

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XIII. No. 8.

ST. JOHN, N. B., JANUARY, 1900.

WHOLE NUMBER, 152.

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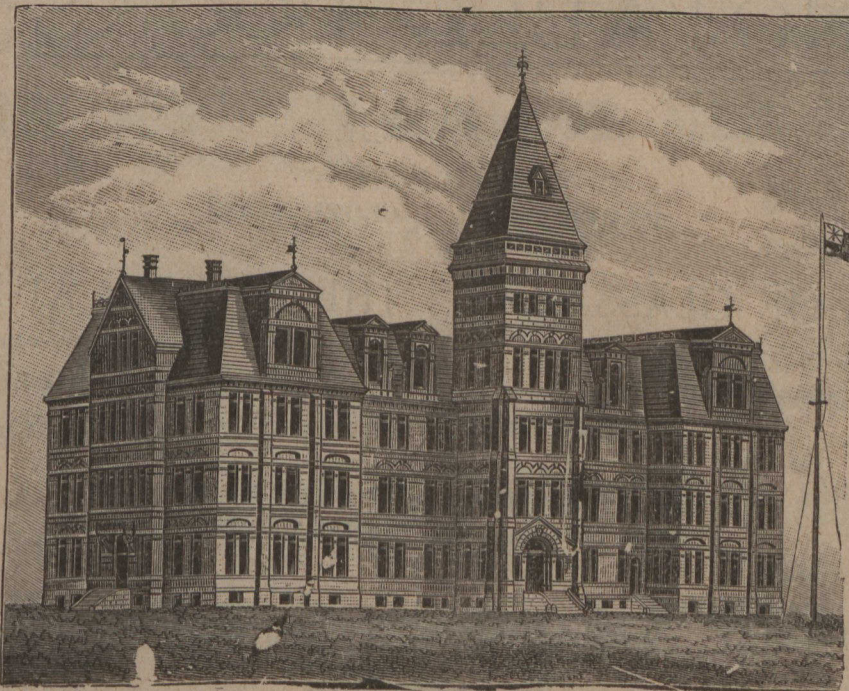
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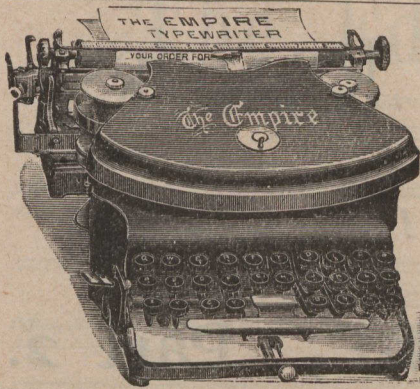
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G. U. HAY,  
Editor for New Brunswick.

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### CONTENTS:

EDITORIAL.....	171-172
NATURE STUDY: January.....	173
Some Questions on Goldsmith's Vicar of Wakefield.....	173-174
U. N. B. Entrance Examinations.....	174
Anno Domini MCM.....	175
Local History Papers.....	175-177
The Utility of Knowledge-Making as a Means of Liberal Culture.....	177-179
Educational Association of Hants and Kings, N. S.....	179-180
Busy Work for Primary Grades.....	180-181
CURRENT EVENTS.....	182-185
'ROUND TABLE TALKS.....	185-186
SCHOOL AND COLLEGE.....	186-187
JANUARY MAGAZINES.....	187
NEW ADVERTISEMENTS—	
The Perry Pictures (p. 187)—Official Notices (pp. 187, 188)—	
Maritime Business College (p. 189)—Notable Books (p. 168)—	
John E. Dean (p. 189).	

### Always Read this Notice.

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

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WE have to thank our subscribers for the prompt manner in which remittances have come in during the past month, and for the kind and encouraging words which have accompanied these material tokens.

OUR readers will see by this number, as well as the December, that topics of current interest are treated in a full and interesting manner.

WE are indebted to the kindness of Dr. J. M. Harper, of Quebec, for the patriotic songs which go with this number of the *REVIEW*, a kindness that will be appreciated by our readers.

A REPORT of the Cumberland and Colchester Teachers' Institute is unavoidably absent from this number. It will appear next month. Book reviews, also crowded out of this number, will appear in February.

THE calendar of the Summer School of Science has been published and is now ready for distribution. Copies may be had from the secretary, Mr. J. D. Seaman, Charlottetown, P. E. I.

THE teachers of New Brunswick should read carefully the official notices of Chief Superintendent Dr. Inch, and the communication of Prof. Stockley in another part of this month's *REVIEW*.

WE publish in this number two local history papers read at the County Institutes of Albert and Kings, New Brunswick. Mr. R. P. Steeves, inspector of this district, has done much to stimulate an interest in the study of local history in the schools of these counties. By his efforts teachers and pupils have been made to feel the great importance of collecting data and to work in concert to gather materials for a future history of these counties. The example is worthy of imitation elsewhere.

AN unusually large number of illustrations grace the number of *The Canadian Magazine* which opens the new year. These include several full-page military pictures, a number of photographs taken in and about Canterbury Cathedral, at the Henley regatta last year, and in and about Constantinople. The articles which these illustrations accompany are brightly written. The opening contribution is a charming story of the Northwest by W. A. Fraser, the Canadian Kipling. The Hon. J. W. Longley contributes a Nova Scotian story of considerable interest.

NUMBER EIGHT of the series of Canadian History Leaflets has been delayed by a press of other work. It will appear in a few days and will contain articles by Sir John Bourinot, Lt. Col. Cruikshank, Dr. Hannay, Prof. Ganong and Rev. W. O. Raymond. The interest that is now taken in the history of our country makes this a good time to introduce just such supplementary reading to the youth of Canada. It will inspire them with a love for our country, its heroic deeds, the trials and accomplishments of those who have helped to build it up, as well as to give them in a small compass the records of the most important achievements in our his-



tory. Seven of the leaflets have been issued, of about thirty pages each, the eighth will soon be published. The series will be completed in twelve numbers, the remaining four to be issued during this year. The price for the whole series of twelve numbers is only one dollar. Single numbers ten cents. Address—*EDUCATIONAL REVIEW*, St. John, N. B. Teachers will find them invaluable in interesting and stimulating boys and girls in our own history.

THE National Council of Women of Canada will publish a hand-book for distribution at the Paris Exposition, giving statistics and information of the position, education and work of women in the Dominion. This book will be published by the government under the direction of a committee of editors, of whom Lady Aberdeen is chief.

A TEACHER has just been dismissed from an Ontario school for publicly expressing his sympathy with the Boers and trying to imbue his scholars with the same sentiment. The verdict will be, served him right. It seems almost incredible that a teacher, or any citizen for that matter, should have such a low idea of his own responsibility, and his duty to that country to whose institutions he owes so much, as to publicly favor its enemies in a crisis like this.

THE REVIEW has already warned teachers against listening too readily to the importunities of book agents. There are respectable people who pursue this calling. There are others who are impudent frauds; who do not hesitate to enter school rooms during school hours and by a mixture of cajolery and brazen effrontery attempt to "hold up" the school while they sell their wares. The teacher cannot take too determined a stand against such impostors. He should remember that no one has a right to interfere with the operations of a school while in session, except the inspector or other school officials. The only safe plan is to decline, politely but firmly, to listen to any book agent, respectable or otherwise, during school hours. This will nip in the bud the scheme of the sharper who knows that his business must be done at once if done at all, and that it will not bear too close an investigation. It will be safer also for teachers not to make up their minds too quickly upon the merits of a book or article that is presented to them for the first time. It is always best not to decide at once, but to take time for reflection. A second thought will often bring the decision that the money can be spent in buying books far more useful.

HAVE you seen the Perry Pictures? We have examined many of them and they are beautiful art pictures, reproductions of the best of the world's artists, and are sold at a price that brings them within

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### Cheapness is Degradation.

The following, taken from the *New England Journal of Education*, is an example of the degradation that comes from "beating down" in teachers' salaries:

"A school trustee hired a good teacher, who had a first-class school and the pay was \$6.00 a week. Another man ran for the office of school trustee and was elected on the promise that he would get a teacher for \$5.00. The teacher had no other place in view and consented to teach for \$5.00, but another teacher who could board at home was "hired" for \$4.50. Then the original teacher was married to a young man of the district, and, having a home, she could teach for pin money, and she offered to teach for \$4.00, and got the school back again after two terms. The next term, teacher number two got it for \$3.50; and the next term after that, teacher number one got it for \$3.00, and has it yet. That trustee thinks he has been smart, and the district think they are in luck."

We do not know of any instances quite so bad as this; but we do know of districts where flourishing school libraries once existed, where none exist now; where boys and girls once had a taste for reading, with the culture that it brings, where now they are growing up to be little better than hoodlums and disturbers of the peace; "where," as our contemporary observes, \* \* "years ago the young people of the community were full of aspirations and were fitting themselves for teachers. Several went away to normal school and academy and one went to college. To-day there is not a girl or boy planning for anything. They are drifting downward."

And this state of things must exist as long as "cheap" teachers and "cheap" school trustees have influence enough to secure and control positions. This means too often degradation to a community.



## NATURE STUDY — JANUARY.

It must not be thought that there is nothing in Nature to study during winter. The very absence of insect life will call forth the question, Where have the insects gone? (Many caterpillars are in cocoons, and perhaps the teachers or pupils are keeping these cocoons in a cool place awaiting the bright sunshine of spring; butterflies, moths, and many other insects laid their eggs and died; some bees and wasps are sleeping in warm places, the house-flies are awaiting warm days in sheltered nooks and crevices, etc.)

The few birds that remain with us will suffice to call more particular attention to these, because of their fewness and their tame habits, such as the chickadees, woodpeckers, blue jays, and others. The English sparrow in towns and villages will give a good opportunity to study at least one bird thoroughly. Where do they live? Where are their nests? Of what are they built? What do they eat? How is the male distinguished from the female? (The male is brighter colored because of a white bar on the wings, and the black throat and breast). Note their habits also on the street of picking up stray bits of food, of flying in flocks, of quarrelling, and of their utter fearlessness, which allows you to come close to them.

Have you "Wood's Natural History?" If you have, interest the children in its illustrations and stories of animals, in order to get them to appreciate animal life, to teach kindness to our domestic pets, and to learn what wild animals are to be found in the forests of this country, how these are fitted to withstand the cold by the growth of a new warm covering of hair or fur, and how this covering is shed in summer so that the heat will not be felt too much.

Have the children keep a record of the temperature from the thermometer, which should be placed just outside the door. Let these records be taken three times a day—at nine o'clock, at twelve and at four; and at the close of each day make up the average daily temperature, and at the close of the month the average monthly temperature. Let each child keep the day's record in turn.

Name some of the effects of increasing coldness—thicker ice on lake and river, deeper snow in the woods, higher snow drifts about dwellings and fences. Show that this snow and ice are forms of water by melting them. They are stored up to be poured out in floods at the approach of spring. Mark on the floor at noon the line toward the north that the sun reaches through the window facing the south, and then see during the following days whether the light advances toward the north or goes toward the south. Fix a point where

the sun rises or sets—a hill, a tree, a building—to see how the sun advances toward the east at rising, and toward the west at setting, as the month advances.

The forms of snowflakes, the frost-pictures on the window panes, the breath, frozen as soon as it leaves the nostrils, on a frosty morning, the icicles hanging from the roof on the sunny side of the building—these and many other illustrations of how nature works during the cold season, may be brought to the children's notice and used to train their powers of observation as well as to enliven the reading, geography and other lessons.

For the REVIEW.]

## Some Questions on Goldsmith's Vicar of Wakefield.

1. What were your impressions on reading the book for the first time? Perhaps another reading or two may have changed some of them; if so, tell about the changes.
2. What parts of the story pleased you most; tired you most; amused you most; disappointed you most; disgusted you most? etc., etc.
3. Each of you select half-a-dozen of what seem to you the most striking passages. Bring them to class and read them, and see how many will recognize them and be able to tell in what connection they occur.
4. Some say that the humour in the book is too subtle to be appreciated by young people. Show, by quoting specimens and commenting on them, that these critics are mistaken.
5. Macaulay tells us that the book "rapidly obtained a popularity which has lasted down to our own time, and which is likely to last as long as our language." What is there in the book to account for this?
6. Goldsmith says in his prefixed advertisement: "There are a hundred faults in this Thing." What sort of faults do you think he meant? Point out some of them.
7. There is a passage in one of the later chapters in which the author seems to be making a sort of apology for some of his faults. Try to find it, and, when you do, state what you think of it.
8. Which of the stories in the Bible does the Vicar's story remind you of? For both of them a capital motto may be found in a passage just six words long in Chapter XXX.
9. "The daughters and the mother slightly domineer over the father of the family; he lets them, like a good fellow; and now and again delivers himself at most of an innocent jest." Quote or refer to passages bearing on these statements.



10. Select some good subjects for pictorial illustration, and draw the pictures.

11. When did you first begin to suspect that Mr. Burchill was Sir Wm. Thornhill? What made you do so then?

12. Give quotations to show whether it was the the Vicar's first or second parish that was called Wakefield

13. What is a Vicar? What else is the Vicar called in the story?

14. Compare and contrast the Vicar—in character, habits, etc.—with any clergyman that you happen to be acquainted with.

15. Write a character sketch of Mrs. Primrose, basing it on what she does, what she says, and what the others say of her and to her.

16. What is a "sharper?" How did the sharper in the story come to be one? Name five persons whom he cheated.

17. Read Goldsmith's life. Point out any incidents or experiences in it which seem to be reproduced in this book.

18. Another of Goldsmith's books was a work on natural history. What have you to say of the knowledge of natural history displayed in this book?

19. How may the author have come to call the Vicar Charles? What was Mrs. Primrose's maiden name? How do you know?

20. How old is little Dick when we find him wearing waistcoats and talking "like a book?" How do you make it out? What was the difference between his age and that of the next?

21. What were the ages of Sir William and Lady Thornhill at marriage? Cite the passages on which your answer is based.

22. The Vicar is said by one of his critics to be a trifle too conscious of his own kindness and generosity. What do you say to this charge?

23. What pedestrian achievement did the Vicar once accomplish in two days? Could you do it?

24. Which political party did the Vicar belong to? Cite some other passage than the political harangue which he delivers.

25. How do you excuse Sir William Thornhill for allowing the Vicar to be so overwhelmed with accumulated miseries before interfering?

26. "She said twenty giddy things that looked like joy, and then laughed loud at her own want of meaning. At intervals she would take a sly peep at the glass, as if happy in the consciousness of irresistible beauty, and often would ask questions without giving any manner of attention to the answers."

Who was she, and why did she behave so?

27. What is an Usher? What were the qualifications for the office in those days?

28. What does Temperance mean as used in this book? Why was it only the married men that the Vicar exhorted to this virtue?

29. Not worth a ——. Too old to be frightened with ——. "O, ——," cried the lovely girl, "how have I been deceived."

Fill the blanks with words used (a) in those days, and (b) in these days.

30. Find from the context when possible—from the dictionary when not—the meanings of the following words and passages:

She was a *notable* woman. Who was the friend of his country, but loyal to his king. I have known a *piece* with not one jest in the whole *shrugged* into popularity. A small *cure* of fifteen pounds a year. *Want* (its various uses with examples). *Baggage* and *baggages*. Lie down to be saddled with wooden shoes. Against the *deuterogamists* of the age. I had scarcely taken orders a year. Tip-top quality breeding. Whatever is, is. My eldest daughter... all *blowzed*. A *warm* man. May I die by an anodyne necklace! Look out for work *against* to-morrow.

31. Of St. Luke 15, 7, the Vicar says "this is right," and gives his reason for saying so. What is it?

A. CAMERON.

Yarmouth, N. S., January, 1900.

### University of New Brunswick Entrance Examinations.

*Editor Educational Review:*

SIR,—The course for entrance in English and French is laid down in the Grade XI course for the schools, or in the College Calendar—according as July or September is referred to. These courses will coincide in future, it is to be hoped.

But whether they coincide or not, I beg you will allow me to say what seems to be necessary, that the examination in college for entrance will be in all the work set down.

The reason I ask to be allowed to state that, is that some students have come from some schools and have presented Grade X work in French (Macmillan's 1st Reader) saying that they read that only at school. The examination has been in Grade XI work (2nd Reader); and of course these students have failed.

Surely, when a course is set down, the schools should take for granted that this course is the subject for examination.

Yours truly,

W. F. P. STOCKLEY.

Fredericton, Dec. 11, 1899.



For the REVIEW.]

**Anno Domini MCM.**

With the beginning of the year of our Lord one thousand nine hundred, we have entered upon the closing year of the nineteenth century of the Christian era. How quickly now the twentieth century will seem to come upon us, though we have long looked forward to its coming. Few persons now alive saw the end of the eighteenth century; few now living will see the twentieth drawing to its close. The thought of a period so far beyond the average span of human life makes us realize for a moment that soon forgotten truth—the days of man are few.

Measured by the scale of our chronology, the great divisions of authentic history can easily be made to fall into even periods of 500 or 1,000 years. The fall of the Roman empire, the rise of the feudal system, the discovery of America, with the rise of colonial empires that soon followed, mark the fifth, the tenth and the fifteenth centuries. Many are looking for still greater events, good or evil, during the century now fast approaching, to mark the beginning of a new era in human affairs; for an old superstition places at its close the commencement of the happy millennium, and this attitude of expectation itself prepares the way for some momentous change. Already some of us, perhaps, have tried to forecast what new things the future has in store in the distribution of world power, in the constitution of society, in the arts of civilization, or in the fields of thought; as if great things must surely come to pass in the twentieth century, simply because of its place in our arbitrary reckoning of time. A baseless superstition of course; but not therefore harmless. Except in so far as the expectation tends to bring about its own fulfilment, there is no good reason to apprehend that the events of the coming century will differ from those of the last in the importance of their influence upon the established order of things. There is nothing miraculous in our system of numeration. It is absurd to suppose that chance, impious to suppose that Providence, will conform to our arithmetic; and just because this unsettled feeling lessens confidence in the stability of existing institutions, thus inviting anarchy and disorder, it is now more than ever the duty of all reasonable persons to be conservative of those institutions and very slow to countenance even the most alluring change.

V.

Some one has given this good advice. It is worthy of being memorized: Sit less—dig more. Eat less—chew more. Ride less—walk more. Waste less—give more. Write less—read more. Worry less—work more. Clothe less—bathe more. Drink less—breathe more. Preach less—practise more.—*Exchange.*

**Local History Papers.****PARISH OF HARVEY, ALBERT COUNTY.**

Selections from a paper read by Miss Mary L. Daly, Albert Co. Teachers' Institute, September 21st, 1899.

From the year 1784, when New Brunswick was first divided into counties, to the year 1828, two parishes only comprised all the territory, which after a hard struggle was erected in the year 1846 into the present County of Albert. These parishes were Hopewell and Hillsboro. Coverdale was set apart from Hillsboro in 1828. Harvey, named in honor of the lieutenant governor of that day, was separated from Hopewell in the year 1838, and included what is now Elgin and Alma. Elgin, named after the Earl of Elgin, then governor general of Canada, was set off about two years afterwards; and Alma, named after the battle of Alma, had separate parish rights from and after the first of November, 1855.

The early Acadians have left traces of their residence in several portions of the county; but when the political troubles led to their removal, scarcely a family of the habitans again settled on the Albert side of the Petiscodiac, although on the eastern side a large tract of country was taken up and is still held by them.

Many of the earlier pioneers of Harvey came from Nova Scotia. Among the first of these were Andrew Newcomb and Ezra Bishop (his son-in-law). . . . They found the place almost a wilderness; there were neither roads nor bridges; and Bishop, after a time, became discontented and returned to Nova Scotia. He, however, returned, cleared some of the land and dyked the marsh. Previous to this, the Acadians had enclosed some parts in dykes. Bishop and Newcomb levelled the Horn dyke for a road, where it still is. Among the early pioneers, too, were the Steeves', of German origin, whose genealogical tree has grown to enormous proportions. Some families of them located in Harvey for a brief period, and the names of Germantown and German Lake are still retained. They finally, however, rejoined their friends in Hillsboro, where many of their descendants still reside, and are among the more prosperous of the population. Some families came also direct from the old country, and some from the New England states. It would be tedious reading to refer minutely to the various families who first settled in Harvey, and to whom their successors owe so much for their labor and pluck amidst deprivations and hardships almost beyond our appreciation. Could we in Harvey look back on it as it was then, we would not know it, so great is the change. Fancy the inconvenience of travelling in those early days. Not only were the roads



poor, but the only way of travelling was on foot or horseback. The first stage began to run between Salisbury and Harvey some fifty years ago; first once a week, then tri-weekly, and finally once a day. A man by the name of Upham was the first postmaster, and J. M. Stevens, the present postmaster, succeeded him; and he has held the office continuously for nearly forty-nine years. The daily arrival of the mails has led to a multiplicity of post-offices, each of which supplies a name to the locality, and around which has sprung, in many instances, a pleasant village, till there are now sixteen post-offices in the parish of Harvey.

A stranger visiting Harvey for the first time could but view with admiration the broad acres of marsh that stretch between the villages of Harvey on the one side and those of Hopewell on the other. This marsh land has been reclaimed from tides that for ages have deposited, to great depths, the rich soil which now yields such bounteous crops of hay year after year, without imposing on its owner the great labor and cost of cultivation and top dressing required on the upland. Harvey parish has about 3,300 acres of marsh, besides about 700 unreclaimed.

To the diligent searcher after knowledge, the scholar with open eyes, the original cause of the transformation from beautiful and expansive basins of water to the material which forms the land, now so productive, is a most interesting study. Here is a field at our very doors demanding geological, chemical and botanical investigation. When and why did the tides become so abnormal in the Bay of Fundy? Why is the water in Shepody Bay surcharged with a valuable fertilizer, covering debris by its deposits and producing such land?

How is it that this land will produce crops continuously, for a quarter of a century or more, without any fertilizing expenditure? And what are the characteristics of the vegetable growth observable on this land when exposed to the sea-water? Outside of the shores of the Bay of Fundy there is no formation resembling this; and its economic value, aside from its interesting peculiarities, demands a closer and more searching examination than it has yet received.

Grindstone Island, near Mary's Point, emphasizes in its name the nature of the materials of which it is composed, as it is one of the earliest localities at which grindstones were made. At Mary's Point a portion of the beds from which stone is quarried is of a pale, purplish, grey color. The fine, even texture of these rocks, the facility with which they could be worked, their durability, combined with their pleasing color, led to their being held in high estimation, and the so-called

stone fronts of some cities in the United States illustrate the extent to which they were at one time employed. All this is now changed, however, there being at the present time not a single quarry in Albert County. The explanation of this is mainly, perhaps, to be found in the operation of the adverse tariff imposed by the United States.

Harvey can boast of having the first grammar school in the county. The schoolhouse stood a little to the left of the present one, and quite near the street. It was opened as early as 1848, and the first teacher was Thomas Woodman. Here it was our Inspector probably spent his first school days; here it was pupils from different parts of the county came. . . . At the annual school meeting in 1886 the ratepayers failed to vote enough money to support the grammar school, and it went to Alma, where it has been ever since.

The fourth of October, 1869, was the great event known as the "tidal wave," or the "Saxby gale." There had been a slight wind all day, but at nine o'clock the tide rose rapidly, overflowing the marshes and roads, and two vessels were taken over the dykes. . . . The "tidal wave" was the cause of heavy loss to many, lumber having been swept off the wharves, barns and hay sent floating down the river.

Shipbuilding has been an important industry in Harvey in the past. A few ships were built in New Horton; the majority, however, were built at Harvey Bank. James Brewster and son, Gilbert, built a dozen vessels between the years 1860 and 1875.

The late G. S. Turner carried on shipbuilding between the years 1875 and 1892 at Harvey Bank, building as many as twenty vessels in that time, among them being some of the best vessels in the province. There has been no one to take his place in this industry, and its abandonment has been a serious loss to the community.

Visitors to the place are attracted by Bay View cemetery on account of the beauty of its situation, as well as for its tastefully laid-out grounds, where, as the name implies, a fine view of the bay may be had, the shore stretching round from here to Mary's Point.

Agriculture and lumbering form the chief industries. About 2,000,000 deals have been shipped from Harvey Bank within the last two years. New Horton also ships considerable lumber annually.

Though the early history of the place was one of tribulation to both owners and settlers, those dark and dreary days are buried in the misty past, and the present generation has a beautiful heritage of natural wealth, made richer by the earnest toil of our respected forefathers.



## PORTAGE, CARDWELL, KINGS COUNTY.

By Mrs. M. S. Cox. Read before the Kings County Teachers' Institute, Sept. 29th, 1899.

Portage, or more correctly Sussex Portage, was settled by New England Loyalists.

The name Portage is adapted from an Indian name (*Oonegunse*) which appears in a slightly different form in the name *Anagance*. The Indians in the old time carried or *portaged* from the Anagance to the Salmon river, now known as Kennebecasis.

The first land was granted to Isaac Ketchum and his associates, who were Snyders, Dunfields, McLeods and Vails.

The original grant made to Capt. Ketchum, as he was called, is in possession of his grandson, F. W. Davidson, Esq., Waterside Villa, Portage. Capt. Ketchum died February 15th, 1885, aged 83 years.

There were no roads excepting paths following the river. People went to St. John on foot, on horseback, or by row boats on the river. The houses were built of logs, and had rough stone chimneys, or sometimes chimneys were built of mud and sticks. The first highway passed along the top of the ridge of hills that lie between Portage and Anagance; on this road as early as 1803, a stage travelled between Halifax and St. John. The first schoolhouse was built where Mr. Hugh Teakles lives. Three mills have been built here and all destroyed by fire.

One sad incident in the history of Portage deserves mention. A little child, five years old, belonging to a Mr. Belding, strayed away from home one Sunday morning in the summer of 1883. Search was made but he was not discovered for five weeks, when his remains were found on a little bridge on an old lumber road some miles from his home.

Times have changed since the days of the Loyalists. Now we can go to St. John in two or three hours. We have telegraph and telephone communication with all parts of the world. If we would use our superior advantages with the industry, perseverance and undaunted energy of the Loyalists, the history of our country could not fail to be great.

As we look at the hills that surround the fruitful farms of Portage, covered with many colored trees, glowing in beauty, we exclaim with the poet:

"Where is the coward that would not dare to fight for such a land?"

I have taken the REVIEW almost from its first appearance, and have found it very helpful and stimulating. A few hours with an old volume of the EDUCATIONAL REVIEW is next to an institute meeting.

L. A. M.

### The Utility of Knowledge-Making as a Means of Liberal Culture.

The following is an abstract of the address on the above subject, delivered by Prof. J. G. MacGregor at the opening of Dalhousie College:—

In infancy we all have to find things out for ourselves, or to make knowledge, for example in learning the mother-tongue, because we have no external source of information. In later life we get knowledge from people and books; and the knowledge-making power is apt to become weakened, perhaps to be lost altogether, through disuse. But it is a most important power to possess, from the point of view of success in life; for in whatever work we may be engaged, we can make little progress, unless we are able to learn by experience. The mental process which the merchant, the farmer, the artisan, must apply to his experience, in order to learn from it, is a knowledge-making process, the same as the child uses in learning its mother-tongue, or the scientific man in his investigations. That we may retain and strengthen this important power, it should be exercised continually in the school and the college. It can be exercised in the study of language and in the study of science. It is hardly possible to study a language without giving it some exercise, because in puzzling out the translation of sentences, we have to use our former experience of the usage of words and phrases. In order that it may be exercised in the study of science, science must be studied, as much as possible, as the investigator studies it, by finding things out for ourselves. The usual mode of studying science, reading in books about what investigators have discovered, and repeating in the laboratory or the field their experiments or observations, gives little or no practice in knowledge-making.

The old classical curriculum gave a great deal of such practice. For pupils had to do a large amount of translating, and in doing it were thrown largely upon their own resources and their own experience. But the training was one sided, because the experience they learned to use was language experience and unlike the experience they would have to use in later life. As the sciences developed, the opinion gained ground that knowledge of science, being useful, should be furnished by the schools; and science was therefore introduced. In the effort to furnish as much knowledge of language as before, students were driven to the use of helps, thus using their own experience less; and that they might be furnished with as much science knowledge as possible, they were made to get up books, thus hardly learning to use their experience in this study at all.



While the effort to furnish knowledge has thus largely excluded practice in learning from experience, it has failed to furnish enough, and sufficiently accurate, knowledge to be of real utility in the work of life. The world's stock of knowledge is now too vast to make this possible. Instead of aiming at it, the schools should aim at training pupils to acquire knowledge by reading. For as science has increased in volume, it has increased also in accessibility,—to the man who has been taught to read.

The combination of language and science study would have been a great improvement on the old curriculum, so far as practice in using experience is concerned, if both had been studied by knowledge-making methods; because it would have given pupils practice in using experience of such different kinds as to fit them much better for using the kind of experience they would have to deal with in their life work. But the inordinate estimate of the value of mere knowledge made this impossible.

The teaching of science by knowledge-making methods has been made largely impossible also by the use of the written examination as a test for degrees and certificates. Written examinations encourage only the kind of work they can test. They can test directly the possession of command of a language, of deductive power, and of information, but not the possession of power of learning from experience. Put even men like Darwin and Faraday into the examination room, and tell them to show on paper their power of learning from experience, and they must fail. Such examinations can test the acquisition of the knowledge-making power, in language study, indirectly, because they can test command of the language, the possession of which implies exercise of this power; but they cannot test it even indirectly in science, because the exercise of the power in science study results only in increase of the power itself, and in increase of knowledge, the knowledge being obtainable more easily from books. Hence written examinations as tests may encourage the cultivation of the power of learning from experience in language study, but must repress it in science study. A centralised system of written examinations must obviously intensify this effect.

Then knowledge-making in science is more difficult than in language, because in language the pupil has his experience as a child to aid him. In science he needs a competent teacher to help him over the difficult places. Hence a pupil can get practice in using his experience, even under an incompetent teacher, in language study; but he cannot get such practice in science study unless his teacher is a competent knowledge-

maker himself. As science study has been largely a getting up of books, science teachers have not usually been trained knowledge-makers. And, therefore, for this reason also, science study in schools and colleges has been largely unfruitful as a means of training young people to use their experience.

It might consequently be expected that the modern curriculum would be found to afford a poorer preparation for the work of life than the old classical curriculum. It is impossible to show definitely that this has been the case; but there is much evidence pointing in this direction. The most decisive evidence comes from Germany, where they have long had high schools, both of the old-fashioned and of the modern type, and where they find that the best investigators even in science come from the old-fashioned classical schools. That is what the above discussion would lead us to expect; for these schools do train their pupils in knowledge-making, although it is by language study only, while the modern school fails almost wholly to provide training of this kind.

Our experience in Nova Scotia is less definite. But there is no doubt that the country is full of a deep and growing discontent. The farmer, for example, finds that the boys he sends to the high school rarely return to the farm. There are probably many reasons for this. But there can be little doubt, not merely that they are not fitted, but that they are actually unfitted, by the high school course for the farmer's work. The farmer must, above all things, be able to learn quickly and accurately from his own experience. His boy after passing through an intensely modern curriculum, under the pressure of a centralised examining system and under the guidance of teachers in whom for the most part the colleges have failed to develop the investigating power, must almost inevitably be less able to learn from his own experience than he would have been if he had remained on the farm; while even that part of his large stock of acquired information which bears upon agriculture, must consist in general of inaccurate and ill-digested epitomes of sciences in which he has little or no interest. A knowledge-making, as distinguished from a knowledge-supplying, study of science, would give him, not much, but some, real knowledge bearing on agriculture, would cultivate in him the power of using his experience, would enable him to read books on agriculture, and would give him a living interest in all the operations of the farm.

Nor is the farmer the only exponent of discontent. The feeling of dissatisfaction is general. And it might be expected to be general; for if our school discipline fails to cultivate in our youth the power of learning by



experience, it fails to give them what is at least one great essential of success, not in farming merely, but in whatever kind of work they may be called upon to undertake.

How, then, can we secure the cultivation of the knowledge-making power adequately in school and college? Not by going back to the old classical curriculum; for (1) a combination of science study and study of language (not necessarily classics) may be made to give far better practice in knowledge-making than either singly; and (2) considerable scientific study is necessary that pupils may later on be able to acquire information by reading. Our course of study, therefore, should include both language and science, and in both departments students should be made, as much as possible, to find things out for themselves.

As higher teachers must be trained knowledge-makers, and as they come from the universities, reform must begin with the universities, which must demand of their students less mere information and more making of knowledge than heretofore. And, with brained teachers available, if the Councils of Public Instruction are willing to modify their regulations, the new mode of teaching may be introduced into the schools.

It would be premature to discuss in detail the changes which would be requisite in our school arrangements for this purpose. But it is clear (1) that our centralised system of high school examinations should be abolished; (2) that our mode of testing candidates for teachers' licenses should be remodelled so as to render it possible to recognize competent teachers in science; and (3) that our course of study should be remodelled so as to aim, not at furnishing an impossible universality of knowledge, but rather at the cultivation of the power of acquiring knowledge, and the power of learning from experience.

The remainder of the address will be of less interest to our readers than the part outlined above. It dealt with the equipment which the college should have in order to be in a position to do fruitful knowledge-making work, and with the way in which students should use the opportunities offered by a college course, for the cultivation of the power of finding things out for themselves.

### The Secret of It.

"Where does the clerk of the weather store  
The days that are sunny and fair?"

"In your soul is a room with a shining door,  
And all of those days are there."

"Where does the clerk of the weather keep  
The days that are dreary and blue?"

"In a second room of your soul they sleep,  
And you have the keys of the two."

"And why are my days so often, I pray,  
Filled full of clouds and of gloom?"

"Because you forget, at the break of day,  
And open the dreary room."

—Amos R. Wells in January *St. Nicholas*.

### Educational Associations.

#### KINGS AND HANTS TEACHERS' INSTITUTE.

The teachers of Kings and Hants Counties, to the number of one hundred, met in their yearly institute at Canning, N. S., on Wednesday, December 20th, and continued in session until the following Friday. Inspector C. W. Roscoe presided, and to his tact and courtesy much of the success of the institute was due. He has the rare faculty of forgetting nothing that tends to insure success in an institute. The papers read were scholarly and stimulating, and the discussions upon them moderate in tone and of a character well fitted to impress a listener with the excellent educational spirit that prevails among the teachers of this district.

Inspector Roscoe in his opening address urged the teachers to use their influence to advance education in every possible way, to impress their personality on the community, and to improve the school surroundings.

A paper on Composition in the Public Schools was read by Miss A. McKenzie, of the Kentville Academy, the merits of which was acknowledged in the spirited discussion it called forth.

Agriculture in the Common Schools was dealt with in an original and suggestive way by Mr. Percy J. Shaw, who clearly showed that by a regular and systematic instruction in nature study, combined with experimental work suited to the capacity of the child, the best results could be obtained. Mr. Shaw has promised the REVIEW a few lessons on the plan of experimental teaching, which he has found successful in interesting his pupils.

Miss Etta Yuill, M. A., read a scholarly paper on the Educational Value of English Literature. Its expression of human life, its power as a help to language, were dwelt upon in chaste and beautiful terms. The value of the story for children was shown. If the story were slovenly or poorly told, it left no impression or a bad one. The simplicity and naturalness of many of the poems of Tennyson and Longfellow were especially dwelt upon. In the discussion which followed the necessity was very clearly pointed out of having the works of authors, properly graded, instead of the usual school readers. These should have few notes (Principal Cameron's notes were referred to as models), and all teachers should have access to a good English dictionary, a classical dictionary and if possible an encyclopedia.

Mr. J. N. Sturk read a valuable paper on the Three R's, favoring a thorough elementary training in inflection, pronunciation, and meaning of words in reading. In writing the vertical system was favored. In arithmetic a thorough knowledge of fundamental rules with practice should be rigidly insisted on.

Mr. E. Clark Gormely, B. A., showed some simple



electrical apparatus used in teaching Gage's Physics. Mr. Gormely has great ingenuity and skill in making use of simple materials. He showed how much might be accomplished in this direction; and if teachers had not the genius themselves they could inspire some of their pupils to undertake such work.

Miss Antoinette Forbes read a paper on Entomology illustrating in a very practical way how children might be led to make observations on the habits, structure, and life history of insects. In a later number of the REVIEW we hope to give a synopsis of Miss Forbes' excellent paper.

Mr. J. S. Layton read a short paper on Drawing, followed with blackboard illustrations. He was listened to with the greatest attention, showing the interest taken in this subject. A great obstacle to success was the teacher's lack of skill in drawing, but this could be overcome by persistent application and study. Dictation exercises can be used with advantage in teaching drawing; careful study of designs is necessary; very little benefit can come from copying merely; rough outline sketches of objects are good for beginners. An interesting discussion followed in which Dr. Trotter, president of Acadia College, and Inspector Creighton of Halifax took part.

Mr. G. U. Hay led a discussion on Observation, as a basis of Nature Study, the leading point of which was that the child must be aroused to take an intelligent interest in the objects around him, and that occur in his walks to and from school.

Windsor was chosen as the next place of meeting. The officers for the current year are: Miss Forbes, of Windsor, vice-president; Mr. J. A. Smith, of Windsor, secretary; Principal Shields, of Hantsport, Principal Robinson, of Berwick, Mr. Huggins, of Kentville, Miss Etta Yuill, executive committee.

A public educational meeting was held in the Methodist church, Canning, Thursday evening, at which Inspector Roscoe presided, Dr. Trotter and Mr. G. U. Hay delivered addresses. A feature of the evening was the presentation of a diploma and a prize of \$50 for excellence in the study of Agriculture, to Mr. Percy J. Shaw.

### Spelling Exercise.

The following words were misspelled in a recent examination paper for teachers' license. They furnish a good exercise for pupils. The teacher must not expect that the errors made on the first writing need only to be corrected once. The pupils should be drilled on such a list as this until there is no possibility of making a mistake:

Comma, foregoing, pollen, thoroughly, sentence, necessarily, latter, omitted, cotyledons, interest, emphasize, read (past tense), punctuation, sense, pronunciation, interested, until, dividing, helpfulness, similar, growth, definitions, acquire, accent, experience, there, separated, too, endogenous, length, principles, interrogation, transitive, semicolon ("semi-collent"), judgment, breathe, reflection, repetition, apple.

### Busy Work for Primary Grades.

What work should be given to Grades I and II so as to keep them profitably occupied while in their seats?

This question was asked at the Kings and Hants Institute meeting at Canning, and the REVIEW was requested to answer it. We shall try to do so; and to keep on answering it, from month to month, if the teachers of our primary schools will help us. Those who have been successful in introducing interesting and profitable busy-work for the earlier grades can thus aid others in a marked degree by giving briefly their plans. We hope primary teachers will make this page their own, and scatter abroad, by means of the REVIEW, what they have gained from their own reading, or what their own quick wits have discovered.

And here we would caution every teacher against using any method without careful study and adapting it to her peculiar needs. Educational papers, or some of them at least, are too often filled with devices and plans for work which are worthless, if used without reflection. Teachers should carefully sift these and reject what they cannot adapt for their classes. The lazy or incompetent teacher fails to do this, and takes at haphazard whatever comes along in the shape of a ready-made lesson from shabby periodicals, which cannot be called educational journals in any sense of that term. These live by giving to teachers, what every teacher should have the spirit to do for herself. She must think out her own needs and those of the child, make a careful study of the text-books, supplementing this by a study of books, papers, and whatever else will enable her to come before her class with a bright, fresh lesson that is all her own, because she has brought her own resources to bear on it, and wakened up and brightened her whole mental outfit. Such a lesson cannot fail to brighten up a class and reflect the teacher's own enthusiasm.

#### NUMBER WORK.

One teacher at the Canning Institute suggested for busy-work at seats the learning of the multiplication table by objects; another suggested the utilization of the figures from old calendars for number work; another would have the pupils come forward and do work on the board in turn: this creates a generous rivalry and is a stimulus to do neat and accurate work.

#### LANGUAGE WORK.

Say or write at least two things in one sentence about the parts of: a house, a knife, a chair, a carriage, the hand, a jacket, a table, a book, a tree, a desk, the face, a pencil, a dress, a trunk, a leaf, a watch, a pen, a sleigh, the snow, a piece of chalk, the fire.



Name animals that bark, hiss, coo, croak, neigh, grunt, bray, bleat, quack, crow, roar, mew, growl, cackle, buzz, hoot, drone, scream, chatter, squeak, hum.

Name animals used for carrying burdens, for hunting, for drawing loads, for show, for yielding milk, fur, hair, wool, down, feathers, ivory, pearls.

Name a few birds that swim, climb, wade, perch, run, scratch, kill, go in flocks, in pairs, singly, make nests in hollow trees, in barns, under fences, on bare ground, among boughs.

How does the horse defend itself? goat? pig? sheep? giraffe? goose? hen? snake? fish? cat? monkey? elephant? porcupine? beaver? eagle? donkey?

#### A DEVICE IN SPELLING.

A list of words, say twenty, are written on the board Monday morning, and are left there for the entire week. At some time during the day the attention of the pupils is called to the first five of this list. The teacher points out the chief difficulty in each word. The sight is thus brought into action, and the pupils are trained to see the words as they are, and are led to get a correct mental picture of them. Several of the class are then called upon to spell these words orally. The sense of hearing is thus exercised, and the pupils are taught to recognize the sounds of the letters as they occur in the words. They are then required to write each word five times. This gives the necessary muscular training to enable them to produce the correct written forms. This is the only assistance rendered by the teacher in the preparation. The words are before the pupils to be considered during any leisure time they may have. On Tuesday the list is covered, pronounced by the teacher, and written by the pupils. At some time during the day the next five words are studied in the same way, to be pronounced and spelled on Wednesday. This is continued for the week, and on Friday night the twenty words are erased. On the following Monday these twenty words are pronounced and written, and twenty more are placed on the board. This is continued for five weeks, covering a course of one hundred of the most difficult words to be given the class. At the end of the five weeks the whole list of one hundred words is used as a written review. We commend this device to all teachers who are aiming to secure the best of results.—*The Western Teacher.*

#### A NUMBER LESSON.

How many days in the week? Place as many squares in a row on your desk; name them for the days of the week. Who could write all the names?

What part of a week is one day? two days? How many school days in the week? Place the school days

in a group by themselves. What part of the whole week are the school days? The other days are what part of the school days?

Count off seven feet on the floor line. Show how many yards in seven feet.

Show how many quarts in seven pints. Show how many pints in seven gills. A pint is what part of seven gills? Show with your squares.

If you earn four dimes and spend half of your money, how much have you left? if you earn five dimes? six dimes? seven dimes? Show on the blackboard.

Take seven of your squares. If they were quarters, how many of them would make a dollar? How many dollars in seven quarters?

What part of the seven quarters is a dollar? What part of the seven quarters is half a dollar?

What part of seven pints is a quart? two quarts?

What part of seven feet is one foot? two feet? a yard? two yards?

What part of seven quarts is a gallon?

Show on the floor line half of seven feet.

Each of you may show on your rulers a half of seven inches. How many inches?

Count the seven feet on the floor line by twos of feet; by threes of feet.

How many twos in seven? how many threes? how many fours? How many fives?

Tell me one half of seven. Show two sevenths of seven. Can you make a rectangle with seven inch squares?—*Adapted from School Education.*

#### Bay of Fundy Tides.

The following correction of textbook and newspaper errors in reference to the Bay of Fundy Tides is issued by the Tidal Survey Department of Marine, Ottawa:

In the Bay of Fundy the height of the tide, while quite exceptional, has been much exaggerated. From careful measurements made daily for four months by the engineers of the Chignecto Ship Railway, the extreme range in Cumberland Basin at the head of the Bay was 49 feet; and the average spring range was 42.21 feet. From the lowest level of low water then observed to the level of the highest tide ever known, which flooded the country in October, 1869, during a severe storm, the greatest range in Cumberland Basin is 53 feet. At Noel Bay, near the head of the other arm of the Bay of Fundy, the range of ordinary spring tides, as stated in the Admiralty charts, is  $50\frac{1}{2}$  feet. These measurements are republished in "Report of Progress, Canadian Tidal Survey" for 1898. The noteworthy tidal bore, which occurs at Moncton, on the Petitcodiac river, at the head of the Bay of Fundy, is described and illustrated with diagrams in the Report for the same year.



### January.

I am little January ; perhaps you do not know  
How far I've come to greet you across the fields of snow.  
Perhaps you weren't expecting I'd be so very small ;  
Perhaps you're almost wishing I hadn't come at all.  
I've lots of little sisters and little brothers too,  
And every one is coming to make a call on you.  
But I got ready quickly, and came right straight off here  
To be the first to greet you this happy bright New Year.

*Elizabeth B. Comins.*

### CURRENT EVENTS.

An esteemed correspondent and reader of the REVIEW in Boston calls our attention to the fact that when there is no Vice-President in the United States, in accordance with a law made on the death of Vice-President Hendricks, the Secretary of State, not the President of the Senate, will succeed to the presidency in case of death or resignation. In making a note of the death of Vice-President Hobart, in the December issue of the REVIEW, we fell into error by overlooking this change in the law of succession. An equally unpardonable blunder was made in clipping a paragraph that speaks of General Zachary Taylor as the hero of New Orleans. General Taylor's battles were fought in the Mexican War, and he should, perhaps, be spoken of as the hero of Buena Vista.

The neglect of United States Consul Macrum at Pretoria, to look after the interests of British and American residents in the Transvaal, has led to his recall and the appointment in his place of Mr. Adelbert Hay, son of U. S. Secretary of State. The Washington correspondent of the *N. Y. Tribune*, says : "The only plausible explanation of Macrum's actions is that he is frightened out of his wits. His conduct is in sharp contrast to that of the British Consuls who represented the United States in Spain last year, and particularly to that of the heroic Ramsden, whose instrumentality in securing the surrender of Santiago was incalculable, and whose death was due to his devotion to duty."

There are only two first-class countries in the world that depend upon volunteer recruits to keep up their armies. These two are England and America.

The South African climate is a healthy one, though trying, with its blistering sunshine alternating with Antarctic breezes, whirling sand storms, tropical thunder showers. A war correspondent graphically describes the extremes between night and day : "I take off all that the law allows every day, and I then gasp in the

shade of my tent, but at night I do myself up in a lambswool blanket, two ordinary blankets and a steamer rug, and lie down to listen to the rattle of my teeth until the sun begins to blaze through the canvas at daybreak."

Sydney, Cape Breton, is to have a steam ice boat, which will be propelled across the frozen strait by large spiked wheels.

America has lost its foremost ornithologist in the death of Prof. Elliott Coues, of the Smithsonian Institution. He was a native of New Hampshire.

Famine and plague are again making serious ravages among our fellow subjects in India. A Calcutta despatch says that almost three million persons are now receiving famine relief.

The first railway in Madagascar has recently been opened for traffic. It is for the present confined to the coast ; for, though the whole island is nominally under French rule, the populous regions of the interior are so hostile as to be unsafe for travellers.

General Lawton, of the United States army, has been killed in battle while leading his soldiers against the insurgents at San Mateo, near Manila.

Referring to the supposed coming alliance between Great Britain, Germany and the United States, the *Broad Arrow* says :

But a grander alliance is within the grasp of British statesmen. The present war has done more to consolidate the empire than all the political speeches of the past twenty years. With the settlement of the South African question on the conclusion of peace, it will make a quadruple alliance a magnificent possibility. England, Canada, Australasia and South Africa have exactly the same interests, the same aims, and the same ideals. Moreover, they mutually depend on one another, and are swayed by the same devotion to the British Crown. Canada, not the United States, is England's natural ally in the western hemisphere, Australasia in the South Pacific, South Africa in the Indian Ocean and South Atlantic. That they are willing to cement the alliance with their blood, they are proving on the battlefields of South Africa to-day. The idea of an alliance between the mother country and her daughter states may seem a trifle incongruous, but it is the only solution of the problem of imperial unity. The colonies have arrived at maturity, and though their population is not large now, by the beginning of the twentieth century their friendship will be a matter of supreme importance. The Triple Alliance may be more imposing than the Quadruple Alliance, but it is not so solid. Colonies which will make enormous sacrifices for a principle, as South Africa is doing now, especially Natal,



are England's best friends; not nations which are her jealous rivals.

The year 1900 is not leap year. The actual length of the astronomical year is a little less than  $365\frac{1}{4}$  days, and a leap year in every four years makes an error of about three days in four hundred years. To rectify this error, the closing years of the centuries are not counted as leap years unless the number of the century is exactly divisible by four. This rule, called the Gregorian rule, has been adopted in all Christian countries. The Gregorian calendar, so called after Pope Gregory, by whom it was authorized in 1582, was not introduced in England till 1752, when eleven days were suppressed to correct the error.

Recent investigation in Egypt have brought to light papyri that seem to establish the exact date of the birth of Christ. It is now generally agreed that the Christian era, as adopted in the sixth century, was placed some years too late; and 4 B. C. is usually given as the date of our Saviour's birth. We know, historically, however, that a census was held throughout the Roman empire every fourteen years; and the papyri show conclusively that the census cycle can be placed back as far as A. D. 20; and that probably the first of these censuses was held under Cæsar Augustus some twenty-eight or thirty years earlier. This places the actual birth of our Saviour at about B. C. 10.

Disturbances in Venezuela continue. The successful revolution which unseated President Andrade and placed General Castro in power has been immediately followed by another revolution in favor of a third leader, Hernandez, whose cause Castro, before he usurped the government, had promised to support.

St. Malo has decided to erect on its famous ramparts a monument to Jacques Cartier, the discoverer of Canada.

The timber wolf is said to have made its appearance in some parts of the Province of New Brunswick.

Trinidad has rejected the proposed reciprocity treaty with the United States, and is looking towards improved trade arrangements with Canada.

The only Canadian name in the list of New Year's honors for 1900 is that of the lieutenant-governor of Nova Scotia, who becomes a K. C. M. G., and will henceforth be known as Sir Malachy Daly.

Unequaled is the bravery of the British soldier. The Boers fight behind boulders and rocks and seldom attack. The British soldier takes the open and charges at the

foe. He is always aggressive, and, though he knows that in similar assaults his comrades have fallen by the hundred, he never flinches, but makes straight for the enemy until he is called back or is wounded or dead. While the privates move with precision and courage, the officers are with them. It was a general who headed the fatal charge of the Black Watch. He fell at the front and close to the Boer line. There is not much boasting about the bravery of the British forces. They simply do their work and say nothing. Yet, look at the two sorties from Ladysmith, which were effected for the purpose of dynamiting the enemy's guns. The men climbed straight into the enemy's camp, blew up their guns, and returned, in one instance bayoneting their way back. The old courage pervades the army, and it is sure to tell.—*Exchange*.

Julian Ralph, the war correspondent of the London *Daily Mail*, writing from De Aar, gives a vivid description of the country in that part of Cape Colony, which is of special interest to us, since the Canadian regiment is in the region described:

We are on the edge of the Karroo desert. It is a tract which looks like a rubbish-shooting ground of imperial size. It is everywhere rolling and framed by great hills, except where the billows of baked and stony earth take the form of kopjes (called coppies) or small hills. The entire country is about equally spotted with small stones and little dry tufts of vegetation, mainly sage brush. These are so bare and dry that they look like roots. The barren watercourses torture little trees to grow beside them, and these also are so bare and dead-looking that they might as well be trees turned bottom upward. In every direction the view is unobstructed for miles, yet you see nothing but the same brown desert with the hot air dancing over it. There are occasional little herds of goats tended by negro children, but they never show until you are close upon them. The Karroo might be a heaven for snakes, lizards and beetles; but I saw none—nor any living thing, except a few goats, a few stately ostriches, a few negroes in rags or blankets, and one small black-and-white bird that would pass for an undersized magpie at home. Silence, solitude, desolation—multiply these by six figures and you have the Karroo. It is not without beauty, and not without a future. Everywhere, in everything, its colors are wondrous. Close at hand, the hills are almost brick-red, a little further away others are dove-colored, while the farthest ones are of varying shades of purple. Tufts and splotches of vivid green appear wherever there is, or has recently been, water, and even the stones and shrubs are full of color. In some places the water is thirty feet below the surface; in others 1500 to 2000 feet—but there is always water, and once it bathes the surface it acts like a magician's wand. Wherever there is a railway station it is an oasis of green, with willow and eucalyptus trees, flowers and vegetables.

The month of December has been marked by serious reverses to our troops in South Africa. The news of



the repulse of Gen. Gatacre at Stormberg on December 10th, mentioned in our last issue, was quickly followed by word that Lord Methuen's advance had been checked on the following day at Magersfontein, four miles north of Modder River. Marching across the open veldt to attack the Boers on an intrenched kopje, the Highlanders, who led the advance, were suddenly subjected to a deadly fire from hidden trenches; and, as one correspondent says, the greater part of the fearful loss of the day was thus suffered in a single minute. The Black Watch and the Gordon Highlanders suffered heavily. Gen. Wauchope, commander of the Highland brigade, and the Marquis of Winchester, a major in the Coldstream Guards, were killed in action. Our total loss was nearly a thousand men; and Lord Methuen must for the present remain at Modder River, instead of pushing on to the relief of Kimberley. In both these battles our troops were taken by surprise, and were largely outnumbered by the enemy.

On the 15th Gen. Buller, advancing from Colenso to the relief of Ladysmith, met a serious defeat at Tugela River. Here the enemy was found strongly posted on the hills which command the fords of the river, and the British were obliged to fall back, with a loss of ten guns and over a thousand men.

The three disasters of the past month have brought up the total of the British loss, in killed, wounded and missing, to nearly 7,000 men; and have aroused the government and the empire to a realization of the magnitude of the work of driving back the invaders and ending the war.

The effect of three such reverses in one week was to show the urgent need of further reinforcements, and it was at once announced that preparations would be made for increasing the armies in the field by 120,000 men, or more, if necessary. This announcement was enthusiastically received in all parts of the empire. In the colonies, as well as in the mother country, volunteers pressed forward for enrolment. A second Canadian contingent, consisting of field artillery and mounted rifles, will sail from Halifax during this month in transports chartered for the purpose by the Canadian government. The Nizam of Hyderabad and other Indian princes have offered aid; and it is curious to note that even the Canadian Indians of the Six Nations are asking to be sent to the front with other Canadian volunteers.

An evidence of the importance now attached to the operations in South Africa is to be found in the appointment of Lord Roberts, of Kandahar, to take command, with Lord Kitchener as chief of staff; and these two

distinguished generals are now on their way to the front. By a strange coincidence, on the very day when the appointment of Lord Roberts was made public, news came that his only son had died from the effects of a wound received in the battle of Tugela River.

The three divisions of the British army in South Africa, which have been checked, but not driven back by the Boer invaders, are (1) the force under Sir Redvers Buller, in Natal; (2) that under Gen. Gatacre in northern Cape Colony, near the southern boundary of the Orange Free State; and (3) that under Lord Methuen, at Modder River, close to the western boundary of the Free State. Gen. Buller is opposed by the Boer leader, Joubert, with an equal force; but should have the aid of the beleaguered force of 10,000 men in Ladysmith when the day of battle comes. The fiercest and most important battle of the war is expected here. Gen. Gatacre is in a difficult country facing an enemy of unknown strength. Though unsuccessful in driving back the Free State troops, he has checked their advance into Cape Colony. Lord Methuen is confronted by a superior force, under Gen. Cronje (pronounced Cronie), who are strongly entrenched between him and Kimberley. At Belmont, on his line of communication, the Canadian infantry is stationed; and there is gratifying news of a successful attack on a Boer laager at Sunnyside, near this place, on New Year's day, in which some of the Canadians had their first experience in actual warfare.

Between the line of Lord Methuen's advance and the position held by Gen. Gatacre, there is another British force, under Gen. French, of which little mention was made in the despatches until his defeat of the Boers at Colesberg, close to the southern point of the Free State boundary, on December 31st, threw a ray of light into the gloomy records of December battles. Latest advices tell of further skirmishing at this point. A decided success would open a possible route for an advance into Free State Territory.

Among the disquieting rumors current in the newspaper world is one to the effect that Menelik, king of Abyssinia, will take advantage of the Transvaal war to send an army into the Soudan. Abyssinia, or Ethiopia, is a Christian country, of four or five million inhabitants, who are not negroes. Menelik is said to claim the Nile as his western boundary line.

Another rumor, which would be absurd if it had not been carried into effect thirty-five years ago, is that of an intended invasion of Canada by Fenians from the United States. It is probable that both of these stories were started with the object of helping the Boers by



keeping back reinforcements from England and the colonies.

That the present war was inevitable is now quite apparent. The preparations made by the Boers show that, sooner or later, they meant to contest with the English the question of supremacy in South Africa. Referring to the unpreparedness of the military, the Anglican bishop of Pretoria says :

It seems hard on poor Natal to be the victim of the war ; and, to one who has felt as sure as I of war, and of the plans and claims of the Boers, it looks amazingly like the same determination to ignore the true character and action of the Boers, or, rather, of those to whom England handed them and us over, which has ruined South Africa so long. These last proceedings will, however, I hope, wake up the old country to the true character of the Boers and their real long-standing aims and purpose. Planned and practised for years, my only wonder has been that England could so persistently ignore them, and be so unready as to allow, not to say invite, the course they have taken.

Commenting on the extension of British territory, the New York *Herald* says :

England is the only nation capable of carrying the torch of civilization into Darkest Africa. Her traditional love of personal liberty, her dislike of functionaryism and red tape, and her defence of the "open door" policy, have enabled her to carry out a noble mission of civilizing benighted parts of the world with a success that has been a distinct benefit to all the nations of the earth. Wherever Anglo-Saxons have made headway they have left a path into which the French, Germans, Russians, and every other enlightened people are invited and are welcome to walk.

Very gratifying is the friendship of the United States at this time, as expressed by their public men and in their leading journals. Even those who were inclined to sympathize with the Boers before their declaration of war are now outspoken in their sympathy with us, and glad that their government can now make return for the friendly neutrality of Great Britain in the Spanish-American war.

H. R. H. the Duke of Connaught has been appointed to succeed Lord Roberts as commander-in-chief of the forces in Ireland. His offer to resign his rank in the army and take a subordinate position on the staff of one of the generals in the field in South Africa was not accepted by the military authorities.

The latest news from the seat of war is not encouraging. A sortie from Mafeking to take possession of a strong Boer position outside the town, failed, though the attack was skilfully made, and with greatest courage on the part of the British. Our loss was heavy in

officers and men. Gen. French, who is operating in the vicinity of Colesburg, has met with a check in the loss of seventy men of the First Suffolk regiment. The situation at Ladysmith causes the greatest apprehensions. The Boers are drawing their intrenchments closer to the beleaguered garrison, and the latest advices show that they, contrary to their custom, made an attack on the British which was repulsed after desperate fighting. Gen. Buller has not yet attempted to renew his advance, and further news is awaited with feverish anxiety.

### 'ROUND TABLE TALKS.

The discussion in the December REVIEW of the grammatical relationship of the word "worth," in the expression "is worth," showed that many authorities treat it as an adjective, while one, at least, regards it as a preposition. Is it not, in most cases, equal to "worthy of," and therefore to be regarded as an adjective with a preposition suppressed or understood?—V.

A. M. P.—Allow me still to differ from your decision respecting the word "worth" in the sentence, "Flour is worth five dollars." I still think it a noun, because it fills the office of a noun. You say it is an adjective, because it is an adjective in the following sentences, "To reign is worth ambition," "This is life worth preserving." These sentences are similar, but not the same. Worth, in the flour sentence, means *value*, but in these it means *worthy*. You can say "flour is the *value* of five dollars," but you cannot say "flour is *worthy* five dollars." You can say "to reign is *worthy* of ambition," but you cannot say "to reign is *value* of ambition." Therefore, when worth has the sense of the word value, it is a noun; and when it means worthy, it is an adjective.

But worth in the sentence quoted has scarcely the sense of value. In "flour is worth five dollars," worth means "equal in value to," or is "valued at," both phrases being plainly adjectival.

R. S.—(1) In what respect have the county school fund and district assessment a bearing upon each other?

(2) State in order (a) the territorial divisions recognized in the school system; (b) the several educational objects or purposes involving these divisions; (c) the relation of any or all of these divisions in behalf of each object respectively.

(3) It is said that at the poles the year is divided into two periods, six months day and six months night; also, that when the sun is vertical at the equator, the days and nights are twelve hours long, over all parts of the earth. Explain these contradictory statements.

(1) The county school fund and district assessment have no bearing upon each other, except that there is a similarity in the mode of making up. Both are based upon the parish assessment lists. District valuation may affect the amount of county fund received. (See School Manual).

(2) (a) City, incorporated town or country school district; (b) Parish, which for the last named is the unit of assessment, and for the others as well, except



in the case of the City of Fredericton; (c) County; (d) Inspectoral district; (e) Province.

The district votes local aid to schools, which is assessed upon the parish lists. All property owned by a resident of a parish in that parish is taxed in the district in which the owner resides, except in case of incorporated companies. The county fund is based upon valuations furnished by parish assessors, and is apportioned among the schools upon a basis: (a) Average attendance; (b) Length of time the school has been in operation; (c) Teachers, class of license, etc. Provincial grants are given teachers according to class of license and time engaged in a district.

(3) This question has been answered in the REVIEW. See Vol. XI, p. 193; also Vol. XII, p. 280.

### SCHOOL AND COLLEGE.

As an example of the intensity of the war spirit in Salem, N. S., the children of the central school took off about five cents each from their holiday money and contributed it to the soldiers' relief fund. The sum thus raised amounted to \$12.00, which has been forwarded by the principal, Mr. Horner. — *Herald*.

Mr. Wm. Brodie, late principal of the St. Andrews Grammar School, who is a Harvard student, in a note to the *Beacon* says: "I have just come in from the Harvard-Princeton debate upon the subject, 'Resolved, That the English claims in the controversy with the South African Republic are justifiable.' Harvard took the affirmative, and greatly to my satisfaction, was proclaimed victor. Both sides spoke well, expressing themselves with great clearness and courtesy."

Mr. A. D. Jonah, who has had charge of the Pt. Wolfe, Albert County, school for the past few years, has been appointed principal of the Harvey Superior School, Albert County. Mr. Jonah is a capable and experienced teacher.

Miss Mina A. Reade, after a prolonged tour in Europe, has returned and resumed her duties as teacher of elocution in the Truro Normal School.

Chairman Grant of the Moncton School Board has resigned, owing to differences with his colleagues, the chief point being that he believes increases of salary should not be governed by length of service, but solely upon the question of ability.

Perhaps the reason that the Mt. Allison lady students take more interest than is usually credited to their sex, in current topics, is because they are given weekly lectures on the leading events of the day. With Dr. Borden they have followed all the details of the French troubles, have studied eagerly accounts of the Cuban war, and are now tracing on the map the advance of our soldiers in Africa.—*Sackville Post*.

The N. B. Board of Education has ordered that the last school day prior to the 24th of May each year shall be observed as Empire Day. This year the day falls on Wednesday, 23rd May. The Chief Superintendent of Nova Scotia has set apart

the day for observance in the schools of Nova Scotia. Last year the day was observed in Halifax and some other towns in Nova Scotia, and to some extent in New Brunswick. This year the REVIEW will join with teachers in securing a worthy and fitting celebration of the day.

Dr. Torrey, a native of Guysboro, and for many years principal of the Springhill, N. S., public schools, died recently at Pittsburg, Pa., where he had been practising medicine for the past year.

Mr. M. A. Oulton, B. A., a recent graduate of the University of N. B., and an experienced and successful teacher, has resigned his position at Benton, Carleton County, and has been appointed principal of St. Marys, York County, Superior School.

Mr. Jas. W. Howe who has successfully taught the school at Upper Corner, Sussex, has been appointed to the principalship of the Hampton Superior School.

Miss Edith Darling and Miss Wetmore, after several years of efficient service in the Sussex Grammar School, have resigned. Their positions have been filled by Miss Laura Horsman, of Hampton, and Miss Helen S. Raymond, of Norton, both of whom are capable and experienced teachers.

Principal A. W. Horner, and his associate teachers of the Central School, Salem, N. S., have raised by means of a concert \$45, to be devoted to the purchase of a reference library for the use of teachers.

St. Anne's College, at Church Point, Digby Co., N. S., which was destroyed by fire in January last, a notice of which appeared in the February issue of this paper, has been rebuilt on a larger and more imposing scale than the old one. The County Academy for Clare has its rooms in the new college building. Mr. J. Alphonse Benoit, the late principal, is at present at Dalhousie College, completing a post graduate course of study. He has been succeeded this year in the Clare Academy by Mr. J. P. Connolley, Class A (Cl.) of 1897.

Mr. H. B. Hogg, Class A (Cl.) of 1893, still retains the principalship of the Digby Academy. The attendance this year at this academy is not sufficient to secure the payment of the grant for a second class teacher. Miss Bessie M. Logan, Class A (Cl.) of 1897, who was the second teacher in this academy last year, is now the teacher of the preparatory department, and at the same time renders the principal some assistance in his department.

Mr. J. S. Layton, Class A (Cl.) of 1895, has resigned the principalship of the Annapolis Academy, and has been succeeded by Mr. John A. Creed, Class A (Cl.) of 1898. Mr. Layton is taking a post graduate course at Dalhousie College.

Mr. A. C. M. Lawson of the Hopewell Hill Superior School, Albert County, has just entered upon his seventh year. The school, under his care, gives promise of increased usefulness.

The executive committee of the N. B. Provincial Teachers' Institute met at Fredericton on Thursday, December 28th, and framed a provisional programme for the next meeting, which will be held in Moncton, June 27th-29th. The choice of



Moncton is an excellent one. It is ten years since the Institute met in that city, and its educational progress during the decade furnishes a remarkable object lesson in fine buildings, efficiency of schools, and public spirit and liberality in maintaining them.

Mr. B. P. Steeves, who has recently taught the Superior School at Buctouche, Kent County, has been appointed principal of the Elgin, Albert County, Superior School, which in times past has been one of the foremost schools of the province. Mr. Steeves may be relied on to keep the school up to its old time efficiency.

The closing exercises of Acacia Villa school took place on Tuesday the 19th December. This well known educational institution is situated in the historic village of Grand Pre, and is presided over by the Nestor among our teachers—Principal A. McN. Patterson, A. M., who for over fifty years has devoted himself to teaching, and whose vigor, geniality, and power to inspire, show no sign of abatement. Features of the closing were an elaborate dinner prepared for the pupils and a few guests, an after dinner programme consisting of an eloquent address by Dr. Benjamin Russell, M. P., music, essays, recitations, through all of which there was a strong martial sentiment, as well as a feeling of loyalty and attachment for the school and its venerable and respected principal.

### JANUARY MAGAZINES.

The *Atlantic Monthly* is a magazine for the student and thinker, and for those who have a serious purpose and interest even in their reading of periodicals. The January number gives striking evidence of its earnest and progressive spirit. Among its educational articles are the opening chapters of the autobiography of W. J. Stillman, the distinguished scholar, traveller, and man of letters. His frank statement of his boyhood and early education is instructive reading for teachers. . . . The *Century* magazine is rich in full-page pictures, many of them in tints. These last occur in the decorations of Mr. Kipling's poem, "In the Matter of One Compass," and especially in the reproductions of photographs of Antarctic scenery accompanying Frederick A. Cook's account of the two years' exploring expedition of the "Belgica." The great work that is being done at Tuskegee Institute for the elevation of the negro race is set forth very convincingly by President Washington, who is laboring no less effectively for the good of the whites than for that of the colored population of the south. . . . In *St. Nicholas* the department of Nature and Science, conducted by Edward F. Bigelow, teems with tidbits about birds and frost and flowers. The out-door studies of the school children of Washington, D. C., are described by Elizabeth V. Brown, in an article profusely illustrated from photographs. . . . The *Chautauquan* for January has some articles that are of great interest to teachers—How Life in a Country Town was made Social, How to Interest Children in Good Reading, Critical Studies in American Literature (Longfellow's Evangeline), and other useful things. . . . If, as some think, Mr. Rudyard Kipling has been the subject of too much laudation, a wholesome corrective is afforded in the keen and biting treatment which he receives at the hands of Mr. Robert Buchanan, in the paper called *The Voice of "The Hooligan,"*

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which the *Living Age* for January 6th reprints from the *Contemporary Review*. The true estimate of Kipling lies somewhere between the extreme of laudation and such unsparing criticism as this. . . . The January number of the *Delineator*, which is called the century number, begins the fifty-fifth volume, and it exhibits a marked advancement in many details. There is, as usual, a complete presentation of the season's fashionable modes, a varied selection of literary features and a generous amount of general household matter. . . . In the *Ladies' Home Journal* Edward Bok writes in protest against "A National Crime at the Feet of American Parents," and in contrast is shown "The New Idea in Teaching Children." A score or more articles of special value to women touch every phase of home-making. By The Curtis Publishing Company, Philadelphia. One dollar a year; ten cents a copy.

### N. B. Education Department.—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 12th day of June, 1900.

The English Literature required for First Class candidates is Shakespeare's "Merchant of Venice," and selections from Keats, Shelley, and Byron as found in *Select Poems*, published by the W. J. Gage Co., 1896.

(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 3rd, 1900, at 9 o'clock a. m.

The requirements for the several classes will be the same as last year, except that Candidates for First Class will be examined on the First, Second and Third Books of Geometry and Algebra to the end of Quadratic Equations.



Candidates are required to give notice to the Inspector within whose inspectorial 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., 1896.

(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's "Merchant of Venice," Rolfe Edition, and Selections from Keats, Shelly and Byron, as found in Select Poems, published by the W. J. Gage Co., Toronto, 1896.

The examination paper in French will be based on the syllabus of High School Course for 1899 in Grades IX, X and XI.

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 examination. The First Book of Cæsar'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 Monday, June 18th, 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. TEACHING DAYS AND SCHOOL HOLIDAYS, 1900.

**SUMMER HOLIDAYS.** Six weeks, beginning July 1st. In cities, incorporated towns, and Grammar and Superior School Districts in which a majority of the ratepayers present at the annual school meeting voted for extension of vacation, eight weeks beginning July 1st.

**CHRISTMAS HOLIDAYS.** Two weeks, beginning on December 22nd.

**OTHER HOLIDAYS.** Good Friday, the Queen's Birthday and Thanksgiving Day; also, in the City of St. John, Loyalist Day.

No. of Teaching Days, First Term, 123; in St. John, 122.

No. of Teaching Days, Second Term, 94; in cities, etc., 84.

## III. EMPIRE DAY.

Wednesday, June 23rd, is to be observed in all the schools as EMPIRE DAY by carrying out a programme of such exercises, recitations and addresses as will tend to promote a spirit of patriotism, and to impress upon the pupils adequate views of their privileges and duties as Canadian citizens and subjects of the British Empire.

Trustees are urgently advised to provide for the school-house, wherever practicable, a Canadian Flag and a flag-staff; and teachers are instructed to see that the flag is raised on Empire Day, the Queen's Birthday, Dominion Day, Thanksgiving Day, and other national anniversaries.

Education Office.  
January 2nd, 1900.

J. R. INCH.  
Chief Supt. of Education.

## MOUNT ALLISON EDUCATIONAL INSTITUTIONS, SACKVILLE, N. B.

### University of Mount Allison College.

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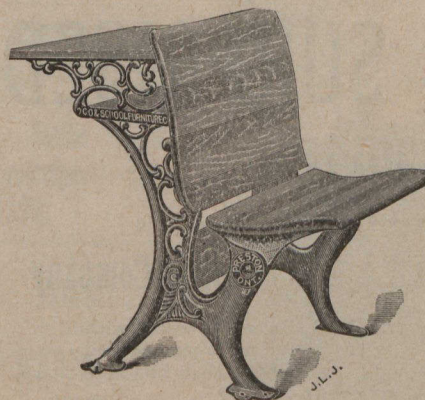
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