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OCT. 26, 1898.

RECOLLECTIONS.

Read at Victoria Co. Teachers' Institute.

For some time my mind has been rather unsettled as to just how to approach you with this subject. In fact household cares do not allow time for too many recollections. Contrary to that we are more taken up, when we have spare time, with how to meet the future. Besides I had no thought of presenting any such ideas to an audience until quite recently.

The heading calls for a great deal that would weary the primary teacher, as it would be a copy of their own experience in a measure more or less different, as the nature of the schools are different, so I will not go over the ground of successes and failures; headaches and heartaches; coaxing; commanding, etc. In other words, the responsibilities of the teachers, in the different schools is marked with too much sameness, for me to expect to gain your attention to the experience of myself. I plan, therefore, to give you the point in teaching, that most perplexed my mind at Normal School, caused me the most embarrassment in beginning to practice the profession of teaching, but through which, I seemed to accomplish more as the years went by, than any other of its branches, and which taught me, practically, the words our head teacher at Normal School tried to impress so strongly on our minds—"Experience is the Best Teacher." I refer to School System. I believe that many of our students go to the training school at too early an age; not in regard to the exact number of years, but in regard to the development, or ability, which they possess, some, I believe, are no more fit to grapple with the ideas given by their teachers, than a ten or eleven-year-old child, why? Because up to the time when they appear at Normal School they have never had a responsibility in life. Girls in particular who have been allowed to burden themselves with no care, because parents think that study is enough, and so put nothing in its way. Household cares, no matter how simple, are performed by the mother, or help, for fear the child may be overtaxed. So they surfeit the child with the sameness of work. In this way the study becomes monotonous and it begins to be done in a slipshod fashion, doing a little or no brain work, only a desire to gloss over the subject and do credit to themselves while under the eyes of the teacher, but ask them the same question at four o'clock that you asked them in the morning and it is just possible they will not be able to answer you. This is a recollection of myself as a girl. I lived about one hour's walk from the Normal School. I went because the girls of my class went, and I did not care to continue school accompanied by a younger set.

Another reason for this inability is—too close attention to text-book, with no freedom of thought. The teacher forced its way home, the first examination I had on School System. I knew my notes nearly by heart, but it seemed to me that nothing I knew, would answer those questions. The marks made on that paper were most discouraging. All through the term School System had its horrors for me. After a while, a friend, who was passing her second term, said to me—"Do you know that I had just as hard a time as you? and the marks were just as discouraging. Wait till you begin to teach, and your first six months in practice, will teach you more than all the notes you have learned while here." I found it even so; and now comes the recollection of that first morning in school as its teacher. No dignity; no self-possession; no confidence in myself. The thought came—"How will I ever get through. I was but sixteen years of age, and younger than the years express. When I bade farewell, at the end of the term, to the school, that farewell extended to teaching forever. Does this tell you what my recollections would express, if I gave them expression? Total failure, seemingly; but when I had a rest from work, and time to think, apart from school-books, I saw my error, and was so sure, that my next endeavour would be more satisfactory, I began to want to go back to it. My plan was this,—I must cultivate a reserve of manner and throw off this childishness that bade fair to make my work a failure a second time. There must also be a dignity of manner acquired. This manner must not mean something that will chill or freeze any bright impulse prompted in the child, but the children must be made to understand a difference between the level of the teacher and themselves. I remember, just here, the first teacher I had. At intermission she accompanied the little girls to the play-ground, and sitting down wove dandelion chains for the little ones. Others drew the ribbon from her neck, and trifled

with the locket which she wore, while some went so far, as to draw the hairpins from her hair. The result was, at the end of recess, she presented as rough an appearance as "one of the girls." "Familiarity breeds contempt." She lost control of her pupils and her teaching amounted to nothing. We must hold in check that which will make us too common among the children.

The notes that we receive at Normal School do not always apply to our work, as we never find two schools alike. I found this out at my second school. I thought my six months' experience would bear me out here. I realized at a glance that I had to begin all over again. What lovely children they were. I taught nearly two terms there, and did not need to compel them to obey. My purpose at the first school was to teach, and to begin at once, which was wrong. When I entered my second school a sense of confidence allowed me to look my pupils fairly in the face, and see what I had to deal with. In other words I took about one fortnight to get acquainted and to study their natures. During the fortnight I proved myself an enigma to them. They were asked such strange questions and at such odd times that they acted as though they did not know just what to expect next. The result was I had them just where I wanted them, and knew just what characteristic needed encouraging and which repressing.

In the first school, I began my teaching, expecting to crowd nearly all the work of the term in a few weeks, and failing, lost courage.

In controlling a school, I think the eye should be used more than is usually done, and, as I used the expression before, look the pupil fairly in the face. The force of a strong nature, brought to bear on the pupil, by means of the eye often quells a tendency to disorder. Another of the rules given by our teacher at Normal School:—"Endeavour to govern by the eye not the voice" is a most valuable one, and, if practised the voice need very seldom be thrown out of its ordinary level to enforce a duty.

We cannot fail to be moved to kindness if not love for a child, when we see evidences of respect for ourselves in its actions and speech. The child, in the majority of cases, loves to respect its teacher. Else why do you hear them quote their teacher as an authority above everything. How they love to be recognized by their teacher on the street, especially if they happen to be with some one who does not attend school. It would be a pity to freeze them at a time when their little hearts are open to receive a kindly word.

Let us not lower their respect for us. Do you know there is one way our lady teachers sometimes destroy all their hold upon a school at once? It is when they attempt to administer corporal punishment upon a pupil who is older or stronger than herself, and who is given to being defiant. We are known of teachers doing this and it ended in the best pupils being sorry for their teacher. The object of pity lowers as the pitying one rises above. There is no more use for that teacher in that school. I do not say that she may not be, in some cases, successful, but I do not think it should be tried to often. Always fight your own battles, unless necessity compels you to call in a trustee. Don't be too quick to look for provocation. Give the school the idea that you are not compelled to teach a disorderly pupil.

At one time I had to deal with a pretty rough fellow, but good hearted too. I rose from my chair, after the school had quieted down from recess, no explanations, not a complaint or excuse was exchanged. I said "Paul, take your hat and go home, and don't enter this school until you make up your mind to study and to behave as you should." He came back next morning and was as good as it was possible for him to be. I knew, before taking this measure that he knew I was aware of what he had done.

Don't talk to such pupils. Ask them some questions, the answers of which, will allow them to see themselves in an inferior light. Mark me, I would not advocate anything like a sneer in school, but to make the pupil see himself appearing small before others. Demand an answer to your question and get it with quiet firmness. Don't let them put on a smile and not give any answer. After they once acknowledge themselves wrong before the other pupils, they hardly ever want to go back to it.

The great bugbear of all district schools, and, in the four different schools I had the pleasure of teaching, it was the same, is the lack of school apparatus. Every year the Inspector came and tried to make the trustees see the necessity for having such things in the school, but they paid no attention.

My blackboard in one school, was the plaster painted black. For teaching the first steps in number, I picked up stones, cut twigs from trees, used pins etc. I had no ball-frames, no maps. My friend, Professor Tuttle, was the builder of a sort of cupboard in one school, only it was used for books not cups. Many times I blessed his kindly heart that I did not have to carry books, chalk, register, etc., home every night; the outside door having no lock. That school house stood about four miles from Andover. I believe they have a new one now. Recollections—they often come when household cares demand my attention from morning until evening, without cessation, and then I will reflect—"if I was teaching now, my care would end at four o'clock, and, perchance, a little study or reading might form a variety."

My recollections are all of a kindly nature, if they were not, my influence would not always be on the Teacher's side. Instead, I try to check any complaints that may be brought. They are very few, and the fault of that few, I can generally trace to the child herself.

I have acquired such a desire for study, that is, to take up some branch of study, that I often wish it were possible for us to establish some sort of evening work here; we would not go so far as to call it night-school, but rather a reading room, where, say, twice a week, we women might meet to polish up our intellects, brush away cobwebs, and keep ourselves abreast of the times. Many of our women, who may, in times past, have shown a brilliant intellect, may find a few years absence from study, convert them into mere Human Machines that have no thought outside of their own homes.

We think so much of School Teaching, that my oldest little daughter, who is under Miss Scott's care, can scarcely wait for years to pass, or to attain sufficient knowledge to enable her to pass a term at Normal School; while my second, who attends Miss Baxter's room, has this for a pet expression—"when I'm a teacher I'll never whip my pupils, I'll just let them have a good time."

MS. W. H. KELLEY.

Andover, Oct. 14th, '98.

THE Maritime Wrapper Co. are now receiving orders for spring shipments, from the length and breadth of the Dominion. They are receiving more orders from the west than formerly, Ontario, Manitoba and British Columbia are sending in big ones. The Maritime Provinces generally are doing a good business with the company.

DAVID L. S. BARKER and J. C. E. BARKER, formerly of Woodstock, are at Winnipeg engaged in mining operations in the Wabigoon district. The Wabigoon Star says that D. L. S. Barker made a flying trip to Chicago for machinery and had it landed on the ground in two weeks and three days from the day he left the mine. Their mine has a capacity of ten tons a day and may be increased to 14 or 15 tons. "The progress of this enterprise is being watched by everyone with the greatest interest, as the general rule has been to develop without machinery as far as possible, and here we have mining men who have had as many years experience as some of us have had months, undertaking to make a proposition pay from the surface down. Good luck to their venture." These gentlemen are nephews of Mrs. Edward Williams, Woodstock.

A Great Honor.

Judging from recent correspondence about provincial affairs, and the weighty points at issue, it must be a great honor to be a member of the New Brunswick legislature. Gulliver's travels would be good reading for the parties to the controversy. They might see some resemblance to themselves in the Lilliputians, who were a very small folk, concerned in small affairs.

Russian Railway Statistics.

The total length of railroads constructed in Russia during 1897 was 1,018 miles. The government owns 16,773 miles, private companies 8500 miles, and Finland 1565 miles. On January 1, 1898, there were 26,838 miles of railroad in the Russian empire. Many of the railroad lines including, among others, the Moscow-Kazan and the Southwestern, have recently changed from wood to coal for locomotive fuel.—Ex.

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A Great Man.

From the obituary of Hon. Mr. Bayard in the Times the following is taken:—

Speaking at a banquet in Boston, Massachusetts, on May 26, 1897, Mr. Bayard said:—

Of what I did, and of what I tried to do, I shall not speak. The record is made up, and I shall stand upon it. I am very sure of one thing, and that is when the true history of these four years is written, when the relations of our country and England are more clearly understood, it will be seen that the good feeling has advanced not by formal instruments and statutes so much as by the

people. There may be petty animosities and racial prejudices and appeals to ancient feuds and trade jealousies, but they cannot divert the current. There is an affinity of morals, of ethics, a similarity of the standards of justice, of right and wrong, between those who speak the English language; and the man who does not perceive it, or who seeks to thwart it, is bound to be swept aside. Then the Times adds:—Citizen of a nation noted for its wealth, Mr. Bayard, after a life favoured by something more than "equality of opportunity," added, in the record of a singularly useful life, new testimony to the truth of the old saying, "A good name is more to be desired than great riches."