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at all children, and thus suc-

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SAINT ANDREWS, NEW BRUNSWICK, FRIDAY MORNING, NOVEMBER 13, 1842.

[17s. 6d. sent by Mail

CAPTAIN MARRYAT—in his last novel,
Percival Keene, gives us the following Yan-
kee story—

During three months we continued cruiz-
ing about, without falling in with, or having
received any intelligence of the French tri-
gate which we were sent in quest of; at last
Captain Delmar resolved to change the cruiz-
ing ground, and we then ran up to ten de-
grees of latitude further north.

As we were running up we fell in with an
American brig, and brought her to; a boat
was sent for the Captain, who, when he came
on board, was interrogated by Captain Del-
mar, as to his having seen or heard of any
French vessel on the coast. As the conversa-
tion took place on the quarter-deck, and
I was then officer of the watch, I can repeat it.

"Well," replied the American through his
nose "I reckon there is a Frenchman in
these parts."

"Have you fallen in with her?" inquired
Captain Delmar.

"Well, I may say I have; for I lay along-
side of her in Carthagenia; when I was tak-
ing in my cargo of hides. You haven't got
such a thing as a spare spar as will make me
a pole-top-gallant mast, captain, have you?"

"Is she small or large?"

"Well, captain, I don't care whether the
spar be large or small; I've got two carpent-
ers on board, and I'll soon dub it down into
shape."

"I inquire about the vessel—I did not re-
fer to the spar," replied Captain Delmar,
haughtily.

"And I refer to the spar, which is my
business, and not to the vessel, which is no
concern of mine," replied the American
Captain. "You see, master, we have both
our wants; you want information; I want a
spar. I've no objection to a fair swap."

"Well," replied Captain Delmar, rather
amused, "give me the information, and you
shall have the spar."

"That's agreed."

"Send for the carpenter, and desire him
to get out a small spar, Mr.—," said Cap-
tain Delmar to the first Lieutenant.

"Well, captain, that looks like business,
and so now I'll go on. The Frenchman is as
large as you, may be," said he, looking round
the deck, "he may be a bit larger, but you
won't mind that, I suppose?"

"Did you leave her in port when you sail-
ed?"

"I reckon she was off two days before."

"And how many days is it since you sail-
ed?"

"Just four days, I calculate."

"And did you hear where she was going to?"

"Yes, I did, and I've a notion I could put
my finger on her now, if I chose. Captain
you haven't got a coil of two-inch which you
could lend me—I ain't got a topsail brace to
reeve, and mine are very queer just now.—
I reckon they've been turned end for end so
often, that there's an end of them."

"You say that you know where the vessel
is—where is she?"

"Captain, that's telling—can't I have the
two-inch?"

"We have not a whole coil of two-inch
left, sir," said the master, touching his hat.

"We might spare him enough for a pair
of new braces."

"Well, well, I'm reasonable altogether,
and if so may be you haven't it, I don't ex-
pect it. It's very odd now, but I can't just
remember the place that French vessel was
going to; it has slipped clean out of my me-
mory."

"Perhaps the two-inch might help to re-
fresh your memory," replied the captain.—
"Mr. Smith, let the rope be got up and put
into the boat."

"Well," said the American Captain, "as
you say, Mister, it may help my memory.—
It's not the first time I've freshened a man's
memory with a bit of two-inch myself," con-
tinued he, grinning at his own joke; "but I
don't see it coming."

"I have ordered it to be put in the boat,"
replied Captain Delmar haughtily; "my or-
ders are not disobeyed, neither is my words
doubted."

"Not by them as knows you, I dare say,
Captain, but you are a stranger to me. I don't
think it much after all—a bit of a spar
and a bit of a rope—just to tell you where
you may go and take a fine vessel, and pocket
a tarnation lot of dollars as prize money.

Well, there's the rope, and now I'll tell you.
She was going off Berbee, or Surinam, to
look after the West Indians, who were on
the coast, or expected on it, I don't know
which. There you'll find her, as sure as I
stand here, but I think that she's a bit big-
ger than this vessel—you don't mind that, I
dare say."

"You may go on board now, sir," said
Captain Delmar.

"Well, thank ye, Captain, and good luck
to you."

The American captain went down the side,
and as soon as our boat returned and was
hoisted up, we made all sail for the coast of
Demarara.

The "little bit bigger vessel" proved to
be a ship of the line.

EDUCATION.

To the Editor of the Standard.

"It is still more important that, youth should be
perfectly skilled in reading, writing, and speaking
their native tongue in a correct, a polite and a
graceful manner."

WATTS.

The greater part of my last letter referred
to the importance of good morals in a public
teacher; and I must now express regret that
my limits will not allow a renewal of the sub-
ject. Unaccountable neglect has heretofore
prevailed respecting this point, in the conduct
of parents generally; and it requires much
more than a casual remark, to arouse pro-
per attention or introduce salutary reform.

I shall now proceed to another topic equally
notorious, and scarcely of less moment, viz.
the qualification of teachers and their meth-
ods of tuition.

It is generally thought that in the infant
state of these Provinces, it is impossible to
obtain good teachers; and that in their ab-
sence it is better to accept of indifferent ones
than to be entirely destitute. I shall not now
stop to determine whether a bad schoolmaster
or an unoccupied school house is the great-
er evil; but I would just enquire of those
who think that properly qualified schoolmas-
ters cannot be obtained at the present, whether
they have ever seriously considered the reason.

It would require very little reflection
to discover that poor pay and poor teach-
ers are very closely connected. A man of
good character and respectable attainments,
will not accept of the same remuneration that
may purchase the services of an ignorant or
dissipated tool. It is useless to expect well
qualified teachers while a low rate of wages
is offered, and even that, irregularly
and miserably paid. Change the rate of wa-
ges and manner of payment, and the corre-
sponding change in schoolmasters will very
soon follow.

The first qualification of a teacher that
suggests itself, is good reading. I am not
exceeding the bounds of truth when I assert
that more than three fourths of the teachers
in these Provinces, are lamentably deficient
in reading, and unqualified to give instruc-
tion in this indispensable acquirement. I do
not allude to emphasis, modulation, or in-
flexion; altho' these should be thoroughly
understood by every one who pretends to
teach reading; but I refer more particularly
to pronunciation even of the most ordinary
words and syllables. A teacher that cannot
read a page in a common schoolbook with-
out making as many mistakes as there are
sentences, ought not to be tolerated.

Occasionally blundering in pronunciation
it may be thought, is a trifling matter: such
a habit however is sufficient to make a man
ridiculous for life, and this is a destination
which very few would wish for themselves or
their children. When a thing is to be learned,
it is just as easy to be learned well as
otherwise, and has much more agreeable if
not profitable results.

I had the misfortune to be placed under
the care of a teacher who knew little about
pronunciation. I readily copied his errors
without being aware of the fact, but after-
ward when I came to attend a better school,
I reluctantly discovered that I was very de-
ficient where I thought myself perfect. I
could read very fluently, but I mispronounced
many words. I was then obliged to un-
learn much of what I had previously learned
and beside the mortification of being derided
by my school fellows, I had to undergo several
years hard study to eradicate the errors
which I had imbibed in a much shorter time.

The labour and time thus wasted, would have
been more than sufficient to learn their own
language, when their instruction is so lament-
ably defective. Had my former
teacher worked for nothing, his labour
would have been dearer perhaps worse.

But correct pronunciation alone will not
form a good reader. Just emphasis, correct
modulation and inflection, proper quantity &
pause, and other requisites, are necessary.—
But in what school are such things taught?
What teachers know anything about them?
When so many teachers are ignorant of the
very first principles of good reading, it is not
to be expected that they are acquainted with
the more difficult and important parts of the
science.

A remark upon Orthography must not be
omitted. A majority of the schoolmasters
in this Province, cannot write an ordinary
letter of one page without mistakes in spelling.
How can children learn to write their own
language, when their instruction is so lament-
ably defective. A common practice in many
schools, is to make the scholars spell
words, by the column from a Dictionary.—
Thus they learn to spell words, the greater
number of which are not used in the
ordinary business of life, and much time
is wasted which might have been profit-
ably employed, in learning Orthography
from books in which obsolete or uncommon
words do not occur. School Dictionaries
seldom contain the variations made in con-
juncting the verb; or forming the partici-
ples, and this is a very important thing in
correct spelling. But many scholars who
can spell orally with tolerable accuracy,
make wretched blunders when they come to
write.

This arises partly from inattention,
and partly from want of practice. The best
remedy is to accustom them constantly to
write exercises, a practice useful for many o-
ther purposes than spelling, but too seldom
adopted.

I must now allude to English Grammar.
The way this Branch is taught, in most
schools, is a mere farce. The rules for spell-
ing under the head of Orthography are ge-
nerally neglected. Prosody and Punctuation
are rarely taught; principally because the
teacher is unacquainted with them himself.
Etymology and Syntax alone receive atten-
tion, and they, too might be omitted without
much loss, when we consider the manner in
which they explained and applied. The usual
method is to commit a number of defini-
tions and rules to memory, and to learn the
answers of an unvaried catalogue of questions.

This is the extent of the teacher's knowledge,
and it is not reasonable to expect the pupils
to be further advanced. The terms or defini-
tions which they have committed to memory,
and have very indistinct perceptions of the ap-
plication of the rules of syntax. Yet to hear
them answer the teacher's, stated round of
questions, would convince an ignorant and
unsuspecting person that they had acquired
a vast amount of grammatical knowledge.

They had exercised their memory certainly,
but beyond that very little good had been
effected. They perhaps could correct the
few sentences of bad grammar contained in
their books, but similar errors any where else
would pass unobserved. They could not
construct a sentence of two lines grammati-
cally, and their teachers are equally defi-
cient. The art of speaking and writing cor-
rectly they have not learned, but they have
learned the art of answering a list of ques-
tions without understanding their meaning.
The letters of some of them who pretend to
teach English Grammar, are literary curiosi-
ties. A volume of such as I have frequently
seen, would form an invaluable book of exer-
cises for correction.

No person can be said to write with propri-
ety who cannot punctuate his manuscript;
and no person is qualified to teach English
Grammar without this acquirement.

Writing correctly is one important effect
of the study of Grammar. But instead of
this, most of those who profess to teach, can
scarcely compose at all, and of course they
cannot instruct others to do what they do not
understand themselves. It is of very little
use to learn definitions, or to parse, or even
to correct errors in Grammar; if the scholar
cannot express his ideas in words. Gramma-
tical knowledge, without being able to com-
pose, is little advantage to any one; and the
want of a knowledge of composition, is I ap-
prehend the principal reason that the study
of English Grammar is of so little practical
utility. The teacher in the first place must
be able to compose well himself, and must
possess a facility and proper method of im-
parting his instructions to his class. The
practice of writing exercises, is indispensa-
ble in teaching composition. Simple and
easy sentences should first be attempted, and
a gradual advance in the difficulty of the
exercise, should keep pace with the improve-
ment of the pupil, till an essay of several pa-
ges could be written correctly. The same
exercise may be made to subserve many pur-
poses. It may be used as an exercise for as-
certaining the meaning of words, for expres-
sing our ideas by them, for grammatical ar-
rangement and construction, for spelling, for
punctuation, and for writing a legible hand.

Composition is the practical part of English
Grammar, and he, who pretends to teach the
latter without the former, is as much at fault
as the mechanic, who would teach his ap-
prentice the names of his tools without ever
allowing him to handle or use them.

The general deficiency in the acquirements
of teachers, is beginning to be understood,
and it is certainly time that vigorous reme-
dies were applied. Parents are commonly
too ill instructed themselves to be good
judges in the matter, and this is one reason
that the evil of bad education has remained
so long, and to such an extent, as sad ex-
perience shews to be the case. But they can-
get the advice of such as are qualified to
judge, and they can easily reduce it to prac-
tice. The Boards of Education should look
carefully after the qualifications of applicants
for licence, and the Trustees should take
care that teachers strictly perform their du-
ty. I fear however that both are too remiss
in watching and promoting the interests of
the young. The examinations of the Boards
are not strict enough, or how could so many
ignoramuses have obtained licence to teach?
The superintendence of Trustees in most cases,
is merely nominal. The teacher does as
he pleases, and has no check upon him
whatever, except the difficulty of collecting
his wages and obtaining the Provincial grant,
and this certainly has no very strong tenden-
cy to make him more attentive to his duty.
Reform must begin with the parents, as they
are the parties most interested. The mem-
bers of the Board of Education will not often
be very constant or particular in the discharge
of a duty in which they are not personally

interested, and for which they are not paid.
The same observation applies to Trustees.
Improvement will be anticipated in vain, till
parents learn to look after their own inter-
ests. They all can judge of character. Some
of them can judge of other qualifications, and
such as cannot, may obtain wholesome advice.
They can increase the remuneration to de-
serving teachers. They can visit their
schools and manifest an interest encourag-
ing to both master and scholar. They can
also stimulate the exertions of the Com-
missioners and Trustees, and render
them more zealous and energetic in improv-
ing the whole system of education. They
can do all this and more, without much sa-
crifice of time or labour. But if they rest
contented with any teacher or system of tu-
ition that chance may offer, they will wait
a long time before they observe any decided
improvement.

Yours &c.
St. Andrews, Nov. 11th. DISCIPULUS.

ARTIFICIAL MANURES.—The preparation
and use of manures constitutes one of the
points in which the advance of modern agri-
culture is most apparent. For this advance,
we are indebted to the application of chemi-
cal science to an investigation of the sub-
stances most commonly used to promote the
growth of plants. An imitation of the op-
erations of nature has thus been effected, in
which there has been a decided improvement
on the original, as the change necessary to
convert organic matter into the fertilizing
material is effected in a very short time; the
bulk diminished while the efficacy is increas-
ed; and the disgusting, offensive character
belonging to the original compounds, entire-
ly done away. Substances, too, once waste-
d, or rather considered of no value, are now
in the course of a few weeks converted into
manures of the first quality. Every discov-
ery of this kind is of importance to the agri-
culturist; for although some of them it is
probable will not be made useful on a large
scale, and some of the preparations, cannot
become common in this country; still there
are many which we are confident will be ex-
tensively used everywhere; and the better
they are known, the more highly appreciated
by the farmer or gardener.

Poudrette, or prepared night soil, is one of
the most valuable of these prepared manures,
concentrating in a great degree the elements
of fertility: and as prepared, being easily
portable, used with facility, perfectly inoffen-
sive, and very powerful in its action. The
most extensive manufacturers of this arti-
cle are the New York Poudrette Company.
—D. K. Minor, Agent, New York city; and
the Lodi Poudrette Company, at Hacken-
sack, New Jersey.—A. Dey, New York, ci-
ty agent. We are pleased to learn that the
demands for the products of these manufac-
tories is constantly increasing, and the pro-
fits of the value of the manure so rapidly ac-
cumulating. The value of Poudrette, com-
pared with good stable or barn manure, is
estimated as one of the former to form 12 to
15 of the latter: and some have even estimat-
ed the difference as still greater. When we
remember that this manufacture is design-
ed to convert what has always been a nuisance
and source of multiplied diseases in our ci-
ties into a means of fertility and wealth, its
importance will be duly estimated.

Another preparation, which is receiving
some favour, is that produced by Bommer's
patent, in which all ligneous or woody plants,
such as straw, cornstalks, weeds, roots, sea
grass, and in fact all vegetable matters, are
converted into manure in a much shorter pe-
riod than by the usual course of decomposition.
It is pronounced as efficient as stable ma-
nure, more lasting, and costing but little.
The process of preparing this manure has no-
thing difficult about it, and is said to be easi-
ly and expeditiously performed. It is prob-
able the patent will for a time, even were
its value unquestioned, prevent the exten-
sive use which this mode of preparing vege-
table matter might otherwise have obtained.
Of the peculiar forms of the process we
know nothing: but the testimony in its favor
from those who have tried it, appears ample.
Patent manures, patent implements, and pa-
tent medicines, are very apt, however, by
practical farmers, to be placed in the same
category.

The English agricultural journals have,
within the past year, frequently alluded to
the qualities of a new fertilizing preparation
called Daniel's patent manure. The specifi-
cations of the patent have been received in
this country; and though evidently intended
to mystify, rather than disclose the real pro-
cess of making the manure, it is easy to see
that a powerful manure must be the result of
the combination. According to the specifi-
cations, the materials of the manure are divi-
ded into three classes. First: ligneous matters,
peat, straw, weeds, &c. Second: bitumi-
nous matters, such as mineral coal, (bitumi-
nous, doubtless) asphaltum, pitch made from
coal tar, or other pitch, mineral resin, and
also tar. Third: animal matter, such as
butcher's offal, graves, flesh of dead animals.
The ligneous matters are reduced to powder
by grinding, or by the action of caustic lime.
The bituminous matters are also ground into

powder; if sticky like pitch, a small quantity
of dry quick lime is added to prevent adhe-
sion to the machine; if liquid, they are con-
verted into vapour by dry distillation, in
which vapour the ligneous materials are sa-
turated; or, if preferred, the soft bituminous
matters are dissolved in water, to which
caustic alkali has been added, and in this
the ligneous matter is steeped. The animal
matters mixed with the ligneous and bi-
tuminous ones, are then the whole reduced
to a powder.

Such a preparation, cannot fail to be a fer-
tilizer of the most powerful kind, though it
is evident the process needs much simplifi-
cation before it can be adapted the use of
farmers generally.

Guano is probably the most powerful nat-
ural manure known; and the artificial one
that shall most resemble that, will doubtless
be the most valuable. Voelcke's analysis,
the latest and best of this substance, as given
by Dr. Dana, in his Muck Manual, shews
that it contains in the various salts of ammo-
nia 32 in 100, sulphates of potash and soda
9 parts, phosphates of lime 14 parts, soluble
guano or humus 12 parts, and insoluble, un-
determined organic matter 20 parts. The
artificial manures are vegetable in propor-
tion as they furnish the materials for the am-
monia, phosphates, and sulphates, which are
abundant in guano. It is likely, indeed certain,
that the immense masses of guano existing
on the islands of the Pacific, are in very dif-
ferent chemical condition from what they
were when first deposited by the sea fowl
that frequent those coast and islands, con-
sequently, in no fresh manures in any coun-
try can we expect to find the same combina-
tion of fertilizing substances in guano. In
no other country could such masses have
remained without the wasting or dissipation
of their most valuable parts, or their entire
substance; the nearly total absence of rain
in the guano region preventing such a result.
The guano is therefore not only the result of
the accumulation, the chemical combination,
of ages, and what agriculture requires of
science, is the discovery of the means of ef-
fecting, in a short time, what nature has been
centuries in performing.

Worthy of a Better Fate.—At a fire in
New York, a young man slept in the third
story of a building in which the fire origi-
nated. His dog, lying by his bedside, scented
the fire which had broken out below. He
immediately tried to awaken his master—by
laying his fore paws upon his breast, and
gently drawing them over his breast. The
young man awoke himself, but not suspecting
the object of the animal, fell asleep again.
The dog then seized the bed clothes, and
stripped them off his master, who a second
time covered himself up, and went to sleep.

The dog as if aware that no time was to be
lost, took hold of the young man's shirt with
his teeth, and tore it off his arm.

By this time the flames were bursting into
his chamber, and he saved himself by descend-
ing the tackle fall, which he threw out of the
window, hand over hand. The worst of the
story remains to be told. In his hurry to es-
cape destruction, the young man forgot that
his preserver had no means of descent, and
burst into a flood of tears on finding that he
could not return to save him! The faithful
animal perished in the flames!

Our Climate growing milder during the
next 300 Years.—R. M. Locke, Esq. in some
recent Lectures in New York City, published
in the Tribune, on Magnetism, has given a
plausible theory of the cause of gradual
changes in the different climates of the earth.
He shews, "that the earth is magnetised by
the sun in the direction of its path from tropic
to tropic, and therefore in the angle of the
obliquity of the ecliptic, or 23 deg. 28 min.
that therefore the magnetic poles, or vortices
are situated at the same distance from the
terrestrial poles, that the tropics are from the
equator, or 23 deg. 28 min., and therefore in
latitude 66 deg. 32 min. north and south,
which is that of the arctic and antarctic circles.
I also proved that these magnetic poles, or
vortices, revolve in those circles at the rate
of 32 deg. 26 min. a year, and therefore per-
form an entire revolution of 360 deg. in 666
years. Now in thus revolving they effect not
only the needle, causing it in every latitude
to exhibit alternately as easterly and westerly
variation, but also effect the climate in
every latitude. The magnetic poles, or vorti-
ces are the seat of maximum cold; and the
line of no variation which runs between them
and which, as I have shewn you, encircles
the earth at the angle of 6 deg. 28 minutes
with the earth's axis of rotation, exhibits the
true angle of the isothermal lines of climate.
When the magnetic pole is nearest to any
place, then is about the time of the greatest
cold of that place; and as it is at opposite
points of its circle of revolution in half of its
period, or in 333 years, the maximum changes
of climate take place in this time. Anciently
we had a glacial period in our latitude, and
shall have it again, and we are now actually
acquiring it. For many years past, our win-
ters in New York have been more severe
than those of London, which is situated in
latitude 52 deg. 31 min.