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THE NEW BRUNSWICK

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DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. I.

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We publish in another column the Entrance Examination Papers to the Normal School. These, with the results that are published in another column, are suggestive. The fact that more than one-half the applicants for admission failed to pass the examination successfully, without being conditioned, is deserving of attentive regard on the part of instructors. The papers are, perhaps, a little more difficult than those usually placed before the students that enter our Normal School; but when it is remembered that the term is short, so that little or no time can be given to the general subjects of a school curriculum, it will be seen that the attainments of students in these branches, when they enter, should be sufficient to enable them to pass examination for license. The Grammar and Superior Schools, throughout the Province, should be in a position now to give this training, leaving to the Normal School its proper function—the teaching of principles that underlie the science and art of education. Were more expected of our schools, in this respect, we believe it would be a stimulus to teachers and schools to perform successfully the work expected of them. This teaching of professional work, if any results are expected from it, should at least occupy the greater portion of the term. The following, from the pen of Dr. Edward Brooks, although written some years ago, on the work done in the Normal Schools of Pennsylvania, is worthy of our consideration at the present juncture:

"The professional course is regarded as the peculiar and essential feature of the Normal School. It is the central idea of the institution, that around which everything else must revolve and from which it derives form and inspiration. To this course everything else is preparatory and subordinate. Learning to know elsewhere with the incidental observation of distinctive methods, the pupil enters this course to learn to teach. Knowledge acquired elsewhere is brought here and examined, not in the light of the student, but in the light of the teacher. The question is no longer, How shall I acquire? but, How shall I impart? Pupils enter this course to learn the laws and methods of culture and instruction, the relation of the different branches of study to the mind, and the method by which knowledge should be imparted and the mental faculties developed. It is the keystone of the arch which gives power and strength and completeness to the entire work. The professional course of the Normal School includes two distinct departments: the Theory of Teaching and the Practice of Teaching, or, as we may state in more modern phrase, the Science of Teaching and the Art of Teaching. The Science of Teaching, as determined by a correct view of education, embraces three things: 1. A knowledge of the powers of man and how to train them. 2. A knowledge of the branches of study and how to teach them. 3. A knowledge of the methods of organizing and managing a school.

A complete view of the Normal School course in the Science of Teaching is presented in the following outline:

- 1. Methods of Culture. 2. Methods of Instruction. 3. School Economy. 1. Nature of Man. 2. Nature of Culture. 1. Cultivating each Faculty. 1. Nature of Knowledge. 2. Nature of Instruction. 3. Teaching each Branch. 1. School Preparation. 2. School Examination. 3. School Employment. 4. School Government. 5. School Authorities.

This schedule presents an outline of a course of study in the Science of Teaching which occupies a year and a half in our Normal Schools. In my own school the subject of School Economy is taken up the latter half of the junior year, and the other two branches are begun at the beginning of the senior year, one running twenty-six weeks, and the other occupying the entire year; besides this there is instruction in the first half of the junior year, continuing sometimes two and three years. The same is substantially true of all the schools in the state."

WHAT IS A UNIVERSITY?

In a recent address before a Harvard University Society Prof. Daniel C. Gilman, President of the John Hopkins University, endeavored to answer this question, and his remarks are worthy attentive consideration on the part of those engaged in higher education. "Among the brightest signs," he thinks, "of a vigorous university is zeal for the advancement of learning. The processes by which knowledge is increased are very slow. The detection of a new asteroid, the correct measurement of a lofty peak, the discovery of a bird, a fish, an insect, a plant, hitherto unknown to science would be but trifles if each new fact remained apart from other facts, but when among learned men discoveries are brought into relations with familiar truths, the group suggests a law, the law an inference, the inference an experiment, the experiment a conclusion, and so from fact to law and from law to fact, with rhythmic movement, knowledge marches on, while eager hosts of practical men stand ready to apply to human life each first discovery." Investigation and the application of knowledge, of course, is not confined to universities, nor does Prof. Gilman claim that it is, but he claims that where learned men are associated for mutual assistance and research their power is felt over the whole world.

The universities are the natural conservators of experience and especially of educational experience, hence, Mr. Gilman argues that in a better state of society means will be found to make the men of learning in a given generation responsible for the systems of primary teaching. Upon text-books, courses of study, methods of discipline, the qualifications, the value of rewards, honors and examinations, the voice of the universities should be heard. Many would be disposed to resent the interference of universities in common school education, especially in some of the above-mentioned subjects, but the wisest men only should be entrusted with authority in such matters, as tending to avoid confusion, uncertainty, and other results of inexperience.

The discovery and development of unusual talent is another of the offices of a university, no matter where the men are produced, either in the

higher or lower walks of life. Devotion to literature will always distinguish a complete university. Never was Shakespeare read and studied as he is to-day. Never was the Bible so widely read; and in this the power of the universities is felt. There is an idea abroad that knowledge and inquiry are hostile to religion, that the object of science is to undermine true religion; but the true tendency of scientific study is to exalt Christianity. "Who knows," says Dr. Dollinger in an address before the university of Munich, "but that Germany may remain confined in that strait prison, without air and light, which we call materialism? This would be a forerunner of approaching national ruin. But this can only happen in case the universities of Germany, forgetting their traditions and yielding to a shameful lethargy, should waste their best treasures. But no, our universities will form the impregnable wall ready to stop the devastating flood."

The maintenance of a high standard of professional learning is another requisite of a university—to bestow first a liberal education as a foundation to professional studies, and finally another merit of a university is the cultivation of a spirit of repose. To quote the words of a man of great experience in public affairs the university should be "the best place of education, the greatest machine for research, and the most delicious retreat for learned leisure."

President Gilman's idea of what a university ought to be commends itself for its breadth and the exalted position he would give to trained intellect. It is progressive,—and if his ideal is too lofty to be realized in this century on this side of the Atlantic, there is much in it to stimulate the higher education. The address, which is published in a recent number of Science, is worthy an attentive perusal. The closing paragraphs contain suggestions that might be profitably acted upon, in a small way, in this Province. We should look for the liberal endowment of universities to the generosity of wealthy individuals. Great gifts are essential, and consequently those who in the favorable conditions of this fruitful and prosperous land have acquired large fortunes should be urged by all the considerations of far-sighted philanthropy to make generous contributions for the development of the highest institutions of learning. There is now in the golden book of our republic a noble list of such benefactors. Experience has shown no safer investments than those which have been given to learning,—none which are more permanent, none which yield a better return.

The fall term of the Horton Collegiate Academy and the Acadia Seminary, at Wolfville, opens on the first of September, and Acadia College on the 30th September. The advertisements in another column will explain how full information of the courses of study may be obtained. The long list of students for the past year and the admirably arranged courses of instruction are a guarantee of the excellence of these institutions, of which the Baptist denomination of the Maritime Provinces have every reason to be proud.

N. B. UNIVERSITY.—Attention is directed to the opening of the New Brunswick University. Intending matriculants may obtain fuller information by consulting our advertising columns.

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## PRACTICAL WORK IN BOTANY.

In the summer of 1885 an entirely new plan was adopted by my assistant, Miss Martin, in teaching botany in our high school, and the same idea has been carried out successfully in the lower rooms. Instead of the old, dull recitation of facts, and the analysis of a few flowers, each member of the class of twenty was incited to do personal work. The result was an attainment of much more botanical knowledge, and also a deep love for the study. A brief account of some of the work may incite other teachers to do likewise—drop the book and study nature.

Each pupil was given a small box, in which to plant seeds, and urged to dig up the seeds frequently, in order that he might see the process of germination. Germination was also shown by placing seeds on a strip of muslin tied over a tumbler of water in such a manner that the seeds rested on the water. The former plan seemed to be the most popular, and great sport there was over a peanut that developed into a Lima bean when its leaves appeared.

In studying roots and leaves, the class made drawings of the different shapes, copying from Prang's botanical series of cards, as well as from nature. Almost every fine day excursions were made, and the different leaves and flowers gathered were saved for later analysis or for pressing. A simple vasculum for the carrying of specimens can be made out of a tin can in which beef tongues are sold. If the top is carefully cut off close to the edge the box is nearly complete. Partitions can be made of thin wire, and a cover of a large lard pail will serve as a cover for the vasculum. A little ingenuity is all that is needed. A better one can be made at a trifling cost by any tinsmith, and a good size is twelve inches long, six inches wide, and two and one-half deep. A handle of wire is all that is then needed.

Sometimes a field book is wanted. A simple one can be made by taking the top and bottom of a thick pasteboard box, eighteen inches long, by eight or ten inches wide—the back can be made of stout cloth or leather. The ends and one side should have oil-silk flaps to turn over the paper and prevent specimens from wetting. A shawl strap serves to fasten the book, and as a handle. Common thin blotting-paper will serve for drying paper. This should be cut a trifle smaller than the book.

A simple press can be made of two boards, or slates, about the same size as the field book. Pressure is made by a rope twisted around the middle. In using the press, from fifty to two hundred dryers, according to work done by the pupils, are wanted. These can be made of newspapers or any slightly bibulous paper, and should consist of eight or so thicknesses sewed together, along their sides. Forceps, knives, hatchets, and saws, trowels, and small boxes for carrying moss, are also necessary articles, usually found in every family.

After six weeks of this out-door general work, each member of the class was assigned special work, in accordance with his taste and ability. One was preparing specimens of wood. A large collection of the various woods in this vicinity was made. Each billet was ten inches long, and four inches thick. Pupils were required to do their own sawing from the trees, then to split each piece of wood in two, lengthwise. These billets were seasoned in a warm room—not by the stove, where they would warp—for at least a month, and planed smooth on the ends and inner side. The common and botanical names were written in common black or Indian ink, and the planed surface varnished with white shellac varnish. The gathering of these specimens by the boys and girls revealed to them certain subjects for essays, and thus served as a double lesson. Justice demands that the girls should have the credit of securing specimens from the hardest and toughest trees.

Another division made large collections of leaves of different shapes and veining, which were analyzed and pressed, and a written analysis of each leaf was prepared for the collection. The same was done with the flowers gathered.

Another division of the class mounted specimens

of the epidermis of leaves and of petals, and transverse and longitudinal sections of the stem for the microscope. The plain slide was furnished to the pupils, who first ground the edges, then mounted the specimens in balsam, the cover glass surrounded by a ring of sealing wax, and the common and botanical names of the specimen written on the stick-tag at one end of the slide. This is a very fascinating work, and any teacher who has Manton's "Beginnings with the Microscope" can readily and easily guide pupils in the work. Cases for holding the slides were also made by the pupils.

Starch tests were also tried by several. These tests for starch in roots are made by applying tincture of iodine with a camel's hair brush. If there is much starch present a violet hue will be perceived; if but a little, only a violet tint will appear. Otherwise there is no starch present. Our pupils were required to make a tabulated statement of the names of the plants they had tested, and the comparative amount of starch in each.

The school owns one of Crouch's large microscopes, thus affording an opportunity for microscopic study of pollen of a large number of flowers. Pupils were required to make drawings of the pollen as seen by them under the glass. Under the drawings were written the common and botanical names of the plant, and a description of the colour, shape, and comparative size of the pollen grains. It might be well to state here that no teacher need be discouraged in this work because her pupils have never been taught to draw. A large proportion of our class never tried to draw until they commenced the study of botany, but by perseverance presented some fine work ere the end of the term.

The rest of the class were engaged in making monographs. Each pupil made a careful study of some one plant; then wrote a description of the same, accompanied by a drawing of the entire plant—root, stem, leaves and blossom—and microscopic drawings of a ripe pistil, stigma, and ovary, a ripe anther, a pollen grain, transverse and longitudinal sections of the stem, the epidermis of a leaf and petal. This description included the "habitat" of the plant, kind of root, stem and leaf, time of flowering, complete analysis of the flower, and the manner of reproduction.

As no two pupils were allowed to collect the same specimens of leaves, flowers, or cut similar billets of wood, nearly a full collection of the flora and trees of the vicinity was gathered. Also, as no two pupils made slides of similar objects or drawings of pollen from similar flowers, or monographs of similar plants, a large collection of interesting and instructive work was obtained. In order to stimulate other classes to excel this work of a single term of twelve weeks, an exhibit of the same was made at the county fair.

This term the same plan is being pursued, and it is expected that ere the term closes our local collection will be nearly complete. To-day every student is interested in his botany work, and a love for investigation has also developed itself in the other science classes. Try this plan, fellow teacher; it will give you health from out-door exercise, increase your love for nature and nature's God, develop power of observation and thought in your pupils, and render school life more profitable and pleasant.—*The Teachers' Institute and Practical Teacher.*

## WORRYING.

In these days, when so much is required of those who serve in our public schools, I feel a deep sympathy for teachers who are just beginning. I long to give them one motto which lies at the foundation of success—"Never worry!"

Even those who may be called veterans know that there are days when the ills of school life appear slowly to accumulate, until, as the afternoon draws to a close, it seems as if our tensely strained nerves must snap. We leave our school-rooms with the feeling that all our power is gone, and we are a perfect failure. Of course the most natural way is to go home, and, sitting lonely in our chamber,

morbidity attempt to think our way out of the trouble, and cudgel our already faded brains for plans for the morrow. In nine cases out of ten these plans will be worthless. The only healthful, successful course, in the face of such day-day experience, is to seek the society of some congenial friend, who has no particular interest in our profession; or, if such a friend is not at hand, to read a good story.

At any rate, I would say to young teachers, resolutely put all thoughts of school away for an hour or two. If you cannot wholly succeed in this, you may gain some rest by trying to do so. Then, when you are refreshed, you can approach the subject, and will find that it has lost much of the dark horror with which tired nerves had invested it; and you will be surprised to see how readily a remedy will present itself, and how, lightly, you can begin the morrow's task.

More teachers wear out from the continued tension with which worry holds the mind than by hard work. As the end of the year looks us in the face, a fine opportunity presents itself to the worrying teacher.

Once asked a friend who had been very successful if, when she came to sum up a year's work, she never tortured herself with thoughts of how much she ought to have accomplished. Her reply had always been a sort of tonic for me. She said, "No! when I begin to worry, I immediately put the strength which I should have used in that way into additional hard work, and I find it is less wearing, and pays better. Then I let it all be."

I remember becoming partly discouraged at Normal School, and going to my respected principal for consolation. He said, "What should you think, if I told you that I sometimes look at the magnitude of the work before me, until just such feelings come creeping on?" I expressed the utmost astonishment, but eagerly asked, "Well, what did you do then?" His answer has had about as healthy an effect on my whole life as a bracing northwest wind sometimes has on the physical system. It was this, "I say to myself, 'You fool, you, go to work and do the best you can, and let the rest go.'"

But, in no field of our efforts is it possible to become disheartened as thoroughly as in that of the moral training of our children. No conscientious teacher can fix the standard of what her position demands any lower than this: "It is my business, as far as I have opportunity, to see that my boys and girls make the best men and women they are capable of becoming." Or, using the illustration of that beautiful poem, *Discipline*, "I must try every means to bring the angel out of the marble."

How easy it becomes, with this aim in view, and having for our material the average children of to-day, with heart and brain filled to repletion with all the interests which used to wait for riper years, to feel that we accomplish nothing.

Another inspiration from the same loved principal has sustained me through seventeen years of effort in this line. Said he, addressing me at the beginning of my work, "If now you should labor all your life for the moral good of your scholars, and at the close should only be able to point to one boy who had become a good man through your influence; when he would otherwise have been a curse to this world; would you feel that a single endeavor had been in vain?"

I have always said to myself since, "Surely, honest trying must accomplish so much," and when we look at it with all its far-reaching results, we say it would be a glorious crowning of our work. And in my experience, as the years have gone by and the children have become men and women, many of them dear friends, and have told me of their grief for wrong-doing, and how much more they felt than they would own at the time; and as I have seen them filled with an earnest desire to be true men and women for life's duties, I have been more and more deeply impressed with the precious truth of that beautiful and encouraging passage, "He that goeth forth and sows his precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him."

The best argument which I know against worry is, that it defeats its object; for in all cases you are using the very strength you need for work, and thereby incurring just the result of failure which you fear.—*New England Journal of Education.*

### OBJECT OF FREE SCHOOLS.

The reasons for furnishing free education to the individuals composing a community will vary in accordance with the idea upon which the organization of that community is based.

If the state (e. g., the community acting as a whole for a common purpose) is a communistic body, controlling and taking the proceeds of the labor of each individual to itself, it is evidently bound to provide him in return, not only with free instruction, but with free food, shelter, clothing, care in sickness and old age, and, in short, with everything requisite to his well-being. But our form of government wisely recognizes the right of the individual to personal independence, with the right to labor for his own proper benefit, and the duty to provide, for himself and those who are dependent upon him, the essentials enumerated above. It also leaves to him the formation of organizations for religious and social purposes. It may be stated, broadly, that the state only interferes with the affairs of the individual, or assumes any part of them, when it is necessary to do so in order to secure some benefit to itself; or, in other words, to promote the welfare of the whole.

Now while the right of suffrage is accorded to every citizen, practically giving to the majority absolute control of state affairs, it is evidently of the greatest importance that he should be possessed of a general knowledge of the principles upon which a proper conduct of such affairs is based, and of their practical application.

And herein lies the reason for the establishment of free public schools. The state gives free instruction to all, in order that they may be properly qualified to perform their civic duties.

It follows, then, that the course and method of instruction should be adapted to secure the end in view. The state should receive its *quid pro quo*. The object of the establishment is not, primarily, to qualify the scholars for the practice of professions, for undertaking business operations, for private ends, or personal emolument; it is only to enable them to exercise understandingly the duties of citizenship.

The proper preparation for this special instruction involves the necessity of giving to them a good general education, which will be equally applicable to other and personal objects, but it should ever be borne in mind that these advantages are incidental to, and not the main object of, the establishment.

The pupil should be taught to realize that he owes a debt to the state for his education, which he is bound in honor to repay by, at the first, diligently learning, and, subsequently, well and faithfully performing his civic duties.—*Et.*

### TEACHERS' SALARIES.

Our teachers are not overpaid, are they? Our local taxation cannot be much increased in their interest, can it? "No!" is your answer, and "No!" is the people's answer to both these questions. But why ask this question just now? Why? Because a note of warning to the teachers has recently been sounded; yes, repeated in louder and more deliberate tones. During the recent session of the Local Legislature an ominous word from an ominous source was dropped to the effect that the provincial aid to Teachers must be narrowed down soon. A few weeks ago at a meeting of the Teachers of the Province in St. John, a gentleman who presumably knows whereof he speaks, reminded his hearers of such an event as likely to come in the near future. He said it too, not in an extempore appeal, but in address carefully prepared for the occasion. The grounds for reduction are that the money is wanted for other purposes—the roads and bridges—and yet we heard not long ago about

roads and bridges soon being liable to direct taxation for support. We sympathize with any Government who finds demands for expenditure of Revenue increasing faster than the income of Revenue, but we think that school interests should not be sacrificed. With the Provincial aid reduced, local and County taxation must of necessity be increased, because the salaries cannot be reduced from the present, if the schools are to be kept open and filled by teachers at all competent for their work.

But county or municipal taxation will not easily bear a marked increase without leading to a feeling that must naturally result in its abolition, too, for the support of schools. This, then, will mean direct local taxation for schools. Thus the help which the rich afford the poor, and which now obtains all through the system, will be felt in only one way, the help of the rich to the poor in the same District. Now rich Districts keep poorer ones, and rich Counties in the same way effect the Provincial fund favourably for the less favoured.

The shifting of the present distribution of support upon each district individually would ultimately mean the closing of many schools, and the difficult support of many more. We trust the Government, which has already made reductions in the Teachers' salaries, may not move in the direction indicated. The Provincial appropriations to schools is needed quite as much as to the support of roads and bridges, and the money thus granted very much less exposed to corrupt and improper uses.—*Woodstock Press.*

### A LIST OF WORDS FOR PRONOUNCIATION.

The following is a list of words set at Chautauqua recently for competition in pronunciation:

With, of, doth, perfect (verb), Aaron, abdomen, abstractly, accent (substantive), acclimate, address (substantive), aeronaut, aforesaid, aged, allopathy, almond, alternate (adjective), amenable, antepenult, apricot, Arab, Asia, aspirant, aunt, ay (yes), hade banquet, bestial, bellows, biography, bitumen, blackguard, blatant, bombast, bonnet, booth, bouquet, bravo, breeches, brethren, brigand, bronchitis, caisson, caidron, calf, canine, carbine, cerements, certain, chafien, coadjutor, comely, comparable, conjure (to influence by magic), construe, contumely, courteous, courtier, covetous, clique, cuirass, daunt, deficit, demoniacal, designate, desuetude, direction, dishonor, docile, dost, dromedary, drought, trough, ecumenical, enervate, envelope, evil, excursion, equation, exomplary, exile (verb), extempore, falcon, figure, filial, female, finarce, forehead, forge, fortress, gallows, gauntlet, ghou, gooseberry, gourd, granary, grease (substantive), grimace, grimy, guano, gyve, halbut, hymeneal, hypocrisy, illustrate (verb), incursion, inquiry, integral, isolate, jugular, juvenile, laundry, learned (adjective), legislature, lenient, luxury, maritime, mirage, misconstrue, opponent, pantomime, parent, partiality, paths, patron, Penelope, peregratory, presbyterian, presbytery, quay, saith, solve, seine (a fishing net), researches, slough, (the cast-off skin of a snake), spinach, suffice, recess, sinecure, toward, suite, sovereign, pianist, preface, (verb), matron, sheik, supple, satyr, sacriligious, tiny, ruffian, saunter, schism, Lucy, Susan, plait, sarsaparilla, mercantile, rattery, precedence, reasoning, pyramidal, version, worsted, Philemon, Matthew, launch, livelong, quickening, betrothal, alias, vagary, vehement, route, sevennight, caoutchouc, resumé, financier, wont, conversely, rapine, truths, visor.

To these we may add the following sentences:

Comely Diana had a voice like a calliope; yet, although it was not aggravated by laryngitis, she was not a virago. She wore a stomacher set with jewels, that gave an interesting idea of her father's finance. There was no squelch in their vicinage. She sought to inveigle her charity coadjutor into a hymeneal association without tedious delay. She sent him her miniature, a jessamine flower, and an invitation to a dinner of anchovies. He was a coadjutant in the church. He had a cadaver-like complexion, and in a joust he had been houghed. Taking some almonds as a bridal gift, he mounted a dromedary with the epizootic and hastened without digression along Pall Mall. The guests were sitting on a divan, with no prescience of evil. The diocesan was waiting, having finished an absolution service, when suddenly above the clangour of the wedding bells, was heard a maniacal shriek. The groom had pierced his carotid arteries with a carbine on hearing that a deficit in his church collection had been discovered. He was cremated.

RELIGION THE BASIS OF ORDER.—Recently the teachers and students of a Protestant school, visiting Ems, were introduced to the venerable Emperor William of Germany. In his talk to them he said: "Religion is the basis of all human order, and I rejoice that it is growing firmer among us. Revolutionists, however, who cherish confused notions of right and wrong are still busy all over Europe. If they should undermine faith and morality, a general upheaval of right and justice will follow. Your task is to guard this basis and remain strong in right." These are wise words and timely. Happy the land whose ruler is imbued with such sentiments.

JOHN T. DOYLE, in the *Oceana Monthly* for July prints a letter addressed to Lawrence Barrett, which is of great interest to all students of Shakespeare. It has often been alleged that the conduct of the court in the trial scene of "The Merchant of Venice" demonstrated that Shakespeare had no accurate knowledge of legal tribunals. Mr. Doyle relates that, once in Nicaragua, thirty-five years ago, he became involved in some litigation, and that the judge called in a practicing lawyer, and left the decision of the points in issue to him. This, Mr. Doyle found was the common practice—a practice identical with that of the Venetian court. A further parallel was found in the fact the Nicaraguan lawyer expected payment for his services, the Duke in the play, as those familiar with it will at once recall, suggesting to Antonio that he "gratify" Portia. Mr. Doyle has also met a case in the Mexican courts which affords grounds of probability for the infliction of the penalty against *Shylock*.

IS APTITUDE ENOUGH?—The *nascitur non fit* theory has received a blow from an unexpected quarter—from *Punch*. An applicant for the post of head nurse in a hospital is asked, "Where were you trained?" She replies, with a toss of the head, "I am not trained. I am GIFTED." Is it not a little odd, that while untrained nurses are not tolerated, untrained teachers are. Some women have a passion for nursing, and may be said to be born nurses, but to gratify their natural bent they must seek training. Teachers may gain as much from training as nurses, and may do as much mischief if they set to work without it. And yet how seldom does any one about to employ a teacher ask, "Where were you trained?" If the question were asked and a true answer given, it would often be something of this kind, "I am not trained at all, and I don't know that I have any aptitude for teaching; but I want to get a livelihood, and teaching is the only employment by which a livelihood may be made without training of any kind."—*London (Eng) Journal of Education.*

The *Chautauquan* thus indirectly puts in a plea for a better and more thorough study of English:—Must we put aside our hope of pure Anglo-Saxon to the day of the millennium, when all good things will come? A glance at a page of the note-book, the work of a half-hour with our morning paper, make us believe so. The first news item is of an "incubated individual," the book reviewer praises certain "dainty booklets," an advertisement calls attention to an *elite* event, and now a correspondent from the south tells how the "flowering trees may be seen in a perfect galaxy of beauty," and that he went on a "recherche drive."

### PERSONAL.

R. W. Grover, Esq., of Woodstock, is at present in Dakota Territory and indulging in the pastime of shooting prairie chickens.

Mr. A. W. Macrae, B. A., of Dalhousie College, has been appointed to the third mastership in the St. John Grammar School.

By changes in school inspectional districts of this province that came into force in 1st ultimo, Mr. Geo. Smith's district now includes the whole of Westmorland County, as well as Albert and two parishes in Kings. This gives him charge of schools in which the teaching is done in the French language. This was no doubt a wise change on the part of the government, because Mr. Smith has a practical knowledge of the French language, and it is gratifying to the people themselves, who had previously urged that these schools be placed under his supervision. Mr. Smith has proved himself during the tenure of his office a useful and highly successful inspector, and we would be glad to hear that the government in adding new duties, had accompanied them with increased compensation.—*Sackville Post.*



## New Brunswick Journal of Education.

SAINT JOHN, N. B., AUGUST 19, 1886.

## TO TEACHERS.

As we intimated last week, we are sending the JOURNAL to every teacher in this Province whose address we have been enabled to secure. This entails a heavy expense, as the issue is large, amounting to 1500 copies. The number of teachers who have subscribed is large; but we are not satisfied with this. The small price asked for the JOURNAL should be the means of placing it in the hands of every teacher in the Province. We ask, then, those teachers who are receiving the paper to notify us of their intention to have the paper sent permanently to their address. In a few cases we are mailing copies addressed to "teacher." Will those who receive them at once inform us of the proper address and have their names enrolled as *bona fide* subscribers. If postage stamps must be sent in payment of subscriptions try, if possible, to send one cent stamps. In all cases give the name of the county. Our friends who read this will also confer a favor by informing us of the schools that may be vacant in their neighborhood, with any changes of address of teachers that have occurred since the opening of the present term. It is better, as we have before advised, for two teachers, or for the teacher and the trustees of a district to join together in remitting a double subscription—one dollar—which can be easily and safely sent in a registered letter.

## TALK WITH TEACHERS.

A correspondent writes: "I find THE JOURNAL an excellent paper, and hope soon to send an article to it, if it would be acceptable."

[It would be acceptable. Short articles on school work, or on any subject that will be of interest and profit to teachers, will be gladly received.]

Another teacher, whom we have not the pleasure of knowing personally, says: "I cannot see how any of our teachers, who expect to become good ones, can be remiss in subscribing."

[Excellent advice, which should be acted upon without delay by all live teachers.]

Our teachers should read. Instead of spending time in fretting or worrying, they should read, study, think. First of all, they should read a good live educational paper, such as THE JOURNAL is, and expects to be. Next they should patronize the local paper. If a daily, so much the better. The daily or weekly newspaper is the history of the world for the day or week that is just passed. Then, if possible, take such periodicals as the *Century*, *Harper*, or *Science*, each of which is sure to contain articles on education and kindred topics that will enable teachers to keep fully abreast of the times.

I know of nothing more helpful to a teacher in her work than a well conducted educational journal. Such journals are filled with the best thought of the ablest and most learned, as well as the most practical teachers in the land. No teacher can read them without deriving from them a great amount of just the kind of information she needs to help her in her work, and I cannot understand how any teacher can consent to deprive herself of such invaluable assistance. I believe that no other city can make a better showing in regard to this matter of professional reading than ours, as there are only two teachers in our entire corps who do not subscribe for and read at least one educational journal, and most of the teachers read more than one.—*Edward B. Neely, Supt. St. Joseph Schools.*

## THE TEACHING PROFESSION.

BY J. V. ELLIS, M. P. P.

[Read before the Educational Institute, June 28th.]

Requests made to me orally and by letter, that I would occupy six minutes of time in an address before you was, no doubt, an intimation that for a longer period you would not be interested. However, the short notice given me by your committee that I was wanted for six minutes will have the desired effect. I have not had time to prepare anything longer than a six minutes' paper; and the readiest fluency would not justify speech, without thought, in such a body as this is.

In my memory there is recollection of reports which I have read of discussions either here or in the county institutes, in which teachers laboriously wrestled with the question how their status—meaning by that all that the word implies—could be advanced. It seemed to me a somewhat amusing, and not wholly wise, proceeding. At a convention of editors the prevailing idea would be that the greatest men on earth had assembled, and their proverbial poverty in worldly lucre would never affect the high value they place upon themselves. I have attended conventions of medical men when the prevailing sentiment seemed to be one of pity for the remainder of the human race; and in a clerical convention there is always one leading idea, that is that the saints are taking counsel together, and that all that there is of earth rightfully belongs to them. Why, then, do not teachers on this matter of their status act instead of talk; assume, instead of complain or lament. To assert or to confess that their social standing, their rank or station is not as good as that of all other persons in the community is an admission of inferiority. In America there is no distinction of rank or station. One man is as good as another, but the other man may contest or deny the fact if the first man is doubtful about it. In this age and over all this broad continent men of learning and intellect are the great kings of thought, and they wear their crowns if they manfully place them on their own heads by the royal right that they are entitled. If they are entitled, and come forward boldly to take their seats on their thrones, who disputes with, or questions them? On the contrary there is disposition everywhere to pay tribute to well-deserved merit, and to bestow honors where honors are worthily won. Too often, indeed, are they bestowed upon some persistent seeker, even when not worthily won. There is better authority than mine for the statement that by taking thought of his stature man can add nothing to it. Apply the idea in this to the stature of man in his society or social conditions. In fact, I do not think it is wise or necessary to admit that there is any profession, trade or calling in this country in any way inferior to any other. I have often observed that in the United States there is an almost entire absence of anything of this kind. Enter any convention or representative body, and you will find there the predominant feeling that that body is the particular one for which the world was created and the harmony of the spheres established. There may be something of selfishness in this, but it is an exhibition of magnificent self-reliance and independence. In your profession the ablest men and women have, I believe, the highest confidence and esteem which the communities in which they live can bestow upon them. Every position which they can take, not incompatible with their professional work, is as free to them as to others. What more is there?

Doubtless there is a difficulty of a practical nature on one point, which may seem to some to be the whole matter, and that is the difficulty of getting the people to understand the importance of properly paying teachers. In school districts where the

Trustees are chosen because their chief qualification is that they are close and niggardly, the people will very likely look with a feeling akin to contempt upon a profession which does not condemn its meanness, and which even ministers to it, by consent. How can this be remedied? Is not the remedy with yourselves? I do not recommend either boycotts or strikes, but I think that teachers should place on their services a value below which no one of them should work. The Province fixes a rate of allowance for teachers according to their class, and there might be a professional understanding which would have the force of agreement that no teacher should take up the burden of work as less than some agreed upon advance on this allowance. To enforce any rule of this nature, your teachers must be competent, and there must be harmony and unanimity among you. I feel confident that as time goes on the Provincial grants to teachers will be reduced, gradually, of course, but substantially, nevertheless. This is because of that necessity which, seemingly, has no law. The people think their representatives in the Legislature are applying the public money to other purposes. There is, therefore, the greater necessity why you should force upon them knowledge of the fact that they must provide liberally, out of their private means, for the teacher who takes upon himself the burden of instructing the young, who, in time, are to come into the possession of the public property and wealth thus created for them. This knowledge should be put before the people in the more practical way, by a kind of object lesson, in which the payment of good salaries should be enforced. The public money is now being used for works which, it is alleged, must have a great effect in advancing the mutual condition of the people, particularly in rural districts. If this is the result, the people must not be allowed to plead poverty as a reason for not properly remunerating teachers. And it should be your case not to allow them. You have a profession of which, many fine and even eloquent things might be said, in the way of sentiment, but as it is an indispensable profession, it is not necessary in order to advance its interests, to talk sentiment. In fact I believe that the people everywhere will do what is right if they are shown what is right. You are entitled to receive the just reward of a laborious life. Do your duty to yourselves, and the people will be compelled to do their duty to you.

I do not know that I have occupied six minutes, but I have opened up a subject that will take more than six minutes to settle.

Probably the teaching profession may feel the effects of "over-crowding," a phrase which is now common as regards many professions. But, if there is "over-crowding," it is an evil which suggests that there may be many who are incompetent. Devise some scheme by which the incompetent shall be competitors with you and against you no longer, and you will have done much to give your profession standing. No matter how much we may object to the ordinary "strike" we must sympathize with every movement whose clear object is to purify and elevate a noble calling.

## TEACHERS' INSTITUTE.

Westmorland County Teachers' Institute will meet in Memorial Hall, at Sackville, on Thursday, 16th Sept. A public meeting will be held in the evening in Oulton Hall. The Chief Superintendent of Education and several of the faculty of Mt. Allison College will speak. An exhibit of manual work from the school of the county will be held. Teachers are invited to contribute collections of objects used in illustrating lessons, and samples of apparatus and contrivances designed or invented by teachers. Prizes will be given for the best manual work.

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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 Millinery executed in the most Fashionable styles. Silks, Plushes, Velveteens. The Silk Department will at all times be found well assorted with the standard makes. Bridal and evening Silks and Satins a Specialty. Court-aud's Waterproof Capes in all widths and Qualities. Um-

brellas and Sunshades in great variety. Jerseys and Wool Goods. Cloth, Shawls, Furs, Ladies' Mantle Cloths, Ladies' Ulster Cloths. We are now showing in the Latest and most Fashionable makes and colorings, cloths for gentlemen and boys' wear in stylish goods of English, Scotch, Irish and Canadian Manufactures. 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 WAREHOUSE.**—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.

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July 1-23

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**University of New Brunswick.**

Entrance Examinations begin  
 September 16th.

THE Scholarships for the Counties of Victoria, Kings, Charlotte, Albert, Northumberland, and Gloucester are now vacant. For calendars apply to the Registrar.

Fredericton, N. B., Aug. 14th.

J. D. HAZEN.

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**BOARD OF SCHOOL TRUSTEES.**

Saint John's City, July 15.

In accordance with instructions from the Board of Education, the Schools in Charge of the Trustees for the City of St. John will not re-open until MONDAY, 26th August.

JOHN BOYD, Chairman.

PROVINCIAL NORMAL SCHOOL EN-  
TRANCE EXAMINATION.

AUGUST, 1886.

GEOGRAPHY. Time, 1 hr. 30 min.

1. Draw an outline map of New Brunswick, locating rivers, railroads, towns and harbours.
2. Make a list of the chief natural productions of the Province, and describe and locate the industries connected with them.
3. Write geographical notes on the following rivers, viz.: Saskatchewan, Rhone, Clyde, Fraser, Thames.
4. Contrast England and New Brunswick in respect to (a) Extent, (b) Exports and Imports, (c) Surface, (d) Population, (e) Form of Government.
5. Locate and give some important fact concerning each of the following, viz.: Ghent, Cardiff, Pittsburg, Sarnia, Stratford-on-Avon, Nice, Melbourne.
6. What is meant by Climate, and upon what conditions does the climate of a country depend?
7. An event happens in London at 12, noon. It is known in New York at 9 A. M. of the same day. Explain how this is possible?

N. B.—Any six questions, including 1, 4 and 6, taken as a full paper. A full answer to 1 will be estimated at 25 per cent., or  $\frac{1}{4}$  of the whole paper.

ENGLISH GRAMMAR. Time, 1 hr. 15 min.

1. Compare (a) Nouns and Pronouns, (b) Adjectives with Adverbs, and (c) Prepositions with Conjunctions, stating resemblances and differences in the use of each pair.
2. What is meant by the terms "strong," "weak," "transitive," "intransitive," as applied to Verbs. Write out the Past Indicative and Past Potential, Passive Voice, of the Verbs, "strike," "strive," "sit," "subdue."
3. Give the general and detailed analysis of the following stanza, viz.:

"The harp that once through Tara's halls  
The soul of music shed,  
Now hangs as mute on Tara's walls  
As if that soul were dead."

4. Parse the words in italics, and write grammatical notes on (a) the uses of the word "that," (b) the phrases "of music" and "as if," (c) the expression "were dead."
  5. "A Verb is the word in a sentence which tells what is done;" criticise this definition of a Verb.
  6. Write a simple sentence containing all the parts of speech, and whose subject shall be the word "School."
  7. Write sentences illustrating three common grammatical errors in speaking, point out the inaccuracy in each, and apply the necessary correction.
- N. B.—The first four and any other correctly answered, taken as a full paper.

COMPOSITION.

1. Write sentences illustrating the correct use of the following groups of words, viz.:—"respectably, respectfully, respectively,—may, can,—shall, will,—splendid, magnificent,—huge, vast, gigantic,—awful, grand, noble."
2. Express in your own words the thought of the following stanza, viz.:

"Not enjoyment, and not sorrow  
Is our destined end or way,  
But to act that each to-morrow  
Finds us further than to-day."

From what poem are the above lines taken? Who is the author of them, and what do you know of his life and works?

3. Write in the form of a letter to a friend a description of the place in which you live, or, an account of your trip to Fredericton, giving a description of the City itself, the Normal School, the Entrance Examination, and your prospect of passing it creditably.
4. Write addresses of letters to friends—in Moncton, in Winnipeg, in Boston, and in Liverpool.

ARITHMETIC. Time, 1 hr. 30 min.

1. Using an example, exhibit and explain two methods of proof for Long Division.
2. What relation do you observe in the tables of Long, Square, and Solid Measure? Show how far this relation extends.
3. Find by one method and prove by another the G. C. M. of 282, 290, and 493.
4. Divide 35220834 by 00854, and reduce the result to a Vulgar Fraction in its lowest terms.
5. The Bridge over the Saint John at Fredericton is 908 yards long and 22 feet wide: How many superficial feet of planking does it require, and what would it cost to floor it with planks worth \$12.50 per M?
6. A man owns  $\frac{5}{12}$  of a ship, and sells  $\frac{4}{7}$  of his share for \$5,300. What is the ship worth?
7. A merchant buys goods worth \$586.40 from an importer, and gives in payment a Note at three months, payable in the Bank of British North America. If the importer discounts the Note, what sum does he receive?

8. A, B, and C, can finish a piece of work in 12 days; C can do it alone in 48 days; A can do twice as much in the same time as B. In what time can B do it alone?

9. A field is 240 feet wide; what length of it must be taken to enclose  $2\frac{1}{2}$  acres?

10. By selling cloth for \$2.25 per yard, I gain 24 per cent. more than if I had sold it for \$2.20 per yard. What was the cost price?

(All operations to be exhibited. 8 Questions correctly answered, taken as a full paper.)

INDUSTRIAL DRAWING. Time, 1 hr.

N. B.—The drawings required in this paper must be made without the use of ruler or compasses for any purpose.

N. B.—Each drawing must be at least three inches in length.

N. B.—The neatness and correctness of the drawing will be taken into account in estimating the paper.

1. What do you understand by the terms Industrial Drawing and Freehand Drawing? What do you consider to be the benefits resulting from the practice of Industrial Drawing in Schools?

2. (a) Draw—freehand—a circle, an ellipse, and an oval, each having one vertical diameter and one horizontal. (b) What figures are formed by joining the ends of the diameters by straight lines, in each of the three figures named?

3. (c) Explain the terms simple and compound curves, by reference to the three figures in Question 2 (a).

(d) Draw two reversed curves, each containing at least one compound curve, symmetrically placed in respect to a vertical axis.

4. Take as a unit of design a conventionalized lily, ivy, or other leaf, and draw a design symmetric about the diagonals and diameters of a square. [You may either draw from memory a figure you have seen, or make a new and original design.]

SECRET OF DISCIPLINE.

The secret of good discipline lies in adaptation of forces to the nature of the child. Consideration of peculiarities must be made even in very young children. Seldom two children can be governed in the same way; and it is a duty of parents to study their individualities, otherwise there is no discipline, but the care given aggravates evil tendencies in them. There can be no doubt that much of the naughtiness in children is unintentionally taught or developed in them. When grown people are so far from perfect, it seems unfair that every apparent fault of the child should be made so much of; and many times what seems wrong in a child is only a natural act under exciting conditions, and if we take time to examine the matter we shall be more just. Injustice and weakness in parents make sad havoc with children's characters. There is a strong latent force in children which we must strive to control; we cannot change its nature, but by strength and patience, and thoughtfulness we may guide it.

Over discipline is as injurious as the lack of discipline. It may be worse, for if a child is let alone, there is a chance for a natural development of good; but if a child is continually prodded with rules and directions, it may grow rebellious, its obstinacy is aroused, and its finer feelings are blunted. Many a time by forbidding we create a desire; as we invite falsehood by prohibiting something that the child will do thoughtlessly, and can only refrain from doing by constant self-control; and often the thing forbidden is of little consequence compared with the train of evils its prohibition introduces. When the child has disobeyed it is punished; the next time it disobeys it naturally tells a falsehood to avoid punishment. Children are morally and physically cowards, and the greatest care is necessary to prevent this weakness from becoming a large element in their character.

A thoughtless, wrong act is not so bad as wilful disobedience. We may give a child many opportunities to do wrong in the thoughtless way. It does not follow that because a mother slips over many of the small misdemeanours in a child's life that she is without law or order. The strength of her influence is needed for the more important occasions. Let a child revolve in its own orbit, when it is out of order replace it with as little disturbance as possible. It will live its own life in spite of everything, and it is the duty of the parents to see that the conditions surrounding it are conducive to a healthy and pure growth, and that the family traits it has undoubtedly inherited be eradicated by every means possible.—Rose Dalton in *Good House-keeping*.

THE NORMAL SCHOOL.—The results of the entrance examination to the Normal School are as follows: Out of 125 candidates who presented themselves for examination, 45 passed, 42 were admitted conditionally, and 25 failed. Nearly 100 were admitted on-certificate.

TEACHERS BUREAU.

Under this head trustees and teachers will find it advantageous to make known their wants, in order to communicate with each other. Trustees in want of teachers may send us their names in confidence, merely stating the district or section in which a teacher is needed. Teachers, also, in need of situations may send us their names, either to be published or in confidence, merely stating that they are open for an engagement, stating class, etc. Twenty-five cents will secure an insertion for two months. Teachers and trustees will notify us as soon as their object is secured.

WANTED.—A situation as teacher. The applicant is a graduate of the University of N. B., and intends to apply for Grammar School license in December next. Address "R. F.," in care of the editor of the JOURNAL.

WANTED.—A situation as Teacher. The applicant is a First Class Female Teacher of experience, and capable of teaching English and French. Address—1st Class Female Teacher, care of the Editor of the JOURNAL OF EDUCATION.

WANTED.—A situation is desired by a Second Class Female Teacher, during the ensuing term. Address—A. H. W., St. Stephen, N. B.

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Special facilities will be afforded to ladies wishing to pursue the full undergraduate course, and to teachers who may need to teach during the Summer Term.

One or more cash prizes will be offered for competition at the Matriculation examinations, to commence on the 3rd day of September next. Intending students are invited to correspond with the President.

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NO Institution of learning in the country has had a more successful history, and aims more worthy of patronage for the future. Many of the most prominent men now in professional, commercial and political life in Canada, and in other lands, had their training at Mount Allison Academy. The arrangements for the future are such as will guarantee a continuation and extension of the efficiency of the Institution. A thorough English and Commercial Education is imparted, and students are prepared for College Matriculation and for Civil Service examinations. If desirable, students can take, in addition to their work in the Academy, one or more classes and lectures in College. Every care is given to the private interests of the boys, so as to insure their comfort and happiness.

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**STATIONER AND BOOKSELLER.**

**PICTURE FRAMING AND CHROMOS,**  
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**Commission Merchant**

AGENT for the sale of COUNTRY PRODUCE of all kinds:  
 Butter, Eggs, Potatoes, Oats, Buckwheat, Meal, Pork, Poultry, Beef, Lamb, &c.

Sells to City Market, St. John, N. B.  
 All consignments carefully attended to and returns made promptly. June 10-1y

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**TAILOR & DRAPER,**  
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**HARDWARE, CUTLERY,**  
 Fancy Goods, Electro-Plated Ware, Silverware, Etc.  
 62 Prince Wm. Street, St. John, N. B. June 10-1y

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**Wall Paper & Window Shades,**  
 Spring Blinds for Stores and Dwellings made to Order. Special terms for Schools and Churches.  
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 June 10 1y

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 June 10 1y

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 BARRISTER-AT-LAW.  
 P. O. Box 264,  
 June 10 1y ST. JOHN, N. B.

**CARLETON & BODEN,**  
 BARRISTERS AND SOLICITORS,  
 No. 2 Palmer's Chambers, Princess Street.  
 SAINT JOHN, N. B.  
 JOHN L. CARLETON. Jan 10 1y JOHN BODEN.

**L. A. CURREY,**  
 BARRISTER, SOLICITOR, NOTARY, ETC.  
 109 Prince William Street,  
 CHUBB'S CORNER, SAINT JOHN, N. B.  
 June 10 3m

**H. A. McHEOWN,**  
 BARRISTER-AT-LAW, NOTARY PUBLIC, ETC.  
 94 PRINCE WM. STREET, ST. JOHN, N. B.  
 June 10 1y

**DENTISTRY.**  
**DRS. C. M. & F. A. GODSOE,**  
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**LOWEST POSSIBLE PRICES.**  
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THEY ARE THE BEST.

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**CULLEY, BRUNNING & WOODS,**  
 HAVE JUST OPENED full lines in every department.

SILKS, SATINS, PARASOLS, DRESS GOODS, SUNSHADES, MILLINERY, JADIES UNDERCLOTHING, SILK, LICEE AND KID GLOVES, CHENILLE AND OTHER TRIM'GS, DRESS AND MANTLE.

Buttons and Clasps, &c.

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## THORNE BROS.

OUR STOCK OF

### Boys' Straw Hats,


For the Season of 1886 is extensive, and are popular because of their Finish, Style, and Price.

**IN GENTS' STIFF AND SOFT HATS,**  
 We are showing full lines of Summer Styles.

**SILK HATS IN STOCK AND MADE TO ORDER.**

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Every teacher and scholar in the schools of New Brunswick should be provided with Waterproof Garments, as there is not any more fruitful source of sickness than sitting in wet or damp clothing.

As we make a specialty of Waterproof Clothing, for men, women and children, we can supply the most desirable kind.

Price Lists mailed, if requested.

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 Estby, Allwood & Co.,  
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**Black Flexible and Light Colored**

## Full Stiff Hats.

SOFT HATS, ALL COLORS, ALL QUALITIES.

CORK LINED HELMETS,  
 LINEN HATS AND HELMETS.

**Men's, Boys' and Children's Straw Hats.**  
 From 20c. up. All the Newest Styles.

Our Own Make **SILK HATS**, Quality Guaranteed.  
 Fishing, Boating, Travelling, and Harvest Hats.

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**A** HIGHLY respectable private family residing in Fredericton is prepared to furnish

**BOARD AND LODGING**  
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**Two or Three YOUNG GENTLEMEN,**  
 on reasonable terms.  
 The attention of those about to enter the University is specially invited to this advertisement.  
 For particulars please address the editor of this paper.



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We are now able to supply everything required for Schools including,—

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A Liberal Discount given to Teachers.

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- 380 Pieces PRINTED LAWNs.
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- 2 " SILK HANDKERCHIEFS.
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We are constantly adding to our many Departments, selections called from the Leading Novelties as soon as they appear.

Inspection of our Stock and comparison of Prices invited.

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Fresh HEMP SEED,  
Clean CANARY SEED.  
PURE GERMAN RAPE.

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PLUM ISLAND WHITE,  
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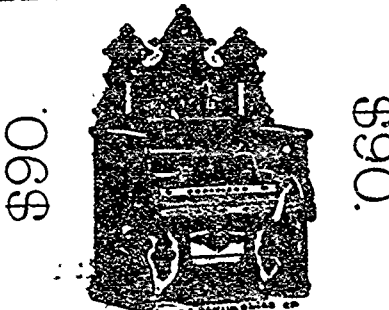
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Mirrors, Mirror Plates, Mouldings, Pictures, Picture Frames, Fancy Goods, &c, &c.  
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Diamonds,  
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—AND—

Other Precious Gems in Stock and Set for BIRTHDAY, FRIENDSHIP and ENGAGEMENT RINGS. Wedding Rings on hand and made to order on short notice by  
W. TREMAINE GARD, Goldsmith,  
87 King street, (under Waverly House), Saint John, N. B.  
N. B.—A fine lot of "Gard's Brilliant Spectacles and Eye Glasses." Warranted to suit for Students' use particularly.

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MERCHANT TAILORS,

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Stock well assorted in all the latest and best designs of Imported Goods suitable for first class Trade. Visitors are invited to call and inspect. Our Prices are subject to 10 per cent. cash discount.  
June 10-ly  
P. O. Box 303.

## The Ontario Mutual Life Assurance Co.

began business in 1870 with a capital of \$6,316, the premium on its first policies. Its assets now amount to \$753,661.27 with a deposit of \$100,000.00 with the Dominion Government.

As the policy holders contributed the entire capital they enjoy the entire profits, while in stock companies they receive only a part of the profits, the balance going to the stockholders.

The Ontario issues low rate term policies, endowment policies and those on the ordinary life plan, a distinctive feature of its policies being the surrender value always guaranteeing an amount in cash or paid up assurance should the assured wish to discontinue his payments.

The new policies of the Ontario are exceedingly liberal, as in addition to surrender values there is an absence of all restriction as to travel, residence or occupation, and they are incontestable from any cause whatever after two years.

Teachers will find it to their advantage to examine the plans and rates of this company before placing their business elsewhere.

E. M. SIFFRILL, General Agent,  
St. John, N. B.

# A GREAT FINANCIAL INSTITUTION.

## THE NEW YORK LIFE INSURANCE COMPANY.

JANUARY 1st 1886.

Amount of Net Cash Assets, January 1, '86	\$37,835,998.45	Paid policy-holders and their representatives	\$36,037,414.58
Income during the year	16,191,172.74	Assets held as security for policy-holders	\$5,834,821.23
Market value of securities over cash	3,351,703.51	Total amount paid policy-holders and now held in trust for them	\$11,251,765.90
Cash paid for matured endowments, annuities, death-losses, &c., &c.	10,444,553.19	During the 41 years of the Company's existence its interest earnings have exceeded its total death-losses by over two and a half millions. The total of each item are as follows:	
Net Assets	66,864,521.23	Interest receipts	\$26,023,297.08
Surplus above all liabilities by the New York State Standard, at 42 per cent.	13,215,040.94	Death-losses	53,647,704.69
During the year 18,556 policies have been issued, insuring	68,621,452.00	Accruals of interest exceed expected of management	\$1,452,723.03
Amount received from policy-holders	144,018,012.68		

DAVID BURKE, Esq., Montreal, General Manager for Canada.

H. A. AUSTIN, St. John, Manager for New Brunswick.

Messrs. COWIE & EDWARDS, St. John, Insurance Brokers, Local Agents for the City.