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THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. 1.

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No. 5.

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us stamps as payment.

WE HOPe that every teacher and school officer who is receiving these first numbers of the JOURNAL, and who has not sent in the subscription price will at once do so. A careful perusal of the initial numbers will convince all that they cannot afford to be without this paper, even at much more than the price asked for it. Realizing this we have continued to send the JOURNAL to those teachers in the Province who have not formally notified us to send it, trusting to them to remit without delay as soon as they shall have returned to their schools after the vacation. Each issue of the JOURNAL amounts to over 1500 copies, and as this entails quite a heavy expense on the management, all who are receiving the paper will see the importance of at once notifying us to continue the paper to their address, with the amount of subscription—Fifty cents per annum—accompanying their request.

As this is the season of the year when teachers are accepting new situations and changes of address are therefore frequent, we earnestly advise them to notify us at once of all such changes, giving us their former as well as their present address, plainly written. Those who from absence may have missed the receipt of numbers that have already appeared, will confer a favour by notifying us at once, so that the missing numbers may be supplied, in order that an unbroken file of the JOURNAL may be preserved. Such communications will receive prompt attention as soon as they are received at the office of publication.

In a late number of *Science*, published in New York, its London correspondent "W" writes on the Colonial and Indian Exhibition. He refers to the remarks of William Lant Carpenter on Educational development in Canada, who has said that:—

"The most perfect scheme of Education was probably that of the little colony of New Brunswick, which was admirably arranged. There was a universal desire in the colonies to realize as far as possible Prof. Huxley's idea that a system of public instruction should be an educational ladder reaching from the gutter to the university."

AMONG THE ADDRESSES at the opening of the recent Educational Institute in this city was one by Mr. I. Allen Jack, D. C. L. Mr. Jack's remarks were in effect that there should be greater attention in our schools to the study and appreciation of the beautiful in nature and art, that the whole idea of education should not be to train boys and girls simply for the pursuits and

business of life, but it is expected even in this age of intense activity, men and women shall have some leisure, and they should be trained to enjoy this leisure, to make it a period of delightful recreation, not of mere animal rest. Mr. Jack concluded a eloquent and eloquent speech by an expression of regret that he could not commence his studies again with such an admirable curriculum and with such teachers as we now have.

As the tendency of nearly all writers and speakers on education is toward the practical it is refreshing to find now and then one who offers a plea for the culture of the taste and imagination, in order that leisure as well as work may be enjoyed in after years by those training in our schools for the duties of life. The tendency of school training is toward the practical, and it is quite proper that it should be so. In this country especially where the large majority have to earn their living, the educational training should be of such a character in the first place as to enable the youth to fulfil the duties they will be called upon to assume. But with Mr. Jack we believe that a training that will include an appreciation of the beautiful in literature, science and art, should go hand in hand with a technical and manual training. At every step of a child's education, a taste for a pure and wholesome literature can be fostered, and the beauties of our finest writers may be pointed out. The natural resources of our country are great, and the beauty of its scenery, the boundless variety to be met with in its mineral, vegetable, and animal life, forms inexhaustible materials for the cultivation of the taste. In drawing and other subjects an appreciation for what is beautiful in art may be fostered, and intellectual life and taste awakened at the same time that sound technical instruction is imparted. We believe that although there may be a few "eminently practical" Gradgrinds among our teachers, yet the tendency is to combine the useful and beautiful in just proportion.

LENGTH OF TERM AT THE NORMAL SCHOOL.

The next session of the Normal School will begin on Wednesday, the 4th inst., and we hope it will be the last five months' term in the educational history of the Province.

There is a general feeling among teachers, and, we believe, on the part of the instructors at the Normal School as well, that in five months anything like an accurate professional knowledge cannot be acquired. This was recognized some time ago when there was held but one session during the year. No doubt, at the time the change was made from one to two sessions, there were good reasons for so doing, not the least among these being that there was a scarcity of trained teachers, in consequence of which many local licenses of the third class had to be granted, much to the injury of the service. Five month training is better than none at all, but it is entirely insufficient.

There is now no scarcity of teachers; in fact, there are many more teachers than schools. This has caused keen competition, with the result, in many instances, of boards of trustees letting their schools to the lowest bidder. This must have the effect of permanently reducing salaries, as trustees very often make the lowest salary they have ever paid the limit when engaging a teacher. It is much easier to prevail upon them to reduce the teachers' stipend than to increase it. The low salaries paid by many districts at present is as much due to the want of sufficient training on the part of the teachers as to anything else. It is like short-term medical colleges, whose students are turned out to learn wisdom by experience.

The tendency of the age is in the direction of acquiring more and more accurate professional knowledge in all the walks of life. Both medicine and law require their practitioners to take a four years' course before they are adjudged fitted to undertake their responsibilities. Is not the teacher's vocation much more important than either of these? Does it require any less skill and experience? In the Normal College of the State of New York there is a three years' course of training necessary to qualify for a teacher. While our circumstances in this Province are not such as would make a three years' course desirable or practicable, yet we think the time has arrived when we should return to one session a year in our Normal School.

We should also profit by the example of the Ontario Normal Schools by exacting sufficient school knowledge to obtain the class applied for before entering. These subjects should only be taken up at the Normal School from a teaching standpoint, and the final examination should be on professional work only. This is attempted in some degree in Fredericton, but the examinations for the different classes when graduating are vastly different from those when entering. In this way the tone of secondary education would be improved. Many schools measure their success by the attainment of their pupils at the Normal School. Raising the standard of entrance would ensure better secondary schools. Better secondary schools would ensure better paid teachers, and better paid teachers ensures more first-class ones, and greater permanence in the profession.

THE NORMAL SCHOOL of New Brunswick reopened yesterday. It will be a five months' term

THE MOUNT ALLISON LADIES COLLEGE will reopen Wednesday, Aug. 18th, and the Male College early in September. The increasing popularity of these educational institutions is due to the energy and ability shown in their management and to the fact that they keep pace with the educational progress of the times.

IN THIS ISSUE is published Mr. Ganuco's paper read before the Educational Institute. It is worthy an attentive perusal.

TEACHING TEMPERANCE IN THE PUBLIC SCHOOL.

BY W. O. GAUNCE, A. B.

[Read before the Educational Institute, June 29th.]

I take it for granted, that when the Committee asked me to speak on the subject named, viz. "The Teaching of Temperance in the Public School," it was not intended that I should occupy the Institute in an aimless discussion of the evils of intemperance, or of the virtues of temperance or total abstinence.

Momentous as the question of temperance is to you personally, to you professionally, it is more important as intended here, affecting as it does the welfare of the children—the future state.

While the importance of the general phase might justify it, while the personal habits of here and there a teacher might demand it, I shall not thus occupy the time. We might divide in opinion on some phases of this, the question of the latter part of the 19th century, whether considered socially or politically; but I trust we shall not be divided in the view I purpose taking this evening.

At the outset, then, I stand here as a citizen and not as a member of any temperance body. My subject is independent of the temperance cause as such. It is not the discussion of moderate drinking vs. total abstinence, nor of high vs. low license, nor legal vs. moral suasion. It is in no way thus involved. With your permission I shall state what I consider the true meaning of my subject viewed in the light of the onward march of the idea and province of the public school. It is this:

Resolved, That it is the duty of the State to ask the Public School to teach the children entrusted to it the nature and effects of alcohol upon the human being."

That is the question. Not the discussion of theory, not a war with social custom, simply a matter of state fidelity to itself. It is the duty not of the school to the state, but of the state to the school and then to itself. The school exists for the state, and should be used by the state for its strength and honor.

The state says the public school shall teach its children to read and write, not alone because of the pleasures thus opened up to the child, but because of the safety thus provided the state. The state is consulting its own comfort and stability. One child unable to read or write, a hundred such in fact, would not trouble its conscience, a nation of such, however, would tax its government and bring it dishonor.

Proceeding on the theory that intelligent citizens are better for a state than the ignorant, New Brunswick years ago wrote a school law, the vital principle of which is a recognition of the state's duty to the child and itself.

Its own interest, and not the citizen's comfort is what the state considers when the law-breaker is punished or the incorrigible put in chains. The tendency among the best nations of to-day is to educate the masses, the source and supply of governments. The precedent of the American Republic set a century ago in this respect is being followed in a degree by Conservative England, where recent events proclaim the democracy.

In a state like Canada, where practically universal suffrage exists, the masses make and unmake governments, and thus in effect govern the country. The strength of a country, therefore, must in time be measured by the intelligence and virtue of the common people. The schools are for the people, and year by year the teaching of the schools appear in the people, and therefore it becomes apparent that what we would have in the citizen we must teach in the schools. I speak here in general terms.

If we would have a loyal people, loyalty must be taught, if a healthy people, the laws of health must be unfolded. Without teaching forms of worship or doctrines or belief, we should teach

what is higher, reverence for a Supreme Being. In the regulations of our School Manual the teacher is enjoined to teach his pupils respect for authority and superiors, kindness to all, obedience to duty, manliness and courage, self-control and self-control in school, the virtues which at once ennoble the child and dignify the state. And are not these things better in a state and thus more worthy of a school than paralogisms and formulae and pages of history which tell of the ambitions of tyrants and the atonements of the people. My thought is this: A state whose masses are educated to respect each other, to obey the laws of health and of society, without any education in arts, would be a stronger state than one whose people were graduates in arts but lacking in good-will towards each other, and in respect for and obedience for superiors, the cohesive elements of society. The ideal state, however, is neither the one nor the other of these extremes, but a combination of the two, that in which a practical phase is given to the work of the school and where the children are fitted for intelligent citizenship.

And it is just here that this question of temperance in the schools comes in, the teaching of the nature and effects of alcohol in the human system, having a bearing on the physical, mental and moral nature of the child, and hence a problem of society and the state. Before society in these later years, an overwhelming mass of evidence against alcohol has been presented, and the verdict of the people again and again has been to pronounce it guilty of terrible criminality. Science has lifted her calm, deliberate voice against the deadly character of alcohol in its effects on the human body and brain, and society has felt its withering blight on the human soul. The statistics of the work-houses all over this broad earth protest against it as the enemy of the body, our asylums proclaim its maddening or deadening influences on the brain; and our penitentiaries and places of confinement and punishment tell of its wreckage of the moral nature.

Without taking the evidence of enthusiasts in temperance work, the news columns of the press speak out to condemn it, the voice of the pulpit pleads for its overthrow, the judge on the bench proclaims it fatal to social order, and the man of science forbids it as a delusion. These all, without fanaticism or prejudice, with no object but human good and truth in view, unite to condemn it as inimical to the trinity of man's nature—physical, intellectual and moral.

But is this assertion on my part, assertion incapable of proofs? Let us see, and from a mass of evidence let me select a very little, and that of a schoolmaster which cannot be accused of savouring of fanaticism. Four years ago, in June, 1882, the American Medical Association passed these resolutions:

Resolved (1). That in view of the alarming prevalence and ill effects of intemperance, with which none are so familiar as members of the medical profession, and which have called forth from eminent English physicians the voice of warning to the people of Great Britain concerning the use of alcoholic beverages, we, the members of the medical profession of the United States, unite in the declaration that we believe alcohol should be classed with other powerful drugs, and that when prescribed medicinally it should be done with conscientious caution and a sense of great responsibility.

Resolved (2). That we are of the opinion that the use of alcoholic liquors as a beverage is productive of a large amount of physical and mental disease, that it entails diseased appetites and an enfeebled constitution upon the offspring, that it is the cause of a large percentage of the crime and pauperism in our cities and country.

Resolved (3). That we should welcome any change in public sentiment that would confine the uses of liquors to the uses of science, art and medicine.

Can such a conservative, cautious body as that be accused of fanaticism? The influences of the hour, hastily passed resolutions, somebody says. Not so. The other day that same body met again, 2,000 strong, in St. Louis. Had they changed opinions? Not a whit. Let us hear their opinion of this year, 1886:

Resolved, That we affirm the previous utterances of the American Medical Association concerning the use and abuse of alcohol and its effects upon the human race, and recommend instruction in all our schools under state control. To further this study we urge the speedy passage by the House of Representatives of the Senate Bill now pending before it, requiring scientific temperance instruction in all schools under state control.

Of the 2,000 present who voted nay? Not one. From Pennsylvania and Ohio, centres of distillery, no opposition; from California, a land of fruit and wines, from Iowa, a land of corn and past brewery interest, no "nay" is offered. These men are now speaking on the deliberate, measured words of men of thought and scientific training. No sentimentality, utterance, no political trickery, but candid professional opinion. Can such an opinion be gainsaid?

Read their lines over again: "*Powerful drug*," "*conscientious caution*," "*productive of a large amount of physical and mental disease*," "*productive of enfeebled offspring*," "*the cause of a large percentage of crime and pauperism*."

To quote individual opinion after such a consensus as that would seem superfluous. Do you wish to investigate further? Consult Dr. Parker, Dr. Richardson, Sir Alexander Clark, Chief Justice Davis, and a host of men who have uttered just such professional opinions.

Now, if these things be so, should not the state hasten to acquaint its citizens through the school with the character of this common and declared evil? A delusion is abroad relative to the character, relative to the effects of alcohol, and the great majority of those who become addicted thereto, do so unconsciously of the jeopardy in which they place themselves. With our children taught the nature and effects of alcohol, is it not reasonable to suppose that many a citizen would be saved to the state, who would otherwise prove a wreck, a nuisance, or a criminal? The state's duty to itself thus lies in the direction of public education on this question. What "useful knowledge" could equal this? What "lessons on health" be promotive of equal good? But whether the end, the state's duty to itself, would thus be reached or not, the state's duty to the child remains, and, like the storm signal to the mariner, the danger signal to the citizen should be lifted by the state. This duty is the state's, and not that of the temperance society. The school is for the nation, the saloon is against the nation. The state erects one fort for its defence, and another for its destruction. Is this consistent? If the state cannot, or will not, remove this latter fort, should it not acquaint its children with the deadly character of its artillery, and thus warn them out of its range? We do not ask to have our schools transformed into temperance societies, but we do insist that if we are right in teaching our children the value of good air and healthful food and cleanly habits, that they may be healthier and happier and better citizens, then to be consistent with ourselves, we should teach them the poisonous nature of alcohol. Only a few years have passed since this agitation for scientific temperance teaching in the schools began in the United States, but wondrous has been its growth.

Four years is only time sufficient for a nation like the American Republic to take breath, but in that time seventeen states and one territory have fallen into line on this question and provided that the children of the public schools shall learn the character of alcohol. They have done it, too, in no hap-hazard way, by regulation of the Board of Education, which we have learned may mean very little in this question, but they have done it by Act of the Legislature.

These states have written a law on the subject since 1882, when the agitation first took form—Vermont, New Hampshire, Michigan, Rhode Island, New York, Alabama, Kansas, Nebraska, Oregon, Nevada, Maine, Wisconsin, Pennsylvania, Massachusetts, Missouri, Washington Territory, Iowa and Connecticut. Let me read you some of the provisions of some of these acts, and ask you if they don't mean to accomplish something. Here

is a copy of the bill passed by the Legislature of Pennsylvania something over a year ago

Section 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same: That Physiology and Hygiene, which shall, in each division of the subject so pursued include special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system, shall be included in the branches of study, now required by law, to be taught in the common schools, and shall be introduced and studied as a regular branch by all pupils in all departments of the public schools of the Commonwealth, and in all educational institutions supported, wholly or in part, by money from the Commonwealth.

Section 2. It shall be the duty of county, city, borough superintendents, and boards of all educational institutions receiving aid from the Commonwealth, to report to the Superintendent of Public Instruction any failure or neglect on the part of boards of school directors, boards of school controllers, boards of education, and boards of all educational institutions receiving aid from the Commonwealth: to make proper provision in any and all of the schools or districts under their jurisdiction for instruction in Physiology and Hygiene, which, in each division of the subject, so pursued, gives special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system, as required by this Act; and such failures on the part of directors, controllers, boards of education, and boards of educational institutions receiving money from the Commonwealth, thus reported, or otherwise satisfactorily proven, shall be deemed sufficient cause for withholding the warrant for State appropriation of school money, to which such district or educational institution would otherwise be entitled.

Section 3. No certificate shall be granted any person to teach in the public schools of the Commonwealth, or in any of the educational institutions receiving money from the Commonwealth, after the first Monday of June, Anno Domini, one thousand eight hundred and eighty-six, who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

And here is a copy of the act as passed by New York State about two years ago

AN ACT

RELATING TO THE STUDY OF PHYSIOLOGY AND HYGIENE IN THE PUBLIC SCHOOLS.

The People of the State of New York, represented in Senate and Assembly, do enact as follows

Section 1. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money or under state control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

Section 2. No certificate shall be granted any person to teach in the public schools of the State of New York, after the first day of January, eighteen hundred and eighty-five, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

But the American people have gone even further than this on this subject, and on the 20th day of May last, President Cleveland signed the following bill.

"A bill to provide for the study of the nature of alcoholic drinks and narcotics, and of their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, by the pupils in the public schools of the Territories and of the District of Columbia, and in the Military and Naval Academies, and Indian and colored schools of the Territories of the United States.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the public schools, and in the Military and Naval Schools, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the Territories in the Military and Naval Academies of the United States, and in the District of Columbia, and in all Indian and colored schools in the Territories of the United States.

Section 2. That it shall be the duty of proper officers in control of any school described in the foregoing section to enforce the provisions of this act, and any such officer, school director, committee, superintendent, or teacher who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

Section 3. That no certificate shall be granted to any person to teach in the public schools of the District of Columbia or Territories, after the first day of January, Anno Domini eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

Section 4. That this act shall take effect on its passage."

These bills taken together provide for the scientific temperance education in the schools of seventeen states, one district and one territory, all the Indian and colored schools, all the Naval and Military schools. Is the American nation one of sentiment and theory of one of intense practicality? Why are these states, why is Congress, thus moving? Because the welfare of the citizen and the state thus demands it. In the protection of its citizens the state recognizes its duty to itself. The argument of the state is this. Here is a dangerous and destructive thing, so held in the opinion of science, but regarded as harmless and even healthful by the ignorant, and the warning must be given our children. A higher sense of responsibility than that which teaches the state to study the tides and currents and whirlpools and rapids and headlands and breakers along the coast, and place charts in the hands of its mariners, and lights and buoys and sounding horns in places of danger to ship and life, suggests to it the duty to study the reefs and eddies in the way of good citizenship and to warn accordingly.

You are all familiar with the fable of the Enchanted Isle whereon the sirens sat luring the unsuspecting to its shores already white with the bones of its victims. You recall the efforts of Ulysses to deaden the music to his ears by wax, and of Orpheus to drown it by music of his own. Here is the Siren's Isle to our young. The temperance society has endeavored to avail itself both of the plan of Ulysses and of Orpheus, but has not succeeded in all it hoped for. It has endeavored to prevent the fatal strain from falling on the ear with arguments against the evil and with warning of danger, and it has endeavored to overmatch its charms by displays of the beneficial results of temperance.

Much of its work, however, begins too late, and when the fatal isle is in view. Let the state encircle this unhappy region with its warning-buoys of scientific temperance teachings in school, and many will be saved and the state's honor increased. Ignorance is the fruitful cause of much of the evil. This ignorance of its nature has enabled alcohol to delude thousands of your young men, and now its fatal fingers are feeling for our children. Many of the brightest in their forms at school to-day, aye, many of the babes whose lips their mothers will kiss to-night, and over whom a prayer will be breathed as they are laid to sleep, will never reach noble manhood and upright citizenship. Already very many of our homes which the state essays to make happy by education and refinement, have been darkened by that "invisible spirit," already many lives at once dignified by the state's contributions to education and art have been disgraced by the state's partnership in this crime against the citizen. We cannot save the drunkard of to-day by Act of Parliament, but we can by Act of Parliament say that the drunkard of to-morrow shall not be unwittingly to himself thus made.

And who shall say "nay" to the education by the state? Who said nay in the Legislature of New York when the question was being discussed? Only one man in all that assembly protested against it, and he without argument—the repre-

sentative of Five Points, New York, that notoriously wicked place, long since become a proverb. And only two, he and another, voted nay.

But I must hasten to a conclusion. I have endeavored to briefly state the case and to preserve the discussion from the usual ruts of temperance advocacy. I base our demands for state education into the nature and effects of alcohol upon the human system, on the ground of state duty and state expediency—duty to the citizen, expediency to itself. Expose to our children the admitted evils in the way, and the evil is partially met and a simple duty done. Here is a case where the "forewarned is to be forearmed." Society has been uttering a wall of warning, now let the state be heard, and heard not through simple regulations of the School Board, but through a definite act of Legislature. Society has been making it almost heroic in the adult to abandon alcoholic beverages, now let the state show the child that total abstinence is simply an act of intelligence.

Where are some of the brightest pupils who have come out of the public schools crammed with Latin and Greek, where some of our college graduates who were made familiar with the subtleties of philosophy? Where are some of these to-night for whom the state has expended its treasures to prepare them for citizenship? The higher walks of life know them not, and society has striven to forget them. And wherefore thus? In many a case because untaught in youth by the warnings of science as to the dangers of alcohol, aye, even led, to believe by the teachings and practice of their superiors that in moderation there was if not positive good at least no positive harm, they became pledged to the use of alcohol. Lured to the fatal isle and lost are these. An enemy has done this, an enemy whom the state's wisdom knows, but is slow to reckon with. The future of the state in our children lifts up its hands to the present of the state in us and cries for mercy. Shall it be denied?

And where shall this teaching begin? Not in our colleges, not in our high schools. Before our pupils reach the high schools at least ninety per cent. have left school, and before many a one matriculates at a university he has formed the acquaintance of this delusive thing.

In our elementary schools, the work should begin, through the middle and advanced grades it must be followed, in our high schools and colleges it should not be forgotten. The state's responsibility is to sound the alarm, the citizen's to give heed.

Science at the present day is not the meaningless word it was in the last century. Archdeacon Farrar said, in his address at the John Hopkins University, that science "has not only revealed infinite time, infinite space, and infinite organism, but she has been a great archangel hovering beneficently over mankind. She economizes labor, extends human life, and extinguishes human pain. She restores sight to the blind, mitigates madness, and tramples upon disease. After all these enormous services she ought to be cultivated, and we congratulate the university devoting so much to the subject."

All true education of the intellect is conditional on a real development of feeling—on the culture of the sentiments. The intellectual sentiment, including interest in study, love of knowledge, the pleasure of discovering knowledge, the pleasure of pursuing knowledge, the pleasure of detecting logical consistency, and the love of truth, what forces are these in education? Well does Hamilton exclaim, "What can education accomplish without an appeal to the feelings!" And then there are also the various forms of the aesthetic sentiment and the moral sentiment. How often does the instructor forget to stimulate into activity these mighty forces in education, forgetting that all vigorous self-development of the intellect is based on a large development of the feelings.—*New England Journal of Education*,

MUSIC IN SCHOOLS.

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

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

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

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

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

(3). Hand Modulator, on card. . . . 12c. post-paid
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" " 60x25. . . . 44c. "
" muslin, 73x28. . . . 83c. "
(Biglow & Main).

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

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

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

THE GRAY FISH

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

HARMONY OF COLORS.

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

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

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

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

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

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

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

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

CORPORAL PUNISHMENT.

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

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

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

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

PERSONAL.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The *squirrel* works the *litely* day at *wholly* to his sheep, The *squirrel* so *agile* at his *wholly*, has so *wholly* to sleep, The *haughty* butterfly *wholly* doth say, "These flowers are *wholly* mine." The bee mak' honey all the day, and never stop to dine.

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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, Ahachau Mantles and Fur-lined Circulars in all sizes and qualities.
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BOARD OF SCHOOL TRUSTEES.

SAINT JOHN CITY, July 15.

In accordance with instructions from the Board of Education, the Schools in charge of the trustees for the City of St. John will not re-open until MONDAY, 16th August.

JOHN BOYD, Chairman.

SPELLING REFORM.

As there is amongst those who have the direction of education in this country widespread misapprehension of the aims and methods of the spelling reformers, kindly grant me the privilege of calling public attention to the amended spelling recommended by the Philological Society of England and the American Philological Association.

- 1. Drop final e, when it is phonetically useless, as in 'live,' 'have,' 'vineyard,' 'masculine,' etc.
2. Drop the phonetically useless letter out of the digraph ea in such words as 'head,' 'heart,' 'earth,' 'meant,' etc.
3. For 'beauty' use the old English form 'beuty.'
4. Drop the phonetically useless letter out of the digraph eo in such words as 'people,' 'leopard,' 'yeoman,' etc.
5. Drop i out of 'parliament.'
6. Substitute u for o, dropping phonetically useless letters when there are any, in such words as 'above,' 'some,' 'tongue (tuug),' etc.
7. Drop o from ou in such words 'journal,' 'neighbour,' 'trouble,' 'rough (ruf),' etc.
8. Drop u from such native English words as 'guard,' 'guilt,' 'guess,' etc.
9. Drop the digraph ue after g when the change would not effect the pronunciation, as in 'apologue,' 'demagogue,' 'colleague,' 'barangue,' etc.
10. Substitute 'rime,' for 'rhyme.'
11. When doubling final h, d, g, n, r, t, f, l, or z serves no useful phonetic purpose, drop the last letter, as in 'chb,' 'add,' 'egg,' 'inn,' 'purr,' 'butt,' 'staff,' 'dull,' 'buzz,' retaining such forms as 'all,' 'ball,' etc.
12. Drop silent b from 'bomb,' 'crumb,' 'debt,' 'dumb,' 'lamb,' 'limb,' 'numb,' 'plumb,' 'subtle,' 'succumb,' 'thumb,' etc.
13. Change c back to s in 'cider,' 'fierce,' 'hence,' 'pence,' 'whence,' etc.
14. Drop the h from ch when it is phonetically useless, as in 'chaniomile,' 'stomach,' 'cholera,' 'school,' etc.
15. Substitute t for d or ed in 'crossed,' 'looked,' 'passed,' etc., retaining the c when the loss of it would modify the sound of the preceding syllable, as in 'chanced,' 'chafed,' etc.
16. Drop g from 'feign,' 'foreign,' 'sovereign.'
17. Drop h from 'ghast,' and 'ghost.'
18. Drop l out of 'could.'
19. Drop p from 'receipt.'
20. Drop s from 'island,' 'aisle,' and 'demense,' and write z for s in 'abuse,' 'rise,' etc.
21. Drop c from 'scant,' and write 'sith,' for 'seythe.'
22. Drop t from 'catch,' 'pitch,' 'witch,' etc.
23. Omit to from 'whole'
24. Write f for ph in 'philosophy,' 'sphere,' etc.

I need only say by way of remark on these rules: (1) That their number might be considerably reduced by a different mode of statement; (2) that though our spelling would in spite of their operation remain somewhat capricious and irregular, the changes they suggest would greatly enlarge the area of constant orthography; (3) that as spelling is a purely conventional matter, we have a right to make these changes if we choose to do so; (4) that English spelling has in the past undergone changes far greater than those recommended by the philological societies; (5) that orthography has been similarly simplified in other languages; that even this amount of simplification would greatly facilitate the work of teaching children the use of written language; and (7) that there would be no appreciable loss to offset this great gain.—Win. Houston in Educational Weekly.

Idleness is not rest. Change of work is recreation, provided the work be agreeable. Nothing should be done during a teacher's vacation that is not inspiring. Hopefulness is full of helpfulness. It is easy to be sad and find fault, but not everybody can rejoice, be glad, and encourage the world. Vacation should inspire and re-vigorate.

TENDENCIES OF THE TIMES.

It has seemed to us that the tendencies of the times are bearing men and women in quite different directions in regard to the ideal of a true life. It seems to us that the prayer of Burns, "That sense and worth, o'er a' the earth, may bear the gree and a' that," is being realized in our day. The tendency has been steadily in that direction. The great mass of people in America, including the best educated and the most noble, believe that labour is respectable. One kind of work is not more ignoble than another, if the workman possesses intelligence and virtue. As to the occupation of women, the tendency seems to be in an opposite direction.

The avenues have, of late years, been opened to women, so that at present she may do any work which she wishes to do and can do. Women have become public teachers in almost every form, authors, editors, lecturers and school teachers. Whether they do it intentionally or not, the doctrine that housekeeping is an unworthy calling is certainly gaining ground to a remarkable extent.

The result of this false and most pernicious doctrine is, that no help can be secured that is trustworthy or desirable. Only the lower class of foreigners and coloured help is in the market; the more intelligent girls go to the factory and almost any other employment. Striving to say, this doctrine does not keep girls from marrying. For marriage means founding a home, and a home must have a home-keeper. The young men who can set up an establishment with all the help necessary, so that the wife need do no work with her hands, are very few, and yet they marry. And, as the wife is not to degrade herself by house-work, and as they cannot afford to hire, they must board. This means to use up the husband's meagre salary and the wife to read novels and be useless. The boarding system is entirely abnormal, and so out of harmony with the idea of marriage and the home, as not only to fail to establish healthful domestic relations, but it develops habits of thought and modes of living that are destructive of those endearments and healthful inspirations that should characterize home life.

The fact still remains, after all these false notions about a career for women, that home keeping, or housekeeping, if you will, is the career for women. They form the exception with whom it is otherwise. The unmaried woman should do that which will make her most useful to herself and to the world, let it be what honest work it may. But the duty of married women is to make a home. And, when they realize that to do their whole duty in this respect, to toil with the hands if need be, but to bring to their work, be it humble or exalted, all the intelligence and culture, refinement and virtue that they can, they will be the happier, and run their highest career on earth.

Ought not the public teachers everywhere to impress the honourableness of housekeeping upon the public mind, until the mothers of this land shall put it into practice by teaching their daughters the dignity of their calling? Then to find a young lady in well-to-do families who is not an adept at such work, will be the exception, instead, as now, the rule.—Educational Advocate.

Official announcement has been made that the celebration of the 250th anniversary of Harvard University will take place in the first week of November. The plans are for a grand celebration, which is to last four days, in which as far as possible the whole of Harvard College, from the earliest years downward, shall take part. The celebration will begin on Friday, November 5, and be carried over till the following Tuesday morning. During these days there will be no regular college exercises. The general outline of the programmes for the various days is as follows:—On Friday there will be a grand procession of the college corporations and of all the classes which have graduated since 1817, with the Venerable George Bancroft, '17, at their head. Following the procession will come a dinner and meeting in the evening, at which there will be addresses by representative Harvard men, and an oration by James Russell Lowell. Saturday, the second day, will be the students' day. There will be another characteristic Harvard procession, but this time the social interests of the college will be represented. The third day, Sunday, will be the day for the celebration proper. Appropriate addresses will be made in Appellon chapel and Memorial hall. During the whole jubilee distinguished men from all parts of America and representatives from English universities, especially from Emmanuel College, Cambridge, where John Harvard graduated, will be invited guests of the college. The President and his Cabinet will be invited, and Presidents McCosh, Dwight, Barnard, and others of other colleges.

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 if 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.

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JANUARY 1st 1886

| | | | |
|---|---------------------|---|-----------------------|
| Amount of Net Cash Assets, January 1, '85 |\$7,875,988.43 | Paid policy-holders and their representatives |\$9,087,411.58 |
| Income during the year | 16,191,177.74 | Assets held as security for policy-holders | 3,351,703.51 |
| Market value of securities over cash | 3,351,703.51 | Total amount paid policy-holders and now held in trust for them | 128,951,755.00 |
| Cash paid for matured endowments, annuities, death-losses, &c., &c. | 10,444,553.19 | During the 41 years of the Company's existence its 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 | 68,864,321.22 | Interest receipts | \$36,388,507.08 |
| Surplus above all liabilities by the New York State Standard, at 12 per cent. | 12,212,046.91 | Death-losses | 33,921,704.00 |
| During the year 18,556 policies have been issued, insuring | 68,864,321.22 | Accretions of interest exceed expenses of management | 11,951,755.00 |
| Amount received from policy-holders | 14,018,012.88 | | |

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

H. A. AUSTIN, St. John, Manager for New Brunswick.

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