

sovereign was worth more than twenty silver shillings. The lesson I committed to memory then was this, that the dearest money is the best for wages to the workingman. The mate of that sloop could have paid twenty silver shillings and pocketed the discount, but he paid us a gold sovereign, and we pocketed the premium. If any workingman, or any other man, can show me that there is a fallacy in this example and that the quotient is wrong, I will cheerfully reverse my opinion that the dearest money is the best for wages, although I have cherished that opinion for forty-six years.

Practical Hints and Examination Papers.

THE NOISY TEACHER.

"Her voice was ever soft, gentle and low ;
An excellent thing in woman."—*King Lear*.

Shakespeare's heroines are always admirable. We feel sometimes as though we should like to extend their virtues throughout the entire teaching profession, both among men and women.

The ideal school is one where the maximum of results is obtained with an apparent minimum of effort. The empty cart rattling over the stony street makes much more noise than the engines that propel the mighty ocean grey-hounds across the Atlantic. But we never pause for a moment to decide which is the more graceful and powerful. The comparison is entirely unnecessary and decides itself for us.

So, a teacher who has her work perfectly in hand works quietly and to much better purpose than one whose deportment inspires her pupils to see if they can rival her in noise. A noisy teacher almost invariably has a noisy school. She disturbs the pupils who may be trying to study by shouting her explanations or direction to the class on the front seat. She exhausts herself physically and nervously. And for all that, she does not do the work or inspire the enthusiasm that her quieter, more self-contained sister does. The teacher who can quell incipient disorder with a look is greater than the one who has to shout, tap the bell or pound the table to accomplish a like result.

AN EXERCISE IN THINKING.—The following is a plan for stimulating thought and observation that has been found suitable for pupils of all ages and available at home as well as at school. It is a form of "object lesson," though the object is present to the imagination only, and the discussion is limited to two questions. But five minutes a day are devoted to the exercise. Each day the name of some common object is placed before the children and they are asked simply, "What must it have?" and "What may it have?" The first day it was decided by the children that a chair must have a single seat, legs and a back. It may have rungs, cushions, springs, arms, varnish, casters,