THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. III. SAINT JOHN, N. B., FEBRUARY, 1890. No. 9

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY. ST. JOHN, N. B., FEBRUARY, 1890. WHOLE NUMBER, 33

A. H. MacKAY, B. A., B. Sc., Editor for Nova Scotia.
ALEX. ANDERSON, LL.D., Editor for P. E. Island.
G. U. HAY, Ph. B., Editor for New Brunswick.

SUBSCRIPTION PRICE:

Twelve Numbers, **$1.00**
Single Copies, **10 cents**

Subscriptions payable in advance. Send money by money order, or by bank bill in a registered letter. All remittances acknowledged by postal card. Address all business communications and send subscriptions to EDUCATIONAL REVIEW, St. John, N. B.

The REVIEW is issued from the office of Barnes & Co., St. John, to whom subscriptions may be paid if convenient.

CONTENTS:

EDITORIAL NOTES ... 153
EDITORIAL ... 154-157
Educational Reform. Higher Education. English Literature in the School.
ASTRONOMICAL NOTES— ... 157-158
CONTRIBUTED ARTICLES ... 159-164
A Geographical Curiosity. Proposed Changes in N. S. School System.—Board Schools of Huddersfield. Canadian Club of Harvard. A Vulgarism. Notes for Teaching Music.
THE SCHOOL ROOM ... 164-167
In the Primary School. Why Some Teachers Do Not Succeed. Why Some Teachers Do Succeed, etc.
Educational Opinion. Book Reviews. Publications. Literary Notes.
NEW ADVERTISMENTS—
Physical Drill. p. iii. The Teacher. p. iii.

Notice of Change of Address should be promptly sent to EDUCATIONAL REVIEW, St. John, N. B. The former as well as the new address should be given.

EDITORIAL NOTES.

UNDER the head of "Educational Opinion" will be found from time to time several short paragraphs from a capital abstract in the Halifax *Herald* of the report of Supervisor McKay on the Halifax Schools for the year 1889. No American educationist is more energetic in his work, more cautious in coming to his conclusions, and clearer in discovering the drift of the age than Mr. McKay. His views are therefore not only valuable for the teacher, but for those who are directing or influencing public educational anywhere.

THE natural history subjects hitherto treated in "Ferndale School" lesson may shortly be resumed in a systematic and concise outline for the use of teachers and pupils, under such titles as "52 Common Insects.' "52 Common Birds."

THE New Brunswick Natural History Society has lately purchased the museum of the St. John Mechanics' Institute, embracing a most valuable collection of natural history objects. This, with the large collection that is already possessed by the Society will make its museum a valuable one to students.

AS USUAL during the last few years a very interesting and largely attended institute of teachers was held in Amherst just before the Christmas vacation. We regret that we were unable to obtain a summary of the work in time for the January number.

WE ARE glad to observe the success with which the Pictou Academy is bringing good musical instruction down to a minimum cost by the class system. The musical department has four classes, namely, Piano, Voice Culture, and Harmony, under the charge of Miss Annie McDonald, a distinguished graduate of the New England Conservatory; and the Violin, under Miss MacKinlay, a pupil of the famous Julius Eichberg. The Academy Calendar gives an outline of the curriculum of the various classes. It covers essentially the first three grades of the New England Conservatory in Pianoforte and Voice Culture. Class and public recitals are given at the end of each term of three months. From the Pictou papers we gather that the public recital, January 30th, was a very creditable showing. A list of the standing of pupils in the various classes are also regularly published. From personal knowledge we know that nowhere is more thorough work done.

DR. T. H. RAND, who is spending the winter in London, contributes an article in the last *Messenger and Visitor* on the funeral of the late Robert Browning in Westminster Abbey. The impressive ceremony is described in language that is touching and poetic, and will be read with interest by Dr. Rand's many friends in these provinces.

A LITTLE PAMPHLET, "Kingston and the Loyalists of 1783," just issued from the press of Barnes & Co., by W. O. Raymond, will be read with great interest, containing, as it does, so many reminiscences of the early history of New Brunswick. It narrates events in the life of Walter Bates and other loyalists, and contains portraits of Right Rev. Charles Inglis, first bishop of Nova Scotia, and of the Right Rev. Bishop Medley. Rev. Mr. Raymond, to whom the public are indebted for editing and publishing this pamphlet, has a short introduction, and his notes will be of great service.

HIGHER EDUCATION IN NEW ENGLAND.

We gladly acknowledge, with thanks, the courtesy of Mr. Ray Greene Huling, the secretary, in sending to us the report, a model of neatness and careful editing, of the fourth annual meeting of "The New England Association of Colleges and Preparatory Schools" held at Boston on 11th and 12th October, 1889, and comprising in its membership the most eminent teachers in the universities, academies and high schools of New England. This Association presents us, in its proceedings, not only with the latest but most authoritative and weightiest expression of educational opinion on the continent, upon some of the most keenly discussed questions of the day, and it is interesting and instructive to observe that the topics which engage their attention were chiefly those to which the minds of leading educators in our own country are directed. They, as well as we, are anxious respecting the qualifications of the teachers in secondary schools; they wish to arrive at some common understanding upon the subject of examinations for entrance to the university, and express sympathy with the desire that an effort be be made provide instruction in elementary science in schools of all grades. The addresses and reports are of an exceedingly practical character and are distinguished throughout by breadth of view, knowledge, good sense and moderation.

In one paper a plea is advanced for the provision by universities of professional training for teachers of secondary schools. From the degree of support which the views of the writer evoked, we may reasonably infer that the members of the Association have great faith in pedagogic training, yet it is very satisfactory to note that a liberal and thorough education is regarded by them as indispensable and as providing the teacher with his necessary equipment. "College education," says President Dwight, "can and ought to give the graduate the knowledge, and if possible, the common sense which will enable him to use it. Then let him practice. The man's individuality must be his chief reliance."

Perhaps, to us, the most interesting discussion is that upon the subject, "Should Homer be taught in the preparatory schools?" and we may not be at fault in supposing from the space devoted to the report of the leading papers and the speeches on the affirmative or negative side of the question, and the prominent position of the speakers, that it was equally interesting to the Association. We must confess to a good deal of sympathy for the views of Dr. Keep and his supporters. We cannot imagine anything more dreary for students in classics at this stage than to be condemned to read three or four books of the Anabasis without any relief. Young men are sufficiently acquainted with Greek syntax, after a thorough study of one book of Xenophon to commence the Iliad or the Odyssey. We never knew of any tyro in Greek being fascinated by the Anabasis, but scarcely any one reads either of Homer's works without being in some degree conscious of his power to arouse an interest in the narrative and some appreciation of the style of poetry. Nor need there be any fear lest the student lose ground in Attic Greek by the study of an author who writes in a different dialect, for the Greek composition which occupies part of his time will be sufficient to prevent it.

The existence of this Association, the utility of the subjects which are discussed and the ability and varied experience of its members, must exert a beneficial influence upon the higher education of the New England States.

ENGLISH LITERATURE IN THE COMMON SCHOOL.

An example of good work of this kind we observed on Friday afternoon, preceding the Christmas vacation, in the vice-principal's department in the Morris Street School, Halifax. Ten minutes a day during the past year were devoted to the study and memorization of short poetical passages, together with the date, country and chief work of the author. The children at home had much pleasure and educative amusement in searching for striking poetical gems to be presented for selection by the teacher. The result was the memorization of some 344 of the most beautifully expressed thoughts in the English language, with an outline sketch of about seventy noted authors. Without an instant's hesitation, some sixty or seventy such quotations followed each other in a ceaseless fascinating stream, well recited, author and work stated, all in obedience to the motion of the teacher's eye. This was only a part of the interesting programme, but the one which interested us most. The Superior, the Secretary and the Chairman of the School Commissioners were present. With most judicial ruthlessness, the Supervisor, before expressing an opinion, continued the examination by asking for specimens of the poetry of certain authors with some leading points in their history. The result showed that the pupils had one or more illustrations of the poetry of a great number of authors ready at hand with an outline biographical sketch. Here was being laid a real, practical and useful foundation of English literature—useful for present purposes and the best

preparation for more advanced work. And only ten minutes a day were absorbed!—and not a wearisome or uninstructive ten minutes. Then, how much was read at home in the literary game of digging in the poems for the brightest gems and hunting in encyclopædias and reference books for biographical sketches? And what a store of beautifully coined thoughts had each pupil in this school! Over three hundred apiece—as many as some writers have in their book of quotations and two or three hundred more than they hold in their heads. We recommend the consideration of this method to our teachers from the charming illustration which we so much enjoyed ourselves.

HOW THEY WORK IN HALIFAX.

We think it right to publish the following circular to the Halifax teachers in order to keep our readers posted in some of the forms of activity in advancing the status of the profession in these provinces. In Halifax the teacher must always be a student under the present regime.

[CIRCULAR.]

A meeting of the Halifax Teachers' Institute will be held in the Academy on Friday, the 24th inst, at 4.30 p. m A full attendance is particularly requested.

As the next meeting of the Provincial Educational Association will not take place during summer holidays, teachers will have an excellent opportunity of devoting their attention to science at the Summer School at Parrsboro. In preparation for that important work, Principal MacKay will give several lectures on Zoology this winter. He will enter somewhat fully into the discussion of some typical vertebrate and perhaps some molluscs. Mr Kennedy, who lectures on Chemistry at Parrsboro, will give a course of lessons on Williams' New Chemistry, together with practical work from the Laboratory Manual of General Chemistry. Miss Ryan has been appointed teacher of Tonic Sol-fa for the Summer Science School. Miss Creighton is again assistant in Botany, and another young lady from the Halifax schools has been appointed assistant in Mineralogy so that these subjects will receive some attention from us On Friday we expect to form classes and make arrangements for the winter's work.

Let me add a few words on a most imporant question, How should we spend our vacations? Too much sleep is said to be productive of serious injury. Similarly an entire cessation of mental activity during summer holidays causes a relapse into habits of intellectual lethargy which it took years to overcome. A month of every fall is required by some teachers and all pupils in recovering from the dissipating effects of summer holidays and in getting back to habits of study If we would be healthy in mind and body what we all need during holidays is change of scene and change of occupation. How delightful, healthful and refreshing the change from the confinement, the book-work and the memory-cramming process of the school-room to the open field work, the laboratory processes and the sympathetic companionship of the Summer School. Let us all go fully prepared to enjoy it and profit by it.

At this meeting, in addition to the formation of classes as explained above, short addresses on the Teaching of Temperance in School will be given by three very able advocates of temperance. Dr. Maria Angwin will consider the scientific principles involved; Mrs. Bell, the moral principles, and Miss Oliva Ritchie, B L, Ph D, will make the practical application.

Yours faithfully,

A. H. McKAY,
Supervisor.

Halifax, 21st January, 1890.

EDUCATIONAL REFORM.

In our December number we called the attention of our readers to the true aim of education; we noted the almost insuperable difficulties which, under present conditions, prevent the realization of a high ideal in education, and expressed our deliberate opinion, that until the occupation of a teacher becomes a real profession and stipends are commensurate with the nature of the duties which teachers are required to discharge, there will not and cannot be assured to the community those advantages which, in the words of Milton, are "to fit them to perform justly, skilfully and magnanimously the office of a citizen." It is not by an organization, however perfect; it is not by constant tinkering of the course of studies; it is not by speeches on its paramount importance, and the transcendent interests that are entrusted to the teacher, that the education of the country can be made worthy of the name. We may, with some degree of confidence assume that the systems of education operative in these provinces are upon the whole satisfactory to the people and responsive to the requirements of enlightened educational opinion, that a sufficiently full, fair and manageable programme of studies has been arranged, and that the people are generally alive to the value of a good education. Much more, however, is needed before the hopes of the educational reformer can be realised. The machinery is provided but the results depend upon the skill with which it is worked. The success of an educational system must depend largely or entirely upon the devotion, intelligence and energy of the teachers.

We are told, time and again, from the platform and in the pages of the newspaper and the magazine, that the profession of the teacher is surpassed by no other in dignity and responsibility; but we are not aware that any supreme effort has been made to enable the teacher to live in a manner becoming the position that

has been assigned to him. The stipend of a clerk in a store is held to be quite sufficient to remunerate the country teacher, while book-keepers in business establishments receive higher salaries than those who are the head masters in our large city schools. The able and ambitious clerk looks forward to a business of his own, while the principal of an academy or high school has no further prospects of promotion within the limits of his profession. Is it to be wondered, then, that the teacher, after a short experience, abandons the business and adopts a career which affords greater scope for his energy, talent and enterprise, and offers more liberal inducements to those who adopt it?

Or, if we compare the teacher's position with that of the officers in the various departments of the public service we are struck by its inferiority. How much more generously are the officials of all grades treated by the state than the teachers are by the people? Not only are they liberally remunerated whilst engaged in active duty but they have the prospect of superannuation when age brings infirmity and its attendant disabilities. The teacher, on the other hand, has never had but a stinted allowance and is not encouraged and stimulated by the hope that provision is made for his declining years. It generally happens that when he is advanced in life younger men are preferred by school committees and he is thrown upon the world or his friends, too often neglected by the public whom he has served; or at best receives the pittance of the mendicant when his maintenance ought to be esteemed a public and pressing obligation.

As long as this is the case can it be expected that men will join a profession which has so few advantages to offer? Profession! We have used the word repeatedly, but it is really a misnomer. The few at the head who have made teaching the business of their lives cannot constitute it a profession. The vast mass of those engaged in teaching use it for their own purposes. Their heart's affections and aspirations are centered elsewhere. To them it is but a stepping-stone to something else, a mere incident in their lives, an occupation which too many regard as scarcely serious, and which, not a few, in after years, recall with impatience and strong dislike. So long as teachers feel bound, in their own interest, to make their connection with education a temporary arrangement, so long as they look elsewhere for a career, and other objects win their sympathy and rouse their ambition, so long will teaching remain an *occupation* and come short of possessing the necessary elements of a *profession*.

Do people understand or seriously consider their relation to education and the teacher of the public schools? Do they ever realize the fact that the parent has in great measure transferred to the teacher the responsibility of training his children? He does not hesitate to entrust him with the duty of instructing them, of forming their character, directing their energies and influencing their judgment; and yet we do not always discover in him a profound anxiety to procure such men as can safely have committed to them a charge of such moment. The parent appears to forget that the task of the teacher is no mere mechanical operation, requiring only ordinary intelligence, industry and reliability, but that success can only be assured to him who is gifted with the faculty of discernment of character, and is possessed of a cultured mind and a power to interest and stimulate. He has to deal with minds, not with materials; and hence the necessity for special preparation and the existence of conditions favorable to the prosecution of his enterprise. To inform, to discipline, thoughtful minds, the teacher must be a student himself, and must address his pupils from the fulness of his own mind and the maturity of his thought. It is only the man who is refined in mind and heart who can successfully sow the good seed in the minds of the young and cherish and direct its culture.

Such teachers are not equipped for their duties by the crude and intermittent training of the present day. But why should we be surprised if we discover a lack of scholarship, culture and skill in many of our teachers? Can we expect to procure the services of first-class men in return for such salaries as we offer? Should we be astonished if educated and cultured men refuse to undertake the performance of a duty, delicate and involving eternal issues, for a recompense less than would be that of a skilled mechanic in these provinces or a policeman in the neighboring republic? The same law holds good in teaching as in commerce — the higher the price you offer the better an article will you obtain — the better the salary you offer the more competent the teacher you will procure.

But it has been the custom to regard the teacher—particularly the high class teacher—as if he were different from other people, and ought to be paid by a standard not applicable in other cases. He is supposed to be a man of inexpensive habits and contented mind, whose ideas and ambition are bounded by his school, and whose tastes and sympathies are domestic and literary. There is doubtless much truth in this, but we fear that necessity rather than choice accounts for much of the self-discipline which has led to this result. The outcome is good, but we question the justice of basing an estimate of a teacher's needs upon an economic condition which is the resultant of compulsion on the one side and a philosophic sub-

mission to circumstances on the other. Just as we emphatically condemn the infinite meanness of advancing as an argument for the acceptance of a small salary, when twice the sum could be as easily paid, the habitual unselfishness of teachers and their devotion to their duty irrespective of remuneration. When these liberties are taken with teachers it is time for them to assert their claim to more generous treatment — to let the public understand that an accomplished and competent teacher can only be obtained upon the same terms as properly qualified men in other departments of activity.

Moreover, teachers do not profess to constitute a brotherhood vowed to poverty, celibacy, and self immolation. They have not cast behind them the comforts of life and its interests. They are citizens of a dominion free and young, in whose advancement they rejoice, to whose stability they contribute, and of whose honour they are jealous. As members of the community in which they are placed they ought to be in circumstances to associate on equal terms with those to whom they are commended by their position and acquirements. Independence begets respect, knowledge and good sense are appreciated, and the public estimate of a teacher as a member of society augments his influence in the class-room and contributes to the weight of his opinion.

We have addressed ourselves, in the first place, to the financial question, because it lies at the root of all reform. And we have done so not from mercenary motives, certainly, as will appear to all who dispassionately examine the circumstances of the case, but because teachers are entitled, when estimating the value of their services, to take into consideration the time spent and the expense incurred by them in fitting them for their profession, the position in society which they are expected to fill, and the rewards which await men similarly gifted in other professions. Our remarks have not been solely directed by a desire to advance the interests of the teachers but to promote the cause of education — to prevent or diminish the constant efflux of good men from the profession at the time when they are most valuable, and to induce others to join the ranks who are at present deterred from doing so. Let our academies and high schools be placed upon such a financial basis that they will be regarded as prizes worth striving for, and let the salaries of the teachers in the other schools be increased in proportion, and, with the excellent material which has been proved to exist in the Atlantic Provinces, and their abundant and admirable facilities for higher education and professional training, we may reasonably hope for the commencement of a brighter era in our educational history.

Astronomical Notes.

A correspondent writes: "I have frequently read and heard of the forenoon being longer or shorter than the afternoon, and I have recently listened to and taken part in quite a lively debate on the subject. Would you kindly inform me if the forenoon and afternoon are of unequal length; and if so, why so?"

The categorical answer to the first question is: Yes, and No. It depends on where you live and what time of year it is.

I had got thus far with my answer, when it suddenly occurred to me that the forenoon and afternoon that I was thinking of might not be the same as those that my correspondent was thinking of. So I determined to try to find out what people usually meant by these terms. The vague, loose, general way in which they are used nineteen times out of every twenty will hardly serve our present purpose. To settle which of the two is the longer we must have them defined very precisely. This precise exact meaning of *Forenoon* and *Afternoon* is what I set myself to find out. I spent an afternoon at it and consulted a large number of people of all sorts and conditions. The result was that I found more than fifty varieties of the article—more than fifty varieties of forenoon and afternoon as precisely defined by the persons to whom I applied.

Now it is clearly out of the question that I should describe all of these and answer the above question for each. Even if I did so, my correspondent might not be satisfied, for his particular brand of forenoon and afternoon may differ from each and all of those in my collection.

If he will tell me exactly what he means by forenoon and afternoon I will try to answer his questions.

Almost everyone has a neighbor whose watch keeps time with the Sun. Either it is a very bad watch or its owner is a very bad man; for the Sun is not a very good time-keeper. Navigators and others who take time from him have always to turn up the almanac and find out how much he is ahead or behind. Even a toy watch, which does not go at all, is right twice a day, but the Sun is right only four times a year.

February is one of his worst months. When it is noon by him on the 11th it will be 12.14½ by a watch showing correct mean time. Three months ago Sunnoon fell at 11.44. So during these three months the Sun has lost over half-an-hour. During the same three months he has been travelling at his fastest rate on his annual journey among the stars. If it seems strange to you that these two things can have been going on at the same time, it will probably seem

stranger to be told that his lagging behind as a time-keeper was due (not wholly but very largely) to his pushing ahead as a star-wanderer. It is so all the same, and why it is so is not a difficult matter to think out when once you get a good grip on the facts involved. The Sun is now pushing eastwards at a more moderate rate and the other cause of his losing time is also moderating its force. After February 11th he will begin to gain time and in the next three months will gain over eighteen minutes.

And so we see that for a watch to keep time with the Sun, from November to May, it must manage to lose thirty minutes during the first three months and gain eighteen minutes during the next three. Then it must lose ten minutes between the middle of May and the end of July, and gain twenty-three minutes between the end of July and the beginning of November. And all this irregular see-sawing must be regularly repeated every year. We are told that miracles are not impossible, and therefore there may be such watches, but "A hae ma doots."

Of course it may be said that the Sun's time-keeping is regular and that it is our mean or standard time-keeping that is irregular. This brings up a very important and very interesting question, but it is too large a question to be disposed of in a paragraph of notes.

The Star of Bethlehem is to appear again this year. At least, so say some of the newspapers, giving a telegram from Vienna as their authority.

There are several Stars of Bethlehem.

First there is the brilliant object which late in 1887 and early in 1888 was seen in the east in the early morning shining with such surpassing splendor as to be visible to the naked eye even after sunrise. At least, so said many honest and intelligent people who claimed to have seen it with their own eyes. They knew it was the Star of Bethlehem because they saw it "in the east," and because the newspapers had been telling them for months before that this star was to appear. At the end of the present year and during the first two months of next year there will be seen in the southeast in the morning a star of surpassing splendor, and this will be the very same star which caused such a sensation in the fall of 1887. If any one chooses to call it the Star of Bethlehem and finds that he derives any spiritual or other comfort from so lying about it, perhaps it will be as well to leave him alone.

Then there is the Star of Tycho Brahe, the great New star of 1572 which flashed out brighter than Venus for a time and then faded away again. This is the star which the newspapers of three years ago called the Star of Bethlehem and said was to re-appear in the autumn or fall of 1887. It did not appear in 1887, or in 1888, or in 1889. Perhaps it will appear this year. Perhaps it will not. I wish it would; I would like to see it.

Thirdly, there is the real Star of Bethlehem, mentioned in the second chapter of Matthew. I don't know that this star is not going to appear this year, but, even if it does, I don't just see how we are going to prove that it is really itself.

It is the second of these whose re-appearance is predicted for this year in the telegram from Vienna. I don't know how the newspapers know that Tycho's Star is the Star of Bethlehem. And I don't know how they know that either of these stars re-appears at regular intervals — as Mira does for instance. These things may be true, but it seems strange that the astronomers should know nothing about them. In fact, so far as my knowledge goes, the astronomers say these things are not true — at least are not known to be true. Still there may be something in the telegram. Tycho determined the position of his star as accurately as he could with the instruments he had. There are several small telescopic stars near the given position, any one of which may be Tycho's. One of these may have recently shown signs of brightening up. This much of solid bottom the Star of Bethlehem story may have.

Several of the Asteroids are in good position for observation now and will be for the next few months. If I knew that any of my readers had taken the trouble to find and follow Neptune from the directions given in December's Notes, I would this month give similar directions for Vesta, and in April for Pallas, Ceres and Juno. But it costs some little time and trouble to draw up such directions, and I don't care to give even this little to the work unless I was sure that somebody would be benefitted by it. If any one wants this sort of thing it can be had for the asking.

The "C" which has appeared under these articles was first put there by the editors. I continued it. But it seems there's another "C" who sometimes writes for the REVIEW. To prevent mistakes I shall hereafter place under my contributions

A. CAMERON.

Yarmouth N S

We noted some time ago that the Halifax Academy adopted the Roman or phonetic pronunciation of Latin. Acadia College has adopted this pronunciation, we are informed; and the far-famed Horton Academy, under the principalship of Mr. Oakes, is about to follow in the same line.

For the REVIEW.]

A Geographical Curiosity.

How frequently do we hear the complaint that the provinces are misrepresented abroad! Even the judicial Encyclopædia Britannica has not been entirely satisfactory to all in this respect, but its errors (if any) are, doubtless, unintentional. Very innocent, too, of any intention at misrepresentation, though erroneous notions it did certainly give in England, was that most delightful book—far the best that has yet been written on forest-life in New Brunswick—Lieut. Governor Arthur Gordon's "Wilderness Journeys in New Brunswick."* Then we all know how certain harbors and coast-waters have been misrepresented abroad, their dangers exaggerated and their advantages belittled. In all of these cases we can trace an object or a cause for the deception. But never, it can be safely asserted, has so much geographical error, as to our provinces, been condensed into so small a space as in the little work described below. Fairly good maps must have been at the command of the writer (we know of several published before 1800 which show correctly all that he describes so badly), and we are quite at a loss to explain the cause of his vagaries. But let them speak for themselves.

The book is a little 18mo., printed in brevier type, as the advertisement tells us, containing 288 pages. It is entitled, "A Geographical View of the British Possessions in North America," comprehending Nova Scotia, New Brunswick, New Britain [*i. e.*, Labrador], Lower and Upper Canada, . . . with an appendix containing a concise history of the War in Canada to the date of this volume. By M. Smith, author of the "View of Upper Canada." Baltimore; printed by P. Munro for the author, 1814.

Our author gives in the preface a short biographical sketch, after which he throws some light upon his sources of information. "What relates to Upper and part of Lower Canada, is written from actual observation, but what relates to the other parts of British North America I have principally collected from other writers, viz.: *G. Heroit, Esq., Winterbotham, Carver, Mackenzie and Payne*, as also from some French authors, and old manuscripts taken by the Catholic missionaries among the Indians when the country belonged to the French. Through all these works, and some others, I have waded with considerable labor in order to collect such information that might be correct, beneficial and amusing to my readers, and although I do not pretend to say that this work is entirely void of *errors*, yet, upon the whole, I think it may be depended upon."

* Published originally in Galton's "Vacation Tourists," Vol. VIII., 1864, London and Cambridge. Reprinted the same year in St. John by J. & A. McMillan.

The chapters on Upper and Lower Canada appear to be fairly accurate. Coming to New Brunswick, the author tells us it is "with propriety reckoned more healthy than Nova Scotia," though he does not tell us by whom it is so reckoned. The Nipisiguit River, he says, sometimes called the Avon or Piguiguit, heads in two branches and runs a north-east course into the Miramichi Bay.

"The *Kenectoct*, *Cæmigun*, *Cæagut* and *Cobeguit*, in the County of Hants, are rivers of less note, falling into the river Avon, which empties into the Miramichi Bay."

"The *Percuid*, *Canaid*, *Cornwallis* and *Salmon* Rivers, in the County of Kings, are of some note." He then describes very correctly the numerous rivers flowing into the head of the Bay of Fundy, and he proceeds to tell us "the River *Restigouche* and the *Madawaska* empty into the St. Johns, above the great falls." The real Restigouche he call the "Resconge" and places it correctly. He then gives some real information about the fish and the Indians, and describes Fredericton, which he tells us properly is on the St. John. Immediately afterwards he says, "*Cornwallis* and *Howe*, on the same river, are small villages." The fortifications of the province consist of Cumberland, Howe and barracks, enclosed in a stockade at Cornwallis." One of the occupations of the people of New Brunswick is "catching fur." We are then told, under the head of *Civil Divisions*, that "New Brunswick is divided into four counties, viz.: *Cumberland, Hants, Sunbury* and *Kings*, and eighteen townships." The location of these counties is most absurd. Take this as a sample: "*Hants* is still to the north-west, joining the Chaleur Bay, and contains three townships, viz.: *Windsor, Falmouth* and *Newport*." Sunbury County is described as it really was shortly after New Brunswick was set off as a separate province from Nova Scotia, in 1784. We are not giving all the remarkable statements of this remarkable work but the typical ones. There is a great deal also of really correct information given in it.

Here is a note coming under the heading of "Curiosities," which will interest those of our readers who live by the sea. The shell-fish procured in the month of August from the rivers and from their mouths near the coast, in the vicinity of the Bay of Chaleurs, are so highly impregnated with a poisonous quality as to occasion almost instantaneous death to those who eat them. The cause of this circumstance remains yet to be ascertained. The greater the diminution of these rivers the stronger the poison of the shells." Our students of mollusca find nothing of this kind to-day, according to the latest work on the subject.

The "Description of Nova Scotia" gives us some interesting information also. In giving its situation and extent it is said to be "about 212 miles east north-east from Boston." Even at that early day Americans sometimes located the remainder of the earth with reference to Boston.

We are told that "the hill on the side of which Halifax is built is the highest in the country, being 330 feet above the level of the sea." Haligonians need not be too elevated by this, however, for we are soon informed that Nova Scotia is "considerably overspread with fogs for several months in the year." The rivers of the province are said to be the "*Sheenaecdie*, *Pitcoudiag* and *Memrencoot*, in the County of Halifax." We would expect from this writer some startling height for the famous Fundy tides, but while stating that they rise higher here than perhaps elsewhere in America, he mildly places their height at about fifty feet. Annapolis, he tells us, "is situated on the west side of the harbor of Lunenburg," though he locates it correctly in another passage. As to the people,—"notwithstanding the deplorable state of morals among the generality of the inhabitants of Nova Scotia, there are a considerable number of people whose conduct and conversation are very decent and orderly." Again, "the people of Nova Scotia are not generally religious." He had spoken more favorably of the people of New Brunswick.

The book gives us the impression of having been written from memory, and a very bad memory, after some reading of different works. W. F. G.

For the REVIEW.

Proposed Changes in the N. S. School System.

Under the sanction of the Provincial Teachers' Association of Nova Scotia a committee of ladies and gentlemen whose names are given below met in Halifax during the Christmas vacation to consider certain changes in the school system, which were under discussion during the sessions of the last meeting of the Association.

This committee, after prolonged deliberation, adopted by a unanimous vote in each case, resolutions to be reported up to the Association, affirming that in their opinion the following changes should be made:

FIRST. That the Course of Study prescribed for High Schools, and the syllabus of examination for licenses of various grades should be so assimilated as to constitute in effect but one course.

SECOND. That on completion of the High School Course students should be awarded graduation diplomas by the Education Department.

THIRD. That the non-professional requirements for licenses of Grades D, C and B, should conform as nearly as possible in character and extent to the work of the first, second and third years, respectively, of the High School Course.

FOURTH. That an adequate guarantee of professional knowledge and skill should be required of every candidate for license to teach in the schools of Nova Scotia.

After a good deal of discussion upon various features of the courses of study for common and high schools, it was decided to assign the work of revision, with which also this committee was charged, by departments to various sub-committees constituted as follows:

Classics. Rev. Dr. McNeil, St. Francis Xavier, Antigonish; J. B. Calkin, A. M., Normal School, Truro; Robt. McLellan, A. B., Pictou Academy, Pictou.

Science. Alexander McKay, Supervisor of Schools, Halifax; A. H. MacKay, B. A., B. Sc., Halifax Academy, Halifax; E. J. Lay, Inspector, Amherst; H. S. Freeman, A. B., Amherst Academy, Amherst; Miss I. M. Creighton, Halifax.

Mathematics. F. H. Eaton, Normal School, Truro; A. H. MacKay, Halifax; Robt. McLellan, Pictou; Dr. McNeil, Antigonish; Miss N. A. Burgoyne, Windsor.

English Language. J. B. Oakes, A. M., Horton Academy, Wolfville; M. J. F. McNeil, Inspector, River Bourgeois, C. B.; A. D. Brown, Bridgetown; Miss N. A. Burgoyne, Windsor; Jas. H. Munro, Inspector, Yarmouth.

History and Geography. J. B. Calkin, Truro; E. T. McKeen, Sydney Academy, Sydney; H. Condon, Inspector, Halifax; H. S. Freeman, Amherst; Miss I. M. Creighton, Halifax.

In consideration of the fact that the subjects of Music and Drawing are already under consideration by the Superintendent of Education, who can command the services of experts in these subjects, no sub-committee was formed to consider this part of the course especially.

During the summer vacation the chairmen of these several committees—in every case the first mentioned in the above lists—will meet to co-ordinate and harmonize the departmental revisions and to prepare a final report, to be submitted to the Association at its next meeting, which the Executive committee have decided shall take place in Halifax during the Christmas vacation instead of July.

It is very desirable that every teacher who feels an interest in the modification of any particular feature of the Course of Study should communicate with some member of the appropriate committee, while communications of a general character bearing the work of revision may be addressed to the Secretary of the general committee.

FRANK H. EATON,
Secretary of General Committee.

Truro, N. S.

For the REVIEW.]

The Board Schools of Huddersfield.

The opinion of good judges and the statistical tables place these fine schools among the very best in England for large average attendance and general efficiency. The buildings are very fine; and if ten square feet are allowed for each child as recommended, accommodation is afforded for 9,945 children. The number on the registers on the last day of the school year was 9,148. It is pleasant to record that practically all the children of school-going age are on the registers and the average of attendance is steadily increasing.

I must here gratefully acknowledge my obligation to Inspector S. B. Tait, whose skilful planning enabled me to see so much of these schools. The first department visited was the kindergarten, under Miss Tattersall, a pupil of Frœbel's widow. She was ably assisted by pupil teachers and monitors. The free-hand drawing on slates had just been completed by the upper class, some of whom had been attending for two or three years. The designs were well conceived and very neatly executed, and some would have been creditable to children twice their age. The marching plain and in figures was excellent in its freedom and precision. Singing by *note* was succeeded by calisthenic drill with wands; the value of this for moral training impressed me greatly, for no such large body of children who were ill-natured or inattentive could have gone through it without some of them being injured. Reading and writing are begun in the upper class of this kindergarten.

The collection of work done by the children was particularly good in card-board work, embroidery and perforating and basket-work in straw, paper and other fragile materials. The youngest was two years old and we were told that no child would be refused admission. Evidently this Huddersfield School Board understands its business and is prepared to do it. The reading and speaking was much better than in the schools of Hastings, where the vicious habit prevails of squeezing out the vowels like a down-east Yankee. A detailed account of all I saw would fill this number of the REVIEW, but I must refer to the sewing, darning and knitting in the different grades, which was beautiful. The first darning is done on canvas with two colors, red and blue, crossing each other. The next step is to darn a small piece of whole knitted underwear and cross it; then a worn piece—a little broken—is done; next a piece slit diagonally is darned and crossed. Thus this important means of repair is proceeded with systematically, so that a child of ten will do beautiful work. Patching is done; first, with plain, white cotton, and proceeds gradually until an intricate pattern of printed cotton is matched so carefully that the patch is almost invisible. Would not a little of this sort of work be useful in our schools? I was shown in one school, in the girls' department, a large press packed with night-dresses and other ladies' underwear, aprons, etc., and knitted socks and stockings. Among the latter were some of the finest knickerbocker stockings for gentlemen. The articles are sold at the bare cost of the material, which is supplied by the Board.

A very enjoyable visit was made to the cooking class, presided over by a lady who holds a first-class diploma from the National School of Cookery. Instead of drawing, the girls who have passed a certain standard have two weekly lessons in cooking, one being in the theory and the other in the practical work. There were over thirty present, half of them taking up the practical work. One was scouring her table, another cleaning knives and forks, another mixing and beating up a seed-cake, while one had baked, *to a turn*, a plate of buns, of which we were kindly invited to partake. The other lessons were hashed beef, done up tastily, and cup-cake. It was a cheering sight to one who loves his fellows to see these little girls, looking so neat and clean and happy, busily employed in learning the practice of an art which adds so much to human well-being. Three well-cooked, daintily served meals a day in the poor man's home will powerfully predispose to abstinence from intoxicating drinks. The room was filled with a large range and an excellent gas-stove. The children can buy and take home what they cook for the trifle which the materials cost. It is an incentive to diligence, as the girls are charmed with the idea of learning to cook. A pleasant and instructive day was wound up by seeing over 800 children go through calisthenic drill *without* wands to the notes of the piano, which was played in fine, crisp style, just suited to the exercises which were sometimes so delicate that they were soundless, and sometimes so energetic that it was a rush and whirr and whiz of sound that almost appalled you with the majesty of simultaneous motion. The drill of fingers, separately and together, and that of the wrist movement, was fine. The Director was at home in his work and was quiet and self restrained, using very few words and gestures. While the majority of the children in these schools are poor and some of them "*half-timers*," it was pleasing to find that the better classes are beginning to patronize them on account of their superior excellence. The marching out to their respective rooms, some upstairs to those opening off the large gallery from which we viewed the scene, and some to

those on the ground floor, was a sight not to be forgotten, presenting, as it did, such perfect, joyous orderliness.

The walls of the gallery were hung with pictures, some taken from illustrated papers, together with drawings and water-colors; but notably with finely colored pictures of birds and their eggs with a printed description attached. This is the work of a gentleman who is a prime mover in the School Society of Natural History. This body has its rambles, lectures and curriculum and is doing much for all connected with it. Huddersfield has a fine school of art in addition to its technical and scientific schools, which prepare for London University, and are in connection with the Guild and City of London Institute for the advancement of technical education. In common with Leeds Art School and others, that of Huddersfield sends the best productions of its most promising pupils to Kensington. Recreative and instructive evening schools, so called, are filling the gap between the Board School and the Technical College. They are attended very regularly by young people who have left school: 73 per cent were between the ages of thirteen and sixteen, thus proving that they did not, as was feared, interfere with advanced education. At the exhibition of recreative evening school work, held in London last year, Huddersfield compared well with other parts of the country and received a number of certificates for the productions of its pupils. The value of all this to a manufacturing centre like Huddersfield may be imagined. Indeed, so comprehensive is the curriculum that nothing seems left out. C.

For the Review.

Canadian Club of Harvard University.

An event of considerable interest from an educational standpoint, is the formation of a Canadian Club in Harvard University. Some four or five years ago the total number of Canadians in all departments of the University did not exceed seven or eight, but it has steadily increased until now they number about thirty. Of these, five are officers, and the remainder, with but one or two exceptions, are either in the graduate department or in the special schools. This is a fact that speaks well for the undergraduate departments of Canadian colleges, showing they are able to provide all that young Canadians require in the line of undergraduate study, and that it is only for the more advanced and specialized, or for professional studies they leave Canada.

Of the twenty-four or twenty-five students, the great majority are from the Atlantic Provinces, which is of course caused by the fact that we have not the facilities for graduate or professional studies that the Upper Provinces have, and a large proportion of our young men must leave us for such studies. The fame of Harvard and of Boston as educational centres, and their geographical position all tend to attract Atlantic Province men from the more distant and less well-known Upper Canadian colleges.

There is not in this (it may be said in passing) any reason for an effort on the part of our Atlantic Province colleges to form at present special technical schools. They have still too much room for improvement in their Arts departments, and too much need for all their funds for this purpose, to devote energy and money to organizing departments which must be fully equipped and well endowed before they can be of real value.

The formation of the club is due to the efforts of the energetic new Assistant-Secretary, Mr. M. Chamberlain. Its objects are partly to afford assistance to Canadian students, partly to advance the interests of both university and young Canadians by making them mutually better acquainted, and partly to afford a means of social intercourse and the encouragement of a Canadian feeling among its members. The great majority of the latter are strongly Canadian in all of their sympathies, and expect to return to Canada to live and work.

The President is Mr. F. W. Nicholson, a graduate of Mount Allison, and the Secretary, Mr. A. W. Macrae, of St. John, a graduate of Dalhousie. *

For the Review.

A Vulgarism.

Scene.—Meeting of a Teachers' Institute.

Inspector.—Ladies and Gentlemen,—Will some one be so kind as to parse the very common form of expression used in the sentence. "Most everybody has heard of the United States."

Miss Sophronia Vinkton.—'Most' is the superlative degree of the adjective 'many.' In this sentence the positive degree of the word would be quite sufficient if the object of the sentence were a country of less importance than the United States of America—a nation confessedly head and shoulders above all creation. The superlative 'most' is therefore used in order to signify that not only everybody has heard of that great country, but that everybody on this earth has hear of it again and again and again,—in short infinitely oftener than any other nation on the face of the globe. Therefore, most is an adjective in the superlative degree, qualifying the noun 'everybody.'

Mr. Jonathan Cornstalk,—I quite agree with my fair countrywoman that the word 'most' in this sentence is an adjective in the superlative degree as ordinarily used. But when used, as in the sentence, referring to an object superlative in itself, it is a superfluity if taken as qualifying the word 'everybody.' Here it is adjective used as a noun, and therefore the sentence should read: "Everybody has heard most of the United States," *i. e.*, more than of any other nation on this terraqueous globe.

Mr. K. Nuck,—The word 'most,' as used in the sentence, cannot be parsed. It is a mere vulgarism, being a slang abbreviation for 'almost.' The sentence is really intended to mean: "Almost everybody has heard of the United States." This abbreviation is a vulgarism in the true sense of the word, for its origin is low and its use unfortunately common, even among partially educated people, *e. g.*, "Most all of our readers have heard," etc. "Most all the snow has gone." "Most everybody is down with *la Grippe*." "Most all the dogs in the town were howling last night, and most everybody says this is a bad sign in a time of sickness," etc.

Inspector,—I quite agree with you, Mr. K. Nuck. It is quite time that public opinion should rebuke and expel this and many similar vulgarisms. Particular care in this respect should be exercised by our teachers in the public schools, for if our young people begin the reformation its effects will soon be perceptible in the newspapers and in ordinary conversation.

A.

For the REVIEW.

Notes for Teaching Music by the Tonic Sol-fa Notation.

FOURTH PAPER.

In our former lessons we have been dealing with the notes of the DOH chord. These occur oftener than any other notes of the scale; and further, we meet with this chord much more frequently than any other. (A chord in its simplest form consists of three notes, beginning with any note of the scale and taking the 1st, 3rd and 5th.) Further, these three notes, d m s, are the principal notes of the scale; the pillars of the scale and the other notes or more leading or dependent notes. When these notes are thoroughly learned the others will be got much more easily. For these reasons it is most important that this first step be well taught.

SECOND STEP. We now proceed to the second step, the notes of the next chord in importance, SOH, TE, RAY,—the 5th, the 7th and the 2nd notes of the scale. Two new notes of the scale appear, te and ray. We call the 7th note te, not si, because we have s, the first letter of soh, the sign for the 5th note of the scale and need a new letter t as the sign for the 7th note.

A teacher who has no help can get the relative pitch of these new notes, thus: Take a low sound for d, and sing d M s. Take the sound s and sing it *d* then *m s*; thus, d M s, *d m s*. Then sing these notes up and down to lah. When this can be done easily sing the same sounds to d M s s t r^1 r^1 as shown at the side. Then from s go down an d^1 octave and sing s_1 t_1 r which is the same as T E s t r^1 only an octave lower.

Proceed thus to teach your class: Sing, taking SOH a low sound for d, the notes d M s M d to the syllable lah, and get the class to name the notes. ME Ask the class to look out for a new note and sing to lah or figures d M s M r d. Ask where DOH it lies in pitch. Between M and d. Sing phrases such as

| d : M | s : M | d :– ‖ | d : M | s : M | r :– ‖ | d : r | M : d | r :‖
| d : s | M : d | M :– ‖ | s_1 : d | M : d | r : ‖ | s_1 : d | M : d | s :– ‖

to show that r has not the bold, strong, firm effect of d, nor the gentle, calm, soothing effect of M, nor the bright, clear, ringing effect of s, but that it is the rousing rag, more suggestive of the running, rumbling brook than the quiet, placid lake which M suggests. Sing a few phrases for the class to distinguish the r from the other notes. The class will sing r much easier, as a passing note descending from M to d than ascending from d to m. So at first give them the phrase M r d and later d r M. Next develop the expectant nature of te, wishing to go to d and its piercing effect, especially at a high pitch, in such phrases as these: | d : M | d : d ‖ | d :– | M : d | d :– ‖ | d :– | M : d | t_1 :– ‖ | d :– | M : d | t_1 : d ‖ | d :– | M : s | t :– | d :– ‖.

When the class feel these effects the teacher d_1 may get them to sing the notes of the chord T E from pattern. Take a note about F or G, as r SOH doh and sing d M s; then sing these notes to t_1 M E lah; next point to left and sing s_1 t_1 r as R A Y shown at side. Try this at pitch F G and s_1 DOH A. Next point these notes on the main t_1 column of the modulator and let the class s_1 sing. Next sing as pattern and point on the modulator these notes to key F.

| s_1 : t_1 | r : M | r : d | t_1 : d | M : s | M : r | d : t_1 | d :– ‖.

Note that the intervals s_1 t_1 r are the same as d M s. Exercise the class on these two chords, pointing the following on the modulator. Key C E and D.

| d : M | s :– | s : t | r^1 :– | r^1 : t | s :– | s : M | d :– ‖.

For some time use these new notes t and r as passing notes, do not approach them by a leap.

TIME EXERCISES. Beat down and up pulse and sing d to down pulse, d d of equal duration to down pulse. Are all these three notes same length? The first is sung as long as the second and third together. Get class to repeat this till they can do it with ease. The second and third d together will occupy then an equal space on the paper as the first d. If the second and third notes are the same length each half a beat we put a dot between and write thus: d d.d. Sing M and S in same way. Next sing d, d: d M M:M s s:s.

taa tai taa.

The time names for two half beats are taa tai. Give the time names to the following:

D. C.

s_1.d : d	s_1.d : d	s. M: s. M	sl.d : d		
taa tai taa	tai ta: taa	taa tai taa	tai taa	taa tai taa	

D. C. means go back to the beginning. Sing this exercise all to d, then to M and next to s. Then sing first bar to d, second to M, third to s, fourth to d^1. Next sing the exercise as written.

The object is to present only one difficulty at a time; first master the difficulty of the time and then take also tune. Be careful that the pupils do not shorten the d a whole beat which they are apt to do. If this be done, or if otherwise there is difficulty in the time, the exercise may be treated at first as four-pulse measure, and beat down s_1, left d, right and up to next d. After it can be done easily and correctly beat two to each bar instead of four.

J. ANDERSON.

Mus. of Ind. Hall, N. S.

In the Primary School.

THE NOUN.

T. Some words in your reading lesson are names of things or of persons—names of something. Now, find some of these name-words in your lessons?

S. "Ran."

T. Did you see a "ran?" Is "ran" a thing?

S. No. John ran.

T. Which word is the name-word?

S. John.

T. Is "ran" the name of anything?

S. No. John ran.

T. "Ran" tells what John was doing, does it not?

S. Yes, it is a doing-word—tells what John was doing.

T. Very good. Find some more name-words.

S. School. Flowers. Sky. Rabbit.

T. Day—is that a name-word?

S. Yes. There is yester-day, fine day, rainy day. Day is a name-word.

T. Well, let us try to get a shorter word for name-word. The Latin people who made our letters said *n-o-m* for name. And some people who couldn't spell nor pronounce properly—old French people—shortened it to *nom* and pronounced it something like *n-o*. When old English people long ago heard this word they thought *noun* would be a pretty good way to spell it. And we must just take their old notion, because we are not allowed to change words now, and we call *noun-word* for short, *noun*.

S. Noun, nong, nom, nomen. Were they not very great scholars when they changed the word so many times?

T. No. They changed them because they were such poor scholars.

S. And were very many words changed that way?

T. Yes. Nearly all our words. But we have schools to train people not to change words.

S. To change the spelling or the pronunciation of a word is a grammatical blunder then.

T. Correct. We must go by authority.

S. Is not that the same as saying to be grammatical we must copy exactly the grammatical blunders of the people before our time.

T. Well, yes. But we must do so, or else every person might be making changes to suit himself, so that in a very short time the English language might change in some places so that we could scarcely understand it.

S. Well, couldn't they make changes at headquarters—changed hard and long words to easy and shorter ones. We could write them twice as fast.

T. Well, probably they may when you are at headquarters; but there are no real headquarters at present. So let us see that we can all spell and pronounce n-ou-n.

S. N-ou-n.

T. This word is shorter and easier than name-word, is it not?

S. It is shorter.

T. Well make a list of all the nouns you can find in your lesson.

(They make a list).

T. Now, I am going to write them down in a column on the board, beginning at the first. (Teacher writes down first noun). All who have this show hands. Any who missed hands.

T. Very good. Now for the next. (Teacher goes on until a column of nouns is on the board, and all the nouns missed by any of the pupils have been noticed. The column of nouns is left on the board for the next lesson when *adjectives* will be placed before them).

Hints to Primary Teachers.

A bright teacher in Malden employs a simple but effective means of promoting punctuality and attendance among the little ones. Her grade is the lowest primary. She buys two pieces of narrow ribbon of different colors. From these she makes a number of small knots of the separate colors, and a larger one of the two ribbons. When Friday afternoon comes the scholars who have been punctual and regular in attendance are each given a knot of ribbon to wear, the boys having one color and the girls the other, while the teacher wears the large one of the two colors.

At the close of the session ribbons are handed back to the teacher. Visit this room any Friday afternoon and the proud look of the wearer of each bit of ribbon tells you that the decoration of honor is one greatly desired. It is a simple devise, but an effective one.—*Common School Education.*

Why Some Teachers do not Succeed.

1. They do not give special attention to the details of the work and discipline. Before the opening hour and during the recess they pay no attention to the conduct of pupils on the play-ground. One quarrel on the play-ground will cause trouble for months. During the recess is no time for a teacher to put work on the board, sit down at the desk, read a newspaper, or write letters.

2. They take their places before the class with a face void of expression or interest, and with a slow, listless manner, and then wonder why their recitations are not as interesting as those of some other teacher.

3. They will go buggy riding until ten or eleven o'clock, or entertain "the special friend," and then complain next day that the "children were so mean." No wonder! Reflection!

4. They are not really interested in the advancement of the pupils in their classes (their interest is in the salary), and then are foolish enough to expect the pupils to be interested in the school work. They make no effort to get the pupils interested in their work, and then blame the superintendent, board, and parents for not supporting them for their position.

5. They pretend to be professional teachers, and still they never read an "educational paper" or a work on teaching. They are no better teachers this year than they were two years ago, and blame the board for sending off and selecting live teachers for their places.

6. They are not uniform in their discipline in the school; "it varies with the weather." They threaten, scold, and grumble, and call it "discipline." When they want order, they "clap their hands, or rap on the desk," or in some other way make more noise than the pupils are making, and thus attract their attention.

7. Having attended a normal school, they place their old "note books" on the desk and teach from them. They serve to their pupils the same dish this year that they did last year, without even putting in a little fresh seasoning by way of preparation during the preceding evening, and then wonder why the pupils do not relish the dish.

8. They believe that the text-books was printed to be committed, and they bend all their energies to secure that result in their work. They do not have the slightest idea that education is the development of mental power and not the accumulation of a list of facts or theories.

9. The work done this quarter is passed and then let severely alone. When the pupils are examined upon the preceding term they say, "We had that last term." In place of keeping the work well reviewed all the time, they have a special review, just before examination, and call it "keeping the work up."

10. They attempt to do too much, and thus do nothing thoroughly.—*Colorado School Journal.*

Why Some Teachers do Succeed.

1. They have a clear and definite idea of what they wish to teach. This requires a clear and distinct knowledge of the subject, or, in other words, of the entire group of ideas that constitute that part or phase of the subject which they are undertaking to teach. The order in which these ideas follow one another is also seen, and this constitutes the method of teaching.

2. They have a definite notion of what the pupil already knows, which they have discovered by conversation with the pupil and by questions. An inventory of the child's mental possessions has been taken, and the teacher has compared its knowledge with the subject, and knows what is the next thing to teach.

3. They have thought through the lesson before the recitation hour, and have chosen a way of approaching the main point that is to be impressed. They have thought of illustrations and of other matter that will add interest to the subject of the lesson.

4. But they use this preparation freely and as the state of mind of the class suggests. A preparation servilely followed will prevent the spontaneity that makes a recitation a success. They follow the inspiration of the moment, but the antecedent preparation gives a general direction to this inspiration.

5. They always connect the first part of the lesson

of to-day with what has gone before, and make the entire work of the month or term one connected whole.

6. They hold the class for a definite amount of preparation and test them thoroughly upon it.

7. They are genial and pleasant in their intercourse with the children but, exacting in the matter of work assigned and of duty. But they never allow any barriers to grow up between themselves and their pupils.

8. They do not talk about rules, but about what is right and for the best. They are indeed earnest in their efforts to help the children, and are alive to every suggestion and source of help within their reach.

9. They do not worry about what they cannot help. They do the present duty as well as they know how, and then do the next one cheerfully but earnestly and have faith. Worry kills more people than work.

10. They have learned to labor intelligently and to wait with patience. And, besides, they take good care of their health, and so are full of hope and courage, always looking up and not down, forward and not backward, and are ever ready to lend a hand. —*Public-School Journal.*

Le Monde, of Montreal, the greatest French daily in Canada, sharply castigates the Boston *Gazette*, which says:

The French Canadians who predominate in the Province of Quebec, are making efforts to banish the English language from the schools and the procedure of the government of the province.

Says *Le Monde*:

It is the contrary which is the truth. To-day, in the Province of Quebec, more than ever before, are effective efforts made to teach the English language in our schools . . . The French Canadians have no other object in view than that of working in frank and patriotic union with English, Scottish, Irish, German, and other Canadians for the greatness and prosperity of our common country.

BLOMIDON.

This is that black rock bastion, based in surge,
Pregnant with agate and with amethyst,
Whose foot the tides of storied Minas scourge,
Whose top austere withdraws into its mist.
This is that ancient cape of tears and storm,
Whose towering front inviolable frowns
O'er vales Evangeline and love keep warm —
Whose fame thy song, O tender singer, crowns
Yonder, across those reeling fields of foam,
Came the sad threat of the avenging ships
What profit now to know if just the doom,
Though harsh! The streaming eyes, the praying lips,
The shadow of inextinguishable pain,
The poet's deathless music—these remain!

—*Charles G. D. Roberts in Educational Courant*

English Engineering.

If the President of the French Republic was justified in appealing in a recent speech to the Eiffel Tower as "a monument of audacity and science," what are we to say of the Forth Bridge? By Mr. Baker's kindness I am able to place in the position in the trophy, justified by the carbon it contains, a plate from the Forth Bridge which fell from a height of some 350 feet, and being of excellent quality doubled itself on the rocks below. A single span of the Forth Bridge is nearly as long as two Eiffel Towers turned horizontally and tied together in the middle, and the whole forms a complicated steel structure weighing 55,000 tons, erected without the possibility of any intermediate support, the lace-like fabric of the bridge soaring as high as the top of St. Paul's. The steel of which the compression members of this structure are composed contains twenty-three per cent of carbon and sixty nine per cent of manganese. The parts subjected to extension do not contain more than nineteen per cent of carbon.—*Prof. Robertson-Austen, before the British Association.*

A new industry has sprung up lately which promises, says the *Scientific American*, profitable results. It is frog raising. A farm for this purpose at Menasha, Wis., is in full operation and stocked with 2,000 females, which are capable of producing from 600 to 1,000 eggs at a time. The owner of the farm gives some other interesting facts relative to the frog's habits which are not generally known. He says:

"In ninety-one days the eggs hatch. The thirty-ninth day the little animals begin to have motion. In a few days they assume the tadpole form. When ninety-two days old two small feet are seen beginning to sprout near the tail, and the head appears to be separate from the body. In five days after this they refuse all vegetable food. Soon thereafter the animal assumes a perfect form. Next spring 25,000, at 20 cents per dozen will be my reward. Figure it yourself," says the enthusiastic frog farmer, "and see if there is any money in batrachia, *alias* frogs."

The longest distance over which conversation by telephone is daily maintained, is 750 miles — from Portland, Me., to Buffalo, N. Y.

AN examination is not so much for the purpose of finding out what a pupil knows, as *ascertaining his mental power*. Technical knowledge goes for everything in a school graded according to the cast-iron plan of some critics; but it goes for much less in a school where each pupil is studied, as far as it is possible to do so, and treated according to his individual wants.

Selected for S. P. C. A. Column.

For Teachers.

"It is not difficult to enlist the sympathies of children in the animal world. Take, for instance, the history and habits of birds; show how wonderfully they are created; how kind to their young; how useful to agriculture; what power they have in flight. The swallow that flies sixty miles an hour, or the frigate bird which, in the words of Audubon, 'flies with the velocity of a meteor,' and according to Michelet, 'can float at an elevation of ten thousand feet, and cross the tropical Atlantic ocean in a single night'; or those birds of beauty and of song, the oriole, the linnet, the lark, and, sweetest of all, the nightingale, whose voice caused one of old to exclaim: 'Lord, what music hast Thou provided for saints in heaven, when Thou hast afforded such music for men on earth?'

Or, take that wonderful beast of the desert, the camel, which, nourished by its own humps of fat, and carrying its own reservoirs of water, pursues its toilsome way across the pathless deserts for the comfort and convenience of man.

Is it not easy to carry up the mind and hearts of children by thoughts like these from the creature to the infinitely wise, good and powerful Creator?

'Ever after I introduced the teaching of kindness to animals into my school,' says M. De Sailly, an eminent French school-master, 'I found the children not only more kind to animals, but also more kind to each other.' 'I am sure children cannot be taught humanity to animals without at the same time being taught a higher humanity,' says the superintendent of the Boston public schools. 'The great need of our country,' says Hiram Powers to me at Florence, 'is more education of the heart.'"—*From "Protection of Animals" by Geo. T. Angell.*

PERSONAL.

William Lyall, professor of logic and psychology in Dalhousie University is dead, at the advanced age of 79 years. His fame in his department was a wide one, due principally to his book, entitled, "The Intellect, the Emotions and the Moral Nature," which took rank as a college classic.

Professor Charles MacDonald, of Dalhousie University, is electrifying the people of Halifax by his popular, powerful and peculiar way of expounding philosophical and scientific ideas and principles.

EDUCATIONAL OPINION.

Teachers, as a body, have innumerable problems of education to solve, and these problems are of vast importance both to the profession and to the community. To keep attention fixed to these problems, to help by articles to throw light upon them, to aid by hint, criticism, discussion, commentary, or otherwise in their solution, is the proper work of educational journals in the interest of progress and reform. —*The Teacher, N. Y.*

Professional teaching should be considered as important for a teacher as for a doctor or a lawyer. It is so considered in Ontario, New Brunswick, and all countries which stand high educationally. Of the teachers of this province only twenty per cent hold normal school diplomas. Halifax shows about twenty-five per cent. While a normal school training does not by any means imply a successful teacher, yet the advantage is very great. The excellent system in vogue with the sisters of charity, of the selection of the fittest and the continual elimination of the unfit, makes it almost impossible for a poor teacher to come from their ranks, yet even they would profit by an enlargement of their mental horizon, by having the science of teaching added to their practical skill and admirable discipline. * * * Many towns find it profitable to have special training-schools for their own teachers. It has occurred to me that for the benefit of those now settled in the profession in Halifax, such an institution might be started here, the various subjects in pedagogy being taught by such men as Prof. MacGregor, Prof. Seth, Principal MacKay and others. At all events I am firmly convinced that the time has come after which no person should be admitted into the teaching profession permanently without a substantial guarantee of professional knowledge and practical skill.—*Supervisor McKay, Halifax.*

In response to a circular issued in January, 1888, classes were formed for the study of the Tonic Sol-fa System. About seventy (70) teachers gained a knowledge of the system. Under the authority of the teachers' committee, arrangements were made by which those able to teach music exchanged work at stated intervals with those who were less fortunate in that respect. As a consequence there are now 5,515 pupils learning to read music in our schools. It will be satisfactory for you to be informed that the council of public instruction has endorsed the system and that Tonic Sol-fa is regularly taught in the provincial and model schools.— *Supervisor McKay, Halifax.*

* * * A great deal has been done in late years to bring up the standard of their profession. The *Globe* has always held that this could be best done by the teachers themselves, not by mere complaints, but by a steady line of assumption of the value of their services to the country, and that their natural conditions would improve as the people became aware, as they gradually would, how important and how beneficial is the work of education. Steadily the profession of school teaching has advanced in the estimation of the public, and if the advance has not been as rapid as some of the teachers would like, yet they must all admit that there is substantial progress, progress due in part to the better position taken by the teachers, consequent upon their own efficiency, which, in its turn, is due in a large degree to the increasing efficiency of the normal school. *Sch. Bd. Jl.*

BOOK REVIEWS.

EASY THINGS TO DRAW. Especially designed to facilitate drawing on the blackboard. E. L. Kellogg & Co., publishers, New York and Chicago; price 50 cents. This little work contains a collection of drawings exceedingly simple, but presenting such an infinite and pleasing variety of forms that its use in the school-room for objective work and busy work would be of great advantage.

ANGELIC CHORDS; a collection of duets, trios and choruses for high schools and colleges. Publishers: J. Fischer & Bro., 7 Bible House, New York. This collection embraces twenty-four selections suitable for commencement and other occasions with words in English and German.

NEW YORK STATE GRADED EXAMINATION QUESTIONS, WITH ANSWERS. Cloth, 12mo., 220 pp. New York and Chicago: E. L. Kellogg & Co. $1.00. This is, in a collected form, the questions given out by the Department of Public Instruction, commencing September, 1887, and ending August, 1889, with the answers. They contain many excellent questions in all branches, suitable for reviews and examinations.

WORD BY WORD, an illustrated spelling book for showing the structure of English words and training the vocal organs to clear enunciation. By J. H. Stickney, pp. 112, 12mo.; $0.22. (Boston, U. S. A., Ginn & Co., 1890. This is a well arranged series of elementary lessons in reading and spelling, accompanied with models of script writing. It might be introduced during the second year of the primary course with very good effect.

A REPORT in regard to the *Teaching Faculty* of HARVARD UNIVERSITY, made by a committee of students from other colleges now studying at Harvard, pp. 32. (Geo. H. Ellis, 141 Franklin St., Boston, 1890). This was suggested, we presume, by some press criticisms on the great university. The result, we think, must be that Harvard will be more favorably known to the world than ever before.

MANUAL OF EMPIRICAL PSYCHOLOGY. As an inductive science; a text book for high schools and colleges, by Dr. Gustav Adolf Lindner, Professor in the University of Prague. Authorized translation by Charles DeGarmo, Ph. D. (Halle), Professor of Modern Languages in Illinois State Normal University. 12mo., pp. XIII.-274. (Boston, D. C. Heath & Co., 1889). Professor Lindner belongs to the Herbartian School, the members of which in Germany appear to lead in pedagogical thought. In this work the psychological system is based on the most rigid observation and not on assumed general axioms. The inductive or truth-seeking method is attempted to be followed instead of the inductive or hypothesis-constructing method. Instead of making a base line in space from an *a priori* starting point, he walks off with his hand upon the guide line of experience. The volume is not large and is well arranged. The style is clear and the thought is expressed without any unnecessary verbiage. It is well worth a place in the library of the teacher.

SCHILLERS' BALLADS, edited with introduction and notes by Henry Johnson, Ph. D., of Bowdoin College, Me.; SEPT GRANDS ANECDOTES DU DIX NEUVIEME SIECLE, by Alice Fortier, Tulane University of Louisiana. Publishers, D. C. Heath & Co., Boston. The above are convenient little volumes published in "Heath's Modern Language Series," the design of which is to furnish in a cheap and convenient form some of the best works of French and German authors, carefully edited and with judicious notes to aid the scholar.

RECEIVED.

SYNTAX OF THE MOODS AND TENSES OF THE GREEK VERB, by W. W. Goodwin. Ginn & Co., Boston.

ÆSCHINES AGAINST CTESIPHON, by Prof. R. B. Richardson, Dartmouth College. Publishers, Ginn & Co., Boston, Mass.

THE ELEMENTS OF ASTRONOMY, by Prof. Chas. A. Young. Ginn & Co., publishers, Boston.

ANIMAL PHYSIOLOGY, by Prof. Mills, of McGill University, from D. Appleton Company, publishers, New York.

Lamartine's JEANNE D'ARC; Alexis Piron's LA METROMANIE, a comedy in five acts. D. C. Heath & Co., publishers, Boston.

ARITHMETIC FOR BEGINNERS. London, MacMillan & Co., and New York.

PUBLICATIONS RECEIVED.

Vick's *Floral Guide* for 1890, published by Jas. Vick, Seedsman, Rochester, N. Y., is a marvel of beauty in its illustrations of plants. Those who are beginning gardening cannot do better than turn their attention to its pages. ... *St. Nicholas*, for February, contains a historical sketch by Prof. C. G. D. Roberts, of the United Empire Loyalists, the scene of which is laid in Sunbury County, N. B.... *Century* for February contains instalments of the biographies of Lincoln and Joseph Jefferson. ... Prof. Fisher, in the third

paper of his series on "The Nature and Method of Revelation," describes the differentiating of Christianity from Judaism, and devotes a good deal of space to the work of the Apostle Paul. Professor Fisher says that Paul "took a stand at Jerusalem like that which Luther took at Worms." He adds that "but for Paul there would have been no Luther"....The *Popular Science Monthly*, for February, has many valuable articles on scientific and educational subjects. An editorial on "Useful Ignorance" advises sparing sowing of educational seed, as there is no way of thinning out crowded intellectual growths....*Grip* began its thirty-fourth volume with the new year, which means that this brave little journal has celebrated its *seventeenth* birthday. *Grip* has well deserved its success. It is not merely a clever and amusing paper, it is also a recognized power in Canadian public life, and a power which, we are glad to say, is always on the right side where questions of moral principle are concerned. It ought to be a pleasure to every Canadian to contribute to the success of such a journal,—and the most practical way of doing this is by subscribing. The price is only two dollars per year. Subscriptions may be sent direct to *Grip*, Toronto....The *Scientific American* publishes a special monthly edition in Spanish for the benefit for its readers in Central and South America—a further proof of the popularity of that journal....The N. Y. *Teacher* is an ably conducted journal, whose articles are excellent in tone and worth reading....The first February number of *Garden and Forest* contains an article on the Heath Plant, its whereabouts in North America.

LITERARY NOTES.

A neat little booklet printed by Messrs. J. & A. McMillan, St. John, during the holiday season, contained a few of the poems of Mr. H. L. Spencer (Enylla Allyne). But the friends of the poet missed many of their favorites from the collection, and they will be glad to know that a larger volume will shortly be published, under the poet's own supervision, containing all the sonnets and lyrics which he cares to have preserved.

"Plant Organization," by R. Halsted Ward, M. D., F. R. H. S., Professor of Botany in the Rensselaer Polytechnic Institute, Troy, N. Y., is shortly to be published by Ginn & Co., Boston. It is a guide to the study of plants. It consists of a synoptical review of the general structure and morphology of plants, clearly drawn out according to biological principles, fully illustrated, and accompanied by a set of blanks for writing exercises by pupils. It also provides for some easy microscopical work, if desired. Though requiring a very thorough study and exact understanding of the plants which may be selected for study, the work is so systematized and simplified as to be adapted to the use of beginners, in connection with personal instruction or with any text-book of botany however elementary, and either with or without the employment of technical botanical terms. The work, which is designed for private students or for classes in academies, seminaries, high schools, etc., is now issued in a second and revised edition after having proved its value.

NOVA SCOTIA SUMMER SCHOOL OF SCIENCE.

The Fourth Annual Session of the Nova Scotia Summer School of Science will be held at Parrsboro, N.S., from July 21st to August 2nd, 1890. Opening address in the Skating Rink, July 21st, 7.30 p. m.

The course of study includes:

ZOOLOGY, 8 lectures—By Principal A. H. MacKay, Halifax Academy; assisted by——————.

BOTANY, 8 lectures—By Inspector Lay, Amherst; assisted by Principal Creighton, Compton Avenue School, Halifax.

MINERALOGY, 8 lectures—By A. J. Pineo, A. M., Truro; assisted by Miss Mary Dwyer, St. Mary's School, Halifax.

PHYSICS, 8 lectures—By Principal E. McKay, New Glasgow.

CHEMISTRY, 8 lectures—By Prof. A. E. Coldwell, Acadia College, Wolfville; assisted by W. E. Kennedy, Esq., Halifax Academy.

PHYSIOLOGY, 8 lectures—By Prof. Burwash, Mt. Allison College, Sackville.

GEOLOGY, 4 lectures—By Prof. Kennedy, Kings College, Windsor.

ASTRONOMY, 4 lectures—By Principal Cameron, Yarmouth Academy.

TONIC SOL-FA—By Miss A. F. Ryan, St. Mary's School, Halifax.

ELOCUTION—By Miss H. E. Wallace, Acadia Seminary, Wolfville.

MODERN LANGUAGES—By Herr Lothar Bober, Halifax.

It is only in very exceptional circumstances that teachers and science students can take a holiday excursion so cheap, so profitable, and so delightful and refreshing as that here offered. Class fees from $2 00 to $6 00; board, $6.00, with free or one-third return tickets. For a person living 100 miles from Parrsboro, $15.00 will easily cover necessary expenses—including apparatus, etc.

Laboratory and Field work will be made the basis of all the science teaching.

There will be an opportunity of acquiring a theoretical and practical knowledge of Tonic Sol-fa.

The talented elocutionist of Acadia Seminary has consented to give a course of lessons on "Voice Culture and the Teaching of Reading."

Herr Lothar Bober, whose classes include the leading elocutionists of Halifax and Truro, and who is most favorably known in Fredericton and St. John, will illustrate the true method of acquiring a conversational mastery of modern languages.

The attention of teachers and science students in the Maritime Provinces is invited to the professional and practical advantages of this Summer School.

For a calendar giving full particulars regarding text-books, their cost, apparatus, etc., recommendations from the lecturers, etc., address

A. H. MACKAY,
Secretary Summer School of Science,
Halifax, N. S.

Halifax, 7th February, 1890.