

The Educational Review.

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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

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

THE EDUCATIONAL REVIEW.

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IN "A Naturalist's View of the Latin Question" in December REVIEW, two misprints occurred: "The ideal of the age," first line, second column, should read, "The ideal of the *one*." On line 13, same column, "other" should be "*one*."

THE Dominion Educational Association meets in Toronto next spring—we are sorry to say—about Easter, a time extremely inconvenient for these provinces.

THE National Educational Association of the United States meets at Denver, Colorado, in the month of July next. This will be a great opportunity for those who wish to enjoy the excursions from this centre into the adjacent picturesque mountains, three miles above the sea. There will be the usual reduced fares.

THE prize essay by Miss Cameron, on another page, will well repay a careful perusal. She has given a general outline of what may be done in schools to inculcate patriotism, and that gives the paper a practical value. Of course, true patriotism rests on the broad basis of duty, and the love of God and humanity, and we should never lose sight of this in the narrower view that is included in patriotism—love of one's own country. Honesty of purpose, integrity, purity of life, unselfishness of motive, lofty

aims, all enter into this narrower view of patriotism, and should lead us irresistibly to the broader and higher view.

AN address delivered before the senate of Acadia University by the President, the Rev. Dr. Sawyer, has been published in pamphlet form. In it is discussed the relation which the university bears to the people—the true aim of such an institution being "to promote general culture, rather than special training for professional services," and the education of the individual, not by considering what may be best for him as an individual, but "what is best for him as one member of the social organism, and therefore what is best for society as a whole." With this basis, Dr. Sawyer makes a strong and convincing plea for the broadening of higher education, and he does it in that spirit, so characteristic of him, of the love of humanity, and the desire to lift, continually, man to a higher plane.

WE would suggest to the executive committees of our local educational institutes, that they prepare their programmes for the meetings of 1895 from three to six months in advance. This will give abundance of time for those who take part to do so with credit to themselves and profit to their fellow-teachers. Nothing leads so much to utter stagnation in a teachers' institute, as for the reader of a paper, or the leader of a discussion, to make a long preface in which he disclaims the power to introduce anything new in the discussion of the subject; that he must follow in the same rut as those who have "so ably" read papers on this subject at former meetings; that he has had no time for preparation, and other wretched twaddle. He at once quenches any interest that may have been produced in him or his subject, and he has only himself to blame if what he has afterwards to say produces little or no effect.

Would it not be wise also for the executive committees to publish a month before the meeting either in a small pamphlet or in the columns of the REVIEW, the main features of the topics to be discussed, so that the other members may have time to prepare themselves for profitable oral discussion?

ELECTIVE SCHOOL BOARDS.

[In the article last month, "Appointment of Trustees," "our" should have read "one"—the idea intended to be conveyed being that the government should have retained the power of the appointment of *one* trustee in each country district.]

In returning to the subject of school boards, it may at first be said in reply to the *St. John Sun's* remarks, that the REVIEW did not state that all the appointments of trustees made by the common council had been from its own body. It further did not refer to the Blair government or any other government, but all governments since the inception of the school law.

The REVIEW believes that the founders of the school law builded wisely. Education is not a matter of district, village, or even town control, but is the concern of the state. Because this or that constituency does not support the government, should not entitle it to control its education any more than other affairs. Some very able men, both in Canada and the United States, have even sought to make education a national concern. With the exception of Australia, France, and perhaps Japan, which countries exercise entire control over the schools, appointing teachers and paying all charges with the proceeds of direct taxation, there is no country which gives greater state aid to education in proportion to population than New Brunswick. The province contributes each year \$160,000; the counties (under the control of chief superintendent) \$90,000; the districts \$200,000. It will be observed that the province in all contributes considerably more than the districts. Take the example of a first-class teacher engaged in the city of St. John. She will receive for the first year from the trustees, \$200, from province, \$100, and from county, say \$75. In what are known as poor districts in the country, from two-thirds to three-quarters of the support of the schools comes from the state. In the United States, on the contrary, very little, and in most cases, no state aid is given to the common schools. Each district is a law unto itself as regards support, text books and instruction. In England, also, the state aid is understood to be small, but the government exercises control far greater than the appointment of trustees—it exercises the right of inspecting private as well as public schools. The inspectors have far greater powers there than here. In Ontario, state grants are made to the municipalities, not to the teachers, but the state exercises the closest supervision over the expenditure of the money.

For the information of the *Globe*, the opinion of the *N. Y. School Journal*, one of the most influential educational papers in the United States, is given in another place, as to the "coming school board." It may be added, that Massachusetts and two or three other states, may bear a fair comparison with the provinces of the Dominion in the matter of education; but Ontario, in every case that an opportunity has been afforded at exhibitions, has taken the palm even from these states. In the United States about ninety per cent. of the teachers are yet untrained—though great efforts of late are being made to provide for the training of teachers. The color line is drawn in that land of boasted freedom and equality; and in the state of Maine, it is said, that in some of the country districts, the boarding of the teacher is put up at auction much in the same way, that to our lasting disgrace, the parish poor are still dealt with in some parts of New Brunswick. The United States in as far as facilities for the education of the masses are concerned, is yet behind Canada.

MORE UNIFORMITY NEEDED.

This is the age of combination and system in all lines of commercial activity. Why should it not be the same in the domain of intellectual and educational efforts? There is a lack of unity in our school systems—in all grades, as well as in colleges and universities. Is this necessary or wise? Principals know that pupils coming from the schools of other cities to theirs, rarely fit into the corresponding grades. They are in advance in grammar, and behind in arithmetic. They are ignorant of history, for instance, required in the sixth grade, and know all the grammar of the seventh. To say a pupil is in the seventh grade, means one degree of advancement in St. John, another in Halifax, another in Charlottetown, in nearly every branch. Pupils moving from one city to another are "put back" for some one branch. How can this evil, for such it is, be remedied?

Educators ought to be able to agree upon the relative amount of grammar, geography, history, and natural science, that should be required to pass from each grade. How shall this system be determined? Let the inter-provincial convention be revived. One meeting should not suffice for the interchange of ideas of the educationists of the Maritime provinces. Let provision be made at it for the outlining of a uniform course of study for the provinces, both in city and country. At such a convention, efforts might be made to secure uniform licensing of teachers, and interchange of teachers between the provinces.

Railroad men, bankers, telegraph operators, can make their work a uniform system, and teachers surely can. Why should not a promotion card from Halifax secure for the holder his position in a St. John school? If this were so, trouble would be saved the principal of the school to which the pupil came, disappointment would be saved to the pupil, and dissatisfaction to the parent.

Such a convention is not only practicable but desirable. From it much good could not fail to come. Let the superintendents of education for these provinces arrange for it during the coming summer. Let there be a carefully prepared and practical programme. Not so much speech-making as deliberation on the best means to procure a greater uniformity in the school systems of these provinces by the sea.

MECHANICS' INSTITUTES.

A most praiseworthy movement has originated in Truro—the revival of Mechanics' Institutes. Many years ago they flourished, but were gradually supplanted by other institutions which took up the more general subjects as part of their work. The mechanics were left without any attention being paid to their special needs. The Institute in Truro will probably have classes in various practical subjects—taught mainly by the professors of the normal school and of the academy. A library, well supplied with books on industrial, mechanical and technical subjects, will be an attractive feature. The Institute will probably apply for and obtain a handsome provincial grant. We would like to see similar institutions started in New Glasgow.

Our schools and academies should, no doubt, make the education which they give as practical as possible.

When they find a subject which trains the mind and develops the man, and at the same time gives prominence to any kind of knowledge, useful directly in the more common avocations of life, by all means let it form a part of our course of study; but the schools should not be diverted from their higher object, an all-round development, by the cry for practical studies. The time for them is after a good general education has been given, and the place is the technical school or the Mechanics' Institute. This country is surely now far enough advanced to give special encouragement to technical schools in centres like Truro and New Glasgow.

“I have been receiving the REVIEW for seven years and am very thankful for the great help it gave me in teaching.”

E. B.

Kings County, N. B.

TALKS WITH TEACHERS.

Never let anything interfere with your regular attendance at teachers' meetings, whether called by the principal or others having authority to do so. It is only fair to expect that reasonable notice of such meetings should be given—a better way is to set apart a regular time for holding such. There is no doubt much carelessness shown by some teachers in their attendance. They permit any excuse to avail for their absence, and in the pursuit of their regular profession show an indifference that is most culpable. Not only attend these meetings, but take an interest to make them profitable for others as well as yourself. Do not consider it a task, but rather a pleasure and a duty.

The lax and indifferent manner in which a few teachers attend institutes has caused considerable comment, and has even attracted the notice of trustees and governing bodies. Teachers have been known to have their attendance voted by proxy, and scarcely to put in an appearance at all at these meetings; while in other cases they seem only to attend to answer to their names and absent themselves thereafter. Such conduct can not be regarded in any other sense than dishonest, and can only result in an espionage that must prove most distasteful, especially to those who are undeserving of it. Teachers are in duty and honor bound to attend all the sessions of the institute quite as much as they are to be present at their regular work. Another sign of levity and indifference shown by a very few teachers, is the bringing in and working at fancy work during the sessions. Such conduct speaks for itself, and has already been the subject for criticism by outsiders.

Teachers before engaging in any district should inquire as to whether the former teacher has been regularly notified to leave, and they should at the same time see that a trustees' meeting has taken place to ratify their own appointment. While the consent of the third trustee is not necessary, he must be given the chance to object, and any notice or agreement signed by two trustees without consulting the third in the presence of the others, is null and void. This will no doubt surprise some of you, but it is sound, as it has been tried out in the courts.

A man is not qualified to serve as trustee, whose wife is the teacher of the school, nor whose daughter, if she be under age. This will be a relief to some districts. A teacher should be very guarded as to teaching in her own district. If she values quietness she had better give it up on the first symptom of complaint. A man who holds a license to sell liquor is disqualified from serving as school trustee.

Before sending to the Inspector for a new register, see that the old one is filled up, and inquire of both old and new secretary—if there are such—for it.

For the REVIEW.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

THE OLD PARISH SCHOOL.

Before we proceed to consider the origin and growth of parish schools, a few general remarks about old schools and school-masters may be of interest to the readers of the EDUCATIONAL REVIEW.

The qualifications of the old school-master, as a rule, were not of a very high order, and he was generally equal to the duty expected of him, since outside the towns little was desired by scholar or parent beyond the rudiments of education. The teacher's salary was very small, and his position by no means a desirable one for a man of refined taste and feelings. To illustrate the point:—In the winter of 1778-9, David Burpee taught a school in that part of the township of Mangerville, now known as Sheffield. His scholars were to pay him three shillings, elevenpence half-penny per month. From his accounts it appears that only seven scholars paid tuition, although it is likely a good many more attended school. The tuition was paid in a variety of produce, work, grain, leather, musquash-skins, rum, hauling hay and making shoes. He handled but ten shillings cash for his entire winter's work.

After the lapse of three-quarters of a century, the state of things as regards the remuneration provided by the people, had not very materially improved.

J. M. d'Avray, Esq., Chief Superintendent of Education, in his third annual report presented to the legislature in 1855, says;—

"I have now before me a letter from a first-class teacher whom I know to be a most worthy and excellent man. He says that when he entered upon an engagement for twelve months, which has just terminated, the inhabitants of the district subscribed the sum of £35 towards his support: that is to say, they signed their names to a paper, each promising a certain sum in consideration of sending so many children to school. During the twelve months the teacher in question (like many others throughout the province) had upwards of twenty children to teach whose education was not paid for. But how did he receive his £35? During the twelve months he got 2s. 6d. in cash, the balance was paid in potatoes, buckwheat, socks, mittens, all charged at the very highest rates, and in orders upon the store where, as he says, 'I obtained very indifferent goods at very exorbitant prices.'"

Elsewhere in his report, Professor d'Avray gives so inimitable a description of the unfortunate victim of the "boarding around system," that we cannot do better than quote it:—

"What must be the condition of the teacher who gets board, washing and lodging in lieu of money, and who has

to be boarded, washed and lodged by all the inhabitants in turn? One week in a comfortable farm house, the next in a miserable log hut—the food, buckwheat—the washing, little, the lodging, the fourth bed in the fourth corner of the one room; he can know neither comfort, nor cleanliness, nor decency. He cannot study, he cannot have one moment to himself, and when the fatiguing labors of the day are over, when he requires rest and quiet to raise his flagging spirits, he finds that he is in the way, and unwelcome at the fireside; that he is looked upon as a lazy fellow if he does not chop wood and fetch water, or at all events nurse the baby. In the face of all this, it is extremely difficult to suggest plans for the improvement of the educational system of the province."

One more extract we take from the report of Professor d'Avray, showing the not uncommon experience of the teacher in the active duties of his calling;

"The school house is a very insufficient one: in summer too hot, in winter too cold: it leaks in rainy weather, admits the wind and the snow when it storms, the chimney smokes; all this is bad; he complains and obtains fair promises of improvement in due season. The children have no books, no slates, no pencils, no paper, no pens. He asks for a black-board and a map; all these things shall be procured in time, and meanwhile he must do the best he can. The attendance is very irregular, the children come and stay away in a manner that is very annoying to him and injurious to them. He remonstrates, and is told that they are wanted home, but that the attendance will be better and more regular when winter comes, and so it is: that is to say, he has now to admit a score of children whom he never saw before, and who come to make up for the summer absence of their brothers and sisters, etc."*

If the chief superintendent of education felt himself obliged to write in this strain as late as the year 1855, we can readily conceive that all that he says in his report at that time was true in a more intense degree in the early days of New Brunswick.

There was then no uniformity in the methods pursued by individual teachers, although school books were of necessity pretty much the same. To gain a very fair idea of these we may take the advertisement of Jacob S. Mott,* bookseller, in the *St. John Gazette* of July 10, 1802, announcing the receipt by the ship *Polly* from London, of a general assortment of books and stationery, including school Bibles, Testaments, and primers; Dilworth's spelling-books, Fenning's spelling books, Burn's grammar, Smith's geography, Guthrie's geography, Morse's American geography, Dilworth's arithmetic, Hamilton's arithmetic, Vyse's arithmetic, Jones' English

* Mr. d'Avray in his report proposes alterations in the school-law on the very lines since adopted in our present school system, and his statement of the effects which would follow have been fulfilled in a manner that is really remarkable.

* Jacob S. Mott's bookstore was in Prince William Street, opposite the Market Square, near the foot of King Street.

system of book-keeping, writing paper, Dutch quills, ink-powder, red and black. Here we have about the limit of books available for school purposes in towns. In the country schools the books used were as a rule the school Bible, Dilworth's spelling book and Dilworth's arithmetic — Murray's grammar, Walking-ames' arithmetic and the English reader came in later.

The slates first in use were, in size, five by seven inches without frames, and at least double the thickness of a modern slate. Slate pencils were quite expensive, consequently the master used to search the brooks for soft stones to be used upon the slates by those of his pupils who were unable to provide pencils. Black-boards, maps, and other apparatus were for the most part unknown.

Scholars learning to write were required to bring paper and goose-quills; the latter were sometimes the imported Dutch quills, but were often gathered by the children from the goose pasture. The master usually manufactured the ink, ruled the paper with a plummet of lead, wrote the copies and made and mended the pens. School hours were commonly from 8 to 12 a. m., and from 1 to 5 p. m., but in winter school began an hour later. No recess was allowed during the session. The holidays were few, comprising the King's Birthday, Good Friday, a week at Christmas, and three weeks at midsummer. In towns, Saturday half holidays were allowed, and in the country the custom was to take the full day every alternate Saturday. The master had but little encouragement from the trustees who seldom or never visited the schools. In the winter season the fires were generally kindled by the boys living nearest the school-house, each one taking his turn. In the warm summer days, the majority of the children, both boys and girl, went to school bare foot, and the boys in most cases were not required to wear coats. Shirt, trousers, and a straw hat, was the summer school attire of many a school-boy, who afterward by his energy and ability made his mark in the community, entered the learned professions, and even represented his county in the legislature.

The games in vogue with school-boys in early days were such as "Tag," "I Spy," "Hunk and Ball," "Base-ball or Rounders."

Punishments were much as at present, save that the birch rod was much more freely used, ears were sometimes pinched or pulled, the dunce cap and stool not infrequently employed, and for minor offences snapping the head with thumb and finger practised — the sensation produced by the latter process when inflicted by a mistress wearing one of those heavy old fashioned thimbles on her finger was by no means agreeable.

FOR THE REVIEW.]

Natural History in the Common Schools.

One of the most abundant of minerals is common feldspar (orthoclase). Although hard (six degrees), it can be scratched by quartz. When scratching it, notice its streak. It has cleavage planes running in two directions. With care, specimens can be selected which will show the intersection of two of these glistening planes. They always make a right angle with one another. Try the effect of heat, acid, and water upon feldspar, and note the various colors of the specimens. Enumerate the observable differences between feldspar and quartz-feldspar and calcite.

Mica and crystallized transparent gypsum (selenite) may well be studied together. They are soft minerals. Selenite can be easily scratched with the finger nail. Its hardness is two degrees. Mica, black or white, is little, sometimes not any harder. Take the streak of each. Observe the visible effects, if any, of water and of hydrochloric acid upon them. Heat a few little bits of mica in a small test tube loosely closed with a cork. The tube may be held in a wooden holder, similar in form and size to a clothes-pin, and cut out a little, near the end of the split to receive the tube. After heating the mica, replace it by small pieces of selenite, and apply heat again. In one case the mineral will withstand the heat without apparent change; but in the other, it will be converted into a soft, white, lustreless powder, while drops of water from it will condense on the sides of the tube. Give the names of the minerals only after the pupils have discovered that they differ from one another, and from any mineral previously examined. The pupils may then be told that the white powdery substance in the bottom of the tube is calcined plaster of Paris.

Examine ordinary opaque and gypsum in the same manner as selenite. They will be found to agree so closely in their properties, that the pupils will accept with confidence your statement that they are only different forms of the same mineral, and that the white powder again left in the bottom of the tube is also plaster of Paris. Buy a pound or two of calcined plaster of Paris. The pupils will be able to tell how it was made and what it lost in the process. Direct each of them to mix a large spoonful of it with water sufficient to bring the mixture to the consistency of thick molasses, and then promptly pour it over a coin laid on the bottom of a flat dish. Examine the plaster in an hour or two, and carefully remove the coin from it. Let them try to explain the rapid disappearance of the water, and the distinct impression left by the coin. They will now be able to show

how the properties of plaster of Paris fit it for the uses to which it is applied.

Hornblende replaces mica so frequently in rocks, that they should be examined in connection with each other. The greater hardness and heaviness of hornblende and its lack of elasticity, will distinguish it from mica. Asbestos is a variety of hornblende.

Limonite, hematite, and magnetite may be studied together. They are hard minerals—in their compact form—although limonite is not as hard as the others usually are.

The streak of limonite is yellow, of hematite red, of magnetite black. It will be found that although the magnet will not attract either of the first two, nor any of the minerals previously examined it has a strong attraction for magnetite. Heat a bit of hematite and another of magnetite in the same tube. Then replace them by a small piece of limonite. It will be found that one of them yields water, and that the streak is different after the water has been expelled. Before leaving them, try water and hydrochloric acid upon them.

Pyrite resembles gold in color, but its hardness, nearly equal to that of quartz, and its brittleness, at once distinguish it from that metal. Notice the beautiful effect produced when a lump of pyrite is briskly struck with a file. When heated in a closed tube, a yellow substance is deposited on the inside of the tube above the mineral. The color and the sulphurous smell which may be perceived on holding the mouth of the tube near the nose, indicate that this deposit is sulphur. Treat pyrite, also, with acid and with water.

Common manganese ore (pyrolusite), graphite, and rock salt should be examined as the preceding minerals were. The hardness of manganese ore is only two degrees. This and its lack of attractability by the magnet immediately distinguish it from magnetite. If specimens of the ore cannot be conveniently obtained, the powdered black oxide of manganese, which is nothing but the ore ground up, may be examined instead. It may be used afterward in the preparation of oxygen and chlorine by the class in chemistry.

To heat graphite, twist one end of a wire around a piece of it and hold it in the flame. To show its softness and streak write on a piece of paper with it. The pupils will notice that the writing closely resembles that of a lead pencil. Upon testing the *black lead* of their pencils, they will conclude that it also is graphite. Let them find out why, although it contains no lead, it is called *black lead*.

Rock salt will be found to differ from any mineral studied before in being readily soluble in water.

Hang some threads in a strong solution of it, and note the shape of the crystals which form on them. Also observe the colour which the mineral, while being heated, imparts to the flame of the spirit lamp.

If rock salt cannot be conveniently obtained, ordinary coarse salt may be used instead.

Let the pupils review all the minerals which have been examined, repeating any of the tests whose results have been forgotten. Then give the *pupils* an examination. Supply each of them with a box or envelope containing specimens of the various minerals including varieties which differ somewhat from those used in the lessons. The pupil will identify the specimens, enclose each in paper, write the name of the mineral on the paper, and state clearly in writing the considerations which enabled him to reach a decision in each case.

Lastly, as soon as time and weather permit, require every member of the class to make a collection, correctly labelled, of all the known minerals to be found in the neighborhood.

The list of minerals taken up in these lessons includes several of the most abundant, and some of the most important species. If the work has been intelligently and thoroughly done—if the pupils have been permitted to discover the distinctive properties of the minerals for themselves—they will be able to recognize them wherever they see them, with but little danger of making a mistake. And further, what has been done is in the line of progress. If any pupil should have the desire and the opportunity to extend his knowledge of minerals, he will employ the same, or similar methods and tests, as were used in his first lessons.

J. BRITAIN.

For the REVIEW.]

Some Questions on Ivanhoe.

1. When was Ivanhoe published? What was going on in the world then?
 2. In what respect is Ivanhoe a *history*, and in what a *novel*?
 3. How does Ivanhoe differ from Scott's previous novels? What were Scott's reasons for this?
 4. What signs of haste or carelessness are there in the book? How may they be accounted for?
 5. Is the heroine Rowena or Rebecca? Why do you think so? If Rebecca, why not marry her to the hero?
 6. What are the different types of character introduced? Select one and write at large on it.
- [Questions 1-6 are from the REVIEW, November, 1892.]
7. Does the story of Ivanhoe portray faithfully the state of society in England in the reign of Richard I? What constitutes its claim to the title *Romance*?
 8. Describe briefly the interior of a Saxon dwelling of the better sort, with a short account of the mode of living.

9. Compare Ivanhoe with any other of Scott's writings. Why has it been called a "poem in prose?"

10. Among the many splendid descriptions given in the story, choose that which you consider the best and give an epitome of it.

[Questions 7-10 are from the Nova Scotia Provincial Examination Papers, 1893 and 1894.]

11. What has the motto to do with the story?

12. Draw a map of the scene of the story, and mark on it all the chief places mentioned.

13. What changes would you suggest in Ivanhoe to make it more exactly suit your taste?

14. Which others of Scott's novels deal with the reign of Richard I?

15. What liberties are taken with history in Ivanhoe? What is Scott's excuse for this? Give your own views on the subject.

16. What are the most effective dramatic incidents in Ivanhoe?

17. Did you notice any gaps or loose ends in the story?

18. What may be learned from this book about its author? What about the public for whom he wrote?

19. What is the principal source of interest in the novel—Wilfrid's love affair, or Richard's character, or what? Why do you think so?

20. Compare Scott with some other of our best novelists in regard to (a) Their fondness for and ability in dealing with *action* and *the causes which influence action*; (b) *Describing* character and *presenting* it, *i. e.*, letting it be gathered from the story.

21. If you were to meet personations of the following at a skating carnival, how would you recognize them?—a thane, a clown, a templar, a prior, a pilgrim, a Jewess. (All of the Middle Ages, of course).

22. What are the favorite oaths and exclamations of the principal characters? What do the less obvious ones mean?

23. Which of the mottoes at the heads of the chapters strike you as being specially appropriate?

24. Mention any criticisms of this work that you have heard or read, and that seem to you particularly good or bad. Wherein consists their particular goodness or badness?

25. Compare Scott's imitation of the language of Richard I's time here with Thackeray's imitation of the language of Queen Anne's time in *Esmond*.

26. What are some of the chief features of Scott's prose style? Illustrate by quotations.

[Questions 11-26 are adapted from questions given on other works in the REVIEW for November, 1892; February and April, 1893.]

27. What was the route between England and Palestine in the twelfth century? What now?

28. Collect the Biblical and Shakespearean passages and phrases, and locate them.

29. Chapter 17, paragraph 8: "The roof rested upon four concentric arches which sprung from the four corners of the building, each supported upon a short and heavy pillar." Make a drawing of roof, arches and pillars from this description.

30. Write notes on the following: To attend an evening mass. Thou hast been at a wet mass this morning. I never speak upon such subjects until after morning vespers. On the bow-hand of fair justice. Who stands in the danger? Three quarts of double ale had rendered thee as free as the master. Truss my points. We do you to wit. I wore russet before I wore motley. Deaf of his Latin ear.

31. What do you think of Athelstane's resuscitation? Compare it with anything like it that occurs in Shakespeare.

32. Which was dearer to Isaac, his daughter or his ducats? Which to Shylock? Show the grounds of your decision.

33. Assign as exact a date as you can to the siege of Torquilstone,—year, season of year; day, time of day. How long was it after the passage of arms at Ashby-de-la-Zouch? How long before the trial by combat? How do you determine these matters?

34. Who was Cedric's "dish of skimmed milk?" Who was Hotspur's? What, exactly, did each mean by the metaphor?

35. Insipidity of the nominal hero is a common charge against Scott's novels. Show whether the charge is just in the present case; but first tell what you mean by "insipid."

36. Use this work to illustrate whatever you find of truth or untruth in the following:

Shakespeare fashions his characters from the heart outwards; Scott fashions them from the skin inwards, never getting near the heart of them.—*Carlyle*.

It is *complete* portrait down to the heart, which is the same in all ages.—*Ruskin*.

From Walter Scott we learned history. And yet is this history? All these pictures of a distant age are false.—*Taine*.

It is the duty of a writer of romance to pass as rapidly as possible over historical details.—*George Sand*.

I'm determined to read no more books where the blond-haired women carry away all the happiness. I want to avenge the dark, unhappy ones.—*Maggie Tulliver*.

Plenty of dull, and even some bad, I know; but parts so admirable and the whole so delightful.—*Edward Fitzgerald on the Waverley Novels*.

Yarmouth, N. S.

A. CAMERON.

For the REVIEW.]

Francis Bain, Naturalist.

On November 20th, 1894, when Francis Bain, of North River, P. E. Island died, there passed away at the early age of fifty-two a man of great natural ability, who, though denied the advantages of a collegiate education, made for himself a name among college men as well as among all other classes. Not only in his native province, but in the Dominion at large, his early death will be deeply regretted. Science loses in Mr. Bain one of her most earnest admirers and devoted students.

Mr. Bain was from his youth an industrious, honest, and highly intelligent student of nature. His ability as a geologist attracted the notice and received the

warmest commendations of Sir. Wm. Dawson. His special knowledge of the geological structure of P. E. I., caused him to be appointed geologist of the Island tunnel survey by the government of Canada, in which position he rendered valuable important service. A lasting memorial of his indefatigable researches is a fossil discovered by him in his Island home, and which is named after him—the *Tylodendron Bainii*.

At the last session of the summer school, Mr. Bain conducted the classes in geology and mineralogy, to the entire satisfaction of the students attending. He was re-appointed lecturer on those subjects for next year. As lecturer in botany in the University Extension Course at Charlottetown, he will long be remembered by those who heard him. He has published a very complete list of the plants of the Island, including the sea-weeds.

A "Natural History of Prince Edward Island," prepared by him for use in the public schools of that province, at the request of the late superintendent of education, D. Montgomery, Esq., is an excellent manual, and clearly demonstrates the careful research of its author. He was the P. E. Island secretary of the Botanical Society of Canada.

Largely through his efforts the Natural History Society of P. E. Island was formed, and in him the society loses its most influential and enthusiastic member.

The best account of the birds of P. E. Island yet published, was the one published by him.

Mr. Bain was a man of deep religious convictions and high moral purpose, faithful to his friends, his duty, and his God.

For the REVIEW.]

Our Winter Birds.

In compliance with the request in the December REVIEW, I herewith send the desired list of birds:—

1. Crow. 2. Snow-bird. 3. English Sparrow. 4. Chickadee. 5. Raven. 6. Canada Grouse. 7. Blue Jay. 8. Wild Goose. 9. Gray-bird (Field Sparrow.) 10. Woodpecker. 11. Hawk. 12. We have another bird, the name of which I don't know. It is not quite so large as a robin, and it has a short stout bill. The female is plain grey, and the male has some scarlet about the head and breast. I have seen them eating frozen apples and the seeds of the ash tree. 13. Also the children described to me another bird which I have not seen. They said it is grey and white, about the size of the robin, but more slender, and having a long tail. Only a few of them had seen it, and this is about all they could tell me for certain about it.

CHAS. E. REID.

Somerset, Kings Co., N. S., Dec. 26, 1894.

We select the above as a good specimen of a report from a school where observations are commencing to be made. It is very interesting to have an idea of the birds noticeable at a point in the Annapolis (or rather the Cornwallis) Valley in Nova Scotia, by the pupils of a school, and the order of their abundance for comparison with those noticeable by pupils in sections in other parts of these provinces. We hope to publish a similar report of the birds observed in some other section during the month of January, the most abundant standing first in the list, as in the present report, providing such lists be sent the editor.

The unnamed bird observed with the stout bill, the male of which has scarlet on the breast, is the Pine Grosbeak. The other, grey and white, is probably the Snow Bunting, now becoming rare in many places.

We give here a classified arrangement of the list with the correct common names. See REVIEW, June, 1889, Vol III. No. 1.)

ORDER V. *Lamel-Billed Swimmers*. No. 8. Canada Goose. (See REVIEW, Dec. '89 and Mar. '93.)

ORDER IX. *Terrestrial Scratchers*. No. 6. Canada Grouse (Spruce Partridge). The "Canada Rufed Grouse (Birch Partridge) may also be present.

ORDER XI. *Birds of Prey*. No. 11. American Goshawk, probably.

ORDER XIII. *Yoke-Toed Climbers*. No. 10. (For species see article on Woodpeckers, REVIEW of January, 1893).

ORDER XV. *The Perchers*. (Crow family, see REVIEW, December, 1893). No. 7—Blue Jay. No. 1.—American Crow. No. 5.—Northern Raven.

Finch or Sparrow Family. No. 12.—American Pine Grosbeak. No. 3.—English Sparrow. No. 13.—Snow Bunting (?) No. 9.—Tree Sparrow (?)

Tit Family. No. 4.—Chicadee (Black Cap Tit).

An additional list of December birds, observed at North River, Colchester County, N. S., by Laurie Hall, Jamie Stewart and others, was received too late for this number.

Public schools can be made to minister to the interest of all homes, all churches, all kinds of pure entertainment, all forms of rightful business enterprise in the community. Yes, they may touch the springs of action wakening to life in your souls every noble aspiration. But the teacher and parent must unite their efforts to make the school touch all their interests. Remember the public school does not exist for its own good. Its mission is to minister to everything that is good and valuable in human life. It is not only to educate the individual, but it is to minister to all rightful organization of society.—*The Message*.

Prize Essay.

THE BEST METHOD OF TEACHING PATRIOTISM IN THE PUBLIC SCHOOLS.

[Recently Dr. Townsend of Parrsboro, N. S., offered a prize of ten dollars for the best essay written by the teachers or students of that town on methods of inculcating patriotism. The prize was awarded to the following essay by Miss Cameron, teacher of the primary department. The recommendations made are sound and easily carried out.]

In view of the fact that the future of our country depends on the boys and girls now sitting in our public schools, it must be plain that the subject under consideration is of vast importance and worthy of earnest thought and zealous work. Let us regard it as a high and sacred office to kindle the patriotic fire in the hearts of the children among whom may arise those destined to great service for the elevation of their country.

The first essential to the successful teaching of patriotism is for the *teacher* to be thoroughly imbued with that love of country which inspires to truest devotion.

"Thy soul must overflow if thou another soul wouldst reach."

In addition to such incidental teaching, as there are constantly occurring opportunities for giving, a certain amount of time should be devoted to regular instruction in this subject. In the registration of time given to each branch, we find a column headed "Moral and Patriotic Duties." Well are they joined. No one can be a true patriot without being moral; no one can reach a high moral standard without being patriotic. In my own department we have one lesson a week, but the amount of time given must be governed by the peculiar circumstances of each school. And I would suggest that each teacher write an outline of a course of oral lessons adapted to the pupils in his or her department. Some may feel that the curriculum is crowded, and that we have hard work to accomplish all that is required. But let us remember that if we neglect to implant strong moral and patriotic principles, all other education only better equips the pupil to be an evil to his country instead of a blessing,

And it is with gratitude that we reflect that we are not dependent on a *blind* devotion to the land in which live. We belong to an empire whose proud boast is that "the sun never sets on its dominions;" an empire which in all that makes a nation truly great ranks first in the world. We own allegiance to a sovereign who is admired and revered all over the globe, both as a Queen and as a woman. And "Canada, eldest daughter of the empire, is the empire's completest type." Our country has all the elements which invite admiration and inspire love. When we see the strength there is in even a blind, ignorant devotion to country as witnessed in some parts of the old world, what may we not hope for Canada when all her people are fully awakened to see some of her glory and greatness. Ours be the task to array her in her fairest robes, to magnify and extol her grandeur, to place her in all her heaven-born beauty before the eyes of the youth of our land, to beget in them that intense, never-dying love which will make them not only willing to die for her, but what is of more value, willing to live and labor for her best interests.

For the purpose of instilling patriotic sentiment, one of the best means is to give lessons on the resources of our country. These will show that we have a country of which we can justly be proud, a country which we ought to prize. Admiration will be awakened, and admiration will ripen into love and devotion. Look at this "Canada of ours" stretching from ocean to ocean radiant with beauty, teeming with

wealth. Do we want beauty? Here we find it in mountain and plain, river and lake. Snow-capped hills tower to the skies, prairies like great rolling oceans stretch for miles. There is nothing grand or beautiful in natural scenery that cannot be found in our Dominion. Do we want wealth? Take just a few items from last year's statistics. The value of the exports from our forests alone was over twenty-six million dollars. Then consider that we have about twenty-five million acres of woodland and forest. Is that of so little value as to be beneath our notice? Of fish we exported nearly nine million dollars' worth, while the value of our mining exports was over five millions. The exports of agricultural products amounted to over twenty-two million dollars, and from animals nearly thirty-two million dollars. Look at her great wheat lands, her fur regions, her public works, her shipping. But it is unnecessary in this paper to mention in detail all her resources. The thoughtful teacher will easily find ample material for lessons. Draw attention to the undeveloped wealth in field and forest, in the ground and under the sea. Through these lessons always give the impression that this great wealthy country is ours, that every boy and girl has a part in it, and has something to do in making it better and more valuable. Every school room should be furnished with a cabinet. Encourage the pupils to collect botanical and mineralogical specimens of our own land. Some time during the winter months probably every teacher will give lessons on the minerals of Nova Scotia. Do not stop with the description, properties and uses of the minerals, but locate them as nearly as possible, and give the approximate quantity and value mined last year.

Teach patriotism also through our history, and the biographies of brave and noble characters who have devoted themselves to their country. We have our battle fields which mark the triumphs of right over wrong, spots sacred to the memory of those who spill their blood for their country. Tell of the brave deeds which have helped to lift our land to a higher plane. We have men of whom we are proud, men who with hearts aflame with true patriotism have laboured for freedom, education and advancement. Tell the children the stories of their lives. Children are always interested in people, and I have noticed that they like a story of something which really happened, much better than mere fiction. Our early history is replete with tales of heroism and patriotic self-sacrifice. Later, where can we find anything in history more noble than the voluntary removal of the United Empire Loyalists from the rebel colonies? Can we not speak with pride of the action of Canada during the war of 1812? But not only in battle have we had our heroes. Other patriots have we, no less great, who have not wielded the sword, but who, in times of peace, have loved and served their country with equal devotion. Not only through the ear but also through the eye must we appeal to the emotions and sympathies of the children. They are always greatly influenced by their surroundings, and pictures make strong impressions. Therefore I would have in every school-room a portrait of our Queen, and portraits of those noted for their devotion to their country.

Third.—Give lessons on our government beginning with the government of our own town. Try to interest the pupils in all public affairs. True patriotism lays the axe at the root of all selfishness. Lead them to see that none of us lives to himself, but that each must consider what is the highest good for all. Make use of current events. The new school-house will be opened in January. Who built it? For whom? What

is the duty of each one toward it? etc., etc. Soon there will be an election of officers in this town. What officers are to be chosen? What is the general duty of each? Why are they needed? etc., etc. Try to overcome any feeling of indifference which may manifest itself. Make the pupils see that each one should have an interest in everything regarding the public welfare and that each one should feel jealous for the honour and good name of our own town, our own province, our own Dominion, the whole British empire. Impress the fact that every individual is responsible to a greater or less degree for the existing state of things, and if anything is below the proper standard, it is mean and cowardly to sit down and croak over it, comparing it unfavorably with some other country; that the true way is to rise in our strength and do all in our power to make things better. We have sometimes heard the remark made by strangers "Parrsboro has a beautiful situation, but the people seem lacking in public enterprise." Let us strive to nourish such a public spirit in our own town that any such statement will fall for want of even a grain of truth for support.

Fourth,—Let the pupils memorize stanzas of patriotic poetry in the lower grades, and in the high school, extracts from patriotic speeches of great statesmen. This will be found a valuable help in awakening enthusiasm. We want the patriotic sentiment to be a joyful, living, stirring thing. A few weeks ago I read something in a magazine to the effect that Canada had no poets; that there were some pretty versifiers. Though not presuming to be a judge of poetry or a critic, yet I affirm with confidence that we have poets. For poems suitable for memorizing, I would like to direct your attention to two small volumes, "Canadian Poems and Lays," and "Later Canadian Poems." In them will be found pieces of pure, fine, rousing patriotism, and some most exquisite gems descriptive of Canadian scenery. Less than a dollar will purchase both of these books, so they are within the reach of every teacher. Before I learned better by experience, I used to allow a part of Friday afternoon for recitation of poetry, or more properly rhymes, allowing the pupils to make their own selections. I no longer do so. Now I select the piece and teach it to the whole school in concert. This makes a good lesson on patriotism through all lower and middle grades by selecting such a piece as "Canada to England," an anonymous poem in one of the above mentioned collections, or Prof. Roberts' "Canada."

Fifth,—Teach patriotic songs. Every one knows something of the influence of music. There is no more rapid or more sure way of spreading any sentiment than through the voice of song. Numbers of instances immediately flash through our memories. What army ever marched to victory without music? What great movement ever gathered its followers without its own peculiar songs? Song will find a lodging place in the hearts of both old and young when other methods fail. Nothing more quickly touches the sympathies, nothing makes more lasting impressions. Gather up songs in praise of our country, songs commemorating great victories in battle, songs in honor of our flag. And we will find that the children will not forget

"What the song has fastened surely as with a golden nail."

We take it for granted that our national anthem is sung in every school. We have a book entitled "National and Vacation Songs" which is very good though limited in quantity and variety. But it contains several fine songs suited to the school room such as "The Maple Leaf," "Fair Canada,"

"My Own Canadian Home," and others. As far as I know, we have very few good patriotic songs for primary grades. We need something attractive and simple in language and melody that the children will take to readily with the same kind of delight as they do their simple Sunday-school hymns. But until we get this let us make the best use of what we have. In connection with patriotic songs and recitations, it would be a good plan occasionally to have an afternoon devoted to patriotism. Gather up what has been learned on the subject during the past months and make out a programme. The teacher might get up a special review lesson, the older pupils have short essays on some of our heroes, while the younger ones could have appropriate recitations, the whole interspersed with rousing patriotic songs.

Sixth,—Make much of public holidays. We have not so many of them but that we can afford to celebrate those we have. Just before a holiday is a good time to spend a few minutes talking about it. Explain what the day commemorates, and why we should mark it by something different from other days. Just as celebrations of birthday anniversaries draw all the members of the family together in their joy, so does a national holiday form a great bond of union, and bring us all nearer in a common brotherhood; and this feeling of brotherhood we want to foster: brothers in one great nation, true children of the great motherland.

Seventh,—Honor the flag. Fling it out to the breeze on every public holiday, and on all occasions for special rejoicing. Let it float half-mast for a common sorrow. Hundreds of noble lives have been laid down to do homage to that piece of bunting, our own old English flag, and to save it from dishonor. Shall we not hold it in reverent love? Show that the flag represents not only our Queen, our government, our people but all the great and good deeds done beneath the protection of its colors. In addition to a large flag to be hoisted outside of the building, every room should have a British ensign with the Dominion coat of arms on it. The Union Jack itself is a fine subject for a lesson. There is a great deal of interesting matter in connection with its history. When and how did it originate? Why is it so called? How is it modified to suit the Dominion of Canada? What emblems represent the different provinces? What is its meaning and its value to us? Why should we be proud of it and love it, etc., etc.

In the above I have aimed at being suggestive rather than exhaustive in any one point. A ready-made lesson is of little value to any teacher compared with one on which individual time and energy have been expended. In the teaching of patriotism as in any other subject, one must have an unwavering conviction of its value, and a definite idea of what to teach; after that a live teacher will find ways and means of accomplishing the object. If I have succeeded in giving any new ideas, or helped to inspire any teacher with fresh enthusiasm in the teaching of patriotism, I shall be satisfied. With faith in our God and faith in our country, let us labor—

"So in the long hereafter, this Canada shall be
The worthy heir of British power and British liberty."

BERTHA A. CAMERON.

Parrsboro, Dec. 20th, 1894.

If you wish your pupil to make a good showing in the examinations, have him commit the lessons to memory and repeat over and over again until it is impossible for him to forget. But if you want him to grow strong, arrange his work so that he can do nothing without depending upon his reasoning and understanding.—*American School and College Journal*.

Teachers' Institutes.

ST. JOHN COUNTY.

The St. John County Teachers' Institute opened in the assembly room of the Centennial school, December 20th, 1894. The first session was taken up with enrolment and an address by President Montgomery. About 170 teachers enrolled. At the morning session, also, a talk on the teaching of Latin was given by Mr. W. M. McLean. The discussion which followed was participated in by Messrs. G. U. Hay, E. A. McKay and Misses Orr and Murphy. After recess for dinner a very carefully written paper on Canadian history was read by Mr. Henry Town. The paper was discussed by Messrs. Hay, O'Reilly, McKinnon, Parlee, Barry and Miss Murphy.

The Institute resumed business at 9 a. m. on Friday morning. A lesson on arithmetic for Grades VII and VIII was given to a class of pupils by Mr. Jas. Barry, who supplemented his lesson by remarks. The lesson was discussed by Messrs. Town, McKinnon, McLean, O'Reilly and Mrs. Dieuaidé. After five minutes recess an excellent lesson on grammar was given by Mr. W. H. Parlee. It being noon, no opportunity was afforded for discussing this valuable paper.

At the afternoon session a paper on penmanship was read by Mr. John Montgomery. The paper was discussed by Messrs. Harrington, Superintendent March, W. H. Parlee and Inspector Carter.

The election of officers resulted as follows: Jos. Harrington, President, V. L. Alward, Vice-President, W. D. Brown, Secretary-Treasurer. Misses Iva Yerxa and Elizabeth Beattie members of Executive.

The arrangements and date of next meeting were on motion left to the Executive Committee.

CARLETON COUNTY.

The Seventeenth annual session of the Carleton County Teachers' Institute met in Graham's Opera House, Woodstock, Thursday, December 20th. Mr. G. H. Harrison, President, in the chair. Dr. Inch, Chief Superintendent of Education was present. At the morning session, after enrolment, addresses were given by President Harrison and Mr. W. T. Kerr. Seventy-six teachers enrolled. At the afternoon session a practical address was given by the Chief Superintendent. A paper on English literature was read by Mr. Allen A. Rideout. It was discussed by H. B. Sloat, W. T. Kerr, Dr. Inch and Miss McLeod. Mr. Charles McLean read an excellent paper on "Aids in Teaching." The paper was discussed by E. A. Drier and Dr. Inch.

On Thursday evening a very largely attended public meeting was held, President Harrison in the chair. Addresses were given by Major Vince, Dr. Inch and Rev. Dr. Chapman. During the evening a musical programme was carried out. Those who took part were Miss Jessie Munro, Mrs. F. A. Good, Mrs. W. T. Kerr and Miss Pauline Winslow.

On Friday morning the election of officers took place. It resulted as follows: G. C. Crawford, President; John Page, Vice-President; A. A. Rideout, Secretary-Treasurer; Miss Bessie Good and Miss Mulherrin members of the executive.

Mr. F. A. Good read a paper on Juvenile Astronomy. It was discussed by Messrs. Harrison, Kerr and Dr. Inch. Miss McLeod's paper on Spelling was well received and discussed by Miss Palmer, Miss Gray, Allison Clark, S. S. Miller and Dr. Inch. On Friday afternoon Mr. W. T. Kerr read a pap-

er on "Proper Incentives to Study and How to Use Them." The discussion was opened by Mr. C. H. Gray. During the session addresses were made by Frank B. Carvell and Chas. Appleby.

YORK COUNTY.

The York County Teachers' Institute opened in Principal Rodger's department of the Model School, Thursday, December 20th. President B. C. Foster in the chair. The enrolment was ninety-six. After the financial statement had been read by Miss E. L. Thorne, the president gave an address. The "question box" was then taken up and caused some discussion. At the afternoon session after routine, the subject of composition was introduced by Miss Thorne, followed by papers by J. F. Rodgers, Misses Everitt, Hunter and Vandine. Geo. R. Inch, Miss Nicholson and the president took part in the discussion. Inspector Bridges gave a very interesting account of the school libraries in York County. There are about twenty at present and most of them procured by the exertions of teachers. Mr. Schriver and Principal Mullin addressed the Institute on this subject.

The first business on Friday morning after routine, was the "question box." Inspector Bridges, Mr. Foster and Mr. Owens dealt with questions. Mr. John Brittain then gave a lesson on the nature lessons of the new course. Dr. Cox gave an address on "The General Structure of Birds and Fish as Adapted to their Habits of Life." Dr. Bailey and Messrs. Palmer and Bridges took part in the discussion.

Messrs. Rodgers, Day and McDermott and Misses McDonald and Cliff were appointed a Nominating Committee.

Some teachers were enrolled from Sunbury and Queens Counties.

On Friday afternoon, after routine business, Mr. H. H. Hagerman, principal of the Charlotte Street school, read an excellent paper on drawing. The following officers were elected: John Brittain, President; Miss Mabel Hunter, Vice-President; Miss E. L. Thorne, Secretary-Treasurer.

EDUCATIONAL OPINION.

Archbishop Walsh, speaking in Dublin on the 25th November last, said he thought the whole system of primary education in Ireland little better than a gigantic mistake. In his opinion it should not consist merely of teaching information which was to be found in books; children ought to be taught how to use their hands and to be accurate observers.

Let us now briefly advert to each of these branches as enumerated, and this, as stated, entirely for the purpose of indicating their nature and utility in a complete and liberal course of education. 1. Music. We have given music the precedence of all the others, not because it is to be here systematically taught, but because, even when practically employed, it forms such a powerful auxiliary in the acquisition of all the other branches—such a valuable handmaiden in the ordering and regulating of the whole scholastic establishment. It has been said, that to attempt to conduct an infant or primary school without music, is

as impossible as to govern a nation without laws. This is strong language, but it is not, in our opinion, one whit overstated or exaggerated.—*Dr. Forrester in "Teachers' Text Book."*

We must look at the training of all parts—at all the complicated organization of our pupil, and there is one thing that comes out of that that we should never forget, and that is that it is characteristic of human nature that when in one direction its powers have been exhausted it can turn round and work upon another. There is more variety that can be got out of the pupil than half of us know. Tired with one kind of study, another one is all right. Nature teaches us that. Every one is distinct from each other. We see this principle exemplified in ourselves; a part of one muscle can be worked while the other is being rested. It is not then so necessary, as many of us think, that we should have amusement. We can make amusement or recreation by variation in our work, and that is education in itself, an education which enables men to turn rapidly from one thing to another. That is the kind of training which results from that. We talk about science and literature teaching, and we think that one is in some sense antagonistic to the other. You cannot teach science in any form that is worth calling science without teaching reason, and without teaching the pupil to express himself, and you cannot teach people anything at all unless they have some ideas to express. The two things must go together, and they must go together from the beginning, and continue up to the end. I hold that the teacher in the kindergarten who is training little children to see and handle things, and in giving them names, is teaching exactly on the same lines on which the higher teaching of the university is done. If science is to be taught, it ought to be taught along with all the powers of inductive and deductive reasoning; but if we are to try and turn only to one line and not to another, we shall surely fail. Some of our friends were talking about science teaching as if it was a very hard thing. Now, I hold that any young teacher who has taken the pains to inform himself as to the difference between the head of a clover and the flower and leaf, and is able to give the child some information in regard to that, has taught that child an immense amount of science, which, if she never taught him anything more would enable him to go on and complete his botanical education. And the truth is, that whatever is done well, however small the portion, is a great gain, and then it is just the same in literary teaching as well.—*Sir William Dawson at Montreal Convention, 1892.*

Sir John Thompson.

The best estimate of the career, character and influence of the life of our late premier will be found in the following brief extracts from the funeral oration delivered by Archbishop O'Brien :

It is a matter for legitimate congratulation that in the public life of this dominion we can proudly point to a career which has summed up and embodied all the best attributes of official purity and unbending uprightness. * * * From the modest position of an humble citizen, he rose rapidly from one height to another of public importance, until finally he reached the highest office in the gift of the nation. Again, none will deny that at each successive stage of his upward course he acquitted himself in a manner satisfactory to the public, and gave a guarantee that to whatever further heights of national importance he might attain he would be found equal to their responsibilities. * * * How did the late premier rise to the lofty eminence in which he was stricken by the hand of death? It was not by the aid of the outward accidents of wealth or birth, much less was it by an unworthy pandering to the passions and prejudices of the people, or by the employment of cunning arts and devices by which a corrupt public man sometimes treads his way successfully to ambitious distinction. No, none of these lent him any aid in his upward course. A faithful observance of the law of labor imposed by the Creator on the human race, and from which no one without disturbance of nature's order can exempt himself, together with intellectual gifts of a high order, strengthened and made perfect by a deep religious spirit, enabled him to hew a pathway through the difficulties of life on an ever upward plane. It is only by a combination of such forces that great results can be achieved. Some will say he was lucky; but to a thoughtful man what is the meaning of this trite phrase? As we are not the creatures of blind chance, but, under God, the architects of our own destiny, the word can only mean that a man is always alive to and takes advantage of his opportunities. In other words, that he puts out at good interest the talent committed to his keeping. We can therefore safely conclude that industry, sobriety, and a conscientious attention to the details of each duty constitute the pinions which bore him onward in a career which can only be rightly characterized as phenomenal. The manner of his success then claims our admiration and affords us a measure by which to gauge his character. It points out also to young men the one sure and honorable road to public distinction as well as the one way of combining worldly success with personal integrity * * * We do not live for ourselves alone; man has duties towards society, and those to whom the Creator has been lavish of His gifts have a responsibility for their right use corresponding to their measure. Sir John knew and recognized this; and though personally averse to the turmoil of public life, he sacrificed his feelings at the call of duty. Who of his friends could wish it to have been otherwise? Who of them would purchase for him a few uneventful years of life at the cost of his achievements during the past nine years? It is needless to say I am speaking in no partisan sense when I ask, Who

would wish to deprive Canadian public life of the noble and uplifting influence of his example; to have had him hide his light beneath a bushel, and thus to take from the young men of the future an example and an inspiration of honesty and patriotism, even though he might have adorned, for many years to come, the bench of his native province? The man who could desire this is only half a Christian, and nothing of a Canadian. * * * His grieving family will find consolation in reflecting on his well spent life and simple Christian conversation. He has left to them an inheritance more precious than gold, a spotless reputation, an untarnished name and the memory of noble qualities nobly employed.

Composition of School Boards.

The following, from the New York *Evening Post*, purports to be the private opinion of a great authority upon the subject: "I have not yet been able to see clearly the wisdom of appointing a board of education composed of educational experts. If I had the selection of a school board, I should be careful to keep off all old teachers; all, or nearly all, lawyers; all, or nearly all, ministers. I should select business men, manufacturers, and women of force of character. In the case of women, I should not object to having teachers. They usually look at the new problems in education very fairly, but the old school-master knows all there is to be known—in fact knew it years ago when he taught. There are two sides to educational work—a pedagogical side and a business side. A superintendent ought to know the pedagogical side, and ought to have freedom to work it out. The board of education ought to know the business side, and ought to take care of that. Now, if you put professional men on the school board, they are apt to think they know both of these lines of thought and work, when, in fact, they do not know either. This is true, I think, also of college professors on school boards. They interfere with the course of study, methods of teaching, etc.,—which must be the superintendent's business—and then find fault with him for not knowing the business side of the work. It is hard to convince a professional man—especially a lawyer—that he does not know all about education. I like business men on a board of education for another reason. They are to-day the men of social influence in the community. They have in this respect taken the place of professional men. They strengthen the public schools and the board's policy with the influential people. In addition to this, a business man really grasps the new lines of thought and education more quickly than a professional man. He has no 'mechanism of thought,' as Carpenter calls it, formed on the subject of education. He looks facts squarely in the face, and forms unbiased conclusions.

The ideal board of education is made up of men who have the intelligence to know the business side of public school work, and, at the same time, to know that they are ignorant of the pedagogical side. A board of education, it seems to me, should be small, relatively speaking—somewhat approaching the proverbial efficient church committee of 'three, with two of them seriously ill.' A large board always means a lower grade of men; it is difficult to get wisdom by simply multiplying ignorance."

The Coming School Board.

It is becoming plainer that no essential progress can be made without school boards capable of comprehending the points to be made. There are school boards that are a stench in the nostrils of the community. Let the author of the "Evolution of Dodd" give his mind to the evolution of the school board. What might not be said, and what secrets unfolded! Every teacher "could a tale unfold" if he would! But he dares not do it yet.

The school board is selected by popular vote, usually; the member intends to make popularity out of it, if possible. In the country this is done by screwing the teacher down in wages. In the city he magnifies his office so as to get into a higher one. It is a very common thing to hear a man recommended for alderman on the ground that he served for nothing six years on a school board.

The worst kind of members are those who put in teachers not known to be worthy (to put it negatively), for political purposes. The case of Utica is one in point. There were buildings and desks and books and teachers; and this went on for years. Finally, a man was elected who proposed that the object aimed at should be the best kind of teaching; he stood up and declared, "Our schools have become hiding places for weak people." The meeting closed, but certain members knew that the judgment day had arrived; they sought the superintendent and said, "The devil has broken loose."

Teachers know that most schools contain one or more persons of the most moderate ability, to put it gently, kept there simply to please some political power. The great field for the coming school board will be the clearing out of these. But who shall select the coming school board? Votes cannot do it.—*N. Y. School Journal*.

What Not to Do.

To know thy bent, and then pursue,
Why, that is genius, nothing less;
But he who knows what not to do,
Holds half the secret of success.

—*Ella Wheeler Wilcox, in Century.*

A Hard Task Achieved.

One day the master gave out the lesson in algebraic geometry, and said only in reference to one problem, "I doubt whether anyone succeeds in working that out; it is difficult, and I never knew a class to do it unaided."

This whetted the edge of ambition in courageous souls, and one girl made up her mind to get it out before the next day, cost what it would. She went up to her room with book and slate early in the afternoon and gave herself resolutely to the task; she thought and experimented patiently until tea time, but to no avail. I do not think she once wavered in her determination to work out the problem, but she said to herself, "I will forget it for awhile and then perhaps I shall be better able to attack it." At nine in the evening she went at it with new vigor, and worked away resting at intervals without a ray of light as to its solutions. Her eyes were wide open, and occasional glimpses seemed to come to her with various efforts, but she found the night watches speeding by without attaining her end, yet she only grew more resolute and alert, and suddenly at three o'clock in the morning, a short and simple solution flashed into her mind which when put upon paper appeared to her infallible. She slept happily and hailed the day with the joy of a conqueror.

On reaching school she found all the classes in despair over it except such as had not attempted it. One of the teachers asked to see her work, and on looking at it said, "Oh, no, that is not right." "I am sure it is right," she said, and when the class was called and her work was put upon the board the master looked at it with surprise but said, "Your solution is not the one given; it is quite original, but it is correct, and a better and shorter one than I have here."

The memory of that determined effort, that courage of attack, and the successful achievement has been among the chief inspirations of the study and work of a lifetime, and has led to many a victory since.

Give your pupils sometimes what is hard to do and let them fight it out alone, for courage and assurance are great levers in education and are born of ambitious struggle. Do not be afraid of appealing to the desire to excel; emulation without malice is a natural and right impulse and should be encouraged; it is one of the strongest motives to action and a legitimate means of education.—*Louise Parsons Hopkins, in N. Y. School Journal.*

"I HAVE been a subscriber for the REVIEW for four years, and am well pleased with it. E. W.

Albert Co., N. B.

How to get Expression.

"How shall I get expression in reading?" is a question often asked. The means attempted are many. "Read as you would talk," the teacher says, forgetting that the child talks ordinarily with teeth close together, and no visible opening between the lips. "Let your voice fall at a period," commands another, and straightway the lesson becomes to the child a search for periods and an effort to remember the rule. The solution of the problem will never be reached in these ways.

What do you desire? Expression — expression of thought. The child is to give you the thought which he finds hidden in the sentence. What first? He must get it. What next? He must desire to give it, and realize that he is giving it. He should do this as naturally as he would toss a ball to you. You must question as naturally as if asking him to toss the ball. But keep your mind and his on the ball, the thought. Avoid doing anything to direct the attention of the child away from the thought, to his inflection, his pronunciation, his attitude, his manner. Hold to the thought now and take another time for these items, when they can be first. It matters little whether the lesson is in first grade or eighth, the fashion of it is the same. Little Kate reads word by word the sentence, "Mary wore her new brown dress to school yesterday." Her voice is low and timid because she is not sure of her power. "Read again, Kate; tell me what Mary wore to school yesterday." "Yes, and now tell me where she wore her new dress. And now tell when she wore it. Perhaps Mary has two new dresses. Tell me which one she wore to school." By this time Kate has forgotten to be shy, and she has a message to deliver in answer to your questions. "Now tell Jennie what Mary wore yesterday. Tell Paul. Tell me again." If instead, the teacher should say, "Emphasize brown, or yesterday, or new," or "Make these words strong," the child thinks of the words and emphasis, not the thought. And she does less thinking, by far, than questioned as above. The more she thinks, the better her *expression* will be, because she has more thought to express. The words now represent ideas to her.—*Public School Journal.*

"The day will come when the great majority of tax-payers will pass by cheap teachers as the intelligent farmer now passes by inferior stock and seed; as he would pass by a thousand jolt wagons or stage coaches to take the passenger train. In the meantime, it is the duty of educators of clear insight and devotion to courageously insist upon a higher standard—to do what they can to place the licensing of teachers in the most competent hands."—*American School and College Journal.*

Sanitary Science.

The education of the Chinese consists chiefly in memorizing of prudential maxims and moral lessons. The Hebrew had to master the "law" which contained minute regulations for the conduct of life. Prominent among these were rules relating to sanitation, many of them anticipating by 2000 years the discoveries of modern science.

That these two nationalities have outlived so many others is largely owing to the peculiarity of their education to which we have just referred.

Mental power is often spoken of as the chief aim in education. But is not mental health much more important? Bodily health is desirable but mental health is beyond all comparison more desirable. Children must learn and generally do learn the moral and social precepts necessary for their guidance through life, long before they are capable of appreciating the ethical and sociological principles which govern conduct.

In like manner their bodily health should be conserved by making them familiar with the wonderful discoveries of modern sanitary science.

This is a subject with which every teacher of every grade should be familiar and which should be taught from the earliest stages, so that no pupil shall leave school unfamiliar with the laws of health. That he may not be old enough to appreciate fully the underlying scientific principles does not materially lessen the benefits to be derived. Of course reasons should be given when they can be understood; but teaching of this kind must not be deferred until it can be fully understood. As in teaching morals, manners and patriotism the well versed teacher can, without formal or formidable lessons, but with a thought now and again in good season inculcate ideas and habits that will be of life-long benefit.

Occasional talks, or better still discussions will, however, be needed. Pupils can themselves be made to contribute much of the information from which to draw conclusions. Many of these lessons will be suggested in connection with the study of the Health Readers which require to be supplemented very largely by the teacher.

In striving after unity, remember that there is a unity in variety, and very often that the unity in variety is of the highest kind.

Do not neglect the physical, for there is neither success nor comfort in school work without the physical conditions are favorable.

Pupils who yield a cheerful obedience to the laws of the school, will grow up law-abiding citizens.

Between Day and Night.

The exact time at which darkness gives place to dawn—the dividing line between day and night—was legally determined, and a verdict for \$25,000 given on the decision in the Court of Common Pleas in Philadelphia recently, says the *New York Sun*. A young woman was knocked down by a locomotive on the Reading road while she was walking over a crossing at Norristown, at 6.30 o'clock in the morning of Feb. 14, 1893. The engine did not display a light, nor did it signal with whistle or bell. The company claimed that it was not negligent because at that hour dawn was breaking and no light was needed, and the entire case rested on the question whether or not it was daylight when the accident occurred.

The sun rose on the day of the accident at 6.54 o'clock. Several astronomers and other experts testified that half an hour before sunrise it is as dark as at any time of the night. From that time until sunrise, light comes so slowly that the point of half light is reached only seven minutes before sunrise. During the last seven minutes before sun-up light comes very rapidly, until the full day breaks. The plaintiff's lawyer claimed, therefore, that at the time of the accident, twenty-four minutes before sunrise, it was pitch dark. The jury rendered a verdict of \$25,000 in her favor.

Vertical Writing.

Professor Burnham, of Clark university, lays down the rules for writing the vertical script as given by Schubert, in a very brief form as follows: "Writing straight, paper straight, body straight."

The lines in the book must not be too long—not more than four inches. The pen-holder should point toward the elbow, not toward the shoulder. Fine writing at first is wrong. The writing for beginners should be very large. This rule applies whatever the kind of script used. Beauty should not be the aim at first, but power and control of the muscles. Professor Tuchs reports a visit to Vienna schools, where experiments with vertical script were being made. Looking over the class-room from the rear, one could tell from the position of the children what kind of script they were writing. All those in a bad position were found to be writing obliquely; all those writing vertically sat in good positions. The teacher of penmanship at the Worcester normal school has reported similar results. The vertical script was tried in the Wurzburg schools, and it was noticed that the eyes of some of the children who suffered from near-sightedness, were improved, according to the oculist,

Dr. Bauerlein. The weight of authority among specialists seems to be very strongly in favor of vertical writing. At the London Congress of Hygiene and Demography, resolutions were passed recommending the adoption of upright penmanship in our elementary schools.

Three prime requisites must be met by any system of script. Firstly, it must be simple and natural to children. Secondly, it must be legible. Thirdly, it must be hygienic.

QUESTION DEPARTMENT.

INQUIRER.—1. Please explain what is meant in history by the "Salic Law." 2. In what countries was it recognized? 3. Is it still "law" in any of these countries?

The "Salic Law" is properly a code of laws adopted by the Salian Franks who invaded and conquered Gaul in the fifth century, and established the French monarchy. By one feature of this code females were excluded from inheriting landed property. This last feature has always prevailed in France with respect to the crown, as it did in Spain under the Bourbon (French) line until 1830, when it was abolished in favor of Isabella. So far as we know, it has not been a law in any other country, although the same usage of excluding females from succession may have prevailed at times, as it did in Germany from 1024 to 1125, A. D., under the five Franconian dukes who were successively elected emperors of Germany. Their descent from the Franks accounts for the introduction of the "law" into Germany.

SUBSCRIBER.—Who is the author of the following? Please explain it: "Things are not so ill with you and me as they might have been, half owing to the number who lived faithfully a hidden life and rest in unvisited tombs."

The quotation is from George Eliot. The meaning seems obvious: The fashion of our life to-day is, more or less, determined by preceding generations. Each of the innumerable lives behind our own sends us its quota of influence, good or ill. And because of the quiet, faithful living out of these obscure and forgotten lives, the ills that might have descended to us are modified. George Eliot has the same thought in her fine poem:

"O may I join the choir invisible
Of those immortal dead who live again
In lives made better by their influence."

[Other answers to questions are crowded out of this number. We have again to urge correspondents to use every effort to solve arithmetical and other problems before sending them to us. We have plenty of time for the work, plenty of space, if ———.]

SCHOOL AND COLLEGE.

A very successful school concert was held in connection with the Hopewell Hill, Albert County, N. B., superior school on the 22nd December. The principal, Mr. A. C. M. Lawson, with his associate, Miss Jane Moore, spared no pains to make it a success. The amount of \$23.14 was raised, which, with other means supplied by the trustees, will be devoted to framing pictures, providing a book-case, cabinet for natural history specimens and a school flag.

Mr. David Wilson, inspector of schools, Victoria, B. C., is on a visit to his friends in New Brunswick after an absence of eleven years. He received a warm welcome from his many friends.

The Fredericton grammar school scholars have procured a handsome human skeleton by subscription, for use in the physiology classes. It was a much needed thing to illustrate the study. A case has also been procured in which to keep it. The cost of the skeleton was thirty-five dollars.

Charlottetown and Summerside public schools re-opened on Wednesday, the 2nd inst., and the Prince of Wales College on Monday the 7th inst, the former having one week and two days, and the latter two weeks' holidays.

Miss Linda McLeod, a teacher of Kent Street School, Charlottetown, resigned at the close of December. She is succeeded by James A. Allen.

Miss F. Campbell, a teacher of Summerside, has resigned, and is succeeded by Miss Hannah Beattie.

Inspector Smith will spend January in the parishes of Salisbury and Dorchester, Westmorland County.

Miss Agnes Boyd, teacher at St. David's Ridge, Charlotte County, N. B., has by means of two entertainments, been able to refit entirely her school house. Miss Boyd leaves the impress of her energy upon every district in which she teaches.

Misses McKenzie and Hanson, of the St. Stephen staff, have obtained leave of absence for six months. Mr. Charles Murray and Miss Duston will supply in their absence.

It is expected that a new school house will be built at Letete, Charlotte County, at an early date. It is much needed.

Inspector Carter expects to begin work in Charlotte County as early in the term as travelling will permit.

A site for a new school building on Erin street, has been purchased by the St. John Board of School Trustees. It is expected that the building will be erected in 1895.

Give attention to the study of modern psychology by modern methods. Study the children.

The strength of a teacher may be measured by the use he makes of the *rod*, and the strength will be in the *inverse ratio*.

Vertical Writing.

What has been spoken of by many as an educational fad seems likely to become an established fact, and vertical writing to take the place of the old sloping hand to a very large extent in our schools. This sudden demand for books in upright writing has called forth a number of systems hastily prepared, by persons who have had no experience in teaching the new style, even by men who do not themselves believe in it, for publishers who are more eager to catch the market than to supply school-books that will win increasing approval because they secure the best possible training. Messrs. A. F. Newlands and B. K. Row, of Kingston, Ont., who have been experimenting for a long time with thousands of children of all school ages, have prepared a series of books soon to be published by D. C. Heath & Co., Boston, to be known as "*Heath's Vertical Writing Books*." These books have been growing slowly and steadily for several years, and among other excellent features will present a series of copies especially noticeable for simplicity, legibility, strength, harmony, practicability and beauty. The letter forms given are typical; hence admit of slight modifications according to the varying taste and temperament of the writer, thus tending to individuality in writing.

BOOK REVIEWS.

GAGE'S BOOK-KEEPING BLANKS; 142 pages; ruled. Price 35 cents. Published by the W. J. Gage Company (Ltd.), Toronto. This book was prepared in accordance with the regulations of the Education Department for Ontario for the primary examination and commercial certificates. It is a cheap and excellent book for the student for a short course in single and double entry.

SUPPLEMENTARY EXERCISES TO MACMILLAN'S PROGRESSIVE FRENCH COURSE (first year, 1894) The series of "French Course" books, edited by Fasnacht, and published by Macmillan, of London and New York, is arranged for a three years' course of study. This supplementary book has been compiled, says the preface, "at the often-repeated request of experienced teachers," who find that their pupils cannot get over the ground so fast as the successive lessons take them. Of course this book is well printed. More use is made of leaded type. The vocabulary is good. The liaisons are carefully marked. But we should like to remark: (a) That all these books of Macmillan's course should have a more *definite* looking page; the eye should be caught by beginning and ending, and so let one feel one had begun a definite lesson and ended it. This is even more true of the second course: it looks a vague wilderness to a pupil turning over the leaves. Heavy type should mark off each lesson. And so in the original first year book where the verbs are given; a few more leaves used could make the verb-table much clearer looking — a great thing. The perfect, as formed from the present, should be put opposite it—the old *grammaire des grammaires* was excellent in that. And it is inexcusable, in the original first year book, to put, for beginners, the pluperfect and the past anterior confusedly huddled together. (b) Why must even Macmillan's house have these disjointed sentences in exer-

cises: "It is Tuesday. Where is the cock? The cock is on the rope. The map is useful," etc? To have from the first an exercise on which the teacher can say something, a suggestive exercise, is a help to teacher and taught. We know few things more fatiguing than these aimless, disjointed remarks. The healthy mind resents, and even rejects them. (c) That leads us to say that we hope no teacher will ever use this "first course"—with or without the supplementary exercises—unless at the same time he or she gives dictation; talks to the pupils a little in French; makes them pronounce distinctly and exactly; reads some consecutive passages, and teaches them to use the auxiliary verbs in sentences aloud—all those from the first. As a Harvard professor has lately said: "Sight-reading may be begun the first week. . . . First year students in Harvard, for instance, read through Halevy's 'L'Abbé Constantin,' Erckmann-Châtarian's 'Madame Thérèse,' Labiche's 'La Poudre aux Yeux' and 'Le Voyage de M. Perrichon,' George Sand's 'La Mare au Diable,' besides Mérimée's 'L'Enlèvement de la Redoute,' and extracts from Souvestre and other writers." W. F. S.

METHODS OF TEACHING MODERN LANGUAGES. Papers on the value and on methods of modern language instruction. By various American professors. Boston: Heath & Co. This is the book from which the extract at the close of the last review is taken. It is a book of much immediate interest to teachers of modern languages; all should buy it, as well as Colbeck's, *On the Teaching of Modern Languages in Theory and Practice*. (Cambridge Pitt Press Series). There are many and sometimes conflicting opinions given; but no "teachable" teacher could fail to get useful hints for his work by reading these books. He certainly would be filled with some proper dissatisfaction when he reads of "one of the pleasantest sights—to see some hundred and odd students listening, 'with all their ears,' to a ten or twelve minutes talk in French; students who, three or four months before, had never heard a word of the language." A professor in the same university adds, indeed: "One of the most fatal mistakes that teachers of modern languages in colleges are liable to make is to hurry their classes too much. The time allotted to their work is short and their aims are high; no wonder, they often give their students too difficult work. . . . It would be impossible to use German exclusively in very large first or second year classes. But even in classes of forty or fifty a slight beginning may be made. The least that may be expected from the very beginning is that no sentence shall ever be translated until the German has been read aloud. This reading of the text, so far from delaying rapid progress, as some teachers think, results ultimately in a great gain of time. It is the only way students can ever be taught to comprehend the construction and meaning of a sentence at the first glance without translation into English." But then comes the question about the learners. Professor Marshall Elliott, of Johns Hopkins' University, writes: "Suppose the learner occasionally has a sensation that he is working. What of it? There are worse things in the world than that. . . . It is no part of the teacher's business to make things easy at the expense of thoroughness. It is a mistake if he thinks that the real and lasting regard of his pupil can be won in that way. Healthy boys and girls, and young men and young women in school and college, do not want an easy

time. The college student will often profess to have a lively affinity for what he calls a 'soft snap.' But this is simply a conventional student dialect. *Res severa verum gaudium* is the true student motto the world over." And so it is, of some anyway, no doubt, in New Brunswick.

W. F. S.

CONVERSATIONAL METHOD IN FRENCH, for the use of colleges, academies and advanced pupils. By J. Victor Plotton. Halifax, Nova Scotia, Printing Co., 1894. To begin with, why must books published "at home" have such miserable paper? What a contrast to the cheap Macmillan books, for instance! And this book costs a dollar—more than double what such a book ought to cost. It is the old story which keeps book-buying amongst us at a minimum. This is the second part of a "method," the third and last part is in preparation. An objection to the book, as to the matter thereof, is really the violent French republicanism dragged in on all occasions—as by another French teacher of our acquaintance who violently objected to any history at all being taught before 1789. The book is altogether in French. It seems to have a great deal in it, and might be used with advantage by an intelligent teacher. It has the great merit of being written with intelligence and life. A passage of French is given, and then there is a series of questions on the passage. The matter is interesting. Also from the beginning excellent practice is given in the tenses—the use of the imperfect as "descriptive," and as "habitual" tense, and so of the past definite as "historic" tense. Then there are passages of connected conversations. All this might be of great help to those who are studying with some earnestness, whether as teacher or as taught. Then there are plans of grammatical analysis in French. And there are examples of commercial correspondence. There are extracts from classical authors. There is a long list of idioms, with exercises, and a full list of irregular verbs. In fact, as was said, there is much in a small space; and both for use and for reference, and as supplemental, if not as exclusive, the book will be found valuable.

W. F. S.

EXTRAITS CHOISIS DES ŒUVRES DE PAUL BOURGET. Edited and annotated with the author's consent by A. Van Daell. Boston, Ginn & Co., 1894. This book is not only annotated with the author's consent, but has a very interesting *Lettre autobiographique* prefixed. That alone would make the book worth buying. The writer considers such an intellectual autobiography, if simply true, a duty of an author. He discusses the effect of mixed races on their author-product; how more is lost than is gained—the loss, by uprooting in sentiments and tradition, the distributing of natural growth,—which is almost what George Eliot says, too. He reminds us, by his early reading of Shakespeare in French, how much more sensible young Germans and Frenchmen are than young Canadians, who grow up in blank ignorance, direct or indirect, of great foreign authors. He describes his free reading and says he was not corrupted thereby, but was made "old-young;" he thus reminds us of the unhealthy side of teaching young people to read books meant for their elders, which, one may say, is a reason against all unchecked literary reading, home or

foreign. He speaks of the subjective novel—*his* novel—as opposed to the "naturalistic," that "literature of the mysteries of iniquity," as George Sand calls it, now (having done its possible good and its probably greater harm) falling into general disrepute. And so on. But the book is not suitable for colleges, and still less for schools. Perhaps it was not meant for either. Even the story pieces, in their "Tendenz," would be beyond young readers' comprehension.

W. F. S.

There are few things more noticeable than the effort teachers are making to know more about teaching. Send postal for Teachers' Helps, a catalogue of 400 Books and Aids for Teachers, to E. L. Kellogg & Co., of New York. To any one answering this advertisement, and sending 10 cents, a Lang's "Comenius" will be sent with the catalogue.

The January Magazines.

In Gallia Rediviva in the *Atlantic Monthly* for January an interesting account is given of the development of the present school system in France. We take this extract. "Compulsory education was decreed for both sexes. Every village had to have its own schools; if too poor to build them, money would be loaned and subsidies granted by the state. Better pay was given to the teachers; normal schools were erected in every department; the school-masters were granted representation in the various educational councils, finally, education in the public schools was made wholly secular." . . . There are several valuable articles in the current number of the *Popular Science Monthly*. School-room Ventilation as an Investment and School Ethics are the chief ones. In the latter this paragraph occurs: "I am informed that in a few boys' schools and in many girls' schools the head masters or mistresses are authorized, or take it upon themselves, to open letters belonging to their pupils. This is done, as I am further informed, to preserve the honor of the pupils; but to me it has always seemed like an object lesson in crime." . . . With the first number in January, *Littell's Living Age* enters upon its two hundred and fourth volume. The field of periodical literature, especially in England, is continually broadening, and including more and more the work of the foremost authors in all branches of literature and science, presenting, in compact and convenient form, all that is most valuable of this work. For a magazine which gives an amount of reading matter unapproached in quantity, and unsurpassed in quality by any other periodical, the subscription price (\$8.00 a year) is cheap. The publishers also offer to send to all new subscribers for the year 1895 the thirteen weekly issues for the last quarter of 1894, forming an octavo volume of 824 pages, *gratis*. The EDUCATIONAL REVIEW and *Littell's Living Age*, both for \$8.00 a year.

Maritime Boys' Camp, 1895.

The Maritime Boys' Work Committee takes great pleasure in inviting you to attend their summer camp, which will be held on the shores of Head Harbour at the eastern extremity of Campobello, N. B. This invitation is extended to all members of the Boys' Branches and their boy friends, throughout the Maritime Provinces, and representation is also solicited from branches elsewhere. Full description and information will be gladly given to any one desiring them, but a few general ideas are given here. The party will go into camp on August 1st, and will remain until August 12th. About 100

acres of ideal camping ground have been secured close by one of the best fishing grounds in the Bay of Fundy. The party will be accommodated in a number of small tents and one large dining tent 60x100 ft. Safe boats will be provided for the use of the boys. Field sports and games will receive special attention. The assistance of a staff of competent camp leaders has been assured to help in the management of affairs. One dollar with the application and an additional fifty cents

per day cover the entire camp expense. Application blanks will be issued to any one desiring them. Should there be more applicants than can be provided for, those first received will receive first consideration, and all others will have their application dollar returned to them. If you want to know more about the M. B. C. write to the undersigned,

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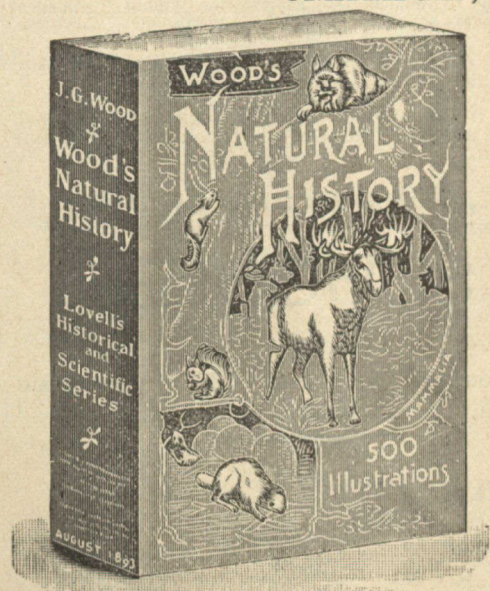
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