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——— Industries of To-day.

MILLER. Little People of Asia.

PAYNE. Geographical Nature Studies.

PEARY, J. D. Children of the Arctic.

——— Snow Baby.

PEARY, R. E. Snowland Folk.

SCHWARTZ. Five Little Strangers.

SCHWATKA. Children of the Cold.

SHAW. Big People and Little People of Other Lands.

LITTLE LUCY'S WONDERFUL GLOBE.

The syllabus of work for subsequent years will be published in later numbers of the *Journal of Geography*.

A PLEA FOR ANGLICISED PLACE-NAMES

By MARK JEFFERSON

State Normal College, Ypsilanti, Mich.

ALL the place-names on the new millionth map of the world are to be written in foreign fashion:—Torino, Firenze, Milano, Livorno, Roma, Venezia and Napoli in Italy where we now write Turin, Florence, Milan, Leghorn, Rome, Venice and Naples. France will show smaller differences in Lyon and Marseille, without final s, and Dunkerque for Dunkirk. Lisboa will look a bit odd for Lisbon and Anvers for Antwerp. So will Keeln, Aachen, Trier and Regensburg in Germany for Cologne, Aix-la-chapelle, Treves and Ratisbon, and Athenai and Korinthos for Athens and Corinth. Though the Roman alphabet is to be used throughout, Russia will have strange names for St. Petersburg and Moscow, to say nothing of less familiar places. Denmark will contribute Kjbenhavn for Copenhagen. Of course these are only strange names to eyes unfamiliar with the languages of the countries in question. The map is for all the world to use in one edition, and the theory is that every one should see his own country's names in the form he prefers, so English and American names will appear as we write them, and foreigners are all to be treated in the same way. Constantinople is expressly excepted and the Turkish *Stamboul* rejected. The French-speaking people of Alsace-Lorraine will feel too that the German names forced upon them are not of their choice; Aachen, for instance, at Aix-la-chapelle. Something of the same sort will probably happen in the Polish parts of Germany and in the German Baltic province of Russia. Not the people of a place, after all, but their political masters will do the spelling. It will be the English who write the names for India, the Russians for Turkestan and the Japanese, probably, for Korea. Most of the world's languages will of course not be represented on the map at all.

If this millionth map came into school-rooms much, it would bring a disadvantage with it in the need of foreign pronunciation. The writer regards such anglicised place-names as Lisbon, Florence and Venice as a valuable feature of English speech. American school teachers do not know foreign languages,—they do not need to, and the help given by pronouncing vocabularies is a poor prop to lean on. Ask a group of teachers or their students to pronounce the names of familiar places like Tierra del Fuego, Callao and Rio de Janeiro, and note, not their bad pronunciation, but their extreme reluctance to pronounce them at all! It is my own experience that the only thing clear in the "school" mind on the subject is that "its" pronunciation is doubtful. Sailors, who have to *use* the names of places in their daily life anglicise many more than does the educated public. Thus *Rio*, with the *i* as in pie, and *Cally-a-o* for Callao. Personally, while familiar with Spanish names by long residence in South America, so that the native names are more satisfactory to my ear than any imitation of their sounds, I should be glad to see—perhaps I should say hear—a general pronunciation of place-names as if they were English, as far as elementary schools are concerned.

Why do we pronounce Rome, Paris, Berlin and Lisbon as if they were English? Because English speaking people have visited them so much that they have spoken of them often, and we cannot, broadly speaking, *use* words much without putting the imprint of our speech habit on them. But this makes them at home in our mouths. No one hesitates to name such places. The chief result of the general attempt to teach the foreign pronunciation of all place-names according to present vogue seems to be to prevent the common school public from naming them at all. It would certainly better serve all practical ends if we frankly taught all foreign names with an anglicised pronunciation, and where there is a need, with anglicised spelling.

What is the nature of our need of a name for foreign places? To talk about them by. In the geography class we must get our places talked about if we are to have them familiarly known. Those who have studied foreign languages most will be quickest to recognize that it is out of the question to teach all American children or all American teachers to pronounce foreign words as the foreigners speaking many different tongues really do. In fact a very little examination of the pronouncing lists in the books most used shows that they were prepared by people who cannot pronounce these names correctly themselves, if that means as the people really do in the country in question. Names like Mexico, Brazil, Nile, Rhine, Danube and Amazon are satisfactory in their anglicised form as no attempt to imitate the local names could be on the simple ground of being *usable at once*.

That the native pronunciations are never usable at all in our schools

may be seen by anyone who will gather statistics, and the thing that does get used is neither English nor foreign.

I fancy the millionth map will be used only by students, especially the foreign sheets of it, and students must learn foreign languages anyway and overcome such difficulties. The children of the public schools should have no such difficulty imposed on them.

The attempt to express foreign sounds in diacritical marks designed for English must necessarily be successful only in giving an anglicised rendering. The objection I have to this sort of anglicising is that it is done under pretense of rendering the foreign sound correctly and this it cannot hope to do. Our pronouncing lists give but rough imitations of foreign sounds at the best, apart from their frank mistakes.

The matter may be summed up by saying that we are not getting foreign pronunciations, we are not likely to get them and—in the common schools—they would not be of much use if we did.

LESSON OUTLINE

LUMBERING IN THE NORTH WOODS

By LOUISE W. MEARS

State Normal School, Peru, Neb.

- I. Lumbering region gradually changed from Maine to Minnesota. 1850, '70, '80.
 1. The Maine lumbermen came from a mountainous region to a level country. Methods are slightly changed, practically the same.
 2. Lumbering at first on a large scale, rough methods. Only long, straight lengths used. Such timber can hardly be found now. Five inch small ends are now considered worth while.
- II. Lumbering Operations. (Four in number.)
 1. Felling.
 2. Skidding.
 3. Hauling.
 4. Driving, or train hauling.
- III. Location of camp. (Based on cruiser's report.)
 1. Handy, good water supply (an easy condition in Minn.)
 2. Convenient to parts of logging district. Center if possible. Seldom possible, due to slopes. Swampy country in the north, when frozen.
 3. Road Making.
 - a. Train takes place of "tote team."
 - b. Tote teamster must be resourceful.