

are lacking in the room in which the child spends a good portion of the day.

I would like to say a word in regard to the care of apparatus. The majority of teachers keep this in very good condition; but there is occasionally one who, through inexperience or a natural disinclination to look after details, lets the apparatus take care of itself. The result is usually disastrous.

I have seen a map so placed that it hung partly in front of a window. This would sometimes be opened for ventilation, and before long the map would be partly torn from its rollers. This neglect puts extra expense on the district, while trustees object to replacing apparatus unless the previous equipment has lasted a reasonable time.

Nothing is more beneficial to a school than a good library. The fact that a student reads outside of his prescribed school course enlarges his vocabulary, broadens his views and generally increases his ability to assimilate knowledge. This has been the result of my own experience, and other teachers confirm my opinion. This district contains quite a number of excellent libraries which have been gathered by the energy of the teachers to whom sufficient credit has not always been given; and yet the protection of these with their recognized value is one of the most baffling difficulties the Inspector has to combat. Books are lost because of insufficient records—the next teacher cannot trace them; the library is depleted and incoming pupils are deprived of the pleasure and knowledge which previous classes enjoyed. This is not true of all schools by any means, but is true of too many.

In conclusion, let me urge every teacher to determine to make her school work as successful as possible. It is an unfortunate condition in our profession that many of those who are engaged in it intend to practice it but a short time, and then take up some other vocation. Because of this there is a tendency in some cases to give less attention and put less energy into the school work than would obtain were it the intention to make teaching a life work. I wish to say that success depends not only on natural ability, but on the application of power acquired through proper habits. The teacher who begins by literally doing with all her might whatsoever her hands find to do, is acquiring that power. It will bring success in her present work, and should she decide to enter another profession, it will equally insure success there.

YOUTHFUL INQUISITIVENESS

Johnny.—Paw, what's a canard?

Parent.—A canard, why, a canard is something you can 'ardly believe.



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TRANSFIGURED GEOGRAPHY

By Mary Bronson Hartt.

One way to put life into the year's work in geography is to organize your group of young geographers into a Travel Club—a real society with officers, by-laws, penny dues, and a badge—especially a badge. I have seen this tried with girls from ten to fourteen by a teacher wise beyond her years, and it was amazing how the glamor of club affairs lit up the routine work with maps and question papers through the rest of the week.

If the local powers-that-be don't smile on the notion of your devoting one school period a week to the imaginary travels of the club, then meet out of hours. It will be a sacrifice of time. But the enthusiasm generated will swing along so much more gaily the regular class work, that you'll count it cheap at the price.

Nothing rubs in geography like actually going over the ground. So what you want to do for the children is to create a lively illusion of travelling in the flesh across those countries which otherwise are so likely to seem mere tormenting paper patch-work of odd-shaped, parti-colored bits, set in a border of ocean blue. You cannot possibly be too realistic nor too detailed. If you are going to study the British Isles, begin with the railway journey to the port of embarkation. Decide what actual train it is best for the club to take in order to reach the