

THE ALBERT STAR.

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J. A. BEATTY, MANAGER.

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WEDNESDAY, OCT. 3.

IS CONSUMPTION CONTAGIOUS.

In no branch of science has greater progress been made in late years than in that of medicine. One particular line to which great attention has been given, and in which wonderful discoveries have been made is in the origin of disease. It stands to reason that in order to treat a disease intelligently, the doctor must thoroughly understand the disease. The question, whether or not consumption is contagious, has received due attention, and the conclusions arrived at may be of practical benefit to the people of our northern climate, where the disease is most prevalent. It would appear to be the accepted opinion that while some persons are more susceptible to the disease, than others, by reason of weakness of constitution or otherwise, yet the immediate cause is the inhaling of bacteria which comes from consumptive patients in the form of spit, and being deposited on the floor dries, and becoming dust is taken into the system by breathing. This bacteria is a living germ of the disease, and after being breathed in comes to life again and in that way the disease passes from one to another. It is recommended by physicians that consumptive patients should deposit this sputum, or spit, in cloths, which should be burned, and that by so doing the chances of the disease spreading would be greatly lessened. We often, in our own country and even county, hear of families being almost decimated by this dread disease, and every precaution should be taken to stay its ravages. A careful attention to this matter on the lines suggested might be the means of saving many valuable lives.

Victim of Hypnotism.

VIENNA, Sept. 23.—The widest interest has been excited in Europe this week by the story of the death of a young lady, a member of a prominent family of Vienna, while under hypnotic influence in the hands of Neukomm, the well known hypnotist of the capital. She suffered much for several months from nervous headache. Nothing could cure her but Neukomm putting her into a trance. The first account of the affair was incorrect, but the latter version, given by Dr. von Bragassy, who was present throughout, is almost incredible. The experiment, it seems, has been one of spiritualistic trance rather than hypnotism. Dr. Bragassy says: "It was with the concurrence of her parents, and the medium herself, that the hypnotist Neukomm selected as the object of the experiment the condition of his brother residing in Wezche, concerning which the opinion of physicians vary. In about twelve minutes the medium exclaimed, 'I am fast asleep.' The young lady gave signs of great excitement, which, according to her parents, had not been observed during previous experiments. Neukomm requested the medium to go and see his brother at Wezche and say what was the nature of his illness and what cure could be adopted. What followed was really incredible. The medium began a scientific description of the invalid's lungs, giving a minute account of this disease condition with technical particulars which even an ordinary doctor could not give, and which might only be expected from an experienced specialist. With full command and correct use of technical expressions, she gave the closest details, extending to a full diagnosis of inflammation of the lungs, and declared the prognosis very unfavorable, as against that kind of disease medical skill is powerless. In conclusion she described the end of the patient in the usual Latin terminology and immediately afterwards fell back senseless, uttering a piercing shriek. I at once had recourse to every conceivable means of restoring consciousness, but all in vain. Within eight minutes her pulse began to fall and death shortly followed.

Raising Beets Raises Cain.

The low price of wheat has caused farmers of Europe to give their wheat lands over to beet raising, and it is estimated that Europe, which last year raised 3,600,000 tons of beet sugar, will this year increase her production by nearly 40 per cent, owing to the conversion of wheat lands into beet sugar lands, wheat being greatly depressed by the advance in the silver-using countries which raise wheat on a silver basis, and the production of beet sugar being stimulated by government bounties.

If 1,000,000 tons of beet sugar must be exported from Europe there is no market it can seek save that of the United States. What will become of sugar refining in this country under such a pressure is problematical. The sugar beet harvest begins next month, and sugar men are simply waiting and watching for results from this stupendous increase of beet sugars which must find consumption outside of Europe.

It is figured in sugar circles that the American sugar refining company can see no future where the difference between raw and refined sugar can be greater than 3c, and the cost of refining absorbs two-thirds of this difference, so that it will be close work for the American sugar refining company to make its 12 per cent. dividends hereafter from sugar manufacturing.

OUR SCHOOLS!

A Paper Read Before the Albert
County Teachers' Institute, by N.
W. Brown, B. A., Principal of the
Hopewell Cape Schools.

In attempting to treat a subject so wide in scope of view as this, I feel at a loss to know where to begin or where to end; but after considerable tedious thought upon the difficulty which I have mentioned, I have come to the conclusion that it will be better to begin anywhere and end anywhere than to demur until my time is exhausted and then begin nowhere and end at the same place.

What our schools have done in the past is not my intention to rehearse; but what they should do in the future is the object-matter of this paper.

That there have been weak, sickly children; that there have been blurred intellects and moral wrecks, issue from certain schools, to cope, unsuccessfully with the difficulties of life and to be submerged by waves of passion and disappointment which they should be able to surmount, are facts known to any one who has any knowledge of the history of our schools. But, while I hold that our schools should, and do, produce very different results from that which nearly every school has its "Bad Boy," who, though he may have every advantage that a good school can bestow, is quite sure to turn out a failure; for if a child be not, born, with common sense, it lies beyond my province to determine, how an instructor may remodel his faculties, so as to make him a rational, thinking being.

I shall view this subject from three standpoints—the physical, the intellectual, and the moral; for our schools should produce sound bodies; they should train the power to think and express thought and lastly, but not least, they should teach children to act rightly.

A sound body is necessary not only for physical comfort, but also for intellectual development. Knowing this, the teachers should avail themselves of every important result. If a school house be badly situated and improperly ventilated; if the pupils be subjected to the injurious effects of "cross lights" and are compelled to spend the entire day without any physical exercise, (owing to a lack of proper appreciation on the part of the teacher for the physical welfare of his pupils), it is evident to the most unthinking observer that a sickly, dwarfish, deformed lot of children, will be the inevitable outcome of that school; and that teacher and pupils will feel old, long before they have reached their prime. True it is that the teacher has not all to do with the physical education of his pupils, for they are not always with him, but, in addition to the exercises which he may practice in his school; in addition to the encouragement he may give them, by presence and hand in their many sports on the playground; he may also call their attention to their position while walking, or standing, or sitting, and in this way, and by making himself a model in this respect (as well as in all other things which he wishes his pupils to imitate), he can be of great service to the health and forms of his pupils.

Let our schools, through their instructors, even strive to impress on the pupils' minds, the fact, that a healthy, vigorous body is the first essential of success; the fact, that, as a rule, all children are healthy and robust in their infancy, and that it lies with themselves whether or not, they grow up strong, healthy men and women. Here an opportunity is afforded to speak of the injurious effects of tobacco and alcohol. Do they do any good? No! emphatically not. Do they do harm then, and impede the natural development of the body? Yes, and more—they empty the purse; and the latter, not infrequently, brings people to ruin and disgrace. And now, in concluding this part of the subject, let our schools provide and encourage athletic sports. There is scarcely a boy, who is so sluggish in disposition, that will not take an interest in vaulting or performing on the bar, or running a race. And in so doing he will not only exercise (and thus strengthen) and develop his muscles, but he will have found an amusement, for his leisure moments, that will prompt him to more vigorous action. When we read of Goldsmith or Shakespeare, or any of the great men of the past, do we find that they were disinterested athletes? No—the lecture room; the nomenclature of chemistry of the formulae of mathematical problems are not so fresh in their memories, as the play grounds of their boyhood, and the sports of their college days. But let us view the subject from another standpoint. Let us consider the intellectual side of the education of the child. The world is ever clamoring for intellectual men—men who have received an intellectual education, whether their highly cultivated faculties are in connection with a healthy well-formed body or not. The intellectual education is all well enough, for I believe that a man should elevate the office to which he has been elected, rather than the office elevate him. But how often it is that men who have spent all their youth in acquiring an education, die right in the prime of life; simply because they neglect to attend to the physical necessities of their constitutions. We assume, therefore, at the very outset, that the physical powers should be developed in harmony with the intellectual faculties, and that it is better to know less and have more spirit, than to know more and be tame, spiritless and unproductive. In order for our schools to deal successfully with the intellectual part of education, their instructors must have a good general knowledge of psychology, or the science of the mind. As the captain of a vessel requires a knowledge of education, in order to direct and control his ship's course across the

ocean, so the teacher needs a knowledge of psychology, in order to direct and control the development of the intellectual faculties. They must call into action the several faculties of the child, in harmony with the "laws of their unfolding;" when one after another of the faculties have been developed and lessons given (the subject-matter of which would form food for reflective thought) the children must be taught, by various devices, to express that thought. Not like Pestalozzi, Swiss patriot; who required his pupils to repeat after him what he said about the object in his hand, (for though he may be regarded as the founder of "object lessons") I think he failed in this respect but, when they have made their own observations, to repeat what they have discovered. This is not asking too much of teachers, for it is merely requesting them to let their plan, method or device, be natural and logical;—or, in other words, be in accordance with common sense. I shall not take time, or space, here, to describe all the different processes involved in the development of the faculties of the mind; for, to say the least, this part of the subject is worn a little threadbare. Hence it will be sufficient to observe that with clear sensations, perceptions, conception, memory, reasoning, generalization and imagination, naturally follow. Or, as one great educationalist has put it:—"children should be taught to observe; first, then to remember, and lastly, to reason or reflect." Children possess an innate fondness to look at things closely; and to handle what they see. They only require to be directed how to see, and how to handle. They dearly love to look at flowers and animals. By noticing how several animals (or pictures of them) or plants correspond with one another in prominent characteristics, they will be led to group them into classes and families. Had people been trained when children to interest themselves in, and closely observe the things which surround them in early day life, fifty per cent. of our fellow townsmen would not be ignorant of the fact that cud-chewing animals have no teeth on their upper jaws; that these same animals get up on their hind feet first; that animals which hunt others and live on their flesh, have ears that differ in shape and in position from those that live on grass; that apples and strawberries are of the same family as the beautiful rose; that the onion and asparagus are family relatives of the lily-of-the-valley. Trained to habits of close observation of these and multitudes of other interesting facts, children acquire the habit of self-acquisition which is the foundation stone of their progress in other subjects. More important still, it is impossible to "teach" children so long as they learn by observation. In connection with this remark it is evident that words should never be taught before things, or before the idea of things are given, e.g. Take a question in reduction, as for instance in reducing bushels to quarts. After working the question on "B. B." ask the class what we have done. We have changed a number from one name to another. Now reverse the process, and they plainly see that we have not altered the value. Combine these two statements and we have our rule for "reduction." What our country wants to day, is more practical teachers. I do not wish to be understood that I under rate the theoretical part of our profession; but I think, and know, that some teachers make theory a hobby; and to read their papers or hear them talk, one would be led to suppose they were adepts at teaching. But to witness a lesson given; it only requires half a glance to see that their teaching is fussy and unaimed, and their descriptions pointless; and if we judge by the effect produced we come to this conclusion, only that a large proportion of the time was wasted than lost. From what I have learned of Pestalozzi, I am convinced that he knew very little of theory; but, being one of nature's own teachers, and the situation in which he was placed forcing him to employ natural means for imparting instruction, he laid the ground-work of our present system of education. We judge of force by its effect upon matter; we judge of the magnitude of the force by the effect produced—apply the same rule to teaching (and I think it is a good one), and we can easily decide whether a teacher is making his profession a success or a failure. Our school should develop a taste for music; for it is the natural language of a full soul. All the emotions of the human soul can be expressed in song. Every heart should be the home of music. Every home should be ennobled by sacred, and enlivened by sprightly gladness music. The highest, holiest feelings of the soul are to be sung. The warmest, truest affections of the heart express their fervour in song. The mourner, yes, even the mourner, loves the mellow, grief-laden cadence of slow, solemn music. The child is hushed to rest by the oft-repeated cradle hymn. The worshiper raises in praise to the swelling notes of the organ. The patriot expresses his bursting joy in the thrilling notes of "Rule Britannia," or the "Marsellaise;" and the warrior shouts in answer to the stirring life and drum. We might elaborate much further and show that it is essential in every department of life. But I think I have gone sufficiently far to show its stimulating, consoling and ennobling effects. How necessary, then, that this heavenly gift should be awakened in the youth of our land, to a chorus of harmony that shall swell above the harsh discord of life. Our schools should also justify a spirit of patriotism in her children. Why is it that our friends across the "line" evince so much national pride? In their late civil war of 1861, what was it that sent so many youths, fresh from school and college, to perish so fearlessly by those southern swamps, and in those southern

wilderness? It was this: The Americans are never tired of pointing their children back to the proud, old days of the Revolution; to George Washington and Samuel Adams, and the other illustrious names of American history. Do you ask further reason? Look at their text-books, the patriotic element characterizes American literature. Why is it that Spartans are held up before all ages as patterns of patriots? Because from their infancy, the Spartan was educated to the belief that the proudest honour that could ever crown his life, would be death for his native land. So our schools, while imparting intellectual instruction, must not be remiss in their duty towards our country; and it is not too much to expect of them that they will instil in the minds of the rising generation the spirit of patriotic liberty.

Let us turn from the intellectual and consider the moral. There is nothing in the world so splendid, so admirable, as goodness. There is something inexpressible, grand in a great character, and a century seems to have done well which has produced one just one. The world is enthusiastic in its admiration of true genius, but when genius is linked to virtue the admiration becomes almost worship. Say what you will, think what you will, the world is becoming to love a good man. Two persons comparatively have become famous through their virtue. A few names have come down to us fragrant with the perfume of holy deeds. "Even paganism can name children who would have been worthy representatives of a little creed." War, blood-shed, art, song, literature, all these, have lifted men into the gaze of their own and all other times; but, strange to say, the majority of the more conspicuous figures on the canvass of history, are but indifferent characters when viewed from a moral standpoint. Look at the men who have worn crowns. With a few exceptions they have all been moral monsters. We feel like throwing up our caps and clapping our hands, when we see a man pass over the dangerous causeway of life, without slipping into the dangerous sloughs which lie on either hand. We become accustomed to hear from the low, ignorant roughs of our land, wicked oaths, and foul, loathsome language. We evince no surprise when we see them foolishly and contemptuously drunk. But when we hear and see such things from an educated man, we are reminded of what one great educationalist said when his countrymen complimented him on his success; after he had spent long years in poverty and trial. Said he: "It is like a laurel-wreath encircling a skull. There rests upon our schools a great responsibility. They should produce a moral generation as well as an intellectual one. To do this, they must engrain the principles of morality on the very nature of the children. Not that they should hold out any special inducements for good behaviour, but teach them to do right, because it is right. In this respect, 'the mother is the child's best instructor, and the prevailing principle of instruction in schools, should be love as strong and wise as a mother's.' There is a certain class of fluids known as 'sympathetic inks.' These are inks which when first used leave no more impression on the paper than water; but may be made to appear, upon the application of certain compounds, to be used for that purpose. e.g. Take an iodide of gold and tin. If you write a solution of gold in nitro-muriatic acid on the paper in a solution of iron; but dip the pen in a solution of iron, and the same acid, and by brushing the page the writing at once appears, and may be easily read. Mason has said that:

"Man's life is a book of history; The leaves thereof are days."

It is the duty of our schools to impress on the mind of the child the fact, that every morning there is given him a clean page upon which to write. Insure him also the fact that whatever his acts may be—whether good or bad, whether done in public or private—are sure to be recorded, and will effect, his character; for, "time," the sponge, will brush that writing and make it legible to all who may read as they run. A murderer wrote a page in his life's history one day, when his victims were screened by the thick foliage from the pitying gaze of heaven, and far removed from any human being that might see their cries, and send them to their rescue. He declared, thought that his foul deed would never be discovered. But, "time," as the sponge, brushes that page, and it was given forth to an astonished indignation world. To make this cannot be forgotten to that teaching is the duty of work, which Daniel Webster, in a passage worthy of being quoted to the end of time, has said: "If we work upon marble, it will perish; if we work upon brass, it will efface; if we rear temples, they will crumble into dust; but if we work upon immortal minds—if we imbue them with principles—with the just fear of God, and our fellow-man—we engrave on those tablets something, which will brighten to all eternity."

New Brunswick, County of Albert, ss.

To the Sheriff of the County of Albert or to any Constable within the said County. Greeting—

Whereas Emma B. Kenzie of the Parish of Hillsborough in the County of Albert, deceased, hath granted letters of administration of all and singular the estate and effects of the said Dawson. Steeves may be granted to her in due form of law.

You are therefore required to cite the said Emma B. Kenzie, the heirs and next of kin of the said deceased and all others interested in his estate and effects to appear before me at a Court of Probate to be held at the Parish of Hillsborough in the County of Albert, on Saturday, the 10th day of September, A. D. 1894.

Given under my hand and the seal of the said Probate Court, at the Parish of Hillsborough, in the said County of Albert, this 10th day of September, A. D. 1894.

Signed, W. ALDER TRUEMAN, Judge of Probate, County of Albert.

Signed, J. H. DICKSON, Registrar of Probate, County of Albert.

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CHINA DECORATING.

Mrs. E. H. Fox, (pupil of Miss Fairbanks, Boston), will be in town for several weeks and will take pupils in China Painting. Orders for China also taken at the residence of Miss Emma Wallace.

NOTICE.

A meeting of the directors of the Harvey Branch Railroad will be held at the office of E. Graves, on September the sixth, at three o'clock, p. m.

By order of President,
H. E. GRAVES, Secy.
Harvey Bank, Aug. 29th, 1894.

The above named meeting is postponed till Saturday the 15th inst.

NOTICE.

The undersigned hereby forbids and cautions all persons, corporations and commissioners of sewers against interfering in anywise with the roadbed and track of the Salisbury and Harvey Railway, as anyone so doing will be prosecuted at the utmost rigor of the law.

Dated, Railway Office, Hillsborough, the 28th day of July, A. D. 1894.

MANAGER of the said railway.

COAL.

Expect to have vessel load of coal at Graves Island, about 5th of October. Parties wishing supply for winter will please send in their order before first of month.

A. SHERWOOD,
Ry Office, Hillsboro', Sept. 17th, 1894.

Marble and Granite
ornaments and
Grave-Stones.
T. F. Sherard & Son,
MONCTON, N. B.
Work Delivered Free.

ANGUS O'HANLEY,
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All kind of blacksmith work done with neatness and dispatch.

Horse Shoeing A Specialty.

W. G. BELL,
314 MAIN STREET,
MONCTON, N. B.
Cheapest Flour, Meal and Pork in the city, full line of English and American groceries on hand at

Lowest Prices.

JONES'
BOOKSTORE.
Head Quarters For
School Books
—and—
School Supplies

Extra Good Value in
Exercise
—and—
Scribbling Books

Discount to Teachers.
Orders by Mail Receive Prompt Attention.

M. B. JONES,
Books and Stationery
Telephone, 49; P. O. Box, 57,
Moncton, N. B.

New Brunswick, County of Albert, ss.

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I am now prepared to build to order,

Sleighs and Pungs,

of very latest design and finish as good as can be built in the best city shops, at a low price.

P. W. F. BREWSTER,
ALBERT, N. B.

A Tony Affair

May mean a gathering of New York our hundred, and even a hand-organ has a certain amount of tone, but for real richness and purity of tone the

"Mendelssohn" Piano

so much desired by those wishing a really first-class instrument.

I cordially invite the public and musicians in particular to call at my music rooms and inspect these magnificent pianos-fortes.

K. Bezanon's
Jewelry and Music Store
258 & 260 Main Street,
MONCTON, N. B.

J. C. STEWART & CO.,
Cor. Main and Downing Streets,
MONCTON, N. B.

CANNED GOOD,
BOTTLED GOODS,
CONFECTIONERY.

Butter and Cheese
A SPECIALTY.

Pork, Flour, Meal, &c.
EVERYTHING FRESH
NO CHEAP GOODS.

Special attention paid to orders outside the city. 6-6
J. C. STEWART & CO.
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Corner Main and Academy street,
Received per A. J. and by Rail,
Cider Vinegar,
White Wine Vinegar
Mixed Pickles,
Canned Corn "Delhi,"
Canned Peas "Delhi,"
Canned Salmon,

Granulated Sugar,
Extra Yellow C. Sugar,
Pulverized Sugar,
Val Laver Raisins,
Soda Biscuit,
Brooms, Pails,
Colman's Starch,

Grey Cottons,
White Cotton,
Print Cotton,
Summer Smiting,
Flannellette,
Ladies' Bik. Hose,
Ladies' Bik. Mitts,
Clark's 300 yd Cotton,

Paris Green, Gem Preserve Bottles.

SHERIFF'S SALE.

Will be sold at public auction on Saturday the 10th day of September, next, at the office of Alexander W. Leeman, Esquire, Parish of Hillsborough in the County of Albert, the lot of land belonging to John Miller of the said Parish and County bounded and described as follows:

"Beginning at a post standing on the western side of the Pow Road where the Southern line of lot number one hundred and thirty-one of the said John Miller on the Southern side of Bannister Road intersects the said Pow Road, thence from said post along the western side of last mentioned road running by the houses south three degrees and thirty minutes, west thirty-seven chains to another post thence North eighty-six degrees and thirty minutes west five chains to another post thence North eighty-six degrees and thirty minutes west three chains to a pine tree, thence North eighty-six degrees and thirty minutes west three chains to another pine tree, thence North three degrees and thirty minutes east fifty chains to another post and thence South eighty-six degrees and thirty minutes east twenty chains to the place of beginning containing ninety-three acres more or less and bounded as in number one hundred and thirty-two, west on Colpitts Brook south of Bannister Road" the said lands being granted to said Miller by the crown by grant dated December 18th, 1892, by number 2534 the same having been seized and taken by virtue of a warrant issued by W. O. Wright, Esquire, Secy. Treas. of the County of Albert at the suit of the Trustees of School District No. 15, in the Parish of Hillsborough in the County of Albert, and credited to William F. Colpitts, and versus the said John Miller, the said lands having been duly viewed as required by law.

WILLIAMS WOODWORTH, Sheriff.

Sheriff's Office, Hopewell, Aug. 9, 1894.

New Brunswick County of Albert, ss.

To the Sheriff of the County of Albert or to any Constable within the said County. Greeting—

Whereas James W. Colpitts of the Parish of Hillsborough in the County of Albert, deceased, hath granted letters of administration of all and singular the goods, chattels and credits of the said Colpitts, the Parish of Hillsborough, in the County of Albert, to the said William F. Colpitts, and account in the said estate and prayed that the same may be passed and allowed in due form of law.

You are therefore required to cite the said Administrator, the heirs and next of kin of the said deceased and all others interested in the said Estate and they are hereby cited to be and appear before me at a Court of Probate to be held in the office of the Registrar of Probate at Hopewell Cape in the said County of Albert on Saturday, the Twenty-eighth day of July next, at ten o'clock in the forenoon to attend the passing of the said account and show cause if any they have or know why the same shall not be finally allowed as prayed for.

Given under my hand and the seal of the said Probate Court, at Hopewell, in the County of Albert the Twenty-seventh day of June A. D. 1894.

Signed, W. ALDER TRUEMAN, Judge of Probate, County of Albert.

JOS. H. DICKSON, Registrar of Probate, County of Albert.

WILL YOU
FOOT-WEAR

Look at our
All Lines Marked Down to Suit The Times.

Men's Undershirts
and Drawers,
Wool Top Shirts,
Gloves, Socks, etc.

NO CREDIT!
Archibald Steeves,

Opp. Bap. Chure

W. F. FERGUSSON'S
Fall - Importations.

Per S. S. Corean from Glasgow. Per S. S. Chickahominy from London.

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