

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., MARCH, 1897.

WHOLE NUMBER, 118.

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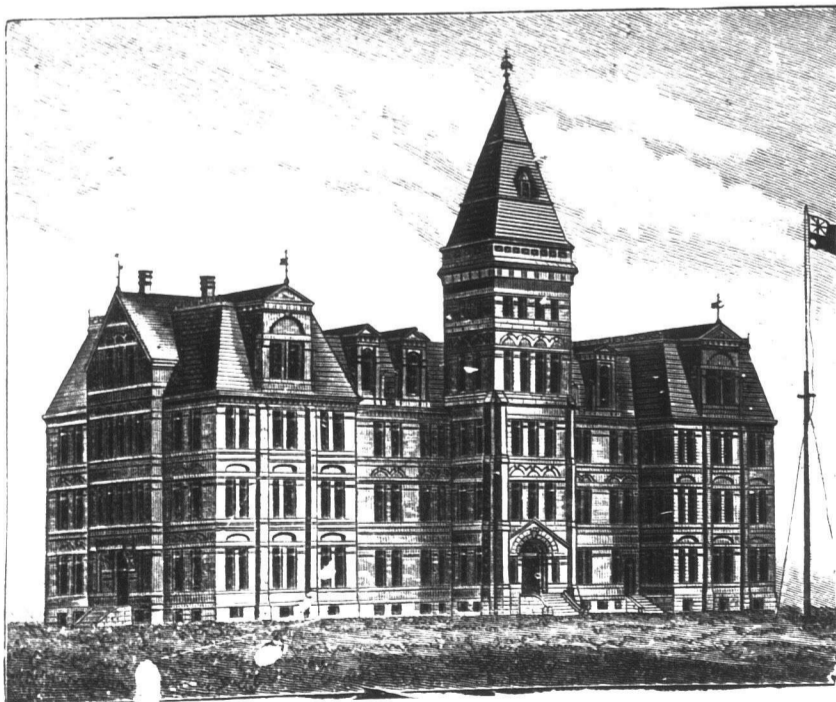
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Sept. 3rd. 1896

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ANSWER - The last edition is recommended to candidates, as it is more abreast of the science as it is to date.

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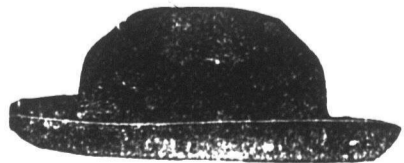
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# The Educational Review.

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G. U. HAY,  
Editor for New Brunswick

A. McKAY,  
Editor for Nova Scotia.

J. D. SEAMAN,  
Editor for P. E. Island

## THE EDUCATIONAL REVIEW

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THE new school history of the Dominion of Canada will soon be published, and will be ready for introduction into the schools in August next.

BULLETIN No. 14, of the Natural History Society of New Brunswick, has appeared, and contains a most interesting report of the proceedings of that active society.

THE *Gazette*, published by Joseph Knowles, St. John, has appeared in a greatly improved form. The February number is devoted to St. John and is illustrated with views of points in and about the city, and with portraits of many prominent citizens. The number is an excellent one in every respect.

THE *Educational Journal* of Toronto has been merged into the *Canadian Teacher*, the first number of which has just made its appearance and reflects credit on its publishers, the Educational Publishing Company of Toronto.

THE *Journal of School Geography*, edited by Richard E. Dodge, New York, is a most interesting addition to educational publications, and especially to the science of geography. Two numbers have already appeared.

MANY articles intended for this number of the REVIEW are held over for next month. Our contributors should remember that articles should reach us by the first of the month to secure insertion.

WE are indebted to A. H. MacKay, Esq., Superintendent of Education for Nova Scotia, for a copy of the School Report for the past year. This will be noticed at length in the next number of the REVIEW.

THE Report of Schools for British Columbia has been sent us by David Wilson, Esq., Inspector of Schools of that Province. The report shows that education has made substantial progress there in the past few years. The large number of teachers in British Columbia from the Atlantic Provinces of Canada have no doubt contributed to secure that result.

WE have received the advance sheets of a Practical Mental Arithmetic, which is shortly to be published from the press of Messrs. J. & A. McMillan, of St. John. It has been prepared by Mr. C. E. Lund, of Sackville, N. B., and is intended as a help to teachers in presenting this important subject in a practical manner, and this is done in a way that should secure excellent results.

THE Rev. Thomas Trotter, pastor of the Wolfville Baptist Church, has been chosen to succeed the Rev. Dr. Sawyer, as president of Acadia college. The choice is one that is received with satisfaction by the Baptist denomination of these provinces. A gentleman of high character, good executive ability and ripe scholarship, he will no doubt fill with distinction the honorable and responsible position of president of Acadia, which has been held by such able and zealous leaders as Rev. Dr. Cramp and the Rev. Dr. Sawyer.

WE have received numbers one and two, volume one, of the "Collections of the New Brunswick Historical Society." These collections embrace some of the most important papers that have been read before the Society since its organization in 1874, with documents and publications relating to the early history of the province. The Society has enrolled among its members many local historians and men of letters, who are doing an excellent work in preserving and placing on record materials of interest in the early history and settlement of the province. Among the contributors to volume one are Messrs. Jonas Howe, James Hannay, W. F. Ganong, and Rev. W. O. Raymond.

ATTENTION is directed to the official announcements in another column made by Dr. MacKay, Superintendent of Education for Nova Scotia. Dr. Inch will publish in our next number the official announcements of the July examinations for the Province of New Brunswick.

ALL honour to the town of Milltown for its progressive action in the matter of providing free material to the pupils in its schools. The comparative efficiency of the schools cannot be ascertained from the report but in the matter of school attendance Milltown has been in the lead for two or three years. With such an intelligent school board and such an attendance efficiency will keep step, and some of the other towns will have to look to their laurels.

#### Poor Districts.

It is questionable whether or not teachers' salaries are correctly reported in the school report. Inquiry shows that many teachers having charge of schools in poor districts report their salaries minus the poor aid. It may be that all teachers in poor districts do the same thing, and if so the showing of salaries is much worse than it should be.

For example, a second class teacher teaching in a district "one-third poor" reports her salary \$120 per year, whereas, adding poor aid it should appear \$147 per year from the district. As there are many poor districts, if the aid in such cases were taken into account a very material increase in the salaries paid would be shown.

In fairness to all it is not desirable that the number of poor districts should be increased. Yet they are slowly increasing. This is not due to increasing poverty, because there can be no doubt but that progress of a very substantial character is being made each year. It is due to a sort of mania on the part of assessors to lower the valuation in order, as they think, to escape county taxes. There is urgent necessity for assessors independent of parish politics and possessing qualifications for the position.

The government should make the appointments and see that competent men are not removable at the caprice of politicians. According to the way we are getting on now it will probably not be long before the poor district limit will be reduced.

Even in poor districts the effort put forth for the support of schools varies greatly. Some of these districts possessing a valuation near the limit make very slight exertion beyond fulfilling the requirements of the law. They hire the cheapest teachers, curtail school

time, and supply poor accommodation. With the poor and these districts are very much better off than their neighbors, whose valuation is much higher. Would it not be a good scheme to grant poor aid in proportion to the effort put forth by the district. It might be according to the amount per hundred dollars expended for school purposes. It would at least be given where it is deserved by such an appointment.

Is the property of widows exempt for school tax to the amount of \$500? There seems to be some doubt about it, and some districts suffer severely on account of granting this exemption. Cases also are not wanting in which a transfer of property to widows has been made in order to secure exemption from taxes.

The very low rate at which property is assessed in the average parish makes this exemption very formidable. The assessors allow deduction for all debts and liabilities, which of course are in addition to the legal rebate.

Parish assessors vie with each other to reduce the standard of valuation in order that the county rates may be lower.

It may be added that this procedure does not decrease the number of poor districts.

#### Religion in German Schools.

The average time actually given to religion in the German peoples' schools for the year 1894-5 was as follows in each year of the course:

First year, 2 hours 27 minutes per week; second year, 2 hours 57 minutes; third year, 3 hours and 24 minutes; fourth year, 3 hours 47 minutes; fifth year, 4 hours 6 minutes; sixth year, 4 hours 8 minutes; and in the eighth year, 4 hours 14 minutes. In Berlin four hours per week are required in every year. The maximum varies from 4 hours to 7 hours per week. Yet some of our contemporaries are circulating statistics tending to show that juvenile crime has been increasing rapidly in Germany during the last forty years, all supposed by the pro-circulators to be due to the "lack" of religious teaching in the German schools, which they ignorantly assume to be secular schools like those of the Atlantic Provinces of Canada. And evangelical preachers bemoan the sparse attendances in the German churches when they visit them. Perhaps after all, the national objective method of teaching the principles of Christian conduct and the formation of Christian character may be better than the irrational cramming of dogmatic theology in the mis-called "religious" schools; that is, if we assume "religion" to be what "pure religion and undefiled" has been very authoritatively defined to be.



**TALKS WITH TEACHERS.**

One of the most difficult things to induce the average trustee to take an intelligent interest in is good black-board surface. He usually provides it grudgingly, and often when provision has been made it is little better than useless. Shaky and knotty boards, not well seasoned, and painted with paint in which there is a liberal proportion of oil, is the standard quality. Few carpenters seem to appreciate the necessity for smoothness, and take it all in all, the black-board surface supplied in many country schools is limited in quantity and still worse in quality. The intention may be good, but the execution is very bad. The prevalent idea seems to be that the surface is for teachers only, and from the height of many boards from the floors, small pupils could not use them if they wished.

There is a brighter prospect in store for the future in this particular. I notice by the report that many schools in the southern part of the province are supplying themselves with slate surface. The first cost may be slightly in excess of wood, but it is far cheaper in the end. These slates come in different sizes, the most convenient being about  $3\frac{1}{2}$  x  $4\frac{1}{4}$  feet. They are about three-eighths of an inch thick and are no trouble to set upon the walls. They fit closely together and furnish a surface that is unsurpassed for excellence, requires no repair and will last practically forever.

St. John city has all its new black-board surface of slate. There is some of it in many towns, and it is beginning to make its way into the country districts. Let each teacher try to secure some of it either through the trustees or by her own efforts.

This paragraph is for trustees rather than teachers, and it is hoped that you will direct their attention to it:

Much trouble arises each year because of bad book-keeping or keeping no books at all.

Each district should provide itself with a book in which the minutes of school meetings and the accounts should be accurately kept. The secretary should not tear leaves out of it to conduct his correspondence upon. When a dispute arises over the accounts that district does not usually fare well whose accounts are kept upon slips of paper many of which may be misplaced either accidentally or on purpose.

The trustees must also bear in mind that unless the bonds of their secretary are filed that they are his bondsmen.

The longer I take the REVIEW the better I like it. I find a great many useful hints in its pages. The "Talks with Teachers" are very helpful. L. McN.

**The Concord System.**

*To the Editor of the Review*

Some mention has been made in your paper of the "Concord System" which in brief is the conveyance of pupils living at a distance from a central point to and from school at public expense. This system originated at Concord, Mass., and, I understand, has been adopted in many other sections in the United States.

I cannot but think that this plan could be followed with great advantage in many parts of New Brunswick. Starting from a common centre with a radius of say five miles, there are a half dozen country schools of the average size. Many of the pupils in these districts, owing to bad roads and distance from the school, make a very irregular attendance at ungraded schools, which is perhaps only kept in operation from half to three-quarters of the school year.

Assuming that the average conditions prevail, let us look at the advantages offered by the Concord System.

- (1) One central graded school as against seven miscellaneous schools.
- (2) Three teachers as against seven.
- (3) More efficient supervision.
- (4) More progressive trustees.
- (5) Better paid teachers and a longer tenure of office for them.

As to the cost. Assuming that the amounts contributed by government and districts remain as at present, would not the difference in the cost of three and seven teachers pay for transporting all pupils over one-half mile from designated points? I think that it would.

It would almost seem then that the cost of teaching might be assumed by the government with no greater expense than at present if the county fund remain as now; and the outlay required from the district would be confined to school accommodation and the conveyance of the pupils to and from the schools.

The difficulty would be to make a beginning, as there are well equipped school houses in nearly all districts. To sacrifice these and incur the expense of building a large central building would not be popular, but I think the privilege might be given any group of districts to unite under fair conditions.

I have in mind many such groups where union would bring about almost incalculable advantage in the matter of efficiency and comfort, and would not add to the cost after the initial steps were taken.

Yours, etc.,

W. S. CARTER.

St. John, Feb. 27th, 1897.

A wild goose flies by a chart which the Royal Geographical Society could not mend.—*Oliver Wendell Holmes.*

For the REVIEW.]

**Good Manners.**

In one of the Ontario papers there have been charges made against the public schools as compared with private schools in the formation of good manners. And there are some people who talk that way in Nova Scotia. In some places it may be noticed that there is a grossly exaggerated idea of the natural equality of all men; and the gruff urchins move around as if every one appearing to be better off in the world or in any higher position of authority were challenging that principle by coming within range of their presence. Like the editor of their fathers' favorite political newspaper, who denounces every one on the government benches or in government offices to be unmitigated rascals, the little fellows in turn are ready to throw rotten eggs at the editor when he drives out into the country incognito in his urban buggy, or conspire to do as many things as possible which are forbidden by the teacher, with the least possible injury to themselves, as the secondary consideration. When they meet a stranger they appear to look for something to resent; and, if at all possible, they must construe any show of politeness into an attempt at being sarcastic. If they ever become so advanced as to be able to go up to examination, the dyspepsia of the examiners, or their downright carelessness or incompetency, is in the most matter of fact manner announced as the reason of their failure. Even public school teachers have been known to talk that way.

Now there appears to be no necessity why such intemperate and irrational conduct should be characteristic of the public schools as compared with private schools. In fact, the public school system, being so much greater than any private school system, there should be expected in it, and there are in it, greater teachers from every point of view than are to be found in private schools, and that is no disparagement of many of these excellent institutions. But when there are many teachers who can enter the profession without even going through a training school itself, it should not be considered surprising to find many who do not know the value of good manners to the comfort, if not the peace, of the world generally, and their own success in it. They have never thought of the fairer and more peace-generating policy of meeting every one ostensibly as if he were a friend, although reserving a large store of caution within the breast until there is certitude. In honor preferring each other. They never understood the mischief-breeding and pain-producing effects of intemperance in the expression of opinion or in the exhibition of feelings.

Then there are smaller points of good manners, in the use of speech, in tidiness of the person, the firm, healthy, and fearless bearing of the body, the unsuspecting and kindly, not timid or fawning expression of countenance, all of which are read by business men and the world generally as an open certificate of character. And a good character in another is what every one desires, all the more sometimes if he lacks it himself.

MOS MORIS.

For the REVIEW]

**New Brunswick Schools of the Olden Time.**

BY W. O. RAYMOND, M. A.

KINGS COUNTY.

Continued.

The first of the school masters in this county of whom any record has been preserved were those employed by the Society for the Propagation of the Gospel. They were supported by the society's grant of £10 stg. per annum with the help of such assistance as the people could then afford. Most of the S. P. G. school masters came in under the Madras or National System about the year 1818, which they taught with more or less success, and their grants were continued by the society. The following is a list of school masters whose names are preserved in the annual reports of the S. P. G. with the dates of appointment:

SUSSEX VALE: Elkana Morton 1792, Jeremiah Regan 1797, Walter Dibblee 1815, Henry Leonard 1817, Joseph R. Leggett and Mrs. Leggett 1819, Anthony R. Truro 1820.

KINGSTON: Jesse Hoyt 1797, Edmund Finn 1800, Jedediah Phips 1801, Walter Dibblee 1806, Rufus Heald 1816, James Condie 1818.

SPRINGFIELD: Wm. Brasier Hayes 1798, Henry Erb, Jr. 1809, Alex. Burnet 1819, Samuel Fairweather 1821.

NORTON: Ozias Ansley 1795, Miss Martin 1819, Mr. Ryan 1820, Samuel Thompson 1823.

HAMPTON: Asa Davidson 1820, James Dunn 1822.

Many of these old school masters held prominent official places in the community and were honored and respected. Reference has been made, however, in a previous number of the REVIEW to the misconduct of Edmund Finn, one of the masters employed at Kingston. His sentence is thus recorded in the Journal of the Sessions of the Peace for the County of Kings, "That the prisoner be remanded to the county gaol there to remain for the space of one month, and then to be placed in the pillory in the town platt of Kingston for the space of one hour and discharged, and that a constable attend him without the bounds of the county."

Upon the passing of the School Act of 1802 the sum of £70 was granted by the House of Assembly toward aiding the parish schools of Kings County, and a summons was issued for a general attendance of the magistrates at the Court House on the first Tuesday in November, for the distribution of the money. The state of the roads was such that only one magistrate put in an appearance. The meeting was postponed to 31st January following when the grant of £70 was distributed amongst the seven parishes of the county as follows,



viz., James Place, William Belcher and John Wetmore of Kingston, £3 6s. each; George Pitfield and Samuel Sharp of Sussex, £5 each; J. C. Hayes and Jesse Hoyt of Norton, £5 each; Thomas Connor of Springfield, £10; Robert Donnelly of Greenwich £10. For Westfield there was set down £10 unappropriated, there being apparently no school teacher in the parish. Hampton, Elisha Thorpe £5, Rufus Green, £2 10s., Mr. Upham, £2 10s. It is probable that the foregoing names, with those of three S. P. G. school masters, embraced the entire teaching staff of Kings County at this period.

We have previously noticed at some length the Indian College established at Sussex about 1790, and also the establishment of a boarding school or academy at the same place in 1793, in which, in addition to ordinary subjects, Latin and Greek, natural philosophy and mathematics formed a part of the curriculum. Both these institutions were established by the efforts of the Rev. Oliver Arnold, who seems in his day to have been foremost in promoting the interests of education.

The magistrates of Kings in 1805 decided that another school should be provided for the parishes of Springfield and Greenwich, and the Justices of these parishes were directed to procure school masters. Lawrence Foster was appointed for Greenwich.

The records of the sessions of the peace contain some quaint allusions to the schools. In 1800, for example, £17 17s. was voted to the person appointed by the court "who shall keep a school in the most central part of the Parish of Kingston," and in 1812 it was "ordered that Mr. Regan, school master at Sussex, do keep three free scholars."

In 1809, Samuel Morton was appointed a school master at Sussex, Timothy Newman at Norton, Jonathan Foster at Kingston, Samuel Walter at Hampton, Jeremiah Regan at Sussex, Walter Dibblee at Kingston, and Robert Ward at Westfield.

In the year 1814, Ninyon Chaloner was teaching at Greenwich, Thomas Smith at Springfield, Henry Erb at Norton, Humphrey Newman at Hampton, James Kierstead at Gondola Point, Michael Kelly at Kingston, and Robert Ward at Greenwich. After the passing of the School Act of 1816, trustees were appointed in all the parishes and new school houses built in Kingston, Springfield and Hampton, and later on in all the parishes. By the year 1820, the Madras System was in vogue. At Kingston it was introduced "with much success." In Sussex the parish was divided into six districts, and in each a school house built and the system received with marked favor by all classes. In Hampton, five districts were organized, and the Rev.

James Cookson reported that "The National system had been introduced with great success at Hampton Ferry, and Mr. Asa Davidson, a young man of good conduct and principles, who had been employed some years in that line, had been appointed school master."

In Kingston and Springfield, James Condle and Samuel Fairweather taught schools on the lines of the National system with success. The fact that provision was made for admission of free scholars helped render the system popular in the community.

In 1822, Rev. Oliver Arnold reported that in the parish of Sussex eighty children were in attendance at the National Schools, and there were six in other in schools which about 150 children were taught reading and writing; of these, two were small schools in the north-east corner of the parish (now Havelock) where the people were unable through their poverty to even provide school books.

For the purpose of preserving a record of the old pioneers in the educational field the following list of school masters employed in Kings County from 1819 to 1824 inclusive is appended.

KINGSTON: Andrew Hamilton, Robert Mowbray, John Williams, James Condle, Jonathan Foster, John C. McGreavey, Geo. W. Nixon, Ninyon Chaloner, Wm. Williams, John Bond, Thomas Brown, Wm. B. Babb.

SUSSEX: Joseph Leggett, Wm. Wilson, Michael Feeney, Francis Porter, Hugh Sharkey, Robert Gogain, Martin Egan, David D. Leggett, Robert Logan and Alexander Smiley.

SPRINGFIELD: Samuel Fairweather, Alexander Burnett, John Bond, Rufus Heald, Claudius Hamilton, Wm. B. Hayes.

NORTON: B. Kilpatrick, Samuel Thomson, Thomas Patchell.

HAMPTON: James Dunn, James Beatty, Asa Davidson, Arthur Corey, Edward Queen, Wm. Wilson, Richard Townsend, Wm. Tweedale, James Porter, Thomas O'Corcoran, Wm. Small.

WESTFIELD: William Wilson, Michael Walsh, John Williams, James Murray.

GREENWICH: William Johnson, Andrew Hamilton, John McGravy, Michael Walsh, George Smith, John Wantyn, Patrick O'Neil, John Hilliwell and Martin Kehoe.

I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew it; it tends to set the reader himself on the track of investigation, and to direct him into those paths in which the author has made his own discoveries.—*Edmund Burke.*

For the REVIEW :

**Nature Lessons.**

Every time of the year has its lessons for the pupils going to and returning from school: and if the teacher can only interest them in observing, the road will be so much the shorter for them, and the healthful exercise of the walk so much increased.

There are the beautiful crystals of the gently falling snow flakes to be seen, the powdered crystal of the dry, driven snow, the loose snow layers of the former and the hard packed surface of the latter, which they can demonstrate to be hard in proportion to the strength of the wind packing it. For after very heavy wind storms the biggest boy may walk on the surface without breaking through into the softer snow beneath.

Then there is the frost on the windows, due to their being colder than the moisture laden air coming in contact with them, the frost on the heads of nails, whose long metal shafts conduct the cold from the outer portions of houses into frost-crowned head within the wooden ceiled houses, the frost on stone walls and rocks when the moist air of a coming thaw breathes over their deeply chilled surfaces.

There are the growing icicles which are stalactites of water, the floating ice on the pond or stream, the effect of the load of snow or ice on the ordinary angle of elevation of the branches of the various trees, the frost excluding nature of ice and snow layers, and the character of the great freshets following a very warm wind in spring.

Then there are the spring phenomena, such as the appearance of birds which moved south during the cold winter, the wild geese, wild ducks, the robin, the song sparrow, and their train. In every school in which nature lessons are properly given the teacher should have a book for recording the first appearance of the migrating birds by the pupils who coming sometimes from a radius of two miles all around the school-house will be able to note the very first arrival of such migrants into the district. The comparison of these records from year to year might give much valuable information about the drift of our climate: and it would be a splendid and most useful game for the children to be constantly on the watch for something new to report and prove to the teacher when the school is reached. It would be valuable were it only the occasion of breaking the monotony of the long daily walk. But the habit of observation stimulated thereby will be one of the most valuable portions of the pupils' training.

The same will apply to the appearance of the spring flowers, which should be reported and recorded: the appearance on the wing of the more striking butterflies

and other insects, of the frogs, salamanders, snakes, and the like. In this manner during the common school course it is possible for pupils to get a better knowledge of the element of all the sciences than they can ever obtain again even at college.

The teacher should not profess to know everything, but should appear to be learning with the pupils whom he or she would be stimulating to make collections and observations every day, giving home made names to things who have no popular name in the community. The scientific names can be easily obtained later from some person who may know more. But scientific names are not knowledge, or but a very small fraction of it. The most of the knowledge may be had without them at all.

For the REVIEW :

**Materials for a History of the Province of New Brunswick.**

BY W. E. GANONG.

## II. RELICS OF THE FRENCH PERIOD IN NEW BRUNSWICK.

*We have an involuntary reverence for all witnesses of history, be they animate, or inanimate, men, animals, or things.* — F. MARION CRAWFORD in the *Century Magazine* for July, 1896.

In the study of history there are two phases. The first and higher, cultivated chiefly by professional students, is the investigation of the origin and evolution of institutions and movements, and it studies facts for the light they throw upon principles. The other, followed by the antiquarian, genealogist and chronicler of local events, is the study of facts for their own sakes, the deduction of principles being secondary, and its motive is largely that expressed so well in the above quotation. The things of which I am to speak in this paper are of a purely antiquarian sort: in themselves they may be commonplace enough, but they have witnessed history.

The French Period in New Brunswick left us a part of our population, but otherwise produced no effect upon the institutions, character or language of our people. Our English, New England and Loyalist ancestors did not absorb nor mingle with the French, but fought and harried them: and the descendants of that people to-day are politically but not socially a part of us. The French Period is therefore rather of interest for its picturesqueness than of importance for any influence it has had upon us or our affairs. The charm of this period is finely expressed for us by Parkman in these words:

The hard and practical features of English colonization seem to frown down every excursion of fancy as piti-



lessly as puritanism itself did in its day. A feudal society, on the other hand, with its contrasted lights and shadows, its rivalries and passions, is the natural theme of romance; and when to lord and vassal is joined a dominant hierarchy with its patient martyrs and its spiritual despots, side by side with savage chiefs and warriors jostling the representatives of the most gorgeous civilization of modern times, the whole strange scene set in an environment of primeval forests—the spectacle is as striking as it is unique. Introduction to "The Romance of Dollard," by Mrs. M. H. Catherwood.

In New Brunswick but few relics of this period remain to us and the three following are the most important.

1. *Dedication Stone of the Indian Church of Saint Jean Baptiste built in 1717 at Meductic.*

This is and is likely to remain our most valuable and interesting relic of the French Period, partly for its associations, partly for its record of historical fact, and partly because it bears upon its face the indubitable evidence of its own authenticity. It was found at Meductic in 1890 by Mr. Archie Hay of Lower Woodstock, and the inscription was first published in "Canada," a monthly journal edited by Rev. M. R. Knight of Benton, N. B., but with the erroneous supposition that it was a grave-stone. Mr. James Vroom of St. Stephen was the first to recognize its true character and to call the attention of others to it. A full description of the stone with a cut was published in the REVIEW for March 1893, and Rev. W. O. Raymond further refers to it in the light of contemporary history and reprints the cut in his valuable series on the history of Carleton County in the Woodstock *Dispatch* in 1895-6 (Articles 21 and 22). Finally, in the number of the Collections of the New Brunswick Historical Society just issued (Vol. I, No. 2, pp. 221-272), Mr. Raymond has treated the subject of the stone and its contemporary history with an exhaustiveness which leaves little, if anything, to be said on these subjects, and he has given a new photographic reproduction of it which is very satisfactory. The only relic at all like it that I know of is the corner stone of the church at Beaubassin, *i. e.*, near Fort Lawrence in Nova Scotia, of which the inscription with its date, 1723, is given in Rameau de Saint-Père's "Colonie féodale," (2nd. ed. Vol. II, p. 64), but nothing is said as to where it now is.

The Meductic stone is still in possession of Mr. Hay and I believe he is willing to present it to a public collection in the Province; and it is a striking illustration of the great backwardness of New Brunswick in matters of culture, that near the close of this nineteenth century there is not in the province a single historical museum or other public historical collection to which a

valuable object like this stone may be presented, with the assurance that it will be properly cared for and made accessible to the public. There are those of us who could tell of other losses which the Province is suffering through this lack.

2. *The Chapel Bell of the Indian Church at Kingsclear.*

The Indians at their village at Kingsclear, above Fredericton, are called to their church by the same bell which their ancestors heard sounding from the church of Saint Jean Baptiste at Meductic a century and a half ago. I have not seen this bell and can give no description of it, except that the fleur-de-lis is said to be inscribed upon it; but its history is fairly clear. Rev. Father O'Leary, who is now in charge of this mission, has written me that in a register of 1767, in the writing of Charles Francis Bailly, then missionary, afterwards Bishop of Quebec, is the following entry:

The last Indian at Medoctic having died, I caused the bell and other articles to be transported to Ekpahaugh.

Ekpahaugh was the Indian village at Springhill, and that at Kingsclear is its direct successor. In Colonel John Allen's journal (in Kidder's "Military Operations") referring to Ekpahaugh under date July 3, 1777, we read:

The Indians came to a consultation on the critical situation and resolved to meet the soldiers. . . . Immediately they took down their bell, struck their camps and removed. . . . All the effects worth removing, cannon, etc., were carried and concealed on an island, then all hands crossed the river.

There is a tradition that the bell was carried to Madawaska, but there is no evidence for this. When in 1794, after the sale of Aucpaque (Ekpahaugh), the Indians moved to the present Indian village, they, no doubt, took the bell with them, though we have no record of where it had been in the meantime.

3. *The Athol Canon.*

Three miles above Campbellton an intervale point extends northward into the river. No son of New Brunswick can stand here for the first time and not thrill with the pride which makes patriots. All about him rise the splendid hills in a grandeur not to be matched elsewhere in the province. Behind him lies one of the finest farms in the land, and near by are the ruins of "Athol House" so long the hospitable home of a family of those grand Scotsman who have made northern New Brunswick's chief wealth. Before him is a placid basin where a noble river meets the waters of a great bay, and here occurred one of the most striking and least known events of our history, the last sea-fight in North America under the banners of England and France. At his feet lie relics of that battle in two French cannon,

These cannon, from their associations and unquestionably authenticity, are hardly inferior in interest to the Meometric Stone, though unlike it they give us no new historical facts.

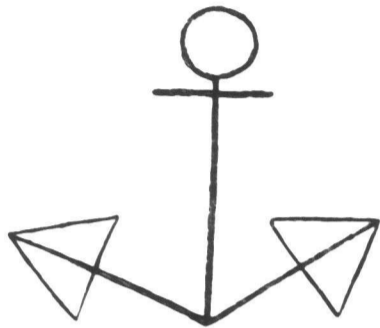


FIG. 1.

They are of different pattern though of about the same size, nearly ten feet in length, seventeen inches in diameter at the butt, and five and a quarter inch bore. On the one still on the blocks, there are cut two anchors, much rusted, one near the muzzle and fairly distinct, of which an exact tracing reduced to one third natural size is given in Figure 1, and the other faint and farther back. On the other gun the fleur-de-lis is twice cut or cast into the metal, once near the touch-hole, and from this the tracing in Figure 2 (reduced to one third) was made, and again farther forward. These



FIG. 2.

marks are well preserved, since the gun is upside down and they are underneath and protected from the weather, but this position makes it necessary to do some burrowing in order to see them. The shaded parts in Figure 2 are rough gouges in the metal. On this gun are also marks like a "P" and a "6."

The French origin of at least one of the cannon is established by the presence of the fleur-de-lis. I think the anchor on the other is a symbol or seal of the French marine, for on a French chart of 1760, in my possession, an anchor, though of different shape, is thus used.

But there are documents which tell us more of their history. Dr. Robb, former president of the University of New Brunswick, collected materials for a history of the province, and among his MSS. at present in possession of Rev. W. O. Raymond, is the following note in his writing:

Jan. 1855.

Mr. R. Ferguson of Athol House near Campbellton Restigouche called a spoke of the destruction of the French squadron with transports by Capt. Byron in the Baie Chaleur.

There are two guns at Athol House one spiked one of which was got from vessel (other from Battery Pt.) Another gun is in Basteeds chimney from Battery Pt. B has also found in old ship silver forks spoons swords bombs cemented into soft scuttle mass.

The guns above referred to are 5 in calibre 10 feet long one with fleur-de-lis other with anchors on it.

Mr. R. Ferguson here referred to was the son of Robert Ferguson, a native of Logierait, Scotland, who came to New Brunswick in 1796, and founded Athol House, which he made the centre of a great business and noted for its hospitality\*. He or his son mounted these cannon before Athol House, where they often were fired to celebrate holidays or other special occasions to be honored. There are several references to them and to Athol House in books. Cooney's "History of Northern New Brunswick and Gaspé," published in 1832, a rare work, which, though containing many errors, is of considerable historic value, gives a full account of the events with which the cannon are associated, and I shall quote this book below. In Charles Lanman's "Adventures in the Wilds of the United States and British American Provinces," 1856, Vol. II, pp. 54-79, is a full and appreciative account of this region and its people, much about the Fergusons, and a cut of Athol House. Johnston's "Notes on North America," 1851, (Vol. I, p. 409), refers also to the cannon, though with some errors. They are spoken of again in Governor Gordon's "Wilderness Journeys," (1864, p. 34), for they were fired to welcome him on his arrival from his trip down the Restigouche. He says:

The sun had set. The sea was calm as the sky. . . . The echoes of the cannon fired from Athol House reverberated grandly in the Canadian valleys, being echoed and re-echoed from mountain to mountain, like prolonged peals of thunder in the still evening air.

Again in a valuable illustrated article on the Restigouche in Harper's Monthly for March 1868 (Vol. XXXVI, p. 439), we read:

Two iron cannons that once belched forth destruction from "Battery Point" upon the invading English, are now mounted upon a plateau at "Athol House" and still do occasional service in the way of firing salutes on the anniversaries of the "Queen's Birthday" and the "Landing of the Loyalists."

There are other references to them and contemporary events in a valuable series of articles on the history of this region, by Rev. J. C. Herdman, published in the St. John "Daily Sun" in 1883, and reprinted in the Campbellton "Enterprise" in 1896 †.

\* He is buried in the little burial ground on the point and his monument gives further facts about him. He died in 1851. Athol house was burned two or three years ago and not rebuilt.

† It should be reprinted in pamphlet form. It is a curious phase of historical study in New Brunswick, showing how far the devotion of a few students exceeds appreciation of their labors by the public, that so many valuable series of articles on local history need to mention single



The battle of Restigouche was fought in 1760, and was not only the only naval engagement of any account ever fought in New Brunswick waters, but it closed the struggles on the sea between England and France in North America. It has received little notice from historians. Parkman does not mention it, though Hannay and other local writers refer to it. The only original account known to me is the semi-official description in the *London Magazine* for 1760, reprinted by Cooney (p. 212, compare also 211), from which the following is copied:

"London, 8th September, 1760." By despatches received from Captain Byron, Senior officer of his Britannic Majesty's Ships at Louisburgh, and dated 26th of July, it appears that Captain B., upon receiving intelligence from Brigadier General Whitmore, that a French fleet had sailed up Chaleur Bay, proceeded with the *Fame*, *Dorsetshire*, *Achilles*, *Scarborough* and *Repulse*, in quest of them. Having destroyed one French ship, *La Catharina*, in Gaspé Bay, Captain Byron proceeded to a large river, called by the Indians *Rustigouche*. Here he found the remainder, consisting of the *Marchault* of 32 guns; the *Esperance* of 30; the *Bienfaisant* of 22; and the *Marquis de Marbois* of 18; together with twenty two sloops and small vessels. "When our fleet appeared off the *Rustigouche* harbour, the enemy proceeded up the river, and anchored above two batteries, mounted on the North side of it. These being but indifferently served, were soon silenced; and the ships, after a short resistance, were all sunk or taken. Captain Byron then destroyed the town of *Petit Rochelle*, containing upwards of two hundred houses; and also both of the batteries."

References to the French ships and the return of some of their crews to France occur in the "Canadian Archives" for 1887, p. cexxii.

The site of this battle is known beyond the possibility of a doubt. It was fought on the basin before Athol Point. The sites of the principal batteries on the Quebec side are called to this day *Battery Point*, and *Point La Garde*. *Point a Bourbon* preserves probably the name of the French commander. The site of *Petit Rochelle* is also known: it was opposite Athol Point, extending from Officer's brook to Broadlands.\* The position of the event is further fixed by the many references to the

papers, have appeared only in newspapers, with no call for them in another form. Thus I recall Mr. Herdman's series just referred to: Mr. Hannay's on the History of the Loyalists in the *St. John Telegraph* in 1893-94; that in *St. Croix Courier* on Charlotte County in 1892-95; Mr. Raymond's on Carleton County in the *Woodstock Dispatch* in 1895-96; Mr. Fenety's Political Notes in *Progress* in 1893-94; Mr. Macfarlane's on Fredericton in the *St. John Sun* in 1892; Mr. Milner's in the *Sackville Post*; the many by M. Gaudet on the Acadian settlements in *Le Moniteur Acadien*, and others.

\* On a published French Chart of "Port Ristigouche" of about 1760, copied from an English one of 1760, the shoal near Meguacha Point is named *Basse d'Achilles*; that near Fleurant Point is *Bas fond de Dorsetshire*; Point La Garde is *Byron's Pointe*; Battery Point is *Fame Pointe*; and Cross Point is *Repulse Pointe*. Thus are recorded the names of the commander and of four of his ships.

wrecks of the ships formerly visible in the basin. Thus Cooney speaks of them, (pp. 217-219) as do Lanman and Herdman, and the following note by Dr. Robb a part of the one already quoted, is of interest:

The hull of a vessel of about 700 tons which had apparently been blown up near Mission Pt. at officer's brook.

Hull and part of stem dry at low water—it was explored this year during dry season and high tides. Found balls, staves, (!) bombs, copper & grindstone crank.

3 fortified points Battery Pt. Little Battery Pt. & Pt. La Garde. English vessels entered Restigouche in pursuit—a Nova Scotian who had been prisoner on board French ship at Campbellton escaped by swimming & informed English who were at Pt. La Garde of retreat of French. English landed at Pt. La Garde, & by a detour behind shore ridges reach French Battery at head of tide when French surrendered. Old Mr. Ferguson had heard this from Nova Scotian himself.

The traditional account of Byron's advance up the Restigouche, rendered very difficult by the shoals, is given with greater fulness by Mr. Herdman.

All this have these cannon not only witnessed but taken part in. Yet they lie in neglect, perhaps even in danger of the fate which always menaces such objects the junk-dealer's scrap-pile. It would be a public-spirited act, and one for which posterity would thank them, if the citizens of Campbellton would mount these cannon upon a firm stone foundation with an inscription briefly reciting their history. If, in addition, the part of this beautiful and historic Point surrounding them, even but an acre or two, could be secured and set aside forever for the public, it would form a most appropriate monument for the Jubilee year of Her Majesty, and a worthy contribution to the higher life of the province from her loyal subjects of Campbellton.

#### 4. Other Relics.

Excluding books, maps, coins, etc., of which there are a great number, and various other small objects like hatchets, I know of but two other relics of this period worthy of special mention. One is a gold ring, found in 1859 near the site of Fort Nashwaak and figured and described in Mr. Hannay's paper on Fort Nashwaak in *Stewart's Quarterly* for October, 1867. On it is a small cross and the letters I H S. As Mr. Hannay supposes it was no doubt the property of a priest, perhaps of Father Simon or perhaps of Father Elizee, the *Sieur de Villebon's* Chaplain. I do not know where this ring now is. The other is a small but well made and much ornamented dagger, which was found some years ago in York County, and is now in Mr. George Batson's collection at Campobello; but no more of its history is known.

### N. B. School Report.

The Report of the N. B. Schools for 1896 has been received. A perusal of it shows substantial progress for the year. The number of schools increased. For the first term the attendance was less than that of the same term during the preceding year, but that for the term ending in December was the largest in the history of the province. The percentage of attendance was slightly less than for 1895. Among the cities and towns, Mill town again leads the province, closely followed by Fredericton and St. Stephen. About 21.3 per cent of the population is enrolled in the schools.

The total number of teachers has increased by about 11 per cent, and the proportion of first class teachers is increasing, while third-class teachers are decreasing.

The average rate of the salaries of teachers of the several classes, from all sources, compiled from the returns of the first term of 1896, was as follows:

Grammar School Teachers.	\$884.61 per annum
Superior	563.84
First-class Male	504.59
Second-class	296.09
Third-class	227.77
First-class Female	314.31
Second-class	235.48
Third-class	188.97

The total amount of Provincial Grants to teachers for the year ended June 30th, 1896, was as follows:

Grammar Schools.	\$ 4,420.59	Decrease.	\$178.62
Superior	11,704.19	Decrease.	310.45
Common	142,010.45	Increase.	2,282.65
School for the Blind.	1,088.00	Increase.	263.92
<b>Total.</b>	<b>\$159,224.15</b>	<b>Net Increase.</b>	<b>\$2,057.50</b>

Of the above sum, \$8,882.69 were paid as special grants to teachers in poor districts, an increase of \$101.05 on special grants of previous year.

The total expenditure during the year for the Grammar, Superior and Common Schools (not including district assessments for school buildings, apparatus, fuel, etc.) is approximately as follows:

Provincial Grants.	\$158,135.21
Schoolhouse Grants.	668.00
County Fund.	91,527.88
District Assessment (approximate).	211,114.77
<b>Total.</b>	<b>\$461,432.88</b>

If to the above amount there should be added the district assessment for school buildings, furniture, apparatus, libraries, fuel and other incidentals, the expenditure for the education of the blind and the deaf mute children of the province, the maintenance of the Normal School and the University, and the cost of inspection, supervision, and the general administration of the school law, the total expenditure would be found to reach nearly \$550,000 annually; a large sum in the aggregate, but involving an average cost of not more than eight dollars annually for each pupil receiving instruction.

The Superintendent, Dr. Inch, draws attention to alterations in the law by which there can be more than one

superior school in a parish, and to the increase in the grant to high schools by which, under certain conditions, more than one teacher can draw the grammar school grant. He calls attention to the necessity for uniform examinations for entrance to the high schools and advances strong reasons therefore.

The examinations, which are intended not only for candidates for admission to normal school, but also for the preliminary examination of teachers seeking a higher class of license, were held in July last at Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Sussex and Hillsboro. University matriculation and high school leaving examinations were held at the same time and places.

An examination of the following table will show that 522 candidates presented themselves at the several stations, either for entrance to the Normal School or for advance of class. Of these, 248 applied for first class, 275 for second class and 29 for third class. The results of the examinations assigned 87 to Class I, 181 to Class II, 139 to Class III, and 115 failed to obtain any class.

In fifteen districts 1100 volumes were added to the school libraries at a cost of \$580.00, of which the province contributed \$171.65.

At the request of the Chief Superintendent the Inspectors give an approximate list of expenditures of over \$20.00 in each district. The estimate is probably below the mark, but exceeds \$250,000.

In Inspector Carter's district the cuts of four school buildings are given—Beaconsfield and Quaco, St. John Co., and Welchpool and Leonardville, Charlotte Co.; and in Inspector Meagher's district a cut of the house at Andover.

The attendance and interest in the County Institutes during the year were very gratifying.

The attendance at the university numbers sixty five, and a residence for students has been established in the college building. County scholarships will in the future be awarded upon the results of the July examinations.

The appendices contain reports of the principal of the Normal School, the inspectors, Boards of Trustees of cities and towns, Deaf and Dumb Institution, and School for the Blind, also papers read at the County Institutes.

The Superintendent recommends that school houses be insured, that there be a uniform tax on wilderness lands for school purposes, and refers as follows to compulsory attendance.

"That there is a growing sentiment in this province in favor of a compulsory attendance law seems to be unquestionable. It is recognized as a logical sequence of free schools and enforced taxation for their support,



that there shall be an enforced attendance of the children for whom the schools have been provided. While such a law may involve increased expenditure, and may prove difficult to enforce, it does not follow that the law should not be enacted. The history of education for the last thirty years shows that the opposition to compulsory legislation which formerly prevailed is passing away, and that the principle of compulsory education is steadily gaining ground. More than half the countries of Europe, twenty eight States of the American Union, Ontario, Nova Scotia, Prince Edward Island, British Columbia, and several of the Australian Provinces, have enacted more or less stringent compulsory attendance laws, and have enforced them with greater or less effect. It is significant that no country, so far as I have been able to learn, having once adopted such a law, has abandoned it. I commend the subject to the consideration of the legislature."

#### Practical Education.

Dr. A. H. Mackay, superintendent of education, delivered a most interesting address before the students of the Provincial Normal School, Truro, his subject being "The Public Schools and our Industrial Development."

The main or central idea of Dr. Mackay's address was "What means can we use to make our schools of more value to the people." Education, Dr. Mackay said, was formerly for the few, the wealthy, and adapted to their needs. But under our changed modern conditions, with the free school system, such an educational plan was, in certain ways, unsuitable. The problem is so to change this state of affairs as to bring education to the needs of the 155,000 wage earners of our province.

Professional men form a small part of our population, some 6,000 in all, and are fairly suited by our present system. There are over 18,000 engaged in trade and transportation. The other part of our industrial workers may be divided into three classes. Of these more than 23,000 are employed in domestic or personal service. They certainly should have a suitable education. The great difficulty is that such persons are, as a rule, unable to attend special schools, and it is impossible to have cookery schools in every section. Can not the academies do something in this direction.

Another class, those engaged in manufacturing, comprise 26,000 of our people. Their education should be in every way the best. They must understand their country, its needs and resources, their mother tongue, and the other elements of a good common school education. These men must also have an understanding of the laws of supply and demand, the natural laws of the materials they work upon, and more important still, must be keen judges of human nature, since they have so much to do with their fellow men.

In the last and largest class, 83,000 people are engaged as farmers, workers in mines and fishermen. These, the doctor characterized as the lords of the country, the real backbone of the province. Farmers, fishermen and miners need, more than anyone else, knowledge of the laws of nature. The laws of rotation of crops, the curing and marketing of fish, and the working of our vast mineral resources, all these should be subjects of our educational care. Above all, our people should be taught to think, for a little thought often changes the whole aspect of industry. Perkins, by a little thought and experiment on coal tar, produced the beautiful aniline dyes and revolutionized the dyeing industry. The use of our great staple, the potato, came through the thought and experiment of some one who reclaimed it from its wild state.

In Germany the cultivation of many crops has been completely changed by the discovery that certain bacteria aid their growth. Immediately a great firm of chemists were ready to furnish bacteria for sale to aid the growth of clover, peas, beans and other crops, and the farmer has only to inoculate the soil with this disease to have crops four-fold greater.

All this means that education must be more highly specialized in the direction of the sciences. This is the case already in Germany and in Italy, and England, just being awakened by the loss of many of her markets to the Germans, is following in the footsteps of the continental nations. Much money is being spent in giving a true practical education, carried even into the common schools.

Sir J. W. Dawson, our first superintendent of education, paid great attention to this subject, and the late Dr. Forrester, the first principal of the Normal school, tried hard to interest our people in education and in improved methods of agriculture. Such efforts were also kept up for some time after, but more and more our education took a classical and literary form. It is only by the most practical, by the most universal education, that an interest in all phases of life and occupation, that a real stake and anchor in the country is to be fostered, and our boys and girls kept at home. An education which opens the mind to active participation in all the processes of life gives an interest and an enthusiasm which is at the root of successful business and all true patriotism.

Dr. Mackay closed with an earnest exhortation to the young persons who are to become teachers, to give all their future instruction from a practical point of view, to illustrate their lessons by facts from common life. Thus may the facts become firmly fixed by reference to every day occurrences. Such operations as cooking, grafting, planting, etc., are all excellent examples of chemical or physical properties of life. The interest in and attention to the lecture was most intense. The large audience were held completely to the end and expressed their approval by hearty applause.

### Queen Victoria.

Sixty five years ago a governess placed before her pupil, a girl of twelve, the genealogy of the reigning family of England. The child studied her lesson for some time in silence, then looking up very gravely said, "If this is so, I shall some day be queen of England. I must study hard, for I must learn a great deal." The little princess later told her mother of the discovery and of her own feelings, and the Duchess of Kent replied, "I am anxious to bring you up first as a good woman and then you will be a good queen." So conscientious a daughter, trained by so noble a mother could not fail to become a truly great woman.

When, at the age of eighteen, Queen Victoria ascended the throne, she had all the charm of youth, health, and high spirits with the added grace of the most winning courtesy. She was a skilful musician and a remarkable linguist and well versed in foreign politics. Leslie, the American artist, who painted a picture of the Queen in her coronation robes, says, "She is very pretty, and none of the engravings do her anything like justice. Her manner is unaffectedly graceful, and towards her mother always affectionate." The Queen's charm has not vanished with the bloom of youth. An American who saw her last summer, writes, "The photographer never so maligned any one's character as he has hers, for the coarse, heavy face we are so familiar with, is not and never was hers; but there is a beautiful, motherly, refined, gracious, dignified countenance such as would attract attention and love anywhere."

During the early years of the Queen's reign the royal household was overrun by excessive formalities. But Queen Victoria was too true a woman not to study the needs of her own home, and as she gained in years and experience she effected so great a reformation that Baroness Bunsen tells us, "The royal household is now a model to every household in the kingdom. Its guests are made as comfortable as in the most homelike home in the land. The period of state stiffness is restricted within the narrowest imaginable bounds." The court, too, was most corrupt, but the Queen and Prince Consort by their own stainless lives, unpretending piety, lofty standards, and deep solicitude for the welfare of the people, effected a thorough reformation.

In 1840, Queen Victoria announced to Parliament her intention to wed her cousin Albert of Coburg and Gotha. It was an embarrassing occasion for the girl-queen, but she acted with such true womanliness as to win the admiration of all present. Probably no royal marriage ever stirred a nation as this marriage moved the English people. The Queen's youth, beauty and

goodness had already won their hearts, and Mrs. Browning but voiced the universal sentiment when she wrote:

"She vowed to live, who vowed to rule, the chosen at her side,  
Let none say, 'God preserve the Queen!' But rather,  
'Bless the bride!  
None blow the trump, none bend the knee, none violate the dream  
Wherein no monarch, but a wife, she to herself may seem.  
Or if ye say, 'Preserve the Queen!' O, breathe it inward, low,  
She is a *woman* and *beheld!* and it is enough; but so  
Count it enough, thou noble Prince who tak'st her by the hand,  
And claimest for thy lady-love, our lady of the land:  
Esteem that wedded hand less dear for sceptre than for ring."

The story of Queen Victoria's married life is an ideal love story. It has thrilled the world, and a world wide sympathy was felt for her when Death took from her side the blameless Prince whom a loving nation surnamed "The Good."

The Queen's home life is rich in interesting incidents which serve to illustrate her royal nature. For instance, one of the nursery teachers at Windsor was the daughter of a Scotch clergyman. Before she had been at the castle a month her mother was taken seriously ill, and she expressed to the Queen her desire to relinquish her post and nurse her mother. "Go to your mother," said the Queen, "and in your absence Prince Albert and I will take your place. Stay as long as you are wanted and your post will remain vacant until you can return to it." *Popular Education*

That shrewd observer, Samuel Smiles, notes the fact that natural history studies have a peculiarly calming effect upon the mind. Naturalists usually live long, are remarkable for their insensibility to the ordinary trials and tribulations of life. This is because there is something grand and absorbing about their pursuit; they lose sight of themselves in considering the beautiful chain of causes and consequences in nature. We may deduce thence a valuable hint for nursery government. Children who are nervous, fretful and selfish, may be weaned from their peevishness by having their attention turned to interesting natural objects. A child who loves botany has learned to feel that life has a purpose, entomology has wonderful attractions for the young, and elementary chemistry is at once a delightful pastime and an excellent mental discipline. Natural history is not often looked upon as a moral factor in education, yet it has claims to be considered in that light. *Public School Journal*



### Spelling Reform.

In an article in the November number of *Review* Mr. B. E. Smith, president of the Orthographic Union, shows the present position of spelling reform. The arguments of the reformers have so far prevailed that all actual opposition—at least has been silenced. Progress might now be made if the reformers were themselves agreed upon a plan. Many advocate the adoption of a "phonetic alphabet," a radical transformation of the written language. Others would prefer a gradual improvement of our spelling by making the same letters or combinations of letters of our present alphabet represent always the same sounds.

The improved alphabet cannot be adopted: 1. Because words in a new dress would seem strange or ugly—would almost fail sometimes to convey the same meaning—so strong is the power of association. 2. Because people having learned the old with great labor would object, for the benefit of posterity, to the trouble involved in learning the new, even though it be so simple. 3. Because the initial expense of making the change would be very great.

The second proposition, then, that of gradual development, must be adopted. It has, indeed, already begun. All the new dictionaries favor simplified spellings of the more anomalous words of our language, and many authors of repute are adopting them. Those who favor spelling reform would hasten the consummation of their wishes by the adoption in their own writings of such improved spellings, at least, as those offered by the Orthographic Union of New York. Some of our leading educationists have been among the most persistent and eloquent advocates of this reform. Added force would be given to their arguments if backed up judiciously by the force of their example.

A recitation is like a base ball game: the teacher is the pitcher, the pupil at the board is the batter, the other members of the class are the fielders. No one must be caught napping. If any one is inactive, sleepy, if he fumbles the ball, the club drops him out. He can't play. That is not the club for him. He belongs to another class. But a ball player cannot play all day. He must have periods of rest. So a student cannot recite continuously. A recitation ought to be as intense as a ball game, and the minutes spent in recitation ought not to exceed in number those employed in playing a game of ball. No student can recite all the day. He must have periods of rest. He must relax in order that he may recuperate his energies for the next game (recitation). He must take time and make some effort to get himself into good "form" for playing. He must practice. He must prepare his lesson if he means to profit by the recitation. *Normal Exponent*.

### Does Education Pay?

A few thoughts from an address by State Supt. Nathan C. Schaeffer, of Pennsylvania.

You cannot exhibit the products of the school-room at a county fair as you can the products of a farm; but the increase in the earning-power of people through education can be shown in dollars and cents. Wherever the percentage of illiteracy is high the average earning power is low. The examination of all the records and statistics shows that the better educated the industrial classes are the better is the condition of all the industries. These statistics prove that education does pay. A nation never makes a better investment than when it invests in brains, by getting the best teachers in the market for the education of its children. This, however, is valuing education from the lowest point of view. Those things which make life really worth living cannot be bought with dollars and cents, but are the result of education. The man who can live a higher and nobler life is not the uneducated man who possesses millions, but the man who is educated to do it.

"It pays to educate, and if it does, then it pays to compel people to be educated." *N. Y. School Journal*.

### How to teach Young People to Read.

The writer recently listened to a recitation in a high school in which the class was learning to read *Evangeline*. That recitation has stimulated the following reflections:

Reading is the interpretation of the meaning of certain signs.

1. In *Evangeline* the printed words are the signs or symbols of a series of events of a very interesting nature. To read *Evangeline* the reader must make mental pictures of these events as the author saw them, and think and feel what the people thought and felt whom the author describes.

2. The poem is not read unless the reader makes the connections of these events with the lives and experiences of the other members of the human race, which the poet Longfellow made. For instance, unless the reader sees the similarity between the priest in the events that followed the embarkation of the first day, and Paul on the Island of Miletus, he does not read the poem.

3. The reader may picture the events, and connect them with nature and with history, and with literature to which allusions are made by the author, and still the poem is not read until the reader feels the pulse-beat of the life that animates the poet's hexameter verse. He must fall into the swing of the movement and keep time to its music or he fails to read *Evangeline*.

It was thus that the teacher of this class was endeavoring to teach this exquisite poem. If the student kept in view these three essentials nothing more was asked of him, the poem itself would do the rest. *R. P. B. in Public School Journal*.

### Code of Professional Ethics.

At a recent meeting of the Michigan State Teachers Association, Supt. C. O. Hoyt, of Lansing, said that it had become desirable to have the association adopt certain articles constituting an ethical code, and he submitted the following, which was adopted:

No superintendent or teacher should become a candidate for a position until it has been definitely decided that the present incumbent shall not remain longer than the present term of contract. When a board of education has taken such action as precludes the present incumbent from being an applicant, or when he has announced that he is not a candidate for reelection, it is proper for another to enter the field as an applicant.

No teacher while under contract should make application for another position without first securing permission from the board of education for a release in case of an election.

A superintendent should never make a proposition to a teacher, under contract with another board of education, to leave his position during the term for which he has contracted without first securing the consent of the superintendent and the board of education to give the teacher release from his contract.

Each member of the teaching profession should exercise a spirit of loyalty, by giving to other teachers the benefit of his influence, by being careful not to criticise either his predecessor or associates harshly, and by speaking a good word for them whenever possible. He should avoid doing whatever might tend to weaken the influence of his fellows with school officers, fellow teachers, parents and pupils, and most emphatically he should never underbid another.

In a contest for a position, none but strictly honorable means should be employed by the contestants and their friends. After a board of education has made a choice of teacher it should be considered unprofessional for the defeated candidate to criticise the successful one or to charge him with incompetency or of having resorted to unfair means in securing the position.

### Common Blunders.

A county superintendent, in speaking of his institution, told the writer recently that he always planned for a short recess "between every exercise." He doubtless meant between every two exercises, as "between" does not go well with single things. The mistake is not an uncommon one.

A teacher recently said, when speaking of the government of his school, "I treat every pupil alike." Alike what? You cannot treat one pupil "alike," and "every" indicates that they are taken separately. He meant to say that he treated "all" pupils alike.

A teacher recently said that he believed that "every pupil should have the same chance." This is a blunder of the same kind as the above. He meant that all

pupils should have the same chance. "Every" is a distributive adjective, and indicates that the objects to which it refers are to be taken separately.

"Now." Many teachers use this little word "now" many more times than they need to. They are in the habit of unconsciously beginning every explanation and many of their sentences with it. The writer recently heard an institute worker use it forty seven times in a single talk. "Now," this detracted much from the value of the exercise. *Indiana School Journal.*

Would that the following "over true" words of the late Henry Ward Beecher could be blazoned where they would constantly meet the eyes of every member of every school board in the Dominion, says the *Toronto Educational Journal.*

There is no economy so penurious, and no parsimony so mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given to them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.

Without enthusiasm the teacher's work is dull, and being in a large measure unprofitable to the pupil, defeats the very end of instruction. No matter what the subject, it can and should be made interesting; and a teacher cannot arouse the interest of his class unless he is interested himself. When I witness a lifeless recitation, my first impulse is to give the teacher a violent shaking, for he is wasting public money, cheating his students, and is himself well on in the ways of professional decline. Various excuses are wont to be offered; but in ninety nine cases out of a hundred a teacher's work is lifeless simply because he does not know his subject. *T. W. Kelsey.*

"Mind is spiritual and does not grow mechanically, like an inorganic body, by adding independent ingredients to it; nor does it grow organically by the assimilation to it of its environments through the process of taking food and digesting it. Mind grows creatively by shaping within itself and for itself the essential forms of objects in space and time as well as objects of the pure intellectual world." *Dr. Wm. T. Harris.*



## PRIMARY DEPARTMENT.

For the Review.]

**Kindergarten Training a Necessity for the Primary Teacher.**

While the friends of the kindergarten see much ground for encouragement in the fact that it is slowly winning its way to public approval, they cannot but feel that its mission is not accomplished until the home and school work upon the same lines. Excepting in a few of our best schools, to go from the kindergarten into the primary school is to pass into a different atmosphere and to see the child under totally changed conditions. In the kindergarten he is happy, busy and evidently contented with the conditions and circumstances; in the school he is often to be seen ill at ease, unemployed or sullenly engaged at something which is evidently distasteful. The contrast is painful and should stimulate inquiry as to the cause; for in few schools, in spite of the repressive discipline, is the government so well maintained as in a good kindergarten.

From the heaviest tramp in marching accompanied with loud singing and clapping of hands, on the instant, at a signal, all is subdued and only a rustle of sound is heard. Again, at a note from the piano, every little head is bowed as if sleeping and so remains till the rippling notes "wake" them up. Evolutions are gone through that could not be executed without swift obedience. There are no threats and no punishments, except those which flow naturally from the child's own action. If he is inattentive he spoils the game; if he soils or tears his fragile materials by careless handling, he is displeased with his work instead of rejoicing in it. If attention, patient industry, pleasant manners and obedience can be secured in the kindergarten without harshness, surely the oppressive restraint too often seen and felt in the school, should be unnecessary, especially where children are so much older, and presumably, more amenable to law and order. Patient application to the work on hand is also a marked feature in the kindergarten, while, too often, the child in school is idle and inattentive.

The best educationists in Europe and America look upon the kindergarten as the true foundation of all education; they also see that its methods and principles must be carried into the school; and that, as a natural consequence, teachers must study those methods and principles, so that they may be capable of applying them intelligently and in a genial manner. The study of the abundant literature of the kindergarten, and observations of one in operation, will show any fair-minded teacher that stern repression of childish activity is not necessary to secure order; and that if the child is to do

his work well, it must be suited to his capacity, and he must be helped to do it in strict accordance with the laws that govern human development. But the teacher does not learn how to do all this without self-culture and self-discipline. The time will soon come with us, it is to be hoped, when, as in Boston and many other intellectual centres, every teacher, no matter what the grade, will be required to take a course in training and instruction in the kindergarten. When this is done, public sentiment will be enlightened; kindergartens will be multiplied, and parents will prepare their little one for the kindergarten as the kindergarten will prepare them for the school, to the great benefit of all concerned.

The training-class at Truro and the one in Dartmouth offer an opportunity to any earnest teacher who wishes to study the kindergarten in operation; and both Mrs. Patterson, Truro, and Miss Hamilton, Dartmouth, are as willing, as they are able, to help any one who is seeking knowledge, in order that they may introduce Froebel's principles into the school. Many earnest teachers are, and have been, availing themselves of this privilege, and none regret the experiment.

CATH. M. CONDON.

**School Room Devices.**

The matter of teaching primary reading is so important that we return to it again this month. We want to repeat and emphasize the suggestion that pupils should be led to *make their own reading exercises* for the first few months. There are many ways in which this can be done; we will instance one or two. Let the teacher enter into familiar, sympathetic conversation with the class about any topic in which they are interested; it may be about some pet, or some favorite game, or some recent excursion or picnic. As the talk goes on, whenever a child utters a good sentence let the teacher write it on the board. So continue until half a dozen, more or less, of sentences have been written. Do not make the sentences for them; lead them to make their own, merely showing them how to correct any grammatical mistakes they may have made. Now, let the teacher arrange these sentences in the best related order she can, and the lesson is ready. If a small printing press or even a typewriter is available, put the lesson in print; if not, be content with the script on the board. We firmly believe that any class of children will read such a lesson better, with more correct expression, than any lesson that can be given them in a book. The reason is plain: they are now expressing thoughts and feelings that are their own, and of which they have possession before they begin to trouble them-

selves about the conventional symbols, at all. This is the natural order; the thing first, its symbol afterwards.

The little lessons in nature study will furnish excellent material for reading lessons; and the method of treatment will be entirely similar to what is given above. Of course, all such work furnishes lessons for language training as well as for reading—only use care that, while you teach correct language, you do not strive for stilted language.

Another form of teaching the little pupil to read understandingly is suggested in the following description of work recently witnessed in a primary school in New York:

Stepping to the blackboard, the teacher wrote:  
"Come to me."

Turning to the school she asked: "Who will read what I have written on the board, not aloud, and then do what it says?"

Up went a dozen or more hands, from tots so little that you would not have thought they could read anything, much less script, many of them being less than six years old, and this in the sixth grade, *during the first half of their first term.*

Think of that, you who teach (?) one letter at a time, and the alphabet all through, before words and sentences!

"I want a slate," was then written, and a little man who was evidently in his first trousers, and for nearly the first time, toddled up with a slate which he handed to her, and then read the sentence aloud.

"Find the yellow chalk and a small pencil," brought a little girl flying down the aisle to the teacher's desk, where from a conglomerate mass, she produced the desired articles, and then read the sentence, naming the words separately, as I "skipped round" in pointing to them, to be sure that she had not learned by rote to read "mechanically."—*Public School Journal.*

HALIFAX, 27th February, 1897.

*Editor Educational Review.*

DEAR SIR.—I have to thank you for your intimation of last month with respect to the *Lithothamnium* of these provinces. The REVIEW is evidently a good advertising agency for scientific people, for I have already received specimens of these calcareous seaweeds from Brier's Island, from Shelburne, from Milton, and from Ingham's River. The parcels were small, but there were the two species of Farlow among them. I hope to have some specimens from the coast of New Brunswick and Prince Edward Island yet, as Nova Scotia has responded so well in so short a time.

I am, yours very truly,

A. H. MACKAY.

#### QUESTION DEPARTMENT.

W. C. J.: Please translate this sentence into Latin.

"Do you feel the sun's heat?"

Num sentis solis calorem? or, Sentisne solis calorem?  
or, Calorem solis sentisne? (or, sentisne for all.)

PRIMARY TEACHER. Could we obtain through the REVIEW an account of the present methods of reading used in Grade I at the model school, Fredericton?

A sentence is placed on the board, or pointed out upon the wall card, and the children are caused to repeat the sentence intelligently. Frequently they are first led, by suitable conversation, to frame and use the sentence naturally, before they see it in printed form.

The principal, in his lectures on the subject, requires that the sentence shall be learned as a *whole*—repeatedly read—pointed out in different places, and distinguished from other sentences, more or less resembling it in form, until the class is supposed to be able to recognize and read the sentence as a *whole*. Beginning in this way, the method is styled the *sentence method*.

The teacher employs the sentence merely as an intelligible starting point, in which the children may be interested, but makes no attempt generally, to get the children to recognize the sentence as one *whole or unit*.

When the sentence has been apprehended, a prominent word—or indeed *any* word—in it is singled out: the children are led to notice this word as part of the sentence; they are caused to read or pronounce it frequently with their eyes fixed upon it. By various exercises they are taught to recognize the form of this word wherever they see it. Thus a number of simple words are learned, and the children then learn to read a number of simple sentences. At a later stage a word is broken up into its component parts or sounds, the children being led to utter the words slowly, so as little by little to recognize the several elementary sounds of which it consists. At the same time they see and learn the marks or characters—the letters or groups of letters—which stand for these sounds. Thus the letters are learned in a rational way. Drill in building up or constructing words from the sounds is another part of the process. Of course, all these exercises may be carried on more or less simultaneously.

Such a method—beginning with *words* as units—analyzing them into sounds, synthesizing the sounds into syllables and words—seems to be based on correct principles.

PRIMARY TEACHER. When do the flowers appear on the soft-wood trees?

In early spring on most of them.



H. M. (1) The 6 per cents are at  $91\frac{1}{2}$  and the 7 per cents at 102. A person has a sum of money to invest which will give him \$3500 more of the former stock than of the latter. Find the difference of income he could obtain by investing in the two stocks.

$$\begin{aligned} \text{Stock in the 6's} &= \$ \frac{\text{sum} \times 100}{91\frac{1}{2}} \\ \text{“ “ 7's} &= \$ \frac{\text{sum} \times 100}{102} \\ \text{Therefore } \$ \frac{\text{sum} \times 100}{91\frac{1}{2}} - \$ \frac{\text{sum} \times 100}{102} &= \$3500 \\ \text{Therefore sum} \times \left( \frac{1}{91\frac{1}{2}} - \frac{1}{102} \right) &= \$35 \\ \text{Sum} = \frac{35}{\frac{1}{91\frac{1}{2}} - \frac{1}{102}} &= \frac{35 \times 183 \times 102}{21} \\ &= \$31110 \\ \text{Income from } \$31110 \text{ in the 6's} &= \$ \frac{31110 \times 6}{91\frac{1}{2}} = \$2040 \\ \text{Income from } \$31110 \text{ in the 7's} &= \$ \frac{31110 \times 7}{102} = \$2135 \\ \$2135 - \$2040 &= \$95 \end{aligned}$$

(2) Required the number of milligrams in 15 cb. cm. of water measured at 4 C?  
 1 cb. cm. = 1 gram.  
 15 cb. cm. = 15 grams = 15000 milligrams.

(3) A man has \$3430 stock in the  $3\frac{1}{2}$  per cents at  $83\frac{1}{2}$ ; when the stock rises 2 per cent he transfers his capital to the 4 per cents at 98; find the alteration in his income.

$$\begin{aligned} \text{Stock sold for } \$ \frac{3430 \times 85\frac{1}{2}}{100} &= \$2932.65 \\ \text{First income} &= \$ \frac{3430 \times 3\frac{1}{2}}{100} = \$120.05 \\ \text{Second income } \$ \frac{2932.65 \times 4}{98} &= 119.70 \\ \$120.05 - \$119.70 &= \$0.35 \end{aligned}$$

(4) Two trains, 92 ft. long and 84 ft. long, respectively, are moving with uniform velocities on parallel rails: when they move in opposite directions they are observed to pass each other in one second and a-half; but when they move in the same direction the faster train is observed to pass the other in six seconds. Find the rate at which each train moves.

$$\begin{aligned} \text{Faster train moves } x \text{ ft. per second.} \\ \text{Other “ “ } y \text{ “ “ “} \\ \text{Coming together } (x+y) \text{ ft. per second.} \\ \text{Moving in same direction } (x-y) \text{ ft. per second} \\ \frac{176}{x+y} = 1\frac{1}{2} \quad \frac{176}{x-y} = 6 \\ 176 = \frac{3x}{2} + \frac{3y}{2} \\ 176 = 6x - 6y \quad \text{Therefore } x = 50 \quad y = 30 \end{aligned}$$

(5) A certain company of soldiers can be formed into a solid square; a battalion consisting of seven such equal companies, can be formed into a hollow square, the men being four deep. The hollow square formed by the battalion is sixteen times as large as the solid square formed by one company. Find the number of men in the company.

Let  $x$  = No. of men in side of solid square.

Then  $x^2$  = solid square.

$7x^2$  = all the men.

Hollow square has  $4x$  men on one side.

All the first rank =  $4(4x-1)$

second “ =  $4(4x-3)$

third “ =  $4(4x-5)$

fourth “ =  $4(4x-7)$

All =  $4(16x-16) = 7x^2$

$x = 8$

$x^2 = 64$  = men in the company.

(6) Solve  $xy = 128$

$$x^2 - y^2 = 192$$

Let  $x = vy$

$$\text{Then } vy^2 = 128 \text{ and } v^2y - y^2 = 192$$

Solving this quadratic  $v = 2$

$$\text{Then } 2y^2 = 128$$

$$y = 8 \text{ and therefore } x = 16$$

(7) Solve  $x + \sqrt{x+9} = \sqrt{x+18} + 6$

$$\sqrt{x+18} - \sqrt{x+9} = x - 6$$

$$\begin{aligned} \text{Square each side: } x + 18 - 2\sqrt{(x+18)(x+9)} + x + 9 \\ = x^2 - 12x + 36 - 2\sqrt{(x+18)(x+9)} = x^2 \\ - 14x + 9 \end{aligned}$$

$$\begin{aligned} \text{Square both sides and transpose: } x^4 - 28x^3 + 210x^2 \\ - 360x - 567 = 0 \end{aligned}$$

Transform this biquadratic equation into another without the second term. For this purpose assume  $x = y + 7$

$$\text{Then } (y+7)^4 - 28(y+7)^3 + 210(y+7)^2 - 360$$

$$(y+7) - 567 = 0$$

$$y^4 - 84y^2 - 164y = 0$$

$$\text{Therefore } y = 0 \text{ and } y^3 - 84y - 164 = 0$$

Solve the latter equation by Cardan's method. The three values of  $y$  will be imaginary.

When  $y = 0$   $x = 7$  By taking the other values for  $y$ , three other values of  $x$  can be got. (To see the reason for the above process the student should consult Hall and Knight's Higher Algebra or Todhunter's Theory of Equation.)

### SCHOOL AND COLLEGE.

Miss Lottie M. Coates, teacher at Musquash, St. John County, has added sixteen volumes to her school library.

Through the exertions of Miss Bessie McLeod, lately teacher at Pennfield Ridge, Charlotte County, the school house has been neatly painted.

Miss Emma D. Gunter, teacher at Bocabec, Charlotte County, assisted by pupils and friends, has provided her school with slate black-board and other useful apparatus.

Miss Gertrude Hatfield, during the last term, by means of a school entertainment, raised enough money to greatly improve the house in the Upper Old Ridge, Charlotte County.

A meeting of the executive of the Charlotte County Teachers' Institute was held in St. Stephen on February 6th. Inspector Carter was present. Some necessary arrangements were made for the united meeting Sept. 23 and 24 next.

Mr. Alex. McKenzie, teacher at Old Ridge, Charlotte County, assisted by friends, recently raised the sum of \$15.00 with which a fine Webster's unabridged dictionary and other apparatus was procured.

Miss Emma Veazey, teacher at Bayside, Charlotte County, by means of a school concert raised \$13.25 with which she has purchased slates for black boards and a map of Europe.

Miss Blanche Rigby, the former teacher at Whittier Ridge, Charlotte County, raised enough money to have her school house painted.

The trustees at Elmville, Charlotte County, have purchased an excellent terrestrial globe.

Miss Margaret Hyslop, teacher at Red Granite, Charlotte County, last term raised enough money to have her school house neatly painted and repaired.

Inspector Carter will be engaged as long as snow roads continue, with the schools of St. John and Kings Counties.

The trustees of Moncton have petitioned for a compulsory clause in the school law.

Mr. Lorin C. Springer, representing the "Caxton School Series," published in Toronto, called upon many N. B. and N. S. educators during February.

Contagious diseases have been more than usually prevalent among the New Brunswick schools during the present winter. The schools of St. Andrews have been closed on account of diphtheria, which also afflicted Moncton. The schools of Quaco were closed for a month on account of measles.

Herbert C. Crood '65, Acadia's first "Honor" graduate is instructor of mathematics in the N. B. Normal School, which position he has held for some fifteen years. *Acadia Athlete*.

The trustees of St. George, Charlotte County, have made an experimental investment in slate black boards.

Principal Cullen, of Queen's Square, Charlottetown, resigned the principalship, and James E. Landrigan of Kensington, was appointed to the position. N. E. Carruthers, of Victoria, goes to Kensington; A. P. Trowsdale, of Tryon, succeeds Mr. Carruthers in Victoria, and Geo. Purdy, of Charlottetown, goes to Tryon.

### BOOK REVIEWS.

"MISSER VON BARNHELM, with introduction and notes, by the Rev. Charles Merk, Ph. D., of Leipzig: Macmillan & Co., publishers. This is a carefully annotated edition of Lessing's dramatic master-piece which is at the same time "the first German national comedy" and which still holds the stage, together with several other of Lessing's dramas. There are about 100 pages of carefully prepared notes which aid greatly in the appreciation of Lessing's wonderful style, which separates his works from those of all his predecessors and marks him as a modern writer whom all Germans can read without feeling themselves in a world foreign to them. Dr. Merk also gives a fine exposition of Lessing's influence on German literature in awakening the national mind to original effort, and thereby gaining the title of the "hero of literature" as Frederick the Great was the political hero of the epoch in Germany. F.

"LES FEMMES SAVANTES," with introduction and notes, by Alce Fortier, D. L., and Professor of Romance Languages in Tulane University, Louisiana; D. C. Heath & Co., publishers; price 30 cts. This edition of Molière's "Femmes Savantes" is accompanied with notes largely in French, English being used only when absolutely necessary. The introduction contains a sketch of Molière's life and works, as also a resume of "Les Précieuses Ridicules" with which "Les Femmes Savantes" is closely connected as a continuation of Molière's attack on the literary affectations of the time. F.

"NAPOLEON," edited by Alce Fortier, Ginn & Co., publishers. M. Fortier here presents in a hundred pages extracts from works on Napoleon by such able writers as Henri Martin, author of what is considered "perhaps the most reliable complete history of France," Thiers, Chateaubriand, Edgar Quinet, and Madame de Rémusat. We thus have an estimate of Napoleon from his admirers and from those hostile to him which all students of French history would peruse with profit, grateful to have in so small a compass such valuable opinions on that historical character whom no adjective sufficiently qualifies. F.

"SELECTIONS FROM 'MALORY'S LE MORTE D'ARTHUR,'" Edited by A. T. Martin, M. A., F. S. A. Pages 254; cloth; price 2s. 6d. Publishers Macmillan & Co., London and New York. The Arthurian legends, perhaps, may be condensed for the general reader without loss of interest and to the consequent saving of the reader's time. The editor seems to have condensed with admirable judgment and without any confusion. The introduction and notes are a great assistance to the student and the excellence of the text are such as will be appreciated by the reader.

"AN INTRODUCTION TO THE STUDY OF CHEMISTRY," by W. H. Perkin, jr., Ph. D., F. R. S., and Bevan Lee, D. Sc., B. A. London. Pages 339; cloth; price 2s. 6d. Publishers, Macmillan & Co., London and New York. The authors of this work in apologizing for sending out a new book on chemistry, make a point that all teachers of science would do well to regard, that sound methods of observation in obtaining knowledge are of more importance than the actual facts of chemistry. The authors insist upon illustration and experiment at every step of the learner's progress, and advise that pupils work together at experiments. The admirable manner in which chemistry, physics and mathematics are correlated in this work is its most excellent feature.



CARLYLE'S SARTOR RESARTES, edited by Archibald MacMechan, George Minto Professor of English Language and Literature in Dalhousie College, Halifax. Pages 428; cloth; price \$1.49; publishers, Ginn & Co., Boston. The presentation of Carlyle's famous work in the form that we have it here cannot but be appreciated by the admirers of the famous Scotch author. Prof. MacMechan has told us that the task of preparing this work was congenial in spite of the drawbacks that he had to contend with, notably the want of an adequate modern library to consult, which may account, the editor modestly asserts, for the "few holes in SARTOR'S coat which remain to be neatly darned, and some regrettable gaps in my information." But readers will see the touch of a sympathetic hand throughout the work in spite of the assertion in the preface that "the editor has been kept in the background, and the great man has himself furnished the commentary to his own text." The introduction is an admirable composition, and the notes suggestive.

"SELECTIONS FOR SIGHT TRANSLATION," Mary Stone Luce, teacher of French, High School, Newton, Mass.; D. C. Heath & Co., publishers; price 15 cts. This little book contains fifty passages from the best French writers, for written sight translations, which the editor considers as important as oral classroom sight work, and for which she gives four or five important rules, not the least valuable of which is the following: Make translation a study in English and use good language. F.

"MATERIALS FOR GERMAN COMPOSITION," based on Storm's "Immensee," by James Taft Hatfield of the Modern Language Association of America, assisted by Jessie Ebersz, Ph. B.; D. C. Heath & Co., publishers; price 12 cts. This follows the plan adopted by Prof. Grandgent in his French series and aims to impress upon the student by familiarity with the extracts carefully studied, the construction and genius of the language which no study of mere grammar can impart. F.

"BIGARRÉAU," by André Theuriot, with notes and introduction by C. Fontaine, B. L., L. D., Washington; D. C. Heath & Co., publishers; price 25 cts. "Theuriot," says M. Fontaine, "may be compared with Jules Breton in his graceful tender genius which looks upon nature in full sympathy with its idealic suggestiveness. Theuriot is, says Jules Le Maistre, a Virgilian poet. The story of "Bigarréau" is a sort of appeal for some better methods in penitentiary reform for lack of which the lad, Bigarréau, has had a sadder life than might have been his lot under more humane conditions. F.

MARCHEN UND ERZÄHLUNGEN" for beginners, edited with complete vocabulary by H. A. Guerber; D. C. Heath & Co., publishers; price 65 cts. This collection contains a dozen or more tales and fairy-stories rewritten by the editor to meet the needs of beginners in the study of the German language, and form stepping-stones to guide them across what often seems to them the almost impassible slough of despond, which divides the two languages, and to lead them safely to the attractive field of true German literature. F.

FIRST ITALIAN READINGS, by B. L. Bowen, Ph. D., Professor of Romance Languages, Ohio State University. Pages 168; cloth; price 90 cents. Publishers D. C. Heath & Co., Boston. The object of this book is to furnish easy examples for early reading and to supplement the study of grammar. The selections have been chosen and edited with much care and are accompanied with notes and a vocabulary.

BATAILLES DES DAMES, par Scipion de Logouy, edited with introduction and notes by Benj. W. Wells, Ph. D. (Harv.). Price 25 cents; publishers D. C. Heath & Co.,

Boston. Students of French will welcome this great comedy in the cheap and excellent form in which it is presented by the publishers.

GEOGRAPHY OF AFRICA, by Edward Heawood, M. A., F. R. G. S. Pages 262; cloth; price 2s. 6d. Publishers Macmillan & Co., London and New York. No continent is more interesting than Africa, and this book with its late maps and information gained through recent discoveries, concerning boundaries, peoples, products, etc., is of the utmost value to students of geography everywhere.

PALGRAVE'S GOLDEN TREASURY OF SONGS AND LYRICS, Book II. Edited by W. Bell, M. A., Principal Government College, Lahore. Pages 311; cloth; price 3s. 6d. Publishers Macmillan & Co., London and New York. This collection embraces a number of valuable gems of English song literature, chosen with the greatest care and taste and which may serve as models of the style of the author from whose works the selections are made. The notes, containing explanations of all the classical allusions and grammatical difficulties found in the text, appear to have been made with great care and judgment.

#### March Magazines.

The *Forum* contains an article on the Greeks in Crete, the last from his pen by the late Prof. John Stuart Blackie, the celebrated Philologist and Philhellene, very timely in that it gives an absorbingly interesting and eloquent account of the present political and economic position of Greece. Prof. Blackie very pertinently remarks that although the Greeks have been miserably downtrodden by the Turks for four hundred years, there nevertheless lives behind the outward show of slavish debasement, a heart of sturdy independence that cherishes the patriotic memories of ages and seizes eagerly on every chance that may enable it to stand before the world as a noble people determined to die rather than live the slaves of hateful tyranny. With its finances on a stable basis, he predicts a glorious future for Greece. . . . John Fiske, the eminent historian, has prepared for the *Atlantic Monthly* the most notable contribution that has been made to the discussion of the Arbitration Treaty. He shows by a sweeping historical survey how the progress of industry and the relations between the United States and Great Britain make such a treaty a logical event; and he explains the incalculable benefits that are sure to come from it in the future. He points out how nearly all our disputes in the past would have been adjusted under such a treaty, and how the treaty is a natural ally of commerce and industrial advancement for the bringing of a new era in the history of government. . . . President David Starr Jordan contributes to Appleton's *Popular Science Monthly* an article on The Stability of Truth, in which he opposes the contention of Salisbury, Balfour, and Haeckel that "belief" may rest on foundations unknown to "knowledge," and so resting may furnish additions and revisions to science. . . . *The Century* for March is styled an "Inauguration Number," and contains several features relating to the City of Washington. Of the other material the most notable is a wood-engraving by Timothy Cole of Turner's famous picture, "The Old Tem raire," which of itself would distinguish any number of an American magazine. It is one of the illustrations of a graphic article on Nelson at Trafalgar by Capt. A. T. Mahan, in which this expert historian of naval affairs retells one of the most notable sea-fights of the world. . . . Considering its size, *St. Nicholas* seems to hold the most of any of the magazines. Here, for instance, is the March number—not too bulky to go comfortably into the pocket of the overcoat of any father or boys and girls—and yet it finds room for *six* serials in addition to all its wealth of minor features and its two departments. . . . *The Chautauquan* presents us with an article on The Homeric Poems, by Prof. William Cranston Lawton.

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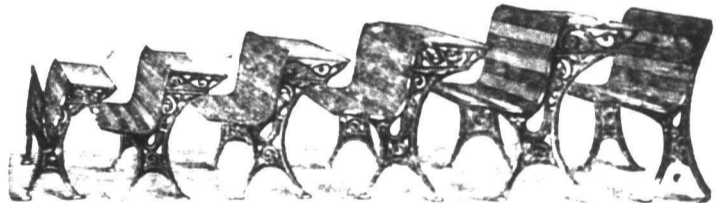
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