

TALKS WITH TEACHERS.

This is the age of the newspaper; and there is an unlimited amount of educational literature at the disposal of the teacher, abounding in all manner of resorts and devices for elaborating his work. Be careful not to adopt many, however ingenious and attractive they may appear, and do not take up any without inquiring carefully into the principles on which they are based and the end to be reached. There is a lot of educational rubbish published. Be careful to sift the wheat from the chaff.

There is a great deal of the space in educational papers just now about "apperception," "concentration," etc., etc. Do not be mystified—they are only new terms for very old ideas. We have been apperceiving all our lives, and I think many of our teachers do considerable concentrating. If I may be pardoned for venturing to explain the latter term by an example. In giving a simple sentence it is preferable to give "Champlain founded Quebec" than "John struck the table." You thus combine history with grammar. In giving examples in arithmetic, it is preferable to give actual statistics and problems their abstract figures, but I think, after all, the subject in hand is the all important one. One journal which is disposed rather to ridicule such high sounding words, asks if when a child is reading in the first reader, it is best to ask him to count the letters in each word in order to teach him arithmetic; and whether it would be a good plan to explain to him the process of printing and paper making?

There is considerable chaff and very little wheat in all this.

Would it not be a good resolution for each teacher to adopt and adhere to as the next term approaches, not to take a school in another district at a lower salary than his predecessor?

If the trustees demur, ask them if they expect inferior from you. If not, what is their reason for making the request?

Arbor day comes earlier than usual, this year, in some parts of the province. Do not fail to observe it. Be interested yourself, and interest others. There is much to do in every district. What you do, do well. First, impress upon your pupils by interesting exercises, the importance of the day. Second, plant trees if you have a chance, and do not do it in a perfunctory manner. Third, clean up inside and outside, and get the rate-payers to interest themselves in the premises.

For the REVIEW.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

PRIVATE SCHOOLS.

In the very early days of New Brunswick, the establishment of schools was largely a matter of private enterprise, particularly in the towns and villages. No uniform plan or method of instruction was adopted—each teacher doing what was right in his (or her) own eyes. The books used in all the schools were, however, of necessity much the same. In these days of mutual good fellowship, it is hard to realize the keen rivalry that once prevailed among school teachers. But this was a very natural thing, for in olden times the success and reputation of a teacher depended upon attracting a large number of pupils. Great efforts were accordingly put forth to proclaim the merits of the various systems adopted by the rival teachers, and probably the most enterprising advertisements in the old newspapers are those which expatiate upon the advantages parents will derive by intrusting their children to this or to that teacher, to be instructed in accordance with their individual methods.

This point will be the better illustrated by reference to a number of old school advertisements, and we shall start with the first that appears in print after the landing of the Loyalists, and which antedates the formation of the province.

JOHN SINNOTT begs leave to inform the public, that he has opened school at No. 131 Charlotte street (he having received encouragement from several gentlemen for that purpose) to teach youth reading, writing, arithmetic, book-keeping, gauging, geometry, surveying, dialing, etc., on the most reasonable terms.

Said Sinnot assures such person who may please to send their children, that every possible attention will be paid them, not only with respect to their instruction in the above particulars, but to their morals and behaviour.

N. B.—A generous price will be given for a pair of good globes.
Parr, June 30th, 1784.

Mr. Sinnott's school was situated on Charlotte street, directly opposite the south-west corner of Queen square. It was quite a pretentious school, as shown by the advertisement above, and its locality indicates, that in the rivalry between the Upper and Lower Coves, the latter in educational matters, was well to the fore. John Sinnott came out from Ireland in 1781, and for a year or two lived upon a farm of 200 acres near Gagetown, which he leased of the original proprietor, John Smyth of Dublin, in Ireland. After clearing a little land, he seems to have decided to retire from farming, and take up the school master's calling, for which there seemed a promising field in the city that had so suddenly sprung into existence at the mouth of the river St. John.

He was not long without a rival, and again it is the Lower Cove that is to the fore; witness the following: