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pullaway" and my teacher was playing too; that was my second teacher. wrote a letter to my old teacher. She is teaching in Saskatchewan. We have a dog called Watch, and two cats. One is black and the other is gray, and they both live at the barn. I have a sister called Florence, and two brothers called Stewart and George. I am going to my auntie to spend my holidays. Good-LORENE McINTOSH. Southampton, Ont.

Dear Puck and Beavers,-This is my second letter to this charming Circle. I go to school nearly every day. Our teacher was sick for a week, so we had a week holidays. I have a mile and three-quarters to go to school. I took a quarter of music lessons. We live four and a half miles from the village of Teeswater. It is quite a large village. My father was at Teeswater yesterday, and I helped my uncle with the chores. Well Puck and Beavers, don't you think my letter long enough. Teeswater, Ont. SOPHIA PARKER.

(Age 11, Book Sr. II.) P. S.-Will some of the Beavers about my age write to me?

## The Ingle Nook.

[Rules for correspondence in this and other Departments: (1) Kindly write on one side of paper only. (2) Always send name and address with communications. If pen-name is also given, the real name will not be published. (3) When enclosing a letter to be forwarded to anyone, place it in stamped envelope ready to be sent on. (4) Allow one month in this department for answers and the state of the sent on the sent of the sent o to questions to appear.]

## The Clear Vision.

Obviously, it is impossible to outline in detail any one system for the training of children. Children differ in capability, temperament, and tastes, and, as everyone at least who has ever taken the normal training - course for teachers has found out, it is necessary to use one method with one child, another with another, suiting the method to the child. The whole matter depends greatly on the brain-power, originality and patience of the teacher, whether school-teacher or

One absolute essential of success would, however, seem to be a clear vision of what it is desired that a child

The clear vision-have you ever known any important undertaking or career in life to be brought about without it? The successful farmer, the successful lawyer, or engineer, or statesman, knows exactly where he is and what he is aiming at; it is only the Micawhers, who sit around "waiting for something to turn up," who are, as a rule, the failures in life. And so it is with the uplifting of children.

Exactly what do you want your child be when he grows up and his place in the world ?-Think that out, then work towards it. There may be something in his nature that will balk you, but again there may not, and you may be able to help him wonderfully up those first rungs of the long ladder. Don't try to make him a counterpart of yourself. You know your own faults and weaknesses. Use them as danger signals, and so make "stepping-stones of your dead self" for your child's life as well as your own. But all the while see to it that you put no block in the way of his developing his own individuality, whatever that may be, so long as it points to wholesomeness. A child's individuality is a sacred possession. . . . .

Might it not be possible to have a wrong vision? asks someone. Why, certainly, but the mother or teacher who thinks and feels deeply upon the subject, will run a fair chance of avoiding it.

Just here one can't resist quoting you a few paragraphs from an article by that delightful old Southern gentleman whose writings, when encountered in the magazines are such a perpetual delight. We refer to Mr. E. P. Powell, the third of that trio of eminent Americans, the first two of whom are John Burroughs and John Muir.

"What would I wish my great-grandson to be?" he asks. "How would I have him differ from 'we'uns'? In the first place, I would like to have him thor-

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