

THE CANADIAN MINING JOURNAL

VOL. XXX.

TORONTO, September 1, 1909

No. 17

The Canadian Mining Journal

With which is incorporated the
"CANADIAN MINING REVIEW"

Devoted to Mining, Metallurgy and Allied Industries in Canada

Published fortnightly by the
MINES PUBLISHING CO., LIMITED

Head Office Confederation Life Building, Toronto.
Branch Offices Montreal, Halifax, Victoria, and London, Eng.

Editor:
J. C. MURRAY, B.A., B.Sc.

SUBSCRIPTIONS—Payable in advance, \$2.00 a year of 24 numbers, including postage in Canada. In all other countries, including postage, \$3.00 a year.

Advertising copy should reach the Toronto Office by the 8th, for the issues of the 15th of each month, and by the 23rd for the issues of the first of the following month. If proof is required, the copy should be sent so that the accepted proof will reach the Toronto Office by the above dates.

CIRCULATION.

During the year ending with March 1st, 1908, 91,750 copies of "The Canadian Mining Journal" were printed and distributed, an average of 3,822 per issue.

"Entered as second-class matter April 23rd, 1908, at the post-office at Buffalo, N.Y., under the Act of Congress of March 3, 1879."

CONTENTS.

	Page.
Editorials	513
Modern Practice of Ore-Sampling. By David W. Brunton, Denver, Col.	516
Agalmatolite—Pseudo Tale	525
The Maple Mountain District of Ontario. By J. D. Ramsay	526
Genesis and Development of the Coking Oven. By W. Gal- loway	527
Western Copper Company's Mines, Newfoundland	530
The Action of Organic Sulphur in Coal During the Coking Process. By A. L. McCallum, Halifax	531
Coal-Cutting Machines	532
New Members, C. M. I.	532
The Rand a Great Mining Machinery Market	533
Mining in Atlin, B.C., 1898-1908	533
Exchanges.	534
Correspondence	535
Special Correspondence	537
General Mining News	541
Mining News of the World	542
Statistics and Returns	543

ONTARIO'S NEW SCHOOL BOOKS.

Time was, and is yet, when the purchase of school books constituted a serious annual drain on the resources of the wage-earner. The old "readers," "spellers," "jographies" ("geography" is a modern corruption), "arithmetics," "grammars," and so on, were costly. Indeed the prices charged for them were squares or cubes of their intrinsic value. Often these stilted volumes would descend progressively through each member of the family. Hence, by the time they got into the hands of the youngest of a large brood the school books were in a shocking state of disrepair.

If our memory does not mislead us, it is within bounds to assert that the only enjoyment extracted from the "readers" of a generation ago arose from their use as missiles and from an interchange of transfer-pictures and other amenities on the fly-leaves. Our instructors probably would have developed a brain-storm had their pupils shown symptoms of deriving pleasure from their allotted stint. In short, the function of the teacher was to crowd into the child's mind as many facts and figures as possible—very much as the farmer packs hay into the mow. And, at stated intervals, under the artificial pressure of oral and written examinations, the pupil was supposed to exude these facts and figures. Ability was judged by the facility with which youthful victims could string off the names of countries, monarchs, and political divisions, or jabber the meaningless "dates" of irrelevant events in history. It is not surprising then that many luminaries in the firmament of letters, such as Sir Walter Scott and Robert Louis Stevenson (and others whom we refrain from mentioning) should have been branded as unsuccessful students. It merely meant that boys possessed of any degree of originality were instinctively averse to surrendering their intellectual independence, and were unable to find in the school-room anything to inspire either their interest or their respect.

But the old order has changed. The eyes of pedagogues have been opened. Continued study and observation of the psychology of the child, and closer attention to the laws of hygiene, have wrought marvels in our educational system; although no one can truthfully affirm that many and manifest defects do not yet exist. Morally, mentally, and physically, the conditions of school children to-day is vastly better than it ever has been. And, perhaps, the most striking outward and visible manifestation of this growth in grace is in the modern school book. This brings us to the subject on hand.

The Ontario Department of Education has recently issued a series of school "readers." These books are