

paration of what he is to learn; the other is to lead and assist him in his efforts to discover and express truth."

Games.

The following games can be used, with a few variations, in any one of the grades, and will be found helpful to fill in those five or ten minutes before recess, or some odd moments when a little recreation seems desirable.

A child is chosen, who steps before the class, and says: "I am thinking of an animal." In succession each child in the room suggests an animal and is answered by the first child as the case may demand.

The child who guesses the animal thought of by the leader, takes his place before the class. He, in turn, must think of something belonging to another class of objects. It is often amusing, as well as surprising, to learn a child's mode of generalization.

Sometimes the teacher must give some assistance to bring about a new line of thought. Here are some of the things to think about in a Connecting Class: a bird, a flower, a tree, a number from 1-20, a number from 50-70, a color, a great man, a coin, a day, a month, a teacher in our school, a girl's name, a boy's name, a letter, a sound, an occupation, a tool, a cooking utensil, a song, a memory gem, a city, a fruit, a vegetable, etc.

All answers must be given promptly, if child is not ready, he forfeits his chance at guessing.

SECOND GRADE.—I am thinking of solid, form, measure, something round like a sphere, shaped like a cube, shaped like a hemisphere, shaped like a cylinder, wild animal, wild flower, domestic animal, even number from 20-40, odd number from 30-50.

When played in Grade III bring in geography.

Think of a river, a city, a street, a public building, man in public office, a park, any body of water or portion of land, etc.

FOURTH GRADE.—Country, ocean, peninsula, lake, strait, isthmus, island, large river, mountain range, a river, city, a multiple of 6, etc.

FIFTH GRADE.—Think of a great general, battle, year of a great battle, state or province on the Atlantic coast, Pacific coast, city on the St. Lawrence, etc.

Another amusing as well as instructive game is to let one child in the room hum the melody of a song while the rest tell the name of the song. To train the ear let several children step into the cloak-room, choose a child to hum a well-known song and expect the children in the cloak-room to tell name of child as well as name of song.—*Adapted from Primary Education.*

CURRENT EVENTS.

Still another revolution in Santo Domingo is reported.

The several republics of Central America have concluded a treaty for compulsory arbitration of matters arising between them, which provides also that immigrants shall not be allowed to organize revolutions in neighboring republics. This, it is hoped, will assure the peace of Central America.

The annexation of Newfoundland to the United States is again talked of in the United States. So, for that matter, is the annexation of Canada, even in their senate chamber; one of the senators from Maine having recently mentioned it in debate. If Newfoundland were lost to us, with it would go an unbroken strip of the Labrador coast, similar to the Alaska strip that now shuts in our Northwest Territories from the ocean. But it is hardly supposable that the British would cede the territory, even at the wish of the inhabitants; much less when the people of Newfoundland prefer confederation with Canada.

A great work has been done by the British Government in repairing the ravages of war in the Transvaal. Seven thousand persons have been put back on their farms and furnished with the requisites for rebuilding their homesteads and resuming their agricultural pursuits; they and thousands of children who are attending the government schools have been fed for over twelve months; thirty thousand acres of land have been ploughed; and provision has been made for widows and orphans and all who are in distress. Now that the Boer is to be regarded as a British subject, no effort is spared to make him contented and happy.

It may be remembered that the Passamaquoddy boundary, as arranged by the convention of 1803, was somewhat similar. By its provisions, the boundary line was to run through the middle of the channel between Deer Island on the east and north, and Moose Island (Eastport) and Campobello on the west and south, and all the islands north and east of such line, together with the Island of Campobello, were declared to belong to New Brunswick; the deep water channel between Deer Island and Campobello being taken as the natural boundary, while the latter island was added to the British possessions solely on the ground of occupation. This convention was not ratified, but the line adopted in 1817, though not so described, was virtually the same. The evident purpose was to give both nations access to the inland waters by a navigable channel.

The United States having decided that it was to its interest to build and control a canal at the isthmus, through territory belonging to the Colombian Republic, and that no other nation should be allowed to build it, and Colombia having delayed the ratification of a canal treaty on the terms proposed by the United States, it seemed to the author-