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THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. 1.

SAINT JOHN, N. B., JULY 22, 1886.

No. 4,

New Brunswick Journal of Education.

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addressed "JOURNAL OF EDUCATION, St. John, N. B."Subscribers and advertisers will please not send
us stamps as payment.**PRIMARY INSTRUCTION.**

A very interesting discussion arose out of a paper read before the St. John County Teachers' Institute by Mr. Henry Town, Principal of the Centennial building.

The discussion took an entirely practical view of the subject, the more so as many lady teachers, who are with difficulty induced to advance their opinions at these meetings, took part and gave some useful hints concerning points on which there seemed to be a difference of opinion. On correct methods of doing primary work depends in a great degree the pupil's further satisfactory progress. It is the foundation of future healthy growth and, if properly laid, advancement in his after course is both certain and rapid. If the primary grades are inefficiently taught, no amount of after instruction however excellent, can eradicate the evil which has been done. Hence the responsibility of the teacher of these grades is probably greater than in any others, and the greater care should be exercised by those interested to see that correct methods are pursued.

Some teachers preferred print script to the common print authorized by the course of instruction, alleging that it assisted the pupil very materially in writing at a future stage, and that it seemed more natural.

The objection to the script is that it differs from the print of the cards and primers and would tend to confuse the pupil in the earlier stages.

Too much attention can not be given to printing at first.

The teacher throughout the first year, at least, should see that all the pupils have their slates uniformly ruled, the spaces being wide between the lines at the beginning, as the tendency is to contract.

Long slate pencils should be used to avoid cramping the fingers, and the pupil's attention directed to any defects in the work.

In regard to drawing there seemed to be some difference of opinion. Some preferred the plan of putting the pupil on his own resources from the first, while others thought that during the first stages at least, a ruler should be allowed. Great care should be exercised by the teacher, lest the pupil make too free use of a ruler ostensibly for measuring, which too often simply means dotting to guide the line. A pupil in the third grade can rule as straight a line as one in the eighth, but if he does it free hand he is always improving, which should be the object aimed at.

Too great attention can not be given by the teacher, especially in the primary grades, to repeating the substance of what the pupil has read or learned from the teacher. It gives a readiness and facility of expression which can only be acquired by practice in such a way, strengthens the memory and powers of observation, besides affording an excellent opportunity of correcting any wrong forms of speech which the pupil may use in the recital. It should not be a memory exercise, but every encouragement should be given the pupil to express himself in his own language. Too many teachers are in the habit of questioning a class, using the formal questions in the readers. This can have but one result. The pupil will give his answer in the words of the book in a parrot-like manner. In a school when this method was pursued, a pupil was asked, "Who was Solomon?" The answer was prompt, "The son of a country gentleman who lived on the borders of the New Forest." Such questioning and answering destroys all originality of expression, which is one of the ends and objects of education.

The limits of this article prevent taking up all the subjects of the course of instruction prescribed for primary schools.

The most successful teachers agree that history and geography in these grades were most efficiently taught orally. History could be rendered much more interesting to the pupils by this means, and it was thought that the instruction should not be burdened by dates and disconnected facts.

Oral geography assisted and impressed by map-drawing is the most successful.

The science part of the course, is, perhaps, the most neglected, or, if it is not neglected, it is usually the last part of it considered. There should be no difficulty about this.

The readers prescribed are admirably adapted for instruction in plant and animal life, and if the teacher would in connection with each lesson on these subjects which comes before the class, bring out the facts in connection with it, very little would remain to be done in the way of regular instruction.

If these subjects are properly treated, there are none more interesting to pupils. If in addition to the instruction alluded to, a class were formed say every Friday afternoon to impress and consolidate what has been learned concerning plants and animals during the week without great effort, it would be productive of the best results, and the science part of the course would be taken up as regularly as the other subjects.

We would again request the teachers to forward their subscriptions for the JOURNAL as promptly as possible.

Taking it for granted that no teacher in the province will refuse to subscribe, we are sending it to each one as far as we have their address. While we have no reason to complain at all at the response of the teachers, yet there are many who have not yet forwarded their subscriptions.

We hope that they will attend to this at once, as the success of the paper does not depend on the interest manifested by two or three but on the sympathy and co-operation of the teachers as a body. Already we know of many good results from its publication and no teacher can afford to be without it.

We have received copies of the NEW BRUNSWICK JOURNAL OF EDUCATION, a paper devoted to the interests of teachers, published at St. John. We welcome this addition to our maritime literature, and wish it every success. There has for some time been felt the need of such a publication. The Ontario school journals have been largely patronized by our teachers in the past, and at present receive no small share of their support from the Lower Provinces. Notwithstanding this, however, they have devoted comparatively little attention to our educational matters. We therefore look with considerable interest and hope upon this new venture. We would suggest that no narrow provincialism prevent this journal from reaching out and dealing with the educational interests of the other Maritime Provinces as well. One ably conducted journal should be well supported in the provinces, whereas a less extensive territory would be insufficient. Why should not the journal be termed the Journal of Education for the Maritime Provinces, and extend its mission?

The management is in able hands, Messrs. G. U. Hay, Ph. B., and Wm. S. Carter, A. M., being the editors.—*The New Star*.

We invite the attention of the teachers of the Maritime Provinces to the above reference to this journal.

We in New Brunswick would gladly co-operate with the teachers in either or both the other Maritime Provinces in conducting a journal devoted to education.

This is but the enticing wedge of what we hope to see in time one of the best supported and influential educational journals in Canada.

Some of the Ontario school journals are well managed and would fill the bill if we lived in Ontario.

The Board of Education has so amended the regulation relating to the summer vacation that schools in cities and incorporated towns shall reopen on the *third* Monday in August, and all other schools on the *first* Monday in August. This amendment comes into effect at once.

INSPECTORAL DISTRICTS.

The following are the school inspectoral districts as recently revised by the Board of Education:—

Inspectoral District No. 1.—The counties of Restigouche, Gloucester and Northumberland.

Inspector—George W. Mersereau, A. B., Newcastle.

Inspectoral District No. 2.—The counties of Kent, Victoria, and Madawaska, and the parishes of Aberdeen, Kent and Wicklow, in the county of Carleton.

Inspector—Jerome Boudreau, Richibucto.

Inspectoral District No. 3.—The counties of Westmorland and Albert, and the parishes of Havelock and Cardwell, in Kings Co.

Inspector—George Smith, A. B., Elgin.

Inspectoral District No. 4.—The counties of Queens and Sunbury, and the county of Kings, except the parishes of Havelock, Cardwell, Westfield, and Greenwich.

Inspector—D. P. Wetmore, Clifton, Kings Co.

Inspectoral District No. 5.—The counties of St. John and Charlotte, and the parishes of Westfield, and Greenwich, in Kings County.

Inspector—W. S. Carte, A. M., St. John.

Inspectoral District No. 6.—The county of York, and the county of Carleton, except the parishes of Aberdeen, Kent and Wicklow.

Inspector—I. B. Oakes, A. M., Woodstock.

REWARDS AND PUNISHMENTS.

READ BEFORE THE KING'S CO. INSTITUTE BY J. W. CAMPBELL.

There is and can be no dispute as to the necessity of rewards and punishments, but there may be a difference in the minds of individuals as to the forms they may take, to the extent they may be carried and to the causes which call for them. Without them there can be no law and they are constantly appealed to by the law of conscience. A school cannot be conducted efficiently without them. In the minds of children the sense of right and wrong are but imperfectly developed and they must feel that there is a gratification in the performance of duty. In order to give them this feeling of gratification they must be stimulated by the hope of reward in some one of its forms. But rewards must be restrained to suit the temper and the physical ability of the children. They must also be kept in their proper place, that is in a place of strict subjection to the higher motives. It would be easy to raise them in the opinion of children so that they would regard them as the end of their conduct. They may be attentive and obedient, but their attention and obedience might be given simply for the hope of gaining some tangible reward. In like manner they might be induced to give their attention or to be obedient from the fear of some threatened punishment. These stimulants are often misused, and it is hard to say which is the most debasing government of a school—by bribery or by compulsion.

Rewards and punishments should be exercised in moral as well as intellectual conduct. But it is too common to confine them solely to the mental ability, thus leaving out of sight the importance of morality in the pupils. Now, in my mind, habits of good moral conduct are of more importance and should stand in a higher estimation with the teacher than the mere intelligent answering of questions. A great deal of discretion should be used by the teacher to determine in which direction the pupil needs a stimulus. Rewards and punishments should be regulated to suit the capacity of the different pupils. A pupil should not receive a reward simply because he outstrips all the other pupils in his class, nor should the others be punished because their intellectual faculties are not so keen as his. The same can be said of the moral side of the question. Some are naturally good, while others have to cultivate the habit of being good. Therefore rewards and punishments should be given according to what a pupil has made himself not according to what nature has made him.

Rewards and punishments may be natural or artificial. By the natural we mean the pleasures or inconveniences which naturally arise from actions. Thus the habit of being truthful in a child gives confidence in his word, while on the other hand falsehood leads us to distrust him. Under the natural may also be included praise and censure.

The artificial are so called because they do not of necessity spring out of the actions with which they are connected. There are two of these artificial rewards in use in schools, viz.: the arrangement of pupils in classes according to their merits, and the giving of prizes. The first of these is by no means essential to the successful management of a school, although it may be used with good effect. Inasmuch as its influence is felt by the whole school it has a decided advantage over the giving of prizes. Prizes are not within the reach of all who deserve them, and only a few of the smarter ones can obtain them. Thus their effect on the class as a whole is lost, for the class soon finds who are the ones likely to obtain them and the remainder give up the contest, thus they tend to discourage competition throughout the class as a whole.

Certificates are another form of rewards in use in schools. If these are modified to suit the

capacity of the school for which they are intended there seems to be no reason why they should not have a beneficial effect on the diligence and good conduct of the school. They are sometimes of a benefit to the holder after he leaves school, to help him get a position in business, and thus they have an important effect upon his future success in life.

Punishments used in schools are of three kinds, impositions, corporal, and expulsion. Impositions are applicable to offences which are incidental to class work. If a pupil comes in late he may be kept in at some of his play hours, but the teacher should always be careful to ascertain to what extent it is the pupil's own fault. Inattention is a fault which may be but a natural weakness in the case of young children. But it sometimes exhibits itself in the case of elder pupils. The teacher should then examine himself and see if it is not in part attributable to his own management of the school. Having satisfied himself that his management is comparatively good he may resort to the private admonition of the pupil, or to giving him a lower place in the class, and, in exceptional cases, he may sit the pupil aside directly under his eye. Imposition may also be practiced in regard to lack of preparation.

Corporal punishment and expulsion should be used only in very exceptional cases; but cases will arise in which they will have to be resorted to for the benefit of the school as a whole. If a pupil is morally bad, and persists in his bad habits after all the milder means have been resorted to, the teacher may use corporal punishment, and if this fails in its object the last means of all, viz. expulsion, must be resorted to in order that the morals of the other pupils may not be corrupted. But all punishments, whatever form they take, should be reformatory, that is, they should seek to reform the wrong-doer. Hence, in summing up we see the propriety of connecting rewards and punishments in regard to the government of a school.

The rewards should be the positive application of the love of activity, love of knowledge, love of approbation and the moral pleasures; the punishments the negative application of the same motives.

CULTIVATING A TASTE IN PUPILS FOR SOUND ENGLISH LITERATURE.

READ BEFORE THE KING'S COUNTY INSTITUTE, BY F. R. CHAPMAN, A. B.

It has been well said that the prime object of education is to make good citizens. So thought our legislators who gave us free schools. Industry, intelligence and morality are of the highest importance. Whatever might be said of the ballads of a country when they constituted the chief literature of the masses, it seems evident now that he who writes the literature of a country need care little who makes the laws.

With many a youth there is no instrument so powerful in forming the character as the reading matter that falls into his hands. It may exert such an influence for good or for evil that unless it be worth reading our labour in his behalf will be worse than useless; for the power that knowledge has given him may be used like a weapon in the hands of a maniac to bring about his own destruction. It will be readily admitted that the mind, like the body, grows by what it feeds on; that the bent given to its early plastic state is the one it is likely to follow in after years; that the boy unconsciously becomes like the hero in the tale which he reads. With regard to the reading of the sensational novel; it will also be admitted that each individual has only a limited stock of energy, and such is the "correlation of forces in man," that the more that is spent in mere *feeling*, leaves so much the less for *thought, will and action*. The "luxury of pity, as an emotion, ending in itself or at best in tears and a

long breath," may be so indulged in as to become morbid, selfish passion, alike degrading and exalting, while the active principle of pity, as a motive to relieve suffering and distress, may be almost wanting.

The work of the teacher is to direct the activities of the pupil in proper channels, so that there may be no waste, but that all his energies may be productive. We should strive to cultivate such a taste for what is pure and elevating on the great "Highways of Literature" that when once on that road the pupil will not turn aside to prey on the worthless garbage of the gutter.

In the few suggestions which I shall make on some of the means of attaining this end, I would say that considering its importance we should make the object itself a *special* one, and then we will, perhaps, find more means at our command than we would have thought possible. In fact the faithful and earnest performance of our duty as contemplated by the course of instruction, will go very far towards securing the desired result.

Our school readers contain a valuable treasury of literature which few, I think, have ever fully exhausted. I would strongly emphasize the point that from the very first the pupil be made to understand every sentence that is read. To secure this, I have sometimes thought it best not to take up every lesson in order as it occurs in the book, when I found one that I considered beyond the capacity of the class. I would further recommend an earlier and more general use of the dictionary than I think commonly prevails. Then, when the pupil fully understands what he reads, (and we can test this by requiring him to reproduce the meaning in his own words, or if far enough advanced, to write abstracts of it), when he has been taught to notice the excellences of thought and style, and has memorized the choice selections of poetry, a great step will have been gained. Other "gems of poetry," not found in the readers, may be written on the blackboard, or given as dictation exercises, and then stored in the memory whence, like household words, they will never more depart.

What a store of noble thoughts and moral precepts can in this way be given almost incidentally. A certain writer, who recommends this practice, says: "The literature of the world embodies a universal moral creed. At the shrine of noble thoughts the devotees of all creeds may bow as brothers." Using these in this way we will be accomplishing a two-fold object. We will be giving instruction in moral actions and habits, and we will be furnishing the pupil with such a draught from the fountain of higher literature as shall produce perhaps all through his life a longing to return to that "old oaken bucket" whose pure waters refresh without intoxicating.

Have we not all felt, as we came in contact with the thoughts of a great author, how

"The tidal wave of deeper souls
Into our inmost being rolls,
And lifts us unawares
Out of all meaner cares."

It is said that the Arabs of old were wont to teach their young the undying thoughts of their poets under the name of "unstrung pearls." Let us follow their example and give our pupils some of the bright gems with which our literature abounds, so that they too will long to become divers in the same great ocean.

Then, again, in the Useful Knowledge Lesson, provision is made for a ground work in Natural Science,—a subject which is justly becoming more and more popular. Pupils when trained to observe and classify objects of the animal, vegetable or mineral world will wish to know more about them and will be in a position to read with intelligence works on these subjects, and acquaint themselves with the wonders of the creation. And this leads me to think of another instrument of great importance—a good school library. Such a library, containing the standard poets, biographies, works on science, travel and fiction, would afford an opportunity for both teacher and pupil to carry out the foregoing hints. But in most districts there is

nothing of the kind, and I fear we teachers are largely to blame. Few of the ratepayers know that the government makes a grant of half the amount raised by the district. Let us try and impress upon the Trustees the importance of it, get the pupils to agitate it, and, if possible, get a small sum at least voted for that purpose at the next Annual School Meeting. The teacher may often use his influence outside the school by introducing wholesome reading matter in a locality, forming reading clubs, and calling the attention of parents to the utter worthlessness and positive evil of reading many of the periodicals and newspapers of the day.

These are some of the means I would recommend for impressing pupils with the vastness and the wealth of our literature—a literature that contains the garnered wit, wisdom and experience of the noblest and best of mankind in the past. It has been the result of the unremitting toil and self-denial of the world's mental workers. And this heritage, so "rich with the spoils of time," is ours. Let us strive that those in our care do not sell their birthright of enduring joys for the tempting but temporary delight of a "mess of pottage."

WHERE?

Where are these schools? Do you recognize them from your experience or observation?

"Courses of study in the common branches are becoming greatly simplified and curtailed, and at the same time made much more effective for all rational purposes. Instruction in reading, writing, spelling, history and geography, and, to some extent, physiology and the natural sciences, is being brought into four school exercises, reading, writing, conversation and drawing. The old reading books are being discarded, and the teacher, instead puts into the hands of the pupils histories and narratives of travels, abundantly illustrated with maps, magazine and newspaper articles, containing historical narratives and accounts of passing events; and natural objects, as plants, insects, minerals, etc., are made objects of examination. The scholars afterwards write and converse of what they have read or examined. Thus they learn to express their understanding of what has been read, or of what they have observed, in correctly written sentences, and in clearly spoken oral explanations. Map drawing, sketching and diagraming are made to take a full part in all these exercises. By such practice in reading, writing, speaking and drawing, attention, thought and handwork go together. The pen, pencil or crayon being constantly in hand, the pupils learn to write as readily as they speak, and spelling comes by practice. Writing and conversation are carried on under constant criticism by teacher and classmate.

"Under this system, without the study of the spelling book, the pupil learns to write without misspelling; without the study of grammar, he learns to put his ideas into sentences on paper, with correctness and facility.

"With a shortened course in arithmetic, the pupil is made proficient, quick and accurate in all calculations pertaining to the common business of life; made competent to enter and post accounts, to make a business statement, or write a bill, note or receipt, to make a measurement, and show correctly the area, or the contents in gallons or bushels.

—Report Committee on Education, Kansas Grange.

PERSONAL.—Mr. G. U. Hay is spending a portion of his holidays on the islands of Shippegan and Miscou.

FREDERICTON DEAN AND DUMFRIES INSTITUTION.—The scandalous charges made last winter by Mr. Abell against Mr. Woodbridge, of the above school have on investigation been declared groundless.

In the United States every two-hundredth man takes a college course; in England, every five-hundredth; in Scotland, every six hundred and fiftieth; and in Germany, every one hundred and thirtieth.

Manners are not morals, but they are very closely connected with them. A person of good moral character may have careless manners, but not often, for politeness is the essence and soul of morality, and a really inopportune person cannot be a good person. Politeness cannot be learned in a ball room, or taught from a book. It comes from the deep fountain of the human soul. It is often said to pupils: "Be polite," meaning, "Be mannerly." The old command was, "Mind your manners." "Make your manners." That was the right idea; but when a pupil is commanded to be polite, he is told to cause the impulses of his nature to be moved by instincts of helpfulness and kindness. A society smile is full of hypocrisy, and often covers up the depth of its selfish motives. A polite teacher is one who is the most sympathetic and helpful teacher. A polite pupil is one whose motives go out from, not into, himself. A polite education is the best education a human being can receive. Latin will not give it. Greek has not got it. It doesn't live with mathematics. It's God-given, and came from, and goes to, heaven. —School Journal.

The vast progress of science forces upon the attention and the time for education new and important demands. The English tongue is rich in the works of its writers, poets, and orators, beyond comparison with that literature which existed in the seventeenth century. The Latin, once the only language of the learned men of Europe, has lost this position, and it is not to be regained. The mental training afforded by its study and that of the Greek will be the same as of old; yet perhaps that training may be sought and found elsewhere. But I do not fear that the mighty instrument of thought and speech in which Cicero urged and persuaded, or that in which Demosthenes thundered over Greece, are to be thrown aside as broken and useless. The relative importance of studies varies; proportions change. Even if it shall be found that these studies occupy a less prominent place among the "humanities,"—as they are sometimes termed, which make the basis of a liberal education,—the civilized world, whose common property they are, is not ready to do without them yet. —Judge Charles Devens.

The French libraries which are open to the public contain about 5,000,000 volumes.

The University of Heidelberg is 500 years old—the senior of the German Universities.

A new High school is shortly to be erected at Regina, the sum of \$30,000 having been voted for school purposes by the Board of Education. A portion of this sum will be devoted to providing the new school building with maps, apparatus, etc. A praiseworthy enterprise is shown by the board in thoroughly establishing a school system on a most liberal basis.

With a directness characteristic of the Lone Star State, the *Texas School Journal* says: "After a fair test if you find you do not love to teach, it is better for you and the schools that you try another profession. You will do less harm by losing law cases, or by administering the wrong medicine, than by continuing in the business of bankrupting young minds.

An exchange makes the following query which calls attention to a curious defect in the modern educational system:—"Nearly every physician in the country now graduates from a medical school; about half the ministers are from theological seminaries; and very few of the lawyers attend the law school, and yet the law is usually ranked as the head of the learned professions. What is the significance of this?"

The *Whitby Chronicle* says:—"At the next meeting of the Uxbridge School Board Mr. Crosby will introduce a motion to reduce the salaries of the Public school teachers." The best thing that Uxbridge School board can do is to vote down the motion, and the best thing the Uxbridge electors can do is to leave Mr. Crosby at home next trip. The man who likes to pose before the public as a "retrenchment and reform" statesman should be avoided. Teachers, as a rule, are miserably paid,

and every effort should be directed towards bettering their salaries and not towards reducing them to the mere living point.

Supt. W. T. Howard, of Colfax county, Neb., urges upon school directors the benefits arising from employing teachers for the full year, instead of term by term. It would certainly seem that no engagement ought to be entered into without sufficient investigation to justify at least a year's contract. A teacher who is good enough for three months is good enough for a year. How long will it be before directors discover that temporary employments make it utterly impossible to develop good schools?—*Western School Journal*.

Writing of elective studies, Moses Merrill says:—"If a senior fifty years ago was allowed, by right, the privilege of choosing his studies, on account of his age and acquisitions, a sophomore ought to be granted the privilege to-day. The average age of candidates admitted to Harvard in 1830—fifty-six years ago—was 10½ years. The average now is nearly, if not quite, 18½ years. If you take out a few of the oldest men, say six or eight, in calculating the average age of classes in those days, it would be much lower. Taking out a proportional number of the classes of to-day, the average age would not be materially changed. It was not an uncommon thing for boys of 13 and 14, in those days to be members of the freshman class. It has now become a notable exception.

The *New England Journal of Education*, in a vigorous article quite agrees with the sentiments expressed regarding "Honorary degrees" in this column last week. We quote a few pertinent paragraphs:—"The degree of B. A. and M. D. usually represent an appreciable amount of real attainment; but M. A. in most colleges signifies, merely, that its recipient has managed to live three years after his graduation, and that he is able to invest five or ten dollars in the diploma. A doctorate in divinity is frequently given to persons who do not pretend to be learned men in any proper sense of the word. To be rich, or eloquent, or influential; to be the pastor of a rich church, or even to be the favoured pastor of some single rich parishioner, often furnishes a sufficient motive to induce our college board to admit a man to the degree who has no other title to it. The doctorate in laws is somewhat more rarely conferred, but with hardly more regard for appropriateness. Any knowledge of law has long ceased to be essential. As a sign of literary attainment in general, it is by no means infallible. A successful politician, a good military officer, or a prominent civilian, often becomes the recipient, for reasons wholly aside from any literary merit. Some of our larger colleges should establish a rule rigidly demanding evidence of real merit as a condition of honorary degrees.

After all, the efficiency of the school system depends upon school superintendents. The duties assigned them by law are many; and those which devolve upon them in an active administration of their offices cannot be enumerated. They are the life of the system; and it is their province either to make the schools a power for good in their jurisdiction or to render them obnoxious even to their best friends.—R. R. Farr, Supt., Virginia.

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.

How large do our fresh water lobsters grow? Would they live in salt water? In what localities are they found; and how should they be classified?
J. B.

INDUSTRIAL EDUCATION.

The following is clipped from the report of John March, Esq., A. M., Superintendent of the St. John Board of School Trustees:—

In closing my report, there is one subject to which I ask the attention of the Board of School Trustees, and of all who take a deep interest in the educational welfare of the young. The subject of Industrial Education is one of growing importance, and the school authorities in many places are carefully considering ways in which it may be carried on, and the extent to which the common public school can be used in its interest. Intelligent observers have noted the fact that the great body of the people have to spend most of their lives in industrial pursuits. Between the position of the day laborer and that of the learned professions, range the masses who secure their livelihood as mechanics, manufacturers, merchants, and farmers. The system of apprenticeship, which formerly prevailed, has almost entirely passed away, and in order that the industries of our country and time may be properly protected, and the welfare of our youth be conserved, it becomes necessary to adopt some scheme by which an effective substitute may be provided. The rapid progress which the cause of common education has made within the last quarter of a century, the widening out of the *curricula* of our schools, the provisions made for all classes to secure the highest advantages which are open to well informed minds, the improved methods of instruction, and the ambition of youthful minds begotten by all these, to be and do something in advance of the generation which preceded them, must fall of reaching the best results from a national and patriotic standpoint, unless there is incorporation with our common school systems, some provision by which the dignity of skilled labour and skilled workmen can be maintained. When from four to seven years of hard work and careful training were deemed requisite to prepare a youth for profitable entrance upon the practical duties of any craft, the position of a skilled artisan was one sought after and highly prized by the masses of the people. But with the overthrow of this system the falacious impression is being created that little or no education is required to be a mechanic, and the ordinary school boy aspires to a higher avocation. The natural result is to fill the workshops of the country with persons of untrained minds and unskilled hands, whilst what are known as the higher professions are overstocked with material which would have served a better purpose if put to other and more practical uses.

In not a few cities of the United States and England the idea of making the Industrial School an adjunct of the public school system has taken a deep and permanent hold, and with the most encouraging prospects of success. The object sought is simply to give instruction and practice in the use of tools in connection with the study of mathematics, drawing, and other English branches of an advanced school course. This includes carpentry, wood-turning, pattern-making, forge work, brazing and soldering, and the use of machine shop tools.

In all places where this kind of instruction has been given, it has been found that the interest and energy of the pupils have been greatly developed, and that the variety it affords has been most beneficial in stimulating to increased efforts in every branch of study. Applications for enrolment in the industrial classes have come, not only from those to whom the trained use of the eye and the hand is a necessary preparation for the mechanical arts, in which their lives are to be spent, but pupils belonging to families whose social position leads them to seek distinction in the higher walks of education and the learned professions, have entered with zeal and ardor into the work assigned them with gratifying results—the beneficial influence of such occupation extending to mind and body.

Whether the time has come for the introduction of special training in the industrial pursuits of life as a part of the Common School system of this Province, or not, is a question that may not be unworthy of consideration. In view of what is being accomplished in this direction in other communities, and the growing needs of our people, it invites careful enquiry and, if found to be as productive of good results as its advocates claim, should be speedily engrafted upon our own educational tree, in order that all who wish may enjoy its fruits.

SUMMER VACATION.

The Board of Education has been pleased to make the following Order amending Regulations 103 (2) (3):—

(2) There shall be a summer vacation in all schools extending from June 30th till the first Monday in August, but in rural districts subject to spring and autumn frosts, or where the harvest is late, the Board of Trustees, having first obtained the formal approval in writing of the Inspector, may permit a part or the whole of the summer vacation to be taken at another time. The Inspector shall notify the Chief Superintendent of each approval given by him.

(3) In cities and incorporated towns, organized under Sec. 103 (School Manual), the summer vacation shall extend from June 30th till the third Monday in August; there shall also be an Easter vacation (beginning on Good Friday) of three days, the same being week days other than Saturdays. These provisions apply also to the schools in the towns of St. Andrews, Chatham and Newcastle.

WM. CROCKET,
Chief Supt. Education.

Education Office, Fredericton N. B.
July 9th, 1888.

P. S.—The above provisions take effect during the current year.

W. C.

Who is the laborer? The man who works ten hours a day with his hands, or the man who works sixteen with his brain? There is a great gush of sentiment just now for the manual laborer, as though he who toiled with his hands is more of a slave than he who earns his bread by the sweat of his brain. Thought rules the world. Thought built the engines that consume the coal that runs hundreds of millions of wheels. It is thought that created the unnumbered wants of civilization. Thought is the greatest of all laborers, and yet in the organization of the Knights of Labor, no inventor or editor, or logician, or orator, or statesman would be admitted—no man who does not toil with his hands to earn his daily bread. Who is more of a day laborer than the teacher? Who deserves higher recognition, or more just treatment? Who moulds thought or shapes the destinies of the world more than he? What are card-drivers compared with pedagogues, or engineers compared with school-masters? From the teacher's brain come the materials for work, all fashioned for effective action. But notwithstanding all this, who ever heard of a "teachers' strike," or a secret organization named "The Knights of the Spelling-Book?" It would surpass the wildest dream of the poet's imagination to suppose that any considerable number of teachers had banded together in a compact so strong as to stop teaching at the instant when ordered by a superior officer, only to resume as quickly when the order was given. Why is such an organization so utterly inconceivable? Simply because teachers are too intelligent to be so led. Brain workers will never organize for a strike. They have organized but it is for the purpose of finding how they can increase the quality of their work. Its quantity can neither be augmented nor over-estimated. There are thousands of wrongs they bear rather than fly to those they know not of, for they know that the one disease at the root of all the ills of their lives will be cured when men come to appreciate the thought-producing power of the world. The land without the school-master is the land without work.—*The School Journal*.

Out of 303 colleges in this country, 155 use the Roman, 114 the English, and 34 the continental pronunciation of Latin.

An immense number of birds of all shades and colors, on their way to the north, were attracted one night recently by the great electric light of the Chicago Board of Trade, and instantly killed as they touched it. The roof of the tower, and the sidewalks and streets, were covered with dead birds.

GIVE GOOD TEACHING A CHANCE.

There has been legislation enough for poor teachers and poor teaching. Give the good teachers a chance! The testimony of countless good teachers has been uniform in this respect. When asked, "Why don't you do better work?" "Why don't you use the methods taught in normal schools, and advocated by educational periodicals and books?" The answer is, "We cannot do it. Look at our course of study. In three weeks, or months, these children will be examined. We have not one moment of time to spend in real teaching!" No wonder that teaching is a trade and not an art! No wonder there is little or no demand for books upon the science and art of teaching, such as "Payne's Lectures," etc. The demand fixed by examiners is for cram, and not for an art; and so long as the demand exists, so long will the teacher's mind shrivel and dwarf in the overlasting treadmill that has no beginning or end, and the more it turns the more it creaks! So long, too, will this tinkering of immortal souls go on! Teachers often complain of their social position, their salaries, and the lack of sympathy in the public. "The fault," dear teachers, "is not in our stars, but in ourselves, that we are underlings." Instead of stubbornly standing, and obstinately denying that there is no need of reform, and that all so-called new methods are worthless; let us honestly, earnestly, prayerfully study the great science of teaching. Let us learn, and courageously apply the truths that shall set us free; and the day will soon come when the teacher will lead society and mould opinion.—*School Journal*.

FLOWERY MEADOWS.

PROF. W. WHITMAN BAILEY.

The ox-eye daisies are no doubt, a great pest to the farmers, but we could ill spare them from our meadows and waste places. Still harder would it be to resign the magnificent Rudbeckias, with their golden stars. There is nothing finer in the long catalogue of summer flowers.

To-day we saw a group of children weaving the white daisies into wreaths, and so happy in their occupation that we longed to join them and forget the cares of teaching. They were half-hidden in the tall grass which, besides being adorned with daisies, actually gleamed with galaxies of golden buttercups, or blushed with clover-tops. Through the grass, too, appeared the royal banner of iris, our own fleur-de-lis, and the brown and reds of sorrel. The whole field was one like that which proved fatal to *Persephone*.

Soon the old stone-walls will bloom out with wild roses, the simplest and most exquisite of all June's many favors. Who would not be a child, to fashion chains of dandelions and daisies? Is there anything that we mould in after-life more durable? We blow the feathers of dandelion to the wind, and half-imagine that the messenger may cross the border of that better land where our dearer flowers await our coming! Ah! that we could send some token by the winged Mercury, or receive somewhat in return. There is endless change about us, but the result is life and beauty. Nothing is lost, though much be hidden.

There can no good teaching without a good method.

The expression of thought should be regarded as a primary object in intellectual education.—*Et.*

Be not over anxious for haste in results. If what you teach is permanent in thought, memory, or process, then it will repay even a good deal of time in the preparation.

It is far more profitable to do a small amount of work well than to attempt to cover too much ground. If a pupil can devote but four years to the study of arithmetic, it is far more beneficial to spend the whole time on the first half of the text book, if thereby an accurate knowledge can be gained, than to cover the whole book in the hope of gaining credit for keeping up with a fellow pupil, and thereby pass over the work superficially.

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

ments. Our manufacturing facilities enabling us to make to the order of our patrons in the best style, English and Scotch Rubber Circulars and Dolmans, Fur Capes, Ashachau Mantles and fur-lined Circulars in all sizes and qualities. **NEW CARPET WAREHOUSES.**—The greatest success attending the opening of this New Branch of our business has situated 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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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.

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EXAMINATION PAPERS.

III. [1] TEACHING AND SCHOOL MANAGEMENT. Time 2 hr.

1. Describe your mode of teaching the first steps of reading.
2. Show how you would develop ideas (1) of number (2) of fractions.
3. Name the methods you would employ with a view of securing correct language on the part of your pupils.
4. Describe the means you would adopt to make your pupils good penmen.
5. State in what way you propose to deal with pupils who come with unprepared lessons.

III. [2] SCHOOL SYSTEM. Time 30 min.

1. Name the three sources of support for schools.
2. What is the duty of Teachers with respect to (1) Time Tables? (2) Temperature of the school room? (3) Ventilation? (4) Public Examinations? (5) School Returns?
3. When is the annual school meeting held? Who can vote at such meetings? At what hour must all school meetings be held?
4. When do the school terms begin and end?
5. What is the provision in aid of (1) school libraries? (2) Poor districts?

I. II. & III. [5] CANADIAN HISTORY. Time 1 hr.

1. Give the opening and closing dates of each of the three periods into which Canadian History is usually divided. (2) Name the leading features of one of these periods.
2. Write a brief account of the Destruction of Port Royal, or of the first capture of Quebec.
3. Briefly describe one of the following events: Arossook War, Papineau's Rebellion, Ashburton Treaty, Surrender of Cornwallis, Expulsion of the Acadians.
4. By whom and under what circumstances were the following places founded:—Quebec, Halifax, Saint John, Fredericton, Louisburg.
5. Explain the following terms: Legislature, Parliament, Executive Council, Privy Council, Confederation, Responsible Government, British North America Act.

III. [6] BRITISH HISTORY. Time 1 hr.

1. Name the leading events in English History during the Roman Period.
2. (1) What kings were most successful in resisting the Danes? (2) Give a brief account of the struggle?
3. (1) What is meant by the Magna Charta? (2) What causes led to its being drawn up? (3) What steps were taken to compel the king to sign it.
4. (1) What is meant by the Commonwealth? (2) How long did it last? (3) Name the chief events during this period.
5. (1) Name the Sovereigns of the House of Brunswick? (2) What have been the leading features during this period? (3) Give a brief account of the reign of one of these Sovereigns.

III. [7] USEFUL KNOWLEDGE. Time 1 hr.

1. What are the different kinds of Cotton, Linen, Wool and Silk? Name the chief seats of their manufacture.
2. Describe the following metals, and state the uses of each. Lead, Tin, Zinc, Mercury.
3. From what sources or materials are the following common things derived: Ink, Paper, India Rubber, Parchment, Glass, Steel?
4. State what you know about Cork, Sponge, Coral.
5. Show why attention to the ventilation of schoolrooms is necessary.

III. [8] COMPOSITION. Time 1 hr.

1. Correct where necessary the following:—He is not older than me. He went to the woods and was lost. He bought the book at Black's, the publisher. It had not ought to be. He is not yet here; he ought to. He does not speak good. He is the same boy who I saw at the concert, I think. I am well posted in the rules of grammar.
2. Put the following passage into prose form:—
And now a gallant tomb they raise
With costly sculptures decked;
And marbles, stord with his praise,
Poor Gelert's bones protect.
3. Form a complex sentence, having the word *animal* as the subject of the principal clause.
4. Write a letter to the Secretary of a Board of School Trustees in answer to an advertisement for a teacher.
(Do not put your own name to the letter).

III. [9] ENGLISH GRAMMAR. Time 1 hr.

1. Give the general and particular analysis of the following sentence—I am sorry, friend, that my vessel is already chosen, and that I cannot therefore sail with the son of the man who saved my father.

2. Parse the words in italics in the foregoing sentence.

3. In how many ways may adjectives be compared? Give examples.

4. Give the third person singular of each tense of the Indicative mood of the verb *go*.

5. Define the following:—Transitive verb, abstract noun, adverb, conjunction, and give an example of each.

6. Give the past tense and past participle of the following verbs:—*My, make, see, write, sit, stand.*

III. [10] ENGLISH LITERATURE. Time 1 hr.

1. From what authors are the following quotations made:—

- (a) "Yet beautiful and bright he stood
As born to rule the storm."
- (b) "He careth not for the winter wild
Nor those desert regions chill."
- (c) "Delightful visitant I with thee
I hail the time of flowers."
- (d) "So stooping down as needs he must
Who cannot sit upright."
- (e) "There was joy in the ship as she furrowed
The foam,
For fond hearts within her were dreaming of
Home."

2. Quote two stanzas from "The Loss of the Royal George."

3. Put the thought in the following stanza into words of your own:

"What time the daisy decks the green
Thy certain voice we hear.
Hast thou a star to guide thy path
Or mark the rolling year?"

4. Explain the following italicized words and phrases:—

- (1) "Thou fliest the vocal note."
- (2) "The white sails swelling to the breeze
Are stirred in these summer seas."
(3) "And melts in ambient air away."
(4) "Dueler and Laldric richly dight."
(5) "Light on DeBouno the whites he passed."

III. [11] ARITHMETIC. Time 1 hr. 30 min.

Exhibit the work.

1. The selling price of a property was \$8,324½; the gain was \$130½; what was the cost price?
2. How many times will a wheel 15½ feet in circumference turn in running one mile?
3. Bought apples at the rate of 5 for 7 cents; how much did I pay for 4 dozen?
4. Reduce 1 acre, 2 yards, to feet, and prove the correctness of your answer by reversing the process.
5. Reduce 625 and 1125 to vulgar fractions; multiply them together in that form and reduce the result to decimals. Prove by multiplying the decimals as they stand.
6. Show that 3-11 of (70 + 14½) is equal to ½ of 20½ divided by 10½.
7. If 10 men can build a wall 50 yards long in 12 days, in what time could 8 men build a wall 2-5 of that length?
8. In 3654 metres, how many decimetres? How many hectometres? How many centimetres? How many decimetres?
9. A bankrupt is allowed to cancel all his debt by paying 40 cents on the dollar; what did he owe to a person to whom he paid \$1500.

N. B.—8 Questions make a full paper.

III. [12] GEOGRAPHY. Time 1 hr. 30 min.

1. Explain the following terms:—*latitude, longitude, peninsula, isthmus, climate.*
2. Name the countries of Europe that border on the Mediterranean, and the capital of each of these countries?
3. Name the chief seats of the hardware manufacture in England, of the linen manufacture in Ireland, and the chief seat of the iron steamship building in Scotland.
4. Where are the following towns, and for what are they noted:—Paris, Dresden, St. Petersburg, Amsterdam, Berlin, Edinburgh, Londonderry, Washington, New Orleans?
5. Describe (1) the River St. Lawrence; (2) the St. John River.
6. Describe (1) the surface; (2) the climate of New Brunswick.
7. Draw on the paper furnished you an outline map of New Brunswick, indicating and naming the chief rivers and towns.

N. B.—The examiner will allow 70 marks as the full value for the first six questions, and 30 marks for the seventh question.

NEW PAPER.—We have received the first number of a new paper, the *NEW BRUNSWICK JOURNAL OF EDUCATION*. It is to be published fortnightly, and as its name indicates, it is to be devoted to the interests of Education in New Brunswick. It is edited by Mr. George U. Hay Ph. B., assisted by Mr. Wm. S. Carter, A. M. The number before us is well printed and the articles are well written. There certainly should be room for such a periodical in the neighboring province.—*Colchester Sun.*

The locality of the Union Baptist Seminary is still an unsettled question. The directors held a meeting on the 8th inst., and received a further report from the Committee of Enquiry, but owing to the absence of a number of the members of the Board it was decided to further consider the matter at their next meeting on the first Thursday in August. Sussex and St. Martins are both being considered, and by some Sussex is looked upon as the most desirable place, but the proposition made by the people of Sussex is so hedged about with requirements upon the Society that the working out seems difficult.

The Enquiry Committee were asked to get further information and report to the next meeting of the Board, and also recommend the most feasible place. The directors purpose calling a special meeting of the Society at an early day to make final decision.

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Special facilities will be afforded to ladies wishing to pursue the full undergraduate course, and to teachers who may need to teach during the Summer Term. One or more cash prizes will be offered for competition at the Matriculation examinations, to commence on the 3rd day of September next. Intending students are invited to correspond with the President.

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66 KING STREET, ST. JOHN. June 10-1y

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MANUFACTURER OF
SCHOOL FURNITURE,
FREDERICTON, N. B.
Double Decks of Ash, \$2.25. Iron legs, fold up seat, \$3.50. June 10-1y

IF YOU WANT the BEST VALUE
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BOOKS, STATIONERY, FANCY GOODS, JEWELRY, &c.,
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Office—No. 7 Pugsley's Building,
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June 10 1y

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BARRISTER, Etc., REFEREE IN EQUITY.
Offices—Nos. 12 and 13, Pugsley's Building,
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BARRISTER-AT-LAW.
P. O. Box 204. ST. JOHN, N. B.
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No. 2 Palmer's Chambers, Princess Street.
SAINT JOHN, N. B.
JOHN L. CARLETON. June 10 1y JOHN BODEN.

L. A. CURREY,
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CHUBB'S CORNER, SAINT JOHN, N. B.
June 10 3m

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INSTRUCTOR in Shorthand and Type-writing on L. "Caligraph." Pupils fitted to take positions as amanuenses and reporters. Lessons by mail or personal. Write for particulars. (Teachers will confer a favor by mentioning this advertisement to scholars.)

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BUY ONLY THE
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THEY ARE THE BEST.
ANDREW MYLES,
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CULLEY, BRUNNING & WOODS,
HAVE JUST OPENED full lines in every department.
SILKS, DRESS GOODS, PARASOLS, SATINS,
SUNSHADES, LADIES' MILLINERY,
UNDERCLOTHING,
LISLE AND KID GLOVES,
CHENILLE AND DRESS AND OTHER THINGS, MANTLE

Buttons and Clasps, &c.
61 KING STREET.
THORNE BROS.

OUR STOCK OF
Boys' Straw Hats,
For the Season of 1886 is extensive, and are popular because of their Finish, Style, and Price.
IN GENTS' STIFF AND SOFT HATS,
We are showing full lines of Summer Styles.
SILK HATS IN STOCK AND MADE TO ORDER.
THORNE BROS.,

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TO TEACHERS AND SCHOLARS.



Every teacher and scholar in the schools of New Brunswick should be provided with Waterproof Garments, as there is not any more fruitful source of sickness than sitting in wet or damp clothing.
As we make a specialty of Waterproof Clothing, for men, women and children, we can supply the most desirable kinds.
Price Lists mailed, if requested.
Wholesale and Retail.
Estey, Allwood & Co.,
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Black Flexible and Light Colored Full Stiff Hats.
SOFT HATS, ALL COLORS, ALL QUALITIES.
CORK LINED HELMETS.
LINEN HATS AND HELMETS.
Men's, Boys' and Children's Straw Hats.
From 20c. up. All the Newest Styles.
Our Own Make SILK HATS. Quality Guaranteed. Fishing, Boating, Travelling, and Harvest Hats.
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Awarded Highest GOLD MEDAL at New Orleans' Exposition, 1885. Also, the PIANOS made by John Bronnmead & Sons, London, England, unanimously awarded the Highest Honors, by the most eminent musical authorities in Europe and America.
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Every one who desires to see first-class Pianos and Organs are welcome to call and examine. Pianos to hire.
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WE are now able to supply everything required for Schools including,—

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A Liberal Discount given to Teachers.

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WHOLESALE TRADE.

New Dry Goods,

- 380 Pieces PRINTED LAWNS.
- 102 " BELFAST PRINTED LINEN MUSLINS, Fast Colors.
- 4 Cases WHITE FIGURED DRESS MUSLINS.
- 1 " CREAM " " "
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- 19 " NEW PRINTS, Late Novelties.
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- 4 " FRENCH COLORED DRESS GOODS.
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- 2 " SILK HANDKERCHIEFS.
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We are constantly adding to our mar. Departments, selections called from the leading Novelties as soon as they appear.

Inspection of our Stock and comparison of Prices invited.

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Fresh HEMP SEED,
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PLUM ISLAND WHITE,
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ARE the best value in the Province. His Furnishing Stock is replete with every novelty.

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— DEALER IN —

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

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31 & 33 King Street, - - - St. John, N. B.



Diamonds,
Rubies,
Emeralds,
Sapphires,
Pearls,
Opals,

—AND—

Other Precious Gems in Stock and Set for BIRTHDAY, FAREWELL and ENGAGEMENT RINGS, Wedding Rings on hand and made to order on short notice by

W. TREMAINE GARD, Goldsmith,
87 King street, (under Waverly House), Saint John, N. B.
N. B.—A fine lot of "Gard's Brilliant Spectacles and Eye Glasses." Warranted to suit for Students' use particularly.

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

June 10-ly

The Ontario Mutual Life Assurance Co.

began business in 1870 with a capital of \$2,216, the premium on its first policies. Its assets now amount to \$753,661.67 with a deposit of \$100,000.00 with the Dominion Government.

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

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

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

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

E. M. SIFFRELL, General Agent,

St. John, N. B.

A GREAT FINANCIAL INSTITUTION.

THE NEW YORK LIFE INSURANCE COMPANY.

JANUARY 1st 1886.

Amount of Net Cash Assets, January 1, '85	\$27,822,978.45	Paid policy-holders and their representatives	\$9,067,414.38
Income during the year	16,121,172.74	Assets held as security for policy-holders	60,864,321.32
Market value of securities over cash	3,331,700.51	Total amount paid policy-holders and now held in trust for them	153,651,755.00
Cash paid for matured endowments, annuities, death losses, &c., &c.	10,444,353.19	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	66,861,321.32	Interest receipts	\$26,229,567.08
Surplus above all liabilities by the New York State Standard, at 42 per cent.	13,215,042.01	Death-losses	57,021,708.09
During the year 18,356 policies have been issued, insuring	62,321,422.00	Accretions of interest exceed expenses of management	11,965,723.02
Amount received from policy-holders	144,016,014.68		

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

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

Messrs. COWIE & EDWARDS, St. John, Insurance Brokers, Local Agents for the City.