

Well, now, having thus bestowed two gentlemen in No. 1, she put the third in No. 2, the fourth in No. 3, the fifth in No. 4, the sixth in No. 5, the seventh in No. 6, the eighth in No. 7, the ninth in No. 8, the tenth in No. 9, and the eleventh in No. 10. She then came back to No. 1, where, you will remember, she had left the twelfth gentleman along with the first, and said: "I've now accommodated all the rest, and have still a room to spare; so if one of you will please to step into No. 11, you will find it empty." Thus the twelfth man got his bedroom. Of course there is a hole in the saucepan somewhere; but I leave the reader to determine exactly where the fallacy is, with just a warning to think twice before deciding as to which, if any, of the travellers was the "odd man out."—*Chambers' Journal*.

2. INVESTMENT OF A DOLLAR.

If one dollar be invested, and the interest added to the principal annually, at the rates named, we shall have the following result as the accumulation of one hundred years:—

One dollar, 100 years, at 1 per cent.	\$2½
do do 3 do	19½
do do 6 do	3 40½
do do 8 do	2,203
do do 9 do	5,543
do do 10 do	13809
do do 12 do	84,675
do do 15 do	1,174,405
do do 18 do	15,145,207
do do 24 do	2,551,799,404

—*N. Y. Mercantile Journal*.

3. THE NATURAL SCIENCES SCHOOL.

In his inaugural as President of the Ohio Teachers' Association, Mr. Ormsby said.—Bordering the field of our moral nature, combining both the intellect and soul, are those subjects which appertain to art and design, inventions and mechanical skill. A foundation for these may be laid in the public school. The germ of man's æsthetic nature may be unfolded there. The eye may be cultivated to see things and forms of beauty, the soul to appreciate them, and the hand to produce them. This is partly secured by that system of free hand drawing that is so rapidly becoming universal. But free hand drawing is not sufficient. The architect and mechanic use the scale for determining lines and distances; and we neglect one essential part of practical education when we stubbornly refuse the use of instruments in school. If it is an accomplishment to be able with the eye to estimate with great accuracy the length of a line, it would certainly be regarded as a very great defect not to be able to determine it accurately with a scale.

It is supposed that the great master-builder used the square and compass when the foundations of the temple were laid; and every stone in it was prepared in the quarry with instruments. The dome of St. Peters was projected by one who could use instruments with hands almost divine; and why should we in our laudable earnestness in the work of free hand drawing reject the necessary complement of it. We may not introduce extensive systems of mechanical drawing into our common schools, but we can do so much as to develop a taste and talent in this direction; and all over the land, from sea to sea, the temples of grandeur, the dwellings of munificence, and homes of beauty shall tell its utility. Artists, artisans, men in every department of skilled labour, shall work with a more cunning hand.

4. THE STUDY OF NATURE AS A MEANS OF INTELLECTUAL DEVELOPMENT.

"For many years," says Carlyle, "it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer! Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens? I love to prophesy that there will come a time when every schoolmaster will be strictly required to possess these two capabilities (neither Greek nor Latin more strict), and that no ingenuous little denizen of this universe be thenceforward debarred from his right of liberty in these two departments, and doomed to look on them as if across grated fences, all his life."

This sentiment of Carlyle's finds an echo in the minds of many scholars of the present day. Having spent years in study, they are yet ignorant of the most important facts concerning the external world, unable to explain the simplest phenomena of nature, blind

to the wondrous beauty of God's creation, and deaf to the divine melody which is uttered in the harmonies of the material universe.

Some affirm that the study of natural science is fatal to the development of our higher emotions, and tends towards gross utilitarianism, but who can study the harmony existing in the works of nature, the manifest order and design displayed in endless change and variety, and the immutable laws which govern the physical world without having his thoughts and aspirations lifted to Him who inhabiteth eternity, the Alpha and Omega. "The heavens declare the glory of God! Day unto day uttereth speech, night unto night showeth knowledge!"—*C. Allen, in R. I. Schoolmaster*.

5. REMARKABLE FACTS IN NATURE.

Everything in nature indulges in amusement of some kind. The lightnings play, the winds whistle, the thunders roll, the snow flies, the rills and cascades sing and dance, the waves leap, the fields smile, the vines creep and run and the buds shoot. But some of them have their seasons of melancholy. The tempests moan, the zephyrs sigh, the brooks murmur, and the mountains look blue.

Thus nature teaches the Old Bible doctrine of a "time for all things."

6. WEATHER INDICATIONS.

A rosy sunset presages good weather; a ruddy sunrise bad weather.

A bright yellow sky in the evening indicates wind; a pale yellow sky in the evening indicates wet.

A neutral grey colour in the evening is a favourable sign; in the morning it is an unfavourable sign.

Soft and feathery clouds betoken fine weather.

Deep, unusual lines in the sky indicate wind or storm. Mere tints bespeak fair weather.

A rainbow in the morning,
The sailors take warning,
A rainbow at night,
Is the sailor's delight.

If the moon shines like a silver shield,
Be not afraid to reap your field;
But if she rises haloed round,
Soon will we reap on deluged ground.

The evening red and morning grey,
Are certain signs of a beautiful day,
When rooks fly sporting in the air,
It shows that windy storms are near.

7. INJURY TO PHYSICAL HEALTH IN THE SCHOOLS.

It is painfully evident that, with very few exceptions, our primary schools especially are doing much to injure the physical health of the children who attend them. At first sight, this may seem to be only a physical evil; but it really proves to be both an intellectual and a moral evil. If the young plant becomes bruised and deformed by bad culture, it must be equally true that young minds may become dwarfed and distorted by improper physical culture. As young plants need the fresh open air and the sunlight, so do young children's bodies.

Our school-houses, as the gardens in which young children are to receive much of their culture, if they do not happen to be so contrived and located as to be little better than pest houses, they are very often made so by improper use. Children are closely shut up in them, in confined air which becomes impregnated with odours from unwashed bodies and clothing and also from diseased and over-loaded stomachs. They are kept inactive and still for four and five hours daily, when their natures require exactly the opposite treatment. These evils alone are so great in multitudes of cases that all the knowledge or training usually acquired, can not be a sufficient compensation.

Physical confinement of young children is unnatural and destructive to their health; but when to it is added the fetid atmosphere of a close unventilated school-room, diseases are not only generated, but perpetuated. Yet one of the most lauded excellencies of a school of fifty or sixty children, is a teacher's success in keeping them all still, and of course inactive, for four or five hours each day. No wonder that the children of such a school become like sickly plants, and die prematurely.

Our healthiest men and women would not only be disgusted, but they would sicken and die as the children do, if they were immured in such school-rooms, sitting quietly five hours daily upon a hard bench. The teachers themselves would not live out half their