

*Mrs. S. S. S. S.*

❖ **The** ❖  
**Nova Scotia Normal.**

*No. 38*

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**March, 1901.**

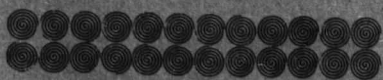
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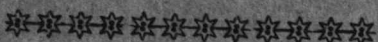
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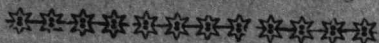


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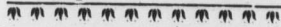
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# The Nova Scotia Normal.

"DOCENDO DISCIMUS."

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Vol. II.      NORMAL SCHOOL, TRURO, N. S., MARCH, 1901.      No. 5.

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This journal is published monthly by the NORMAL SCHOOL INSTITUTE. Price **60 cents per Academic year**. Single copies 10 cents. Advertising rates on application. Business communications should be addressed to D. D. BOYD, Business Manager, Box 484. On all other matters address THE EDITORS OF THE NOVA SCOTIA NORMAL, Box 150.

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WHEN the question of continuing THE NORMAL was first mooted, inquiry was made for copies of Volume I. in order that some idea might be formed of what shape the projected paper should assume. But no copies were to be found in the Normal School library, and it was only after the most diligent search, and after Volume II. had been planned without much reference to its predecessor, that an old subscriber was found who was willing to lend his papers to the editors.

Recently the whole volume was discovered, piled away like old lumber in a little-used locker. It may seem a matter of small consequence, but it is hardly right that such interesting records of the life and thought of former students should thus be hidden away out of sight. The intrinsic value of THE NORMAL may be slight, the articles which appear in its columns may contain nothing of lasting worth, but they are surely deserving of the poor tribute of careful preservation.

After the expenses of the present year have been met, it is to be hoped that the editors may be in a position to have the second volume bound in durable form and presented to the library.

FOR some time the attendance at Institute has been falling off. This is probably due to two principal causes, disinclination

to spare the time from the regular work of the school and lack of interest in debates. Though every effort has been made to render the speaking as free as possible and to induce every one to take an active part in the discussion, there are many, in fact, a majority, who do not seem to be able to conquer the diffidence or timidity, which the budding orator always has to contend with, and the actual debating has latterly been in the hands of a very few. It is probably useless to urge the advantage to a teacher of overcoming this lack of self-confidence, for every one knows this, as far as intellectual perception is concerned, and there is little likelihood that an editorial will awaken that further intensity of realization which leads to action. If then the students cannot be brought to realize the advantages of debating, debating must go. If literary evenings are substituted, another instrument of needed culture will be introduced.

TRUTHS that we know but do not realize intensely enough to act upon are usually condemned as platitudes, and it is advisable perhaps for THE NORMAL to avoid condemnation as an utterer of truisms. In spite of this danger, we cannot resist calling the attention of the students to the advantages of specialism. It is quite unlikely that any of us possess the versatility of an admirable Crichton who could outwit the most learned disputants of the universities one day, and conquer the most skilful swordsmen, the next, there is little probability even that we shall attain marked pre-eminence in any particular line, but we are all conscious of certain bents and tendencies, which pre-dispose us towards certain studies and perhaps cause us to dislike certain other lines of work. The fact of our possessing these bents and tendencies is, of itself, a call to specialism. It is nature's method of pointing out our spheres of greatest usefulness and these hints should not be neglected. In all ages the successful man has been a specialist, and although in our day of small beginnings, we must be ready to teach all the subjects in the curriculum, we should look forward to a brighter future and prepare ourselves to teach thoroughly and well the one or more subjects for which we have a special predilection, and the mastery of which we can reasonably hope to attain. It is better to be a master in a specialty than mediocre in everything.

IN a letter which appeared recently in *Searchlight* the writer dilates upon the dissatisfaction, that is alleged to be prevalent among the parents of the school children with the present system of instruction by Normal students. Without wishing to engage in a controversy on this matter, we must take exception to at least one statement made in this letter. The correspondent in question, though holding the sanest possible views of the duties of parents and teachers to the children under their care, is under a serious misapprehension with regard to the qualification of the pupil-teachers. He, apparently, labors under the delusion that they are recruited from the ranks of the Kindergarten or some equally juvenile body connected with the Normal School. At any rate, that is the hypothesis that will most charitably account for the following statement: "But what I do contend is that it seems rather ridiculous for those instructors (the reference is to the teachers in the public schools), to be asked to stand aside, while students from another class, are brought in to teach our children what they hardly feel sure of themselves."

Why should it be ridiculous for a body of students, who may fairly be assumed to possess average intelligence and many of whom have had quite as much experience in teaching as some of the town teachers, with the assistance of the experienced teachers of the Normal School and with the apparatus and equipments of that institution at their command, why should it be ridiculous for these students to be thought capable of giving instructive lessons to pupils of Grades I-VIII?

Is the letter-writer in earnest? Is it seriously asserted that students who have taken degrees from our provincial colleges, or who hold A, B, and C certificates are ignorant of the work of the elementary grades? The system of awarding certificates of scholarship on the results of written examination is admittedly unsatisfactory but hardly to the extent of allowing pupils to enter Grade XI. and XII. before they are fit for Grades III. or IV.

No, Interested One, make your point, if you have any, in your strongest and most forcible language, but do not sacrifice truth to effect. Every system has its defects and the one in question is probably no exception to the rule, but whatever these may be, lack of knowledge on the part of the students is certainly not one of them.

WE regret that one or two errors crept into the directions for military drill which appeared in last issue. We have arranged, however, to print a little slip of "Errata" which each subscriber will receive with this number. These can be gummed in with the article so that the mistakes will not interfere with its usefulness to teachers, who may wish to introduce military drill into their schools.

THE writer of the interesting article "The Mexican Jumping Bean," which appears in this issue, forwarded us diagrams to illustrate his contribution. We regret that our finances would not permit us to have these reproduced.

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#### TRURO DOMESTIC SCIENCE SCHOOL.

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**I**N the public schools of England and the United States, cookery is regarded by the school board and by the public, in general as an important study, and it is the hope of the founders of the School of Domestic Science in Truro that a similar feeling will prevail here. The school was established by the Board of School Commissioners for the town of Truro, and is conducted by the Board under the direction of the Principal of Schools in the same way as the other departments of the public school system. It is open free to pupils of the Normal as well as public schools, and is affiliated with Normal School for the training of teachers.

There is only one other place in the province where cooking is taught in connection with the public schools. The course at Truro is, however, more extended. Beginning with the sixth grade the work is carried on in each consecutive grade through the second year of the Academy. The Normal students are also given a course, covering their time of attendance at Normal School. But there has been a feeling that the lessons might be made too theoretical, thus adding to the already crowded course of study without imparting practical information.

More fortunate than some places, we have a nice airy room in the Victoria St. School, which is centrally located, and which is well equipped with all that is necessary to carry on the work.



On one side of the room are the cupboards with glass doors well filled with dishes, and a chest of drawers for keeping the aprons of the different classes.

Opposite the cupboards are the two coal ranges, cupboard, sinks, etc., and in the centre are the tables for working, arranged in a hollow square. The tables are divided into desks, each desk containing one tablespoon, two teaspoons, one large knife, one small knife, one fork, one plate, one tin dish, one tasting bowl, and pepper and salt; under each desk hangs a vegetable pan.

The room is equipped for thirty students to work at the same time, each class receiving a two hour lesson a week throughout the year.

Some one subject in the chemistry of foods is given at each lesson to be studied at home, and discussed at the following lesson. We begin with the principal food elements; then consider chemistry of yeast, working and baking of bread, etc. Then we study the classes of food according to composition, the proteid and carbohydrates with reference to effect of water and heat. The pupils take receipts for the lesson which includes two or more subjects, and, housekeepers having been appointed, they begin work. The girls work in pairs under the teachers, except in tests when they work alone and independently. No particular text book is used. But a teacher must plan and arrange her course according to the requirements of the school and the age of the pupils. She should educate the girls to appreciate nutritious foods. At the end of the term, books are handed in with all notes and receipts of the lessons. They are corrected, their percentage is entered, and this serves as a certificate, and no one can enter the next higher course until this rule has been complied with.

In addition to the regular work done with the pupils of the common schools, a teachers' training class forms part of the regular work of the school, and all graduates of this class will be recognized by the Council of Public Instruction as "qualified teachers of Domestic Science" in the Province. The Council of Public Instruction will, through the trustees, pay liberal grants to all qualified teachers who make Domestic Science part of their work. This is the only teachers' training class in the Province.

Having at the head of the Truro School system an energetic

school board, and at my right hand a broad minded Principal, who is always ready to say the helpful word and push the good work forward, my work in the school has been of the pleasantest kind.

*M. D. Patterson.*

---

HER MR. LANGFORD.

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**T**HE day we left Winburg, continuing the march to Pretoria, I was told off in charge of some transport wagons.

It is said that they of the transport do their work in silence. Laden wagons, sand, which sinks the wheels a foot or more, sluits, spruits, and rivers to cross, mules and horses poor and broken-down, water scarce—the last the greatest trial! was it any wonder we worked in silence?

Want of water, as I said, was the greatest trouble. Sometimes there was but a drop to go round, our tongues became thick and swollen in our throats, our teeth gritty with sand and dust, our skins dry and parched, and to taunt us would come a mirage, man and beast being deceived by it. We frequently saw, perhaps at no great distance, a large vlei or lake, in which were clearly reflected kopjes and trees. We would hurry eagerly towards the water, the smarting tingling of our feet disappearing as we resolved to bathe them; but even as we looked the water fled it was but a mirage.

But it is not of our difficulties I am writing, but of a poor fellow we found dead on the veldt.

I remember the day. It was a hot one, and we were progressing slowly. The Cape boy drivers clapped their long bamboo whips and uttered guttural sounds of encouragement to the mules—tones of endearment I believe they were—fanciful and elaborate names; but the poor beasts merely laid back their ears and seemed to ask us mutely how we could expect more from them.

Suddenly to our right not far from the road, we saw some aasvovels circling. A glance and we shrugged our shoulders, doubtless a poor horse left to die of exhaustion and starvation by some hard-pressed Boer Commando. What possessed me—I don't know, but I thought I would at least interrupt the loathsome birds, and I rode across the veldt towards the dark object over which

they were hovering. As I got nearer I saw to my horror it was not a horse but a man. He appeared to be a young fellow who had given up struggling for life but a few hours previously. He looked wretchedly thin, worn, and wasted. Enteric fever had probably carried him off. He was dressed in khaki. How came he there? There were prints of a horse's hoofs close to him. Had he fallen off from sheer weakness and exhaustion? It was a mystery; but, as I could not solve it, I resolved to bury him and mark the place. Calling some Kaffirs we soon had a grave prepared.

Before burying him it occurred to me to see if he had anything in his pockets for identification. There was a knife, some string, matches, odds and ends, nothing more. But inside his flannel shirt I found a worn silver-mounted pocket-book. A photograph fell out of it, back on to his breast as if loth to be separated from him—the photo of a beautiful girl. There was also about £90 in notes, and a long letter, evidently from the girl. It was dated from the “Blue Gums” Kroonstad, and began as follows:

“MY DARLING DICK,—I am longing to hear you are safe and well, and, oh, so proud to think you are fighting for your Queen; but do be careful, darling mine, and come back to me safe and sound. I am wondering when you will reach this place, and simply aching for news. . . .” And so on, love breathing from every line, with news and gossip of mutual friends, and was signed, “Ever and forever, your loving May.”

There were several visiting cards, bearing the name of R. L. Langford. We buried the poor chap. He had been a tall, fine-looking man, a thick brown beard covering his face. We thought sorrowfully of his people waiting and watching for him.

In due time we arrived in Kroonstad. I made inquiries and found that the “Blue Gums” was a house on the out-skirts of the town, standing in its own grounds, on a bend of the river—people by the name of Jackson—an elderly couple, with one daughter.

I decided to go and call; I dreaded the interview, but it had to be faced. I asked for Miss Jackson, and then stood nervously awaiting her in the drawing-room. The door opened, and I saw the original of the photo, a sweet face with anxiety writ large upon it.

"I have come on a sad errand I fear, Miss Jackson." I began. Her hand went unconsciously to her heart.

"What is it?" she gasped. For answer I drew out the pocket-book from my pocket, and with her photo uppermost, I laid it in her lap. "Dick's book," she exclaimed. "Oh, where did you get it?"

As gently as I could I told her the facts, she sitting with clasped hands and white drawn face. No tears; she did not seem to realize what I was saying.

"When was this?" she asked, in a strained, unnatural voice. I told her about when it had occurred.

Her face lightened. "But it can't be true," she cried. "Look," taking from her pocket a letter. "I received this a day or two ago by runner from Dick, and you see he says he is quite well, but a prisoner. Oh, surely you must be mistaken." I was thunder-struck. I looked at her letter; it was undated, and might have been written at any time. I asked for a description of Mr. Langford. It tallied with the man we had buried. My face showed I feared the worst.

"Oh, don't tell me he is dead," she cried. "It can't be so; some how I feel he is alive. Who knows, perhaps he is at Pretoria by now."

It was useless prolonging the interview and I pretended to be convinced by her reasoning. In reality I thought he had been taken prisoner, had escaped, and died on the way. This would explain his dying alone on the veldt. Miss Jackson had my heart felt sympathy.

Just before starting again I received a letter from her, saying she believed Mr. Langford to be alive, and would I make inquiries in Pretoria for her when I arrived there.

To make a long story short. When we arrived in Pretoria I did make every possible inquiry, and found a man at last by the name of Langford, but he was not the man I was seeking, and I began to feel I should write and let Miss Jackson know of my non-success. I kept putting off writing the letter; I knew she believed so strongly that he would have been found in Pretoria, and I could not dash her hopes. One day, however, a letter was brought to

me by a man just from Kroonstad. It was addressed in a lady's hand writing, and I guessed it was from Miss Jackson. She was getting impatient, I thought.

Judge my surprise when I opened the letter to find that she had been right. Her Mr. Langford was in Kroonstad, well and happy. He had been a prisoner but was released.

He wrote and thanked me for the trouble I had taken. His explanation, or rather supposition, regarding the identity of the man I had found and buried was that when he (Langford) was made prisoner near Bloemfontein, his clothes and pocket-book were taken from him by the Boers' and that it was more than probable that the man I found was one of the Boers dressed in his clothes and carrying his property. This man was possibly deserting from his commando, when illness and death overtook him. So the story ended happily, for a wedding took place from the "Blue Gums" before the end of the year.

*Anon.*

#### THE MIRROR AND THE PANE.

*(From the French.)*

An aged crone, whose wrinkled face  
 Had lost youth's charm and beauty's grace,  
 Still sought with e'er increasing care  
 To feel and show that she was fair.  
 Cosmetics, dyes and all their train  
 Their faithful service lent in vain ;  
 For when, her choicest draperies hung,  
 She asked her glass if she were young.  
 That trusty servant truly told,  
 Unwelcome truth, that she was old.  
 One day, when she had vainly sued  
 For flattery, in an angry mood  
 She cried : " You'll tell me lies no more ;"  
 And cast her mirror on the floor.  
 As, broken in a thousand bits,  
 He gathered up his scattered wits,  
 The dying glass asked with a sigh :  
 " Alas, my friends, pray tell me why  
 My faithful service in the past  
 Should merit this reward at last."  
 " Afflicted friend," the pane replied,  
 " For many years, here at my side,  
 You've served our mistress just as I ;  
 Yet while you, wounded, dying, lie,  
 I still pursue my bright career.  
 Imprudent friend, the reason's clear ;  
 Through me her neighbors' faults are shown,  
 While you, less wise, tell of her own."

*J. Forsyth Smith.*



MISS OTTIE A. SMITH.

**M**ISS OTTIE A. SMITH, our instructress in Drawing, was born in Charlotte Co., N. B., and received the education, fitting her for her work, in the Normal Art School, Boston. For a short time Miss Smith conducted the Art classes in the Woodstock College, Ontario, which position she gave up, to accept her present situation in our Normal School. To this work Miss Smith has devoted her time and her energy. Her success is largely due to the fact that she keeps in touch with the times, and spends a large part of her holidays in visiting Normal and Art Schools, thereby acquiring new methods of teaching. Her knowledge not only of drawing, but of art in its widest sense, greatly aids Miss Smith in making her classes interesting.

When we see students leaving the Normal School, who besides learning to draw, have also learned to love and appreciate the beautiful, we can truthfully say that Miss Smith labors not in vain.

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“THE MEXICAN JUMPING BEAN.”

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**D**URING the summer and fall of 1899 some triangular looking objects resembling beech nuts in size, shape and color, were on exhibition and for sale in several stores in Lunenburg and Halifax Counties, and quite probably in other parts of the Province. They received the name of “Jumping Beans,” probably from the peculiar fact, that if placed in one position, in a few moments they assumed another. This was accomplished by a jerky movement.

On opening the bean a white footless larva is found about 8 m.m. long, enclosed or surrounded by a silky membrane, which lines the interior of the bean. As often as the shell is perforated the larva repairs the break by spinning a silken curtain.

And now the mysterious movement is easily explained. On careful observation it will be seen that the shell is in unstable equilibrium, and a change of position of its occupant changes the centre of gravity of the whole, and produces a slight motion in much the same way as a man inside a barrel can cause its forward movement by constantly changing his position. To increase the motion of the bean, it was sometimes heated. This, of course, increased the activity of the larva, hence the result.

After remaining, at the least, several months in the larval state, (my specimen remained so for three months, but I do not know how long it was in that state before coming into my hands), it changes to the pupa form, which is in size 7 m.m. long, and 25 m.m. broad.

How long this state lasts I am as yet unable to say, as my specimen died. The imago is a small moth, (*Carpocapsa salitans*) and belongs to the same family (the Crapholidæ) as our well known codling moth. (*Carpocapsa pomonella*.)

The seed which contains the insect, or rather the bean and the insect together, are known as the Mexican Jumping Bean. The bean itself is the seed of a plant called *Sebastiania palmeri*, which belongs to the Elphorbia family. A. W. L. S.

I am indebted to Prof. James Fletcher, Dom. entomologist for classification of the above.

I should be very glad to hear from any one who can give me any information further concerning this insect. Address, A. W. L. S., Mahone Bay.

## THE SUPERINTENDENT'S REPORT.

THE annual report of the Superintendent of Education for the year 1900 has reached us and contains so much matter of interest to us that we have judged it worthy of an article of excerpts. We shall not concern ourselves with statistics, but mainly with the reports of the Inspectors of the various districts and their recommendations to the Council of Public Instruction. As much that we shall be unable to touch upon is well worth reading, the report itself will be placed on the reading table for the benefit of those who may care to look it over.

Last year there were 887 Normal-trained teachers out of a total of 2,557 employed during the year.

The fact stated on page 20 that "the County Academies have only 1,665 out of the nominal 5,676 pupils who have been returned by teachers as doing full high school work" is interesting in view of the statement made at a recent debate, that ninety per cent. of the students would never be called upon to teach high school grades.

Speaking of the general desire of teachers for a change in the prescribed series of Readers, the Superintendent admits that the books are not all that they should be, but states that, of scores of texts that have been examined, none have been found without some of the defects of the present series, and under these circumstances it is not thought advisable to authorize a change that would affect nearly 100,000 pupils and their parents.

Speaking of the care of school property in the country sections, Inspector Creighton, of the City and County of Halifax, says: "In the city of Halifax every school room is regularly visited by a committee of the School Board, and the condition of the blackboards, maps, desks, etc., carefully noted. If similar visits were made obligatory upon every board of trustees, it would add to the efficiency of the schools." Mr. Creighton puts his finger on a prevalent abuse in the following: "The prescribed text books, especially the histories and geography, are memorized with a faithfulness not wholly commendable. In the larger miscellaneous schools teachers find it difficult to do much more than hear recitations. This method is too generally adhered to in



schools where no excuse for poor instruction can reasonably be offered."

The following remarks of Inspector McIntosh of Lunenburg and Queen's are worthy of note: "In my rounds of inspection I have always tried to impress upon teachers the great necessity of first securing thoroughness in reading, writing and arithmetic; next in importance, to teach the pupils to speak and write good English, and first and last, to secure good manners and respect. . . . Too much time is spent in home preparation of tasks in History and Geography, largely meaningless to a vast majority of pupils, and too much of the school time is wasted in the recitation of these tasks. *We need less study of text book by pupil and more study of lesson by teacher.*" The italics are ours.

Inspector Munro of Yarmouth and Shelburne has the following: "I can make no encouraging statement in regard to the salaries of teachers. Comparing those of the past two years, I find that the tendency is to become less. I do not know that there is anyone to blame for the decrease more than teachers themselves. When a Class B teacher will undermine a Class C, and take her place at a smaller salary, and when a Class C will underbid a Class D, salaries must decline."

Inspector Morse of Digby and Annapolis makes a suggestion which many teachers will heartily endorse: "As the *Journal of Education* is of more use to teachers than to trustees, and as it is important that it should reach the teachers as soon after its issue as possible, I would recommend that it be mailed direct to the teacher, with instruction to preserve the same in the school room for the use of teacher and trustees."

Rev. J. J. Sullivan, special visitor of the French schools in Yarmouth and Digby Counties, makes remarks about the reading which apply equally to English schools throughout the province. "The mechanical pronunciation of words is generally good, but that intellectual narration so essential to good reading seems not to be understood." Speaking of grammar he says: "I beg leave to remind our teachers that the theoretical following of the rules of syntax does not necessarily constitute a grammarian. One of the most important duties of an instructor in class, is not to talk grammar, but to speak grammatically. Unfortunately, many

teachers, through carelessness or association, are too indifferent to the art of expressing their thoughts correctly. The best oral lesson that can be imparted is for the teacher to practice his grammar and insist upon his scholars expressing themselves properly in class, correcting them *publicly* when necessary."

[Lack of space prevents us concluding this article in the present issue. We hope to continue it next month.]

### NORMAL NOTES.

THE regular meeting of the Institute was held on Tuesday evening, February 26th. The chief business was the appointment of officers for the coming term. The following selection was made:—President, Mr. J. McNeil; Vice President, Miss J. Allen; Secretary, Miss Pierce; Assistant Secretary, Mr. Spurr. Miss Wyman, Miss Manning and Mr. Carter were chosen as members of the Executive Committee. The subject for debate was "Resolved that tact is of greater value to a teacher than talent." Mr. McNeil spoke fluently in favor of the resolution and was ably answered by Miss Wyman. After an interesting discussion by other members and a clever critique from Miss Fitch, the meeting adjourned.

AT the Institute meeting on March 6th, the entertainment to which all had been looking forward eagerly, did not materialize. After the necessary business had been transacted and a somewhat lame apology had been given by the Entertainment Committee, the members of the Institute indulged in what is known technically as a "scrap" debate. The monotony of the programme was relieved in a measure by several musical selections and the thanks of the Institute are due to those who so kindly took part. The meeting adjourned at the appointed time.

NO Institute debate was held on March 12th, owing to the small attendance. This does not sound well for the Normal School students. The Institute is our only Society and surely no self-sacrifice is called for, when the students are asked to support it. There are, we know, many outside attractions, but our first duty, on Tuesday evening, ought to be to the Institute. If each student did his or her part towards making the meetings successful, there

would be no necessity for students' meetings to discuss ways and means of promoting the welfare of the Society. Do not leave everything for the officers of the Institute to do. We have an efficient Executive Committee, but, without the support of the body of students they are practically powerless. The business of the evening was begun with a bare quorum present, but two members leaving soon afterwards, the President was obliged to declare the meeting adjourned. The students present, however, decided not to lose their debate, and voted that the discussion should proceed even though it could not be an authorized Institute debate. The subject "Resolved that the study of Chemistry would be more to our advantage than blow-pipe analysis," was opened by Mr. McDaniel, Mr. Hewitt responding. The debate was most exciting and interesting, in spite of the small number present. A vote decided in favor of the affirmative.

THOSE who did not attend the debate on the 19th inst., missed a chance for a good laugh. The question debated was, "Resolved that clam-digging is fishing and not farming." Miss Higgins of the C class was the opener. She gave us a good concise speech, which seemed almost unanswerable. However, the respondent, Mr. Carter, made some very good points for his side of the question. Other speakers were Messrs. Fulton and Parker. These two gentlemen had an amusing war of words. We were pleasantly surprised to find that Mr. Parker was a match for that debater of debaters, Mr. Fulton. Mr. Sandford gave us an interesting account of how he fished clams in his younger days. He was not daunted by the cries from the audience, "Fishy story!" and "Great calamity!" In spite of the strenuous arguments of an able few the resolution was carried.

ON Saturday evening, March 23rd, we enjoyed a rare treat, when we were permitted to listen to Dr. W. H. Drummond of Montreal. Although this was Dr. Drummond's second appearance in Truro within a year, the Assembly Hall was well filled by an appreciative audience, who listened intently to the author's presentation of his dialect poems. To Mr. Soloan, we are particularly grateful for his efforts in thus affording us such a favorable opportunity of hearing one of our own Canadian poets. We also desire to express our warmest thanks to Mrs. W. R. Campbell, Rev. Mr.

MacDonald, and Mr. McNutt, who so kindly varied the evenings entertainments with their selections.

HOCKEY, which has become our Canadian winter game, receives its share of attention in the Normal School. Our boys have had several matches with the students of the Manual Training School and considering the little practice they have had, play a good game. They also show the true sportsmanlike spirit in being able to bear defeat gracefully.

THE Cadet Corps under the command of Captain Morse has been doing some drill outside in the Normal School grounds. The numerous trees and bushes here interfere somewhat with the drill, but though not everything that could be desired, the conditions are an immense improvement on the cramped corridor inside. The company has been divided into right and left half companies, and sections, and the sergeants and corporals have been attached to their respective divisions. The section commanders have charge of roll-call, and also look after the individual drill work, which is an important feature of our practice. Some eight or more students have already taken their turn at commanding the company, and regularly recurring opportunities of doing so will be given them. This matter has not, perhaps, been taken as seriously as it might, and many students have only offered excuses when requested to do their part, but with the new arrangement by which the sergeants look after the men of their section who have been appointed drill instructors, and help them in preparation, if necessary, it is hoped that better work may be done.

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#### EXCHANGES.

"The Commoner" in the *Kings College Record* has a unique way of writing up school notes.

We are somewhat disappointed with the February number of the *Excelsior*. The writer of Quartette, whoever he may be, might advantageously read over "Moonshine's" contributions in the same number. We have no doubt but that those quotations were very interesting to the Quartette; but there are others for whom we cannot say as much.

We have come to the conclusion that "Normal boys" are "Normal boys" everywhere. From the Fredericton *Normal Light*, we glean that the Girls' Normal of Fredericton had a merry sleigh drive. They took the hint quicker than the Truro Normal girls.

*The Argosy* has a delightful article from the pen of Harriott S. Olive. We cannot refrain from quoting a part of it. She says: "Thus all study gains beauty, becoming the expression of the personality of the student, of his conception of truth in relation to himself. Every experience, every thought and emotion may be concentrated into a philosophy of life of more importance in his intellectual development than any text book can give him. . . . The end of all study, of all life is the 'development of the soul,' and in the presentation of the common experience of life is the witness of its growth."

We are almost inclined to envy the *Acadia Athenaeum* its fine appearance. The *Athenaeum* is blessed with a poet of considerable ability. J. F. Herbin has a good poem entitled "Simon" in the March number. He pictures Simon the chopper very clearly. It is interesting to compare this poem with one entitled "Labour" in *Excelsior*. What a very different conception of labor the two writers have.

We have received the ever welcome educational papers, the *Educational Review* and the *Canadian Teacher*. We strongly advise Normal students to read both of these. They contain articles directly in line with the Normal work which we are now doing. Especially bright are the articles "Birds in School" and "Primary Lessons" of the *March Review*. Both these exchanges have articles on Manual Training. That of the *March Canadian Teacher* should be especially interesting to the young lady students taking Manual Training. The *Canadian Teacher* quotes from the *Toronto Evening News* in an article entitled "Male Teachers Wanted." We cannot agree with all that is said on the subject and may discuss the matter further at a future time. Will our readers pardon us if we quote some thoughts which we most heartily endorse, from a back number of the *Educational Review*. In an article on "Kindergarten and Primary Course," Mrs. S. A.

Patterson says: "The pleasure and benefit of those talks will depend largely on the attitude of the teacher towards the children. . . . Such intercourse will lead to an ever increasing amount of sympathy and kindness, and must inevitably tend to shut out the most baneful of all the teacher's sins against childhood, *viz.*: sarcasm. Cowardly? Yes, it is truly a small, mean way of venting our ill-humour on those whom we feel are in our power. It warps the character of the one who uses it in such a case; and it develops in the childish victim two evils—a lack of self-confidence, and the passion of hatred, being the very opposite of that quality of mercy which "blesseth him that gives and him that takes."

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### BREVITIES.

[The distinction between questions asked in this department, and in "Queries," is that the former call for opinions and suggestions from pupils in future issues, the latter are answered by the Faculty of the Normal School.]

GRAMMAR SUGGESTIONS.—To get pupils to distinguish between the emphatic and reflexive uses of the compound personal pronoun, point out that, in the former case, the pronoun may be omitted without altering the sense of the sentence. In teaching invariable adjectives, take some of the more evident examples, such as "dead" or "empty," and show that the meaning excludes the possibility of comparison. Before taking up subjective complement see that the pupils understand that a complement is anything that completes. Show that, if a chalk-box with its cover on be regarded as a whole, the cover is the complement of the lidless box, that a page torn from a book otherwise complete, might be called its complement, etc., etc. Now show that the sentence, "Man is mortal" is complete. The part "Man is—" is incomplete. What may complete it? Ans., "Mortal." Therefore "mortal" is a complement. What does it refer to? Ans., "Man, the subject." Therefore it is subjective complement. It is sometimes difficult to get young pupils to understand that "I have written" is not a past tense. The distinction between present and past may be brought out as follows: Use the sentences, "I have written," and "I wrote" as examples. Ask "When have I written? Ans., "Now." "I wrote, when?" Ans., "Then, some

time in the past." A rule of thumb to enable children to give the principal parts of a verb readily is: Make three sentences with the pronoun I as subject, and containing the given verb and the words, to-day, yesterday and have, respectively, thus, "I go yesterday. I went yesterday. I have given."—*L. E. N.*

A VERY cheap and serviceable alcohol lamp for use in chemistry and mineralogy work may be made of an ordinary wide-mouthed bottle. It is only necessary to make a hole in the cork, insert a metal tube as a wick-holder—a cartridge shell with the bottom filed off will do—and when a wick and some methylated spirits have been procured, the lamp is ready for use.—*J. T.*

THE practice of keeping a scrap-book in which are pasted carefully selected clippings on a variety of interesting topics is one which must prove of the greatest use to the teacher, and the time spent over the work will be amply repaid by the advantages accruing. It is essential, however, to have each item readily accessible and this necessitates careful classification. A good way is to set aside certain parts of the book for different departments as, Historical, Geographical, etc., etc., and to arrange the items under these headings. In the index, these departments may be entered in alphabetical order and the separate clippings named under each. It is well to name these, not from the first word, which in most cases is not at all descriptive, but from the principal word in the title. Thus, "Boy's Own Portable Bookcase" is entered "Bookcase" under the B's, "Uses for Toads and Bats" is entered "Toads and Bats, Uses for," among the T's. It may even be necessary to change the title, thus, "The Hero of Corunna" might appear as "Moore, Sir J.," under the M's—*R. J. M.*

THE following words with meanings selected at random from the first thirty pages of the Fifth Royal Reader are illustrations of the unexplanatory definitions furnished by the prescribed readers: obtained, derived; brighten, illumine; enormous, prodigious; luxuriant, exuberant; necessity, urgency; tangled, intricate. In every case the word that is supposed to be explanatory is more difficult and less within the range of knowledge of the average Grade VII. pupil than the word it assumes to explain. If the child is puzzled over tangled and luxuriant, will intricate

and exuberant help him out? What possible benefit can the pupil obtain by learning off these "spellings with meanings" as is so commonly done?—*C. R. E.*

STUDENTS interested in mineralogy may find the following directions for the preparation of the plaster plates used in their blowpipe tests, useful. Add a teaspoonful of boracic acid to a pint of water, mix the plaster rather thin, spread it on a piece of glass, and mark into rectangles, one by three inches, just before it hardens.—*S. A. M.*

To teach nature properly every teacher must be to some extent a naturalist. Familiarity with scientific terminology is not essential, but it is necessary to be an observer and a lover of nature. An animal must be closely studied before any attempt is made to impress upon the school its nature and characteristics, and this preparation for teaching may be made one of the most delightful parts of the teacher's experience. If you wish to teach a lesson on the snake, first get your creature. Study the movements of the snake as he works his way over the ground, notice how much more difficult it is for him to move over a smooth piece of glass, notice his appearance before and after casting his slough or skin, watch him as he seizes a wriggling worm by the middle and draws it down, experiment as to how large a toad or frog he can be got to eat and observe the distention of his body after his feast. In short, notice the hundred and one things that are considered too trivial to be recorded in a teachers' manual, and yet form a very interesting background for the more important characteristics. Do this, and you will probably be interested enough in the matter yourself to create a real and abiding interest in your pupils.—*M. E. L.*

A GOOD METHOD OF SHOWING THE EXPANSION OF A SOLID BODY THROUGH HEAT.—Obtain a thin strip of metal, a common darning needle, and a spirit lamp or other means of heating. Raise the ends of the metal by books or boxes to a suitable height above the flame. Beneath one end of the metal, place the needle so that the eye projects. Into the eye fit a thin splinter of wood or a straw to serve as an index. If now, the metal strip is



heated its expansion will roll the needle and the index will reveal its slightest motion. The metal strip may need to be weighted slightly to prevent its slipping over the needle.—*A. M.*

As a help to nature lessons some clay modelling in the primary grades should be useful. Clay, to be in good condition for moulding, should be neither too wet nor too dry. The clay is procured from an ordinary mud-bank. If it is too dry to work with, place it in a bag and immerse the bag in water. You can sometimes bring the clay to a proper condition by placing damp cloths over it. If the clay sticks to the hands or soils them at all, then it is too wet. By whacking it once or twice on a perfectly smooth board you may bring it into condition. Bring it into the school in blocks, four inches square and one inch thick. Cut off little pieces with a smooth wooden knife made for the purpose. These knives are called Kindergarten sticks. Pass the little pieces of clay among the children and let them begin to mould a sphere, then an apple, or perhaps a pear. These may be made more real-looking by putting some real apple stems in the little models. I shall write again about a second lesson.—*N. C.*

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### QUERIES.

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[The Faculty of the Normal School have kindly consented to answer questions in this department. The editors will endeavor to procure answers to ALL queries sent in, but only such as are thought to possess a general interest will be published.]

Q.—Please enumerate the chief duties of a principal. State particularly how far his ideas should govern those of his subordinates.

A.—The principal is responsible to the trustees for the general well-being of the schools entrusted to his direction. This being so, every detail of school work and discipline is a proper subject for his care and consideration. He should thoroughly inform himself on the intellectual and moral condition of the schools over which he is placed, and should exercise unremitting oversight of the same. Supreme in matters of method and discipline, he should, nevertheless, avoid appearing dictatorial, choosing rather to win his way than to force it, and resorting to authority only when persuasion has failed.

In detail, his duties bear upon matters affecting health and morals, upon the care of school property, the carrying out of the course of study, and the maintenance of discipline and of teachers' rights. He may at all times be considered the proper intermediary between his subordinates and the trustees or public; and, in a well conducted school, he should at all junctures be willing to accept responsibility for the acts of his subordinates.

Q.—Seeing the magnitude of the responsibility which we take, are we right in having the incorrigible pupil turned out of school?

A.—Decidedly. The interests of the school are superior to those of the individual.

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### ABNORMALITIES.

We are seven!

CHILD. "Do you see that young gentleman dressed in a light coat setting in the street?"

MOTHER, (*laughing.*) "Why, dear child, that is one of the Normal B's; but I don't think he dressed in his light coat for that purpose."

JUVENILE amusement of S—, catching clams with bent pins and worms.

WHAT scared the horse on Prince Street the other day? 47A.

TEACHER. "Punctuate this sentence, 'Revenge is sweet especially to women.'"

PUPIL. "Revenge is sweet—I have a dash—especially to women."

APPOINTMENT. Mr. S —d to be professor of the newly formulated theory of kicking molecules.

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**ALL REASONABLE.**

**Errors in "Directions for Military Drill" in the February Normal.**

**2.—STANDING AT EASE.**

In the first paragraph, for "palm to the front," read "palm to the left front."

**15.—FORMING FOURS.**

For "odd numbers" read "even numbers."

**16.—WHEELING LINE.**

For "wheeling line" read "wheeling in line."

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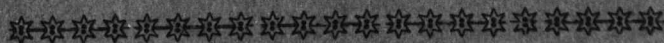
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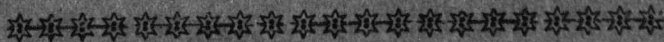


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