

the art for one hundred thousand crowns. In some parts of the world sugar was used as medicine, and we find that as late as A.D. 150 the celebrated physician, Galen, prescribed it for this purpose. Sugar was a great luxury before it was discovered in this country, and all that England consumed as late as during the year 1700 was twenty million pounds, whereas the consumption, during the same period there, now amounts to twenty million hundredweight.

SCHOOL SAVINGS BANKS.—The scheme has not been without its opponents. To make "penny saving" children, it is objected, is to breed a race of miserly screws, of "little sordid, narrow-minded, cold-hearted economists"; to rob children of the small innocent pleasures derived from spending their "tips" at once, is to cheat them of the joys of childhood, "take from them the light-heartedness which is their greatest charm," and so on. There is, perhaps, some little modicum of truth in these objections; it may be to some extent regrettable that there should be any necessity for abridging the joys of childhood on any side; but the objections lose all force when confronted with the reali-

ties of life. The children of the poor will soon learn as they grow up that they cannot spend their shillings, or even their pennies, on momentary gratifications without suffering for it; and is it not better that they should have acquired the habits of providence when young and be able to practise them without effort? Besides if not learned when young, the probability is they will not be learned at all. Children should be trained in such habits as make the best men and women, and these are certainly not habits of thoughtless and wasteful spending. That the working classes can save as well as spend is abundantly evident from their accumulations in adult savings banks, friendly societies, and such like; but look at those who do so save; and what do you see? Not thoughtless spenders of odd shillings, but temperate and prudent people, such as "penny saving" children will naturally grow up to be. "The child is father of the man," and the "sweetie-sucking" child is the natural father of all those who live from hand to mouth, in alternate waste and want, with nothing to buy an umbrella for a rainy day—nothing between old age and pauperism. Let the School Savings Banks flourish.

GEOGRAPHICAL NOTES.

HOW TO TEACH GEOGRAPHY.—The most common errors made in teaching geography are:—1. Attempting to teach too many facts (details). 2. Failure to train the intellect properly; burdening the mind with disconnected facts, unfamiliar knowledge. 3. Losing sight of the great purpose of all teaching, *all* school work, to interest your pupils in the study of nature, the world in which we live, its beauties and resources. Real know-

ledge does not consist in storing away a multitude of *detached* facts, but in effecting such an arrangement of them that they can be readily reached and employed when required. No teaching can be considered *scientific*, that lacks system, perspicuity and logical sequence, and that does not aim to relieve the memory of unnecessary effort, as well as secure a clear comprehension of the principal *truths* through certain principles, a