

no less than 38,940 trees were planted in the Province on Arbor Day. In 1886, the number was 34,087, and in 1887, 28,057. The falling off in numbers probably points to the gradual filling up of the spaces available in the School grounds, not to any lack of interest in the work. The Minister says, "In a very few years every rural school in the Province will have its pleasant shady bower, where the pupils can find shelter from the scorching sun during the Summer months, and where their taste for the beautiful in nature will find some gratification."

It is not necessary to add to the announcements elsewhere, concerning "School Work and Play." Attention is respectfully asked to these announcements, to be found on pages 17 and 30 of this copy of the JOURNAL, and in circular form as a supplement, sent to every teacher herewith. A copy of the current number (May 3rd), of "School Work and Play" is also sent in same wrapper, to every teacher in Ontario. It will be seen that the publishers are offering very liberal premiums to both teachers and pupil canvassers for the raising of school clubs. The intention is to make a grand effort, extending to 1st Sept., in order to place this enterprise on a safe footing. Reliance is placed on the good-will of the teaching profession, and upon their judgment, of the desirability of such a paper for their pupils. They are answering in the "affirmative," and showing their appreciation. The problem should receive its solution within the next four months.

How many teachers puzzle their brains and spend their time in "hunting up" problems in Arithmetic for their classes! And when they have found them, how few take care of them, so that they may be of service at another time. A book which furnishes suitable problems—not founded on abstract figures but discussing marbles, and pennies, and dogs, and wood, and hay, and handkerchiefs, and a hundred other things to interest the pupil, would be one of the most welcome gifts which many teachers could have. Such a book is "Practical Problems," containing 700 of such questions—enough for all purposes—properly graded among the three lowest classes. It is eagerly bought by all needing such a work who see it. In this paper, which is sent to all the teachers of the country, we make the announcement that they can get this book, by return mail, post-paid, by sending 25 cents to the publishers, Grip Printing and Publishing Co., 28 Front St. West, Toronto. Do not be without it any longer.

THERE is some danger that in the reaction from the abuse of the faculty of memory that formerly characterized the Public Schools, there may be a tendency to go to the opposite extreme by neglecting its proper use and cultivation. Perhaps the worst fault in the old system was in the quality rather than the quantity of that which pupils were required to commit to memory.

We know no school exercise more useful to the pupil than the memorizing of select passages from the best literature, in prose and poetry, and even, where practicable, of short articles and poems complete. These should be, of course, of the choicest kind. The man or woman whose mind has been enriched with gems of thought, and with exquisitely wrought paragraphs in prose or verse breathing noble sentiments and aspirations, has within that mind an unfailling storehouse of treasures. These things of beauty will not only be "joys forever," but will often prove sources of help and solace in hours of trial and despondency.

FROM the last report of the Indian Department it appears that there are now 103 Indian schools in the North-West, with 2,941 children on the roll, and a daily average attendance of 1,580. While 2,079 of the children take lessons in reading and spelling, the higher branches are taken as follows: writing, 1,158; arithmetic, 946; geography, 343; music and singing, 340; drawing, 300; history, 81. The work of the teachers is very much hindered by irregularity of attendance, and especially by the absence of the children for many weeks at a time during the periodical hunts. We have recently seen a letter from an intelligent and earnest Indian teacher, who complains that these long absences go far to neutralize the effects of the instruction given during the preceding weeks, and urges that arrangements should be made for boarding the school children during their parents' absence, so that the work of the schools might not be interrupted. The additional expense would not be very great. The suggestion is a good one.

We are pleased to announce that a Canadian edition of "100 Lessons in English Composition" is to be brought out immediately, being now in the press. The book is the work of Mr. W. H. Huston, M.A., First English Master of Toronto Collegiate Institute, well-known to our readers as the conductor of the English Department of the EDUCATIONAL JOURNAL. It is thus a volume most certain to be welcomed by all teachers of this important subject. The book is designed for Public Schools, and the junior forms of High Schools, and consists entirely of exercises for class work—four hundred in all. These "Lessons" are graded, and include every possible kind of useful exercise, constructed and adapted by a practical teacher in this department. The exercises are arranged in such a way that four of them will constitute a complete lesson; hence the title "100 Lessons." Teachers of Composition will find the book abreast of the times. The exercises are very practical, covering the whole field of English Composition, as taught on the most recent and most scientific principles. Price, 25 cents. Send to Grip Printing and Publishing Co., 28 Front St. West, Toronto, the publishers, and get the book by return mail, post-paid.

## Educational Thought.

### TEMPLE BUILDERS.

BY SUSAN COOLIDGE.

SOULS are built as temples are,—  
Sunken deep, unseen, unknown,  
Lies the sure foundation stone,  
Then the courses framed to bear  
Lift the cloisters pillared fair.  
Last of all the airy spire,  
Soaring heavenward, high and higher,  
Nearest sun and nearest star.

Souls are built as temples are,—  
Inch by inch in gradual rise  
Mount the layered masonries.  
Warring questions have their day,  
Kings arise and pass away,  
Laborers vanish one by one,  
Still the temple is not done,  
Still completion seems afar.

Souls are built as temples are,—  
Here a carving rich and quaint,  
There the image of a saint;  
Here a deep-hued pane to tell  
Sacred truth or miracle;  
Every little helps the much,  
Every careful, careless touch  
Adds a charm or leaves a scar.

Souls are built as temples are,—  
Based on truth's eternal law  
Sure and steadfast, without flaw.  
Through the sunshine, through the snows,  
Up and on the building goes;  
Every fair thing finds its place,  
Every hard thing lends a grace,  
Every hand may make or mar.

THE fame and usefulness of all institutions of learning depend on the greatness of those who teach in them, and *great teachers are almost rarer than great poets.*—James Russell Lowell.

TEACHING is the only profession or work of a responsible nature in the world where experience and professional preparation are not considered of indispensable importance.—Francis W. Parker, Cook County, Ill.

THE teacher must have infinite patience for details—knowledge of men as well as of children—foresight into the future so he can link it to present study and duty—fertility of expedients—affability of manners—energy of will—the instinct and ability to command—the confidence of the community, and a universal ability that, in other positions, would command an adequate salary for present needs and for future wants. Do we do our teachers justice in the way of compensation?—*American Journal of Education.*

THERE is just one road to success, and that is the road of hard work. All sort of short cuts have been devised and tried by people, but they have all been short cuts to failure. The long road of hard work is the only highway that leads to success; all by-paths end in the swamp. This is a great lesson that ought to be taught to our boys to-day.

Our trouble with a good deal of the teaching of boys is that it fixes their minds on the reward rather than on the work. Activity is the necessity of every strong nature; a lazy boy is a sick boy or a defective boy. Boys ought to be taught to love hard work for itself, without reference to its rewards. There is no fear about the success of the man who loves hard work; if he does not achieve the one particular thing he wants, he will get happiness out of the work itself. It is useless to tell boys that this world is a place in which everybody gets what he wants. It is a world in which very few get what they want. Frank, honest teaching is greatly needed; teaching which will make boys understand that life is full of hard work, that no one particular success can be counted on, but that the man who is willing to work, who is honest and true, is the man who will stand the best chance of becoming prosperous and influential, and is the man who will, under any circumstances, have the supreme satisfaction of having done his work like a man.—*Christian Union.*