

Above all, a teacher never lets a single life of those put into his hands be spoiled, or wasted, or flung aside through neglect, or scorn.

A teacher is the helper and friend of the weak.

That is a teacher.

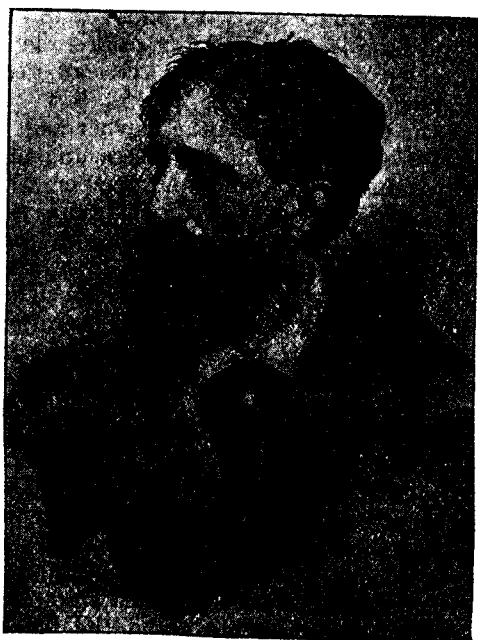
There is no law against dreaming. Though law and public opinion make teaching impossible, though there be no teacher and can be no teacher any more, dreams are beyond law. Men still can dream.—*Thring.*

English

Edited by F. H. Sykes, M.A., to whom communications respecting the English Department should be sent.

MAKING MAPLE SUGAR.

BY C. D. WARNER.



C. D. Warner

I. NOTES AND SUGGESTIONS.

Enjoys more.—What other parts of farming do boys enjoy?

Blackberrying...fishing.—A droll assumption that these are a part of farming.

The most of it.—After reading the whole lesson carefully the pupil might be asked to make out from memory a list of things the boy does and another list of the other things which he does not do.

Picknicking.—Being a jolly trip to the woods with provisions.

Shipwrecked...world.—Alluding to the freshness and novelty of the situation. To a boy such a real shipwreck would appear full of enjoyment.

Tubs.—The hogsheds, mentioned farther on, for storing sap.

Rye-and-Indian Bread.—Bread made of rye-flour and Indian corn meal.

Sweetest.—Observe the double meaning.

I am told.—As if the writer were to say, "I don't know this myself and would rather not know it."

Old fun.—What particular features of this fun are alluded to as lacking in the new method?

Picturesqueness.—Which of the two methods would an artist choose to make interesting pictures of?

Carefully collected.—For instance the buckets are now hung on the tree close to the spouts so that no sap is lost, as formerly was the case by being blown to one side on the ground. Now, too, the sap is carefully strained before boiling.

Shallow pans.—To hasten the process and thus, it is said, to retain a better flavor in the sugar.

Paddle.—A clean piece of shingle or other such stick whittled into something resembling a paddle a foot or so in length.

May improve the sugar.—How?

Very intimate.—And so likely to know how he felt. Of course the writer means himself.

Qui vive (kē vev).—The challenge of French sentinels corresponding to the English "Who goes there." So to be "on the *qui vive*" means to be watchful as a sentinel; to be on the alert.

Something...veins.—A well known feeling not capable of more definite description than this "something" and "a sort of."

The sap stirs...little.—A quaint fancy. The spring feeling excites the boy.

Digging.—Show the force of this term.

As if...hen cackle.—This interests the boy in itself and particularly now as a sign of spring.

"Sap's runnin'."—A graphic touch.

South side...scalded.—The hot water and heat of the sun remove any mustiness that may have gathered in the buckets during a year's disuse.

To make a road.—To break down the snow evenly so that when the the load of buckets goes out there will be no troublesome upsets.

Campaign.—Show the connection with the usual meaning of this term.

Procession.—This word has a weakened sense in common American usage. Here it denotes first the oxen and sled, then the driver, usually walking, next the boy, also walking, and lastly bringing up the rear the two or three men referred to farther on in the Lesson.

Into the woods.—Note the significance of "into" here.

Spindling.—Young trees growing up close together in the shade of the deep woods are tall and slight, with but a few short side branches. Their slimness is especially noticeable in the winter or spring when the limbs are leafless.

Twittering.—Note the force of the word as due to its onomatopoeic origin.

A good sap-run.—A steady flow of sap lasting two or three weeks. If the spring opens early with bright but cool sunny days, sharp frosty nights and a foot or two of snow in the woods, the season will be a good one ordinarily.

Establishment.—Used in a mildly humorous sense as in "procession" above noted.

Sap-yoke.—A small wooden frame slightly hollow to fit the shoulders and rest on them. Each end projects a few inches beyond the shoulder. Suspended from the ends of the yoke are the large buckets used in collecting the sap from the smaller ones at the trees.

To sugar off perpetually.—Compare this with his desire to have the sap run fast. Impatience for results is a characteristic of boyhood well observed here.

"Wax."—The condition when the syrup is almost sugar.

The outside of his face.—Note the humor in "outside," an ordinary writer would have said "his face" simply.

Stingy.—Show that this word here has a wider meaning than usual.

To watch the operations.—Distinguish "watch" here from "watch" in the next sentence. Which has the broader meaning and what exactly is the element of difference? It is not usual to employ a word twice with different meanings in such close proximity except for humor.

A piece of pork.—A more common way is to suspend a small piece of fat bacon, over the kettle at such a height that when the hot boiling fluid rises and is about to overflow it touches the pork and melts a small portion off it. This overspreads the surface as an oily film breaking up the bubbles and moderating the surface violence of the ebullition. Compare the quieting action of oil on ocean waves as recently demonstrated.

Whittled smooth.—Why?

A perfect realization.—It satisfies his longing for the free, wild, outdoor life associated with adventure.

Like a bear.—Observe that to a boy a bear embodies all the danger from wild animals in the woods. The comparison is ludicrous coming from the boy, as he had never heard a bear probably.

An excuse for a frolic.—Perhaps the custom of having an "excuse" is a relic of the old Puritan repression which frowned on all sport except for children. Paring-bees, husking-bees and such other

gatherings, with one part work and three parts fun, seem to have had their origin in Puritan New England.

Little affectations of fright.—It was part of the sport for the youths to try to frighten the girls by going back into the woods and making hideous sounds.

Out of a fairy play.—Owing to the bright picturesqueness, the general happiness and the beautiful novelty of it all.

Practised in it.—Where is the drollery here?

The one thing he could not do.—This seems contradictory to the two things mentioned just before. The explanation probably is that the comma after "tree" is wrongly inserted, only one thing being there intended. To "climb a tree and howl" is an American colloquialism meaning to give violent expression to one's feelings when excessively vexed or annoyed.

OUTLINE OF THE SKETCH.

Pleasure of sugar-making for boys; the old way; the new way; the boy on the lookout for the sap season; home preparations; on the way; in the woods; tapping the trees; fitting up the camp; the boiling; the syrup; the boy's sugar-making; watching the kettles; night in the camp; sugaring-off; eating the maple taffy; the boy's trick on the dog.

Follow this outline and describe in your own words "Making Maple Sugar."

BIOGRAPHICAL SKETCH OF THE AUTHOR.

Charles Dudley Warner was born in Plainfield, Massachusetts, in the year 1829. He studied at Hamilton College, New York, and graduated from there at the age of twenty-two. He then spent some time with surveyors on the Missouri frontier. We next find him studying law in New York. He practised his profession subsequently for four years in Chicago, after which he returned to the East and settled down as a journalist in Hartford, where he edited the *Courant* for many years. During recent years he has been in charge of the "Editor's Drawer," the humorous department in *Harper's Monthly*. His most famous humorous book "My Summer in a Garden," first appeared in a series of sketches in his Hartford journal, but has since run through many editions in book form. It was his first book. Since then he has published several others, among which we may mention "Backlog Studies," "Being a Boy," "In the Wilderness," and a novel of great power entitled "A Little Journey in the World." It is an entirely serious story exposing the evil ways of railway magnates in the United States and the injustice which wealth inflicts there by controlling legislation. Mr. Warner has written various essays in favor of Prison Reform and the better management of Industrial Schools. He is also an energetic worker in the same cause.

Mr. Warner's humor is dainty, delicious and pure. His writings have none of the coarseness and exaggeration which characterize much of the writing of Mark Twain and Bill Nye, and which is sometimes confounded with humor. Nor is any of his merit based on the quaintness of dialect, or of broken English or bad spelling. It is in the situation seen as he sees it, and then as he shows it to us.

School-Room Methods.

*TEACHING LITERATURE.

BY MISS L. R. CHAPMAN.

How shall we measure the influence of literature on life? Let me know a man's diet and I will tell you what kind of an animal he is. Is this true only physically? Let each run over his list of friends, noting those who are broad-minded, public-spirited, respected and self-respecting citizens; oppose to these those who are easy, rather flippant in speech, and having but little weight in the community. If your experience has been mine you will find the former the best students of the best literature, in its broadest sense; the latter, you will find possibly *en rapport* with the latest serial romance, or maybe with the names of a few leaders of popular thought. The former will be found capable of appreciating to the full the meaning and beauty of life, their minds so broadened that:

*A paper read at the last convention of the North Hastings Teachers.