

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XI. No. 8.

ST. JOHN, N. B., JANUARY 1898.

WHOLE NUMBER, 128.

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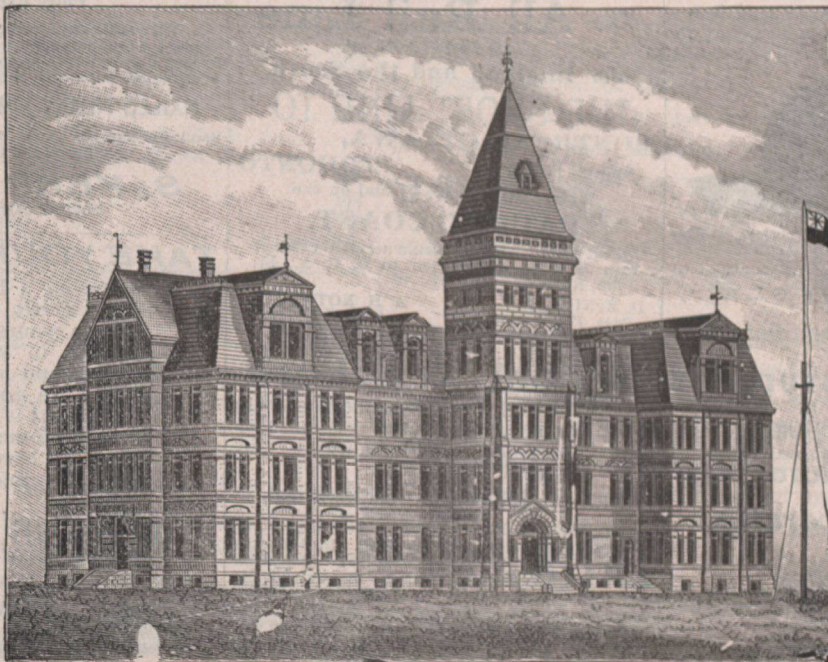
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The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JANUARY, 1898.

\$1.00 PER YEAR

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia

THE EDUCATIONAL REVIEW.

PRINTED BY BARNES & CO., ST. JOHN, N. B.

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THE EDUCATIONAL REVIEW is published about the 10th of every month. If not received within a week after that date, write to the office.

The REVIEW is sent regularly to subscribers until notification is received to discontinue and all arrearages paid.

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EDUCATIONAL REVIEW,

St. John, N. B.

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THIS number of the REVIEW is so largely devoted to reports of Institutes that it may be called an Institute number. There are so many helpful suggestions and so many plans of work in these reports that we hope they will be carefully read.

WE want to make the REVIEW for 1898 a greater force than it has ever been in our educational life. To this end we are securing the aid of some of the brightest educational writers and thinkers in Canada as contributors. We ask all our patrons to help us by their loyal support and active influence to make the REVIEW what we would all like to see it—a live educational journal in every respect.

JUDGE F. E. Barker has been appointed to the senate of the University of New Brunswick in place of Hon. James Mitchell deceased.

HAVE you tried one of our Diamond Point Fountain pens? Those who have used them speak in the highest terms of their excellence.

WE have received many hearty words of appreciation on the excellence of the December REVIEW and especially of the supplement which accompanied that number.

WE announced in our last number the early establishment of a Teacher's Bureau under the management of the editor of the REVIEW. The opportunity will be given to teachers to enrol themselves at any early date.

THE announcement of the offer of the EDUCATIONAL REVIEW Scholarships in the December number has called forth many inquiries. Those who intend to avail themselves of that offer should make early application for territory.

LEST there be any misunderstanding regarding the proposed function of the REVIEW School Supply Company, it may be stated that it is not the intention to offer pupils supplies including text-books, etc., such as are supplied by local dealers who can furnish them as cheaply as any others. The Company will be glad to undertake to furnish any teachers or trustees' supplies as advantageously as they can be obtained elsewhere.

CONGRATULATIONS to *L'Enseignement Primaire* of Quebec on its excellent appearance for this month and December. It celebrates the close of the 19th year of its continued publication by appearing in a new dress, in magazine form containing over sixty pages, filled with a variety of original and selected matter, which is creditable alike to its able corps of contributors and to education in Quebec. It lays out an excellent programme of work for the coming year. We hope it will receive that support which its enterprise so well deserves.

A SUBSCRIBER asks if we can bind the REVIEW. Yes, at one dollar a volume.

Appointment of Teachers.

Recently in the City of St. John there came up a question as to the appointment of a subordinate in the fire department. An opinion had been given that such appointments were vested in the Council. There were two candidates—one recommended by the chief of the fire department and the other backed by certain aldermen. The chief engineer rightly claimed that the interests of the public required the services of a competent man and had the courage to offer his resignation if his recommendation were not carried out. Those men interested in insurance and fire protection in the city, and composing some of the most prominent business men, immediately interposed and most emphatically endorsed the position of the chief.

Let us draw a parallel between the schools and the fire department. Both have chiefs; that of the schools drawing \$2000 a year and that of the fire \$1000 a year. The relative importance of these departments may be gauged from the salaries paid to their heads, both of whom, it is presumed, owe their positions to special fitness for their duties. Both have working under them numerous subordinates. If it be in the interest of the public service, and no one questions it, that the subordinates of the fire department be approved of by the chief, how much more important must it be that the teachers in the service of the city be approved of by the superintendent of schools.

That this policy is not pursued is well known to every one, more particularly to applicants for positions on the teaching staff, who seldom or ever secure them except by a course of wire-pulling and button-holing trustees, who, though they may be good business men, know little of the requirements of the school-room and the fitness of candidates to teach.

Some city boards disregard merit and under the specious pretext of appointing only the connections of ratepayers cloak other and more selfish motives. This policy no doubt pleases a few ratepayers, but what about the great body of citizens who are sufferers by the incompetency brought about by such a policy? A few meetings of citizens interested in schools similar to that held by those interested in the fire department would cause a great awakening and be of vast benefit to the educational interests of the cities.

The most progressive cities in the United States vest the appointment of teachers entirely in the hands of experts, and such will be the course followed in Canada when those most interested arouse themselves to the importance of this most vital matter.

Kindly send the REVIEW to my address again. I cannot do without it. A FORMER SUBSCRIBER.

Night Schools.

The school trustees of the City of St. John have very wisely determined to open night schools, and the numerous applications for admission would indicate that their policy meets with approval. Night schools are not by any means an experiment in New Brunswick, but many previous well-meant efforts in this direction, it must be confessed, have resulted in doubtful benefit. There have been various reasons for this. The patrons of night schools are actuated by various motives. The great majority, let us hope, attend with the laudable purpose of improving themselves. There are others who are actuated by the spirit of mischief and insubordination, and still others who seem to have no other motive than to spend their evenings in a novel way and perhaps more comfortably than they have been accustomed.

Many mistakes, too, have been made by the governing bodies. The idea seems to prevail that young men of very diverse attainments can be herded together in classes of fifty or sixty in one room, and the same principles of classification can be followed as in the day schools. This is a great mistake. The machine has no place here, but individual attention is the need of the pupil. Some require instruction in one branch and others in another, and it is wise to allow options in this regard. Another mistake that has been made is the employment of teachers who are considered not quite eligible for the day schools. If they lack the power to maintain discipline, or to secure attention and interest, they are certainly ineligible for the more difficult night schools. No measures have been taken to check insubordination at the outset, with the result that those who have been really desirous for knowledge, have become disgusted and left, and the mischief makers have given tone to the schools.

These are some of the reasons which have caused the efforts of those in favor of night schools to be spasmodic. In as far as is known to the REVIEW, no town in the province has maintained them regularly. No night school should have more than twenty-five students in one room. Men should not be seated at boys' desks. The strictest supervision should be maintained, and the lawless element promptly ejected. Students should be allowed to elect their own studies. Day school teachers should not be employed, as they have quite enough to do in their own departments, and double work will result in partial failure in all they attempt.

"Learn to make a right use of your eyes; the commonest things are worth looking at—even stones and weeds and the most familiar animals. The difficult art of thinking, of comparing, of discriminating, can be more readily acquired by examining natural objects for ourselves than in any other way."—Hugh Miller.

Corporal Punishment.

The law in reference to corporal punishment in school should be understood by teachers, trustees and parents. A case occurring recently in Halifax is important, as throwing much light upon the subject.

A boy in Albro street school refused to take off his cap while marching from the hall to his class room, as required by the rules of the school. A lady teacher present made him step from the ranks, whereupon he kicked her. For this offence he received three strokes on the hand with a rubber strap from the principal. He was then sent to his room upstairs in charge of a boy. Refusing to go, he received on the legs two strokes which caused a discoloration of the skin for ten days.

The case was argued in court for two afternoons. The principal was very ably defended by Mr. Hector McInnes, who moved that the case be dismissed. Mr. Fielding's judgment explains the nature of the teacher's authority so clearly that it will form hereafter a determining precedent for magistrates in similar cases.

The following is a copy of the judgment rendered by Stipendiary Fielding in the case :

In the city of Halifax a school teacher has the power, and it is his duty, to act in *loco parentis* to the extent of maintaining and enforcing order and discipline. This authority and obligation cannot, in my opinion, be withdrawn or lessened by any notice from the parent. The teacher may be, and should be, informed of the scholar's peculiarities, etc., and take them into consideration; but it would be subversive of all discipline to declare that each parent has a right to determine just when his child should or should not be punished, or the mode or measure of punishment.

The ideas of the parent might be altogether different from these of the governing body. He might consider the use of the strap "brutality," and the school commissioners might hold an altogether different view. In that event a regulation of the school board directing or sanctioning its use would be rendered nugatory if the authority could be considered only as delegated by the parent and reversible at his pleasure.

I should prefer to adopt the view that, where there is a public school act and regulations made under it (which a teacher by his agreement in the form prescribed by law is bound to carry out), the power of control is not to be considered as presumably obtained from the parent so much as from the law, and especially so where there is a provision for compulsory attendance with penalties on the parent, or, in other words, the statute binding the parent gives to the teacher his authority and prevents the parent revoking it.

Section 55 of the Canadian Criminal Code allows force to be used by way of correction of a pupil. Section 7 of the same preserves all rights under the common law not altered by law. The school regulations for the city sanction and explicitly direct the use of strap to punish. The teacher's agreement obliges him, at his peril of dismissal, to carry out the regulations. If he fails to enforce proper discipline in the schools his usefulness is gone. Possibly being in receipt of public money to perform a duty in a glaring case of inaction he would be liable to indictment.

When it comes to the infliction of punishment he should strive to act as the father should. Although he has not the affection of the parent, he has special training in discipline, the chance of dismissal and the duty correctly rendering the punishment to keep him in check, and that he is enlightened by education does not detract from his sense of what in his special position is due to public opinion. These may go to make up for the lack in affection. At all events, courts regard it that he should stand in the same place as the parent when he is called upon to justify his conduct towards a scholar.

It seems to me, quite apart from decisions cited in the argument, that—subject of course to the control of the school board and its action, if he is there impeached—it is only reasonable, under our system of education, that the school teacher should be considered, like a parent, *prima facie* to have acted without malice, and, unless the circumstances show facts from which malice can be gathered in relation to the correction or punishment of pupils, he should not be convicted of assault where the injuries are not of a permanent or lasting character.

Entertaining this view, I think, on the evidence produced, no such case has been made out by the prosecution as should result in conviction, and I accordingly dismiss the complaint.

Teachers should be very careful not to resort to corporal punishment until they have exhausted every other means of securing obedience. If such punishment is necessary, it should not be administered in anger. The pupil should have a fair trial and every opportunity of explaining his offence. Before being punished the nature and evils of his offence should be made perfectly clear to him. He may be struck on the palm of the hand, but not on the wrist. If he obstinately refuses to hold out his hand he may be struck from behind on the more fleshy parts of his legs. The punishment should take place at least one hour before he has an opportunity of going home. The instrument used should be a moderately sized leather or rubber strap. A record of the punishment should be made before the close of the day.

When teachers act prudently, and do not exceed their authority, they should be upheld by their trustees, who should pay any loss or damage arising to them in the proper discharge of their duties. In such circumstances no manly board of trustees would look on and allow a faithful teacher to pay a fine imposed by some ignorant or partial magistrate. Any servant has a right to be protected from any loss that comes to him in his work from no fault of his own. In the case referred to above the defendant was backed up by Principal Kennedy, acting for the Teachers' Union.

The EDUCATIONAL REVIEW, published at St. John, N. B., has issued a double number for December, and also a Christmas supplement. This educational journal is a credit to the Atlantic Provinces of Canada. It is in every way up to date and contains valuable information for parents as well as teachers. Price \$1 per year. —*Charlottetown Patriot.*

Teachers' Meetings.

For the purpose of promoting the efficiency of the teaching service, the school law makes provision for the holding of Teachers' Institutes once a year in each inspectorial district in Nova Scotia and in each county in New Brunswick. Both as a sign and a cause of educational life the institute is important. In a new country like ours where the most of the teachers are inexperienced, it seems strange that there could be any district in which even as many as ten teachers could be found who are not anxious to meet for a few days each year to discuss methods of teaching and the educational questions which are so absorbingly interesting to the best teachers in every country. It would be thought that teachers, like members of every other profession, would like to see and know each other, to act in concert on matters of common interest, and to receive mutual encouragement.

As a rule it is the best teachers who make the greatest sacrifices to be present at teachers' meetings, to prepare papers and model lessons, and to take an active part in the discussions.

Dr. Klemm, after describing a teachers' meeting in Germany, says: "In the face of such literary activity, such thorough scientific discussion, I heave a sigh thinking of the peaceful mental slumbers of thousands of our American teachers." These thoughts were suggested by contrast as we witnessed with pleasure the animated and profitable discussions at some of our recent teachers' institutes.

TALKS WITH TEACHERS AND TRUSTEES.

Another year has ended. The past one has had its changes, some no doubt for the better, and others undoubtedly for the worse; but, taken all in all, the schools are in advance of the past, with much to undertake for the future, and let us all faithfully do our part of the work.

I notice, as usual, some districts advertising for teachers, but, in as far as my acquaintance with them extends, they are those of the more remote and least desirable districts, and teachers would do well not to apply for such positions without inquiry, else they may find themselves in very backward or troublesome districts. It is said that some secretaries advertise in order to receive a lot of letters and become the possessors of a supply of enclosed stamps. This is too contemptible to be credible, but it is certain that far too many of them are in the habit of not responding, even though stamps are enclosed for a reply. This is becoming so common that some

remedy should be devised to check it. I can only suggest that we ask the REVIEW to come to our assistance, and publish the names and addresses of such secretaries.

Discourtesy is not confined, however, to trustees. I have heard, as usual, of teachers who have given up one school for another that they considered better, and secured consent to be released from their engagement afterwards, or not at all. It is true there was no written contract, but a teacher's word should be as good as her bond. Some teachers, too, have not been courteous enough to respond to the inspector's well meant efforts to secure them positions or to notify him whether he had been successful. By reason of this some districts have not been able to secure teachers to begin work at the first of the term. There ought to be some means of checking this. One thing is moderately certain—the inspectors will not be inclined to go to as much trouble or the same teachers again.

"Teacher," in this issue, asks how trustees are to be taught their duty in connection with the contract, and asks whether they are careless or ignorant? In some cases she should have added another adjective a little stronger and shorter than economical. It is somewhat peculiar that even trustees of long experience can not be brought to believe that teachers are not paid for holidays, and they resort to all sorts of contrivances to prevent them from being so remunerated. An example of this is seen in engaging by the month and not opening school until Sept. 1. One trustee, who stated that he had served seventeen years, wrote not long ago to one of the newspapers complaining of teachers riding bicycles and otherwise enjoying themselves during the holidays, time that he claimed was paid for by the district. This trustee must have sworn many times during his period of office to the number of teaching days for which the teachers were paid, and on the strength of this the government paid for that many days and no more.

It may be well for teachers and trustees in New Brunswick to take notice that third-class teachers are not to be employed in districts with a valuation of more than \$1,500; that no widows are exempt from school taxes, and that trustees continue in office until their successors are appointed. Only one assessment can be made in each year on the same rate. This means that, though there may be two assessments or more as the result of that many meetings, the amount voted, say, at the annual meeting can not be assessed at different times. Only one poll can be assessed in one year, which, for purposes of assessment, extends from October to October.

[For the REVIEW.]

Notes on English.

Only two communications have been received for this department of the REVIEW since the last Notes were written. No, I lie—as Swift says so often in his Journal to Stella—there have been three. But it's not likely that more than two of them can be disposed of in the space allowed by the editor this month.

One has no name to it, not even a sham name. It has evidently been sent by some one who read the Notes in the last number and the questions on Macaulay's Essay on Addison in the October number. I don't know whether it will satisfy the reader who asked for a set of questions on *Ben Hur*, but I do know it is all he will get in these columns. There is about as much blood relationship between a jewel of gold and a swine's snout as there is between anything worth calling literature and such pretentious balderdash as *Ben Hur*.

Here is what my anonymous correspondent has to say:

"If I were asked to write a set of questions on *Ben Hur* I should 'begin, continue and end it' with 'who borrowed my copy?'—not that I particularly value its contents; but it had pretty red covers, and it is a bad principle not to return borrowed books. A little eleven-year-old friend of mine once had presented to her a book of Bible stories. She said, 'I don't like that book; I like the stories in the Bible words.' I read a review of a book the other day which said that the author had *experienced* literature in the technical religious sense of *experience*. In answer to Question* No. 20, on Macaulay's Addison, I should say that the person, or persons, who put *Ben Hur* as an alternative with Macaulay's Essays on Addison and on Johnson had not *experienced* literature."

M.'s In Memoriam class sent a note of thanks for the December response to their first query. The note goes on:

"Would you kindly throw a little light upon Canto XLIV—

? How fares it with the happy dead? etc.

It proved so hard for us that we had almost given it up, but thought, before leaving, to again ask assistance."

The recently published Memoir of Tennyson—by his son Hallam, the present Lord Tennyson—tells us that "the best analysis of In Memoriam is by Miss Chapman." So I suppose the best thing to do is to quote what Miss Chapman has to say as to the general sense of Canto XLIV.—

"If it be not so, if the dead sleep not, perchance they are too happy, as well as too perfect, to think upon the things of Time. The poet prays that if, at any time, some little flash, some hint of earth, should surprise his friend in heaven, he would know that it is a message of his love."

* EDUCATIONAL REVIEW, Oct., 1897.

Perhaps the light given by this comment from Miss Chapman's book is just the sort of light that M.'s class wanted, but if so, that class must be made of other stuff than were one or two classes that I have had the pleasure of watching while they were studying this poem. They preferred to be put in the way of untying knots instead of having the knots cut for them.

Students who find trouble in XLIV. should go back to XL. and read on to and through XLV. Then back up again to XXX. and read to the end of XLVII. If these two readings have been done with thoughtful care—and if the readers are familiar with the earlier poems in which Tennyson has dwelt on the same subject—there should be little or no trouble in grasping the general meaning of XLIV. On the possible meanings of particular lines and passages in this Canto one might easily write a dozen columns, but I would rather have thirty minutes' talk with an interested class on the subject. In the course of that talk we would refer to passages in Cantos XLV., XLVII., XLIV., XCVIII.; to parts of the Invocation and the Epilogue; to lines in such poems as *Locksley Hall* and *The Two Voices*. Some of these illustrative passages would throw gleams of light on the substance of the thought in XLIV., some on the form in which it is expressed. At the end of the half-hour, and especially at the end of another hour's review of the work by each student for himself, we might not be fully satisfied that we understood everything in XLIV., but we would find our fog-bank much less thick than before, and we would have learned how to go to work and let bright rays break into the next fog-bank we encountered.

A. CAMERON.

Yarmouth, Jan. 1, 1898.

Thou must be true thyself,
If thou the truth wouldst teach;
Thy soul must overflow, if thou
Another's soul wouldst reach:
It needs the overflow of heart
To give the lips full speech.

Think truly, and thy thoughts
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a fruitful seed;
Live truly, and thy life shall be
A great and noble creed.

—Horatio Bonar.

School libraries will continue to increase in size and grow in numbers as the days go by. And the character and quality of the books will grow better as the needs and wants of the children become better understood by book writers and book buyers. The time is not far off when not a schoolroom in the state but will have at least a small library of well selected books suited to the grade of pupils for whom they are intended.—*Pennsylvania School Journal*.

Alderman Arthur W. Redden.
Ex-Chairman Halifax School Board.

Arthur W. Redden, ex-chairman of the Halifax School Board, was born in Windsor in 1855. He is physically well developed, in good health, and in the prime of life. His early education was obtained in the common schools of his native town, and later in the Collegiate School for Boys.

He served his time, seven years, in the boot and shoe manufacturing establishment of Robert Taylor & Co., Halifax. Since 1879 he has been conducting a large and successful business on his own account.

In politics he found an agreeable field. His active genial disposition and excellent executive ability made him a valuable ally of the liberals in provincial politics, and secured him an easy entrance into civic politics in 1894 as alderman. In the same year he was appointed to the Halifax School Board.

In the city council he was an ardent tax reformer, and was largely instrumental in having the old volunteer fire department replaced by the more efficient paid organization now existing.

As a member of the school board he saw the necessity for more physical education in the schools. He supported the introduction of Swedish gymnastics, and helped to raise a cadet corps in the academy. When it was proposed to establish a department of cookery for girls in the eighth grades of the common schools, Mr. Redden was one of the first to comprehend the trend of intelligent opinion abroad on this subject. When it came before the school board, and the vote was a tie, he had the courage of his convictions and gave his cast-

ing vote in favor of the cooking school. He correctly estimated the character of the controversy that followed, and was so successful in modifying the opinion of the other commissioners that when the subject came up for reconsideration there was but little opposition.

At the last civic election he was re-elected to the city council by a very large majority, and has since been appointed deputy-mayor.

By making the best use of the fine advantages with which nature and circumstances have favored him, he may hope to be still more influential for good, and to stand in yet higher positions in the favor of his fellow-citizens of Halifax and in the councils of his country.




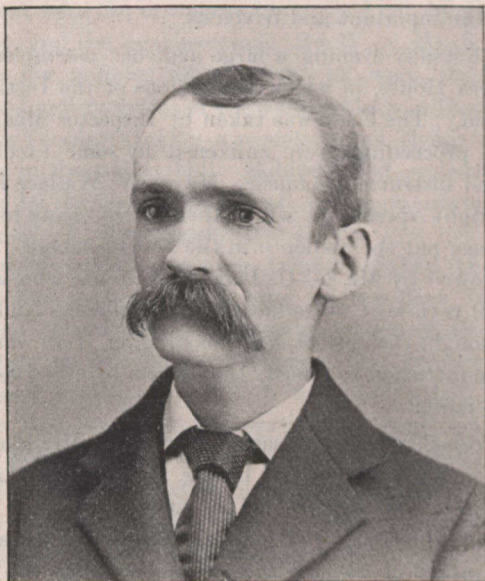
As a rule, one-half the words used by the teacher may be omitted, and the effect multiplied. We like to hear ourselves talk and keep the air rolling with sound, thinking that there must be highly charged thought with so much rumbling noise. * * * The ideal of the teacher should be that of keeping as nearly silent as possible during the recitation.

No fault of the recitation is more obstructive than that of too much talk from the teacher. The beautiful recitation is marked by the quietness and seeming lack

of effort on the part of the teacher, accompanied by mental strain and stress on the part of pupils. The recitation is for the sake of the pupil's effort and not the teacher's; and whatever display of energy there may be must come from them and not from him.

Quite often the brilliant performance of the teacher in the recitation puts under suspicion the value of his work to the class. The artistic teacher will obscure himself as much possible, and make as prominent as possible the effort and products of his pupils. Anything else, since the class is the end and the teacher the means, is distortion.—*Arnold Tompkins.*

 Inspector Inglis C. Craig, of Amherst.



The subject of this sketch was born in Victoria Vale, Annapolis County, May 15, 1859. His first day at school is an important date in the educational history of Nova Scotia—the very beginning of its present free school system. At the age of sixteen he obtained a second class license and began to teach in Middleton, where he remained for two years. The next two years were spent in private schools, giving special attention to classics and literature with the particular view of making teaching his life work. He attended the Normal School in 1879–80 and graduated from that institution with a class many of whose members distinguished themselves as teachers. He next taught in Newport, Hants Co., for two years and then assumed the principalship of Hantsport school, which, under his charge, took shape as a high school. He resigned this position to study for another year for the Academic grade of license which he obtained in 1889.

As a teacher his reputation is chiefly connected with the Parrsboro High School. For five years he was principal here and gave such an impetus to educational interests that now under worthy successors Parrsboro High School has no superior in the province. In 1892 he resigned in Parrsboro to assume the more responsible charge of principal of the Dartmouth school. This he held for six months only, when he was appointed government inspector of schools for the important District of Cumberland, North and West Colchester, Mr. E. J. Lay, the former incumbent, having resigned to become principal of Amherst Academy. This position

he has filled for nearly six years, devoting himself to his duties with an energy which has not abated under difficulties which have taxed to the utmost a constitution none too strong. He has performed his arduous duties with an ability and conscientiousness that have won for him the love and respect of his teachers and the warm commendation of the educational authorities. During the past year the work of three hundred teachers came under his supervision.

This severe strain has been accompanied by anxiety proceeding from indisposition and the desire to accomplish more than his physical resources could stand. A rest—or certainly less close and incessant application to work—is imperative in his present condition of health, and it is hoped that he will heed the advice of his friends, and enjoy for a time that relaxation which mind and body call for and which his labours have so well earned.

Mr. Craig is a warm admirer of nature in all her phases, and has an excellent working knowledge of many branches of natural science. He never loses an opportunity to impress upon teachers and pupils in his visits the importance of a close and earnest study of the nature about them.

A kindly, earnest man, an exact student, a diligent and faithful officer, he never leaves a school without leading its inmates to a higher plane of scholarship than when he entered it, and inspiring them with a loftier sense of the nobility of honest effort and work.

The *Truro News* in re-publishing the sketch of Mr. G. W. T. Irving from the December REVIEW, says:

Not a line in the above, but what is true to the letter, and we in Colchester have always felt a pride that one of our sons so efficiently and so successfully fills this important position in the Educational Department of Nova Scotia. Many superintendents of education "may come and go," but this "Deputy Minister," like Tennyson's Brook, "goes on forever." And may our friend long live to enjoy his present good health and the sweets of office that one can delight in, when merit and efficiency are recognized, as in this handsome article we have quoted from the well-edited organ of the teaching profession in the Maritime Provinces.

Memorizing the best things on literature is a feature of modern school work the importance of which can be hardly overestimated. In this connection a few things are to be kept in mind: The selections should have literary merit; should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable.

—*American Primary Teacher.*

I have been a subscriber for the REVIEW from its inception and my verdict is that it is an indispensable help.

L. F.

TEACHERS' CONVENTIONS.

CARLETON CO. TEACHERS' INSTITUTE, DEC. 16 AND 17.

Beautiful for situation indeed is Woodstock, built on a slope which rises gently from the river St. John and its tributary the Meduxnakik. The ample shade trees of the principal streets had lost their foliage, the crisp, frosty air of the mornings gave place at noon to a warmth that was suggestive of those Indian summer days of late October, and the snow-clad hills in the distance was the only indication of the near approach of the winter solstice. A week before, the sleigh bells had rung out a merry peal; Jack Frost had lightly pinched the cheeks of thoughtless pedestrians; but the rains came and there was a genial warmth in the air, and there was soft, sticky, treacherous mud, beneath. It was a short, quick breath of parting summer, before winter laid its icy grip in real earnest upon the earth.

Over eighty teachers gathered at the Institute at Woodstock; an earnest, intelligent body of men and women, to whom, if appearances go for anything, the educational interests of the county might be safely entrusted, and Inspector Meagher was constantly in evidence throughout the meeting, giving advice on many knotty points, with a courtesy and patience characteristic of his inspectorial work. Mr. F. A. Good, as president, conducted the business with tact and method, and when he yielded up the baton to his successor, Mr. W. L. Tracey, the work of the session was completed with the same smoothness.

In discussing the several papers the speakers who took part presented their views clearly and forcibly, showing not only considerable readiness in speaking, but what was more important, they kept closely to the points under discussion. Teachers, as well as others, sometimes forget to do this. Mr. Clinton H. Gray, of Jacksonville, read a paper on Practical Teaching, in which the plea was made for less rote teaching, and more that would be of an objective character and that would aim to make the pupils think. Mr. D. W. Hamilton, of Florenceville, took the view, in his paper on Current Events, that the pupil should constantly be brought in touch with the world about him, and all his studies should have that end in view. He thought the newspaper, if wisely used, might be introduced into the school room. The points brought out in the discussion which followed were, that pupils should be encouraged to read newspapers, but great discrimination should be exercised in regard to their introduction into the school. In no case should they take the place of the text-book. A brief talk on the events of the day, eliciting the news

of importance from the daily or weekly paper, was of great value, and was an education in itself, teaching the pupil to pick out what was important and reject what is unimportant and frivolous.

On Thursday evening a large audience assembled in the Opera House, in which the sessions of the Institute were held. The chair was taken by Inspector Meagher and the proceedings were enlivened by some excellent vocal and instrumental music. Mayor W. Wallace Hay, in a bright speech, in which there were many happy witticisms, put the audience in the best of humor. He was followed by Mr. G. U. Hay of St. John, who after a careful review of our educational excellences and defects, thought the outlook was encouraging, if all worked with the intention to remedy the defects by every means in their power.

At Friday's sessions papers were read by Mr. Horace Perry, on Mathematics, and by Mr. John Page of Lakeville, on Natural Science. The latter paper, and the discussion which followed it, were especially suggestive to the teacher of natural science, emphasizing the importance of cultivating the observing powers in pupils, teaching them to compare and judge, and to stimulate them to work and find out for themselves pleasure and profitable sources of study in their immediate surroundings.

Among those who took part in the discussions at the different sessions were, Inspector Meagher, Principal Harrison, F. A. Good, W. L. Tracey, Miss Nealis, D. W. Hamilton, M. A. Oulton, John Page, Rev. W. B. Wiggins, Rev. C. T. Phillips, Mrs. F. H. Hale, Chas. Appleby of the *Dispatch*, G. L. Holyoke of the *Press*, G. U. Hay, and others.

The Institute will meet next year at Hartland. The officers for the current year are: President, W. L. Tracey; Vice-president, John Page; Secretary-treasurer, Miss Mulherrin; additional members, Miss McCormac, David Hamilton.

TEACHERS' INSTITUTE, DISTRICT No. 5, N. S.,
DEC. 22 AND 23, 1897.

• From Woodstock to Tatamagouche is a long stride. The village is pleasantly situated on a harbor setting in from Northumberland Strait, in eastern Nova Scotia. Winter had re-asserted itself since the writer left Woodstock a few days before. Ice boats were careering over the frozen harbor. The wind that blew in from the Strait was suggestive of icebergs and arctic currents. Snow had not yet covered the frozen roads and locomotion was not easy. Trains from the east and west had brought over a hundred teachers to the convention. The one hotel was soon crowded to its utmost capacity,

but owners of private houses opened their doors, with that hospitality so characteristic of the place, and so perfect were the arrangements carried out by Inspector Craig, and the local secretary, Mr. W. A. MacKay, that in a few minutes after arrival all were comfortably housed and forgetful of the wintry blasts without.

On Tuesday evening a reception was given the delegates in the public hall. Addresses of welcome were made by the leading townsmen, and appropriate replies after which refreshments were served.

On Wednesday morning, December 22nd, the Institute was opened with a brief address from Inspector Craig. There were five sessions, including the public meeting on Wednesday evening. The average length of each session was over two hours and a half, so that more than twelve hours were taken up with the business of the Institute. And we have seldom seen a meeting better managed, or where the results aimed at were to all appearance secured. And yet nothing was done hurriedly or superficially. Abundance of time was given for the discussion of the six papers and the four practical lessons that made up the programme. Rarely does a presiding officer hold an Institute so closely to business as did Inspector Craig, and the unanimity that prevailed throughout in all essential points under discussion, was an admirable feature. Though the Inspector was ill in body, the spirit was there.

The first paper was English in the Common School Grades, by Principal Sedgewick of Great Village. It was filled with practical suggestions on teaching composition and English literature. As pupils advance there should be less formal composition, and more good English literature—the Bible, Shakespeare, Walter Scott. In the discussion that followed Principal Slade of Oxford thought, while a wide range of good books should be presented to pupils, we should thoroughly teach a few of the classics. He thought that representations should be made to the educational authorities to allow a wider range of reading in schools. Principal Lay of Amherst would have more living subjects, fewer books, better ways of training in English composition. Inspector Craig believed in reproduction work. He would have no text-book in English grammar in the common school. Principal McNeily, of Spring Hill, thought that Scott's *Ivanhoe* might be read instead of the fragmentary selections from it in the reader. Principal Ruggles thought the study of English literature should be begun several generations back. Teachers ought to have more acquaintance with the best English literature.

Miss Annie Campbell gave an excellent lesson to a class of boys and girls, on Brooks: their origin, use, etc.;

showing by means of a hill of sand on a table, and a pitcher of water, how ideas of some of the work done by running streams might be conveyed to children. But visits to brooks in the neighborhood of the school should be frequently made by teacher and pupils. Miss Ford, of Amherst, thought Canadian history might be taught on the same practical plan as Miss Campbell taught geography. When her pupils read about the building of a fort, they built the fort; when they read of its capture, they took down the flag of the vanquished and substituted that of the victor. Rev. Dr. Sedgewick thought the human element should enter more largely into such lessons. For example, the names of rivers and streams, and why so called. Mr. Fraser, late principal of the Great Village Schools, said the object in these nature lessons was not so much to teach facts as to lead the pupils to observe.

As an outcome of the discussion on Principal Sedgewick's paper, a resolution moved by Principal Ruggles, seconded by Mr. A. D. Ross, was carried unanimously, to the effect that as both the Royal and Maritime series of readers are inadequate, a new series be prepared, in which selections better adapted for our schools be introduced, and a wider discretion be allowed to teachers in regard to supplementary reading. Miss McLean, Principal of the Wallace School, Miss McEachern, and Miss Sproul of Parrsboro, spoke on the motion. The latter thought it depended on the teacher to give interest to a reading selection.

Principal Brownrigg of Bass River, Colchester Co., read a paper on Nature and Natural Phenomena, in which he brought out in a very excellent way the true objects of nature teaching—to bring the pupil in contact with nature, to link fact with fact in logical sequence, to correct erroneous impressions of early life, to train the mind, will, and soul. Such training cannot be measured by examinations.

Mr. A. D. Ross read a paper on By-Ways of Teaching. Some of these that could profitably occupy the time in schools were politics, trade, commerce, current events, recent discoveries in science. Both papers were very fully discussed.

Principal Calkin of Truro presented some of the problems of the rural school, the want of better administration and better graded and more efficiently managed central schools, showing what had been done in some of the American States in this direction.

Inspector Craig spoke of thirty high school pupils within a few miles of Tatamagouche, who were a disadvantage to the schools they attended. If a central school existed, with facilities for high school work, it would be a great advantage.

Superintendent MacKay said the miscellaneous school could not drill so well as the graded school, but it stimulated the pupil to work in his own behalf, and gave him the desire to study.

The public hall was crowded to its fullest capacity at the evening meeting. Superintendent MacKay was the first speaker. He laid great stress on the development of the industrial sentiment in the schools. The time-honored reading, writing and arithmetic, do not do it, even when supplemented by the later introduced geography and history. The habit of accurate observation and careful induction is essential as a fundamental of all useful education, not only for farmers, mechanics, tradesmen and other industrial classes, but for all the so-called professional classes, and even for the purely literary professions. Such habits could be formed only in youth; therefore, in every common school the greatest attention should be given to the training of the observing powers of the young over the whole range of their various environments, and the strengthening of the faculty of correct reasoning from their observations. The memorizing or reading of any number of books would never develop these faculties, and make the pupil interested in his native surroundings, or render him capable of developing them and patriotically attached to them. For such work we must depend on the genius and skill of the teacher alone.

Addresses were also delivered by G. U. Hay, editor of the REVIEW, Principal J. B. Calkin, Principal Lay of Amherst, and Dr. Magee of Parrsboro. Want of space prevents the giving even an outline of these addresses, which were listened to with the closest attention for over two hours.

On Friday morning the following officers of the association were elected: Dr. Magee, vice-president; Lenfest Ruggles, secretary-treasurer; Principal Lay, Principal McNeily, Annie Campbell, Sarah Baird, additional members of executive. The following delegates were appointed to the provincial association: Principal Slade, J. P. Connolly, Bertha A. Cameron, Margaret A. Grant, W. A. MacKay.

Principal W. A. MacKay of Tatamagouche, read a paper on Agriculture in the Common Schools. He dealt with its importance, the effect of good training in this, our leading industry, and the necessity of a good text-book on the subject. In the discussion that followed Principal Magee suggested that teachers might do good by having evening lectures and lessons on agriculture in the school room. Superintendent MacKay thought that a text-book would be a disadvantage, if "so many pages" were given for a lesson. Principal Calkin thought that occupations could not be taught in schools.

If a good foundation were laid in nature work, in training to habits of thought and thrift, in giving practical direction to the ordinary studies, it would lay a good foundation for agriculture. Inspector Craig thought that a careful observance of Arbor Day would have good results in the same direction.

Miss Nicolson of Amherst gave a useful lesson to a class, on Limestone and its Compounds. Its weight, hardness, obedience to the magnet, effect of acid upon it, were shown, and the presence of lime in egg shells, and the shells of certain animals, was tested by acid.

Miss McEachern, Prince River, gave a lesson on Book-keeping to a class of six advanced students. Promptness, quickness, and accuracy, were the features.

Principal Magee of Parrsboro gave a lesson on Hydrogen as a Reducing Agent, with the president and secretary of the Institute as a class. It was especially valuable as an object lesson on the preparation and manipulation of chemical apparatus of the simplest and most inexpensive kind.

YORK COUNTY TEACHERS' INSTITUTE, DEC. 16 AND 17.

One hundred and twenty-five teachers attended the York County Institute, at Fredericton, on Thursday and Friday, Dec. 16th and 17th. The following report, condensed chiefly from the *Daily Gleaner*, shows that the session was one of unusual interest, on account of the special excellence of the papers and addresses, as well as the interesting discussions upon them.

Chief Superintendent Inch gave an admirable address at the opening, on the Personality of the Teacher; the most important Factor in the Work of Education. In this he outlined the points that enter into the personal and professional make-up of the good teacher, and the relation that he bears to the school and to the public. Though the ideal teacher is not often within our reach, we must use the best obtainable; and, to obtain the best results, there should be better individual training, more maturity of age and scholarship on the part of those who conduct our schools, more originality and less dependence on text-books, and greater remuneration for the capable teacher.

The president, Mr. W. L. McDiarmid, made some good points in his opening address. While not finding fault with the present mode of proceeding at institutes, he thought that the work would be more direct and valuable if presented on the plan of a well conducted school. This would supplement normal school training, and would be greatly appreciated by country teachers. A longer time than two days might then profitably be given to the institute, a better classification in regard to

the work done, and measures taken to secure the attendance of all the teachers in the county.

The Institute confined itself to two working subjects—grammar and arithmetic, followed by illustrative work and discussions. Mr. Geo. A. Inch, of the Normal School, introduced the subject of Grammar, by reading a well prepared and thoughtful paper. He said that the subject would possess a greater living interest if brought into closer relation with the pupil's use of language, and that time would be saved in lessening the repetition of what proved too often to be meaningless forms. In summing up, Mr. Inch pointed out that—1, Grammar as a school subject should be approached from the standpoint of reason rather than of memory. 2, The teacher's attitude should be, teach the grammar through the language and not the language through the grammar; or in other words, the pupil should be led to construct the grammar from the language he already has; and 3, That this is consequently a process more suitable for the later years of a school course.

Following this paper Miss Vandine gave a very interesting lesson in grammar to a class of boys and girls in Grade VI, with two sentences on the board. The pupils selected the different parts of speech in the sentences, and were asked to give definitions of each, which they did very clearly. Then they were asked to give examples in sentences. The pupils were then taught to distinguish proper and common nouns.

Mr. Ernest McKay gave a lesson on analysis and parsing, showing clearly the difference between active and transitive verbs.

In the discussion that followed Miss Thorne thought that pupils should know the fundamental rules in grammar and technical expressions before entering the high school. Yet she thought that grammar was begun too soon in the grades. Miss Lizzie Dougherty thought that grammar should be taught early, beginning not later than eight or nine years of age. Mr. McKay thought if Miss Dougherty began at age eight, at ten she would come to pretty hard work. Mr. Mullin thought one should presume that children had the power to reason. But formal grammar is a thing for the later grades,—perhaps high school. Yet he would begin grammar as early as the course of instruction says. Dr. Inch thought the strictures bore upon the poor teaching of grammar rather than upon the subject grammar. The study of language must always be regarded of supreme importance. There is much poor and false teaching of grammar. A good teacher is independent of text-book.

On Thursday morning the subject of arithmetic was taken up in a series of lessons, illustrative of the neces-

sity of regarding the various branches of the subject as united rather than isolated, and the need of following principles, clearly understood, rather than rules.

Lessons were given by Miss Lizzie Dougherty to Grade II, on Subtraction; by Miss Edith Emack on Fractions to Grade VI, and on Percentage, by Mr. James Edmonds, to Grade VIII.

Principal Foster, of the High School, opened the discussion. He said that the results in arithmetic are not what they should be after the pupil has studied this subject for eight years; and yet the Board of Education thinks that the work has been accomplished, for only one year is allowed to it in the high school course. Teachers should have a clear object before them in teaching arithmetic. It is not to solve problems merely. The real object is to train pupils to clear and logical thinking. To do this the teacher should know the whole subject of arithmetic. To secure this end it might perhaps be well to make the requirement of 60 per cent to secure a license. Inspector Bridges thought two things should be aimed at: (1) The reasoning powers should be developed to comprehend underlying principles. (2) Practice, that accurate results may be accomplished. Mr. Brittain spoke of the necessity of accuracy. Insisting upon accuracy in other subjects will lead to accuracy in arithmetic. Messrs. Rogers, McKay, Henderson and Mullin, took part in the discussion.

The following resolution, moved by Mr. B. C. Foster, seconded by Mr. J. Brittain, and further spoken to by Mr. H. C. Henderson, was unanimously adopted:

Whereas, Every intelligent and progressive teacher ought to take at least one educational journal; and whereas, the EDUCATIONAL REVIEW has been in the past one of the most interesting and instructive journals of this kind, and promises to be even better in the future, owing to the fact that the editor for our province, G. U. Hay, is now devoting his time and talents more exclusively to it; and

Whereas, It serves largely as a medium of communication between the education office and the teachers and trustees; therefore

Resolved, That this institute recommend it to all teachers as well worthy of their patronage and support.

The following officers were elected for the ensuing year: President, H. H. Hagerman, Fredericton; vice-president, Ernest McKay, Manners-Sutton; secretary-treasurer, Miss E. L. Thorne, Fredericton; additional members, B. C. Foster, Miss Lizzie Sherman, Kingsclear, D. L. Mitchell, Lincoln.

The most stimulating and suggestive feature of the proceedings was the address by Prof. Stockley, delivered at the last session of the Institute, in the hall of the Normal School. It was lofty in tone, admirable in style, apt in illustration. The address will appear in the February number of the REVIEW.

KINGS AND HANTS COUNTIES' INSTITUTE.

The annual meeting of the Teachers' Institute for District No. 5 met at Hantsport on Dec. 22nd and 23rd. The attendance was considered very good (about eighty members), and included a large proportion of the best teachers of the district. Inspector Roscoe showed much ability as presiding officer in the fairness with which every subject was presented, in his valuable suggestions directing the course to be taken by the discussions, and in his skilful recast of the best thoughts evolved.

An address of welcome to Hantsport was presented to the Institute by Principal Lockhart of the Hantsport High School. A paper on Time-Tables, by J. S. Layton of Maitland, was read—and read well—by Miss Marchant. Every school requires a time-table suitable to its own peculiar conditions. The published time-tables can at best be only suggestive. Even for the first day some programme of exercises should be mapped out, and in the main be adhered to. Next day, as the teacher's knowledge of the conditions increases, that programme should be amended, and so on until it fairly meets the requirements. "In a good time-table a definite time is fixed for each class recitation, for every intermission, for short periods of relaxation, and, if thought proper, for study. Due time and attention is devoted to each subject and to each grade proportionate to its importance. The subjects are arranged in a good sequence—that is, a lesson in reading, for instance, is followed by a lesson in arithmetic, and that by a lesson in geography. Thus is secured the restful effect which a change in study affords. The morning subjects are those of acquisition and such as require concentration of mind. The afternoon subjects may be exercises of reproduction, or those requiring manual dexterity, or affording relaxation. The time-table is to be to the school what the vertebral column is to the body. It gives rigidity, but at pleasure it can be made very flexible."

Where there are many grades the difficulties of forming a workable time-table are great. Let some of the grades be grouped and thus worked together. This will mean that the order of subjects in the course of study cannot always be followed. But that is not important in such subjects as history, geography, nature lessons, etc. By this method one grade will be reviewing what its associate grade will be learning for the first time. But reviews are desirable.

A good time-table makes provision for seat work as well as for recitations. If there is to be good discipline the pupils in their seats must be kept constantly employed. The amount of independent work required of

pupils in miscellaneous schools gives them a power and self-reliance seldom attained in city schools.

In a miscellaneous school the teacher must not at any time concentrate his mind exclusively on one thing and allow everything else to slip his attention, but the fringe of consciousness must be unusually active. To acquire this power the teacher should, like Dr. Arnold, before going to the school-room, look over every lesson to be recited.

In the interesting discussion which followed it was more or less generally agreed that time-tables must be frequently changed, but that they should be adhered to until changed. In miscellaneous schools the older pupils should systematically assist the teacher by solving problems for other pupils, by correcting exercises, and in other ways. Parents will not object if the teacher is judicious, but if they do they are the losers. Pupils should not, however, be asked to conduct important recitations. Ungraded schools have the advantage of being able to allow pupils of ability to advance as rapidly as they please in any subject. One of the greatest evils of graded schools is that the abler pupils are compelled to waste much time waiting for the duller pupils.

The time-table should be posted up in a conspicuous place. It would also be an advantage to have on the blackboard, a week in advance, the home lessons for each day, so that a day's absence would not give a pupil an excuse for not knowing next day's lessons.

Prof. Macdonald, of the Normal School, pointed out that time-tables should take into account the psychological development of the child, the three periods of sense, skill, and thought activities, and that the grading in miscellaneous schools might roughly depend upon corresponding groups of subjects.

Mr. John Sturk read a clever paper strongly condemning the scheme of superannuation of teachers advanced at the Provincial Educational Association last year, and expressing doubts as to the advantage of any scheme under existing conditions in Nova Scotia. At a subsequent session, discussion on this subject was opened by Principal Robinson, who remarked that before he had heard the paper he had not much faith in pensioning teachers, but now he was satisfied that the principle was correct. It was shown in the discussion that a good scheme of superannuation would benefit the public as much as the teachers. Trustees would now allow the children to suffer the less tangible evil of poor teaching rather than subject worn-out but faithful teachers to starvation. With few exceptions professional educationists are in favor of pensioning aged teachers. It is opposed only by those who have no sympathy with the teaching profession, who merely make it a convenience

for the time being. Teachers are pensioned in the leading educational countries of Europe, and in many of the most progressive towns of the United States. The principle is rapidly gaining ground among intelligent people outside the profession.

A motion by Principals Robinson and McLeod in favor of the principle of pensions to teachers was passed with only one member dissenting.

In the afternoon Miss M. Saunders of Hantsport taught a lesson in primary reading. It was admirable. The method followed was much the same as that described on page 123 of the last number of the EDUCATIONAL REVIEW, except that Miss Saunders placed somewhat more emphasis on the phonic method.

Mr. W. M. Woodworth next gave an illustrative lesson on Mathematical Drawing. This was followed by a most instructive address on the same subject by Professor Macdonald. He suggested that the necessary apparatus for teaching the subject is only a pair of compasses and a scale for measurement. The first essential requirements are to be able to draw and measure an angle and a line, and the converse.

This knowledge is of great practical utility, and can be easily extended to problems in carpentry, surveying and navigation. He exhibited some very excellent work from Grade D at the Normal School.

Principal Smith, of Windsor Academy, spoke briefly of Public School Examinations — Use and Abuse. He said: "It is a part of our educational statutory law placed among the duties of teachers that at the close of the school year or during the same a public examination of the schools shall be held, due notice being given to parents, trustees and visitors.

"There seems to be a disposition on the part of some teachers to evade this requirement. The question has arisen, Why is this so? Perhaps it is due to the abuse of them — a general belief on the part of teachers that they are only frauds. It does seem difficult to get people to attend without some extra inducement. In olden times — say twenty-five years ago — it was not uncommon to have rooms crowded by an expectant people, and why not so now? The success or non-success depends largely upon the teacher. A wide-awake teacher will adopt new methods of attracting, and suit the examination to the age. There should be added, always, music, compositions, spelling contests, class recitations, and some of the lighter subjects. There should be no cramming, but a preparation is necessary. These examinations help to create a better feeling between teachers and parents, to engender a feeling of respect, and give an *esprit de corps* to the school. They should give confidence to the teachers, as well as being regarded as 'children's day.'

"No doubt abuses have arisen in days gone by, but any wide-awake teacher can not afford to let them slip, for they must not be regarded as a 'bête noir,' but an opportunity to be seized and wisely used. It is well that the enactment still remains, and that the school officials still require teachers to observe it."

The public evening meeting in Churchill's Hall was largely attended. Mayor Margeson presided. Papers were read by Professor Macdonald on "What can be done to improve our Common Schools?" and by Supervisor McKay, showing "The defects of our Public School System." Eloquent addresses were delivered by the Rev. Mr. Wright of Windsor, Dr. Kierstead of Acadia College, Rev. Mr. Fisher and Rev. D. E. Hall of Hantsport.

The first session of Thursday was opened by an excellent nature lesson on the "Pine Tree," conducted by Miss Burton of Hantsport. The pupils were taught to observe all the leading characteristics of the specimens in their hands, and to record their observations systematically in accordance with an outline developed on the blackboard. They were shown specimens of all the parts of the pine, of different species of pine, and the products of the pine. Since summer holidays they had similar lessons on other common trees. The lesson served to show not only the large amount of useful knowledge gained from such studies, but the excellent training of the senses and of the powers of observation, the faculty in conversation, English composition incidentally acquired at the same time.

The next paper was on the "Methods of Teaching Botany," by Miss Ina Chipman, a graduate of Wellesley College. Our readers will have the privilege of reading this excellent paper in full in a future number of the REVIEW. In the discussion that followed the question was raised as to whether nature or literature studies should form the basis of our course of study. In the primary grades nature should be the central study, to be gradually replaced by literature in the higher grades. In the lower grades we must appeal to the senses and train the powers of observation by a study of natural objects. At this early stage the child takes naturally to such studies, but later on the most important study of mankind is man — the best that man has thought or done, expressed in the most beautiful form — literature and art.

The last exercise of the Institute was a well-taught lesson by Miss A. Power, B. A., of Kentville. Pupils of the ninth and tenth grades were assisted, by careful questioning and occasional helps, to enter into the meaning and spirit of Henry the Fifth's speech to his soldiers before Harfleur.

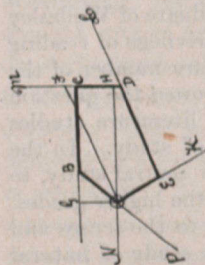
Inspector Roscoe has been very faithful in holding Teachers' Institutes in his district. He has been skilful in conducting them so as to develop professional skill and enthusiasm. As a consequence, the public schools in his district, on an average, rank high, and this notwithstanding that there are two colleges, two collegiate schools for boys, and two seminaries for girls, all supported chiefly by pupils that would otherwise be in the public schools. It was a gratifying sign of educational progress to find so many teachers holding grade A's and college degrees.

QUESTION DEPARTMENT.

TEACHER.—The trustees of a school district wishing to engage a teacher at \$115.00 for the school year, wish to pay \$60.00 for the first term, and \$55.00 for the second. The teacher claims that the amount for the first term is not in proportion to the yearly salary, while that of the second is at the rate of \$130.00 or more per year. Also that the amounts named are not in accordance with the fourth clause of the teacher's agreement. 1st. Are trustees ignorant or careless in these matters? 2nd. How may they be brought to understand that if they engage one teacher for the first term at \$60.00 and another for the second at \$55.00, they really are robbing the first and giving to the second? The provincial grants to teachers should have been proportioned long before 1897.

You are quite correct regarding rate of salary paid. (1) No contract is legal except the prescribed one which bases salary at the rate of so much per year. As the existence of a valid contract is embraced in the oath taken by trustees and teacher it is difficult to understand how it can be evaded conscientiously. (2) Direct the trustees' attention first to contract and then to oath, and direct them to the Inspector if they fail to understand you. Also direct their attention to the fact that the government pays as they are expected to pay.

P. C.—If the sides of a rectilinear figure, which has no re-entrant angle, are produced in order, then all the exterior angles so formed are together equal to four right angles.



Through the point O draw OF parallel to ED, OG parallel to CD, and OH parallel to BC.

The angle KED equals FOE, I. 29
 " CDL " OFD "
 " MCB " CGO "
 " GBO " NOP "

Therefore angles POE, KED, CDL, MCB, GBO, are equal to angles POE, FOE, GOF, GON, NOP, and therefore equal to four right angles by I. 15, Cor. 2.

Kindly solve the following questions from page 255, new edition of Todhunter's Algebra for beginners. M. M. C.

(1) Simplify $\left\{ \frac{25}{128} \right\}^{-\frac{1}{3}} + (.03375)^{\frac{1}{3}}$

$$= \frac{1}{\sqrt[3]{80}} - 10^{-\frac{2}{3}}$$

$$= \sqrt[3]{\left\{ \frac{25}{128} \right\}} + \sqrt{\left\{ \frac{27}{800} \right\}}$$

$$= \frac{2^3\sqrt{10} - \sqrt[3]{10}}{(10)^2} + \sqrt[3]{\left\{ \frac{270}{8000} \right\}}$$

$$= \frac{2^3\sqrt{10} - \sqrt[3]{10}}{1000}$$

$$= \sqrt[3]{\left\{ \frac{640}{125} \right\}} + \frac{3}{20} \sqrt[3]{10}$$

$$= \frac{2^3\sqrt{10} - \frac{1}{10} \sqrt[3]{10}}{10}$$

$$= \frac{\frac{4}{5} \sqrt[3]{10} + \frac{3}{20} \sqrt[3]{10}}{2^3\sqrt{10} - \frac{1}{10} \sqrt[3]{10}}$$

$$= \frac{\frac{4}{5} + \frac{3}{20}}{2 - \frac{1}{10}}$$

$$= \frac{1}{2}. \text{ Ans.}$$

(2) Simplify $2^{-2} 3^{\frac{5}{6}} + 2^{-3} 3^{-\frac{1}{2}} x^{\frac{2}{3}} - 10 (27x)^{-\frac{1}{6}}$; when $x = 64$

$$= \frac{1}{2} \times 2 \times \sqrt[3]{3} \times (64)^{\frac{5}{6}} + \frac{1}{2} \times \frac{1}{2} \times (64)^{\frac{2}{3}} - 10 \left\{ \frac{1}{27 \times 64} \right\}^{\frac{1}{6}}$$

$$= \frac{1}{4} \times 2 \sqrt[3]{3} \times 32 + \frac{1}{8} \times \frac{1}{3} \sqrt[3]{3} \times 16 - 10 \left\{ \frac{1}{\times 2^6} \right\}$$

$$= 8^2 \sqrt[3]{3} + \frac{2}{3} \sqrt[3]{3} - \frac{5}{3} \sqrt[3]{3}$$

$$= 7^2 \sqrt[3]{3}. \text{ Ans.}$$

SCHOOL AND COLLEGE.

The formal opening of the new high school building in St. John city took place on the afternoon of the last day of the term (Dec. 17th). The chairman of the school board presided, and on the platform were seated the Mayor, members of the City Council, trustees, school officers and some prominent citizens. The pupils of the school and citizens filled the assembly hall. The cost of the building is more than \$50,000. It is proposed to purchase some adjacent lots to provide play grounds. This will add considerably to the cost.

The Fredericton school board, at the instance of Mr. Brittain, instructor of natural science in the N. B. Normal School, has made an annual grant of five dollars each to the advanced departments (Grades VII and VIII) of the York street, Regent street and Charlotte street schools, for the purpose of supplying apparatus for teaching nature lessons. Each of these schools has recently been supplied with a good set of the common minerals for class use.

There seemed to be fewer visitors to the closing examinations of some schools this year than formerly. This is to be regretted.

The N. B. Chief Superintendent held his usual half-yearly conference with the inspectors in the Education Office, Dec. 23rd last. All the inspectors were present and the usual useful and instructive interchange of experience and ideas took place.

The sub-committee appointed last year, consisting of Inspector Carter, Dr. Bridges, Mr. B. C. Foster, together with president and secretary, met in Fredericton in December last. A tentative programme was arranged for the meeting of the Provincial Institute in St. John the current year—on the last three teaching days in June next. The committee will meet again in St. John in January.

Mr. Day's school, at Marysville, York Co., has obtained sets of apparatus and minerals for nature study.

Inspector Carter began his work in Charlotte County in January.

Mr. C. H. Murray has been appointed teacher on the St. Stephen school staff.

Mr. J. C. Carruthers has been promoted from the intermediate department to the principalship of the North Head, Grand Manan, schools.

Mr. Alexander McKenzie has been appointed principal of the Beaconsfield school, St. John Co.

Miss Nellie Lingley, formerly of the St. Stephen staff, has been appointed to that of St. John.

Evening schools are to be organized in St. John. Mr. John A. Dean has been appointed one of the teachers.

Principal King, of the Sussex, N. B., grammar school, has, through the liberality of the school board, secured a good supply of chemical apparatus and minerals for the school.

Mr. Main, of Kingston, Kent Co., and Miss Alice McCain, of Richmond, Carleton Co., have procured sets of minerals and chemical apparatus for their schools.

Mr. G. J. McCormac has been appointed school inspector for the eastern section of the province. The *Patriot* congratulates Mr. McCormac on his appointment.—*P. E. I. Patriot*.

Mr. W. J. Mahoney, who has for the past eleven years been a successful teacher in St. Malachi's school, St. John, has retired to begin the study of law. His genial presence will be missed from teachers' gatherings. The REVIEW extends its best wishes for his success. Mr. Mahoney was presented by his fellow teachers with a gold-headed cane, as a mark of their appreciation and esteem, Principal Barry making the presentation in a very happy speech.

Mr. S. L. T. McKnight, of Kings Co., N. B., has taken charge of the Superior school at Port Elgin, N. B., and has the best wishes of his many friends for success in his new home.

The Superior school, Hopewell Hill, Albert County, gave a concert on the evening of December 22nd, from the proceeds of which \$21 was realized, to be expended in the purchase of maps and additions to the library, which is a large and well selected one. Mr. A. C. M. Lawson, the principal, has been in charge of the school for four years, and has been re-engaged for this year. Mr. Lawson's record as a teacher, and an active member of the community in which he lives, is an excellent one.

Owing to bad weather and roads in December, Inspector Mersereau was prevented from visiting all the ungraded schools in Northumberland. He is inspecting these this month.

The pupils of Miss Myrtle I. Fowler gave a concert in the schoolhouse at Pioneer, Carleton County, N. B., on December 14th. Nine dollars and seventy cents were raised, the proceeds to be devoted to procuring maps and other school apparatus.

Mr. Arthur Shea, B. A., Fredericton, has been appointed to succeed Mr. Mahoney in St. Malachi's school, St. John.

J. S. Layton, B. A., has assumed the principalship of Maitland, N. S., High School in place of Wm. Hepburn, who retired.

Since the fire in Windsor the public schools have been closed, except that the academic department has re-opened the collegiate school building, and the department at Currey's Corner has been kept in session. Nine departments are thus closed. It is hoped two teachers more may be employed in temporary buildings to teach four or five grades more for the remainder of the year. The school building, which was contracted for before the fire, will be pushed forward in the spring, and it is hoped may be ready for use by September.

Mr. Binney Freeman, as principal, and Miss Irene McCulloch, as primary teacher, have been engaged to teach the school in Walton, Hants County.

Dr. W. D. Matthew, son of Dr. G. F. Matthew, the eminent geologist of St. John, and graduate of the University of New Brunswick, now of the Natural History Museum in Central Park, New York, has been engaged for the past year in the study of the collections of that museum, made by Prof. Edward Cope and others, of the earliest mammals of the Eocene Period, and has developed some important points regarding the structure of the earliest mammals of that period. He finds no primates (Monkey group) or True Rodents in this fauna, and the rest of the mammals are of generalized type. In this fauna the last of the Multituberculates or peculiar mammals of the Secondary ages are found for the last time. In the next fauna they are wanting, having become extinct.

The closing exercises of the Halifax School of Cooking, which took place on Friday, December 24th, marked the conclusion of a successful experiment and the extension of a new educational movement in Nova Scotia. For six months the school had been conducted by the Woman's National Council, under the presidency of Mrs. Chas. Archibald. In addition to the lessons given free to 160 of the public school children, there were private classes and a course for teachers of cookery. This course was taken by Miss Elmira M. Rogers, of Stellarton, Miss Laura S. Graham and Miss Lillian D. Grant, of Halifax. Diplomas were presented to them by Lady Daly on behalf of the Woman's Council. The school was then formally transferred by Mrs. Archibald to the school board. The chairman, Mr. Faulkner, in accepting the trust, spoke very highly of the work of Miss Bell and her associates, and rejoiced with the ladies in the success which had crowned their united efforts. He believed thoroughly in the value of domestic science as a school study, and felt that it would be increasingly favored by parents, teachers and pupils. He congratulated himself and his fellow commissioners on the acquisition of such an accomplished and energetic teacher as Miss Bell, and felt, with the ladies of the local council, that much of the success, indeed the greater part of it, was due to her brave and persevering work in the face of discouragement, which might have daunted many a less courageous and determined soul. Then Hon. Mrs. Montgomery Moore, on behalf of the Council, presented Miss Bell with a handsome ink-stand in Russia enamel, and expressed the gratification which it gave to the ladies to see her position finally established and her worth recognized by the public authorities.

By means of a concert on Christmas night Henry Harvey Stuart, teacher in Welchpool, Campobello, raised fifteen dollars, to purchase new apparatus for his schoolroom. The trustees have re-engaged Mr. Stuart for 1898.

The County Academy at Kentville, N. S., has added another Grade A teacher to the staff this term in the person of Miss Mabel Coldwell, B. A. The other three members of the staff are Principal Angus McLeod, Miss Jennie Ross, B. A., and Miss Bertha Hebb, B. A. The school has made an average up to date of 85.

N. J. Lockhart, B. A., has succeeded Mr. Murray McNeily as principal of the Hantsport, N. S., High School, and Mr. McNeily has become principal of Springhill High School.

RECENT BOOKS.

A century ago, when the benevolent Mrs. Hannah More was working for education in England, it was considered an open question whether or no the children of all classes should be taught to read. The argument on the negative side was that they would be enabled to read bad books, and so get more harm than good—which argument reminds us of our old friend Douglas and his thanks to the saints, that of all his sons only the bishop was able to write, because the danger of their having a forger in the family was thereby lessened.

Mrs. More and her supporters, admitted the force of this argument. "So it may do more harm than good," said they, "if you only teach them to read and then turn them adrift to find out books for themselves;" and they followed up their teaching and guarded their pupils from vicious ballads and stories, the only cheap, light literature then published, by issuing in available form "a variety of little books peculiarly suited to the young," so that it could no longer be said that no good reading was accessible.

The question is not now considered an open one; it is granted that every child should be taught to read; and there is an abundance of all kinds of reading within the reach of every one. But the argument still holds, "It may do more harm than good if you turn them adrift to find out books for themselves," and it must be met in a different way.

That way, we believe, is to make the "teaching to read" mean more than it did. It should mean, first, to choose for the child's reading, out of this abundance, that which is absolutely best for him, then to teach him to get the full meaning of the author's thought and make it his own; and lastly, to fit him to know and choose the best for himself.

The limits of the teacher's power in this way should be clearly recognized. Under the best conditions of favorable home influences and ample time allowance, a good start in this direction is all that can be reasonably hoped for. Learning to read, in this sense, is the work of a life-time.

Foolish estimates are sometimes made of the amount of work teacher and pupil can accomplish.

In a book¹ recently published by the Deputy Minister of Education for Ontario, we find the following dictum: "In forms I and II of the High School pupils should read many books. No student should complete this stage without know-

¹ A GUIDE TO GOOD READING, by John Millar, B. A., Deputy Minister of Education for Ontario. Toronto, Wm. Briggs, 1897.

ing something of geology, chemistry, biology, astronomy, meteorology, physics, political economy, civil government, etc." One would like to know what is included in that "etc."

The writer goes on to say: "This statement may startle those persons who are carried away by the popular, but unscientific, demand for a narrow curriculum. A pupil's inquiring mind cannot, and should not, be satisfied with the prescribed subjects of the course. Those portions of natural science, literature and civics, of which no person should be ignorant, may be taught by means of supplementary reading."

To the lips of every teacher who has ever made out a timetable will spring the question, "When?"

As to the choice of the child's reading, Miss Burt, in her suggestive little book, "Literary Landmarks," says: "If men and women wish to read in a topsy-turvy fashion, it is their own business; perhaps no adult can, or should, tell any other adult what he ought to read; but children at school do not do their own choosing, and it is a matter of importance that they learn to read in such a way that the materials they gather shall form a something entire."

This principle followed out would banish our school readers; but here is where supplementary reading is useful. The choice of it should depend upon the end desired. Is it to add to the children's information additional facts of history or natural science, or is it to put before them and teach them to value the best that has been thought and said in the world?

The first object ought not to be undervalued. A dull history lesson may be brightened and interest secured by a chapter from a more brilliant historian than the writer of the text-book; or the study of the geography of a country may well be introduced by a traveller's lively narrative.

Much has been gained when a pupil has learned to connect what he reads with what he has studied, as when a girl of twelve, after a lesson on changes in the coast lines of countries, brought to the class with delight the passage in "In Memoriam," beginning,

"There rolls the deep where grew the tree."

Without going as far as Mr. Millar, in his list of subjects to be taught by means of supplementary reading, it is evident that some information may be pleasantly acquired in this way, but the chief use of this kind of supplementary reading is to rouse interest or aid memory in what has been, or is to be, studied.

To the other kind of reading, that of pure literature, a far higher place should be assigned. To bring a child into contact with greater minds than his own—with the greatest minds of the world—for the best is none too good to put before our children—to make him feel that these great ones have a message to him, to open his eyes to beauty and his heart to wisdom, this is to give him a lasting and precious possession. And here is apparent the truth of that hard saying, "As is the teacher, so is the school." A teacher who uses books only for information or amusement cannot hope to rouse a class to any higher enjoyment of them. One who, on the other hand, knows the truth of the poet's saying:

"Books, we know,
Are a substantial world, both pure and good;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow;"

one to whom books are a help and refreshment, a comfort and delight, can hardly fail in imparting enthusiasm to her pupils. On this characteristic of the teacher, and not on any so-called "method," may be said to depend success in leading children

to find the author's thought, and to put forth their own to meet it.

Some training in choosing for themselves may be given by occasionally requiring pupils to bring their own reading or recitation, and criticizing the selection as well as the interpretation. Care must be taken not to be too severe, and so either discourage the pupil or tempt him to pretend to tastes that are not genuine.

Mr. Edmund Gosse tells a story of a class of girls who were asked, "Who was the greatest of English writers?" With one consent they answered "Shakespeare;" but when the question, "Who is your favorite author?" was put, they were unanimous for Edna Lyall. From one point of view this looks discouraging, but appreciation is of slow growth, and Edna Lyall may have been, as decided a step up for those girls as Shakespeare would be later on.

It may be questioned whether Mr. Millar's book, however well meant, will accomplish his end, which is, he tells us, "to inspire young persons with a love for literature." There is nothing inspiring about it, and few people who have already a love for literature will care to read through a book largely made up of remarks such as, "Books should not be placed in a crowded manner on the shelves." The ideas got from an author are useless unless they are helpful to the reader. "A good memory is valuable to a reader." "To have more pleasure in a novel than in a poem is a misfortune." What if the novel be "Henry Esmond" and the poem "Curfew shall not ring to-night?"

The chapters on School Libraries and Books in the Home contain some good advice, and that on Reading Circles is practical; but when we come to the list of books recommended for young peoples' reading, we are seriously at issue with the writer. Of course it is practically impossible to make out for any purpose a list of books that shall please everyone, but it is a safe rule not to recommend a book which you have not read, and we prefer to believe that Mr. Millar has transgressed this law rather than that he would, with full knowledge, introduce, as supplementary reading for boys and girls in school, some of the books whose names are on his lists.

Along with many of the masterpieces of English Literature, are the following, to which we object on literary grounds—Helen's Babies, The Wide, Wide World, Queechy and The Hoosier Schoolmaster.

Surely not the most ardent patriotism can justify the recommendations of "John St. John and Anna Grey," and the advisability is doubtful of putting before immature minds such stories as "The Scarlet Letter," "The Manxman," "The Christian," "Robert Elsmere," "The Woman in White," and "Man and Wife," however high the standing of their authors.

E. R.

We are glad to see that Dr. Rand's little volume¹ has gained the well merited honor of a second edition. He has added some twenty new poems to those published last spring, and of these additions more than half are sonnets. We much prefer the writer's sonnets to his ballad writing, of which he gives us a specimen in his new volume. Among these later sonnets, "At Twilight" and "Ideals" are the finest. The color touches in the first are exquisite, as they are also in "The Twin Flower." This little poem has a beauty and sweetness worthy of the flower itself; and, like the flower, it will bear

¹ AT MINAS BASIN and other poems, by Theodore H. Rand, 2nd edition. Wm. Briggs, Toronto, 1898.

and repay close scrutiny. The following note by Dr. Rand on the occasion of this poem is interesting:

"A man whose head is showing silver streaks, and whose life has been consumed of strenuous practical affairs, finds himself in the sweet woods, where, as a child, he loved to roam, and where he first came upon the Twin Flower. Here, after so many years, he again sees it in all the glory of its sweet being, and his spirit glows with emotion at the sight. He had never forgotten the first meeting with it—how could he? The morning thrush was singing then; the evening thrush is singing now. It was his life's day-dawn then; it is nearing his life's sunset now. In the pure pink of one of the uplifted bells he sees the dawn, in the pure pink of its twin bell he sees the sunset—'lights of morn and even hour.' In the hush of this glowing silence of beauty he does not fear the night that is to follow the near setting of life's sun. Nay! the joy of his faith takes voice, and he tells the beautiful flower the rosy message of divine love which he cannot stay in his own breast.

The Twin Flower blushes
'The night that hovers
In the fir-tree covers.'

But another flower, the altogether lovely Rose of Sharon,
Ever blushes 'with its fame,'
'The night that hovers
'Neath the daisy covers'

of the grave, and heralds the great dawn."

E. R.

The demand for supplementary reading in schools is bringing forth a variety of books from the press. An interesting contribution is one descriptive of the islands of the sea.¹ No more attractive subject for a supplementary reader could be selected. The author has ransacked books of travel and encyclopedias and has gathered a mass of very interesting facts, and they are woven together with considerable skill, furnishing information that could not be obtained without much cost and research. The beauty and variety of its illustrations, the well printed pages, and compactness of the work, are all excellent features, so that one can overlook the lack of simplicity of style which is so charming to the youthful or adult reader. Perhaps this cannot be looked for in a compilation.

As implied in the title, "Earth and Sky"² is a little reader which embraces a wide range of topics. By means of sentences of little more than a line in length, and using only familiar words, opportunities are given for Nature talks which can awaken sympathy and interest. The easy reading lessons are nearly equally divided among subjects belonging to plants, animals and the inanimate world. They furnish a practical, sensible programme of Nature Work, to enlarge upon at will.

¹ AUSTRALIA AND THE ISLANDS OF THE SEA, by Eva M. C. Kellogg, edited by Larkin Dunton, LL.D. Silver, Burdett & Company, Publishers, Boston, 1897.

² EARTH AND SKY. A First Grade Nature Reader and Text-Book. Boards. Fully Illustrated. 111 pages. Price 35 cents. Ginn & Co., Publishers, Boston.

Educational Articles in January Magazines.

"MODERN EDUCATION," by J. P. Mahaffy, in *Littell's Living Age*, January 8th. (Reprinted from the *Nineteenth Century*).

"EDUCATION IN HAWAII," by Mr. H. S. Townsend in the *Forum*. A very interesting and suggestive review of education in that far-off land of the Pacific, to whose schools, in the early history of California, children were sent "in order that they might have better educational advantages than those furnished at the city by the Golden Gate; and indeed one gov-

ernor of California looks back to his *alma mater* at Honolulu." And, indeed, the Atlantic Provinces of Canada might take two points from Hawaii's educational note-book: "As a rule, every village and hamlet where a dozen children of school age can be assembled has its school open during ten months in each year * * The compulsory-education law requires that children between the ages of six and fifteen attend school during the entire school year."

"EDUCATION IN BONDS" in the editor's table of *Appleton's Popular Science Monthly* refers to a marked interference of politics in education. The Populist party in Kansas having gained a majority in the State Legislature, proceeded to change the faculty of the State Agricultural College, to insure the teaching of Populist doctrines. The result of this movement will be watched with some interest. Politics in education means confusion and retrogression. Education in politics means advance. But as the editor says, "Good will come out of evil if the lesson is brought home to the popular mind that education and politics are two things that should have as little as possible to do with one another."

"The Growth and Expression of Public Opinion" in the *Atlantic* is a suggestive article for educationists.

Education Department—Province of New Brunswick.

Official Notices.

I. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License*.—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School buildings in St. John and Chatham, beginning on Tuesday the 9th day of June, 1898.

The English Literature required for First Class candidates is Shakespeare's Henry V., and Byron's Childe Harold, Canto IV.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class*.—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 5th, 1898, at 9 o'clock a. m.

Candidates are required to give notice to the Inspector within whose inspectoral 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.

(c) *Junior Leaving Examinations*.—Held at the same time and stations as the Entrance examinations.

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 and Geometry; History and Geography; Botany; Physiology and Hygiene; and any two of the following: Latin, Greek, French, Chemistry, Physics. (Nine papers in all).

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

Fee of Two Dollars to be sent with application to Inspector, not later than the 24th of May.

The English Literature for the Junior Leaving Examinations will be Select Poems of Goldsmith, Wordsworth and Scott, as found in collection published by W. J. Gage Co., 1897.

(d) *University Matriculation Examinations*.—Held at the same time and stations as Entrance examinations. Application to be made to Inspector, with fee of two dollars, not later than May 24th.

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.)

The English Literature subjects are, Shakespeare, Henry V. or Richard II., Rolfe Edition, and Byron's Childe Harold, Canto IV., Gage, Toronto, 1897, or Selections from Tennyson, Gage, Toronto, 1895.

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. 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 to the Education office.

(e) *High School Entrance Examinations*.—These examinations will be held at the several Grammar and other High Schools, beginning on Wednesday, June 15th, at 9 o'clock a. m. Under the provisions of the Regulation passed by the Board of Education in April 1896, question papers will be provided by the department. The Principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

II. THIRD CLASS TEACHERS.

Regulation 33. Employment of Third Class Teachers.—Add to Regulation 33 the following Sections:

6. Third Class Teachers shall not be employed (except as class room assistants) in Districts having an assessable valuation of fifteen thousand dollars or upwards, unless by the written consent of the Chief Superintendent.

7. Third Class Teachers who have received License after attendance at the French Department of the Normal School, and who have not subsequently passed through the English Department of the Normal School, shall be employed only in Acadian Districts or in Districts in which the French language is the language in common use by a majority of the people, unless by the written consent of the Chief Superintendent; and no such teacher shall be employed in any District, whether such District is Acadian or French speaking as aforesaid, or otherwise, if the Chief Superintendent shall notify the Trustees of such District that no such teacher shall be employed therein; provided that if such teacher is engaged under contract entered into with the District prior to the giving of such notice the employment of such teacher shall continue to the end of the term current when such notice is given, and shall then terminate, unless previously terminated by the terms of the contract itself.

J. R. INCH,

Chief Superintendent of Education.

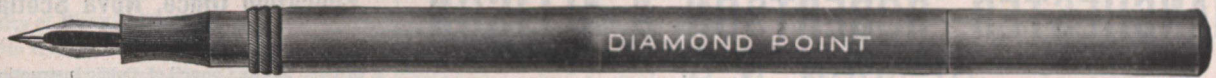
Education Office, Dec. 1st, 1897.

Clubbing Rates.

The EDUCATIONAL REVIEW, subscription price One Dollar, will be sent one year, payment in advance, with the following standard publications:

Canadian Magazine, Monthly,	subscription price \$2.50	both for \$2.40
Scientific American, Weekly,	" " 3 00	" " 3.40
Littell's Living Age, "	" " 6.00	" " 6.40
Popular Science, "	" " 2.00	" " 2.30
Garden and Forest, "	" " 4.00	" " 4.40
The Century, Monthly,	" " 4.00	" " 4.00
The Atlantic Monthly,	" " 4.00	" " 4.40
The Forum, Monthly,	" " 3.00	" " 3.65
Popular Science Monthly,	" " 5.00	" " 5.00
Toronto Mail and Empire, Weekly,	" " 50	" " 1.40
Farm and Fireside, "	" " 50	" " 1.40
Family Herald and Weekly Star,	" " 1.00	" " 1.65
Montreal Witness, Daily,	" " 3.00	" " 2.90
" " Weekly,	" " 1.00	" " 1.50
Northern Messenger, "	" " 30	" " 1.10

With the REVIEW and Montreal *Family Herald* and *Weekly Star* will be sent a copy of the beautiful picture "It Fell from the Nest."



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Education Office, Nova Scotia,
3rd January, 1898.

Ordered by the Council of Public Instruction of Nova Scotia, on the above given date, that the Grade A Syllabus, Paper [A], 3, BRITISH HISTORY, be amended to read as follows:

(A) Imperative for both sides.

3. BRITISH HISTORY.—As in *Green's Short History of the English People* and CLEMENT'S HISTORY OF CANADA."

The amendment is the substitution of the last four words above in capitals for the words "with the Canadian Constitution," as they appear in the October *Journal of Education*, 1897, on page 127.

A. H. MACKAY,
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The next Academic year, '98-'99, begins September 29th, 1898, when the Scholarships for the Counties of Restigouche, Gloucester, Northumberland, Kent, Westmorland, Albert, Charlotte, St. John, Kings, Queens, Sunbury, York, Carleton and Victoria will be vacant.

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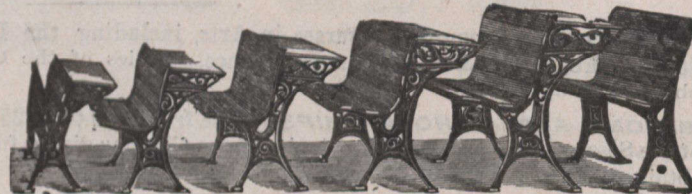
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