

quick tears came to her eyes. 'You are always so good,' she whispered; 'but these are not nice enough now. I'll bring you some fresh ones to-morrow, teacher, dear.'

Alas! to-morrow never came as she thought it would. Next day, as I drew near her home, I saw crape on the door! Yes, diphtheria makes such sudden destruction as that! Her mother took me up stairs to the darkened room where Lottie lay, and the first thing I noticed was that cluster of sunflowers closely clasped in the small, cold poor little hand.

'I could not make her leave them go,' said the poor mother. 'She was out of her head and kept saying she wanted better flowers for teacher. Those were the last words she said, m'am!'

Miss Leonard could say no more then, and Amy's bright eyes were dim with tears.

"I did not mean to sadden you," Miss Leonard resumed, at length; "only to tell you of this lesson learned. Of course, a teacher must discriminate. There are scholars who will fawn upon you just for the sake of favors. But I want you to know, dear Amy, that a child's sincere love is by no means 'the worst trial' of a teacher's life."—*Journal of Education*.

### TEST YOUR PRONUNCIATION.

A public competition in pronunciation was held the other day at Chautauqua, N. Y., in the presence of an audience of some two thousand persons. The competition was open to all the students and professors from various colleges and universities in the United States, who are in attendance as teachers or students at the Chautauqua University. The prize was carried off by Mr. Thomas O'Hagan, Modern Language Master in Pembroke High School, who is taking a special course in Elocution and the study of Shakespeare at Chautauqua. Following is the list of words which were submitted. We commend their study to the readers of the CANADA SCHOOL JOURNAL, and recommend that they be conned in a sceptical mood and with a reliable pronouncing dictionary close at hand, to be referred to in every doubtful case. It is possible that many of us may find before getting through that our knowledge of English orthoëpy is not so perfect as we may have supposed:

With, doth, perfect (verb), Aaron, abdomen, abstractly, accent (noun), acclimate, address (noun), Adonis, aeronaut, aforesaid, aged, allopathy, almond, alternate (adjective), amenable, antepenult, apricot, Arab, Asia, aspirant, aunt, ay (yes), bade, banquet, bestial, bellows, biography, bitumen, blackguard, blatant, bombast, bonnet, booth, bouquet, bravo, breeches, brethren, brigand, bronchitis, caisson, caldron, calf, canine, carbine, ceremonies, certain, chasten, coadjutor, comely, comparable, conjure (to influence by magic), construe, contumely, courteous, courtier, covetous, clique, cuirass, daunt, deficit, demoniacal, designate, desuetude, direction, dishonor, dost, dromedary, draught, trough, ecumenical, enervate, envelope (verb), equation, evil, excursion, exemplary, exite, extempore, falcon, figure, filial, finale, finance, forehead, forge, fortress, galls, gauntlet, ghoul, gooseberry, gourd, granary, grease (noun), grimace, grimy, guano, gyres, halibut, hymeneal, hypocrisy, illustrate, incursion, inquiry, integral, isolate, jugular, juvenile, laundry, learned, legislature, lement, luxury, maritime, mirage, misconstrue, opponent, pantomime, parent, partiality, paths, patron, Penelope, peremptory, Presbyterian, presbytery, quay, saith, solve, seme (a fishing net), researches, slough, sough, spinach, suffice, recess, sinecure, towards, suite, sovereign, pianist, preface (verb), matron, sheik, supple, satyr, sacrilegious, tiny, ruffian, saunter, schism, Lucy, Susan, plait, sarsaparilla, mercantile, rillery, precedence, reasoning, pyramidal, version, worsted, Philémon, Matthew, launch, livelong, quickening, betrothal, alias, vagary, vehement, route, sevennight, caoutchouc, resuino, financier, wont, conversely, rapine, truths, visor.

## Practical Methods.

### MY CLASS IN GEOGRAPHY.

By J. L. C., in *School Education*.

This article is not intended as a treatise on the teaching of geography, but rather to give my fellow-teachers the result of an experiment. Geography was the only study which I felt was not being mastered by the pupils. Not that they did not study; indeed, it often surprised me how well they could answer every question in the lesson. But 'twas all words and no ideas, for when asked a question that was not in the text-book, they would not, or could not, draw any ideas from what they had read, and, consequently, could not answer. To say I was dissatisfied does not fully express my feelings. So I determined to try some other method.

When in the March number of *School Education*, there appeared an article from Sanford Niles, entitled, "Thoughts on the Study of Geography," I came to the conclusion that the plan outlined was a good one, and determined to give it a trial. I began by taking physical geography for the foundation, by showing cause back of results, and that the forces of nature are dependent one upon another. I assigned lessons topically, encouraged the pupils to get information from every source they could, and then asked them such questions as I thought would best test their general knowledge of the subject. Always going back of the effect to the cause that produced it. In this way I endeavored to teach them that the occupations of the people in every country are governed by their surroundings, such as climate, soil, waters, mountains, etc. That there are reasons why one section of our country is corn-producing, another wheat, others cotton, tobacco, and so on. Nor did I forget to teach them some of the causes that make the climate in one section of the world much warmer than other parts of the same latitude.

After the spirit of investigation was aroused, geography became a very pleasant study. The pupils vied with one another in ascertaining facts about the subject assigned. They were also developing their reasoning powers every day, and this is one of the main objects of school life.

Well, the results are extremely gratifying. If there are any teachers who are tired of the old way but still following it, give this method a trial. Encourage the class to ask questions. If they ask some that will require you to consult an encyclopedia before answering, all the better for you—so much knowledge gained. Let no teacher think she cannot teach in this way because she never studied physical geography. Procure a good text book and study up the subjects in the order they bear upon the subjects assigned. I have not attempted to give you a full outline, as I followed in all essential points the outline given by Prof. Niles in the March number, which you can all procure.

## Question Drawer.

### QUESTIONS.

Is not the answer given to question 1, paper V., page 199, in *Haublin Smith's Arithmetic* wrong? Would not the following be a correct solution?

Amount paid for \$1 worth of the uncurrent bills =  $75 + 1\frac{1}{2} = 76\frac{1}{2}c$ .

Gain on \$1 worth =  $100 - 76\frac{1}{2} = 23\frac{1}{2}c$ .

$23\frac{1}{2}c$  is the gain on \$1 worth.

1c. " "  $\frac{23\frac{1}{2}}{100} = .235$

\$5.20 " "  $\frac{23\frac{1}{2}}{100} = \$2197\frac{1}{2}$ .

Amount of bills purchased =  $\$2197\frac{1}{2} \div 3 \times 10 + 50 = 2277\frac{1}{2}$ .

W. C. C.

1.—If a stick 20 feet long, weighing 100 lbs. to the foot, is supported in the centre by a prop, what point will support two-thirds of it? Give proofs, also ratio of momentum.

2.—A stone weighing 40 lbs. fell and broke in four pieces. What is the weight of each piece if all weights between 1 and 40 lbs. can be weighed by them.

EDNA MARLETON.

[NOTE.—We print the foregoing as received, but suspect some error or omission in No. 1.—ED.]