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**St. George's**  
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Cream of Tartar Baking Powder  
that Science can make.  
Send for our free Cook-Book—  
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National Drug & Chemical Co.  
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Stomach trouble is but a symptom of, and not  
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Heartburn, and Indigestion as real diseases, yet  
they are symptoms only of a certain specific  
Nerve sickness—nothing else.  
It was this fact that first correctly led Dr. Shoop  
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Remedy—Dr. Shoop's Restorative. Going direct  
to the stomach nerves, alone brought that stomach  
and favor to Dr. Shoop and his Restorative. With-  
out that original and highly vital principle, no  
such lasting accomplishments were ever to be had.  
For stomach distress, bloating, biliousness, bad  
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Restorative—Tablets or Liquid—and see for your-  
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—keeps its delicate fragrance to  
the very last fragment, and it is so  
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**ONE APPLICATION BRINGS RELIEF.**  
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**causes. Humphreys' Homeo-**  
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**over 40 years, the only success-**  
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**"COME AND SEE**  
**The CORNINGS ROAD**  
**WAGGONS ARE READY**  
**FOR THE ROAD.**

**TATTERSALL.**

The Boy,—How to Manage Him.

(Continued from second page.)

force to strike at the life of trouble  
straight and hard.

His detective hero sees through all  
the subtleties of criminals. His  
Sherlock Holmes analyzes to the  
very depths of mysteries, and never  
depends on the glitter of the surface,  
and his teacher must never be de-  
ceived by appearances either. He  
must have an intuitive faculty of  
sorting out the right from the wrong,  
the true from the untrue. He must  
investigate all suspicious circum-  
stances if he even has a doubt he  
must make sure concerning the real  
state of affairs. For if a boy uses  
deception to advantage he may con-  
sider this useful, and others, too,  
may see its utility and experiment  
in this unhealthy direction. Besides  
one boy will feel outraged if he is  
punished for telling the truth while  
another is rewarded for the lie. He  
wonders why it is that he can see  
through this perversion and the  
teacher cannot. Unlike his hero  
detective, the teacher can be fooled;  
and he may escape this criticism if  
he will only develop a little acumen,  
do a little work and take a little  
pains.

In investigating, however, the  
teacher must be careful that he does  
not attach blame to the innocent.  
He must look into things with a keen  
eye, but indirectly. He must never  
strike till he is sure. The boy will  
not, necessarily, admire the man's  
power of analysis who is continually  
striking in the wrong place. He  
feels himself a martyr and the teach-  
er an oppressor. A feeling of des-  
peration comes up. What is the  
good, he thinks, of trying to do right,  
when every one expects him to do  
wrong.

Teachers! In your analysis you  
must watch the boy without his  
knowing that you are. If he sees  
that you are suspicious and alert his  
competitive powers may be stimu-  
lated, and he may try to see if he  
can deceive you just for the sake of sur-  
passing.

Don't allow him to escape, how-  
ever, but when he considers himself  
perfectly safe come down with your  
thunders. Then he is surprised and  
wonders how you saw him without  
looking, for he was sure you were  
directing your attention in his direc-  
tion. He will, thereby attribute to  
you a magnified perception which  
will be sure to give you a lift hero-  
ward.

The boy's hero is always athletic.  
Primitive man adored his savage  
leader, who mayhap armed with a  
club, vanquished a dozen enemies,  
single-handed slew the wild beast  
that invaded his hut or cave.

The boy, too, admires the power-  
ful arm and agile limb. He even  
admires that degenerate athletic—the  
prize fighter—with all the in-  
tenseness of his being. We of course  
hold up our hands in holy horror  
and tell him in grief-stricken accents  
that he must not read such things—  
that this is brutal pastime. Like  
two wild beasts they fight and pound  
each other around the ring. But he,  
not hearing a word may cut short  
your admonition, by showing you in  
pantomime how Jeffries gave Monroe  
his quietus in the second round or  
how Johnston defeated the Sailor.  
You might as well try to stop the  
waves from beating on the rocky  
shore, when driven by the fierce east  
wind, try to break down his idol—his  
idol of the ring.

At the same time this state of af-  
fairs is not as bad as it might seem  
on first sight. There is really noth-  
ing cruel in the boy which prompts  
this admiration, for the very boy  
who will run away, when he knows  
that a barn-yard fowl is to be killed,  
may know all the details of the ring  
and the various encounters. He  
does not see the brutal part. He  
completely overlooks this; but he  
sees displayed gigantic powers of  
arm and body with endless pluck  
and endurance.

You cannot drive this out—this  
admiration part of him for it is  
founded on the basic part of his  
existence—hero worship. Right here  
a mistake is often made. You try to  
change the boy to crush out his own  
ideals, and supplant them with for-  
eign ones, but they will never become  
part of him simply because they are  
foreign.

The only way to educate him from  
a low form of athletics, such as pug-  
ilism, is to analyze what there is in  
this to excite his worship and when  
you have found that it is brawn and  
skill and speed, direct his glance to  
a more healthy field where the very  
same characteristics are developed—  
from the prize-ring to the diamond,  
from the fighter to the fancy pitcher  
with his mystic curves and shoots.  
Here you are not introducing some-  
thing alien to his nature but merely  
directing him as he is.

And I do not know that I would  
have anything to say against his  
Fitzsimmons or Jeffries. For as I  
cannot see with his eyes, neither can  
he with mine I think there is some-  
thing wrong in him because he ad-  
mires brutality, and he thinks there

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to take, even for a child.  
That is Shiloh's Cure.  
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Sold under a guarantee  
to cure colds and coughs  
quicker than any other  
medicine—or your money back. 34 years  
of success commend Shiloh's Cure. 25c.,  
50c., \$1.

## QUICKLY!

is something very wrong in me or I  
would admire skill pluck and streng-  
th. He might think I was inclined to  
be prudish and I would have a hard  
time directing his mind to a better  
contest, because he would think any  
game, I would like, would be too  
tame for him.

Many are so narrow that they be-  
grudge the boy his game. He must  
be old when young, cold when hot.  
Unlike electricities attract but in the  
boy the like seeks the like.

Others say, "there is danger in  
games and their boy can run no  
risks. He may get hit with a ball  
while facing a pitcher in his box." They  
have also heard of a man get-  
ting his arm broken playing basket-  
ball. Yes! I answer. Once in a  
while an accident does happen, but  
then I would rather have my boy's  
arm broken than his constitution and  
moral strength broken, for, remem-  
ber this, that a boy must fill up his  
moments of recreation with some  
game or other, and if it is not a  
healthy blood-making game it may  
be an unhealthy one—one that de-  
generates and debases the best that  
is in him.

And I am not sure that I would  
take away the danger element from  
the boys games if I could. He learns  
a valuable lesson as he faces the  
pitcher and strikes a swiftly curving  
ball—a lesson of coolness and cour-  
age, that will stand him in good  
stead, when he faces emergencies in  
the great game of life.

The teacher should excel in one  
line of athletics at least, and the  
more the better. It is one of the at-  
tributes of the hero and not an in-  
considerable one by any means.  
Boys, even before their teens are  
reached, understand perfectly well  
how the ball should leave the hand  
in throwing an in, out or drop curve.  
The teacher should also possess this  
knowledge. He should also learn  
how to control one at least of these  
shoots and moreover the boy should  
know that he has acquired this ac-  
complishment. If he is a good run-  
ner or jumper somehow or other the  
boys must know it. Here some care  
must be exercised in his methods.  
He must not indulge in any pom-  
pous exhibition just to show what he  
can do; for the boys' hero is essen-  
tially modest. In his mingling with  
the boys in field events he must act  
more or less as a teacher, showing  
them, for instance, the knacks of  
high jump. He must not compete in  
the same class with them—for there  
might arise "that familiarity that  
breeds contempt," which all teach-  
ers must discourage in all its stages.  
The teacher must be in touch with  
all athletics. When the school team  
advances against a foreign nine, he  
must be down-cast because of their  
defeats and radiant because of their  
victories. He must truly feel this as  
keenly as any of the boys competing,  
and they must be aware of his sym-  
pathy too.

In the above I am speaking of male  
teachers especially. The female  
teacher must never be an athlete.  
For here the boy's idea of a hero and  
heroine differ. He would laugh her  
to scorn if she ran foot-races with  
the large girls. She must not be an  
athlete but an admirer of athletics.

In the age of chivalry the knight  
charging across the lists unseated  
his opponent and spread his trophy  
of victory at some lady's feet, who  
with eyes and heart filled with ad-  
miration was watching him from  
among the seated thousands, and  
she, from the realms of romance is  
the prototype of what his lady  
teacher must be.

She should understand the rules  
of games and be conversant in their  
language and terms. She should  
often be on the grounds and take  
note of the contests, continually in  
progress there, and when the school  
nine comes back from the conquest  
bearing the trophies of the con-  
queror, she must grasp warmly the  
captain's hand and tell him how  
proud she is that they have won.  
Remember she is talking to the  
leader of the boys in athletics. And  
the leader in athletics is generally  
the leader in all other things. Some-  
how or other, she cannot argue why,  
there is a bond of union cemented  
between her and not only him but  
the rest of the boys—a bond that  
years cannot sever. For he will tell  
the rest and they will say "how un-  
like the last teacher she is. The  
other almost hated to hear us shout  
when we played she was prudish  
but this one she is a heroine," and  
the next time the boys go to defend  
their colors, they will fight for the  
team, the school and moreover they

will fight harder that their teacher  
may not be disappointed in them. In  
their battle now—and remember  
that the winning or losing of a game  
is a question of almost life and  
death to them—the incentive of the  
teacher's admiration will arouse the  
greatest and the best that is in them.  
What an enviable position for her to  
be in and how easily obtained!

In conclusion, I will deal with the  
Boys' codes of honor. These I am  
compelled to respect. I will use  
them as a basis on which to build a  
structure of morality, tall and mas-  
sive, on a foundation firm and strong  
—a foundation which is part of the  
boy himself.

If I introduce a foreign basis, and  
try to build on that the fabric falls  
for I have "built on the sand." For  
example: The boy deems it dis-  
honorable to inform on his play-  
mate and I would never force his  
hand. I would say thus, "Boys! If  
you consider this not to be in ac-  
cordance with your ideas of honor,  
I would be the last to ask you to do  
it." (Remember right here that it  
makes no difference whether I con-  
sider this dishonorable or not, as  
long as the boy does. For if he con-  
siders it dishonorable it is dishonor-  
able to him.) Then I would lead him  
to see that other acts are also in-  
fringing on honor. He may not see  
this at first. But I have respected  
his code and he will tend to respect  
mine—from thence I may both con-  
vince and convict.

Finally, Teacher! Remember a  
boy is a boy, with a life and a soul  
and a hero. FRED C. SQUIERS.

An address given at Teachers' In-  
stitute, Florenceville, Oct. 10th., 1907.

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