

with oxygen decreases, magnesium burning very readily and with a bright light, zinc not oxidizing so readily but yet with considerable ease, cadmium still less readily, and mercury with difficulty. Connected with the readiness to oxidize, is the difficulty of obtaining the metal from the ore. Though magnesium compounds are very common the metal itself is by far the most expensive of the group. Of course other factors may require consideration, for instance, mercury is more expensive than zinc, not because it is more difficult to obtain the metal from the ore, (for the reverse is the case) but because minerals containing mercury are not so abundant as those containing zinc.

It is important that chemistry should be taught in the manner that I have suggested. The facts are very numerous and in many cases uninteresting if isolated, while very interesting if properly grouped. The co-ordinating of facts is very inter-

esting to most minds notwithstanding that unless a training is given in the method, the average pupils in our schools and the average students in our colleges are apt to allow their knowledge to remain of that crude and indefinite character which does not permit them to make comparisons even when they are asked to do so.

Too few of the school text books on chemistry take up the subject in this manner. In some of the large text books for advanced students, comparison between members of a group of elements is made a prominent feature, but it is in the elementary books that there is greatest demand for training of this nature.

But a good book is merely a help to the good teacher and cannot replace him, and teachers should always bear in mind the educative value of a training in comparison.

School of Mining, Kingston, Ont.

PAINS AND PERILS OF COUNTRY SCHOOL TEACHING.

Ethelwyn Wetherald.

"Oh, dear!" sighed my friend, the teacher, as she sank into the proffered chair. After a few minutes she repeated the remark.

"Oh, dear," is susceptible of various interpretations. It may betoken astonishment, annoyance, impatience or fatigue. In this case it appeared to express the extreme of mental and physical exhaustion.

"What is it?" I inquired. "Has Eugene been inventing another method of wasting time, or is the youngest Barlow child—"

"No, no!" she interrupted, "it's that little Hazel Smith."

"That dear little Witch Hazel? what can she have done?"

"Nothing—except cry steadily for two mortal hours."

"Poor little soul!"

"Poor little humbug! I might just as well try to teach a rain spout. There's no sense or reason in it. Just because I happened to hurt her feelings,—and I didn't speak a bit more sharply to her than I did to the other children,—she turned on the fountain and its been flowing ever since. You don't know how tiresome it is—and how madden-