

tables, stands, rulers, Indian clubs, chisel handles, pestles, rollers, fancy vases, napkin rings, etc.

We next pass to the drawing department, 35x30 feet, occupying the east end of this flat and adjoining the wood-working room; underneath is heard the anvil chorus. Here we find twenty drawing tables and stools and thirty drawing boards. In a bank of thirty drawers the students store their drawings, drawing paper and instruments. Freehand, perspective and instrumental drawing are here taught on alternate days, tool work occupying the remaining days of the week.

Ascending another stairway we reach the upper storey, which is lighted by seven dormer windows. Here the stock for the school is stored and room enough reserved for any department of work that may in time become necessary. The object of manual training is not to teach a trade or to manufacture articles for sale, but to impart to the students a knowledge of tools and machinery, and to train them in the uses of these in various forms of construction in conformity with mechanical and mathematical principles. The aim throughout is to furnish the student with the best possible equipment for life. The work undertaken is therefore conducted so as to educate in the truest sense.

Drawing accompanies all the constructions, whether in wood or iron. Successful drawing is the essential part in mechanics and engineering, but hitherto drawing in high schools has largely failed, because it has lacked its necessary complement—construction. These two—drawing and construction of the thing drawn—go hand in hand in manual training. Many students have special aptitudes for mechanics—engineering, architecture, etc. A proper manual training course, accompanied by academic studies, leads directly toward these and kindred pursuits.

The following are eight definitions given by different applicants for a school appointment in a Western State of America. The presumption is that the offence defined is not so well known in those parts as certain writers would lead us to suppose it is among ourselves:

1. Plagiarism is an occult science.
2. Plagiarism is the act of plaguing.
3. It is the state of believing differently from the majority of people.
4. It is the act of telling falsehoods about an opponent.
5. It is downright meanness.
6. It is having the disposition to fight.
7. It is something made correct by usage.
8. I do not know, unless it refers to the power of witching.—*Educ. Times, London.*

For the REVIEW.]

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

The first House of Assembly was dissolved by Lieut. Governor Carleton in 1792, and it is worthy of note that during their seven years' term the members received no remuneration for their services.

The second House of Assembly at its first session contrived to get at loggerheads with the Governor and Council in the way already described, regarding a proposed appropriation for parish schools. The immediate ground of controversy was merely a question as to the proper mode of procedure, but the incident is of historic importance as marking the commencement of the great political battle over the question of responsible government.

The controversy of 1793 between the House of Assembly and the Governor and Council was characterized by mutual lack of confidence entertained by either party as regards the motives and designs of their opponents. The immediate consequences were harmful to the interests of the infant province. It would appear almost incredible, nevertheless it is an historic fact, that in a matter of such paramount importance as the education of the youth of the country, the passage of the first act of the provincial legislature dealing with elementary education was delayed for nine long years by a controversy over a mere matter of procedure. Not until the last session of the third House of Assembly did the "Act for aiding and encouraging Parish Schools" find a place on the statute book of New Brunswick.

The text of this act is here given. The provisions contained therein are of the simplest nature, but the act is of special interest since we have in it the first attempt at school legislation in this province.

ANNO QUADRAGESIMO SECUNDI; GEORGH III REGIS.

AN ACT FOR AIDING AND ENCOURAGING PARISH SCHOOLS.

Passed the 5th of March, 1802.

Whereas, the education of children is of the utmost importance to their future usefulness in society; and whereas, the situation of many parents in the different parishes of this province renders them unable to procure for their children the benefit of instruction in reading and writing without the aid of the Legislature.

I. Be it therefore enacted by the Lieutenant-Governor, Council and Assembly,

That the sum of four hundred and twenty pounds (being ten pounds to each parish) be granted to the Justices of the General Sessions of the Peace in the different counties in

* There appears to be no printed copy of this act extant, and for the text given above the readers of the EDUCATIONAL REVIEW are indebted to the kindness of Mr. F. St. J. Bliss, who made a copy from the parchments in the Provincial Secretary's office at Fredericton.