

THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

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MAY the year just opened be marked with more than ordinary educational advance in our New Brunswick schools.

For the patronage we have received from both subscribers and advertisers, during the past half year, we are deeply grateful.

DURING the past term 64 schools were open in the city of St. John, and the number of pupils enrolled was 4,154; present on an average 3,225; per centage of enrolled pupils daily present on an average, 77.70.

THE progress of the JOURNAL OF EDUCATION, for this year, will mark our educational progress. If it receive that cordial material support that may justify its continuance, it will be significant that we are determined to take no backward step.

WHAT do our teachers read? How many have a regular course of reading with a definite plan in view? Is it not possible, in many districts, to organize local reading circles, in which the larger scholars and many of the parents would become interested?

THIS journal is invaluable to many young teachers in this Province who may not even know of its existence. Will its friends, who may be making some excellent resolutions at this time of the year, resolve to secure one new subscriber at least for us, or at any rate ask us to send a sample copy of the JOURNAL to a friend who may become a subscriber.

HOW many of our readers have received the JOURNAL from the first number, and have failed to respond by sending us a note, that they receive it, are being profited by it, and they wish to have it continued. Very many of such have been received. But there is a minority from whom we have not heard. Begin the New Year with a clean account, and be credited on our books with a paid up subscription for what, we hope, you are unwilling to do without—an eight page journal, for the modest price of four cents a month, which has already contained more than two hundred valuable articles on educational subjects!

In the *American Naturalist*, for November, is an article by W. F. Ganong, A. M., now studying at Cambridge. It aims to show that one of our most common mollusks in the Bay of Fundy—*Littorina littorea* (the English periwinkle)—is an introduced species on this continent, and not indigenous as some have supposed. Mr. J. Willis, of Halifax,

was the first to make it known on this continent in 1857. Mr. G. F. Matthew, in his investigation of shell heaps on the shores of Passamaquoddy Bay, finds no trace of it. It is now very abundant from the Gulf of St. Lawrence to Connecticut, and Sir Wm. Dawson is of the opinion that the shell is indigenous to this country.

EDUCATIONAL INSTITUTE OF 1887.

The committee to arrange for this year's Provincial Educational Institute met at Fredericton last week. The institute will probably be summoned to meet at St. John on the last three days of June next. The programme, as arranged, embraces some important topics, the discussion of which, among teachers representing all sections of the Province, should not fail to arouse a renewed interest in these educational gatherings. The last institute was one of the most successful ever held in the Province. The attendance was large and representative, the subjects discussed had a most important bearing on practical education, and the fullest opportunity was given to all to express their opinions freely.

The main purposes of these institutes, we take it, are to increase the efficiency of our public schools, to stimulate activity in newer and better educational methods, to obtain the experience of mature and advanced educationists and make it common property, to arouse the careless and indifferent, and to promote an *esprit du corps* among our teachers by which a generous emulation in educational work is fostered. To secure these ends subjects should be approached and discussed in an earnest spirit. Those who address the institute influence their hearers for good or otherwise; if they treat a subject in an intelligent and earnest spirit, with a view to give practical help and encouragement to their fellow-teachers, the minds of their listeners will become receptive and the enthusiasm will be catching. Errors in method, and faults, if pointed out in the proper spirit, will be received in the same spirit. It, on the contrary, want of sympathy in educational work, or a spirit of fault-finding characterize these discussions, the result is depressing and harmful. The minds of our readers will revert to just such addresses: to some, in which they have been strengthened and instructed, to others, where a directly opposite effect has been produced.

There is another fruitful topic of discussion at our educational institutes. We refer to the subject of "grievances," real or imaginary. Too often these have been allowed, contrary to all rules of order, to enter into a discussion and destroy the effect of subjects upon which members of the institute were eager to be enlightened. A gathering of educationists means in New Brunswick precisely what it means in other parts of the world—a gathering of earnest men and women, eager to avail themselves of the results of new methods, new thought and ripe experience in their profession. But should not faults in the working of our school system and real grievances be legitimate subjects of discussion at these gatherings? Undoubtedly. Who is better fitted to judge of the workings of our system of education than an in-

telligent and practical teacher. And what more fitting place for such discussion than at the Provincial Institute? Let common sense be the arbiter of what is proper to bring before the institute in the matter of subjects of administration. Let the time and place of such subjects be appointed, and let them not be dragged in to the exclusion of legitimate subjects. Let them be discussed with the force that their importance demands, but in a dignified spirit; and when the members of the Institute have reached a decision on matters in which they believe a change to be desirable, or a grievance should be removed, let them take the proper course to place the result of their deliberations before the Board of Education.

The following subjects for discussion at the approaching institute have been named, and we take the earliest opportunity to present the list to our readers, in order that they may be prepared to take an intelligent interest in their discussion: Inspection—its place in our school system; school sanitation; domestic economy; principles of good reading, with illustrations; methods of teaching English in ungraded schools and in graded schools as far as the 6th grade; methods of teaching agriculture; scientific instruction in schools. On the second day those interested in the grammar and superior schools will meet for the discussion of a course of instruction for these schools. A public meeting will be held on the evening of the day, on which the institute convenes, at which addresses will be delivered by those who attended the Indian and Colonial Exhibition in London. The institute will close with a conversation.

SCHOLARSHIPS.

A short time ago we chronicled the death of Dr. Jack, who for many years was connected with our provincial university.

As a recognition of his services, it is proposed by the graduates of the U. N. B., and the many friends of Dr. Jack, to found a scholarship in the U. N. B. to be called "The Brydson-Jack Scholarship." Probably it would be given in mathematics and the manner in which it would be awarded could be mutually agreed upon by all concerned. To carry this out one thousand dollars would be required. Considering the number of graduates this should not bear heavily on the pockets. We sincerely hope that the Scholarship will be established and that graduates and friends will alike contribute something to perpetuate the memory of one who for many years was connected with the higher education of our fair province.

"SEMPER PARATUS."

COSTER MEMORIAL PRIZE.—Collin H. Livingstone writes from New York, that he proposes giving under this title a richly bound and handsomely printed in folio set of Dante's works (Inferno, Purgatorio and Paradiso), profusely illustrated by Gustave Doré, for competition among the boys of the highest department of the St. John grammar school, the subject to be given hereafter. In writing of this to the chairman of the board he says, "I hope you may approve of this slight attempt to perpetuate the memory of one of the grandest of men." It is pleasant to record such recognition of a former preceptor; and especially one who was so justly beloved as Dr. Coster, principal of the grammar school. Mr. Livingstone is making his mark in New York; where he is now a lecturer in English literature in the Gramercy Park College of Technology.—Sun.

O/S
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TO CRITICS.

When I was seventeen I heard
From each censorious tongue,
"I'd not do that if I were you,
You see you're rather young."

Now that I number forty years,
I'm quite as often told,
Of this or that I shouldn't do
'Cause I'm quite too old.

O carping world! If there's an age
Where youth and manhood keep
An equal pole, alas! I must
Have passed it in my sleep.

—Walter Learned in *Century*.

LETTER-WRITING

BY C. E. BLACK, KING.

I fear that the subject of letter-writing does not receive that attention in our schools that it demands. When children have been in school two years, letter writing should begin. The work must, of course, be adapted to the children; with beginners copying letters from the blackboard or from a book until they are familiar with the form is the best thing to do. The next step may be to change names and statements made in the model letter, as would easily be done by allowing the children a little freedom in that direction. The next step may be to have them write a letter, after giving them data like the following: the heading, the address, and three or four items or incidents for the body of the letter. This furnishes a little outline to guide them, which at first is necessary, but after a time they can be tried without the outline.

I might here suggest a plan which I have carried out with good results. One day of the term is set apart as a letter day, and usually the day before a part of the afternoon is taken out of doors for observation so as to form a topic upon which to write, such as a visit to a lime-kiln, etc. On the following day each grade came provided with paper and envelopes. Those who were unable to write were requested to print. After the writing or printing of the letter and addressing of the envelope, which was to be to some one or other of the pupils, they were all sealed to be handed over to me for inspection. Before giving the letters to me, one of the pupils was appointed by the school to act as postmaster, and a box was used in which to place all the letters. Then all would march in order to the post office and deposit his or her letter. After I had carefully examined the letters and given them their due mark for penmanship, etc., they were called for at the post office on the following day, and the next day was taken up with the writing of replies. In this exercise it was of course so arranged that each person would get a letter to be enabled to write a reply. In addition to this practice in letter-writing, there was a careful practice in penmanship and a pleasant and profitable change from the daily routine of work.

The pupils seem to enjoy these letter-days as well as picture days, and no doubt much good results from the careful practice of writing letters and addressing envelopes. Try it!

PREPARATION FOR THE READING EXERCISES.

Much of the faulty work done in the reading class is due to a lack of preparation beforehand on the list of words at the head of the reading exercises. These lists contain the new words found in the reading, unfamiliar to the pupils, and unless preparation of some sort is made, form stumbling-blocks to the pupil's progress, and in many instances ruin them forever as good readers. There are methods by which the new words may be mastered almost unconsciously, as to being recognized at sight, written or spelled, and used in language work by the pupil before the reading exercise is attempted to be read.

Suppose this morning our pupils in the second reader are just finishing the first reading lesson in the book: considerably elated with being allowed

to read in the second reader, as all who have just been promoted from the first to the second generally are, the earnest and enthusiastic teacher will experience no difficulty in inducing them to work hard to have a good lesson the next day; so just before dismissing the class he will have them pronounce at sight the list of words at the head of the exercise to be read the next day. While some of the words will not be recognized at sight by all members of the class, there are generally others who will know all; so by having the list read over two or three times, passing on to the next pupil when one fails to instantly recognize the word, and having every one pay strict attention while others read their words, when through reading the list there are few unable to tell each word as soon as he casts his eye on it. It will add to the interest and good will of the pupils to explain to them that this and other work on these words is for the purpose of being better able to read the piece the next day, and also to better understand it.

But this class needs work in language; so why not take the same list of words as the basis of your language work for this grade in the afternoon's recitation? A better basis, if it is properly used, cannot be found. So, for our first work in this line, have the pupils use the words by making a separate statement containing each word; this to be done at seats, neatly on slates or paper. At the recitation the sentences will be examined by the teacher, and all errors in the use of language, capital letters and the period will be noted and talked over by teacher and pupils. Mistakes may be pointed out by the pupils, but the teacher must see that each rectifies his own before leaving the recitation, and it is a good idea to call the pupil's attention to the right form in an encouraging manner, thus impressing the right alone more indelibly in his mind. When the scholar can use words in statements, teach him in the same manner to use them in questions, using the proper terminal mark. He may be taught to give synonyms and homonyms for the words that will admit; to distinguish between name words and action words; how to use such words as this and that, these and those, raise and rise, sit and set, etc., whenever they occur. Stories may be written occasionally by the pupils after they have become used to the work, containing all the words of the lesson, and will prove very interesting and profitable.

We will now take the same list of words and have each pupil bring them once more, when he comes to the recitation to read the exercise, neatly copied on the slate in two ways—one having the words divided into syllables, with the accented syllable marked, and the diacritical marks of the letters shown; the other, the words written as wholes. As a last resort, the teacher may dictate, and the pupils write them on the blackboard. Teacher and pupils may now examine and criticize words misspelled and marked wrong, the teacher keeping in mind always to have each pupil correct his own mistakes.

Misspelled words should be kept by teacher and pupils, and copied with the next day's list of words on slate, and also on board again from dictation, although if this plan is followed, few words or their meanings are apt to be missed.

Some will probably entertain the idea that so many exercises on one list will become monotonous and pupils lose their interest. This depends to a great extent on the teacher, and the influence she or he wields in their school work. No pupil, if his teacher is possessed of the right material, wishes to do wrong work any more than that teacher does; consequently, if the teacher's heart is in his work, the pupil's is almost invariably in his, and by sympathy they mutually assist each other. The pupils need not be told that all of this work is for a knowledge of the words mainly. In

the first place they will be glad to assist in pronouncing the words, if pleasantly requested by the teacher, with the understanding that it will help them to read the piece better the next day and that he (the teacher) wishes them all to read without making mistakes.

The teacher needs to do work in practical language, and pupils in the second and third reader grades take considerable pleasure in putting these words in sentences, copying them on slates, and composing short stories containing them for the afternoon's language class, if the teacher can infuse into their minds the proper amount of enthusiasm.

Five out of every ten teachers are compelled to take a pupil over a reader twice or three before judged competent to pass on to the next grade, when once should suffice where the work is properly done. More real interest in the work can be maintained, a fuller knowledge of words and how to use them, better spelling done, and a more correct expression and understanding of what is read had, by going over the work once in this way, than half a dozen times where it is done in a slipshod manner.

There are lessons of such length that three or four reading exercises must be made from the one, and the lists of words at the head should likewise constitute more than one lesson, the work on the words always preceding the reading.—W. T. Howard in *Western School Journal*.

GENERAL INSTRUCTIONS IN LETTER WRITING.

Letters should always be written in a neat and distinct hand. Sentences should be constructed with care, so that the meaning will be clear beyond a question.

Gummed envelopes are now accepted everywhere, and yet a neat seal of red wax for a gentleman, and of gold or other fancy color for a lady, are appropriate and give finish to a note.

Letters of introduction or recommendation should never be sealed.

In letters of business or ceremony, do not write on both sides of the sheet.

Letters of compliment should always be written in the third person.

Do not send a blotted sheet, or one having erasures and corrections, even though you should have to rewrite.

Never write letters on scraps of paper, and always write with ink.

Do not be abrupt, and do not enlarge on your own misfortunes or ills.

Make your letters cheerful, and promotive of good will. Coarse and ill-tempered letters injure the writer more than the receiver.

To send an anonymous letter should be regarded as too mean and cowardly for any gentleman, or lady, to countenance.

Paper may be either ruled or plain, but the latter is the more elegant. In writing upon it, however, the parallelism of lines should not be disregarded.

Letters on one's own affairs should always contain a stamp for return postage. Or enclose a stamped and addressed envelope.

Every letter should be dated carefully and distinctly, should be the address of the writer, and should have the writer's name signed in full.

A married lady should invariably, except in her most familiar missives, prefix "Mrs." to her name. Letter paper and envelopes should correspond in color and quality.

Persons in mourning usually write on mourning stationery.

White should be used when addressing a lady. Good black ink is always preferable. Colored inks are in bad taste. Take care to affix the proper amount of postage, and in the proper place, and not awry, parallel to the ends of the envelope.

Do not send money or other articles of value in an unregistered letter. Registration makes detection so sure that few thieves are bold enough to meddle with it.

When it is desired to have letters returned in case of non-delivery, the name and address of the sender should be printed in the upper left-hand corner with a request to that effect.

THE DISTRICT SCHOOL.

What different pictures do the words suggest to our several minds! You—busy merchant, in the hurrying, bustling city, can't you remember the little old brown school-house, to which you trudged each day, long years ago? So long ago it seems that you dimly wonder if it were not in some other world that you lived those bright days through. Searching for the first robin's nest on the way to school, fishing for the wary minnows in the brook at recess, or in winter, snowballing and building forts of the soft fluffy snow, and fighting mimic battles with as much enthusiasm as ever a Wolsley or a Wellington displayed. How strange it is that, it is only after we go out in the world, and know that our school days are done—that they have been lived and are gone forever—how strange and sad, that it is only then, that we begin to realize that they were the happiest days we had ever seen.

As to what happened in school our recollections on that point are probably not so clear. The poor long-suffering teacher could give a more detailed account of that, and certainly whatever others may, or may not know, it is the teacher who does know all about a "district school."

The young city Miss, of seventeen or so, who has been educated all her life with the idea that she is to be a teacher, has obtained her grade B license; and, there being no vacancy in the well conducted, civilized city schools, she has engaged to teach a school in the country. Will she succeed or will she fail? How many of all these who pass at our yearly examinations do succeed? How many are real live teachers? Mere knowledge is not all that is required.

But in all probability very few of these troublesome thoughts will intrude the mind of our city bred girl. But it will not be long, young teacher, before you realize that it will take something more than your knowledge to make you a success. You are on trial, from the first morning you assemble your little flock, until you leave them, your scholars are busy critics and sharp ones at that; from that grown up looking girl in the farthest corner, who is studying for a C license—and in the meantime the way you do your hair—to this dear little fellow on the front seat, who is now alas! pulling the legs off a fly, and watching you furtively while.

How are you going to maintain order, gain the respect and love of your pupils, please the people, keep the good side of the trustees, and last, but by no means least, satisfy that oftentimes dreaded official, the inspector? You will find out before long, that your knowledge of simple equations won't be of very much help in teaching that dull boy short division. I can well fancy the young teacher, after an unusually trying day, feeling a sort of angry superiority over her troublesome pupils and, perhaps, the parents. How much she knows of subjects, the very names of which are unfamiliar to them; how different are her home surroundings from the condition of her present situation; all the better then, is she fitted to teach those around her—to show them and make them know something they did not know before. This can be done easier by example than by precept. And above all things, young teacher, treat the children kindly. They are little men and women; who will some day be big men and women, whose minds will grow with their years. And as a cut in the bark of a tree grows larger as the tree grows older, so will the memory of a cross word spoken to a child remain until the child becomes a man. Who is there among us that cannot recall some one who sympathized with a childish trouble? What a warm feeling we will always have for that person. And on the other hand, we can never quite like some one who has treated us unjustly as a child.

Make a friend of a child and you have a friend for all time. For every scholar whom you can with infinite difficulty drive, there are ten who can easily be led.

Then the district teacher is expected to visit the homes of her pupils. "Why, what an idea! Go to see people I never spoke to in my life!" Yes my friend, you require a knowledge of the pupils' home influences at the start. No matter how far the children live from the school-house, they walk the distance every day and you will be expected to do so once at least. And the timid girl will have to face cows and dogs, and go to the back door, for the front lane won't be dug out. And then—introduce yourself! It is not nice to make a first call in this way, but oh! the trouble is well repaid. The people are always kind and gladly welcome the teacher. The children consider the visit a real honor. And right here a few words in praise—not flattery mind—but friendly praise of Tom's dog or Jack's kitten, will have more effect on the manners of those boys at the first recess thereafter, than a twenty minutes lecture on social etiquette, delivered with a superior, improving air, from the platform. Then what true hearts and large minds we find in our country homes, and in many instances persons of rare intelligence.

How doubly dear and sweet does our favorite quotation from Longfellow sound from the lips of the busy mother. Our young teacher is beginning to wonder if these people do not know something after all. In the practical matters of life they are well educated, while here she is ignorant in spite of her years of study. With their few advantages, these people equal and surpass those who have had every advantage of education and surroundings. She cannot help feeling that the work of teaching even in the country is a pretty important one. Oh, that those who are teachers would think of those things, of the responsibilities and opportunities of their position, and viewing their work as one of the "Whatsoevers," resolve to "do it with their might."—Contributed to the *New Glasgow (N. S.) Chronicle*.

IN WHAT ARE CHILDREN INTERESTED.

1 Young children are interested in all natural objects, as objects; the superficial aspects of nature in general attract them—superficial facts and superficial causes. Hence, first in the order of studies comes nature-knowledge, developing gradually into the genuine study of natural science. It is, of course, important to remember that the scientific stage must not be too long delayed than too much hurried. In the order of science, while both observation and experiment are present from the beginning, the stage of systematic experimental inquiry would seem naturally to come later than that of systematic observation—botany, as a definite study before physics. The reason for this relation of order lies in the fact, that experiment lies more on the suggestions of abstract thought than does observation.

Thus the natural science course of a school would be arranged in some such order as the following:

(a) Object lessons, covering a regular course of nature-knowledge.

(b) Botany, or a similar science, treated descriptively, and later carried up to the reflective stages.

(c) Elementary physics, with easy experiments and explanation of the simple kind, to be continued into some one line of definite study later.

2 Young-children are interested in all social objects, as objects appealing to their rudimentary faculties of emotion and imagination. Hence they care for all kinds of literature dealing with the

superficial aspect of human affairs, and it is important that this interest of theirs should not be allowed to be dormant simply because they cannot go far in understanding the facts and questions involved. The course which deals with such matters might be conveniently called the humanities' course, and would run somewhat as follows.

(a) History, first pictorial, and in its simple, pathetic aspects, but gradually becoming more and more an intellectual study, demanding all the resources of scientific thought.

(b) Literature, as the expression of the best minds, taken in the same general order.

3. Young children are profoundly interested in the native tongue, on proficiency in which the gratification of their social nature, and the satisfaction of their instinct for expression, depend. Hence we may expect from them diligence in its study, if we proceed in the natural order.

(a) Opportunities and demands for speech, and later for writing.

(b) Supply of ample materials, which they are encouraged to appropriate and use.

(c) Criticism of wrong usages in speech and composition, with gradual discovery of grammar rules, leading up to the reflective stage.—*London Journal of Education*.

THERE has come to *St. Nicholas* a letter helpfully suggestive with hints in a good cause, which ought to reach as many girls as possible: "I want to tell you of a society which I and some of my schoolmates joined last winter, and which, I think, many girls would like to join if they knew about it. It is called 'The King's Daughters,' and the object is to help one's self and others to correct faults or to do kindnesses. It is a society of tens, every ten forming a Chapter. Each Chapter has a president, who conducts the meetings, and any member can start another Chapter.

"Each Chapter selects its own object, and meets at specified times to consult and report its progress. For instance, we decided in ours that we would try not to say disagreeable things about people, and when we met, we read whatever we thought would help us to correct this fault, and if any one had any suggestions to make about the management of the tens, she made it then. A Chapter often has a secretary and a treasurer, if its objects requires such officers. After a while, if the tens wish, they can break up and form new ones. The motto of the Society is, 'In His Name,' and there is a badge of narrow purple ribbon and a small silver cross engraved with I. H. N.

"The Society started in New York, where I live, and I should be very glad to tell any of your girls more about it, if they care to hear.—C. C. SIMMONS.—*St. Nicholas* for January.

THE *Berlin News* strongly condemns the too common practice of trustees who, in order to save fifty or a hundred dollars a year, discharge teachers of skill and experience and employ embryo doctors, lawyers and ministers in their places. This is to put a premium on novices, and discourage competent workmen. We hope the *News* exaggerates when it says that three-fourths of the number of young teachers have not the slightest idea of remaining in the profession for more than two or three years. It makes a good point, and one too much lost sight of by both parents and trustees, in the following: "It may be regarded as an axiom that a teacher cannot become acquainted with a school in less than a month. Equally true is the assertion that a school receives very poor attention during the last month a teacher remains in office. Thus we have a loss of nearly two months' pay owing to the short-sighted policy of trustees." These are considerations that would have much weight with a business man in engaging employes for any kind of work requiring skill and knowledge.

* * * There are now far more teachers than schools on the Island, and we feel assured that many more places in the Province are in a similar condition. A nine months' term at the Normal school and the abolishment of all third-class licenses would speedily remedy this defect in our school system.—*Deer Island correspondent Daily Sun*.

A REASON FOR SMILING.

Bertha was a little maid
 Wrapped in blindness' awful shade;
 Yet her face was all alight
 With a smile surpassing bright.

"Bertha, tell me I said one day,
 "Why you look so glad and gay—
 Brimming full of happiness!
 What's the joy? I can not guess?"

In a tone of wondering,
 Speaking thoughtfully and slow,
 "Why," said she, "I didn't know
 There had happened anything—
 Here the laughter ripped out—
 "To be looking sad about!"
 —Emilie Poulsson in *St. Nicholas*.

HISTORY AND FORMATION OF THE ENGLISH LANGUAGE.

BY JAMES HUTCHINSON, M. A., M. D.

(Concluded.)

KELTIC.

Keltic has had but little influence on English, either with the vocabulary or grammar of the language. The names of many of the towns, rivers, mountains, etc., of Britain, are of Keltic origin.

The following words are thoroughly incorporated into English: Basket (bascawd), button (botron), clout (clut), crook (crog), kiln or kill (cyn, cy), darn (darn), steam (stean), gyves (gefyu), gruel (grual), welt (gwald), gown (gwn), mesh (masg), rail (rhail), rasher (rhasg), size—glue (syth), tack—a small nail, (tac), sham (slom,—deception), cart (cairt), balderdash—Idle prating (ballidcarchd—babbling), pert (pert), flannel (gwlanen), tartan? plaid (plalide), kilt (cult,—apparel), fillibeg (fillcad beg), clan (clann), brag (brag).

Hebrew has contributed but few words to the English language. The following are of Hebrew origin: Abbot, amen, cabal, ass, pharisaical, jubilee, Sabbath—rest, seraph, Shilboetha.

Words from the Dutch: Ballast, barge, black, blouse, bluish, boom, bolsterous, bubble, bulwark, burn, buskin, buss, cable, cruise, chap, clamp, clink, cobble, cozen, damp, draft, drum, jerkin, kidnap, lotter, lugger, meddle, suckle, ravel, reef, rutter, scamper, shatter, skate, sketch, skipper, sledge, slender, schooner, sloop, sloven, sluice, silver, slut, smelt, snaffle, snatch, snuff, sop, splice, splinter, spout, squirt, stadtholder, stagger, stamp, stout, wafer, ward, wheel, etc.

Words from the German: Cobalt, nickel, quartz, felspar, zinc, waltz, loafer, landgrave, dusk, frisk, howitzer, skill, slave, sleight, slubber, smuggle, soda, squander, veneer, yacht, etc.

It will be observed from the examples from Dutch and German that the words refer chiefly to commerce, and that they in many cases are almost identical with old English.

Words from the Spanish: Alcaid (fr. Arabic, *al*, the, and *Kada*, to govern), alcove, anchovy, alligator, bilbo (a short sword first manufactured at Bilboa), *Arrnada (fr. Lat. *armata*), bravo, caravel, carack, (a large Spanish ship), cascade, castanet, cargo, cigar, desperado, don, embargo, floilla, gala, hammock, (Brazilian hamaras—bells), junta, lagoon, mosquito, picaroon, (*picaron*, a rogue),—a pirate, tambour, timbrel, tornado, etc.

Words from the Portuguese: Casio, commodore, (fr. *capitao*, captain, from *caput*, the head, and *mar*, chief—chief captain), fetishism, fetishism or fetishism (fr. *fetisso* a thing enchar—), from Lat. *fascinum*, a bewitching), palaver (fr. *palavra*, talk), porcelain, etc.

Words from the Italian: Adagio,—at leisure, a. legro, from Lat. *alacer*, brisk), denoting a sprightly movement, the word properly means gay or merry, as in the title of Milton's poem "L'Allegro, bandit, pl. bandito, banditte, pl. banditti)—outlaws, balustrade (fr. Gr. *balustrion*, the flower of the wild pomegranate), bravo, bravado, bravura, (Mus,—sprited), bust, canto cattiff (—captivity by derivation), cameo, carnival, (fr. Lat. *caro caris*, flesh and *cale*, farewell), casement (casamento), charlatan, French from *it. ciarlare*, to talk much), conversazione, domino pl. dominos, ditto (fr. Lat. *dictus*, said), dilettante, pl.

dilettanti, dilettantism, falsetto, folio, (Lat. *folium*, a leaf), gazette, gondola, gondolier, gonfalon—a flag, ensign), grotto, (fr. Groek *kruplo*, to conceal), harlequin, macaroni, mezzolano, madonna,—(my lady), motto, olio, opera, piazza, piano-forte, (Lat. *planus*, even, forth, strong), piccolo, punchinello, puntillito, presto—ready, ruffian, scaramouchi, (scaramuccia, a skirmish), sonata, stanza, (literally a room), sonnet, stiletto, (fr. Lat. *stylus*, an instrument for writing on tablets smeared with wax), stucco, (because it is stuck on walls), studio, tenor, trio, trill? umbrella (ombrella, fr. umbra, a shade), zany, (fr. Giovanni—John), a merryandrow, vlatá, volcano, (fr. Vulcan, the god of fire), zero, &c.

Words from the Persian: Caravan, chess, dervish, emerald, ludlgo, lac, lilac, orange, pashá, saah, shawl, turban, taffety.

Words from the Chinese: Mandarin, nankeen, caddy, tea, satin.

Words from the Hindu: Calico, chintz, dimity, jungle, boat, muslin, nabob, pagoda, palanquin, paunch, pundit, rajah, rice, rupee, rum, sugar, toddy.

Words from the Malay: (To run), a-muck, (*amuck*, a word descriptive of one who in a fit of frenzy, generally from *hahish*, is ready to destroy any who comes in his way), bantam, gamboge, (Cambodia), orang-outang, rattan, sage, verandah; tattoo and taboo, (Australasian); gingham, (Java).

Words of American origin: Canoe, cocoa, hammock, potato, skunk, squash, papoose, wigwani, tobacco, tomahawk, yarn, &c.

Words from the Arabic: Admiral, alchemy, algebra, alcazar, alkali, alcohol, alcire, alombic, almanac, amulet, arrack, arsenical, artichoke, assassin, atlas, azure, bazaar, caliph, chemistry, cotton, cipher, dragoman, elixir, felucca, (a Mediterranean coasting schooner), gazelle, giraffe, popinjay, shrub, syrup, sofa, shebet, talisman, tariff, (from Cape Tarifa, in Spain, the most southerly point of Europe, where *dues* were collected by the Moors from ships going up the Mediterranean), tamarind, zenith, &c.

Arabic, during the middle ages, exercised a powerful influence on the arts and sciences, especially those connected with chemistry and arithmetic. Many of the words from Arabic blend with *al*, it is equivalent to the in English.

*The change of *t* in Latin into *d* in Spanish is very common: as, *Pedro*, from *Petrus*; *Padre*, from *Pater*, *Patris*; *Trinidad*, from *Trinitas*, *Trinitatis*.

THE STUDY OF LITERATURE.

BY C. E. BLACK, KINGS.

It has only been a short time since this subject began to receive the attention in our public schools that its great importance deserves. It was thought that pupils must wait until they advanced to the high school, college or university, before they should begin to get a knowledge of literature. And even then it was expected that they should provide themselves with a text-book on the subject, and that, together with encyclopædias, would furnish them with all the means necessary to learn a very extensive subject.

But of late it has been demonstrated most satisfactorily that this study may commence in the reading class with the best results. The pupil not only gains quite a knowledge of it, but a taste for further investigation is there formed. The reading exercise also becomes more interesting. In fact, a recitation, considered by many pupils as the duller of the day, becomes suddenly transformed into the most enthusiastic, simply by a start in the study of literature.

It will be well to begin this topic by commencing with the selection of some particular author, and let the teacher write on the blackboard some of the leading events of his life. The pupils should copy these in their scribbling, or note-books, and then state them from memory to the teacher at the next recitation. The teacher should continue to add other events until quite a knowledge of the author is obtained. The class should then proceed to find and

read all of his selections in their reader before taking up any other author. After this the teacher should select some of the choicest thoughts from the various poems and write them, together with the name of the poem, on the board for the class to memorize. They should be early taught to treasure away in their memories the best thoughts from the writings of our authors. These thoughts become food for reflection in maturer years. They become associated with our thoughts; they weave themselves in the fabric of our mental natures until they make up a part of our own character. No doubt they contribute much to our future destiny.

Next, the style of each writer should be noticed by the class. They should be allowed to scan and compare the different measures of the different authors; and they should examine carefully the form of rhythm. They will soon learn the characteristics of each individual author whose writings they peruse. This more particularly will teach them the first principles of criticism. It will sharpen their observation and educate their judgment. This is true teaching. The pupil should be early taught to think, to discriminate.

If the school-room is provided with the best current literature, many productions will appear by authors who have contributed extensively to our reading-books. Another and quite easy way to interest a scholar in a writer is to show him his portrait. If the teacher has a Literature or Encyclopædia, the larger pupils will soon begin to refer to them for further information. With regard to the showing of a portrait to the pupils, I have found that a Friday afternoon as a picture lesson study has been a great advantage to the study, as well as a delight to the pupils. I generally managed to bring before them pictures of eminent authors, their birth places, and scenes referred to in their poems, as well as other interesting pictures. Again, I have found that the analysis of the leading productions of each author might be profitably discussed by the advanced pupils on Friday afternoons. The pupils should also be required to write a sketch of each author's life and works, together with their estimate of his writings. These should be carefully preserved. After going carefully over the poems, another good exercise is to give the pupils some of the choicest thoughts from among the poems and get them to state the author and poem from which such extracts had been taken. In this exercise a brief but concise statement of the author's life and works might be asked for.

No true teacher can afford to ignore this subject. It is a noble subject. See to it, then, that you give it careful attention in your school!

THE ETON BLOCK CLUB.

In the "good old times," Eton boys used to get into great scrapes when they went poaching in Windsor Park—sometimes they were caught. One dark night two of them had planned a fine excursion. One of them— he was afterward a cabinet minister of Great Britain—was getting out of his window very quietly, thinking he heard his friend below waiting for him.

"Is all right?" he whispered.

"Right as my left leg!" answered a voice, and the boy dropped into the arms of the head-master.

Dr. Keate flogged more than eighty boys at one time. They were fifth-form boys, and they had started a little rebellion against the doctor. So he had the tutors bring them to him, two or three at a time after they had gone to bed, and he took 'em one by one; it was after midnight before he was through. Well, at last the old flogging block itself was carried off. That was when Dr. Hawtreay was master. One morning—it was the day after a boat race against Westminster—a lot of the boys were sent up to his room to be flogged; but the block was n't there, nor the birch, neither.

Three of the boys managed to get the block out in the night, and sent it up to London. It was the seat of the President of the "Eton Block Club" up in London for a long time. Nobody could belong to that club who had n't been flogged at Eton three times. The boys used to talk the flogging over in their debating society. They don't have such flogging any more.—From "A Glimpse of Eton School," by Edwin D. Mead, in *St. Nicholas* for January.

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brellas and Sunshades in great variety. Jerseys and Wool Goods. Cloth, Shawls, Furs, Ladies' Mantle Cloths, Ladies' Ulster Cloths. We are now showing in the Latest and most Fashionable makes and colourings, cloths for gentlemen and boys' wear in stylish goods of English, Scotch, Irish and Canadian Manufactures. Mantles and Ladies' Rubber Garments. Our Mantle Department will be found well assorted at all seasons of the year with Dolmans, Wraps, Ulsters and Walking Jackets. In connection with this Department we keep all materials for reproducing any of our model gar-

ments. Our manufacturing facilities enabling us to make to the order of our patrons in the *best* style, English and Scotch Rubber Circulars and Dolmans. Fur Capes, Ashchou Handies and Fur-lined Circulars in all sizes and qualities. **NEW CARPET WAREHOUSES.**—The greatest success attending the opening of this New Branch of our business necessitated the immediate enlargement of our new premises which was done by building a New Warehouse adjoining, and immediately in rear of, our Old Premises, which is now filled with a fresh Stock of Carpets. Carpets made and put down.

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THE POWER OF ACQUIRING.—The power of acquiring quickly and well is a distinctive trait of the American people. It seems to be our natural inheritance. From the hour when an American child begins to talk, straight on through the entire educational process, the power of acquisition manifests itself in a remarkable degree. Indeed, so rapid are the unfolding, the development of a child's mind with us, that we are outgrowing the old method of education. The child seems to grasp intuitively much that was formerly arrived at by slow, mechanical processes. For instance, American children now-a-days learn to read by the "word method"—taking in a whole word at a glance, instead of analyzing it into its separate letters. In fact, the English alphabet in this country to-day, as a basis for instruction, is almost as much a collection of "dead letters" as the Greek alphabet.—*Penman's Art Journal.*

A VARIETY of Industries, provided the teacher is alive to the need of manual training, and has herself been trained; can be profitably introduced into country schools. With the meagre equipment of a country school, one or two of the following, if not all, might be profitably introduced: Industrial drawing, which is the basis of all industries; construction, clay modeling; whittling; wood-carving; and sewing. The introduction of these is practicable, and will be profitable, providing the teacher has fortified herself by study and training in this work.—*Practical Teacher.*

Off the north-east coast of the island of Sardinia lies the small island of Tavolara, five miles long and one broad. This is the smallest European kingdom, the king of which, Paul I, died only a few months ago. Tavolara, with its forty inhabitants, is a smaller state than even the republic of San Marino, lying east of Italy, which has twenty-two square miles and 8,000 people; the principality of Monaco, on the French coast of the Mediterranean, near the Italian frontier, which has eight and one-half square miles and 8,600 inhabitants; or the republic of Andorra, lying between France and Spain, which is 600 square miles in extent and has 7,000 people.

EASY EXPERIMENT IN CHEMISTRY.—Cut three leaves of red cabbage into small pieces, and, after placing them in a basin, pour a pint of boiling water over them, letting them stand an hour; then pour off the liquid into a decanter. It will be of a fine blue color. Then take four wine glasses—into one put six drops of strong vinegar; into another, six drops of solution of soda; into a third, the same quantity of a strong solution of alum; and let the fourth glass remain empty. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will quickly change to a beautiful red; that poured with the soda will be a fine green; that poured in with the alum will turn to a pretty purple; while that poured into the empty glass will remain unchanged.—*Practical Teacher.*

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THE RESISTANCE OF THE ATMOSPHERE.

From Professor Langley's illustrated paper on Comets and Meteors in the *January Century*, we quote as follows: "Everybody has noticed that if we move a fan gently, the air parts before it with little effort, while, when we try to fan violently, the same air is felt to react; yet if we go on to say that if the motion is still more violent, the atmosphere will resist like a solid, against which the fan, if made of iron, would break in pieces, this may seem to some an unexpected property of the 'nimble' air through which we move daily. Yet this is the case, and if the motion is only so quick that the air cannot get out of the way, a body hurled against it will rise in temperature like a shot striking an armour-plate. It is all a question of speed, and that of the meteorite is known to be immense. One has been seen to fly over this country, from the Mississippi to the Atlantic, in an inappreciable short time, probably in less than two minutes; and though at a presumable height of over fifty miles, the velocity with which it shot by gave every one the impression that it went just above his head, and some witnesses of the unexpected apparition looked the next day to see if it had struck their chimneys. The heat developed by arrested motion in the case of a mass of iron moving twenty miles a second can be calculated, and is found to be much more than enough, not only to melt it, but to turn it into vapor, though what probably does happen is, according to Professor Newton, that the melted surface-portion is wiped away by the pressure of the air and volatilized to form the luminous train, the interior remaining cold, until the difference of temperature causes a fracture, when the stone breaks and pieces fall—some of them at red-hot heat, some of them, possibly, at the temperature of outer space, or far below that of freezing mercury.

"Where do these stones come from? What made them? The answer is not yet complete, but a part of the riddle is already yielding to patience. It is worthy of note, as an instance of the connection of the sciences, that the first help to the solution of this astronomical enigma came from the chemists and the geologists."

LITERARY NOTICES.

THE CENTURY, for January, is an excellent holiday number. It deals with subjects of great interest from a historical and social point of view,—such as Lincoln and life in the west in the last generation, the great events of the civil war, the labor question, the prohibition movement, and others of world-wide interest. In a paper on "Comets and Meteors," in the "New Astronomy" series, Professor S. P. Langley, the astronomer, gathers up the most recent scientific knowledge of his subject, illustrating it by graphic comparisons which quickly awaken the imagination of the reader. Among the pictures are wood-cuts of comets and of a meteoric shower "Fencing and the New York Fencers," by Henry Eckford, relates to a sport which has lately had a marked growth in New York and which the writer denominates "the fine art of athletics." The history and the different schools of fencing are discussed, and the paper sparkles with illustrative drawings by Birch. The fiction comprises the opening chapters of Mr. Cable's new Acadian story, "Caracro," the scene of which is located in the Teche country of Louisiana, and which has the attractiveness of dealing with love and war, and the continuation of Mr. Stockton's novel, "The Hundredth Man." "Open Letters" are contributed by William C. Wilkinson on "Greek and Latin—Shall they stay or go?" and "Shall Young Men go to Vassar? If not, Why not?"

St. NICHOLAS is more excellent than usual, and is really a continuation of the Christmas number. Its pages glow with the brilliancy of its illustrations, and the sprightliness of its pages make it difficult to imagine anything to equal (it could not be excelled) this magazine for young people. The two Eton papers, "A Glimpse of Eton School," by Edwin D. Mead, and "A Visit to Eton," by Elizabeth Robins Pennell, forming the second of the "Four Great English Schools" series, give a keen insight into the manners and customs of boys to-day and long ago in the greatest of all the English schools. Frances Hodgson Burnett's new short serial, "The Story of Prince Fairyfoot," is continued, with the clever and characteristic illustrations by Alfred Brennan; Roso

Hawthorne Lathrop, also, has a timely and amusing story, "With a purpose," and the number opens with an old-time poem by Edith M. Thomas, called "Ye Merry Christmas Feast," charmingly engrossed and illustrated by Reginald B. Birch, the work of whose clever pencil is also seen in the drawings for two bright poems, "The Pincez Cat," by Margaret Vandegrift, and "When Grandpa was a Little Boy," by Malcolm Douglas. Published by the CENTURY COMPANY, New York.

DRUGS AND MEDICINES OF NORTH AMERICA.—Among the many useful publications for teachers who may be interested in practical botany and for physicians, is the above named work, which is published quarterly for the small sum of \$1 a year. It gives the history of every plant used in medicine, its properties, its effects, etc. Each plant is fully described with illustrations that render it impossible for any one to mistake the original. It is published by J. U. and C. G. Lloyd, Cincinnati, Ohio.

The holiday number of the SUPPLEMENT Magazine was one of more than ordinary interest. This is one of the brightest of educational and family periodicals. Published by the Supplement Company, Toronto and Detroit, Mich.

A TEST OF PRONUNCIATION

A copy of Webster's Unabridged Dictionary was offered at a teacher's institute in Pennsylvania to any teacher who would read the following paragraph and pronounce every word correctly according to Webster. No one succeeded in earning the dictionary, although nine made the attempt. Any one will be surprised upon looking up each of the test words here given to find how many are commonly mispronounced:

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely young lady of the Malay or Caucasian race. He accordingly purchased a callosio and a coral necklace of a chamaleon hue, and securing a suite of rooms at the principal hotel, he engaged the head waiter as his coadjutor. He then despatched a letter of the most unexceptionable calligraphy extant, inviting the young lady to a marriage. She revolted at the idea, refused to consider herself sacrificable to his desires, and sent a polite note of refusal, on receiving which he procured a carbine and a bowie-knife, said that he would not forgo fetters, hymeneal with the Queen, went to an isolated spot, severed his jugular vein, and discharged the contents of his carbine into his abdomen. The debris was removed by the Coroner."—Centre Tub.

PERSONAL.

Mr. T. T. Davis, the genial head-master of the Mt. Allison Male Academy, Sackville, took advantage of the holiday season to become a benedict. The fair bride was Miss Minnie Bishop, of Greenwich, N. S.—another proof that the sentiment in favor of Maritime educational-union is growing.

The Canadian Club of New York has proposed to do honor to the few Canadians most distinguished in letters by assigning an evening to each at which papers are to be read by those thus honored. Two New Brunswickers—Geo. Stewart, D. C. L. editor of the *Quebec Chronicle* and Prof. C. G. D. Roberts of Kings College, Windsor, have occupied the post of honor with credit to themselves and with the appreciation of their auditors.

Chief Supt. Crockett delivered an address before the Maine Pedagogical Association, at Brunswick, last Friday, on the "Functions of the Public School," during which he gave an interesting account of the school system of New Brunswick.

TEACHERS' BUREAU.

WANTED—a school. The applicant a 2nd class male teacher, of considerable experience, who expects to obtain a 1st class license in the December examination. References given. Apply to H. F. in care of editor "JOURNAL OF EDUCATION," St. John, N. B.

WANTED.—For School District No. 1, Grand Manan, N. B., a second class male or first class female teacher, to take charge of intermediate department next term. None but experienced teachers with good references need apply.

Address EDWARD DAGGETT,
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Grand Manan.

Grand Manan, N. B.,
December 18th, 1886.

These regulations in some cities, says the *New England Journal of Education*, make corporal punishment effectively a lost art, by merely throwing around its practice so many requirements as to give the teacher so much trouble that she uses it only as a last resort. We were recently in a city school, and it is a sample of many in this day, in which the teacher was required to send the superintendent a report of each case of corporal punishment on the same day in which it was inflicted, the name of the pupil, age, the kind of punishment and extent, and also the number of cases of corporal punishment she has had during the school year. These are placed in a memorandum book, so that the school committee can trim and at a glance know the record of each teacher in her punishments for the year. Most teachers will resort to every other device in the world before running the risk of having their reports accumulated against them. There are some methods of punishment much worse than corporal.

When an old farmer's daughter first left her good old country home in Queens county, with its quiet simple ways, for a year in a fashionable boarding school, she signed her name "Sarah Jane Smith," and took no offence at being called "Sally." Three months later her letter came home signed "Sadie J. Smith." Six months elapsed, and she had become "S. Janie Smith." Time rolled along, bringing its wonderful changes, and when the June days came she blossomed forth as "S. Jeannie Smythe." Then her father latched his old blind horse to the vegetable cart, and said, "I'm goin' to bring that ere Gal home, and let 'er know that she can't bring ojeum on the good old name o' Smith by ringin' in any more 'y' an' 'o' changes on it. There can't nobody say a word o' harm agin my branch o' the Smith family. I'm proud o' it, an' glad I'm one o' 'em. I reckon a month o' hard work in later time 'll let Sary Jane know 'J-a-n-e' don't spell no 'Jeannie.'"—Sun.

MATTHEW ARNOLD, who has occupied a position in England as inspector of schools for the past thirty-five years, believes the time has come for the appointment of a British minister of education. Considering the importance of public instruction and the immense sums devoted to it, a minister of education would be a desirable representative in the cabinet, but unfortunately there is the element of politics which would in a great measure destroy the usefulness of such a cabinet official.—Ez.

Genuine dignity and genuine fun are not at all incompatible. Pupils love a teacher who has the element of humor. But woe be unto him who, lacking this fine sense, puts on a make-believe of nonsense to win a ready smile from his class. The most absolutely deplorable High School master we ever knew was a man who took occasion, now and then, to speak of Shakespeare as "W. S.," or of Victor Hugo as "Vic." Cheap wit cheapens personal influence.—N. E. Journal of Education.

SYMPATHETIC INK.—An ordinary solution of gum camphor in whiskey is said to be a permanent and excellent sympathetic ink. The writing must be done very rapidly, as the first letters of a word have disappeared by the time the last are written. Dipping the paper in water brings it out distinctly, and it becomes invisible again when the paper is dried. It can be brought out repeatedly without affecting its vividness.

QUESTION DEPARTMENT.

Question 215, Lesson xi, of Hotze's Physics is as follows: "Explain the action of the 'Thief.'" What is the "Thief" here referred to, and explain its action? C. E. B.

(1) What trees incline toward the north and the reason therefor, and (2) Napoleon Bonaparte was made Emperor of the French in 1804. Please distinguish between "Emperor of the French" and "Emperor of France."

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