

Soft as Silk erasers (Gage's)—\$4.00 per gross.

The prices are obtained in all cases from local retail dealers. All supplies are bought by tender.

The teacher controls the supply, and in this way prevents unnecessary waste. All used books must be returned to her before new books are issued. In this way she has an opportunity to check up careless and untidy work, which under the former system was concealed in the waste-paper basket.

Some difficulty has been found in getting the supplies wanted. We find that there is not any standard size, shape, or quality for school notebooks. Each wholesale dealer puts up his own books and puts on them whatever design and name suits his fancy. The books are made up very largely from a commercial standpoint. Thick paper and small sized pages are often used to make them appear large. The cover designs are often far from artistic. The

question as to what is best suited for the work of the classroom is not seriously enough considered. What has been said of notebooks is also true to some extent of other schoolroom supplies.

It is surely logical to suppose that the teachers should know better than the merchants what type of book, pen, pencil, or paper is best suited for the classroom. Why should not they or the Manitoba Educational Association in their behalf go into this matter; determine what types of supplies would be best suited for classroom use; give the results of their thought to some manufacturers, and allow them to place on all goods conforming to their requirements some mark showing that they have come up to the standard set by the M.E.A.? This would materially assist teachers and school boards in getting into their classrooms at the lowest possible cost the most suitable supplies.

THE IDEAL SCHOOLMASTER

"The ideal schoolmaster is a scholar, a man who knows. He is not necessarily a walking encyclopaedia, although he must be somewhat encyclopaedic in his knowledge. Of course he must know facts. He is not a Gradgrind attempting to measure the universe with a foot-rule, and refusing to admit that anything has value unless it can be estimated in dollars and cents. Nevertheless, facts, things done, tangible realities, actual verities, lie at the basis of scholarship. They are the foundation of all reasoning. There can be no science without them. There can be no intelligence without them. The uni-

verse is a vast congeries of facts, with some of which the scholar is to become acquainted. The teacher's knowledge of facts must be in a large degree immediate, he must grasp them in the concrete. They must be part of his experience. At least typical phenomena, physical, metaphysical, historical, must pass under his own personal observation, and thus afford him a key to booklore. Books are to him simply the record of other men's observations and reflection, which differ from his own chiefly in being more extended."—*Studies in Pedagogy*, Morgan, pages 263-264.

For many years it has been one of my most constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the

wayside, and the little winged and wingless neighbors that are continually meeting me with salutations which I cannot answer, as things are.

—Carlyle.