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THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. I. SAINT JOHN, N. B., FEBRUARY 17, 1887. No. 19.

New Brunswick Journal of Education.

SAINT JOHN, N. B.

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GEO. U. HAY, PH. B., ... EDITOR
WM. S. CARTER, A. M., ... ASSOCIATE EDITOR

All remittances should be sent in a registered letter, addressed "JOURNAL OF EDUCATION, St. John, N. B."

TO A FEW OF OUR READERS.

The words that follow are intended only for a few of the readers of the JOURNAL. We have made a beginning this year in establishing a paper that has been of the utmost benefit to teachers, in giving them practical help in improving their schools. The price of the JOURNAL was put at the low figure of fifty cents—a sum that every teacher could afford. It would have been an impossibility to publish the paper at this rate had not a liberal advertising patronage been extended to it, and had not stock been subscribed to help it at the beginning. The paper has been sent to over a thousand teachers regularly every fortnight. Not more than a dozen have refused to take it. Fully 800 teachers have already generously responded to our call to pay their subscription. Some have sent in a two years' subscription. Many have sent hearty words of encouragement with their remittances. These evidences of good will toward the JOURNAL have been most cheering and satisfactory to the editors. But there are a few of our readers from whom we have not heard. The small amounts that they owe are needed to carry on the paper. We feel assured that in not one case is there an *inability* to pay the small subscription price The inconvenience of sending has, in the majority of instances, led to delay, and the matter has been put off until a more convenient season. Will our readers kindly attend to this notice and not put us to the expense of sending postal cards reminding them of their indebtedness?

Subscribers may remit postage stamps if more convenient to do so. Some subscribers have recently sent us one dollar to pay for this year's subscription and the next. In answer to enquiries whether the publication of the JOURNAL will be continued after the first year, we may say that we hope to continue it, brighter, fresher, and in every respect better suited to the wants of teachers than it is at present.

If our teachers are progressive and are resolved to do better teaching day after day, they cannot do without a progressive educational paper. No matter what other educational papers you take, the JOURNAL should receive your hearty support. Its progress and efficiency, fellow teachers, should be an indication of your own increased efficiency. Teaching is a work that demands skill of a high order. That skill can only be attained by constant effort, by reading and studying upon educational methods and then honestly and patiently striving to carry out these methods to secure better results. There is no standing still in teaching The teacher who does not advance deteriorates. A great aid to better teaching is a live, progressive educational paper. Assist to make the JOURNAL such a paper. Speak a good word for it and introduce to the notice of those whom it is designed to help, write for it, and—pay for it.

THERE appears to be a scarcity of first-class teachers of both sexes The supply seems at present to be about equal to the demand, but the prospects are that in the near future these teachers will be at a premium. We are informed that several advertisements for such teachers elicited but one or two responses; and in one or two cases difficulty was experienced by the trustees in obtaining first-class teachers. We hope that our progressive teachers will mark this and hasten to qualify themselves to fill these positions which of course are the best in the Province from any point of view.

Second-class teachers are in good demand, the supply at present being slightly in excess of the number required, while very many third-class teachers are out of employment. We think that salaries have an upward tendency and that with the improved prospects of business throughout the Province the teacher's remuneration will advance. So many free lances in the shape of third-class teachers out of employment cannot fail to keep the salaries down, as in many cases they are willing to make any terms rather than remain out of employment. Some boards of trustees are very ready to take advantage of this, and if they do not employ them are ever ready to quote to other applicants their figures.

WE hope that at the coming session of our Provincial House that legislation will be made to enable country districts to assess all property within their bounds. We have referred to this matter before and cannot understand how any important interest can be affected by the change. The matter was brought to the notice of the House last winter by Mr Ellis, and we hope the matter will again come before it.

THERE is an idea prevalent in some places that the Board of Education intends to withdraw special aid from the "poor districts." This is not the case as far as we are aware, but the intention is to equalize the grants in a greater degree—to put on the list those of low valuation and take off those exceeding a certain limit.

WE regret to learn that the brick school building in St. Stephen was recently quite seriously damaged by fire. The loss is fully covered by insurance. The Board with great promptness caused repairs to be made and only a few days were lost by the pupils.

The building as far as it's internal arrangements are concerned is one of the finest in the Province.

IN the *Bookmart* for February a department has been inaugurated devoted to Shakesperian and the older English dramatic literature. It promises to be very interesting, judging from the present number which contains much that is of value to Shakesperian students, as hitherto unpublished letters, criticisms, &c. The *Bookmart* is published at Pittsburg, Penn.

RECESS OR NO RECESS.

The question of recess or no recess in schools is discussed in the *Teachers' Institute* by Supt. Cole of Albany, N Y The question is one in which the school and its surroundings must be taken into consideration before a solution can be reached. If a school-room is without proper means of ventilation, is badly lighted and ill-heated, a mid-session recess is a necessity. On the other hand, if the room is well ventilated, and sufficiently lighted and heated, Supt. Cole thinks that the recess should be done away with and the session shortened for the following reasons:

First: The healthfulness of school life will be promoted: By preventing exposure to inclement weather. By avoiding the danger of the sudden return of children glowing with exercise, to rooms whose temperature is lowered by the opening of doors and windows. By reducing the liability to injury from accidental collisions and rough play. By giving through shortened sessions a longer play period every day.

Second: The working time of our schools is materially lengthened. The time lost in passing to and from recess is gained for study or recitation. The moments spent in preparing for recess are gained for school-work. The moments spent in recovering from effects of recess are gained for school-work.

Third: The new plan promotes good order and simplifies discipline, for one-half the cases of disorder arise during general recesses.

Fourth. The opportunities for exercising petty tyranny are curtailed.

Fifth: The tendency of noisy recesses to form harsh strident voices is removed.

Sixth: By abolishing the general recesses the opportunities of moral contamination are reduced to a minimum.

Seventh: The longer interval between the two sessions serves family convenience. Dinner carriers perform their office without losing recitations.

Eighth. The earlier hour of closing in the afternoon preserves eyesight.

Ninth. The continuity of an unbroken school session tends to concentrate thought upon lessons, and to the formation of habits of study.

More considerations might be added, but the above will suffice. What are the results of experience?

After five years of trial in Albany, Rochester, Troy, Cohoes, Newburg, and numerous other places in New York and other states, the unanimous report is that no considerations yet presented would induce the school authorities to return to the old practice of mid-session recesses.

The Albany time table is A. M. 9-11.30—P. M. 1.15—3.30. No *general* recess, but the fullest liberty of *individual* recesses.

Mr. E. H. Cook, of Potsdam, N. Y., says, and we perfectly agree with him, that systematic habit results in three great essentials of mental culture—*a*. Careful observation; *b*. Clear reflection; *c*. Correct expression.

TO ATTEMPT improving, by increased knowledge, a man who does not know how to make use of what he already has, is like seeking to enlarge the prospect of a short-sighted man by taking him to the top of a hill.

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EDUCATION'S MARTYR.

He loved peculiar plants and rare,
For any plant he did not care,
  That he had seen before;
Primroses by the river's brim
Dicotyledons were to him,
  And they were nothing more.

The mighty cliffs we bade him scan,
He banned them for Laurentian,
  With sad, dejected mien.
"Than all this bleak Azotic rock,"
He said, "I'd sooner have a block—
  Ah me!—of Pliocene!"

His eyes were bent upon the sand;
He owned the *scenery* was grand,
  In a reproachful voice.
But if a centipede he found,
He'd fall before it on the ground,
  And worship and rejoice.

We spoke of Poets dead and gone,
Of that Mæonian who shone
  O'er Hellas like a star.
We talked about the King of Men—
"Observe," he said, "the force of *ken*,
  And note the use of *oar*!"

Yes, all that has been or may be,
States, beauties, battles, land, and sea,
  The matin songs of larks,
With glazier, earthquake, avalanche,
To him are each a separate "branch,"
  And stuff for scoring marks.

Ah! happier be who does not know
The power that makes the Planets go,
  The slave of Kepler's laws;
Who finds not glands in joy or grief,
Nor, in the blossoms of the leaf,
  Seeks for the secret Cause.

—*M. K. in Longman's Magazine.*

Selected for the JOURNAL OF EDUCATION.]

CULTURE OF THE IMAGINATION.

A function of the mind which requires special culture is Imagination. I much fear neither teachers nor scholars are sufficiently impressed with the importance of a proper training of this faculty. Some there may be who despise it altogether, as having to do with fiction rather than with fact, and of no value to the severe student who wishes to acquire exact knowledge. But this is not the case.

It is a well-known fact that the highest class of scientific men have been led to their most important discoveries by the quickening power of a suggestive imagination. Of this the poet Goethe's original observations in botany and osteology may serve as an apt witness.

Imagination, therefore, is the enemy of science only when it acts without reason, that is, whimsically: with reason, it is often the best and most indispensable of allies. Besides in history, and in the whole region of concrete facts, imagination is as necessary as in poetry: the historian cannot invent his facts, but he must mould them and dispose them with a graceful congruity, and to do this is the work of the imagination.

Fairy tales and fictions, narratives of all kinds, of course, have their value, and may be wisely used in the culture of the imagination.

But by far the most useful exercise of this faculty is when it buckles itself to realities; and this I advise the student chiefly to cultivate.

There is no need of going to romances for pictures of human character and fortune cultivated to please the fancy, and to elevate the imagination.

The life of Alexander the Great, of Gustave Adolphus, or any of those notable characters on the great stage of the world, who incarnate the history which they create, is for this purpose of more educational value than the best novel that ever was written, or even the best poetry.

Not all minds delight in poetry, but all minds are impressed and elevated by an imposing and striking fact.

To exercise the imagination on the lives of great and good men brings with it a double gain, for by this exercise we learn at a single stroke, and in the most effective way, both what was done and what ought to be done. But to train the imagination adequately, it is not enough that elevating pictures be made to float pleasantly before the fancy; from such mere passiveness of mental attitude no strength can grow.

The student should formally call upon his imaginative faculty to take a firm grasp of the lovely shadows as they pass, and not be content till seen and remembered to infer other truths, *i. e.* to reason.

Now we may apply the general rule,—that all habits and powers are formed by the persevering repetition of certain acts. The habit of attention is formed by successive acts of attention. No opportunity of fixing the attention should be neglected. No object seen by the eye should be looked at carelessly. The second is also acquired,—by exercise. Effort should be made to have clear perceptions of every truth to which attention is directed. To do so every word in every sentence must be understood, in almost all cases the meaning of strange words may be involved from the context, when a dictionary is not at hand. Draw a line of demarcation between what you know and what you do not know. Let nothing be counted as known that is dim or shadowy in the mind.

We have seen that attention is a necessary condition of seeing truth clearly. It is also a condition of remembering, and by cultivating the one we cultivate the other. Some persons try to commit to memory a passage by reading it over a great many times without making any effort to repeat it without the book. The true method is to try to remember the passage after a single reading. If not successful look it over again, but no oftener than is necessary.

The fourth condition rests upon the first three as a foundation. Care should be taken to make accurate inferences. In order to do so the statements from which we start must be true. Hasty inferences should be avoided. The number of facts necessary to a sound conclusion differ in relation to different subjects. In regard to the material world fewer facts are required to establish a general conclusion than in regard to the mental world. See that the analogy between the facts observed, and the facts of former experience, is a real and not merely an apparent analogy.

The idea should be dismissed and utterly discarded that education consists in knowing: it consists rather in growing, in forming the mental habits needed for the work of life. Knowledge is power so far as efforts for its acquisition develop power, and so far as it gives wise direction to human action.

MASON R. BENN.

For the JOURNAL OF EDUCATION.]

GEOGRAPHICAL PUZZLE

One pleasant morning in (a cape south of New Jersey) Mr. and Mrs. (bay east of Newfoundland) proposed taking their two sons on a botanical expedition, but the two little girls exclaimed, "May we (district north of lake Huron)? Consent was obtained and the whole (lake north of Manitoba) set off. After crossing a (lake south of Nevada) flat, they reached the (lake south Manitoba) where they dispersed to search for specimens.

The two children soon gathered their flowers, and also found a large (river in Montana) which they were certain was a topaz. Mr. White now came to the place appointed for lunch and soon after (a bay south of Hudson bay) appeared, "I am in (city in Oude, India)" said he, holding up a rare plant which had (sea east of Australia) flowers, and a very (mountains in Idaho). (Lake south of Kewatin) now made his appearance with a string of (lake south-east of Kewatin) which his father said were, without (cape north-west of United States), (largest lake in North America) to any he had ever seen. Bell had brought her pet (lake in north-east of Manitoba), Jack tried to take her away, "(Island on west of France) (city at north of Seine, France)" said Bell; "I will" said her brother in (cape north of Scotland). "I know you like to (mountains in New York) said poor Bell in despair. "(River in Athabasca)" cried their father, "Jack, you must apologize. "I have (province west of India,) and am sorry," he said; they began to think of dinner.

They collected a large heap of (town in Assinaboia) which was soon in a (town in British Honduras), as they had no (country south of Europe) they could not (islands in south Pacific) the trout, but contented themselves with roasting a wild (country in Europe) for dinner. The only mishap of the day was in little (half a West Indian island's) losing a pair of rubbers, which was not to be wondered at, as they were (city on south coast of France) and (city on the Garronne, France).

E.

THE DANGERS OF IGNORANCE.

One cannot judge from the brief accounts given what are the precise causes of such disasters, but there is reason to believe that ignorance is prolific; that many persons have only a vague knowledge of the qualities of nitro glycerine, cannot recognize it when they see it, and are not acquainted with the various forms in which it is compounded, or with the peculiar dangers of handling it carelessly. Nitro-glycerine itself is a dense yellowish liquid, but, in order to diminish the danger attending its use, fine earth, ground mica, sawdust, or some similar powder is saturated with it, and thus the various blasting powders known as dynamite, mica-powder, qualin, rend-rock, etc., are formed. These compounds can be transported with comparative safety. But the nitro-glycerine easily drains off from the powder and oozes from any crevice in the vessel in which the compound is kept. Drops of it thus bedewing the edges of a box may very easily be mistaken for oil escaping, and if workmen ignorantly endeavor to nail the box tighter or to open it for examination there will be a disastrous explosion. Several have occurred in past years in this way. The victims knew, no doubt, that nitro-glycerine (or the compounds) may be exploded by a blow (contact with fire is not needful), but they did not suspect that the innocent looking oil was nitro-glycerine. Why should not youth be taught in the schools somewhat of the practical dangers of the substances which are coming into common use? They would pursue the study with interest, especially if there were judicious experiments. A Missouri story is that a teacher confiscated a small metal box which a pupil was playing with in school hours, and thinking it contained chewing gum tried to open it with a hammer. It was a dynamite torpedo of the kind used on the railroad track as a danger-signal, and large bits of it had to be cut out of the lady's cheek. Would it not have been well if she had known something of the aspect of torpedoes? Was it not more important to the journeyman plumber who threw the lighted match into the pan of camphene, mistaking it for water, by which the great printing establishment of Franklin Square was burned some twenty-eight years ago, to know camphene by sight than to have memorized many of the matters prominent in a public school course. Surely workmen, especially "raw hands" in establishments where these things are used, should be systematically instructed in advance, and the courts are now enforcing this principle.—*Popular Science Monthly.*

EDUCATIONAL RESULTS FROM INSTRUCTION.

The term instruction is derived from the Latin word *struere, structus, to build* or *raise*, with the prefix *in, into*, and affix *ion*, the *act of doing*.

The mind was made to know, to acquire knowledge. The acquisition of knowledge is not an end, but the means to an end. The right acquisition of knowledge develops and disciplines the mind, and tends to educate it. The knowledge acquired is not of so much value as the mental powers developed by the effort put forth for its acquisition. Hence how one studies is of far more importance than what he studies. By right bodily exercises the limbs are put in a condition to do what they were made to do. By right mental exercise the mind is put in a condition to do what it was designed to do.

The chief office of a teacher is to direct the mental exercises of his pupils so as to promote their highest improvement. To do this successfully he must know what habits and powers are of most import, and the best means of development.

The following may be found to be the most important: 1. The power of fixing entire attention on a subject. 2. The ability to see truths clearly. 3. The habit of remembering truths seen. 4. From truths—closing the gray record—he can make the whole storied procession pass before him in due order, with appropriate badges, attitude and expression.

As there are persons who seem to walk through life, with their eyes open, seeing nothing, so there are others who read through books and perhaps even cram themselves with facts, without carrying away any living pictures of significant story which might arouse the fancy in an hour of leisure, or gird them with endurance in a moment of difficulty. Ask yourself, therefore, always when you have read any notable book, not what you saw printed on the gray page, but what you see pictured in the glowing gallery of your imagination. Count yourself not to know a fact when you know that it took place, but then only when you see it as it did take place.—*Prof. J. S. Blackie, Professor of Greek, Edinburgh.*

HINTS ON MANAGING A CLASS.

Class-management includes *control* and *teaching*. A good class-manager can both govern and teach.

No one can teach a class effectively until he can control it at will, until he is master of the situation, or until he can secure that degree of order and respectful attention he desires, whenever he likes, and without trouble.

Good teaching helps to secure and maintain orderly attention, and to make government easy. There is no difficulty in controlling a class which is interested in its work.

To put control in the place of teaching is to mistake a means for the end. Control is a pre-requisite, but teaching is the main business.

Power to govern and power to teach are distinct; they usually go together, but one is no guarantee of the other.

Controlling power depends chiefly on character and moral force; teaching skill on intellectual acquirements and aptitudes.

Good class-government is real and decided, kind and wise School rule must be more or less arbitrary. The teacher must have his own way, his will must dominate; his must be the master-mind of the class, single, strong, supreme

The commonest form of bad government is owing to the teacher's feeble personal influence, he is unable to control, and his class is not governed.

Children may submit to harsh government from necessity, but they will chafe under it, and would rebel if they dared.

Leading consists in securing the child's willing co-operation, and inducing him to go on by making the onward path attractive.

Every teacher who studies his scholars carefully, will discover forces which he can attach to himself as allies, and will see more clearly those which he must meet with consistent opposition.

Sympathetic insight must be joined to definite purpose, ready tact, and general kindliness.

Good government may be mild, but there is strength behind it; the velvet glove covers the iron hand.

School duty should be made as plain and inviting as possible; what it is, and how it may be done should be clearly and pleasantly shown; the teacher also may take the lead, and encourage the child to follow.

Hindrances to control originate partly in the teacher, and partly in the scholars

Teachers are too apt to blame the children for all the evils that arise in the class, although unskilful management is answerable for defect quite as often as childish perverseness.

Control is made difficult where teaching is weak, where the teacher lacks earnestness, self-reliance, reasonable self-assertion, and discriminative insight, and where he uses his eye, ear, and voice poorly. Nor can any one govern a class unless he sees and knows almost instinctively when to strike in, what to say or do, and how to say or do it.

Indicate by your manner that you know your position and power as ruler, and that you intend to maintain it. There should be a quiet assumption of authority.

Show a business-like self-reliance, and a modest confidence, as well as that reasonable gravity in tone and manner which experience has proved to be so great a help to control.

Guard carefully against showing that you anticipate any difficulty. Do not assume the possibility of disobedience, even if you secretly expect it If you seem to anticipate that all will go well, this in itself will help to secure the propriety you desire.

Check the beginnings of inattention, disorder, and undue self-assertiveness. Look for them carefully, yet not with unwise anticipatory minuteness. Sometimes too much is made of what might be better passed over.

Use discretion in appealing to higher authority. A subordinate teacher may call on the principal to support her in certain cases. But young teachers must learn to conquer their difficulties for themselves before they can rule. You will weaken your authority if you ask outside help to maintain it.

Make obedience as easy as you can Be strict, yet kindly; reasonably exacting, but not severe.

Children obey with certainty, when they feel obliged to do it; they obey with pleasure, when they feel their teacher is their friend. Kindly feeling is sure to be recognized and responded to.

If teachers were in the habit of recollecting their own childhood, and of occasionally imagining themselves in the child's place now, their professional eyesight would often be cleared, and their spirit and style of dealing with their classes be vastly improved.

Make each pupil responsible for his share of class-duty. It is a great mistake for the teacher to act as though the scholars had no well defined duties, or to allow the child's responsibility to end when he has for the instant obeyed the latest command

Where the relations between children and their teacher are of the highest kind, a look of dissatisfaction will be a sufficient punishment.

If a word or two, uttered in a tone of warning, or of displeasure, be not enough, the teacher may rest assured that in nine cases out of ten there is serious defect on his side The necessity for constant appeal to coarser punishment may be a mark of absolute unfitness in the teacher.

Prepare [illegible] lessons carefully; let there be no hand-to-mouth teaching.

Keep your temper above all things, and generally show your versatility and strength by rising to the circumstances and m[illegible]ering them.

COLONISTS AT ENGLISH UNIVERSITIES.

Concerning the suggestion—to celebrate the Queen's Jubilee by establishing a college at one of the great English Universities especially for Colonists—*Imperial Federation* has the following appropriate remarks.

"If a Victoria College were founded it could only be done on a reasonable supposition that students could be induced to make use of it. But there is room for considerable doubt whether young men from the colonies, who came "home" in the pursuit of learning, would be willing to enter themselves at a college, the very existence of which would mark them out as in some way different from university men. Nor would they be greatly to blame if this were the case. For reasons which can be very readily understood in a country rich in associations of a splendid past, there hangs about the older colleges at the universities a halo of romance which possesses, as it is fitting that it should, a strong attraction for the mind or sentiment of youth. It would be but natural that an enthusiastic student who had looked forward through his schooldays in the colony to the time when he should take his first personal impressions of the Mother Country through the means of those old educational institutions which have helped to make her what she is, and which are at once amongst her proudest boasts and fairest gems—it would be only natural if he should prefer to join himself to one of those ancient foundations which together form the Oxford and Cambridge of our history and our love.

But even if we suppose that the younger generation from beyond the seas would be actuated by no such motives, and would be willing to mass themselves together in one college, can it be said that it would be a good thing that they should? We have granted that it might possibly be a small step towards greater unity between the colonies, but the step would be very small, and would certainly be not worth gaining if the Mother Country were excluded from the reckoning. And yet that would almost of necessity be the case. As things are now, colonial students are scattered through the various colleges of either university, and they form an inseparable part of the whole, and the sons of the several Colonies unite their interests and aims through the one tie which is common to them all—their affection for England. But although colleges make up the university, every college is a distinct entity, and has a life of its own, and there is every reason to believe that while the colonial students would be banding themselves and their homes together by the interchange of ideas which a common existence would make possible, they would be losing the advantages which it is in the power of England to bestow on all her children alike, and she in her turn would be in a fair way to lose her hold upon that portion of her children which has migrated to distant lands. An instance which is, in many respects, parallel, is to be found in the Jew's house at Harrow. There is probably not a boy who is entered at that house who does not spend his schooldays in wishing that his parents had placed him anywhere but in such a position when he belongs to the school, and yet doe[illegible] belong to it, and where his difference from other boys is so marked as to necessarily make it felt by both that he is a *thing apart* *And as at the* school so in great measure would it [illegible] at the university. If the colonists were all gathered together in one college, colonists they would remain, instead of being, as is much more desirable, mere units in a mass wherein all differences are merged. And not only would they themselves be under a disadvantage in this respect; it would be shared, though in a different way, by the students at other colleges. There used to be only too great a tendency in England to look upon colonials as strange animals of different habits and ways of life from ourselves. Its cause was ignorance, and is rapidly diminishing, and it is, above all things, to be wished that nothing shall be done which might have the same effect in the future as ignorance has had in the past. But it is precisely that effect which would follow the institution of a new college set up in an old university for the use of colonials only. For these reasons the proposal, it seems to us, cannot command assent.

PERSONAL.

Owing to ill-health, Miss Jennie Lyle has been compelled temporarily to give up her school in St. Stephen. Miss Morrison, of Carleton, is supplying her place.

Miss Agnes O Sullivan, of St. Malachi's building, has resigned, and Miss Eveline Enslow has been appointed in her place.

Prof. C. G. D. Roberts, A. M., of King's College, Windsor, delivered his lecture, "Echoes from Old Acadia," at the Mechanics Institute, in this city, on Monday evening. It was a series of pictures from early Acadian history told in a charming manner.

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1. What's the tree that in death will benight you? (Deadly night-shade.)
2. And the tree that your wants will supply? (Bread-fruit.)
3. And the tree that to travel invites you? (O-range.)
4. And the tree that forbids you to die? (O-live.)

MANNER.

There can be no doubt but that manner is a very important factor in our success in life. Therefore it is an essential which boys and girls should note. In this nineteenth century, when every calling is overstocked except agriculture, the boy or girl who can command a pleasing manner undoubtedly has an advantage over many a fellow-being who perhaps thinks that ability alone will command success.

How, then, can this be attained? We must get at the root of the evil. Habit is one of the powerful educators of our youth. The example set by parents, then, should be looked at first. Considering this carefully can we wonder, in many cases, at the bad manners of children. Politeness does not consist in mere attention to the rules of social etiquette. It is something far higher and nobler. It springs from the heart. It will never be acquired by the study of works on etiquette. It makes us forgetful of self.

Many parents fail, I think, in this branch of their duty, by expecting their children to be polite (so-called) when away from home. "Thank you," "Excuse me," etc, said at the proper time, are all very well, but a glutton, a very selfish child can learn to say this. It may be merely external, and like paint gives us no idea of what is beneath the surface

Undoubtedly there are persons of a morose disposition who have beneath the rough exterior a very tender and feeling heart. Such persons as a rule are shunned. People do not become sufficiently interested in a stranger to test their character and find out what it really is. Therefore to be truly polite it must not only spring from the heart, but must show itself externally. One of the two essentials is not enough. The exterior may succeed for a time, but it will stand no severe test. As a proof that the exterior may succeed for a time we have only to point to the success of rogues who by their polished manners prey upon the childlike innocence of certain individuals.

Who admires not the true politeness of Sir Philip Sidney who passed the cup of water to the dying soldier Robert Burns when rebuked for speaking to a rough looking Scotchman said: "He spoke not to the greatcoat, the scone bonnet and the Saunders boot-hose, but to the man that was in them" Washington was polite when he returned the salute of a colored man

To judge the character of persons generally, we should not look at the deed only, but at the way it is done. The glance, the expression of the person, opens up to us his true character. The latter are involuntary while the former is voluntary.

"'Tis the glance, the expression, the well-chosen words,
Oh! such were the charms of that eloquent one."

Many young persons think that politeness is a mark of effeminacy, and that only puny fellows and tender females are supposed to give any attention to this. Is a person a coward because he is polite? Was Wellington a coward? He says "that he never had a quarrel with any one during his whole life." Was Marlboro a coward? It is said of him that his pleasing address often turned an enemy to a friend.

Courtesy and courage go hand in hand The polite person is the most forgiving. If he is aware that he is in the wrong he is impatient till he has made amends. He is not afraid to own that he was in error, which shows true courage He has complete mastery over self. On the other hand, who is the most likely to view with impartial eye the faults of others, the rude boorish individual or the true gentleman?

Can you not name from among your friends persons that have succeeded beyond your expectations? You will find that they are courteous. Charles James Fox, the English politician, shows us what good address will bring about. Although a noted gambler, without money, politically unpopular, yet he was not personally disliked. Can boys and girls afford to treat such an accomplishment with indifference? Are we so certain of success that our better judgment is blinded? It has been said that bees will not sting a person whose skin is smeared with honey.

Why are we not more polite? Our parents are to blame to a certain degree. Example is our early guide. Companions affect us for good or for evil. Those who represent the so called upper classes are often rude and boorish. In France waiting maids are treated just as politely as the greatest lady. Hence you will find the French nation the very essence of politeness.

The Saxon is naturally shy. To overcome this he must frequent the social circle. He will find that in time the jutting corners are rubbed down and the stone comes forth a perfect gem. The attrition is a benefit not only to himself but to others. To please and to be pleased are the only necessaries.

The English language has quite enough words for all ordinary purposes, therefore let us avoid slang. Wit—repartee—may be indulged in and may be the source of much merriment. But let us be studiously careful not to hurt the feelings of others. Some persons, sooner than lose their joke, prefer to make an enemy of one who should be a friend. Friends are not so numerous that we can afford to lose even one. Let this be our motto:

"Never to blend our pleasure or our pride
With sorrow to the meanest thing that feels."

J. W. H.

STANDARD TIME.

C. E. BLACK, KINGS.

Many questions have been asked for an explanation of the "Standard Time." Perhaps a few thoughts upon this subject, even at the present time, would not be amiss.

As the sun appears to move from east to west 15° in an hour, it follows that a difference of one degree in longitude implies a difference of four minutes in astronomical time.

An outward bound train from New York to San Francisco, maintaining as its standard the *meridian* time of New York, would be found running fifty-five minutes in advance of local *meridian* time at Chicago, one hour and twenty-eight minutes at Omaha, and two hours and thirty-two minutes at Ogden, Utah, and would arrive at San Francisco more than three hours later than the local time of that city.

To obviate the inconvenience resulting from this difference between local and railroad time, where a single standard was maintained on trains moving eastward and westward, it became necessary to correct the standards of running time at frequent intervals.

When railroads were few and isolated, it was the general practice for each to adopt as its standard the astronomical time of the city or town that was the centre of its operations.

But as old lines were extended, branch lines built, and new lines constructed, the country became covered with a net-work of roads using many different standards of time.

The traveller was perplexed to know by what standard the advertised times of arrival and departure were regulated, and found it all but impossible, while taking extended journeys, to make his watch conform to the time of over fifty different railroad standards.

A General Railway Time Convention opened at Chicago on October 11, 1883. The principal railways of the United States and Canada were represented, and a resolution was passed providing for the adoption of a new standard of time, to take effect November 18, 1883.

The new system supposes the United States and Canada to be divided into five sections, the governing meridians of which are the 60th, the 75th, the 90th, the 105th, and the 120th west from Greenwich. Each of these meridians is the centre of a section or division, the names of which are:

Intercolonial Division,
Eastern Division,
Central Division,
Mountain Division,
Pacific Division.

When it is 12 o'clock noon in Halifax, standard time, it is 11 o'clock at Montreal, New York, Philadelphia, etc., and 10 o'clock at Detroit, Chicago, St. Louis, New Orleans, etc, and 9 o'clock at Ogden, Denver, etc., and 8 o'clock at San Francisco.

The changes from one hour standard to another are made at the termini of the roads as far as possible at places where changes previously occurred, and where they are attended with least inconvenience and danger.

THE GOOD QUESTIONER.

1. He is a teacher, not a mere examiner. He questions for the purpose of imparting knowledge, not merely for finding out what the pupil knows.

2 He asks his questions in the order in which a subject should be investigated, making his pupils for the time searchers after truth, and himself their leader and guide.

3 He knows the mind, the order of growth and the method of its thought, and he adapts his work to it.

4. He exercises all the faculties of the mind, and asks the very questions necessary to develop and strengthen them.

5 He asks few questions. He chooses carefully his words. Every sentence means something, and every word is the right one.

6 He wastes no time in delays, but pushes his inquiries with a good degree of rapidity, and keeps up the heat of intellectual life by rapid and sharp blows.

7 He knows what he wants, and drives straight for it. He allows no side issues or irrelevant questions to throw him off his track

8. He leads his pupils to the mountains of knowledge, where they can see truths they never saw before. He shows them new views of subjects, so that they are often astonished and delighted.

9. He never questions for the purpose of displaying his own knowledge, but keeps himself in the background, and the truth in the forefront. When he is through his pupils think of what they have been taught and not of the teacher.

10 He is an enthusiast. He believes in himself enough to give him the confidence necessary to secure his success.

11. He never leaves his subjects until a definite, clear, concise, and conclusive result is reached. This is kept as a valuable addition to knowledge. He leaves nothing at loose ends.—*Pa. School Journal.*

Dr. Hingston, of Montreal, having made a study of climates, has given the first place for clearness of the atmosphere and general healthiness to Canada. He says that the mornings and evenings are clearer here than elsewhere; the sky is brighter, the air in winter is colder, than in most temperate climates, and the atmosphere in summer is warmer. Our climatic condition is producing a new race of men out of the old material. The stranger coming here from Europe will probably observe that among the thoroughly acclimatized section the foreheads of many are higher, but not broader, than those of people across the sea; and at an earlier age than in Europe, gray, or more freed from hair; the nose sharper and more pointed, the lower jaw narrower; the shoulders square and often higher, and the complexion more sallow, as if bronzed by the intemperance of the seasons. The fauna and the flora also differ, under climatic influences, from those from which they spring. There can be no doubt about the climate, but are not the physiological changes the race is undergoing here more attributable also to our mode of living, the difference in food, and the much greater quantity of work the average man performs here than in Europe?—*Can. Educational Monthly.*

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One advantage gained in teaching children to read first in script is the celerity with which the word can be formed and re-formed before the eyes of the pupil. To write the word again and again all over the board, the child watching with an interest excited by the teacher's lively talk, while the graceful motion of the chalk constantly reproduces the same form, has a strong tendency to fix that form indelibly upon his mind.

Another advantage is that it immediately gives the child something to do, and a valuable something. Copying the word-form is an important step toward memorizing it. Copying it in script is so much gain in the art of writing. Copying it in print is so much time worse than wasted, from the penman's standpoint.

When reading and writing are taught together from the beginning, effort is economized and time saved. The writer has achieved the best success by teaching from fifty to a hundred words pretty thoroughly in script before touching print, then planning the transition so that the child is as little conscious as possible of anything new.

ALWAYS treat dull scholars kindly; be not harsh with such, though they make great blunders. Take some special pains with them, make them voluntarily try again and again. Always show that you appreciate their labors, and wherever you have an opportunity to point out progress which they have made, do so. Make them feel that you are their special friend, who would like to see them at the head of the class and foremost on the path through life in all good and noble attainments. Point out to them that without this special branch, their education would always appear as something not finished but left off half way. Show that just this is often used in daily life and must therefore be learned once. Then if you do not succeed, let this branch go to a certain degree, teach him only the bare necessity, or that without which he cannot pass through life. Do not always keep pushing and pushing, for it will not avail much. Sooner let a child go with little knowledge of one branch, than fill his heart with hatred against yourself and the school.—*H. B. Holze in Teachers' Institute.*

THE PHILOSOPHER'S STONE IN MODERN SCIENCE.—The possibility of changing one metal into another seems to be still an open question, and chemistry may yet accomplish the oft ridiculed purpose of the old alchemists. A spectroscopic study of the sun has given Prof. J. N. Lockyer, the English astronomer, reason for believing that the substances now regarded as elementary are really compound; while Prof. Wm. Crookes, probably as able a physicist as any living, finds that the observed phenomena of chemistry and physics point very strongly to the conclusion that all the so-called elements are but variations of a single form of matter, which he terms "protyle." Prof. Crookes agrees with Faraday that, "to decompose the metals, then to reform them, to change them from one to another, and to realize the once absurd notion of transmutation, are the problems now given to the chemist for solution."

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THE TWO TEACHERS.

I have in mind two teachers who seemed to possess more than an ordinary degree of power, and yet it was not the same in each. The one, as far as I could discover, had the affection of every pupil. It was the delight of the children to grant every wish of the teacher, and they seemed to know her will as if by instinct. There was no law but the law of love—love for the teacher. There was no command, for all orders were mere requests. There was little talking, as the signals were all those which appealed to the sight rather than to the hearing. There was no feeling of fear or obligation; desire was the motive for all action. There was no emulation save that which was manifested in trying to see who was first to divine the teacher's will. There seemed to be just as much enjoyment in study as there was in play, for whether at study or at play, the pupils and teacher lived in each other's society, and they were alike happy. There was no friction in the machinery of government; indeed there seemed to be no machinery either of government or teaching. I looked in vain for a fault; I asked myself the question, Is this the perfection of school management? Is this personal influence of a lovable character the greatest gift that could be bestowed upon those children in the name of teacher? Granting that progress was made in the studies, about which there was no question, was anything else demanded? Was anything less demanded, or was this heart-power formed for a noble purpose? I wonder if human sympathy is any the less sacred when expended on children struggling up through the trials of the school-room, which are to them as real as any they will meet in life? I wonder if divine sympathy was any less divine because it was extended to a race struggling with ignorance and sin? Does the true teacher ever feel that it costs too much to educate children when done at the expense of all the nerve-force at his command?

I have said that the power which the other teacher applied was different. I think the method which he employed was more complicated and more *difficult. I think the results were not so immediate.* I think he had more opposition in establishing his authority, at least from a portion of his pupils; but he was supported by the community. His rule was not tyrannical, for it was just. Every requirement in the school-room rested upon moral obligation. The pupils were treated as if they were expected to do what was right from a sense of duty. The law of the school seemed to be cast in the mould of absolute right. When wrong appeared it was opposed by a mighty sentiment, and the most natural penalty was inflicted. The pupils had confidence that they would be dealt with in strictest justice, and were not afraid to be truthful and honest, nor were they afraid of pain, though they knew what it meant. I believe the mere wish of the teacher was rarely a motive for a pupil's act.

Teacher and pupils seem to be aiming at one common object, to build up and fortify a character that would stand any strain ever to be placed upon it. Instead of seeking for sympathy, each one sought to cultivate self-reliance, which made progress sure and easy; and it was not without pleasure, for the truest pleasure comes from a consciousness of personal victories gained over obstacles. There were dignity of conduct, respect for law and order, regard for the rights of others, and loyalty to the school; but the feeling which the pupils had toward the teacher must be called esteem and not love; and they cheerfully granted him their highest esteem, for they felt that he had shown them how to be true, and strong, and brave. They were conscious of the existence of a strong government over them, but its laws were directed to the thought and feeling rather than to the outward act; and the teacher seemed to be as much the subject of those laws as the pupils. The Golden Rule was familiar to all, and was applied in the settlement of the most complicated questions of discipline. Again I asked myself the question, Is this the perfection of school management? Will these young people pass beyond the limits of the school room regulations with the same loyalty to principle that characterized them as pupils? Could there be any greater security to this end than the privilege of coming under the personal influence of such a teacher? Will the strength of purpose, the devotion to truth, the vigorous thought, the noble courage and self-reliance, developed under such a system of school government, compensate for the loss of the more imaginary privilege of dictating the terms of an education, under the impression that the learning of some things will enable one to get along in life with a little less labor than the learning of others? You have already anticipated my answer.

These teachers were both invaluable in their proper places; the one, adapted to the tender years of childhood, the other to the more advanced age, when the boys and girls were beginning to assert their rights and manifest their own individuality. They both wielded irresistible power; the one, that of love, the other, that of moral obligation. Both of these principles are indispensable to the work of training our boys and girls for the responsible years to come.

Thus is crowned the teacher, standing above all books and studies and school-room exercises, dispensing the power to be applied in the progress of the future, as well as of the present.—*Ohio Educational Monthly.*

DO BIRDS FLY DOWN.

I see in a back number of *St. Nicholas*, that one of your young correspondents appeals partly to me in regard to birds flying down. But all who have written seem so well posted that I doubt if I can add anything to their knowledge.

However, I have seen a California quail, a wood-dove, and a humming-bird flying downward, but in slow flyers, with large wings and heavy bodies, the wings are used more or less as parachutes in going down: in others words the birds spread their wings, and rely upon gravity. This I have noticed in the sand-hill cranes in their migrations along the Sierra Madres. A flock, of say a hundred, will mount upward in a beautiful spiral, flashing in the sunlight, all the while uttering loud, discordant notes, until they attain an altitude of nearly a mile above the sea-level. Then they form in regular lines, and soar away in an angle that in five miles, or so, will bring them within one thousand feet of the earth. Then they will stop and begin a spiral upward movement again until a high elevation is reached, when, away they go again sliding downhill in the air, toward their winter home. It is very evident that a vast amount of muscular exertion is saved in this way. In some of these slides that I have watched through a glass, birds would pass from three to four miles, I should judge, without flapping the wings.—*C. F. Holder, in "Jack-in-the-Pulpit," St. Nicholas for February.*

The Girl in the Moon.—A monthly paper called the *Glacier*, which is made up of contributions from the pupils of the Tlinket Training Academy, at Fort Wrangel, Alaska, contains the following:

"When I was a little girl living in the Hydah country the old folks used to frighten the little girls about the moon. They used to tell us that a little girl went after water at night. When she was coming home she stuck her tongue out at the moon, and that made the moon mad. It came down and took her up. She had her bucket in one hand and caught a bunch of grass with the other to keep her from going up, but the moon took her with bucket and grass. The large figure in the moon is the girl—grass in one hand, bucket in the other." They said that was what you can see in the moon. I used to want to stick my tongue out at the moon awfully, to see if it would come down and take me up, but I was afraid that it would come. I used to feel sorry for the little girl when I looked at the moon. —"Susie Young."

QUEENS WITH GLORIOUS REIGNS.

England has been fond of Queens, and has usually given them a good name. Of Matilda we know very little. But the faults of Mary were attributed in great part to her husband, while both Elizabeth and Anne have, perhaps with equal reason, been decorated with the name of "Good." It certainly has so happened that the reigns of the last three queens who have occupied the English thrones have been both happy and glorious. In all alike we see great developments of the national energy, the flowering of a brilliant and characteristic literature, and the growth of new political and social ideas inaugurating new stages of progress. If we carry our minds back to the accession of Queen Elizabeth, we find ourselves in a world which has, indeed, little resemblance to our own, but which was an entirely new departure from the world of the Plantagenets. Similarly, in the reign of Anne, we are face to face with a political and social *régime* wholly different in kind from that of the seventh century, the departing footsteps of which we look back upon through the reign of William. In our own time it is unnecessary to say that we live in a transition period from the stereotyped thoughts and habits of the pre-reformers to some unknown and unconjectured destiny. Thus all three reigns have been signalized by the same distinctive feature, have each in some measure ushered in a new age, and have been distinguished by the same literary and intellectual activity. To which of them history will assign the supremacy is a question which we shall not touch. The Elizabethan, the Queen Anne and the Victorian eras have each their special glories to boast of, and their comparative greatness must depend to a great extent on the character of the mind which contemplates them. —*London Standard.*

Forest Police in Germany.—In Germany the woods have their police, whose duty it is to see that no devastation is wrought by inconsiderate owners. No man may cut down his trees without the sanction of these authorities. The reason is that wood is the staple fuel of the country, and if the government did not step in to protect the *people against their own improvidence, the* peasants would speedily sweep away all their forests to enable them to clear the mortgages which the Jews hold on their lands. In Bavaria the price of fuel rose, between 1830 and 1860, as much as sixty per cent., and building timber rose seventy per cent. In the sixteenth century the forests had dwindled so much, and the cost of firing had risen so high, that the princes took the forests under their sovereign protection, and appointed a class of officials, whose duty it was to see after the fuel supply in their provinces, and look to the protection of trees just as the police have to see to the protection of citizens. One result has been that no trees are allowed to grow longer than when they have reached maturity. After they attain a certain age their rate of growth is so slow that their room is needed for younger plants, and they are cut down. Thus a pine reaches its perfection after its thirtieth year and goes back after its eightieth. As a rule, a forest is cleared and replanted every thirty years, and it is an exception anywhere to see an older pine or beech. But the Bohmer wald has not been subject to this policement, and there do remain in it magnificent pines several hundred years old.—*Cornhill Magazine.*

A pupil was once told in an arithmetic class: "You shall not recite in another class until you get this lesson." She was kept after school, urged, scolded, and at last punished, but *she could not get the lesson.* All her thoughts departed as soon as she tried. She never did get the lesson, and through all her life had an aversion for mathematics no amount of study could overcome. A judicious change of work, at the critical time, would have cured the difficulty, but under a mistaken notion that the only way to be busy is to continue doing one thing until it is done, this poor girl received a lifelong mental injury.

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