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The Standard, OR FRONTIER GAZETTE.

Price 15s. in Town] 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 Yankee story—

During three months we continued cruising about, without falling in with, or having received any intelligence of the French brig-ade which we were sent in quest of; at last Captain Delmar resolved to change the cruising ground, and we then ran up to ten degrees 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 Delmar, as to his having seen or heard of any French vessel on the coast. As the conversation 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 alongside of her in Carthagena, when I was taking 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 carpenters on board, and I'll soon dub it down into shape."

"I inquire about the vessel—I did not refer 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."

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 subject. 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 proper attention or introduce salutary reform.

I shall now proceed to another topic equally notorious, and scarcely less momentous, viz. the qualification of teachers and their methods 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 absence 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 greater evil; but I would just enquire of those who think that properly qualified schoolmasters 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 teachers 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 wages and manner of payment, and the corresponding 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 instruction in this indispensable acquirement. I do not allude to emphasis, modulation, or inflexion; 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 without 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 afterward when I came to attend a better school, I reluctantly discovered that I was very deficient where I thought myself perfect. I could read very fluently, but I mispronounced many words. I was then obliged to unlearn 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 have learned the art well from the beginning. 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 inflexion, proper quantity & pause, and other requisites, are necessary. But in what school are such things taught? 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.

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 other 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 spelling under the head of Orthography are generally neglected. Prosody and Punctuation are rarely taught; principally because the teacher is unacquainted with them himself. Etymology and Syntax alone receive attention, 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 definitions 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 definitions which they have committed to memory, and have very indistinct perceptions of the application 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 grammatically, and their teachers are equally deficient. The art of speaking and writing correctly they have not learned, but they have learned the art of answering a list of questions without understanding their meaning. The letters of some of these who pretend to teach English Grammar, are literary curiosities. A volume of such as I have frequently seen, would form an invaluable book of exercises for correction.

No person can be said to write with propriety 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. Grammatical knowledge, without being able to compose, is little advantage to any one; the want of a knowledge of composition, is I apprehend 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 imparting his instructions to his class. The practice of writing exercises, is indispensable 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 improvement of the pupil, till an essay of several pages could be written correctly. The same exercise may be made to subservise many purposes. It may be used as an exercise for ascertaining the meaning of words, for expressing our ideas by grammatical arrangement and in fact all vegetable matters, are converted into manure in a much shorter period than by the usual course of decomposition. It is pronounced as efficient as stable manure, more lasting, and costing but little. The process of preparing this manure has nothing difficult about it, and is said to be easily and expeditiously performed. It is probably the patent will for a time, even were its value unquestioned, prevent the extensive use which this mode of preparing vegetable 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 patent 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 specifications of the patent have been received in this country; and though evidently intended to mystify, rather than disclose the real process of making the manure, it is easy to see that a powerful manure must be the result of the combination. According to the specifications, the materials of the manure are divided into three classes. First: ligneous matters, peat, straw, weeds, &c. Second: bituminous matters, such as mineral coal, (bituminous, doubtless) asphaltum, pitch made from coal tar, or other pitch, mineral rosin, 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 adhesion to the machine; if liquid, they are converted into vapour by dry distillation, in which vapour the ligneous materials are saturated; or, if preferred, the soft bituminous matters are dissolved in water, to which caustic alkali has been added, and in this the ligneous matter are steeped. The animal matters mixed with the ligneous and bituminous ones, and then the whole reduced to a powder.

Such a preparation cannot fail to be a fertilizer of the most powerful kind, though it is evident the process needs much simplification before it can be adapted the use of farmers generally.

Guano is probably the most powerful natural 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, shows that it contains in the various salts of ammonia 23 in 100, sulphates of potash and soda 9 parts, phosphate of lime 14 parts, soluble guano or humus 12 parts, and insoluble, undetermined organic matter 20 parts. The artificial manures are vegetable in proportion as they furnish the materials for the ammonia, phosphates, and sulphates, which are bound in guano. It is likely, indeed certain, that the immense masses of guano existing on the islands of the Pacific, are in very different chemical condition from what they were when first deposited by the sea fowl that frequent those coast and islands, consequently, in no fresh manures in any country can we expect to find the same combination 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; it is 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 effecting, in a short time, what nature has been effecting in 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 originated. 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 descending 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 escape 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 causes of gradual changes in the different climates of the earth. He shows, that the earth is magnetized by the sun in the direction of its path from tropic to tropic, and therefore in the angle of the obliquity of the elliptic, 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 perform an entire revolution of 360 deg. in 686 years. Now in this revolving they effect not only the needle, causing it in every latitude to exhibit alternately as easterly and westerly variations, but also effect the climate in every latitude. The magnetic poles, or vortices are the seat of maximum cold; and the line of no variation which runs between them and which, as I have shown 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 343 years, the maximum changes of climate take place in this time. Anciently we had a glass sunk in our latitude, and shall have it again, and we are now actually acquiring it. For many years past, our winters in New York have been more severe than those of London, which is situated in latitude 52 deg. 31 min.

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