

have been near land. The present continental ridges have probably always existed in some form, and as a corollary we may infer that the present deep ocean basins likewise date from the remotest geological antiquity."

H. B. S.

"THE HISTORICAL AND SCIENTIFIC SOCIETY OF MANITOBA, formed for the purpose of collecting, arranging, and preserving a library of books, pamphlets, maps, MSS., prints, papers or paintings, a cabinet and museum of minerals, archaeological curiosities, and objects generally illustrative of the civil, religious, literary, and national history of the lands and territories lying to the west and north of Lake Superior. . . ."

We have received copies of the Proceedings of this society. These are in small pamphlet form and relate to "The Sioux Language," "The Causes of the Rising in the Red River Settlement, 1869-70," "The sources of North-Western History," "Navigation of Hudson Bay," "The Hudson Bay Route," "Winnipeg Country, its discovery and the great consequences resulting," and the "Annual Report, 1882-83."

It is gratifying to observe the steps that have been taken in connection with the formation of this society, to preserve from comparative oblivion "the memory of the early

missionaries, fur-traders, explorers, and settlers of this region; of obtaining and preserving narratives in print, manuscript, or otherwise, of their trails, adventures, labours, and observations; of ascertaining, recording, preserving, and publishing when necessary, information with regard to the history and condition of the said regions, and of promoting the study of history and science."

Most of the matter contained in these publications is interesting, and will, in course of time become more valuable. Of the literary form, in most cases, little can be said in praise; and the paper, printing, and proof-reading are unworthy of a backwoods office.

The Manitoba Historical and Scientific Society has our best wishes. We trust to hear that it has been established beyond a peradventure; but would suggest that the members can scarcely hope to receive the respect of outsiders, so long as those at the head of the institution continue to issue their "Proceedings" in such a wretched shape.

In the event of future improvement, we shall note the change with pleasure. Mr. W. H. Hughan, Winnipeg, is acting Corresponding Secretary, and any communications addressed to him "will be thankfully received and promptly acknowledged."

D. B.

THE intellectual activities should be guided by the moral requirements, and no school work is well done that is not successful in emphasizing this fact so vigorously that it becomes a part of the child's habit of thought to regard it in this light. The teacher needs to exemplify it in her own action, as well as inculcate it as teachable truth.

EVERY lesson should stand before the pupil's mind in a connected outline before it is left. Sometimes this should be so given at the time it is assigned, but more frequently after the pupil has grappled with it single-handed; but before it is left it must be distinctly outlined for him. It must be a living thought on a well-balanced skeleton.

MPRESS the lesson is a good way to ex-

press a need of the schoolroom. There is danger of lifelessness in the routine duties of the teacher, and if she be not ever thoughtful of her mission she will let matters of discipline and endeavours to drill the pupils, overshadow the necessity of a keen effort to impress the main thought of the lesson upon the pupil's mind.

ONE of the ends of good teaching is to enable the pupil to discriminate between the important and the unimportant phases of a lesson, as of truth in general. One cause of much failure in life is an inability to discriminate in these matters. He fails in life who magnifies an ant-hill into a mountain, or makes an extensive preparation to cross a ditch as to cross the ocean.