



# THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

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## New Brunswick Journal of Education.

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

We recommend to teachers of primary schools  
the suggestive article in another column on the  
first year's work for children.

We thank our subscribers for the prompt man-  
ner in which our request of last issue has been  
met. Will those who have not yet responded do  
so immediately, as dunning is a disagreeable duty  
for which we have neither time nor inclination

We direct the attention of our readers to the  
advertisement in another column of Webster's  
Dictionary. This great work should be in the  
hands of all our teachers. In the next issue we  
shall refer more fully to its many excellent features.

By displacing two lines in the "make-up" of the  
last JOURNAL, the name of a correspondent, Mason  
R. Benn, was attached to the wrong article. The  
paper by Mr. Benn was "Educational results from  
"struction," and the selection—"Culture of the  
Imagination"—should have been credited to Prof.  
J. S. Blackie.

The National Educational Association of the  
United States will hold its next meeting at Chicago,  
July 12-16. Topics will be presented and  
discussed by the foremost educators of the country.  
In addition to these and the exhibition of educa-  
tional work and appliances, excursions at low  
rates are arranged for different points to the north,  
west and south, including Alaska and Mexico.

In a contemporary we notice the names of twenty-  
five books, recommended to young teachers to  
read—all of them professional works. Of course  
it is not to be supposed that the editor expects the  
whole twenty-five to be read in detail, line upon  
line, precept upon precept. But the mere fact  
that in a list prescribed for teachers every book is  
professional, is sufficient to show the absurdity and  
utter worthlessness of such a recommendation.  
One sound professional work should be read by  
teachers, perhaps a second or even a third at dif-  
ferent stages in their professional life for the pur-  
pose mainly of seeing how far practice accords  
with theory. The pedagogogue or educational crank  
may scorn such a meagre professional bill of fare,  
but the practical teacher will rely much on his  
own earnestness and common sense, and wisely  
limit his professional reading to a little at a time,  
and bring his few pages of theory to the frequent  
test of practical experience and common sense.

## JUBILEE ENDOWMENTS.

The friends of education have much reason for  
rejoicing in the fact that a large number of the  
memorials which are to render Her Majesty's  
Jubilee memorable will take an educational form.  
Technical schools, colleges, and endowments of  
professorships will be, in many cases, the visible  
signs by which contemporary English loyalty will  
be evidenced to unborn generations.—*Educational  
Times.*

How many "unborn generations" will rise up and  
call blessed the givers in 1887? There are several  
ways in which endowments might be fittingly  
made in this jubilee year in New Brunswick.  
First, the establishment of a technical school or  
college, by which students would receive training  
in industrial pursuits without going abroad for it,  
second, the endowment of an agricultural col-  
lege, either by itself or in connection with our  
agricultural farm, where the young men of this  
Province would receive scientific and practical in-  
struction in our most important industry; third, the  
foundation of additional chairs in the institutions of  
learning at Fredericton or Sackville. What an in-  
centive would any one or all of these give to edu-  
cation in this Province! Let us hope that some  
wealthy men among us may rear for themselves  
such enduring monuments as will lead posterity to  
revere their names.

THE annual report of Mr. Draper, Superin-  
tendent of Public Instruction for the state of New  
York, is interesting and instructive to the friends  
of education generally. In reference to the law  
compelling attendance at school, Mr. Draper finds  
that it is ineffectual, and in its present form can  
not be made to operate successfully. School  
trustees serving without compensation object to  
the duties of apprehending delinquent parents and  
children; moreover, the school accommodations  
are taxed to the utmost, and any effectual execu-  
tion of the law would at once create the necessity  
for additional school buildings in nearly every city  
of the state.

The Normal School work of the state is regard-  
ed as inadequate, for as now operated these schools  
do not fill one in ten of the vacancies in the ranks  
of the thirty thousand common school teachers of  
the state. The superintendent urges that the  
nine Normal Schools might accomplish larger re-  
sults if they would spend less time in foundation  
work and confine themselves more to special train-  
ing and practice.

In his report, Mr. Draper puts some apt and  
living questions which are of interest to educators  
the world over; and to answer them intelligently  
he recommends that a council of eminent and  
practical men be summoned. In New Jersey  
the first move has been made toward this end  
by the proposed organization of a state council  
(unofficial) to make recommendations and sugges-  
tions to the powers that be. Mr. Draper inquires:

"Is our education as practical as it might be?  
Do we reach all the children we ought? In our  
order over the high schools, which nine-tenths of  
our children never reach, have we not neglected  
the low schools? Is there not too much French,  
and German, and Latin, and Greek, and too little  
spelling and writing, and mental arithmetic, and  
English grammar being taught? Have we been as  
ambitious of progress in the lower grades as in the  
advanced? Are not our courses of study too com-

plex? Are we not undertaking to do more than  
we are doing well? Is not the examination busi-  
ness being overdone? Are we not cramming with  
facts, which will soon be forgotten, in order to  
pass examinations, rather than instilling principles  
which will endure? Is not our education running  
on the line of intellectuality alone? Are we edu-  
cating the whole man? Are we not giving up  
moral training more than we ought, because of  
the danger of trenching on secularism? Is there  
no way of adhering to the one, and avoiding the  
other? Are we doing what we might in the way  
of physical culture? Ought not the State to do  
something at least to encourage industrial schools?  
Would we not secure better schools in the country  
if the township was the unit of government rather  
than the present school district? Does not the  
present arrangement help the well-to-do and leave  
the poor to get along as best they may? Should  
not the law which fixes the school term, one year  
as the limit of school age be changed to six and  
sixteen years? Is it not time to forbid the diversion  
of library moneys from their legitimate uses, or to  
provide that they may be expended for school  
apparatus instead of teachers' wages? Is our sys-  
tem of apportioning public moneys the wisest and  
the best? Is there no way of specially aiding the  
small, remote, and poor districts? Do our different  
classes of educational work supplement each other  
and fit together so as to make a symmetrical and  
complete system, and do they co-operate as they  
might and ought?"

## SUPPORT OUR JOURNALS.

The different branches of the Christian Church,  
all the profession, and all important guilds and  
societies, have their organs, in which matters pec-  
uliar to these bodies are discussed, and through  
which members speak to the public and to each  
other. These journals must necessarily look for  
support to those whose views they represent, and  
whose interests they aim to serve. Each is limited  
to its own constituency, and it is the duty of the  
members of that constituency to support its partic-  
ular journal. Medical journals rely upon medical  
men for their support, law journals upon lawyers,  
and school journals must be supported by teachers  
or cease to exist. This support should not be  
regarded as condescending patronage, but rather  
as a professional duty, and should be freely given.  
This duty becomes the more apparent to every  
teacher when we consider that the constituency  
from which the school journals must derive their  
support is a comparatively small one. We live in  
an age of strong mental activity, and the teacher  
must constantly bring his mind in contact with  
the best and freshest professional thoughts of the  
day. If he would rise he must read; stagnation  
can be avoided only by mental growth. Our  
school journals furnish the requisite food for pro-  
fessional development. The teacher who is not a  
constant reader soon ceases to grow, and goes to  
seed. He ceases to be an educator, and becomes  
a fungus on the walls of our educational Zion. Our  
school journals not only bring the teacher in con-  
tact with the best thoughts of others, but they  
serve as his natural allies. They aim to lighten  
his burdens, to defend his rights, to redress his  
wrongs, and to broaden and to liberalize public  
opinion in the general interest of education.  
Their aims and his are one; their interests are  
identical. Some American publishers are making  
vigorous efforts to supply our Canadian teachers  
with periodicals. No one will deny them this  
right, but our own papers have priority of claim  
upon us. They are ours, and can live only by our  
support. While we would be generous to others,  
let us first be just to ourselves.—*Isaacson, in  
Canadian School Journal.*

For the JOURNAL OF EDUCATION.]

**SUPERANNUATION.**

Although this subject has not been debated before the various Institutes, still I think a few remarks on it will not be out of place. What superannuation means everyone knows. In the civil service of Canada it has been abused by both political parties. There are to-day men on superannuation allowance who are hale and hearty—men who physically and mentally are capable of performing the duties of the office which they were compelled to leave.

I am opposed to the system in any occupation or profession. \* \* \* Who are the men who have produced wealth in the country? Are they not the ones that earn their bread by the sweat of their brow? Do not our farmers, our mechanics, our working men, have the first claim to a superannuation allowance, if we consider the question fairly? We never hear of superannuation for them. Many persons never think about our steady laborers. But let them cease producing and they will see who are the backbone of the country. "Honest labor wears a lovely face." If we must have superannuation let us give it where most deserved.

If it be a good thing let it be general. What, then, will be the state of affairs. By it no more wealth will be produced in the country, perhaps less, as the money in the hands of some, the workmen, would probably bring a better return than an ordinary investment. By it, then, the country is not benefited. In fact no benefit will accrue to any one except the improvident, the careless, the lazy man, who is hoping for the day to come when he will receive his allowance.

If strikes be a good thing let them be general. All will get more wages, but we will not be any better off. Why? Because we must pay more for the articles we buy as the cost of production is increased by the increase in wages.

Every man ought to be able to save something be it ever so little. Many when they look forward to the time when the superannuation fund will be available will forget this. They know that a certain sum will be theirs and they take the world easy. They live from hand to mouth, as it were. They forget that they will be old, that a time will come when they cannot work. Ant-like they should lay in a store for winter.

Is there a teacher, male or female, that cannot lay by fifty dollars a year? At your present style of living you may not be able to do so, but if you curtail a few unnecessary expenses, in nine cases out of ten you will succeed. Can you picture a more pitiable sight than that of a man who goes on from year to year spending all he makes and sometimes more?

Each person must pay a certain amount to raise the fund, hence to the majority who save a little year by year it will be of no benefit whatever. Part of their saving must go into the fund. It is true that they will get a return, but at the most each one cannot get more than he paid in, with perhaps a very slight interest, as there must be some expenses. Therefore getting no more than I would have saved in the shape of principal and losing some in expenses, I, the saving one, am not so well off.

Perhaps you will say that each one will get more than he paid in. How can he? Each one pays in; each one will draw on the fund; where, then, is the extra amount to come from? Some may die off without drawing therefrom. Is it fair to compel a man to pay money and then in case of his death to pay nothing to his family? It is, then, only a benefit to a few who are not worthy of it. If our spiritual welfare is in our own hands, was it ever intended that our temporal welfare should be partly in the hands of others?

How many of our teachers make teaching a life

work? The majority of them are represented by the fair sex, who generally leave it for the field of matrimony. Is it just to compel these to pay a sum of money from which they can reap no benefit? Is it advisable to put a premium on improvidence and carelessness? Are we not possessed of sufficient manhood to scorn leaning on any one? Who does not believe in independence? *Ex nihilo nihil fit.*  
J. W. H.

**THE BULRUSH CATERPILLAR.**

Among the most curious productions of New Zealand is the singular plant (called by the natives *Achelo*), the *Spharia Robertia*, or bulrush caterpillar. If nature ever takes revenge, one might imagine this to be a case of retaliation. Caterpillars live upon plants, devouring not only leaves, but bark, fruit, pith, root, and seeds; in short every form of vegetable life is drawn upon by these voracious robbers. And here comes a little seed that seem to say, "Turn about is fair play," and lodges on the wrinkled neck of the caterpillar, just at the time when he, satisfied with his thefts in the vegetable kingdom, goes out of sight, to change into a chrysalis and sleep his way into a new dress and a new life. A vain hope. The seed has the situation. It sends forth its tiny green stem, draws its life from the helpless caterpillar, and not only sends up its little shoot with the bulrush-stem capped with a tiny cat-tail, but fills with its root the entire body of its victim, changing it into a white pith-like vegetable substance. This, however, preserves the exact shape of the caterpillar. It is nut-like in substance, and is eaten by the natives with great relish.—*Juba P. Ballard, in March St. Nicholas.*

**ABOUT PRONUNCIATION.**—A correspondent of the *New York Times* has some interesting reflections on pronunciation as authorized by Webster's dictionary. He is astonished, as many others have been, to find that squalor is not pronounced "squallor," but as though it were spelled *squaylor*. He was surprised recently by being corrected by the principal of a high school, when he spoke of Motley's Rise of the Dutch Republic. Mr. Drysdale maintained that the first word should be pronounced as written, the noun the same as the verb; but on referring to the authority mentioned, he had to admit that it is pronounced *rice*.

The editor of the *Advance* says that some time ago, when sitting in a barber shop in this city the attendant made the remark that it was very warm, and that he *transpired* very freely. When I looked at him in a curious sort of way he offered to bet me \$10 that that was the proper word to use, that there is as good authority for using it in that sense as for the word *perspire*. I never bet, but if I had been a betting man I would have staked any amount that he was wrong. But I found he was right, as any one will who will consult Webster's dictionary. We frequently meet with the expression *reurred*. There is no such verb in the language, and never was; but it has passed into vogue and probably will soon be recognized as good usage.

The Acadians of the Maritime Provinces number 108,603. They are an intelligent and frugal body of people, and their public men are well educated in both languages.

Lectures upon teaching, talks upon methods, etc., may greatly aid in securing their object, but it is practice only, under the eye of criticism, that will make successful oral teaching.

We learn that it is the purpose of the authorities of Acadia College to, shortly, build a large edifice on the grounds for boarding and accommodation for the pupils, the number having so increased that the present houses for the purpose are getting crowded. It is thought the building will cost \$3000.—*Kenilbe New Star.*

Selected for the JOURNAL by "E".]

**SHAKSPERE'S HENRY V.**

King Henry the Fifth is manifestly Shakspeare's favorite hero in English history. He paints him as endowed with every chivalrous and kingly virtue; open, sincere, affable, yet as a sort of reminiscence of his youth, still disposed to innocent raillery, in the intervals between his perilous but glorious achievements.

Before the battle of Agincourt, the poet paints in the most lively colors the light-minded impatience of the French leaders for the moment of battle, which to them seemed infallibly the moment of victory; on the other hand he paints the uneasiness of the English King and his army in their desperate situation, coupled with their firm determination, if they must fall at least to fall with honor.

He applies this as a general contrast between the French and English national characters; a contrast which betrays a partiality for his own nation, certainly excusable in a poet, especially when he is backed with such a glorious document as that of the memorable battle in question. He has surrounded the general events of the war with a fulness of individual, characteristic, and even sometimes comic features. A heavy Scotchman, a hot Irishman, a well-meaning, honorable but pedantic Welshman, all speaking in their peculiar dialects, are introduced to show us that the warlike genius of Henry did not merely carry the English along with him, but also the other natives of the two islands who were either not yet fully united or in no degree subject to him. Several good-for-nothing associates of Falstaff among the dregs of the army either afford an opportunity for proving Henry's strictness of discipline, or are sent home in disgrace. But all this variety still seemed to the poet insufficient to animate a play of which the subject was a conquest and nothing but a conquest. He has, therefore, tacked a prologue or chorus to the beginning of each act. These prologues, which unite epic pomp and solemnity with lyrical sublimity, and among which the description of the two camps before the battle of Agincourt forms a most admirable night-piece, are intended to keep the spectators constantly in mind that the peculiar grandeur of the notions described cannot be developed on a narrow stage, and that they must therefore supply from their own imaginations the deficiency of the representation. Shakspeare, in celebrating this victory, gives also a hint of the secret springs of this undertaking. Henry was in want of foreign war to secure himself on the throne; the clergy also wished to keep him employed abroad, and made an offer of rich contributions to prevent the passing of a law which would have deprived them of half their revenues. The learned bishops, consequently, are as ready to prove to him his indisputable right to the crown of France, as he is to allow his conscience to be tranquillized by them. After his renowned battles Henry wished to secure his conquests by marriage with a French princess; all that has reference to this is intended for irony in the play. The fruit of this union, from which two nations promised themselves so much happiness in the future, was the weak and feeble Henry VI., under whom everything was so miserably lost. It must not therefore be imagined that it was without the knowledge and will of the poet that a heroic drama turns out a comedy in his hands, and ends in the manner of a comedy with a marriage of convenience.—*Schlegel.*

An attempt to infuse new vigor into the degenerating potato by crossing the cultivated varieties with the wild plant, has been for two or three seasons in progress at Reading, England; and has proved very successful thus far. The hybrid plants produce a good yield of tubers of excellent form and quality.

Selected from "Common Objects in the Country."]  
**A SHORT ESSAY ON LEGS.**

BY REV. J. G. WOOD.

As, in common with many other animals, mankind is furnished with legs and the power to move them, it is universally acknowledged that those limbs ought to be put to their proper use. But while men agree respecting the importance of the members alluded to, they differ greatly in the mode of employing them.

To the tailor, for example, legs are chiefly valuable as cushions, whereon to lay his cloth. For the jockey, the same members form a bifurcated or pronged apparatus, by the help of which he sticks on a horse. The legs of the acrobat are mostly employed to show the extent of ill-treatment to which the hip joint can be subjected without suffering permanent dislocation. The dancer values his leg solely on account of the "light fantastic toe" which it carries at its extremity. The turner sees that two legs are absolutely necessary to mankind—i. e., one to stand upon, and the other to make a wheel run round. The surgeon views legs on other people as objects affording facilities for amputation. The boxer professionally regards his legs as "pins," upon which the striking apparatus is kept off the ground. The soldier's opinion of his legs is modified according to the temperament of the individual and the position of the enemy. Some people employ their legs in continually mounting the same stairs, and never getting any higher; while others use those limbs in continually pacing the same path, and never going any farther.

And of all these modes of employing the legs, the last, which is called "taking a walk," is the drier and least excusable. For, in the preceding cases, the owners of the legs gain their living, or at all events their life, by such employment of those members; and in the case of the interminable stairs the individual is not acting by his own free will. But it does seem wonderful, that a being possessed of intellectual powers should fancy himself to be the possessor of a right leg and a left one, merely that the right should mechanically pass the left so many thousand times daily, and in its turn be passed by the left; while the sentient being above was occupied in exactly the same manner as if both legs were at rest, snugly tucked under the table. Sad to relate, such is the general method of taking recreation.

A man who has been over-taxing his brain all the early part of the day, rises corporeally from his work at a certain time, places his hat above his brain, buttons his coat underneath it, and sallies forth to take a walk. Whatever subject he may be working upon he takes with him, and on that subject he concentrates his attention. Supposing him to be a mathematician, and that the prevalent idea in his mind is to prove that

$$\Delta ABC = (\Delta DEF + \Delta GHI).$$

He takes one final look at his Euclid while drawing on his gloves, and sets off with ABC before his eyes. As he walks along he sees nothing but ABC, hears nothing but DEF, feels nothing but GHI, and thinks of nothing but the connection of all three.

An hour has passed away, and he re-enters his room without any very definite recollection of the manner in which he got there. He has mechanically paced to a certain point, mechanically stopped and turned round, mechanically retraced his steps, and mechanically come back again. He has not the least recollection of anything that happened during his walk; he doesn't know whether the sky was blue or cloudy, whether there was any wind, nor would he venture to say decidedly whether it was night or day. He does recollect seeing a tree on a hill and a spire in a valley, because, together with himself, they formed an angle that illustrated the proportions of the triangle ABC; but whether the tree had leaves on it or not he could not tell. But he is happy in the consciousness of having performed his duty—he has taken a walk; he has been for a "constitutional."

Oh! deluded and misguided individual! The walking powers are meant to carry yourself—not only your corporeal body—into other scenes, to give a fresh current to your thoughts, and to give your brain an airing as well as your nose. The mind requires variety in its food as does the body; and to obtain that change of nutriment is the proper object of taking a walk. That a rational being can condemn himself to walk three miles a day along a turnpike road, and three miles back

again, at one uniform pace, his eyes directed straight ahead, and his thoughts at home with his book, seems incredible to ordinary personages.

The real use of taking a walk is to get away from one's self, and to change the current of the thoughts for a while by changing the locality of the individual.

**FAITH-HEALING.**

The Century for March has two articles on faith-cure—one pro, the other con. From the latter, by the Rev. Dr. Buckley, we quote as follows: "Families have been broken up by the doctrine taught in some of the leading faith-homes that friends who do not believe this truth are to be separated from because of the weakening effect of their disbelief upon faith, and a most heartrending letter has reached me from a gentleman whose mother and sister are now residing in a faith-institution not far from this city, refusing all intercourse with their friends, and neglecting the most obvious duties of life.

"Certain advocates of faith-healing and faith-homes have influenced women to leave their husbands and parents and reside in the homes, and have persuaded them to give thousands of dollars for their purposes, on the ground that 'the Lord had need of the money.'

"This system is connected with every other superstition. The Bible is used as a book of magic. Many open it at random, expecting to be guided by the first passage that they see, as Peter was told to open the mouth of the first fish that came up and he would find in it a piece of money. A missionary of high standing with whom I am acquainted was cured of this form of superstition by consulting the Bible on an important matter of Christian duty, and the passage that met his gaze was, 'Hell from beneath is moved to meet thee at thy coming.' Paganism can produce nothing more superstitious than this, though many other Christians instead of 'Searching the Scriptures,' still try to use the Bible as a divine rod.

"It feeds upon impressions, makes great use of dreams and signs and statements foreign to truth and pernicious in their influence. A young lady long ill was visited by a minister who prayed with her, and in great joy arose from his knees and said, 'Jennie, you are sure to recover.Dismiss all fear. The Lord has revealed it to me.' Soon after, physicians in consultation decided that she had cancer of the stomach, of which she subsequently died. The person who had received the impression that she would recover, when met by the pastor of the family, said, 'Jennie will certainly get well. The Lord will raise her up. He has revealed it to me.' 'Well,' said the minister, 'she has got the nervous disease she had some years ago. The physicians have decided that she has cancer of the stomach.' 'O, well,' was the reply, 'if that is the case she is sure to die.'

"A family living in the city of St. Louis had a daughter who was very ill. The members of this family were well acquainted with one of the leading advocates of faith-healing in the East, who made her case a subject of prayer, and wrote her a letter declaring that she would certainly be cured, and the Lord had revealed it to him. The letter arrived at St. Louis one day after her death.

"These are cases taken not from the operation of recognized fanatics, but from those of leading lights in this ignis fatuus movement.

"It is a means of obtaining money under false pretences. Some who promulgate these views are honest, but underneath their proceedings runs a subtle sophistry. They establish institutions which they call faith-homes, declaring that they are supported entirely by faith, and that they use no means to make their work known or to persuade persons to contribute. Meanwhile they advertise their work and institutions in every possible way,

publishing reports in which, though in many instances wanting in business accuracy, they exhibit the most cunning wisdom of the children of the world.

"The horrible mixture of superstition and blasphemy to which these views frequently lead is not known to all persons. I quote from a paper published in Newark, N. J., in the interest of faith-healing:

"DEATH—Three of the richest men in Ocean Park, N. J., have died. Faith-healing has been taught in the place, but was rejected by them, so death came."

"CHARLESTON, S. C.—A few years ago the Holy Ghost sent me to preach in that city. But they rejected the Gospel and me. A wicked man shot at me and tried to kill me, but God saved me, so that I was not harmed. . . . But I had to leave Charleston and do as the great Head of the Church said: . . . 'when ye depart out of that house or city, shake off the dust from your foot.' Earthquake, September 1, 1886, one half the city in ruins. It has a population of about fifty thousand people. Ye wicked cities in the world, take warning! God lives!"

**TOPICS OF INTEREST.**

Do not be satisfied with one correction of an error.

Study to acquire the art of aptly illustrating a difficult subject.

The Queen's authority has been extended over Eastern Zululand by the assent of the Zulus.

Jay Gould drops a bit of wisdom in saying that "men appreciate their own earnings more than a gift."

What is the difference between the North and South Pole? Why, a world of difference, to be sure.

The familiar word "dun," which so many people have tried to trace to French or Saxon roots, took its rise from a famous English bailiff, named Joe Dunn, in the time of King Henry VIII., who plied his hard trade of collecting doubtful debts with remarkable success. As a last resort, creditors would threaten to put Dunn on their debtors. Hence the phrase of "Dunning," which has continued to this day.

**QUESTION DEPARTMENT.**

Question 215, Lesson XI, of Hotze's Physics is as follows: "Explain the action of the 'Thief.'"  
 What is the "Thief" here referred to, and explain its action? O. E. B.

Try the experiment on your neighbor's oil barrel with his knowledge, but without his consent, and you will have a practical demonstration of its truth—as well as learn the relevance of the term and an explanation of its action. M.

In answer to "H. W. R." we may state that the Board of Education has not prescribed any new text-books recently.

"T."—The Aryan Race comprehends the Teutonic, Celtic, Greek, Latin, Slavonic, Persian and Indian (Hindostani) nations. There is no distinctive Aryan race now in existence, but all the races named above are descended from one great ancestor—the Aryan nation, which occupied the great tablelands of Western Asia 3,000 or 4,000 years ago. Successive migrations of this great family to Europe were made, so that the nations of Europe to-day, and the colonies planted by these nations are of Aryan descent. Read the instructive article which recently appeared in the JOURNAL from the pen of Dr. Hutchison on the origin of the English language. It is called the "race of progress," because the history of the race has been the history of civilization and progress. The English, French, German and Russian nations of to-day are the offshoots of this great family, and the growth of these and other great nations of Aryan origin has been and is constantly progressive.

## CHILDREN'S FIRST YEAR'S WORK.

Imagine before us a class of little people just on turning upon a new experience,—their first year of school. The first day finds before us a class of twenty new pupils, all on the alert to see every movement of teacher and pupils. Now what shall we do? The first thing after forming our class is to get acquainted with the children, and we know of no better way to accomplish this than to hold a little "accessible"; talk frolic with the children, and get them to do the same with you. Have the children feel at once that this is home to them.

Right here is also a good chance to introduce your name, if you do not want to be called "teacher" during your stay with them. We make this emphatic, for we find this error so prevalent in many of our schools. At the beginning of the year, while talking with our class, we ask how many knew our name. A number of hands raised. We called on several to tell us. The majority thought it *Teacher*; some did not know. Perseverance obviated this difficulty, and "teacher" has become almost unknown in our school room.

One recitation hour has closed. We send the class to their seats, giving them some busy work which we have previously prepared. In the afternoon we have another social talk in the form of language-work; for example, "Nonie, what did you see on your way to school?" What a benefit to us, as teachers, if we could all feel as Supt. Raab once said, that education means "to lose time, not to gain it."

A day of new experience passed. The little ones, upon reaching home, are interrogated as to how much they have learned to read and write. Because of the fact that the children can do neither, we are set down in the minds of a few as not being competent to fill our place. However, we are not discouraged, for something has been gained for us that is worth more than the reading and writing. We will thus plod on, keeping in mind the thought that "true growth is slow growth."

The second day finds us entering more upon the realities of the school room. We must start with a foundation well grounded. Let us note a few points in this foundation. First, we must gain attention, second, do something, third, have class tell what was done; fourth, have class do the same, fifth, give name to what was done, sixth, class repeat name; seventh, practice and corrections.

The first recitation hour finds each member of the class supplied with a primer which the thoughtful parents have provided. Must we use these books? We say no. A book is not the first thing to be put into the child's hands. What the children need is a preparatory drill which will teach them to see, to hear, and to speak properly.

We must be supplied with numerous objects and pictures to correspond, so as to teach the children to distinguish between object and picture. After presenting the written word, a good deal of time must be spent in the study of it, as to the number of letters composing it, and the sounds of the letters. Action-words, corresponding to the name words, should be given very soon. The slates should be ruled immediately, and words written on the board should be ruled likewise corresponding to those on the slates.

After a fair list of names and action-words can be recognized quickly, we would present the chart. The first half of the year should find the children started in the first reader, and by the close of the year it should be nearly completed, if not quite. They should not only be able to read in the reader, but should be able to do some sight-reading from other first readers and from little papers, such as "Valo's Easy Lines." It must be understood that the children can now write anything they can read. No much stress cannot be put upon the use of capitals and punctuation marks. The singular and

plural forms of nouns, and the apostrophe, should have a due amount of attention.

For language-lessons, objects with which children are already familiar furnish abundant materials. Provide objects which will excite the interest of the class. Keep the object from sight until time to use it. Two or three talks on familiar objects may be followed by picture lessons on domestic animals, or a lesson or two on sounds made by different animals. We have found lessons in color, on the human body, and also on leaves of different trees, to be very interesting.

In number-work great caution is needed not to advance too rapidly. For the first three or four months deal entirely with number until the children are thoroughly immersed in it. If this work is well done, the introduction of figures will be much more rapid. In introducing figures, insist, as far as you can, upon the making of good ones.

If we are able to teach all about number and figure through ten, we think we have accomplished a good year's work. A vast amount of practice is needed to secure correct and rapid work.

It is difficult to conceive of any human occupation in which a knowledge of drawing would not be beneficial. As a study it disciplines the mind; it leads the children to observe objects more closely, as to their size and shape; it also creates a love for the beautiful.

A love for drawing is a marked characteristic of almost every child. How often we see children spending their time with slate and pencil, and taking great delight in their rude pictures. While this is true, ought it not to be an incentive for the teacher to try to develop in her pupils a love for something better?

Should drawing be taught in the first year's work? Without doubt it should. Just how far this subject can be carried depends largely on the size of the school and the facilities for work. The children should be taught, at least, in form, such as the making of pictures from bits of coloured cardboard or coloured sticks. Clay-moulding is one of the most excellent means by which the idea of form can be developed in the child.

The children should be taught to use pencil and crayon readily. In all cases where pictures occur the children should be encouraged to try to draw from them. To quite an extent drawing from objects can be carried out, also simple dictation exercises.

We have now tried to give a general outline for the first year's work. This cannot be accomplished without great diligence on the part of the teacher. It must be "line upon line, precept upon precept; here a little and there a little."—*Isabella L. Grant, in The American Teacher.*

## PERSONAL.

We regret to learn that Mr. Thos. Hart, teacher, of St. Andrews, is lying seriously ill from inflammation of the brain.

Mr. Edward Cenley died recently at Apohaqui at the age of 32. He was well known as an industrious and energetic teacher.

Prof. C. G. D. Roberts has in press a volume of verse, of which high expectations have been formed by those conversant with the bard's previous poems.—*Sun.*

The once mighty Euphrates seems likely to disappear altogether. For some years past the river banks below Babylon have been giving way, so that the stream spread out into a marsh, until steamers could not pass, and only a narrow channel remained for the native boats. Now this passage is becoming obliterated, and unless matters improve, the towns on the banks will be ruined, and the famous river itself swallowed up by the desert.

## LITERARY NOTES.

St. Nicholas for March is at hand and as usual is filled with admirable articles and illustrations for young people, and interesting as well to their elders. Among many entertaining sketches, forming a list of contents nowhere equalled for excellence and variety, may be found the following: The Boyhood of Thomas Bailey Aldrich, giving a lively sketch of the school days of this distinguished American author; No. 7, sketch of Historic Girls; What a Boy saw in Madeira, is a story of adventure in boys' own style; Among the Gas Wells is further continued and illustrated in an instructive manner; the St. Nicholas Dog Stories, New Leaf from Washington's Boy-life, with many others, combining instruction and amusement. The story of the diligent ichthyosaurus with an accompanying sketch is good:

There once was an Ichthyosaurus,  
Who lived when the earth was all porous,  
But he fainted with shame  
When he first heard his name,  
And departed a long time before us.

THE SWISS CROSS for February (the second number) is at hand. This is the organ of the Agassiz Association, which is destined to have a far wider and more general influence from the circulation of this useful periodical. Apart from its value to the members of the Agassiz Association, it is of great interest to all instructors and students in natural history, the articles being comprehensive and written in a popular and pleasing style. Among the features of interest in the present number are two subjects continued from the last, Early Man in America, and Water Crystals; an interesting and instructive lesson on Rivers and River Valleys; Submerged Trees of Columbia; with various others on useful and entertaining topics. Edited by Harlan H. Ballard, and published by the Science Company, New York.

SCIENCE AND EDUCATION.—This periodical, a special monthly edition of Science, devoted to educational topics, is, or should be, gradually winning its way in favor, both on account of its advanced ideas on education and the thoroughly practical modes in which such subjects are treated. Nor is the magazine confined to the theory and practice of education, but a careful study of its pages shows a broader scope—an intelligent discussion of living subjects practical and scientific in character. To no class are these publications—*Science and Science and Education*—more valuable than the progressive teacher. With the one he is enabled to keep abreast of scientific progress and discovery,—with the other he is brought in contact with practical and progressive education.

THE CENTURY magazine just received is one of the best numbers of the year. Its illustrations are admirable, with a table of contents fully up to what is expected of this great people's periodical.

## PRONUNCIATION.

A writer in the *New England Journal of Education* gives the following directions for teaching pupils pronunciation:—

1. Insist on deliberate enunciation. Even in rapid class-work there can be no need for haste at the expense of correctness. The best work is that which is done with the greatest care and slowly.
2. Do not reserve this work of correct enunciation for the reading lesson. This is too often the case, and as the reading is not often than once a day, and then only for a stated period of time, there is little gained in the way of proper sounding of the commoner words of our language.
3. Have a care for the colloquial words, the words of every-day conversation. The more pretentious words will probably secure for themselves their proper sounding, while the "whites," "ands," terminals in "ing," etc., etc., will pass unnoticed.
4. Cultivate the habit of correct spelling, and take the time to correct all errors as they occur. If a scholar is reciting and pronounces a word incorrectly, immediately sound it and require its correct sound in return. The time it takes to do this is inappreciable, and the gain is much.
5. Have a daily exercise in pronouncing. Place several words on the blackboard each morning, to be looked up by the children and pronounced by them some time during the day.
6. Finally, and above all, be correct yourself. Set an example of deliberateness and plain, clear enunciation of words that shall be worthy of emulation.

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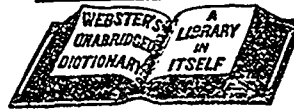
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DANGERS OF ISOLATION.

Teachers are beginning to discover, says the *Schoolmaster*, that it is a great mistake to isolate themselves from other classes of the community, and are taking their fair share in matters affecting the general weal of the commonwealth. Thus we find them on town councils, vestries, and other public bodies, and as privates and officers in rifle and artillery volunteer corps. One of the best known of our number, a former president of the Union, has retired from active service with the rank of major, and on Saturday, December 4th, his comrades marked their sense of the value of his services by presenting him with a handsome tea-service and oaken tray. We cannot too strongly urge on the younger members of our profession the importance of their identifying themselves with the world outside their schools. It is one of the stock arguments against the promotion of teachers to the inspectorate, as also against giving them the same standing as other professional men, that they are so narrow in their views and so little men of the world. Constant intercourse with immature minds has a tendency to make a man take contracted views of life, all the more is it expedient that those who as teachers are constantly dealing with children should take every opportunity of counteracting this tendency, by mixing in any and every legitimate way with men of other callings, and joining in the public movements of their time.

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## PREPARATION OF TOPICS.

What topics in history have you assigned for the next recitation? Perhaps one that was studied carefully some few months or years ago; one that seems perfectly familiar, and as you are about to open the book to-night you begin to reason with yourself in this manner:

I have taught that subject with some considerable success. I can give two or three illustrations from other books, and as there is something else which now claims my attention, for once I shall omit giving any time to special preparation.

You yield to temptation and the book is cast aside to be opened no more until recitation hour arrives. When at last the class is called you find that the topic does not present itself in clear light.

You have often gone over the mere details of the lesson, and, weary with the repetition, you lose that enthusiasm which is so necessary in imparting instruction of any kind.

You are not full of your subject; you lack collateral matter with which to interest and impress the pupils and illustrate the different points as they arise. The recitation has not proved a success and all for the want of a few moments spent in earnest, thoughtful, careful and direct preparation. Education is a matter of life, activity and growth, and the moment you cease advancing you lose the secret of your great power. Carlyle somewhere says, "How shall he give kindling in whose inward man there is no live coal but all is burnt out to a dead grammatical cinder."

The following story may serve to illustrate our point: A gentleman called upon one of the most earnest, consecrated and successful teachers that England has ever produced and found him engaged in reading the pages of a small geography. "Why, I thought that you had taught geography for years," said the visitor, "and that you knew every word in that old book." "All you say is true," responded the teacher, "but I must not stand still. Look at the water of that little stream how pure and fresh and sweet it is as it goes leaping, and bounding, and dashing down the hillside. On the other hand see how murky and impure are the quiet waters accumulated in that marsh. You will admit there is a striking contrast, and I am determined that my pupils shall not drink from a stagnant pool."

Think of this for a moment and whether you teach the first steps or the last steps make it a rule never to go before your class without having given a little time at least to special preparation of the lesson. From what kinds of pools are your pupils drinking!—*Schoolteacher.*

## THE SCHOOL PROGRAMME.

A part of the cast-iron discipline of many a thriving school is the teacher's programme. Sometimes the teacher imposes it upon herself, and sometimes it is imposed upon her, a law as inexorable as those of the Medes and Persians. The question whether the teacher or the programme should have the upper hand remains open, even after we have all agreed that the programme is a good thing. It is a good thing in its way. Like fire, it is a good servant but a bad master. The fifteen minutes a day for this, and the half-hour twice a week for that, sounds business-like, but it is far better in theory than when reduced to stern practice. Teachers differ, and each can accomplish more in less time with her favorite branch of work than with that for which she is less apt. Classes differ and can afford to slight the work in which they excel for that in which they fall below the standard. Accidents occur by which certain exercises, usually the most needful, are omitted from the day's work. A strict adherence to the programme prevents the leveling of these irregularities, and so the programme is pronounced by many a hindrance to good work—a frustration of system by over-system. The programme, to be an efficient helper, must be

carefully planned, and re-planned as often as necessary. Here is one method of constructing a written scheme for daily work:

Take each study separately and map it out in a systematic arrangement of steps, covering the entire work of your grade. This can be done but roughly at a first attempt, especially if the grade is new to you. Sub-divide the steps into portions, each intended to form the subject of a single lesson or exercise.

If your grade includes but three or four lines of tuition, your task will be comparatively light. If it comprises many studies, all the more necessary for this careful pre-grading of each. Add a list of exercises under the head of miscellaneous.

Now copy from your several lists one item from each, upon another list, which is to be your programme. Begin again, taking the studies in the same order as before. Vary this rule in favor of the more difficult branches. For instance, if twice as many lessons are to be given in geography as in composition, take from the longer list twice as often as from the shorter. Copy enough of these items to furnish you with about two weeks' work, and cover as much ground as possible each day. At the end of the two weeks, adjustments can be made in favor of studies that seem to prosper less than others under the programme. This plan is especially recommended for classes to whom but little home work is assigned.—*Teachers' Institute.*

## CONCERNING OUR PUBLIC SCHOOLS.

Are our public schools meeting the demands of humanity?—in other words are they educating the people as they ought to? Far be it from us to intimate that they are failures, but far be it also from us to intimate that they are as great a success as they ought to be. Why?

- a. Because methods of instruction have remained essentially unchanged in them for a generation
- b. Because inexperienced persons are frequently employed to instruct them
- c. Because it is customary in most district schools to change teacher twice a year.
- d. Because text-books are not free.
- e. Because the pay of teachers is insufficient to lead competent persons to make teaching a permanent occupation.
- f. Because there is no unity of purpose in the system.
- g. Because there is no professional compact between teachers.
- h. Because our schools attempt to cover too many subjects.
- i. Because our teachers are so afraid of sectarianism they have almost driven morality out of the schools.
- j. Because memorizing book lore is considered education.

- How can all this be remedied?
- a. By modernizing methods of teaching in all schools, small as well as large.
  - b. By employing competent persons to teach during good behaviour in the same place at living salaries.
  - c. Making text-books free.
  - d. Unifying all our state systems.
  - e. Creating a professional pride and compact.
  - f. Simplifying the courses of study and training the hand and eye, in other words, making schools prepare for the work of the world as it now is.
  - g. Giving opportunity to those who wish to receive special religious instruction from the various religious teachers to attend their classes, but by all means letting our schools teach religious doctrine as the basis of all morality.
  - h. Teaching the people what the education of the whole boy or girl means.—*Teachers' Institute.*

A TEACHER who can hold a class to the point of searching out thought unaided and alone, and afterward succeeds in having them express it in their own language before each other, however imperfectly, is an expert above the need or help of popular favor. Reading thus becomes but a repetition of this assimilated thought in the form of book words, and enjoyed for its own sake without regard to the success of any other pupil. It will be a slow process, at first often discouraging, and requiring all the patience and perseverance of the anxious teacher to "hold on" to the method of training for self-reliant mental growth, with every finger tickling to help the stumbling pupil along. Such teaching is not showy; visitors will never go away and rave over it; the average master will not fear of this teacher and fix his eye on her for the next vacancy, for she is sowing seed that only time can bring to fruition.—*New England Journal of Education.*

Selected for the JOURNAL OF EDUCATION by E.]  
A MEDIEVAL HYMN.

*Dies Ira* is one of the grandest of medieval hymns, and is probably more universally known than any other fragment of medieval literature, owing to its unique merit, and its appeal to the strongest intuitive belief of humanity. These gave it the foremost place among the master-pieces of sacred song in the century of its composition, and have sustained it in that place for 600 years. To the mon of that era the "Dies Ira" derived additional solemnity from the fact of the words of the Vulgate Zeph. 1:14-15. The universal expectation of this day in the popular as well as in the religious mind of the period, emboldened the monk to use a majestic simplicity of speech in setting forth his theme. The metre has been likened, not inaptly, to the blow following blow of the hammer on the anvil.

Day of anger, day of wonder,  
When the world shall roll asunder  
Quenched in fire and smoke and thunder.

O, vast terror, wild, heart-rending,  
Of that hour when earth is ending,  
And her jealous Judge descending;

When the trumpet's voice astoundeth,  
Through earth's sepulchres reboundeth,  
Summons universal soundeth!

Death astounded, Nature shaken,  
See all creatures as they waken,  
To that dire tribunal taken.

Lo! the Judge, when he arraigneth,  
Every hidden thing explaineth,  
Nothing unavenged remaineth.

In that fiery revelation  
Where shall I make supplication,  
When the just hath scarce salvation?

Fount of Love, dread King Supernal,  
Freely giving life eternal,  
Save me from the pains infernal!

This forget not, sweet Life-giver—  
Me Thou camest to deliver:  
Cast me not away for ever!

Seeking me Thy sad life lasted,  
On the Cross death's pains were tasted;  
Let not toll like this be wasted!

God of righteous retribution,  
Grant my sins full absolution,  
Ere the wrath's last execution!

Lo! I stand with face suffused,  
Groaning in my guilt accused,  
Spare my soul with sorrow bruised!

Though my prayers are full of falling,  
Save me of Thy grace availing  
From the pit of endless wailing!

When to penal fire are driven  
Those who would not be forgiven,  
Call me with Thy saints to Heaven.

Kneeling, crushed in heart, before Thee,  
Sad and suppliant, I adore Thee;  
Hear me! save me! I implore Thee!

Attributed to Thomas of Celano, 13th century.

All Christendom was hushed when the notes of this grand hymn were heard. It was a direct address to the Son, earth's "jealous Judge" yet the Saviour, who had tasted death's pangs for sinful men; and the trembling, pleading voice of the solitary singer vibrated through every heart. They were days of much distress and doubt; the terror of death and the judgment to come, for a season taken away, had returned, with the returning bondage to things which perish with the using, giving a sombre tinge to the Christian life, except in a few instances where perfect love, exercised fear—a tinge which deepened into thick darkness before the time when the German Reformation let God's blessed sunlight in upon the human soul.

The rules of procedure, now under consideration in the British House of Commons, confer special powers upon the speaker, enabling him to limit the time for debate. They also provide for the appointment of standing committees, which may relieve Parliament from much of the tedious routine work which now has to be undertaken.

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