WHIG'S PUZZLE SERIES

Each of these ten pictures represents some lively sport. The first is basket-ball--See if you can guess the rest.

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Address "Puzzle Editor" THE WHIG, Kingston, Ont.

ONE.

TWO.

THREE.

FOUR.

FIVE.

SIX.

SEVEN.

EIGHT.

NINE.

TEN.

Talks by the Wayside

FOR THE WHIG.

By a Farmer's Son.

Heaven is not reached by a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

We rise by the things that are under our feet—
By what we have mastered of good or gain,
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

—Dr. J. G. Holland.

So nigh is grandeur to our dust,
So near is God to man,
When Duty whispers low, "Thou must,"
The youth replies, "I can."

—Emerson.

* * * *

In a thoughtful article in "The Farmer's Advocate," Prof. James W. Robertson, commissioner of agriculture and dairying, deals with the improvement of the rural schools in Canada. He suggests the introduction of a course in nature study, with manual training and domestic economy on either side of it. "These three," he says, "are not fads in any sense. They are fundamental to the maintenance of civilization and the upward progress of the individual and the race. We are part of Nature; life itself is sustained by natural processes; therefore, a study of Nature is necessary. We are the tool-using, weapon-using, instrument-using creatures on earth, and manual training makes for mental power through these agencies. We seek to make comfortable, happy homes, and science and art in domestic economy enlarge our ability to gain and enjoy that chiefest earthly goal."

Passing to particulars, Mr. Robertson gives us his idea of how the subject of nature study should be taught, and his views are worthy of careful attention.

"Nature study is not for the purpose of acquiring information about soils, plants, animals and inorganic things; it is rather a means of training the personal power of the pupil into a condition of symmetry and maturity, through a knowledge of and sympathy with those things acquired by doing something with them.

"Nature study would not crowd out any essential branch of learning from the common schools, but, on the other hand, it would stimulate an interest in all subjects as the pupil discovered their relationships to his daily life and the world about him. The improvement in the school course is to be made not so much by a change of curriculum as by a change in the methods of treating the various subjects. For instance, let a pupil plant ten grains of wheat in a row, ten grains of Indian corn in another row, ten seeds of potatoes in another row, and ten seeds of clover in another row. Let him pull up one plant of each row every week and find out for himself, under the guidance of a competent teacher, what had happened in the meantime. Further, as far as he was able, let him make drawings of the plot of ground and of the plant, and a written statement of the progress and growth as he was able to observe it from week to week. If then his lessons in reading and in arithmetic should have a direct bearing upon this Nature study work, would not such a course give an intelligent boy or girl a great amount of exceedingly valuable education?"

* * * *

It seems to me that there is no other study as important and necessary in the schools—and especially the country schools—as Nature study. It is pre-eminently the study of our environments—of the great whole of which the individual forms but an insignificant part. A well-trained mind is the ultimate goal of all education. Having this long-established conclusion before us, there arises the enquiry: How best can we develop a well-trained mind? Is it not by training the child to observe, to see things for himself, and to relate them? He should know that every part of Nature is inseparably related to every other part. As the child begins to see things for himself, and to note their relation, self-confidence will be established. Without confidence in himself no individual can rise to the full measure of his being.

Children have been encouraged to study books too much, and to rely upon these for their conclusions, to an unwarranted extent. It is not books they should study—but things. The text book should be only an aid—a means toward an end. The child, as I stated above, should be taught to observe things for himself. We have set before us a high ideal, and striven towards that—a grand and ennobling thing in itself—but we have overlooked the real. The child cannot understand the ideal world, and he can understand the real. The latter is of absorbing interest to him, and he is always eager to learn more concerning it. Let us then, following the true process of education, assist him in this natural inclination, and help to lead him from the known to the unknown by consecutive and well-ordered steps.

Just here is where the great advantage and importance of nature study comes in. In the following paragraph Charles E. Barr, of Albion College, Albion, Michigan, has clearly set forth the objects of Nature study:

"The objects of Nature study," he says, "are to link the school life of the child to his previous experience; to develop and perfect his powers of observation; to lead him to question intelligently from the thing he sees to the causes that produced it, and which he cannot see; to realize the interdependence of natural phenomena and hence their essential oneness; to bring him to place himself in proper relation to his environment and to recognize himself as but one small part of a great and closely knit whole; from this to lead him to an appreciation of mutual helpfulness and to regard his own interest not as an end to be advanced but the common interest as paramount, his own to be secured only as he subordinates his place; to lead him to altruism, to morality and thence on to God. This is a lofty aim, and the claim may seem o'er bold."

* * *

It is a failure of modern education that the object which it aims at is not to make us good and wise, but learned; in this it has succeeded. It has not taught us to follow and embrace virtue and prudence, but it has imprinted on our minds the derivation and etymology of these words. We know how to decline virtue; we know not how to love it. If we do not know what prudence is in its real essence, and by experience, we are, at all events, able to spell and pronounce it.

* * * *

Artistic education, whether by the direct teaching which develops the power of creation or by the indirect influence of surroundings, which improve the taste and ennoble life, is not a luxury and should never be so regarded. Luxury pampers the body, art gladdens the soul; luxury seeks for dainty food and soft raiment, art seeks for the beauty which ennobles the mind and uplifts the heart; luxury weakens the powers, art, on the other hand, strengthens them; luxury debases the ideals of life, art inspires and exalts them.

* * * *

John B. Gough, the famous temperance writer, was once in a New England town lecturing, and after picturing the tavern as a place of contamination, even for the abstainer, asked:

"Don't you all agree with me, friends, that there is no place a man should go, and of which he should tell his mother and sisters, unless he might take them there, too? Should there be any such place?"

"Oh, y-e-s," came drawlingly from a rear seat.

The audience was aroused from its spell of admiration for the orator and turned to look at the man in the rear. Gough smiled as though he thought no discussion possible, and blandly asked:

"Where, friend, would you go, telling mother and sisters, but refusing to take them?"

"The barber's," was the laconic reply.

* * * *

A few days ago "Old Probs," Toronto, says the Brockville Recorder, gave some very interesting information about Canada's climate. Toronto is 550 miles further south than London, Eng., he said. A large portion of Ontario was as far south as the south of France, Northern Spain or Italy, and the southern part of Ontario was further south than Rome. No section of Canada's great wheat belt in Manitoba was as far north as Scotland. There was a wonderful variation of climate in Canada, ranging from the health resorts of the Pacific to the intense cold of the Klondyke. The whole of Canada, with the exception of near the coast in British Columbia, was favored with more sunshine than any portion of Great Britain, Germany, Holland or Northern France. Nearly all parts of the Dominion had an annual percentage of over forty degrees, and a summer percentage of fifty-three and fifty-nine, whereas it was only in the more southern parts of England that a normal annual percentage of thirty-six degrees was reached, and the summer figures, while in a few instances up to fifty, were more generally between thirty-five and forty-five. Mr. Stupart combatted the idea that the climate of any part of our country is changing; such an idea is fallacious. While climates do change, the change is inappreciable in the lifetime of man; it is comparable, rather than geological change. Without doubt there are marked variations from year to year, and also for terms of years, but the average temperature of the coming century will, he feels confident, not differ from the last; and precisely the same may be said of rainfall as of temperature.

Keeping Tab By Electricity.

The Washington postal authorities are experimenting with a mail box, which will keep tab on collections. The boxes will be arranged on a regular route and numbered. Each will be connected by a wire with an electric announciator board in the main office, and as the collector opens the box a bell will ring and an index on the board will tell that the box is open. If the collector fails to open a box there is a wire which prevents his opening the next box in the series.

Hard or soft corns cured with three applications of Peck's Corn Salve, 15c. at Wade's.

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But do you realize the danger of a badly drained body? Are you aware that it poisons the blood, the very fountain of life?

Constipation is Bad Drainage

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This is an investment that will enhance in value as time goes by, not only from the large production of wheat but the increased value of the Company's lands from year to year.

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THE MUSICAL PICTURES.

The Puzzles Were Guessed By Whig Readers.

The answers to the musical puzzle pictures of Saturday, 21st, were: Bagpipe, cello, flute, lute, violin, lyre, mandolin, guitar, cymbals, pipe-organ. The successful responses came from: T. M. Asselstine, 9th received; Dorothy Hooper, 26th; Mary Newbery, 27th; Barrett Fralick, 29th; A. Petrie, 35th; Stacey Daly, 41st; M. Saunders, 42nd; Florence Murray, 44th; Edna McWaters, 46th; Rose Burke, 47th; S. E. Renton, 50th; James Atkins, 52nd; Myrtle Woods, Tamworth, 53rd.

The pictures in this issue represent sports. There will be two prizes for city answers and one for out-of-town readers. Do not cut out the pictures to send in; preserve them at home.

The Whig will not continue this series long as it has inaugurated a new series of old-fashioned word puzzles, riddles and guesses. This department will be regularly sustained and modest prizes given. It is not a wasteful but an improving occupation. Another lot will appear next Monday evening.

Qualities For A Nation.

"Of course, no one quality makes a good citizen, and no one quality will save a nation. But there are certain great qualities, for the lack of which no amount of intellectual brilliancy, or of material prosperity, or of easiness of life can atone, and which show decadence and corruption in the nation just as much if they are produced by selfishness and coldness and ease-loving laziness among comparatively poor people as if they are produced by vicious or frivolous luxury in the rich. If the men of the nation are not anxious to work in many different ways, with all their might and strength, and ready and able to fight at need, and anxious to be fathers of families, and if the women do not recognize that the greatest thing for any woman is to be a good wife and mother, why, that nation has cause to be alarmed about its future."—President Roosevelt.

"Regular Practitioner — No Result."

Mrs. Annie C. Chestnut, of Whitby, was for months a rheumatic victim, but South American Rheumatic Cure changed the song from "despair" to "joy." She says: "I suffered untold misery from rheumatism—doctors' medicine did me no good—two bottles of South American Rheumatic Cure cured me—relief two hours after the first dose." Sold by Henry Wade and H. B. Taylor.—50

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