

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from:/
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:/
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12X	16X	20X	24X	28X	32X	

THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

Vol. 1.

SAINT JOHN, N. B., NOVEMBER 11, 1886.

No. 12.

New Brunswick Journal of Education.

SAINT JOHN, N. B.

Published every fortnight from the Office of Barnes & Co.

SUBSCRIPTION PRICE, 50 Cents.

GEO. U. HAY, P. E. R. Editor
WM. S. CARTER, A. M. Associate Editor

All remittances should be sent in a registered letter, addressed "JOURNAL OF EDUCATION, St. John, N. B."

In Science of November 5th is a communication from Dr. Bailey, of the New Brunswick University, relative to the great depth of Lake Temiscaouata, which empties by the Madawaska into the St. John. Dr. Bailey spent some time about the Lake during the past summer in connection with the work of the Canadian Geological Survey, and from three soundings made near its southern extremity, depths of 225, 400 and 800 feet were reached, and it seems probable, adds Dr. Bailey, from the statements of reliable parties, that even this depth is at some places considerably exceeded. The surface of the Lake is, by the measurement of the aneroid barometer, 400 feet above tide-level in the Bay of Fundy, so that it has a depth fully 100 feet below tide-level. Dr. Bailey's communication is called forth by a report of the remarkable depth of Crater Lake in Oregon, which depth, to judge from its name, is no more than one might expect from its volcanic origin. But in the case of Lake Temiscaouata there is nothing of a volcanic character, and the whole depression is evidently the result of simple erosion. If this should prove to be the deepest fresh water lake in America, Dr. Bailey's contribution to geographical science is a most important one.

TEACHING ENGLISH.

We ask the attention of all progressive teachers to the utterance below from the *Reading Herald*. Is it not time that the stupid and worse than useless practice of requiring pupils to commit to memory pages of a grammar should be abolished? Is it not a matter of reflection to the common-sense teacher, when after years, perhaps, spent in drilling his pupils in analysis, parsing, and memorizing pages of text-books on grammar, that the obstinate pupil will stand up in his place and pronounce judgment upon his method thus: "It ain't no use for me to learn them things?" and yet if he is attentive such solocisms will daily and hourly salute his ears. Where does the fault lie? Is there not a very large grain of truth in the following:

"The society for the prevention of cruelty to children ought to give Superintendent Ballet, of this city, a medal for his action in abolishing text-books on grammar from some of the lower grades of the public schools. In recommending this reform, he said: 'The work of training children to speak and write good English can be done much more effectively without a text-book than with it in the lower grades of our schools.' In that sentence he hit the nail with approximate exactness. He would have hit it exactly square if he had left off the part which we have put in italics. The way to learn to speak and write the English language correctly is to speak and write it. It must be taught by example and practice, and while grammars may hinder they cannot help to any degree commensurate with the waste of time, patience, and energy which they cause. All the grammars in the world will no more teach a child to speak and write correctly than a

book on swimming will teach him to float on the water. Turn the rascals out, Mr. Ballet. Teach English, but don't torture young minds with grammar."

AGRICULTURE IN SCHOOLS.

EDITOR JOURNAL OF EDUCATION:—Within the past few years there has been a reduction made by Government in the amount expended for education. I think this a step backward. Our predecessors have reared a splendid system of common education. We should complete it by enlarging it so that our pupils would be fully equipped for the pursuits of life. Cost may be urged, but I think as long as money can be found for other purposes, such as bridges and railways, and agricultural societies, it could be raised to complete our system of education.

For the larger scholars of the Province there are no inducements to continue at school. Especially those who do not intend or are not able to take a college course. There is provision made for those who wish to take a Degree in Arts and who are able to sustain the expense, but for the great majority of the older pupils of this Province who do not wish to take an art course or who are not able to, there is no provision. This is not right. It is not in the best interests of the Province. Three-fourths of the male pupils intend or are forced to become tillers of the soil. Now, Mr. Editor, for this large number of pupils what provision is made? I consider it the duty of the Board of Education to provide some means by which these pupils may learn something about their life business. I am aware of the difficulties of this but I believe it to be absolutely necessary to the interests of our agricultural population. Something might be done by the Board of Education prescribing for use in the country schools a book on the principles of agriculture. D.
Bristol, Car. Co., Nov. 8, 1886.

Our correspondent brings up an important question—the teaching of agriculture in country schools. Agriculture has become a science, requiring on the part of those who would succeed in it, energy, intelligence and business capacity of the highest order. This is too often lost sight of in directing the minds of the young in the choice of a profession. Many studies may be turned to account by the skillful teacher, and may be made to do service in country schools as an assistance to the young agriculturist; for example, the lessons on plant and animal life, on minerals, on the elementary substances—oxygen, hydrogen and nitrogen, with reference to the combination of these in soils, plants, etc., the elements of physical geography and other topics. Then, again, a contributor to the *Journal* has shown how school gardens may be of the greatest service in teaching the first principles of agriculture. Some of the teachers of our country schools have given so much of the studies above referred to a practical turn by teaching them with reference to agriculture. We should like to hear from them as to their methods and the success they have met with.

A book on the first principles of agriculture might be introduced into our schools, and in the hands of skilful and practical teachers be made the means of imparting sound preliminary instruction in farming, a branch which, as our correspondent implies, seems to be totally neglected in our country schools.

The *Toronto Educational Weekly*, which has just come to hand, has an able editorial on the introduction of agriculture as an optional subject in the public schools of Ontario. It publishes two interesting letters on the subject; one from Mr. Macdonald, a writer on educational topics, and the other from Mr. Brown, a practical farmer. It says:

"Mr. Brown argues that instead of barring the way into the professions, instead of throwing obstacles in the way of entering the church, medicine, or law, inducement should be held out to tempt our young men to undertake agricultural occupations

by raising the standard of the rural schools. In this view there lies concealed a profound truth. It is merely another way of saying that farming may be made intellectually as high a profession as the other so-called professions, and that the schools should recognize this fact.

But that which we are more particularly anxious to lay stress upon is, not that agriculture, pure and simple, should be taught in our schools—this perhaps is far too much to expect, even if it were possible to come to any definite conclusion as to what should be included in agriculture pure and simple, but that our children should early in life be made thoroughly familiar with all those natural phenomena and all those elementary natural laws upon which all agriculture is founded. They need not be taught such things as the relative values of different sorts of artificial manures, for example, but they might be taught the philosophy of manuring generally. They need not be taught the rotation of crops; but they might be taught what changes take place in soils by the growth of crops. In short, as Mr. Macdonald has pointed out, farming in these days is eminently scientific, and since the larger proportion of our growing youth are farmers' sons, they should be taught, not only that farming is a science, but also some of the elementary facts of this science."

GLOUCESTER TEACHERS' INSTITUTE.

The Gloucester Teachers' Institute was reorganized at Bathurst on Thursday last, and very interesting sessions were held on that and the following day. About forty-five teachers were present. The following were elected officers: President of Institute, D. M. McIntosh, Vice-president, Peter Doucet, Secretary-Treasurer, Peter J. Paulin, Accountant, Joseph Lanteligne, additional members Committee of Management, Miss Sadie Connacher and Miss Mary Alexander.

Mr. F. M. Cowperthwaite gave a very excellent reading lesson to a class of his own pupils, and Mr. Peter Doucet read an able paper, brimful of good thoughts and suggestions, on School Management. Mr. D. M. McIntosh's paper on the benefits of mathematics was well received. He showed the value of mathematics in bringing out the memory, reasoning powers, etc., of the student.

Mr. Crockett gave an address on Thursday evening to a full house. He contrasted the system of education of to-day with that of twenty years ago. Three years ago there were five hundred teachers holding local licenses, to-day, not one English speaking teacher, and very few Acadian.

At the Friday morning session Mr. Joseph Comeau read a good paper on Reduction, illustrating the method of teaching it, which was followed by excellent papers on geography by Miss Connacher and Miss Alexander.

Miss Alice Perley read a good paper on How to teach History.

Friday afternoon session was devoted to examining specimens of drawing, writing, etc.

Mr. Peter Doucet, of Petit Roche, exhibited some excellent specimens; also the Grammar School of Bathurst, of which Mr. F. M. Cowperthwaite, A. B., is Principal; from the school of Mr. P. G. Paulin, Carriquet, and from the Superior School, St. Peter's Village, Mr. D. M. McIntosh, Principal.

The Chief Superintendent, Mr. Crockett, attended the sessions and did very much to render them pleasant and profitable by his good advice, and by his taking part in the discussion of the several topics before the Institute.

SEVERAL papers and articles crowded out of this number will appear next issue.

This first number of a new evening paper to be called the *Standard*, will be issued in St. John on some date between the 25th and 30th of this month.

THE NOBLE NATURE.

It is not growing like a tree
In bulk, doth make man better be;
Or standing long an oak, three hundred year,
To fall a log at last, dry, bald, and aere:

The lily of a day
Is fairer far in May,
Although it fall and die that night—
It was the plant and flower of Light.
In small proportions we just beauties see,
And in short measures life may perfect be.

—B. Jonson.

CLASS MANAGEMENT.

BY HARRY W. MACHUM, KNOWLESVILLE, CARLETON COUNTY.

Class management is one of the most important parts, if not the most important part of the teacher's work. On its success all school work depends, and, hence, failure here, cannot help affecting his position as a teacher. It is true that some have a better faculty for managing classes than others; but it must not be supposed that the teacher who has not this quality naturally, cannot obtain it, for it can be obtained, and to do this should be the aim of every teacher.

There are a great many things which unite in making class management successful. The principal of these are: (1) The obtaining and retaining of the attention of the class; (2) Proper distribution of class work; (3) Using of proper language by the teacher; (4) Some means of impressing the knowledge gained; (5) The teacher's tone, manner, position, &c.

Now, obtaining and retaining the attention of a class may be said to be the great secret of class management; and in no way can this be better obtained than by the teacher coming before the class with a thorough knowledge of the subject to be taught. If a teacher is forced to keep continually looking at the book to keep the run of the lesson, and determine what to ask his class, there can be no interest in the lesson.

However, it is perfectly right, in my opinion, for a teacher to have a text-book to which he can make occasional reference to settle a doubt, or refresh his memory upon some particular point. But a few moments' thought will be sufficient to enable us to see which would be most likely to obtain and retain the attention of the class—the teacher who is chained to the text, or the one who can teach the subject without the aid of the book. In the first instance, the teacher's mind has no wider scope than the text, and his questions and suggestions must, therefore, be limited, and he will be very likely to insist upon the children answering in the words of the text. In doing this he makes a grave mistake, for the teacher should insist upon the pupils answering any question asked them in their own language—encourage them to talk freely, without being afraid of making mistakes; and if they do make mistakes, even these may be turned to practical account for their benefit, for in no way can a teacher better impress a point upon a pupil's mind, than by gently, yet firmly, leading him to see his mistake, and help him to correct it.

But, to return to the teacher who does not need to be constantly referring to the text. He can take a wider scope than the other, and, by introducing thoughts and suggestions of his own, in his own language, make the lesson interesting to his class, and thus secure their attention. Again, in the matter of questioning, he is not confined to the narrow limits of the text, for his superior knowledge of the subject will enable him to frame questions of his own which, though intelligible, will be different from those found in the books; and consequently the pupil will have to use his thinking powers in answering; and here another point is gained in the teacher's management, for all questions should be such as will make the pupil

use his thinking powers, or exercise some of the other faculties of the mind.

Now, to have a thorough knowledge of the subject, the teacher should specially prepare each lesson he assigns his class—not only prepare what is in the text, but draw upon his mental storehouse for anything he has learned about the subject from other sources; and by weaving this into the lesson he will give a novelty to it, which will at once awaken the pupil's interest, and thus he can very easily retain the attention of his class.

Another point in class management, and one closely allied to that just discussed, is that relating to the proper distribution of class work. It is often very useful in reviving the interest of the class when it has begun to flag, or in securing their interest at the outset, to ask them to answer a few questions simultaneously. After these have been answered, the class should be questioned individually, skipping about from one member to another, thus avoiding any routine. Further, the distribution should be such that each member of the class will have some thing to do, for "we learn to do by doing;" and if the work is confined to a few members of the class, the others will naturally lose their interest in the lesson.

In explaining any point to a class, or offering any suggestion, the teacher should be careful to use such language as will be readily understood by the pupils. The object of explaining anything is to make it clearer, and this cannot be accomplished when the words used in the explanation are not understood by the class. A teacher should, therefore, use as simple language as possible, and remember that terms that are perfectly plain to him are very likely to be unintelligible to his class. In all cases he should speak properly, for in no way will a teacher give more effectual instruction in grammar, than by his own use of our language. He should also be very careful in using any expression which is not chaste in every particular.

When the subject of the lesson has been thoroughly explained, the teacher should employ some means of impressing the knowledge gained. This may be accomplished by means of review questioning; but a very good way to do, I think, is to get the class to make a summary of the lesson in which the chief points are brought out, and thereafter causing these to be committed to memory—thus affording exercise for the pupil's faculty of memorizing.

Again, a teacher should, while before the class, avoid taking an indolent or unbecoming attitude,—when he moves he should do so quietly and gracefully, and with a continual remembrance of the fact that now he has the attention of the class, they watch his every look and motion, and these teach, as well as his questioning and explaining.

His manner, also, should be animated, cheerful and sympathetic, but firm. Children get their first knowledge by observation, and when under the supervision of a teacher, they will very readily notice his manner. If he is pleasant and cheerful and moves actively, the pupils will be inspired by his example, and try to follow it; but if his manner is dull, and his movements plodding, his pupils will soon fall into the same form of procedure. By being sympathetic in his manner a teacher will lead his pupils to respect him, and when he has won their respect he will have little difficulty in making them obey his commands. The sympathy, however, should be blended with firmness. In managing a class nothing is more influential or commanding than the tone of the teacher's voice. Let these tones be modulated in accordance with his real position, with his subject, with his mode of discussion, and the character and circumstances of his class, and his end is accomplished, and that in the midst of difficulties and obstructions.

Another suggestion I might offer in regard to questioning a class is, to give such questions that

in answering the pupils will need to make use of the matter contained in a whole paragraph or even more.

In short, class management depends upon the teacher leading his pupils to think for themselves, and to express their thoughts in their own language; on his using of proper language, and on his example in regard to position, manner and tone. If he manages these things properly, he will have recourse to the mental, moral and physical natures of his pupils; and in training these natures by his management, he must remember that to be successful he must centre his ambition upon the task; and, also, that the children's knowledge does not depend upon what they learn but upon what they remember.

HISTORY AND POETRY IN GEOGRAPHICAL NAMES.

[Continued from last Number.]

We now come to the third layer of civilization in this island,—the layer which was deposited by the Teutons, who immigrated into this country from the northern part of the land which we now call Germany. This deposit began to be laid down in Great Britain in the middle of the fifth century; and the character of this contribution to British habits is best indicated by Mr. Isaac Taylor in his 'Words and places.' He says: "England is pre-eminently the land of hedges and enclosures. On a visit to the continent, almost the first thing the tourist notices is the absence of the hedgerows of England. The fields, nay, even the farms, are bounded only by a furrow." And he points to the universally recurring terminations *ton, ham, worth, stoke, fold, park, and bury*—all of which convey the notion of enclosure or protection—as proof of the seclusiveness of character of the Anglo-Saxon, of how strongly "imbued was the nation with the principle of the sacred nature of property, and how eager every man was to possess some spot which he could call his own."

Now, if the learner is armed with the knowledge and the meanings of these words, and with some power of tracking them under their different forms, he has the power of fixing upon the chief Anglo-Saxon settlements in Britain and in other countries. We have, for example, the name *Haddington*, as the town of the sons of Haddo; *Smyington* and *Thankerton*; *Campbelton* and *Hartington*; *Boston*, which is St. Botolph's town; *Northampton* and *Southampton*; and many more. But the suffix *ton*, as the most common local termination of our British local names, is worth a little more examination. The word is the Low-German form of the High-German *sun* (a hedge); and the word *ton* or *ten* meant in the older times a place surrounded by a hedge, or fortified by a palisade. In this sense it indicated a croft, a homestead, or a farm; and this sense it still retains in Scotland. Thus the isolated *ton* might become the nucleus of a village, the village might grow into a town, and the town into a city with millions of inhabitants.

In the same way, a *stoke* is a place stockaded, a place surrounded and guarded by stocks and piles. The word takes the four different forms of *stok, stoke, stow, and stol*. We have it in *Stockbridge*, the suburb at the bridge over the Leith; in *Stockholm* and *Woodstock*; in *Stoke-upon-Trent*; in *Stow*; and in *Bristol*, which was in the oldest English *Drigstow*.

Another highly significant suffix is *burgh, borough, or bury*, which comes from the old verb *berrgan* (to shelter or cover). The last is the distinctively Saxon form; the two first are Anglican or Norse. But, indeed, the root has spread itself over many countries; and we find it in Spain in the form of *Burgos*; in France, as *César's burg*, or *Cherbourg*; in Asia Minor, in the shape of *Pergamos*. We have it also in Germany in *Augsburg* (that is, the

city of Augustus), in Hapsburg or Habscburg (the stronghold of the Austrian hawk), in Edinburgh and in Musselburgh. The former Shroburgh, Shedbury, Glastonbury, and other such names, are, as I said, found mostly in the northern parts of Britain. One of the oldest and strongest forms of the root exists in the word *Burgundians*, who were among the first dwellers in burghs, burgles, or fortified towns.

While it is interesting to trace the existence of Anglo-Saxon names in Germany and other parts of the continent, it is curious to find them in considerable numbers in the north-west of France. Mr. Isaac Taylor points out that "in the old French provinces of Picardy and Artois there is a small, well-defined district, about the size of Middlesex, lying between Calais, Boulogne, and St. Omer, and fronting the English coast, in which the name of every village and hamlet is of the pure Anglo-Saxon type." The French people, we know, have a marvellous knack of contorting English words; and we have seen in their languages such forms—which cannot be called *pure detortu*—as *redingote*, *doggart*, and *loule-dogue*. In the same way, in this north-western French district, we find the English names *Hollbach*, *Warwich*, *Appleyarth*, *Eandgate*, and *Windmill*, appearing as *Holledeque*, *Werwich*, *Appeyarles*, *Sandgatte*, and *Wimille*.

Passing from names of towns to names of counties and kingdoms, it gives some indication of the past history of the island to find that Cumberland is the land of the Cymry; that Sussex, Essex, Wessex, and Middlesex were the kingdoms of the south, east, west, and central Saxons; that Surrey was the Soderrey, or south realm; and that Cornwall or Cornwalles was the kingdom of the Welsh or strangers, who dwell on the *horn* or peninsula.

The word *Welsh*, which appears as a word, as a prefix, and as a suffix, is one of considerable importance in the history and the geography of Europe. All Teutonic peoples call other nations by the general name of foreigners, *wealhas*, *Walsch*, or *Welshmen*. In this sense England has its *Wales*, and, indeed, two of them; France has its *Wales*; Germany has its *Wales*; and so has Scotland and even Ireland. The word appears in many forms. In German and in English it is found as *wail* in *wallen* (to wander) and *Waller* (a pilgrim); in *walk*, in *walnut*, and other names. A German calls French beans *Welsh beans*, and speaks of going into France or Italy as going into *Welsland*. The Bernese Oberlander calls the French speaking canton that lies to the south of him *Wallis*; and the Celts of Flanders are called *Wallons* by their Teutonic neighbors. *Walloon* probably means 'very great strangers indeed,' just as *balloon* is a big ball, while *ballot* is a little ball. In Old English, Cornwall was called *Cornwalles*, the country inhabited by the Welsh of the Horn.

The fourth deposit of local names was made by the next horde of incursionists who made their way to these shores from the continent. The Northmen, Norsemen, or Normans have left their mark on many parts of Scotland, England, and Ireland.

One of the most striking tokens of their visit is contained in the fact that we call the north-east corner of this island by the name of *Sutherland*. Such a name must evidently have been given by a people—a conquering people—who lived to the north of Great Britain. And this was so. *Sutherland* was the mainland to the south of the great jarldom of Orkney. Here, accordingly, we find the Norse names for *island*, *town*, *valley*, and *farm*,—as in *Thurso*, *Wick*, *dale* in *Helmsdale*, and *saetir* or *stir*. In the Shetlands every local name, without one exception, is Norwegian. We have *Sandla* (the sand island), *Sirona* (the island in the stream or current), *Westra* (the western island), etc. The Norsemen called the Orkneys the *Nordreyjar*; the Hebrides, the Southern Islands or *Sudreyjar*, a

name which has been compressed into the odd disyllable *Sodor*. The two sees of the *Sudreyjar* and the Isle of Man were combined in the twelfth century, and put under the Archbishop of Trondheim, who appointed the Bishops of Sodor and Man down even to the middle of the fourteenth century. But, more, the enormous number of Norse names bears witness to the fact that the Shetlands, the Orkneys, the Hebrides, and the Isle of Man were not most useful dependencies of the Scottish crown, but jarldoms attached to the kingdom of Norway. And this was the case down to 1266. The test-word for the Norse settlements in Great Britain is the ending *by*. This appears in our language *byrs* (a cow-house), and in France as *bus* or *bois*. In the Danelagh, which lay between Watling street and the river Tees, the suffix *by* has pushed out the Saxon *ton* and *ham*; and to the north of Watling street we find six hundred instances of its occurrence, while to the south there is scarcely one. In Lincolnshire alone there are a hundred names of towns and villages which end in *by*. We find this ending in hundreds of names in Jutland and in Schleswig; in the whole of Germany there are not six. In Scotland we have the names *Locherby* and *Canonby*, both in Dumfriesshire; in England we have *Grimby*, *Whitby*, *Derby*, and many more; in Wales we have *Tenby*, and many other Norse names on the fords that branch out of Milford Haven; while in France—that is, in Normandy—we have *Criquetbois* (or crooked town), *Marboeuf* (or market town), *Quilleboeuf* (or Whithy), *Elboeuf* (or old town), and many others.

The Norsemen have left their names on our capes, our arms of the sea, and our islands, as well as on our towns. *Ness* or *naze* is their favorite word for *cape*; and we have it in Eifeness, Sheerness, Foulness, Whiteness; the *Nazo* in Essex; *Dungeues*, or Cape of Danger; Skipness, or Ship Headland; *Blancnez* and *Grissnez*, on the coast of France; and a great many more. A *ford*, or *fort*, is the Norwegian name for an arm of the sea up which ships can go, just as *ford* is the Saxon name for a passage across a river for men or for cattle. Both words come from the old verb *foran* (to go), the root of which word is found in *fur*, *fure*, *swelfare*, *feldfare*, etc. We find the Norse meaning of *ford* in *Wexford*, *Waterford*, and *Castlingford*, in Ireland; in *Milford* and *Haverford*, in Wales; and in *Deptford* (the 'deep reach') on the Thames, and *Oxford* in England. Besides the Norse names for islands which we find in Scotland, in *Thurso* and *Saeta* (which is the island of staves), we can discover many in England, generally with the spelling *ea* or *y*. Thus *Anglesea* is the Angles' Island; *Battersea*, *St Peter's Isle*, in the Thames; *Chelsea*, the Isle of chesel or shingle; and *Ely* is the Isle of Ecls. But the most common form of this Norse word is simply *a*, and it is found in greatest abundance in Scotland. The Norse vikings were in the habit of retiring to one of the small islets off the coast during the winter months; and, when summer returned, they issued forth from them to resume their piratical cruises. These small islands still bear Norse names, while the local names on the mainland are Celtic. We have scores of those names ending in *a*, as *Scarba*, *Barra*, *Ulva*, *Jura*, *Isla*, *Ailsa*, *Rona*, etc.

Just as we saw that *ford* had two meanings,—one from its Norse, the other from its Saxon users,—so the name *Wick* has two meanings, each testifying to the different habits of the two nations. With the Saxon a *wick* was an abode on land,—a house or a village; with the Norsemen it was a station for ships,—a creek, an islet, or bay. The Norse vikings, or 'creekers,' lay in the *wicks* or *wicks* they had chosen, and sailed out when they saw a chance of a prize. The inland *wicks* are Saxon, and the abodes of peaceful settlers; the Norse *wicks* fringe our coasts, and were the stations

of pirates. Of the latter kind we have *Wick*, in Cathness; *Lerwick*; *Wyke*, near *Portland*; *Aluwick*, *Berwick*, in *Northumberland* and *Sussex*; and *Smerwick*, or *Butter Bay*, in *Ireland*.

The parliaments of the Norsemen were called *things*, and this name they have left in several parts of Great Britain. A small assembly was a *house-thing*,—a word we have in our own *hustings*; a general assembly of the people was an *Allthing*; and the Norwegian parliament is to this day called the *Shorthing*, or great council. These *things* met in some secluded spot,—on a hill, an island, or a promontory,—where no one could disturb the members. In the Shetland Isles we find the names *Sundathing*, *Delting*, *Nesting*, etc.—the seats of local *things*; while the spot for the general council of the island was called *Tingwall*. In *Ross-shire*, too, we find a *Dingwall*, and in *Cheshire* a *Thingwall*. In *Essex* the word takes the softened and flattened Saxon form of *Deugeuell*. In the Isle of Man the meeting-place was called *Tynwald Hill*; and the old Norse *thing* (name and thing) has survived, without a break in its existence, since the time of the Old Norse kings, but the institution has died out in *Iceland* and in *Denmark*. The Three Estates of the Isle of Man meet every year on *Tynwald Hill*, and no laws are valid in the island until they have been duly proclaimed from the summit.

[Concluded next number.]

CONTAGIOUSNESS OF CONSUMPTION.—Another instance tending to establish the contagiousness of tuberculosis is reported in the *Gazette medicale* of Paris. It appears, from the account there given that a young man living in a small French village contracted bronchitis. He subsequently married a healthy girl. Within a year he died of consumption and soon after his widow also developed the disease. Their child, not long after, became a victim to the same disease. Not far from the home of this family resided a robust young woman who had at infrequent times visited her sick neighbors, but had never stayed with them any time. She had, however, eaten the flesh of fowls which had died at the farm of the invalid, and, believing that these were most nutritious when partly cooked, had eaten them in this condition. About this time another fowl died, and an examination showed it to be affected with tuberculosis, the tubercles in the liver containing the characteristic bacilli of the disease. Upon enquiry, it was found that the expectoration of the consumptive person had been eaten by the fowl. From the history given of the other fowls, it is probable that they died from the same affection. It has for some time been recognized that the milk of tubercular animals could convey this disease to man, and, if the explanation just given is a true one, a new source of danger, hitherto unsuspected, exists. That such a method of communication is probable cannot be denied, and should direct the attention of both physicians and patients to the absolute necessity of the disinfection of the sputa of consumptives.—*Science*.

An English newspaper pledges its honor that the following answers have been given in examinations in English public schools; "Don Quixote" was written by Mark Twain, and "Robinson Crusoe" (sic) by Milton. "Polonius was a wizard, who lived on an uninhabited island, till his daughter, Miranda, married a young man named Caliban." "Edward II. was a King of England. They dragged him about, slaving him with cold water, till he died." "The feudal system was the curfew bell." In a report by Mr. Matthew Arnold, that educationist says that he gave several candidates a part of Campbell's "Gertrude of Wyoming" to paraphrase the passage:

"Far differently the mute Oneyda took
His calumet of peace and cup of joy;
As monumental bronze unchanged his look."

The last line was paraphrased by one as "His demeanor was as unchangeable as ornamental iron work," and by another, "His countenance was as fixed as though it had been a memorial of copper and zinc," which scientific way of presenting the equivalent for bronze, says Mr. Arnold, is noticeable.

New Brunswick Journal of Education.

SAINT JOHN, N. B., NOVEMBER 11, 1884.

CHAT WITH CORRESPONDENTS.

"M." writes: "There are many questions I want to ask, but I am afraid everyone but myself knows how to answer them, and you would consider them too simple to make a reply." There are many questions apparently simple that are in reality very complex, and the information when the questions are answered may not be valuable to teachers in their work. But the questions proposed by our correspondent bear upon useful topics. By all means send to us such questions as, after patient investigation, you have not been able to solve. Comparatively few teachers possess such a library of books of reference as would enable them to answer many important and useful questions that constantly arise in the course of a lesson from one of the school readers. An important feature in an educational journal is the question department, in which teachers may ask and receive answers to problems which their limited resources may fail to answer satisfactorily.

"H. B. K." Your remittance received. Your suggestion in regard to primary school work is an excellent one and will receive attention in future. This journal can only be made influential and useful by the active co-operation and assistance of its friends. Let any timely suggestion calculated to make it more useful, let any method which a teacher has found to be of advantage in school work be communicated through its columns. Many teachers may be in need of just such hints, and by adopting them the efficiency of their schools may be materially increased.

CORRESPONDENTS will please send us their names in confidence if they expect an answer to their communications either through the columns of the JOURNAL or otherwise.

AN esteemed correspondent writes: "When I can get a little leisure or feel overflowing on some subject, I shall write something for you." We all ought to help you along. But you are doing admirably, and I believe the paper is an established success." The above is an extract from a private communication. Were we to give the writer's initials even, his identity would become known to our readers, and they would share with us the regret that a "rage for scribbling" did not attack him more frequently.

TRAINING VERSUS TEACHING.

Education embraces three objects—the development of the human faculties, the formation of the character, and the communication of knowledge. Of these the two former are too frequently lost sight of, and the whole stress of the teacher's energies is thrown into the last. The most valuable knowledge may be taught in such a way as to afford the least possible discipline to the mind, and that the secret of the development of power is not so much the knowledge communicated as the way in which it is communicated.

The teacher who thinks only of imparting knowledge teaches, but does not train. The child is of more importance than all the knowledge in the world; but too often the child is treated as though he existed for the sake of the knowledge. "Training," as opposed to "teaching," aims at the cultivation of the human faculties with the special object of their development, and regards the communication of knowledge as merely instrumental to this end. The mind must have something to act upon, and must, therefore, be supplied with knowledge, but power, not knowledge, is the end the trainer has in view. The common aphorism that "knowledge is power," like most other aphorisms, needs careful examination. Knowledge may be power, but much

depends on the kind of knowledge, and the kind of head in which it is stored. Coal is power; but its power is latent until it is utilized in a properly constructed engine. Nay, a man may have his mind well stored with knowledge that is not lumber; and yet, from never having his mental faculties properly trained, be unable to make much practical use of it.

We talk of the mind as though it were only a single faculty, and as though any mental exercise must equally affect the whole of it. As a matter of fact, the mind embraces many faculties, and what may be a valuable exercise for one may afford no exercise to another. This truth is popularly recognized in such remarks as "He has cultivated his memory at the expense of his reasoning powers," "He has been taught to observe, but not to draw inferences," "His imagination runs away with him," "Lord B. son, with his eminently practical mind, saw in education not only a means of acquiring knowledge, but an instrument for remedying the natural defects of the mind." In the famous essay "Of Studies" he says, "There is no stand or impediment in the wit but may be wrought out by fit studies; like as diseases of the body may have appropriate exercises. . . . If a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away ever so little, he must begin again; if his wit be not apt to distinguish or find differences, let him study the school men, for they are *Cynic's sectores*, [hair-splitters, as we should say]. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases; so every defect of the mind may have a special receipt."—*London School Guardian*.

MANUAL INSTRUCTION IN THE UNITED STATES.

Some idea of the need of instruction in the mechanic arts in the United States was probably present in the minds of the Senators and Representatives when the Land Grant Act of 1863 was passed. A clause in this act reads as follows: "The leading object shall be, without excluding scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." The report of the Secretary of the Interior, on Industrial Education, 1882, gives a list of forty-two different schools and colleges in various parts of the union which owe their existence to this land grant. Most of these are agricultural and engineering colleges. The words in the act in regard to teaching such branches of learning as are related to the mechanic arts being usually interpreted to mean instruction in the use of carpenters' and machinists' tools. Of these land grant schools, the best known are the Massachusetts Institute of Technology, in Boston, and the Hampton Institute at Hampton, Virginia. Each of these illustrates an interesting experiment in industrial education. The Massachusetts Institute of Technology might properly be called a school for foremen, as its graduates can be found superintending industrial establishments all over the United States. The pupil in weaving, for instance, is required to design or copy a pattern, and then work it out on the loom. In molding he makes a drawing, models the wooden pattern from it, and casts the pattern in the metal. The course of instruction is four years,—mathematics, chemistry, history, and the modern languages forming a part of the educational scheme. Hampton Institute was founded by General S. C. Armstrong as a normal school for colored teachers. General Armstrong, while serving as a staff officer at Fort Monroe, during the war, was brought in contact with the fugitive slaves who took refuge at the fort. When slavery was abolished, and four millions of men, women, and children became the wards of the nation, General Armstrong conceived the idea that they could best be educated and civilized by the aid of their own people. It was as necessary to teach this vast multitude who had never been beyond the sound of a master's voice how to work for themselves, and how to care for themselves, as it was to teach them to read and write. Manual instruction was therefore a necessity at the

Hampton Institute. The male graduates were to be leaders on the farm or in the workshop, as well as teachers. The female graduates were to be capable of cooking, sewing, or caring for the sick. How thoroughly and successfully this scheme has been carried out need not be stated here. Another type of the industrial school is to be found in the Worcester (Mass.) Free Institute. At this institution three and a-half years of general education is completed with instruction in mechanical engineering, in carpentering, and in machinist's work. This school more nearly approaches the trade school, as many of its graduates are returned as "journeymen mechanics." The Worcester school was founded by private liberality. Without such aid, it may be added, neither the Massachusetts Institute of Technology nor Hampton Institute could have reached its present usefulness. In the European, technical schools provision is made for instructing young men already in the trades by a course specially adapted to their wants.

Manual instruction has already been incorporated in the public school systems of Boston and Philadelphia. The New York Board of Education has maintained for several years a workshop at the City College. It now proposes to open schools all over the city, where boys and girls will be taught to use their hands. A great impression was made last spring by the exhibition, held by the Industrial Education Association of New York, of children's handiwork, and of the different methods of teaching them how to work. Not only was it shown what varied and excellent work little fingers could do, but school teachers and superintendents came to testify that the brain-work was benefited by the hand-work.—*Wm. R. T. Auelmuly, on "The Need of Trade Schools," in the Century for November.*

A FEW FACTS:

A pace is three feet.
A span is 10½ inches.
A palm is 3 inches.
One fathom is 6 feet.
There are 1,750 languages.
Two persons die every second.
A storm moves 36 miles per hour.
One mile is 1,760 yards in length.
One square mile contains 640 acres.
The average life is 31 years.
One barrel of flour weighs 196 pounds.
Sound moves 1,118 feet per second.
One barrel of pork weighs 300 pounds.
Slow rivers flow 4 miles per hour.
One acre contains 4,840 square yards.
A hurricane moves 80 miles per hour.
Light moves 186,000 miles per second.
One firkin of butter weighs 56 pounds.
A hand (horse measure) is 4 inches.
Rapid rivers flow 7 miles per hour.
Moderate winds blow 7 miles per hour.
The world now uses 40,000 barrels of coal oil daily.
The first steam engine was brought from England in 1753.
Electricity travels at the rate of 288,000 miles in a second.
The first use of the locomotive in this country was in 1829.
The first almanac was printed by George von Portha in 1490.
Until 1776 cotton-spinning was done by the hand spinning-wheel.
The imperial canal in China is over 2,000 miles long and passes forty-one cities.

PERSONAL.

Dr. Geo. Stewart, Jr., is to be tendered a reception by the Canadian Club of New York—one of a series of ten to the ten most distinguished Canadians.

N. Duffy, A.B., has resigned the position of Principal of the Albert County Grammar School, and will begin the study of medicine.

Miss S. E. Whipple, teacher of the girls' advanced department in the Albert school, Carleton, has tendered her resignation. Miss Whipple will be greatly missed in the profession where her devotion to her work has always caused her to be held in deserved estimation.

ESTABLISHED 1822.

J. & A. McMILLAN,
Publishers, Booksellers, Stationers, Printers,
Book-Binders, &c.,
SAINT JOHN, N. B.

We give Special attention to supplying School Trustees and Teachers.

ALWAYS IN STOCK:

All the School Books prescribed for use in New Brunswick. All the Books recommended for Teachers' use, Globes, Maps, Liquid Slating, Numeral Frames and all School requisites.

Catalogues Mailed to any Address on application. Trustees favouring us with their Orders for SCHOOL LIBRARIES are GUARANTEED ENTIRE SATISFACTION.

98 TO 100 PRINCE WILLIAM STREET.

MANCHESTER, ROBERTSON & ALLISON,

THE MOST EXTENSIVE

RETAIL DRY GOODS ESTABLISHMENT IN THE LOWER PROVINCES

General Dry Goods Stock, House Furnishing and Carpets,	Entrance, 29 King St.	Man's Making Department, (in the rear)	Entrance 29 King St.
Gentlemen's Outfitting, Shirt Making and Boys' Clothing,	" 27 King St.	Steam Shirt Factory and Laundry, (in the rear)	" 27 King St.
Carpet and Oilcloth Warehouse, (in the rear)	" 29 King St.	Ladies' Underclothing, Millinery, Baby Linen, &c. room on 2nd floor,	" 29 King St.

DEPARTMENTS:

GROUND FLOOR—Gloves, Ribbons, Gimps, Crowls, Sheetings, Hosiery, Wools, Buttons, Flannels, Towels, Laco Goods, Fringes, Ornaments, Napkins, Table Linens, Hamburgs, Laces, Berlin Work, Yarns, Cottons. Our Dress Department is now the Largest and Most Complete in the Maritime Provinces, containing all the most desirable Fabrics and Styles from the leading manufacturers of England, France and Germany. Our Mourning Department consists of Cashmeres, Persian Cashmere, Ottoman Cloths, Craps Foulcs, Henriettas, India Cashmere, Nun's Veiling, Merinos. In our Gentlemen's Room are Collars, Cuffs, Scarfs, Silk Handkerchiefs, Gloves, White Shirts, Fancy shirts, Underclothing, Valses, Carriage Robes, Portmanteaus, Umbrellas, Boys' Suits, Chamols Vests, Rubber Coats, Shawl Straps, Hand Bags, Hosi, Tweed Waterproof Coats, Trunks, and Solid Leather Valises. Gentlemen wishing to purchase Goods in this line will find our stock replete with all the Leading Novelties that we can procure in the markets of Europe.

FIRST FLOOR—Visitors to Saint John this Fall are cordially invited to the Ladies' and Misses' Room to inspect the Novelties in this large and Varied Department. *Costly Underclothing, Flowers, Feathers, Hats, Hat Pins, Baby Linen, Child's Robes, Blus, English and French Corsets. All orders for Millinery executed in the most fashionable styles.* Silks, Finches, Velveteens. The Silk Department will at all times be found well assorted with the standard makes. Bridal and evening Silks and Satins a Specialty. Court-aud's Waterproof Capes in all widths and Qualities. Um-

brellas and Sunshades in great variety. Jerseys and Wool Goods. Cloth, Shawls, Pairs, Ladies' Mantle Cloths, Ladies' Ulster Cloths. We are now showing in the latest and most fashionable makes and colourings, cloths for gentlemen and boys' wear in stylish goods of English, Scotch, Irish and Canadian Manufacture. Mantles and Ladies' Rubber Garments. Our Mantle Department will be found well assorted at all seasons of the year with Dolmans, Wraps, Ulsters and Walking Jackets. In connection with this Department we keep all materials for reproducing any of our model gar-

ments. Our manufacturing facilities enabling us to make to the order of our patrons in the best style, English and Scotch Rubber Circulars and Dolmans. Fur Capes, Ashchaw Mantles and fur-lined Circulars in all sizes and qualities. **NEW CARPET WAREHOUSES.**—The greatest success attending the opening of this New Branch of our business necessitated the immediate enlargement of our new premises, which was done by building a New Warehouse adjoining, and immediately in rear of, our Old Premises, which is now filled with a fresh Stock of Carpets. Carpets made and put down

27 and 29 KING STREET, SAINT JOHN, N. B.

LITERARY NOVELS.

The issue of the **CESTURY** magazine for November will amount to a quarter of a million copies. The circulation of this magazine—always interesting and instructive to old and young—has been steadily increasing, and it is difficult to find any one who, after he has learned to appreciate its many good things, can forego the pleasure to be derived from opening its fresh, bright pages every month. The great features of interest in the present number are the first chapters of the life of Abraham Lincoln and the opening of Frank R. Stockton's new story, *The Hundredth Man*.

The **BOOKMART** for November has many bright and unique articles on its fresh and well-printed pages, among the most interesting are, "How books are written," "Concerning Books," a capital satire on the hero of Locksley Hall by "Amy's Cousin," "Was John Bunyan of Gipsy Origin" and others equally entertaining. It is published by the Book-mart Publishing Company, Pittsburg, Pa., at the low price of \$1.50 a year.

THE PEOPLE'S HEALTH JOURNAL OF CHICAGO.—This is an independent popular monthly magazine, devoted to health, hygienic and preventive medicine. Each number has forty pages, the size of *Harper's Magazine*, and sixteen departments. The paper and print are superior, making it one of the handsomest journals published. It numbers among its contributors some of the most eminent physicians and

hygienic writers in America. Under its several departments will be found the best instruction in the simplest language. The wise counsels it gives and the preventive measures it teaches are capable of sparing many a case of illness and possibly death. Invalids may gather from its crowded pages the soundest advice and the latest and best methods of treatment. It is the exponent of no 'ism or hobby. It is, however, an uncompromising enemy to quackery wherever found. Such a periodical is invaluable and should be a welcome visitor to every intelligent household in the land.

In Cape Colony, the Queen's Jubilee will be observed by tree planting on an extensive scale.

Mr. **WILLIAM SAUNDERS** of London, Ontario, has been appointed chief director of the Dominion experimental farm of Canada.

CONCERNING our public system of teaching, the *Christian Union* says:

"The present system in vogue in our public schools does not meet the needs of the children of all classes, and to the poorest classes—that is, the children of the mechanic and laborer,—it gives but the very rudiments of an education, and not of the most practical kind. There is no doubt that there are thousands of fathers and mothers who take their children from school because they know that the studies to which they have access are not those that will be used in earning a living, and that is the paramount question in thousands of homes."

It is said that Lincoln once gave the following advice to a friend:

- Do not worry.
 - Eat three square meals a day.
 - Say your prayers.
 - Be courteous to your creditors.
 - Keep your digestion good.
 - Steer clear of the billiousness.
 - Exercise.
 - Go slow and go easy.
- Maybe there are other things that your special case requires to make you happy, but, my friend, these, I reckon, will give you a good lift.

School Furniture.

HAVING every facility for manufacturing School Furniture, we are prepared to fill promptly all orders for

Primary, Intermediate and High School Desks and Chairs

at Moderate prices, and of Best Seasoned Materials. Our latest pattern of *High School Desk with Folding Chair Seat*, as adopted by the Grammar School, St. John, is a substantial article and bound to give satisfaction.

Write or call on us for prices, etc., at
 63 Germain Street, St. John, N. B.
A. J. LORDLY & SON.

TREE ON THE HILL.

The following is a good test for the memory. Teach it to the little ones by dictation. It is also a good subject for a drawing lesson, the first line of every stanza suggesting a new addition to the picture.

On yonder hill there stands a tree;
Tree on the hill, and the hill stood still

And on the tree there was a branch;
Branch on the tree, tree on the hill, and the hill stood still.

And on the branch there was a nest;
Nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

And in the nest there was an egg,
Egg in the nest, nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

And on the egg there was a bird;
Bird on the egg, egg in the nest, nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

And on the bird there was a feather,
Feather on the bird, bird on the egg, egg in the nest, nest on the branch, branch on the tree, tree on the hill, and the hill stood still.

—Teachers' Institute.

CLASS EXERCISES IN NUMBER.

The class exercises outlined here are given only suggestively, to be amplified or condensed, omitted or repeated, at the discretion of the teacher; their purpose being, mainly, to show what kind of oral work may advantageously supplement the practical work for the children.

By means of such exercises as the following, each of which has its definite purpose, it will be found that memory is cultivated, imagination stimulated and observation trained; sight, hearing, and touch are exercised, and thus a harmonious development of the child's powers is attained; the habit of attention, more or less sustained, is formed, and prompt action in obedience to command is acquired, as also a ready expression of thought.

1. The teacher calls upon Johnnie to come and find out what she has in her right hand. Johnnie finds "a marble." Jennie finds "two marbles" in her left hand. "Would you rather have Jennie's marbles or Johnnie's? Why? Who would rather have mine [showing a handful]? Why?"

2. "How many more marbles has Jennie than Johnnie? What can I do so that Johnnie and Jennie will each have the same number of marbles?"

3. "Ned, bring me one little girl; now bring me one little girl again. How many times did Ned bring me one girl? [Putting arms around them and bringing them close together]. How many are there. [Sends one to her seat]. How many did I send back? How many are left here?"

4. "Hold up as many hands as I do. Hold up twice as many. Who can show me this many [two] pencils? Show me half as many."

5. "Now, let me see all the little heads bowed down upon the desks. Shut your eyes tight. Listen! [Claps twice]. Wake up! Who can tell me what he heard? How many claps?"

6. "Who would like to play blindman? Well, blindman, feel these pebbles and tell me how many there are." She tests him with numbers, from one to three, and then with a large number, calling out the expression "many pebbles."

7. "Clap your hands this many times. [Makes two rings]. Clap once for each star I make. [Makes ten stars, and covers them quickly]. Tell me, without seeing, how many stars I made. How many times you clapped."

8. "Show me as many counters as you have heads; arms; chins; checks."

9. "Who knows of something that has one wheel? Two wheels? Three wheels? Two feet? Four feet? More than four feet?"

10. "How many eyes has a cat? What has one eye? [Needle]. How many ends has a pin? Name them. How many wings has a bird? A fly?"

11. If Nellie earns one penny making lamp-lighters to-day and one penny to-morrow, how many will she have? If you had two pencils, and lost one yesterday and one to-day, how many would you have left?"

12. Nellie, find two blue stars [paper]. Jennie, find one red, one blue, and one yellow star. Walter, find three different colored stars."

13. Who can touch two different things? Three different things?"

14. "I hear the clock ticking, a bell ringing, and Will writing on his slate. How many sounds do I hear? Who can tell of two different sounds? — From Appleton's "Numbers Illustrated."

AN INCIDENT.

Ten little children who had never read a word in their lives, were grouped in front of a blackboard. After a word or two of greeting, the teacher said: "Now each one of these little folks may tell me one thing he wore to school." "I wore a coat;" "shoes;" "apron;" "I had on a hat;" were some of the replies. "How many wore hats?" All the hands came up at this. "See the little hat I have," said the teacher, holding up a doll's hat. Then the children talked about it. One child went to the closet and brought another hat. This the teacher held in her hand, and said: "You may tell me what I hold up." "Hat," came the chorus of voices. Each child then said the word. All said it in loud tones. All whispered it. "Now the crayon will whisper it;" and, turning to the board, the teacher wrote the word "hat" in a bold hand. She wrote it again and again, sometimes large and sometimes small, calling on the class to tell each word or touch the object. "Now I want all the children to close their eyes. When you open them tell me what you see." Just a touch of the crayon and a hat was drawn on the board. "Open your eyes." Every child in the class was ready to say: "I see a hat." Then the teacher wrote the sentence on the board. After reading it many times, the children were told to point out the word hat on the board. Those who found it first were sent to their seats, and the slow ones given a little extra drill. — *Edith Goodyear in Carolina Teacher.*

QUESTION DEPARTMENT.

Is there a course of study a young man might take up and still remain at his usual business? If so please answer, giving full particulars of said course.

(These will be answered in next number).

1. Christmas this year falls on Saturday. Does Christmas vacation begin on Christmas Day or on Saturday, 18th December?

Christmas vacation begins this year on Saturday, Dec. 18th. (See Regulation 10:2).

2. Is there to be a session of Normal School the coming winter?

The next term at the Normal School begins Jan. 3rd, 1887, and closes on the last Friday in May. (See Reg. 37:1-2). The sessions of the Normal School will thereafter be annual.

3. Why could not a Provincial Teachers' Reading Union be found (for the reading and study of professional work) something after the manner, or as a branch of the Chautauque Teachers' Reading Union? In the latter, teachers having followed up the required course for the year, and filled the memoranda, get a certificate, to which, after another year's reading, is affixed a special seal.

We think the idea is an excellent one, if the course of reading should embrace one or two professional works, with other subjects which would add to the knowledge of those who teach. The success of teachers, their power to interest their pupils, largely depends on what they read. If that reading be light and frivolous, school work will be tedious and irksome, if good and useful books are read, the scholars will become sharers in them. An organized effort, such as our correspondent suggests, would be of great advantage if properly sustained and carried out.

1. In what state is sulphur, chalk, brax, and alum found? How manufactured?
2. Can the sulphur of Italy be due to the volcanoes there? Is it found anywhere else?
3. What is the cryolite of Greenland?
4. What kind of mineral is cobalt? asbestos? Where are they found? What used for?
5. In the expression "He is my brother's friend," How should the last three words be parsed?
6. He is a friend of my Brother or Brother's. Which is correct? How should the underlined words be parsed?

J M E.

If a teacher wants to rise in his profession he must pull himself up. He will never be pushed up. Hard work tells. The unsuccessful man waits for something to turn up. The successful man makes something turn up. — *Teachers' Institute.*

HYDROPHOBIA is said not to be known in Lapland. To determine whether this was due to any peculiarity in the dogs of that country, or to some other cause, two dogs were brought to Paris, and inoculated by Pasteur. They both contracted the disease.

OPENING EXERCISES.—Opening exercises should be conducted in such a way as to be impressive, interesting, and elevating. If the teacher is interested in the opening exercises and feels their importance, the scholars will. If it is customary to read from the Bible every morning, always select such verses that are characteristic for their beauty and simplicity, and further, select something that will teach some moral idea you are trying to impress. Sometimes a short psalm is selected, and the children repeat it, clause for clause, after the teacher. In other schools the scholars are divided into sections, and short, beautiful quotations are given by the members of different sections on different mornings. Sing once or twice on opening, and let the singing be of a devotional character. Avoid reading by course; do not let the exercises become monotonous, or they are useless. Do not be afraid of making a comment on what the scholars may repeat or you may read. Have the scholars understand that there is a purpose in the exercises, a meaning in everything you may do or say, and the room will become deathly still as the children will wait in expectancy for their teacher to begin, instead of the weary sigh and restless movement that is often heard at that time. — *Teachers' Institute.*

HOW SHOULD A COUNTRY SCHOOL BE GRADED?

It was formerly, and may still in some places, like resolving order out of chaos to attempt such a thing as grading a country school. The smartest boy had ciphered through his arithmetic, another had gone half through, another had skipped around and done what he could, one took up book-keeping, another wanted algebra and so on. But the experiment need but be tried to show that very successful results may be attained in grading. It will be necessary to have about five grades in a so called ungraded school; the A grade comprising the 5th reader, A arithmetic, A geography, A grammar, and such other studies as the teacher may see fit to introduce; the B grade, comprising the 4th reader, B arithmetic, B geography, and B grammar; the C grade, comprising 2nd and 3rd readers, C arithmetic, C geography, and language work, and so on down to the chart class. There will be crossing of grades to be sure, a great deal at first, but by patient, persistent work, almost every child can become identified as belonging to some grade, and it will be his joy and pride to keep up with that grade, to take up any study that the others may, and to pass out with them at the close of the year. — *Teachers' Institute.*

THAT was a truthful and suggestive reply made by Dr Raymond, the late Principal of Vassar College, to one who said to him, "I should think it would become very wearisome, this necessity laid upon you of going over and over again the same lessons year after year, the road must prove dry and dusty beneath your feet, and the scenery tiresome in its constant repetition." "This is because you are not a teacher," was the reply. "The interest of a student is in new truths; the interest of a teacher is in new minds." Here there is, indeed, endless variety. No two minds are precisely alike, as are no two faces. The modes of dealing with these, of securing attention, awakening interest, presenting truth, etc., require to be constantly varied in order to meet this perpetual variety in the minds addressed. Minds, not less than books, are the objects of the teachers' study, and are certainly not less interesting in their endless phases, wondrous unfoldings, and boundless possibilities. — *Can. School Journal.*

WERE I to pry for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me during life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading. Give a man this taste, and the means of gratifying it, and you can hardly fail of making him a happy man; unless, indeed, you put into his hands a most perverse selection of books. You place him in contact with the best society in every period of history,—with the wisest, the wittyest, the tenderest, the bravest and the purest characters who have adorned humanity. You make him a denizen of all nations, a contemporary of all ages. The world has been created for him. — *SIR JOHN HERSCHEL—Address on the opening of the Eaton Library, 1833.*

It is estimated that there are in Britain between 4,000,000 and 5,000,000 able-bodied men, and that the machinery in the three Kingdoms is capable of performing more work than 400,000,000 men. That is more than all the able-bodied men in the world. Through the application of steam and the improvements in machinery, Britain's productive power is increased a hundred fold.

G. S. WETMORE,
Commission Merchant

AGENT for the sale of COUNTRY PRODUCE of all kinds:
Butter, Eggs, Potatoes, Oats, Buckwheat, Meal, Pork, Poultry, Beef, Lamb, &c.
Stalls 8 to 9 City Market, St. John, N. B.
All Consignments carefully attended to and returns made promptly.

S. R. FOSTER & SON,
MANUFACTURERS OF
Cut Nails and Cut Spikes, Hacks, Breds, Finishing Nails, Shoe & Hungarian Nails, etc.
Office, Warehouse and Manufactory,
GEORGES STREET, SAINT JOHN, N. B. J10-17

HOLMAN & BUTCHER,
Wholesale and Retail Dealers in
Wall Paper & Window Shades,
Spring Blinds for Stores and Dwellings made to Order. Special terms for Schools and Churches.
53 KING STREET, ST. JOHN. J10-17

R. SUTHERLAND, JR.,
MANUFACTURER OF
SCHOOL FURNITURE,
FREDERICTON, N. B.
Double Desks of Ash, \$2.25. Iron legs, folding seat, \$3.50.

SCHOOL BOOKS, SLATES, PENCILS, PENS.
Writing Paper all Sizes and Grades.
GENERAL VARIETY of other GOODS at
WATSON & CO.'S, Cor. Charlotte & Union Sts.

P. S.—Liberal discount to teachers. Jue10

SHORTHAND.
(Scott's System.)

FREDERICK DEVINE,
Shorthand Reporter for Supreme Court.
Office, 107 PRINCE WILLIAM STREET, ST. JOHN, N. B.

INSTRUCTOR in Shorthand and Type-writing on "Calligraph." Pupils fitted to take positions as amanuenses and reporters. Special attention given to reporting Arbitrations, County Court Cases, etc. Shorthand Lessons by mail or personal. Write for particulars.

THROUGH AND LOCAL TICKETS

TO ALL PORTS ON THE LINK OF THE

Intercolonial R'y and Connections.

Geo. Philips, City Passenger and Ticket Agent,
97 PRINCE WM. ST., ST. JOHN, N. B.

DENTISTRY.

DRS. C. M. & F. A. GODSOE,
66 SYDNEY ST., (Cor. Princess).
LOWEST POSSIBLE PRICES.
Jue10-17

A. GILMORE,
TAILOR & DRAPER,
No. 72 Germain Street,
SAINT JOHN, N. B.
Jue10-17

EDUCATIONAL DIRECTORY.

- CHIEF SUPERINTENDENT OF SCHOOLS:
WM. CROCKET, A. M.,.....Fredericton.
PRINCIPAL OF NORMAL SCHOOL:
ELDON MULLIN, A. M.,.....Fredericton.
INSPECTORS OF SCHOOLS:
GEO. W. MENSUREAU, A. B.,.....Newcastle.
JEROME BOUDREAU,.....Richibucto.
GEO. SMITH, A. B.,.....Moncton.
D. P. WETMORE,.....Clifton.
Wm. S. CARTER, A. M.,.....St. John.
INGRAM B. OAKES, A. M.,.....Woodstock.

E. H. MacALPINE, M. A.
BARRISTER, ETC., REFEREE IN EQUITY.
Offices—Nos. 12 and 13, Pugsley's Building,

PRINCE WM. STREET, ST. JOHN, N. B.
Jue10-17

G. HERBERT LEE, A. M., D. C. L.
BARRISTER-AT-LAW.

P. O. Box 204, ST. JOHN, N. B.
Jue10-17

CARLETON & BODEN,
BARRISTERS AND SOLICITORS,
No. 2 Palmer's Chambers, Princess Street.

SAINT JOHN, N. B.
JOHN L. CARLETON, Jue10-17 JOHN BODEN.

L. A. CUREY,
BARRISTER, SOLICITOR, NOTARY, ETC.
709 Prince William Street,

CHUBB'S CORNER, SAINT JOHN, N. B.
Jue10-3m

H. A. McKEOWN,
BARRISTER-AT-LAW, NOTARY PUBLIC, ETC.

94 PRINCE WM. STREET, ST. JOHN, N. B.
Jue10-11

University of Mount Allison College,
Sackville, N. B.

JAMES E. INCH, LL. D., PRESIDENT.

THE University of Mount Allison College offers to students, whether desiring to take a full undergraduate course or a partial course limited to special studies, advantages unsurpassed in the Maritime Provinces. The brilliant record of Mount Allison men at some of the leading Universities of England, Scotland, and Germany, as well as the success of Mount Allison undergraduates in the competitive examinations of the University of Halifax, establish beyond question the thoroughness and comprehensiveness of the education received at this University. Arrangements will be made during the present year to increase the efficiency of the Institution and to add to the comfort of students. Special facilities will be afforded to ladies wishing to pursue the full undergraduate course, and to teachers who may need to be away during the Summer Term. One or more cash prizes will be offered for competition at the Matriculation examinations, to commence on the 3rd day of September next. Intending students are invited to correspond with the President.

MOUNT ALLISON WESLEYAN ACADEMY.
T. T. DAVIS, D. A., HEAD MASTER.

NO Institution of learning in the country has had a more successful history and none is more worthy of patronage for the future. Many of the most prominent men now in professional commercial and political life in Canada, and in other lands, had their training at Mount Allison Academy. The arrangements for the future are such as will guarantee a continuation and extension of the efficiency of the Institution. A thorough English and Commercial Education is imparted, and students are prepared for College Matriculation and for Civil Service examinations. If desirable, students can take in addition to their work in the Academy, one or more classes and lectures in College. Every care is given to the private interests of the boys, so as to insure their comfort and happiness. The Gymnasium is being put in good repair. Apply or Catalogues.

MOUNT ALLISON LADIES' COLLEGE.
REV. B. C. BODEN, M. A., PRINCIPAL.

OVER 30 years of progressive Educational work have given this Institution an unrivalled position in the public confidence. Instruction is imparted on subjects ranging from the primary English branches through the whole College Curriculum. Young ladies studying for teachers may here combine the accomplishments with the thorough drill necessary to their profession. The Departments of Music and Fine Arts are maintained in a high state of efficiency. Prof. Mack's long training under Prof. Spiegl, of the Stuttgart Conservatory, places him in the front rank of musical educationists. Solo Violin, Ensemble playing, History of Music, and other new features are being added under his direction. Painting on china, plush, wood, brass, terraline, etc., are among the novelties which illustrate the progressive character of the instruction imparted in department of Fine Arts. Apply to Principal for Catalogue.

BUY ONLY THE
Myles' Fruit Syrups!

THEY ARE THE BEST.
ANDREW MYLES,
PORTLAND, N. B.

CULLEY, BRUNNING & WOODS,
HAVE JUST OPENED full lines in every department.
SILKS, SATINS, DRESS GOODS, SUNSHADES, PARASOLS, MILLINERY, LADIES' UNDERCLOTHING, SILK, Lisle and Kid Gloves, CHEMISE AND OTHER TRIMMINGS, DRESS AND MANTLE.

Buttons and Clasps, &c.
61 KING STREET.

THORNE BROS.

OUR STOCK OF
Boys' Straw Hats,
For the Season of 1886 is extensive, and are popular because of their Finish, Style, and Price.

IN GENTS' STIFF AND SOFT HATS,
We are showing full lines of Summer Styles.

SILK HATS IN STOCK AND MADE TO ORDER.
THORNE BROS.,
93 King Street, - - - - St. John, N. B.

TO TEACHERS AND SCHOLARS,



Every teacher and scholar in the schools of New Brunswick should be provided with Waterproof Garments, as there is not any more fruitful source of sickness than sitting in wet or damp clothing. As we make a specialty of Waterproof Clothing for men, women and children, we can supply the most desirable kinds. Price Lists mailed, if requested. Wholesale and Retail. Estey, Allwood & Co., 93 Prince Wm. St., St. John.

Black Flexible and Light Colored Full Stiff Hats.

SOFT HATS, ALL COLORS, ALL QUALITIES.
CORK LINED HELMETS, LINEN HATS AND HELMETS.
Men's, Boys' and Children's Straw Hats,
From 20c. up. All the Newest Styles.

Our Own Make SILK HATS, Quality Guaranteed. Fishing, Boating, Travelling, and Harvest Hats.
D. MAGEE'S SONS,

5 MARKET SQUARE, - - - - St. JOHN, N. B.

The Illinois Wesleyan University,
Bloomington, Ill.

POST-GRADUATE and non-resident courses are included by this University for the benefit of those precluded from prosecuting such work in residence. These courses lead to academic degrees through a series of examinations conducted before a chosen body of examiners. Particulars of the work may be obtained by Canadian matriculants from Rev. F. R. BEATTIE, Ph. D., Brantford, Ont., through whom also matriculation may be obtained. Others may address, CHARLES H. MOSE, Ph. D., Dean of the University.

Colonial Bookstore.

WE are now able to supply everything required for Schools including,—
 MAPS, GLOBES, WALL CARDS, TEXT BOOKS, STATIONARY, &c.
 A Liberal Discount given to Teachers.

T. H. HALL,
 Saint John, - - - N. B.

MID-SUMMER OPENING.

WHOLESALE TRADE.

New Dry Goods,

- 330 Pieces PRINTED LAWNs.
- 102 " BELFAST PRINTED LINEN MUSLINS, Fast Colors.
- 4 Cases WHITE FIGURED DRESS MUSLINS.
- 1 " CREAM " " "
- 1 " INDIAN LINENS, White and Cream.
- 19 " NEW PRINTS, Late Novelties.
- 37 " St. Croix FINE GINGHAMS.
- 4 " FRENCH COLORED DRESS GOODS.
- 3 " BLACK MERINOS, BLUE BLACK.
- 5 " BLACK FRENCH CASHMERE.
- 4 " BLACK JERSEYS, Plain and Braided, all prices. Sizes, 34, 36 and 38 inch.
- 2 " SILK HANDKERCHIEFS.
- 1 " Containing Novelties in PRINTED BORDER LINEN HANDKERCHIEFS.

We are constantly adding to our many Departments, selections called from the Leading Novelties as soon as they appear.
 Inspection of our Stock and comparison of Prices invited.

DANIEL & BOYD,
 Market Square,
 St. John, N. B.

BIRDS. BIRDS.

Fresh HEMP SEED,
 Clean CANARY SEED.
 PURE GERMAN RAPE.

— ALSO —
 PLUM ISLAND WHITE,
 BIRD GRAVEL, (3 lb. for 10c.)
 SHEPPERD'S SONG RESTORER.

Holden's Bird Cure for loss of voice and moulting.
 Holden's German Insect Powder. Also—Bird Sand by the pound, or otherwise.
 R. D. McARTHUR,
 Medical Hall, No. 59 Charlotte St., opp. King Square.

R. H. B. TENNANT'S SHIRTS

ARE the best value in the Province. His Furnishing Stock is replete with every novelty.

48 KING STREET,
 SAINT JOHN, - - - N. B.

BOOKS AND STATIONERY.

Particular attention given to orders.
 ALL the Numbers of Franklin Square, Lovell's and A Seaside Library, always on hand. Stationery in the latest Novelties and all old Standards. Special discounts to Teachers.
 MORTON L. HARRISON, 99 King Street.

WESTERN INSURANCE COMPANY,

INCORPORATED 1851.

CASH ASSETS OVER \$1,500,000.00.

INSURES all classes of Property (including live-stock) against Fire. Isolated Dwellings and School Houses a Specialty. Risks taken at lowest rates consistent with security. Apply to—

R. W. W. FRINK, SAINT JOHN,
 General Agent for New Brunswick,

Or to any of the following Sub-agents. T. E. Arnold, Sussex; J. Mc. C. Snow, Moncton; Wm. Dibbles, Woodstock; John Richards, Fredericton; W. D. Foster, St. Andrews; David Brown, St. Stephen; John Sivewright, Bathurst; E. Lee Street, Newcastle; Thomas F. Gillespie, Chatham; E. V. Telt, Dorchester; William Mott, Campbellton; H. Chip, Seely, Grand Manan; Geo. V. McInerney, Richibucto; Hugh Ludgate, St. George.

Waterbury & Rising.

FINE BOOTS & SHOES.

Largest Assortment
 In the MARITIME PROVINCES.

34 KING and 212 UNION STS.

W. Bruckhof & Co.,
 PHOTOGRAPHERS.

OUR Photos are known to be production of Artistic skill, and Superior in Finish to all others. We invite patrons to call and examine our every-day work. We use the instantaneous process, which enables us to take good Photos in dark weather.

W. BRUCKHOF & CO.,
 Corner King and Charlotte Streets, (first floor), Entrance, Charlotte street.

W. BRUCKHOF,
 DEALER IN—

Mirrors, Mirror Plates, Mouldings, Pictures, Picture Frames, Fancy Goods, &c., &c.
 WHOLESALE AND RETAIL.

Pictures framed as usual. We have removed to 13 King Street, nearly opposite the old stand.
 W. BRUCKHOF, - - - 88 King St.

ELEVEN STOP ORGAN.



C. FLOOD & SONS,
 81 & 88 King Street, - - - St. John, N. B.

ACADIA COLLEGE,
 WOLFVILLE, N. S.

Current Term began
SEPTEMBER 30th.
 Apply for Catalogue to the President,

A. W. SAWYER, D. D.

CLARKE, KERR & THORNE,
 DEALERS IN

HARDWARE, CUTLERY,
 Fancy Goods, Electro-Plated Ware, Silverware, Etc.
 62 Prince Wm. Street, St. John, N. B. June 10-17

J. CRAWFORD,
 STATIONER AND BOOKSELLER.

PICTURE FRAMING AND CHROMOS,
ROOM PAPER.

PORTLAND NEWS DEPOT,
 MAIN STREET, PORTLAND, N. B. June 10-17

JAMES S. MAY. - - - W. ROBERT MAY.

James S. May & Son,
 MERCHANT TAILORS,
 84 PRINCE WILLIAM ST.,
 Saint John, N. B.

Stock well assorted in all the Latest and best designs of Imported Goods suitable for first class Trade. Visitors are invited to call and inspect. Our Prices are subject to 10 per cent. cash discount.
 P. O. Box 303. June 10-17

The Ontario Mutual Life Assurance Co.

began business in 1870 with a capital of \$6,216, the premium on its first policies. Its assets now amount to \$753,661.87 with a deposit of \$100,000.00 with the Dominion Government.

As the policy holders contributed the entire capital they enjoy the entire profits, while in stock companies they receive only a part of the profits, the balance going to the stockholders.

The Ontario issues low rate term policies, endowment policies and those on the ordinary life plan, a distinctive feature of its policies being the surrender value always guaranteeing an amount in cash or paid up assurance should the assured wish to discontinue his payment.

The new policies of the Ontario are exceedingly liberal, as in addition to surrender values there is an absence of all restriction as to travel, residence or occupation, and they are incontestable from any cause whatever after two years.

Teachers will find it to their advantage to examine the plans and rates of this company before placing their business elsewhere.

E. M. SIFFERT, General Agent,
 St. John, N. B.

Horton Collegiate Academy
 —AND—

ACADIA SEMINARY.

Current Term began
WEDNESDAY, September 1st.

Address letters of enquiry to the Principal of the Academy, July 1-6m
 J. E. TUFTS, M. A.

W. F. BESSE,
 Analytical Chemist.

Assays and Analyses of Ores, Minerals, Mineral Waters, Soils, Fertilizers, Paints, Drugs, Medicines, &c.
 Address:—W. F. BESSE,
 74 Germain Street, St. John, N. B.