

HISTORY AND POETRY IN GEOGRAPHICAL NAMES.

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

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

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

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

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

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

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

(To be Continued.)

LOUD AND MUCH TALKING.

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

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

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

INDUSTRIAL EDUCATION.

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

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

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

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

TEACHERS' BOOKS OF REFERENCE

The following books of reference for teachers may be had of J. & A. McMillan, of this City.

- LECTURES ON TEACHING. Delivered in the University of Cambridge, by J. G. Fitch, M. A. \$1.00.
 LESSONS ON OBJECTS. Graded Series. By E. A. Sheldon. \$1.75.
 LIPPINCOTT'S COMPLETE PRONOUNCING GAZETTEER AND PRONOUNCING DICTIONARY OF THE WORLD. \$12.00.
 A MANUAL OF ELEMENTARY INSTRUCTION. By E. A. Sheldon. \$1.75.
 THESAURUS OF ENGLISH WORDS AND PHRASES. By Peter Mark Roget, M. D., F. R. S. \$2.00.
 THE HISTORY OF PEDAGOGY. By Gabriel Compayre. Translated by W. H. Payne, M. A. \$1.75.
 LECTURES ON THE SCIENCE AND ART OF EDUCATION. WITH THE LECTURES AND ESSAYS. By Joseph Payne. \$2.00.
 THE HISTORY OF ACADIA. From its first discovery to its surrender to England. By James Hannay. \$1.50.
 LIPPINCOTT'S BIOGRAPHICAL DICTIONARY. \$13.00.
 INSTRUCTIONS FOR THE DETERMINATION OF ROCK FORMING MINERALS. By Dr. Eugene Hussak, \$3.25.
 STRUCTURAL BOTANY. By Asa Gray. \$3.00.
 SCIENCE ECONOMIC DISCUSSION, 60 cents.