thicker at both ends of the bridge than in the middle? Why do you think the genius did not show Mirza what was on the other side of the rock of adamant?

NOTE.—(a) This paper was written for Saturday, September I, 1711.

(b) "And shall begin with the first division" should read, "And shall begin with the first vision."

Professor Hatheway, in his "How to Teach the Frye Geographies," lays down nine maxims with which every teacher of geography, primary or advanced, should be familiar. Keep these constantly before you:

 Slopes decide the direction of rivers, and by rivers we are able to find out the direction of slopes.
Coarser soil is found near the heads of streams,

while the finest soil is in the vicinity of the outlet. 3. Water is necessary to all forms of vegetable life.

4.-Deltas are formed from soil worn off from high land and deposited where slow streams empty into still water.

5. By means of evaporation and precipitation, the rivers are supplied with water.

6. By means of divides, river basins and systems are formed.

7. Wind, frost and running water are the chief agencies in pulverizing rock and wearing down mountains.

8. Running water is the chief agency in transporting material from the mountain regions to the lowlands, and most of the lowlands of the world have been thus made.

9. The chief agency in shaping shore forms is the ocean.

It has been my custom to cut from any magazine an article worth saving. I have a very handy way of keeping these articles and pass it on for the benefit of other teachers. I take the note-books I am using regularly and secure plain envelopes. I glue two envelopes inside the front cover and two on the back. By putting glue only on the centre of the envelope and not on the sides, there is more give to it and more items can be put in and taken out with ease. Glue is also better than paste, I find. I have three note-books in use this year and find that twelve envelopes allow plenty of room for a good classification.—Sel,

The Mechanic Science Teacher.

D. SOLOAN, PRINCIPAL NORMAL SCHOOL, TRURO, N. S.

(Under the direction of the M. T. T. Association of Nova Scotia)

Two considerations press for constant attention on the part of the mechanic science teacher: First, that mere technique is not the end sought; secondly, that hand-work should be kept in continual touch with the arithmetic, drawing, mensuration, observation of natural phenomena, and as many as possible of the other occupations of the common school.

Not that technique counts for nothing. In and of itself, it has no existence; if it had, the common school would be a most improper place into which to thrust it. But there is a genuinely educative process in the acquisition of manual dexterity; for skill of hand is conditioned on a certain measure of intellection,-the same kind of cerebral activity as is excited by writing and drawing exercises, exercises in spelling, in enunciation, in sight-singing, in military movements,-and it is chiefly in virtue of the inclusion of the intellectual in operations of the hand that manual training finds its justification as a part of school dscipline. Lacking the intellectual element, mechanic skill might well be left to be developed in the workshop under the direction of the mere artisan.

It will, moreover, be generally admitted that manual operations of precision not only call into play the lower centres of cerebration, but provide stimuli for those higher centres in which inference and invention function, and where character or personality has its being. And, since the prime educational difficulty has ever been that of providing varied stimuli sufficient to maintain healthy mental activity during the plastic period of childhood, surely the manual training teacher, with his appeal to new and varied interests, his efficient stimuli to faculties of expression, construction and contrivance, is safe to claim a welcome in every school, and from teacher as well as from pupil.

To secure the full measure of result which the educational world looks to find accruing from the innovations of the manual training teacher, it is imperative for the latter to study carefully the educational conditions that maintain in our public schools and the educational methods to which the regular common school teacher is limited, not only by gift or training, but by the very nature of the subjects taught. The field for observation is here very wide, and only a suggestion or two can find

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