Miramichi and the North Shore, etc.

ST LUKE'S CHURCH.—Next! Sabbath morning the Rev. James Crisp will preach, and in the evening the Rev. Geo. Harrison.

REGULAR HABITS, careful diet and a course of Hawker's nerve and stomach tonic for a few weeks will give you a new lease of life.

A GREAT LOSS:—The many friends of Mr. Elisha Somers, of Redbank, will sympathise with him in the loss of his house and barn by fire, which occurred on Saturday 29th ult. He was uninsured.

TO-NIGHT:—The entertainment to be given this evening in Masonic Hall, Chatham, consisting of "Living Pictures" and a concert by Mrs. Porteous and a number of talented amateurs ought to attract a large audience.

"ENGLISH, AS SHE IS WROTE"—The Advocate represents another paper as saying that excursionists may go to review the race to day from the steamer Miramichi. The other paper didn't make any such blunder as it, probably, knows the difference between viewing and reviewing.

LUMBERMEN, MERCHANTS and others in trade and shipping have good opportunity presented to them for procuring desirable stock and supplies, as well as a bargain of a wrecked vessel, at the auction at Richibucto advertised in another column to take place on Thursday, 25th inst.

INSURANCE AGENCY:—Attention is directed to the announcement in another column of Mr. Alexr Leishman's insurance agency, just established. He ought to command a fair share of patronage, as he is well and favorably known in the community and is a thoroughly experienced and methodical business man.

PERSONAL:—Mr. Fred Harding, of St. John, accompanied by Mrs. Harding, paid a visit to Chatham on Saturday last, remaining until Monday.

Ex-policeman H. D. Rankin is in town and it is said he doesn't intend to go away alone.

ST LUKE'S CHURCH.—Ex-Alderman Lewis, of St. John, briefly addressed the Sunday school last Sabbath. His remarks were very timely. He told of attending Sunday school in the old Methodist Church here every 40 years ago, when the late Mr. Hea was superintendent. At that time he had taken the temperance pledge and kept it ever since.

SPOOLWOOD CONTRACT:—Mr. James Falconer has taken a contract from Messrs. Clark, Skillings & Co., through their manager here, Mr. Chas. D. Manny, to cut and haul to the mill a large number of cords of white birch, and also to haul the squares into the warehouses here. Mr. Falconer has twenty-two men employed, having commenced operations the beginning of last week.—[Advocate.

CARD OF THANKS:—Mr. Watling, some three weeks ago, requested our reporter to express his thanks to his friends for their efforts in saving his property on the occasion of the late fire on his premises, but the matter was forgotten, and it is therefore, not his fault that the following did not appear earlier:—

I beg to convey through the columns of this paper my sincere thanks to everyone who assisted in saving my property from the fire on September the 19th.

ALEXANDER WATLING.

CHATHAM LEADS:—The Advocate says:—"Mr. Murphy,s turnip of 24 inches in circumference mentioned last week is bringing out other large roots, Mr. W. H. Nye, of Newcastle sends us down two, both measuring thirty-two inches in circumference and weighing eleven pounds each.

Not long since Mr. Herbert Pallen had a 15 lb turnip in his drug store here. We don't take big turnips into account in Chatham, as fruit is our strong hold. Mr. Charles Gunn, for instance, picked several barrels of big apples from his trees last week, some of them weighing more than a pound and being between 12 and 13 inches in diameter.

S. OF T.

The officers of Northumberland Division S. of T. installed for the current quarter are:—

W. P.—Bro. Rev. Geo. Steel.
W. A.— " R. A. Mather.
R. S.— " D. McNaughton.
A. R. S.—Sister I. B. Fleiger.
F. S.—Bro. A. McKinnon.
Treas.— " Jas. Firth.
Chap.— " D. P. McLachlan.
Con.— " Nelson Loban.
A. C.— " E. Frost.
I. S.— " A. Luke.
O. S.— " J. Steele.

The W. S. Loggie Company.

A large number of the people of the North Shore are interested in the business of Mr. W. S. Loggie, in which many of them find employment. These, as well as the community generally will be glad to learn that Mr. Loggie has made such satisfactory arrangements with his creditors as will enable him to continue the business. A plan is in course of preparation by which Mr. Loggie will convert the business into a joint stock company to be known as the W. S. Loggie Company (limited) which will be under Mr. Loggie's management. The business is to be continued as before. Mr. Loggie's great energy, integrity and business ability have stood by him in an emergency through which few men in his position could have come out as successfully, as he has done.

Sudden Death.

Conductor Yeomans of the Canada Eastern Railway, while making the run on a special train carrying president Gibson and Supt. Hoben from Blackville to Marysville on Tuesday, was observed by some section men—at a point about three miles beyond Doaktown—to fall from the platform of the car, and when picked up he was dead. An examination of the remains by Dr. Wier of Doaktown disclosed no bodily injury from the fall, or anything to account for the fatality. Deceased has, however, been, for a long time, in ill health, and subject to attacks of dizziness; and it is supposed that one of the latter caused the fall, the shock, to the poor fellow's weak physical condition, ending his life. A report that his head came in contact with a post, or bridge, as the train was running, turns out to have been incorrect.

The Race of the Season.

Members of the Miramichi Yacht Club and others hereabouts who are interested in aquatics, are hoping for a good sailing wind to-day, so that the qualities of the club's yachts may be fairly tested, which has not been done, so far, during the present season. It has happened that most of the races under club auspices have been unsatisfactory, owing either to light winds or calms, or the fouling of leading boats. Everybody, of course, wants to see the best boat win, and while those who lose by accident, or by others merely drifting past them, generally "grin and bear it," it is natural that all should share in the desire that our sailing races should be fairly fought out in breezes of sufficient strength to put both boats and crews on their metal and give the latter something to do besides sing songs over the calm waters all around the course, and have the blowing done afterwards by those who are, by no means, the best songsters or yachtsmen.

The race of to-day is for a purse contributed by citizens—principally of Chatham—and its details are to be arranged by the judges who are, we understand, Messrs. R. R. Call, T. D. Adams and Wm. Lawlor. The course will probably extend from a point off or near the Bushville wharf to one off the lower end of Chatham. The starting point will, we presume, be the usual one—in line with the Muirhead wharf. Whether the start will be in an up or down-river direction will depend on the wind prevailing. If there is little or no wind, it is to be hoped there will be no start at all, for we can all wait until there is a sailing breeze, should there not be one to-day.

Ladies admire Ayer's Hair Vigor, for the rich lustre it gives the hair. It restores original color.

Shanty, Camp and Boat Stove.

Mr. George Marquis of Chatham will be looked upon as a benefactor of smelt fishermen, sportsmen and others who may have the good fortune to procure stoves of the new pattern designed by him, the first sample of which was put together at his well known shop at Chatham on Tuesday afternoon and shipped yesterday to Neguac. It is to be used in a goose-shooter's camp at Tabusintac and for that purpose as well as for heating and cooking in smelt-fishermen's shanties it is just the thing. It is about 20 inches long, 14 inches from front to back and the same from bottom to top. The bottom, top, door and dampers, etc are of cast iron and the sides and ends are composed of a sheet of 16 gauge sheet steel. It will hold nearly twice as much wood as a star stove while owing to a new and peculiar form adopted in the bottom, it will burn either a small or large quantity of feul, as may be desired. It may also be fitted to burn coal. There is a draft for forcing the fire and a damper for lessening the heat at will. The top has two pot-holes and these may, by the removal of the dividing centre-piece, which is of the usual form, be converted into an oblong hole for a big boiler or oblong pan. Altogether, the new shanty-stove seems to meet a requirement that is more than local, and the cost, $5, places it within almost everybody's ability to buy it. Mr. Marquis has just begun to fill orders, and it will be well for those who intend to fish smelts during the coming winter, as well as sportsmen and gunners who want to be comfortable and, at the same time, have a stove on which they can do quite a range of cooking to place their orders with him, as early as possible.

Hall's Hair Renewer

contains the natural food and color-matter for the hair, and medicinal herbs for the scalp, curing grayness, baldness, dandruff, and scalp sores.

Fall Exhibition.

An exhibition is to be held by the Northumberland Agricultural Society at Woodburn Farm on Thursday 18th October the prize list of which will be as follows:—

	1st prize	2nd prize	3rd prize
DRAUGHT HORSES			
Best entere horse any age	2 00	1.25	1.00
" " " 3 years old	1.50	1.00	50
" mare any age with foal by side	2.00	1.25	1·00
" selding foaled in 1891	1.50	1.00	50
" filly " " 1891	1.50	1.00	50
" selding " " 1892	1.50	1 00	50
" filly " " 1892	1 50	1 00	50
" selding " " 1893	1.25	1.00	50
" filly " " 1893	1.25	1.00	50
" foal of 1894	1.25	1.00	50
CARRIAGE HORSES			
Best entere horse any age	2.00	1.00	
" mare or gelding any age	1 50	1.00	
" selding foaled in 1891	1.50	1.00	50
" filly " " 1891	1.50	1.00	50
" selding " " 1892	1.50	1·00	50
" filly " " 1892	1 50	1 00	50
" selding " " 1893	1 25	1.00	50
" filly " " 1893	1.25	1.00	50
" foal " " 1894	1.25	1.00	50
CATTLE			
Best bull any age	1.25		
" " 2 years old	1.25	1.00	75
" " 1 " "	1.25	1 00	75
" Milch cow any age	1.00	.75	50
" Heifer 2 years old	1.25	1.00	50
" " 1 " "	1 25	1.00	50
" calf of 1894	1 25	1.00	50
" steer any age	1.25	1.00	50
SHEEP			
Best ram 2 yrs old	1.25	.75	50
" " 1 " "	1.25	.75	50
" " of 1894	1.00	.50	25
" ewe any age	1.00	.75	50
" " 2 years old	1.00	.75	50
" " 1 " "	1.00	.75	50
" " lamb of 1894	1.00	.50	25
SWINE			
Best boar 1 year old	1.25	1 00	50
" " 6 mos "	1 25	1.00	50
" sow 1 year "	1 25	1.00	50
" " 6 mos "	1.25	1.00	50
DAIRY PRODUCE			
Best tub butter (not less than 25 lbs)	1.50	1.25	1.00
" fresh butter (not less than 5 lbs)	1.03	.75	50
" potatoes (early)	1 00	.50	25
" " (late)	1 00	50	25
" turnips	1.00	50	25
" cabbage (not less than 1 dozen	75	50	
" beets	75	50	
" carrots	75	50	
" mangel wurzel	75	50	
GRAIN			
Best wheat	1.25	1.00	75
" oats black } one bushel	1.00	50	25
" " white } be exhibited	1.00	50	25
" barley	1.00	75	50
" beans } one bushel	1.00	75	50
" peas	1.00	75	50
" timothy seed ½ bushel	1.25	75	50
" inselage corn (not less than 100 lbs in stack	1.00	50	25
WOOLEN ARTICLES			
Best pair blankets made in 1894	1 00	75	50
" pair socks made in 1894 } pare of each	75	50	25
" " mittens " " 1894 }	75	50	25
" hearth rug " " 1894	1.00	75	50
" pair knitted drawers made in 1894 (one pair)	75		
" knitted linder made in 1894 (one)	75		
" homespun made in 1894 (10 yards)	1.25	1.00	50
" flannel made in 1894 (10 yards	1.25	1.00	50
POULTRY			
Best turkeys } pare of each	1.00	50	25
" geese	1.00	50	25
" ducks	75	50	
" chickens	75	50	
" cock and hen	75	50	
" eggs (one dozen)	50	25	

Committee to arrange the grounds, Geo. E Fisher, Wm. C. Stothart, Louis Dick.

Judges of Horses: R. H. Gremley, Alex McFarlane, Roger Flanagan.

The Judges in other departments are to be appointed on the day of exhibition.

The exhibition will begin at 10 a. m. at which time all exhibits are expected to be on the groun ds.

Intending Exhibitors and others who are not members of the society may become such on payment of the membership fee of $1.00 on or before the day of exhibition. Members of the society only can be exhibitors.

D. G. SMITH, Secretary, B. STAPLEDON, President,

Alleged Incivility.

CHATHAM JUNCTION October 5, 1894.

Editor of the Advance—

SIR:—I am much surprised to learn that an unmerited attack was made upon me in Wednesday's World, in which it is stated by the editor of that paper that "a Miramichi bank manager has reason to complain of brusque treatment at Chatham Junction" and I am censured for want of civility etc. The editor gives what purports to be an account of alleged incivility on my part, which is so prejudiced and unfair as to lead me to ask if you will allow me space in your paper to state what actually took place.

The gentleman in question—or the person as whose instance the editor of the World treats me so unfairly—came to the ticket window of the ladies' waiting-room here a few nights ago and asked for a return ticket to St. John. I stamped the ticket and at the same time stated its price to him, in the usual way, expecting of course, that he would pay for it. He however, left the window, entered the door of the office and seated himself at the table, and commenced to fill out a check for $6.32, which was the price I had named, for the ticket. I told him that we could not accept checks from anybody in payment for tickets, unless we received authority from the officials, and at the same time said I did not doubt that the check was good. He then rose, in a hasty manner and, with considerable show of ill-temper, said he would make me take the check, but tearing it up and throwing it on the floor at the same time. I said I did not think he could make me take it, when he left the office and went into the ladies' waiting-room, where he began walking up and down the floor. Then, I went to the ticket window and said: "Mr. ———, I'll tell you what I'll do with you, I will give you a ticket, and you can pay me when you come back." To this he angrily replied: "you can go to h-ll. To this I made no reply whatever, altho' I thought the language was not such as he should have used, especially as a lady was present in the waiting-room. After that he went out of the room and, subsequently, came in and bought the ticket and paid cash for it, nothing further of an unpleasant character being said.

A few nights after, the same gentleman came to the ladies' waiting-room ticket window and asked me for the same kind of ticket as before, presenting a ten dollar bill in payment. I had not sufficient change to give him, and so informed him, explaining that I had only $2,83 in the till. He then went out and complained to people in the waiting-room, telling them his version of my alleged incivility on the previous occasion. Afterwards, conductor Dunbar of the Canada Eastern train came in and bought the ticket the gentleman wanted, paying the price of it.

I can assure you, and the gentleman referred to, that when I told him I was not permitted to take his or any other check I had no thought of being uncivil, but assumed he would understand that it was only in obedience to a rule, the violation of which might cost me my employment, which, as a young man just starting out for himself in life, was a risk that no man—especially one in his position—ought to press me to take. Had I been disposed towards him, as the World represents, I might have ordered him out of the ladies' waiting-room when he made the reply I have stated to my offer to give him a ticket and wait for the money for it until he returned from St John. I could not help not having the required change on the occasion of his second application for a ticket, and, altogether, think the attack on one in my humble position both unmerited and vindictive.

Respectfully yours,
THOMAS H. CLANCY,
Night Agent, Chatham Junction.

Donahoe's for October.

One always is sure to find something timely in Donahoe's Magazine. The October number coming out in the midst of the political campaign, has for its leading features, three articles in answer to the question, "Which Party Should Be Supported?" Josiah Quincy, ex-assistant Secretary of State of the United States, answers the question for the Democrats, Eliot Lord, the journalist, for the Republicans, and George H. Cary, Populist candidate for Governor of Massachusetts, for the people's party. The articles are strong and good-tempered. Dr. Thomas Dwight, in an article on "Sham Science," attacks Prof. Drummond; and Rev. John Talbot Smith analyzes the character and works of Archbishop Corrigan, in the first of a series of articles on "Eminent American Prelates." All things considered, this is probably the most brilliant paper in the Magazine. It is clear and fearless, yet careful and just. The other articles, by Father Smith, will be awaited with interest. Next month he will consider Archbishop Ireland. If Father Smith keeps up the standard set in this article in his treatment of the other prelates, he will, as a critic, take a place among American Catholic ecclesiastics, much the same as Sainte Beuve occupied in the French literary life of the last generation. Donahoe's Magazine will be eagerly read by Catholics and Protestants for these three articles, if for nothing else. In this October number, there is also a complete story by the English novelist, Robert Barr, and many other artistic attractions, stories, poems and pictures.

Ayer's Sarsaparilla contains no harmful ingrédients, and is the best blood purifier.

Northumberland County Teachers' Institute.

(*Continued from 2nd page.*)

in such as Sir John A. Macdonald. With older pupils, the case was reversed.

In grade 6, when the text book was to be taken up she likewise began by a brief study of the geography of the Dominion, and endeavored to lead the pupil to appreciate the difference in the physical and social condition of the Dominion to-day and at the time of its discovery. She did not take up the text book until at least six weeks after having introduced the study.

In the study of the war of 1812 she required the pupil to copy the small maps referring to this event which are to be found in Archer's large History of Canada. She had a map on the black board, and by those aids taught the pupils the course of events in each campaign of the war, and the condition of the country at the end of each campaign.

For the study of Responsible Gov'ts, she required the pupil to learn all relating to one province before passing to another. In doing this she departed from the method adopted in the text-book. In general, with the seventh and eighth grades she taught the subject of Canadian History largely by "Topics."

Inspector Mersereau said the Institute should feel obliged to Sister Walsh for the complete outline she had given of her method of teaching Canadian History, as well as to the other teachers who had dealt with the subject in a more fragmentary way. The teacher should realise the need of preparing the child's mind for the reception of the subject and endeavor to get at its inner self—to place it in contact with the work—this done teaching would be effective. The mere memorising of words did no good, but when the seeds of knowledge were carefully and judiciously implanted they would grow. He referred to a school he had visited in Gloucester, at Youghal, in which the name of that place was brought up, and the question of how it came by that name and what it meant was raised. He found that the school children were thoroughly informed of all the details of the subject, the teacher explaining that they had had their interest awakened in the matter by an old man living in the vicinity, who was thoroughly informed on this and other subjects of local history. Listening to him their interest had been awakened, and they would never forget what they learned from him. From this start they were led to broaden out in their enquiries and in that way became interested in county history and still widening their range of research learned provincial history. Such events, as that related of the Indians feasting Cartier on cooked seal at the mouth of the Miramichi, were told by the pupils at Youghal, and he thought the method followed in teaching them provincial history, by interspersing it with these stories which were very interesting to young minds, was very effective. He found the same method followed at Charlo where the pupil s had attained to most satisfactory proficiency in this study. A child must be instructed from the standpoint of its present surroundings in order that its interest may be enlisted. From these it can be led back to the time when things were different, and then taught when and why changes came about. To teach his pupils the difference between the old systems of management of county affairs and that prevailing at present Mr. Yorston might tell them of the old system, and then—with the permission of the Warden of the county—take them into the Municipal Council Chamber when that body was in session and let them see how the business of the County was now transacted. That would give them a practical lesson which they would not easily forget. It would interest them in the business of the County and open their minds to instruction relating to the province. The reasons for government by bodies like the council or legislature for a whole people could be brought home to their minds by showing them that where two or three or twenty persons had a common interest they could all meet together and by consultation and deliberation determine how it should be managed, but when the interest was that of thousands, so many persons formed a body too large to deliberate all together, so it was necessary that they should choose a few to represent them in determining what was best for all. This was the great basis of representative government, and the idea of it could thus be imparted to the youthful mind.

In teaching Canadian history an understanding of the lives and characters of the pioneers of its civilization and settlement should be imparted. The christian zeal, self-sacrifice, humanity and sufferings of Champlain and others who are prominent in early Canadian history would furnish lessons both interesting and profitable to young minds. It was, moreover, necessary in order that the youth of the country might have a clear and intelligent knowledge of what the country was in those times and how it has been made what it is to-day.

The president said he observed that the Warden of the County was present. He was a ready and effective speaker, from whom the Institute would like to hear.

Mr. D. G. Smith, after disclaiming the talent for speech-making attributed to him, said that, being called upon, he must respond, lest he might come under the castigation administered by the Inspector to the teachers who had shown diffidence over taking a leading part in the work of the Institute. He could well understand the feeling of those who shrank from prominence in such organizations as this, for however well one might be informed in a general way, he must naturally feel that there was someone else present who might be better informed and better qualified than he for working or speaking; and it was the experience of all, no doubt, that the more they learned and knew the greater was their realization of how much there was yet unlearned by them. After referring to the importance of the teacher's vocation in its bearing upon the future of the country and paying a tribute to the high character and attainments of the teachers of Northumberland, he expressed the view that they were hampered in their work by too rigid a curriculum. There was too much of both prescription and proscription. There should be an elasticity in the system which would enable intelligent teachers to address their efforts to the development of what was the bent of the pupils' mind. In the discussion of methods of teaching Canadian History he was impressed with the criticisms of the courses prescribed for the different grades by the Board of Education, showing the difficulties the teachers had to contend against. This was one of the things which seemed to him to commend the educational system of England, as one much in advance of our own. There, the claim of any school upon the money granted by the state for educational purposes was based upon examination of the pupils and the resultant rating of the school in certain recognised branches of study. So long as proficiency in those studies was manifested the school received a share of the public money. Nothing was prescribed and anything within the capacity or need of the pupils to learn might be taught, although only proficiency in the studies indicated was recognised. This system gave to the teachers opportunities for working more effectively and over a broader field than our own, and it even admitted of religious instruction—of which there seemed to be so much fear—being imparted.

Respecting the teaching of Canadian History, he thought that while it was necessary that a knowledge of the pioneers of our civilization and of the conditions under which their great work was accomplished should be imparted, the most essential thing was to have the youth of the country thoroughly grounded in the affairs of the Canada of to-day, for that, after all, was what they must address themselves to as the basis of the citizenship they were being trained for. There were many things—passing events—in Canadian History to which the attention of the boys and girls of the country might be advantageously directed, so that the lessons to be gathered from them might be learned. He instanced the imposition of the expense of caring for short term prisoners by the Dominion upon the provinces as a breach of the good faith in which confederation was entered into. The lesson of that arbitrary exercise of power was that the interests of the smaller provinces were almost invariably subordinated to those of the larger ones, and as such matters were not party questions the coming voters of these provinces might very properly be taught by such examples to be ready to resist such encroachments upon their rights. The text book did not impart these lessons, but they ought, nevertheless, to be taught. He might refer to other matters suggested by the meeting, but felt that time would not permit. He, therefore, would merely say that he appreciated the privilege of being present and speaking to so intelligent a meeting.

President McIntosh thanked Mr. Smith for his remarks and said the Institute would be glad to have him at its meetings at any time. He thought that difficulty might arise if such questions as that of the Dominion action referred to were discussed in the schools. It was in the same catagory as the imposition upon the counties by the local government of the charge of a large number of the insane of the province, and if that were taken up in the schools the teachers would be charged with political partizanship.

Mr. Smith said that history would show the correctness of the position he had taken in the matter. When the Dominion imposed, as he had shown, upon the provinces, entailing new charges upon the several counties, public opinion was not sufficiently manifested to prevent the wrong. In the case, however, of the imposition by the local legislature upon the municipalities by its act respecting the insane, the Warden of this county pointed out to the Municipal Council then in session, that the government had, in making its demand for some $2,000 alleged to be due under the act, failed to furnish certain data necessary to the levying of the required assessment, and he advised that the assessment be deferred. Meantime, there was a general protest against the imposition from nearly all the counties. Public opinion manifested itself—friends and opponents of the government alike representing it—as a resisting force. The result was that we have heard little since of the demands which were, at the first, so urgently made upon the municipalities in connection with that matter. What was, therefore, more necessary in teaching the history of the country, than to enforce, by such events, the lesson of watchfullness against encroachment by governments or individuals—the lesson that "eternal vigilance is the price of liberty" and that the best citizenship is that which places the public interest above party.

Inspector Mersereau said a number of teachers wanted to know how to teach the leading events since confederation and he, with the assistance of Mr. Smith and others suggested a number of these events which, with their surrounding circumstances, might be impressed upon the minds of pupils.

Adjourned until 2 p. m.

[Our reporter, who was unable to be present at the remaining sessions of the Institute, arranged with a gentleman who was in attendance to furnish us with notes of the proceedings and discussions thereat, but he having failed to do so, we are indebted to the courtesy of the Secretary for the following]:—

2ND SESSION 2.30 P. M.

Miss Essie Mersereau read a very interesting and instructive paper on 'Advantages to be derived from the study of Botany. The question often asked about all subjects of instruction in the public schools was 'cui bono?' Many people ask, Of what use is the study of Botany? Its use and its object was to cultivate the powers of observation and the æsthetic faculty. Life was hardly worth living without an appreciation of the beauties of nature. The pupil should be taught to indentify plants by means of a description. The different varieties of roots, stems and leaves might be learned from such plants as the potato, corn, chickweed, etc. The final step was the determination of plants by the botanical key.

Mr. Yorston criticised the paper very favorably, and commended its definiteness and clearness. He found it a good plan to have the pupils draw each plant examined and mount a specimen. This would encourage the pupils to make a collection of their own.

The paper was further discussed by President McIntosh, Inspector Mersereau, Miss Reid Miss Troy and others. Mr. Connolly had obtained a specimen of the Pennsylvania knot-weed, and he exhibited it to the Institute as a good example of the fall plants from which an instructive lesson might be taught.

President McIntosh then read an able and thoughtful paper on "The duties of a Principal; and how far can he make his influence felt? He dealt with the duties of a Principal as laid down in the school law, when he should and should not exercise the powers conferred on him, and emphasized particularly the importance of a Principal being efficient and of working through and in harmony with his associate teachers. By so doing he would make his influence felt in every department and grade in the school.

Inspector Mersereau commented on the paper at some length. There were two kinds of poor Principals—the lazy Principal and the over-officious Principal. The good Principal was the golden mean between those two. A Principal must have a good knowledge of method and must have all the instincts of a gentleman. He argued that the Principal was the school. He emphasized the importance of monthly meetings of Principal and staff. At these meetings time tables, discipline and methods should be discussed. He endorsed and enlarged upon the views advanced in Mr. McIntosh's paper.

Rev. Mr. Steel, having been called upon, said that he came to hear, not to speak, but he would remark that on the subject before the Institute that afternoon the President, the Inspector and others had emphasized, perhaps unconsciously, this fact, that all depended on the teacher himself. Everything depended on his character, his habits, his life. He wish the teachers to keep before them that fact. When study ceased decline commenced. The parents should be counted as helpers in the teachers' work, and should be taken into their confidence.

Adjourned.

FRIDAY A. M.—THIRD SESSION.

Meeting opened at 9 30 a. m., president McIntosh in the chair. Minutes read and approved. Messrs. Yorston and McKenna were appointed Audit Committee. They reported towards the last of the session that they had examined the accounts of the secretary and found them correct, with a balance on hand of $5.81. Report was, on motion, received.

Sister Barden read her paper on Drawing. It was well received by the Institute. After the introduction, she treated her subject under the two general heads of Observation of Form and Expression of Form. She illustrated the first part of the subject by means of a figure on the blackboard, and showed in the same way the connection between observation and expression, and how the one is the complement of the other. Going into detail she made it clear how the best results can be obtained, and gave many valuable suggestions as to how to lead up to original design and historic drawings in advanced stages.

The inspector commended the paper for its practical help as well as for its suggestive character. Many points were brought out in the discussion which was participated in by Miss Mowatt, Mr. McKinna and Mr. Yorston. The latter commenced map drawing from memory, not copying, and all other similar exercises that gave independent exercise to the various faculties.

Inspector Mersereau read a paper on The Written Examination. He showed its utility by referring to the fact that the fitness of candidates for almost all positions is tested by it. He thought teachers should use it for other reasons:

1st It provides a review of work done
2nd It cultivates the habits of attention
3rd It promotes self-reliance
4th It leads to concise thinking and readiness in commanding thought
5th It is the test of *teaching* to the teacher and of *learning* to the pupil
6th It developes intellectual sturdiness It gives practice in composition, grammar, spelling etc

He thought it should be more largely used in schools. It is now only used to any extent by the principals of graded schools and the teeachers of advanced departments. He made many useful suggestions as to how the papers should be prepared, valued, estimated and corrected, which, judging from the discussion that followed, will correct some pernicious practices and make written examinations a means of scholastic improvement.

A lengthy and interesting discussion followed, in which the following took part: F. P. Yorston, Miss Troy, J. M. McKinna, President McIntosh and D. L. Mitchell, the latter claiming that too many examinations cannot be held both as a means of review and mental discipline in most grades. Failures to pass written examinations where the teacher was long enough with the pupil before is the teacher's own fault; not the pupil's so much as often supposed. Various composition exercises may be made an excellent means to lead up to successful written examinations.

Editor Stewart was next introduced who, in a few well-chosen remarks, continued and increased the already keen interest manifest during the discussion. Several interesting and remarkable leaves from his own experience were cited to show what a great responsibility devolves upon every teacher, and results, which may not now encourage by being manifest, yet their reward will surely be infinite and eternal. Viewed in this which, after all, is the only way, no other vocation can surpass the office of teacher. He bears the same relation to the pupil as an opener of the eyes of the blind in his beneficent mission.

Adjourned until 2 p. m.

FRIDAY AFTERNOON, FOURTH SESSION.

Meeting opened at 2.30 p. m., Mr. Mitchell in the chair. Minutes read and approved.

Resolved that a vote of thanks be tendered to the convent authorities for the use of their building.

Resolved that a vote of thanks be given to the steamboat and railway authorities for their kindness in granting free return fares.

Resolved that the institute hold its meetings next year in the Harkins Academy.

The President introduced Rev. Jos. McCoy to open the discussion on Discipline.

Rev. Mr. McCoy said he would like to say, fellow-teachers. He met the Inspector last spring and was pleased to find that he could give an excellent account of what was going on. In course of conversation he mentioned to the Inspector that he had heard more about enforcing rules by the strap since coming to New Brunswick then he was accustomed to hear in his western home. The inspector promised to give him a chance to speak on that subject. Should the strap be allowed in the public school? What is a boy? is the first question. The different experiences of the different teachers would give a variety of answers. He is, first of all, a young animal—a great bundle of activity that must have exercise. He must not be abused in the school. He is also a young animal with a mind. Without that he has no business in school, but should be in an asylum. What is the object of sending him to school? I want to guard against the idea that may come up to take it out of him. He should not be abused in the school. The course of conduct of the teacher to the pupil should be such that when he comes home he should be none the worse of the day's wear. The primary object is to educate him. What is the meaning of education? It does not mean pounding,—abuse; it does not mean an impress by a machine so that each one that comes out of your hand is of the same pattern. It is development. Children are like buds. They are however, organized with minds as well as bodies. Schools are places for pupils to be sent to for mental training; without moral training children would become the most dangerous beings in the world. Facts are to be laid in the mind in such a way as to train it.

How far is corporal punishment consistent with this thought of education? There may be instances in which nothing is left but the strap, but they must be rare. There must be some other way to deal with boys. The strap should be used as a last resort. I don't say it should never be used. Several results follow the promiscuous use of the strap. Boys will do anything to escape it—lie and deceive—a stunting of the better development of the higher powers. In a high-spirited boy it begets a spirit of resentment. He, in after life, thinks of his teacher as a mean, despicable coward. The use of the strap leads to disturbance of the order of the class and lessens the influence and power of the teacher.

How should a strap be used? Theoretically the best way to use a strap is in private. The child should not be called up to receive punishment before the school. In schools where a number of teachers are, punishment should be relegated to Principal. This would prevent undue haste in inflicting punishment. Disobedience at school comes out of home disobedience and wrong forms of correction. Punishments should suit the offence.

Inspector Mersereau was pleased with the remarks of Mr. McCoy. He had grave doubts of the ability of the teacher who frequently appealed to the rod for slight offences, or on an average of more than once a month. He drew comparisons between the western schools and our own. The rod should remain in the school but shouldn't be used save as a last resort. In country schools there is less whipping than in the town, because home training is better. Much of school disobedience, comes out of home disobedience, and wrong forms of correction. Punishment should suit the offence.

Mr. Mitchell said he did not agree with Mr. McCoy when he wished to make a whipping-machine of the Principal. He did not agree with the Inspector when he said that a teacher who had to use the strap once a week or once a month was not fit for his position. If not, how many in the County were?

The Inspector said, 'Let the teachers themselves answer. Let those who don't punish more than once a month stand up.'

More than half the teachers stood up.

Mr. Yorston visited the city of Hamilton the present year and found that the trustees expelled rather than whipped. He did not believe in that. He would make that the last resort, and whipping next to the last.

Mr. McKinna thought that Mr. McCoy meant that children should not go home maimed or bruised or sore. He thought the strap should be there, but not used on slight occasions, but only when all other means fail. He believed that pupils not to do