



# THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. I.

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## New Brunswick Journal of Education.

SAINT JOHN, N. B.

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THE superintendent of schools, for the State of New York, says that between three and four thousand public school teachers drop out every year, and that the great majority of the vacancies thus created are filled by the appointment of persons who have little or no experience, and have no intention of teaching permanently. This annual falling off is not peculiar to New York. There is, we suppose, just as large a falling off in proportion in this Province. The evil is a great one. Two remedies seem to suggest themselves, which it will take time and enlightened public opinion to carry out: Pay teachers of skill and experience a living salary; let teachers honor their calling, and strive by every means in their power to elevate it. Then teaching will be a profession worth remaining in.

### SALARIES OF COLLEGE PROFESSORS.

In a recent article in *Science*, a comparison is instituted between the work required at the hands of college professors in England and in this country. In the former the salaries paid to leading professors in Oxford and Cambridge are large and even generous, ranging from £1,500 downwards. But a very moderate number of lectures is expected from these professors—ranging from one to four a week—and the number of students in attendance much smaller on an average than in American colleges, thus giving the professors time for study and original research. "It is just here," says *Science*, "that these have a great and manifest advantage even over our largest and best endowed universities. We compel our professors to teach and lecture so much that they cannot write as often and as wisely as their abilities would justify them in doing. The question, 'Why do you not write something?' which is often put to the already over-worked professor, is peculiarly galling. He wants to write something, and feels that he can do it well; but the demands of his routine forbid. Even his vacation season must be wholly spent in regaining strength and vigor for the next year's work. \* \* Oxford and Cambridge professors do more original work than ours, simply because they are given the time for it. Public opinion and boards of trustees must be educated to see that a professor is not being permitted to do his full duty if he is compelled to teach from ten to fifteen hours a week. They should perceive that scientific research is the peculiar duty and should be the peculiar privilege of the university professor."

MANY are saved by the deficiency of their memory from being spoiled by their education.

### THE AGASSIZ ASSOCIATION.

The initial number of the *Swiss Cross*, the organ of the Agassiz Association, contains a history of the movement from the pen of the President, Harlan H. Ballard. The design is the study of nature. The beginning of the association was in a scientific society organized by the pupils of a high school in Massachusetts. The success attending the efforts of its members led them to wish to extend its benefits to others, and accordingly an association was formed which was named "Agassiz," the recent death of that eminent naturalist being in the minds of all. It is now six years since its inception, and the association is composed of 980 local societies, each numbering from 4 to 120 members of all ages, from 4 to 84. The total membership is over 10,000. These are distributed throughout the United States, Canada, Great Britain and other countries. The local societies are called chapters, taking their names from the towns where they are established. There are four different sorts of chapters. First, family chapters. The parents and children of a single family unite for joint study and research. Chapters of this sort are especially desirable, and prove almost uniformly permanent. Chapters of another sort are found in schools. There are many teachers able and willing to give their strength and time, beyond the exacting requirements of their contracts, to the encouragement and assistance of their pupils. Under the fostering care of such men and women, the happiest results have been accomplished. Not the least important result is seen in the pleasant personal relations thus established between teacher and pupil. Chapters of a third kind are organized and conducted entirely by young persons. A company of girls or boys meet together, and decide to form a branch of the A. A. They elect their officers, draft their rules and by laws, engage their rooms, build their cabinets, make their collections, prosecute their studies, and, if needed, to awaken interest or arouse enthusiasm, it would only be necessary to show what girls and boys have done even when unaided and alone. They have made lists of all the flowers that grow about them, and of all the birds that fly over their heads. They have published papers, started museums, founded libraries. In doing this they have mastered the laws of parliamentary debate, have learned to observe with accuracy, to write with fluency, to speak with power, and, after working thus for a few years, many of them have pushed themselves into schools and colleges and laboratories of the highest grades, and are now completing their self appointed preparation for lives of commanding intelligence and cheerful service. Fourth, chapters of adults. In increasing numbers, men and women of mature years, feeling the need of that scientific training which the schools of their childhood failed to give, are organizing societies, joining their influence to our association, and receiving in return the benefits coming from united endeavor and from enthusiastic devotion to a common cause.

The only chapter of the Agassiz Association in this Province, as far as we can learn, is that at St. Stephen. The objects of the association are so excellent that we hope to hear of others being formed throughout the Province. The following interesting account of the work of the St. Stephen chapter from the pen of its secretary, Mr. J. E. Ganong, is taken from the *Swiss Cross*:

"Our chapter has increased very little in numerical strength since our latest report, but the earnestness with which our work is carried on is a surer strength than the strength of numbers. During the

winter of 1885-86, only four of our regular weekly meetings were omitted. In the summer we held one field-day. We were accompanied by our honorary member, Mr. W. F. Ganong, who discovered a species of squid not before reported from New Brunswick. I give an extract from a paper read by Mr. Ganong before the New Brunswick Natural History Society, Nov. 2. *Loligo Pealei*, the long-finned squid, St. Croix river. Neither this species nor its varieties, *borealis* and *paluda*, have, up to the present time, been reported from Maine or New Brunswick. Professor Verrill says: 'It has not been observed north of Cape Ann.' In June, 1886, the writer found two specimens of this species, or of its variety *borealis*, in a weir at Devil's Head, St. Croix river." Our evenings are occupied as follows: 1. Business matters. 2. A regular lecture lesson from a text-book on zoology. 3. An address by one of the members (each in turn) on some scientific subject. 4. Any matters of scientific interest that may be presented. Any members desiring to ask questions write them on slips of paper, and give them to other members to find answers to. These questions and answers are recorded in a book kept for the purpose, called the scrap-book. The subject of entomology is taken up and studied with the help of specimens. We have commenced on the order of Coleoptera. Two addresses have been given before the chapter by two gentlemen interested in it—once by Mr. Ganong, and once by Rev. Mr. Winkle. We are promised several more during the coming winter. We subscribe to three science magazines—two American and one English. Our library has not many volumes, but is growing slowly so we expect before long to have quite a collection of scientific books. We are looking forward to a good winter's work, and hope to report not a meeting omitted during the winter. There are older members among us who greatly strengthen the society, and give encouragement to the younger members, and also direct the work.

If persons who write to strangers would bear in mind that the only way those strangers have of knowing their names is from the signature, they would write it plainer. Sometimes these persons make a request for information, and then sign their names so illegibly that their best friends cannot interpret the hieroglyphics. Oftentimes this is on a postal card; it is often in letters with no stamp inclosed, so that he who would answer has his patience, his good nature, and his purse attacked all at once. It seems to be thought by one who can read his own signature that every one else can read it too, but the reasoning is defective. Then comes the question, is this a man or a woman? Once a letter came in small penmanship, it was published, it appeared as from Miss ——. The author in agony responded, "Don't put me down as a Miss, I am a middle-aged man." Let those who write to us write their addresses plainly, and put "Mr." or "Miss," or "Mrs." before their names if they use initials. And then if the letter needs an answer, a two-cent stamp, or an address envelope. There are enough puzzles to study over without having them poured in by mail in the shape of no post office, no state and illegible names. "Good friends, forbear!"—*Teacher's Institute*.

[For "two-cent" stamp read three-cent stamp, and the remarks will apply equally well to New Brunswick.]

THERE is one post office to every 633 people in Canada, and the Dominion has more post offices to the same number of people than any other country in the world.

615  
18775  
1.534

## ASTRONOMY MADE EASY.

Hi-diddle-diddle,  
The Sun's in the middle,  
And planets around him so grand  
Are swinging in space,  
Held forever in place,  
In the zodiac girle or band.

Hi-diddle-diddle,  
The Sun's in the middle,  
And Mercury's next to the Sun;  
While Venus so bright,  
Seen at morning or night,  
Comes second to join in the fun.

Hi-diddle-diddle,  
The Sun's in the middle,  
And third in the group is our Earth;  
While Mars with his fire,  
So warlike and dire,  
Swings around to be counted fourth.

Hi-diddle-diddle,  
The Sun's in the middle,  
While Jupiter's next after Mars;  
And his four moons at night  
Show the speed of the light;  
Next golden-ringed Saturn appears.

Hi-diddle-diddle,  
The Sun's in the middle,  
After Saturn comes Uranus far,  
And in ancient or queer  
Lead astronomes near  
To old Neptune, who drives the last car.

## EXAMINATION QUESTIONS.

[There are many subjects with which we should like to deal more fully in the JOURNAL if our space were not so limited. Among these is the subject of Examination Questions. They are suggestive, indicating the outline of a teacher's work. The following questions, selected from the grading examination papers set to standard VI in Mr. C. E. Black's school, Kings County, are worthy of careful attention, as they show the practical character of the work, and indicate desirable methods of treating subjects.—Ed.]

## ARITHMETIC.

1. If a man travels 560 miles in 124 days, in how many days will he travel 138 9/11 miles?
2. Divide twenty-five by fifteen-thousandths, and multiply the quotient by thirty millionths.
3. How many square feet in the walls of a room 20 ft. long, 18 ft. wide, and 14 ft. high? How many square feet in the ceiling? How many cubic feet of space in the room?
4. What is the value of a pile of wood 32 ft. long, 11 ft. high, and 6 ft. wide, at \$4.75 per cord?
5. How many square yards in a walk 6 ft. wide, that surrounds a lot which, inside of the walk, is 16 rods long and contains one-half an acre?
6. A merchant sold a bill of goods at 20 per cent profit; the purchaser fails and pays 80 cents of the dollar; what per cent. does the merchant lose?
7. Sold a house and lot for \$8,000 and gained 20 per cent.; what was the cost?
8. What is the exact interest on \$6,000 from Jan 1st to June 5th of the same year?

## GEOGRAPHY.

4. Which of the five grand divisions of the world contains the largest proportion of fertile soil?
5. In what countries is agriculture most extensively and thoroughly carried on?
6. Name some products of the soil which require but little cultivation. Among what people are these found?
7. Name some countries noted for beautiful scenery?
8. Name and locate six great cities of the world, in order of their size?

## CANADIAN HISTORY.

1. Give a brief sketch of the different branches of the Government of Canada? How are members elected? What determines the number from each Province?
2. Name the various periods of Canadian History, with dates?
3. Mention the names of five prominent persons of the first period, and state what each did?
4. Mention in their proper order the principal settlements made during the second period, and state by whom each were made?

5. Name six prominent statesmen of the present time?

## COMPOSITION AND GRAMMAR.

1. Name the principal and subordinate elements of the sentence, and illustrate each by a sentence composed by yourself, underlining the subordinate words.
2. Give a satisfactory definition of a verb, and show how it applies in the sentence, "John is good."
3. Write a sentence in which the semi-colon must be used.
4. Write a sentence containing a quotation within a quotation, using quotation marks correctly.
5. Do verbs agree with their subjects in number and person in the following sentence, "I run, we run, they run?" Why?
6. What is meant by agreement in grammar? Illustrate by three sentences.
7. Correct the following, where necessary: (a) This is the ladies room. (b) I doubt if this will ever reach you. (c) Every one has this in common. (d) I did not speak yesterday so well as I wished to have done. (e) The author felt that clergymen, more than those of other professions, will study the treatise. (f) They were all persons of more or less consequence. (g) Let's you and I go. (h) For the benefit of those whom he thought were his friends. (i) The disease spread all over the country. (j) I never saw anything like it before.

## THE TRAINING OF TEACHERS.

The profound significance of the teacher's profession is not yet properly recognized. Many men, of considerable intelligence even, think that school education covers too narrow a field of life to have facts and principles capable of constituting a science, and that teachers of common schools are but day-laborers, having no professional standing, and hence needing no professional training. On this account, our normal schools will have many trials to meet, and many difficulties to overcome, before reaching the position towards which they are struggling.

As yet, our advanced high schools and colleges do not supply these schools with a sufficient number of students whose thorough literary attainments warrant a more exclusively professional course of studies. In fact, our normal schools are necessitated to do this preparatory academic work themselves. In this way they render themselves liable to the charge of being only academies with a quasi professional annex.

Although the course of studies as now arranged is not very satisfactory to us, and will need, in our judgment, some important changes, yet we have felt constrained to approve of it on account of our great anxiety that the graduating year should be given more fully to the work of professional training, taking up the whole history and science of school-teaching, and illustrating in detail the psychological ground of every method by a greatly enlarged course of practice in the model school. Such practice, in our judgment, is very essential. Indeed, it sustains the same relation to the normal school studies as a moot-court does to a law-school. Here theory finds verification; here principles pass into direct conscious application; here science makes its transition to art; here the furnished scholar learns to handle with vigor his whole armor, as a page when he became a belted knight and entered the tourney. The teacher needs scholarship, of course, but he needs something more: he must have knowledge, and, at the same time, thoroughly master the art of imparting it. To this end our normal schools were established; in this direction they steadily tend. In the above plan, however, no one thought for a moment of not holding with firm grasp the essential truth that professional knowledge cannot exclude scholarship. Evidently, he who knows not the subject to be taught can never be a master of the method of teaching it.

It is plain that all our teachers cannot have the benefit of a professional training in our state normal schools. The number is too great for us to expect this. It is important, therefore, that they use every opportunity within their reach to advance their

professional skill and skill. Well-conducted teachers' institutes are exceedingly valuable for this purpose; indeed, in our judgment, indispensable. It is not out of place here to mention in brief some of the benefits derived from these institutes. Teachers, especially in our country districts, are much isolated. They need the inspiration gained from association. Engrossed with their daily routine of labor, and deprived of all chance of any frequent consultation with others of their own vocation, their work is in danger of becoming a monotonous task, lacking all incitement to that professional zeal which prompts to new exertion and sweetens every toil. These yearly conventions serve, in a great measure, to keep up the *esprit de corps*, and to give rest and recreation so much needed and so valuable, while each teacher feels the support of, and enjoys communion with, the profession at large. Again, by means of the pointed instruction of experienced educators, many difficulties are removed, better methods suggested, troubling mistakes corrected, false tendencies thwarted, and new inspiration aroused. Through valuable lectures and addresses, educational interest is awakened, and the warm sympathy of large communities gained in behalf of the schools. Parents and teachers and directors come face to face, and the duties and responsibilities of each are more clearly understood. It would be a fatal mistake not to encourage these institutes in every possible way.—E. E. Higbee, Supt. of Schools for Pennsylvania.

WE WOULD educate the girls in such a way that they can step beyond the walls of their homes and make themselves useful. They should be made familiar with horticulture in all its departments; bee-keeping can be made very profitable; the care and rearing of poultry are within their scope; besides, a score or more of other useful accomplishments—by which a woman educated—practically educated—in all these things, can earn enough to hire all the help she needs, both indoors and out, and often bring still more to the family treasury than her husband can from his farm, besides the comforts and luxuries thus obtained from her enterprises; and what is of vastly more value to her and her household, she will get the sunshine and open air, retain perfect health and reason, live a long, and useful life, rear her family in comfort, who, and the world, will rise up and call her blessed. Does this seem like an idle dream? Those who are interested in the coming generations of women who will live upon the farm, can leave no more enduring monument to their memories than a school well established for their education in all those things that will make women something more than mere drudges or machines—make them noble, useful women in the highest, truest sense.

THE *Woman's Journal* has been emphasizing the well known fact that female teachers greatly preponderate in this country. To so great an extent is this true, that, in respect of elementary schools, those cities are the exceptions in which male teachers are employed, save as principals, or teachers of some special branch, say, German. Taking the ten cities of Baltimore, Boston, Brooklyn, Chicago, Cincinnati, New Orleans, New York, Philadelphia, San Francisco, and St. Louis together, there are 12,719 public school teachers, of whom 11,540 are women. The average percentage of male teachers in these cities is 9.

THE *Educational Times* says that "the friends of education have much reason for rejoicing in the fact that a large number of the memorials which are to render her majesty's jubilee memorable will take an educational form. Technical schools, colleges, and endowments of professorships will be, in many cases, the visible signs by which contemporary English loyalty will be evidenced to unborn generations."

LEARNING a language from its poets is like studying botany in a garden of double flowers.

### AIMS OF GEOGRAPHICAL EDUCATION.

\*\*\* Geography, properly studied, gives one a clear and accurate knowledge of the physical conformation of the earth's surface. This is physical geography, and should be studied first. But this is not the mere learning of 'tables of heights,' etc. It is something entirely different. One may have a very good knowledge of the formation of the earth, and yet be densely ignorant of the height of the Karakorum range. And, as a general rule, the less of such stuff crammed into a child's head, the more physical geography he will know. He should rather be taught to observe phenomena. It is true that such knowledge is hard to get at on examination, but that is not so much the fault of the knowledge as of the examination. Then the flora and fauna of each region of the earth's surface should be properly associated in a child's mind. In this connection, it may be said that nothing is less calculated to convey this knowledge than the ideal or 'model landscapes' too often to be found in our school rooms. Geography aims also to teach the influence of geographic factors upon the development of the human race. This influence is frequently exaggerated. But the working-out of such problems, even on insufficient data, must have a stimulating effect upon the mind. It may be said that the teaching of the distribution of the flora belongs rather to botany. So undoubtedly any detailed study of the various floras does belong to botany. But a knowledge sufficient to enable one to assign to any given region its appropriate plant-life, and to trace the influence of that flora environment on man, is surely within the domain of geography.

To sum up the aims of geographical education, or perhaps I should say its only aim, is to make men understand what is going on around them,—to converse intelligently upon the present crisis in Bulgaria, or the economic changes which will be wrought by the Panama canal, if it is ever opened, to travel abroad with some degree of satisfaction to one's self, and to one's readers if one writes a book; to read with interest and appreciation articles on campaigns, like those now appearing in the *Century*. For what information can a map, accurately drawn with contour lines or hachures, convey to a man who does not know what those symbols mean? And, finally, the student of modern history who is not familiar with the geographical features of western Europe can gain only a very dim idea of what the everlasting changes of boundary really mean. The marked difference between the books now being produced by French, English, and American travellers, on the one hand, and German explorers, on the other, is too great to escape attention. That difference is due entirely to the fact that in school and university the German is taught, in the first place, to see, and, in the second place, to understand what he does see. This power (for such knowledge is power) is fast pushing the German to the foremost place in war, in commerce, and in exploration. If he could also be taught to relate in clear and simple language what he thus has learned, it would be a positive gain to mankind.—*Edward Channing in Science.*

### PERSONAL.

At the examination of teachers, for the city of Menominee (Michigan), which was held in that city in January, Miss Robinson, late of Campbellton, was one of the contestants. The result was Miss Robinson stood head of the list, her average standing on all subjects being 89 out of a possible 100. Miss Robinson was offered a department in one of the city schools, which she accepted for the time she purposes remaining in Menominee.—*Advocate.*

Professor Newcomb, the distinguished astronomer and mathematician, of Washington, a member of most of the learned societies of Europe, is a native of Cumberland County, N. S. Miss New-

comb, oldest daughter of the professor, yet in her teens, has a high reputation as a mathematician and astronomer.

Inspector Oakes was examining the schools of Carleton County last month.

Mr Irons, formerly principal of the high school at North Head, Grand Manan, has been succeeded in the school by Mr. Holmes, late of Deer Island.

Dr. R. C. Weldon, professor of law at Dalhousie College, is the Liberal-Conservative nominee for Albert County. Dr. Weldon is a distinguished scholar and teacher, a powerful and finished speaker, and a man whose abilities and attainments would win notice in any "assembly of the wise."

Mr. F. M. McLeod, recently principal of the Campbellton schools, is prosecuting his studies at Dalhousie law school, Halifax.

At the opening of the Methodist college and ministers' children's home at St. John's, Newfoundland, recently, the president of the conference thus referred to the new teacher,—Miss Narraway of this city: From Miss Narraway's record I fully expect that the board will discover that they acted wisely in offering her the position. I have great pleasure in welcoming the young lady to Newfoundland and in wishing her a long continuance of such health and strength that she may mould the lives and characters of many of her sex, and reproduce in them the accomplishments which distinguish herself.

### OVERWORK IN SCHOOLS.

We are glad to see that the "overwork" in schools and the "excessive mental strain" that students are required to undergo in fulfilling the requirements of the exacting courses of study in our schools, are not the sole causes of physical deterioration. T. W. Higginson in *Harper's Bazar* says:

"I, in the testimony of many educators that the school is a hospital for two or three weeks after the holidays"—thus showing that vacation, which should be a source of health, is often utterly misused. In a New York academy, a class of sixty girls, between twelve and eighteen, were asked by a visitor what time they went to bed the night before. The average was found to be twenty minutes before midnight, and yet neither teacher nor pupils seemed astonished. Again, out of ninety girls questioned one morn in a public school, twelve had eaten no breakfast. Of these, only six had brought luncheon, and these had cake and pie. One mother explained that her daughter enjoyed her morning nap, and thought that a good strong cup of tea braced her up sufficiently for school. Such facts show the real source of much nervousness and ill-health that are conveniently attributed to the lessons learned. They also prove the need of scientific investigation, and the possible influence of sensible women in the supervision of our schools.

### FAGGING AT ETON.

Fagging is not easy work at Eton. Fags not only have to wait on their fag masters at almost all hours, to bring them water and to look out for their rooms, but they even have to cook for them. All the boys of a house take their dinner together, but excepting in two or three houses where a new rule has been made, every one has his breakfast and tea in his own room. And for these meals the poor fags are cooks and waiters. There is even a kitchen provided for their special use where they boil water, brew tea, and toast bread. Many heartaches have there been in those little kitchens. Fancy a youngster just out of the home nursery, you might say, being set to making toast, when he knows as little about it as he does about Latin verses! And yet, if it is not all right, his fastidious master will take him to task with all the indignation of disappointed hunger and then send him off to do his work over again. But he grows hardened by degrees to his work, just as he does to verse-making, and in time can joke and laugh as he cooks. And if while he talks he forgets his toast and lets it burn, what matter? With a little experience he learns to scrape off the black with a knife.—*From "A Visit to Eton," by Elizabeth Robins Pennell, in St. Nicholas for January.*

The *Zion's Herald* tells a story of old time discipline at Wilbraham Seminary when Dr. Fisk was the presiding officer—"There was one minister's son, now in the New England Conference (and a very faithful and useful pastor he has been), a member of a large ministerial family, who, in his academic days, was as full of mischief as the proverbial minister's son is supposed to be. He taxed the well known elastic patience of Dr. Fisk to the last degree. Finally the Doctor said to him, after a capital act of misconduct: 'You must prepare yourself for a severe whipping.' When the appointed time came the Doctor was on hand, very much more affected, apparently, than the irrepressible mischief maker. After a solemn discourse in that most melting tone of voice that no one can forget who ever heard it, the Doctor drew his rattan and laid it with considerableunction upon the boy's back. Nothing but dust followed the blow. The subject of the discipline was entirely at his ease, and evidently quite unconscious of the stroke. 'Take off your coat, sir,' was the next command, for the Doctor was a little roused. Again he whistled the rattan around the boy's shoulders, but with no more effect. 'Take off your vest, sir' shouted the Doctor. 'Off with the vest, but there was another under it. 'Off with the other' and then, to the astonishment of the administrator of justice, he exposed a dined collar, defending the back of the culprit like a shield, while below there was evidently stretching over other exposed portions of the body a stout leather apron. 'What does this mean?' said the Doctor. 'Why,' said the great rogue, in a particularly humble and persuasive tone, 'you told me, Doctor, 'to prepare myself for punishment, and I have done the best I could!' It was out of the question to pursue that act of discipline any further at that time, and it is doubtful if it was ever attempted again."

THE MISTAKES OF LIFE.—Somebody has condensed the mistakes of life, and arrived at the conclusion that there are fourteen of them. Most people would say, if they told the truth, there was no limit to the mistakes of life, that they were like the drops in the ocean, or the sands of the shore in numbers, but it is well to be accurate. Here then, are fourteen great mistakes. It is a great mistake to set up our own standard of right and wrong, and judge people accordingly, to measure the enjoyment of others by our own, to expect uniformity of opinion in this world, to look for judgment and experience in youth; to endeavor to mold all dispositions alike, not to yield to immaterial trifles, to look for perfection in our own actions, to worry ourselves and others with what cannot be remedied, and not to alleviate all that needs alleviation as far as lies in our power, not to make allowance for the infirmities of others, to consider everything impossible that we cannot perform, to believe only what our finite minds can grasp, to expect to be able to understand every thing.

CORRECT IN ESSENTIAL.—The cashier of a business place, one day, called the son of the proprietor, who was at work in another department, to take his place for an hour or two, and instructed him how to make entries in the cash book, in case any money came in, the receipts on one side and the disbursements on the other. During his incumbency the boy's father came in and wanted \$2, which the son gave him. When the cashier came back he found the entry on one side of the cash book, "Took in two dollars from a granger with his pants tucked in his boots." The cashier looked at the scrawl in the book and then at the cash drawer and said, "Well, where's the two dollars?" The boy thought a moment, then took a lead pencil, and wrote on the other side of the book, "Pa collected the two dollars." The cashier sighed, and the boy said, "Well, it balances, don't it? What more do you want?"

A TEACHER recently asked her class, "How many are several times several?" They took the question home with them. When it was put to them again the next day one little girl looked intelligent and answered, confidently, "More than four." The surprised teacher scented a course of logic behind this reply and asked the child why she thought so. She was rewarded with, "It says in the dictionary that several is more than two; and several times several must be more than four."

"A LITTLE learning is a dangerous thing," and yet it is what all must attain before they can arrive at great learning; it is the utmost acquisition of those who know the most, in comparison of what they do not know. The field of science may be compared to an American forest, in which the more trees a man cuts down the greater is the expanse of wood he sees around him.

Selected for the JOURNAL OF EDUCATION.]

### SHAKSPERE.

THE MERCHANT OF VENICE is one of Shakspeare's most perfect works: popular to an extraordinary degree, and calculated to produce the most powerful effect on the stage, and at the same time a wonder of ingenuity and art for the reflecting critic. Shylock, the Jew, is one of the inimitable masterpieces of characterization which are to be found only in Shakspeare. It is easy for both poet and player to exhibit a caricature of national sentiments, modes of speaking, and gestures. Shylock, however, is everything but a common Jew: he possesses a strongly marked and original individuality, and yet we perceive a light touch of Judaism in everything he says or does. In tranquil moments all that is foreign to the European blood and Christian sentiments is less perceptible, but in passion the national stamp comes out more strongly marked. The desire to avenge the wrongs and indignities heaped upon his nation is, after avarice, his strongest spring of action. The letter of the law is his idol; he refuses to lend an ear to the voice of mercy, which from the lips of Portia, speaks him with heavenly eloquence: he insists on rigid and inflexible justice, and at last it recoils on his own head. Thus he becomes a symbol of the general history of his unfortunate nation.

The melancholy and self-sacrificing magnanimity of Antonio is affectingly sublime. Like a princely merchant he is surrounded by a whole train of noble friends. The contrast which this forms to the selfish cruelty of the usurer, Shylock, was necessary to redeem the honor of human nature. The danger which almost to the close of the fourth act hangs over Antonio, and which the imagination is almost afraid to approach, would fill the mind with too painful anxiety, if the poet did not also provide for its recreation and diversion.

This is effected in an especial manner by the scenes at Portia's country-seat which transport the spectator into quite another world. And yet they are closely connected with the main business by the chain of cause and effect: Bassanio's preparations for his courtship are the cause of Antonio's subscribing the dangerous bond; and Portia again, by the counsel and advice of her uncle, a famous lawyer, effects the safety of her lover's friend.

But the relations of the dramatic composition are the while admirably observed in yet another respect.

The trial between Shylock and Antonio is indeed recorded as being a real event, still for all that it must ever remain an unheard of and singular case.

Shakspeare has, therefore, associated with it a love intrigue not less extraordinary, the one is, consequently, rendered natural and probable by means of the other.

A rich, beautiful and clever heiress, who can only be won by solving the riddle—the locked caskets—the foreign princes, who come to try the venture—all this powerfully excites the imagination with the splendour of an olden tale of marvels.

The two scenes, in which, first the Prince of Morocco, in the language of eastern hyperbole, and then the self-conceited Prince of Arragon, make their choice among the caskets, serve merely to raise our curiosity, and give employment to our wits; but on the third, where the two lovers stand trembling before the inevitable choice, which in one moment must unite or separate them forever, Shakspeare has lavished all the charms of feeling, all the magic of poetry.

We share in the rapture of Portia and Bassanio at the fortunate choice: we easily conceive why they are so fond of each other, for they are both most deserving of love.

The judgment scene, with which the fourth act is occupied, is in itself a perfect drama, conce-

trating in itself the interest of the whole. The knot is now untied, and according to common ideas, the curtain ought to drop. But the poet was unwilling to dismiss his audience with the gloomy impressions which Antonio's acquittal effected with so much difficulty and contrary to all expectation, and the condemnation of Shylock, were calculated to leave behind them, he has, therefore, added a fifth act by way of a musical interlude in the piece itself. The episode of Jessica, the fugitive daughter of the Jew, in whom Shakspeare has contrived to throw a veil of sweetness over the national features, and the artifice by which Portia and her companion are enabled to rally their newly-married husbands, supply him with the necessary material. The scene opens with the playful prattling of two lovers in a summer evening, it is followed by soft music, and a rapturous eulogy on this powerful disposer of the human mind and the world; the principal characters then make their appearance, and after a simulated quarrel, which is gracefully maintained, the whole ends with the most exhilarating mirth. — From the Lectures of A. W. Schlegel, on Dramatic Poetry.

[The translator says that the admiration of the English nation for Shakspeare first obtained a truly enlightened interpreter in a critic of Germany. — "E."]

### CONTINUOUS ATTENDANCE

One of the outside problems for the teacher is the securing of the fullest attendance possible on the part of all children of school age. There is something more to do than to teach such as may come. How many persons are there in your district who ought to be in school but are not there? There are legal enactments requiring the inquiry of the director or the president of the board of education and a certain enforced attendance, which is in itself good; but the force of a kindly interest on the part of the teacher, the example of his devotion to all forms of culture, the persuasion of his love, are far stronger and better. As we write this, a friendly visit from one of the best teachers in Kansas develops an incident that illustrates. A boy had quarreled with his teacher so much that neither the authorities nor his parents wanted him in the school. He had been out nearly a year. A few days ago he presented himself, offering his own guarantee of good behaviour. Possibly in his case the working out of his own resolution was best, but the question arises whether an earlier return might not have been secured. This is the case of the "bad" boy. There are hundreds of really trivial causes, however, that keep children at home—larger boys begin to exaggerate the value of present earnings, the temporary lack of books, the feeling that the children are not well enough dressed, the lack of "help" in the house and on the farm, which the children are called on to supply. Gen. Fraser used to denounce the deliberate home calculation of the value of the child's labor as against continuance in school as "fattening on the blood of their children." But much of this tendency to make children bread winners can be overcome by a wise teacher. It is worth trying. It is the teacher's right for education and training as a necessary preparation for life. It is his best field of usefulness, and it will be found that probably three-fourths of the causes of non-attendance can be removed by friendly intervention. — *Western School Journal*.

### LITERARY NOTICES.

ST. NICOLAS, for February, has appeared, freighted with interesting and instructive articles, not only for young people, but for those of maturer years. A brilliantly illustrated and timely sketch, "Among the Gas-wells," will be widely read. Mr. Gladden has a number of valuable thoughts for the rising generation, under the suggestive title, "If I were a boy." A new serial story is begun in this number by Jas. Otis, entitled, "Jenny's boarding house: a story of New York life." "Between sea and sky" is a tale of Icelandic adventure, capitably illustrated. "Effie's Realistic Novel" is a very clever sketch by Alice Wellington Rollins, in which, while telling an amusing story of a little girl who tried to write like Mr. Howells, Mrs.

Rollins manages to convey an excellent idea of the methods and purposes of the modern school of fiction writers. These, with other attractive articles, form a series of sketches, in every line of which there is a fascination for the reader. Published by the Century Publishing Company, New York.

THE SWISS CROSS is a new monthly magazine published by the Science Company, New York, and devoted to the interests of the Agassiz Association. The first number is before us, and the neatness of its get-up and the popular and interesting manner in which natural science subjects are treated point unmistakably to a great circulation and a wide field of usefulness. It is edited by Harlan H. Ballard, President of the Agassiz Association. From its table of contents the following articles are selected to show the scope and purpose of this new periodical: History of the Agassiz Association; Early man in America; Is Botany a suitable study for young men (in which the methods pursued and the study of this science are shown to be excellent for the health of mind and body); water-crystals; merciful scientists (a plea for more humane methods in the prosecution of scientific study and collection); standard time and measures; Professor Newberry on earthquakes; Natural gas; with notes, and clippings, reports of Chapters of the Agassiz Association, pages for children, and other matters of interest. We have taken occasion on another page of the JOURNAL to describe the purposes of the Agassiz Association, of which this magazine is the organ. We wish the new publication every success, and prophesy for it an extended and useful career. Published by the Science Company, 47 Lafayette Square, N. Y.

THE CENTURY for February is just received as we go to press. The variety in the contents of this number is not less noticeable than the geographical distribution of their origin. In subjects and contributors all sections of the country are represented, and appeal is made to many tastes. Politics, biography, travel, fiction of four kinds, art, architecture, astronomy, public questions, war reminiscences, unwritten history, poetry, and humor furnish topics of vital and present interest. The drawings, by Winslow Homer, Pennell, Blum, Kemble, Alexander, the beautifully printed engravings of astronomical subjects (including a novel one of A Flash of Lightning, from a photograph), the reproductions of the newly discovered Roman bronze statues, and the portraits of American statesmen and divines, among them several presidents and Dr. McCosh, Princeton, show no willingness to subordinate the excellence of the pictures to the excellence of the text. Mr. Atkinson's second paper on "The Strength and Weakness of nations," the war series, the department of fiction and poetry are excellent and readable. The "Topics of the Times" include editorial articles on Mr. Atkinson's papers, on "Labor Parties," "The Harvard Celebration," and "The American School at Athens." There is a suggestive open letter on "Indian Education in the South-west," by H. O. Ladd.

During the coming year Science will publish twelve original maps of explorations in different parts of the earth. The maps which this enterprising periodical has published in the past, showing operations in Central Asia, Burmah, Turkey, and exploration in Africa, were of the greatest value to students and general readers, and those promised for this year will be looked forward to with no ordinary interest.

ECLIPSES.—During the year 1887 there will be four eclipses: two of the sun and two of the moon. Of these only one, a partial eclipse of the moon, will be visible here. Those who are up early enough on the morning of February 3rd, if the sky be clear, will behold this phenomenon. The eclipse commences ten minutes before four o'clock and continues until the moon sets.

If teaching were a profession and education a science, and positions permanent and well-paid, educational papers of the right sort would be in constant demand. There would be no necessity of urging their circulation. The very existence of the teacher would depend upon his books and his periodicals. The educational world can only wait and work for a better day. Of its coming there can be no doubt.—*New York School Journal*.

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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. Cotton Underclothing, Flowers, Feathers, Hats, Hat Pins, Baby Linen, Child's Robes, Bibs, English and French Corsets. All orders for Millinery executed in the most Fashionable styles. Silks, Plushes, 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-

brrellas and Sunshades in great variety. Jerseys and Wool Goods. Cloth, Shawls, Furs, 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, Ashachau Mantles and 3/4 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.

ACCORDING to the *English Journal of Education*, the modern Greeks are, in one respect at least, aiming as high as the ancient Greeks: they are beginning to conquer the world—the world, at any rate, of the east—by culture. A correspondent of the *Journal des debats* gives some account, in this connection, of the great advance which higher education in Greece has made of recent years. There are 33 gymnasia in the kingdom, 200 secondary schools, and 1,717 primary schools. These are all public. Among the private educational establishments, the first place must be given to the Society for the higher education of women, in connection with which a lycée for girls was established a few years ago, with a staff of 78 teachers and 1,476 pupils. Greeks send their girls there from all parts of the east. Education is very liberally endowed in Greece; and the sums which Greeks settled in foreign countries send home for this purpose are very large. One result of course, is that the Greeks are almost entirely in possession of the learned professions in Turkey. Illiteracy, too, is rare in the kingdom: in the most out-of-the-way hill countries you will see little scholars reading their Plutarch's 'Lives.'

CHARLES L. BRACE declares that the industrial schools of New York are causing drunkenness to diminish. They take the children of drunken and degraded parents and bring them up to respectable trades.

IN THE Parliament just dissolved, there were two hundred and eleven members, of whom sixty-eight were Liberals, and one hundred and forty-three Liberal-Conservatives. In this new Parliament the North-West Territories will be represented by four members, so that there will be 215 members of the House of Commons—from Nova Scotia 21, New Brunswick 16, Prince Edward Island 6, Quebec 65, Ontario 92, Manitoba 5, British Columbia 6, and the North-West Territories 4. In the old Parliament there were 69 lawyers.

TEACHERS' BUREAU.

WANTED—a school. The applicant a 2nd class male teacher, of considerable experience, who expects to obtain a 1st class license in the December examination. References given. Apply to H. F., in care of editor "JOURNAL OF EDUCATION," St. John, N. B.

WANTED.—For School District No. 1, Grand Manan, N. B., a second class male or first class female teacher, to take charge of intermediate department next term. None but experienced teachers with good references need apply.

Address EDMUND DAGGETT,  
Sec. to Trustees, District No. 1,  
Grand Manan,  
Grand Manan, N. B.,  
December 18th, 1890.

It is not so much what is taught in the school room as how it is taught, that determines the success of the teacher. No two teachers impart the same amount of instruction in teaching the same subject. The success of the school depends more upon the teacher than anything else. It matters not how well the school may be graded, or how faultless the text-books used, if the teacher is not in earnest no good can be accomplished. No use to talk about school houses—we need better houses—in fact we must have better houses, but let us have better teachers. A good teacher will succeed under almost any circumstances, while a poor teacher cannot succeed anywhere.—E.

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## EDELWEISS.

Take, dear lady, take those flowers,  
Children born of sun and showers.  
Summer sun and winter snow  
Crushed the rock from which they grow;  
Strength of immemorial chalk  
Fed the fibres of their stalk;  
Lightning, hurricane and storm  
Shaped their pliancy of form;  
Gleam and gloom with varying sway  
Stained their petals ashen grey,  
Which, like loving hearts, enfold  
In the midst one spot of gold;  
Fearless head and steady foot  
Tracked the cradle of their root,  
Now a link in friendship's chain  
From the mountain to the main.  
Nurseries of the central sea,  
Each as fast I gave to thee,  
Lull the set sea, charm the eye,  
Bloom and wither, breathe and die;  
These, by steady process made,  
Shewy graders, slowly fade,  
And they bring where'er they fare  
Just a whiff of Alpine air.  
Lady, take these simple flowers,  
Emblem meet of sun and showers.

—Oscar Browning, in Macmillan's.

## INEQUALITY OF THE SEXES.

There are some well-informed but misguided men who think that man's intellect is superior to woman's. This appears to have been the contention of some unfortunate gentlemen at a certain meeting of the Ottawa Teachers' Association. One argued that, from his own experience as an educator, girls up to a certain limit were the equals of boys, beyond that limit they did not attempt to compete with boys. He acknowledged that there were exceptions to the rule, and named Miss Watson as an eminent mathematician. But another "lord of creation," also a mathematician, would not even admit the exception, and declared Miss Watson's work "erroneous and unsatisfactory." These estimable gentlemen appear to have considered their position unassailable. But a Nemesis was on their path. At a later meeting of the Association, Miss S. Stewart took up the cudgels in behalf of her injured sex, and demolishes the "lords" in a style that will provoke the verdict—served them right. We quote from her address, which appears in the *Canada Educational Monthly*.

\* \* \* Miss Watson died at the early age of 22 years. Under the circumstances, I think it was the wisest course she could pursue. Should any young lady present be turning her ambitious eyes towards the field of mathematics, I trust Miss Watson's unfortunate career will constrain her to desist. You ask, then, ladies and gentlemen, do I consider the intellect of woman equal to that of man? I go one step farther, and say I consider it to be superior. With your kind permission, I will present the subject in a thoroughly practical manner. Place a man and a woman in equally trying circumstances; say, for instance, that Johnnie demands a story, baby is fractious and must be amused, and there are twenty-four yards of bias ruffling to be cut out at one and the same time; and I am willing to allow your representative man to be the most thoroughly conscientious Christian man you can find, while any average woman will do to represent the other side. Who do you suppose will pass the afternoon with the greatest serenity of mind, and cut out the bias frills with mathematical accuracy? I leave the answer to this conundrum to the attentive listener. If you say the man has had no previous practice in cutting out bias frills, why I would not be unkind; I am willing to allow him to substitute the putting up of a stove for the frills. Take the simple operation of putting up a stove alone, and even with his wife's superintendence, direction and help, I would like to see the man who would maintain throughout an affable and polite demeanour. In the words of Betsy Prig, the friend and partner of Dickens' illustrious character, the immortal Snarey Gamp, I would simply say, "I don't believe there aint no sich." Again I maintain that in debate, woman is superior to man. Listen to an argument between a man and his wife, as to whose fault it was that the coal fire went out in the night. The clear, true and forcible manner in which the woman puts forward her side of the question will at once convince you of this fact. \* \* \* From a business point of view also, I think it must be admitted that woman takes precedence of man: Send a man

to match a skein of embroidery-silk or to buy baby a dress, what will be the result? In nine cases out of ten the embroidery-silk will be of the wrong shade, and baby's dress will be of a colour and texture that would please the eye of a wild Indian, and sufficient to clothe an elephant. When reasoned on the folly and wickedness of such conduct, he will, in all probability, reply, "Well, you should have gone for it yourself."

A woman can follow up a train of thought more clearly than can a man. It is raining heavily, and the new silk umbrella which Mrs. Jones has never had out but once is lost. Whose fault is it? Mr. Jones will try, but his efforts will be futile, to throw the blame on his wife.

Mrs. Jones will systematically, step by step, follow up that umbrella till she proves, and that conclusively, that Mr. Jones, deliberately, in cold blood, and with malice aforethought, loaned that good umbrella when his wife was on a visit to her mother. It will be shown, as a side issue, that this course of conduct, will, if persisted in, land himself and his family in destitution and penury. The character of ladies' associations is of a higher tone than those of men, though some men try to detract from the elevated nature of the proceedings, by making the assertion that sewing societies and meetings of a similar kind, which ladies delight to frequent, are but schools of scandal. It may be that a great deal of valuable information is disseminated at these laudable institutions; but, for pure unadulterated scandal, you must enter the arena of politics which men have so far monopolized. The character, history and private affairs of not only every possible candidate for parliamentary honours, but that of all his wife's relations, are freely discussed and commented upon. If we read the leading organs of both political parties, and credit the state of things which they represent, we will be forced to the conclusion that in our legislative halls we have not one disinterested statesman, not one patriot, not one honest man. If this state of things be true, does it not seem strange that men should take pleasure in publishing their own shame, and, if it be not true, it is not equally strange, that men, for such paltry considerations as office and emoluments should be willing to sully the honour of their country?

Macaulay tells us of a time in the "brave days of old"

When done was for a party, but all were for the state

That time has passed, and now we have the reverse of the picture—"Grit is to a Tory more hateful than a foe," and *vice versa*. Every man is for his party, and the state must take care of herself. If Diogenes could reappear upon the scene, to resume his fruitless quest of yore, and, if he have gained wisdom in the meantime, which it is to be sincerely hoped he has, he will seek for, and find honesty and integrity of mind; not in the ranks of men, but in a different quarter. A gentle and cultured young lady, upon being questioned by her father as to her feeling towards an aspirant for her hand, said: "No, papa, I do not wish to marry yet; what I want is a husband with lofty ideals, noble aspirations, one who will eschew all the vanities and frivolities of life, and strive to make his existence as a beautiful song." Her father looked thoughtfully into the fire for a few moments, then, with tears in his eyes, and in a tone of deep depression, remarked, "My daughter, you are but a stranger here, your place is in a better world than this." It matters not how much a woman may have at stake in the country, how ardently she may desire to see rights maintained, to see wrongs redressed—she may be intelligent, cultured, refined—all this counts for nothing in this land in which the highest ruler is a woman whose administrative abilities have been unquestioned: a man may be ignorant, uneducated, illiterate—able only to make his mark upon the ballot paper—his vote to him merely a merchantable piece of property, but he is a man, he must have a voice in the councils of the people.

If ever the time comes when politicians are single minded and sincere, when lawyers are truthful and honest, when ministers preach sermons only twenty minutes long, and when women have a vote, then, I think we may safely say that the millennium is close at hand.

How many of your pupils are able to sit down and write a business letter in correct form? This is something that they will all be called upon to do in after life and if you do not teach them in the schools it is certain that many of them will never be taught. There is pedagogical truth in that saying of Garfield's that the student should first study what he most needs to know, and that the order of his needs should be the order of his work.

## QUESTION DEPARTMENT.

(1) Would you kindly acquaint me with the name of some good book containing simple outlines for oral lessons? (2) Also, one treating of the sounds of letters, and word-building from sounds, and where I can obtain such books?

(1) There are many such works as you ask for, and his 's and models are to be found in almost every standard work on Pedagogy. Perhaps the best for your purpose would be "Object Teaching and Method for Primary Schools," published by Thomas Laurie, 12 Stationer's Hall Court, Ludgate Hill, London, E. C. Price 12s. The Kensington books, I. to VI. are also excellent, and have the merit of cheapness, costing from 4d to 1s. each; same publisher. Maxwell's Primary Lessons in language and composition, and Barnes' short studies in English are excellent works. They may be had of A. S. Barnes & Co., Publishers, New York. Price for examination 30 cents, and 60 cents.

(1) What is the object of lettering those three propositions in Smith's Geometry Book I. instead of numbering them? Why is the next one again numbered IX.? (2) What books would you think should be the first to be procured for a school library? A. F. P.

(1) Look at the Preface  
(2) Books of reference, such as a dictionary and gazetteer; then books of travel, discovery; illustrated works or natural history are next in importance. We cannot undertake to specify particular books. Write to J. & A. McMillan, St. John, A. S. Barnes & Co., New York, and other publishers for their catalogues, from which selections may be made.

(1) What trees incline toward the north and the reason therefore, and (2) Napoleon Bonaparte was made Emperor of the French in 1804. Please distinguish between "Emperor of the French" and "Emperor of France."

SARAH AUDE.

(1.) We do not know of any particular trees that point to the north. The tamarac and possibly other tall slender trees incline in the direction towards which prevalent winds blow. At least, this is the result of our observation. (2) Both Napoleon I. and Napoleon III had the title "Emperor of the French," the former having his title from the French Senate, sanctioned by the acclamations of the people, the latter by a plebiscite or popular vote. Napoleon III., by a *coup d'état*, overthrew the constitutional government of France. The former secured himself by his splendid military achievements; the latter, in 1852, appealed to the people, 8,000,000 voting for him, a quarter of a million only dissenting. "Emperor of France" would be the title of an hereditary ruler coming to the throne in his own right—such as the Emperor of Germany, and others.

To those who have opportunities of culture placed within their reach, these are the instruments of the divine discipline: "It is a part of discipline to put large opportunities in men's hands, and to leave it to themselves whether they will use or neglect them. There shall be no coercion to make us turn them to account. Occasions of learning and self-improvement come, stay with us for a while and then pass, and the wheels of time shall not be reversed to bring them back, once they are gone. If we neglect them we shall be permanent losers for this life—we cannot say how much we may be losers hereafter. But if we do what we can to use them while they are granted, we shall have learned our lesson of the heavenly discipline, and shall be, we may hope, better prepared for the others, whether of action or endurance, which are yet to come."

"There are in this loud storming tide,  
Of human care and crime,  
With whom the melodies abide  
Of the everlasting chime;  
Who carry music in their heart  
Through dusky lane and wrangling mart,  
Dying their daily task with busier feet,  
Because their secret souls a holy strain repeat."  
—Kelle.

"The longer I live the more I am certain that the great difference between men, between the feeble and the powerful, the great and the insignificant, is energy, invincible determination, a purpose once fixed, and then death or victory. That quality will do anything that can be done in this world; and no talents, no circumstances, no opportunities, will make a two-legged creature a man without it."—Sir Fitzell Burton.

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