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THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. 1.

SAINT JOHN, N. B., DECEMBER 23, 1880.

No. 15.

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GEO. U. HAY, F. R. S. - - - - - Editor

WM. S. CARTER, A. M., - - - - - ASSOCIATE EDITOR

All remittances should be sent in a registered letter, addressed "JOURNAL OF EDUCATION, St. John, N. B."

WILL those who have not paid their subscription for the JOURNAL, kindly remember to do so in figuring up their accounts at the end of the year. Remit postage stamps if not convenient to do otherwise, but remember the cheapest and readiest way to is for two to unite and send one dollar.

Inspectors and school officers in their visits to teachers can compress a vast amount of good advice in one pregnant sentence—by all means subscribe for the New Brunswick JOURNAL OF EDUCATION.

ON MANY occasions, since the advent of the JOURNAL, the proposal has been made to enlarge its sphere of usefulness, so as to include the Maritime Provinces. There is no reason why a journal published in the educational interests of the Maritime Provinces should not be successful, and tend to advance greatly these interests. Our school systems are nearly identical; there is frequently an interchange of teachers, those educated in Nova Scotia obtaining situations in the other Provinces, and vice versa. A closer contact,—the interchange of thought, method, purpose—would stimulate teachers to a generous rivalry, and tend to remove the apathy that isolation is so likely to produce. No better means could be devised to secure these results than a live, educational journal; and the Maritime Provinces present a field for the support of such a journal. It would lead to promote a better sentiment among the teachers of these Provinces. The educational periodicals of the United States and Ontario fail to meet the wants of our teachers. An educational journal, deserving and winning support for itself in these Maritime Provinces would wield an influence that no outside journal could possibly attain. The JOURNAL, as at present conducted, its neat typographical appearance, its modest subscription price, has commendable itself to the teachers of this Province so favorably that it is daily growing in their estimation, and "each number better than the last" is the expression of approval that we receive almost daily. A journal, growing in usefulness, increasing in size and in influence as its support may warrant, conducted with such ability as shall ensure generous and substantial co-operation, is certainly a possible result among educationists who have recently attracted world-wide attention by their systems of instruction and the practical results they have been able to produce.

Shortly after the initial numbers of the JOURNAL were issued, reference was made to the subject above touched upon, by influential journals in the neighboring Province. These extracts we reproduce:

The teachers of New Brunswick are to be congratulated on the publication of a cheap but very

superior periodical in their interests. It is entitled "THE NEW BRUNSWICK JOURNAL OF EDUCATION," published fortnightly, and edited by one of the most able and accomplished members of the profession in the Maritime Provinces, Geo. U. Hay, Ph. B., assisted by Wm. S. Carter, A. M. Its costs but fifty cents a year, and is a live journal, interesting itself in the new lines of modern advance and reform in education. There is every way just as suitable a field for this periodical in Nova Scotia as in New Brunswick. Why should it not become the organ of the teaching profession in the Maritime Provinces?—*Pictou Standard*.

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

ELECTIVE CITY SCHOOL BOARDS.

The *Evening Standard*, in an article on irresponsible bodies, makes the following remarks concerning elective school boards for cities:

We have in St. John several commissions who levy taxes on the people but who are only indirectly responsible to the people. There is the board of school trustees for instance. This body imposes direct taxes on the citizens of St. John to the amount of nearly \$60,000. The public have not the slightest control over the expenditures of this body provided their warrant does not exceed the amount specified by the Act of Assembly, and the legislature in fixing the limit of taxation dealt with a very liberal hand. At present the school trustees are appointed, part of them by the provincial government and part by the common council of the city of St. John. What right the provincial government has to appoint school trustees for the school district of St. John than for any other district in the Province has never been made clear. Is it denied that the tax payers of St. John are any less competent to select the trustees for their schools than those of some back-woods district of one of the up-river counties? The time will soon come when the electors will demand from the provincial government the right to choose the trustees of their schools by ballot as well as their aldermen. At least that part of the board now appointed by government should be made elective.

We do not agree with this view of the case, nor is it apparent that the board of school trustees, as at present constituted, is an irresponsible body. The majority of the board are appointed by the common council, which is directly responsible to the ratepayers. It is true that three of the members of the board are appointed by the government, but always on the recommendation of the city representatives, who are again directly responsible to the tax payers. At present the members of the board serve without salary. This could not be expected should the office be made elective. The

change, then, does not command itself as a measure of economy.

In the United States, where boards of school trustees are elective, the people are crying out for change. With every election comes a sweeping change in the teaching staff. Political influence, not merit, is the standard by which appointments are made, and the result is disastrous to the best interests of education, which should be as far removed from mere party prejudice as possible, and not subject to the fluctuations of ward elections. Teachers in this Province are not, as a rule, very active politicians, and should their positions be dependent upon their activity in this respect the service would suffer greatly. However inefficient they might become they would be perfectly secure with a little influence at their back. That is a state of affairs which we would not care to see introduced in this Province.

A DISTRICT not one hundred miles from St. John advertised for a teacher. There were thirteen applicants for the position. The Secretary on being asked how he decided on one among so many replied, "the one we selected enclosed a stamp." There is a valuable hint in this to those who will be wise enough to take it.

Persons expecting a reply to letters pertaining entirely to their own affairs should always enclose a stamp.

Probably the Inspectors suffer more than any one else in this connection, and as they have to pay their own expenses, feel it the more. Teachers apply to them from all sections of the Province for situations, but very rarely enclose stamps for replies. An application of this kind often entails much correspondence with District and teacher.

One of our Inspectors stated a short time ago that his yearly expenses for postages and stationery were one hundred dollars.

We notice that the Secretary of the Ladies Society for the Prevention of Cruelty to Animals has offered as a prize for an essay,—a very handsome diploma. The competition is open to all pupils attending the public schools in St. John and Portland in advance of grade VII.

While the object is an excellent one the time chosen for writing the essay is, we think, very inopportune, especially as far as St. John is concerned. There, in addition to the terminal examinations, the pupils attending the schools in advance of grade VIII. have just handed in essays for prizes given by the Women's Christian Temperance Union.

Many parents now complain that their children are overworked, and we fear that these philanthropic ladies will unintentionally inflict cruelty on our boys and girls if the essay is required very soon. The holidays should be devoted entirely to recreation.

We would suggest that the time for handing in the essays be extended to the end of next term.

A project is on foot to found a memorial scholarship to the late Dr. Jack. It is proposed to open a subscription among the alumni and graduates of the university, and raise one thousand dollars. The object is a good one, and has our heartiest support.

HISTORY AND FORMATION OF THE ENGLISH LANGUAGE.

BY JAMES HUTCHISON, M. A., M. D.

(Continued.)

The following passage is from Johnson's "Lives of the English Poets," written in 1770, and forming the last of the literary labors of "one who has done essential service to his country by fixing its language and regulating its morality." It occurs in his "Life of Addison," when speaking of the introduction of Addison's "Cato" upon the stage amidst the plaudits of both Whigs and Tories. Words of foreign origin are in *italics*.

"The universality of applause, however it might quell the censure of common mortals, had no other effect than to harden Dennis in fixed dislike; but his dislike was not merely capricious. He found and abhorred many *saults*; he abhorred them indeed with anger, but he found them with *acuteness*, such as ought to rescue his criticism from oblivion; though at last it will have no other life than it derives from the work which it endeavours to oppress."

The following six lines, taken from Byron's description of the destruction of Sennacherib and his host, are made up of words of English origin only—
"And the eyes of the sleepers waxed deadly and chill.
And their hearts but once heaved and forever grew still.
And there lay the steed with his nostrils all wide,
And through them therrolled not the breath of his pride;
And the foam of his gasping lay white on the turf,
And cold as the spray of the rock-beating surf."

In the Lord's prayer, consisting of fifty-eight words, there are only three of foreign origin.

The following classes of words are of English origin:

1. Words expressive of the earliest and dearest connections, as father, mother, sister, brother, husband, wife, son, daughter, kindred, friends.

2. The names of most of the objects of nature, as sun, moon, earth, sky, stars, fire, water, (air is an exception, being of Greek origin).

3. Words expressing the divisions of time, as day, night, morning, evening, twilight, gloaming, sunset, sunrise, spring, summer, autumn, (of Latin origin). Winter, "the fall" (the American name for autumn). The names of the month are of Latin origin.

4. The names of the common objects of the animal and vegetable kingdoms, as dog, horse, cow, calf, pig. The three last are of English origin while alive, but when dressed up for food they take the names of foreign origin, viz.: beef, veal, and pork. "The English fed them, their Norman conquerors ate them."

5. The names of parts of the body, as head, hand, eye, ear, mouth, shoulder, elbow, etc.

6. Words expressing bodily action, postures, etc., as stand, run, leap, crawl, kneel, walk, etc.

7. Most of the words denoting our daily actions as cut, bake, brew, sail, teach, learn, tell, plough, sow, reap, etc.

8. Most of our national proverbs, as All's well that ends well; A rolling stone gathers no moss.

9. Most of the words expressing invective, humour, satire and colloquial pleasantry, as bitter, grin, lazy, etc.

The words adopted into the English language from Latin directly, or indirectly through the French, may be divided into four classes:

1st. Those words introduced by the Romans themselves during the first four hundred years of the Christian era, whilst Britain was under the dominion of the Romans. These are called the Latin words of the First Period. They are such as *castra*, a camp, and places so named denote that the Romans had encamped and probably settled there, e. g., *Portsmouth*, *Chester*, *Lancaster*, *Colchester*, *Manchester*, etc. *Portus*, *Bridport*, *Strata*, (*strata via*), a street, church *Sexton*, (it is on the 'Great Roman Road.') *Colonia*, *Lincoln*, *Pons* *Pontefract*—broken bridge. *Fossa*, a ditch or trench. *Fossway*, *Fosbury*. *Vallum*, a rampart, *Wallbury*.

2nd. Those introduced by Augustine and his successors. They are chiefly ecclesiastical, as *chalice*, *cloister*, *mass*, *minster*, (*monasterium*), *Westminster*, *Leominster*, *pall*, (*pallium*), *provost*, (*praepositus*), etc.

3rd. Those introduced by the Normans conquerors, consisting chiefly of law terms, etc.

4th. Those that have been introduced since the renaissance or revival of letters to the present time, as *momentum*, *appendix*, *vertex*, *phenomenon*, etc.

The following examples will illustrate the changes which take place on these words which come indirectly from the Latin, that is to say, from the Latin through the medium of the French language. And it will be noticed that almost all words of this class, in passing from Latin to French, suffer *syncope*, or the loss of their final syllable, or *syncope*, or the loss of their middle syllable, with changes and transposition of letters.

I.

The consonants *c, g, palatals, d, t, and dentals*, are omitted, when preceded and followed by a vowel, and the final syllable is rejected.

<i>Latin.</i>	<i>French.</i>	<i>English.</i>
Publicare, (publare)	publier,	to publish.
Duplicare, (duplare)	doublier,	to double.
Precari, (preari)	prier,	to pray.
Ividere, (invire)	envier,	to envy.
Periculum, (perilum)	peril,	peril
Oculus, (ulus)	œil,	eye.

This syncope is peculiarly noticeable in the modern names of persons, places, rivers and towns, as *Augustine*—*Austin*; *Benedict*—*Bennet*; *Eboracum*, (*Eorac*), *York*. *Rhadanus*, (*Rhoan*). *Rhone*. *Maturus* (*Mleaur*) *Marnie*.

II.

An interchange of vowels takes place.

<i>Latin.</i>	<i>French.</i>	<i>English.</i>
Armare,	armer,	to arm.
Errare,	errer,	to err.
Romanus,	Romain,	Roman.
Humanus,	humain,	human.

III.

Commutation of consonants.

Cooperire,	courvir,	cover.
Caunalis,	canavas,	canvas.
Separare,	sevrer,	to sever.

IV.

Latin words are, in many cases, changed into French by prefixing the letter *e*, which is again omitted, in English.

Separare,	esperare,	(de)-spair
Status,	estat,	state.
Species,	especie,	species.

It is sometimes prefixed either in French or English.

Ululare.	hurler.	to howl.
Audire,	ouir,	to hear.

Latin verbs frequently become French by omitting the final *e*.

Armare,	armer,	to arm.
Errare,	errer,	to err.
Punire,	punir,	to punish.

Words derived from the Greek are chiefly of a technical character—they are applied to the arts and sciences and to abstract qualities. Some of them retain their original plurals, a sign that they are not fully incorporated into English. *Aphelion*, plural *aphelia*, *phenomenon*, plural *phenomena*; *dogma*, plural *dogmata*; *miasma*, plural *miasmata*; *cantharis*, plural *cantharides*. The number of words which have been adopted from the Greek without change are comparatively small. The following changes of termination usually take place when a word from the Greek becomes naturalized in English.

The termination *is* is changed into *y*, *is* into *ie* or *ic*, *isom* into *ism*, *istis* into *ist*; and *egos* into *egue*: as *prosodia* into *prosy*; *mechanicus*, *mechanic* or *mechanical*; *aphorismos*, *aphorism*; *sophistes*, *sophist*, *demagogas*, *demagogue*.

It was intimated at the last regular meeting of the St. John School Board that the teachers employed on the staff should in future hold themselves in readiness to be transferred from school to school whenever deemed advisable in the interests of the service.

The Executive Committee of the Educational Institute will meet at the library of the Normal School, Fredericton, on Tuesday, the 29th inst., at 8 P. M.

"TRAINING OF CHILDREN."

The old proverb "As the twig is bent the tree is inclined" is just as true to-day as ever. Some persons say that it is better to let children grow up with little or no training, and ultimately they will make better men and women. In certain cases, not in the great majority, this may be all right. Some children require little or no training except the example set by their parents and elders. Others again require incessant and skilful training to direct them in proper paths. Why is this training necessary? The general tendency of youth is to follow after pleasure in some form or other. Unless they are watched they often carry perfectly legitimate pastimes to excess. Hero, then, is one difficulty. Excess in one leads to other excesses. Each time an injury is done and the feeling grows. It is, therefore, very necessary that some check should be placed upon children even in what rightly used produces no harm.

If children are brought into contact with evil and good influences for the same length of time, I think it must be admitted that the greater number will actually follow the evil rather than the good. If a man starts down hill with a wagon he will find that each succeeding step increases the velocity. Just so is it in the downward course in life. If the same man attempts to draw the wagon uphill, he will find that every step has to be contested, he must battle manfully to the end. Likewise if we would lead a good and moral life we must ever be on the alert to direct our course aright. There seems to be something enticing in regard to evil deeds. No self-denial is required. The exhilarating influence overcomes us and we fancy that we are enjoying pleasure unalloyed.

I will now endeavour to show some points that require a special attention.

First—Companions exert a wonderful influence on children. Parents, then, should be very careful in choosing playmates for their children. Perhaps this may seem ridiculous to some, but I emphasize the statement that parents undoubtedly are the only persons to choose companions for their children. If they fail to exercise their authority in this respect, probably, before many years, they will see the fatal mistake they have made. I do not mean to make any distinction between classes in regard to this. The minister, the wealthy merchant, the lawyer, and many others of what are considered the higher classes are just as apt to have children that are guilty of swearing, lying, and numerous other faults as the common laborer or working man. The amount of money a parent possesses is no guide. If a minister's child is of a wilful disposition, his influence will have more effect than the same disposition would in the child of the workingman.

Second—Children should be taught to be generous and unselfish. If a child receives a present of fruit, for example, it should be taught, not ordered or compelled, to divide with other members of the family. Gradually the selfish feeling will die out, and attention to others, which we so much admire, will grow naturally.

Third—Obedience to those in authority should be insisted upon from early childhood. We often hear parents say, I can't get my boy to do a certain thing, he is so stubborn. Who is responsible for this? Parent, you now see the lack of early training, when that will should not have been broken, but only guided over the shoals and rocks in a straight and narrow way.

Fourth—Children should not be allowed to ask incessantly if a certain thing can be done. How often we see a child ask to go to a certain place and the parent at first refuses. The child persists in asking, by-and-by the parent says "go and don't bother me," or something of the sort. Is not this encouraging willfulness? A parent should not an-

swer on the spur of the moment, but reflect a little, and if the child is not allowed to go let the no be a no. Decision is the necessary element to be used in dealing with children. When your answer is given allow no more dilly-dallying.

The last that I shall enumerate is a human feeling for the lower animals, especially domestic ones. If we can create this feeling at home it will extend and will be practised in regard to all the animals. "A little leaven leaveneth the whole loaf." In this connection I would also refer to the respect to be given the noblest and best animals, man, especially when his locks are blossoming for the grave.

J. W. II.

CULTURE.

(Continued.)

Mr. Fiske, speaking of the lack of general culture in modern life, presents a picture of Athens in its best days, when Athenian culture had reached its perfection. He shows how their religion brought them in contact with nature; they lived mainly out of doors,—the very simplicity of their mode of life and thought giving them lessons and opportunities for culture which the rush and worry of modern times deny. Athenians, instead of discussing the stock market at street corners, engaged in philosophic discussion, often under such distinguished teachers as Socrates and Herodotus. Instead of deriving their literary culture from books, as mainly we do, mind was brought in contact with mind, thought was awakened in the public thoroughfares, stimulated by men of genius amid the finest specimens of sculpture and architecture the world has ever seen.

Another proof presented for our consideration is the fact that in the text works extant in the Greek language, the art of literary expression has reached well-nigh absolute perfection, which is held to indicate a high state of general culture, for before a good style can be written, says our authors, there must be good style in the air. "These books were written for a public which knew well how to appreciate the finest beauties of expression, and the unapproachable literary excellence of ancient Greek books speak for the genuine culture of the people who were expected to read them or hear them read. For one of the truest indices of true culture, whether professedly literary or not, is the power to express one's self in precise, rhythmical and dignified language."

"And this excellence of the ancient books is in part due to the fact that they were not written in a hurry, or amid the anxieties of an ever busy existence, which makes us moderns utter strangers to any thing approaching the leisurely life of the Greeks.

In our world where mammon reigns supreme, there is little time for genuine culture, everything must be tested by its marketable value, our ideas, to keep time with all other operations of life, must be rushed into print. "Our literary workers have no choice but to fall into the ranks, and make merchandise of their half-formed ideas. They must work without co-operation, they must write in a hurry, and they must write for those who have no leisure for aught but hasty and superficial reading.

But as if to shame us into still further imitation of the Greeks we have presented for our contemplation, a picture of the political life of Athens which in common with all political life constitutes "one of the noblest fields for the culture of the whole man."

This may be the ideal result of politics, but to what extent it is not the effect of modern political life is apparent to all. "The effect of our modern politics is that the best men are driven in disgust from participation in the affairs of state and the field, is given over to be worked by swindlers and charlatans."

But this state of things did not exist in Athens. The freemen of Athens were not only voters, but they were themselves the government, each one being an office-holder, a legislator, a judge. They

both made the laws and executed them. They declared war, carried it on and paid the expenses of it. "All of which implies a more thorough, more constant and more vital political training than that which is implied by our modern duties of casting a ballot and serving on a jury."

Of course this was the life of the Athenian. The time he devoted to political and philosophical subjects did not have to be stolen from the time that would otherwise be devoted to a struggle after money or the means to carry on the expensive establishments with which our legislators, according to the spirit of the times, seem impelled to burden themselves.

But surely with our increase of knowledge, with the moral elevation that must follow the full acceptance of the ideas of Christianity, when the intoxication of material wealth shall cease, we might hope for some approach to the ideal culture which characterized the ancient Greek and which should, in a more eminent degree under the more expanded ideas of human relationship and human destiny, be the possession of our age.

"We must substitute a nobler for a meaner strife," says Mr. Gregg—a rational for an excessive toll,—an enjoyment that springs from serenity for one that springs from excitement only.... To each time its own preacher, to each excess its own counter-action. In an age of dissipation, languor and stagnation, we should join with Mr. Carlyle in preaching the 'Evangel of Work,' and say with him, 'Blessed is the man who has found his work,—let him ask no other blessedness.'

In an age of strenuous, frenzied and often utterly irrational and objectless exertion we join Mr. Mill in preaching the milder and more needed 'Evangel of Leisure.'

F.
St. John, Dec.

OWING to the proposed change of term at the Normal school, teachers eligible for examination for advance of class will be permitted to undergo it in June next instead of the following December.

INSPECTOR CARTER will begin his inspection of the schools in Charlotte County early in January.

The next session of the Provincial Normal school will begin on Monday, Jan. 3rd. Students not required to pass the entrance examination need not present themselves until the following Wednesday.

THE prizes offered by the Women's Christian Temperance Union to the pupils of the boys' and girls' Grammar schools, in the city of St. John, for the best essay on "Alcohol, and its effects on the human brain and system," have been awarded as follows: Boys—1st prize \$10, Master W. H. Trueman; boys—2nd prize \$5, Master W. G. McFarlane. Girls—1st prize \$10, Miss Maggie M. Brady, girls, 2nd prize \$5, Miss E. McNaughton. Mr. J. V. Ellis presented a special prize to Master Arthur Hamilton, whose essay was considered third in excellence among the boys, and Rev. Geo. Armstrong and H. J. Thorne, Esq., announced that they would give prizes to Miss Emma McInnis and Miss Emma Burridge, whose essays ranked third and fourth, respectively, among the girls. Miss Willa Peters was awarded a special prize for the original way in which she treated the subject.

QUESTION DEPARTMENT.

From what is the word "News" derived?

R. L. B.

From the word *new* (old A. S. *nīwe*, allied to Latin *nōvus*, and French *nouelle*). In its present usage of "tidings," the word seems to have come through the French *nouelle*, which has exactly the same signification.

Which is correct, "I should like to have gone," or, "I should have liked to go?"

C. E. B.

The latter is correct, as you infer. "Should have liked" is a past, and the intuition "to go" was then present. One of Leonic's rules meets this case:

After the past tense the present, not the perfect, infinitive should be used.

Please to inform me where "Lake Zirkultz" is situated?

The Zirkultz Sea is in the limestone district of Carniola, near Trieste, Austria. This remarkable basin of water has its bottom perforated with 460 funnels or pipes, through which the water ascends from an underground reservoir, which has been formed in part by the action of water eating into the limestone rock. The lake itself is five miles long and from one to two miles broad, but not more than from six to ten feet deep. In wet weather it rises to three times its ordinary height, but even then the basin is not filled. It pours out its surplus water through some of the innumerable caverns in the limestone. During a long drought the water entirely disappears from the basin.

What am I to do with a child, naturally left-handed, who persists in writing with his left hand?

The boy will, no doubt, be able to write well enough with his left hand, but training this instead of his right, will be a disadvantage to him in many occupations. This should be explained to him, and if he still "persist," a gentle enforcement of your wishes would be in order.

A. R.—There can be no school meeting without a chairman. The proper course for the trustees to pursue would be to get authority from the Inspector to call the annual meeting as they have failed to hold it at the time required by law—Sec. 49.

Sec. 58 School Manual provides that the Board of Education or Chief Superintendent shall have power to direct the Inspector to exercise the powers conferred on him by sections 60 and 67 in the appointment of a trustee or trustees.

Section 60 is plain and in addition to the condition you mention is the one of declining to act.

A. B.—The solution of the 8th question, page 272, Sangster, follows directly and depends upon the solution of the two preceding questions. The 8th is solved in the book and the other two involve the plainest principles of proportion.

A horse is tied to the circumference of a circle containing 1 acre. What must be the length of a rope to allow him to roam over a certain portion of the circle say $\frac{1}{4}$ or $\frac{1}{2}$ of it.

NOTE.—The answering of questions has so far fallen upon the editors. Hereafter they cannot undertake to attend to this department, as it is one which readers should manage themselves. If anyone feels that he can answer a question, let him send his reply at once, addressed to the "Question Department," JOURNAL OF EDUCATION.

We would recommend that questioners use all means in their power to solve difficulties for themselves before sending their queries to the Journal. Questions as to methods and management are preferred. Do not send trivial or "catch" questions. The veriest simpleton might ask a question that would puzzle the wisest and would not be worth to educators the paper it was written upon.

TEACHERS' BUREAU.

WANTED.—For Intermediate Department Graded Schools, Dalhousie, N. B., a second-class male teacher. Only one of undoubtedly teaching capacity will be employed. Reply, giving best references obtainable, and lowest salary from District, to Trustees School District No. 1, Dalhousie, N. B.

WANTED—a school. The applicant a 2nd class male teacher, of considerable experience, who expects to obtain a 1st class license in the December examination. References given. Apply to H. F. in care of editor "JOURNAL OF EDUCATION." St. John, N. B.

WANTED.—For School District No. 1, Grand Manan, N. B., a second class male or first class female teacher, to take charge of intermediate department next term. None but experienced teachers with good references need apply.

Address EDMUND DAGGETT,
Sec. to Trustees District No. 1,
Grand Manan.

Grand Manan, N. B.,
December 18th, 1880.

New Brunswick Journal of Education.

SAINT JOHN, N. B., DECEMBER 23, 1880.

THE SCHOOLS OF SAINT JOHN AND PORTLAND TWENTY-FIVE YEARS AGO.

The following, concerning the schools of Saint John and Portland twenty five years ago, clipped from the *Globe's* anniversary number, will be read with interest:

"Previous to the passage of the present school law, the public schools were given aid from the Provincial treasury, but there was no local tax for their support. The Board of Education was constituted at present. Dr. John Bennett being then superintendent. On the change in the system, when Mr. T. H. Rand became chief superintendent, Dr. Bennett removed to St. John, and here was appointed city superintendent of schools, which position he held until prostrated by serious illness in 1881, from which he still suffers. Dr. Bennett is now a resident of Dalhousie. The trustees of the city schools then were John Sears, Geo. Blatch and M. H. Peters, Esquires. Under the system then prevailing aid was given to denominational schools, and Rev. James Quinn, James Gallagher and William Carvill were commissioners for the management of the free schools in St. John, not in connection with the Madras board. There is no body now corresponding to the one here named.

The public grammar school board in the City of St. John in 1881 were: Reverend, the Rector of Trinity Church, president; His Worship the Mayor, His Honor the Recorder, Hon. Judge Parker, William Wright, Esq.; Hon. John H. Gray, Rev. Wm. Donald, Rev. Wm. Scovil, Wm Livingstone, Esq., M. D.; clerk, Mr. H. W. Frith; masters, James Patterson, LL. D., senior classical master; Mr. Jas. Hutchison, junior classical master; Mr. Edward Manning, English department. In 1881 there were in the City of St. John 30 public and 10 private schools, but only one public school building, as appears by the Report of the Board of Education for that year, the public school teachers paying an aggregate of \$3,310 for the rent of premises in which the schools were carried on.

In 1860—winter term—schools 37, teachers licensed 34, unlicensed 4, pupils enrolled 1,484. Summer term—schools 37, teachers licensed 35, unlicensed 2, pupils enrolled 1,553.

(At the present time there are about 4,500 children attending the public schools in St. John, accommodated in 84 departments, housed in 18 buildings, 12 of which are devoted to education exclusively. There are 81 teachers in the regular service, and 8 or 10 who are occasionally called in as supplies; since 1872 the trustees have spent about \$242,000 for lands and buildings alone.)

Portland—The trustees of Portland in 1881 were Wm. A. Moore and Stephen W. Shaw. At that time there were about 19 schools in operation. Of the teachers engaged at that time, Mr. John Brooks is the only one who is teaching now in Portland.

(There are at present 41 schools, 41 teachers, one assistant teacher, and 2,400 pupils on the roll.)

EXAMINATIONS for license at the Normal School came to an end on the 24th inst. Nearly one-half of the students in attendance were classified third.

The examinations of the schools of St. John and Portland were held on the 15th, 16th and 17th insts. A very satisfactory term's work has been done, and the attendance has been good.

TEACHERS seem to be in better demand than for some time past. Salaries also have an upward tendency.

RETURN SHEETS. ETC.

It would always be well for teachers to apply to the Secretary of the School Board for return sheets and registers before sending away for them. Often in this way they have to be sent twice. It would also be well for the secretary to have a care that they are not mislaid after receipt. Districts changing their secretary should inform the Inspector of the changes, especially if any school supplies are required, in order that they may reach their proper destination.

Assessment blanks are no longer supplied by the Board of Education. They can very readily be made after the form supplied in the school manual.

School manuals are supplied directly from the education office, not by the Inspectors. Districts entitled to special aid as Poor Districts are notified of the fact.

JOURNALISTIC PROGRESS.

We have received a copy of the *Evening Standard*, an eight-page daily, published in St. John. It is ably edited and fully up to the times in news matter. We heartily wish it success.

The anniversary number of the *St. John Globe* is a splendid specimen of journalism, and will be read and preserved by hundreds. It is very interesting to read clustered around a *fac simile* of a *Globe* issued twenty-five years ago an account of the progress we have since been making. The *Globe* has long been one of the most familiar institutions of St. John, and we heartily congratulate it on its progress.

Not behind the times, the *St. John Telegraph* has been greatly enlarged. This, added to its new dress of type, makes it one of the finest appearing newspapers in Canada.

NONSENSE.

If teachers and text-book makers will keep on propounding puzzles and senseless questions, they must expect the condemnation of all practical people. We have had occasion several times to publish samples of what we find, and here are two more of the same sort. We withhold the author's name, as somebody might accuse us of personal animosity.

The distance between two towns is such that it takes a coach 1 hour, going at the rate of a miles an hour, to do the distance; and walking 5 miles an hour, it will take me 9 hours. How long must I start before the coach that, by getting on it when it overtakes me I may get over the distance between the towns in half the time it would have taken me to walk it?

Suppose a dog, a wolf, and a lion were to devour a sheep. The dog could eat up a sheep in an hour, the wolf in $\frac{1}{2}$ of an hour, and the lion in half an hour. Now, if the lion began to eat $\frac{1}{2}$ of an hour before the other two, and afterwards all three eat together, find in what time the sheep will be devoured?

What is the use of such nonsense? Somebody says, "mental discipline." Well, granted, but far better mind exercises could be gotten from questions that have some immediate bearing on the world as we meet it. We live in a real world, not in a suppositional one, in which a dog, a wolf, and a lion meet in friendly compact over the carcass of a poor sheep. There are thousands of pupils today puzzling their poor befuddled brains over just such impossible questions as the above, who will graduate knowing absolutely nothing about a steam engine, or a magnetic telegraph, or a telephone, or the electric light, or the composition of the water they drink, the air they breathe, and the soil they tread upon. They will wade through the intricacies of compound, restrictive, relative clauses, and recite long lists of names and dates in English, French, and American history, all for the

purpose of "mental development," and that the "mind may be stored with useful knowledge." Away with such philosophy! It is unutterable foolishness! Life is real, not unreal. We live and move and have our being in the midst of ten thousand and mind-awakening phenomena. So long as teachers will be content to feed their pupils with the husks of knowledge from which all juice and meat has been extracted, just so long must they content themselves with the fate of the prodigal son before he came to his senses.—*Teachers' Institute.*

PERSONAL.

Miss Bessie Narraway, A. B., who taught so acceptably as supply for a short time both in the Normal school and Victoria has been appointed principal of the Methodist Academy at St. Johns, Newfoundland. It is to be regretted that Miss Narraway's services could not have been retained in this Province.

Mr. Geo. R. Parkin, A. M., has been lecturing in Fredericton and Sussex.

Mr. J. M. McLeod, A. B., principal of the Campbellton schools, has given up teaching to follow the study of the law.

We are pleased to learn that Miss Addie Hanson who has been unable to teach for some time owing to illness, is again able to resume her duties.

Miss S. E. Whipple, associate principal of the Albert Building, Carleton, was married on Tuesday, 14th inst., the fortunate man being Mr. Thos. W. Street, of Boston, Mass. We extend our heartiest congratulations.

The following changes have taken place in the staff of teachers of St. John: Miss Ida Rutherford, of the Victoria annex, Sister Redemptor of Patrick's Hall, Carleton, and Sister Benedict of St. Joseph's, retires.

Miss Mary Seely has been appointed to fill the vacancy caused by Miss Rutherford's retirement and Sister Clementine and Sister Mary Joseph are to fill the places of Sister Benedict and Redemptor.

Mr. H. V. Hayes, who has had charge of the Hampton schools, has been appointed to the principalship of the Milford departments in the place of Mr. John E. Dean, resigned.

Miss Agnes E. Livingston, Associate in Arts of McGill College and the University of Bishop's College, Lennoxville, formerly engaged on the Portland teaching staff, has been appointed to the position vacated by Miss Whipple's retirement. We congratulate Miss Livingston and feel sure she will justify the high expectations formed of her.

Miss Clara E. Williams has been appointed to the vacancy on the Portland staff of teachers caused by the retirement of Miss Livingston.

Professor Fraser, principal of the school for the blind at Halifax, was in town Saturday on his return from Fredericton. This school, which serves the interests of all the Maritime Provinces, is an admirably conducted institution. Hitherto Nova Scotia school funds have contributed rather more than their proportionate share to the maintenance of this school, and Mr. Fraser's interview with this government was connected with this feature of the business. Professor Fraser is an editor as well as a teacher. *The Critic*, which he owns and manages, is an enterprising weekly.

ERRORS IN SANGSTER.

Editor Journal.—In List of Errors found in Sangster's National Arithmetic, as published in JOURNAL, the answer to question 8, exercise 26, and to question 110, exercise 165, are correct as found in book, and were sent in by mistake. Answer 8 in exercise 165 was not printed correctly in JOURNAL. It should be, "for \$3640.3032 read \$3640.7432+."

Yours truly,
John E. DEAN,
Dec. 10th.

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FIRST FLOOR.—Visitors to Saint John this Fall are cordially invited to the Ladies' and Misses' Room to inspect the Novelties in this large and Varied Department. Cotton Underwear, Flower Patterns, Hat, Hair Pin, Baby Linen, Child's Linens, Blue Books and French Concerto. All orders for Millinery are quoted in the most fashionable style.

Silks, plushes, velvets, The Silk Department will at all times be found well assorted with the standard makers.

Bridal and evening Silks and Satins & Specialty. Court-and-a-Waterproof Capes in all widths and Qualities. Um-

brellas and Sunshades in great variety. Jersey and Wool Goods. Cloth, Shawls, Fur, Ladies' Matic Cloths, Ladies' Under Cloths. We are now showing in the latest and most fashionable making, colouring, & designs great variety of ladies' wear in styles new or English, Scotch, Irish and Canadian Manufactures. Men's 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, Circum and Dolmans. Fur Caps, Asahachau, Alans, and other fine Goods in all sizes and qualities.

NEW CARPET WAREHOUSE.—The great 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 have filled with a fresh Stock of Carpets. Carpets made and put down.

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It is cause for much thankfulness that, although our great men are passing away, a new race of still greater men and women are in training. We don't believe the world is growing worse, but better. This improvement is due, in great measure, to school-teachers. "Boodle" aldermen and defaulting cashiers often fill the whole horizon of our view, and we all say in haste, "All men are liars," but the conclusion is false, only some men are liars, and some children are trained to fill the generation of criminals now on the stage of action. Teachers, take courage.—*Teacher's Institute.*

CASHMERE shawls are made from the wool of the Cashmere goat, which lives in the Cashmere Valley, Thibet, and Tartary. Only the summer wool is used, and this is bleached by a preparation of rice flour. For each colored thread a different needle is used. The process is so slow that when the design is elaborate, the completion of one square inch will occupy three persons for a day, and a shawl of remarkable beauty would take this number of years for its execution. Only the inner side of the shawl is exposed to the view of the workman, he being guided by the pattern placed before him and a skillful supervisor of the work. Shawls that are worked with the needle are, however, far inferior to those in which the pattern is woven in.

'A flow of words is no proof of wisdom.
A clear conscience can bear any trouble.
Every day is the best of the year.
We rise in glory as we sink in pride.—*Young.*
Those who school others, oft should school themselves.—*Shakespeare.*

Errors like straws upon the surface flow;
He who would search for pearls must dive below.—*Addison.*

A foe to God was ne'er true friend to man.—*Young.*

Virtue alone is happiness below.—*Lope.*

Better three hours too soon than one minute too late.—*Shakespeare.*

"The enthusiasm you create in your pupils is the measure of your success."

Strength of mind is exercise, not rest.—*Pope.*
It matters not what men assume to be, but what they are.—*Bailey.*

Dare to be true. Nothing can need a lie.—*Herbert.*

Avoid that which you blame.

Biting a stone breaks the teeth.

Fools learn only by the past; experience is a dear school.

Occasions, like clouds, pass away.

A word and a stone, thrown away, do not return.

Riches diminish in the using; wisdom increases by the use.

EDUCATIONAL DIRECTORY.

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GOOD-WILL TO MEN.

I heard the bells on Christmas day
Their old familiar carols play;
And wild and sweet
The words repeat
Of peace on earth, good-will to men!

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good-will to men.

The ringing, singing, on its way,
The world revolving from night to day.
A voice, a chime,
A chant sublime,
Of peace on earth, good-will to men.
—Longfellow.

THE FUTURE OF ENGLISH.

Mr. E. B. Nicholson, M. A., the librarian of the London Institution, recently delivered a lecture on this subject to its members under the title "English Pronunciation—Its Present Tendencies and their Future Results." He first pointed out that English, being like nearly all other European tongues, only a dialect of a dead tongue once spoken in Middle Asia, had now been changing for more than 3,000 years. Surveying the causes which broke up the dead mother speech into Sanskrit, Greek, Latin, English, etc., he pointed out that the chief of them was laziness, influenced by diversities of climate and food, which, by causing changes in the organs of speech, made some sounds easier and some harder. He then sketched the working and results of the same cause on English from the 7th to the middle of the 18th century, and went on to show in detail that great vowel and consonant changes had been going on ever since; the latter time, change was unceasing, and literature had proved helpless to stop it. Having described the phases of Colonial English, he said that this must be expected in time to break up into American, Australian, New Zealand, Indian and African varieties, which would become distinct languages. There was only one way to prevent this—by setting a standard pronunciation, and having it taught in every English school. Such a standard could only be settled by an authority commanding higher and more general respect than any now existing, and the lecturer urged the formation of an English academy, composed of the leading philologists, speakers (whether in Parliament, the bar, the pulpit, or on the stage), writers, and educationists, a body whose judgments would have all the weight needed. Such an academy would also deal with the coming question of spelling, and might exercise a decisive influence in favor of pure English as against a Romance and Latin style. Phonetic spelling, though rational and inevitable, ought to be preceded by uniformity of pronunciation, or English would at once be broken up into written as well as spoken dialects; but if the two reforms went hand in hand the only rule for spelling would be pronunciation and the only rule for pronunciation spelling. The result of such uniformity would be that the English race, holding the three great emigrant-fields of the present and future, North America, Australasia, and South Africa, which would one day be occupied by 1,000,000,000 inhabitants of European descent, would in the end give the world a universal speech which would be the surest pledge of universal harmony and progress.

THE SILENT STRANGER.

As I was dining at a hotel one day last week, I observed an island in the Irish Sea, who sat near me, engaged in a town in the eastern part of Pennsylvania.

This county in North Carolina was somewhat northern cape of Newfoundland, and looked as quiet as a cape projecting into Lake Michigan, but as I was a stranger to all present, I thought I would enter into conversation with him.

"River of Turkestan," said I, "I think we shall soon have a cape west of Oregon." I considered this a very proper remark to make, and was very much surprised when he answered: "A River in the north of Italy." Thinking he had not a county in Georgia, I pardoned the singularity of his reply, and began again. "The River of Prussia from the garden is very pleasant," said I. "River in the

north of Italy," said he again. Perhaps he considers my remarks, islands south-west of England, said I to myself, so I tried more substantial subjects. "Did you ever see the tower at a city near the mouth of the Arno?" I asked. This time he made no reply, but having made an island east of Hudson's Strait to answer, I proceeded: "Did you know Gen County in Missouri in Sea of Palestine?" I asked. "River in the north of Italy!" said he. "Oh, it is a fact," said I. But he showed a decided indifference to the subject. "Did you ever see the capo in the west of Alaska?" I asked. No reply. "Can you tell me whether the town at the eastern extremity of Lake Erie is found in the Western Continent?" I asked. "River in the north of Italy," said he. By this time I was full of a capo in the north of Scotland, and I thought I would add some island of the East-Indian Archipelago to my remarks. "River of Turkestan," said I, "I do not care much for Mrs. County in Iowa, but I am sure I don't know what people will think to see the treatment I receive from you." "River in the north of Italy," replied he with provoking coolness. Just then one of a valley in Prussia of the hotel passed through the room, and seeing my confusion, he explained to me that my silent companion was not only as deaf as a post, but a bay in the south of Maine, who could not understand a word of our language. Just then it began to rain in the western part of Lake Huron, and I concluded the best thing I could do was to sit in the south of England, which I did, and got home before the shower.

ADVICE TO PARENTS.

In a recent sermon, the Rev. J. P. Stewart, pastor of the Roman Catholic Church of St. Mary, Rochester, New York, spoke to parents as follows: "To our efforts for your children must be added your own, with good example and loving advice. But example at home will render almost useless our best efforts to train them in the way they should go. Bad companions outside the school rooms corrupt more youth than all perversity that the demon or fallen nature ever planted and cultivated in man. Therefore watch the company your children keep.

"Rule with love. If you punish, do so with firmness, without anger. Speak kindly, lovingly, make confidants of your children. Mothers, be the guardian angels of your little ones. Fathers, bring not home a clouded brew or a swill on your countenance to the heartstone. Better have the children running to meet you than hiding away in corners when you approach the threshold. Such children will soon leave home. They may succeed in life, but I fear that many tramps are made by surly, abusive or drunken fathers.

"Finally, mothers and fathers, I appeal to you for the sake of your children and for your own sake. The rising generation who parade the streets in the evening to see and to be seen are filling a bitter cup for themselves and their parents. This begins harmlessly, through curiosity or under pretense of requiring exercise. They reach the down grades in a short time and land in a saloon or restaurant. Another fatal step is sure to follow. The brazen brow, leering eye and wanton giggle soon replace the modest maiden's blush and resentment of advances by the human night-hawks who watch for their prey in the dark. Keep your children around you in the evening. Make ho. so pleasant that they will not seek attractions elsewhere. If by your permission, they go out for an evening and you cannot accompany them, know where they go and what company is with them. Insist upon their coming home at an early hour.

"First faults are like weeds cropping up on fertile soil. Pluck them out instantly."

A TRAVELER in Australia discovered two toad-stools which at night gave out an extremely curious light. When the plant was laid upon a newspaper it emitted by night a phosphorescent light which enabled persons to read the words around it, and it continued to do so for several nights with gradually increasing intensity as the fungus dried up. The other species was detected some years afterward. This specimen measured sixteen inches in diameter, and weighed about five pounds. This plant was hung up to dry in the sitting-room, and on passing through the apartment in the dark it was observed to give out the same remarkable light.

The election at Wood's River developed at least one hero, a boy eleven years old, whose widowed mother, a school teacher, ran for superintendent of schools for the county and was elected, owing under her competitor by a majority of 1,200. The boy took an active part in the canvass for his mother, and whoever was lukewarm or tired, this little lad was in dead earnest. A free train ran to Shoshone and back on election day. Without his mother's knowledge he went to Shoshone—fifty miles away—and there he gathered a big crowd of citizens, mounted a platform, made a speech, stating who he was; that his father, formerly principal of the Halley school, died a year ago, that his mother was teaching for a living; that she had 20 children; that she was now running for superintendent of public schools; that she needed the office, was capable of filling it, and he hoped they would all go to the polls and vote for her. At sundown 232 votes were counted for her against 158 for her opponent.—*Salt Lake Tribune*.

A SCHOOL depends upon what kind of a person the teacher is, not on appliances. The smooth side of a slab in the school-house if a teacher guides the school, is far preferable to polished cherry in a palatial building. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations.—*Practical Teacher*.

LITERARY NOTICES.

MANUAL OF CORRESPONDENCE.—This is a thoroughly practical text book published by Connor O'Dea, of the British American Business College, Toronto, for the small price of 50 cents. It contains exercises in capital letters, punctuation, spelling forms of social and business correspondence, forms of applications, telegraph messages, &c., with valuable hints and suggestions in teaching practical English. No teacher should be without it, and it will meet a want long felt in training pupils in practical subjects.

The new paper called "N. B. JOURNAL OF EDUCATION" has completed its first half year. We have no hesitation in saying that it is a credit to the ranks of journalism, and we would advise the teachers on our Island and the county, to patronize a paper which is doing so much for the benefit of their craft.—*Island Press*.

We have received the PRACTICAL BOOKKEEPER a new treatise on the science of accounts and business correspondence with a graded course of business transactions by single and double entry. It is one of the most practical works of the kind that has ever come under our notice. Single entry book-keeping is first treated, then a very simple method of changing from single to double entry and finally double entry. Not the least valuable portion of the work is that part of it devoted to the subject of drafts, discounting and renewing of notes. It contains one of the best set of mercantile forms that we have ever seen and the questions in review at the end of each month's work will commend themselves to the student.

It is well adapted for business colleges and schools and is an excellent book of reference for teachers. It is published by Connor O'Dea, of Toronto.

NEW MAGAZINE.—In January, 1887, will be published from the office of *Science*, New York, the first number of a new monthly magazine, entitled *The Scisus Crux*. This periodical will be devoted to spreading among the people a love and knowledge of nature. The existence of a large class of persons deeply interested in the study of nature is proven by the *Agassiz Association*, which, made up of earnest workers of all ages united for the purpose of original investigation, has attained a membership of many thousands and is rapidly growing. Though of a scientific nature, *The Scisus Crux* will be popular in style, and will number among its contributors many of the best writers. The subscription price will be \$1.50 a year; single copies 15 cents. For further information address N. D. C. Hedges, publisher.

The Christmas number of *Jury*, containing 16 pages, is by far the best number yet of that enterprising comic monthly.

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