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FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., DECEMBER, 1896.

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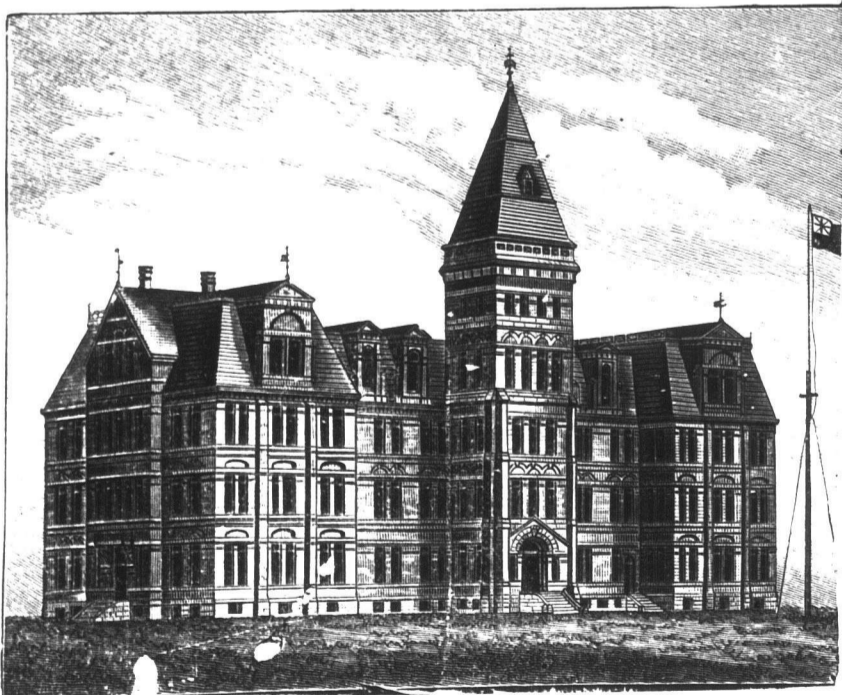
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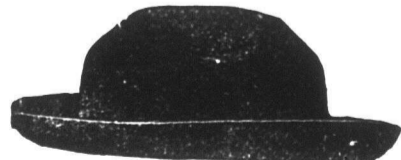
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Editor for Nova Scotia.

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Editor for P. E. Island

THE EDUCATIONAL REVIEW

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CONTENTS:

EDITORIAL	129-130
TALKS WITH TEACHERS	131
SKETCH OF MISS BURGOYNE	131-132
ADDRESS BY HON. J. W. LONGLEY	132-136
SELECTED MATTER	136-140
N. S. Teachers' Union—Irritation—Examination Papers —Christmas Heli—Educational Notes, etc.	
PRIMARY DEPARTMENT	140-142
School and College—Question Department	142-145
Book Reviews—December Magazines	145-147
NEW ADVERTISEMENTS	
A. & W. Ma-Kinlay, p. ii—For Sale, Appleton's Encyclopedia, p. 147—Johnson's Universal Cyclopaedia, p. 147 McGill University, p. iii—University of New Brunswick, p. 148—Webster's International Dictionary, p. 148 The Living Age, p. 148—Selby & Co., p. iv.	

WE wish our subscribers a very happy Christmas and New Year, and thank them for the very warm interest they have taken in the REVIEW the past years. We hope its visits may be welcome during the coming year, and that its pages will always contain much that will be helpful in their work.

ATTENTION is directed to the notice in another column of a chance to secure a complete set of Appleton's Encyclopedia at a bargain.

A CONTRIBUTOR in another column calls attention to a case of petty theft in school. While admitting that certain cases of this kind may deserve public exposure, we are of opinion that the teacher should use every effort in his power to detect and punish such offences without resort to the police court.

ENCLOSED in this number are the half yearly reminders to our subscribers of their indebtedness to the REVIEW. At this time of the year we have many obligations to meet in order to begin the year with a clean sheet. Our subscribers have always co-operated with us to secure such a desirable end.

THE *McGill Fortnightly*, Montreal, has an article strongly condemning the espionage placed upon the students during examinations, and calls for the adoption of an "honor system" which is worked at Princeton and Williams, and which, it states, has produced most satisfactory results in those colleges. The *Fortnightly* truly says that "the results of such a system cannot but be most wide-reaching, not only on the studies, but especially on the character and principles of the students."

THE *Moniteur Acadien* published at Shediac, N. B., is a journal which represents the French-speaking people of these provinces. It takes not only a warm and intelligent interest in their affairs, but also in all other matters that a newspaper should deal with. Its articles from time to time on educational topics are of an advanced tone, and well calculated to create a healthy interest in this subject among its compatriots.

IT is stated that there is not one of the 30,000 pupils in the Minneapolis public schools who does not know something of music. It has been a part of the regular course for the last twenty years. This is a subject in which our schools are very far behind. Spasmodic efforts have been made from time to time in various localities to give musical training to pupils but it has fallen off, and where it is now given it depends largely upon the individual teacher. Music affects the national life and there is no subject more useful or that is more popular among the parents as well as the pupils. The teacher who instructs her classes in music is a public benefactor and will earn the gratitude of future generations. The school boards which will make a systematic effort to have music properly taught need not fear criticism as to expense, and will be regarded as truly progressive. Let us have an awakening to the importance of this subject.

AN Inspector informs the REVIEW that there is a scarcity of first class female teachers in his district. This is not due to lack of increase in the supply, but rather to an increased demand for their services caused by school boards having reached the conclusion that their work is preferable. Surely this is a progressive indication and it behooves all teachers to strive for the highest class and at the same time not to set too low a value upon their services.

The Pensioning of Teachers.

To formulate a satisfactory system of pensions for teachers is a most difficult task. In the first place, those already in the service for all the various periods, from one year to thirty, or more, are to be considered. There are also various degrees of qualifications, and of salaries. The case is still further complicated by the fact that the tenure of office is insecure, and that the teachers are often without employment for a time. Again, many, perhaps the majority, retire after three or four years' service. These and many other elements make it extremely difficult to do justice to all.

In these circumstances the wise legislator turns to the experience of other countries for light, and though their conditions may be more or less different, yet he is not disappointed. He learns not only that the principle of pensioning teachers is sound, but he also discovers to some extent how it should be done.

As to the general effects of pensioning teachers, we have most to learn from European countries, for in some of them the system has been in vogue over seventy-seven years. But for *methods* adapted to our circumstances we must look for guidance to our sister colonies and to the United States. It is instructive to note the order in which pensions were introduced into various countries: into Russia 77 years ago, Germany, 56, England, 49, Italy, 42, France, 42, Holland, 37, Switzerland, 25, Ireland, 16, Australia, 10, Ontario 10, and many other countries within the last five years.

The conditions on which pensions are granted, are very different in various countries. Of European countries let us take one as an example. Saxony pays one-third of the salary after ten years' service, one-half of the salary after thirty years' service, and ten-fifths of the salary after forty years of service, to every superannuated teacher. His widow receives one-fifth as much as he had received. Each child receives the same amount until the mother dies, when three tenths of her allowance is paid to each child under eighteen years old. The conditions laid down for Saxon teachers are faithful service and inability to continue teaching. Formerly, the teachers were required to contribute to the superannuation fund, but now the state bears the whole expenditure of superannuation for teachers, their widows and their orphans. The last revision of the law took place twenty-five years ago. This fact leads one to infer that Saxon teachers have received their full salaries and also their allowances, according to the superannuation laws, for the same period at least.

The most striking provisions, peculiar to other European countries may be noted. In Prussia teachers are required to pay from one to two per cent of their

salaries to support the fund, but the *city or township* bears the whole of such payment. The percentage required in Italy is 2½, in France, 5. In several countries the conditions are reviewed and changed, if necessary, every ten years. In Russia the teacher retires after thirty-five years' service on full salary. Glasgow, Scotland, the best regulated city in the world, has excellent pension laws. In Ontario the system is optional. Teachers paying annually four dollars for thirty-five years, are superannuated at the age of sixty, the allowance being \$210, or \$245, according to grade. If the teacher dies his heirs receive back all his payments with seven per cent. added. Teachers ceasing to contribute to the fund may withdraw one half of their contributions.

In Chicago the teachers leave one per cent of their salaries with the school board each year. Men, after twenty-five years' service, and women after twenty years may retire at half their annual salaries. If the school board fails to re-employ a teacher then such teacher draws from the fund what he paid into it, with interest besides. Similar laws exist in Detroit and other towns of the United States.

In Cape Colony there has been a partial system of superannuation since 1887. A committee of the present Legislature proposes to amend the law by allowing each teacher to contribute any sum not exceeding five per cent of his salary, toward the formation of a fund for the purchase of an annuity, payable on retirement at the age of sixty, or earlier, on the ground of ill health. In the event of the teacher retiring voluntarily and without misconduct before that age, the sums paid by him would be returned without interest. Instead of an annuity the teacher may elect to receive its present surrender value.

If, then, experience not only proves that the pensioning of teachers would improve education, but also shows various workable systems by which that good result may be accomplished, there should be no hesitation on the part of the governments of the Maritime Provinces in adopting a scheme suited to local wants.

There will be doubtless much opposition even from the very best educationists, but the friends of superannuation need not be discouraged. It is merely a matter of time. The necessary campaign of education may be more useful to the educators than to those to be educated.

When the London School Board was debating whether elementary science should be taught in the schools, it was objected that the pupils would get only a smattering. Sir John Lubbock replied, "Who has more

TALKS WITH TEACHERS

It is said that some school secretaries derive quite a collection of stamps from the unanswered letters they receive from teachers. It is annoying to enclose a stamp and receive no reply, and it is more than discourteous on the part of school officers to treat any one in that manner. I would suggest that stamped and addressed envelopes be enclosed instead of stamps. The best kind to send is the regular stamped envelope for sale at most post offices—the stamp on which cannot be detached.

There is more inquiry for first class teachers. Town after town is refusing to engage any but first class teachers. One of the last to adopt the rule is the City of St. John. If you then desire to be a candidate for the best positions you must qualify. Begin right away, for you must bear in mind that licenses are not obtained as expeditiously as formerly and the standard is considerably higher. It is difficult to teach all day and study for advance of class, in addition to the preparation of school work, but it can and has been done. Such subjects as history, geography and perhaps grammar and composition, can be taken up without a teacher. Something can be done in all departments of work. You can increase your professional knowledge largely without assistance. Above all things be systematic in your preparation. Do not study one evening until midnight and not return to it for a week. Study on no evening until midnight but study some during all evenings. Continuous and systematic effort will tell.

A case of school discipline came up recently in St. John which caused a ripple of excitement—some praising and others condemning the action of the principal. In a building in the city pilfering had been going on for some time, greatly to the annoyance of the teachers. Marked money was placed in one of the teacher's satchels—not exposed as a temptation but hung upon the wall. The money was found in a shop where cigarettes were sold and it was traced to the boy who had spent it. The principal immediately reported the matter to the police magistrate, who, at the request of the teacher inflicted no severer punishment upon the boy than a reprimand, but fined the vendor of cigarettes ten dollars. My own opinion is that the teacher did right. Petty stealing has been going on in the St. John schools for years and certain lectures has been the rule to such an extent that they were laughed at in many cases. A trip or two to the police magistrate will have a far more deterrent effect. The most satisfactory feature in the whole case was the imposition of a fine upon the vendor of cigarettes. It may be well hoped that it will have the effect of mitigating what is getting to be a great evil.



Miss N. A. Burgoyne, Windsor

It will no doubt be pleasant, perhaps profitable, to our readers to be introduced to a few of the most successful lady teachers of Nova Scotia. We know that Miss Burgoyne, whose likeness appears above, will not be altogether pleased to be brought into so prominent a position, for she is as much distinguished for her modesty as for her natural tact in the school room, and in both respects she has few if any superiors in our common schools.

Miss Burgoyne was born in South Devonshire, England. Her early education was acquired partly in public schools and partly in a private school. While still very young she fell in love with the beautiful in nature—a love which continues to show itself in her fondness for nature studies in her school and in her remarkable success in teaching them. She was trained as a pupil teacher in an English normal training school where the course covered seven years, but as she showed great natural aptitude for the work her course was reduced to five years. Her English first-class "parchment," as it is called there, is dated from Stockwell Normal School. For a very short time she taught at Torquay, after which she came to Nova Scotia, attracted here no doubt by the presence of her brother, now business manager of the Halifax *Herald*. After teaching for a year at Waterville she was appointed to the public schools of Windsor where she teaches in one of the higher grades.

Miss Burgoyne was never found unprepared when improvements were made in our course of study. Indeed she often helped to form public opinion by leading in

the returns. To all teachers who had the privilege of her acquaintance she proved a most helpful and sympathetic friend. In teachers' institutes and associations she did her part and her opinions always have commanded the highest respect. She demonstrated the superiority of *Tonic Sol* fit for popular use in the common schools, and was of much assistance in showing untrained teachers how they could obtain sufficient mastery of the subject to have good singing in their schools.

When all our schools are fortunate enough to secure teachers as near the ideal as Miss Burgoyne, courses of study may be largely left to take care of themselves.

The Education We Need.

An address by the Hon. J. W. Longley, Attorney General of Nova Scotia, at the Provincial Educational Association, Oct. 15th, 1897.

Few words in common use are so misunderstood as that far-reaching word "Education." To most it has a mystical bearing and conveys the idea of learning and erudition, whereas those are but higher developments of it. Education is strictly a very simple idea, meaning the training or development of any powers possessed by men or animals. It extends from the teaching of a dog to carry a basket to the highest development of the philosopher and sage.

Let me, if possible, make clear the real significance of education. Here stands before us a well built man on two legs. See what he is by nature and what he may become by education, allowance being made for capacity. It would perhaps be best to dispose of this element of faculty at first. It must be recognized that there are degrees in most physical and mental capacity. Training does wonderful things in athletics, but it is not possible to make a champion pugilist or a champion oarsman out of a weak, puny and fragile body. Nor can Bacon, Shakespeares or Gladstones be evolved from dull and stupid boys.

"To silver seem the pewter cup
It will be pewter still."

Some measure of faculty must be had for the highest physical and mental development, though among the wonders of the world are the phenomenal achievements in face of a marked deficiency in natural equipment.

Well here stands our natural man with good physical and intellectual faculties. In his natural condition he can do little beside eat, drink, sleep, walk, talk and possibly in a rude way fight.

Dealing first with the lower requirements of a well developed man, see the vitally important things which he cannot do, and how absolutely useless he is for any purpose of life, how incapable of any employment in even the lowest form of labor. He cannot plough land until taught, trained, educated. He cannot build a house, make a boat, coat or hat. He cannot cook a meal, row a boat, or drive a horse. He stands there an absolutely helpless, worthless specimen of humanity.

But he has in him faculties which can be developed, see what he may become by the training of all those faculties. He can be taught to develop his physical

powers until his muscles have been strengthened and a robust physical stature has been acquired. He can be taught the delicate shades of mechanical art, so that he can fashion buildings and beauty homes. Wonderful carvings in wood and stone, delicate shades of color and texture in fabrics, and finally soul and motion in sculpture and painting. But while these achievements are apparently manual yet in reality they are not possible except by mental development, and the highest fields are not to be explored in art until even higher powers and qualities are brought into requisition—the imagination, the heart, the spiritual nature.

Note the marvellous outcome of this process of training. Not only are his physical powers brought into play in all useful arts and industries, but the powers of mind are gradually unfolded. He is enabled to partake of the accumulated knowledge of centuries. By means of maps he can look all over this great earth and see the configuration of its whole surface. He can learn of the different nations, peoples and languages, and get a glimpse into the history of each. He can begin to measure the marvellous powers of numbers and so acquire the magic of lines and angles as to fix with absolute certainty his distance from stars and planets. He can look into the heavens and see myriads of worlds quite as large and quite as important as the one on which he lives. He can view of vast systems which roll through space all under control of one great central force.

Then he can acquire all the wonders of human language—make the fine distinctions and delicate shades of meaning—so that he can not only catch the meaning of others' ideas but clothe his own in clear and simple garb. He can speak with accuracy, and by aid of rhetoric with elegance. Then he proceeds to comparisons, and from one set of things draws deductions as to other unknown conditions. In short he reasons, and here reaches perhaps the final and supreme tribunal of mind.

But, wretched he is far from being wholly educated. The greatest faculties of all have not yet been touched. Beyond all things he may know of this great world, of its people, of its history, of its arts and its sciences, of its trade and commerce, the hum and din of its mighty activities, there are greater and weightier matters to be learned and considered. Gradually comes the great revelation that above matter is mind, and above mind with its crowning sceptre of reason is the soul—that which is immortal and whose destiny shall go on long after this earth with all its peoples and pomps and joys and achievements has passed away and the firmament itself has been rolled up as a scroll. With this unspeakable thought comes the awful problem of the immortal destiny of man, the development of soul-life and growth. In the spiritual world new laws are found to govern. In the physical world self preservation is the first law, in the spiritual, self abnegation is the supreme law. With this comes the growth of the higher faculties, courage, courtesy, benevolence, chivalry, forbearance, faith, kindness and love. Instead of utility, which is the test of the natural world, we have beauty as the fruit of spiritual growth. Of this is born imagination, poetry, heroism and finally religion.

With all the faculties developed to the highest point

we have a multiple man with a strong physique, skilled in mechanical art, strong in mental grip, and with fully developed reasoning powers, and finally a high moral being endowed with imagination, with lofty ideals, with profound conceptions of beauty, and guiding an immortal destiny by the exercise of truth, fortitude, self-sacrifice and love, which is another word for religion. We have, in a word, a man capable of all that is worthy of human achievement—a useful citizen, a wise counselor, a philosopher, a poet, a Christian hero. With any of the faculties left untrained, uneducated, he was bound to fall short of the true ideal of manhood. But by the education of any he could receive a portion of some usefulness. If he were educated simply to be an expert joiner, a good cook, a skilful smith or husbandman, an important mission in life is opened up to him—a life of industry and usefulness. That is education. If the other and higher faculties were educated also, then he would rise that much higher in the scale of human achievement. Perhaps from the mere materialistic point of view no more economically valuable, but still ideally higher, immeasurably greater.

Recognizing then that the end and aim of education is to convert a community of helpless and useless human beings into a body of helpful and useful persons, capable of doing whatever is necessary for securing first the means of existence, then the means of a comfortable existence, then the means of an intelligent existence, and finally the means of a great immortal existence. Our aim should be to make our system of education conform to the utmost possible extent to the needs and purposes of the state. Let no one be alarmed lest there should be too much education in any state. We cannot possibly have a population too well versed in mechanical art, too well informed in regard to the accumulated knowledge and experience of the world, or with too high conceptions of spiritual life: but this may happen that our system of education may unduly withdraw the attention and regard of great numbers of pupils from lines of thought and action in which they might be useful and happy, and divert them to others in which they could be neither.

Leaving out the spiritual part of education, which is paramount in all cases, let us have regard for a moment to the aims and tendencies of the system of state education, which now prevails, and see whether it is based on absolutely sound principles. It has always seemed to me that even the common school system was constantly looking to the making of scholars of learned men and women rather than the general average of useful citizens. The common school attendance in Nova Scotia is roundly 100,000. Of these boys and girls how many practically will ever engage in any purely intellectual pursuit? To be more explicit how many will ever be professional men or women? How many will take the higher courses of study? How many will seek or pursue a life calling for the exercise of exact mental training? Probably about four per cent, certainly not more than five per cent. Can the charge be made that the course of study is framed in the interest and to conform to the aims and aspirations of this four or five per cent, rather than for the ninety-five per cent? The over-whelming mass of our population,

and indeed the population of all countries, the most civilized, still engage and must engage in manual labors.

Agriculture exacts the efforts of half the male population of the globe. Fisheries, mines, lumber, carpentry, masonry, factory-work absorb the over-whelming preponderance of the other half. Intellectually educated farmers, mechanics and laborers would be a desideratum and an ideal to be looked forward to. And master mechanics, engineers, inventors and managers there must be in all pursuits, but the cold practical fact remains that the enormous percentage of those who graduate from the public schools are going to be laborers or the wives of laborers, and that the system of education which will make this great class best adapted for the highest usefulness in their inevitable lines of labor is the best for the state, and one which it should be the aim of the educational authorities of the country to approximate to as nearly as possible.

Certain elementary phases of the common school curriculum are unquestionable and are essential to all classes alike. Every pupil must be taught to read and write, and the rudiments of arithmetic. A general knowledge of geography is desirable. Spelling and grammar are both important to all pupils. The outlines of history, especially that of our own country, can scarcely be dispensed with, and therefore we may say that the usual course of study and training in the common schools is both practical and essential up to a certain stage. It is absolutely essential to those who are going to pursue the higher branches and it would be difficult to name any part of the course which will not be distinctly beneficial to the citizen in any of the humbler paths of labor. The only question is whether there are not omissions which are important. A pupil who leaves the common school at the usual stages of the common school course goes as a rule straight to the duties of life. Little is acquired in the schoolroom which is useful in enabling him to obtain a livelihood. All this has to be acquired later and in another harder and sterner school. Is it practicable to have the rudiments of mechanical art taught as a part of the common or state school education of the country? And, if practicable, would it be desirable. One of the greatest industrial difficulties with which this and all countries contends is the absence of skilled labor. The ideal of citizenship is to have every citizen capable of doing something well. Great numbers are without employment and seem to feel it almost impossible to obtain it, but if examined closely it will be found that these are not able to do some one useful thing well. I have constantly heard the managers of large industrial institutions declare that in the line of common workmen they had a super-abundance of applicants and a perpetual scarcity of skilled workmen required in the higher grades of labor. Under our public school system we send forth hundreds of young men and women able to teach school. Would it be any more difficult or less advantageous to send forth greater numbers who could build a house, make a piano, construct a bedroom suite, weave fabrics, print papers, or carve metals? In a word can we raise the scope of the public school to a system of useful training in the practical arts and industries of the day? At this very moment the

Minister of Education of Ontario is actually putting forward as a definite proposition the introduction of general technical training as a regular feature of the school system of that province. Is it worth considering here? Are we not at liberty at all events to have a careful examination into its difficulties and its advantages to see where the balance lies?

In a word, in framing our system of state education let us carefully guard against making it for the few who propose to become educated men and women and scrupulously make it for the advantage of the many.

Let it never be considered in the light of the few hundreds who intend to pursue a professional life, but in the light of the many thousands who will devote themselves to the every day work of the world, keeping the hum of industry ringing and sustaining that eternal necessity of our race production. The state has come to regard education as of such vital importance as to warrant making it a part of the direct care of the state. See that the state does its work wisely and obtains the best results for its material and moral good. It is the same law which prevails in all branches of our great modern democracy—the greatest good to the greatest number. That is what we are to aim at as the ideal of a state system of education.

With the higher scope of education such as relates to the university I do not propose to deal. That will take care of itself and adapt itself to ever varying needs and conditions of society. My thought at present is entirely with the education or training of the masses—the regard for the whole great community, the general citizenship.

But the question of religion in the school is one which pertains alike to all phases and parts of the educational system. We can conclude at once that it is out of the question to expect that all the boys and girls of the country shall be university graduates and classical scholars, but there is no reason why all classes in the community, the humble as well as the high, the plain as well as the educated, should not be imbued with the great and over-shadowing precepts of religion.

Shall religion be taught in the public schools? This has been a burning question for decades and will remain a matter for debate for years to come. If we could agree upon what religion really and broadly means, there could be but one answer to the question. We live in a material world and are essentially a material race. The Anglo-Saxon has always been first in the arts of living and making the most of the world. No man is more worldly and less spiritual. He has developed more than any other race, the material amelioration of the world. He has built railways, utilized steam, extended commerce, improved homes, aggregated the conveniences and comforts of life, and expanded capacities of enjoyment by the accumulation of wealth. Englishmen whenever found in the world stand on the front of civilization, of progress, of material prosperity. But all these things pertain to the world

and are worldly. They do not even suggest a thought of spiritual life, nor so much as lift up an eye toward heaven or immortality. But materialistic as is the age and worldly as are people, none of us would for a moment subscribe to the proposition that this world was

all—that houses and lands and railways and steamboats and telegraphs, telephone, electric lights and luxuries were the sole concern of sentient beings. On the contrary, in the midst of our inflated contemplations of our material achievements, we come every hour face to face with the tremendous thought that all these things pass away, whereas the soul lives forever, and that the spiritual food which nourishes the immortal soul is found not in the boasted achievements of civilization, but in kindness, self-sacrifice, humility, fortitude, forgiveness

—or, to express all these beautiful spiritual attributes in one word—love. To get a supreme conception that the greatest thing is soul-life—or soul-growth is love—that is religion—having its fountain in God, who is Love. That the system of education which does not place this higher life above all things earthly and material, and imbue every pupil with the clear and unshaken belief that the destiny of the immortal soul is not infinitely more important than wealth, power, fame, glory, is a travesty and degrading with only the lower attributes of humanity would send abroad over the earth a collection of soulless machines grubbing along in a selfish and hopeless struggle for something which cannot satisfy, cannot ennoble, and cannot save. In the name of God and humanity let us teach religion in our schools and everywhere else.

But when we come to deal with the teaching of religion in the public schools practically it is unfortunately surrounded by enormous difficulties. Most persons understand by religion certain theological tenets or dogmas. Religion is still generally regarded as a creed, and no one who is unable to subscribe to the creed is considered as having any religion at all—that is, nothing to speak of or to be regarded as worth counting.

It also happens in this country, as in most enlightened communities, that the most radical differences of opinion exist as to what true religion is. It is a never ceasing battle of the creeds.

Under these circumstances the teaching of religion in the public schools seems out of the question and inconsistent with a state system of education. Under our law every property holder in the section is called upon to contribute to the support of the public school. The iron hand of the law reaches out and seizes upon each tax payer and whether he wishes or not it takes of his substance and appropriates it to the maintenance of a public school. By being thus compelled to pay for its support every man in the section acquires the right of sending his children to the school, and it is right that no religious dogma shall be expounded to his children which is obnoxious to him or them. No Presbyterian will submit to having transubstantiation dinned into the heads of his children. No Roman Catholic will agree that the Westminster Confession of Faith be imposed upon his child. No Baptist will assent to having the glories of infant baptism held up daily to his children, nor will the Methodist agree to have close communion instilled into his offspring. The free thinker who pays taxes has some conscientious rights which even majorities are bound to respect, and he may object to any of these dogmas being imposed upon his children. And yet when we hear people talking strongly

of teaching religion in the schools, they do not mean the abstract ideas of soul life to which I have referred above. Such dogmas and creeds are regarded as the very essence of religion.

The public school therefore must be kept free from teachings which will offend. Dogmas therefore cannot be taught, and if a system of free non-sectarian common schools are to be maintained religion in the general acceptance of the term cannot be taught.

Religion, indeed, must be taught or society would degenerate into the lowest forms of blank materialism, but to maintain a system of state schools free some other means must be found of teaching religion. And such means, indeed, can be found. The Church is at work always, Sunday schools have become a part of the religious organization of this country and a vast machine for propagating Christian dogma. And, in most cases, the home, the mother, are the most wide-reaching and successful agencies for implanting the first and lasting impressions upon the plastic minds of youth.

One method could be devised for securing the teaching of religious dogma in schools—a system of separate schools. But the objections to this are many and to my mind overwhelming. First, it would add enormously to the cost. It is, indeed, hard enough in many sections to maintain one school; it would be impossible to support two. But if separate schools are to be recognized as part of a system it would be impossible to confine it to two divisions—Catholic and Protestant. If we are to have systematic theology taught in the schools, then each religious body has equal right to have its particular form taught, and we should have Presbyterian schools, Baptist schools, Church schools, as well as Roman Catholic schools. Such a procedure is manifestly impractical and would put an end to all idea of a free school system.

But a free school system is altogether impossible except under the authority and control of the state, and according to our ideas in this country the state should not meddle with creeds, and a state system of free schools would vanish the moment the principle was recognized of propagating any particular religious dogma by means of state aid. Most of us would at once and decisively object to having taxes taken from us to teach a system of theology in which we not only did not believe, but to which we were strenuously and conscientiously opposed. Even separate schools would necessarily be state-supported schools, if we were to have a free school system at all.

Still another objection prevails against a system of separate schools. It would tend to divide the people into sections on religious grounds and to emphasize and perpetuate the division, whereas the ideal is a common citizenship in which religious differences were unknown and uncounted as a factor. Religious tenets should not weigh in any of the relations and duties of citizenship. No man should be debarred from any civil duty or honor on account of his religion or his want of it. It seems, therefore, in every way objectionable that any appearance of division either on the ground of class or creed should be presented in relation to a system of education, the aim and scope of which is to secure an efficient and common citizenship.

But there are certain phases of education which

pertain to the higher life which can be introduced to advantage into the public schools without giving offence to any man's religious prejudices. Education as an idea embraces everything which relates to the development of a man or woman. That all the component parts of society should know something and should be able to do something is desirable, and is one of the great functions of education. But that each citizen be moral, honest, temperate, industrious, frugal and patriotic is another and certainly one of, at least, equal importance. Let us never delude ourselves with the idea that when we have taught all the children of the state reading, writing, arithmetic, geography, grammar and spelling, that we have performed our functions. Or even after we have added to these a training in the natural arts. To make a good citizen we must have character; and character is enormously a question of education. All of us can be educated into habits of life, and an aggregation of habits is character. Drunkenness is largely the result of false education in some form or the want of it. Let it always be understood that all education is not found in the schools. The whole arena of the world is a vast training system and the process of education in some form is going forward every hour at all stages of life. But the schoolroom is a convenient means and powerful factor in giving the right tinge to individual character. If we could conceive of an ideal system prevailing for ten years in connection with our public schools, who would venture to estimate the results. Let us imagine the whole force of the teaching profession conscientiously and faithfully concentrated on enforcing every day the evils of drink and the advantages and blessings of sobriety, on the meanness of lying, and the horrors of dishonesty, the beauties of kindness, forbearance and chivalry, the glories of an enlightened and fervent patriotism, the blessings of industry, the value of habitual politeness, the sweetness of self-sacrifice, the sublimity of love—who doubts that an exalted form of citizenship would result—such as this poor world has never yet seen! This is education—higher education—the supreme end and aim of education. Not, indeed, the usual grind of the schoolroom, but a living, breathing, inspiring development of human character. Alas! Is the thought Utopian? Perhaps—but who will say that the ideal is too high or not worth striving after. This is what I would call teaching religion in the schools. Yet it would tread on no man's little creed. It would be simply a broad and vital apprehension of man's higher life—the functions of the immortal soul. What is this—but religion—what more or less can religion do?

One concluding thought. Let us reach after the highest and best conceptions of the work of education. Let us not be afraid of aiming too high. We know full well the fatal limitations of human efforts. Ideals cannot be realized, but we must have ideals or there can be no progression. No radical changes in fundamentals can be made in a day. The growth of great principles is by evolution not revolution. Our teachers as a class are up to the standard of the rest of the world—but they could be better and grasp their mighty work with greater power and more far-reaching results.

Our system of education is as good as any other in the world, but it could be better, and could be higher and purer citizenship. It saves not of recklessness to be great. "Let all the ends thou aimest to be, my country's, thy God's and truth's."

To make patriotic citizens,
To make good citizens, and
To make pure and holy
Men and women

This is the true end and aim of education.

Nova Scotia Teachers' Union.

The following extract from the constitution of the Nova Scotia Teachers' Union, will be of interest to teachers in Nova Scotia.

The object of the Union shall be:

1. To elevate and unify the Teaching Profession in Nova Scotia.
2. To bring the claims of the Profession before the public and legislature of Nova Scotia, as occasion may require.
3. To watch the educational outlook, and trend of thought in other countries, with a view to keeping the profession in Nova Scotia abreast of the times.
4. To endeavor to advance salaries by increasing the capability of the teachers, and improving the quality of the work; by educating the public to a proper appreciation of the value of skilled teaching; and by developing among the members of the profession such a feeling of *esprit de corps*, and such a high sense of professional honor, as will effectually put an end to the practice of underbidding.
5. To protect teachers, who through errors in judgments, or otherwise, are in danger of being defrauded by unscrupulous employers.
6. To diffuse among members of the profession such a knowledge of law, in its bearing on teaching, as will enable teachers to know what is and what is not an actionable offence.
7. To advise teachers against whom legal proceedings, on charges connected with their profession, are being taken; and in case of an unjust decision, to aid in an appeal to a higher court.
8. To arouse teachers, not only to a full sense of their duties as teachers, but also to a realization of the obligations and responsibilities as citizens, in the broadest and fullest meaning of the term.

All persons holding teachers' licenses, whether actually engaged in teaching or not, are eligible for membership. Members shall pay an annual fee of twenty-five cents; but the payment of two dollars or more at one time shall entitle to life membership.

The officers for the present year are: President, Principal M. J. P. O'Connell, Academy; First Vice-President, Miss M. P. O'Connell, Normal School; Second Vice-President, Principal M. J. O'Connell, Dartmouth; Secretary-Treasurer, Principal M. J. O'Connell, Halifax Academy; Advisory Committee: Miss M. McKintosh, Halifax; Miss Hebb, Kentville; Miss M. P. O'Connell, Baddeck; Miss Graham, Brookfield; Miss Horton, Yarmouth. All teachers who are in sympathy with the aims of the Union are requested to send their names to the Secretary, Treasurer. A copy of the constitution and circular of legal information will be mailed to all who enroll. The legal advisers of the Union are Messrs. Sinclair and Patterson of New Glasgow.

Moral Training In Schools.

Moral training should not be neglected in the schools. Habits of truthfulness and honesty are worth far more in the battle of life than to be able to extract the cube root or to parse infinitives and participles.

This is not saying that arithmetic and grammar should be passed over lightly that instruction may be given in morals. The careful and conscientious preparation and reciting of lessons is of itself a training in morals that should not be undervalued.

We believe that a definite and positive course of instruction in morals would be beneficial, but we should never lose sight of the fact, that the greatest moral force in the school is the life, the character, the every-day actions of the teacher. Good moral training in the schools can do little good unless teachers whose lives are models for trusting, imitating childhood.

A *Century Christmas Gift*. In a selection of a *Century Christmas Gift*, in addition to one's own library, both elegance and usefulness will be found combined in *Webster's Unabridged Dictionary*, which is the last of two volumes revisions and enlargements of the original *Webster*. The *International Concise* cuts fifty times the amount of literary labor that was expended upon the earlier edition, and is, without question, the most complete and reliable work of the *Century*, it is published in a single volume. It is warmly endorsed by eminent scholars throughout the English-speaking world, and is a most useful book for the library, the school, the family, the student, and in fact of all who read or write the English language.

The teacher of formal good work in grammar should have been, even in the early language lessons. One should know how to use language long before he knows *what* to use, and thus. — *Am. Prim. Teacher*.

Irritation.

"Irritation" exclaims the reader who is drinking in ozone on the sunny seashore, or developing his muscles in the bracing air of the mountains; "Irritation!" Alas! let us carry our minds back to the end of July. The "end of term fever" is a recognized disease, and one which often begins after six weeks' work. Observation seems to show that the malady is on the increase, and it becomes a duty to investigate the causes of this, and, if possible, to suggest a remedy.

We will first put out of court the man who has no sympathy with children, who hates his work, and does it merely for pay. For him there is no remedy. But again, there is the man full of enthusiasm, a good teacher, fond of boys both in the class room and on the playing field, a man of cheerful and healthy temperament, who believes in the sacredness of his responsibilities. Let us inquire how it is that the fatal and paralyzing disease often attacks him before the term is half over. Here are some of the reasons. He tries to do too much. Spurred on by his own interest in his subject, by his desire to develop the boys' minds, and by the hope of winning a good report from the examiner he endeavours to force the class to a greater pace than it can healthily keep up. Boys like work. This is a truism which needs constant repetition. But boys also like other things. Their attention is easily diverted, and they like fun. The enthusiastic teacher comes into the room anxious, only too anxious to get through the work he has allotted himself in the hour. The boys are ready and willing to do their share to get the knowledge, to please the master and to behave well. But it appears that the stupid boy Jones minor has brought the wrong book, and that Smith minimus, whose fingers are always inky, has smeared his exercise. Three minutes of delay and scolding follow. The master controls his impatience, and then Kelly major makes a ludicrous mistake, which shows he has not prepared his lesson. The class laugh. But how can the enthusiastic master be amused at a proof of laziness overnight? He thinks of the approaching examination, and scolds again, and perhaps wastes another three minutes on a sermon as to the duty of honest work out of school. Then, unless he has exceptional powers of recuperation, the whole hour is spoilt. His belief in the boys' eagerness to learn, gives way to a feeling of irritation at their slackness. The boys find stern repression where they expected pleasant encouragement.

This picture is not overdrawn. Was it not Aristotle who said that the man who wishes to teach does not make a good teacher? There is much truth in this seeming contradiction. It is just this eagerness to

teach that in many cases results in an irritation, growing day by day, until all confidence between boys and masters is at an end, and the work becomes a drudgery instead of a pleasure. He was a clear-sighted man who said that a good teacher knows how to waste time wisely. Boys cannot sustain an hour's close attention. The teacher must make up his mind to let the class stand at ease occasionally. He must recognise that the majority of the minds he deals with are less keen than his, and that all are less capable of strenuous exertion. His own mind is so intent on the teaching that he cannot appreciate the little joke or amusing incident that wisely wastes five minutes of the precious hour.

The remedy in such a disease is this: Our enthusiastic teacher must be content to go a little slower. He must watch his class carefully when he enters the room, and try to adapt himself to the mood he finds. There are such things as epidemics of laziness; sometimes neglect of work, or bad temper, is really the fault of the master who has had the class during the preceding hour. But, in any case, irritation must be avoided. The whole class must not suffer because one boy is idle, mischievous, or lazy. The first movement or tone of irritation spoils all. And when the disease has once begun it spreads with lamentable rapidity. The neglected lesson, the forgotten book, the incorrect exercise is not a personal insult to the master. It is not a boy's deliberate return for care and attention in teaching. Often in the mind of our enthusiast lies this thought, even if unexpressed: "I have done my best for you, and this is how you return my kindness." Of course, the moralist says: "Do your duty and look for no return." In practice, however, this is dull, and it is also quite unnecessary. Jones major is grateful for your efforts; stupid though he seems, he recognizes your work, and wants to do his best in return. He quite meant to do his exercise well last night, but the cricket news in the evening paper was so exciting, that he really forgot.

We have spoken only of the enthusiastic teacher who loves his work and the boys, and who is amazed and shocked to find himself giving way to irritation. To him we say: Expect less; forget the desire to teach in the interest you take in the boys on the benches; credit the class with the desire to work, and the class will work; and above all, forget the artificial dignity that hedges in the schoolmaster. Irritation is the result of many other causes. It is of many kinds—overwork, stuffy rooms, unwholesome food, want of exercise. We have no further space to deal with these now. But let it be repeated that irritation in the class-room is fatal to mental and spiritual growth; it is fatal to happiness and industry; it is fatal also to examination results.

Educ. Times, London.

Arbitrary English Language.

Some joking fun at some of the peculiarities of the English language are very common, but we do not remember to have seen one that presents the variety of English plurals so well as the following. It might be a good exercise for the teacher to explain to his pupils some of these forms, which are shown up so wittily.

We begin with box, and the plural is boxes,
 But the plural of ox should be oxen, not oxes,
 For one fowl is a goose, but two are called geese,
 Yet the plural of a mouse should never be meese.
 You may find a lone mouse, or a whole nest of mice,
 But the plural of house is houses, not hices,
 If the plural of man is always called men,
 Why should not the plural of pan be called pen?
 For a cow in the plural may be cows or kine,
 But a cow, if repeated, is never called bine.
 And the plural of vow is vows, never vine,
 If I speak of a foot and you show me your feet,
 And I give you a boot, would a pair be called beet?
 If one is a tooth and a whole set are teeth,
 Why should not the plural of booth be called beeth?
 If the singular is this and the plural is these,
 Should the plural of kiss ever be nicknamed keese?
 For one may be that and three would be those,
 Yet not in the plural would never be hose;
 And the plural of cat is cats, and not cose,
 We speak of a brother, and also of brethren,
 But though we may say mother, we never say methren,
 Then the masculine pronouns are he, his, and him,
 But imagine the feminine she, this, and shim?
 So the English, I think you all will agree,
 Is the greatest language you ever did see.

Commonwealth.

S. B. Normal School Closing.

INDUSTRIAL DRAWING.

Commonwealth School and Class I. Time, 1 hour.

NOTE. *Knowledge, design and execution will be valued in your answer. To obtain full credit for the latter, drawings must be not less than four inches in width. Freckled work required throughout, except in No. 5.*

1. Draw from memory an example of the Greek Attic column; or, the Egyptian Lotus form; or, draw an original design for an arrangement of cordate forms from a centre.
2. Draw a watch, with the face exposed to view and seen obliquely; or, draw the group of objects placed before you, with due attention to shading and perspective.
3. Make a working drawing of a plain Latin Cross with square beams; or, make a simple design for inlaid work in two colors, on a flat surface, using straight lines and indicating the colors by half-tint.
4. What is meant by conventionalized forms? What regular objects are most frequently conventionalized for ornament.

GEOMETRY.

Class I.

Time, 1 hr. 15 min.

1. Find the number of degrees in the angle of a regular pentagon, and prove the principle by which the question is worked.
2. The lines joining the corresponding ends of two equal and parallel straight lines are themselves equal and parallel.
3. The square on the hypotenuse of a right angled triangle is equal the sum of the squares on the other two sides.
4. What is the square on the side opposite the obtuse angle of an obtuse angled triangle equal to? In any triangle what is the square on the side opposite an acute angle equal to? Prove the former case.
5. Describe a circle touching one side of a triangle and the produced parts of the other two.
6. Prove that the area of a triangle is equal to the semiperimeter multiplied by the radius of the inscribed circle.
7. If three lines are in continued proportion the first will be to the third as any rectilineal figure on the first is to a similar rectilineal figure on the second, what principles are required in proof of this?
8. In one of the propositions in the sixth book we have three instances of a mean proportional between two lines. Explain and give reasons.

CHEMISTRY AND AGRICULTURE.

Class I.

Time, 1 hr. 15 min.

NOTE. *Six questions make a full paper.*

1. What name is common to salts of Hydrochloric acid? Mention one of these salts by means of which Ammonia, and two others by means of which Muriatic acid may be obtained. Write and account for the reactions.
2. Mention four gases, each of which has a strong smell. Classify them chemically, and write reactions by which they may be obtained.
3. (a) Write the graphic formulae for one salt of each of the following acids: Sulphuric, Nitric, Carbonic and Chloric.
 (b) Give the base of each of these salts.
4. Formulate and name four salts which contain CO₂ and write as many reactions as you can, by which they may be got to yield this gas.
5. How may metallic copper be separated from copper sulphate? Write and account for the reaction.
6. Name and formulate at least four inorganic compounds which enter into the composition of soils, and tell how they may be distinguished.
7. State the means and conditions necessary to the formation of starch by plants. Write a reaction which indicates approximately the process.

Boston has the first and only kindergarten settlement in the world. It is a memorial to Elizabeth Palmer Peabody, the most eminent friend that Froebel has ever had in America, and is located at 156 Chambers street, in a section of the city where play grounds are undreamed of by the children. *New England Journal of Education.*

CHRISTMAS-TIDE.

A Letter to Santa Claus.

(Recitat on for a little boy.)

(Platform should have the representation of a fire place upon it with stockings.)

I've written a letter to Santa,
But how shall I send it—how?
I don't know what his address is,
'Cept its up 'mongst the ice and the snow.

I want him to get it just awfully,
'Cause there's lots of things that I wrote
That I wanted, and I know he won't bring them
Unless he should get my wee note.

I suppose that I might ask the postman
To take it to him when he went
To carry round papers and letters
That grown-up people have sent.

But then he won't get it till morning.
Oh, dear! it can never go so,
I'll pin it right on to my stocking,
Right here, on the end of my toe.

Now, when Santa Claus fills up my stocking,
He'll find the note there on the toe.
And he carries so many things with him,
I'll get all I wanted, I know.

Selected.

Jolly Old St. Nicholas.

Jolly old St. Nicholas, lean your ear this way,
Don't you tell a single soul what I am going to say.
Christmas eve is coming soon. Now, you dear old man,
Whisper what you'll bring to me; tell me, if you can.
When the clock is striking twelve, when I'm fast asleep,
Down the chimney, broad and black, with your pack
you creep:

All the stockings you will find hanging in a row:
Mine will be the shortest one—you'll be sure to know.
Johnny wants a pair of skates, Susie wants a dolly,
Nellie wants a story book—she thinks dolls are folly:
As for me, my brain, I fear, isn't very bright;
Choose for me, dear Santa Claus, what you think is
right. *The Public School.*

The Happiest Christmas

'Twas Christmas-tide, With tales and talk
That never seemed to tire,
The children gay, with holiday,
Sat round the blazing fire.

They told of many a prank and game,
And many a Christmas past,
And questioned me if this would be
As merry as the last.

"Of all our Christmas-time," I said,
"So rich in mirth and fun,
I beg that each you tell me true
Which was the happiest one."

Sweet Bessie turned her radiant face
With wondering gaze on me:
"My Christmas days have been always
As glad as glad could be."

Then merry Mabel shook her curls
Loose from the prisoning comb:
"Oh, mine was when papa and Ben
And you and Bess came home

Ben chuckled: "'Twas the time I had
With crackers such a lark;
I popped and popped and never stopped
From daylight until dark."

"That was the best," laughed Willoughby,
"Of any that I know,
When Roan and Bay upset the sleigh,
And drowned us in the snow.

"Such fun it was to see the girls,
And hear them shriek and shout,
To search and sift the ten-foot drift
Until we fished them out!"

"And I," lisped little Dimple-cheek,
A-tiptoe in her glee,
"Was happiest when I counted ten
Dolls on my Christmas tree.

The soft-eyed Sophie silent sat,
Nor yet had said a word,
Though I could see some memory
Her tender bosom stirred.

"What is it, darling?" and I kissed
The lids that veiled the blue;
"Tell me, I pray, what Christmas Day
Brought greatest joy to you.

The eyes she raised to mine were filmed
With something like a tear,
And sweet and low she answered so
That I could scarcely hear:

"Last Christmas Day, with all my gifts
Upon the window-seat
I watched right long the merry throng
Of people in the street.

"And as I watched there stood a group
Of ragged girls and boys
Before the pane, their eyes astrain
With wonder at my toys.

"Poor little foreign wanderers!
My eyes began to fill;
I could not bear to see them there
So sad and wan and chill.

"I swept my toys into my lap,
And, with a tap and call,
Opened the door and bade them four
Come to me in the hall.

"They held their aprons, stretched their hands;
And, oh, it was a sight,
As out I poured my Christmas hoard,
To see their wild delight!

"Each Christmas as it passed has seemed
More happy than the rest,
But of them all I think I'd call
That one the very best."

—Margaret J. Preston in Harper's Young People.

What and How.

What is the thought of Christmas?

Giving.

What is the heart of Christmas?

Love.

What is the hope of Christmas?

Living.

What is the joy of Christmas?

Love.

No silver or gold is needed for giving
If the heart is filled with Christmas love,
For the hope of the world is kindly living
Learned from the joy of God above.

—Housekeeper.

Educational Notes

The recommendation of the Committee of Weights and Measures to the British parliament was in favor of the establishing of a general metrical system to be legalized at once, and to be rendered compulsory after the expiration of two years.

Twenty years ago the male teachers of England formed 43 per cent of the whole number of teachers, now they are only 28 per cent. During that period the whole number of teachers increased 350 per cent.

"The obscuring mythic halo of romance which in the minds of some devotees still clings to the magic word kindergarten must vanish before the kindergarten can take its rightful place. * * * If the kindergarten is to rise from its lowly position of nursery adjunct, to the pinnacle in the educational world which truly belongs to it, its training teachers, its students, and devotees of every description, must meet the demands of recent scientific pedagogy. * * * It is possible to sweep away the misty envelope of sentimentality and symbolism from the old time kindergarten and make it an active, telling integer in the ordinary public school, and not a mere superficial yoke fellow, sending on its lowly transforming force and spirit into the regular grammar grades." *Frances B. Gould.*

"It is the first business of education to be interesting, and it is the first business of an educator to find means of some sort to interest the student, not to assume it to be the student's duty to be interested in the work set for him to do. In order to do this he must show himself to be in sympathy with the student, recognize his limitations without talking about them, and be content with such work as the student will do willingly, and will not run away from on the first opportunity. It is his business to cultivate curiosity and not to suppress it; to make things attractive and easy and not repulsive. Both physiological and mental food is no less nutritive because easy of digestion, and nothing whatever is gained for either by making it more difficult." *Paul Dalboer.*

We heartily endorse these sentiments. What a difference it would make in our school rooms if teachers were able to interest their pupils. How easy to govern. Worry would no longer tire out the teacher's energies. He would have strength enough left for out of school work, to prepare to make his school work interesting to his pupils. There is but little mental growth without interested attention. With it no time would be wasted in vain endeavors to secure a good attendance.

There are two schoolrooms side by side. In the one every seat is occupied every day. The pupils and teacher are interested and therefore happy. The teacher does much of his work out of school and therefore his work in school is easy.

In the other schoolroom the teacher works very hard and is worried, but his boys are not interested, nor does

it occur to him that it is his duty to work along the lines of least resistance. Like the early roads in this country he goes straight ahead over hills and down into valleys, but has little to show for it beyond the weariness of the toilsome journey. Many of the seats are vacant in spite of the many notes to parents.

There is no work that pays the teacher so well as that spent in devising methods for making the next day's lessons interesting to his pupils.

PRIMARY DEPARTMENT.

The Value of Stories.

We should not like to be without "story time" in the primary room. We urge the telling of stories, not merely for the entertainment they afford, but for three very good reasons. First, an ethical truth is best impressed upon little children, when in the guise of a story; second, stories are useful in furnishing training in reproduction of thought, a power which is necessary to all advanced work; third, by means of the telling of stories, children may be introduced to literature, their tastes being to a certain extent cultivated in the right direction.

Reproduction of short stories is an exercise that may begin with the first days of school. Two or three days after the story has been read, or told, the teacher, by means of judicious questions, draws the whole narrative from the class. By and by, writing takes the place of oral, but, however it may be done, it is a valuable training for future work.

In reading, or telling stories, it is a good practice to associate the name of the author with the story. Occasionally we may tell them something of their lives.

Choose the best stories you can find. Charles Kingsley, Hans Andersen, Jean Ingelow, Mrs. Thaxter, Julia Dewey, Edward Everett Hale, Kate Douglas Wiggin, Æsop, and Grimms, are few of the many good stories for children.

With little children, telling a story is very much better than reading. It is not necessary to have a great supply of stories, as those they have heard half a dozen times are generally asked for in preference to new ones. Of course, when we require a story teaching some particular truth, we have to search for it. It is a good plan to keep a list of stories told and read during the term. These, if arranged under different heads, are then ready for future use. *Tosanto Educ. Journal.*

"Be such a man, live such a life, that if every man were such as you, and every life a life like yours, this earth would be a paradise." *Phillips Brooks.*

Mottos should adorn the walls of the school room.

Devices For Primary Reading.

1. Arrange words in two duplicate columns, except that the order of the words is changed. Two children each having a pointer, shall see which can first point to a word uttered by the teacher. All the class will be attentive because of their interest in the contestants.

2. Each child has an object and rises when the sentence telling what he has is to be read.

3. Same except that the child shall find the sentence which tells what he has.

4. Same as two above, except that single words are written by the teacher.

5. Teacher writes each word on a separate card. Show the cards for the rapid telling of words, each child in turn responding.

6. Arrange the words on the branches of a tree. Each child climbs up one side and down on the other without falling—done by telling all the words without a mistake.

7. Teacher writes a group of words on the board. Children are to watch while the teacher points out from word to word and then tell her what sentence was made.

8. Children read silently a sentence put on the board and then do what it directs, either as a class or as called upon individually.

9. A column of words erased, one by one, the child to tell what word was erased.

10. Words placed on the board; child to draw a picture of the object named by the word.

11. Words arranged on a ladder; child to go up and down safely; successful if he knows all the words.

12. Picture of a brick wall made; each brick have a word written on it. *The Educator.*

Occupations

Have pupils copy the following sentences, filling blanks properly:

1. A — builds houses.
2. A — cultivates soil.
3. A — cures diseases.
4. An — writes books.
5. A — measures land.
6. A — prints books.
7. A — tends sheep.
8. A — studies plants.
9. An — studies the stars.
10. A — drives a coach.
11. A — prepares the meals.
12. A — doctors horses.

13. A — makes kegs and barrels.
14. A — grinds wheat.
15. A — builds mills.
16. A — drives a team.
17. An — propels a boat.
18. An — works with electrical apparatus.
19. A — pleads before a jury.
20. A — extracts teeth.
21. A — cultivates flowers.
22. An — performs on the stage.
23. A — plays on the piano.
24. An — treats diseased eyes.
25. A — manages an electric car.

The Western Teacher.

A Query.

Do you believe that it is necessary for even teachers in the lower grammar grades to have a broad, first class education?

I visited the fifth grade in a Boston school not long ago. The subject was language, and the immediate point under discussion was the meaning of "idiom." One girl said that she had looked it up in the dictionary and found that it meant "*An expression peculiar to a language*," but she stated frankly that she did not know any more about it than she did before.

Following is a verbatim account of the conversation that followed:

Teacher. "Sarah, when you meet a friend on the street, what do you usually say?"

Sarah. "How do you do?"

Teacher. "Who can tell what would be said in Germany upon meeting a friend?"

Boy with a Teutonic cast of countenance, eagerly, "*Wie geht's?*"

Teacher. "Good. Say it again, Wendling, so that every one can hear it, and tell just exactly what it means in English, if you can."

Wendling. "*Wie geht's*—and it means *How goes it!*"

Teacher. "How many knew that before?" (A few hands are raised.)

"Now is there any one who can tell what would be said in France upon meeting a friend or acquaintance? No one! Then I'll tell you."

"*Comment vous portez vous!*—which means, *How do you carry yourself?* So we have *How do you do?* in English, when one meets another, and what, John, in the Fatherland when friend meets friend?"

John. "How goes—goes it—how goes it?"

Teacher. "Good. And the German for it? Let me see the hands of all who remember, Emilie."

Emilie. "*Wie geht's?*"

Teacher. "And the French, Mary?"

Mary. "I do not know."

Teacher. "That is the longest. Let me see those stand who remember the English of it (several rise), Susie."

Susie. "How do you carry yourself?"

Teacher. "That is right. And the French of it is *Comment vous portez-vous?*" I could not expect any one to remember that.

"How do you do. How goes it? How do you carry yourself? Do you see, now, children, what an *expression peculiar to a language* means? The English man, the German, the Frenchman all have the same thought in their minds when they inquire as to the well being of the one met—they simply express themselves differently."

"As I looked at the bright, interested faces I thought, 'Here is one class that has been taken out of the ordinary rut of memorized, unmeaning definitions—and here is one teacher who, because of her wider education, is able to give to these young people an inspiration and an impetus toward learning and investigation far beyond what she could possibly under other conditions.'"

Eleanor Root in Popular Education.

He Understood It.

Bright children in school are in great danger some times of passing over the border line of mathematics into the forbidden domain of common sense. A teacher once said to her class in mental arithmetic:

"Now, boys, I have a few questions in fractions to ask. Suppose I have a piece of beefsteak and cut it into two pieces, what would those pieces be called?"

"Halves!" shouted the class.

"Right. And if I should cut each half into two pieces?"

"Quarters!"

"That is correct. And if the quarters were each cut in half?"

"Eighths!"

"Yes. And if those were chopped in two?"

The answers had been growing fewer and fewer, but one boy meditated a moment, and answered:

"Sixteenths!"

"Very good. And when the sixteenths were cut in half what would they be?"

There was silence in the class, but presently a little boy at the foot put up his hand.

"Do you know, Johnny?" "Well, you may tell me."

"Hash!" answered Johnny, confidently—and truly.

SCHOOL AND COLLEGE

The York County, N. B., Teachers' Institute will meet in the hall of the Normal School, Fredericton, December 17th and 18th, and the Carleton County Institute will meet in Woodstock on the same dates.

Miss Bessie Richardson, teacher at Wawog, Charlotte County, assisted by pupils and friends, recently raised enough money to provide her school with a handsome flag.

New Brunswick schools close this year for the Christmas vacation on Friday, December 18th, and re-open on Monday, January 4th.

Some inquiry having been made regarding the holiday given to the teachers of Kings County, during the time of the St. John exhibition, it may be stated that the number of teaching days for that county will be decreased by one.

Mr. Edwin Stockton, teacher at Silver Falls, St. John County, by means of a school concert, raised the sum of twenty-two dollars, with which books were purchased for the beginning of a school library.

The many friends of Mr. George M. Johnston, the esteemed principal of the St. George's school, will learn with regret of his severe illness of typhoid fever.

The recent marriage of Miss Evelyn Enslow deprives St. John city, of one of its most efficient and popular teachers.

Miss Nellie Langley has resigned her position in St. Stephen, and Miss Mary Phillips has been granted a six months' leave of absence.

The resignation of Miss McFarlane from the St. Andrews primary is regretted by all. She will probably be succeeded by Miss Lottie Merrill.

Mr. H. F. Perkins, teacher at Grand Harbour, Grand Manan, has resigned. Mr. Perkins carries with him the best wishes of all.

Mr. C. W. Sample has been appointed principal of the Beaver Harbour schools.

The executive of the New Brunswick Provincial Teachers' Institute will probably be called together during the Christmas vacation, as there will doubtless be an Institute next year, either in Moncton or St. John.

It is proposed to invite the Washington County, Maine, teachers to unite with those of St. John and Charlotte next year at St. Stephen. Mr. James Hannay has consented to be present. It is hoped that in addition to our own superintendent, that the Maine and Nova Scotia superintendents of education may also be present.

Mr. James Bryan, who has served as secretary of Pisarneo, West St. John County, for over twenty years, has resigned, to the regret of all concerned.

Considerable interest has been excited in Halifax in a project for gathering into kindergartens those children who are too young for school, but too old to be allowed to go without some suitable training. It is felt that this preparation for school life will render our system more effective, and it is hoped it may diminish truancy. Mrs. Hinkle Condon, who has publicly advocated kindergartens for the children from three to five years, is urging the churches to unite their forces and take the matter in hand. If all will help there is a reasonable hope of success.

Truro Academy seems easily to be holding its own among the academies of the province. Out of 155 candidates sent up to the provincial examinations in July, 125 received the grade applied for, and 18 more made the aggregate necessary for the grade. The higher aggregates in the different grades were pretty generally secured by Truro students. During the year the academy has added largely to its museum. The mineralogical department has been extended to include specimens of almost every mineral. Several cabinets of rare and valuable shells have also been added. Miss Lucy Eaton of Salmon River, has presented to the museum the greater part of her large and valuable entomological collection. Teachers and students are now uniting in their efforts to place in the museum a complete collection of their provincial birds; already over fifty specimens have been secured. Mr. Winton, a well known provincial taxidermist, has been engaged to complete the collection. This year the attendance at the Academy is the largest in its history. There is a regular staff of six teachers and an enrolment of over 200 students, about 100 of whom are county students, who are taking advantage of the excellent educational advantages which it affords.

The Nova Scotia Normal School, at Truro, has one of the largest classes this year in the history of the Institution. Miss Read, of the staff of Acadia College, has succeeded Miss King, as teacher of music and elocution. Miss Read will be remembered by many of the teachers as instructor in elocution at the summer school of science, during the last few years. The provincial agricultural school, in affiliation with the normal school, has a large attendance. With the Provincial normal school, academy, agricultural school, conservatory of music and business college, Truro bids fair soon to become the educational centre of the province.

The teachers of Charlottetown, P. E. I., have organized their local institute for the winter term. An energetic committee has been appointed, and a good programme prepared for the winter's work.

It is with feelings of sincere regret that we chronicle the death of Mr. John Arbuckle which occurred recently. He had for eight years been Inspector of

schools for Prince and West Queens—the onerous duties of which he discharged with universal satisfaction. He has been vice principal of the Summerside High School since last August, and was held in high esteem by his pupils and associate workers. He leaves a widow, two sons and four daughters.

Miss Gertrude Arbuckle has been appointed vice-principal of the Summerside, P. E. I., high school, in the place of John Arbuckle, Esq., recently deceased.

We are pleased to learn that Inspector Mersereau has recovered from an attack of la grippe, which interfered to some extent with visits to his schools.

QUESTION DEPARTMENT

A SUBSCRIBER AND CONSTANT READER.—A book-seller bought Christmas cards at a discount of 30 per cent. and 5 per cent. But the clerk in making out the bills deducts 35 per cent. The book-seller gains \$4.50 by the different discount. What was the cash price of the goods?

From \$1.00 deduct 30 per cent. leaving 70 cents, and from 70 cents deduct 5 per cent of itself and there will be left 66½ cents. But if from \$1.00 there be deducted 35 per cent, the remainder will be 65 cents or 1½ cents less than in the first case.

Then 1½ cents is gained from \$1.00.

$$450 \text{ " " " " } 450 = \$300. \\ 1\frac{1}{2}$$

L. M. A cistern has two supplying pipes, A and B, and a tap C. When the cistern is empty, A and B are turned on, and it is filled in four hours; then B is shut and C turned on, and the cistern is quite emptied in 40 hours; when, lastly, A is shut and B turned on, and in 60 hours afterwards the cistern is again filled. In what time could the cistern be filled by each of the pipes A and B singly?

A in 1 hour and B 1 hour would fill ¼

A " 1 " " C 1 " " empty ¼

Therefore A, 2 h B 1 h and C 1 h would fill ¼ - ¼ = ¼

But B 1 h and C 1 " " " ¼

Therefore A in 2 h would fill ¼ - ¼ = ¼

¼ in 2 hours.

¼ " 2 " "

¼ or all in 2 × 120 = 93

¼

Again A in 1 h and B in 1 h would fill ¼

But A in 1 h would fill ¼

Therefore B in 1 h " ¼ - ¼ = ¼

¼ in 1 h

¼ " 3 h

¼ or all in ¼ = 6¾ hours.

NOTE. This exercise is solved by a different method in the EDUCATIONAL REVIEW for February, 1895.

KODAK SAFETY FILM

(2). The paper duty was 1½d. per lb., and the weight of a certain book 1½ lbs. The paper manufacturer realized 10 per cent. on his sale, and the publisher 20 per cent. on his outlay. What reduction might be made in the price of the book on the abolition of the paper duty, allowing to each tradesman the same rate of profit as before?

The duty on the book would be $(1\frac{1}{2}) \times 1\frac{1}{2}$ d. = 2½d. But this would be increased by 10 and 20 per cent. Therefore $2\frac{1}{2} \times 1\frac{1}{2} \times 1\frac{1}{2} \times 1\frac{1}{2} = 2.97$ d. would be the extra amount.

A TEACHER AND SUBSCRIBER. A man spent \$2.50 more than $\frac{7}{9}$ of his money at one time and \$1.15 less than $\frac{6}{1441}$ of the remainder at another, and now has \$2.609; how much had he at first?

If he had spent the \$1.15 he would have had \$2.609 - \$1.15 = \$1.457. In that case he would have spent $\frac{6}{1441}$ part and would have had $\frac{1441}{1441}$ part left.

$$\begin{aligned} \text{Therefore } \frac{481}{1441} \text{ part} &= \$1.457 \\ \text{the whole} &= 1.457 \times \frac{1441}{481} \\ &= \frac{1441}{330} = 990 \times \frac{1441}{481} \\ &= \$ \frac{1441}{330} \text{ - first remainder} \end{aligned}$$

Again, if at first he had not spent the \$2½ he would have had $\$ \frac{1441}{330} - 2\frac{1}{2} = \$ \frac{2266}{330}$. But if he had

not spent the \$2½ he would have spent $\frac{7}{9}$ part of $\frac{1}{3}$ which would leave $\frac{1}{3}$.

$$\begin{aligned} \text{Therefore } \frac{1}{3} &= \$ \frac{2266}{330} \\ \text{the whole} &= \$34\frac{1}{3} \end{aligned}$$

NOTE.—This problem was solved June, 1894.

S. B. A. The bisectors of the three angles of a triangle meet in one point.

Draw BO, CO the bisectors of the angles ABC, ACB meeting in O. Draw OD, OE, OF perpendicular to AB, BC, CA, and join AO. Then we have to show that OA bisects the angle BAC.

Now because the angle OBE = angle OBD, and the angle OEB = the angle ODB and OB is common, therefore OD = OE, and because the angle OCF = the angle OCE and the angle OFC = angle OEC and OC is common, therefore OF = OE, and therefore OF = OD. Then, because OF = OD and AO common, and the angles OFA, ODA are right angles, therefore angle OAD = angle OAF.

(2). The perpendicular to the three sides of a triangle drawn from the middle points of the three sides meet in one point.

Let OD, OE, bisecting AB, BC at right angles meet in O. Join AO, BO, CO, and draw OF to F the middle point of AC. We have then to show that OF is perpendicular to AC.

Now because BE = CE and OE common, and the angle OEB = the angle OEC, therefore OB = OC; and because BD = AD, and OD is common, and the angle ODB = the angle ODA, therefore OB = OA, and therefore OA = OC. Then because OA = OC and OF is common, and FA = FC, therefore the angle OFA = the angle OFC, and therefore OF is perpendicular to AC.

(3). AB and CD are two given straight lines. Through a point E, between them draw a straight line GEH, such that the intercepted line GH shall be bisected in E.

The proposition is impossible when AB and CD are parallel unless the point E be equally distant between them.

Produce BA, DC to meet in F. Draw EM parallel to CD meeting FB in M. In MB make MG = ME, join GE and produce it to meet FD in H. Draw MN parallel GH and join MH. Then because the angle GME = angle MFN, and the angle MGE = the angle FMN, and MG = FM, therefore MN = GE. And because the angle EMH = the angle MHN, and the angle EHM = the angle NMH and MH is common, therefore EH = MN, and therefore EH = GE.

SUBSCRIBER. A man having lent \$10,000 at 5 per cent interest, payable half yearly, wishes to receive his interest in equal portions monthly and in advance, how much ought he to receive every month?

The problem is to find what is the present worth in six equal instalments paid six months, five months, four months, etc., in advance, the various payments to be equivalent to \$250 to be paid 6 months hence.

$$\begin{aligned} \text{The interest on } \$100 \text{ for 1 month} &= \$ \frac{5}{24} \\ \text{The required sum} &= \$ (1\frac{1}{24}) + 1\frac{1}{24} + 1\frac{1}{24} + 1\frac{1}{24} + 1\frac{1}{24} + 1\frac{1}{24} + \\ & \quad 1\frac{1}{24} + 1\frac{1}{24} + 1\frac{1}{24} = \$250 \\ \text{Therefore sum} &= \$ \text{of } \frac{24}{24} = \$250 \\ \text{Therefore sum} &= \$250 \div 6\frac{24}{24} \\ &= \$41\frac{2}{3} \end{aligned}$$

S. B. A., Page 18, N. B. Could you give me the address of *Electrical World* or *Electrical Review*?

Our readers interested in the latest development of electrical science would do well to correspond with the editor of the *Electrical World*, 11 Park Row, New York, or the editor of the *Electrical Review*, Alabaster, Gatehouse & Co., 22 Paternoster Row, London, E. C.

B. Will you kindly inquire through your columns if the following words which I have only heard in Bathurst and vicinity are used elsewhere by children in ball playing, viz: "pucker," "scooter," and "flinger." "Pucker" is applied to the person at the bat, and he is said to "puck" the ball by giving it a "puck." "Flinger" and "scooter" are self-explanatory, and are synonymous with "pitcher" and "fielder."

Two other words, "tignassir" or "tignashir," and "soogler," are used by lumbermen. A "tignassir" is a small operator in the lumber woods, and the term is usually applied to a farmer who puts in one horse and a camp of his own. A "soogler" is a sled tender; and one who helps to load logs on the sleds is said to "soogle."

Can any of our correspondents answer? [Ed.]

BOOK REVIEWS.

PHILOSOPHICAL REVIEW, Vol. V, Nos. 5 and 6. Edited by Pres. Schurman and Prof. Creighton. These numbers of Cornell's Review are exceedingly rich in valuable articles. The venerable Prof. Campbell Fraser, who for thirty-five years sustained the high reputation of Edinburgh for metaphysics, eloquently defends *Philosophical Faith* against agnosticism or nescience on the one side and a gnosticism, on the other, that is almost omniscient. Prof. Fraser steers a middle course between scientific agnosticism and Hegelian gnosticism. In this he follows the cautious John Locke. The burden of the article is rather against the claims of reason to penetrate all the mysteries which enshroud man's origin, destiny and relation to the Supreme than against those who deny reason the power to see beyond the visible and the tangible. "Can our final relation to the highest realities be found in and through what we are as thinking or intellectual beings?" "Not through intellect alone, nor by man exercising himself as a thinking being exclusively, but in and through the constant exercise of all that is best or highest in him, through the active response of the entire man, while still in an incompletely understood 'knowledge' it is only thus that it is open to man finally to dispose of his supreme problem, with its mysterious intellectual burden. The final philosophy is practically found in a life of trustful right feeling, and righteous will or purpose—not in complete vision."

Prof. Otto Pfliegerer, who occupies in Berlin a position similar to that of Prof. Fraser's in Edinburgh, asks and answers the question "*Is Morality without Religion possible or desirable?*" The article is prompted by the claim of certain Ethical Societies in London, New York and Chicago which assert that "religious organizations are no longer competent to undertake the moral education of the people;" and they add "religion is a positive obstacle to the development of a sound morality." Prof. Pfliegerer maintains that we cannot rest duty on "the will of an individual or that of a number of individuals." "Still less can it be derived from nature which is lower in the scale of existence than man." Further the only logical demonstration of the unworthiness of a life of selfish pleasure is the appeal to "some absolute or super-subjective rational will, *i. e.* God." "Therefore those who are earnest in demanding

a truly ideal morality and a truly ethical community must labor, not for a morality outside of the church, but for a reformation within the church."

Prof. Andrew Seth who, since the retirement of Prof. Campbell Fraser, fills the chair of metaphysics in Edinburgh—the position which Sir William Hamilton made famous—writes on "*The term 'Naturalism' in recent discussion.*" A short time ago Prof. Seth came to Mr. Balfour's rescue in *The Contemporary Review* and defended the "Foundations of Belief" against its numerous and sometimes injudicious critics. Here Mr. Seth again does battle for his friend. The "Natural" is the opposite of the "Spiritual." Every philosophy which tends to exclude the Spiritual from the universe be it agnostic, positivist, empiricist or materialistic may be justly called Naturalistic.

Prof. Clarke Murray, of McGill, contributes a very readable article on "*The Idealism of Spinoza,*" in which he tries to show that Spinoza's system is not a materialistic pantheism, but that, when interpreted consistently, it declares that the "universe under all its varied phases is essentially an evolution of *Intelligence.*"

There are several reviews of books, notably one on Sully's *Studies of Childhood*, by Dr. Tracy of Toronto, and the usual number of notices and summaries of articles published in other philosophical magazines.

These numbers complete Volume V. Cornell deserves all the glory that a Review of high standard can bring. The university's generous friend, Henry Sage—the founder of the School of Philosophy—has contributed generously to the support of the Review. Its editors have given much of their energy and care to it. The school's large staff of twelve professors and lecturers have contributed liberally in articles and reviews.

Another excellent piece of work has just been completed by the Review—the publication of a complete bibliography of all works relating to the writings of the immortal Kant—published prior to 1804, the year of Kant's death. This bibliography, which contains over 3000 references with, in the majority of cases, extended notices, and covers 623 closely printed pages, was compiled by a rector of a German Academy, Dr. Erich Adickes, who has also edited the best commentary on Kant's *Critique of Pure Reason* for college purposes. With Dominic Sampson we exclaim *Prodigious!!!* Has the wide world an equal to the German Dominie?

W. C. M.

PLANE GEOMETRY. By George D. Pettee, B. A., Instructor in Mathematics in Phillips Academy, Andover, Mass. 12mo, 260 pp., cloth; introductory price to schools, 75 cents. Silver, Burdett & Co., Publishers, Boston, New York, Chicago, Philadelphia. This is an excellent text-book. Both students and teachers will appreciate the condensed form of written demonstration which makes use of less than half the number of words employed in the majority of texts. The book is characterized by a directness of effort and a careful preparation for the higher mathematics to which it serves as an introduction. The development of the student's mind in geometrical thought is the end which the author has constantly in view. By graphic figure and logical

sequence the ability of every student to do original work is assured, and facility is gained by frequent exercises.

THE ELEMENTARY STUDY OF ENGLISH, by William J. Rolfe, Litt. D. Pages 84. Publishers, Harper & Bros., New York. This is a useful little volume, containing hints for teachers on the use of the author's "English Classics." But there is more than this hint. It contains the methods that a teacher of forty years' experience has found of most value in teaching the English language and literature.

HORACE MANN, by William Torrey Harris, Litt. D., U. S. Commissioner of Education, with portraits of Horace Mann and of Henry Barnard. Leatherette, 16mo, pp. 34, 50 cents. Publisher, C. W. Bardeen, Syracuse, N. Y. This is the address delivered by Dr. Harris before the National Educational Association. This estimate of one of America's greatest educational thinkers will find a place in every teacher's library.

PICTURES IN LANGUAGE WORK. By E. W. Weaver. With ninety-one pictures for class work. Cloth, 16mo, pp. 110, 50 cents. Publisher, C. W. Bardeen, Syracuse, N. Y. This is a new and profusely illustrated edition of what has proved a successful book. The pictures given for class work are of great variety, including those for simple descriptions, those for fuller descriptions, subjects of stories, historical subjects, etc.

SELECT POEMS OF ROBERT BURNS, by Andrew J. George, M.A. Pages 368, cloth, price 90 cents. Publishers, D. C. Heath & Co., Boston. This is an exceedingly cheap and attractive volume, with a portrait of the poet, an introduction, notes and a glossary. The poems have been selected with taste and judgment, and are arranged in chronological order.

PLAUTUS AND TERENCE. *Die Sonntagsjäger*, by Roderick Benedix, with an introduction and notes by Benj. W. Wells, Ph. D., of Harvard. D. C. Heath & Co., Publishers. Price 25 cents. These are two comedies, the former satirizing the dry-as-dust pedantry of the German litterateurs of forty years ago, while showing the revolt of Young Germany against the adherence to classic models and in favor of a living national literature.

DIE SONNTAGSJÄGER (Sunday Hunters) is a satire on the movement among the middle classes, towards aristocratic pretensions which characterized the period between 1830-1848 in Germany. Besides the literary and social interest attaching to the comedies, they offer to young students of German a pleasant and profitable study of the language in its lighter subjects.

SCENES OF FAMILIAR LIFE, for students of colloquial French, by Mrs. J. G. Frazer, Macmillan & Co., publishers; price 1s. 6d. This collection of short dialogues on ordinary every-day topics seems to meet a demand always felt by teachers of young people in supplying short, bright bits of conversation that can be learned by the pupils and recited as dialogues. The book will be found valuable to all classes of beginners.

LE CONSCRIB DE 1813, par Ereckmann Chatrary, abridged and edited, with notes and vocabulary, by C. B. Super, of Dickinson College; D. C. Heath & Co.,

Publishers, price 65 cents. This edition of *Le Conscrit* has been arranged for beginners and a complete vocabulary has therefore been added to the work. The text has not been altered, some of the longer and less important epics only having been omitted.

DIE SCHWÄTZERSONN, by Rudolf Raumbach, annotated for use in school and college by Wilhelm Bernhardt; D. C. Heath & Co., publishers; price 30 cents. This is a story of modern German life and is a vindication of the dignity of labor as opposed to the hollow pretensions of a pseudo count, the would-be Schwätzer-son. The fitness of presenting Raumbach to the student as a model of grace and purity of style will be recognized by all lovers of his *Sommer-märchen*, which are of recent publication. F.

THE CANADIAN ALMANAC, published by Messrs. Copp, Clark & Co., Toronto, for 1897 has been received. It is filled with information, that no one can afford to be without, and is in itself a useful Canadian directory. Among other information is a list of banks and branches, customs tariff, and an article on the government of all countries in the world, by Dr. Bourinot. This is the 50th year of the publication of this well-known annual.

THE HISTORY OF MANKIND, by F. Ratzel; illustrated. Published in parts, to be completed in thirty parts, by Macmillan & Co., London. We have before referred to the great value of this work which is published in parts, price one shilling each. It becomes more and more valuable as it proceeds, and when completed will furnish for the student or general reader a valuable and interesting contribution to the history of civilization.

The weekly visits of *Garden and Forest*, New York, have become invaluable to all those interested and what intelligent persons are not? in the cultivation of trees and flowers, and the ornamentation of public and private grounds. It is now approaching the end of its ninth volume, and during the period of nearly nine years that it has been published, it is safe to say that no journal on this continent has exercised more influence than it has in directing public taste in horticulture, landscape art and forestry. If one copy alone were to make its weekly visits to each of our towns and villages, its influence, if intelligently read, would be immeasurable in directing public improvements along the special lines in which it so skilfully gives instruction. In order to help secure so desirable an end we refer our readers to the clubbing announcement of the REVIEW with *Garden and Forest* in another column.

December Magazines.

Great stress is laid, in the announcements of the *Atlantic Monthly*, on the articles that will appear interpreting our great educational movements. Among the subjects that will be taken up are: "The Place of the Public School in Typical Communities," where the life of the community centres about the school, in these communities the public school has in many respects the ideal attitude to the life about it; "The Chautauqua Movement, and Methods," what they have contributed to the intellectual development of the masses; "The National Educational Association," what measure it gives of the rise in the dignity and in the efficiency of

public school teachers: "The Extension of the Use of Libraries," the part they play in the new era of library development, in the cultivation of the masses. "Teachers' Pensions" will be thoroughly considered in an early number, from the points of view of the teacher and of the public. . . . Appleton's *Popular Science Monthly* contains an interesting article on Natural History in the Primary Schools of France. . . . In *St. Nicholas*, J. T. Trowbridge writes a sea story, called "The Voyage of the 'Northern Light,'" and recounts the adventure of a college boy in a cruise on a coasting vessel to Nova Scotia. . . . "What language did Christ Speak?" is the title of a valuable and suggestive paper in the *Christmas Century* by Mrs. Agnes Smith Lewis, who, according to Dr. William Hayes Ward, in his preface to this paper, "made one of the greatest biblical discoveries of the century" when she found at Mount Sinai an ancient Syriac text of the four gospels. Mrs. Lewis found the leaves stuck together, but she separated them by the steam of a teakettle, and took four hundred photographs, which she brought to England." The present article contains some facts which are not popularly known, on the subject of the language spoken by Christ and his Apostles. . . . There is, in the December *Atlantic*, also an exceedingly instructive series of sketches from crowded city life, by Mr. J. K. Paulding, of the

university settlement in New York, under the suggestive title of "Landscapes with Figures." . . . *Popular Science News*, formerly *Boston Journal of Chemistry*, since its removal to New York has been enlarged and very much improved by the absorption of some sixteen other similar papers. It is a real popular scientific journal free from technicalities, profusely illustrated, and full of short, practical, and interesting articles. Its departments of nature, science, archaeology, invention, electricity, health, hygiene and medicine, are conducted by able specialists, and are of great practical usefulness and interest to all. Write for a free sample copy. . . . In *McClure's Magazine*, Cyrus C. Adams gives an account of Nansen's hardships and discoveries in getting within half a day's railroad journey of the North Pole. An article of exceptional interest is Hamlin Garland's first of a series of papers on Grant, in which the boyhood of the great ex-president is clearly portrayed. . . . *The Housekeeper* of Minneapolis, Minn., from the standpoint of practical helpfulness to the housekeeper is without a peer. It is published twice a month, each issue comprising twenty or more large pages. The subscription price is only fifty cents a year. . . . The *Forum* for December has begun a series of educational articles by Dr. Rice which are destined to be of great interest to the educationists.

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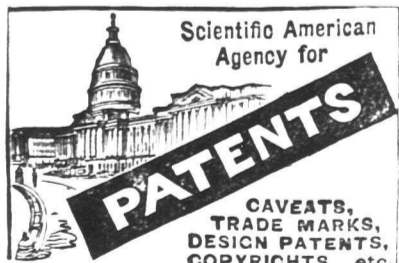
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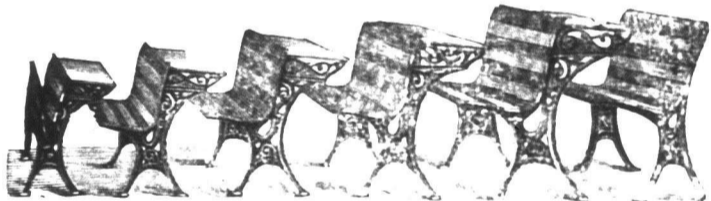
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