

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XVI. No. 9.

ST. JOHN, N. B., FEBRUARY, 1903.

WHOLE NUMBER, 189.

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ST. JOHN, N. B., FEBRUARY, 1903.

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## THE EDUCATIONAL REVIEW.

Office, 32 Wellington Row, St. John, N. B. (Telephone No. 1209.)

PRINTED BY BARNES & Co., St. John, N. B.

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**EDUCATIONAL REVIEW,**  
St. John, N. B.

WM. CROCKET, LL. D., who has been acting principal of the New Brunswick Normal School for the past year during the absence of Dr. Eldon Mullin, has received the permanent appointment, the latter having decided to retain his present position in South Africa. Dr. Crocket has many warm friends among the teachers of the province, who wish him the success which his ability as a teacher and his mature experience so well deserve.

THE reduced price of the Supplementary Readings in Canadian History has led to such a brisk demand that the volume will be sold for one month longer at the low price of seventy-five cents. Teachers should secure this volume now—one of the best aids for the study of Canadian History. Address EDUCATIONAL REVIEW, St. John, N. B.

THE *Northwestern Journal of Education*, of Winnipeg, has ceased to exist. During the three or more years that it has been published it was conducted with great care, and its editorial articles were bright and original.

MR. GEO. J. TRUEMAN, a New Brunswicker now at a Berlin University, writes an interesting letter to the *REVIEW* on German Schools, Dr. John Waddell contributes a second article on Examinations, of great interest to teachers of science. These, with other articles on hand, will be published, if space permits, next month.

THE *Canada Educational Monthly*, of Toronto, appeared in January in a new dress and under new management, Mr. John C. Saul taking the place of Mr. MacMurchy, who has filled the editorial chair of that paper very acceptably for over twenty years. The journal under its new management presents an excellent appearance and its articles, chiefly devoted to secondary education, are well written.

THE *Quebec Mercury* calls attention to the miserably inadequate salaries of the teachers of that province. The average salary paid to women teachers in Montreal is \$375 a year, but this is munificent compared to that received by the French Catholic teachers of Quebec province who are paid the average salary of \$111. Nor is this the worst. 120 female teachers in Temiscouata county get on an average \$82 a year; \$80 is the average received by the 58 teachers in Chicoutimi; and 71 female teachers in Charlevoix get an average of \$68 a year, less than \$6 a month. And this is in the twentieth century, and in Canada!

IN Ontario there is some evidence that low water in teachers' salaries has been reached, and that a slight but almost imperceptible flood tide has set in. From 1892 to 1899 the average salary of male teachers dropped from \$421 to \$394, and of female teachers from \$297 to \$294. Statistics just issued show that the average salary for 1901 for male teachers has risen to \$421 and \$300 for female teachers. The increase is attributed to the fact that business pursuits offer better remuneration to young men and women; and regulations now make it more difficult to secure permissive certificates to teach for a short time.

### Educational Institute.

On the 4th of February the busy and enterprising city of Amherst, N. S., was made still more lively by the arrival of about 150 teachers, chiefly ladies, from the different parts of Cumberland and Colchester counties to hold their annual convention. The beautiful assembly hall of the Amherst Academy was gaily decorated for the reception to the visiting teachers, and a hearty and substantial welcome was extended to them by Principal Lay and his active staff of teachers. The convention was no holiday gathering, but a working one in every respect. From the moment that the president, Inspector Craig, called the first session to order until the close there was a series of bright papers and spirited discussions, listened to with marked, often eager, interest; and no one was niggard about time. The five sessions of the two days aggregated over sixteen hours; and sixteen hours, with intermissions all too brief for meals and sleep, is not easy for the listener, bent on digesting and marking for future use the brightest educational thought and practice of Nova Scotia; for both Halifax and Truro were well represented at the meeting.

President Craig's annual address was devoted to the consideration of teachers' salaries and libraries. Statistics showed that salaries in Cumberland and Colchester had steadily declined in the last three years, and yet the supply of teachers is greater than the demand, although it is now a period of great business activity, when stenographers and typewriters earn more than many teachers. It was pointed out in the discussion which followed that the Teachers' Union of Nova Scotia has here a work to perform more important even than its sporadic but useful efforts to protect teachers in lawsuits resulting from severity in their discipline.

Let a maximum and minimum salary be fixed upon the assessed property value of each district and let teachers pledge themselves not to accept less. Membership in the union costs only twenty-five cents, a fee that excludes none. Underbidding may thus be ruled out, and be made degrading in practice. For wealthy districts with few children, doling out a pittance salary, or for poor districts, a partial remedy lies in consolidation.

In the discussion on school libraries a good point was brought out. Principal Lay, who has gathered a good library for Amherst Academy, is now interesting himself in the formation of a public library for that city. Why could not his example be imitated by the teacher of every country district, and

schools thus be made the centres of literary culture for many communities? The Amherst Academy library was started with a voluntary assessment of one cent a week from each teacher and scholar, and that practice has been continued in maintaining it.

Miss Susie Archibald's lesson to a bright class of boys and girls on primary number work was a very clever example of the management of a class that had been well drilled on the subject. The results were very satisfactory; and every teacher who saw and heard the demonstration could read between the lines and see the weeks of painstaking and intelligent guidance that lay behind it. In the discussion, which became general, an attempt was made to crack some very hard educational nuts. Should we keep pupils from grading who are backward in arithmetic? "No" (strong) and "Yes" (very feeble). And yet if the nays always prevailed, would it not lead to relaxation of effort and the giving up too soon, to their life-long disadvantage, the dullards in arithmetic? Again: Dull pupils should get the main part of the teacher's attention, leaving the bright ones to get along as best they can, of course always under the direction of the teacher. And here the conscience of the teacher may do its work too well, and the bright scholars themselves be dulled or made careless. And again, and this was a kindly criticism on the lesson: Do we not stultify children and arrest development by attempting to teach them what they already know, thus giving them the idea there is nothing more to learn? The proper age for children to begin school was considered. An instance was given of a parent who constantly refused to send his children to school before the age of twelve; and (wonderful to relate) they graduated at about the same time and with apparently the same pennyworth of knowledge as those who had toiled longer in the vineyard.

Mr. K. C. Denton's paper on "School as a Preparation for Practical Life," Miss Alberta Patton's Lesson on English, and Principal Soloan's comments from notes on "English in the High School," formed a series discussed together. Mr. Denton thought that studies, especially literature, should be pursued more leisurely and thoughtfully than by the hasty processes of cram, all too evident in the schools; Miss Patton's pupils, whom she had brought from her school at Nappan, wrote naturally and very correctly a composition from a picture they had not seen before. Principal Soloan urged the importance of expressing one's thoughts clearly and in good taste. His address was thoroughly practical, dealing with the necessity, especially in the

lower grades, of distinct utterance, the shaping of the sentence, proper punctuation, and the careful use of connectives, upon which he laid great stress. He spoke of the good impression made by a properly worded letter written upon good clean note-paper with a margin. Depend, he said, upon constant correction of daily errors of speech, and the written composition will largely take care of itself, and need not be so frequent. Deal with every pupil judiciously according to his ability and his nature. This knowledge cannot be gained from books. It is useless to think it can.

No mere outline can do justice to an address, itself a model of pure English in its directness and simplicity, interspersed throughout with thoughtful and helpful suggestions from his own wide reading and experience, but steadily keeping in view the teacher's everyday trials and necessities, sympathy with which is an evident characteristic of the man.

At the public meeting in the evening educational questions were discussed from the standpoint of the Council of Public Instruction, the superintendent, the local commissioner, the normal school teacher, and of men of affairs. For two hours and a half the large audience was held by the eloquence of the speakers. There was scarcely a word uttered but what had an uplifting and encouraging note (except in the matter of teachers' salaries), and the sparkle of wit and anecdote that ran through the addresses prevented any weariness.

Supt. Dr. A. H. MacKay, as was to be expected, took the widest view of the educational situation. He drew a forcible picture of country schools and country intellectual life when consolidated schools should be established. He referred to the large powers of trustees in their respective districts, and urged for a wise and more liberal educational policy on their part, especially in teachers' salaries, which had not increased in thirty years, the cost of living and the increased expense in obtaining an education being considered. One regrettable feature of this parsimony was the withdrawal of male teachers from the profession. Out of thirty candidates for Grade "C" just entering the Normal School, there was only one young man. He congratulated Inspector Craig's district on the fact that no permissive "D" licenses had been issued in it the past year.

Miss Helen N. Bell, Director of the Domestic Science School, Halifax, spoke of the progress that had been made in that city, which was the first in Canada to introduce this science in the public schools, and now had a fine building and excellent facilities for work. Young men especially saw the advantage

of this work, and were eager to marry the graduates of the school.

Chas. R. Smith, chairman of the Amherst Board, spoke encouragingly of the progress of education in that city. The minimum salary of teachers had recently been increased from \$160 to \$200, and the maximum from \$250 to \$260.

Principal Soloan, of the Normal School, Hon. W. T. Pipes, of the Council of Public Instruction, and J. W. Logan, Esq., M. P., followed in noteworthy addresses, listened to with careful attention by the large audience.

[Some features of the second day's proceedings will be given in next month's REVIEW.—EDITOR.]

---

I find the articles on Card-board Work, by Mr. T. B. Kidner, of Truro, very helpful. I am starting a manual training class in card-board work, and in this branch of the work, as well as others, I am very thankful for the help given me by the EDUCATIONAL REVIEW.

C. I. M.

Windsor, N. S.

---

Jacob Abbott, author of the Rollo books and much other useful and interesting, although old-fashioned, juvenile literature, lays down the following fundamental rules for teachers and parents:

"When you consent, consent cordially.

"When you refuse, refuse finally.

"When you punish, punish good-naturedly.

"Commend often. Never scold."

Some bulky volumes on teaching contain less pedagogical wisdom. A very skilful and successful teacher attributes much of her success to a faithful observance of these four concise and simple rules.

—Exchange.

---

"No," said Miss Cayenne, "I shouldn't say that he is illiterate."

"What should you say?"

"That his vocabulary is too large. He has acquired more words than he has had time to learn to spell or pronounce."

---

Some day when there is a hard rain, place an open vessel out of doors where it will fill with the rain water. It will, of course, soon contain a sediment of rock waste that has entered with the storm water. This simple experiment will illustrate to the children how the waste or sediment is dragged out of the air by the raindrops and the significance of this phenomenon on the formation of soil.

### NATURE STUDY.

#### SOME THINGS FOR CHILDREN TO OBSERVE AFTER A SNOW STORM.

How many different kinds of tracks in the snow are there?

Notice whether any grown-up people or little children have walked through your garden since the storm.

Can you tell whether Rover jumped over the fence or came in through the gateway?

Have the sparrows been near your kitchen door looking for crumbs? - What queer little tracks they make! Do they hop or walk?

In the woods you will find the tracks of a rabbit. They are in sets of four, two being nearer together than the other two. Was Bunny hopping along? Did he stop to rest? Was he frightened at any time so that he took long leaps? Which way was he going?

The smallest tracks of all are made by the wild mice. You will find them under trees. When they jump over the snow they drag their feet. You can see the little trails.

Hunters can tell by the tracks whether a dog, cat, fox, coon, or possum has passed. Can you?

I once heard of a man who knew whether a long-tailed weasel or a short-tailed weasel had been through the woods. How do you think he could tell?

Sketch some of the footprints in the snow. Tell us whether you found them under trees, by the banks of streams, or in the open. What creature made them?

\* \* \* \* \*

In the fields and woods and along the roadsides notice how the snow clings to the old stalks of the wild flowers. Shake off the snow and see what part of the plant is left to hold it. Is it the leaves? The flowers? The seed-cups?—*Chautauquan*.

#### THE DOWNY WOODPECKER.

This bird is found here during the winter. He may be recognized by Chapman's description:

"Upper parts black, a scarlet band on the nape; middle of the back white; wing-feathers and their coverts spotted with white; middle tail-feathers black, the outer ones white, *barred with black*; a white stripe above and another below the eye; under parts white. The female similar, but without scarlet on the nape."

Thoreau speaks of the same little woodpecker in an interesting way. He says:

"Stood within a rod of a downy woodpecker on an apple-tree. How curious and exciting the blood-red spot on its hind head! I ask why it is there, but no answer is rendered by these snow-clad fields. It is so close to the bark I do not see its feet. It looks behind as if it had a black cassock open behind and showing a white undergarment between the shoulders and down the back. It is briskly and incessantly tapping all round the dead limbs, but hardly twice in a place, as if to sound the tree, and to see if it has any worm in it, or perchance to start them. How much he deals with the bark of trees, all his life long tapping and inspecting it! He it is that scatters these fragments of bark and lichens about on the snow at the base of trees. What a lichenist he must be! or perhaps fungi make his favorite study, for he deals most with dead limbs. How briskly he glides up or drops himself down a limb, creeping round and round, and hopping from limb to limb, and now flitting with a rippling sound of his wings to another tree."

#### THE HEAVENS IN FEBRUARY.

At nine p. m. on February 15th Sirius is almost due south. Above him are Procyon and Castor and Pollux, the last near the zenith. Orion, Taurus and Auriga lie to the west of the meridian, Eridanus and Pisces in the southwestern sky, and Perseus, Aries and Andromeda in the west and northwest. Leo is the only conspicuous group in the east, though most of Hydra and part of Virgo have risen. Ursa Major is high in the northeast, Cassiopeia on a level with the pole in the northwest, and Cepheus and Draco low in the north.

#### THE PLANETS.

Mercury on the 27th is at his greatest elongation, and rises about an hour earlier than the sun. Venus is evening star in Aquarius, and is becoming increasingly conspicuous. At the end of the month she sets almost two hours after sunset. Mars is in Virgo, and is rapidly brightening as he approaches opposition. He rises at about ten o'clock on the 15th. Jupiter is in conjunction with the sun on the 19th, and is consequently invisible. Saturn is morning star, having passed conjunction last month. He rises two hours before the sun on the 28th.—*Condensed from Scientific American.*

A man was selling a building lot to another. On it was one of the finest of oaks. "That tree will make me enough wood to last all winter," said the buyer. "If you're going to cut down that tree," said the owner, "I will not sell you the lot." The tree was worth more than the land, but the poor benighted man who was going to buy it saw it only as so much wood. He had no sentiment, or rather his dull, practical way of living had never allowed any sentiment to awake in him.

## Studies in the Place-Nomenclature of New Brunswick.

No. 4.

By W. F. GANONG.

### BIBLIOGRAPHY.

The first number of the present series contained a bibliography of the subject up to its date, January, 1902. Since then the following contributions to the subject have appeared, of which all except the last two are by the present writer:

[Nomenclature of the Tuadook (Little Southwest Miramichi) Region]. *Bulletin of the Natural History Society of New Brunswick*, No. XX., page 463, April.

[Nomenclature of the Milenagek (Island) Lake Basin]. *The same Bulletin*, page 469.

The naming of St. Andrews—a miss. *Acadiensis*, Vol. II., pages 184-188, July.

A Monograph of the Evolution of the Boundaries of the Province of New Brunswick. *Transactions of the Royal Society of Canada, second series, Volume VII., section ii., pages 139-449, June.* Discussions of the origin of New Brunswick names occur on pages 161, 213, 265, 277, 407.

Letter on the Geographic Board and New Brunswick Place-Names. *St. John Sun*, December 3.

The Origin of the Place-Names in Inglewood Manor. *Acadiensis*, Vol. III., pages 7-18, January, 1903.

Geographic Board of Canada. Third Annual Report. *Ottawa, Government Sessional Paper, No. 21a.* Appeared early in 1902. Fourth Annual Report. Appeared in November.

New Station Names. *St. John Globe*, April 12, and *St. John Sun*, April 16; (also *C. P. R. local time-tables of May 5*).

When may the REVIEW welcome a bibliography of publications upon place-nomenclature for Nova Scotia or Prince Edward Island?

### THE DECISIONS OF THE GEOGRAPHIC BOARD.

The article in the *St. John Sun* for December 3, above cited, calls attention to the important work of the Geographic Board of Canada, organized to decide upon a standard spelling for every place-name, used in more than one form or spelling, in the Dominion. Its decisions are binding upon the Government departments, and naturally will be adopted by others, doing away with the present diversity in forms or spellings of place-names with the attendant confusion, annoyance and loss. The first decisions upon New Brunswick names are contained in its Third and Fourth Reports, and are divisible into two classes;—first those which approve themselves as excellent, and should be at once adopted;—and second, those to which objection may be taken and which should be reconsidered by the Board in the light of additional information about local usage before they are considered final.

The list of forms and spellings which may be considered as standard and which everybody (teacher, student, writer, map-maker, newspaper) should endeavor to use, is as follows:

Albert,	Mya,
Aroostook,	Nackawic,
Aulac,	Newburg,
Baie Verte,	Newtown,
Barnaby,	Nictau,
Bartibog,	Nictor,
Becaguimec,	Odellach,
Beechwood,	Oromocto,
Campbellton,	Painsec,
Campobello,	Petitcodiac,
Caraquet,	Petit Rocher,
Chaleur,	Pikwaket,
Chignecto,	Piskahegan,
Chiputneticook,	Port Sapin,
Cocagne,	Point Wolf,
Dawsonville,	Pokemouche,
Enrage,	Pokiok,
Gaspereau,	Portobello,
Grande Anse,	Presquile,
Grand Manan,	Rapide de Femme,
Grimross,	Restigouche,
Jolicœur,	Rexton,
Kedgwick,	Rivière des Chutes,
Lapreau,	Rusagonis,
Létite,	St. Andrews,
Manawagonish,	St. Paul,
Mascabin,	St. Stephen,
Mascareen,	Shemogue,
McAdam,	Shogomoc,
Meduxnekeag,	Sniktahaw's,
Miramichi,	Stanley,
Miscou,	Tabusintac,
Missaguash,	Tetagouche,
Molus,	Wagan,
Monquart,	Washademoak,
Mulholland,	Watt.

Following is the list of names adopted by the Board to which exception is taken on various grounds discussed in the article above mentioned. Along with them is given in brackets the form which is believed to be preferable:

Cain (Cains),
Kanus (Canoose),
Lanim (La Nim),
Mace (Maces),
Point à Buot (Point de Bute).
Midjik (Midjic).
Deadman (Deadmans),
Harbour de Loutre (Harbor de Lute),
Koak (Coac),
Pokowagamis (Pocowagamis),
Gunamitz (Gounamitz),
Nigadu (Nigadoo),
Nipisiquit (Nepisiguit),
Shippigan (Shippegan),
L'Etang (Letang).

These names will, without doubt, be taken again into consideration by the Board, and judgment upon the final forms should be reserved until the appearance of the Fifth Report of the Board.

We may now inquire whether there are other place-names in the Province which are used or spelled in more than one way. Those which I have found are in the list below; the preferable spelling, viz., that agreeing most closely with the principles adopted by the Board, is given first, and the less desirable spelling second:

Aboushagan (not Aboushagin, etc.)  
 Brockway (not Brookway).  
 Courtenay (not Courtney, etc.)  
 Demoiselle (not de Moselle, etc.)  
 Mactaquac (not Mainguac, etc.)  
 Mars Hill (not Mar's.)  
 Maugerville (not Majorville, etc.)  
 Pelerin (not Puellering as on the Postal map.)  
 Popelogan (not Pocologan, etc.)  
 Quispamsis (not Quispansis.)  
 Scadouc (not Scadouk.)  
 Springhill (not Spring Hill.)  
 Taxes (not Taxis.)  
 Westmorland (not Westmoreland.)

Can any of the readers of the REVIEW add to the above list any place-names in New Brunswick commonly spelled in more than one way, or used in more than one form?

There is another class of names, those which are in common use but have not yet been placed upon the maps and have rarely been printed, upon which it would be well to have the decisions of the Board, so that when they are placed upon the maps it may be correctly. Of these I know but five:

Rougie, name of a bay (Salisbury Bay of the maps), in Albert, west of Cape Enrage. Originally it was a corruption of Enragé, and no doubt the Little Rocher on the Post Office map is a form of the same word; but as applied to the Bay it may best be treated as a separate word; it has been variously spelled in old plans but *Rougis* (the g soft and much like j) best expresses its pronunciation.

St. Tooley. The headland forming the eastern entrance of Quaco Bay. This spelling exactly expresses the local pronunciation.

Scoodic. Indian name of the St. Croix, still much used by lumbermen and others.

Enaud. Point in Bathurst harbour, also called Dalys Point. Named for an early French settler whose name is variously spelled, but most simply as here given. This name is on a map in the Transactions of the Royal Society of Canada, Vol. V., 1879. Section ii., page 298.

Chepedneck. The lowermost of the Chiputneticook Lakes.

So much for place-names of doubtful spelling in New Brunswick. The REVIEW would, I believe, welcome similar lists and suggestions for the names of Nova Scotia and Prince Edward Island.

#### THE GENESIS OF SOME NEW NAMES.

The local time tables of the Canadian Pacific Railway issued on May 5, 1902, contained a number of new names for the smaller stations, replacing older names which were simply those of residents in the vicinity. These new names were *Acamac*, *Ketepec*, *Martinon*, *Pamdenec*, *Ononette*, *Woolastook*, *Pamomkeag*, *Sagwa*. These words will greatly puzzle the future philologist unless their true origin is placed upon record. Their history is as follows: in March, 1902, Dr. G. U. Hay wrote me that a change in some of the local station names was contemplated, and that the district passenger agent, Mr. C. B. Foster, desired suggestions as to Indian or other names appropriate to the localities, of which Dr. Hay enclosed full descriptions. Acting upon this invitation I prepared a list of some eight names, of which the following four were adopted:

*Acamac* (replacing Stevens). This is a greatly shortened form of A-ku-ma-kwi-kek, the Maliseet name for South Bay, as given in Chamberlain's "Maliseet Vocabulary."

*Ketepec* (replacing Sutton). This is a greatly shortened form of Pe-kwi-te-pe-kek, the Maliseet name for Grand Bay as given in Chamberlain's "Maliseet Vocabulary."

*Martinon* (replacing Frenches). This is a simplified form of Martignon, the name of the French Seigneur who was granted a great Seignior, including this station, on the west side of the mouth of the St. John in 1672.

*Ononette* (replacing Riverbank). This is a simplified form of Ognonette, the old Acadian name for Brandy Point, which is near by, as given on the Monckton map of 1758.

A request for suggestions was also made of Rev. Dr. Raymond, who (as he informs me) interviewed Sabattis Paul, a Maliseet Indian living at Rothesay, and as a result submitted several Maliseet names, of which the following two were adopted:

*Pamdenec* (replacing Hillside). Signifies "small mountain," or, as Dr. Raymond writes me, "a hill as distinguished from Wee-chook, a mountain." Evidently connected with the Pem-a-kek, "a hill," of Chamberlain's Vocabulary, and containing the root *adu*, signifying a mountain.

*Pamomkeag* (replacing Nases). Signifies "river beach." It is the same word as the Pem-am-ki-hak, meaning "a beach," of Chamberlain's "Maliseet Vocabulary."

Of the remaining two names in the list, *Woolastook* (replacing Ballentines) is of course the well-known Maliseet name of the St. John river, and it was adopted by Mr. Foster because the place commands an exceptional view of the St. John river. The other, *Sagwa* (a new station), was taken from Rand's English-Micmac dictionary, (though I know not by whom suggested), where it appears upon page 277, as meaning "to stand in the water up to the midst," expressing the depth of the Nerepis at this place.

These names were first published, with some others, in the St. John newspapers in April (see bibliography above) and appeared as officially adopted in time tables dated May 5. Although of somewhat miscellaneous and philologically-heterogeneous origins, they are far more pleasing than those they displaced, and they have this additional great merit, that they are distinctive and are connected with the local history. It would be well if other insignificant station names in the Province could be replaced by those having some individuality and appropriateness; and the managers of new railroads especially could with great advantage consult those interested in this subject for suggestions as to station-names, which would fulfil the well-known requirements of good place-names.

### A Question of Discipline.

To the Editor of the Review:

DEAR SIR,—In your last issue I find a comment on some answers quoted from recent examination papers for teachers' license that seems to me to open the way to a discussion of some important questions. The examination question quoted was: "How do you propose to deal with unprepared lessons, restlessness and inattention, misconduct on the way to and from school? The answers name detention after school and at recess, low marks, impositions, and "whipping" as punishments. You comment as follows: "It is regrettable to see a teacher entering on his work with no higher ideal of discipline than this. Is there no better way?"

\* \* \*

"It may occasionally be necessary to resort to senseless and well nigh obsolete methods, but one expects a higher ideal to guide the coming teacher."

I heartily agree with the general trend of your remarks. It certainly is great matter for regret if the coming teacher depends entirely on such methods and has no conception of a higher ideal of teaching. But pardon me for asking if you do not dismiss the subject rather curtly. Is not your comment unsatisfactory, perhaps discouraging, to teachers who look to your paper to help them with suggestions, rather than merely to condemn their mistakes?

If the methods named are "senseless," should it ever be necessary to use them? And if they are "well nigh obsolete," what should take their place?

Can punishments be abolished altogether?

So great a teacher as the late Edward Thring writes thus to the parent of one of his pupils:

"No man is more alive than myself to the fact how easily punishment is made by a bad master, the substitute for inefficiency; every body here is aware of this. The masters are not inefficient and take special care with their pupils. I have yet to learn that a society of boys or men gathered from all quarters is to be managed without punishment, or ever has been. The question is reduced to a choice of punishments."

To deal with the first point in the examination question—unprepared lessons—a problem that confronts every teacher. The seriousness of it lies not in the failure to acquire a certain amount of knowledge, but in the effect upon character of the habit of leaving undone what ought to be done. That "a duty evaded is a duty performed," soon becomes a conviction, with far-reaching results of evil. How is this to be met?

Mr. Thring did not hesitate to use corporal punishment.

"I conceive corporal punishment," he says, "to be the proper retribution \* \* \* in the case of little boys, for deliberate idleness. Learning is *pain*, and unless the unwillingness to face the one *pain* is met by another pain, there is no remedy. Setting additional tasks in a good school soon clogs work. \* \* \* Keeping boys in, again, is detrimental to health."

When all means have been tried to make a subject interesting and clear, there remain always some children to whom any mental effort is disagreeable *i. e.*, to whom "learning is *pain*." We know the flabby mind that marks the pupil who has never set himself to struggle with and conquer a task.

We cannot, all of us, perhaps we would not, follow Mr. Thring's plan. The objection to "keeping in" and impositions are obvious. Yet the best teacher I ever had kept rigidly to the rule that a lesson, once set, must be done, if not in our own time, then in his, that is, in detention after school. He was careful to point out to us that this was not punishment, but our fair work. There was very little shirking in that school.

I have been teaching for many years, and this question often puzzles me. I write in hope that some wiser teachers may tell the readers of the REVIEW the results of their experience. R. C. S.

[The examination answers were criticised in the REVIEW because they referred to no other course of conduct except *punishment* for the faults mentioned. It may be well for our correspondents to keep this in mind in further discussing this question; also that in a mere "comment" the REVIEW might not think it necessary to repeat the many encouraging and helpful "suggestions" that have been found in its columns for years past.—EDITOR.]

SPELLING EXERCISE.—The following words were misspelled in a recent examination of normal school students for license: Sentence, putting, necessary, occurs, too, latter, beginners, individually, sufficient, separate, Christian, careful, whipping, forty, primer, laziness, hatred, abusive, expel, dealt, recess, occurring, patriotism, ascertain, indifference, physical, tries, occasionally, persistent, threes (not 's), off, superintendent, ventilation, similar, simultaneously, inattention, effect.

**CARDBOARD WORK.**

T. B. KIDNER.

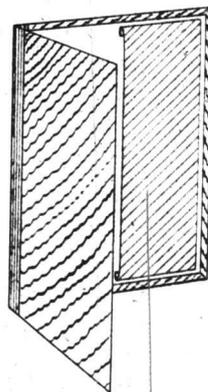
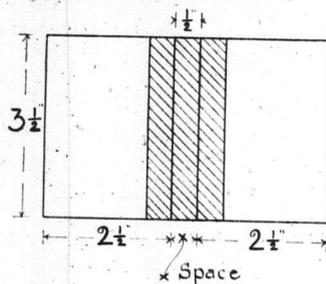
(All rights reserved.)

**EXERCISE 12.—A Needle Case.**

This and the following exercise are alike in principle and the pupils need not be required to do both of them. In practice, the writer has found it a good plan to give the girls No. 12, and the boys No. 13. This involves a little more trouble on the part of the teacher, but the added interest arising from such differentiation will repay this.

The drawing is simple, but care is needed in spacing the pieces at the proper distance apart; therefore careful drawing and dimensioning must be insisted on.

For the practical work some stout cardboard, a piece of "marbled" paper as used by bookbinders, and some binders' cloth are needed. Cut out two pieces of card for the covers  $2\frac{1}{2} \times 3\frac{1}{2}$  inches, and then a strip of cloth  $1\frac{1}{2}$  inches wide and  $7\frac{1}{2}$  inches long. If gummed cloth is used it may be moistened ready for sticking on, but paste is rather better than mucilage in this case. When pasted or gummed, lay the strip flat on the desk and place one piece of

**Ex 12. A Needle Case.**1<sup>st</sup> Stage, Binding the back.Perspective view

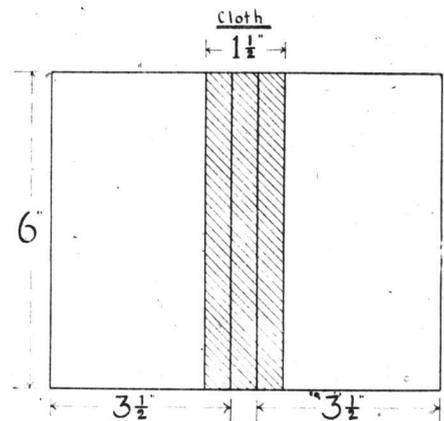
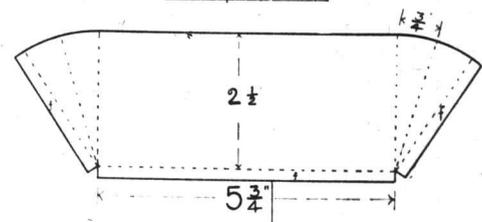
card in position on it. A line should be drawn on the card to guide in laying it down on the cloth. The other piece of card can then be laid in place and pressed well down on the cloth. Now turn up the ends and fold them over the face of the card and press all surfaces well together. The laps should come inside the covers when finished.

The marbled paper can now be applied. Cut out two pieces  $4 \times 2\frac{1}{2}$  inches and paste the plain side. In laying them on the covers care must be taken to

leave an even margin of cloth down the back. Fold the edges over carefully and press them well down inside the covers. Two plain pieces of paper,  $\frac{1}{4}$  inch less each way than the card, should be pasted on the inside to make a neat finish and to cover the edges of the marbled paper.

The small pockets to hold the packets of needles are formed by pasting a strip of cloth on each cover. Cut out two strips  $3\frac{3}{4}$  inches long and  $1\frac{1}{2}$  inches wide, and turn in a quarter inch hem all round. Paste three of the turns and press into place with the open side towards the back of the covers. Repeat on opposite cover and the model is complete.

If desired, a small piece of flannel can be folded and pasted in by a narrow line of paste down the back. This will serve to hold loose needles, etc.

**EXERCISE 13.—A Pocket Book.****Ex 13. A Pocket Book.****Ex 13. Method of cutting and folding the cloth for pocket.**

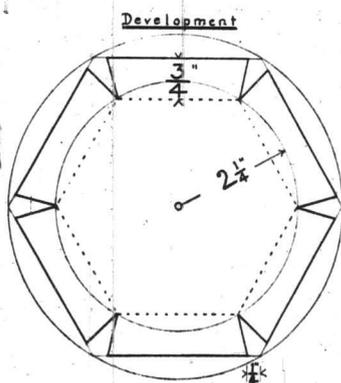
Very little explanation of this model is required as the operations are almost exactly as in No. 12.

In the case of the pocket, however, a little different creasing is necessary if it is to hold anything.

The diagram makes it clear and after the teacher has made one, he or she will experience no difficulty in teaching the folding of the cloth so as to allow the pocket to open a little.

EXERCISE 14.—A Hexagonal Tray.

Ex. 14. A Hexagonal Tray



As in the square tray, the model can be made by tying, instead of pasting, the covers. The latter method makes a neater article and gives a better training in manipulation for the children. Draw as shown in the diagram, taking care to make the outer hexagon perfectly parallel to the inner figure.

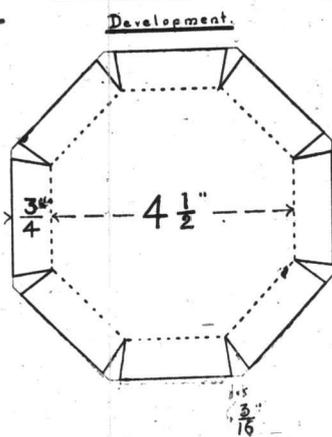
For the practical work, draw the figures on the under side of the card. The half cutting requires great care, as the cuts have to be stopped at each angle, or the sides of the tray will be spoiled.

In binding, it is best to follow the order as given for the square tray. First, the outer angles, then the inner; and last of all the upper edges.

If plain card is used, the hexagon is an admirable figure for a simple design to be drawn or painted on. A hexagonal or octagonal tray decorated with a brush drawing or crayon design, looks exceedingly well.

EXERCISE 15.—An Octagonal Tray.

Ex. 15. An Octagonal Tray

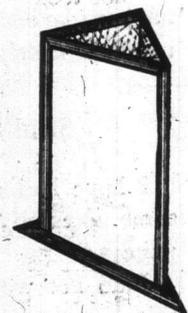
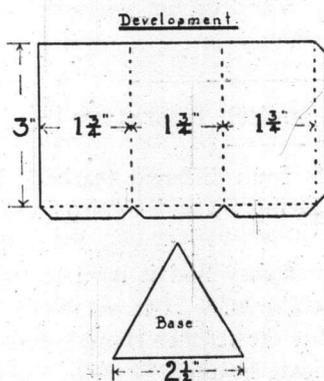


This model presents no new features, beyond the difference of the geometrical figure, from the last one.

In the drawing and practical work, precisely the same steps are followed as in Ex. 14, and therefore no further instructions are necessary.

EXERCISE 16.—A Triangular Taper Pot.

Ex. 16. A Triangular Taper Pot



Perspective view

This model helps to give the idea of volume and, incidentally, adds to the child's knowledge of the simpler solids. The building up of a prism from three rectangular surfaces is involved and the drawing will therefore be the development of the prism.

Draw as in diagram and proceed to cut out two pieces of card—one for the base and one to fold and form the prism from.

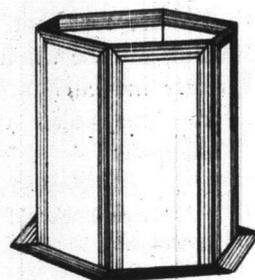
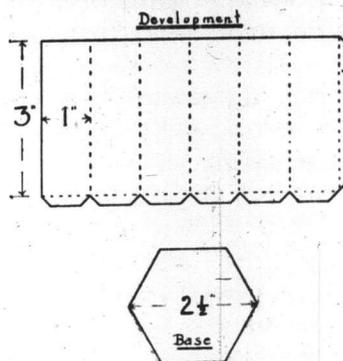
After half-cutting, glue up the prism on the long edge and bind each angle. Then bind the upper edge and it is ready to glue in position on the base.

The base should be prepared by binding the edges so that the prismatic portion just covers the edge of the binding when glued in position.

Care must be taken in affixing the base to keep the margin even and the prism quite central.

EXERCISE 17.—A Hexagonal Taper Pot.

Ex. 17. A Hexagonal Taper Pot



Perspective view

The remarks and instructions for Ex. 16 apply to this model also and but little explanation is required.

One point, however, will require some care. The triangular prism is, of course, bound to retain its

shape when glued up ready for fixing to base. The hexagon will assume all sorts of shapes, however, and great care is necessary, in gluing the base on, to keep the hexagon regular in shape. In the case of Ex. 16, the well-known principle of triangulation keeps the shape of the upper portion intact. Binding may be omitted in 16 and 17, but the models will not look nearly as well.

### Studies in English Literature.

I have had requests from different teachers for some notes on "The Dying Swan." Third Reader, page 34.

I do not wonder that they find it hard to teach this poem to young children. It is not likely to attract the pupils. But the teacher should study it until she feels its delicate beauty.

What is the poet presenting to us? A picture, and a very definite one. How easy it would be to paint a picture from this description.

The wide open plain, the gray clouds, the river winding slowly through the marshes with their changing colors of purple and green and yellow. The willows, the creeping weeds and mosses, the desolate pools. Far off, the snow-crowned hills. The only life in the picture is the swallow above and the swan below.

The whole landscape is probably suggested, at least, by the poet's own surroundings. For this is one of his early poems, published in 1830, when Tennyson's home was in Lincolnshire, a flat, marshy region. In the summer time the family often went to Mablethorpe, on the coast, a place referred to in the "Ode to Memory:"

"Or even a lowly cottage whence we see  
Stretched wide and wild the waste, enormous marsh.

We are told that "the immense sweep of marsh inland, and the whole weird strangeness of the place, greatly moved him."

We may also compare the fourth verse of "Mariana:"

"About a stone-case from the wall  
A sluice blacken'd waters slept,  
And o'er it many, round and small,  
The clustered *marsh-mosses* crept.  
Hard by a poplar shook alway,  
All *silver-green* with gnarled bark;  
For leagues no other tree did mark  
The *level waste*, the *rounding gray*."

With the first three lines of the second verse, compare the lines from "The Lotus-Eaters."

"Far off, three mountain tops,  
Three silent pinnacles of aged snow."

The children should be told that the common swan of English rivers has no song, and is called the Mute swan, and although there is a species, the Whistling swan, a native of Ireland and northern Russia, which has musical notes, and comes south in winter, yet the story, so often used by poets, that the swan sings a death song is purely legendary.\*

Compare,

"like some full-breasted swan  
That, fluting a wild carol ere her death,  
Ruffles her pure cold plume, and takes the flood  
With swarthy webs."

*Passing of Arthur.*

"An under-roof of doleful gray" and "the under-sky" ought to be explained by the children themselves. Since I have been asked to say what it means, I must explain that it means the clouds; but I should never tell a class such a thing as that.

"It was the middle of the day." Do poets usually state the time of day or year as plainly as this? Collect some examples.

"It was ten of April morn by the chime."

"It was the deep mid-noon."

"Now the noon-day quiet holds the hills."

"It was the time when lilies blow."

"What does "took" mean in

"And took the reed-tops as it went."

And in

"The wild swan's death-hymn took the soul  
Of that waste place "with joy"

Compare,

"daffodils  
That come before the swallow dares  
and take

The winds of March with beauty;"

*Winter's Tale, Act iv. Sc. iv.*

"To hear the story of your life which must  
Take the ear strangely."

*Tempest.*

And the common expressions,

"It took my eye—my fancy."

"One willow over the river wept." It is easy to pick out many examples from Tennyson of these pictures of single trees:

"Hard by a poplar shook alway."

"One sick willow sere and small."

"Dewy-dark aloft the mountain pine."

"The windy tall elm tree."

Always with the exact qualifying word to make us see the tree as the poet saw it.

It is to be feared that a bit of modern slang, much in use among boys, will spoil the picture of the swallow. "Chasing itself at its own wild will."

*Marsh.* Webster quotes the two lines from verse two, in illustration of the use of marsh for marsh.

He also gives from Milton,

"Evening-mist  
Risen from a river, o'er the marish glides."

Be sure that the children separate the simile from the picture in

"As when a mighty people rejoice  
With shawms and with cymbals, and harps of gold,  
And the tumult of their acclaim is rolled,  
Thro' the open gates of the city afar,  
To the shepherd who watched the evening star."

My experience is that unless care is taken, simile and metaphor are often confused with what they are meant to illustrate. To avoid this, read the verse first, leaving out these lines, and then, after the picture has been visualized, ask, "What does the poet compare the swan's song to?" With the lines of the simile compare the following:

"Sounds, as if some fair city were one voice  
Around a king returning from his wars."

From the conclusion of "The Passing of Arthur."

ELEANOR ROBINSON.

\* NOTE.—I quote from Mr. Littledale's *Essays on the Idylls*:

"Pliny," says Mr. Dyer, "alludes to a superstition by which swans are said to sing sweetly before their death, but falsely, he tells us, as proved through his own observation. Sir Thomas Browne, in his *Vulgar Errors*, says: "From great antiquity, and before the melody of syrens, the musical note of swans hath been commended, and they sing most sweetly before their death; for thus we read in Plato, that from the opinion of *Metempsychosis*, or transmigration of the souls of men into the bodies of beasts most suitable unto their human condition, after his death Orpheus, the musician, became a swan.—*English Folklore*."

### Good Manners.

[Read at the Teachers' Institute, Amherst, N. S., by Miss Jennie McAleese.]

Why is it that our boys are not more gentlemanly and our girls more lady-like? is a question that is continually being asked not only by our inspectors and school officials, but by people in the commercial world as well. Is it due to a lack of training in the public schools, or is the home training deficient in this respect? Probably both. . . . We should like our pupils to be ladies and gentlemen in the highest sense of the word, to have that manner that will mark them as such wherever they are. Good manners play a most important part in education. The school may be a powerful means to overcome the roughness of many children, who are so either by nature or association.

Yes, but how can this best be accomplished? It is all very well to place high ideals before teachers and say such and such a thing should be done, but it is a very different matter to go into one of our

common schools and do it. Can we obtain the desired result in this case by devoting, say an hour or two a week to the teaching of etiquette? By no means; it must be taught principally in the concrete and not in the abstract. Only by unremitting attention to the little things as they come up each day can we hope to effect the best results. If pupils could only be brought to have a realizing sense of their own rights and the rights of their fellow pupils, a great deal would be done towards securing good manners. There are certain responsibilities to be discharged by pupils towards each other which may be turned to good account in leading them to be polite and respond with "thank you" for little kindnesses. Children and young people of every class like to have respect and attention shown them. Those who respect and are polite to ones placed under them cannot help but win respect and courtesy in return; but if by word or deed this respect is once forfeited, it will be a difficult matter ever to regain it. We hear it said that children of to-day show a great deal less respect for teachers, ministers and others than they did years ago. This may be true; but perhaps in those days it was a terror of what the consequences might be, that kept the faces demure and the tongues silent. However, there may be another reason. Do teachers exhibit that politeness towards one another that the children, seeing it, naturally do the same? I am afraid not always. Many are not as careful as they should be in saying things concerning the reputation of others. Careless words let fall in the presence of pupils have done untold harm. Not only in this, but in business matters, there is a lack of professional etiquette. Is it any wonder that trustees endeavor to pay as low salaries as possible, when teachers will actually underbid one another in order to secure a situation? I know of cases where a "C" teacher applied for a certain position, and a "B" hearing of it, put in her application for ten dollars less; of course she secured the place.

Again, what do you think of the teachers who will apply for schools when they know that those who are teaching there have no intention of resigning. But to return to the children. Hundreds of incidents could easily be quoted to show that little people honor those who honor them. What is it that compels even ragged caps to be raised and smiles to appear when some teachers are met, and not others? Because the former do not consider themselves too much above those children to speak, and the latter do. Frederic Allison Tupper, of Quincy,

Mass., says: "The scope of courtesy in schools is boundless. It is both spoken and unspoken, acted and unacted. A teacher's entire usefulness is often destroyed by the purely unconscious assumption of social superiority. The teacher must remember that there is but one aristocracy—that of service. How utterly petty, then, in the public schools, whose very watchword is equality, to assume a social superiority that is often imaginary. True superiority is invariably marked by the absence of assumption. The 'thoroughbred' is recognized even by the 'Bowery boy.'"

"Why do you take off your cap to your teacher and not to your minister?" asked one ragged urchin of another. "Because I raised my hat to the minister once and he just looked at me, but my teacher always raises his," was the reply,—and a good one.

So the example of the teacher is the most powerful factor in the school. Though he teach mathematics or English as well as possible, and have not manners, he is nothing. His influence will do more than hours of lecturing. Even when it is necessary to censure for some glaring act of discourtesy, politeness should not be forgotten. A subdued tone of voice and pleasant look will do more to conquer a rough nature than stinging words of sarcasm and bitter reproaches. This does not necessarily mean a lack of firmness, or having poor discipline in the school. We often hear it said that there ought to be more men in the profession to take charge of the older boys, and by a judicious use of the strap keep them on their good behaviour. I admit that in some cases this is true; but there is a school on the North Shore where the trustees had been in the habit of engaging a male teacher for years. The strap had often been applied, but the results did not seem to be satisfactory. At length they decided to make a change, and accordingly a lady was offered the position. When the inspector made his visit that year he had no complaints to make concerning the respect shown him, or the manners of the pupils; and—the rod of correction had never been used.

Of course, we are not all like that; but if teachers have done what they could in this way, I repeat that they are not altogether to blame for the lack of manners in their pupils. Yet too often parents put the entire responsibility on the teacher, not realizing that their children are under his or her influence only five or six hours out of the twenty-four. It is too much to expect that during the short time a child remains in school, the teacher's influence will

overcome the influence of evil associates in whom courtesy is conspicuous by its absence. Yet we may take comfort in the fact that the former helps wonderfully to counteract the latter. In a school where the standard is such that it is considered a disgrace in the estimation of the class for any of its members to act in an ungentlemanly or unlady-like manner, children whose home surroundings have a tendency to make them rude will be toned down to a great extent.

Now, while remembering that the school is an expansion of the home, we must not forget that it is also a preparation for the community or state. We are preparing our pupils to be good citizens, to be men and women; and what a noble work it is! But what has good manners to do with that? Everything. Someone has said, "Pleasing manners constitute one of the golden keys which turn the bolts of the door leading to success and happiness." True politeness contributes much to worldly advancement; and the manner of a young man starting in life will very soon determine his success or failure. Courtesy is as good as capital, and many a rich man to-day who began with nothing owes his success to his genial bearing and graceful manners. In any field of labor, or in any station in life, you will find that those who know how to carry themselves well, are the ones who will mount to the topmost rung of the ladder of success. Who cares to do business with the gruff, pompous, or smirking individual, who thinks only of himself, and has little regard for the rights or feelings of others?

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The New York State Teachers' Association by way of investigating the effectiveness of public school work in that State, asked over four hundred business men to give their opinions, based on personal observation, as to whether the schools, as at present organized, prepare children to earn their living, and in what way instruction may be improved to this end. The opinions given by the business men are that the general average is high, but that in the cultivation of certain essentials the results are less satisfactory. Among the criticisms are the following: "Instruction is not thorough enough; too much rote work is allowed." Among the suggestions proffered are: "Insist on accuracy in arithmetic; teach boys how to think and how to be accurate; the course should be restricted rather than expanded; accuracy in speaking and writing should be taught."—*Exchange*.

### An Interesting Manufacture.

One of the most interesting and attractive establishments in Canada is the brush and broom factory of T. S. Simms & Co., Ltd., St. John;—interesting because so many portions of the world are laid under tribute to supply their varied products for this manufacture, and attractive because of the well lighted and comfortable rooms provided for the one hundred and forty operatives. Less than a quarter of a century ago brushes and brooms were made entirely by hand. Now ingenious labor-saving machines, some from America, others from Britain and Germany, are employed, and the products of this establishment find a ready sale all over Canada, Newfoundland, and the West Indies.

But while one looks at the work that is so deftly and quietly carried on by men and women, boys and girls, he becomes interested not only in commerce, but in geography, and even history. The broom-corn used comes from Illinois, Nebraska and Kansas; and it is said that this plant was first introduced into the United States by the famous Dr. Franklin, who, finding a seed on a little broom whisk that had been imported, planted and propagated it. The black hogs' bristles used in making good brushes come from China. Some of these bristles are over seven inches long. Many more come from Chicago and the west. The finest prepared bristles, for varnish brushes, come from France. The hogs' bristles, some of which furnish so large a part of the material for the best brushes, come, not as might be supposed from the native animal after he has been killed and is being prepared for market, but from hogs that are allowed to run wild in the forests of Russia, the bristles being picked at regular intervals from the animals which are caught for the purpose and then turned loose. The wood for brush and broom handles is from small birch and beech trees, and is about the only material which these provinces contribute for the manufacture. "Rice-root," tampico, a cactus fibre, and other materials for brushes and whisks, come from Mexico, and the palmetto fibre from Florida, Cocoa fibre from Jamaica and the East Indies, Bahia bass, a coarse fibre for stable brooms from Brazil, Piassava, from the East Indies, for coarse scrubbing brushes. Leather, bone, metal, and other substances used in the manufacture of brushes give employment to many thousands in Europe and America.

"I enclose my subscription for the REVIEW and *Weekly Star*, both papers the best of their kind I have seen on this continent."

### Reading.

The following notes on reading by Supt. W. W. Stetson, of Maine, will be found very useful and suggestive to every student:

1. Write in a blank book the complete number of the books you read this year.
2. Write a short sketch of the author of each book read.
3. Mark the books that you like best with a cross.
4. Why do you prefer these books?
5. In what ways have they helped you?
6. What friends did you make in the books read?
7. Why did you select them for friends?
8. What is the best idea in your favorite book?
9. What is the most important fact?
10. What is the choicest sentence?
11. How many times have you read the books marked with crosses?
12. Have you taken notes while reading?
13. Have you committed to memory striking passages?
14. Do you make some record of all the books you read?
15. What newspapers and magazines do you read regularly?
16. Do you put in a scrap-book the gems you read?
17. How much time do you spend each day in reading?
18. Do you consult reference books for information on matters you do not understand in your reading?
19. In what ways has your reading benefitted you?
20. What books would you like to read next?

### Memory Gems.

The under side of every cloud  
Is bright and shining;  
And so I turn my clouds about,  
And always wear them inside out,  
To show the lining.

—J. W. Riley.

Look not mournfully into the past. It comes not back again. Wisely improve the present. It is thine. Go forth to meet the shadowy future, without fear and with a manly heart.—*Longfellow*.

The path, that has once been trod,  
Is never so rough to the feet;  
And the lessons, we once have learned,  
Are never so hard to repeat.  
Though sorrowful tears may fall,  
And the heart, to its depths, be riven  
With storms and tempests, we need them all  
To render us meet for Heaven.

The best position of a good man's life are his little nameless, unremembered acts of kindness and love.—*Wordsworth*.

We are building every day, a temple the world cannot see." "Our to-days and yesterdays are the blocks with which we build.

Add link to link of love and beauty, till life's bright chain is done.

Oh, the skies that we may brighten;  
Oh the loads that we may lighten,  
Helping just a little!

### A Page of Helpful Plans.

(From Teachers who have tried them).

After a long, trying day in the close atmosphere of the school-room the exhausted teacher will find grateful and immediate relief, upon going to her room, in change of clothing, a bath of forehead and wrists in toilet water, and a comfortable easy-chair before an open window. Sipping a cup of hot chocolate will help the cure; and if racked with the headache that seems as if Jael was using her cruel hammer on her poor anatomy, a bottle filled with hot water, with a few drops of lavender added will, held under the nostrils, cure the ache very quickly.

"Robinson-Crusoe" is one of the best examples of English to be found. It may be used for a term's work and the children never tire. One morning of each week has thirty minutes set apart for reproduction. I read part of the story, as "The Shipwreck," or "Friday's Escape." I first assisted them by an outline on the board. Before the next week, the children wrote it in their own words and handed it in for correction. It had an effect; the children used better language, became interested in reading and obtained much useful information.

I secured a small soft pine board and on this tacked a piece of bristol board on which were written the names of all the pupils. After each name were five spaces—one for each day in the week. Near this board I placed a box of gilt-headed tacks with a few black ones mixed with them. When the pupils came in the morning each would put in his gilt tack. Should he be tardy he would put in a black-headed tack. In this way I had to pay but little attention to the attendance, for at the end of the week I would fill out the register from the board, and would take out the tacks ready for the new week.

I am teaching an ungraded country school where the children study Swinton's word book in spelling. The words are given out and the pupils are required to write them on their slates. Each pupil has a special tablet in which the misspelled words are copied but respelled correctly. On Friday afternoon these lists are revised, and the class then spell for headmarks. The pupil having missed the fewest number of words during the week, takes his place at the head, the pupil having the next fewest words on his list coming next, and so on down to the foot.

I found that the spelling exercise that I had before was dull and uninteresting and the results poor, but since I introduced this method the pupils vie with each other in being the most nearly perfect and get their spelling lessons a great deal better.

A few moments spent each day in reading and discussing topics of general interest is found most helpful. In the general culture class we include current events, discussions on magazine articles,

short biographies of late writers and other prominent men of our day, observations from nature, in short, anything that will broaden youthful minds and open new fields of thought. A trial of this will test its value and prove that there is untold interest manifested. The children delight in presenting new thoughts to the school. This is beneficial in developing the art of conversation as well as a mine of research. It is also of value in forming a closer relation between teacher and pupil, and between pupil and pupil.

For the last four or five years, at the close of each session, I have made a memorandum of the work to be done the next session. The seat work for each period is thus planned, and a word or two, or sometimes a paragraph, will be sufficient to indicate the points to be brought out in each recitation. If individuals need drill in any particular line, their names, written opposite the work, will remind me of it. The stories to be told, the words to be written, the games to be played, are all noted down, and when once the work is planned, I have no further care until the morrow comes. It takes very little time to do this when once the habit is formed.

I find that pupils are very liable to grow careless in the keeping of clean seats. Many a time had I spoken to my pupils about this matter, but it seemed as if my words were almost wasted. One morning I told them that we were going to have a "Clean Seat Race." I chose one leader for each side of the room. The one who has the cleaner side at the time of dismissal gets a mark. You should have had a peep into our school-room at dinner time. Although it was not Monday, it was washing day. Some pupils wash their seats nearly every day, and some wash the floor under their seats. It was no longer necessary for me to stand by the door and say, "Clean your shoes."

—From *Popular Educator*.

### Bookkeeping in Rhyme.

The writer, in teaching bookkeeping, has always found the following rhyme of service to him. By committing it to memory pupils can verify their work, and it is a great help as a guide to those keeping simple accounts of their income and expenditure, which every one should do, no matter on how small a scale these may be.

By journal laws what I receive  
Is debtor made to what I give;  
Stock for our debts must debtor be  
And creditor for property;  
Profit and loss accounts are plain,  
We debit loss and credit gain.

The following, from Thornton's Bookkeeping, are on a more extended scale, and have reference to larger operations:

## REAL ACCOUNTS.

1. You cannot well go wrong, if you Think what you're about;  
For you Debit what comes "In," and Credit what goes "Out."

## PERSONAL ACCOUNTS.

2. Debit all "Receivers," who receive—no matter what, Services, or Goods, or Cash—the smallest little jot.  
Credit all the "Givers:" those who give you "Any" Thing,  
Or Favor or Advantage to the house of business bring.

## BALANCE SHEET.

3. Assets are Debits; keep "that" very clear;  
All Liabilities Credits appear.

## PROFIT AND LOSS.

4. Debit your "Losses," and credit your "Gains;"  
Errors avoiding by Thinking and Pains.

## SUBSIDIARY ACCOUNTS.

5. "Balance" and carry to Profit and Loss;  
Always remember to carry across.

## HOW TO BALANCE GOODS.

6. (1) Enter Stock Value on Creditor Side.  
(2) Balance by Rules, that are given as Guide.  
(3) Goods carry "down" to begin the next year.  
(4) Profit in P. and L. ought to appear.

## HOW TO PROVE.

7. If the Books are "Proved," as they always ought to be,  
Capital and Balance Sheet will certainly "Agree."

## DISCOUNTS.

8. With "Discounts or bad Debts" remember well  
That "After" Cash (or Bank) comes P. and L.

## DISCOUNTS. (ADD OR SUBTRACT?)

- or "less 5 per cent."—"Subtraction" is meant.  
9. When B. R. you pay in Discount away,  
But in most cases "Add," or your work will be bad.

## DISCOUNTING BILLS.

10. Both the Discount and Bank (or Cash) debited are  
When you "Discount a Bill." But you credit B. R.

## BILLS.

11. "Debit the Drawer" (if not drawn by "Me,"  
And then it's the Bill that must debited be).  
"Credit Acceptor" (but credit B. P.  
Whenever the Bill is accepted by "Me")

## BILLS PAID OR DISHONORED.

12. When Bills are duly "Paid"—no entry for the "Man";  
But cash and Bill alone is the only proper plan.  
"Debit the Man" for a Dishonored Bill;  
Credit B. R., for its value is "Nil."

## BAD DEBTS.

13. "Composition is not "Loss." Perhaps the cash you'll see.  
In one or several "Dividends," just as the case may be,  
The "Balance" ("After" these are paid) you carry to  
B. D.

## CURRENT EVENTS.

The sense of color is believed to be one of man's recent acquirements. A recent investigator finds reason to think that primitive man could not distinguish colors; and that red and violet were first learned in later ages, then green and yellow, and finally blue and orange. Color blindness is often a fault of education, not a natural defect.

Carbon has been melted in an electric furnace under great pressure. On suddenly cooling, it solidified in the form of a grey powder interspersed with minute diamonds.

In France it is proposed to use on roads a composition of tar and the scoria from blast furnaces, to prevent dust and mud.

Saxony has the best regulated system of forestry in the world.

It has been decided to instal the Marconi system of wireless telegraph in Somaliland, to enable the British expedition against the Mad Mullah to communicate with warships at Berbera. The same system of telegraphing will be used for the present to complete the telegraph communication between Cape Town and Cairo. Wires are now, or will be soon, in operation from Cape Town to Ujiji, and from Cairo to Fashoda. From Fashoda to Ujiji the wireless system will be used.

A wireless message from the President of the United States to the King of England has been sent direct from Cape Cod to Cornwall. King Edward replied by cable message.

Bu Hamara, the leader of the insurrection in Morocco, has been captured by the Sultan's forces, and his few remaining followers scattered. The ostensible purpose of the revolution was to place on the throne a brother of the Sultan who was held in captivity. The prudent release of the latter, and his loyally putting himself at the head of the Sultan's army in the field, caused the defection of many of the chiefs who had supported Bu Hamara. The real cause of the uprising is believed to have been dissatisfaction with the Sultan, Abdul Aziz, because of his friendship for Europeans.

The wireless telegraph of Herr Blockmann differs from the Marconi system. It uses lenses and mirrors; and is virtually a machine using invisible electromagnetic rays, as the heliograph uses visible rays of light. Signals can be exchanged by it through a distance of several miles.

In recent experiments in Germany, by the aid of an invention for lessening the resistance in long dis-

tance telephone wires, messages sent by telephone were audible to persons standing thirty feet or more away from the receiver.

The Venezuelan trouble will probably be settled by arbitration, and a part of the customs receipts at the chief ports of the country set aside to pay the claims of the allies. In the meantime, when it is decided that the claims shall be submitted to the Hague court, the blockade will be raised.

A treaty between Columbia and the United States has been signed, by the provisions of which the United States will pay to Columbia a certain sum of money and take what is virtually a perpetual lease of the strip of territory through which the interoceanic canal will run. The United States gets also the use of three small islands in the Bay of Panama; and Columbia agrees not to cede or sell to any other foreign government any islands or harbors near the end of the canal. In return, the United States guarantees the sovereignty, independence and integrity of Columbia.

Another treaty, of more immediate importance to us, has been signed at Washington within the last month. It is for the settlement of the Alaskan boundary question; and provides for the reference of this question to a tribunal of six jurists, three to be appointed by each side. Three jurists appointed by the United States would have done as well, so far as the interests of Canada are concerned, if they had been required to give a unanimous verdict to make it conclusive. So long as the three United States representatives in the mixed tribunal refuse to admit the justice of Canada's claim, there can be no decision in favor of Canada. The addition of a seventh judge would have made this possible; but that would have been submitting the case to a final arbitration, to which the United States will not consent. The territory in dispute is over three hundred miles in length, and from fourteen to seventy miles wide; and the decision, if one is reached, will be based on the interpretation of the treaty between Great Britain and Russia in 1825, under which the narrow strip of Alaskan territory that lies between our territory and the ocean should never exceed ten leagues in width, following the windings of the coast.

Russian torpedo boats have passed through the Dardanelles; and for any one whose reading has made him familiar with the Eastern question of the last generation this means much. Turkey was under treaty obligations to keep the strait closed against war vessels; and, though the matter is of less consequence now than at the time of the stipulation, Great Britain has entered a formal protest.

Affairs in the Balkan region are drawing attention, and a serious outbreak there is anticipated. The movements of British forces towards the Red Sea and the Levant may be not altogether due to the Mad Mullah.

Two ship's companies, comprising about a thousand men, are to be permanently stationed at Halifax, for service on the fleet in cases of emergency.

## SCHOOL AND COLLEGE.

A school concert was recently given at Lakeville, Carleton Co., under the direction of Miss Lena R. McLeod. The sum of \$55 was realized, which will be devoted to the establishment of a school library.

Miss Josie M. Cluston, one of Northumberland County's teachers, was married at her father's home, Derby, on Wednesday evening, Jan. 21st, at seven o'clock, to Mr. Richard Coltart, of Douglstown. By this marriage the teaching staff of Northumberland loses one of its most popular and highly successful members who taught in its rural districts. The young couple left on a trip to Boston, intending to return about the first of April. On their return they will reside at the groom's home, in which district the bride taught school for a number of years.

Few teachers have ever seen a cycloramic photograph, that is, one that takes in the whole horizon of 360 degrees. The Summer Session of Cornell University has prepared a reproduction 30 inches long of Mr. S. L. Sheldon's noted cycloramic photograph of the Cornell Campus. The original is 64 inches in length. The reproduction may be had by addressing the Registrar, Cornell University, Ithaca, N. Y.

School concerts have been held recently at Florenceville and Upper Kent, Carleton Co., under the direction of Mr. Fred Squiers and Miss Addie Gregg respectively. At Florenceville additional books will be procured for the school library, and at Upper Kent some needed school appliances will be obtained.

The Summer School of Mines in connection with Dalhousie College will open in Sydney about May 15th, to continue in session for six weeks. Coal mining in all its branches, surveying, engineering, chemistry and mineralogy will be studied and different parts of the Island will be visited by the classes for geological investigation.

The Bridgewater, N. S., High School has raised the sum of \$110, the proceeds of two concerts, which is being expended in purchasing a school library.

Two St. John teachers, Miss Amy Iddols and Miss Iva Yerxa, have received appointments in South Africa, and will leave the last of March or the first of April. They are sent by special request of the British Government to teach in the Model School at Johannesburg.

Miss Iva A. Baxter of Perth, N. B., has been appointed assistant teacher in the Macdonald Manual Training School, Truro, N. S. Miss Baxter took a course at the school last year, obtaining her diploma in June. The appointment is a proof of her skill and ability.

Mr. Patterson, of Truro, has been appointed to the charge of the School of Manual Training in Sydney. The basement of the old Academy building is now being furnished for that department according to plans approved of by Mr. Kidner, the superintendent of the Manual Training Schools.—*Sydney Post*.

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## RECENT BOOKS.

SIEPMANN'S PRIMARY FRENCH COURSE.—*First Term.* Cloth. Price 1s. 6d. SIEPMANN'S PRIMARY FRENCH COURSE.—*First Year.* Cloth. Price 2s. 6d. Macmillan & Company, London.

The first of these books, on the principle of offering but one difficulty at a time to pupils, teaches them how to pronounce; the second, containing a reader, grammar and exercise book combined is well arranged and simple, teaching how to read French, with some of the lesser difficulties of construction. The exercises apply the principles taught in the first two parts, and give the pupils abundant practice in writing the language. The simplicity of the plan, one step being preliminary to the others, makes it well adapted for those teaching French to beginners.

AN OUTLINE OF ANATOMY, PHYSIOLOGY AND HYGIENE.—By F. M. Gregg, A.M., Normal College, Wayne, Nebraska. Cloth. Pages 390. Price 50c. C. W. Bardeen, Syracuse, N. Y.

This outline is presented with a view to unify work in physiology classes where several text-books are in use. It furnishes condensed information on all varieties of topics in physiology, emphasizing what is most important and furnishing plenty of drill on these.

THEORETICAL ORGANIC CHEMISTRY.—By Julius B. Cohen, Ph.D., Lecturer on Organic Chemistry, Yorkshire College, England. Cloth. Pages 578. Price 6s. Macmillan & Co., London.

This book represents a course of sixty lectures with experiments, and forms a very complete text-book of modern organic chemistry.

A COURSE OF SIMPLE EXPERIMENTS IN MAGNETISM AND ELECTRICITY.—By A. E. Munby, M.A., F.C.S. Cloth. Pages 90. Price 1s. 6d. Macmillan & Co., London.

The course here laid out and the experiments described should give a good grounding in the principles of this branch of physics.

A text-book on Latin composition by Mr. J. E. Barss, son of Dr. D. W. Barss, of Wolfville, is being introduced into many schools in the cities of the United States.

Thackeray's HENRY ESMOND with introduction and Notes. Cloth. Pages 444. Price 2s. 6d. Macmillan & Co., London.

The introduction containing a sketch of the life and writings of Thackeray, an explanation of the story and characters, a historical summary, the author's preface, and the notes with review questions, form an excellent plan for the study of this delightful classic.

We have received from Macmillan & Company, London, two packets, each containing 25 Brush-work cards of advanced drawing copies of animals and birds, illustrating expression of mass and form with the brush. These are finely executed pictures in this branch of art education. Price 2s. each packet.

The Canadian Almanac for 1903, published by Copp, Clark & Company, Toronto, has reached its 56th year. It is something more than an Almanac. It is the best reference book of its price and compass published in Canada. In addition to its lists of post offices, railway stations, tide and tariff tables, lists of members of Parliament, barristers, clergymen, officials of each province, etc., it has a mass of historical and other information presented in a compact form for ready reference. It is difficult to see how anyone can get along without it when once its value is discovered. Price in paper 35 cents.

## FEBRUARY MAGAZINES.

There are several notable sketches and some entertaining stories in the *Atlantic Monthly*. The literary and critical articles in the number are many and varied: Rollin Lynde Hartt treats characteristically and charmingly the topic of The Literary Pilgrimage; Paul E. More furnishes an interesting study of Lafcadio Hearn; A. V. W. Jackson reviews Early Persian Literature, and Charles Rice treats a New Interpreter of Eastside Life, followed by papers on Co-operative Historical Writing.

Among the many excellent features of the *Canadian Magazine* are: British Guiana, illustrated, by Wm. Perot Kaufman; the Passing of the Wild Pigeon, by C. W. Nash; a sketch of the Hon. L. J. Tweedie, Premier of New Brunswick; a poem by W. A. Fraser; Dr. Bell's Flying Machine, by Thomas Johnson; a Visit to the Toronto Zoo, illustrated, by W. T. Allison; Railway Taxation, by H. J. Pettypiece, M.P.P.; and The Incorporation of Trades Unions, by Professor Adam Shortt. The second instalment of Dr. Hannay's "War of 1812" is well illustrated, and the departments are also attractive.

An article on the amusements of children in *The Delinctor* for February contains a wealth of practical suggestions. Most mothers are usually at their wit's ends to provide suitable entertainment for the children. The kindergarten is an aid in the solution of this problem; but it only occupies a portion of the child's time. The work of the kindergarten should be supplemented by play and instruction of a like character in the home. The seed sown in the heart and mind of the child bears abundant fruit in later years, and the good that they derive from song and story and healthful bodily exercise cannot be overestimated. A love of nature, habits of neatness and order, politeness of manner can be installed in the little one by intelligent effort.

In the *Chautauquan* there is a series of interesting articles, among which are, A Reading Journey Through Russia, Practical Studies in English, Home Problems from a New Standpoint, Nature Study, Stories of Heroic Living and others.

Contrary to general opinion, glass is not absolutely insoluble. An acid solution allowed to remain in a closed glass bottle becomes after a certain time neutral, by the addition of alkaline matter that comes from the glass. Medicines that have been bottled for a long time are, for the same reason, unfit for use.

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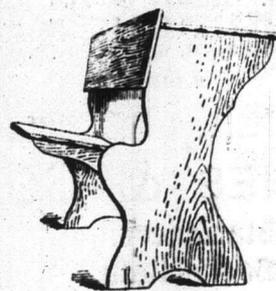
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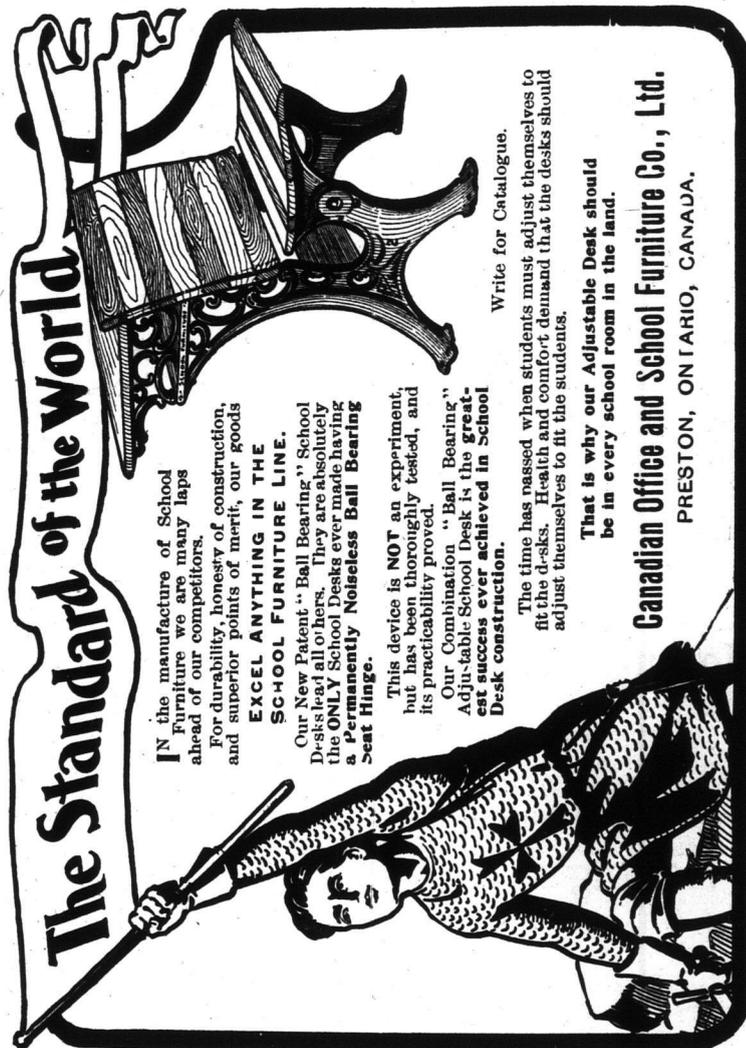
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