

there stood a man behind Shearer who once and again raised high his hand. It was found that every time he did so, the little animal went through the gate. Fearing lest this might be a ruse by which the enemy might seek to capture the citadel, the Moderator commanded the keeper of the gate not to allow this animal to pass. Right faithfully and valiantly did the keeper then fulfil his commission. Many times thereafter would one or more of the Anakim come even unto the gate and try to thrust this 'puck,' as it was called, through. But the keeper of the gate proved steadfast. Yea even when one who bore the aspect of a fiend—at least he good stand well, his name was Bateman—even when he sought to use his bait to draw away the keeper, he too failed. Then did the captain of the host of Israel decide that he and his warriors would also do as the Anakim did. They took this 'puck' from the Anakim and took it down to thrust through the gate of their enemies. These Anakim, however, had planted at a certain 'point' in front of their gate, a Batter(sb)y, and the Israelites could not get the small animal to pass this animal. At last, however, the Moderator, summoning his men, charged right up to the gate and with a mighty shout, hurled themselves against it. Yea, the 'puck' itself went through the Batter(sb)y and entered the camp of the Anakim, where it belonged. Then did the Israelites raise a great shout which angered the Anakim, and they sought to avenge themselves, but the keeper of the gate withstood all their attacks. Thus was a mighty victory won as in the former times.

Education.

SINCE all the term examinations are finished, most of us are turning our attention to an essay which is required in Principles of Education. For this work the class has been divided into groups of five or six, and each of these sections is supposed to make a thorough study of some particular branch of school work, and to write an essay upon it. The purpose of this is to get each student interested in some line outside the regular lectures, and the subjects have been selected in such a way as to give as much variety as possible, *e.g.*, "The Public Library and the School," "Physical Education," "Effect of Schools on Children's Health," "School in its Relation to Industries," "Relation of School and Home."

Considerable labor is involved in searching for articles bearing on the work and much time is lost, due to the fact that the only place for consulting books of reference is the general University library.

For work of this nature, it seems to us that it would be a good plan if some room,—even a small one,—were fitted as a reading-room, with the various educational journals and magazines on file. A student then, having a little time to spend between classes, would carry out Aristotle's idea of "the right enjoyment of leisure," whereas it is not worth while to go to the University library when one has only a few minutes to spare.

We understand that in the Faculty of Education in Toronto, a room of the kind described above, is in use, and proves very helpful. We would commend the suggestion to whoever has authority in such matters;—the cost would not be