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# THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. I.

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### SCHOOL MEETINGS.

The annual school meeting has been held and many teachers breathe again. The meetings this year did not differ presumably from those of other years, save perhaps in the particular of quietness, but there is danger of them becoming too quiet, degenerating into indifference. There are usually a very few persons in a district who do all the school business, the other ratepayers either remaining passive and contented, or giving vent to their discontent in grumbling. It is a common remark that "those who never attend the school meetings find the most fault." The ratepayers should take care that the best men in the district should be trustees, and these men should have enough public spirit to carefully give their time and services. The duties of trustees are well defined, yet how often are they assumed by the school meeting.

It is not uncommon for the meeting to take it upon itself to vote whether the school shall be kept open six months or one year. This motion should never be put as it is clearly out of order—its decision resting entirely with the trustees. It is the privilege of the ratepayers to vote whatever sum of money they wish, and if the trustees do not deem the amount sufficient for the needs of the school they provide a remedy. Again, in selecting a site for a school house, how often do the ratepayers arrogate to themselves the right of selection, ignoring the trustees and their functions. Some meetings have gone to the length of instructing their Board of Trustees as to what particular teacher they shall engage and what the salary shall be.

It is quite right for the trustees in all cases, when possible, to take the ratepayers into their confidence informally, but it is decidedly unbusiness-like to bring these matters up in the regular meetings of the district. Much misapprehension exists as to the number of ratepayers necessary to carry on the annual meetings or any others. There must be a chairman and secretary as well as a mover and seconder for every resolution. The secretary is not debarred from either moving or seconding a resolution. So as a matter of fact three persons can conduct a meeting, though a much fuller attendance is always desirable.

The auditors' report should always be approved by the meeting, and if it is not satisfactory it need not be accepted.

Trustees should be careful to note that every assessment should be levied during the year in which it is imposed, otherwise it is illegal and cannot be collected.

Any school meeting can not be held at the call of the trustees. They can call a meeting to provide for an occasional vacancy in the Board. If the district fails to hold the annual meeting at the

time specified by law, the notices of such meeting have to be given by the Inspector. If the meeting be a special one for the purpose of voting money, it may be held upon requisition of the majority of the ratepayers of the district, or the Chief Superintendent, or the Board of Education may grant the Inspector authority to call such meeting.

The secretary of the Board of School Trustees is by law the secretary of the school meeting. His accounts should be in the hands of the auditor at least one week before the annual meeting. Trustees can not resign at will. There is a regular way by which to do so, and the meeting should not take it upon itself to accept the resignation of any trustee.

The ratepayers should provide at the annual meeting for sweeping and cleaning the school building as it forms no part of the duty of either teacher or pupils to do this work.

These remarks upon the duties and powers of school meetings might be extended to a much greater length, and we may again return to the subject.

### COMPULSORY EDUCATION.

The absence of compulsory clause in our system of Free School education is one of its greatest defects. It is not sufficient to make the compulsory clause permissive as has been done in this Province but binding as in Massachusetts and many other countries where free common school education is provided. The recent Act passed by our Legislature permitting Boards of Trustees the option of enforced attendance at the schools or not has not been taken advantage of in any instance in New Brunswick. This has not been owing to a belief on the part of the governing bodies that enforced attendance is not desirable, but, as in the case of the city of St. John, the Trustees hesitate to adopt the clause in the Act on account of the increased burdens which it would impose on the taxpayers. It is true that in cities and incorporated towns, where the schools are nominally full, more school machinery would have to be provided, but in the country districts it is far otherwise. There, with the present provisions, fully as many more children could be accommodated, and the children to fill them up are not wanting if they would attend school. In the city of St. John probably one third of the children of schoolable age do not attend school at all, and what is to be said of those who do attend? A glance at the returns will show that under the most favorable circumstances, the attendance is very irregular. The number of pupils in attendance at the schools of the Province during the year 1885 was 73,067. The average attendance was 33.85 per cent., or rather more than one-half of the pupils enrolled. This is not as it should be and taken altogether is very unsatisfactory, especially when it is considered that ample school accommodation is provided for all who do attend and many more who simply neglect to do so. This is very distasteful to taxpayers, and the demand for enforced attendance is becoming louder and louder and must soon receive more attention at the hands of our legislators. If the state has the right to provide free education it certainly has the right to see that the people partake of its advantages. A permissive compulsory clause is not sufficient.

### EDUCATIONAL.

The following extracts, the first from a "Professional Man" in the *Truro Sun*, the other from the *St. John Daily Telegraph*, are worthy of careful perusal by those interested in our educational development:

"Why do so many of our young people devote themselves to the school teaching profession? Is the question which now arises from a common sense view of the public mind on this matter all over the Province (Nova Scotia). To all those who wish to advance themselves in knowledge we would say: 'by all means get educated,' but at the same time we would like to show them their great mistake in becoming school teachers when they might otherwise be more lucratively employed.

In this province especially, for the last two years, the young people have taken a great notion of school teaching, inasmuch that the profession is now getting overcrowded, and many teachers will be compelled to step off from the profession or try the pursuit of it in some other country.

According to last year's educational report, when the total number of schools in the province during the summer term was 2,005, and the total number of teachers (including assistants) was 2,127, also with about 300 teacher's licenses issued annually, although there is a considerable number leaving the profession every year, the increase is evidently far too rapid; and it is now evident that before long this tide of influx must ebb and people will set their minds on some other work.

It is a great mistake for a young man to think, when he sees so many follow in educational pursuit, that he should follow their example.

A great many people also think that school teaching is an easy and a lucrative billet, in this opinion they are sadly mistaken. We would advise our young people not to contemplate the idea of educating themselves for the profession in order to have an easy billet in life, for there is no class of harder working men in the world than students. And as far as teaching is concerned, besides being very hard work, it is objectionable from the fact that there is nothing in it.

In consequence of the exceedingly low salaries given to teachers in these Maritime Provinces, it is a fact that when young men find themselves school teachers, they are compelled to step on to some other profession in order to make a living.

If half of our young men who aim at school teaching or any other profession, would adopt farming, or some other branch of industry, they would show more intelligence in choosing their life occupation. Of all occupations and professions, under the sun, there is none better or more honorable than farming."

"Our public school system is one of which we boast. It has done and is doing a vast work in training our youth, eradicating ignorance and disseminating knowledge. But on the other hand it is as surely alienating the tastes of young men from the agricultural pursuits which it is desirable that most of them should follow. We have reached a state of things in which the young men of the rural districts will not stay on the farms their fathers tilled. Say what we may the education of the day breeds dislike for manual labor. The farms go wanting their needed culture while the farmers' sons crowd the ranks of clerkships, the overcrowded professions, or the equally thronged avenues of business callings, or seek for petty government offices, or leave the country. Where will the end be? The important industry of the country is agriculture, the one for which the State does least, the one which the State burdens to find the money for the ever increasing services which the State assumes. No one conversant with farm life now and a quarter of a century ago, but will see that as a result of changes brought about by the State (federal and provincial), farm property has been depreciated at least twenty per cent., and stripped of the workers to whom farming must look for continuance."

John Ericsson, the well-known inventor, who is now eighty-three years of age, is still hale and hearty, and works as steadily, and as many hours per day, as he did twenty years ago.

## NORMAL SCHOOL.

## GRAMMAR SCHOOL.

(Terminal Examination, June, 1886.)

## TEACHING AND SCHOOL MANAGEMENT.

1. Define education and instruction, and point out the relation of the one to the other.
2. Define method as applied to teaching, and illustrate your principles of method in the teaching of two of the following subjects:—*Form, Grammar, Geometry, First Steps of Reading.*
3. Specify and characterize the faults of temper which induce in children a habit of indifference, and point out appropriate means by which the teacher may do much to remove this defect of character where it exists, and prevent its acquisition where it does not exist.
4. (1) Define *perception, conception, attention*, (automatic and volitional), and state in respect of each the condition of its strength. (2) How may volitional attention be developed and strengthened?
5. Name six educational reformers, the countries to which they respectively belonged, and the times in which they lived. Give the leading features of the method advocated or practised by two of them.
6. Define discipline, and specify some of the means upon which you rely for its promotion in your school. Justify the means you enumerate.
7. Specify the physiological reasons requiring the careful regulation of the school-room in respect of (1) temperature, (2) cleanliness, and (3) ventilation.
8. Name the leading points to be considered in the arrangement of a time-table, and show why each is essential.

## SCHOOL SYSTEM.

1. State the principles which regulate the apportionment of the county fund to trustees, and show on what respect it tends to secure school privileges in a district.
2. Give the substance of the amendments to the Schools Act in 1884.
3. State the nature and extent of the teacher's duty and authority over his scholars outside the school room.
4. State (1) How the grand total days' attendance made by the enrolled pupils may be found. (2) How the number of teaching days may be found in any term. (3) Under what conditions a teacher under contract with trustees may lawfully terminate it. (4) Under what conditions an assistant-teacher may be employed.

## FIRST CLASS.

## TEACHING AND SCHOOL MANAGEMENT.

1. Define method, and specify several of the principles upon which it is based.
2. Describe your method in teaching *color, number*, and state the principles involved.
3. State and illustrate the difference between *deductive* and *inductive* methods of teaching.
4. (1) Describe the teaching of a lesson in history you may have witnessed. (2) Make a criticism thereon. (In your criticism note the manner and language of the teacher as well as the method employed; also the probable effect of such a lesson upon the pupils as respects (1) knowledge; (2) mental discipline).
5. Discuss good discipline under the following headings: (1) characteristics; (2) results; (3) motives to be cultivated; (4) habits to be formed.
6. What is meant by school organization? Describe a properly organized school.

## BOOK-KEEPING.

1. In what respects does the ledger in double entry book-keeping differ from that in single entry?
  2. Give the rules for journalizing. What is meant by trial balance, and how is it made?
  3. John White sold to Robert Black on account, On June 2, 17 yds. cloth at \$1.25; 2 pair blankets at \$4.70; great coat at \$12.
  4. Buffalo robe, \$18.20; 16 rolls paper at 23 cts.; 30 yds. carpet at \$1.15
  5. In payment for the above R. Black gave his note of hand payable in 3 months.
  6. J. White sold R. Black's note of hand to People's Bank, Frederickton, discount 8 per cent.
- Give (1) the form of the note of hand for the amount due, and (2) enter the whole transaction as it should appear in the books of J. White.

## GENERAL HISTORY.

1. From what several centres is civilization supposed to have sprung, and through what nations has its progress been successively carried on?
2. Give a brief account of the Peloponnesian War under the following heads: cause, chief events, principal leaders, results.

3. What were the boundaries of the Roman Empire in the time of Augustus? What three civilizations did it include? What was the condition of Rome at this time? For what is the Augustan age especially remarkable?

4. What was the object of the Crusades? What were their effects on (1) commerce, (2) feudalism, (3) chivalry, (4) intellectual development?
5. Explain briefly the signification or application of the following terms: *legira*, trial by ordeal, hermetic league, pragmatic sanction, alchemy, balance of power, the reign of terror.

## USEFUL KNOWLEDGE.

1. Describe the position and structure of the lungs. What changes occur in the blood during respiration, and what consequences result therefrom?
2. State briefly the constituents of wheat flour, and show how you would proceed to demonstrate their presence.
3. Give a summary of what is meant by the circulation of matter.
4. What are the chief agencies involved in the formation of soils? What conditions determine fertility or sterility? What is the part played by manures?
5. (1) Describe a mode of preparing oxygen. (2) Contrast the properties of this gas with those of nitrogen.

## COMPOSITION.

1. Define *perspicuity, energy, and grace* as respects style.
2. Form sentences to illustrate the shades of meaning between each pair of the following synonyms:—*Educate and instruct; proud and vain; crime and vice; graceful and elegant; inconsistent and incongruous.*
3. Quote from "The Merchant of Venice" examples of the following figures of speech:—*Simile, metonymy, hyperbole, epigram.*
4. (1) In what measure is The Merchant of Venice written? (2) Scan the following lines:—  
"This is no answer, thou art no true man,  
To excuse the current of thy cruelty."
5. Express in a paraphrase not exceeding twelve lines, the following thought:—

How many cowards, whose hearts are all as false  
As stairs of sand, wear yet upon their chins  
The beards of Hercules and frowning Mars;  
Who, inward search'd, have lives like to a milk;  
And these assume but vaour's excitement,  
To render them redoubtable!

## ENGLISH GRAMMAR.

1. Give the *general and particular analysis* of the following passage:—  
"In terms of choice I am not solely led  
By nice direction of a maiden's eyes;  
Beside the lattice of my destiny  
Hears me the voice of voluntary choosing:  
But, if my father had no scanted me,  
An' he'd me by his wit to yield myself  
His wife who wins me by that means I told you,  
Yourself, unsworn prince, then stood as fair  
As any comer I have looked on, yet  
For my affection."

2. Parse the words in *italics* in the foregoing passage.
3. Parse each word of the following sentence:—  
"But no no buts." What part of speech is the word *but* in the fifth line of the passage above? Name other parts of speech which the word *but* may be, and give examples.
4. Name the inflectional parts of speech and state the inflections to which they are subject. Give all the inflectional forms of I, thou, boy, go.
5. Distinguish between *gerunds* and *participles*, and give examples.

## ENGLISH LITERATURE—MERCHANT OF VENICE.

1. Name some of the dominant passions whose workings the poet depicts in this play, and quote to illustrate your answer.
2. Quote Bassanio's soliloquy on outward shows.
3. Contrast the character of Portia and Jessica.
4. By whom and on what occasions were the following lines uttered?  
(a) I am Sir's slave,  
And when I open my lips let no dog bark.  
(b) Stay the very rippling of the time.  
(c) Th-u sandy gold,  
Hard food for Midae, I will none of thee.  
(d) I never did repent for doing good,  
Nor shall not now.  
(e) I pray you give me leave to go from hence;  
I am not well.

5. (a) Quote from the play several instances of Shakespeare's use (1) of the double negative; (2) of nouns as verbs.
6. Comment upon the following words and phrases.—*Bahru me, insculp'd upon, woth, troth, wothal, methinks.*

7. Point out several instances of peculiar grammatical construction in the play.

## ARITHMETIC—ANSWERS MUST CONTAIN THE WHOLE OPERATION.

1. Give the formula for finding the amount of a sum of money at compound interest, and show by what processes you would lead your pupils to determine the formula.
  2. What are the two methods employed in finding the discount of a sum of money? Which method is adopted in practice? Is it right or wrong in principle? Give reasons for your answer. Apply both methods to the solution of the following question: Find the discount of \$400 for 4 months at 7 per cent. per annum.
  3. What is meant by equation of payments? Give the usual rule for finding the equated time for any number of payments, and show whether it is founded upon strictly correct principles. Find the equated time for paying off a debt of \$1,255 18 1/2 payable at present, and 1/2 every three months until all is paid.
  4. If a fraction in its lowest terms is converted into a decimal, when will one or other of the following results occur: (1) a finite decimal, (2) a mixed circulating decimal, (3) a pure circulating decimal. Demonstrate your statement.
  5. How can any number of mean proportionals be found between two given numbers? Find three mean proportionals between 1 and 2.
  6. If a merchant commences business with a capital of \$12,000, and each year, after paying all expenses, increases the capital of the former by a fifth part of itself, how much will he be worth at the end of 30 years?
  7. The metre contains 39 37070 English inches; find the value of an inch, a foot and a mile in terms of the metre.
  8. Explain briefly the metric system of weights and measures, and point out some of its advantages.
- Satisfactory answers to any seven of the foregoing questions will be marked as a full paper.

## GEOGRAPHY.

1. Briefly describe the motions of the earth.
2. State how to find (1) the duration of evening twilight at Saint John on the 2nd of June, and (2) the altitude of the sun at noon of the same day at Fredericton.
3. In what directions and on what waters would a ship sail in going from Dantzic to Hong-Kong, and what would her cargo probably consist of both in going and returning?
4. Compare each Province of the Dominion with New Brunswick as respects (1) area, (2) population, regarding New Brunswick as 1 in all cases.
5. Name the British Possessions in Asia, and describe their respective geographical positions.
6. Where are the following places, and for what are they noted? Tarsus, Bethlehem, Mandalay, Tokio, Quito, Navarino, Metz, Gibraltar, Prague.
7. Draw on the paper furnished you an outline map of Africa, indicating and naming the chief mountains and rivers; also locate the four largest towns.

N.B.—The examiner will allow 70 marks as the full value for the first six questions, and 33 marks for the 7th question.

## PRACTICAL MATHEMATICS.

Female candidates will receive credit for work correctly done.

1. How many acres are contained in a field of the form of a regular octagon, whose side is 5 chains?
2. How many square inches of gold leaf will gild a globe 1 foot in diameter?
3. Find the number of square yards in a quadrilateral, whose diagonals are 450 and 325 feet respectively, and the contained angle 80°.
4. State how to find the height of an object standing on an inclined plane.
5. Trace the value of the sine and co-sine through the four quadrants.

## PHYSICS.

1. Enumerate the points of difference and resemblance between *permanent* and *electro-magnets*, and name of the uses to which they have respectively been applied.
2. (1) How is sound propagated from the sounding body to the ear. What makes the difference between *acute* and *grave* sounds?  
(2) (1) Describe the process by which the sense of sight informs us of the existence of external objects. (2) Whence do non-luminous bodies derive the light by which they become visible? (3) Explain the process by which *non-luminous* bodies appear to be of various colors.
4. Compare the respective velocities of *sound* and *light*, and mention a simple fact which shows the difference.

GEOMETRY.

1. Equal chords in a circle are equally distant from the centre; and conversely those which are equally distant from the centre, are equal to one another.
2. If two chords in a circle cut one another, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.
3. Describe an isosceles triangle having each of the angles at the base double of the third angle.
4. The sides about the equal angles of triangles, which are equiangular to one another, are proportional, and those which are opposite to the equal angles, are homologous sides.
5. If four straight lines be proportionals, the rectangle contained by the extremes is equal to the rectangle contained by the means.
6. Equiangular parallelograms have to one another the ratio which is compounded of the ratios of their sides.

N. B.—Female candidates for Class I. will receive credit for any work correctly done in the last three of the above questions.

ALGEBRA—EXHIBIT THE WORK

1. From  $x^2 + yx + q = 0$ , find  $x$ .
  2. From the value of  $x$  in the preceding equation, deduce several important inferences which will hold for any quadratic equation.
  3. Solve 
$$\frac{x-1}{x+1} = \frac{5}{6} = \frac{3}{7(x-1)}$$
  4. Solve 
$$\frac{x + \text{square root of } (12x^2 - x)}{x - \text{square root of } (12x^2 - x)} = \frac{a+1}{a-1}$$
  5. From  $x - y = 2$ ,  $x^2 - y^2 = 152$ , find  $x$  and  $y$ .
  6. A certain rectangle contains 800 square feet; a second rectangle is 8 feet shorter and 10 feet broader, and also contains 800 square feet; find the length and breadth of the first rectangle.
  7. Multiply  $x^2 + x + 1$  by  $x^2 - x + 1$ .
  8. The sum of three terms in geometrical progression is 63, and the difference of the first and third terms is 45; find the terms.
- N. B.—Female candidates will receive credit for any work correctly done.

NATURAL PHILOSOPHY.

1. A ship moves forward 30 feet while a ball is falling from the mast to the deck, a distance of 80 feet; how far did the ball move?
2. A horizontal force of 12 lb. is resolved into two components, one of which is a vertical force of 25 lb.; what is the magnitude and direction of the other component?
3. State clearly the conditions of equilibrium of three forces acting upon a body.
4. Describe each of the so-called mechanical powers, and state the conditions of equilibrium for each.
5. Weights of 2, 4, 8 and 8 lbs. are hung at equal distances along a rod 40 inches long. At what point must the rod be suspended so as to remain horizontal?
6. Where would be the centre of gravity of weights 7, 9, 11 and 13 lbs. placed consecutively at the corners of a square whose side is 4 inches?
7. A body is projected vertically upwards with a velocity of 36 ft. per second; how far will it ascend in 10 seconds? How long before it will return to the ground?

THE STRUCTURE OF THE ENGLISH LANGUAGE.

Mr John Fiske in his criticism of Longfellow's translation of Dante, in pointing out the difficulties in the way of rendering accurately the spirit of a poem in a language foreign to the one in which it is written, calls attention to the unusual hindrances in the case of our English language.

"The English language," he says, "has a double structure" which unfits it in a peculiar manner to become the vehicle of the thought expressed in another European language, such as French or Italian.

In the first development of a language, according to Mr. Fiske, words have a peculiar physical meaning, being used mainly at first to express the physical wants under apprehension of a people, while later, as their ideas and requirements become more refined, their words lose somewhat of this physical meaning, and from their use in expressing higher ideas come to have a metaphysical or more abstract signification which fits them for purposes of philosophic or scientific expression.

In the cases of French and Italian, which are homogeneous in their structure, the one class of words has to do duty for the expression of all emotion, that of the intellect as well as that of the senses.

To give an instance of the physical significance of a word, he calls attention to the word *transgress* which in its first use in the Latin language so doubt called up to the mind of the speaker the "physical image" of a man stepping over a boundary," but to us into whose language this word has become incorporated the physical meaning is entirely lost and we use the word in a metaphysical sense to imply some breach of moral obligation.

But the English language presents no such homogeneity of structure as the other European languages.

"Albeit there are numerous exceptions," says Mr. Fiske, "it may still be safely said, in a general way, that we possess and habitually use two kinds of language—one that is physical, for our ordinary purposes, and one that is metaphysical, for purposes of abstract reasoning."

The physical part of English is, of course, the original or Saxon portion, which, being the only language of our own ancestors before the Roman Conquest, naturally is used by us still to express our apprehension of material things.

"It is mostly Saxon words that we learn in childhood," says Mr. Fiske, and which we therefore associate with our homeliest and deepest emotions."

The derivative portion of our language constitutes very largely the vocabulary of metaphysical and abstract discourse: for the reason, as Mr. Fiske points out, that it is acquired somewhat later in life and employed more for the expression of ideas.

Now the physical portion of our language being already sufficient for us, it follows quite naturally that the derivative words drop all but their metaphysical meaning in our language, and it thus becomes apparent that the emotional vehicle of English and Italian for instance is composed of words which convey no common signification in the two languages.

This difference of construction, Mr. Fiske tells us, makes it almost impossible to give a literal translation of Dante's poem such as Mr. Longfellow almost succeeded in doing. Mr. Fiske contends that any literal translator must fail in large measure if he employs English words of Romanic origin instead of the vigorous Saxon in which we are accustomed to express our emotions and deep feelings. As an instance of the force with which the Saxon appeals to us as contrasted with the merely derivative words which we use in common with the French he gives us the following lines from Shakespeare:

"Blow, blow, thou winter wind!  
Thou art not so unkind  
As man's ingratitude;  
Thy tooth is not so keen, etc., etc.

This appeals to us in the most forcible manner because conveyed through the medium of words that are indigenous to our language.

The passage, however, when given to us in the following French which Mr. Fiske quotes for us is not so effective:

"Souffle, souffle, vent d'hiver!  
Tu n'es pas si cruel  
Que l'ingratitude de l'homme  
Ta dent n'est pas si pénétrante," etc., etc.

"At this we are inclined almost to laugh" says Mr. Fiske, because it excites in us an unrecurrent of consciousness which if put into words might run something like this:

"Inflate, inflate, wind hibernal!  
Thou art not so cruel  
As man's ingratitude  
Thy dentition is not so penetrating," etc., etc.

"No such effect would be produced upon a Frenchman, however; the translation would strike him as excellent, which it really is."

It is from these considerations that Mr. Fiske finds fault with Longfellow's translation of Dante, in which he considers Mr. Longfellow has paid too much regard to the literal rendering of the words

into their equivalents rather than to the choosing of the best words for conveying to the English mind the spirit of the poem in the same forcible way as the Italian words did to the minds of Dante's countrymen. It follows from the foregoing that the preference should be more frequently given to Saxon words rather than to those of Romanic origin, which Mr. Longfellow has too often employed. Nevertheless, Mr. Fiske pronounces Mr. Longfellow's translation the best we are likely to have for some time to come, as there can be no doubt, as he says that "apart from Mr. Longfellow's other titles to undying fame, he has certainly secured it in connection with this translation, and throughout the English portion of the world his name will always be associated with that of the great Florentine."

But the very facts which operate against Italian and French translations become converted into a benefit in the case of German, which "is so nearly allied to Anglo-Saxon as to call up in our minds concrete images of the greatest definiteness and liveliness." And this enables us to comprehend in a very appreciable manner the poetry of the Germans.

But it follows that these homogeneous languages form the difficulty of dropping the physical significance of words from a less perfect medium for the expression of philosophical ideas than our English language, to the double structure of which Mr. Fiske attributes its superiority over every other tongue, ancient or modern, for philosophical and scientific purposes."

The Germans, for instance, he tells us, do not "conceive" an idea, they use a word that has a physical meaning akin to our word "begriffe" (begriffen). Our word "conceive" had once the very same material meaning as "begriffen," but not being indigenous in our language it has utterly lost it.

"Whoever has dealt in English and German metaphysics," continued Mr. Fiske, "will not fail to recognize the prodigious superiority of English in force and perspicuity."

By means of our derivative words "which are nearly or quite free from those shadows of original concrete meaning which, in German, too often obscure the acquired abstract signification we are able to carry on philosophical enquiries" with very great advantage.

"The differences between our language and other European tongues cannot be ignored," says Mr. Fiske. "They lie deep in the very structure of human speech, and are narrowly implicated with equally profound shades in the composition of human thought."

"Too often the mere differences between English and Italian, for instance, prevent Dante's expression from coming out in Mr. Longfellow's version quite pure and unimpaired.

For instance, Mr. Longfellow translates the Italian *dolore* and *dolenti* into *dole* and *dolent* as in the following:

"Through me the way is to the city doleful,  
Through me the way is to eternal Jole."

Which Mr. Fiske considers to be much more forcibly rendered by Mr. Parsons, who has translated the passage as follows:

"Through me you reach the city of despair,  
Through me eternal wretchedness ye find."

And the greater force is obtained by the use of the words *despair* and *wretchedness* which convey much more widely the thought of Dante than the unaccustomed words that Mr. Longfellow has employed.

"The causes which make *dolenti* a solemn word to the Italian ear," says Mr. Fiske, "and *dolent* a queer word to the English ear, are causes which have been slowly operating ever since the Italian and the Teuton parted company on their way from Central Asia.

They have brought about a state of things which no cunning of the translator can essentially alter, but to the emergencies of which he must graciously conform his proceedings."

St. John, Oct. 26th.

## New Brunswick Journal of Education.

SAINT JOHN N. B., OCTOBER 23, 1886.

## ORNAMENTATION OF SCHOOL GROUNDS.

NO. III.

There is a feeling of interest in arboriculture awakened in different parts of the Province, which it is to be hoped will become universal, and receive the attention that the importance of the subject demands.

Not only are our native woods of great economic value, but as the forests fall before the axe, the country is laid bare to the frost-laden winds of our Canadian winters, thus producing unfavorable changes in the climate. The *Times* speaking of Canadian forests, says, "If it is decided that they are not worth preserving then let the reckless lumberman and the forest fire have their way, but surely a produce which has still so important a place in the exports and internal economy of the country deserves looking after, and all that is wanted is systematic cutting, and systematic planting, not only of native trees, but of such foreign species as would flourish best on Canadian soil."

Now let the rising generation have their attention early drawn to these facts, let them learn by experience what care is required to plant trees successfully, and the means necessary to promote their growth; let them be taught to observe with an appreciative sense the beauty of the foliage, from the tender green of the spring-tide, through the deeper tints of summer, to the gorgeous coloring of later months, and "when cold winds come and strew their gold about the autumn fields," even then they may see beauty in the tracery of the naked branches against the wintry sky; and if these impressions be further aided by judicious remarks from the teacher, then, surely some among them will be stimulated to take an active interest, not only in their preservation but in their development. A lecture between the four walls of a school-room will not command half the attention that will be given to a few earnest words, spoken under the pure blue sky with the living example before them.

Preparing the ground for the reception of trees does not generally receive the attention that is necessary to ensure success, if the ground is well prepared they will live and make a good growth the first season, but if planted in hard unprepared soil, no wonder that many of them die and that those that live make a starved, sickly growth.

Another cause of failure is the want of fibrous roots. I have seen tall elms with about two feet of main root and a few little fibres placed in a hole only large enough to contain them, some earth shoveled in, trodden down, and then left to shift for themselves. Of course the only result was the disheartening effect of having dead sticks where luxuriant foliage was anticipated. Roots generally consist of two parts, the main roots, which act as grappling-irons to enable the tree to take a firm hold of the ground, and the fibrous roots which supply them with nourishment. These fibrous roots are most liable to receive injury from transplanting, as they are covered with a very fine membrane, so delicate as to be easily bruised; and they each terminate with a number of small pores, which act as little sponges to imbibe moisture for the use of the plant. If these spongioles, as they are called, should be all cut off the plant must provide itself with others, or perish for want of nourishment.

In order to plant trees successfully, dig a hole larger and deeper than the roots seem to require, throw in some good sifted earth and round it up in the bottom of the hole, then while the tree is held in position, the roots should be spread out and

rich, sifted, earth carefully filled in with the fingers through all the interstices of the roots; shovel in more earth, then pour a small stream of water from a vessel held as high as possible, thus making the roots firm in the ground and supplying them with abundant food in their new situation; then fill in the rest of the earth, pour on more water and press gently round the roots to make all firm.

The habit of the tree should be observed, as some require to be planted deep, and others nearer the surface.

I have seen many trees thus planted and have assisted in planting many others, not one of which have failed to grow, in spite of unfavorable (yet unavoidable) condition of soil and location.

Low, "stocky" trees are much better than tall and slender ones because the former are more likely to be healthy and well-rooted, and will be able to support a top and keep erect, while the latter are apt to have slender tapering roots, and will be more affected by high winds.

It is a good plan to mark in the adjoining woods the trees you wish to transplant, and cut round the roots, some months before lifting, and cause them to throw out fibrous roots near the stem. A tree well supplied with these will flourish in almost any soil; some branches should be removed at the same time, as the shortened roots could not be expected to supply as much nourishment as before.

If trees are to be removed to a distance or remain long before planting, the roots should be wrapped in wet moss and kept moist in order to protect the spongioles from the heat of the sun, which would soon deprive them of their vitality.

I have now given what little practical information I possess on this subject, hoping it may prove useful to others.

The tedium of many a journey has been beguiled by the interest with which I observed the trees as I passed, for only those who have planted and watched the growth of a tender sapling can have any idea of the pleasure experienced at the sight of the same kind of tree growing in perfection in its native woods.

On more than one occasion I have brought home young trees, procured not unfrequently after a rough scramble, and conveyed under considerable difficulty to plant as memorates of the place visited these have all lived, reminding me of happy days, for

"Memory sifts from the past its pain  
And suffers its beauty alone to remain." E.

St. John, October 23rd.

No child should be allowed to speak incorrectly. If you do not teach your little one to enunciate clearly at first, it may be impossible later on; but not only be careful as to enunciation, but as to use of words. Take pains to explain why one word is correct, another incorrect. Teach your child how to open the lips well; do not allow him to talk together in one key, and take care that any nasal twang is carefully corrected. If a boy talks in a high, effeminate voice, cultivate his chest tones patiently but firmly—he will bless you in later years for what at present sorely tries his patience. Be careful that your girl has that "most excellent thing in woman"—a soft voice. Any inclination to stammering should be watched; the child should be trained to read aloud very slowly and deliberately. As it may prove helpful to some one, I will quote a set of rules given by Charles Kingsley to cure stammering, only promising that a child could be made to hold the upper lip down with his finger during his half hour of practice. Open your mouth. Take full breaths and plenty of them, and mind your stops. Keep your tongue quiet. Keep your upper lip down. Use your lower lip. Read to yourself out loud. Read and speak slow, low, slow.—*Brooklyn Magazine*.

The articles on the ornamentation of school grounds in the last few numbers of the *JOURNAL*, have contained many suggestions which, with a little energy and attention, could be carried into effect. As the time of year will soon be unfavorable for carrying on outdoor work it would be well for those interested in the subject to preserve and re-read the articles, together with the collection of any information possible from different sources. It might be well during the winter months to draw a plan of the school grounds indicating the places for new trees, etc. Our correspondent has promised to write some additional articles on this same subject for the *JOURNAL* in the early spring months. We are sure they will be looked forward to with interest.

St. NICHOLAS for November is at hand, a number which for brightness, neatness of finish, and excellent literary merit, is equal to any of its predecessors. *St. Nicholas* is for the young folks, and the delight with which they hail its appearance each month is a guarantee of its excellence. Among the many good things in the present number are: A charming story, "The Blind Lark," by Louisa M. Alcott; E. S. Brooks tells of the "Historic Girl." There is a capital descriptive paper, "Boring for Oil," with other excellent sketches and stories. The present number commences volume 14, and according to the prospectus published, the volume just commenced will contain many interesting features.

The grammar school in this city has been in part furnished with new seats and desks from the establishment of A. J. Lordly & Co. These are of the double pattern, with revolving seat, and are very handsome and convenient. They are built upon a plan furnished by John March, Esq., Secretary to the School Board, and seem to embrace everything that can be desired in the way of a convenient and excellent piece of school furniture. Messrs. Lordly & Co. are prepared to furnish these to schools at reasonable rates. See advertisement in another column.

## A CAUTION TO TEACHERS.

Let me warn teachers, especially young ones, against attempting to reply to any question asked by a scholar when they do not really know what answer to give. No one can be prepared for every question which can be asked. The veriest fool can ask more in five minutes than the greatest philosopher can answer in a lifetime. I know the temptation is great to give a reply of some sort, which may be right or may be wrong, "for fear the scholars should think us ignorant;" but that temptation must be battled with. The real reason why an answer is attempted, in ninety-nine cases out of a hundred, is pride, and it is pride which will certainly have a fall, for if the scholar does not know at once that the reply was a guess, he will remember it at some most inopportune time—perhaps quote his own words against him. Then, indeed, will the scholars look down upon that teacher, and probably give him a far lower place in their regard than he really deserves. If, however, that teacher is well-informed, and well ahead of them, he will not slink at all in their estimation if he honestly confesses that he cannot answer some particular question—it is generally one of fact—on the spur of the moment. Still he should carefully treasure the question, and see that he obtains the correct answer to it, for the very next time he meets his class he should give them the reply, with any other information about the subject he may think fit. I can speak from a lively experience on this matter. A few days after I took my first and only class; we had a lesson in which some of the mountains of the Holy Land were mentioned, and as we spoke of them, I was suddenly taken back with the question, "Teacher, what's the highest mountain in the world?" I confess I had some sort of an idea that it was Chimborazo; but, fortunately, my better nature conquered, and I admitted that I did not know, but added I would tell them in the afternoon. I know that I have never forgotten since then that it is Mount Everest, and I do not think they have forgotten it either. I found that the boy who asked me knew it, and had I made a guess, would have tripped me in due style.—*The Quiver for August*.

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

ments. Our manufacturing facilities enabling us to make to the order of our patrons in the best style, English and Scotch Rubber Circulars and Dolmans. Fur Capes, Ashaban Mantles and Fur-lined Circulars in all sizes and qualities. **NEW CARPET WAREHOUSES**—The greatest success attending the opening of this New Branch of our business necessitated the immediate enlargement of our new premises, which was done by building a New Warehouse adjoining, and immediately in rear of, our Old Premises, which is now filled with a fresh Stock of Carpets. Carpets made and put down

**27 and 29 KING STREET, SAINT JOHN, N. B.**

**PROGRAMME OF GLOUCESTER CO. INSTITUTE.**

Thursday, 10 A. M.—Opening address, Inspector Mersereau, A. B.; enrollment of members; election of officers.  
 11.30 A. M.—Reading, Best method of teaching. (Paper by F. M. Cowperthwaite, A. B.)  
 2 P. M.—School management. (Paper.) Peter Doucet.  
 3 P. M.—Benefits arising from the study of mathematics, especially geometry. (Paper.) D. N. McIntosh.  
 7 P. M.—Public meeting; addresses by Inspector Mersereau and others.  
 Friday, 9 A. M.—How to teach writing. (Paper.) Miss Fowler.  
 10 A. M.—Reduction. (Paper.) Joseph Comeau.  
 11 A. M.—Geography. (Paper.) Miss Alexander.  
 11.45 A. M.—History. (Paper.) Miss Perley.  
 3 P. M.—Examining specimens of writing; drawing and printing. Answering questions out of question box. Determining time and place of next institute.

**TEACHERS BUREAU.**

School wanted by a first-class female teacher. Address, P. T. F., Bass River, Kent Co., N. B.

A report upon the Cambridge (Eng.) local lectures by Mr. Roberts, contains (says the London Graphic) an interesting story of the pursuit of scientific knowledge under difficulties. Two miners at Backworth, in Northumberland, in order to attend a course of lectures on chemistry at Cramlington, five miles off, walked after their day's work to that place and back in order to attend every lecture. They made sufficient notes to enable them to retail what they had heard to a class formed by them at Backworth, and actually repeated the experiments, so far as rough apparatus and their means would allow. The lecturer visited this little class (there were only seven in all), and found upon examining them that they had acquired a sound knowledge of the first steps in chemistry. This germ has now blossomed into "The Backworth students' association," consisting entirely of miners. It is not often that such a splendid instance of self-help is offered for our admiration, and, we may add, imitation.

Russian newspapers state that prospects are good for the speedy construction of a canal between the White sea and Lake Onega, thus affording water communication between the White and Baltic seas.

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**QUESTION DEPARTMENT.**

Can any of our readers tell us the name of the author of the prize poem on "Canada," beginning—  
 "Hail, sons of Britain, scattered thro' the world  
 In every land! For where have ye not come,  
 And coming conquered, where'er day  
 Follows the darkness and the sun the stars."

The prize poem on "Canada" was awarded the chancellor's medal at the University of Cambridge some years ago. It was written by Alfred William Wintersetow Dale, of Trinity Hall, and read by him at Cambridge commencement.—E. L. O'D.

## HISTORY AND POETRY IN GEOGRAPHICAL NAMES.

(Continued from last number).

But let us now take a rapid survey of the kinds of names in the United Kingdoms of Great Britain and Ireland, and see what supplies of interest and of illustration lie ready to the hand of the geographical teacher as he introduces his pupils to those places and natural features which fall into the scheme and method of his course of teaching.

We are, first of all, met by the obvious, and indeed salient fact, that the names of most of the natural features—rivers, mountains, and lakes—have been given to them by the old and great but decaying race whom we call Celts. There is hardly a single river-name in the whole of Great Britain that is not Celtic. Men come and go, towns rise and decay; even the sites of the towns disappear and are forgotten, but the old river-names remain—they are more lasting than the names of the eternal hills, just as the rivers are more lasting than the so-called eternal hills themselves. The two commonest words for *water* or *river* are the Celtic words *aron* and *esk* or *uisge*. They were at first generally common nouns. From common nouns they became either proper names or meaningful suffixes; and we find *aron* or *ab*, in all parts of India and Europe, as the name of a stream. There are, I think, thirteen *Arons* in England alone, five or six in Scotland, and about ten in Ireland. The word itself is cut down and transmuted in the most curious manner. It becomes *In* in Fife and in the Tyrol; it becomes a mere *a* in the names of the French rivers Seine, Aisne, and Marne, and it becomes *ana* in the Spanish *Guadiana*, which is our word *aron* with the Moorish or Arabic prefix *uadi*. In Hindostan the name appears as *ab*, as in the country of the five rivers or *Punjab*, in the country of the two rivers or *Dund*; and, last of all, it appears as *ub* in the *Danube*.

There is on the other side of the Frith of Forth, a village called *Aberlour*, which means the place at the mouth of the river *Dour*. This last part of the word is the Celtic or Cymric word *der* (water); and this root is found in forty-four names of rivers in Italy, Germany, France, and Britain. There is *Dour* in Fife, in Aberdeen and in Kent; we find *Doare* in Spain; an *Adour* and a *Durance* in France; and in many parts of England it takes the simple form of *der* at the end of the word, as in *Rothe* (the red water), *Caldor* (the winding water), in *Danwater*, and in *Dersent* (which means the clear water). To trace the similarity in all of these and many more differences—to find out the underlying identity in the varied diversity—is one of the mental exercises which combine the interest of hunting with the quiet and self-controlled use of the practical judgment, and which we have a right to call, on this account, educational in a very high degree.

Let us take another example of a similar nature. The Gaelic and Erse word for *water* is *uisge*; and this name appears in the most protean forms in several scores, perhaps in hundreds, of river-names in Germany, Italy, France, Spain, Ireland, and Great Britain. The following are only a few of its transmutations. Esk and Ex, Usk, Ugg, and Ux; Oek, Okc, and Ox; Uss and Ouse; Ax and Iz; Eska, Esky, and Esker, Uise, Issa, and Issy; Isero and Issr; Isen and Etsch. And many of them give us the names, and with the names the positions, of such towns as Exeter and Exmouth, Axbridge and Axminster, Uxbridge, Oxford, and Bannock-

If the teacher knows the old Celtic word for *mountain*,—as, indeed, everyone does,—he can go a pretty long way in throwing some light upon some geographical names. Not to insist too much on

the historical conclusions drawn from the fact that we find the Gaelic-Celtic form *Ben* in the west and north, while the Cymric-Celtic form *pen* is found only in the east and south, the teacher can point to the identity of *pen* and *ben*, and show how *pen* appears in Pennine and Apennine, in Grauplan and Pentland, in Penulgan and Penrith, in the Spanish Penra and the Greek mountain Pindus. Then, again, we have the same root in *pin* and *pinnacle*, in *pine* and *spine*. The Gaelic form, *Ben* is found in *Bonan* (the hill of birds), *Benledi* (the mount of God), *Benrachie* (the spotted mountain), *Benmore* (the great mountain), and many others.

*Agall*, *Abe* and *Inner* are two dialectic forms of the same word, the *n* in *inner* being probably inorganic. Both words mean 'the mouth of a river.' *Aber* is found repeatedly in Brittany. About fifty times in Wales, about twenty times in middle Scotland, three or four times in England, but never in Ireland. We know the position of such towns as Abercromby, Aberystwith, Aberdeen, Aberwick or Berwick, Aberbrothock or Abroath, the moment we utter their names; and the same may be said of the towns at the mouths of the Ness, the Leithen, the Aray, and the Ury; that is, Inverness, Inverleithen, Inverrary, and Inverury.

Take another minor point from a Celtic language. *Ard* is the Gaelic for *point* or *height*, and we find it in Arduamurchan, Ardwich-le-Street (the high town on the great Roman road), and many other names. But if we go down to the south coast of England,—to Hampshire and Devonshire,—we find that a small projecting point used by sailors to land their boats at is called a *hard*, with the southern breathing attached, and the name was most probably left there by the oldest Britons.

If, moreover, the teacher knows that *Llan* and *Kil* mean a church, *Tor* a height, *Innis* or *Ennis*, or *Inch* an island or water-girt peninsula; that *Linn* means a pool, as in *London* and *Lincoln*; that *Nant* means a valley, as in *Nantwich*,—if he knows the meaning of these and a few other Celtic words, he can put into the hands of his pupils a key which will enable them to unlock the meaning of hundreds of names, not only in Great Britain and Ireland, but on the continent of Europe.

Let us next take a very quick glance at the earliest Roman contributions to our names of British places. These are only six and they were given to Britain and British times. They are *castra*, *strata* (*strata via*), *fosse*, *callun*, *portus* and *colonia*. One or two examples will be enough for our purpose. There were in early British Britain no roads worthy of the name; and, as soon as the Romans made up their minds to hold this island, they set to work and drove several splendid roads through it from south to north. First of all, from Richborough, near Dover, they made a road called *Watling Street*, through Canterbury and London, by Stony Stratford, on to their standing camp on the Dec,—the *Castra* of the northern Roman army, which is still called simply *Chester*. This road ran on through Westmorland, across the top of a mountain, which is called *High Street* to this day. Ermin Street ran from London to Lincoln; Icknield Street, from Norwich to Exeter; and there were several other great roads. But the point for the geographical learner is, that these splendid works can still be traced, partly by their actual remains, and partly by the names of the Saxon towns that were of necessity built upon them, and nowhere else. The word *street* enters into the names of these towns in the character either of a suffix or of a prefix. Thus we have *Streatham*, *Stretton*, and *Stratton*; *Stretford* and *Stratford*, *Chester-le-Street* and *Ardwich-le-Street*, and a great many others.

The corresponding word in Scandinavian languages is *gate*, which is a derivative of *go*, and the Low-German form of the High-German *gasse*.

This word, however, we now find restricted to *streets*; that is, roads in towns or cities. Thus Edinburgh has its *Cowgate* and *Cannongate*; Dundee, its *Overgate* and *Nethergate* (which some weak persons wished to change into *Victoria Street* and *Albert Street*); York, its *Milelegate*, *Jubbergate*, *Castlegate*, *Fishergate*, and sixteen others. But the geographical inquirer, looking abroad, finds a much wider application for the word. The name indicates not merely a street in a town, but also a street through lines of hill or cliff; and in this sense we have it in *Reigate* (which is *Ridgegate*), *Margate*, *Sandgate* and the *Ghats* of India (which are either passes through ranges of hills, or passages down to the banks of the rivers.) This by the way.

But the Latin word which contains for us the largest amount of history is *castra*. And it not only contains a great deal of Roman history: it contains also a considerable amount of English history. This word we find generally as a suffix to our names of towns, and we find it in three different forms,—*castra*, *chester*, and *cester*. In the Anglian kingdoms of the north it appears in the form of *castra*; in the Saxon kingdoms it takes the form of *chester*; and in Mercia, which was mainly Anglian, but under Saxon influence, we find the intermediate form of *cester*. But in the district north of the Tees, the Saxon form *cheaster* re-appears; and we find such names as *Ribchester*, *Chesterholm*, *Rutchester*, and others. The two forms *Caster* and *Chester* stand right opposite to each other at one point in England. The river *Nen* divides Northamptonshire, which is Danish, from Huntingdonshire, which is purely Saxon; and on the opposite banks, standing on either side of the river, we find two villages, both with the same name, but the one called *Castor* and the other *Chesterlon*. The main point, however, for the young enquirer to notice, is that all these places were at one time Roman camps; and from the number of these he can himself easily judge as to the military character and social intensity of the Roman occupation.

## PERSONAL.

The recent death of Mr. Jas. G. McCurdy removes from the teaching profession of this Province an estimable member. For the past thirty years he had been a teacher in the high school at Moncton, where his abilities, intelligence and high character were held in deserved estimation.

Inspector Oakes is visiting the schools in Carleton County.

Frank W. Nicholson, a Mount Allison College student, has carried off the highest honors of his class at Harvard, being the only Junior of 232, who ranked above 90 out of a possible 100. He also won a \$300 cash scholarship.

Dr. Wm. C. Crockett, son of the chief superintendent of education, has just passed his final examination in the London University, winning the degree of S. R. C. P., London. Dr. Crockett was the only successful Canadian candidate out of 16 Canadians.

The editor of the *Central School Journal* (Keokuk, Iowa), forcibly says: "There are few sights more pitiable than the hack teacher, whose only interest in the work is in her monthly stipend; who sees the morning hour of nine with a shudder, and halts the evening hour of release with unspeakable joy. She hates her work, and possibly herself for doing it. What kind of interest and spirit can such a teacher instill into the minds of her pupils? what kind of a leader is she? A mere time-server—a worse than slave. We would to heaven that our profession might be rid of these creatures, who, while decrying the work of the teacher, detract from the dignity and worth of the profession."

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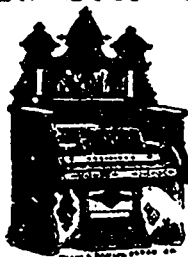
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