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THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

Vol. 1.

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THE Gloucester County Teachers' Institute will hold its session at Bathurst on the 4th and 5th of November.

AT THE meeting of the Northumberland County Institute last week out of 70 teachers present, all but three were subscribers to the NEW BRUNSWICK JOURNAL OF EDUCATION. This certainly shows an intelligent appreciation of the merits of the paper.

THE article on "History and Poetry in Geographical Names" which is begun in this number is from *Science* of October 8th. It contains many valuable and noteworthy points that we are sure our readers will peruse it with the greatest pleasure and profit.

WE have received the calendar for 1885-6 of the Pictou Academy, which gives details of the course of study, number of students, etc. The course of study, which extends over four years, is an admirable and complete one, offering advantages which the people of Nova Scotia are not slow to avail themselves of, as the long list of students abundantly shows. Its principal, Mr. A. H. MacKay, B. Sc., is a gentleman of fine scholarly attainments and progressive ideas on education.

THE Northumberland County Teachers' Institute was in session at Chatham on Thursday and Friday of last week. We learn from a correspondent that the proceedings were of a very interesting character. Chief Superintendent Crockett and Dr. Jack were present. J. M. Palmer, A. B., was elected President and Philip Cox, A. B., Secretary. One of the most interesting features in connection with the proceedings was the adoption of "Payne's Lectures on Education"—to be read thoroughly by members during the year and discussed at next year's Institute. This departure from the somewhat routine methods which characterize the proceedings of our Institutes seems to be progressive and judicious. Not only may the teachers during the intervening time read intelligently, but submit the author's theories to practical test in the every day work of their schools. With such an excellent work as the one adopted, a livelier interest in improved educational methods should be the result, with a corresponding activity in the schools that are to receive the benefit of this new departure.

A CORRESPONDENT advocates the raising of the standard of admission to the Normal School and adds: "What do you think of the abolition of Third Class as a life-long license? Why not make it tenable for a year or two only? In fact, I think Second Class License should lapse after a few years." We think our correspondent is a little too radical. It goes without saying, however, that the standard for admission to the Normal School and

the requirements for license of every class should steadily increase in proportion as the effectiveness of our schools increases. This would meet the growing requirements of our educational system better perhaps than the step proposed by our correspondent. In justice however to progressive and earnest teachers the weeding out of listless and indifferent ones by re-examination and re-classification cannot be delayed much longer without proving detrimental to the educational interests of the Province. In the meantime it behooves the industrious teacher not to remain satisfied with present attainments but to take the matter in his own hands, study to obtain a higher if not the highest class of license, and to be a *live* part of a system in which a progressive and careful training of teachers is the chief element of success.

EDUCATION OF GIRLS.

DR. Withers Moore's address, before the British Medical Association, on "Woman's Education," has called forth a large expression of opinion in the English papers, which we are happy to say is largely if not entirely on the other side from that taken by the lecturer.

DR. Moore has published his opinion, as a conclusion from which there is no appeal, that women are incapable of intellectual pursuits and should be discouraged from entering the higher arenas of education which the present age has made available to them.

THE *London Spectator* does not accept this dictum of the learned doctor, and gives as a wise conclusion, expression to the belief that, "For one woman who has been ruined by intellectual and moral over-pressure, we venture to say that there are thousands who have been ruined by intellectual and moral vacuity. The truth of this, says another authority, is strengthened by its equal applicability to the male sex. With men, as with women, the statement is made, 'insanity and nervous disorders do not show themselves most frequently in those devoted to intellectual and moral pursuits. Indeed, the mental and moral vigor which such pursuits develop is a strong safeguard against such disorder.'"

IT is of importance, however, that educators should seek to remove as far as possible, the false stimulus that leads to such exaggerated competition as modern educational methods seem to foster. For it is a well-known fact that many a boy and girl who needed the slow, natural process of development that is not always the one followed in our public schools, have had their physical organization completely shattered by over-pressure in the matter of acquiring knowledge. Education that does not develop the individual all round is defective. It should leave the mind free, for slavery to books is no more education in any true sense, and often not so much so as a rough-and-ready knowledge obtained in a general way.

THE aim of education should not be to produce mere brilliant, intellectual athletes.—"It is the meek that shall inherit the earth, not the brilliant," says Mr Hudson, who further defines the true process of education as that by which "the mind is set and kept in living intercourse with things; the works and ways of God in nature being our true educators." The process of education should be slow and gradual, after the pattern of nature, whose methods are divinely unhurried. The environment of school and home should be such that the young

child should not be nervously conscious that he is being educated, that he is being barred and hindered by the directions in which his own little inner soul would lead him. Surround the young with what is educational in its influence, make the school room as attractive as possible, and do not seek to pour into the child-mind the meaningless symbols of things, but rather let the tendency be to draw out the thoughts and capacities of the child itself. This method pursued through all the grades of school must inevitably produce well balanced, well informed and naturally developed minds, equipped with a calmer outlook upon life, than the present highly competitive system in which the attainment of high marks which indicates superiority of quickness, perhaps, over some more plodding student, seems to be the point to be achieved.

NO, unless our education inculcates a desire for and a love of knowledge for its own sake, and not as a mark of distinction above our fellows, it does not greatly benefit us.

HOW many people, who have stood at the head of their classes on graduation day, have ceased to continue the pursuit of knowledge after the stimulus of competition has ceased.

OUR interest in knowledge is co-extensive with life, and it is because we want to develop naturally and roundly, that we need to take lessons from the patient and steady methods of nature. The necessity for reform in the mode of education has long been recognized by the Germans, with the result that the Kindergarten system has been adopted in many places. By it the child is recognized as of value for itself, not mainly for the amount of hard facts it can be induced to acquire. Surely it should be a matter of regret that the high pressure of our schools should be responsible for the physical deterioration of any of the students.

THE *Saturday Review*, "a paper which fairly represents the opinion of men of the world," in commenting on Dr Moore's assertion that "women ought not to be as well educated as men," says "Dr Moore's conclusion is that both boys and girls suffer from too much work and too little play. It is possible that when a girl's education has been almost completely neglected, and she is suddenly introduced into Girton or Newnham, she may suffer from trying to compress into three years what ought to have been spread over ten. But that only shows that her mental training should have been more rationally conducted, not that there has been too much of it. No institutions have ever succeeded better than the ladies' colleges of Oxford and Cambridge, and the notion of girls from Newnham or Girton, as stooping or flat chested, over crammed monstrosities, is exceedingly diverting to any one who knows anything about them."

THIS seems to be the main point in modern educational methods, namely, the effort to compress into a limited time what can only be safely and satisfactorily acquired by a slow and gradual process of study and application.

IF girls are naturally physically weaker than boys it only needs that the more care should be taken in the earliest years, of their health, and does not prove that they are incapable of mental culture.

THE fact that numbers attain a good proficiency in many branches of learning, notwithstanding such obstacles, goes to prove the opposite of Dr Moore's statement, which will, no doubt, do good in that it will call the attention of educators to the matter, and the lightning speed of modern education may thereby be slackened with the good result that is sure to follow.

St. John, Oct. 14.

HEALTH.

BY B. W. HART.

Read before Charlotte Teachers Institute, June, 1888.

* * * There is nothing so necessary for the well being and health of young and old, as a proper intermixture of both exercise and rest. This is applicable not only to bodily exercises, but also to mental effort, and nothing is truer than they mutually depend upon each other. I mean a healthy mind is dependent upon a healthy body, and a healthy body is almost invariably indicative of a vigorous intellect. For a number of years the leading universities have recognized this fact, and have given the greatest encouragement to manly and vigorous sport, and annually Oxford and Cambridge have as generously rivalled each other in athletic sports, as they do in their literary and classical curriculum. One institution that is particularly noted in England for its classical education and thorough course of teaching, familiar as a household word, is particularly noted for its athletic sports of a rough and ready nature. In the palmy days of ancient Greece and Rome, the noblest in the land contended for the honors of the arena, and the mimic battle produced the soldier that conquered the world, the orator of silver tongue and the sculptor that called the inanimate marble into life. I propose to devote a few words to the exercise and the well being of the pupils in our schools, and here I would say I am not much in favour of an indoor gymnasium, as to obtain the greatest benefit from exercise it should be taken in the open air.

The question arises, do our pupils receive sufficient out-door exercise to be conducive to their health and to sustain any extramental effort they are called upon to make. And here I must disclaim the barbarous practice of detention after hours for punishment. No other view can be taken of this than it is most injurious to the health of the pupil and depresses both mentally and physically. I believe that the first successful step toward education begins in the play ground, and it becomes the duty of those engaged in the instruction of the young to seize every available opportunity of giving the pupil sunlight and fresh air, and encourage him by his example to extract the most practical benefit from it. I notice with regret, it is too much the custom of the rising generation to ignore the games so familiar to us in our childhood, in which strength and skill played the most prominent parts. Of course the application of this is directly in the hands of the teacher, and it is his duty to carefully observe that the exercise be moderate as the tired pupil is unfit for study. As the different modes of proper exercise are so well known it is unnecessary for me to dwell further on this part of the subject, in the full belief that we all concede to the fact that the mental advancement of our pupils depend in a great measure upon exercise, and that no truer aphorism was ever penned than "*Mens sana in corpore sano.*"

As there is a time for work, a time for play, there is a time for rest. Tired nature demands a cessation from labour too often not granted to it. This applies to bodily as well as to mental exertion. The pleasurable excitement of the game, the length of the race, possess a claim for the young that nature appeals to in vain. So likewise to the ambitious pupil. The weary head may ache, the bodily strength may fade, and still a knowledge that he is overtaking his brain either does not occur to him, or if it does is unheeded.

It is a sad fact that the epitaph over work could be truthfully written on the tombstone of many a young grave in our country, and sadder yet to think that kindly admonition and judicious advice could have averted the evil.

Enter the factory where from morn till eve, busy little fingers unceasingly toil, mark the haggard look, the listless eye, the cheek from which the bloom of youth has fled, and in this read the emphatic lesson of unremitting labor, and in no less degree will over taxation of the brain sap the secret springs of life, storing up for future time a host of maladies, to cast their shadow on all the sunny

hours of life. Sleep is tired nature's best restorer, and for the young, late hours for study cannot be too strongly deprecated. The knowledge of the capabilities of each pupil should be the proceptor's guide, as to the task imposed and of such a length as not to inflict upon the pupil the danger of late and continuous study. The desire of parents that a child should excel, nor our wish to prematurely produce a brilliant scholar, should allow us to overtax the intellect, or deny it the hours of rest so necessary for health. Childhood and old age demands the longest sleep. For the middle-aged eight hours is sufficient. Childhood demands at least from ten to twelve. During sleep little or no waste of the system goes on. The heart is slower in its action, the brain, except in dreams, is totally at rest. In fact all the complicated machinery of our bodies is quiescent. Physiology with good sense declares that the longer you sleep the longer will the vital energies of life retain their vigour, consequently, the duration of life is proportioned to the length of sleep and *vice versa*. To enjoy rest, moderate toil must sweeten it. The great Master who knew the value of this offers no more consoling promise to the weary Christian soldier than his armour laid aside, his battles fought, to enter into rest. Not the transient rest that the morning *reville* wakes to newer toil and harder fields, but a rest that is eternal.

The selection of a site for the erection of a building is of paramount importance. Low lands which are not capable of drainage should be avoided, for I think most certainly the greater part of the health of a household depends upon the cellar and the drainage, for the millions of bacteria or disease producing germs, the originators of diphtheria, fever, and all the graver forms of maladies, which war against this little throb of life, originate in damp, ill drained and sunless surroundings. Fresh air—sunlight—are the persistent enemies of these low grade organisms: *e. g.*, if a large number of these microbes are taken into the system, nature is unable to overcome them, and disease is the result. This can only happen in a close and ill-ventilated apartment, extreme dilution by fresh air renders them innocuous. Six ounces of alcohol will produce intoxication on a man if taken in full strength. Diluted with a gallon of water it would be innocuous. Hence the extreme importance of fresh air. Sunlight has a great effect upon the health, and, in fact, greater than is usually supposed, and is also a potent factor in the cure of disease, aside from its germ destroying properties. I refer to the actinic principles existing in sunlight, which is absolutely necessary to all forms of animate life, therefore all dwellings should be placed in such a position to admit as much as possible its life-preserving beams. Perhaps no greater truism was ever uttered than that of the Seneca Indian Chief, when requested to sit on a chair which the Indian commissioners said had been sent to him by his great Father in Washington. Standing erect, with flashing eye, and pointing toward the sun, he indignantly exclaimed: "My great father in Washington! The sun is my father, the earth is my mother, and upon her breast I will lie down." It is necessary that the lungs possess a certain amount of pure air at every inspiration, and it is the aim of ventilation to attain as near as possible this result. This is very difficult in apartments that are overcrowded, especially in the school-room, the church, or the theatre. Time will not permit me to enter into the various methods that have been devised to attain this end, but merely suggest that all windows should open from the top. This avoids a dangerous draft, and that as many times as possible through the day fresh air be freely and liberally admitted. The human system is continually throwing off by means of the skin and the lungs deleterious substances, from the lungs carbonic acid, from the skin perspiration. At each beat of the heart a large quantity of venous blood, containing a large proportion of carbonic acid, is thrown into the lungs, and the venous blood becomes arterial. In a short time a close and ill-ventilated room will become charged with carbonic acid, and as a result an undue proportion of this would be inhaled into the system and retained there. A mild symptom

of this would be headache and drowsiness. Its long continuance would result in death.

I, heretofore, touched upon the detention of pupils after hours, and I now would beg to call your attention to the *reprehensible custom of detention at recess*, at which time the room should be thoroughly cleared and ventilated. The methods of heating are of paramount importance. In winter ventilation is a more difficult matter than in warm months, and in all cases, where practicable, I would advise wood to constitute the staple article of fuel. Few animals and few plants can endure the dry gaseous atmosphere that is got from coal, hard coal especially, without injury. In all cases a pan should be kept full of water on the stove. The delicate membrane of the lung is highly susceptible to a dry and overheated atmosphere. Not a few cases of inflammation of the lungs are owing to this cause. The vocal Memnon that once stood at Thebes filled with music at the rising of the sun. Pliny wrote that among the marvels of his time he had heard the vocal Memnon speak. This music was but (produced by) the principle of ventilation. The beams of the morning sun warmed the inside air which, ascending through the hollow delfy for an outlet, murmured like the breeze, and in those by-gone days of credulous belief, charmed the listener to the thought that he heard a god.

It is absolutely necessary, for the maintenance of perfect health, that the local surroundings of all buildings should be kept scrupulously clean. This applies, locally, to the residence as well as general to the large city. The fearful ravages of plague in the middle ages were entirely owing to the disregard of cleanliness, and in our day the dirty and ill-drained city displays an alarming mortality on every epidemic. Man, as a free agent, possesses in his own hands the means for the prolongation of his life, and there is no reason why the natural age of humanity should not reach 80 or 100 years. The idea that Providence inflicts epidemics is most absurd, as all diseases arise from a disregard of the laws of health.

Not only should cleanliness be practiced, locally, but should, personally, be attended to, and this end is accomplished in no better way than a frequent repetition of the bath. The bath should never be below the temperature of the room. Bathing in very cold water possesses extreme danger, and while scarcely recommending the extra warm bath, I would remark, as far preferable to the cold, and that a medium temperature is the most judicious. Salt water in this climate is of doubtful benefit to the many, and a serious injury to not a few, being indulged in under states of the system totally unfit for its use, especially by the young. In this climate the most suitable place for a bath is in a house, and with water of a moderate temperature repeated at least twice a week. These remarks apply merely to sea-bathing in localities where the water is of so much lower temperature than the air. In fresh water, where the water approaches more nearly to the temperature of the surrounding atmosphere, these remarks will not apply. Bathing once a day, if possible, through the entire summer, is judicious. It is extremely imprudent, under any circumstances, to suddenly lower the temperature of the system, and it is also unwise to suddenly increase it, and avoidances of all risk can be obtained by observing the happy medium.

It is absolutely necessary that the pores of the skin be kept in such a position that they fulfil in full integrity their functions. This end is only attained by cleanliness. The skin carries off from the body a vast amount of deleterious material, so much so that if its action was totally restrained for a day or two death would ensue. Most of the most poisonous and virulent diseases are thrown off through this medium, and apart from this medium perspiration possesses the property of equalizing by evaporation the temperature of the system. In this climate flannels should be worn next the skin, both in summer and in winter. In a climate such as ours, ranging as it does over the extremes of temperature, great care should be taken that the clothing be adapted to the season. The old custom of

hardening children by stinting them of their clothing is an offence well worthy of the pillory. Fashion is not always the best guide to health, and here my fair friends must pardon me if I say aught against that goddess so dear to the female heart, yet, probably in New Brunswick we have not much to complain of. The good sense of our ladies has always kept them on the safe side, apart from the fact that they are sufficiently attractive without adornment.

It is a safe rule that alcohol, in any form or shape, except as a medicine, or in fact any substance of like nature, is extremely deleterious to the health of the body, and not only that it ruins the mental faculties, degrades and debases all who indulge in it. Alcohol, in its pure state, acts as a powerfully irritant and caustic poison. To whatever part of the body it is applied it causes contraction and condensation of the tissue, and gives rise to all the symptoms of local inflammation, pain, heat, redness and swelling. Used moderately, and in dilution, it acts as a stimulant to the nervous system, the action of the heart and arteries is increased, and there is a general feeling of increased mental power and muscular energy. By a law of animal economy, excitement is always succeeded by collapse and depression. The excitement and energy produced by alcohol are always followed by languor and debility, and these are always in the proportion to the intensity of the preceding excitement. When taken in large quantities at once, as persons do who drink for a wager, *coma comes on suddenly, the face is sometimes livid, more generally ghastly pale, the breathing is stertorous, the pupils sometimes contracted, more commonly dilated and insensible to light, and if relief be not offered speedily death takes place almost immediately, in others after a few hours.*

The statistics and investigations made by life insurance offices concede the cheering fact that the duration of human life is, year by year, increasing. Hygiene is robbing the epidemics of its power, even hydrophobia, the most dreadful of diseases, has yielded to the world-renowned Pasteur, and it is fair to believe that we are in the morning of a glorious day of discovery, that will rob disease of its terror and dispel from our lives the gloom of the uncertainty of days. To the medical profession belong the credit of these discoveries, and though their patient labours are rarely honoured with the rewards and the emoluments meted out to those in other pursuits, still the world owes to them the greatest blessing which upon it could be conferred—the prolongation of life. As yet death lurks in a very passing breeze, daily reminding us that here there is no sure abiding place. So live then that your eye can see beyond life's dim horizon and rest on brighter shores than these, where dissolution is unknown, shores bright, with the halcyon day of clear, cloudless skies, one everlasting summer with no winter frosts to mar the reaper's hope or end his joyous song.

ORNAMENTING SCHOOL GROUNDS.

NO. II.

In a late number of the JOURNAL I advocated the establishment of school gardens, and wish now to urge those who intend to do something in this way, not to wait till next spring, but begin now, and they will be surprised to find how much can be done in the fall and what an impetus will be given to the spring work. There are many, of course, to whom these directions are as familiar as A B C and such will kindly pass it by as not intended for them, but I will take it for granted that I am addressing some who are anxious to carry out these improvements, but from inexperience do not know how to proceed.

Your knowledge of geometry will be useful in laying out the garden, and instead of compasses you will provide yourself with two stakes and something with which to trace lines and describe curves. An easy plan is to make an oval bed as a centre with a half moon shaped bed on each side or on four sides if you have enough room—or a Maltese cross, with two or four V-shaped beds surrounding it; but

whether you have few or many, sketch your plan first.

The flower garden at Dropmore, one of the most beautiful in England, is composed of twenty nice flower beds cut out of the turf and combined in a graceful pattern, so you see the shape of the beds may be varied according to your taste and fancy only remember that they should be arranged in a symmetrical figure, and before commencing to dig, be sure that your curves are perfectly accurate or the result will not be satisfactory.

The next thing to be done is to prepare the beds. Digging, at first sight, appears a very laborious employment and one peculiarly unfitted for ladies and children, but by a little attention to the principles of mechanics, the labor may be rendered comparatively easy. The gardener thrusts the iron part of the spade, which acts as a wedge, perpendicularly in the ground by pressing on it with his foot, and then using the long handle as a lever, raises the loosened earth, turns it over, chops it with the sharp edge of the spade to break the lumps, and levels it with the back. It is rather discouraging after watching the ease with which he digs, to find how very hard it is to imitate him, but a lady or child, with a small light spade may, by repeated going over the same line and lifting only a little earth each time succeed in doing all the digging required in a small garden, and have the satisfaction of seeing the garden created, as it were, by the labors of their own hands, and will find health and spirits wonderfully improved, not only by the exercise but by the reviving smell of the fresh earth.

I have proved this by experience, as some years ago, when in delicate health, I went to the country in the spring, and, wishing to have a flower garden, I determined to do all the work myself. Early in the morning I went valiantly to work, but, after half an hour, arms ached and back ached, so I was forced to retreat and lie down for a time. No sooner was I rested, than I made a fresh attack, but soon succumbed to fatigue again, and so on, at intervals during the day; however, I persevered, and in a few weeks my garden was in good order, my health much improved, and I had enjoyed the work so much and gained such a love of gardening that I wish I could induce others to adopt the same course.

Care must be taken to keep the surface of the beds even, and this is rather difficult for a novice to do, but, as it depends more on skill than strength, practice will soon make perfect, and very little strength is required if the rule of thrusting in the spade obliquely and aiding it by the momentum of the body be attended to. An iron-tooth rake is used for smoothing the soil and for collecting weeds and stones, when you wish the teeth of the rake to enter the ground, the handle should be held low, but if collecting weeds, the handle should be held high. All this work need not be done by the teacher himself unless he wishes it. I have always found children eager to help, indeed they will do all the manual labor, only needing a guiding hand, as if left to themselves they soon become weary and dispirited, but if encouraged in their attempts, the child's moral and intellectual faculties are pleasantly exercised and cultivated without his being aware of it, more especially his patience and watchfulness, for he soon finds out that he must wait for seeds to germinate and for flowers to blossom, and sad experience will show him that a very little neglect will kill the pets which he has taken so much pains to rear. If you intend to transplant wild flowers, procure them this fall, as many are in blossom early in the spring, and if a plant is disturbed when in flower there are ten chances to one that it will die—make a rather large hole in the garden, fill it with their native soil, and give them a shaded or sunny location as their habits require. A narrow border of bluets, with their little innocent faces, or the sweet scented pyrola, or the spring beauty would be lovely and for a centre, the *Lilium Canadense* which with me, has become a beautiful garden plant, increasing the number of its drooping yellow lilies from three or four to as many as fifteen or eighteen.

Thousands of school gardens have been established in Austria, and they are said to afford an excel-

lent opportunity for the practical teaching of the first principles of agriculture, and are as necessary for the proper teaching of vegetable physiology and botany as the blackboard is for teaching arithmetic. *The Garden*, an interesting English magazine, says "Charles Dickens unconsciously enunciates a grand educational principle when he makes Mr. Squeers teach his boys botany by sending them to weed the garden. A handful of weeds in the hands of a teacher, well acquainted with the Socratic method of teaching, will give a child a better insight into the phenomena of plant life than a knowledge of the meaning and derivation of half the sesquipedalian words that ever were coined."

Austria, France, Sweden and even little Belgium all have their school gardens. Where are ours?

I trust that by next summer our school ground will be made beautiful and attractive by the "flowerets of a thousand hues" to which Milton thus refers in "*Lycidas*."

"The quaint enamelled eyes,
That on the green turf suck the honied showers,
And purple all the ground with their forsaken flowers,
Bring the rattle primrose that forsaken dies,
The tufted crow-toe, and pale jessamine,
The white pink and the pansy freaked with jet,
The glowing violet,
The musk rose and the well-attired woodbine,
And daffodils, that fill their cups with tears,
And every flower that sad embroidery wears."

E.

St. John, Oct. 9th.

MATTHEW ARNOLD ON EUROPEAN COMMON SCHOOLS.

The following is from Matthew Arnold's Essay, in the *October Century*. "At Trachenberg, near Dresden, I entered the common school with the Inspector, and found the upper class at their reading-lesson. The Inspector took the book; the children were reading a well-known ballad by Goethe, 'Der Sanger,' and he began to question them about Goethe's life. They answered as no children in a similar school in England would answer about the life of Milton or of Walter Scott. Then the ballad was read, and the children were asked to compare it with a ballad by Schiller which they had been reading lately, 'Der Graf von Habsburg.' They were asked what gave to each of these ballads its charm; what the Middle Ages was, and whence is the attraction it has for us, what chivalry was, what the career of a minstrel, and so on. They answered in a way in which only children of the cultivated class, children who had had all manner of advantageous influences to mould them, would answer in England, and which led me to write in my note-book the remark which I have already mentioned: the children *human*."

"You will judge whether you have in your common schools a like soundness of performance. In these matters, whether you really have it, I mean, and are not merely said by patrons and newspapers to have it."

Out of about one thousand students who presented themselves for examination from the Liverpool centres, in connection with the Science and Art examination of South Kensington, upwards of two hundred were women. Two young ladies passed in magnetism and electricity, twelve in inorganic chemistry, and two in agriculture. One lady, who passed the elementary examination last year in machine construction and drawing, was again successful in a more advanced stage of the same subject. It looks as if the Revolt of Misses will have to be organized for the beginning of the twentieth century.

THE AUDUBON SOCIETY.—The Audubon Society for the Protection of Birds, which is now incorporated, enters upon its second half year with a membership of over 12,000. There ought to be ten times as many members, for the object of the society are most commendable and should enlist the sympathies of every one who cares for the preservation of our song birds. The society wants a local secretary in every town in the country. It issues handsome certificates to members. No expenses of any kind are incurred by those who join. Correspondence is invited. Circulars of information will be sent free on application to the Audubon Society, No. 39 Park Row, New York.

New Brunswick Journal of Education.

SAINT JOHN N. B., OCTOBER 14, 1880.

CHAT WITH CORRESPONDENTS.

Will correspondents in sending us their address be kind enough to give the County?

"YOUNG TEACHER" We would be glad to receive such a contribution as your paper. Let the subject be one in which you are interested and in which you feel you can benefit others, and be clear and practical in what you have to say.

"C. L. B." Our correspondent says that on reading the copies of the JOURNAL sent her she enclosed the subscription price immediately. We hope that others who are receiving the JOURNAL the same way will be equally prompt.

"M. C." writes: "Please find enclosed the amount of my subscription to your neatly printed and valuable journal, which must give a fresh impulse to teachers and teaching."

"D." The errors in the text book you speak of are probably typographical ones for the most part. Many of them may be due also to the defacing of the types, incidental to the wear and tear of the press in issuing a large edition. We shall be glad, however, to receive the corrections and print them in the JOURNAL for the benefit of teachers.

"G." writes: "I wish my name enrolled as a subscriber for your paper, and will remit in a week or so. I would like Nos. 1, 2, 6 and 7 in order that my file may be complete." We have received, since we undertook the publication of the JOURNAL, several requests like the above, and have responded promptly to the request, and have had our correspondents in nearly every case equally prompt in meeting their engagements. It is easy, where teachers are not in funds, to forward us on a postal-card an intimation like the above, which shows us that the paper is received, with a desire to have it continued and paid for at an early date.

A young lady teacher writes: "My school consists of twenty-six pupils, divided into six classes. The last item is interesting, though I cannot say pleasing, to me. We can very readily understand that. Can you not reduce your classes—say to four or perhaps three. The writer remembers a school of about the same number where the teacher had but two classes and the pupils' progress was marked, and satisfactory to all concerned. You may not be able to reduce your classes to that extent but, at any rate, reduce, and both you and your school will be benefitted."

ALBERT TEACHERS' INSTITUTE.

The ninth annual meeting of the Albert County Teachers' Institute was held at Hopeville Cape, Sept. 30th and Oct. 1st. The following officers were elected for the ensuing year: W. B. Jonah, A. B., President; Miss Josephine Steeves, vice-President; T. E. Colpitts, A. B., Secretary-Treasurer; Miss Lenora Rogers and R. P. Steeves, A. B., additional members of the Committee of Management.

A discussion on school discipline was opened by Reverdy Steeves, of Hillsboro. Inspector Smith opened the discussion on "What Constitutes Success in Teaching," by a valuable and interesting address. The President, Mr. W. B. Jonah, read an able and well prepared address on "Secondary Education," in which he referred to the absence in the present school system of the connecting link between the common school and the

university. He believed the great defect could be remedied by the Government with but small additional expenditure. If ten efficient high schools were established in central points throughout the Province, each head master to receive a Government grant of \$500, and a like amount from the district in which such schools would be located. The present grammar schools, which are not doing grammar school work, would then take the rank of superior schools, and the teachers receive only superior school pay. This would entail on the part of the Government an expenditure of about \$1,000 more than is now expended on secondary education and the system would approach almost to completion.

Papers on how to secure regularity of attendance, by R. P. Steeves, and how to teach writing, by W. J. Jones, were read and discussed, after which a resolution was passed urging upon the Board of Education the importance of proclaiming an Arber Day for schools in May next.

The proceedings of the Institute were very interesting and it was regarded as the most successful yet held in Albert County. The Weekly Observer, from which the above condensed, has a full account of the proceedings.

NORTHUMBERLAND TEACHERS' INSTITUTE.

(Condensed from Newcastle Advocate.)

The tenth annual meeting of the Northumberland County Teachers' Institute was held in Chatham last Thursday and Friday. In Thursday morning's session Mr. Cox made a short address, congratulating the teachers upon the evidence of the improved state of the schools of the County. Miss McLachlan read a paper on "Bad Habits in Reading and how to correct them." Mr. Farley read a paper on Writing.

In the afternoon session Miss Hickey introduced the subject of arithmetic in the elementary schools.

Miss Haviland in giving a lesson on reading in standard 1, to a class of children, took up a sentence and showed how she taught them to recognize the words and afterwards the sounds of various letters. Inspector Mersereau asked some questions about the time at which the names of the letters should be taught. Miss Creighton said she would not teach the names until after the sounds had all been learned. She would build up words as soon as the sounds of the letters were known.

Inspector Mersereau spoke of the great educational value of teaching reading by the "look and say" method and expressed his belief in its soundness.

Mr. Anthony considered the "look and say" method very difficult and one that wasted much of the teacher's time.

At the Friday morning's session the president introduced the Chief Superintendent, who expressed his pleasure at meeting so many teachers, who showed such an interest in education. Teachers should deal with methods at their Institute, for although each teacher will have some methods peculiar to himself, still there are always great principles which must be kept in view. He had profited by these Institutes, and the public too were beginning to take more interest in them, and to evince a greater desire to get acquainted with our system and methods.

Mr. Cox introduced the subject of Physical Geography, explaining how to teach children the effects of water and water vapor, the influence of hills and mountains, the nature of salt lakes, and the causes of deserts. Messrs. Mersereau, Hutchison and Crockett endorsed the views of Mr. Cox, and it was resolved that Mr. Cox should write out the substance of his remarks for the JOURNAL OF EDUCATION.

Mr. Carruthers read a good paper on History, explaining his method of teaching it. He would use the text books for his facts, but group the facts in the order he thought best for his pupils.

Chief Superintendent Crockett advocated the study of history and intimated that, as our histories are somewhat defective, the teacher should expand each subject and make the necessary additions.

Mr. Hutchison pointed out the danger of allowing teachers to supplement the facts in the text or

give reasons for events in regard to which parties differ. Miss Murphy, Miss Quinlan, Mr. Cox, Miss Baldwin, Miss Mowatt, Mr. Palmer and Dr. Jack gave their views on the subject, the venerable Doctor congratulating the ladies on the intelligent interest manifested.

In the afternoon Prof. Tremblay rose to lecture on French pronunciation. He asked for the undivided attention of the Institute for half an hour, and declared that, if at the end of that time all of them were not able to pronounce French correctly, he would have no hesitation in pronouncing them blockheads. Mr. Tremblay explained his system, illustrating it on the blackboard and closed with a brilliant peroration.

Adjourned to meet in Newcastle next year.

PERSONAL.

Inspector Mersereau is now visiting the schools of Restigouche, which will occupy his attention for the remaining part of this month. In November and December he will inspect the schools of Gloucester and the parish of Altwick in Northumberland.

Mr. P. G. McFarlane, Principal of the St. Stephen High School, was one of the happiest of a very happy group that assembled in that town recently. To him and his bride our heartiest congratulations are extended.

The London correspondent of the *Natal Mercury*, in describing the Imperial Federation League Conference, makes special reference to the speeches of Mr. G. R. Parkin, of New Brunswick, whom he describes as "that eloquent Canadian orator." Of Mr. Parkin's speech on the first day of the Conference, he says: "Mr. Parkin's speech was a master-piece of convincing argument and splendid rhetoric. He demonstrated the magnificent greatness of the British Empire in words of such power and pathos, that his audience were fairly overcome with enthusiasm and admiration for his remarkable gift." This will be appreciated, doubtless, by Canadian friends.—*Imperial Federation*.

QUESTION DEPARTMENT.

Can any of our readers tell us the name of the author of the prize poem on "Canada," beginning—

"Hail, sons of Britain, scattered thro' the world
In every land! For where have ye not come
And coming conquered, wheresoever day
Follows the darkness and the sun the stars."

Examination questions which test a person's power to think, and lead to habits of observation, are better than those which test the memory, and encourage the memorizing of unorganized facts.—*Ex.*

Adolph Sutro has offered to give a tree to each of the forty or fifty thousand school children in San Francisco if they will plant them on some regularly organized excursions.

While in the public schools of Germany a tuition fee is charged, instruction is free in the Swiss schools as it is with us. In most of the cantons, text-books and stationery are also furnished to the pupils at public expense. The teachers' association of Berne has lately recommended to the authorities, with but one dissenting vote, to furnish free text-books to the pupils in the city schools.

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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 Underclothing, Flowers, Feathers, Hats, Hat Pins, Baby Linen, Child's Robes, Bibs, English and French Corsets. All orders for Millins executed in the most fashionable styles. Silks, Flannels, Velveteens. The Silk Department will at all times be found well assorted with the standard makes. Bridal and evening Silks and Satins a Specialty. Our Ladies' Waterproof Capes in all widths and Qualities. Um-

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

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

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

AN EXCELLENT MAP.

To the editor of the JOURNAL OF EDUCATION.—I would like, through the medium of your journal, to direct the attention of teachers and trustees, who have to purchase school maps, to one which has lately been published by Messrs. W. & A. R. Johnston, of London and Edinburgh. It is called the Howard Vincent map of the British Empire, and is especially intended to bring out with distinctness the various parts of the great empire of which our own country forms a part. British possessions in every part of the world are marked in red, so that they can be distinguished at a glance. The principal ocean routes over which British commerce and navigation move are indicated, with the distances between the chief points. Attention is also directed to the leading systems of submarine cables. The stations of the British navy are marked, with the coaling depots in all parts of the world. Tables are attached which give the names, area, population and revenue of all the colonies and dependencies. A small inset map showing the extent of the British possessions in 1780—100 years ago—brings out by contrast in a very striking way the vast growth of Greater Britain during the intervening period. While serving all ordinary purposes as a map of the world, the Howard Vincent map, by laying stress upon the geography of the Empire, is peculiarly adapted for use in our schools. As there is no history

which furnishes so splendid a foundation on which to build up national patriotism as that of the British race, so no geographical fact can appeal more strongly to the imagination of children than those connected with the Empire as it is to-day. We should not neglect the advantage which it offers. It would be well if there was a map such as the one I have mentioned in every Canadian school-room.
 GEO. R. PARKIN

Fredericton, Oct. 7th.

Dean Bourgon, of Oxford, England a few years since preached a sermon, entitled, "The Higher Education of Women a Crime Against Nature and a Sin Against God."

The eyes can properly be used only when the body is in an erect position. When we stoop the fact is flushed and the eye blood-shot. Thus reading in a recumbent posture is ruinous to the eyesight.

A simple and easily applied test of actual death was mentioned at a recent meeting of the Amiens Medical Society, by Dr. Lessenne. It consists in pricking the skin with a needle. On the living body such a pin prick leaves no trace. On the corpse the puncture remains open.

The Greeks used the letters of the alphabet for numerals. The cumbersome system used by the Romans, and called after them, consisted of strokes (I—II—III—IIII) to indicate the four fingers, and two strokes joined (V) to represent the hand, or five fingers. Ten was a picture of two hands, or two V's (X).

The following census of the crowned Kings and Emperors of the world bears truth to the testimony of the old saying, "uncasy lies the head that wears a crown." Of the 2530 Kings and Emperors 300 were overthrown, 64 forced to abdicate, 22 killed themselves, 23 went mad, 100 were killed in battle, 123 taken by the enemy, 25 tortured to death, 154 assassinated, and 108 executed.

The falls of Niagara, which are very properly regarded as the greatest natural attraction on this continent, are, according to Professor Woodward, receding at the rate of a mile in 2,300 years. During the winter season ice cones form in front of the falls, throwing the water back upon the face of the cliff, this being the chief cause of its wearing away. Those who have been under the falls from either the Canadian or American side, never fail to recognize the change which has taken place, if they again visit Niagara after the lapse of a decade.

HISTORY AND POETRY IN GEOGRAPHICAL NAMES.

At a meeting of the Scottish geographical society held the 23rd of July, Professor Micklejohn read a paper on the above subject. Professor Micklejohn first reminded his hearers of the poverty stricken treatment of geography now in vogue in our schools, and after pointing out how geography, if taught intelligently, might be made fresher and of more interest, he treated the special question of his paper as follows:

Is there any possible source of interest in the mere names which geography presents to us with such irritating profuseness? Do the names themselves constitute one of the tentacles that may catch the attention and entangle the interest of an awakening mind? Will some knowledge of what names really are and mean throw light upon geography, and will geography throw light upon them? For, in any school subject, it is clearly the educational duty of the teacher to employ every possible source of interest, provided this does not compel him to wander from the subject itself. I think we shall find, after a very short inquiry, that there lies in the names alone a most fruitful and legitimate source of interest, and one that lends additional attractions to the study both of geography and history. As things are at present, geographical names are treated as finalities, behind which you cannot go,—as what the old school of philosophers used to call 'ultimate facts,' inquiry and analysis of which are entirely useless.

Let us see. There was in the beginning of the seventh century a prince of Northumbria in this island, who was very successful in his campaigns, and who pushed his frontier line as far north as the river Forth. He found there a high rock (a hill fort or *dun*), and to it he gave the name of Dunedin. Later on, the growing city took the Teutonic name of a fortified place (*burg* or *borough*), and was henceforth known to the world as Edwinburgh or Edinburgh. Let us contrast this with a borough in the south, with *Canterbury*. The name *Canterbury* contains within itself a whole history of England written small. First of all, there is the Celtic prefix *cant*, which seems to be the southern form of the Gaelic *ceann* (a head or point),—names which we find in *Canmore*, *Canter*, *Kinross*, and many others. The *t* is an inorganic addition, put there for a rest, as in the Worcestershire *dent for glen*. The *er* looks like a quite meaningless suffix to *cant*. But it is far from being only that. It is the pared down form of an important word,—of the old Anglo-Saxon or Old-English genitive plural *weara*. The full form of *Canterbury*, then, is *Cantawearabyrig*, or 'the borough of the men of Kent.' The flattening of *Kent* to *Kent* may be compared with that of *bank* into *bank*, of *Pall Mall* into *pell-mell*; and of many other doublets. The lighter and easier ending in *y* points to the fact that the southern Teuton got rid of his gutturals at an earlier date than the northern Teuton did; and this fact is recorded in the ending *gh*, which was no doubt sounded in the throat—borough—up to a comparatively late date in Scotland.

I was travelling in Staffordshire the other day. The name *Stafford* has probably a meaning, but it does not present itself at once to the reader. The train ran along a clear shallow stream, which flowed through green meadows,—a stream called the *Sow* (a name probably the same as that of the *Sava*, which runs into the Danube), and the train came to a station on the river, called *Stamford*. Here there was a set of stones, placed at regular distances for crossing the river. The next station was *Stafford*,—the ford where there were no stones, but a *staff* was required for crossing.

There is a little country in the north of Europe—much cut down of late years by the growing encroachment of Germany—which we call *Denmark*. This name looks as final and as meaningless as any ordinary surname we happen to know. But the word *mark* is the name for the germ—the family unit—of Teutonic civilization; and, if we were to

follow out its history in Germany and in this country, we should be able to read in it the origin and the rise of local freedom and of municipal liberties. Denmark is the *mark* or *march land*, or district of the Danes, as Brandenmark is the mark of the Brandenburghers, and Finmark of the Finns. We have the same word softened in *Mercia*, the land which marched with all the other kingdoms of Saxon England, and in *Mureia*, the march-land between the Moorish kingdom of Granada and the other kingdoms of Christian Spain.

These are but a few stray instances of the light that may be thrown upon geographical names by a very slight examination and a little inquiry.

(To be Continued.)

LOUD AND MUCH TALKING.

One of the faults into which teachers sometime unconsciously fall, is that of loud and much talking in the school room. It is a curious fact that loud talking and much talking seem to go together. A teacher who talks loud is apt also to talk much, while the teacher whose tone of voice is subdued but firm, uses few words.

The tone of the teacher's voice, and the number of his words, has much to do with his influence in the school-room. A habitual loud and sharp or boisterous tone, indicates shallowness, if not self conceit. It often creates an unfavorable impression on the minds of pupils before they are fairly conscious of a real dislike to the teacher. Words in a school room are like monetary currency in places of trade; a given amount is necessary for the transaction of business. All over and above that necessary amount is not only useless, but injurious to the operations of trade and industry. It also depreciates its value as it increases in volume. The more a currency is inflated the less any given piece of it is worth. In like manner a certain amount of voice and verbiage must be employed by a teacher in a school-room, in order that the work of the room may proceed properly, under his guidance and control. But all he emits over and above that is not only useless but injurious. A noisy teacher is sure to have a noisy school, a noisy school is less favorable for the progress of pupils than a quiet one. It is also less easily governed. And the noisy teacher has usually so weakened his influence that, even were the school not somewhat demoralized, he could not so easily govern it as a more quiet teacher could. The Good Book somewhere says, "In quietness and in confidence shall be your strength." This is often true of teachers. Some very ordinary persons display great strength as teachers, when close observation will reveal the fact that their strength lies largely in their quietness and air of modest confidence in themselves. Even the ass arrayed in lion's skin passed for a lion—till he roared. Oftentimes it is the roar alone which determines whether the teacher is a lion or an ass. It may be remarked in passing that a lion rarely roars; still more rarely does a first-class teacher roar in his school-room. He moves about with soft feline tread and watchful eye. His words are few and quietly spoken, but full of significance. Every word has a moral force not alone in its meaning but in the tone and manner in which it is uttered. He never threatens; he rarely rebukes or reproves or says anything relative to government; he does not say much even about the work going on; he spends few words about the lesson to a class—fewer still to pupils on their seats. But yet he maintains better government, secures better order, gets out of his pupils more and better work, in short teaches a better school than any noisy teacher in the country.

The moral of this story is, that a teacher's voice should be loud enough to be easily heard by the pupil addressed in any part of the school-room, but never louder, never sharp or boisterous. His words should be few and well chosen. They should be numerous enough to say in brief and concise form the things necessary to be said, and no more.—*J. H. Lee, in Western School Journal.*

INDUSTRIAL EDUCATION.

There is a new kind of school and there are new lessons and new teachers coming. Books we must have. To learn, we must read. But we may read all about boats, and yet we can never learn to sail a boat till we take the tiller in hand and trim the sail before the breeze. The book will help wonderfully in telling us the names of things in the boat and, if we have read about sailing, we shall the more quickly learn to sail; but we certainly never shall learn till we are in a real boat. We can read in a book how to turn a heel in knitting, and may commit to memory whole rules about "throwing off two and purl four," and all the rest; yet where is the girl who can learn to knit without having the needles in her hands?

This then is the idea of the new school—to use the hands as well as the eyes. Boys and girls who go to the ordinary schools, where only books are used, will graduate knowing a great deal; but a boy who goes to one of these new schools, where, besides the books, there are pencils and tools, work-benches as well as writing-books, will know more. The other boys and girls may forget more than half they read, but he will remember everything he learned at the drawing-table or at the work-bench, as long as he lives. He will also remember more of that which he reads because his work with his hands helps him to understand what he reads.

I remember long ago a tear-stained book of tables of weights and measures, and a teacher's impatience with a stupid child who could not master the "tables." And I have seen a school where the tables were written on a blackboard—thus: "two pints are equal to one quart," and so on. In the school-room was a tin pint measure and a tin quart measure, and a box of dry sand. Every happy youngster had a chance to fill that pint with sand and pour the sand in the quart measure. Two pints filled it. He knew it. Did he not see it, did not every boy try it? Ah! Now they knew what it meant. It was as plain as day that two pints of sand were equal to one quart of sand; and with merry smiles those six-year-old philosophers learned the tables of measures; and they will never forget them. This is, in brief, what is meant by industrial education. To learn by using the hands,—to study from things as well as from books. This is the new school, these are the new lessons. The children who can sew, or design, or draw, or carve wood, or do joinery work, or cast metals, or work in clay or brass, are the best educated children, because they use their hands as well as their eyes and their brains.

You may say that in such schools all the boys will become mechanics, and all the girls become dress-makers. Some may, many will not; and yet whatever they do, be it preaching, keeping a store, or singing in concerts, they will do their work better than those who only read in books. —From "The Children's Exhibition," by Charles Barnard, in *St. Nicholas* for October.

TEACHERS' BOOKS OF REFERENCE

- The following books of reference for teachers may be had of J. & A. McMillan, of this City.
- LECTURES ON TEACHING. Delivered in the University of Cambridge, by J. G. Fitch, M. A. \$1.00.
- LESSONS ON OBJECTS. Graded Series. By E. A. Sheldon. \$1.75.
- LIPPINCOTT'S COMPLETE PRONOUNCING GAZETTEER AND PRONOUNCING DICTIONARY OF THE WORLD. \$12.00.
- A MANUAL OF ELEMENTARY INSTRUCTION. By E. A. Sheldon. \$1.75.
- THESAURUS OF ENGLISH WORDS AND PHRASES. By Peter Mark Roget, M. D., F. R. S. \$2.00.
- THE HISTORY OF PEDAGOGY. By Gabriel Compayre. Translated by W. H. Payne, M. A. \$1.75.
- LECTURES ON THE SCIENCE AND ART OF EDUCATION. WITH THE LECTURES AND ESSAYS. By Joseph Payne. \$2.00.
- THE HISTORY OF ACADIA. From its first discovery to its surrender to England. By James Hannay. \$1.50.
- LIPPINCOTT'S BIOGRAPHICAL DICTIONARY. \$13.00.
- INSTRUCTIONS FOR THE DETERMINATION OF ROCK FORMING MINERALS. By Dr. Eugene Hussak, \$3.25.
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