

A Nation's Hope.

Who are the men of the morrow?
 Seek ye the boys of today,
 Follow the plough and harrow;
 Look where they rake the hay.

Walk with the cows from the pasture;
 Search 'mid the tasseled corn;
 Try where you near the thresher
 Humming in early morn.

Who are the men of the morrow?
 Look at yon sturdy arm!
 A nation's hope for the future
 Lives in the boy on the farm.

—*American Agriculturist.*

The highest mountain is conceded to be Mount Everest on the Nepaul frontier of British India and flanking into Tibet, with a height of somewhere about 29,000 feet or five and a half miles above sea level. There is here a mighty mountain mass and three peaks tower up tremendously. None of these have been ascended to the entire top, but observations are being made and it is agreed that the name Everest shall be applied to the highest one.

One thing teachers must constantly look out for is that no demands are made requiring an outlay of money on the part of children. Aside from the fact that there are parents too poor to meet any extraordinary expense, there is, too, the fact that some people, for one reason or another, begrudge their children any money for school affairs. Entertainments necessitating an outlay of money had better be omitted altogether, unless the plan for the raising of the required funds is in every way unobjectionable. The taking up of collections in school is wisely prohibited by law in most communities. The underlying idea cannot be kept too forcibly to the front.—*Selected.*

The reading hour should be one of the happiest hours of the day. Even the hour for reading aloud may be made a happy and very profitable hour, but many changes will have to be made before it produces a reasonable amount of happiness or profit. One of the most unreasonable practices in connection with the old-time reading lesson was the

thoughtlessness of teachers in compelling a whole class to attend while one unfortunate pupil was grinding out his allotted sentence or paragraph. This, in most cases, added to the self-consciousness and wretchedness of the temporary victim, and was worse than a waste of time to the rest of the class. It would be vastly more profitable for the rest of the class to write, or draw, or do manual training work with cardboard, or raffia, or other available materials while each individual pupil is reading. In order to save time three or four may have their readers open and stand ready to read during an oral reading lesson, one new pupil rising in turn when each reader finishes and takes his seat to go on with the other work that has been assigned.—*Jas. L. Hughes, Toronto.*

To Teach Roman Numbers and Time.

Give the children sheets of unruled tablet paper and a sheet of some pretty bright colored paper.

Let them measure the inches on both right and left edges, indicating them by dots. Connect these dots with straight lines. With scissors cut this colored paper thus ruled into one inch strips any desired length.

When this is done, let the children arrange them, one numeral on a sheet and paste on the unruled tablet sheets.

When done let them make a cover and tie them together in book form and in proper order.

Let them draw a large watch face and cut and mount on this face the Roman numerals cut from colored paper, making strips one-half or one-quarter inch wide. This will aid in teaching *time*. Make small cardboard *hands* for the watch and fasten in centre by means of a pin or paper fastener, so they can be moved. Indicate minutes by dots.—*Selected.*

Hints for the Country School Teacher.

This applies especially to young teachers (their names are legion) who, through lack of experience, are given district schools.

The little country "school-marm" has many difficulties about which her sister in the grade knows nothing. Whether her school be large or small, the pupils are not well classified. John may