

July 1, 1867, Dominion of Canada proclaimed.
 July, 1, 1873, P. E. Island entered the Dominion.
 Alberta and Saskatchewan to enter in 1905.

July 3, 1608, Champlain founded Quebec.

July 5, 1814, battle of Chippewa.

July 15, 1870, Manitoba and North West Territories admitted to the Dominion.

July 17, 1793, capture of Fort Mackinaw by Canadians and Indians.

July 20, 1793, Alexander Mackenzie having made the first overland journey from Eastern Canada stood on the shores of the Pacific.

On July 20, 1893, a centennial commemoration of this exploration was held at Victoria, B. C.

July 20, 1871, British Columbia entered the Dominion. On that day a party of engineers left Victoria for the mountains to begin the survey of the Canadian Pacific Railway.

July 21, 1836, opening of railway between La Prairie to St. Johns, P. Q., 14½ miles long—first railway in Canada.

July 25, 1814, battle of Lundy's Lane, the bloodiest and most obstinately contested battle of the War of 1812.

July 26, 1858, the final capture of Louisburg by a British army under Generals Amherst and Wolfe, with a fleet under Admiral Boscawen.

July 28, 1866, second Atlantic cable laid.

July, 1760, a British fleet attacked and destroyed a French fleet at Petit Roche, Restigouche river. This was the last battle between the French and British in the war for the possession of Canada.

July, 1786, Queen Charlotte Islands named by Capt. Dixon, of H. M. S. "Queen Charlotte."

The teachers of Chicago do not beg for a raise in salary now because they need more books, better clothes, or opportunity for recreation, they ask it because they know they earn it, and that they have an inherent right to what they earn. Not only that, but sooner or later the people will acknowledge that right and find a way to recognize it. I consider a clear understanding on the part of teachers of this inherent right to a fair share in the wealth they create to be the first pre-requisite for any effective movement to better the conditions of teachers and teaching. Armed with the conviction that they are seeking justice to the children and to the people no less than to themselves, no denial, no rebuff will deter, and they will persevere until the entire community recognizes the essential justice of their claims and sets itself the task of finding a way to grant them.—*Margaret A. Haley.*

Hint to the Physiology Teacher.

An excellent text for a human body lesson is found in Longfellow's "Village Blacksmith." The smith is the children's friend. Those who have recited the poem have learned to love and respect him. They admire the "mighty man," the muscles of whose brawny arms are "strong as iron bands." The children know the reason. "Week in, week out, from morn till night," "You can hear him swing his heavy sledge." "His brow is wet with honest sweat." Here is the arm made strong by honest work. Suppose the smith worked now and then, instead of week in, week out. Suppose he used a light sledge, and put away the heavy one. Who can think of others workers who are strong? How can you make your muscles strong? What work can you do? We are proud to be able to work. The smith's work enabled him to "look the whole world in the fact."—*Missouri School Journal.*

The following devices for arousing interest in reading are not new, but they may prove useful to some teachers: If interest flags in the reading class and the readers become careless and inaccurate, these faults may often be corrected by "reading for mistakes." If the reader makes a mistake in emphasis, pronunciation, or in pauses, allow whoever sees it to read in his place. This makes the reader more careful and keeps the whole class wide awake. Selected readings are also very helpful. Every Friday afternoon the children may be allowed to select their own reading from any books or papers they may have access to. This interests them in outside reading matter and makes them anxious to read well in class.—*Popular Educator.*

The principal objects of school gardens may be said to be, in the first place, that they dispose children favorably toward manual labor, that they give the much needed work supplementary to the confining book training that generally obtains in the schools; that they take the children off the streets in the vacation period, and give them something definite to do with their leisure moments; and, most important of all, that they give the youngsters a good ground work of agricultural knowledge, thus inclining them to seriously consider farming as a possible occupation, and it is thought that in time this may tend to promote an exodus to the outlying country districts, and help to relieve the continued concentration in the cities.—*Southern Workman.*