

for, being in thorough sympathy with his pupils, he not only rejoices over their success, but also grieves with them when they fail; thus does he continually alternate between pleasure and sorrow. Where is the individual who can contemplate this veritable hero and not deeply sympathize with his praiseworthy endeavours? Justly does he deserve both adequate pecuniary compensation for his labours and the hearty encouragement and co-operation of his patrons. There exists in the minds of many parents the erroneous idea that they have no part to perform in their children's education, save to pay for their tuition, while the teacher is expected to do the rest. He is required to bear the brunt of pupils' irregular attendance, he must make up for lack of home training and instruction, and yet, in the face of these obstacles, if he, by the end of the session, shall not have carried the child through two or three sets of text books, he is considered derelict in the discharge of duty and much dissatisfaction is felt. I do not advocate parental dictation either in the discipline or mode of instruction in schools, for this would be an unwarranted assumption of authority, and no teacher of spirit will ever brook such interference.

However, private suggestions from

parents, if kindly given, are always in order and would be gratefully received.

Moreover, a parent ought to manifest a genuine interest in the studies and progress of his child. Just here I would say to all parents if in the preparation of lessons at home your children should encounter obstacles that they cannot surmount, and should come to you for assistance, do not tell them you have no time to be bothered and that they must carry their difficulties to the teacher, who is paid to attend to their wants; but cheerfully help them out of the trouble, talk to them about their studies, incite them to more diligent application, and let them feel that you are concerned in their intellectual, as well as physical welfare. Above all, impress upon them the vital importance of punctual attendance at school and the necessity of strict obedience to the teacher's commands.

A little time thus employed will not only greatly facilitate the teacher's labours and conduce to their success, but it will yield you a rich dividend in the more rapid advancement of your child.

May the day be not far distant when parents and teachers, throughout the country, shall learn the importance of greater co-operation.—*W. G. Fox, in Current.*

TEACH the children to use their powers of observation. Most people miss half that is in this world, because they have never been taught to look. Many have wondered at the names which Mr. Dickens introduced into his stories, they seem so wonderfully well fitted to his characters. Many suppose that they were invented by the author, and that they had no existence in real life. This was not so. As Mr. Dickens walked through the streets of London he was accustomed to notice the signs upon the stores and shops. Whenever he noticed one that was peculiar, he put it down in a book. Teach your pupils to gain knowledge from all things about them. Help them to make the heavens and the earth teachers.—*A. D. Mayo.*

THERE is a mystery about the American Lakes. Lake Erie is from 60 to 70 feet deep; but Lake Ontario is 592 feet deep, 230 feet below the tide level of the ocean; and the bottoms of Lakes Huron, Michigan, and Superior, although the surface is much higher, are all from their vast depths on a level with the bottom of Ontario. Now, as the discharge through the River Detroit does not appear by any means equal to the quantity of water which the three upper lakes receive, it is supposed that a subterranean river may run through from Lake Superior, by the Huron, to Lake Ontario. This is not impossible, as salmon and herring are found in all the lakes communicating with the St. Lawrence, but no others.—*School Journal.*