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FOR THE ATLANTIC PROVINCES OF CANADA.

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JUST PUBLISHED.

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ABBREVIATED METHODS
OF CALCULATION.

THE PRACTICAL MENTAL ARITHMETIC

WITH

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BY

C. E. LUND, D. L. S.

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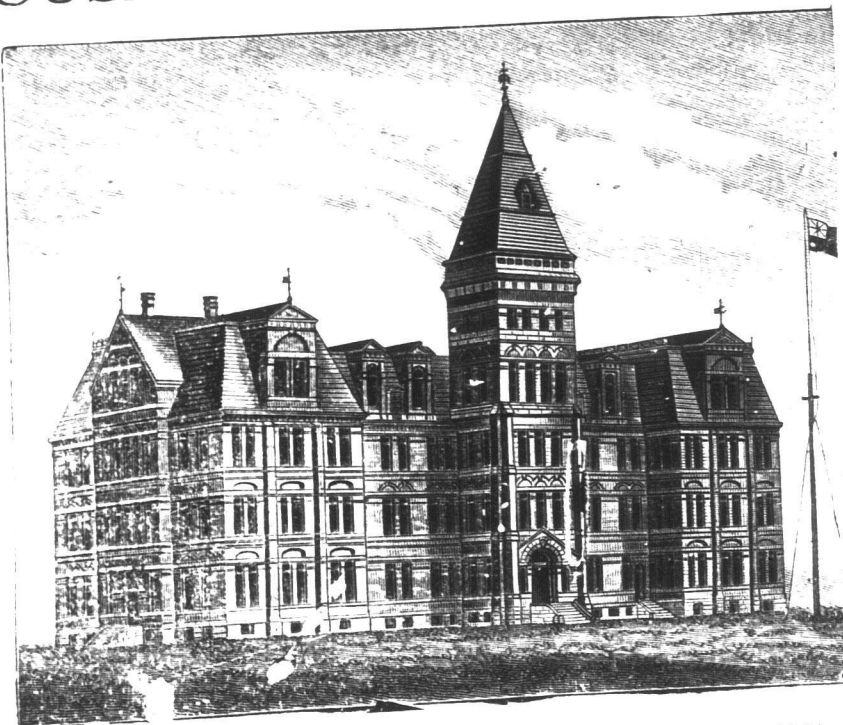
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Sept. 3rd, 1896

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Correction of List of Provincial
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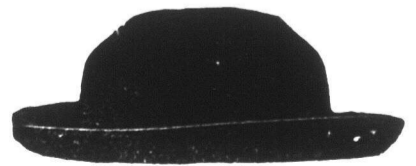
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G. U. HAY,
Editor for New Brunswick.

A. MCKAY,
Editor for Nova Scotia.

J. D. SEAMAN,
Editor for P. E. Island.

THE EDUCATIONAL REVIEW.

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This number closes the tenth volume of the REVIEW.

AN INDEX of the first ten volumes of the REVIEW is being prepared and will be published in June. Subscribers should wait for this and bind it at the end of the tenth volume.

WE are sending out accounts in this number to all subscribers in arrears, and hope they will meet with the usual prompt return. We have striven to furnish a good educational paper the past year, and are anxious to do even better for the coming year.

WE have received the annual report of the Chief Superintendent of Education for P. E. Island, a review of which will appear in the June number.

THE selection of May 14th as Arbor Day, in several districts in New Brunswick and P. E. Island, seems too late a date. Trees are now rapidly advancing from bud to leaf, and the middle of May will find many trees too advanced to ensure success in transplanting.

THE meeting of the National Educational Association of the United States will take place at Milwaukee, Wis., July 6-9.

MAYOR ROBERTSON, of St. John, in his inaugural address to the City Council, questions whether "the direct benefits and practical results received by the citizens are in proportion to the amount expended to support the public schools." He says:

"The future welfare of this commercial and manufacturing city will depend largely upon the character and acquirements of the rising generation of young men. Almost every city of any prominence in Great Britain, Germany, France and the United States, has established manual training and technical schools as an indispensable part of their school education. We find Portland, Me.—a city about the size of St. John—has two manual training schools which have proved successful beyond the hopes of their warmest friends, not only of the pupils deeply interested in them, but many teachers in other branches of education testify that the instruction imparted by them tends to increase the proficiency of their pupils in other studies. It is evidently the intention of the present government to test the competitive mettle of the Canadian manufacturers by removing protection by degrees. If this is carried out the only power that the manufacturers of Canada can depend upon is the genius and technical knowledge of the Canadian artisan. I hope our board of school trustees will make this question a ready and living issue.

We hope the suggestion of Mayor Robertson will receive that attention that it should. Such an important commercial and industrial city as St. John should make a beginning, without further delay, in technical instruction.

OUR readers will be interested in the communication of Principal Congdon on School Banks and how to conduct them. The experiment, which has been fairly tried at Dartmouth, and which has been productive of such excellent results under Mr. Congdon's management, should lead to its introduction elsewhere. The REVIEW has in its earlier issues frequently called attention to the Dartmouth plan and its results. Principal Congdon has sent us this communication in answer to a correspondent asking for information on the subject. We hope that this clear presentation of the scheme will lead to its introduction elsewhere.

ATTENTION is directed to advertisement of additional list of N. S. Provincial examination stations on opposite page.

Kings College, Windsor.

We publish elsewhere the new regulations made by the University of Kings College, because it is destined to mark an era in the development of our universities. Some years ago the University of Halifax was called into existence for the purpose of consolidating the degree-conferring institutions of the province. The various colleges failed to utilize the University of Halifax, which was an examining university of the same kind as the university of London. Attendance on the lectures in each of the colleges has hitherto been considered essential to graduation. In fact in some of our present colleges graduation is not possible, no matter how brilliant an examination the student may pass, if his attendance has been irregular or below a certain minimum. Henceforward students can study at any college they choose, or in some of the academies or high schools, and can take their degree without any fear of the prohibitions of professors or college faculties for irregular or partial attendance; or they can study privately if they have the ability.

How the other colleges will take this remains to be seen. Will they also allow their doors to be opened by the examination key? If so, what will be the further evolution of the university question in these provinces. It is quite certain that it is not so much the facility of getting degrees as the possibility of obtaining a good practical training to fit men and women to be specially useful as members of our commonwealth, which is the great question of the day. Yet this new departure assumes that so much progress has been made in the facilities for securing a good education outside of the universities that there is occasion for the crowning of such work under the authority of a university having a royal charter.

As the degrees conferred by any university derive their value mainly from the signification given the degrees by other universities, it is very important that the general standard be well kept up. For if the standard is lowered by any institution, the act is a general robbery of the value from the degrees of all the other institutions for the mercenary advantage and only a very temporary advantage in the struggle for existence. Kings College will, however, always maintain its traditions with dignity, and the result all university men must watch with interest.

The School of Horticulture closed at Wolfville, Nova Scotia, on the evening of the 29th of April. There was an interesting programme of papers for the students and good music. The director, E. E. Faville, had a very good report of the school to give. The Superintendent of Education and the Secretary of Agriculture for the province were among those who were present and addressed the meeting.

Cooking in the Public Schools.

For some months past the attention of Canadian educational authorities has been called to the desirability of having cookery placed in the course of study for public schools. The Hon. Geo. W. Ross, Minister of Education for Ontario, visited several educational centres in the United States in order to satisfy himself as to the advantage of such a course. He was so entirely convinced that on his return he made domestic science a compulsory part of the education of Ontario teachers. Cooking schools have been established in Ottawa, Hamilton, Toronto and Montreal.

After a spirited newspaper controversy and against much opposition the Halifax School Board decided to grant \$500 towards the support of a cooking school for one year as an experiment. Owing to the difficulty of obtaining suitable rooms in the centre of population, a condition imposed by the school board, it was decided to open the school in the business part of the city for three months as a preliminary test.

We copy a few paragraphs from the *Herald's* interview with the new teacher.

"The lady who is to demonstrate to Halifax girls the advantage of possessing a good knowledge of those cardinal domestic accomplishments—the economy and success of plain cooking and the elements of domestic science—is a fascinating conversationalist. She, however, professes no claim to the ambitious role of a lecturer. Miss Bell is a graduate of a Glasgow technical school, and is a relative of Dugald Bell, the very eminent geologist and author.

"In Scotland the teaching of cooking and domestic science is a part of the public school course. The girls of the public schools from nine years upwards receive instruction in these arts. The compulsory school act is in operation in Scotland.

"In addition to this the government, a couple of years ago, established technical schools for young ladies intending to fit themselves for teachers of domestic science, and certificates are granted to the graduating students under the seal of the educational authorities.

"The formidable title of domestic science, as applied to public school lessons, implies more perhaps than the lessons actually represent, as the popular instructions in this new subject are generally confined to useful and practical limitations.

"The beginning of it in Scotland was instruction given girls in night schools or evening schools. The experiment proved so soundly beneficial that the government took hold of the matter and inserted it in the free day school curriculum.

"The establishment of the training schools for the equipment of teachers of domestic science was a subsequent development. At these schools the students are instructed by competent professors in the chemistry of food and its physiological effects, and are also subjected to an apprenticeship in the preparation of every day food for human consumption. Sanitation and ventila-

tion are complements of the course. The graduates from the technical schools are also of necessity fitted as school teachers in the ordinary subjects of English, mathematics, etc., of a modern education. * * *

"The lessons take two forms, the practical work and the explanations by the instructors. The girls are trained in the actual work of cooking. They are educated also to buy daily the materials of meals, and are thus enabled to distinguish good prices and good articles. The work is all of the most practical character, which is designed to be of benefit in the home of the poorest and richest subject in the realm. The practical work is usually confined to plain cooking.

"Beside the practical work there is another feature of the schools. The scholars are imperceptibly schooled to neatness and attractiveness. They are also taught the rudiments of the chemistry of food and the simple elements of sanitation, ventilation, and heating of buildings.

"Wherever these schools have been started they have seized the popular fancy and appreciation, and have become an established feature of the public schools' course. The economy of intelligent cooking and house-keeping is their salient recommendation."

TALKS WITH TEACHERS.

As this is the month during which applications must be made for the N. B. departmental examinations, it may not be out of place to offer a few suggestions regarding them. I may say that I hope the REVIEW may see its way clear this year to publish the questions of both entrance and final examinations in full, and I would advise all teachers not to fail to procure them in some form and bring them before their classes from time to time. All who have read "Roderick Hume" will remember the different plans pursued by Roderick and Miss Lowe in their preparation of pupils for a competitive examination. While Roderick contented himself with an energetic effort to master the prescribed work, Miss Lowe, in addition, was continually giving out old examination papers, and took particular pains to drill her pupils upon the form of the paper, such as margining, folding, ruling and endorsing. It is needless to add that the results justified the methods of the "preceptress."

I am glad to notice that no candidates, if males, will be admitted to the normal school if under eighteen years of age, and if females, under the full age of sixteen years. I would gladly see the age of females advanced to eighteen years, as no girl under that age is sufficiently developed mentally to assume charge of the average school. Most of them get along in some way, but the cost to the school is very great and vastly outweighs any counter advantages. Do not encourage your pupils to try to pass these examinations at too

early an age. It is the practice in some schools to experiment. A candidate who has no expectation of attending normal school this year, if at all, and who is doubtful of her ability to pass, goes forward with the consent of her teacher, often trusting to luck, as it were. The result is generally disastrous: the teacher is censured and the schools come in for a generous share of condemnation. Again, if a young candidate chances to pass (and it is quite possible for a student from fourteen to sixteen years of age to acquire sufficient book knowledge to do so), it sometimes turns out unfortunately for the teacher, by rendering the matriculate so conceited that she for the future knows more than her instructors, and her advancement comes to a full stop.

Teachers should be entirely frank with their pupils, and if they consider them not fit to go forward for examination, they should not hesitate to tell their parents of the fact, and the parents, if they are wise, will be guided by the teachers.

Sometimes the inspector is asked to pass judgment upon the candidates by the teacher or by parents. If he is wise he will not accept the responsibility of expressing an opinion upon their ability to pass, as with the limited time at his disposal, and in justice to the other classes, he can obtain but a very inadequate idea of the pupils' attainments in all subjects. The teacher's opinion is the most valuable by far. It does not matter how long the pupil has been preparing, and what her parents think she ought to be able to do: it is the safest plan for the teacher to be entirely honest in giving her opinion.

Let me say another word to applicants. The inspector does not sit in his office all the time applications are coming in. He is perhaps at home but once or twice during the whole month, and has to delegate the work of sending reply-postals to some one who is not acquainted with the technicalities of the examinations. Do not ask for nor expect replies by return mail. Bear in mind that inspectors have to pay their own postage, and that their correspondence has been enormously increased by these examinations, and above all that inspectors have no sources of information not open to teachers through the school manual and the official notices as published from time to time in the REVIEW. The following questions asked by a candidate are a sample of what is contained in about every other application: Is there any change in the number of subjects? What books must I get to prepare myself for examination in June, 1898? How much of each would I have to study?

For the normal school entrance the fee is one dollar, which will not be required if the candidate at a former

examination fees for the class. For preliminary examination fees for the class the fee is one dollar, except for those who have failed an examination failed to get a grade in a subject previously held. For final examinations for entrance examinations the fee is two dollars, except for candidates who at a former examination failed in a division. Be sure to have your application sent in May 21st, or if after a raise you are of age, send you do not come, an acknowledgment of your application with the inspector for that year. As candidates do not supply themselves with fees, the following particulars should be given: Name, age, address, class applied for, class now held, station of examination, at what school prepared, fee paid. If you do not mention it, if you do not, erase the "member of the class" from form. Do not send certificates of age and character to inspector, but keep them until you enter a normal school.

For the Review

Notes on English.

—Pawt' shay. Ah, stlawbuzn Koem. Von niee, yest' drink. Shyeg' yew sam? Stlawbuz yof fine thash yar. Ha sathan ta drink with em? Pawt' Shyey! S'w' yon-think.

That is a sample of English as she is spoke "by the average well-dressed person" in "a good London restaurant." So says a writer in a recent number of the *Westminster Review*.

The reviewer is discussing the question, "Can the English tongue be preserved?" Like all other living languages, ours is continually changing. So long as the changes are the same for all who use the language, there need be no fear of its continued preservation. Until the present century this desirable uniformity in the progress and growth of English was secured by the acknowledged supremacy of London English as the standard form. This supremacy is no longer acknowledged by the English-speaking world, and it is well that this is so if the above corrupt gibberish is a fair sample of the average well-dressed London English of to-day. From the metropolitan standard of past years there seems to have been growing up of late a need for a national standard. Of the criterion of good English during the present century, the reviewer says, "Its standard is no longer the practice of London, but the average practice of educated men throughout the kingdom." But something more than this is needed, he thinks, if English is to retain its place as a world language. Not merely a national standard, but a cosmopolitan one. "It must seek the suffrages of the best English speakers everywhere. An English which is not just as intelligible in New York, or Toronto, or

Melbourne, as it is in London, is, for every highest purpose, bad English, and it ought to be put down."

The article concludes with two practical lessons which the reviewer commends to the consideration of all English speakers: (1) "In all points wherein they feel that they are in accord with most other English speakers, to observe a most rigid conservatism." (2) "In all other points, to favor change, only if it brings them into wider agreement with other English speakers than before."

Another Westminster reviewer, in noticing a new book, says, "It is to be regretted that the learned author of this work should have fallen into the now almost universal error of using the barbarous word 'scientist.' Why not write 'man of science,' or, if necessary, 'sciencist?' The writer of a history of the English language should use pure English. This is especially desirable now a days when even Mr. Thomas Hardy makes use of the horrible barbarism above noticed."

And this is in the *Westminster Review*, and in the year 1897. Between a quarter and half a century ago "scientist" came in for a good deal of mauling at the hands of pedantic prigs of the Richard Grant White type. There was a technical flaw in its form which offended their puritanical fastidiousness. But we have lots of such words in our language and they are used daily by the most straitest sect of our philological Pharisees. "Scientist" has been in the language for more than fifty years, and its general usefulness and "almost universal" recognition by the best English writers and speakers gained for it all the rights of full citizenship long ago.

By the way, I wonder if the *Saturday Review* still refuses to recognize the respectability of the word "reliable." It continued to do so for years after the word had been adopted and used by such writers as Mill and Newman and Gladstone and Dr. Martineau and Bishop Wilberforce. These men might use the horrible barbarism, but it was never to be allowed to soil the pages of the *Saturday Review*. It had no right to exist. If such a word was needed at all, it should not be "reliable," but "rely upon able." As a matter of form, the purists were right, but if these principles were put into practice they would have to drop several other words besides "reliable." The reasons urged for the change of "reliable" into "rely upon able" would require also the change of "laughable" into "laugh at-able," of "indispensable" into "indispense with able," "unaccountable" into "unaccount for able," "available" into "avail of able," "objectionable" into "take objection to able," etc., etc.

* * * * *

What is the color of lightning? I put this question to a class on the morning after our first thunderstorm this season. Altogether there were about a dozen different answers—red, white, yellow, blue and various mixtures of these. Then came the question, What had the poets to say about it? Homer seems to make it white, but perhaps the word refers rather to swiftness than to color. If any one cares to look the thing up, he may refer to the *Odyssey* V, 128, 131; VII, 249; XII, 387. Horace and Milton say red, and if it is lightning that Dante is talking about in *Inferno* III, 134, he agrees with them. Shakespeare mentions color only once in connection with lightning. In *Julius Caesar* I, 3, 59, Cassius says,

"When the cross blue lightning seemed to open
The breast of heaven."

In the thunderstorm in *Viviana* Tennyson speaks of
"The livid flickering fork"

and so far as I remember at present that is the nearest he comes to giving his opinion on the subject. I wonder what exactly "livid" meant to him?

Browning makes lightning white in at least two passages, the more note-worthy one being in that tremendous scene between Ottimo and Sebald in *Pippa Passes*. This storm occurred in the day time, whereas "the cross blue lightning" that Cassius saw occurred at night.

Will observers and readers please oblige by sending along any scraps of experience or of learning in this line that may have drifted their way?

* * * *

Perhaps that last note is out of place under the heading of this article. This next one certainly is, but an interested reader has asked for my "ultimatum" on the question and it doesn't seem worth while to make a separate article of it. It is the old, old question about when the century ends. If it had been voted on at the late election in this province I think 1899 would have been returned by as large and as intelligent a majority as supported the government. We have been accustomed all our lives to years beginning with 18, and every one of them has belonged to the 19th century. Reasoning backwards and forwards from these facts of experience, it is natural to conclude that our century began with the year 1800 and that it will end with 1899. Backing up still further, it follows that the 18th century began with the year 1700, the 17th with 1600, and so on until we get back to the first century. What was the first year of the first century? Was it the year 0 as our simple logic requires it to have been? It doesn't happen to be a question of logic. It is a matter of chronological fact. Turn up any reliable work of reference that has an article on chronology and see what

it says about the first year of the first century of our era. If that year was the year 1, and if a century is one hundred years, then the last year of the first century was the year 100, and of the second 200, and of the eighteenth 1800. My "ultimatum" is that if those two ifs are facts then this century will end with the end of the year 1900.

A. CAMERON.

Yarmouth, N. S., May, 1897.

For the Review.]

School Banks.

BY H. S. CONGDON, DARTMOUTH, N. S.

School banks have been in existence in Europe for a number of years and have become a part of the school system of all European countries. They are compulsory in France, Switzerland and nearly all the German and Austrian provinces. They are highly recommended in England, and no school is marked as "Superior" which does not have a school bank connected with it.

School banks have proved themselves valuable from various standpoints. They inculcate thrift in an age when thrift is sadly needed; they teach children the value of small things; it is amazing to them to see the way money will accumulate little by little; they teach business methods and the need of great exactness in those methods; they train the child to regular habits of saving and form a habit of putting away a part of their money for future use, thus teaching self-denial; they are a means of helping many a child, through his own effort, to provide for his own wants at a later period when he may have great need for his own savings; they put it in the power of a child to do good to others out of his own money saved by his own effort. It is claimed by those who oppose these banks that they have the effect of making children misers. This has been proved to be incorrect. In France when great floods destroyed vast areas and great distress prevailed, the children of the city of Lyons gave over \$50,000 out of their store of savings. They had the desire to give and the power as well. How many would like to give but have not the wherewithal?

The writer knows of several cases where much good has been done by children who have had a few dollars carefully saved away. An article of this character must of necessity be brief, but it can be abundantly established that great good has resulted from the formation of a habit of saving in childhood without in the least making a child niggardly or mean.

The establishment of school banks has been much assisted by Miss Agnes Lambert, of London, G. B., who is an enthusiast on the subject and who contributed a series of articles to the *Nineteenth Century* some years ago. It was the first of these articles which induced

the writer of this article to communicate with Miss Lambert and get full particulars as to how to conduct these banks. An answer came promptly. A set of books came also. With assistance, these books and instructions were arranged to suit the system of education in Nova Scotia, and the banks were duly established by and with the consent and aid of the local authorities. To Dartmouth, Nova Scotia, belongs the honor of having established the first school banks in Canada, and we may almost say in America, as no town in America had then adopted the banks in all of its schools. Two towns in the United States had established a sort of a school bank in one department, but it was very crude and not worthy of the name. Dartmouth, however, established it in every school, and every child of the 1100 enrolled was entitled to use it free of charge. This was in 1886. They have flourished ever since. In the meantime thousands have been established in the United States, but we do not know of any in Canada except one or two in P. E. Island. In Dartmouth where they have flourished, over \$1,000,000 is annually deposited in sums ranging from one cent upwards. When the amount deposited reaches \$1.00, the child is assisted, if necessary, to open an account in the post office savings bank, and the dollar is withdrawn from the school bank and deposited in the P. O. bank, where it will draw interest. No interest is paid on deposits in the school bank, as no deposit ever gets to be much over \$1.00. The town clerk, who is also the clerk of the school board, is treasurer, and is consequently under bonds. No loss can possibly occur while the money is in the school bank, and when it is withdrawn it goes into the hands of the government, and, of course, is safe. This is important. The time occupied in banking does not exceed twenty minutes once each week during school hours. Each child has its own pass book and the sum deposited is entered therein and the amount initiated by the teacher. The same amount is entered in a cash book and ledger. The cash book and cash are sent in to the treasurer the same day after school closes (of course the day of banking is uniform—generally Monday) and is duly counted, checked and deposited by him and cash book initiated. This is his receipt to the teacher. The whole time involved is so little, after the system is in working order, that it is never missed. It can be seen that the sum in the school bank is never very large. It generally averages about \$300,000 in the bank here, and the interest on this sum pays for all the books required for its operation. These are furnished free.

There has never been a hitch here since the banks started, and no trouble of any kind. The amount de-

posited varies with the times, but there is a gradual increase from year to year. As stated before, any sum, however small, is taken. In fact small sums are the best evidence of good results, as they clearly are the savings of the child and not sums given to it by its parents. It is desirable that a child shall earn the money it deposits, when he will know its value better. In England this feature is insisted upon. It is amazing what a stimulus it is to saving and industry. The child gets interested in getting a dollar together, so that he may put it in the P. O. bank, that being a big step up in his estimation. Once the money goes into the P. O. bank the teacher or the treasurer has nothing further to do with it.

The treasurer of the Dartmouth school banks will no doubt be willing and glad to furnish sample books that can afterwards be returned, which will fully illustrate just how the system works and how simple it is. It will be much more satisfactory to any one wishing to establish this useful and valuable system to write him and get the books which contain rulings and directions quite sufficient to guide any one. The value of these banks has long since been settled. Every wide awake community should adopt them, as Australia, New Zealand and South Africa have long since done. They serve a useful purpose and cost practically nothing.

For the Review

Wit and Humor in the School Room.

In an article to the *Youth's Companion* some time ago, Max O'Rell writes something about his eight years' experience as a teacher in the schools of England. He does not consider the time misapplied in those eight years, although his occupation is now more agreeable to him and certainly more lucrative. His was an experience pleasant, because he saw the humorous side of so many occurrences and as affording such good opportunities to study character. After briefly stating the prestige of the teacher in Germany, France, America, and England (best in England) he refers to the various dispositions or characters found in a class room of boys—the bully whose opinions are rarely given except among his fellows, and then woe betide him who differs therein; the fat mischievous little fellow whose attendance at school is marked only by the number of pairs of trousers he scrubs out on the seats; the whiffling who can tell just how many flies have entered the room in an hour; the chap who dips pen and three fingers into the ink well at once and draws them forth dripping with drops, some of which find their way directly or indirectly to book, face or linen; the lad who is always alert to catch the teacher's partiality to fruit, etc., etc.—these

and a few others are noticed, but it is not my intention to recall them. The article closes with a few examples of absurd answers to questions given by many pupils, affording altogether a sketch quite interesting to the teacher, and possibly suggesting questions something like these: Is there any enjoyment or pleasure in my professional work which I am losing all for a fault of my own? Was it an especial gift with Max O'Rell to see humor in so many seemingly common place or matter of fact affairs or may such a faculty be acquired? If the latter, then why should I not have my daily exercises in the school room seasoned with that which when judiciously indulged and not detrimental to the school, renders the work at once more agreeable to all concerned?

If there be one profession more than another in which abounds that feeling fairly described by Antonio's expression, "How I caught it, came by it, or found it, or what stuff 'tis made of I am yet to learn," in other words, the blues, perhaps it is the teaching profession, and I think the assertion may be ventured that to him who shall prescribe a remedy for it, something akin to "a triumph" is assured. An experience of a half dozen years will scarcely warrant a person in prescribing in this matter, but possibly a few suggestions would not be amiss. For those teachers who find their work proceeding harmoniously and profitably, and to whom "blue Monday" rarely comes, of course neither prescription nor suggestion is necessary, but there may yet be a few who realize that the respect they have of their pupils is born of fear, that only by aggressive means is the attention of a class retained, that pupils present all kinds of excuses for school work, that they express themselves to one another and to their teachers more mechanically than naturally, and that school teaching is a monotonous, an uneventful and a depressing vocation. It is to such teachers that possibly a few experiments which have proved very successful with me may be helpful.

The public school should be a place where, in addition to the well understood general purposes of such an institution, every predominant propensity, provided of course that it may be considered a good one, should not be discouraged. If a boy be witty, let him be witty still, but direct his wit in proper channels. If he be inquisitive, let him be inquisitive still and encourage his questioning.

Let the class room ring with laughter, not occasionally, but frequently; for there will be abundant opportunities when it is understood that such a feeling is not to be suppressed. There are schools not few nor far between where it may be safely said of a boy, "He

never smiled again" till he made his exit at intermission not because he would not, but because he could not do so without the teacher's frown which he did not want. The time should be past when pupils are required to sit at their desks in a starched-and-dried manner, asked to move in them by rule and "speak only when spoken to." No wonder at all the school-room is so often a prison to both pupil and teacher. One of them is certainly not to be pitied. What Max O'Rell saw in his boys so entertaining is every teacher's privilege to enjoy, only he must look for and encourage wit and humor, or he'll not likely find them. A lady was once asked for any amusing incidents in connection with her teaching, to which she replied, that nothing funny ever occurred among children so young. A few months later, however, several very amusing stories were told by the same teacher who added, "I never used to see any wit in children, but lately I find plenty of it." She had begun to look for it. Remove a few of those conventional restrictions, make the pupils feel that what they say and think is of some importance, not that they are simply so many objects in the presence of a Great Mogul or some personage infinitely and majestically above them, establish among them an at home feeling, and it will be found that the result will be an appreciable contribution to the sunny side of teaching.

When this is being done, introduce what may be conveniently termed the *conversational method* of conducting class recitations, that is, permit pupils to ask one another questions about the lesson or subject under discussion, the teacher acting as referee. Every lesson is then a lesson in language, in etiquette of conversation, and an opportunity for the pupils to cull from their chapters of experience and observation what they may consider to bear upon the subject. This affords an excellent opportunity to discover and rectify defects, besides making the recitation interesting and instructive to both teacher and taught. Of course this plan could not be adopted in the case of very young children, but experience has proved to me that it works admirably in grades seven to eleven. A seventh grade pupil, whose teacher had just been trying these innovations, has to say about it, "Isn't our teacher lovely now?" "Why do you know she lets us talk to each other and argue and ask questions on the lesson, and I tell you what? she's fine! We used to hate geography and history, but we like them ever so much now!"

This freedom of speech and action will often produce some very excellent questions from the pupils and suggest better ones from the teacher. It will cause answers and statements which are often decidedly pithy and

sometimes very witty. At the close of a lesson in Canadian history, one day a little fellow of grade eight said that he would like to make a suggestion to the class. Being asked for it he said, "I think it would be a good plan for us to add a few dates and events to the list already in the book and I'll add the first one myself, Long Parliament of Canada, 1896." Thereupon another lad immediately appreciating the joke says, "Mine comes next, then." "Rejection of Dominion Day, the birthday of Canada, by the Local Legislature, 1896." This is merely an example. Dozens of such will come from the least expected sources. The pupils become better interested in their studies, more attentive and more thoughtful. Introduce a few novelties and more wholesome will be the progress. Composition exercises which their wit may combine with ingenuity and observation make English lessons more effective than a written reproduction of matter they have in their reading books or histories. Pardon the following infliction from an eighth grade. The pupils were asked to write an account of the wedding of Gold Pen with Ink Stand, repeating the congratulations offered in appropriate terms by the various guests, having been given as examples those made by Mucilage Bottle and Paper Wright, and this is one of the productions.

HYMENEAL

The fashionable world at Writingden are all astir over the wedding of Miss Gobi Pen, daughter of Esquire Pen of Librarytable Hall, to Sir Bronze Inkstand. The officiating clergyman was the Rev. Mr. Bible. The bride was charmingly attired in old gold and the groom in the usual black dress suit. The bridesmaid, Miss Stationery, was enveloped in a cream costume. The guests were Mr. Dictionary, Miss Blotter, Mr. Newspaper, Mr. Envelope, who showed much attention to Miss Notepaper, Mr. Foolscap, who had never attended a wedding before and so could not be blamed for his blunders; Miss Mucilage Bottle who was asked by Mr. Foolscap if she had been pouring molasses on her hair because it happened to be sticky; Mr. Sealing Wax whose red nose tells tales, Miss Penwiper, Miss Ruler, who was detested by all the children, Miss Postage Stamp, Mr. Paper Knife, Mr. Eraser, Mrs. Candle, Mr. Snuffers, Mr. Quilpen and Mr. Songs Of the Day.

The ceremony over, Mr. Bible made some impressive remarks, after which Mr. and Mrs. Pen welcomed their new son-in-law and hoped he would come up to the scratch. Miss Mucilage Bottle hoped they would stick to each other through thick and thin. Mr. Paper Weight said "May life's cares rest lightly upon you." Miss Penwiper reminded her old friend the bride that "cleanliness is next to godliness," and Miss Ruler told her to be ruling mistress of the house. Mr. Sealing Wax hoped that the seals of joy and happiness might never be broken. Mr. Quilpen said, "May your cares be light as a feather." Mr. Dictionary gave his best wishes in his usual verbose manner. Mr. Paper Knife's

remarks did not "cut much ice." Miss Eraser hoped they would never meet with the rubbers. Miss Postage Stamp said to the bride, "May you never be licked and stuck in the corner." Mrs. Candle said, "May your pathway have just enough shade to temper the light." Mr. Snuffers said, "May you both be snuffed out together." Mr. Newspaper hoped they would always keep up with the times. The congratulations now ceased, and after refreshments, the happy couple departed amid showers of ink to their new home on Study Avenue. After they had gone, Mr. Songs Of the Day, who generally has some complaint to make, said,

"Just another fatal wedding,
Just another broken heart."

Make a history lesson become also a drawing lesson occasionally and give the caricaturist a chance to distinguish himself. Following are descriptions of a few of the very many caricatures made by pupils of grade eight, but to fully appreciate them it is of course necessary to see the drawings.

War of Roses. Two armies of roses representing men with spears in their hands.

Repeal of Corn Laws. A man with a corn cob body addressing a lot of farmers who are shaking their nakes at the speaker.

Battle of Peakin. Sketch of a battle underneath which was the ceremony of marriage being performed (a battle over a marriage).

Conquest of Ireland. Division of Ireland into three provinces with a man running off with a woman stolen from one of the other provinces. On the shore of Ireland, nearest England, stands a chap shouting the Macedonian cry to England.

Introduction of Free Schools. A man throwing from a basket a lot of small houses with A B C printed on the roofs.

The success of the conversational method in class recitations depends somewhat upon how it is introduced. A very successful teacher once gave as her reason for not taking part in a public spelling contest, that her pupils imagined that she knew about everything and that she would not deceive them for a world by possibly missing a word in their hearing. While such a feeling is perhaps the best that can exist between the teacher and young children, it would be hazardous to give this freedom of speech in every case unless the teacher and pupils were on a different understanding. It would be prudent, I think, to tell the class beforehand that teachers don't pretend, nor should they be expected, to know everything; therefore it should not be supposed that all matters of discussion are able to be settled by the teacher at once.

As long as a well arranged time table is observed, there will be no inclination on the part of the pupils to abuse the privileges thus allowed them.

If many of the methods, the results of successful

experience in the profession, were not used as if the teachers held copyrights of them, but were recommended to the consideration of beginners, I am sure many of us would receive valuable assistance. Miss Wilson, at present primary teacher of the Barrington schools, recognized the fact more than two decades ago that vertical parallel lines were more easily drawn than oblique parallel lines, and consequently she has long been using the vertical writing. It was often wondered by those who saw results of Miss Wilson's teaching, how she could make such good writers in such a short time. Here was an instance of a system of penmanship being used which, if its merits had been explained, would, I doubt not, been adopted by many teachers long ago; but I suppose it did not occur to Miss Wilson that simply because it worked well under her direction it was worth recommending. The fact that this very system is now prescribed in the school course for Nova Scotia, and is giving such general satisfaction, is a forcible criterion in that matter.

Whatever my present methods above outlined have not achieved for me, two things may be surely placed to their credit: first, a better appreciation of those bursts of wit and humor commonly ascribed to the school boy instead of considering them the merely "swapped lies" of ingenious editors; and second, the conviction that a principle seasoned with a joke is always more firmly rooted.

Should these chips from my own experience have the effect of eliciting from those teachers of more mature experience other suggestions, results of their own experiment, then I shall have accomplished, unselfishly I hope, the chief purpose of this sketch.

G. HOGARTH CAIN.

Yarmouth, N. S., March 27th, 1897.

The Queen's Jubilee and the Schools.

One appropriate way for schools to celebrate the sixtieth year of Queen Victoria's reign is to endeavor to understand something of the wonderful progress which distinguishes this above all other reigns in England's or the world's history. To do this the Friday before the 20th of June might be given up to the inspiring theme, "Victoria's Reign," and each student is given a special subject in that reign on which to prepare something of interest to the school, and that would lead the student to make a special study of a certain topic or phase of the reign.

At a recent meeting of the Alumne Society of the Girls' High School, St. John, the subject was Victoria's Reign; and in a programme consisting chiefly of five minute addresses, essays and readings, a wonderfully

interesting and instructive picture of the chief features of the reign was presented. One essay, read by a recent graduate, is so suggestive of what may be accomplished in this way that we reproduce it:

PROGRESS OF VICTORIA'S REIGN.

The contrast between the year of the accession of England's Queen to her throne, and this the sixtieth anniversary, is so marked that we can do no more to-night than touch on some of the greatest changes. And surely in sixty years—two generations—there has been time for great and momentous changes—changes and progress in everything—a gradual stepping onward and upward to higher things.

Take science, for example: sixty years ago, works on science were so difficult that very few could understand them. Now, even a child can read, comprehend and enjoy some of our greatest scientific works. The advance in science, its application to the industries of the people, the multitudinous discoveries made in chemistry and physiology, are surely great and unmistakable signs of the progress of our nation.

Then, in literature, the progress is no less marked. At the beginning of our era learning was almost entirely confined to the upper classes. To-day, it is open to everyone: hence we have fewer shining lights, but an increased number of well-educated common people. Then, the heavy and somewhat ponderous prose style of Johnson, Goldsmith's smooth, deliberate style, and the artificial polish of Pope's verse, were scarcely on the wane. Macaulay, Dickens, and Thackeray, were in the height of their power. Tennyson had not yet come to waken the world to sweetness and light.

The magazines of that day were badly printed on poor paper, and illustrations were almost unheard of.

The changes in dress have been very great in the last sixty years. Manners are more free and easy. Children are allowed greater liberties, and as a consequence are much more forward than would have been tolerated sixty years ago.

The inventions of the past sixty years are almost numberless—the principal being telegraphy, photography and electricity. Then contrast the candles and oil-lamps of our ancestors with the gas and electric lights of the present day.

The colonies have been greatly increased in extent and in wealth—the Fiji Islands, Natal, the Transvaal, and many other portions of Africa, and the great commercial station, Aden, having been added to the Empire.

But perhaps the change for which we have most cause to be thankful, is the recognition of the fact, that points of difference may be settled peaceably without bloodshed; for "peace hath its victories no less renowned than war."

As we think of the manifold and great changes—changes for the better—the improvements and the inventions of the past sixty years, and as we recognize the high pinnacle of glory on which our nation now stands, we may truly echo Milton's prayer:

"Thou, Who of Thy free grace didst build up this Britannie Empire to a glorious and enviable height, with all her daughter lands about her, stay us in this felicitie."

JESSIE I. LAWSON.

Simon Newcomb, LL. D., M. N. A. S.

There is not a Nova Scotian but will feel pride in the career of the distinguished astronomer whose portrait we here present to our readers.

Simon Newcomb was born at Wallace, Haris Co., N. S., on the 13th of March, 1835. His father, John Newcomb, was a teacher in Wallace, and much interested in astronomy, which has made his son so famous. His mother was Emily Newcomb, nee Prince, a woman of remarkable intellectual powers. A short time before the death of his mother, when fourteen years of age, he went to Moncton, N. B., to reside with his uncle, Rev. John Prince, with whom he remained nearly two years. Here he began the study of medicine, which, however, proved so distasteful to him that he relinquished it and went to the United States in 1853, teaching school in Maryland for three years. He entered the Lawrence Scientific and graduated from that institution in 1858. In 1857, he was appointed a computer on the United States Nautical Almanac, chiefly through the influence of Joseph Henry, of the Smithsonian Institution, and Julius E. Hilgard, of the U. S. Geological Survey, both of whom were much impressed with Mr. Newcomb's aptitude for mathematics.

Prof. Newcomb was in St. John about nine years ago on a visit to his aunts, Mrs. Trueman and Mrs. Prince.

The following summary of Prof. Newcomb's scientific work is taken from the *Sci. of the American* of March 20th.

Prof. Simon Newcomb, who retired from the navy and the superintendency of the Nautical Almanac on

March 12th, leaves a remarkable record of public service, through which he has become one of the foremost savants of the world. In the forty years which have elapsed since he first became connected with the Nautical Almanac office, and especially in the twenty years of his superintendency, he has done more than any other American since Franklin to make American learning respected and accepted in European countries. To-day every astronomer in the world uses Newcomb's determinations of the movements of the planets and the moon, every eclipse is computed according to

Newcomb's tables, every nautical almanac is based on the determinations of the Washington office, and the shipping of the civilized world is guided either by the American Nautical Almanac or by ephemerides based on Newcomb's work. * * *

While in Cambridge he found time to plan and execute one of the most ambitious pieces of astronomical work undertaken up to that date. This was the computation of the orbits of the asteroids—that singular group of miniature planets revolving about the sun between Mars and Jupiter. Newcomb's first calculations were made on four of the asteroids in 1859, and attracted much attention when presented at the meeting of the American Association for the Advancement of Science at Springfield, where he exhibited a diagram showing the changes in the orbits during a period of many thousand years. In 1860 he

published a general mathematical theory of the subject, applying it to a larger number of these little planets, and this publication at once gave to the young computer an international reputation.

In 1861 he was appointed professor of mathematics in the United States navy, and went to Washington to reside. Here he negotiated for the 26 inch equatorial instrument.

In 1870 he was sent to observe a total eclipse of the sun visible on the Mediterranean, and established a station at Gibraltar. Unfortunately, the usual obser-



variations were prevented by clouds, but the opportunity was utilized in extending certain original studies concerning the minor motions of the moon. Lunar tables showing the recognized motions of the moon were already in existence, notably those constructed by Hansen and published by the British government in 1857; but even before 1870 it was found that the observed positions of the earth's satellite did not correspond with the computed positions, as shown by error in the calculation of the eclipses and in other ways, yet the problem defied the combined skill of the mathematicians and astronomers of the world. With his genius for tasks deemed insurmountable by others, Prof. Newcomb had already set himself to the resolution of the problem, and while abroad he visited the various observatories of Europe, and consulted the earliest records extant. The task was not abandoned until the problem of the motion of the moon was solved and until formulae were developed for constructing accurate lunar tables. This triumph gained fresh laurels for the young astronomer throughout the world, and brought him official recognition from different nations.

Although the two tasks just noted were everywhere regarded by astronomers as of unprecedented magnitude, they were in reality only steps toward the accomplishment of a much greater task which Newcomb had already set for himself. This herculean labor was the accurate determination of the elements of the solar system, including the measurements of the dimensions, weights, and orbits of the principal planets, the larger asteroids and the more important satellites or planetary moons. This work was carried forward in connection with official duty as opportunity offered.

As early as 1867 he published a final memoir on the secular variations of the orbits of the asteroids; this was followed in 1874 by results of investigations concerning the orbit of the planet Uranus; the final researches into the motions of the moon were published in 1876, and other results of the work were placed before the public at frequent intervals in official reports as well as in unofficial scientific papers. In 1877 he was made superintendent of the Nautical Almanac office, and thus acquired additional facilities for carrying forward the laborious task, which he has now practically completed. The details of the work fill volumes, and are so complex and elaborate as hardly to be summarized.

As might be supposed, Prof. Newcomb's important labors brought him great honor. He is the author of several works on astronomy and other subjects.

The young have to be educated through the heart as well as through the head, the subtle influence of the teacher's character, his love of truth, his disinterestedness, his zeal for knowledge, should act imperceptibly upon them. He who is capable of taking an interest in each of his pupils individually, who by a sympathetic power can reach what is working in their hearts or perplexing their understandings, who has such a feeling for them that he has acquired the right to say anything to them, has in him the elements of a great teacher.

Dr. Jewett

Local Science Notes.

At the April meeting of the Institute of Science of Nova Scotia, Dr. A. H. MacKay discussed the calcareous alge of the province, presenting specimens of Lithothamnion from different parts of the coast from Briar Island to Sydney, Cape Breton. Also some specimens of the feather-like Corallina. Most of the specimens were worn by the action of the surf on the shore. He expected in the course of the spring and early summer to obtain specimens fresh from their habitat and uninjured. He had obtained no specimens from New Brunswick or Prince Edward Island. As Professor Foslie of Norway is about completing a monograph of the Lithothamnia of the world, he hoped he would be aided in having as many Canadian species as possible represented in the work; and he would be glad to forward specimens sent him.

Harry Piers, Esq., read an interesting account of observations made on rare birds and mammals during the year.

London to have a Real University.

There is reason to believe that the sixtieth year of Queen Victoria's reign is to be made memorable by the establishment in London of a great teaching university. The London university has existed since 1836, but its function has always been limited to the examination of candidates and the conferring of degrees. This restriction has made it an imperial rather than a local or metropolitan institution. Its examinations have, indeed, been characterized by thoroughness and fairness, and have commanded the confidence of teachers and students in all parts of the United Kingdom. Still, the feeling has been growing among scholars that London should have an organized university of its own, which should furnish help and guidance in other ways than by examinations, and for some twelve years a movement has been going on to make London a great seat of learning.

In July, 1896, a bill was introduced in parliament to provide for the appointment of a commission to frame the necessary ordinances and regulations. The measure passed the second and third reading in the upper house, but owing to the pressure of other business in the House of Commons, the matter was postponed until the present session of parliament. Until the statutes are framed, the exact nature of the proposed university can be stated only in a general way. The general purpose, however, is to unite in one thoroughly organized university all the teaching bodies in the British metropolis which have shown themselves qualified to give a liberal, a scientific, or a professional education. The pecuniary resources of these bodies are to be largely increased, their methods

of research and study revised, and new institutions are to be established to whatever extent may be found necessary. It is believed that when the work is fairly begun the public funds devoted to this purpose will be largely supplemented by private endowments.

Several objections have been urged to the plan of reconstruction proposed for the London university, one of these being in the supposed interests of the non-collegiate or privately educated graduates. These, constituting about a third of the entire number, are scattered all over the country and in the colonies. They allege that, while the present composition of the senate and examining bodies of London university secures the confidence of provincial colleges and private schools, equal confidence will not be felt in a central body composed largely of London teachers identified with rival interests. Undoubtedly, much of the good work done by the university should be attributed to the opportunity it has afforded to poor and secluded students, and if it were proposed to restrict the usefulness of the institution to those who can undertake regular attendance at a teaching university, this opposition would be justified. This, however, is not contemplated. On the contrary, it is recommended that the examinations for external and internal students shall represent the same standard of knowledge, and be identical, so far as this is consistent with the interests of both classes of students.

The Ideal Course of Study.

Our courses of study seem to be formed with reference to the needs of those who are to pass through the high school and college. The fact, that ninety per cent of the pupils never enter the high school and ninety-eight per cent never enter college, seems to be totally ignored.

What would be thought of a gardener setting out plants while knowing that the growth of every ninety-nine out of a hundred must be cut short even before they blossomed. Even so, many of our school studies never reach the fruit-bearing stage. And many essential studies are postponed because at a later stage they come into the work of the high school in a more thorough form. But what about those pupils who never enter the high school?

The growth of mental power should be like the growth of a plant from within; but the growth of knowledge should be like the growth of a crystal, perfect and complete as far as it goes. The contents of the course of study should be such that no matter when the child leaves school his training up to that point will be the best possible preparation for his future career.

PRIMARY DEPARTMENT.

The City Boy.

God help the boy who never sees
The butterflies, the birds, the bees,
Nor hears the music of the breeze
When zephyrs soft are blowing;
Who cannot in sweet comfort lie
Where clover blooms are thick and high
And hear the gentle murmur nigh
Of brooklets softly flowing.

God help the boy who does not know
Where all the woodland berries grow
Who never sees the forest glow
When leaves are red and yellow;
Whose childish feet can never stray
Where nature doth her charms display,
For such a hapless boy I say
God help the little fellow.

Chicago Journal.

A Morning in a Primary Room.

A short time ago I heard that Miss Gray, primary teacher in ward one, was doing very fine work, so I determined to visit her room to see and learn what I could.

I arrived there shortly before nine o'clock and was received by Miss Gray herself. She had such a pleasant, sympathetic manner and gave me the idea of being ready for work. On looking around the room I saw that it was tastefully decorated with curtains, pictures and flowers. Two children were in the room, and on my asking what they were doing I was told that they were room monitors and came early for the purpose of cleaning the slates, sharpening the pencils and dusting. I thought this a good plan as it saved so much time and prevented so much confusion. The bell rang for assembling, lines were formed and in came the children marching in good time and in an orderly manner.

As the children took their seats they folded their hands on the desks. When all were in their seats I heard a cheerful voice say, "Good morning, girls and boys," and the hearty response, "Good morning, Miss Gray."

Then the class sang Good Morning, Merry Sunshine, and after that another song.

A glance around the room during the singing showed Miss Gray that a little girl had returned after a week's absence caused by sickness, so when singing was finished she said, "We are glad to have you with us again, Olive," and was rewarded for this little act of kindness by a shy, pleased smile.

Next came preparations for work. All ready slates on desks. Is there any one who has not a pencil? Well, Mary? "I cannot find mine, Miss Gray."

Suppose I look for it, why, Mary, here it is in the corner of your desk; where are your sharp eyes this morning? Now we are ready for work, classes one, two and three may do their number work. Seniors ready stand forward.

I directed my attention to the class on the floor and saw that the lesson was a review of the number ten. All the children were alert and attentive. Questions were quickly asked and quickly answered, good problems were given and explained by the pupils. This lesson lasted fifteen minutes when the class marched to their seats and proceeded to do their seat number work.

Classes one, two and three were taken up for number work also. Before each class was called, Miss Gray went around and with a colored pencil marked the work of each scholar. When the work was neatly done and all correct, a small red star was quickly drawn on the slate. One child had done his work carelessly, it was erased with a quiet, "I am sorry to see such untidy work, Rob," and later in the morning I saw this lad doing his work over again carefully.

When each class had been taken in number work, two light taps on the bell were given and all sat in position, then slates were put away, the class stood, a short, vigorous calisthenic exercise was given, then left, right, left, right and away they marched around the room singing merrily.

When all were in their seats again Miss Gray said, How many remember what I asked you to think about for to-day? Well, Jack! "We were to tell you the names of the different kinds of trees we knew." I listened attentively and was surprised to hear some of the children name and describe trees which I did not know before were to be found in the locality. Other children were surprisingly ignorant about trees and could not tell one variety from another.

This evidently astonished Miss Gray, but she was quite equal to the occasion and said, "All the girls and boys who wish to may come for a walk with me after four o'clock." By the joyful look on all the faces I judged that all intended to go, and so it proved to be the case when four o'clock came.

The children were then dismissed for recess, the monitors staying behind for a few minutes to attend to their duties.

After the children had re-assembled and sung a pretty song, a phonic lesson was taken with class two. This class did not know nearly all the phonics but what they did know they knew thoroughly.

Next came a reading lesson. This was about trees and proved very interesting. I was pleased to note that the class enunciated particularly well.

Another reading lesson with the lowest class followed, then all took position. An exercise preparatory to writing was gone through, position was taken for vertical writing. The copies were beautifully written in spaced lines on the blackboard, a short talk was held about the copies and the children started to write.

Miss Gray walked up and down the aisles directing the attention of some to the copy, asking children to notice difference between their own writing and copy; commending where the pupils were doing their utmost and erasing where careless work was shown saying, "I want to see your best work."

Another song followed this and then dismissal. I had a short talk with Miss Gray after dismissal, during which she told me that she gave a great deal of the credit for the manner in which her work passed off to the fact that all her work was carefully planned and studied before-hand. — *Jean Donovan, Portage LaPrairie, Manitoba, in Exchange.*

A Question or Two.

Dear teachers, have you ever noticed:

1. That after you have met a child's parents you always take a more personal interest in that child?
2. That the indifferent boy can sometimes be reached by your showing an interest in some of his plans *outside* of school work?
3. That the more you threaten the more you *have* to do so?
4. That the less talking you do, the more smoothly the work in the school-room goes on?
5. That children all love to work when the work is really interesting?
6. That it is sometimes *your* fault when a child is out of order, because you might have prevented it by a little foresight?
7. That the more *you* are interested in any subject, the more the children will be interested in it.

A TEACHER.

The Disorder Fad.

It is doubtless well that the children in the primary school should be indulged in natural movement, kept good natured and encouraged to regard their school in the light of a well ordered home. But a school-room in which a cultured teacher is occupied with a restless class of shouting youngsters; instilling the gospel of phonics and the word method, among the snapping of fingers, the shaking of fists, the shuffling, crowding, and general disorder of a juvenile mob; while the remainder are studying aloud, gossiping, running to the water-pail, and generally having "a high old time;" is certainly a painful reminder of older and not better school days. No doubt the graded "machine" is here well rid of. But there is not in this republic a more pestilent machine than this for the manufacture of lawless, selfish, tyrannical citizens, ready at a moment's notice to explode into a public and private disorder that makes havoc of the Ten Commandments, to say nothing of civilization. — *Our Critic in Popular Educator.*

QUESTION DEPARTMENT.

A. M. C. (1) Find the weight of a liter of O at 0, then compute the weight of a liter at 27.

A liter of H. weighs .0896g at 0.

" " " .0896g x 16 = 1.4336g at 0.

For every degree of increase in temperature the volume increases $\frac{1}{273}$.

Therefore at 27, $1\frac{27}{273} : 1 :: 1.4336 : x$.

$$300x = 391.3728$$

$$x = 1.3045g.$$

(2) Find the weight of 500cc of N₂O at 60.

Vapor density of N₂O = $\frac{28 + 16}{2} = 22$

.0896 x 22 = 1.9712g weight of a liter N₂O at 0.

500cc or $\frac{1}{2}$ liter = .9856g.

At 60, $1\frac{60}{273} : 1 :: .9856 : x$

$$333x = 269.0688$$

$$x = .8079g.$$

(3) Find the weight of 200cc of CO at 5.

Vapor density of CO = $\frac{12 + 16}{2} = 14$

One liter of CO at 0 = .0896 x 14 = 1.2544g.

$$200cc = \frac{1.2544}{5} = .2508g.$$

$(1 - \frac{5}{273}) : 1 :: .2508 : x$

$$268x = 68.4684$$

$$x = .254g.$$

(4) A given volume of O weighs .25g at a pressure of 750; find the weight of a like volume of O at 758.

By the law of Mariotte the volume of a given quantity of gas at a constant temperature varies inversely as the pressure.

Therefore 750 : 758 :: .25 : x.

$$750x = 189.50$$

$$x = .2526g.$$

STUDENT. (1). Being given (1) $x^2 + y^2 = a^2$

(2) $y = mx + c$. Sub

stitute in (1) the value of y given in (2). Apply the conditions for equal roots to the resulting quadratic and prove that $c = a \sqrt{1 + m^2}$.

Solution: $x^2 + y^2 = a^2$

$$y = mx + c$$

Therefore $x^2 + m^2x^2 + 2mxc + c^2 = a^2$

or $x^2(1 + m^2) + 2mxc + c^2 = a^2$

$$x^2 = \frac{2mxc + c^2 - a^2}{1 + m^2} = a - 1.$$

By the theory of Quadratic Equations the two values of x in the equation $x^2 + px + q = a$ are

$$\frac{-p + \sqrt{p^2 - 4q}}{2} \text{ and } \frac{-p - \sqrt{p^2 - 4q}}{2}$$

If these roots are equal then $\sqrt{p^2 - 4q}$ must be equal to 0. Therefore $p^2 = 4q$.

Applying this to 1 above $\frac{2mc + c^2}{1 + m^2} = 4(c^2 - a^2)$

Therefore $4mc^2 = 4(c^2 - a^2)(1 + m^2)$

$$m^2c^2 = c^2 - a^2 + c^2m^2 - a^2m^2$$

$$c^2 = a^2 + a^2m^2$$

$$c = a \sqrt{1 + m^2}$$

(2) Apply the condition for equal roots to the quadratic:

$$\frac{x^2 + (mc + c^2)}{a^2} + \frac{1}{b^2} = 1 \text{ and find } c \text{ in terms of } a, b \text{ and } m.$$

$$\text{Solution } \frac{x^2 + (mc + c^2)}{a^2} + \frac{1}{b^2} - 1 = 0$$

$$x^2 + \frac{mc + c^2}{a^2}x + \frac{1}{b^2} - 1 = 0$$

$$b^2x^2 + \frac{mca^2}{b^2}x + \frac{a^2(c^2 - b^2)}{b^2} = 0$$

$$x + \frac{2mca^2}{b^2 + m^2a^2} + \frac{a^2(c^2 - b^2)}{b^2 + m^2a^2} = 0$$

Then as in the above exercise

$$c = \frac{2a^2(m^2c + c^2)}{(b^2 + m^2a^2)} = \frac{4a^2(c^2 - b^2)}{b^2 + a^2m^2}$$

Therefore $a^4m^2c^2 = a^2(c^2 - b^2)(b^2 + a^2m^2)$

$$a^4b^2m^2 = a^2b^2c^2 = a^2b^4$$

$$m^2 = \frac{c^2 - b^2}{a^2}$$

$$m = \frac{\sqrt{c^2 - b^2}}{a}$$

(3) If $ax + by + c = 0$ (1)

And $a^2x + b^2y + c^2 = 0$ (2)

Prove $\frac{c}{bc - b^2c} = \frac{y}{a^2b - a^2b} = \frac{1}{a^2b}$

Solution: Multiplying (1) by a and (2) by a, and subtracting we get $a^2by - ab^2y + a^2cx - ac^2c = 0$.

$$\text{And } y = \frac{2a^2c - a^2c}{ab^2 - a^2b} \quad (1)$$

Similarly multiplying (1) by b and (2) by b we get

$$c = \frac{2a^2b - b^2c}{ab^2 - a^2b} \quad (2)$$

Therefore $\frac{c}{a^2b - b^2c} = \frac{2}{ab^2 - a^2b} = \frac{y}{a^2b - a^2b}$

(4) Employ the results in the last question to prove that if

$$2c + 3y - 5 = 0$$

$$\text{And } c - 2y + 4 = 0$$

Then will $y^2 - z^2 = 30c^2$.

Solution: $a = 2, b = 3, c = 5, a^2 = 4, b^2 = 9, c^2 = 25$

Substituting these values in the square of equation (1) in the above exercise, we have

$$y^2 = z^2 + (1c - 5 - 2 \times 4)^2$$

$$2c - 2 = 1 \times 3$$

Similarly $z^2 = c^2 + (2 \times 2 - 1 \times 3)^2$

$$(4 \times 3 - 2 \times 5)^2$$

Therefore $y^2 = z^2 + 2 \times \frac{16}{4} + c^2 \times \frac{4}{4}$

$$y^2 = z^2 + 8 + c^2 \times \frac{16}{4} + c^2 \times \frac{4}{4}$$

$$30c^2.$$

S. C. R. EARLETONS. Your six descriptions of birds for identification are not accurate on some points. Nos. 1, 2 and 3 cannot apply to any birds found in the province. There has been some confusion or mixing of characters, or imperfect observation, which is most likely to occur in brief glimpses of birds. We shall be glad if descriptions of birds seen should be sent in to the editor as soon as the observation is made, and when the observation is fresh in the mind of the student.

Nos. 4 and 5 very probably refer to the same species, probably male and female, of *Turdus fascescens* (Wilson's Thrush, or the Veery as it is sometimes called). The American Robin is *Turdus migratorius*, the best known of the thrushes here. Then in Nova Scotia there are also found the Eastern Hermit Thrush and the Olive-Backed Thrush, all without the reddish which so conspicuously marks the robin, and only from 7 to 7.5 inches long instead of the 10 inches of *T. migratorius*.

The first of the three thrushes to come is the Eastern Hermit, towards the end of April and it stays until the end of October. Upper parts brownish olive, becoming reddish on the tail; under parts white tinged with buff and spotted with dark brown. Bill dark, feet pale, and length from bill to end of tail about 7 inches. Nest on ground or near it. Eggs bluish green. Song most beautiful with a sacred strain. Also a sharp chuck and a chip.

The second to come, in the first half of May, is the Veery and it stays until the first of September. Upper parts pale brown or "tawny," shaded evenly from tail to head, under parts white, fused with fulvous and marked indistinctly with dusky on the throat. Bill light, feet pale. Length about 7.5 inches. Nest on ground or near it, of leaves and grasses, eggs greenish-blue generally without any spotting of brown. Song beautiful.

The third to come towards the end of May, and staying into September, is the Olive-Back. Upper parts olive, under parts buff, breast spotted with dusky, buff ring around the eye. Bill dark, feet pale. Length about 7.5 inches. Nest in bushes or low trees. Eggs with a greenish-blue ground freely speckled with different shades of brown. Song beautiful.

No. 6 is evidently a rare bird, the Black-billed Cuckoo. Bill blackish, under an inch in length, bluish tinge near base, curved. Under parts pure white sometimes with a faint tawny tinge on the fore parts. Wings pointed with upper parts of body an uniform satiny olive-gray with bronzy reflections. Tips of side tail feathers blackish for a short distance then obscurely white. Space round eye livid, edges of eyelids red. Length from 11 to 12 inches.

Many of our smaller birds are so much alike to the student that a few glimpses at a distance will not be enough to distinguish them. It will require an old observer who has become acquainted with the peculiarities of the bird to distinguish them at a glance, and he may often make a mistake. But the great majority of birds are very distinct to any observer with very little practice.

SCHOOL AND COLLEGE.

Miss Mary B. Conley, teacher at Bay Road, Charlotte County, with the assistance of pupils and friends, has recently been able to provide her school with a flag and much useful apparatus. She expects also to be able to procure some slate blackboard surface.

The Whitehead, Grand Manan, school library now consists of over one hundred volumes. Mr. C. T. McCutcheon is principal.

Misses Margaret G. Emmerson and Gertrude Seely have each provided their rooms in the Albert school building, St. John, with over fifty volumes of well selected books. These have been secured by means of contributions of pupils and parents as well as by other means devised by the schools. The example of these schools is one worthy of imitation.

Miss Mary Scallin, of Rolling Dam, is substituting for Miss May Carter, of the St. Stephen staff, who is seriously ill.

The many friends of Miss Augusta B. Wade, of the St. Andrews staff, will regret to learn that she has been compelled temporarily to relinquish her school duties.

Maine State Superintendent Stetson recently called upon Mr. P. G. McFarlane, of the Charlotte County Teachers' Executive, and expressed himself very enthusiastically over the prospect of the united teachers' institutes in September. The hearty co-operation of the Washington County, Maine, teachers is assured.

It is hoped that the programme of the St. John, Charlotte and Washington County Institute will appear in the next number of the REVIEW, and everything points toward a very interesting and successful united Institute.

May 7th was observed as Arbor Day in the schools in Nova Scotia, and in Inspector Carter's district in New Brunswick (St. John and Charlotte).

Inspector Carter, after the completion of his work in the towns of Charlotte, will, during the remainder of the term, be engaged with the schools of the Islands and those schools in St. John County not yet visited by him.

The final examinations for license in N. B. will begin on Tuesday, June 8th, at 9 a. m. The normal school entrance and matriculation examinations will begin on July 6th, at 9 a. m.

The death of Thos. Nesbitt, chief clerk in the Education Office, Fredericton, took place April 22, from la grippe. He was a highly efficient officer whose place it will be difficult to fill, from the excellent knowledge of details which he possessed. The names of Miss Thompson, a clerk in the Department, Inspector Bridges and John March, are mentioned for the vacant position.

Kent Street School, Charlottetown, and the High School, Summerside, have each received, from the Geological Survey Department at Ottawa, specimen sets of Canadian rocks and minerals.

Mr. Wm. A. McKenzie, the successful teacher of the Lower Freetown School, P. E. I., has resigned to go to British Columbia. Before leaving he was entertained by his friends and presented with a very complimentary address.

The Annual Teachers' Institute for Annapolis, Digby and Yarmouth, will meet at Digby on the 20th and 21st of May. The following papers are on the programme: "Human Education," by Principal Benoit, of Clare Academy; "Drawing," by Miss Smith of the Normal School; "Influence of the Home on the School," by Miss Weothaner; "Reading," by Miss Atchison; "Tennyson's Dream of Fair Women," by Principal Cameron of Yarmouth Academy; "Physical Geography," by Principal McVicar of Annapolis Academy; "Metric System," by Miss Messenger; "An Illustrative Lesson," by N. W. Hogg. The Superintendent of Education is expected to be present.

BOOK REVIEWS.

AT MINAS BASIN AND OTHER POEMS, by Theodore H. Rand, D. C. L. Toronto: Wm. Briggs, Publisher.

Much of modern poetry, or what is by courtesy called such, is deeply—we won't say tinged, but—saturated with melancholy. As we read we see that the writer must be "one forlorn, or crazed with care, or crossed in hopeless love," and even naturally cheerful temperaments and optimistic views are depressed and dampened after exposure to the chilly drizzle of the average minor poet.

It is not to be wondered at if the experienced reader puts up, so to speak, a mental umbrella before opening a new volume of verse. But a delightful surprise is in store for him if the new volume happen to be the one entitled "At Minas Basin and Other Poems," recently put forth by Dr. Theodore H. Rand.

Gratitude is due, one feels, first of all, for the cheerfulness, the hopefulness, the firm faith in God's goodness in man's high destiny, in the helpfulness of beauty that runs through all these poems, and if poetry is to be measured, as Emerson's says it should be, by the mood it induces, then should this little book be assigned a high place. Most of the poems are of nature and its teachings, and perhaps the attitude of the poet towards nature cannot be better expressed than in the first and last verses of one of his most pleasing poems. "In the Cool of the Day."

"To him that hears the calling in the calm,
And, naked, feeds his soul at Wisdom's lip,
Bird, grove, and brook—God's voice in silver psalm—
Are like a secret honeycomb adrip."

"Still at the breeze of day doth Nature's God
Forth in earth's paradisaal bowers walk,
And of soul-freedom, Love's restoring rod,
And angel guardianship, He deigns to talk."

Sun and stars, wave and wind, flower and bird, and the whole sweet summer speak to him of the oneness of all life, "life from the Everlasting," and of the growth

of all towards perfection. We quote from the poem called "Nature."

The large, far intent
Of the Kingly One
Is only begun
In rearing the tent,
To nurture a soul
Is the shining goal

From blade to full ear,
From acorn to beam
Unfoldings of dream,
Linked series of cheer,
Evolvings of grace,
Shadows bright of His face,
Sweet procession and slow
Every step of the way
More precious each day.

"Deathless" and "A Dream" emphasize this thought of life.

Those of us who love our own rocky fogbound coast, and have known what it is, when far inland, to long for the sight of the sea, will listen readily to Dr. Rand when he sings to us of Minas Basin, of the Bay of Fundy, of the Sea Fisher, for he sings as one who knows and loves them. It is hard to tell what lines to detach from these exquisite little sea pictures.

"Waft of beaten brine of the bay,
Tonic keen as steel in strife,
Blowing wet and cool in my face,
Tang of bitter savor of life"

How these words recall the welcome one has for the soft, cool saltness after a hot week in July.

But the best of the writer's descriptive power is shown in "The Old Fisher's Song."

"We saw the sky within a silver pool,
Like a great vase of lapis lazuli
Vined with the silvery spray of cirrus cloud."

And the passage beginning, "And breasting an old path," too long for quotation, is another example.

One little poem that must not be passed over is "In City Streets." The pitying little thought at the end, which comes to the nature lover who has been bringing into his tiresome labour in the city the restful sweetness of memories of sweet country sights and sounds, recalls Ruskin's earnest reminder that "the beauty which is to be a joy forever must be a joy for all."

Of the forty-three sonnets, unquestionably the most striking one is "The Ghost Flower." Who that has once read these lines can ever again look at the uncanny white thing in the dim woods without recalling them?

"Like Israel's seer I come from out the earth
Confronting with the question air and sky,
Why dost thou bring me up? white ghost am I,
Of that which was God's beauty at its birth,
In old the sun kissed me to ruby red,
I held my chalice up to heaven's full view,
The wistful stars dropped down their golden dew,
And skyey balms exhaled about my bed,
Alas, I loved the darkness, not the light;
The deadly shadows, not the bending blue,
Spoke to my tranceed heart, made false seem true,
And drowned my spirit in the deeps of night,
O Painter of the flowers, O God most sweet,
Dost say my spirit for the light is meet?"

Another beautiful sonnet is "Mystery," and how good are the first two lines of "An Inland Spruce."

"Peasant of northern forests, humble tree,
Kirtled and frocked in all year homespun green."

Only one more extract from "The Glad Golden Year:"

"Who holds the sure key
To this largesse of treasure
Is a king among men
Though a workman in blue
Of a strain yet to be,
Who with God taketh pleasure
In the young earth again,
And feeleth it new."

All thanks to the poet who seeks to show us the use of beauty.

E. R.

MURCHE'S DOMESTIC SCIENCE READERS. Book V. Pages, 246. Price, 1s. 6d. Publishers, Macmillan & Co., London and New York. This forms a supplement to Book IV of this excellent series, and introduces the "Chemistry of Food." This is done in easy illustrated lessons, and in a practical common sense way, showing the properties and nutritive value of food and beverages, their digestion and assimilation; with a chapter on personal cleanliness.

ART EDUCATION, THE TRUE INDUSTRIAL EDUCATION, by W. T. HARRIS, LL.D., U. S. Commissioner of Education. Price, 50 cents. C. W. Bardeen, Publisher, Syracuse, N. Y. This is one of Dr. Harris' brightest essays, and is printed in a neat little volume.

ELEMENTS OF ENGLISH GRAMMAR, by Alfred S. West, M. A., Trinity College, Cambridge. Pages, 288. The Copp, Clark Co. (Ltd.) Toronto, Publishers. This book is excellent for the clear, concise way in which the subject is treated, and for the copious material that is furnished to illustrate principles.

THE FORMS OF DISCOURSE, by Wm. B. Cairns, A. M., University of Wisconsin. Cloth. Pages, 356. Publishers, Ginn & Co., Boston. This work, which begins with an introductory chapter on style, is not the dry reading that one usually finds in text-books on rhetoric, but is pleasantly written and attractive in contents. The student who masters the principles of this text-book will have made a great advance in the science of the English tongue and how to use it with effect.

POPE'S ESSAY ON CRITICISM. Price, 1s. 9d. SELECTIONS FROM "THE TATLER." Price, 2s. GOLDSMITH'S VICAR OF WAKEFIELD. Price, 2s. 6d. BUNYAN'S PILGRIM'S PROGRESS. Price, 1s. 9d. Publishers, MacMillan & Co., London and New York. We cannot speak too highly of these little volumes. Each is edited with care. The introductions are scholarly and critical, touching almost everything of consequence that can be said about the subject matter or the author. The notes form a most valuable part of each volume, being clear, concise and to the point, giving the requisite amount of help, without overburdening the reader with what is well-known or common place. In addition to being well edited, the books are admirable for their typographical excellence and cheapness.

THE CHILDREN'S THIRD READER, by Ellen M. Cyr. Ginn & Co., Publishers. A bright and attractive reader for children, with material selected from Lowell, Holmes, Bryant and other American authors. The illustrations and typography are admirable.

BLACK BOARD DRAWING, by M. Swannell. Price, 3s. 6d. Publishers, Macmillan & Co., London. This work with its full-paged examples of black-board drawings is invaluable to the teacher. The illustrations are models of beauty and simplicity.

BOOKS RECEIVED.

TODHUNTER'S ALGEBRA (new edition). Macmillan & Co., London.

SHAKESPEARE THE BOY, by Wm. J. Rolfe. Harper & Brothers, New York.

HYGIENE FOR BEGINNERS, by E. S. Reynolds. Macmillan & Co., London.

THEORY OF PHYSICS, by Jos. S. Ames. Harper & Bros., N. Y.

A SMALLER HISTORY OF GREECE, by Wm. Smith, LL.D. Harper & Bros., N. Y.

AN EXPERIMENT IN EDUCATION, by Mary R. Alling-Aber. Harper Bros., N. Y.

[These will be reviewed in June.]

KINDERGARTEN WORK, by Marion Strickland. C.W. Bardeen, publisher, Syracuse, N. Y.

EXERCISES FOR THE STUDY OF FRENCH, by E. E. Brandon, B. A. and H. E. Duriaux, MacMillan & Co., London.

ARITHMETIC FOR PROMOTION. Parts VI and VII, by Rev. J. B. Lock, M. A., and R. F. MacDonald. Macmillan & Co., London.

SIR ROGER DE COVERLEY. (Young Folks Library of Choice Literature). Published semi-monthly by Educational Publishing Company, Boston.

KOPNICKERSTRASSE, by Moser and Heiden. (Heath's Modern Language Series). D. C. Heath & Co., Publishers, Boston.

STORIES OF THE CÆSARS, from Suetonius (Elementary Classics Series). Macmillan & Co., London.

ALGEBRA REVIEWS, by Edwin R. Robbins. Publishers, Ginn & Co., Boston.

May Magazines.

An interesting account is given in the *Popular Science Monthly* of the Davenport Academy of natural science and the unique work that it has accomplished in the "Far West."... In the *Forum*, Mr. Edward Farrer has an article on "New England Influences in French Canada," in which he thinks the French Canadian has more love for La Belle France and the nation south of him, than for John Bull. Prof. Simon Newcomb, the subject of the biographical sketch in this month's REVIEW, has an article on "France as a Field for American Students."... In the *Atlantic*, "Art in the Public Schools" is discussed with considerable taste and judgment by Mrs. Sarah W. Whitman. It contains statements of the fundamental conditions which govern the development of an artistic sense and appreciation as a part of popular education; how a school-house should be built; its internal arrangement and decoration; most of all, the spirit that should pervade the work done in it. "The Ramparts of Port Royal," is an interesting short story of colonial times, reciting the brave adventures of an American officer who won the daughter of a French commandant, by Chas. G. D. Roberts.... In the "Open Letters" of the *Century* is an article on John Cabot, Discoverer of the North American Continent, which is of interest to our historical readers in these Atlantic Provinces just now... *St. Nicholas* is more than usually full of children's literature this month... In recent numbers of *Littell's Living Age*, are articles on "Gibbon's Autobiography," "France and Russia in China," "The Mission of Tennyson," "Ruskin's Social Experiment" and others of equal interest.

N. B. EDUCATION DEPARTMENT.

Official Notices.

DEPARTMENTAL EXAMINATIONS, 1897.

I. License Examinations.

Final Examinations for Grammar, Superior and Common School Licenses, Classes I and II, will be held at the Normal School, Fredericton, at the Centennial School Building, St. John, and at the Y. M. C. A. rooms, Chatham, beginning on Tuesday, June 8th, at 9 o'clock, a. m. Candidates not in attendance at the Normal School should give notice to the Chief Superintendent on or before the first day of June. No candidate is eligible unless he has passed the preliminary examination for the class desired. Grammar School candidates must notify the Chief Superintendent, not later than May 15th, of options or substitutions they may desire, under the provisions of Regulation 2, School Manual, p. 89.

II. Normal School Entrance and Preliminary Examinations for Advance of Class.

All candidates for admission to the Normal School in September 1897 and all holders of Second or Third Class Licenses, who propose to enter the Normal School in January 1898, or to become eligible for examination for advance of class in June 1898, are required to pass the preliminary examinations beginning on Tuesday, July 6th, at 9 o'clock, a. m. See School Manual, Reg. 31, 3, and Reg. 38, 6.

Candidates are required to give notice to the Inspector within whose inspectional district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

Candidates who paid the fee at a former examination and who failed to obtain any class will not be required to pay the fee at the coming examination.

Candidates cannot be admitted to the Normal School in September next unless, if male, of the full age of 18 years; and if female, of the full age of 16 years, at the time of enrolment.

III. Matriculation and Junior Leaving Examinations.

These examinations will be held, beginning on July 6th, at 9 a. m., at the same stations as the Normal School Entrance Examinations. Application, accompanied by a fee of two dollars, should be sent, not later than the 24th of May, to the Inspector within whose inspectional district the candidate wishes to be examined.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education office. Any High or Grammar school pupil who has completed Grade XI of the High School Course, should be prepared for matriculation.

Note.—Elementary Chemistry, as in Williams' Introduction to Chemical Science (Chapters I to XXX inclusive), is now required of all candidates for matriculation.

The Junior Leaving Examinations are based upon the requirements of the course of study for Grammar and High Schools as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra; Geometry; History and Geography; Botany and Physics; and either Latin or French, or Chemistry, or Physiology and Hygiene. (Eight papers in all).

The pupils of any school in the province are eligible for admission to this examination. Diplomas are granted to successful candidates.

The stations at which the Entrance, Matriculation and Leaving Examinations will be held are the following: Fredericton, St. John, Moncton, Sussex, St. Stephen, Woodstock, Chatham, Bathurst, Campbellton, Andover and Hillsboro; provided, however, that if less than twelve candidates ask to be examined at any of the stations named, no examination shall be held at such station or stations, and the candidates who have chosen to be examined at such station or stations will be instructed to present themselves at some of the other stations.

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examinations: on June 8th at 8 o'clock, p. m., and on July 8th, at 11 o'clock, a. m. The First Book of Caesar's Gallic War will be required in both cases.

Forms of application for the July examinations will be sent to candidates upon application to the Inspectors or the Education office.

HIGH SCHOOL ENTRANCE EXAMINATIONS.

For the purpose of determining what pupils shall be enrolled as Grammar or High School pupils at the beginning of the second term in each school year, Entrance Examinations shall be held simultaneously during the last week of the term ending June 30th at each Grammar School in the province, and at the Moncton, St. Stephen, and such other High Schools as may hereafter be named. These examinations shall be conducted as follows:

1. Examination papers prepared under the direction of the Chief Superintendent shall be forwarded under seal to the local School Superintendent (or to the Secretary of the School Board if there be no Superintendent) in each city, town or district in which an examination is to be held.

2. The local Superintendent, or Secretary of the School Board, and the Principal of the Grammar or High School, with such assistance as they may deem necessary, shall supervise the examinations in accordance with instructions given by the Chief Superintendent.

3. The answer papers of the pupils shall be read and their values estimated by an Examining Board, consisting of the Principal of the Grammar or High School (who shall be the Chairman of the Examining Board), the teachers on the staff of the Grammar or High School, and at least an equal number of teachers of Grade VIII, the latter to be appointed by the City or Town Superintendent, or, where there is no Superintendent, by the Secretary of the School Board. Each paper must be read and its value estimated by two of the examiners, acting either jointly or separately. In case their estimates do not agree, the average of their separate estimates is to be taken as the value of the paper.

Note.—It is very desirable that all the papers on the same subject shall be read and estimated by the same examiners.

4. The names of the successful candidates shall be arranged in two divisions in accordance with the following standards:

Division I.—Those whose aggregate marks amount to not less than two-thirds of the total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-half of the maximum mark assigned to each subject.

Division II.—Those whose aggregate marks amount to not less than one-half of the total number of marks possible to be obtained, and whose marks on each subject shall not be less than one-third of the maximum mark assigned to such subject.

5. Candidates whose aggregate marks amount to less than one-half and more than one-third of the total number of marks possible, may be further tested by an oral examination, conducted by the Local Superintendent or Secretary, the Principal of the Grammar or High School, and a teacher of Grade VIII named by the local Superintendent or Secretary, a majority of whom shall determine which and how many of said candidates shall receive permits to enter the Grammar or High School under the Standard, Division III.

6. The Supervising Examiners shall make a full report of the results of the examinations, showing the number of candidates who passed in Divisions I and II, the number recommended for admittance in Division III, and the number who failed, together with any suggestions or recommendations the examiners may desire to make. This report shall be submitted to the Board of Trustees, and a copy sent to the Chief Superintendent, not later than the first day of August in each year.

7. Special Examinations.—Candidates who have been unavoidably prevented from presenting themselves at the regular examinations, may make application at least ten days before the opening of the schools, to the Supervising Examiners for a Special examination. The application must state definitely the reason or reasons why the candidate failed to appear at the regular examinations, and if these reasons appear to the Supervising Examiners satisfactory and sufficient, they shall grant a special examination to such candidate or candidates at any time appointed by the Supervising Examiners before the opening of the school. Such examination shall be conducted and the papers estimated as nearly as possible in the same way as the regular examinations were conducted. Candidates admitted after special examinations shall be regarded as on probation, and shall be subject to removal from the Grammar or High School classes at the end of the school year, if reported by the Principal as having failed to do satisfactorily the work assigned to the regular classes.

GRAMMAR AND SUPERIOR SCHOOLS.

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2. In their second year they must pass the public examination for responsions as prescribed for resident students.
3. In their year they are required to pass:—(a) the terminal examination at the end of the Michaelmas and Lent Term; (b) the examination for the degree of B. A. at the end of the Easter term.
4. In case of failure, candidates must pass a supplementary examination before they can present themselves for a succeeding examination.
5. Supplementary examinations are held at the beginning of the next term after the regular examination.
6. Candidates who fail in the degree examination may present themselves for a supplementary examination at the end of the following Michaelmas Term.
7. Candidates for the degree of B. Eng. are required to matriculate in the School of Engineering and to pass: (a) one terminal examination in the first and second years respectively; (b) the first university examination for the degree of B. Eng. before entering upon their fourth year; (c) the terminal examination at the end of the Michaelmas or Lent term in their fourth year; (d) the final university examination for the degree of B. Eng. at the end of their fourth year.
8. Candidates for the degree of B. Sc. are required to matriculate in the school of science, and to pass: (a) one terminal examination in the first year; (b) the first university examination for the degree of B. Sc.

at the end of the Easter Term in their second year; (c) one terminal examination in third and fourth years respectively; (d) the final examination for the degree of B. Sc. at the end of the Easter Term in their fourth year.

9. All the examinations are held at the college at Windsor; but that for matriculation may be held at various centres.

10. On application to the president of the college, arrangements may be made under suitable regulations for holding matriculation examinations at other centres than prescribed in the college calendar.

11. Candidates must appear at the examinations in proper academic costume, and during their attendance at the college are subject to the same regulations as the resident students.

12. Non-resident students may compete for the McCawley Hebrew prize, the Bishop's prize, and the Binney Responsions' prize; but they are not eligible for scholarships nor can they hold nominations.

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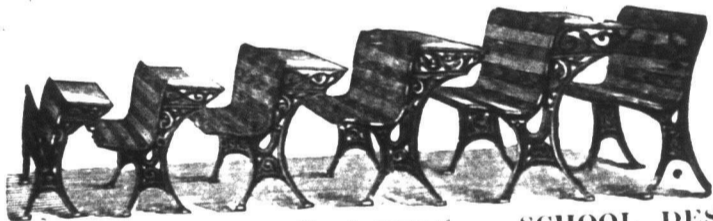
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