



# THE NORMAL LIGHT.

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## THE NORMAL LIGHT

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The most hearty thanks of the student-teachers are tendered the W. C. T. U. for the entertainment kindly given them last month; and to the M. P. P.s for Carleton, Charlotte, Gloucester, Kings, Northumberland, St. John, Westmorland and York, and to the Lieutenant-Governor, for tickets to performances in the City Hall.

The *Gleaner* was correct in its surmise that a certain article in last month's *NORMAL LIGHT* was not written at the dictation of the Principal of the school. We would further inform it that nothing which has yet appeared in our columns, has been placed there under such conditions. The editors of the *NORMAL LIGHT*, and they alone, are responsible for what appears in this paper.

### Music.

The ancient Greeks despised any person who was not well trained in the science and art of music. No matter how wise he might otherwise be, no matter how well developed physically, no matter, even, how good he was, if his ear could not distinguish between quarter tones they looked on him with

contempt. They considered music the chief instrument to be used in uplifting and enlightening man, both intellectually and morally. While their idea of its importance was, doubtless, much exaggerated, yet we have made a greater mistake by going too far in the opposite direction. Music is certainly one of the very best gymnastics of the mind. Its refining influence, like that of good poetry, is immense. Yet in our primary schools it receives very little attention, and in the higher grades is sadly neglected. And when a student comes to Normal School, he finds so little time devoted to music, that he is not apt to get much idea of the art, unless he was pretty well prepared before he came. And yet, all teachers are supposed to give instruction in music. How one is to acquire his power from a bare hour and a half's instruction per week, is too stiff a problem for our mind to grasp.

### The Indians.

We do not entirely agree with Mr. Straight's views on the Indian question, as expressed in another column. We admit that, on the whole, the natives of America have been cruelly wronged. It is well known that the Spaniards mercilessly massacred or enslaved nearly all the Indians—even the civilized Mexicans and Peruvians—with whom they came in contact; and that the early English colonists (those of Pennsylvania excepted) considered the cannon ball the best instructor for the red men. It is true that the United States have not used the Indians very mercifully; for the late war in Washington Territory, and many other outbreaks were directly due to the unprovoked insults and injuries heaped upon the natives by the whites. But it is nevertheless true that the Americans have done much for the Indians. The aborigines on many reservations are said to be comparatively wealthy and the nations of the Indian Territory are prosperous and contented and making rapid strides in civilization. But whatever may be said of the treatment of

the natives from the Great Lakes to Cape Horn, we do not think that the facts will warrant anyone in saying that the aborigines of Canada have, on the whole, been ill-treated. Prior to 1763 they were willing allies of the French, and their midnight raids on New England and New York led to the extermination of the Abenakis and other tribes. But when the Iroquois were expelled from their old home, in 1782, the British gave them an asylum in Canada where they remain to this day. Among all the great number of tribes in Canada, there has not been a war of any magnitude waged against their white neighbours since the latter came. Even in 1885, very few Indians joined Riel's rebellion, showing that the great majority of the natives of the North West were satisfied with Canadian rule. Here in New Brunswick the Indians have many special privileges—free education, exemption from taxes and railway fees, and free seed-grain, etc., and in the other provinces they are just as well off.

It is doubtful if the Indian population of what is now Canada and the United States ever much exceeded 500,000. And we fail to see why this small number, sadly reduced by internecine strife, should be allowed to occupy five or six million square miles of territory. But more might be done for the Indian than is being done, and no expense on his behalf should be begrudged.

We have received, as an exchange, the *School Record*, of Wooster, Ohio, a neat little paper, the perusal of which throws considerable light on the condition of education in that State.

The United States Senate have sent us a copy of "The Tariff and Administrative Customs Acts of 1890," which, with amendments, will probably become law next July.

This month's *Acadia Athenaeum* contains a fine article on one of our Canadian poets, Arthur J. Lockhart, with extracts from his works. His poem on "Acadie" is especially fine.

**Arithmetic.**

Arithmetic has been, and still continues to be, one of the most important subjects in the course of instruction for common school, both from a practical point of view and as a means of mental culture. Nothing need be said here as to the practical value of arithmetic, and there is no subject so ready to hand and so efficient as a means of mental discipline, especially as a basis for effecting connected thinking, as it is.

Now, since we have determined the value of arithmetic as a subject of instruction, the question arises: How shall we best utilize this subject as a means of mental furniture and as a means of mental development? The application of rules of the text to the question to be solved is not an educative method, it simply aims at the practical result and not in the best way. The method of developing rules is a good one. Another line of procedure, which I have proved satisfactory to myself is to establish the simple arithmetical principles and to work from these. The two aims being kept in view, the one strengthens and tests the other, accuracy, readiness and neatness are obtained and the mind is broadened. In this way the subject is utilized to the best advantage. I will now indicate in a general way how the subject matter of the prescribed texts may be taught.

**NUMERATION AND NOTATION:**—Children should express numbers below ten as one-unit, two-units, three-units, etc., not as one, two, three, etc., for these same terms apply to various groups of numbers afterwards to be formed, such as tens and hundreds. The number ten may now be presented objectively in the form of ten tooth-picks or slivers tied in a bundle, thus giving the idea of ten as being a group of ten units; then by placing first one-unit, then two-units alongside of the bundle, the idea of eleven being a ten and one-unit, of twelve being a ten and two-units, etc., will be given. When ten units have been laid along side of the bundle the children will want to group these into another bundle, and this operation being continued they will get ten groups with ten-units in each group which they will want to put into one large bundle of ten-tens or one hundred.

In connection with notation the children should be led to consider the

period as an essential part of the number, and that no figure has any value until its place from the decimal point is determined: that 0 in itself has no value but is of great use in determining the name and value of the figure or figures coming before it. Thus they will see that ten is expressed as 10, but that eleven is not expressed as 101, but as 11. The numeration and notation of hundreds may be introduced and illustrated in the same way as of tens. Exercises in writing numbers in words and figures from dictation and in reading them in all possible ways should be given.

We may now introduce different scales of notation by leading the children to see that we need not necessarily group by tens, but that we may group by any number we choose, and then familiarize them with some of the different scales. *Method of Illustration:*—Perhaps the pupils have decided that they can just as well group by eights as by tens. If so give them a number of picks, say one hundred and seventy-five, let them group these according to the decimal scale, express the number in figures on the board, and hang each group of picks over the figure representing it. Now give them the same number of picks and have these grouped by eights. They will first get twenty-one groups of eight and seven units; the groups of eight they will regroup into two groups of eight eights, and five eights. The expression of the grouping, as 257, in the octenary scale, will naturally follow. The number should then be expressed in figures on the board with the grouping of the picks above them, and comparisons made with the first grouping and its expression. The pupils will now be able to apply this knowledge of the principle of reduction to the different scales of notation, and, later on, to solving problems in business arithmetic.

Roman notation may now be introduced and practice given in all possible ways of combining these characters to represent numbers.

Some may question the advisability of attaching so much importance to the teaching of the principles of numeration and notation; but when we stop to consider the extent to which the operations upon number are based upon these principles, we see the necessity of laying the foundation for these operations broad and deep in a full intelligence of the principles.

The process of addition may be objectively illustrated by means of tooth-picks, putting together different grouping of picks and then regrouping them into one series of groups. Multiplication should be taught as the addition of equal numbers, and by examples and comparison shown to be a contracted method of addition. Clear notions about multiplying by units, tens, hundreds, etc., about carrying, and about the partial products should be given. Subtraction should be taught simply by allowing the pupils to take some objects away from a group. They will thus see that subtraction is the way of making a number smaller, not of taking one number away from another as there is only one number involved. Then by subtracting equal parts a number of times from a number, and by proper questioning, the idea of division being the subtraction of equal parts will be developed. Along with these operations the multiplication and division tables should be constructed and memorized.

On the success of the teacher's effort to teach division depends the facility with which the pupils will take up fractions. Long division naturally comes before short. After the pupils have become sufficiently acquainted with the operation, each of the seven principles involved in and concerning division should be dealt with in turn, the ideas being gotten from the pupil and firmly fixed in their minds.

This part of arithmetic well taught will be more than half the battle in teaching fractions. The idea of fractional quantities should be brought out when dealing with division. A fraction expresses division and is the quotient, thus  $6 \div 3$ ,  $6 \cdot 3$ , and 2, are the same. The idea of proper fractions will be all the more readily grasped from a knowledge of fractional modes of expressing division. Pupils should be led to see that, for example,  $6 + 2$ ,  $4 \times 2$ ,  $12 - 4$ ,  $16 \div 2$ , and 8 are simply different forms of expression for the same number. Operations should be combined and worked in many different ways.

Example:— $24 \times 18 \div 16 \times 3 = 432 \div 48 = 9$ , then express the division in fractional form, write out the factors and cancel; again express the question as a fraction and cancel without expressing the factors in full.

The pupils will see that in the process of cancellation they are simply applying one of the principles of division they

have already learned. The simple axiomatic truths applicable to arithmetical operations should be introduced and applied. Questions combining all four operations should be given and brackets used (thus paving the way for algebra), and as many different ways of working the questions employed as is expedient.

The idea of the H. C. F. and L. C. M. of number may now be developed, and the knowledge applied in the solution of practical problems.

The idea of a fraction and of the terms of a fraction being developed and the similarity between the expression of a fraction and that of division being observed, the teacher may now proceed to teach operations upon fractions through and by virtue of the principles and axioms learned. If this plan be carried out earnestly, it will be a pleasure for the class to learn fractions, and for the teacher to teach them. How to carry out this plan we can each think out for ourselves. As a school-boy there existed in my imagination a deep gulf between *fractions* and *decimals*. This, doubtless, is the experience of many. Children should see the *non-necessity* of vulgar fractions, decimal fractions and so-called decimals. There is no practical use that I can see of both the terms *decimals* and decimal fractions. The latter term is sufficient; the former, superfluous and apt to give an erroneous idea if not guarded against by the teacher.

In teaching all of the foregoing operations, practical problems should be given, and a good part of the time given to mental arithmetic. Reduction, compound operations, and practice, simply involve the principles of numeration, notation, reduction, etc., already learned; and, though proper questioning, the pupils will see how to apply the principles so as to perform these operations. The rest of business arithmetic may be worked by the unitary method which is based on the principles and axioms with which the pupils are already familiar, and which is fully treated in one of the texts.

In closing, I would say: accept no work slovenly executed. Let the children do the thinking, strive to bring out principles, "make haste slowly," rivet the work with review tests that test the thinking ability of the child.

J. A. E.

### How Teachers are Made.

Since it has come to be a recognized fact that in this age of competition an individual must have some push in him in order to make his way in the world, and moreover that at least a fair education is necessary to success, parents are becoming increasingly anxious that their children shall avail themselves of all the privileges which a common school can afford. And when the parents have done their part in thus keeping their children at school until they have reached years of discretion it often happens that the young people themselves take the matter into their own hands and determine that they will work their way through the higher institutions of learning.

As a means to this end, a considerable proportion of them engage in the occupation of teaching; this, together with the growing desire of girls to be independent, accounts for the steady increase of student teachers at the Normal School. But when we remember that to boys teaching is as a rule but a stepping stone to a profession or more lucrative employment, and to girls not necessarily a life occupation, we are better able to understand why it is that the market does not become over-stocked, and to solve to a great extent the oft-probanded problem of "what becomes of all the teachers."

Perhaps in no occupation in life are there such frequent changes as in teaching; but the fact that no matter how short a time a person may wish to remain in the profession, he must undergo the same training as if he intended to make a life work of it, renders this constant change less of a drawback than it might otherwise prove.

The would-be teacher must first of all attack the entrance examination papers, and with many sighs and inward quakings work his passage through them into the Normal School. Should he be fortunate enough to do this he finds that he has taken but the first step toward the accomplishment of his desire. It would never do for him to rest on his oars then, but henceforward with his scribbler under his arm and his eye firmly fixed on his prospective license, he must pursue his way from one class-room to another, imbibing the knowledge which is to fit him for his occupation as an instructor of the young.

He must learn to turn his attention from the study of atoms and molecules, to the study of precocious children at a moment's notice; to drop his problem in mathematics at the first sound of the signal, and turn with becoming zeal to the occupation of singing scales and enunciating vowel sounds. Profound investigation into the anatomy of the human body must give place to investigations in language according to Meiklejohn, while the young lady students may be called from any of these occupations, to learn how to adjust a patch properly, or to acquire skill in the art of house-keeping.

In routine similar to this the days glide on; but there are breaks in the monotony. When his turn comes he must betake himself to the Model Schools, and there put into practice all the theories he has acquired since his arrival. On such occasions he is liable to have his first enthusiasm somewhat dampened, as when for instance he goes down, armed with apples nicely divided into parts, to present a lesson on fractions objectively, and having distributed them, finds the children surreptitiously taking bites from them behind his back. On first thought he is apt to conclude there is something wrong with the objective method, but a little reflection will convince him that the method is all right, the fault lies in the illustrations and the next time he presents fractions objectively, he will either impress upon the children the fatal consequences of apple eating in the case of Eve, or else supply something less palatable.

The next great break in the monotony is the examination. During a nine months' term he is to look forward to four of these oases in the desert, not counting the final. When he has been at school some six or seven weeks, some one scents an exam in the air and immediately confides his suspicions of such a catastrophe to his fellow students. He is asked to produce his evidence, which he proceeds to do:—Some one has seen a light burning in the library in the evening—an ominous sign! Some one else has seen the faculty comparing notes and looking very important, while a third affirms that invitations have been issued in one of the churches for a social and that invariably precedes an exam. Altogether it is a very clear case, and thenceforward there is no rest for the expectant students.

It would be impossible to describe the agonised uncertainty with which he climbs the stairs each morning and noon to see if the ink bottles are filled, and the sigh of relief with which he welcomes another day's respite. But the exam. comes and goes and he lives on. 'Tis true that he is somewhat disappointed in finding that it is not half so tragic an affair as he supposed.

Before he came to Normal School he had an idea that in these "times which try men's souls," that students in various stages of unconsciousness lay about the room while groans of anguish from the sterner sex rent the air. This was his idea. The reality was very different. There were no visible signs of agony on the part of his fellow students, save for the expression of the various faces which were Spartan-like in their fixed resolve to do it or die.

After the exam. comes the ordeal of getting the estimates on the various papers, and then comes peace and quiet and steady work for a few weeks more. The student at Normal School finds that if he would maintain a creditable standing he must work fairly hard, but not to the detriment of his health. He can keep up his work without burning one drop of mid-night oil, or displaying even the first signs of emaciation.

In fact the majority of students enjoy life at Normal School immensely. Thoughts of the "final" on which so much depends, will sometimes give them momentary qualms, but nearly always in a wiser life they look back to the time spent at Normal School as one of the happiest periods of their lives.

Such is the preparation which every student must undergo, before he goes forth a full-fledged pedagogue to try his hand at teaching the young idea to shoot. The dreaded "final" over, and the coveted license actually his, he goes forth to meet—he knows not what; but very soon he finds out what his duties are, and if he is the right kind of a teacher, will endeavor to discharge these duties to the best of his ability. Above all he will not allow himself to get into a rut, but despite the fact that he may be teaching quite "out of creation" will try to keep up with the spirit and progress of the age.

Normal School students in need of a first-class fitting suit, pants or overcoat made to order should go to Anderson & Walker. Their prices are low prices. See their ad. in this issue.

### America's Treatment of the Indians.

The following words will place me in a position open to criticism, to say the least; and knowing as I do that I probably will receive it from my fellow students, I would emphatically say that I am not, as you might suppose, an enemy of civilization, or of the English speaking people; but using the phraseology of the times, "a mere crank." These words have burned their way into my very soul, and the outcome of it is that I, with a great deal of hesitation give them to the public.

What right have we to the land on which we live? None whatever. Oh! but we bought it, says some one, so you must be mistaken. So we did, but the price was nominal. It was as if a man of giant stature should approach a farmer and say to him: I will give you \$1.00 for your farm. Before the man has time to reply, the would-be purchaser unsheathes a mighty sword, and holds it over the farmer's head. At the same time an avaricious smile flits across his visage; and in awful tones he commands the husbandman to answer. The farmer being well aware that his only alternative is to give it for nothing, answers: I—will—sell.

But we own it by "right of discovery." Every conscientious person who has thought of the subject must agree with me that this is no right at all. It is probably a thread-bare and hackneyed expression, but true nevertheless that "it is a poor rule that won't work two ways." Now if a few Indians had found their way across the "big pond," landed somewhere on the continent of Europe, and tried to take possession of it by the right spoken of I doubt as to whether they (the people of Europe) would have agreed with the Indians, when they said that the land is ours for all time, by the "right of discovery."

It has been urged by some that no treatment is too bad for the red man, because he has treated the colonists badly—always breaking faith with them—a mean and contemptible fellow all around. From the very beginning of colonization in America, the whites have practised roguery and deceit in regard to the Indian—broken faith with them repeatedly. Why! every body knows that the natives were friendly to the first settlers. But why did they so suddenly become hostile. The follow-

ing words of the Chief tells why: "They only asked for enough land on which to build a wigwam and grow some corn. We gave it them, but when they got that they drove the Indians back, and wanted all." This driving back has been going on for years and years, and still continues to go on. Year by year the poor Indian retreats toward the setting sun. If the "gold fever" had not laid hold of the people, which must eventually arrest the westward march of the red man, the probabilities are that room could not have been found on this continent for him, and when he came to the Pacific coast the command still would have been "onward." Who is responsible for him being a drunkard? No other than the whites. This curse was unknown to him until they came. Let an Indian, who is probably on the point of starvation—his means of livelihood having been taken from him, massacre a white man; and a howl of indignation goes up from all over this country; but when numbers of Indians, not only men, but women, with infants at their breasts, are murdered by soldiers, as at "Wounded Knee," (U. S.), no cry is heard in behalf of the murdered people; but the soldier who fell, did so covered with glory. Some are even ready to complain, because the government gives them aid. They are repeatedly robbed by government officials; but if every cent of the heaviest subsidy that was ever voted, for this or any other purpose, was placed in the hands of the Indians, it would be small compensation for the millions of square acres of this smiling land, which have been taken from them.

In the roseate light of this century, everything is free—press, religion, everything except the poor Indian. His condition is not being improved as it should be. I am fully convinced that something must be done, and that right early, if we would partially make amends for the evil we have already done. Year by year we find that they are decreasing in numbers. Soon these sons of the forest will be but the legend of a forgotten race.

Were I an Indian I would say (and mean) the immortal words of the bold American statesman: "Appealing to Heaven for the justice of my cause I determine to die or be free."

ERNEST M. STRAIGHT.

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### Teachers' Prospects.

It is the prevailing opinion among the trustees of the schools of New Brunswick that the province is flooded with teachers. Whether their conjecture is correct or not, I will not attempt to prove, only in such a way as might tend to confirm or disapprove their surmise.

The teacher of New Brunswick is supplied with money from three sources—the province, the county and the district—and his welfare the same as with other laborers depends upon the amount of this worldly necessity he receives.

We have only to look at the reports of the last ten years to find that there has been a gradual decrease in teachers' salaries. Is this because the services they now render are not as worthy of a recompense as heretofore? No! most assuredly no! The teacher of to-day is far better equipped for his work than he who preceded him by ten years.

Does this not show us that the variation in salaries has not been in accordance with the diversity of acquirements. Now what is the use of detecting a grievance without discovering a remedy? A preventive for a further diminution is a thing far from an impossibility.

Let us look for a moment at the labor unions of the Great Republic. Is it not something meritorious on the part of the working men of that country, who have formed themselves into societies for the purpose of defending their own interests. The law of the United States does not prevent men from

coming from other parts and filling vacant offices, caused by any labor contention. Here in New Brunswick if a person does not hold a license granted in the province, he is not allowed to begin work as a teacher. Practically speaking, the teachers of New Brunswick can conduct a great many things in regard to their own interests if they work in concert.

Since this is the case, would it not be a step in the right direction, if the salaries of teachers continue to decrease, or remain as they are at the present time, for the teachers of New Brunswick to form themselves into a union for their own protection?

If the teachers of this province were paid salaries sufficient to induce persons of ability to enter the service, the result would be very marked as regards the efficiency of our schools. A teacher, who is satisfied with a low salary, is satisfied with other things in proportion. These teachers we do not want, but in their place those who, expecting to be paid the value of their services, go heart and soul into the work, and endeavour to make it a success. If our people desire to make their educational system what it should be, they must put their hands in their pockets sufficiently deep to induce competent teachers to take charge of their schools.

The end of all true education is to make men stronger, wiser and better. Any teaching which does not produce these three results is defective.

APRIL 94.

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### Teachers Should have Confidence in Themselves.

A teacher's manner in a school, should be easy and calm. He should never show any signs of nervousness or excitement. The excited man is never master of the situation; the nervous anxious worker is never master of himself. The irritable, restless man not only works at a great disadvantage to himself, but disturbs those who are working with him. His manner is the frankest possible confession that he feels unequal to his task, and that the issue is doubtful.

Young teachers, I think, are generally more apt to be nervous than those who have had experience. But they should remember that the man, who takes his duties quietly, and bears his burdens calmly, gives his fellow workers the sense of security, the feeling of competency.

Teachers may be compared in their manner to a river. As a river first issues from the hills, as hallow rivulet, it first runs turbulent and noisy; but as it becomes a wide, deep stream, the ear cannot detect its flow. It is quiet because it is deep. So it is with teachers. When they begin, they are apt to be noisy in their devotion and boisterous in their energy; but when they have measured their strength against their task, and gained a real impression of the vast and sublime order of which they form a part, a quiet, calm, steady exertion takes the place of the former impetuosity. Then will the teacher be able to teach with a smaller loss of energy; and not only that, but his labours will be crowned with far greater success.

The following exquisite encomium was written by an eminent young gentleman, who may some day be poet laureate:

What shall I call you?  
A star!  
So beautiful, yet so far!  
Bright star!

What shall I call you?  
A rose!  
That in the garden grows,  
And woos each breeze  
That blows.

What shall I call you?  
A dove!  
Fairer all else above!  
Vision of beauty  
And love!

What shall I call you?  
Mine own!  
Oh sweetest name yet known!  
Yes, mine own!  
All mine own!!!

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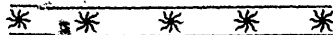
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**Squibs.**

'Tis said, to be with Estabrooks  
Delights Miss J.— far more than books.

'Tis strange the Moncton Violet rare  
For none but Norman blood doth care

"O Mr. K—h," said Marguerite,  
"How vast in size is your conceit!"

"What's *pitch* in reading, can you tell,  
Miss V—?" " 'Tis melted tar, Miss L.—."

"Who is your favorite saint?" he sighed.  
"Pet(r-) of course!" Luella cried.

How the lady smiled when she got the note  
With "Mr. K—n—n" upon it wrote!

On a Regent St. doorstep our Allen is found  
When the chime of 11 is heard to resound.

We hear that the Reed doth much incline  
To sing of her darling Lemont-line

Joe has before him a prospect bright,  
For has he not conquered a gallant Knight?

The *Pride of the Normal*, a Sunbury boy,  
The clan of Macdonald has vowed to destroy.

Maxwell in Pain(e), has sworn our death:  
Harry, you'd better save your breath.

We hear that two trainers on Brunswick Street  
On Ryan and Winn are remarkably sweet.

The "Martin" of Kent has been stricken hard  
By the wiles and the smiles of the fair Richard.

What is there for the Lady Clare,  
Brave Allan would not do or dare?

"If a model reader you'd be known,  
You must put, Mr. N—, some love in your tone!"

Horace and Frank and the Norman bold,  
With the sweet debonaire little Draper,  
Accompanied brave Nelson over the bridge  
With many a frolic and caper.  
They begged for a treat—some excellent dish—  
He kindly presented each one a smoked fish!

Out sprang the trench'rous little mouse—  
Poor Lottie rose to flee the house!  
The rodent took her off her guard;  
The beast approached: her heart beat hard;  
And but the prompt action of Mr. C.  
Averted a grand catastrophe.

**Her Share.**

The class was struck with dumb amaze,  
As the teacher walked the aisle;  
He viewed the students silently,  
And frowned on them the while.

At last he reached the desk he sought,  
The scholars look intent;  
And then into the class—'em still,  
One sentence grave was sent.

The scholars quickly look around,  
Each look they gravely scan,  
And on the one at which he stands,  
They see a pictured man.

He asked the scholars one by one,  
Who drew this work of art,  
But the knowledge that he sought to get  
No one would then impart.

But see! one hand is slowly raised;  
With many doubts and fears,  
The sentence falls in accents low:—  
"Please, I put on the ears."

**A. E. MASSIE.**

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