

## MUSIC IN SCHOOLS.

EDITOR N. B. JOURNAL OF EDUCATION.—I thank you for your kind courtesy in offering to publish what I was obliged to omit from my paper read before the Educational Institute. The omissions were for the most part in the form of practical illustration. Should you desire it, I will write a series of short illustrative lessons—say half a dozen—extending over as many issues of the JOURNAL.

I here answer some queries from teachers. (1) Can a teacher, who knows nothing of the theory of music and cannot sing, teach by the Tonic Solfa Method?

Ans. A teacher who knows nothing of the theory of music, but who can sing a very little, can begin to teach by the T. S. method. The T. S. method, in its first steps, pre-supposes a teacher who can give a pattern; but it is quite contrary to the spirit of the method for the teacher to sing with the pupils. After the primary steps the teacher's voice need never be heard in singing.

I cannot imagine a teacher who knows nothing of his subject.

(2). The Tonic Solfa Music Reader is a complete text-book, and in its sequence and arrangement exhibits the perfection of true teaching principles. (Fifty cents, post-paid. Biglow & Main, 70 East Ninth street, New York).

(3). Hand Modulator, on card. . . 12c. post-paid  
Wall Modulator, paper, 36x12. . . 12c.  
" " 45x18. . . 22c. "  
" " 49x29. . . 30c. "  
" " 60x25. . . 44c. "  
" muslin, 73x28. . . 83c. "  
(Biglow & Main).

(4) A "C" tuning fork can be bought for 25c. to 44c. B. & M. charge 44c. by mail, but I have got one by mail for 25c.

The "Music Reader" and the tuning fork are all that is required for private instruction. A wall modulator is needed for class teaching.

I shall be glad to hear from any desirous of acquiring the ability to read music (i. e. to sing) at sight. Yours, truly,  
JOHN LAWSON.  
Middletown, July, 1890

## THE GRAY FISH

EDITOR N. B. JOURNAL OF EDUCATION. The "fresh water lobster" never enters salt water. One species only is found in New Brunswick, from two to five inches long. Mr. W. F. Ganong informs me that it is found at Grand Falls, in the Green River, the Upsalquitch, and in various streams of York and Carleton counties flowing into the St. John. It is supposed to have been introduced from Maine by the head-waters of the Penobscot. Its known range at present is confined to the above-mentioned places, and as further information is desirable, all persons who may observe it in other localities are requested to communicate with W. F. Ganong, St. Stephen, or the undersigned, S. W. KAIN.  
St. John, July, 1890.

## HARMONY OF COLORS.

By harmony of colors we understand colors placed side by side in such a manner that they do not injure the effect of each other; rather, on the contrary, complete each other, i. e., they gain in intensity.

*Red and Green.*—A red body reflects green rays, while, on the other hand, a green body reflects red rays. Therefore green is the color which completes red, and similarly red is the color which completes green. Both colors, therefore, gain in intensity.

*Blue and Orange.*—A blue body often reflects orange rays, and inversely an orange body will frequently reflect blue rays. Orange is, therefore,

the complementary color of blue, and vice versa, therefore each color intensifies the other.

*Violet and Greenish Yellow.*—A violet body reflects greenish yellow, and inversely a greenish yellow body reflects violet. Both colors, therefore, complete each other, and intensify each other.

*Indigo and Yellow.*—Indigo reflects yellow, and yellow indigo rays, hence they are complementary and intensify each other.

It would carry us too far to describe all the colors which are complementary.

All special colors are complementary, that is, the two colors lying opposite each other; for instance, the upper carnine and the intermediate green.—*Lithographer and Printer.*

## CORPORAL PUNISHMENT.

That corporal punishment is at times necessary, even if it be classified among the things that are said to be evil, is beyond all dispute. The public is occasionally confronted with the mischievous and unruly bent of the youthful mind—only too familiar to the teachers, who are mangled if they adopt the simplest and most effective means of procuring an amendment. As an example of the evil as it meets the public eye, and the impression which it makes on the intelligent journalist of the day, we quote the following from the London *Globe*:

The maternal mind is with difficulty brought to confess that little boys are, in their general conduct, manifest examples of the "inbred sin" theory. But less partial observers have remarked that boys are mischievous just as men are wicked, on the whole, just as often as they get a good, that is a safe, opportunity. Now mischief is merely infantile wickedness, and some forms of it should be punished with considerable sharpness. Prominent among juvenile misdemeanors we must place the practice of trying to upset a train. At the Marylebone police court, 70 young apprentices to sin, aged respectively ten and nine years, were charged with placing an iron bolt on the London and North-Western Railway; and on the previous day, at the Worcester Assizes, two youths were convicted of the more serious offence of deliberately piling five iron bars on one of the Great Western Railway lines. Neither of the diabolical devices were successful; but they none the less deserve to be severely punished. There is one punishment which is most appropriate to such wanton acts of dangerous criminality. The birch is the true remedy for these youthful offences. The tree of knowledge of good and evil was beyond doubt the excellent, but too much neglected, birch tree. Selected samples of its foliage, applied with discrimination and vigour, can correct almost anything in young people—from the perpetration of false conceits and false quantities to the commission of the more serious errors of judgement which we have above alluded to. Why the young of our population seem to have a hankering after the wrecking of a train is an insoluble difficulty in juvenile ethics. But because we cannot say why this thing is, there is no reason for not recognizing the fact of its frequent recurrence, and punishing it becomingly with a punishment both ignominious and painful.—*The Schoolmaster.*

The failure to notice the form of a word when first presented to the eye is the basis of most incorrect spelling as well as incorrect pronunciation. It is not because the combination of letters seem absurd or irrational to the child that he fails to remember them, so much as because he fails to notice them.—*H. L. Holtwood in Intelligence.*

At the recent Oxford Commemoration, the only novel event of the festivities was the lecture delivered by Mr. Henry Irving on the subject of English Actors and Acting, at the special invitation of Mr. Jewett, the Vice-Chancellor. But, although thus honored, the University has not thought fit to confer the degree of D. C. L. upon the distinguished actor, though such a course was actually proposed. As far as we can gather, the proposal met with opposition from what at Oxford is known as the "Church party," who were strong enough to negative it. The visitors upon whom the degree was conferred at the Eneadina were: The Lord Chancellor, Sir Frederick Bramwell, Mr. John Bright, M. P., Dr. Oliver Wendell Holmes, Mr. Thomas Hodgkin, and Mr. Aldis Wright, the Shakespeare critic and commentator. Mr. Irving's name would certainly have gone well within this list—Shakespearean critic and actual exponent together.

## PERSONAL.

Mr. W. F. Ganong, A. M. goes to Newport on 20th Aug. to study at Prof. Agassiz's Laboratory, prior to his return to Harvard where he has been appointed to a fellowship for the ensuing year. The field of Invertebrate Zoology in New Brunswick is a tempting one, and will yield important results to science at the hands of such a diligent and enthusiastic student as Mr. Ganong has already proved himself to be.

A pleasing announcement is made in the proper columns of the daily papers regarding Mr. A. B. Boyer B. A. We extend our congratulations to the happy pair.

The many friends of Mr. Geo. R. Parkin will sympathize with him in the bereavement he has sustained in the death of his youngest child during his absence in England.

Principal Mackey of Picton Academy is a teacher who spends his holidays in diligent scientific exploration, and returns not only freshened and invigorated by his out door work, but stimulated by the thought that he is adding something to the world's scientific knowledge. By his researches no less than three new species of sponges, not previously known, have been discovered.

We regret to learn that John March, Esq., has had an attack of sickness in the old country, where he went recently on a well deserved holiday trip.

Eldon Mullin, Esq., A. M., Principal of the Normal School has returned from England.

Mr. H. C. Creed A. M., has been rusticated in St. Stephen during the holidays.

Mr. J. Mcagher of the Bathurst Grammar School has received an appointment on the staff of the Fredricton Collegiate School.

Mr. W. F. Ganong, A. B., has won a Fellowship at Harvard, of the value of \$900. Mr. Ganong is a graduate of the University of New Brunswick. We heartily congratulate him upon his brilliant achievement.

Messrs. Phillip Cox and F. W. McLeod have made an extensive canoe trip on the Restigouche and St. John rivers.

The editors of the N. B. *University Monthly* for the ensuing year are: T. D. Walker, '87, business editor, and W. K. Hutt, W. A. Kerr, J. W. Wetmore, J. B. Sutherland, and E. McCready, literary editors.

Mr. Wm. McLean, of the St. John Grammar School, has been fishing on River Chario. We have not been afforded an opportunity of judging but the catch is reported to have been enormous.

Inspector Oakes and Mrs. Oakes have been spending the holiday season in Nova Scotia.

An exchange thus indirectly puts in a plea for a better and more thorough study of English:—"Must we put aside our hope of pure Anglo-Saxon to the day of the millennium, when all good things will come? A glance at a page of the note-book, the work of a half-hour with our morning paper, make us believe so. The first news item is of an 'inbred individual,' the book reviewer praises certain 'dainty booklets,' an advertisement calls attention to an *élite* event, and now a correspondent from the South tells how the 'flowering trees may be seen in a perfect galaxy of beauty,' and that he went on a 'recherche drive.'

A teacher in the Lawrence St. School, Newark, N. J., gave to her pupils—lowest grammar grade—the following words to be used in statements: *Litely, squirrel, agile, haughty, wholly*. In less than ten minutes Nellie Honeysville (colored) presented the following:

*The shepherd works the flogging day at milking his sheep, The squirrel, so agile at his play, has so much time to sleep, The haughty butterfly doth fly, 'Tis there flowers are wholly mine.' The bee make honey all the day, and never stop to dine.*