

The evolution of transportation, lighting, heating, telling the time, talking at a distance, writing, and cloth-making are the kind of history stories that always appeal.

The teacher that uses these three little books will have very few dull moments in school. They are particularly suitable for children in grades 3 to 8.

EXTRACTS FROM TEACHERS' LETTERS.

"I started the hot noon lunch December 1st, and it is working well. I have also started a school library, using some of the money made at our social. Towards spring we shall have another social to raise more money for books, a book-case, and pictures."

"I have just started the hot lunch, and both children and parents think it is splendid. My high school girls—three in number—take turns at making cocoa."

"We had our school social on New Year's Night, and made \$70. Today I ordered \$50 worth of books. The balance will be used for cupboards and hot lunch equipment. This was the first social ever held in the schoolhouse, and now the people want one every month."

"We have been serving hot lunch for two weeks now, and find it an excellent thing. The parents are very much pleased with the idea. The children bring materials for the lunch, and the larger girls help prepare it. We are sending out written invitations to each family in the section to our Christmas entertainment."

"You ought to see my children when they arrive at school in the mornings now. They look at the new hardwood floor, and the newly decorated walls, and exclaim 'My, isn't this nice.' The boys take great care that the hand basin is clean, and that the stove is blacked. They are proud of their building, and vie with each other in keeping everything spotless."

CLIPPINGS FROM EDUCATIONAL MAGAZINES.

In schools of the present time it is part of the system to teach pupils to play games, both in the school room and on the playground, so that by doing what their play requires, they may gain the exercise, skill and knowledge which they would not otherwise be able to gain.

The child who learns by doing, who is self-reliant and independent of help, becomes a man strong in character and rich in knowledge and experience. He is capable of doing the things in life that require knowledge and the judgment that experience gives. He is one to be depended upon to do his part in the world.

"Year by year the school enlarges its influence.

The intelligence of the child is of paramount interest to teachers; but his health, or physical well-being, is assuming nowadays more importance.

Some provision is made for his industrial life, for hand competency, which was so important a part of his training under old-time conditions.

Teachers are not unmindful that the purpose of the schools in part is to furnish the child resources for his enlightenment and the profitable use of his leisure time.

Not only is he a citizen of a small state called the school. His life there fits him in a degree for the larger life of the neigh-