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DEVOTED TO THE INTERESTS OF TEACHERS.

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

LAST WEEK we referred to an article in the London *Schoolmaster*, giving a history of educational progress in this Province. Our attention has since been called to a paper read in London by William Lant Carpenter, B. A., B. Sc., on the position of science in Colonial education. Referring to New Brunswick, he says: "It is somewhat remarkable that a small colony, mainly agricultural, should possess one of the most perfect systems of instruction in primary schools, with which I am acquainted. * * * There is a progressive course of instruction for all schools, in which the subjects appear to have been selected, arranged and apportioned with a due regard for sound educational principles. * * * Its Normal school is in conjunction with the University at Fredericton, the degrees of which are universally recognized. A good natural history society exists in St. John, with corresponding members in the country districts. A museum, Mechanics' Institute, and similar agencies complete the facilities for the pursuit of science."

THE MOVEMENT in favor of appointing women to the Board of Education, in New York city, has been successful. The board, as now constituted, consists of five men and two women, instead of seven men as heretofore. Women have sat on the school boards of London, Edinburgh, and other foreign cities for years past. Their appointment to such positions is eminently fitting and proper, inasmuch as a large proportion, perhaps half, of the public school students are girls, and a very large proportion of the public school teachers are women. In making these appointments for New York, "Mayor Grace has avoided," says *Science*, "what would have been a great mistake. He has not appointed any 'cranks' or any professional agitators for 'woman's rights' At such a time plenty of these persons come forward as candidates, but their appointment would have been turning the whole movement into ridicule. Both of the women chosen by the mayor are of the highest standing, morally, intellectually, and socially. They are neither agitators or theorists, but women of pure Christian character, great ability, and what is quite as essential to a commissioner of education, some common sense."

NEW APPOINTMENTS.

City schools, paying as they do the highest salaries, have a right to expect the best returns, to insure which the best teaching talent the Province produces should be available. Situations in cities and towns are desirable, and much sought after by teachers from all sections of the Province, and not seldom much dissatisfaction is caused to resident

teachers on account of outsiders being given the preference. These complaints to many seem well grounded. All things being equal, resident teachers should be given the preference; that is, if they possess in the same degree, skill, industry and experience as other applicants, and in all cases, where justifiable, the principle of promotion should be followed. It is very satisfactory to note that many of our most prominent teachers have worked upwards step by step to their present positions. Good positions are too few in this country, but scarce as they are those on the road to them often fall into what political economists call the "stationary state," and are compelled to see more energetic and ambitious teachers secure the prizes.

But does the right teacher always get into the right place? Does not local feeling sometimes get the better of sound judgment? It is a matter of congratulation when teachers trained in our own schools fit themselves to take charge successfully of the departments from which they graduated, but should they fail to give satisfaction the situation is an embarrassing one for the powers that exist. The same influences which avail to make the appointment will too often prevail to prevent it being cancelled, and the school service suffers. Great care should, therefore, be given to the matter of new appointments. If the local talent employed or unemployed is as good as the foreign it should receive the preference, but not unless.

IT WILL PAY.

The school-room should be neat and clean. Make it all sunshine. Make it a model of neatness and teach by example. Have a place for everything, and see that it is always in that place. Pupils should be required to arrange their books properly and place them in their desks before each intermission. Each pupil should be held responsible for the state of the floor under his or her desk.

The basis of good government in the school-room, and out of it, is authority. The pupil who complies with the teacher's requests, simply to please, has not yet learned to obey. Obedience to appointed and rightful authority is the foundation of government. The neglect to instil subordination to the one who rightfully demands it is a most unwholesome and unfortunate omission; the child will surely suffer; in a few years it is probable he will become a member of a gang of "roughs," a body from whom spring the sports, thieves, burglars and murderers.

Do not neglect your duty! Obtain and spread all the educational light you can; build up your profession; render it worthy to stay in, and stay in it. This will demand your untiring devotion. There is more for you to do than to get a place and get a salary. C. E. B.

PENMANSHIP.

BY C. E. BLACK, KINGS.

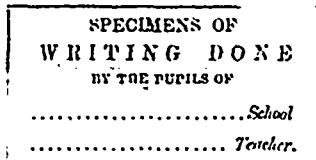
Teaching penmanship is like teaching any other subject; if you succeed in awakening an interest in it, and in getting the pupils to try to improve themselves in the art, there need not be any special fitness or preparation on the part of the teacher to succeed, more than is acquired in any branch.

Like any other study, it requires some skill to arouse such a degree of enthusiasm, and to induce pupils to put forth their best efforts.

All the written exercises in the school room should be done with care. The teacher should point out to the pupils the things that they should avoid—usually from the blackboard.

I generally show the pupils into the way of forming the letters, etc., on every new page, and write a line for them at the beginning. After writing, a few minutes are devoted to an examination and marking of the pupils' work for the day, in a class. The best writers, of course, succeed in getting to the head of the class, and so on. This tends to stimulate the others to greater activity, or, rather, neatness and legibility.

In one term I pursued a plan which was attended with good results. It was somewhat as follows: The pupils were all requested to write a verse of four or more lines, and give the date and sign their names and grade to it. This slip of paper containing these lines, together with those of the other pupils, was put into an improvised scrap-book and each specimen numbered "1." The outside cover of the scrap-book I ornamented, somewhat like the following:



Each pupil was allowed two pages of this book in which to place his or her specimens. Every month a new specimen was written and placed under the first, which served as mile-stones to mark the improvement. The pupils were to take charge of their own pages, copy nicely, and ornament in any way they chose. This book was shown to parents and visitors, and was greatly prized. Some of the visitors added their autographs on blank pages.

PRONUNCIATION OF "U."

The Brooklyn *Magazine* says that "ninety-nine out of every hundred Northerners will say institute for institute, dooty, for duty—a perfect rhyme to the word beauty. They will call new and news, noo and noos—and so on through the dozens and hundreds of similar words. Not a dictionary in the English language authorizes this. In student and stupid, the "u" has the same sound as in cupid, and should not be pronounced student and stoopid, as so many teachers are in the habit of sounding them. It is a vulgarity to call a doora dool—as we all admit—Isn't it as much a vulgarity to call newspaper a noospaper? One vulgarity is Northern and the other Southern, that's the only difference. When the London *Punch* wishes to burlesque the pronunciation of servants, it makes them call the duke the dook, the tutor the tooter, and a tube a toob. You never find the best Northern speakers, such as James Russell Lowell, George William Curtis, Robert C. Winthrop, Dr. Phillips Brooks, and men of that class saying noo for new. Toosday for Tuesday, avenoo for avenue, or calling a dupe a doop. It is a fault that a Southerner never falls into. He has slips enough of another kind, but he doesn't slip on the long "u."

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HISTORY AND FORMATION OF THE ENGLISH LANGUAGE.

BY JAMES HUTCHISON, M. A., M. D.

(Continued.)

NORMAN-FRENCH ELEMENT.

Before the Norman Conquest in 1066, English had begun to substitute an analytical for a syntactical structure, but the Norman invasion caused this with other changes to take place more rapidly.

Edward the Confessor, who ascended the throne of England in 1041, when he was forty years old, and who had spent twenty seven years in Normandy, introduced into England the fashions and language of Normandy. Lawyers wrote their deeds, and clergymen their sermons in Norman-French. Norman-French, sprung from the Latin brought into Gaul by the Romans, became from this time and more especially after the conquest, the language of the court, of the clergy, and of all who sought advancement in church or state. The words introduced at this period related chiefly to *feudalism, war, law* and the *chase*. For some time it seemed doubtful whether the English or the Norman-French would become the language of the nation, but English gained the day, incorporating with itself many words of Norman-French origin. In 1302, the thirty-sixth year of the reign of Edward III, it was directed by Act of Parliament that all pleadings in the law courts should be conducted in English, French having become much unknown in the realm. As English is possessed of a literature extending from the end of the eighth century, it is possible with some distinctness to mark the changes, together with the growth and history of the language. We may estimate the English of the first period as extending from A. D. 450 to 1100. The language of this period contained a large proportion of words of one syllable and was an inflected language.

- (1) There were various declensions and five cases.
- (2) The definite article was inflected.
- (3) Pronouns had a dual number.
- (4) Gender was marked by the nominative ending.
- (5) The infinitive ended in *an*, as *drincan*—to drink, but the dative infinitive ended in *anne* (*enne*) and was preceded by *to*.
- (6) The imperfect participle ended in *ene's*.
- (7) The passive participle was preceded by the prefix *ge*.
- (8) *lith* was the ending of the first, second, and third persons plural of the present tense, indicative mood.
- (9) In the present subjunctive, plural number, these persons ended in *on*.
- (10) In the past plural indicative, the endings were *on* (sometimes *an*).
- (11) The second sing. past of *weak verbs* ended in *st*, as *lufode-st*—thou lovedst; the corresponding suffix of *strong verbs* was *e-as*, *aete*—thou aatest or didst eat; *slæp-e*—thou sleptst.
- (12) The future tense was supplied by the present with some word conveying futurity, as, *he comes to-morrow. Shall* and *will* were principal verbs, and not usually employed as *tense auxiliaries*.

LITERATURE OF THE FIRST PERIOD.

"The History of the Church of the Angles," by Bede.

"The Paraphrase," by Beowulf.

Religious poetry on the creation, by Cedmon.

Translation of the Psalms, Bede's History, and Esop's Fables into Old English, by Alfred.

A Latin Grammar, and eighty sermons in Old English by Ælfric.

FROM 1100 A. D., TO 1250 A. D.

The English of the second period may be estimated as extending from 1100 to 1250 A. D. During this period the process of fusion between the English and the French languages was in active operation. The first and most important change that took place was in the orthography, and this consisted chiefly in a weakening of the word-endings.

(1) The indefinite article *an* (*a*) was formed from the numeral.

(2) Many plurals in *en* (*an*) were changed into *ea*.

(3) New forms of pronouns came into use.

(4) *Shall* and *will* began to be used as auxiliaries of the future tense.

(5) The infinitive began to drop the final *n*, and to prefix *to*.

In Old English adjectives were compared by terminations, but the language now began to adopt from the Norman-French the use of auxiliary words.

The genitive or possessive case in Old English ended in *es*. From the Norman-French the prepositional form was adopted so that in Modern English we have two ways of expressing the same idea, as, the *king's* throne, or the throne *of the king*.

Literature.—(1) Later portions of the Saxon Chronicle.

(2) "Brut," (a translation from the French chronicler, Wace), by Layamon.

(3) The *Ormulum*, a Metrical Paraphrase of Scripture.

FROM 1250 A. D., TO 1400 A. D.

During this period English showed its ascendancy over its rival Norman-French.

About 1500, participles in *ing* began to appear, and about 1400 they dropped the final *e*. The passive participle of strong verbs ended in *en*, or *e*. The termination *e* was an important one and represented various inflections, as *sune*—sun; *smale* birds; *softe*—softly. "Heim thought that his herte wolde breke." (Chaucer). About the end of this period the use of the final *e* became irregular and uncertain.

Literature.—(1) "Rhyming History of England" by Robert of Gloucester.

(2) "Piers Ploughman" by Langland.

(3) "Canterbury Tales" by Chaucer.

(4) "Travels in the East" by John Mandeville.

(5) "Translation of the Bible" by John Wycliffe.

FROM 1400 A. D. TO THE PRESENT TIME.

This period has been distinguished by the introduction of printing and the wide diffusion of literature. During the Renaissance, or Revival of Literature, in the sixteenth century, much attention was given to the study of the Latin and Greek authors, and many words of a classical origin were introduced into English. Before 1523 it is hard to find a Latin word in the general vocabulary which cannot be traced to Norman-French. After 1523 such words as *scientific, figurative, celebratory, impression, ambitious, visitation, generosity, malicious, portentous*, and others of a classical origin frequently occur.

The great advancement in science and arts has caused the introduction of technical terms which are almost invariably borrowed from Latin and Greek. The following are examples:—

From the Latin.—*Aurist, Oculist, Dentist, Locomotive*, etc.

From the Greek.—*Telegraph, Telephone, Photophone, Geology, Panorama, Aesthetic*, etc.

Modern English is, as has been stated, a composite language, the understructure or basis being Old English. Greek, Latin, French, Spanish, Portuguese, and Celtic have all contributed, in a greater or less degree, to swell its vocabulary. A number of words from almost every country in the world have been adopted and incorporated into English.

It is estimated that there are in the English language nearly 40,000 words in common use, and that of these about 25,000 are Old English. If we include in our estimate words used in science and art, the number of words in English will amount to upwards of 80,000.

About thirty-two out of every forty words, as used by our best authors, are of English origin, the remaining 8-40ths are chiefly of Latin origin.

Professor Marsh has made out a table giving the following results:—

SAXON WORDS IN EVERY FORTY.

In Robert of Gloucester, there are in pp. 854-864, 88; in New Testament, thirteen chapters, 87; in Chaucer, two Tales, 87; Sir T. More, seven folio pages, 84; Shakespeare, three acts, 86; Milton's

L'Allegro, 86; Milton's Paradise Lost, 82; Popo's Essay on Man, 83; Macaulay's Essay on Bacon, 80; Cobbett's Essay on Indian Corn, chap. xi, 32; Ruskin's Palaces, 29; Ruakin's Elements of Drawing, 33; Tennyson's In Memoriam, 80.

From this table it will be seen that the New Testament, Shakespeare, and Tennyson have a very high proportion of words of English origin, so that those who desire to cultivate an English as opposed to a Latinized style should devote their attention to these. "The Pilgrim's Progress is one of the best specimens of pure English." If we take an English Dictionary and compare the number of words of English origin with those of *adopted ones*, (that is, of foreign origin) we will not find the proportion so large as that which has been given above.

The proportion will be found to be about twenty-five out of every forty. The reason for a greater proportion being found in *sentences* is very evident. Most of the links or connecting words are of English origin, and as these will of necessity occur frequently, a corresponding proportion of words of English origin will be found. A preference for the use of an English style of writing has been growing steadily for many years. Although our language is becoming constantly enlarged by the incorporation of foreign words, yet almost any writer of standing within the last twenty years makes use of fewer words of foreign origin than did writers a hundred years ago.

SCHOOL-ROOM HEADACHES.

Many people who have public-school teachers among their acquaintance, are firmly of the opinion that the school-room has a headache system all its own, and their impression would be strengthened if they were to interview boys and girls. There is nothing strange about the complaint, the only wonder is that it is not continuous, and that anybody escapes it. With systems of heating and ventilation that are almost uniformly defective, and worse yet, under the control of janitors who have no knowledge whatever of these departments of their business, and who are as apt as any other men to neglect or despise whatever they do not understand, many of our school-rooms are boxes almost hermetically sealed, into which hot air is being driven and compressed. The heat is frequently intolerable; the expired breath and other physical emanations of the children pollute the air to a degree extremely dangerous to health; so teachers and children who at nine o'clock entered the room in fair health and spirits, emerge at noon with listless step, aching head, and deranged vital organs. Should a teacher's nature protest against breathing in poison and sweltering in it, up goes a window, and straightway all the children in its immediate vicinity are chilled, and temporarily relieved from one danger only to submit to another. The condition of the air of school-rooms is no secret to boards of education; it has been the subject of some statistics by experts, which forcibly suggest the Black Hole of Calcutta, but what is, or has been done, to remedy it? How many teachers are competent to use such ventilating facilities as their rooms possess? Their own frequent headaches, and those of the helpless children, show that the number is very small; and the same effects indicate that but few janitors need fear to compare their records with that of the late lamented King Herod.—*N. Y. Herald*.

OFFICIAL NOTICE.

New text-books on arithmetic and a new series of copy-books prescribed by the Board of Education: The Elementary Arithmetic published by M. S. Hall, Fredericton, and the series of copy-books published by J. & A. McMillan, St. John, shall, on and after April 1st, 1887, be the books in use in the public schools in all cases where pupils begin the subject of arithmetic or of writing, or require new books on these subjects, instead of Mulholland's Elementary Arithmetic, and Staples', or Payson, Duntion and Scribner's copy-books.

WM. CROCKET,
Chief Supt. of Education.
Education Office, Fredericton,
Nov. 24th, 1886.

EDUCATION vs. SCHOOL ROUTINE.

If there is anything the teacher should pray to be delivered from, it is the confounding of education with school routine. Not as bad as this is the confounding of scholarship with mental development—but that, too, is bad. But routinism not only does not effect education, it actually blunders it. The teacher must wage a constant battle with what many consider the end. Hawthorne describes the railroad to heaven very charmingly; he tells about the stations, the engineers, and all that. The only trouble was that they could not get a depot in heaven, and so it was not certain the passengers ever arrived there. It was all good except this one point. Routinism makes a gathering of pupils beautiful to the eye, there are books, recitations and all that, but it is by no means certain that the pupils are educated.

We visited a routine teacher's school once. We found her a little late that morning. She entered in haste in a few minutes, threw off her hat and called, "First-class in reading, take your seats." Then seeing there was a visitor, paused, and gave him a rather ungracious welcome. We begged her to go right on and she did. The impression left on our mind was the same as when a company of soldiers is drilled. It was no new thing. The teacher had made the same remarks before and probably a good many times. "You read too fast," or "You read too slow," or "You didn't read loud enough," "Spell distance, benefit, cordial, etc." And finally ended up with, "Take the next six verses, you are excused." And the other exercises were of the same nature.

It seemed to us that the teacher had not prepared for meeting her class, it was an old story—it was simply hearing recitations. Now a teacher who comes to school feeling that a routine of things is to be gone through with before she is free, is all wrong. She belongs to those pupils—soul and body—for a certain period of the day, and the rest of the time she must prepare for that meeting, that encounter, she may put the exercises that she will have into a fixed form—this is not routinism. It is not the routine that educates, it is the teacher. She must generate power, train habits, and cultivate tastes. But routinism does not do this, it prevents it.

GEOGRAPHY STORY.

A person by the name of Miss (capital of Maine) (capital of Mississippi) lived in (capital of Massachusetts), and her friend Miss (river in northern Asia flowing into the Arctic), (strait between North America and Greenland), living in (the largest city of United States), resolved to take a trip to the (most northern mountains in New York), so they bid (cape at the southern point of Greenland) to all and started the (fifteenth day of the eighth month in the year Grant died), journeying in a direction toward the (northern cape of Asia). They were full of (cape south of Africa.) They had a small (mountains in northern Africa) of the country. Miss (capital of Mississippi) wore a dark (mountains in Vermont) dress, and Miss (strait between north America and Greenland) was attired in a (western tributary to Mississippi) dress, with a sea (east of China) ribbons, and both wore heavy (sea south-east of Europe) cloaks, and carried warm (gulf east of Arabia) shawls. They found the surface of the country (mountains in western part of United States), and the climate (country in South America). For breakfast the first morning they had (island of East Indies) coffee, and (cape east of Massachusetts) fish, which they thought nearly good enough for (cape north-west of North America). The proprietor of one hotel was called (bay south of Hudson's bay), (large River of British America flowing into the Arctic). He showed them a stuffed (large lake in northern British America), and which he had captured, and it had (lake farthest west of great lakes) fur. It was so

untamed they had (river in north Carolina). He also displayed an (island south of Connecticut), (river in Idaho), also a huge (large lake in Maine). After visiting two months they were joined by their friends (cape south of Maine), (largest river of New Brunswick), and (cape east of Massachusetts), (city on Lake Ontario), who had been among (lakes west of Vermont), and with their brothers (two capes east of Virginia), and all returned to (capital of New York).—*Teachers' Institute.*

NOTES FROM DR. THOMAS ARNOLD'S LETTERS.

"There is a want of poetical feeling in many boys. They cannot understand Homer or Virgil, cannot follow out the strong graphic touches which to an active mind suggest such infinitely varied pictures, yet leave the reader to draw them for himself on the blank given."

"What a treat it would be to teach Shakespeare to a class of young Greeks, in regenerate Athens, to dwell upon him line by line, and word by word, so as to get all his pictures leisurely into one's mind, till I verily believe one would, after a time, almost give out a light in the dark after having been steeped in an atmosphere of brilliance."

"Without construing, much of the beauty escapes us, because we travel too fast. Sometimes I should like Dante or Goethe."

Letter to a former pupil who wrote for advice as to his reading: "In taking up any particular line of study, read along with it the writings of men of other times and of different powers of mind. Preserve the proportions of your reading. Keep your view of men and things extensive, and depend upon it; a mixed knowledge is not a superficial one; so far as it goes the views it gives are true—but he who reads deeply in one class of writers only gets views which are almost sure to be perverted, and are not only narrow but false. Adjust your proposed amount of reading to time and inclination, but whether large or small let it be widely varied."

History.—"Much of history is written so ill, it is desirable to be well acquainted with the greatest historians in order to learn what the defects of common history are and how to supply them."

"It is a rare quality to be able to really represent to our minds the picture of another age and country; and much of history is so vague and poor that no lively images can be gathered from it. Any one very great historian, such as Thucydides, or Tacitus, or Niebuhr, throw a light backward and forward upon all history; for any one age and country well brought before our minds teaches us what historical knowledge really is, so we learn when we have it not."

"The true history of the church should be an unfolding of all the various elements, physical and intellectual, social and national, by which the moral character of the Christian world has been affected, and comparing the existing state of European society with the ideal church of the apostolic age."

LITERARY NOTICES.

BARNES' ALMANAC for 1887 is published. It is a small encyclopedia of information such as every one should have at hand and which no one can do without for the price—ten cents.

THE FITZGERALD SCHOOL, or Educational Methods followed in the Gramercy Park School, is the title of a pamphlet by G. Von Taube, for which we have to thank G. H. Livingstone, Esq., now on the staff of that institution.

THE CENTURY for December is an excellent number. The chief interest is centered in the "Life of Lincoln" which is continued in this number and which increases in interest. "The Food Question in America and Europe" is a vital and suggestive story of a most practical subject. The topic in the War Series is the "Second Day at Gettysburg." The thoroughness in which this series is being carried through is perhaps nowhere better exemplified than in the present paper. The beauty of the illustrations in this number and the excellent manner in which the topics are treated make it a most welcome guest wherever it goes.

THE CHRISTMAS ST. NICHOLAS—Frances Hodgson Burnett's new fairy tale, "The Story of Prince Fairyfoot," begins in the Christmas St. Nicholas and will be run through three numbers. It is bright and amusing, and throws some entirely new light on the habits and manners of fairy-folk. There is also a

short story by J. T. Trowbridge, which is called "The Bambergy Boys and their Flock of Sheep," which tells of a famous dog-trap. The most striking feature of the number, however, is the article on "How a Great Battle Panorama is Made." A Christmas St. Nicholas without Christmas stories would be an anachronism, and, accordingly, there are two exceptionally good ones in this issue. The first, entitled "A Scheming Old Santa Claus," is by John R. Coryell, who is as excellent in fiction as in his entertaining natural history sketches. The second is by Rose Lattimore Alling, author of the clever short serial, "Nan's Revolt." It is called "A Christmas Conspiracy," and is as fertile in suggestion as its predecessor. It will be concluded in January. The frontispiece—a charming Christmas picture by Reginald B. Birch.—illustrates an old-time Christmas poem by Helen Gray Cone, which appropriately opens the number.

SCIENCE.—We have before referred to this publication, and to the great value of its articles to teachers and students. Every week it presents to its readers what is now in science and discovery, with many suggestive and thoughtful articles on education. To make the latter subject more attractive and prominent, an educational number is published separately every fourth week, under the title of *Science and Education*. The first number, under this new departure, was published on the 26th ult., and contains many valuable articles on education, and kindred subjects. This new educational periodical is furnished at the low price of \$1.50 a year. Those subscribing now, for 1887, will receive the November and December numbers free. Address, *Science and Education*, 47 Lafayette Place, New York.

The following publications have been received and will be noticed next issue. *The Practical Book-keeper*, Connor O'Dea, publisher, Toronto. *Manual of Correspondence*, Connor O'Dea, publisher, Toronto.

ARITHMETIC.

A list of typographical errors found in Sangster's National Arithmetic. Written for the N. B. JOURNAL OF EDUCATION by John E. Dean

- Page 58, Exercise 8, Quest. 16, for 4,001,040,400,400,000,060,432 read 4,004,010,400,000,060,432.
- Page 80, Exercise 11, Quest. 37, for 7.179 answer, read 7.197.
- Page 124, Exercise 20, Quest. 8, for 33 as answer, read 48. 26356 26353
- Page 157, Exercise 41, Quest. 3, for 33721 read 33712 63712
- Page 167, Exercise 35, Quest. 11, for 943½ read 943¼
- Page 171, Exercise 57, Quest. 8, for ¼ of ¼+¼ read ¼ of (¼+¼)
- Page 192, Exercise 72, Quest. 3, for .083, read .083
- Page 195, Exercise 74, Quest. 1, for 729,3427 read 729,3427.
- Page 195, Exercise 74, Quest. 3, for 1.2751 read 1.12751
- Page 196, Exercise 73, Quest. 3, for .818 read .818
- Page 196, Exercise 76, Quest. 1, for .082, read .082
- Page 197, Exercise 77, Quest. 11, for 13,76432, read 13,76433
- Page 198, Exercise 78, Quest. 4, for 9472947 read 9472947
- Page 199, Exercise 78, Quest. 18, for 16 read 16.
- Page 199, Exercise 78, Quest. 18, for .7632763 read .7632763
- Page 223, Exercise 89, Quest. 32, for ¼ of ¼ read ¼ : ¼
- Page 227, Exercise 90, Quest. 2, for 16723 as answer, read 16724 14 1
- Page 235, Exercise 95, Quest. 5, for \$137.61125 as answer read \$137 29375
- Page 277, Exercise 121, Quest. 3, for 25 ½ per cent. as answer, read 25 ¼
- Page 281, Exercise 124, Quest. 4, for 121ba. @ 65 cts, read 22 lbs. @ 65 cts.
- Page 300, Exercise 136, Quest. 1, for 1 read 2.
- Page 304, Exercise 133, Quest. 1, for 1 read 1.
- Page 370, Exercise 163, Quest. 34, for 28 36 read 28 16
- Page 405, Exercise 3, answer 5, for \$63.31½ answer, read \$67.71½.
- Page 410, Exercise 163, answer 33, for \$12612, read \$126 12.
- Page 411, Exercise 165, answer 49, read one trillion, three hundred million, five hundred thousand six hundred, etc.
- Page 411, Exercise 165, answer 94, for 3339 3333 read 364,91432.
- Page 412, Exercise 165, answer 119, for 132 read 83.
- Page 412, Exercise 163, answer 123, quotient is 15 times too much.

Little Stuart has spent his first day at school. "What did you learn?" was his auntie's question. "Didn't learn anything." "Well, what did you do?" "Didn't do anything. There was a woman wanted to know how to spell 'cat' and I told her."

HISTORY AND POETRY IN GEOGRAPHICAL NAMES.

(Concluded.)

We can, moreover, trace the identity of the Norwegian occupation by the number of local Norse names, and the contrasts are sufficiently striking. In Lincolnshire, there are about three hundred Norse names, in Yorkshire, about three hundred; in Bedford and in Warwickshire, only half a dozen.

So much for history in our local names, and one might have easily said a hundred times as much on the subject. But there is interest, for both young and older hearers, in details and in points that are of much smaller importance.

The open-eyed and open-minded teacher, who is always on the lookout for whatever will bring into connection and interest with his lessons, will not disdain even the slight assistance he will gain from the relative positions of places, and the names that have come from this. He tells his pupils, for example, that another name for the German Ocean is the North Sea; but he will surely go a step further than this, and show him that there is a South Sea also, which the Dutch call *Zuyder Zee*. Another step, and he will point out that the Germans call the Baltic the East Sea, and that the West Sea must of necessity be the Atlantic. In the same way the Weser or Vesper is the West River. In China this use of names of direction seems to reach its height; for there we have Pekin and Nankin, the northern and southern coasts; Peking and Nanjing, the northern and southern mountains; Pehou and Naho; the northern and southern rivers; and Nanchai, the Southern Sea.

Even the simple epithets *old* and *new* lend some interest to the teacher's work in geography. The word *old* takes many forms: it appears as *alt*, *el*, *al*, and *ald*, in Althorp, Eltham, Albury, Aldborough. *New* is an epithet, which, like every other thing on earth, must itself grow old. Thus New Forest is one of the oldest forests in Great Britain; New College is one of the oldest colleges in Oxford, for it was founded in 1380. New Palace Yard, in Westminster, dates from the eleventh century, and the fifty-two New Streets in London are among the oldest in that vast wilderness of houses. There are in England 130 villages with the name of *Neabon*, 10 towns called *Neacaste*, and 11 called *Neaburgu*. It is interesting, too, to observe the forms that the word *new* may take: as *Neuf* in Neufchatel, *Neu* in Neuvogel, *Nein* Neville, and *Na* in Naples or Neapolis.

Color, too, gives some interest to our geographical names. Thus Cape Verde is the cape fringed with green palms. The local name for the Indus is the *Nilab* (or Blue River); and the mountains in the south of India are called the *Nilgherrie* (or Blue Mountains), a name which we find also in Virginia. The city of Atria or Adria, from which the Adriatic took its name, is 'the black town,' because it was built upon the black mud brought down by the Padus. The Himalaya, or, as we call the range, Hymalaya, is 'the abode of snow,' and Lebanon means 'the White Mountain.' The word *Apennines* means 'the white heads,' Mont Blanc, Sierra Nevada, Ben Nevis, Snowdon, Snelchalton, Snafell, and many other mountains, all have the same meaning. The word *alp* itself, being a form of *albus*, gives us the same indication, and connected with it are Alisma, Albion, and Albany, which was the old name of Scotland.

With pupils of a more advanced age, it would be useful to show the identity of the Hindostani *abad* and the Hebrew *beth* with the English *bottom* (we have it in Newbottle and Bothwell) and *bed*, with the Slavonic *Buda*, and with the Cymric *bod* in Bodlain and Boscawen. *Alhambud* is 'the house of Allah,' Bethany 'the house of dates,' Bethelchem, 'the house of bread,' and Bethel, 'the house of God.'

We have seen that names throw light upon history, and that history throws light upon names, but names throw light upon physical changes, and on the variations of climate that have taken place in this island. Thus we have in different parts of England places and parts of towns called *Vineyard*, where no vines can nowadays grow. Mr. Thompson, the eminent gardener, tells us that when he was a boy the

island of Mull had many orchards of excellent apples, while now the whole surface of the island is not adequate to the production of a single eatable apple. He tells us, too, that at Hatfield, near London,—the seat of Lord Salisbury,—there used to be fourteen hundred standard vines, which produced the grapes that found the house in its supplies of wine; whereas now there is not a single grape produced except under glass. The name *vineyard* in Britain is therefore nowadays a name, and nothing more.

There is, not far from Loch Maree, in Ross-shire, a farm that bears the name of *Kinloch Ewe*; that is, the her. of Loch Ewe. But Loch Maree, or Mary's Loch, was, geologists tell us, at one time only one of the upper reaches of Loch Ewe; and this conclusion of geologists is borne out by the name *Kinloch Ewe*, which is not on Loch Ewe at all but about a mile above the upper end of Loch Maree. But there can be no doubt that this farm marks the point to which the older Loch Ewe at one time extended.

Local names, too, give us evidence of animals that are now extinct in this island. The existence of the wolf and the bear in England is marked by such names as *Wolfselov* in Herefordshire, and *Barnwood* in Gloucestershire. The wild boar, or cofer, was found at Eversley, Evershot, and Everton; and the presence of the beaver is indicated by such names as *Beverly*, *Beverstone*, and *Betercoates*.

Changes in our customs, too, are to be traced in old names. Two of the strongest marks of the importance of a town are to be found in the existence of a market, or the possession of a bridge over the neighboring stream. The Old-English verb *ceapian* (to buy) gives us the words *cheap*, *goodcheap*, *dogcheap*, *chaffman*, *claffer*, *horsecheap*, and *chop*; and it also gives us the prefixes *chepping*, *chep* and *kippen*. *Cheapside* and *Eastcheap* were the old market-places of London; and into *Cheapside*, even to this day, run Bread Street (where Milton was born), Milk Street, and the Poultry. In the North of Europe we find Copenhagen, which means 'Clipping or Market Haven,' *Nordkiøping*, which means 'North Market,' and many others.

Even the mistakes in names are full of suggestion. The readers of Sir Walter Scott's 'Pirate' know *Fifal Head* in *Shetland* as the whole of *Norna*. But *Fifal Head*, though a quite appropriate name, is a mere corruption, undoubtedly by mistake of the old Scandinavian name *Hvit-fell* (or White Hill). Cape Wrath, again, has in its oldest meaning nothing to do with storm, but, in its old Norse form of *Cape Hearf* simply indicates a turning-point—the point where the land trends in a new direction, and it contains the same root as the words *wharf* and *Antwerp*.

Many similar corruptions are to be found in England. The walk from Buckingham Palace to Westminster is now called *Birdcage Walk*, which is only a meaningful corruption of *Beage Walk*; *Chateau Vert*, in Oxfordshire and in Kent, has been altered into *Shooter Hill*, and a legend about Robin Hood and Little John has been attached; *Beau Lieu*, in Monmouthshire, has grown into *Bexley*; *Grand Pont*, in Cornwall into *Grampound*; and *Don Gué* (the good ford), in Suffolk, has been, too, naturalized into *Bungay*.

So far, we have seen that history and philology become the loyal servants of the teacher. Shall we be able to say the same of poetry? How shall the most brilliant outcome of the human intellect, the most inspired expression of the mind, the product of the noblest faculties, strengthened by and intertwined with the deepest emotion, help our much study of the world?

To some extent it has already done so. Longfellow has procured for us a geographical library in thirty-two volumes, which he calls 'Poems of places.' Four of them have been republished by Messrs. Macmillan & Co., in this country; but the whole thirty-two volumes ought to be in the library of every large school and college. Such a collection, contains and must contain, a great deal of what is good, of what is indifferent, and we know that neither gods nor men tolerate the indifferent in poetry.

But this side of the question would carry us too far. What I am driving at is a humbler aim. All through this statement I have been trying to insinuate,

—to suggest that the teacher should bring into all his lessons on geography the maximum of connection; that he should try to make the map his before his pupils; that in education, as in a statue, there should be no dead matter; and that the satisfaction of the day's curiosity, or mental appetite, should be followed by the growth of a stronger appetite still. I think that we who live in this latter part of the nineteenth century may congratulate ourselves on the immense amount of young active intellect that has thrown itself into education, and on the better methods that, with this youth and activity, have been imported into our school-rooms. It is not so long ago that boys were kept for years over the *As in præcanti* and the *Propria quæ maribus* before they were able to form a first-hand acquaintance with even the earliest Latin author; nowadays a boy does not learn a new word or a new inflection without being asked at once to build his new knowledge into an interesting sentence. Not long ago children were taught lists of names without seeing a picture, a diagram, a model, or a map, and this was called geography; now we have the geographical societies, both of Edinburgh and of London, working steadily for them, and showing them all that there is of beautiful and wonderful, and strange and thoughtful, in the life of man upon this remarkable planet.

Another point before I have done. The path of education is the path of discovery; it is not the dead-beaten road upon which you can sow no new seed, it is not the region of the second-hand, the fossilized thought, the mere traditional and repetitious idea. If, then, the teacher is to make those old times live again,—those old times that have left ineffaceable marks in our names of places, just as the underlying rocks have left traces of themselves in our soil,—he must excite the curiosity of his pupils, and set them hunting for new examples of old names; must ask them to find the old in the new, and the new in the old. It is as true of education as of life,—and the one is only an epitome and compressed symbol of the other,—that for us all it is

"Glad sight whenever new and old
Are joined through some dear home-born tie;
The life of all that we behold
Depends upon this mystery."

The passion of hunting is the strongest passion in human nature: can we gratify this passion in the school room? I think we can, and geography is one of the happy hunting-grounds in which we may be able to gratify it.—*Science*

"No credit, as we are aware," says an exchange, "has heretofore been given in any college in the Dominion or in the United States to students in their examinations, for any colloquial knowledge of French or German. As these languages are of such importance, especially to professional men, this state of things seems to be an unaccountable paradox. It makes no difference how fluently and elegantly a candidate for examination in moderns might speak French, German, and Italian—as well, indeed, as Gambetta, Bismarck, or Manzoni—he might not pass a more successful examination than a man who had never heard pronounced a word of either language. The professor is wont to dissect for the benefit of his students, dead Latin or Greek, French or German, with the knife, forceps, and hook and chain of grammar, philology, and rhetoric, and the result is that these two modern languages are now as dead, in most colleges, as their honoured predecessors."

The following ironical remarks, found in a letter addressed to the editor of a western town, may amuse our readers:

"I look forward to the period when the teacher shall be relieved of every drudgery, and the duties above mentioned, when receiving and considering the excuses of parents who may have failed to perform the full task of educating their children, will be all that shall be required—when, in fact, the 'home work' now assigned to both parents and children shall cease to be even nominally additional to the school work, but shall comprise the whole prescribed course; when school buildings shall be for the use of the 'teachers,' and children go to school only to play in the yards.—Yours truly,
WORKINGMAN."

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THE OVERCROWDED PROFESSIONS.

The mere assertion that the professions are overcrowded, and that each year it is becoming more difficult to earn a fair livelihood in professional calling, does not appear to deter our young men from applying themselves to the study of law, medicine, etc.

We have no desire to place obstacles in the way of those who desire to improve their condition, nor have we the slightest wish to damp the ardor of those who fancy that fame and fortune are within easy reach; but, under the circumstances, it is but fair to point out to those aspiring to the professions, that the glamor which ambition throws over such callings is liable to be rudely dispelled, when, as a doctor or a lawyer, the young man undertakes to battle with the world.

With nearly three hundred medical men, or one to every 1500 of our population, Nova Scotia offers a comparatively poor field to the young practitioner; and even at the best, he is but the servant of the public, called upon to undergo hardships and endure self-sacrifices such as are never dreamed of by the ordinary citizen. A large percentage of his patients, in these days of keen competition, consider they are doing him a favor to call on him for his professional services, and comparatively few of them regard it as obligatory upon them to pay the moderate fees which he has charged. But if the medical profession is overcrowded, that of the law is even more so, and scarce a week goes by that we do not hear young men regretting that they have used the best years of their lives in the study of a profession which does not afford them even a scanty livelihood.

A large number of the lawyers in this Province will, if consulted, honestly admit that the practice of their profession in Nova Scotia is unremunerative. This they attribute mainly to the inherent aversion of our people to litigation; but while there may be some truth in their assertion, they overlook the real fact, which is, that the profession is crowded far beyond the actual needs of the country, the lawyers now outnumbering the doctors in the Province.

Young men who are about to choose a calling in life, should bear these facts in mind, especially since there are other pursuits to which they might devote themselves, which guaranteed a more certain and independent livelihood than they can hope to obtain as barristers, attorneys, physicians or surgeons.—*Halifax Critic.*

QUESTION DEPARTMENT.

- (1) Does the one-third poor aid which is added to the teacher's draft belong to the District or the teacher?
- (2) Could the District or trustees take it to help pay the teacher's salary if the clause "The poor aid for the benefit of the District" is not in her agreement?
- (3) Does not the District get their share of poor aid in the County Fund?

ANXIOUS ENQUIRER.

The object of Poor Aid is to assist certain Districts designated Poor Districts to provide school accommodation. At the end of each year the Inspector sends to the Chief Superintendent a list of those Districts in his opinion entitled to rank as Poor Districts. At the beginning of the year these Districts are notified by the Department, and in making their agreements with the teacher should take the fact in consideration. A specification as to whom the poor aid shall belong in the agreement is not at all necessary. If the District is a Poor District the amount agreed upon will be as much less, as the teacher will on that account receive more on the Government allowance to him or her. The trustees of poor districts also receive one-third more County Fund.

In your case the agreement seems to have been drawn up in ignorance of the fact that the District was a Poor District. It may fairly be supposed that if the trustees had been aware they were receiving special aid they would have been more gen-

erous in regard to salary. Perhaps the fairest way to arrive at the solution of the matter would be for the teacher and trustees to divide the amount.

What number diminished by $\frac{2}{3}$ of itself leaves a remainder of 34? A. S. T.

20
— whole number.
20
— 3 — 17 — 31.
20 — 20 — 20
1 — 20
20 — 2 and — 40.
20

- (1) Why does a hoop while rolling remain upright, though it fall as soon as it stops?
- (2) From what is the word "News" derived?

R. L. B.

What am I to do with a child, naturally left-handed, who persists in writing with his left hand? "A SUBSCRIBER."

- (1) Please to inform me where "Lako Zirknity" is situated?
- (2) Which is correct, "I should like to have gone;" or, "I should have liked to go?"

C. E. B.

(Answers next issue.)

EXERCISE IN COMPOSITION.

Write the following sentences so as to form a continuous narrative.

A fish lived in a large pond.
He was a careless fish.
He was not a year old.
He was quite large.
He could swim faster than his brother and sister fishes.

The flies came buzzing over the water.
He would spring and catch them.
He would eat worms too.
His mamma warned him about the books (Tell what she said.)

One day he saw a worm.
He saw the hook.
(Tell what he thought.)
Took hold of the worm.
The worm began to move away.
(Tell what the fish said.)
The worm gave a jump.
The fish felt something sharp in his mouth.
He swam this way and that.
He went out of the water.
And came down in a traw.
That was the last of him.

LINCOLN'S LITERARY STYLE.

The errors of grammar and construction which spring invariably from an effort to avoid redundancy of expression remained with him through life. He seemed to grudge the space required for necessary parts of speech. But his language was at twenty-two, as it was thirty years later, the simple and manly attire of his thought, with little attempt at ornament and none at disguise. There was an intermediate time when he sinned in the direction of fine writing; but this ebullition soon passed away, and left that marvelously strong and transparent style in which his two inaugurals were written.—*Nicolay and Hay in the December Century.*

PERSONAL.

Inspector Mersereau is visiting the schools in the eastern end of Gloucester County.

The young friends of Colm H. Livingston, pupil in the St. John Grammar school, and later a distinguished graduate of McGill college, Montreal, will be pleased to learn he has been appointed to the position of lecturer on English literature and language, logic, rhetoric and experimental chemistry in the Gramercy Park Polytechnic schools, New York. The staff comprises twelve professors, including instructors in metal and wood turning, printing, engraving and electrical sciences.

Do thy best. A great painter once fell ill and bade one of his pupils to finish the picture upon which he had been at work.

"O, I cannot," said the young man, "I would spoil it."

"Do thy best," said the master.

"But I have no skill at all, dear master," said the pupil.

"Do thy best, my son. I commission thee to do thy best."

At last he took the brush, kneeled before the picture and prayed for aid to finish the work for the sake of his beloved master. His hand grew steady, his eye sparkled with the fire of genius that had slumbered in him till now. His heart filled with joy as he saw the result of his work, and at last he carried it to his master's couch, completed. When the master saw it he burst into tears of joy at its beauty. "My son, I paint no more," he said, "you are henceforth the master," and a master of painting he was ever afterward. His great work, "The Last Supper," has been a study for artists for hundreds of years.

A "TRUSTEE" writing to an Eastern paper says:—"To our way of thinking when children leave school they should be able to read well and understandingly, at sight, ordinary reading, write a letter in a neat, rapid and legible hand, and to perform any arithmetical problem they would be likely to meet in practical life. Now we assert, and we challenge contradiction, that there is not one in fifty of the young people in the country can do this. And why? Because their time was worse than thrown away in memorizing difficult geographical names, historical dates, and the technical terms of botany, chemistry, etc., together with poetry and dialogues for exhibition day, which children very wisely make all haste to forget when they leave school."

CONCERNING the public system of teaching, the *Christian Union* says:—"The present system in vogue in our public schools does not meet the needs of the children of all classes, and to the poorest classes—that is, the children of the mechanic and labourer—it gives but the very rudiments of an education, and that not of the most practical kind. There is no doubt that there are thousands of fathers and mothers who take their children from school, because they know that the studies to which they have access are not those that will be used in earning a living, and that is the paramount question in thousands of homes."

FROM a hygienic point of view, corporal punishment is not to be encouraged. When a teacher "thrashes" a pupil, he or she is generally in anger, and from this very reason, is not able accurately to gauge the amount of force that is meted out. A sharp blow on the ear has caused incurable deafness, and it has more than once occurred that a boy or girl has been ruined for life by corporal punishment inflicted at school. We are pleased to see that this method of correction is deprecated in the last report of the Massachusetts School Board, wherein it is stated that "a teacher that finds it necessary to use corporal punishment to any appreciable extent, gives evidence of a want of ability to control."—*Annals of Hygiene*

Taddy Pole and Polly Wogg

Lived together in a bog;
Here you see the very pool,
Where they went to swimming school.
By and by (it's true, but strange),
O'er them came a wondrous change,
Here you see them on a log,
Each a most decided frog.

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For young people is what the papers call St. NICHOLAS. Do you know about it,—how good it is, how clean and pure and helpful? If there are any boys or girls in your house will you not try a number, or try it for a year, and see if it isn't just the element you need in the household? The *London Times* has said, "We have nothing like it on this side." Here are some leading features of

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STORIES by LOUISA M. ALCOIT and FRANK R. STOCKTON, —several by each author.
A SHORT SERIAL STORY by MRS. BERNETT, whose charming "Little Lord Fauntleroy" has been a great feature in the past year of St. NICHOLAS.

WAR STORIES FOR BOYS AND GIRLS. GEN. BADEAU, chief-of-staff, biographer, and confidential friend of General Grant, and one of the ablest and most popular of living military writers, will contribute a number of papers describing in clear and vivid style some of the battles of the civil war. They will be panoramic descriptions of single contests or short campaigns, presenting a sort of literary picture-gallery of the grand and heroic contests in which the parents of many a boy and girl of to-day took part.

THE SERIAL STORIES include "Juan and Juanita," an admirably written story of Mexican life, by Frances Courtenay Baylor, author of "On both sides"; also, "Jenny's Boarding-house," by James Otis, a story of life in a great city.

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