

pays them well to give this more than usually large salary. We are certain that they will do so if they have not already. We trust that the day is not remote when, as the rule, larger salaries than this will be offered to first-class teachers in this Province. There is no profession—we make not one exception—which requires a higher order of ability and a more rare combination of faculties, than that of the School Teacher. To ensure our having competent teachers, WE MUST PAY.

CORRESPONDENCE.

To the Editor of the Journal of Education.

I enclose you an article taken from the "Canadian Illustrated News," giving an interesting description of the circulation of Currents produced by artificial means. It would, I think, be of interest to many readers of the Journal.

Yours very truly,

E. H. O.

THE OCEAN ILLUSTRATED.

THE principles involved in the circulation of the waters of the sea, were beautifully shown before the Royal Geographical Society recently, by a simple experiment.

A trough with plate-glass sides, about six feet long and a foot deep, but not more than an inch wide, was filled with water. At one end a piece of ice was wedged in between the sides to represent the polar cold, while the tropic heat was represented at the other end by a bar of metal laid across the surface of the water, the projecting end of which was heated with a spirit-lamp. Red colouring matter was then put in at the warm end and blue at the cold end, so that the currents could be traced. The blue water chilled by contact with the ice, immediately fell down to the bottom, crept slowly along and gradually rose towards the surface of the equatorial end, after which it gradually returned along the surface to the starting point.

The red water crept first along the surface to the polar end then fell to the bottom just as the blue had done, and formed, another stamum, creeping back again along the bottom and coming to the surface.

Each colour made a distinct circulation during the half-hour in which the audience viewed the experiment.—*Canadian Illustrated.*

FOSSILS.

FROM all that fossils teach it is clear that living beings, however far back in time we may date their appearance, have not always existed upon the earth. They had a beginning. Descending through the successive strata which compose the crust of the earth, we reach a point at last where all vestiges of life disappear. It is but little way we go in our descent before we have left behind us all that pertains to man—his bones, his implements of war, his monuments, his cities; they occupy only a few feet of its superficial sand and clay. And when we have gone only a few geological formations lower down the whole family of mammals has disappeared with him. Passing down into strata still lower and older, we cease to find any of the remains of birds; and continuing our descent we reach formations at last which contain no traces of the vertebrate family—mammals, birds, reptiles and fishes have all disappeared. Nothing is to be seen in the vast sepulchre of extinct races around but the remains of shell-fish, crustaceans, and zoophytes. And finally, in the oldest rocks exhibiting traces of life, these remains are seen to be running out; they are found further and further apart, until they too cease to appear. The invertebrates fade out with the higher forms, and "dark night settles down upon the landscape."—(From September "Home and School," Louisville, Ky.)

HOW TO CHOOSE A TEACHER.

I HAVE often read, "how to choose a wife," "how to write a letter," "how to get rich," "how to make a garden." These and kindred themes have been fully expounded by others; but I am aching to have my say, and tell the expectant world, not how to teach school (normal shade, be not offended), but how to choose a teacher.

Do not look for a dandy. The man who spends his time fixing up his outside, probably will have little left to see the little within, and less to help other people.

Do not choose a graduate. By a graduate I mean one whose education is completed, who knows everything from addition to parallax, from English to Arabic, and can glibly tell all he knows in a few minutes. No, do not choose a mere graduate, though he have "four diplomas" in his trunk.

Do not in every case look for an "experienced" teacher. Experience is valuable, but if good is not always in the market, it is better for you to "break another colt" than pasture a worthless, broken-down horse.

Avoid a boaster. The good teacher, though not wanting in self-respect, seldom finds it necessary to blow his own trumpet.

Shun a fault-finder. He who is continually finding notes in fellow teachers' eyes has, no doubt, many a beam in his own.

Do not look for a teacher full of hobbies. He may last for a little while, but he runs not well.

Having decided what you will not look for, start briskly on your journey.

Look for common sense, it is better than Greek;

Look for patience, it is better than "grit";

Look for knowledge and a desire to increase it;

Look for modesty. Look for Christianity.

(P. S.—Do not look for an angel.)—*Maine Ed. Journal.*

ONE METHOD OF TEACHING THE USE OF CAPITAL LETTERS.

Let the class be in position for recitation. The readers are closed, and on the desk in front, or in some other convenient place, and the slates and pencils are in hand, ready for us. The teacher, having previously selected some short declarative sentence which contains but one capital letter, says—"Now I am going to tell you something by speaking it, and I wish you all to tell the same thing by writing it." The sentence is dictated, and the pupils write it as seems best to them—no directions having been previously given, except, perhaps, to write the words on a horizontal line." "James, you may spell the first word." This is done. "Mary, spell the next." In like manner let all the words be spelled. "Henry, what is the first letter you wrote in telling this?" "A t." "What kind of a t?" "A small t." "How many commenced with a small t?" Of course those who begin with a capital letter will be very few, and perhaps none will. "Now I wish you to tell the same thing by writing it, but to commence with a capital letter, and spell every word correctly." When this is done, the teacher says, "Sarah, what was the last thing you did in writing this—the last mark you made?" Probably Sarah and the majority of the class will say that the last letter in the sentence was the last thing made. A few may have made a period, but the majority will not. "Now you may each put a period after the last word which you have written." This is done. "You may all open your readers to the —th page, and see if you can find what you have written in the —th paragraph, and raise the hands as soon as you have found it. John, how does it commence?" "With a capital letter." "Mary, how does it end?" "With a period." "That is true. Well, writing and printing are very much alike. Printing is only writing with a machine, and the letters are of a somewhat different form. Whenever a capital letter or a period should be used in printing, we should use a capital letter or a period in writing the same thing." Other sentences on the same page are referred to until the teacher can with safety make the following statement:

Whenever we tell anything, by writing it, we should begin with a capital letter and end with a period.