

For the REVIEW |

Meteoric.

Having noticed a correspondence in the EDUCATIONAL REVIEW concerning observation of a meteor, or what appeared at first as a shooting-star, on the evening of August 6th, I thought I would give a description of what I observed on that evening just after sunset; and allowing a few minutes for the difference of longitude, I think it must have been the same object observed at the same time.

As viewed from here it was about east and I think about 40 degrees from the horizon. It appeared to shoot upwards; the streak of light (to speak without regarding distance) about 20 feet in length, it remained longer than I had ever observed any before. It then appeared to widen out as the object described by your correspondent, becoming first crooked at the upper portion then nearly all of its length; and from different portions of its length appeared to send forth streams of vapor, the whole in a few minutes forming into a cloud; it floated slowly towards the northeast. I observed for the space of half an hour or until with distance and darkness it could not be seen. I conjectured if it had been a meteor it may have shot downwards, and the gas into which it dissolved by friction did not at first ignite as it rushed through a body of vapor and generating electricity was instantly lighted from the lower end, the electric shock condensing the surrounding vapor into a cloud — as there was no cloud to be seen in that direction at the time of the flash of light, the meteor appearing to show in a clear blue sky.

Its motion towards the northeast or rather the cloud form in the upper strata of vapor moving in that direction caused me to think that probably this was one of the many phenomena often occurring in the upper stratas of our vapory atmosphere but seldom witnessed.

The above remarks I give on account of the different positions viewed from, should it have been the same object would interest some as regards the distance from the earth at time of occurrence.

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Commendation.

Never forget to commend a good recitation. Should a pupil fail to come up to the standard, to merit unqualified commendations, give him such encouragement as you can consistently. Pass an opinion upon his effort anyway, and let him know that you are thoroughly cognizant of where he stands. It may be necessary sometimes to tell him that he has succeeded admirably in one part of his lesson and

failed entirely in another. It helps wonderfully for a pupil to know that earnest labor will be appreciated by his teacher.

A prominent lady teacher, in writing on the subject for an educational journal, some time ago, expressed herself as follows: "There is no influence emanating from a teacher, during recitation, which so completely paralyzes the mind of the pupil as the practice of scolding or ceaseless fault-finding, once so prevalent, but now rapidly disappearing from the public schools. The temptations to petulance and snappishness on the part of teachers are manifold and at times almost irresistible. Lack of faithful preparation, of quickness of perception, of moderate reasoning power, of interest, of enthusiasm, of uninterrupted attention, of just appreciation of the object and advantages of recitations, are causes of irritation to be found in almost all classes. Those who possess but little love of the work of education, who regard neither the present happiness of children nor the future welfare of individuals and States, who, in short, work in the educational vineyard exclusively for dollars and cents, or because more congenial fields of labor are not immediately accessible to them, are peculiarly liable to infuse this kind of narcotic influence into all the intellectual exercises of the school.

"Don't" is more often heard in some schools than in others. "Don't whisper so much," "Don't make a noise with your pen," "Don't study out loud," etc., is the burden of the teacher's talk. In our schools there is much cheerful talk, much encouragement. We hear the teacher say, "John read that charmingly — loud and clear, and without a single stumble." "See how quietly May has been sitting; you would not know she was here." "Did you notice how carefully James came in? He shut the door so carefully that no one was disturbed." Fault-finding is not pleasing to the pupils — they get so used to it that they shut their ears to it. The teacher thinks it strange that they don't mind his "don'ts;" he is sure he puts in enough of them.

Directions for Making a Large Putty Map.

1. Make, or have made, of half-inch board, a wooden molding board, two feet by three feet. Paint it on both sides a light blue, two coats.
2. When dry, mark out with colored crayon or pencil the line of the continent to be made.
3. Then spread over the surface of the grand division a thin layer of putty, using the hands, putty knife and a small roller. Cut out the coast line distinctly.
4. The next day additional putty can be added to indicate the elevation, table land, etc. The long