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37

THE
PARISH SCHOOL ADVOCATE,
AND
Family Instructor.

JUNE, 1859.

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"Knowledge is Power."  
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EDITOR:
ALEXANDER MUNRO,
BAY VERTÉ, N. B.

ST. JOHN, N. B.:
PRINTED BY GEORGE W. DAY, 4, MARKET STREET.
1859.

THE PARISH SCHOOL ADVOCATE

And Family Instructor,

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

EDITED BY - - - ALEXANDER MUNRO,
Bay Verte, New-Brunswick.

All Communications to be addressed to the Editor, POST PAID.

TERMS :-—3s. 9d. per Annum. Single Copies, 4d. To CLUBS: See last Page.

CONTENTS:

	PAGE.		PAGE.
National System of Education, - -	91	Effects of Knowledge, - - -	93
Educational Statistics, - - -	83	MISCELLANEOUS.	
School Law of Nova Scotia, - - -	84	To our Subscribers, - - -	94
Superintendent's Report, Nova Scotia, 96		Teachers' Institute, St. John, - -	94
University of New Brunswick, - - -	87	The Western News, Bridgtown, - -	94
Teachers and Teaching, - - -	89	Reading, - - -	94
Free Books and Free Schools, - - -	91	Agricultural, - - -	94
Library Auxiliaries to Common		Map of New Brunswick, - - -	95
Schools, - - -	92	Statistics of the Nations, - - -	96

Vol. 2.

JUNE, 1859.

No. 6.

National System of Education, and Social Super- vision.

ENGLAND.—Each of the three great sub-divisions of Great Britain, England, Scotland, and Ireland, have their separate educational system, each on distinctive principles. In England, the principle agencies employed in working out the plan are—the Church of England, the British and Foreign Society, the Wesleyans, the Roman Catholics, and the Congregationalists. Each of these bodies have Normal Schools connected with their educational operations, where practical instruction, and training, is given to those desirous of teaching.

The whole is under a Council of Public Instruction, appointed by Her Majesty; large annual appropriations in aid of the various agencies employed in the education of the people, are made by the Government. There are also a large number of private day schools, sabbath schools, and evening schools, in active and useful operation. The annual expenditure for educational purposes in Great Britain, amounts to nearly £663,000 sterling; of this sum, £157,000 is devoted to the erection and endowment

of school houses; the various denominations and societies expend about £70,000 per annum; and £40,000 is devoted to the payment of teachers. Still, notwithstanding all the agencies, denominational, public and private that are bro't to bear upon the matter, the quantity of elementary instruction is very limited; the number of children destitute of education in England and Wales exceeds 4,000,000; and those receiving education at school, only number *one in ten* of the entire population; while in some of the States of America, where the free school system is in operation, *one in four* of the population are receiving the benefits of education. The annual grant contemplates the education of 800,000 children by the State. The subject of national education has recently engaged the attention of the British Parliament, when a resolution was passed authorizing "a Commission to enquire into the present state of popular education in England, and to consider and report what measures, if any, are required for the extension of sound and cheap educa-

mentary instruction for all classes of the community." Much good, it is anticipated, will arise out of this Commission; especially at the present time, when the attention of the British public is directed to the all-important subject of educating the mass.

Systems of education, which were enacted during the infancy of knowledge and experience of the world, systems which were models in their time, are, in the present state of society, considered too circumscribed to meet the wants of an enquiring public.

SCOTLAND—Where the denominational system of advancing education has been enacted during the last two hundred and fifty years, is also agitating a change. It is to this once renowned system of education that the Scotch people owe much of that moral and intellectual stamina, which has characterized the nation. The Church of Scotland, the guardian of the system, has suffered repeated secessions from her ranks; commercial changes, integral abuses, and various other alterations have also taken place, which tended to weaken the operations, and destroy the nationality of the system, and render it unfit for the present state of society.

Though the Parochial educational system of Scotland far transcended, especially in point of moral worth, all the systems in being at its birth, in 1616; still it was not long enough, nor broad enough in its moral and intellectual status to answer the changed state of society, which was to follow. Its apparent value and superiority at the time of its enactment was the means of stereotyping it until the present day, when it is unanimously declared, by the descendants of its originators, that it is not calculated to draw out, and develop the latent moral and intellectual resources of the mass of society. In fact the system, through a long train of, at one time, unforeseen circumstances, is now shorn of its former nationality.

Within the last few months, numerous public meetings have been held throughout all parts of Scotland, when it has been resolved, that the time is arrived when a national system of moral and intellectual instruction should be established. The former systems, both in England and Scotland, having been generally under the control of the paid officers of the Crown—the people for

whose benefit the schools were established having had little or no control of them—it is now considered necessary to have Local Boards, authorized by the people in their several localities. These Boards to have power to establish schools, appoint and dismiss teachers, etc., and the whole to be under the control of a General Board of Education, to be appointed by her Majesty.

Scotland has about 5,000 schools, and 500,000 scholars, making her school-going population as one to six, nearly, of the inhabitants.

THE IRISH system of education, which has been in operation for the last quarter of a century, is also national; but framed on a different base-work from that of the English and Scotch. The two latter, when formed, were placed under the control of denominational agencies, while the Irish system was formed with a view to meet the diversified peculiarities of the conflicting masses that formed the Irish population. The Irish National Board of Education has also taken great pains in securing a class of text books, which are intended to be free from giving any preponderance to the denominational views of either of the different sects; still the system has failed. The people have practically refused to comply with the requirements of the law. Recent Reports of the state of education in Ireland show that there are only about fifty schools in the whole Island that may be said to exist on the broad national plan—the rest are all sectarian.

Denominationalism so far controls the system, that the Board of Education in 1856, does not, out of the 7,383 schools, control more than 1,500. Of the Teachers, 6,035 are Roman Catholic, 873 Presbyterian, 399 Episcopalian, and others 76.

Hence, it will be at once seen that Ireland has a most fragmentary and discordant national system. The nationality of the system is cast to the winds, and the people, Protestants and Catholics, have each been silently developing, in the spread of education among the mass of the people, their own self-invested, and self-constituted powers in defiance of the law. However, the state of education in Ireland far supercedes, in point of school attendance, that of England; and by some statisticians, that of Scotland also.

The great barrier, in the way of the spread of education, among a mixed people, composed of Protestants and Catholics, is the introduction of the Scriptures into the schools; Catholics being opposed to the indiscriminate use of the Scriptures, either in the schools, or among the mass of the people, and especially the Protestant version of the Divine Record; Protestants on the other hand, insisting upon the free and untrammelled use of the Scriptures in all the educational establishments of the land. As long as these two antagonistic principles prevail, it will be a difficult task to make and promulgate laws on a broad and national basis, that will be suitable to all denominations. Hence, the mass of society, through the means of these conflicting denominationalities, will have to grope their way through the discordant elements, and remain for a time—a short time we hope, in a state of comparative ignorance.

It is evident from the preceding statements, and the state of the public mind of the British Islands, that a change in the system of public instruction is close at hand, no one of the three national systems, as they are called, being sufficiently comprehensive, and applicable to the growing and changing wants of the nation. Let the future system be what it may, one principle will, no doubt, if we view the public mind aright, be embodied into the system—namely, each locality will be empowered to control their own schools, subject to an Imperial Board, and be paid for

their services.

The principle of *local control of the schools* appears to be the avowed aim of the advocates of an improved system of education in Great Britain; and this view of the subject is also gaining ground in other countries.

It has been, and still is, too much the practice in all countries, both on the part of teachers and other officers connected with the public schools to enforce children to study a certain amount of crude and useless matter, under pains and penalties. This, and many other defects, arising out of the defective systems heretofore in operation, would be obviated by parents—the natural guardians of their offspring—parents, who know most about their children's aptitude and abilities to learn, taking a more lively interest in the supervision of the schools.

The long standing educational experience of the Mother Country ought to teach us of the Lower Provinces of British North America, who have been continually patching up systems of education ever since the first settlement of the country, to take a bold stand, and introduce a broad philanthropic system of public instruction, that will meet the requirements of the country.

In order to this end, Education must be free to all; Local Boards ought to be established, and Local Inspectors appointed, and paid for their services; then the mass of society would take courage and begin to foster the elementary schools of the country.

Educational Statistics—1858.

Designation.	Nova Scotia.		New Brunswick.
Estimated population,	310,000		220,000
Number of Schools,	879		762
School-going pupils,	34,600	(30,000 in 1857)	24,140
Total amount paid to teachers of elementary schools,	£13,379		£19,000
To Colleges, Academies and Grammar Schools,	4,362		6,000
Amount paid by inhabitants in aid of Common Schools,	32,055	(£20,200 in 1857)	12,16 ¹
Cost of official management of Common Schools,	900		2,120
Average salary of School Masters per annum,	14		25
Proportion of population attending School,	one-ninth.		one-ninth.
Normal and Training Schools,	1		1
Number of Students,	64		70

REMARKS.—There is no part of the social statistics of a country of more importance than that of its educational, inasmuch as the line of demarcation is drawn between the intellectual and the non-intellectual, and between the economical and the non-economical.

It will be observed, that by comparing the School Laws, and educational statistics of the Provinces of Nova Scotia and New Brunswick, that there is a wide difference in the gross amount of costs connected with the educational establishments, and the legal machinery employed in each Province—and still the same results—the same *one-ninth* of the population attend school in each.

A glance at the table of "Educational statistics—1858" will show the results of the workings of the two systems. The total amount paid for education in Nova Scotia is £49,796 per annum; out of this sum £900 is paid for salaries of officers, principally of the Normal and Training School. It must be admitted that the number of school-going pupils in Nova Scotia is very large compared to the amount paid by the Government in aid of elementary education—being only £13,379. The government allowance to teachers of elementary schools is very small—not more, in some cases, than seven or eight pounds—and the

amounts paid to Grammar Schools are, in proportion, still less.

In order that teaching may become a profession, and the standard of the teacher's usefulness become more elevated, his salary will have to be raised to such a height as will enable him to live above penury—live, so as to lay up in store for old age, and the vicissitudes of life, a supply of pecuniary means, and be also enabled to cultivate his own mind, and thereby become more fit to cultivate the minds of those placed under his care.

The other part of the school machinery, as far as the law is concerned, is easily and cheaply carried out.

New Brunswick on the other hand, has a decidedly more costly legal machinery at work in order to develop her system. The Province pays annually £47,120—a trifle less than Nova Scotia; out of this sum the salaries of the officers connected with the management of the system amount to £2,120 per ann., while ten thousand less children attend school in this Province than in Nova Scotia. In the latter province, the Superintendent of Education is principal of the Normal School, which is not the case in New Brunswick. The salaries of the two officers are the same in both Provinces.

School Law of Nova Scotia—Abstract.

The Legislative enactments of this Province for the advancement of Education, like those of other countries, have been in a transition state, though the law of 1850, which has undergone some slight alterations, is in substance the law of 1859. This law enacts that there shall be a Superintendent of Education for the Province, who "shall visit the different Schools, personally inspect their discipline, enquire into the personal qualifications of the school masters, the books in use, and the accuracy of Returns and Accounts, and shall make half yearly, for the information of the Government and the Legislature, a Report of the general state of Education throughout the Province, illustrated by clear and methodical statistical Returns." He is also required to hold District Meetings, where the Commissioners, Teachers, etc. are invited to attend, and there discuss the subject of education. He is required to inspect all

Academies drawing public money, and the books, etc. In addition to these duties, the Superintendent, by the law of 1854, is constituted the principal of the Normal and Model Schools. For these and other services, he gets a salary of £300, and one hundred pounds to defray travelling charges, etc.

The Province is divided into twenty six Grammar School Districts, each District presided over by three or more Trustees—drawing in the whole £1700 per annum of public money. This sum is divided among a large number of Academies and Grammar Schools; as the law provides that each District shall have not less than two, nor more than four of such institutions; consequently the amount of public money awarded to each, is very small—not more, except to one in Halifax, which receives £150, than thirty five pounds per annum; and several of these institutions even get less than twelve pounds from the Pro-

vince. In order to obtain even this small amount of public money, the proprietors have to erect a schoolhouse, and pay annually not less than forty pounds; though in practice this law is not carried out—many of these institutions not receiving more than twenty pounds from the inhabitants. There are to be taught in these schools, in addition to elementary instruction, Geography, English Grammar, History, also classics, Composition, Land Surveying, Navigation, and Mathematics, one or more Modern Languages, and Agricultural Chemistry, if required. And in order to secure the Government allowance, it must be certified that not less than twenty scholars have been in attendance throughout the year, not less than ten of whom shall receive instruction in the above named higher branches, or some of them.

Before an Academy can be established, the people have got to provide a suitable house, and pay into the hands of the Justices "at least one hundred pounds per annum in money, toward the payment of the Teacher," etc. Twenty five scholars must be regularly in attendance, ten of whom must receive instruction in the higher branches of study, including classics, and one or more modern languages. In 1857 there were 47 Grammar Schools, 6 Academies, and 7 Colleges, which receive in the aggregate nearly £3,000 of public money per annum. Each of these institutions is a body corporate.

ELEMENTARY SCHOOLS.—The Province is divided into (by the law of 1850, 27 School Divisions) at present, 33—each division is presided over by a Board of not less than five "Commissioners of Schools," called a Board of Education. These divisions are again sub divided into School Districts, each of which may elect three Justices, who are a "body corporate, for the prosecution and defence of all actions relating to the School or its affairs, and have possession of the School House and Property."

The Commissioners have power to appoint a Clerk, who shall "keep the Accounts, Monies and Records of the Board," and who shall receive for his services "two shillings and six pence,

and five per cent. on the actual disbursements of the Board, not to exceed in the whole twenty five pounds in any one year." The sum appropriated by the Province under this law is, £11,170—this sum has been increased in 1858 to £13,379. In the sub division and distribution of this amount, the Legislature appropriates it among the different Provincial Districts according to circumstances; each Board divides the portion under its control—1st, according to the sums raised by the inhabitants in their respective Districts; 2d, with regard to "the number of useful branches taught;" and "to the nature, amount and quality of the instruction" given; 3d, districts which do not provide and pay for a teacher, and keep the school house in repair, are not to receive public money; and 4th, one-sixth of the whole amount at the disposal of the Board, to be applied to the support of "poor or thinly peopled settlements on such terms as they (the Commissioners) may think reasonable." "The Commissioners shall examine all School Teachers," and grant to those duly qualified, licenses to teach within their respective districts. The Trustees are required to make half yearly reports to the Commissioners, "of the number, names, sizes and ages of the scholars taught in "the schools under their charge; and also the branches taught, the books used, the progress made, and the income of the teacher, etc.

The subjects required to be taught in each elementary School are:—Reading, Writing and Arithmetic, the elements of English Grammar, and Geography.

When it is certified by the Trustees, that a school has been in operation "for a period not less than three months, the Commissioners, upon the application of the Trustees, shall enter the school on the School List of the District for participation in the Government allowance.

The remuneration of Teachers is very small—from eight to twenty pounds per annum. The sum appropriated by the Legislature does not afford an average of more than fourteen pounds to each School in the Province.

Superintendent's Report of Schools, Nova Scotia, '58.

The Superintendent's Report of the District and Grammar Schools of this Province, has been received. It presents a business-like appearance; and is shorn of much of that verbosity, common to educational reports; it comes at once to the substance of the subject—the state of elementary education in Nova Scotia. "The tabular part is," says the Report, "a mere approximation to the truth," in consequence of the want of a "staff of paid agents." "These tables * * show some improvement on those of last year. The number of schools, and of course, of teachers, is considerably increased. The difference between the number of schools taught in summer and winter, is diminished. Though the public money expended is somewhat smaller than last year, the amount raised by the people is larger, by a few hundreds. The apparatus and equipments, as well as the whole character of the education imparted, both in the Common and Grammar Schools, seem, as far as can be ascertained from these tables, decidedly on the advance."

The increased legislative appropriation of 1857, caused an increase in school attendance of over 5,000 pupils throughout the Province; and when this extra appropriation was withdrawn in the summer of 1858, there was a de-

crease in the number of school-going pupils, of 5,657.

"One of the greatest improvements," says the report, "in the way of progressive advancement in the cause of education, in this Province is the temporary duration of the great majority of our schools. The irregularity of the scholar is a serious obstacle in the way of progress, but the closing of the school altogether for months consecutively, if not for a year or more, is still worse."

The Normal School is doing much good in the qualifications of teachers; there are "upwards of one hundred Normal trained teachers engaged in discharging the duties of their vocation, through the length and breadth of the Province."

The sum of £600 has been expended in the purchase of school books, which have been divided among the different School Boards as circumstances required.

The following comparative abstract will show the advances made, which notwithstanding the marked commercial depression of 1858, are on the whole, very satisfactory, and reflect credit on the Superintendent, the different agencies employed, and the Province at large.—

	1857.	1858.
Number of Schools, (average),	976	1054
Number of pupils, "	34,356	34,742
Support from District, - - - -	£32,053	£32,418
" " Province, - - - -	13,379	13,329
Number of Schools teaching classics, - -	13	55
" " geography and grammar, 273		678
Number of globes, - - - -	56	85
" maps, - - - -	2521	2354
" blackboards, - - - -	640	641
Library books, (average),	6028	6127
School Books, "	5476	5264
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GRAMMAR SCHOOLS, —	1857.	1858.
Number of Schools, - - - -	47	51
Number of Pupils, - - - -	1607	2079
Support from District, - - - -	£2,453	£3,038
" " Province, - - - -	818	362
Number of globes, - - - -	18	39
" maps, - - - -	217	340
" black boards, - - - -	64	70

The subjects taught in these schools are:—Classics, Mathematics, Latin, French, and Chemistry.

The Provincial appropriation to the Grammar Schools is very small—not allowing twenty pounds as an average

to each teacher.

The Province of Nova Scotia sent to school in the year 1868, 36,821 pupils, exclusive of the number attending the Colleges and Academies.

It may here be observed, that few sections of North America, laying claim to an elementary system of instruction, send as many to school, compared to their population and the amount paid from the public funds of the Province,

as Nova Scotia; while, there is no one section of this Continent that pays so largely from the public revenues of the Province, in aid of education, compared to the population and the number of pupils sent to school, as the Province of New Brunswick. Hence, the encouragement given to education by the Legislatures of these respective Provinces is very different, while the same results are produced.

University of New Brunswick.

We hail the passing of the Act of last Session of the Legislature for the establishment of a University of New Brunswick, as a step in the right direction. It is, however, but a *first* step, and to render it essentially useful, must be followed by many others. Educational enactments are very much like education itself—to be really useful, must be progressive; every new enactment based upon a former superstructure, should bear upon its phase the characteristics of progression; so we say of the one under consideration, it does bear the marks of progress, and we are not without hope, that New Brunswick will ere long come up to the only educational standard required by the very nature and constitution of society—namely—the establishment and enactment of a thorough University, and free schools, with the intermediate institutions—the Grammar Schools. However, we hope that the transition state of our University enactments, will not be like those for the encouragement of elementary instruction—so long in being brought to the standard of practical usefulness.

Among the many reasons that might be assigned for the transition and ever-shifting state of our educational enactments, are first, the general ignorance of our legislators, as to the educational wants of the country; and second, everything legislated upon, is viewed through a narrow, selfish and political medium; those who possess the keys that unlock the Provincial money chest, legislate so as to retain possession, whether fit or unfit; while another body, not so highly favoured for the time, use every means,

whether right or wrong, to subvert the acts of the "more favoured ones," in order to get possession of the Province treasury—hence, it is almost impossible to secure intelligent and well-directed legislation on matters of importance, such as that of Education. It was once said of a body of "wise ones," when legislating on the duties of miners while engaged in mining operations, that it was necessary—1st, that each miner should have a lamp fastened to the front of his cap—first enactment; 2nd, provided that each lamp should contain oil and wick—second amendment; and the 3d amendment provided that each lamp should be lit. Thus it is said, that it required three several enactments in order to complete and render intelligible a simple matter.

If this principle of legislating is to be applied to the New Brunswick University Bill, it will be some time yet before we have a University lamp, so burning as to reflect moral and intellectual light over the length and breadth of the Province; an educational institution free from all sectional and party influences, and adapted to the educational necessities of this growing Colony.

In regard to the Bill in question, we are at a loss to understand how the President is to be appointed. Sections 4 and 5 refer to the Senate; and here two questions arise—first, whether each County should not be represented in this body in order to give it a local interest in the good government of the institution. As there are fourteen Counties this would increase the governing body to the same number, in place of nine, as provided by

the Bill; secondly, though the motive which excludes Ministers of the Gospel from the Councils of the proposed University we can readily understand, still we very much doubt the propriety of it. In this country the Clergy are almost the only body of men possessing the advantage of a classical and liberal education; and though it may be well that the majority, say two-thirds, should be laymen, yet we cannot help being strongly of the opinion that the mixture of a few well educated clergymen of the several religious denominations most numerous in the Province, or rather without reference to denomination, in a body formed for the promotion of a superior education, would be attended with considerable advantage. Every possible precaution should be used to prevent any denominational character being given to the University, but the absolute exclusion of Ministers of Religion, as such, from so important a trust is likely to produce lukewarmness to its religious character, and apathy on the part of the public generally. The lay element should preponderate, not only from its superior business habits, but also for the creation of a convivial feeling or interest in the institution; but in many subjects which will come before the Senate, the assistance of a few clergymen would be found valuable.

Section 17 provides for students in other Institutions obtaining degrees at the University on production of certificates of their having gone thro' the course of education provided by the Senate.

In order to render the degrees conferred by this University really valuable, and to place its graduates on an equality with those from other similar establishments, the degrees should be conferred, and honors awarded, not on certificates from other bodies, but on actual examination by a body of examiners—men of undoubted talent and unquestionable impartiality—whose character for learning may have been established and known in some measure, in the literary world; this would give a tone and character to the edu-

cation of the New Brunswick graduates.

We must not be considered as impugning in the slightest degree the ability of any of the existing Professors, or the education obtained at the different Academies scattered throughout the Province; but we wish to see one general rule applied to the qualification of a Bachelor or Master of Arts, and not probably a different qualification according to the different and necessarily varying opinions of the several institutions.

We approve of the section providing for the gratuitous education of not less than fifty six students from the several Cities and Counties, as follows: The City of St. John, six; City of Fredericton, three; Counties of St. John, King's, Westmorland, Northumberland, and Charlotte, four each; and the Counties of Gloucester, Restigouche, Kent, Albert, Sunbury, Queen's, York, Carleton, and Victoria, three each.

It might be a question whether a previous attendance at the Grammar Schools should not be required as a preliminary, but this is carrying out the *free school system* in a certain degree, and as such has our humble approval.

There is nothing degrading in the acceptance of a gratuitous education. How many of the greatest men of the present and past ages, and in the old and new worlds, have been indebted to the charity, we may call it, of the founders of various educational establishments for their outfit in life; and their brilliant career has shown that neither their spirit of independence nor their energies in after life were in the slightest degree damaged or impeded, or their character at all disparaged.

To the several other clauses we have no objection. The scholarships are moderate, and will probably be found beneficial in the encouragement of an emulative spirit in the Grammar Schools.

The establishment of a course of agricultural education will be of great public utility in the present state of

the Province. It may be questioned whether it can be practically carried out without the formation of a model farm and a botanical garden.

The Bill is as free from sectarian bias and religious tests as the greatest latitudinarian can possibly desire.

However, we cannot help entertaining the thought that it will require much, and well-regulated exertion to make this institution expand into such a University as shall harmonize all parties, and command the co-operation in its support, of the various dissentient elements that form the religious and political mass of New Brunswick society; old and deep-rooted prejudices, associations, and influences, have got to be removed, and a new stimulus imparted, before confidence can be established, and the public mind educated so as to see in this institution a *University*, worthy of their patronage.

The City of Fredericton is too narrow a sphere for such an institution;

every educational institution requires a large local interest, as well as provincial, in order to make it useful; therefore, we have no hesitation in coming to the conclusion that the City of St. John is the most suitable place for the location of a University; and especially in this case, as the large sums of money drawn annually from the public chest for the last thirty years for its support, under the title of King's College, amounting in the aggregate to £70,000, and the incommensurate benefits conferred upon the Province have combined, along with many other causes, to foster prejudices against it, especially if the institution remains in Fredericton, which are not likely to be removed for some years to come.

However, if the Bill receives the Royal assent, it should be the desire of all parties to assist in perfecting the law of authorisation, and making the institution what it should be, a blessing to the Province.

Teachers and Teaching.

To do good is the proper business of life—to qualify for earnestness and efficiency in doing good, is the true end of Education. The sum of all true knowledge in the child is a consciousness that he lives not for himself, but for his Creator and Race. Let him comprehend and accept this destiny, and all formal lessons of morality, all decalogues and criminal codes, become to him matters of small account. He needs no admonition not to steal, to lie, to covet, nor to slay; no doctor of divinity, nor professor of ethics, to decide whether slave-holding or war be right or wrong, if he has received into his inmost heart the primeval, central truth, that the human family live for and through each other, and that, in the abasement or exaltation of any, each is abased or exalted. All the law and the prophets may still be useful as counsel, as wisdom, as guidance; but no longer as conducing to whatever is intrinsic and essential. The one commandment, welcomed and obeyed in the sunlight of its manifest reason-

ableness and necessity as an elemental law of the universe, supplants or dwarfs all others. I know that this is no barren abstraction, no Oriental exaggeration, but the simplest dictate of heaven and nature, beaming alike from the loftiest star and from the humblest blossom, and all beside that philosophic lore, and pious exaltation, or even sacred writ, can convey to you, is subsidiary and incidental. Love God with all thy heart, and thy neighbour as thyself, is the sun of the moral universe, in whose presence the brightest stars become dim and invisible.

Well were it if the education of the heart could precede and prepare for the education of the mind and the body, but this may not be; with the earliest development of sensation and of muscular energy, while the child is still apparently unsusceptible of any thorough and enduring moral culture, come swarming shoals of perverted and misleading passions—untrained appetite, imperious temper, ungovernable will. The consciousness of self,

of individual wants, sufferings, enjoyments, is first with the first dawn of intellect; the knowledge of our relations and duties to others is the slow acquirement of maturer years. And, as distortion or mis-development in one sphere very surely induces defects and perversions in others, it is hardly possible to overstate the disturbing, deranging, blighting influence which moral obliquity exerts upon the education of the physical and intellectual being. From a chaos of moral infirmities, intellectual deficiencies and physical perversions in the child, is to be deduced the thoroughly informed, enlightened, wise, energetic, sternly upright, self-denying, all-loving, effective, healthy man.

Into the midst of this chaos, the true teacher fearlessly rushes, the Van Amburgh of every day life. It is his mission to grapple with all the elements of moral and mental disorder, and bid them "stand ruled." As "out of the nettle Danger we pluck the flower Safety," his task is to pluck from the unweeded garden of wayward childhood the rich fruit of a true and genial manhood. The marvels of chemical transmutation are tame compared with those he is required and expected to perform. To render the froward gentle, the reckless considerate, to dignify the degraded, and spiritualize the clod; such are among the arduous requirements of his sphere and calling. That he should often fail is inevitable; the wonder is that he should ever succeed.

No engineer, no mathematician, is required to make allowance for so many disturbing and conflicting forces as he, the moral Levernier, who is required not merely to discover, but seemingly to create the Franklins and Washingtons of the time. His theories, be they what they may, must often give way to unwelcome but stubborn facts. He may, for instance, have adopted the principle that human beings are not to be constrained to right by violence, but near to the love and practice of all virtue by attraction, by instruction, by admonition, by gentleness, by fervent love.

That this is the true theory, I trust few at this day will dispute. But the public teacher often finds himself confronted with apparently insuperable difficulties in attempting to conform to this theory implicitly. For his instructions, his discipline, form at best but a small portion of the motley superstructure which composes the child's education; the lessons of the fireside and the wayside have been potential before his; are more numerous and pervading now than his; will be vivid and powerful after he and his are forgotten. He tries the virtue of moral suasion upon one who from the cradle has known no other power than physical force; no other dread but that of bodily pain; no influence but that of the appetite or the rod. To a mind so trained, all appeals to the heart or the conscience are flummery; the disuse of the rod can only seem the dictate of weakness or cowardice; and where penalty stops anarchy begins. How can any general rule be arbitrarily laid down to allow such cases as this? Invest the teacher with the authority and the intimacy of a parent; let the child be constantly under his supervision and care, and he may hope by patient endurance to translate and commend the principles by which he is guided to the apprehension of the most hardened and stolid. But while his lessons of six hours per day are counteracted by those of the other eighteen, especially with the immense advantage of several years start to the latter, what shall the teacher do? How adapt the new wine to the old bottle? And to the bottle imp confined therein? The system of discipline which eschews the infliction of physical pain as the penalty of moral aberration is undoubtedly the true one, wherever the subject can be steadily exposed to its undisturbed influences; but where violence rules the hours out of school as it has ruled the years before school, what is the teacher to do? What can we say more than that he must do the best he can?

(To be continued.)

Free Books, Free Schools and a Free People.

My visits to the Cincinnati Free Library, in which I frequently spend an interesting hour in observing those who come to draw from the well of knowledge, have moved me to say a word or two in its favor.

The circulation of books during the month of May, was 6,304 volumes, classified as follows, viz: 697 volumes, Lives 604, Poetry 698, Scientific 530, Novels and Tales 1,687, Miscellaneous 1,550, Travels 543. The number of subscribers to the Library is 4,237. Increase since November, 1,348.

But the most hopeful feature of all is the character of the readers. The Free Library has drawn to itself some thousands of readers whom our other very excellent institution, the Young Men's Mercantile, has failed to reach. Though these embrace portions of all classes of our citizens, yet I judge the greater part to be labourers; and most of them are young men, and lads. On this ground we claim the Free Library to be a great moral institution. It is not to be conceived that the young men who drudge through the long weary day, will not at night seek relaxation and some kind of excitement, to vary the dull routine of their usual avocations. Satan, taking advantage of this, spreads his lures to destruction, in the shape of drinking saloons, gambling and other kindred places of resort, in every thoroughfare and lane of our city. Total abstinence pledges may be paraded and numerously signed; yet, until we provide some innocent food to satisfy this natural craving of the mind for excitement, just so long the young and susceptible will be drawn into the vortex of destruction. We believe Free Libraries will furnish this food. The children of this world are wiser in their generation than the children of light. For while timid moralists, theoretically overflowing with plans for the bettering of the condition of their fellows, stand debating and hesitating whether they shall vote a trifling sum to establish a library, Satan, who is not often troubled with scruples, by a grand *coup d'état*, in the shape of some extra

fascination, added to his public institutions, carries the day, and our moralists who have to foot the bill in the shape of expenses for a police force, courts, jails, and poor houses, with a refreshing innocence, wonder what the world is coming to!

Lads and young men, who have heretofore spent their evenings at the atres, and were rapidly acquiring a taste for places of worse resort, and who have read nothing, or only that vile trash procured from a portion of the periodical press, which is worse than nothing, may now be seen every day carrying away from our library books of solid worth, to be read in the evening, at the hearth-stone of home.

I may be enthusiastic, but I cannot but look upon this movement among our youth, as giving promise of an abundant harvest of noble fruit. We do not sufficiently estimate the importance of reading as an element of education. I think we should not be very extravagant, if we were to assert that newspapers do more to educate our people than our schools. And whatever we may think of the healthfulness of their influence, we cannot deny its power. Newspapers go into every household throughout the length and breadth of the land. They not only direct public sentiment, but they create it. Not this alone: they build up our literary tastes, telling us what we shall read and what we shall not read.

It has been well said, that what you wish to appear in a nation's life, you must put into its schools. Not only this, but you must put it into the nation's books. "Let me write the ballads of a people, and I care not who makes its laws," may have been a very sagacious observation, when old Norse pirates roared forth songs of war, and Troubadours piped their strains of love. Substitute books for ballads, and the sentiment will still hold good.

It is, comparatively, of little importance whether our young men and young women leave our schools with

a large knowledge of the branches taught there or not; but it is of the utmost importance that they should leave these schools with a pure and noble taste in literature. For, 'this it is that makes men denizens of all nations—contemporaries of all ages, civilizes their conduct, and suffers them not to remain barbarous.' How

sedulously, then, should we labour to create and foster this taste! And now can this be so effectually done, as by placing good books in the hands of all?

Free Schools and Free Books are the two premises of a syllogism, and a Free people the inevitable conclusion.—*Ohio J. of Ed.*

Library Auxiliaries to Common Schools.

Development of mind, culture of morals, and diffusions of knowledge—these are the primary objects of common schools. Common libraries are not merely auxiliary—they form an essential part of an adequate free school system. The friends of liberal, popular education, know that every argument good for a High School is good for a library; and they have confidence in the generosity and intelligence of a people which cheerfully supports Deaf and Dumb, Blind, Lunatic and Idiot Asylums, and Reform Schools for juveniles.

The opportunity for self-culture, as free and ample to the poorest as to the wealthiest, is an all-important consideration to citizens, among whom virtue and intelligence underlie public prosperity.

If public affairs are to be intelligently and equitably managed, school children must learn the means and blessings of good government.

The advantages available to boys and girls in free libraries, assist, or succeed with permanent influence, the lessons which may be imparted at home, or in school.

Libraries well selected, in every township, town, and village, will afford

the cheapest and most available facilities possible for encouragement in the youthful mind of a taste for good reading—appreciation of public morals—knowledge of public affairs—and acquaintance with arts, mechanics, and science.

The library is an economical adjunct to the common school, because it facilitates the accomplishment of the object for which the schools are established.

In whatever mind a love of reading is instilled, love of school is begotten. It is the unanimous voice of observing teachers, that pupils who are diligent readers, lead their classes.

If a taste for reading is not formed in early youth, it is rarely a blessing to middle, or after-life.

If society neglects to prepare youths for virtuous and useful careers, it must protect itself from vice and depredation. If it will not pay for schools and school books, it must pay for courts and jails. By the encouragement of libraries, which instruct, refine and ennoble, government can prevent, more effectually than by fines and imprisonments, the increase of gambling, intoxication and profanity.—*Ohio Journal of Education.*

Effects of Knowledge.

The more widely knowledge is spread, the more will they be prized whose happy lot it is to extend its bounds by discovering new truths, to multiply its uses by inventing new modes of applying it in practice. Real knowledge never promoted either turbulence or unbelief; but its progress is the forerunner of liberality

and enlightened toleration. Whoso dreads these, let him tremble; for he may be well assured that their day is at length come, and must put to sudden flight the evil spirits of tyranny and persecution which haunted the long night now gone down the sky.—*Brougham.*

MISCELLANEOUS.

TO OUR SUBSCRIBERS.—We have been for the last year and a half, furnishing you with a Magazine, which is acknowledged by the press and the public generally to be of great service in the spread of sound educational principles and other useful knowledge, such as every family requires, and at a price within the reach of all; we commenced, too, at a time when the all-important subject of Education had not a special advocate among any of the fifty journals published in the Lower Provinces of British North America. We beg, therefore, under these and other considerations, that those of our subscribers who are in arrears of payment, to make remittance to us at as early a date as convenient.

Though our terms are payment in advance—single subscribers, 3s. 9d., clubs, 3s.—still there is a large amount of arrears due, which would be very useful at this time in keeping us all right with the Printer.

Now friends—if you will be so kind as to pay, we promise in future, to work harder, think and write intellectually better, and, if possible, give you a more useful Magazine; so please give us the *sineus of war*.

TEACHERS' INSTITUTE, ST. JOHN.—A large and influential meeting was recently held in St. John, attended by nearly eighty teachers, male and female, when various matters were discussed, connected with the subject of elementary instruction, and a committee organized to draw up a code of Rules for the government and regulation of a Teachers' Institute, to be established at and for the City and County of St. John. This is a step in the right direction; the other Counties in the Province should do likewise.

Teachers' Institutes have been found of great service in all countries where education is making salutary progress. At the meetings, which are held in some places quarterly, in others half yearly, the various systems of teaching, the kind of books and in-

struments in use, and the best remedies for defects, are freely discussed.

THE WESTERN NEWS, BRIDGETOWN, N. S.—“The Parish School Advocate” has, within the last few months been the subject of numerous eulogistic editorials by a large portion of the intelligent press of the Lower Provinces. Some one has said that

“He that steals my purse steals trash,
But he that steals my good name,
steals my all.”

Now, the Press has given us a “good name,” better, we fear, than we deserve, though straining every nerve to make our periodical useful and entertaining.

After a careful perusal of the following extracts, from a long, and by us esteemed, article, from the paper whose name is given above, we have no doubt that our readers will make an extra effort to increase the circulation of the *Parish School Advocate*, at the same time not forgetting to favour us with a little of what the poet comparatively calls *trash*, though to us **NEEDFUL**.

Now friends if you will give us a more liberal support, we promise to give you better matter and more of it for the money you now pay. The *St. John Courier* says, we ought to have thousands of paying subscribers.

And “*The Western News*,” an ably conducted and business like paper, says:

“In calling the attention of our readers and especially of those of them who occupy the high places in society, to this very useful publication, we should pay it no very high compliment if we were simply to say, without further remark, that it is the best edited and most practical work of its class that has hitherto been published in British America.

* * * “The ‘Advocate’ is a handsomely printed monthly pamphlet of 16 pages, containing, in addition to one long and admirably written article on some important branch of the Theory or Practice of Educa-

tion; a really extensive collection of literary matter, in which it is hard to say whether the amusing or instructive and permanently useful predominates.

* * * "We would earnestly recommend all wise friends of Education, and, indeed, all sincere lovers of their kind, to use their utmost influence to bring this very valuable periodical into circulation.

* * * For "we have never yet seen a work of this kind which is half so likely as this to benefit both old and young, both Teachers and their pupils.

"The Parish School Advocate has been admirably edited, and quite beautifully printed during more than twelve months."

* * * And "Taking an especial interest in Educational matters as we do, and connected with the Press as we are, we were unaware of the very existence of this work until a few hours earlier than we write these lines. How is it, then, to be expected that others, far less likely to hear of the business of distant Presses, should hear of the Advocate? Let the work be fairly advertised, and we undertake to say that the Press, without distinction of Sect or Party, will write it into notice. Had we been aware of the existence of so really excellent a periodical, it would have had at least a dozen notices from us ere now."

READING.—What branch of education is more neglected than reading? There is no literary treat so great as to listen to good reading of any kind. Not one in a hundred can read so as to please the ear, and send the words home with gentle force to the heart and understanding. An indistinct utterance, whines, draws, nasal twangs, guttural notes, hesitations, want of proper spirits, emphasis and inflections and other vices are almost universal. Why it is no one can say, unless it be a lack of instruction and training in our schools—a failure to give a correct impulse to the elocutionary powers of the pupil. Many a lady can sing an Italian song with considerable execution, but cannot

read English passably. Yet reading is by far the most valuable accomplishment. If an article is to be read in the drawing-room: it is discovered that no one can read it properly.—One has weak lungs, another gets hoarse, another chokes, another has an abominable singing, another dashes along, rumbling like a clumsy wagon on a pavement, and another has such a style as seems to proclaim that what he reads is of little consequence, and proclaims also his want of efficient training.

There are hundreds of teachers who are very indifferent readers, and hundreds more who can read well themselves, but do not understand how to teach reading properly and critically. They read too little for their pupils, and fail to point out to them their faults—to point out the difference between good and bad, or indifferent reading. As well might a person be expected to make a proficiency in vocal music, without having his teacher sing, or a child to learn to talk without hearing its parent speak, as to expect the pupils to learn to read with ease and consistency without an example to listen to.—*Wisconsin Journal of Education.*

AGRICULTURAL.—*Manures.*—Of all the subjects which require the attention of the farmer, there is none more important than that of *manures*, nor is there perhaps any one, in this country at least, more generally neglected. A few observations on so important a matter cannot we trust be unacceptable to our readers.

It is now well understood that plants require proper food no less than animals, and one of the principal elements of such food, and one indeed which enters into the composition more or less of every vegetable is POTASH. This is a compound substance, the basis of which is potassium, a silver white metal, having in its simple state much the appearance of silver. It corrodes when exposed to the air; and, if put upon water, or even ice, it instantly takes fire, and burns with a deep red flame, and a very great heat. In burning it takes

with its own substance; second, to oxygen from the water, and becomes an oxide. This is known in the shops as caustic potash, and is violently corrosive. If exposed to the air, it takes carbonic acid from it, and becomes carbonate of potash. This is potash of commerce—the same that is used in soap-boiling, and for agricultural purposes. When combined with a double portion of carbonic acid, it forms what is called in commerce bicarbonate of potash, or more commonly saleratus.

Potash, mixed with silvia (sand, grit, flint-stone, or quartz) causes it to melt on the application of heat.—It is thus that glass is made of potash and sand. Sand alone cannot be melted or blown, or pressed into any desired form; but sand and potash together are easily melted, and becomes silviate of potash. Now both the carbonate and silviate of potash exist in rocks, more in some, less in others, but in some degree in all. But soils are the mere debris of rocks—rocks pulverized—ground to a greater or less degree of fineness. Consequently the potash which was once in the rocks should be found in the soils made from them. It is found in them, and they are generally rich in this ingredient, or otherwise according to their underlying rocks contain much or little potash.

The way in which potash is obtained from the soil is this: it first passes, as plant food into the growing tree; we cut it down, and burn the tree, and then the potash is in the ashes; but being very soluble, we dissolve it with water, and then it is in the ley; if we then evaporate the water, we have the solid carbonate of potash. In a very crude state, very impure, but fit for the common purposes of soap-boiling, glass-making, application to plants, &c. By purifying the refined pearl ash, and then combining it with pure carbonic acid, we have bi-carbonate of potash, or saleratus; for cooking purposes.

The office of potash in the soil seems to be two fold; first to feed plants

dissolve other substances, which the plant requires, but cannot obtain till they are first dissolved. The mouths, at the end of the rootlets, through which all the mineral plant food passes, are inconceivably small, probably not the thousandth part of a hair's breadth in diameter, and therefore the food has to be in a perfect solution before the plant can receive it. Probably nothing can enter the root of a plant that can be distinguished by the eye from the purest water. We may consider that plants drink but do not eat—like the Englishman, who thought that food for the human stomach should be in a liquid state, and so took his in the form of old, well-fermented ale.

(To be continued.)

MAP OF NEW BRUNSWICK.—It is now upwards of four years since the compilation of this map was commenced, and still it is not ready for the engraver. A grant of £1000 was made by the Legislature in 1853, when it was supposed that it would not cost more than £600, a sum sufficiently large to pay all the cost of the work. But it is now estimated that 2000 copies will cost £3,200. Just think, a Map of New Brunswick drawn on a scale of eight miles to the inch—twenty by twenty four inches in size, to cost over *three thousand pounds*.

We have had a little experience in the compilation of maps, and footing up the engraver's bill, and have no hesitation in setting the above charge down, as a piece of public schemery, for which some party is at fault.

In this number of the *Parish School Advocate* will be found the first instalment of a lecture, entitled, "Teachers and Teaching," from the pen of one of the ablest writers of the day. We invite the attention of our readers, especially Parents and Teachers, to this article. It contains a beautiful and truthful description of the position of both teachers and taught, and points out remedies for existing evils in educational operations.

Vital Statistics of the Nations.

Countries.	Years.	Population.	Years.	Population.
England, } Scotland, } Ireland, }	1851	27,309,346	1858	27,488,853
France,	1851	35,782,498	1858	36,039,364
Austria,	1851	36,514,456	1858	36,398,620
United States,	1850	23,191,876	1858	23,101,876
Russia,	1846	66,250,702	1858	62,000,000
Prussia,	1852	16,935,420	"	17,089,407
Turkey,	1844	35,350,000	"	33,740,000
Spain,	1849	14,216,219	"	15,518,000
Two Sicilies,	1851	8,704,472	"	8,616,922
Bavaria,	1852	4,659,452	"	4,547,239
Sardinia,	1848	4,916,084	"	4,976,034
Belgium,	1849	4,359,092	"	4,607,066
Sweden,	1849	2,434,805	Sweden and } Norway '58 }	5,032,820
Holland, without } Luxemburg, }	1850	3,056,591		
Portugal,	1851	3,487,025	1858	3,471,199
Church States,	1844	2,877,740	"	3,100,000
Switzerland,	1850	2,392,740	"	2,494,500
Denmark,	1850	1,407,747	"	2,468,648
Saxony,	1852	1,987,832		
Wurtemberg,	1852	1,733,263		
Hanover,	1852	1,819,253		
Tuscany,	1852	1,778,021		
Norway,	1845	1,328,541		
Baden,	1852	1,356,943		
Greece,	1852	1,002,102		
Hesse Darmstt,	1852	854,314		
Hesse Cassel,	1849	759,751		
Parma,	1852	502,841		
Nassau,	1852	429,060		
The Netherlands,			1858	3,487,617

The preceding table has been compiled—the first column of population from the year-book of the Nations, by ELIUS BUANITT; and the last column of population from the *Builder*.

In addition to the above, the *Builder* says, there are in the Chinese Empire 400,000,000; East Indies, 171,000,000; Japan, 35,000,000; and in Hindostan, 15,000,000. In Brazil, 7,677,800; Mexico, 7661,52.

The population of the whole earth is estimated to be 1,288,000,000, viz: Europe, 272,000,000; Asia, 755,000,000; Africa, 200,000,000; America, 59,000,000; and Australia, 2,000,000.

In the several Nations of the earth

there are:

Roman Catholics,	170,000,000
Protestants,	89,000,000
Greek Church,	75,000,000
Jews,	5,000,000
Mahomedans,	160,000,000
The followers of various Asiatic Religions,	600,000,000

CANADIAN STATISTICS.

In 1841, the public debt was under	£1,500,000
And yearly expenditure,	331,512
In 1858 the public debt was	13,574,852
And expenditure, annually,	2,850,897

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