

always find the results amply compensate for the few hours, which the work took. If polish and clearness are desirable, whatever teaches these is not trifling, even if it be only a ten-minute lesson on the proper use of quotation marks. And children should be made to see the difference which the much-abused comma, when properly placed, can make in both the appearance and the intelligibility of the written sentence.

(4) A good mastery of the more common figures of speech, ability to name, define them, give examples of them, recognize them quickly and appreciate their force, is of untold value to the student who is dipping into classic literature. They are easily learned, and Grade IX should master them in the first month of their course. Imaginative English is far more pleasurable and less vague to the student who can pick them out readily in his lesson.

(5) Last but by no means least in our list of essentials I would demand a knowledge of mythology. Our best English literature teems with allusions to the classic tales of Greece and Rome. To the reader acquainted with mythology these are pure poetry and possess all the charm of familiar association. To the uninitiated child they are meaningless and tedious and simply spell more work for him. He must learn off by heart the explanatory notes which are of course very condensed and abound in long unheard of names. Much of the richest treasures of literature, its tenderest grace, its most cultured thought, will be veiled from our pupils' unseeing eyes without a knowledge of classic mythology.

(To be concluded next month.)

A little Brookline girl each year prepares a tree for the birds by making use of a handsome spruce tree that stands near her home. The boughs of the tree are hung with pieces of suet, bread, marrow bones and little boxes containing varieties of seeds, with here and there a shining red apple. The tree is visited often by the eager little birds, and is an object of much interest to neighbours and passers-by. The example is one that might well be emulated by all bird lovers.—*Boston Transcript*.

A teacher who "knows it all" has not begun to learn.

Educational Conditions in the West.

In view of the fact that so many eastern teachers have in recent years been attracted to the Canadian West, many of those who remain are, doubtless, anxious to know what features this country possesses which makes it peculiarly attractive to the teaching profession.

To give an adequate idea of western conditions requires more space than I would ask the REVIEW to devote to this subject, hence this article will be limited to a few of the salient features of western life as seen by one who has spent a brief period in Alberta and British Columbia.

In the years gone by, the teachers who came West were the pioneers in educational work, with the result that the highest positions in the country are now held by these men. The opportunities for amassing wealth were exceptionally good, even for the ill-paid teacher, with the result that many of the profession are worth snug little fortunes expressed in five or six figures. I am told that one teacher in this city last year cleared \$30,000 on his investments. To prevent a stampede of eastern teachers to this El Dorado, I might explain that in order to secure such returns as above quoted one should have been on the ground eight or ten years ago, at which time it was almost impossible to lose on a real estate transaction. More care is now needed, and riches are not so easily obtained from this source.

Another inducement held out to teachers has been, and still is, the opportunity afforded wide-awake men of getting out of the profession entirely. This is a young man's country, where in the business realm the enterprising young men do not sit around waiting for "dead men's shoes." There are excellent opportunities for a man to succeed along several lines. An ex-school inspector truthfully stated on the platform recently, "I have taught school for twenty-nine years and then had to leave the profession to make a living." This statement may cause some surprise when one considers that school inspectors here receive \$1,800 per annum and travelling expenses in addition; but when one considers the relatively high cost of living here the explanation is a simple one. Even the banks are forced to grant an extra \$300 or thereabouts per annum for living expenses to their staffs.

When Eastern teachers learn that teachers are never called upon to accept less than \$50 per month