras system was due to several causes. In the first place it had the distinguished patronage of the Lieut. Governor and his advisers, and also the support of the clergy of the Church of England, who had hitherto been the leaders in educational matters. In the second place, there was something in the drill and exercise of the school so orderly and attractive, that the very novelty of the thing called forth admiring comments and disarmed criticism. Lastly, and principally, the Madras School supplied in a better manner than anything that had been hitherto devised, one of the crying wants of the country, namely, elementary education for the children of all classes of the people at a small cost.

In many instances the Madras system could not be carried out in its entirety, because the schoolmasters and mistresses were not themselves sufficiently trained in the system. The popular demand for the establishment of these schools came from well nigh every parish, and it was scarcely possible for all the teachers to undergo a course of instruction at the central training school. Many, therefore, entered upon the work after a short course of instruction in some branch school in which there was only a limited opportunity of acquiring any really adequate knowledge of the system. The situation of educational affairs throughout the province is aptly described in a letter which appeared in the *St. John City Gazette* under date December 30th, 1822, in which the correspondent says that having personally visited the greater number of the so-called Madras Schools, he has been forced to the conclusion that many are such merely in name. Among the exceptions to the rule, he makes special mention of the school "at the Upper Settlement of Sussex Vale" which he had visited in 1819, and which was at that time the most perfect model of the central school in London he had seen in the province. The teacher in charge of the school referred to was Anthony R. Truro, afterwards head master of the Central Madras School in St. John.

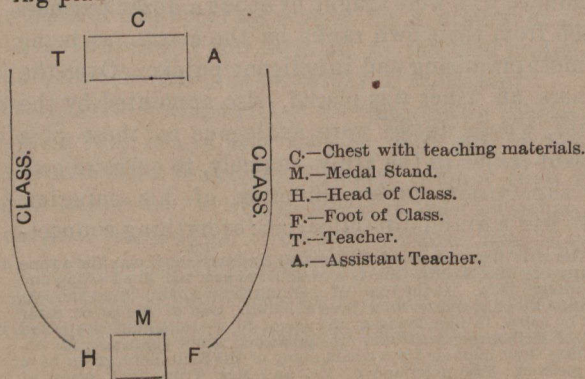
A description of the school at St. John, under Mr.

Truro's regime will suffice to give the readers of the REVIEW some idea of the methods employed seventy years ago in one of the best schools of which the province could then boast. A few words may first be said concerning Anthony R. Truro. He is well remembered by several of his old scholars now living in St. John, one of whom, Mr. James E. Barnes, was an usher in the school. The latter gentleman describes Mr. Truro as a small sized man with bright eyes and very dark complexion. By birth he was an Englishman, and he cherished a strong predilection for everything English; even his clothes were always made in England. He was for some years the secretary of the St. George's Society, and president of the Albion Society. In politics he was a tory of the old school, and for a time edited the *St. John Weekly Chronicle*, a strong conservative paper published by Lewis W. Durant. He also took great interest in the St. John Society Library, giving his attendance as librarian from 12 to 1 o'clock daily. This he could the more readily do as the library was kept in a building adjoining his school.

The old Madras School house, in which Mr. Truro taught for thirteen years (from 1822 to 1835 inclusive), was situated on the north side of King Square.\* It was a brick building 78 feet in length, by 33 in breadth, and in height 17 feet from the floor to the centre of the arched ceiling. At one end of the room was a platform. The desks were arranged around the sides of the room facing the walls, with benches of corresponding length behind them. The benches were without backs. The apparatus employed for illustrating lessons, although an improvement upon that in use in other schools, was still rather meagre. There was the sand desk at which the smaller scholars were accustomed to write, a flat ruler being used to smooth over the sand and prepare it for fresh use after the little ones had filled it with letters and figures. School books, pens, etc., were provided gratuitously, and the instruction was free to all. There were generally some two hundred boys in attendance who were taught by about a dozen teachers chosen from their own ranks by the master as being the most promising and intelligent pupils. Over the teachers an usher was placed, also appointed by the master, whose duties were analogous to those of a sergeant-major in the army—namely, to exercise general supervision under direction of his superior. Truro was a grand disciplinarian: everything connect-

\* The girls' department of the Central Madras School was for a time conducted by Mrs. Truro. She is remembered as a tall, fine looking and very amiable lady. At the time of her marriage to Mr. Truro she was Mrs. Anne Elliot, a widow with three children. One of the latter, Sizar Elliott by name, is now living at the age of 80 years, a much respected citizen of Melbourne, Australia. He published, a few years ago, an entertaining little memoir from which many of the facts here given have been gleaned. The marriage of Mr. and Mrs. Truro took place at Hampton, December 23rd, 1820, Rev. James Cookson officiating.

ed with the school moved like clock work and in strict accord with the rules of the Madras system. In his conduct towards his pupils he was prompt and impartial in all his decisions, giving due credit for merit, at the same time fairly severe in the punishment awarded for any breach of discipline. The duties of the pupils were always clearly defined. The boys themselves swept and dusted the room, being named for that duty in regular order by the master. The school hours were from 9 to 12 in the morning, and from one to three in the afternoon. Promptly at the hour for opening, the usher mounted the platform. In the absence of the more modern school bell a stamp of his foot commanded silence and the attention of the school. A moment later his hand was raised as the signal for prayers: the boys knelt with hands folded whilst the usher repeated sentence by sentence the words of the Lord's prayer, the boys all repeating each sentence after he had pronounced it. School having been opened, there followed next the reciting of the Church catechism. In this, as in other subjects, the principle of mutual tuition was adhered to, the boys propounding to one another the questions, "What is your name?" "Who gave you this name?" and so on. As the school was attended by children of all denominations of Christians, the response to the second question, "my god-fathers and my god-mothers in my baptism," etc., was in many cases characterized by a curious unreality. But it was made unhesitatingly and with equal promptitude both by those who had and those who had not god-fathers and god-mothers. The catechising being ended the morning session proceeded with reading, spelling and writing. The afternoon was devoted principally to arithmetic or "cyphering" as it was then called. The classes always stood to recite. Chalk lines were drawn on the floor by the boys appointed to keep the school room in order, and the pupils were made to "toe the mark" with all the steadiness of military discipline. The arrangement of the class when reciting will be seen in the following plan:



On the medal stand were a number of medals, some of bright tin, others painted black. If in the course of the lesson a mistake was made, the next boy in the class was called upon to make the correction, and in case of his failure to do so, the question passed down the class until the proper answer was given, the boy making it moving up above those that had failed. If the question sometimes should pass round the class, the head boy was called upon for the correct answer. If successful, he went to the medal stand and took therefrom a bright tin medal marked with the figure 1, the boys that failed received a *black* medal similarly marked. For every bright medal the scholar received an additional mark, for every black medal he suffered the loss of a mark.

When the boys were marched to the desks to write, it was invariably done with the greatest precision. If in taking their seats every right leg along the line of boys did not go over the bench at precisely the same instant, the usher would insist upon the repetition of the movement. The boys who were good writers acted as instructors to the others, moving to and fro among them, giving directions, pointing out faults, etc. The pens used were of course quill pens. Making and mending these was no small task, and one that was not specially relished by Mr. Truro's step-son, Sizar Elliot, who in his entertaining memoir published a few years since, says that being in the position of son of the schoolmaster, he used to have some 150 to 200 quill pens to make or mend after school hours every day.

So thoroughly was the system of discipline inculcated, that it was not an uncommon thing for the master to be absent from the room for half an hour at a time on business "down town" during which time the school went on in as orderly and quiet a manner as if he were present. There was no recess during either the morning or afternoon sessions of the school, the drill and exercises being considered sufficient to relieve the monotony of study. In leaving the school room the boys were accustomed to salute the master in military fashion. Children were admitted into the school at the age of four or five years, and passed thence to the grammar school. The annual examination was quite an event and was carefully prepared for. Governor Smyth, the mayor, and other civic officials of St. John, with all the *elite* of the city were present. The boys who excelled at this examination were exempt from tuition fees if they attended the grammar school, and received medals and other rewards in abundance. The boy whose general standing at the close of the year was highest received a handsome silver medal from the Madras board. One of these is still in the possession



of Mr. James E. Barnes, to whom the writer is largely indebted for the facts here given.

The course of instruction pursued at the Madras school in addition to primary work, included such subjects as the history of England, Rome and Greece, the use of the globes, and geography. In the Central school at St. John, there was an organ to lead the singing at the opening and closing exercises. Major General Smyth, who was a talented musician, often instructed the boys in singing, and when present at the opening of the school presided at the organ. To encourage the school as much as possible and to remove the stigma which attaches itself to the Madras system as designed in the first instance for the children of the poor, Governor Smyth caused his own son Brunswick Smyth for a time to attend as a pupil of the Madras school. The Governor's son was a promising but rather delicate lad. He died while yet a school boy, and at his funeral every boy in the St. John schools who could march was present.

### The Two Bridges.

BY SIR EDWIN ARNOLD.

One ought never to grudge a little help and patient sympathy to slow-minded people trudging along the road of life. It does not cost much, and oftentimes it results in far more abundant returns than mere material gifts can bring. Most gifts, indeed, demoralize; and it often seems to close observers that more harm than good is wrought by money bestowed upon people never seen, through agencies never over-looked, without that element of human contact which redeems the idle and chilly business. But, if you can help anybody to help himself, that very frequently turns out satisfactory to both. A pleasant instance of it comes to my recollection connected with some early days in my life.

One afternoon there came to the gate of my garden in Egbaston the boy I considered the most stupid and hopeless in all my classes. He was tall and ungainly, although good looking; very shy and silent; docile and respectful enough, but always behindhand with some among his tasks, and, consequently, forever at the bottom of his form; the sort of lad no master troubles himself about. I must confess I had given up all idea of making anything out of him, at any rate as regarded certain important lessons,—a helpless, dull, unwilling, profitless dunce,—so I imagined; and so I had reluctantly come to treat him.

With him came into my garden a pretty girl, a year younger, who explained that "Trotter" wanted badly to see me, but did not dare to venture alone; and so, being his friend and living with his mother, she had

accompanied him. Possibly that made me more indulgent to the hulking, stupid, silent youth; for there were great, bright tears in the girl's blue eyes, and she held the big, nervous fellow by the edge of his coat, as if she feared he would run away from shame or fright. And then she softly related how good a boy he was to his mother, and how hard he worked to learn his school tasks, and how miserable he became at his repeated failures, and his perpetual ignominy at the bottom of the form, and how all-important it was that he should pass a forthcoming examination, on which his future bread and meat would depend, and that she had accordingly persuaded him to come straight to me, and now desired very ardently to make me understand that "Trotter" was burning with desire to win my good opinions, and that she and his mother thought he could not be really stupid, because there were other lessons, outside geometry and what not, which he always did well, and he had, moreover, invented two or three remarkable improvements for a steel-rolling factory.

So I made the poor lad speak for himself; and then he ruefully explained how he had never for one fleeting moment understood any atom of Euclid, nor why it was ever written or taught at all, with other special difficulties in his course,—certain subjects being all the time, as I myself well knew, easy enough to him. The truth was, he was no more stupid than the other average "Brummagem" boys. He was a proud, silent, well-meaning lad, who had been vilely taught at the beginning; for teaching is a fine art, and very few really understand it.

His humility and earnestness melted me, as well as the tears in the blue eyes of his little friend. I sent her home and made him stop to tea, and that afternoon we tore up Euclid by the roots; we divested ourselves of all the false terror inspired in young minds by that ancient name; we went behind the old Alexandrian geometer, and found him out in his plan, his purposes, his beginnings, his fallacies, and his merits.

I told "Trotter" not to be ashamed at any little personal difficulties, since King Ptolemy had boggled like himself at the foot of the "Asses' Bridge," and had asked Euclid one day, in Alexandria, if he could not make it all a bit easier, to which the ancient mathematician replied that "there is no royal road to learning." "But there is, Trotter," I said, "a very broad and good king's highway by means of which nothing is difficult, nothing abstruse. It is just as easy to learn the binomial theorem, or Persian, or Sanskrit, or Euclid, or navigation, or chemistry, as it is to mow grass or shear a sheep. The secret is to be rightly taught, or to teach yourself rightly from

the beginning, making sure of every step taken, and bearing in mind that most learning is very simple, and that most school books do their very best to render it obscure and senseless."

Well, with that we built up Euclid for ourselves. Trotter came to me privately, day by day; and we attacked that fatal fifth proposition of the first book as Napoleon his enemies at the bridge of Arcole. We surveyed it, we made colored sections of it, so that he ended by knowing all its intricate triangles. We mapped out and marked its angles and lines, so that we came to be able to prove the theorem by colors or numbers just as well as by letters. We worked out deductions and corollaries from it, until, like a kind of geometrical Clapham Junction, or the big railway bridges one over the other at Birmingham, we had all sorts of supplementary propositions built over it and under it.

And, as he grasped the *raison d'être* of Euclid, his terrors changed to pleasure. The lad became the finest demonstrator in the class, always at top for geometry. His diagrams, charmingly drawn for him by the girl with the blue eyes, were the envy and wonder of the form; and from the despondent victim of conventional and foolish instruction he developed, by getting use of his free reason, into what he was meant for,—a sharp-witted inventor, with an eye every bit as keen as Euclid's for proportion, relation, and subtle feeling of form.

"A fine thing," I used to say to him, "if a bald old Greek gentleman of Ptolemy's time is to set puzzles in squares and circles and triangles that an English boy in Birmingham can't understand! Get to the heart of it. Don't grant him anything. Don't be quite sure that the three angles of every triangle are equal to two right angles; and don't at all allow, until you are yourself fairly convinced, that parallel straight lines produced will never meet. Euclid could not have made a steel pen or electro-plated a brass cup; and you must forget the miserable learning by rote forced upon you by imposters who call themselves 'teachers,' and begin where Euclid began."

As I have said, the lad became confident, joyous, successful. He passed with elastic step over the "Bridge of Asses," took prize after prize, and when I left Birmingham was on the fair road to be head of his division in the school.

Well, that was one bridge. As I was crossing Canada many and many a year afterward, in the new and wonderful region which extends between Vancouver and Winnipeg, we came upon a "junction." If all Englishmen and Scotchmen and Irishmen comprehended what a magnificent, imperial estate they

own in that splendid country on both sides of the Rockies, I think they would not stay at home so doggedly to grow wheat at the value of its cleaned straw, and to poke about for a miserable living in the moors of the north and the bogs of Clare and Donegal. If capital has its great resource in suspension of work, labor has its best refuge in emigration; and it is mainly the foolish, blind clinging to one spot of the globe, together with the apathy of governments and colonial administrations, which has created the Irish Home Rule difficulty, and which chokes the labor market to an unprofitable point.

However, all this is politics and economics, with which these pages have nothing to do. What I would say is that we came through the superb scenery of the Rocky Mountains, past the glories of the Glacier Station, and Banff, and down the foothills to Regina and the prairies, right upon a very important ceremony which was impending at a large prairie town. It was to celebrate the opening of a most remarkable bridge, built over a most impetuous and unrestrainable river, and connecting in a most momentous manner for commerce and intercourse the sister States of a great province. We had to stay overnight at the station, and decided to be present at the inauguration of the new bridge.

Thus it was that, having received a very polite invitation to attend, I repaired to the superintending engineer of the district, in order to obtain some particulars of time and place. The house was one of those commodious, wholesome, clean-looking abodes of wood which they raise so quickly and paint so prettily in that land of lumber, with all the prairie for its back garden, and a long post and rail in front to which to tie up "any man's horses."

Inquiring at the door, I was told that the superintending engineer was for the moment out, but his wife, whose name I did not catch, would see me. Looking round the walls of matchboard in a casual manner, I spied to my astonishment, among pictures of various kinds, a photographic view of King Edward's School, Birmingham, and close beside it—the fifth proposition of the first book of Euclid, with the angles and triangles done in diverse colors, and underneath it written, "my first bridge." Near at hand was a truly superb picture of the new Canadian bridge, in all its glory of iron and timber, with the rushing, forest-born river innocuously whirling ice slabs and slags beneath its wide arches; while in the corner I read the words, very neatly inscribed, "his second bridge."

Just then the door opened and there came in the nicest, brightest, most open-faced matron that can be imagined, leading a handsome boy of ten or

twelve years by the hand. In an instant, after all these years, we had recognized each other. She was the very same girl with the blue eyes who had brought Trotter up to me in his deep woe about Euclid; and Trotter—none other than the melancholy Trotter—was the great and glad mechanical hero of the occasion, the triumphant engineer who had spanned the Red River with his world-admired bridge. "His second bridge!" she had proudly written it herself upon the plan, to go beside that diagram of the "Bridge of Asses;" although, indeed, my old pupil had done lots of other wonderful engineering work before erecting that *Pons Asinorum* over the great Canadian stream. He had made a fortune,—in fact, was one of the biggest men in his province.—*Published by permission of the author, by Mr. Benjamin Armitage, in the Educational Journal, Toronto.*

#### Tobacco and Liquor Arithmetic.

"Boy at head of the class, what are we paying for liquor as a nation?"

"\$900,000,000 annually."

"Step to the blackboard, my boy. First, take a rule and measure this silver dollar. How thick is it?"

"Nearly an eighth of an inch."

"Well, sir, how many of them can you pile in an inch?"

"Between eight and nine."

"Give it the benefit of the doubt and call it nine. How many inches would it require to pile up these \$900,000,000?"

"100,000,000 inches."

"How many feet would that be?"

"8,333,333 feet."

"How many rods is that?"

"505,050 rods."

"How many miles is that?"

"1,578 miles."

"Miles of what?"

"1,578 miles of silver dollars, laid down, packed closely together, our national liquor bill would make."

Now add the \$600,000,000 we are paying for tobacco annually to the liquor miles of silver dollars, which is two-thirds as much, or 1,052, and we have 2,632 miles of silver dollars packed closely together for our nation's one year's grog and tobacco bill. Let these same silver dollars be laid flat, touching edge to edge, and they would make a continuous ring around the earth.

Reader, if you need facts about this question, nail that to a post and read it occasionally. It would take a small army of men, with scoop shovels, to throw away money as fast as we are wasting it for grog and tobacco.—*Exchange.*

#### Canada.

BY DR. DEWART.

The grand old woods of Canada:  
How cool and dim below  
The shade of their sweet rustling leaves!  
Swift-changing webs the sunlight weaves  
Where ferns and mosses grow.

The giant trees of Canada:  
Dark pine and birch drooped low;  
The stately elm, the maple tall,  
The sturdy beech, I love them all,  
And well their forms I know.

The forest wealth of Canada:  
The chopper's blows resound  
Through the crisp air, while cold and still  
The snow's deep cloak o'er vale and hill  
Lies white upon the ground.

The sparkling streams of Canada,  
That 'neath cool shadows pass,  
Then wind, where sleek-fed cattle sleep,  
Through verdant meadow, ankle-deep  
In clover-blooms and grass.

The crystal streams of Canada;  
Deep in whose murmuring tide,  
From pebbly caverns dimly seen  
'Neath leafy shade of living green,  
Gray trout and salmon glide.

The beauteous lakes of Canada;  
With loving eyes I see  
Their waters, stretched in endless chain  
By fair St. Lawrence to the main,  
As ocean wild and free.

Where white sails gleam o'er Huron's wake  
Or fade with dying day,  
Fond memories in my heart awake,  
Of home's dear dwelling by the lake,  
Like sunshine passed away.

The prairies vast of Canada,  
Where sun sinks to the earth,  
In setting, whispering warm good-night  
To myriad flowers, whose blushes bright  
Will hail the morrow's birth.

The robust life of Canada  
In cheery homes I see,  
Though gold nor jewels fill the hand  
'Tis Nature's self has blessed the land,  
Abundant, fair and free.

Children at Gibraltar, until they reach an age which brings them better knowledge, believe that the sun always sets with a bang. This fancy is due to the never omitted report of the sunset gun in the fort on the strait.

### Rules for Good Health.

1. Be regular in your habits.
2. If possible go to bed at the same hour every night.
3. Rise in the morning soon after you are awake.
4. A sponge bath of cold or tepid water should be followed by friction with towel or hand.
5. Eat plain food.
6. Begin your morning meal with fruit.
7. Don't go to work immediately after eating.
8. Be moderate in the use of liquids at all seasons.
9. It is safer to filter and boil drinking water.
10. Exercise in the open air whenever the weather permits.
11. In malarious districts do your walking in the middle of the day.
12. Keep the feet comfortable and well protected.
13. Wear woollen clothing the year round.
14. See that your sleeping rooms and living rooms are well ventilated, and that sewer gas does not enter them.
15. Brush your teeth at least twice a day, night and morning.
16. Don't worry, it interferes with the healthful action of the stomach.
17. You must have interesting occupation in vigorous old age. Continue to keep the brain active. Rest means rust.

### Some Questions in Geography.

First discuss climate as the result of latitude, heat and moisture, and its effect upon plant and animal life. Having developed the idea of the three belts of climate, called zones, begin with the study of the Polar regions, asking such questions as the following:

What work has been done by *water* in the Arctic regions?

What has *ice* done?

Name the islands and capes you find.

What are fiords?

What have heat and cold done?

How many seasons have they in these regions?

What effect have the seasons on plant and animal life?

What plants grow in these regions?

What animals may be expected to make their homes in such a climate?

Why is the fur of many of these animals white?

What people live there?

Why are no great nations found in these regions?

How do we obtain information concerning this part of the world?

Name the important explorations.

What recent exploring party has just returned from the Arctic region? (Draw attention to the fact that a woman accompanied Peary's expedition).

The names of the countries or parts of countries that lie within these regions may be learned by the pupils; also the important bays, etc.

Read parts of Pierre Loti's "Iceland Fisherman," to show the wonderful effects of sun and sea. To teach the habits and personality of the Eskimo read *The Story of Agoonack*, from Miss Jane Andrews' "Seven Little Sisters." Let compositions follow.

In the class under my charge some of the pupils wrote stories of the Frigid zone as told by Polar bears or reindeer in zoological gardens, others made Eskimo boys or girls the narrators of their stories, while the less original, merely related facts they had learned in the best fashion they could. All illustrated them by drawings reproduced from their geographies, or from "The Seven Little Sisters."—*Eva A. Malden in N. Y. School Journal.*

### A Weak Place in our Educational System.

The following, from an exchange, points to an evil that should be legislated upon until the evil is no longer in existence, viz.: the continued employment of non-progressive teachers whose mental inertia every other means have failed to overcome:

"The great evils in our public system are mainly two: (1) that men and women of very moderate attainments are permitted to undertake the work of teaching, and (2) are permitted to continue in the work without *increasing their attainments*. The writer has seen a third grade certificate that had been renewed twenty times by various school commissioners in the state of New York. On calling State Superintendent Draper's attention to this, his keen intellect saw how this was against the current of the times and he limited third grade certificates to six months; the possessor must then take the second grade. Some may think as great an evil as the above is the change from teacher to teacher; as one trustee in Rockland county puts the case—"It's *new teacher* all the time." But if a teacher who received a third grade certificate was put upon a course of study (as a young man is who enters a college), if the months of July and August were required to be spent by that teacher in being reviewed upon the studies he had pursued during the months he had been engaged in teaching, a different set would be brought into the school-rooms, and a decided step made in the matter of permanence.

My proposition is that the aim of the state should be to make a *professional teacher out of every one that engages in teaching*—that is, to push every one along from the third grade to the state certificate grade. It is the weak spot in the system that this is not done. The educational funds of the state are wasted; the rights of the children to have the best teachers are trampled upon; the system is merely a machine; the whole current of the times is unobserved."

### The Punctuation Points.

Six little marks from school are we,  
Very important, all agree,  
Filled to the brim with mystery;  
Six little marks from school.

One little mark is round and small,  
But where it stands the voice must fall,  
At the close of a sentence, all  
Place this little mark from school: (.)

One little mark, with gown a-trailing,  
Holds up the voice, and, never failing,  
Tells you not long to pause when hailing  
This little mark from school: ,

If out of breath you chance to meet,  
Two little dots, both round and neat,  
Pause, and these tiny guardsmen greet—  
These little marks from school: :

When shorter pauses are your pleasure,  
One trails his sword—takes half the measure,  
Then speeds you on to seek new treasure;  
This little mark from school: ;

One little mark, ear-shaped, implies,  
"Keep up the voice,—await replies;"  
To gather information tries  
This little mark from school: ?

One little mark, with an exclamation,  
Presents itself to your observation,  
And leaves the voice at an elevation,  
This little mark from school: !

Six little marks! Be sure to heed us;  
Carefully study, write, and read us;  
For you can never cease to need us,  
Six little marks from school!

—*Julia M. Colton, in July St. Nicholas.*

### Good Manners in Korea.

The war between China and Japan will make the following from *Goldthwaite's Geographical Magazine* of special interest to pupils:

"Where is Korea?" Look on your globe. There, looking for the eastern part of Asia, you will find a long peninsula, stretching down between the Yellow Sea and the Sea of Japan.

It is but a very few years, comparatively, that the strange country has been opened to the world. Even China and Japan, exclusive as they once were, seemed to be fairly cordial and hospitable to strangers when compared to Korea, which, from its habit of "keeping itself to itself," was long known as "the Hermit Nation."

M. Varet, a Frenchman, who is one of the few foreigners who, as yet, have travelled extensively in Korea, thus describes his acquaintance with a Korean:

We were in the midst of a vast plain bordered in the far distance by low hills. The rice fields which

surrounded us formed an immense checker board. Here many men were toiling, plunged to their knees in water. Even the sight of so strange a creature, as a European must have seemed to them, hardly made them stop for a moment from their toil. From time to time the soldier who conducted our party would cause one of the workmen to raise his head by asking him which one to take of the little crests of solid earth which separate the fields and form the only paths.

These paths are so narrow that only one person or animal can walk upon them at a time.

Suddenly, we saw, walking solemnly towards us, a majestic looking old man, bearing a long and beautiful carved cane, such as is known among the Koreans as the 'staff of age.' He did not appear to be of a high rank, but at the sight of him each member of my long single file of soldiers, bearers and servants hastened to step aside and leave the narrow path free for him, even though to do so they had to plunge knee deep into the muddy waters of the rice field. I, too, hastened to turn my horse into the water, for I would not wish a European to be outdone in paying homage to the majesty of age.

As the old man passed on with an air of unconscious but absolute royalty, he rewarded our deference as any gracious sovereign might, with a look of calm friendliness. Being a Korean, he knew that, however poor he might be, he was more worthy of respect than we, by reason of his many years.

### The Cat's Breath.

A recently published story criticises the notion that "a cat sucks away a child's breath." This is merely an expression, erroneous in its form, of a physiological fact. All the felidæ possess poisonous breaths, intended by nature to act as an anæsthetic on their prey. If a person cares to experiment by inhaling, for instance, a cat's breath, they can easily realize the truth of this statement. Carefully watch a cat playing with a captured mouse. You will discover that the mouse does not suffer, but is sort of stupified, as if by chloroform. In the "Life of Livingston," written by himself, he states that once when he was seized by a lion and his arm broken, the crunching of the broken arm gave him no pain, so benumbed were his senses by the animal's breath. A cat seeks the child, its soft bed and the warmth of its body, and lies down on the chest of the infant. Its weight impedes respiration, its breath anæsthetizes the child, and death follows. This circumstance has actually occurred, and medical records conclusively prove it.—*Brooklyn Standard Union.*

### The Authority of a Public School Teacher.

Scarcely a week passes, but the press records some instance wherein a public school teacher has, whilst in the execution of duty, been ignominiously taken to task for inflicting punishment or administering reproof to a pupil. While in many cases we are compelled to admit the teacher may not be altogether blameless as to the harsh methods he may employ for correcting offences, or in dealing out swift punishment to the offender, yet it appears to us, that there is rather an inclination on the part of the press and the public to *ignore the right* of a teacher to in any way correct misconduct, or misdemeanors of however trivial or important a nature.

Perhaps this growing tendency to adverse criticism arises from the well known fact that many of our teachers, owing to youth and inexperience, display a want of tact and discretion in their mode of reproof. Unhappily, many of our public schools are in the hands of a majority of youthful teachers, who having graduated from a high school and obtained a certificate qualifying them to teach, have entered the profession, without first having acquired the necessary virtues of self-control and self-government, which enter largely into the make-up of every successful teacher. How can he govern and discipline others, when he himself is undisciplined? Is it any wonder that his youthful egotism arouses within him the desire to rule in an autocratic manner, thereby leading to errors of judgment fatal to the good government of his pupils? Parents have fallen into the habit of condemning the discipline of such inexperienced teachers, and the older and more experienced in the profession are attacked upon *general principles*, and in such a bitter manner, that leads one to reflect that nothing remains for the future of the country, but a total disregard toward the upholding of law and order.

\* \* \* \*

If a parent considers that a teacher has over-stepped his authority—an authority which he should possess by virtue of his high office—there are ways and means of bringing him to account, without holding a condemnation meeting at one's home or at the neighbor's, all of which tends to destroy the good influence of a teacher in the neighborhood, and demoralizes the whole community. A written complaint to the School Board, under whose favor he holds his position.—though to our shame be it said, School Boards are, as a rule, often influenced by the politics of a teacher or as to how many votes his immediate relatives and acquaintances are likely to poll at the next election

for a favored candidate, rather than by any consideration of fair and just dealing—will often bring about an investigation beneficial to all parties concerned. Complaints of this nature, however, should invariably be taken with a "grain of salt." Children, as a rule, coming from well ordered homes are never at "outs" with their teacher. The discipline enforced by parents, in the home, when seconded in the school-room, is received as a matter of course by the child, and obedience comes from such, by instinct.

\* \* \* \*

Parents should remember that, "it is the duty of every patriotic man, and every man who loves his children, to begin to educate them in the family, with an honor, a conscience, and a religion of honesty. We must go back to the very beginning, and teach our children to be proud of honesty." Yes, instil into them at home, an honesty of purpose and intention, a feeling that they are yet too immature to take their destiny into their own hands, and that they must yield respect and obedience to those in authority over them.

And it would be well for teachers to always bear in mind that, "no true manhood can be trained by a merely intellectual process. You cannot train men by the intellect alone; you must train the heart. And this shows the fundamental mistake which is being made by most modern teachers. You must take hold of manhood by the heart, if you would train it into strength and dignity and usefulness."

The authority of a teacher should remain unquestioned in the home circle. The authority of the teacher should always receive the earnest support of the school board. What a deplorable state of insubordination our army would be in, were the relatives of its members allowed to interfere, upon every pretext, with the discipline of its commanding officers. Only acts of flagrant cruelty, unmerited punishments for supposed misdemeanors are ever interfered with there. The powers that be are sure of the competency of the officer before they place him in charge, and the commanding officer, to use a common phrase, "runs his own ranch" without interference, feeling that while he discharges his duty, faithfully and diligently both to his country and the men committed to his charge, he has no fear of being court-marched. How different with the teacher, who is picked at here, thrust at there, belittled and belied by a majority of ignoramuses that should never be placed in a position where they may control the education of the nation. Experienced teachers are constantly leaving the ranks of the profession to engage in more congenial and more lucrative occupations.—By Timothy Trotabout in *National Popular Review*.

### Drowning Accidents.

There have been many drowning accidents this summer. Many could have been prevented with a very little knowledge of swimming. Teach your pupils to swim, or encourage them by every possible means to learn—girls as well as boys.

Then, many persons might have been resuscitated after the bodies had been taken from the water if the knowledge had been available. We give directions below for the resuscitation of the drowned. It is not sufficient to read these rules, or to have them by you in case of accidents. Let the pupils practice them occasionally with the greatest earnestness, with the full belief that they may be the means of saving valuable lives. One pupil may take the part of the supposed drowning person, and the others act as restorers, but let there be no levity about the acting:

1. Roll the unfortunate over on his face and place a bundle of clothing under his waist, to raise that part of the body and cause a compression of the lungs, forcing the water out of the mouth.

2. Having allowed time for the lungs to empty of water, turn the body over on its back and again place the cushion under the waist.

3. The tongue must be kept from falling back into the throat, and obstructing the breathing. If there are two rescuers, one may hold the tongue with a piece of cloth between it and the fingers, while the other moves the arms, as follows:

4. Draw the arms up straight at full length then back until they come together above the head, touching the floor. Move them up and back to the sides again. Repeat this movement gently, until you decide that breathing has begun and become regular.

5. Then put the patient to bed, rub the limbs energetically, and administer a teaspoonful of hot water (in which should be mixed some brandy if the occurrence were actual) every fifteen minutes.

### On the Teaching of English Composition.

1. Anything we desire to learn, particularly when it is something we have to do, is best learned by practice on successive days. Hence it follows that in the grammar school, at least during the last two years, there should be a period, however short, devoted to composition writing on each school day.

2. "No man or boy," as Professor Carpenter puts it, "can be made to write really well unless he writes for the purpose of expressing thought." Hence, the matter of the composition should always be selected from the class work in which the pupil is engaged, his history, his geography, his reading, his mathematics, his personal observations and experiments.

3. The composition period should be devoted exclusively to the composition work. President Elliot has pointed out that this work is needlessly complicated by trying to teach the art of thinking and the art of expression in the same lesson. The thinking part should receive attention in the lesson on the subject-matter. The expression of the pupil's thoughts should form the staple of the composition lesson.

4. The doctrine of the co-ordination of studies, admonishes us not only to take the subject-matter from one of the other studies, but to allow the pupils to make use of their grammars and dictionaries whenever they so desire. If, when writing, the child is at a loss for a fact, let him have free access to the book where it is to be found. If he is in doubt about a point in grammar, let him examine the text-book; even if he does not know how to spell a word, let him look it up in a dictionary, and so on. The report of the conference on English, to the committee of ten, says very wisely: "The teaching of formal grammar should be, as far as possible, incidental, and should be brought into close connection with the pupil's work in reading and composition."

5. As the acquisition of a clear and correct style of writing is largely a matter of imitation, the pupil should be taught in his reading lesson to examine the style of what he reads, and even to select and study models for imitation.

6. During the years of school life which must precede the writing of themes, the child should be very thoroughly drilled on the formation of typical sentence forms. The report of the conference on English, alluding to the above, puts this matter very strongly: "The teacher should bear in mind that the necessity of correctness in the formation of sentences and paragraphs is like the necessity of accurate addition, subtraction, multiplication and division in mathematical work, and that composition proper,—the grouping of sentences and paragraphs,—as well as development of a central idea, should never be taught until this basis of correct sentences is attained." But even when utmost care has been given to these preparatory exercises, children will make many blunders in their composition work. For the correction of errors, I have tried the following plan with most gratifying results:

The pupils of a given class are asked to write what they can on a topic selected from the class work of the preceding day. They are allowed from ten to fifteen minutes in which to write. After a few weeks of daily practice in this work, the child has no difficulty in writing in this time a composition sufficiently long for all practical purposes. Then each pupil is

asked to read silently, his own composition, to discover whether each division of the subject-matter has a paragraph to itself, and whether all he has to say on that division is contained in that paragraph. If he finds his work faulty in either of these respects, he is told to correct it at once, not by making a proof-reader's marks in the margin, but by erasing and interlining, as becomes a writer of manuscript. Then the pupils are told to read each his composition a second time to determine, (1) whether each sentence has one, and only one, central thought; (2) whether the concords between subjects and verbs, antecedents and pronouns, are correct; (3) and whether there are any mistakes in capitalization and punctuation. In making these investigations the pupil is to have free use of his grammar and, if he is in doubt, should be encouraged to apply to his teacher for counsel and assistance. In answering the first query, he should mentally divide each sentence into its complete subject and complete predicate. All mistakes are corrected as they are found. While conducting my own experiments on this method, I was surprised to find how few children had ever learned to use the index to a book.

Lastly, the children should read the composition a third time, under instruction to take care that every word is properly spelled. When the child is in doubt he should at once look up the word in a dictionary. The reading aloud of two or three compositions each day and the questions referred by the pupils to their teacher, show how well the work of correction has been performed.

The results of this method, so far as I have been able to ascertain them, indicate that the composition lesson, instead of being a season of depression, is one of the most interesting periods of the day, and that the majority of the pupils acquire facility, not only in expression, but in correcting their own errors. By looking for one kind of error at a time, nearly every important error is detected and corrected. With practice children soon learn to avoid the errors they are constantly called upon to correct.

It may be added that, after a few trials; all this work may be done within a period of thirty minutes.  
—*Report of Superintendent Maxwell, Brooklyn.*

### EDUCATION DEPARTMENT, NEW BRUNSWICK.

ANNUAL EXAMINATIONS, 1894.

Normal School Closing—Class II Papers.

INDUSTRIAL DRAWING. *Time, 1 hour.*

1. Define and give an example of each of the following: (a) Simple curve; (b) Compound curve; (c) Reversed curve; (d) Ellipse; (e) Oval.

2. Draw an example of symmetrical arrangement about the centre of a square. (Design and execution of equal value).
3. Draw the group of objects placed before you, with due attention to shading and perspective.

CHEMISTRY AND AGRICULTURE. *Time, 1 hr. 30 min.*

1. Explain the relation of drainage to the temperature and productiveness of land.
2. What part do phosphates play in the growth of plant and animals? In what forms may they be added to soils? What is super-phosphate? What advantage, if any, has the latter over the normal phosphate?
3. What is meant by the *dormant* constituents of soils, and what causes tend to make them active?
4. From what sources are washing soda and baking soda derived? What properties of these substances adapt them to their uses?
5. How would you prove or disprove the presence of the following gases in the air:—Carbonic acid, oxygen, nitrogen, hydrogen.
6. State what you know of the proportions of chlorine. How is it prepared? For what used?

PHYSIOLOGY AND HYGIENE. *Time, 1 hr. 30 min.*

NOTE—*Five questions make a full paper.*

Describe the position, form and structure of the stomach. What is its special work in digestion? How does food pass in and out of the stomach, and what is its condition when leaving that organ?

2. What is the mean temperature of the body? What is the source of the heat? How is it kept approximately constant? What influence has alcohol upon the bodily temperature?
3. What are lymphatic vessels? What is their function? How are they connected with blood vessels? and how is the flow of their contained fluids maintained?
4. Where and what are the following organs: Bronchial tubes, colon, aorta, vena cava, glottis, epiglottis, diaphragm, pericardium, tonsils.
5. What are the divisions of the heart, their location and object? How are the continuance and the direction of the blood flow respectively maintained? What is the cause of the *pulse*, and to what variations is it subject?
6. Explain briefly the relations of exercise, fresh air, bathing, smoking, and the alcohol habit to the maintenance of health.

SCHOOL SYSTEM. *Time, 1 hour.*

1. What provisions are made for the examining and licensing of teachers?
2. Show how the County School Fund is raised and apportioned?
3. What provision is made for the establishment of evening schools?
4. What are the teacher's duties in respect to (a) Discipline, (b) Public Examinations, (c) Returns, (d) Department, —(1) his own, (2) the pupils; (e) Time Tables, (f) Health of pupils?
5. What are the duties of a Board of Trustees in regard to (a) Reports to annual meetings, (b) Returns to Chief Superintendent, (c) Calling School Meetings?



TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hrs.*

1. What is the educational and what the practical value of the following subjects: Geography, Botany, Grammar, Form?
2. What is attention? Its conditions? Its value in education?
3. State and illustrate some of the principles of method.
4. Show how you intend to develop the observing powers of your pupils.
5. How do you intend to teach Number in Grade I. and Spelling in Grade IV.
6. Define School Discipline. What are its two objects? On what means will you rely to obtain these?
7. What are the general principles for the construction of Time Tables? Make a list of the subjects in a school course and show the weekly time that you would allow to each.

**N. B. Examinations, 1894.**

MATRICULATION EXAMINATIONS.

The following are the results of the examinations held this year in New Brunswick :

Total number of Candidates 54 : viz. : 13 at Fredericton; 16 at St. John; 11 at St. Stephen; 9 at Woodstock; 1 at Chatham; 3 at Campbellton; 1 at Andover.

Of these candidates, the following passed:

DIVISION I. (HONOR DIV.)

Muriel B. Carr, ..... St. John.

DIVISION II., 50 TO 75 PER CENT.

Roy M. L. Vanwart, ..... Fredericton.  
 Fred B. Hill, ..... St. Stephen.  
 Edith M. Emack, ..... Fredericton.  
 Laura Parks, ..... St. John.  
 Norman Bradley, ..... Fredericton.  
 Horace A. Porter, ..... St. John.  
 Nellie DeWolfe, ..... St. Stephen.  
 Grace Hazen, ..... Fredericton.  
 Ethel M. Waterbury, ..... St. Stephen.  
 Donald McLean, ..... Campbellton.  
 Ada Tupper, ..... Fredericton.  
 J. H. Whitlock, ..... St. Stephen.  
 Frank A. Duston, ..... "  
 Frances L. Hanington, ..... St. John.  
 A. Neville Vince, ..... Woodstock.  
 John B. McKenzie, ..... Campbellton.

DIVISION III., 33 TO 50 PER CENT.

Frances D. Coll, \* ..... St. John.  
 Charles W. Cassidy, \* ..... "  
 Maud Gibson, \* ..... "  
 Mary A. Gunter, \* ..... Fredericton.  
 Charles Richardson, ..... St. Stephen.  
 Mary Ethel Bourne, \* ..... Woodstock.  
 Mabel E. Jewett, ..... "  
 James F. Warrell, \* ..... St. Stephen.  
 Arthur C. McWha, \* ..... "  
 Mary J. Starratt, \* ..... Woodstock.  
 A. Ernest G. McKenzie, ..... Campbellton.  
 Ada M. Burns, \* ..... St. John.  
 Arthur Ganong, \* ..... St. Stephen.  
 Frances Camber, ..... Fredericton.

Mary Sugrue, \* ..... St. John  
 Geo. K. McNaughton, \* ..... Chatham.  
 Hattie Lodge, \* ..... Fredericton.  
 Miles S. Trafton, ..... Woodstock.  
 Mand Cadwallader, \* ..... Fredericton.  
 Mercy Murray, \* ..... St. Stephen.  
 Mary Louise Connell, \* ..... Woodstock.

JUNIOR LEAVING EXAMINATIONS, 1894.

The total number of candidates who presented themselves for leaving examination was 13 ; of whom four presented themselves at St. John, seven at Chatham, and two at Hillsboro. Of these the following passed with an average of over 50 per cent :

Karl S. Duffy, ..... Hillsboro.  
 Frank A. Erb ..... St. John.  
 Chas. R. Racine ..... St. John.

NORMAL SCHOOL CLOSING EXAMINATIONS, 1894.

The total number of candidates who presented themselves was 291 ; viz : 9 for Grammar school license, 112 for first class, 170 for second class. Of these 8 gained grammar school class, 77 first class, 186 second class, and 20 third class.

NORMAL SCHOOL ENTRANCE EXAMINATIONS, 1894.

The total number of candidates who presented themselves either for Normal school entrance or for advance of class was 577. Of these 78 were admitted to first class, 185 second class, and 168 third class. 146 failed to obtain any class.

The following candidates passed for first class :

Fredericton Station.—S. Boyd Anderson, Jas. Edmonds, Jas. A. Hughes, Chas. Main, Frank D. White, Mary A. Carruthers, Hattie LePage, Mabel LePage, Mary Orchard, Emma Porter, Bessie Taylor.

St. John Station.—R. Walter Alward, Levi M. Curran, F. S. Hartley, Aaron Perry, Edith A. Godard, Jessie M. Hayes, Mary J. Hetherington, Frances B. Hoar, Juliet M. Jordan, Jennie McManus, Jeanie A. Scott, Margaret A. Stewart, Ella M. Wetmore.

Moncton Station—A. J. Beckwith, Jas. C. Carruthers, Geo. A. Harshman, Albert C. Horsman, John S. McFadden, T. E. McLeod, W. W. P. Starratt, Wm. E. Wilson, Isabella Estabrooks, Ellen D. Harshman, Ethel McCready, Maggie C. Simpson, Cora L. Simpson, Annie I. Smith, Annie M. Smith, Harriet C. Willis.

St. Stephen Station.—W. Standish Carson, Marshall Maxwell, Arthur S. Murphy, Ella T. Bleakney, Bessie D. Maxwell, Georgie Meredith, Mary A. Scullin, Ethelyn Young

Woodstock Station—Samuel R. Estey, David W. Hamilton, Frank Patterson, Curry B. Perkins, Lydia E. Alexander, Isabel A. Carter, Mary E. Cowen.

Chatham Station.—Maggie E. Cassidy, M. Lizzie Knight, M. Eliza Noble, Lottie E. Underhill.

Sussex Station.—Edwin Buchanan, Russell C. Hubley, Ross H. Keith, Seth H. Keith, Walter S. Keith, W. Levi McDiarmid, Ida M. Beals, Harry H. Parlee, Emily L. Pearce, Ira L. Wannemaker.

Campbellton Station—Edgar H. Crawford, Lizzie Cook.

Bathurst Station.—Jean F. Doucet.

Hillsboro Station.—Carrie L. Anderson, Annie L. Kierstead, Maggie R. Lynds, C. Archie Moore.

\* Conditioned.

## SCHOOL AND COLLEGE.

H. C. Henderson, A. B. (N. B. Univ.), has resigned the Principalship of the Victoria County, N. B., Grammar School which he has conducted so successfully for four years, and will take a course at the University of Chicago.

Francis C. Walker, A. B. (N. B. Univ. and Harv.), has been appointed Classical Master in the Collegiate School, Fredericton. Mr. Walker has a natural aptitude for classics, and both his school and college record were brilliant, with high honors in his chosen subject.

Mr. W. F. Ganong, who has spent the year at the University of Munich, Germany, has received the degree of Doctor of Philosophy (*summa cum laude*), in course. His many friends will be glad to hear of this honorable distinction won from a great university, and also that he has been appointed Professor of Botany and Director of the Botanic Garden at Smith College, Northampton, Mass.

The French Department of the Normal School started the regular work of the fall term to-day. Fourteen young ladies presented themselves on Wednesday for examination, and yesterday were notified that all had passed. They will be alone in the building until about September 1st. The term lasts until the Christmas vacation, and in January a new class comes in.—*F'ton (N. B.) Gleaner, Aug. 3rd.*

Cyrus H. Acheson, who has been teaching at Elmsville, Charlotte County, N. B., has resigned his position to take a course at the N. B. University. He has the best wishes of the REVIEW for his success.

Mr. Chas. H. Edgett takes charge of the Superior School at Centreville, Carleton Co., N. B., for the present term.

Mr. Blanchard P. Steeves has been appointed Principal of the Moore's, N. B., Mills Superior School.

The new school house in Fairville, N. B., is ready for occupation. Mr. Alward has been appointed Principal.

There are more teachers apparently than can find situations. Some of the schools will open later than usual. (N. B.)

Many teachers have received their memos of the late examinations held in New Brunswick. It is needless to say that many have gone down under the very rigid papers set.

The school house at McGovern, Westfield, Kings Co., has been burned. It was no doubt the work of an incendiary.

The first Monday in September in each year has been proclaimed a public holiday under the name of Labor day.

Misses Iva Thorne, Ada Cowan and Hattie Smith, have been appointed on the St. John staff of teachers.

The N. B. supply of registers has been delayed this year for sufficient cause. The inspectors are not to blame for being tardy in forwarding them.

The following students of the Summer School, Charlottetown, passed examination and gained the Tonic Sol-fa elementary certificate: John A. Murphy, P. E. I.; Florence Anna Crawford, N. S.; Matilda J. Wyatt, P. E. I.; Susie E. Archibald, N. S.; Augusta J. Davison, N. S.; Mary Kaulbach, N. S.; Bessie Brown, P. E. I.; Bessie A. Moore, P. E. I.

The number of pupils in St. Stephen has increased to such an extent that the Board has decided to open a new department.

Mr. J. B. Sutherland, W. J. Richardson and a large party consisting of many teachers, chartered a vessel for a fortnight, and had a most enjoyable cruise in the Bay of Fundy.

Inspector Carter will be engaged during the latter part of August with the schools in Milford, Fairville and St. Martins. He will begin work in Charlotte County in September.

Country schools open August 13th. City schools August 27th.

The Normal School (N. B.) will open to students generally September 4th (September 3rd being a holiday).

There will be no examination for Normal School (N. B.) entrance held at Fredericton this year.

Candidates ranking III in the University matriculation examinations will be entitled to enter Normal School for II. Class license. (N. B.)

Inspector Bridges will begin work in August in the parishes of York, facing the St. John River.

## BOOK REVIEWS.

AN IDEAL COURSE IN ELEMENTARY ART EDUCATION, by Langdon S. Thompson, A. M., Ph. D. Publishers, D. C. Heath & Co. Boston, Mass. This course embraces the following:

- |  |      |
|--|------|
| I. Primary Freehand Series (Nos. 1-4, each per doz., \$1.00) |      |
| Primary Freehand Manual,.....                                | .40  |
| II. Advanced Freehand Series (Nos. 5-8), ea. per doz., 1.50  |      |
| III. Model and Object Series Nos. 1-3), ea. per doz., 1.75   |      |
| Model and Object Manual,.....                                | .35  |
| IV. Æsthetic Series (No. 1-3), each, per doz.,.....          | 1.50 |
| Æsthetic Manual,.....  | .60  |
| V. Mechanical Series (Nos. 1-6), each per doz.,.....         | 2.00 |
| Mechanical Manual. Paper,.....                               | .60  |

A somewhat careful examination of this course leads to the belief that it is destined to supersede many, if not all, other systems of drawing for schools. The care with which Mr. Thompson has elaborated the system, his attention to details, the abundance of pleasant and profitable work ensured to the pupils in the exercise books—moreover the logical development so manifest throughout the series, make it an admirable course, within the scope of every wide-awake teacher and fitted to arouse an interest in the subject both in teacher and pupil.

INTRODUCTION TO FRENCH AUTHORS.—A Reader for beginners, with Vocabulary, by Alphonse N. Van Daell. Cloth, pp. 251; price 90 cents. Ginn & Co., Boston, Publishers. This book is designed as an introduction to the best authors, and presents a variety of graded material to the student. In addition it presents—what must be considered very valuable to the student of French—a summary of the geography of France, a short history of that country, and finally a chapter giving some idea of its constitution and mode of government.

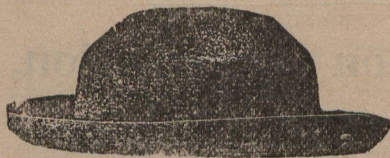
THE ST. JOHN RIVER IN MAINE, QUEBEC, AND NEW BRUNSWICK, by J. W. Bailey. Cloth, pp. 178. Printed for the author by the Riverside Press, Cambridge, Mass. This book is of great interest to those who are acquainted with the St. John River, or who wish to be. Its author (son of Prof. Bailey of the N. B. University) is a rising barrister of Cambridge, Mass, but has spent many of his early summers in navigating the upper St. John and its tributaries. The present work puts in shape—and very readable shape too—the results of his explorations from the sources of the St. John, in St. John Ponds, Maine, to its unique embouchure into the Bay of Fundy at St. John. It is a record that has involved, not only years of exploration, but persevering and patient research in gathering so much information about this interesting river. Accompanying the book is a map of the upper St. John and its tributaries which should be of great value to canoeists and explorers. Teachers residing on the St. John and its tributaries should possess themselves of this work. It will be an aid to them in giving their pupils a knowledge of our magnificent river and its resources.

SELECTIONS FROM RUSKIN, with introduction, interpretations, and annotations, edited by Mrs. Lois G. Hufford. Cloth, pp. 441; price \$1.10. Publishers, Ginn & Co. This book furnishes an excellent medium to introduce the student to Ruskin. It opens with Mr. Ruskin's theory of life and art; a skeleton of his life showing what influences contributed to the formation of his character; and the characteristics of his literary style. The selections embrace some of the best known of Ruskin's writings: "Sesame and Lilies," "Unto the Last," "Fors Clavigera," "Athena, Queen of the Air," concluding with Ruskin's views on education.

STORIES FROM PLATO and other classic writers, by Mary E. Burt. Boards, pp. 262; price 50 cents. Ginn & Co., Publishers, Boston, Mass. This collection of stories was published in answer to a request to adapt from classic sources subjects suitable for children from six to twelve years of age. Miss Burt has been very successful in her selections, gleaning such as contain good moral points, and those that contain poetic statements of natural phenomena, enhancing the study of natural science.

The August Magazines.

In the opening article of *The Popular Science Monthly* for August, Prof. John Dewey, of Michigan, attacks one of the educational problems of the day, under the title *The Chaos in Moral Training*. The recollections of a class in ethics as to the moral teaching received from their parents furnish the material upon which he comments in this essay. . . . The enormous number of text-books which have been published in this country on ethical subjects, leads President G. Stanley Hall to remark, in the *August Forum*, that either we have had especial cause to feel solicitous about the young, or else we are a nation of unusual pedagogic proclivities. . . . Following upon the article published a few months ago on Sir James Simpson's discovery of chloroform as an anæsthetic, *The Century* for August presents a paper, likewise from authentic family records, on Dr. Morton's discovery of anæsthesia, an event which occurred a year before the discovery of the application of chloroform to anæsthetic purposes. It is written by Mr. E. L. Snell, and includes a letter, part of which is printed in *fac simile* from Dr. Oliver Wendell Holmes, in which he states in the most positive terms his belief in the justice of the claim of Dr. Morton to the introduction of artificial anæsthesia. . . . Prof. Brander Matthews, in *St. Nicholas*, has a sketch of James Fenimore Cooper, full of entertaining anecdote, and D. O. S. Lowell describes the Nine Daughters of Zeus, a paper on the Muses that will explain for youthful readers many puzzling references in literature. . . . The biographical sketches given by *Littell's Living Age* is one of its most attractive features. Recent issues give us two or three of special interest. No. 2610 contains, under the title of *The Wicked Cardinal*, a delightfully readable article on Cardinal de Retz. A paper that will be, perhaps, more extensively appreciated, is a long and valuable sketch of Handel—Man and Musician, by Frederick J. Crowest, in No. 2612. Published by *Littell & Co.*, Boston. . . . *The Atlantic Monthly* contains Mr. Bolles's last paper on Nova Scotia—August Birds of Cape Breton—and his readers will be sorry to part with him and his interesting and artistic sketches. . . . The July issue of *The Delineator* (Toronto), which is called the midsummer number, begins a new volume. The opening chapter on *The Voice*, by the author of the Delsarte System of Physical Culture, will interest a large class of readers. The college article for the month is *A Girl's Life and Work at Wellesley*.



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