

on the Honor Roll, an extra headmark, a story book to read, etc.

45. If a story has several characters in it, ask them to listen closely and be ready to tell which character they like best and why. Each must defend his character. This arouses fine mental activity.

46. Use *dramatization*; e. g., let one act some part of the reading lesson. Let others read the part that they think was dramatized, or let them *tell* the part of the lesson dramatized.

47. *Whisper a command or suggestion* to the child who is doing wrong. If his name is called out, he becomes the center of attention and this is exactly the thing you wish to avoid.

48. *Start a story* and stop at an *interesting place*. Say, "To-morrow at 9, I will complete the story." If you had good attention you are not apt to have any tardies the next morning.

49. Use *story books* to aid *class* attention. Let each pupil bring a story book or two from his home library. The teacher should read every book that is brought, and if any are objectionable, she should tactfully get rid of the books. For the children who get the lessons quickly and perfectly, let them select books, and after a story is read use the reading periods occasionally, and have each give a report on his book. This makes the class work to have good recitations and also to work rapidly.

50. In music, let *three or four of the best singers* try a new song first. After they sing it correctly, the others give closer attention and imitate the childish voices better than the mature voice of the teacher.

### CHAMPIONS THE TEACHERS WHO ARE POORLY PAID.

Editor Amherst News:

Dear Sir.—Your first item under "Touchy Topics" in last night's issue is worthy of repetition. As a parent I blush every time I look an efficient teacher in the face and think of the mean little wage we pay for those into whose care we commit our children during the constructive period of their lives. If Nova Scotia is to have the best teachers then we must meet present conditions by increased salaries. A case came to my notice this week. One of our best teachers who was in receipt of \$300 left last year for a small western town. She was receiving here the large sum of \$30.00 per month for ten months of the year. She now receives \$860.00 per year and pays less for board than when in Amherst. Are we to give the west our best and future easterners suffer thereby?

Yours truly,

NOT A TEACHER.

ED. NOTE.—Our attention having been drawn to above by a subscriber, we publish same without comment.

### BETTER AND BRIGHTER.

[A paper written by Rev. Frank Baird, M. A. which was to have been read at a proposed meeting of the Teachers' Institute, Woodstock, which was however, postponed.]

"If a man write a better book, preach a better sermon, or make a better mouse-trap than his neighbor though he build his house in the woods, the world will make a beaten path to his door."—Emerson.

I have never been quite sure that Emerson was right in thus speaking. One cannot be quite certain that merit is invariably rewarded in that sweeping and external way. If I had the time, and you had the patience to listen, I think I could cite a few cases where the better book and sermon—I pass over the mouse-trap not being an expert in craft of that kind—made but feeble and limited appeal. However the words contain some truth. Their meaning is obvious. Submitted to rigid analysis, searched with critical and scientific eye one may discover their hidden fallacy; but let that pass. We take it that Emerson here simply says, do better and you will be rewarded. With that few of us will quarrel; though many will continue to believe that the reward is internal rather than external, in the consciousness of well-doing, rather than in the appearance of applauding and prying pilgrims before our doors. Certain it is, the sentence is soundly constructed, the figure it contains is vivid and appealing, and it has this merit—it is a sentence which once heard is not readily forgotten; and the dash of humor with which it is illuminated more than atones for its too sweeping conclusion.

And now having shown that my text is unscientific, and therefore untrue, you will doubtless think it strange that I should proceed to preach a sermon on it. Probably by this device I shall arouse additional interest—surely a commendable virtue in a teacher. You will understand I do not claim it is wholly untrue. Like most epigrams, it is partly a lie; but it has the virtue of brightness, and as intimated its meaning is obvious. It contains a truth that many men have never apprehended, and a lesson that all school teachers may learn with profit.

You will observe that the sentence is very wide in its sweep. It is generally supposed that book writing, and sermon making are widely removed from mouse-trap construction.