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# THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. 1.

SAINT JOHN, N. B., SEPTEMBER 16, 1886.

No. 8.

**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., - - - - - Editor  
WM. S. CARTER, A. M., - - - - - ASSOCIATE EDITORAll remittances should be sent in a registered letter,  
addressed "JOURNAL OF EDUCATION, St. John, N. B."**ARBOR DAY.**

Nothing should be left undone to have an Arbor Day appointed for the spring of 1887, and to take measures to have it generally observed in the schools of the Province. At the Carleton County Teachers' Institute, which meets to-day, reports are to be read from the schools that observed an Arbor Day last year. These reports will show what has already been done in ornamenting school grounds. And the enthusiasm with which the work was entered upon in many districts in Carleton, York and Charlotte, is most encouraging to those who planned and aided in carrying out so excellent a work. The success they met with will stimulate others to do likewise.

A contributor in another column gives some valuable suggestions on decorating school grounds, and these, we hope, will be followed by others from the same pen. It is the first step that costs, but if the inertia be once removed and an interest developed in this matter of ornamenting school grounds, we feel sure that the results will be satisfactory in many ways. Not only will the children take more interest in the schools, but teachers will find that it can be made a powerful means of securing better discipline if they and their scholars can have something in which they may be mutually interested during play hours. Many an obstreperous pupil has been reduced to docility by getting him interested in some pleasant task, which will serve as a channel for diverting and turning to good account the mischief which must seek an outlet. Many useful hints on the propagation of plants, how to preserve them, how to guard them against the ravages of insects, what soils are best suited for certain plants, what uses they are put to—with many other facts that can be taught better by practice than theory, point out that the ornamentation of school buildings and grounds is no mean factor in an educational course.

Preparations for an Arbor Day next year should not be left until spring. They may begin now. School grounds may be levelled off, stones and unrightly objects removed, good trees selected and marked while the foliage is still upon them, and if a few be planted this fall it will serve as an earnest for the fuller accomplishment next spring, and keep up in the minds of children a livelier anticipation of Arbor Day.

The entire length of railroads of the world, up to the end of 1884, as recently published by the Prussian minister of public works, was 291,000 miles, an increase of twenty-seven per cent., or over sixty thousand miles, during the preceding five years. Of the entire length, very nearly one-half is that of the American railroads, mainly in the United States.

**ORNAMENTING SCHOOL GROUNDS**

There are, no doubt, many country school-houses set down on a little patch of cleared ground by the side of the public road, neat little buildings enough, but looking utterly desolate to an artistic eye, because of the neglect of their surroundings. Now I do not advocate calling in a landscape gardener or a tree agent, these are all very well in their way, but let us see what can be done by the exercise of a little taste and the expenditure of a little time and trouble.

One of these bright autumn days, just before school is dismissed, let the teacher ask the boys and girls to bring some roots of vines or shrubs when they come to school to-morrow. We will say that out of twenty scholars only five will take any interest in the matter, but let not the teacher be discouraged. The main thing is to make a beginning. The interest will soon grow, and by next year you will find the children eager to carry the improvements still further. Next day at recess let one of the boys borrow a spade from the nearest neighbour and let those most interested plant the vines under the windows and near the door, each undertaking to take charge of his or her plant. In this way the work will not be too much for any one to attend to, and the teacher's care will be to see that they are not neglected.

A few words on the subject of the most desirable plants might not be amiss.

If any one in the vicinity has a Virginia creeper, she will be willing to spare a few slips in such a good cause, and these have only to be set in the ground and watered a few times and you will be surprised at the rapidity with which they grow when once established. In the neighbourhood of Fredericton and St. Stephen the beautiful *Clematis Verticillaris* is found, and more abundantly throughout the province the *Clematis Virginiana*, both of which are pretty creepers. Hops are not difficult to obtain and are of very luxuriant growth. Though it is best to have perennial plants, still some pretty annuals are not to be despised, such as canary creeper, nasturtium, and others. We have now adorned the outer walls of the school-house, what else shall we do?

To attempt too much will not be wise. It is best to "make haste slowly" and do well what we undertake. An oval bed each side of the door would be enough to begin with, unless the children are very enthusiastic, and they will do so if the teacher is enthusiastic and goes the right way to work. An oval bed is prettier than a square one or a straight border against the house, and has the advantage of being easy of access from all points for weeding and watering. It would be well to arouse in the children a spirit of generous emulation in reference to "stocking" the garden. Some can bring slips of geranium, etc., from home, some will bring a few cents to buy seed. You can do very well with one packet of pansy and one packet of mignonette, costing five cents each; others may search the woods and bring roots of our native wild flowers, which are lovely, and many of them improve greatly under cultivation.

If every day at recess a little care is bestowed upon these few flower beds, they will soon become the source of a great deal of pleasure without interfering with home or school duties.

One point more and I have done. Having made and planted the flower beds, you will need some protection against that enemy of gardens—the cow. A wire fence is the best, but a cheap rustic fence can easily be made. Stakes of spruce or cedar

driven into the ground about six feet apart, connected with small poles with the bark left on, and cross pieces at intervals.

The above hints have been given merely to show what can be done as a beginning, but I hope others will improve on these suggestions and carry them out more fully. It is impossible to over estimate the refining influence which the love of flowers exercises upon the youthful mind, especially when aided and directed by a teacher who has an intelligent appreciation of the beauties of nature. I know of no purer source of pleasure to old and young alike, than is experienced in watching the growth of plants and seeds upon which they have expended care (for we lose much if we leave our work to a gardener); it excites the curiosity and cultivates the taste of the children, and the teacher, weary with mental toil, derives, like Anteus, fresh benefit from every contact with mother earth.

As we pull up the weeds, we think how we will eradicate the weeds of idleness, ill-humour, etc., from the hearts of our pupils. As we train the plants, we shall think how all good and pure affections shall live and grow in them, and in the painful, but necessary, pruning, we shall see another analogy which our great Teacher has brought out for us—Every branch that beareth fruit He purgeth it, that it may bring forth more fruit. If we make our pupils sharers in these thoughts who can tell what the result may be?

I do not speak thus from mere theory. This plan has been carried out with success in the family of the writer, and boys and girls alike have received many a lesson which I am fain to believe was sown in good ground, that is, virgin soil, to bring forth fruit a hundred fold. If, as Dean Swift says, "he is a public benefactor who causes two blades of grass to grow where before there was only one," what must he be who "makes the wilderness like Eden, causes the desert to blossom like a rose," and plants a love of the beautiful in the hearts of those who in a few years will occupy our places on the stage of life.

I will conclude with a simple little poem by Wordsworth, with which probably all your readers are not familiar.

Who fancied what a pretty sight  
This rock would be, if edged around  
With living snow-drops, circlet bright,  
So glorious to this orchard ground;  
Who loved this little mound, and set  
Upon its brow this coronet?

Was it the fancy of a child,  
Or rather of some village maid  
Whose brow, the day that she was styled  
The shepherd queen, were thus arrayed;  
Of man mature, or matron sage;  
Or old man toying with his age?

I asked, 'twas answered, the device  
To each and all might well belong,  
It is the spirit of Paradise  
That prompts such work, a spirit strong  
That gives to each the self-same bent,  
Where life is wise and innocent.

St. John, N. B., Sept. 13.

*La graphologie*, a French journal, describes a new method of reading character, known as "scarpology." It consists in a study of the heels and soles of shoes. If these are worn down evenly, the wearer is a good business man, energetic and quick in decision; if the outer side is worn more than the inner he is of an adventurous turn of mind. Weakness of character is indicated by a heel and sole worn most on the inner side.

## SELF CULTURE.

BY J. A. LAMBE.

Read before N. W. Brown's Arbor Day entertainment, May 24, 1886, at Forest City, N. B.

\* \* \* I have chosen for my theme to-day, "Self Culture."

Remember little is gained by coming to this place at this time, or from day to day, as pupils, and having the mind wrought upon by any teacher, unless we are roused to act upon ourselves, and make what we hear part and parcel of ourselves.

"I asept and dreamed that life was beauty,  
And woke and found that life was duty."

Self culture is no dream, but something possible. You *must* believe this, else all the teachers may talk, the public speakers may declaim, and you will listen with but small profit.

Two powers each one of you possess that makes it possible to educate yourselves—self-searching and self-forming power. By self-searching, or looking within, we find out what the mind is capable of bearing, whether it be suffering or joy—that is, we can, by this power of ours, not only know what we are, but what we may become, and this is the power that mainly distinguishes us from the brute.

Yet a still higher power is in the grasp of each of us—the power of acting upon and forming ourselves—and we, because of this power, become responsible beings, and because of it (it doesn't matter what or where we are now), with this power we can conquer a better lot, and if we have advanced but little be even the happier because of starting from so low a round in the ladder.

It is an easy task, then, to unfold the idea of self culture to boys and girls, men and women, having the intelligence of those before me. To cultivate anything, be it plant, animal or mind, is to make it grow, and nothing can be cultured except it have life, be, then, who does what he can to unfold his powers, and especially the nobler ones, practises self culture.

In unfolding my subject I shall deal with it, first, in its moral aspect. When we study ourselves, or look within, we find two principles, orders of action,—appetite and passion on the one hand, tending to selfishness, and on the other a principle, having regard to the rights of others, and this voice or principle must be obeyed, cost what it may. Is this statement too strong? Dare one of you deny that there springs up within you this voice, this idea of justice, in opposition to selfishness, whenever placed in circumstances to call it forth? There are but few, if any, here too young to know the meaning of this idea. You may not call it by the same name; one may call it reason, another conscience, and a third the moral sense, never mind the name, bear in mind it is a real faculty in each one of us, and my young friends, and my older friends, do not fail to cultivate it beyond, make it grow, for on the growth of this depends all others.

Think you passion is stronger than the moral sense? Truly it may speak louder, but its voice is widely different from the tone of authority used by reason, and even when the bad triumphs, as it oftentimes does, still are you rebuked by this moral principle, and I would have you see clearly these two great faculties, the selfish and unselfish. Depress selfishness, keep it down, stunt its growth, but expand and culture in every way, even to the enthronement of this idea, of a sense of duty within us. And don't forget that most of our studies are limited—end at some stated point—to this there is no limit.

We will next pass to the consideration of the intellectual faculty. None of you are in danger of forgetting this, for 'tis by the mind that we gain much of the success in life. And we hear you speak of a man's improving himself; the thought uppermost in your mind is,—he is studying to gain knowledge; that we look upon it as solely training the mind; so we build school-houses and colleges for this purpose, often drowning out moral principle by its exclusion.

No one venerates more than I the intellect. But it should never be lifted above moral principle. And I think you will agree with me when I say that reading and study are not enough to make perfect our power of thought. Why is it not enough? do you ask. Because in order to the full development of my nature, and the making my nature perfect, is the primo reason for my existence: I *must* follow truth, let it lead me where it will, no matter how it bears on myself. It is for lack of this that some men of great minds hold to great errors, and teach them, and seek even to throw down the principles of virtue and hope. And with this disinterested faculty, men of moderate powers have come up to greatness of thought; and many of you, no doubt, have noticed that some of our most successful teachers owe that success not so much to natural greatness as to their adherence to truth, their readiness to live and die for truth. Education, then, may, and in many cases does, become a power without moral principle to guide it. Perhaps I can best have you understand this truth by illustration: I have watched with much interest the building of our new steamboat, taken notice of the work on hull, the boiler, the engine, the new method of propulsion. And I find the old well-known power in steam, when confined in the boiler, yet this is simply force without a guiding hand, the pipes carrying this force to the engine, there to perform its important work. Thus is it with education without moral principle, a blind force, as likely to do injury as good. Most of us are apt to think that education consists in getting information, in adding one piece of knowledge to another, and the sum of it all is education. Now, important as this is, it is far from being all. What we wish is not so much an accumulation of facts, as a power to turn these upon the actual life of man. In other words, the force to live beneath effects two causes. Each of you must have noticed in men around you, and even here among your school-mates, two classes of minds, one busy with the details, looking at and after all the little things and affairs, and being satisfied with this; another using these facts as stepping stones to broader and higher truths. All men for ages had seen wood, stone and metals fall to the ground. Newton, standing on these facts, gave us a law, controlling all outward creation. You frequently hear one talking of particular acts of a neighbor, another will look beyond the act to the principle prompting the act, and thus gets a larger view of humanity.

I might go on and speak of this self-culture as regards the religious faculty, which is really an in-born quality in humanity, of which every one must acknowledge the truth. To sound the depth and breadth and height of this would require more time than is allowed me here, and a more fitting opportunity than this, which may one day be my privilege. I might dwell on the sense of beauty, and strive to awake you to its wonders. I might call your attention to the cultivation of the faculty of utterance, and ask you to cultivate this as being one of the essentials to a perfecting of yourself; and I will say, that the neglect of cultivating this power of utterance oftentimes makes men and women of deep and weighty thought appear as ciphers, for lack of the power to tell it in fitting language, for all will acknowledge that we can understand ourselves better and thought will grow clearer, because of trying to make others understand it, and we find in all schools the study of grammar and language pursued.

You see from all I have said that I do not look on man as a machine to be kept going by outside influence, do a certain amount of labor, and go through a certain round of motions then fall to pieces at death, but as an immortal being; and hence all true culture is immortal. Mayhap some of my hearers think that it is no use to educate beyond the amount required for the work you propose to do in life. Now I think, and would have you think the same, that you should be educated because you are men and women—boys and girls,—and not because you are going to make leather from hides, sell goods, or drive a team; and this very culture that I am advocating would enable you to tan intelligently, sell goods honestly, and drive a team carefully.

I have now shown you as clearly as I may in so short a time what I mean by culture. Now you would like to know the means by which to attain it. The first I would name is a firm, unmistakable belief in its possibility. Second, experience and observation. Good books read and digested, newspapers, magazines, and other publications sagaciously selected, these latter being helps to observation and experience. Controlling appetite, and especially let me urge in this connection the abstinence from use of spirituous liquors. Intercourse with superior minds, both in the community in which you live and wise selection of books. Other means for culture I might name, but I trust that these will suggest to your mind many others. Let me in conclusion say, you are not made what you are, simply to toll, eat, drink, and sleep. You have many deficiencies to remedy, and your usefulness lies in the faithful education of yourselves, and thus make yourselves worthy the free institutions and Province in which you live.

## HOW AND WHAT TO READ.

"The art of right reading," says Mr. Frederick Harrison, "is as long and difficult as the art of right living. It needs a strong character and a resolute system of reading to keep the head cool in the storm of literature around us."

Much has been written of late concerning the best books to read. "The deluge of advice in this matter," says the *Westminster Review* for July, "began in November last by Lord Iddlesleigh's desultory course delivered at the Edinburgh University."

But Sir John Lubbock's list of "The Best Hundred Books," published in the *Contemporary Review* for December, has attracted the most attention, and called forth the greatest amount of criticism.

The editor of the *Pall Mall Gazette*, desirous of obtaining other opinions on the subject, submitted Sir John Lubbock's list to different men whose ideas he considered valuable. The result is very interesting, and the "great difference of opinion as to the best books was surprising, even to Sir John himself." Some of the best authorities exclude many books contained in Sir John's list; and of the nine other lists sent to the *Pall Mall Gazette* there is not one which occurs on every list. This difference of opinion among educated people, would leave us to agree with the conclusion of Professor J. S. Blackie as quoted by the *Westminster*: "No man, it appears to me," says Professor Blackie, "can tell another what he ought to read. A man's reading to be of any value must depend on his power of assimilation, and that again depends on his tendencies, his capacities, his surroundings and his opportunities."

Mr. Ruskin, who hurls anathemas against several of the generally accepted authors, yet makes the wise remark that he is consternated at "the idea that any well conducted mortal life could find leisure enough to read one hundred books."

It is well, no doubt, to have the best thinkers of the world point out for the new generation what are really the best books of all literature, but the great divergence of opinion goes to prove that the vast field of literature contains what is valuable for each individual and that each will choose what his natural tastes and the quality of his education fit him to assimilate. And individualism should be encouraged in this as in all other departments of life. The aim of education should be to put the growing mind in full possession of what powers it may possess with as wide liberty of choice in all things as possible. The question with us all should be rather how to read than what to read. Almost any book of merit read in an attentive and studious manner will stimulate thought in the reader, which is the best result of all reading. And once the habit of thinking for one's self, even when reading the thoughts of another, is really formed, it almost naturally follows that the quality of the reading will improve and the reader will inevitably find that he has unconsciously acquired a taste and inclination for the best books without the stimulus of lists supplied by others.

Of all the opinions as to the choice of books quoted by the *Westminster Review* none seems better suited for the young or those who are the educators of the young than the advice of Carlyle given to the students of Edinburgh University: "Learn to be good readers," said the great scolder, "which is, perhaps, a more difficult thing than you imagine. Learn to be discriminative in your reading—to read all kinds of things that you have an interest in, and that you find to be really fit for what you are engaged in." With regard to what is called desultory reading, there is often more system in it than at first appears. "The word desultory," says Lord Iddlesleigh, "is of Latin parentage, and it was applied by the Romans to describe the equestrian jumping; actively from one steed to another in the circus, or even, as was the case with the Numidians, from one charger to another in the midst of battle. That certainly was no idle totering. It was energetic activity, calculated to keep the mind and body very much alive indeed. That should be the spirit of the desultory reader. His must be no mere fingerling of books with no thought how they can be turned to account."

To very many people not specially gifted in any one direction the interest in knowledge is general and they may seem to be pursuing an entirely desultory course of reading, surrounding themselves with numerous books from which they get a diversity of opinion perhaps on varying subjects—but which, nevertheless, eventually may be interwoven into such a variety of knowledge as to surprise even the reader himself. With speciallists, it must, of course, be different. Their course of reading and choice of books has really been determined for them by dame nature herself. And yet education can do much in teaching the young to be thorough in this matter as in all others, and to those whose inclination leads them to a mixed rather than a special kind of knowledge the opinion of Dr. Arnold, as quoted by Lord Iddlesleigh, will be of value:

"Keep your field of men and things extensive," says Dr. Arnold, "and depend upon it that a mixed knowledge is not a superficial one. As far as it goes, the views that it gives are true, but he who has read deeply one class of writers alone, gets views which are almost sure to be perverted and which are not only narrow but false. Adjust your proposed amount of reading to your time and inclination. This is perfectly clear to any man; but, whether the amount be large or small, let it be varied in its kind, and widely varied. If I have a confident opinion on any one point connected with the improvement of the human mind it is this."

We are cautioned by many to distrust the latest books, to cling to the old writers whose worth has been proved and whose merit cannot be rivalled. But is there not a sense in which the latest book may be of more value than all that have preceded it? Are we not to believe in the progress of the human mind? There are books which seem to include all that has been said upon their subject—adding thereto the deeper insight of the later writer who has profited by "all the good the past has had" and can, therefore, lead us a step further by reason of his greater knowledge. Such a book, for instance, is Mr. John Fiske's "Idea of God," which reveals to us the whole development of this idea as brought out by the different nations from the childhood of the race. And this book, if read carefully, will lead the reader into a vast field of enquiry, with which the author himself must be familiar in order to produce what seems an easily written treatise upon this great subject. And so the latest fiction may have more interest for us at times than the ancient since the follies and weakness which it exposes are more immediately interesting than the more remote ones of antiquity. But in all our reading if our aim is to gain knowledge, the choice of books will be a matter safely left in the hands of the individual.

Patience in this as in all matters, will finally lead to satisfactory results, if we pursue each subject that claims our attention until we have obtained some reasonable understanding of it. F.

St. John, Sept. 13.

### UNSEEN LESSONS.

The teacher, in the exercise of his office, is constantly parading before his pupils, facts, appearances, habits, methods of thought, and styles of action which are assimilated by his hearers. Each one is involuntary or unconsciously laid away in some mysterious hiding place, each one helps in the formation of character, and all combined unite in thus affecting the happiness and well-being of the coming man.

The fact exists, unquestioned and unchallenged, that unseen lessons are constantly given by every teacher, the exercises therein are constantly made, and the averages properly recorded for the inspection of all.

The justice and equity, the truthfulness, and frankness, the fidelity to promises made, the trustworthiness exemplified in the everyday work of the teacher in his intercourse with parents, trustees and pupils, leave an impress upon the easily affected minds of the pupils, which, deepening day by day, with each recurring word or fact, becomes at last rooted and fixed, with a strength and power that years of effort cannot remove. So, these unseen influences mould the character for good or for evil; so these wavering uncertain feet, are placed in paths which lead to ban or blessing.

On the other hand, your habitual shortcomings will in like manner be presented in the after life of the pupil. Do you act as though your public duty was a certain, indefinable something which can be put on or off at pleasure, or for which you are paid a certain sum per diem or otherwise? Do you slice off ten or fifteen minutes at each or either end of your day's work and then vainly suppose that the public-spirited citizens who are now your pupils will not do the same? Do you take a day or days for pleasuring, receive pay for the day so taken and the duty so unperformed, and then do you think that the men and women who now sit at your feet, will consider public duty a public trust? Do you do insincere, superficial work, where you know the prying eyes of investigation come next, and then blame your pupils for similar actions under similar circumstances? Do you use slang or uncouth expressions while professing to teach a "pure well of English undefiled," and then expect a product of refinement and culture?—*Philadelphia Teacher.*

### HINTS ON SCHOOL MANAGEMENT.

The tendency of young teachers is to give almost entire attention to those children who are naturally bright and attentive, passing over those who seem dreamy or uninteresting, hoping that they will come around all right in the course of time. Such hope is vain. Unless efforts are made to cultivate habits of attention in all from the first, the teacher finds, at the end of a month or two, perhaps one-half her school far in advance of the others. What shall she do? She cannot begin over again on account of the bright ones; she cannot go on allowing the others to fall still further behind. Thus the inexperienced teacher finds herself in deep water and altogether discouraged.

The old maxim, "Haste makes waste," is eminently true in low-grade work. By teaching slowly it does not mean that a teacher is to weary her pupil day after day with the same old lesson until every child knows it. That would be worse than useless. An ingenious teacher is constantly inventing new methods for presenting old subjects. After the traditional "cat on a mat" has done service, banish him. There are numerous pictures of cats with balls, cats and rats, cats with milk, etc., to interest children and hold their attention until the form of a word is fairly fixed in their minds.

A mistake frequently made is in dwelling too long at a time upon a subject when it might better be given in several shorter lessons. Little folks fresh from the nursery are not used to keeping at one thing very long. They soon tire if compelled to sit in one position any length of time. The natural activity of childhood should be kept in mind, and simple gymnastic exercises frequently given during

lessons. Five minutes of rapid, energetic work is worth more to a child than a whole day spent in a lazy, bungling, half attentive manner. In schools where long lessons are given, even though well planned, it is impossible to hold the attention of the class. Children will get restless and out of order, and the teacher is likely to become worried and impatient, making everything a dismal failure.

Sacchini says, "Instruction will always be best when it is pleasant." "That which enters into willing ears, the mind, as it were, runs to welcome, seizes with avidity, carefully stores away and faithfully preserves." Little folks are quick to appreciate a teacher who has the faculty of making things run smoothly. There is a pleasure in being held to work gently but firmly.

The children like to feel when school is over that they deserve their play. They hasten home with light hearts, and with great respect for themselves, the school, and its teacher.—*New England Journal of Education.*

### COURSE IN ENGLISH.

\*\*\* But the feature in the curriculum of the University of New Brunswick chiefly deserving of comment is the course of study in the department of English. This subject is compulsory during the whole four years, except in the case of those talking honors in other subjects. In the first year there was laid down three plays of Shakespeare, poems from Burns, Cowper, Southey, Scott, Coleridge, Lamb, Moore, Hood (taken from Palgrave), Tennyson's "Aylmer's Field," "Enoch Arden," "Guinevere," "Rizpah," Rossetti, "The King's Tragedy," one of Scott's novels and one of George Eliot's, four of Macaulay's essays, two essays of Matthew Arnold, two from Ruskin, with some of Cobbett's English grammar, part of Brooke's primer and a part of Green's "English People."

As is a variegated list—perhaps too variegated. Lamb, Moore, George Eliot, Hood, Rossetti, even Tennyson might, one would think, be left for individual reading and not occupy the time which might more profitably be spent on a careful and critical study of Shakespeare, Milton, Wordsworth, and those who have been placed by posterity in the first and second ranks of Englishmen of letters. Nevertheless this English course is a broad and a liberal one. An error in broadness is perhaps better than one in the opposite direction. It is a sin of commission rather than of omission, and in time to come perhaps by means of this very broadness the University of New Brunswick may become conspicuous among the sister universities as one devoting her energies chiefly to the mother tongue. Despite the true significance of the term, it is difficult for any university to be famous in all departments of learning. It is well that each should strive to shine in some one branch. The goal of New Brunswick seems to be English.—*Educational Weekly, Toronto.*

MATTHEW ARNOLD, in a recent address, said, "In America, in the colonies, and finally, in our own country, also, the tendency will rather be, it seems to me, to strengthen and enlarge, more or less, the instruction given in the schools which we call elementary, schools for the mass of the community,—to say that that instruction, indeed, is indispensable for every citizen, that this is all the instruction which is strictly necessary, and that whoever wants more instruction than this must get it at his own expense as he can. Under these circumstances, the future of high culture and high studies must depend most upon the love of individuals for them and the faith of individuals in them. Perhaps this has always been their best support, and it is a support which, happily for mankind, will, I believe, never fail. In communities where there are no endowments these will be the only support of high studies and fine culture. But human nature is weak, and I prefer, I confess, that these supports, however strong and staunch they may be, of high studies and fine culture should not have the whole weight thrown upon them, should not be the only supports. Here is the great advantage of endowments, and public foundations fix and fortify our profession of faith toward high studies and serious culture.

## New Brunswick Journal of Education.

SAINT JOHN, N. B., SEPTEMBER 16, 1886

## CHAT WITH CORRESPONDENTS.

"I. L. I." writes as follows: "I have no doubt that all the teachers of this Province will join hands in supporting the JOURNAL and assuring its prosperity." Remittance of one dollar received all right.

"A. K. P." We are much obliged to you for the information furnished. There is no charge for the insertion of questions in the JOURNAL.

A RESTIGOUCHER TEACHER writes: "I like the JOURNAL very much, and think it is going to be a great help to teachers. I have received much benefit from it already and expect much more."

A KING'S COUNTY CORRESPONDENT writes: "As an educational paper I have never seen one equal to the JOURNAL."

"A. McD." "I do not wish to lose a number. The JOURNAL is of much value to me." We have noted your address and hope the paper will reach you regularly in future.

"M. T." writes: "I am greatly pleased with the JOURNAL, and hope all the teachers of the Province will show their appreciation of your efforts in giving us a good local educational paper by subscribing for it."

"A. E. C.," and "L. S. B.," have forwarded subscriptions to the JOURNAL for two years. We thank these correspondents, and are just as sanguine as they are that the JOURNAL has come to stay.

"A. McW." writes: "Many thanks for your kindness in sending me the JOURNAL, in which I have become interested and wish to become a subscriber. Enclosed find subscription price."

[This and similar notes we are receiving from many to whom we have been mailing the JOURNAL since the publication of the first edition. Subscriptions are coming in now at the rate of forty or fifty a week and this shows us that our efforts to provide a good educational paper are appreciated. Will others who have received the JOURNAL be prompt to remit.]

The President of one of our leading colleges writes: "You have made a good beginning, and I trust that your purposes concerning the paper will be fully realized."

## STUDY OF HISTORY.

A contributor sends us the following extract from Archbishop Whatly's remarks on the study of history. It may be profitably read by every teacher.

Among the intellectual qualifications for the study of history, the importance of a vivid imagination is greatly, if not wholly, overlooked.

Most persons have been accustomed to consider imagination as having no other office than to feign and falsify, and therefore that it must tend to pervert the truth of history and mislead the judgment. On the contrary, our view of any transaction, especially one that is remote in time and place, will necessarily be imperfect, generally incorrect, unless it embrace something more than the bare outline of the occurrences, unless we have before the mind a lively idea of the scenes in which the events took place, the habits of thought and of feeling of the actors, and all the circumstances connected with the transaction; unless, in short, we can in a considerable degree transport ourselves out of our own age and country and persons, and imagine ourselves the agents or spectators. It is from consideration of all these circumstances that we are enabled to form a right judgment as to the facts which history records, and to derive instruction from it. What we imagine may indeed be merely imaginary, that is, unreal; but it may, again, be what actually does or did exist.

To say that imagination, if not regulated by sound

judgment and sufficient knowledge, may chance to convey to us false impressions of past events, is only to say that men is fallible.

But such false impressions are even much more likely to take possession of those whose imagination is feeble or uncultivated. They are apt to imagine the things, persons, times, countries, etc., which they read of as much less different from what they see around them than is really the case.

## HIS PAY.

A man was sitting in his arm-chair, in his home, just as the evening shadows began to fall. He had just paid the interest on the mortgage on his room; there was nothing left in his purse, and he felt sad, for he had been a hard-working, earnest, good man all his life. He had a family of five children, partly grown, and he was thinking of them; he was thinking, too, of his wife, who had struggled beside him for so many years. He loved his work; he loved to be useful, but he coveted a reward that would enable him to live with more comfort. He thought of some of his companions—there was one who had been a lawyer; how rich he had grown to be; there was one who had been a merchant; he, too, was rich, and lived in style. And thus his thoughts ran on. He found he had not done wisely in choosing his occupation.

A knock was heard at the door. A man with streaks of grey in his hair entered. There were lines of care on his face. "You don't remember me, I see, but I cannot forget you. When you lived in A—you came into the foundry where I was. I was a wild, reckless fellow, twenty years of age. I used tobacco, whiskey, and beer. My nights were spent in the streets and saloons. You spoke kindly to me; you said my brother was in school, and there was where I ought to be; that I ought to get an education, and learn a trade, that I would then be respected and honored by the community; that I had talents, and you knew it by my looks; that I was on a road now that had but one end—disgrace and poverty.

"I was sure you were a kind and true man. I listened to you, half angry, half ashamed. When you left I threw away my cigar, and at night I stayed in the house and read the newspaper—a thing I had not done before, except when sick. When my mother attended church I determined to follow your advice and go there too. I went up in the gallery, and looked around, and found, as you had told me, that the good people of the town were there. I went to the Sunday-school, though it was a hard trial, for the boys knew I was a bad fellow, and so did the superintendent. When I told him I had come on your advice, the silent tears rolled down his cheeks. I went to school the next Monday, and did my best, and when you saw me you had kind words and smiles for me. My folks moved to C—in the course of a year, and there I persevered in my efforts to follow your advice. I never forgot what you told me. I can never thank you enough for what you did. I became a church-member, and am now superintendent of a Sabbath-school. I married, and have three children; my home is a pleasant one. I am respected by the community. I have accumulated considerable property. I heard you were here, and came over to tell you that I shall never forget your words and labors in my behalf. God will reward you."

This was the tale that our downcast, sad-hearted man heard. He felt that if his purse was light still he was doing a noble work in the world. He knew that this incident was but one out of thousands. He took courage; his faith had been strengthened; faith in himself, faith in his work, faith in his God.

This man, reader, was a teacher, and such work as his is being done all over the land. The reward the true teacher is to get, it is clear, must be sought beyond the meagre salary he is paid.—*Teachers' Institute.*

## SCIENCE IN SCHOOLS.

Judging by the scientific agitation which has shaken England for so many years, one would hardly credit the statement made by Sir John Lubbock in his address at the unveiling of the statue of the founder of the Mason science college, that, in 34 of 240 endowed schools for boys which have reported, no science whatever is taught; in 50, one hour is devoted to it per week; in 76, less than three hours; while only 50 devoted as many as six hours to it. According to the report of the Technical commission last year, there were only three schools in Great Britain in which science is fully and adequately taught. In urging the benefits of science, Sir John Lubbock says: "In the first place, science adds immensely to the interest and happiness of life. It is altogether a mistake to regard science as dry or prosaic. The technical works, descriptions of species, etc., bear the same relations to science as dictionaries to literature. . . . Occasionally, indeed, it may destroy some poetical myth of antiquity, such as the ancient Hindoo explanation of rivers, that 'Indra dug out their beds with his thunderbolts, and sent them forth by long continuous paths.' But the real causes of natural phenomena are far more striking, and contain more real poetry than those which have occurred to the untrained imagination of mankind."—*Science.*

KENT COUNTY TEACHERS' INSTITUTE.—The Kent County Teachers' Institute was held Thursday and Friday, September 8th and 10th, in the grammar school building in Richibucto. Thirty-six teachers were present. The subjects taken up were: History, by Mr. Coates; A Paper on the Grammar School, by S. S. Harrison; A Lesson on Language, by Miss Sadie Hutchinson; Manual Work in our Schools, by the Institute generally; How to Secure Good Spelling, by John Gillis, and a Lesson on Arithmetic, by T. E. Coleman.

The proceedings generally were of a very interesting character, the presence of the chief superintendent acting no doubt as an inspiration. Last evening a public meeting was held which was addressed by the chief superintendent, Rev. Mr. Hamilton, Messrs. Hutchinson and McInerney, Senator Porrier and the chairman, J. D. Phinney. There was a very large attendance and the meeting was a decided success.

Following is a list of the officers of the Institute for the ensuing year: T. E. Coleman, president; Clara A. Young, vice-president; Chas. McInosh, secretary-treasurer; Mary Chrystal, assistant-secretary; Louis Leger, J. S. Harrison, Sadie Hutchinson, additional members of committee of management.

The chief superintendent goes from here to the Westmorland Institute, visiting the schools of Buctouche and Shediac on the way.—*Sun.*

ALBERT TEACHERS' INSTITUTE.—The Albert County Teachers' Institute will meet at Hopewell Cape on Thursday, Sept. 30th, and Friday, Oct. 1st, 1886. Professor Burwash, of Sackville, is expected to deliver an address at the public meeting Thursday evening, subject, "Agriculture."—*Weekly Observer.*

THE ABNORMAL TEACHER is one who attends no institutes unless compelled by law, and then goes grumbling; who never joins an association of teachers; and has never taken and paid for an educational journal. He (or she) steals the reading of one occasionally, and then complains most bitterly because they are not what they ought to be. The abnormal teacher is a dry dead log, unless sometimes a fire-brand,—an obstacle in the way of progress, lying straight across the path of educational advancement. *Fire all such teachers from out of the nation, at once and forever!*—*Teachers' Institute.*

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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, Finches, Vetreteens. The Silk Department will at all times be found well assorted with the standard makes. Bridal and evening Silks and Satins a Specialty. Court-aux's Waterproof Capes in all widths and Qualities. Um-

bellas and Sunshades in great variety. Jewels and Wool Goods. Cloth, Shawls, Furs, Ladies Mantle Cloths, Ladies Ulster Cloths. We are now showing in the latest and most fashionable makes and colouring a cloth 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 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

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If the Minister of Education is wise he will profit by the many good suggestions that were made in the papers and debates at the recent convention. On one point inspectors and teachers seem well nigh unanimous, that is, that the examinations will never be made what they ought to be till they are put into the hands of practical men. It is often the case that a specialist in some particular branch makes the worst possible examiner for that department. He loses the sense of proportion, becomes intellectually color-blind; falls in point of perspective. No one who is not, or has not been, a teacher of pupils of age and attainments similar to those of the candidates he is about to examine can be trusted to set a fair and reasonable paper.—*Can. School Journal*

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THE Scholarships for the Counties of Victoria, Kings, Charlotte, Albert, Northumberland, and Gloucester are now vacant. For calendars apply to the Registrar, Fredericton, N. B., Aug. 14th. J. D. HAZEN.

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## PUNISHING CHILDREN.

Few of us wish to admit that the punishment is for any reason but the child's good; but none can say such sudden onslaught is made for that cause, really and honestly, but because the elder is vexed and wants to vent that vexation. Such bravery to do it on a helpless little body which cannot turn against its tormentor.

Scarcely a day passes in which we are not as teased by our equal in the point of age as by our juniors, and pretty much by the same things. But we can't fly at Miss Mary, when she asks an unfortunate question, or breaks a tea-cup, or spills the gravy. We smile on and on to her, our hearts raging. But if little Mary is the offender, ah, then we are no coward! No, we valiantly fall upon this morsel of humanity and cuff her round the cheek; or perhaps we shake her,—the principle remains the same. Are these offences then, of which Mary has, in truth, been guilty, to be condoned? A thousand times no, but do you honestly fancy that an appropriate correction for so tiny a fault, if appropriate ever?

And this is settling aside, you see, the very unlovely phase of one to whom a child should look in reverence, so degrading one's self. No parent can preserve a shred of respect by such a habit; the very essence of it is vulgarity, and I should like to know when the babies are too small to notice and to comment; certainly not when they have reached the cuffling age.

Another thing. It isn't done for cause; I mean for good cause. When a child is deceitful, or greedy, or selfish, there are ten chances to one the persons who do their punishing by slaps don't notice it. But let that child be awkward to the extent of soiling a tablecloth, or breaking a fragile piece of property, then comes down the hand of wrath.

Now we all know the difference between a misadventure and a sin, and we all pretend to practice according to our knowledge. Yet too many of us are not so much shocked as aroused to impatience; and that sooner by misadventure than by sin, and it is only in impatience that we punish, we would not have the heart to do it ever, otherwise. I have heard that last plea from the lips of mothers. Think of the crying injustice, the horror of it! Think you, mothers, who thus confess you correct but not with judgment, of the figure you must portray to those little minds, of the good and righteous Lord, in whose stead you stand to them.

Seldom a child that never needs correction and, for my part, I think there have proved few modes of punishment less cruel or more efficacious than the old-fashioned, if somewhat softened, whipping. But who of us can say they administered it discreetly, soberly, and for the child's best good? Who plead excuse that they were angered, hot-headed, and shall not hear that awful warning addressed to those who offend "one of these little ones?"—*Nuth Hall, in Good Housekeeping*

CARL SCHURZ very truly says we are in the habit of pointing to popular education as a panacea for the ills of human society. This is well enough, provided we have the right kind of education to point at. In this respect we should not be blind to the fact that the aversion to manual labour among our young people has grown up under the very system of popular education we now have. The impression is spreading among them that education is to teach them, mainly, how to get along in life, and, if possible, how to get rich without hard work. How many boys without means are there who, having learned to write a good hand, think it beneath them to make a living in any other way than with their pens, or, having learned to add up sums and to calculate interest, would think themselves degraded if they did any

rougher work than mark prices on goods or keep books, and, doing this, wear nice clothes and keep their hands white! And thus it is that the young men, slumming farm and workshop, crowd the cities and haunt stores and counting-houses for employment in constantly increasing numbers; while it is a notorious fact that the American people, the people born and raised upon American soil, turn out so small a proportion of artisans and manual labourers generally that we have to look in a large measure to foreign immigration to supply that want of society.

## CURRENT NOTES.

The teachers of the public schools have adopted the plan of meeting twice a month for the purpose of discussing questions bearing more immediately upon their individual work. A good idea, from which good results must flow.—*Sentinel*.

Mr. Ira Cornwall, who has charge of New Brunswick's school exhibit at the Colonial Exhibition in London is doing much to call the attention of English people to the resources and advantages of this Province.

The two hundred and fiftieth anniversary of the foundation of Harvard University will be celebrated on the sixth, seventh and eighth of November next.

The American Public Health Association will meet at Toronto, Tuesday, Oct. 5th and continue in session four days. Among the topics for consideration are, the best methods and the apparatus necessary for teaching hygiene in the public schools as well as the means for securing uniformity in such instruction, and the sanitary conditions of school-houses and school life.

## CURRENT LITERATURE.

THE TEACHERS' INSTITUTE is a monthly journal published in New York and Chicago. The number for September is before us, and it is an excellent example of a live educational journal.

THE CENTURY.—The September number of this popular magazine is varied and excellent. Its opening article is "A Summer with Liszt in Weimar," which is illustrated by a portrait of the great composer. "Amateur Ballooning" and the "Ballooning experience of a Timid Photographer" are admirably illustrated, and the mixture of serious and comic situations are narrated with a zest that secures the interest of the reader. "A glance at the arts of Persia" is interesting. John Burroughs, the naturalist, in his "Notes from the Prairie," depicts in his inimitable style the habits and peculiarities of animals. Another article interesting to naturalists is an illustrated article on the Zoological Station at Naples. The poetry, Topics of the Time, Bric-a-Brac, of the present number are excellent and readable. Published by the Century Company, New York.

## PERSONAL.

Mr. Frank Nicolson, son of Rev. A. W. Nicolson, a former pastor of the Methodist Church of this place, recently took the highest honors of his class in classics in the Harvard University, making an average of 94 marks out of possible hundred.—*Sackville Post*

Miss Annie H. Watson has been appointed assistant teacher to Mr. McFarlane in the St. Stephen High School.

Robt. Jardine, of Richibucto, and Henry I. Taylor, of Carleton, St. John, were recently graduated in medicine from Edinburgh University.

Mr. C. M. Hutchison, late of St. Stephen, and now a teacher of the Chatham High School, recently passed a successful examination before the Maine Commissioners of Pharmacy, and has received a certificate of registry as a druggist for that State.

Inspector Mercereau, since the close of the summer vacation, has inspected the schools in the parishes of Ludlow, Blissfield, Blackville, Derby,

North Esk and South Esk, in Northumberland County.

Dr. W. O. Crockett, of Fredericton, has taken the degree of L. R. C. P. of London, Eng.

Miss Fauny Thomas, a graduate of Wellesley College, Mass., has entered upon her duties as teacher of English literature and history in the Baptist Seminary.

George Smith, Esq., Inspector of Schools for Westmorland and Albert Counties, has removed from Elgin, Albert County, to Moncton.

A Madawaska correspondent of the *Moniteur Acadien*, writing of the visit of Inspector Boudreau to the parish of St. Anne's, says: "In the two days which this gentleman has passed in our midst we have had the pleasure of seeing three schools re-suscitated. The difficulties which at first appeared almost insurmountable have disappeared as if by magic. Truly his affability and sagacious counsels have merited esteem and general confidence. Let us hope that he will be thus appreciated wherever the duties of his office shall call him."

## QUESTION DEPARTMENT.

Knowing well that a large number of teachers through the country can not reach all the books that are necessary as references, the JOURNAL will contain a column devoted to the answering of questions. It is desirable that the questions be stated particularly and written legibly to avoid any mistakes occurring in the answers. The questions should be confined to school work and not to general subjects, as this paper is to be purely a school journal. In opening this column it is necessary to have the hearty co-operation of teachers to make it a success. Any question on theory will be answered in the editorial columns. All questions will be answered as promptly as they can be, but we do not bind ourselves to answer in the next issue after receipt of question. The same privilege is extended to subscribers other than teachers. All communications should be addressed "QUESTION DEPARTMENT," JOURNAL OF EDUCATION, St. John, N. B.

1. What are the four latest inventions of any importance? And who are the inventors?
2. What is the real name of the writer who used the nom de plume of A. L. O. E.?  
(Answers next Number.)

## TEACHERS' BUREAU.

Under this head trustees and teachers will find it advantageous to make known their wants, in order to communicate with each other. Trustees in want of teachers may send us their names in confidence, merely stating the district or section in which a teacher is needed. Teachers, also, in need of situations may send us their names, either to be published or in confidence, merely stating that they are open for an engagement, stating class, etc. Twenty-five cents will secure an insertion for two months. Teachers and trustees will notify us as soon as their object is secured.

WANTED.—A situation as teacher. The applicant is a graduate of the University of N. B., and intends to apply for Grammar School license in December next. Address "R. F.," in care of the editor of the JOURNAL.

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Income during the year	16,121,172.74	Assets held as security for policy-holders	\$ 8,064,321.22
Market value of securities over cash	3,351,703.51	Total amount paid policy-holders and now held in trust for them	\$38,091,735.80
Cash paid for matured endowments, annuities, death-losses, &c., &c.	10,444,533.19	During the 47 years of the Company's existence the interest earnings have exceeded its total death-losses by over two and a half millions. The total of each item are as follows:	
Net Assets	65,864,321.22	Interest receipts	\$38,289,267.06
Surplus above all liabilities by the New York State Standard, at 42 per cent.	18,215,016.91	Death-losses	\$3,221,703.00
During the year 19,656 policies have been issued, insuring	\$3,521,433.00	Accretions of interest exceed expenses of management	\$1,936,728.01
Amount received from policy-holders	144,018,012.89		

DAVID BURKE, Esq., Montréal, General Manager for Canada.  
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