sea-faring man, all about the coffee, from the berry growing in Java, to the delicious decoction on the table, know how to teach little children. The teacher who can bring his pupils to understand the geographical distribution of plant and animal life; get them to see the dependence of such life upon soil and climate; and excite in them a love for study of such forms, may well be credited with a like ability to teach.

At this stage of the work, latitude and longitude, and the circles and zones of the earth should be explained, and climate considered with special reference to its effect upon the various forms of vegetable and animal life.

The effects of latitude, altitude, mountain-ranges, winds, and ocean currents, upon climate, may be taught as physical facts, without any attempt to explain the theories underlying such facts.

The stunted and sparse herbage of the Arctic regions may be contrasted with the massive growths of the Temperate Zones and the wonderful luxuriance of the land of never-failing sunshine.

The giant redwood of California may be compared with the stunted shrub of the north; the lofty palm with the trailing cedar, and the magnificent pasturage of the prairies with the scanty grasses of the frozen north.

In the animal world the opportunity for comparisons presents itself on a scale equally large and varied.

This process carried on with the spirit which characterizes all true study, will be proved to possess a great educational value.

Children who live along the banks of navigable rivers, or on the shores of the lakes or the ocean, and see the great tide of travel and commerce coming and going with ceaseless regularity, come to look upon those great water-ways as adapted to some other purpose than that of mere drainage.

The passing of a great steamer, with its hundreds of passengers and thousands of tons of freight, is a sight which will quicken the pulses of even those with whom it is a daily occurrence.

THE GREAT MULTITUDE OF THE CHILDREN CANNOT ACTUALLY SEE EVERYTHING, but if the imagination has been properly exercised through all the prior stages, it can now be relied on, by the help of vivid descriptions, and the use of proper illustrations, to bring before the mind a very correct and complete picture of them. The conception of the river, lake, or ocean, will be built up from the streamlet or pond which the child has seen a thousand times; and with the boats which he has seen in childhood as a basis, he will be able to form a very fair conception of the steamer with its cargo, as described by book or teacher.

During the time of these lessons in Intermediate Geography, much practice should be given in drawing outline maps from book and from memory, in order to more thoroughly memorize the forms of the various countries or continents which the children have studied. Moulding in sand will help the imagination in getting a true idea of the upraised forms.

Making mud-pies in the school-room, when the thoughts of teachers and pupils remain with their fingers in the mud, has never accomplished much besides soiling fingers, clothes, and school-room, but where the conveniences are at hand, and the teacher possesses the requisite skill, the pupils will soon become able to mould the form of any country with ease. The first steps in moulding should always be the reproduction of forms with which the mind of the child is familiar. After the pupils become accustomed to rapid sketching, and to the use of the moulding-board, each continent, country, or state should be drawn and moulded as it is studied. I do not believe there is any better order of work.

PUPILS SHOULD BE ENCOURAGED TO COMPARE THE FORMS OF ONE CONTINENT WITH THOSE OF ANOTHER, and connect this study with the descriptions of plants and animals, soil and climate, races of men and their occupations, as found in the text-book in the hands of the pupils, and in the books which they may have read in connection with their regular class work.—*New York School Journal.*

Educational Notes and News.

The North Wellington Teachers' Association holds its annual meeting in Harriston on the 19th and 20th insts. The programme of exercises is full and promising.

Over seventy students passed the recent examinations of the University of Toronto, for the degree of B.A. This is probably the largest class which has ever graduated in Arts from the University.

Whitby Collegiate Institute is proud of being doubly represented in the Provincial University, by its Principal, Mr. Embree, in the Senate, and its Mathematical Master, Mr. Campbell, on the Board of Examiners.

Harry Graham, formerly a Toronto student, who has just graduated in the medical faculty of Ann Arbor University, has received the appointment of professor of eye and ear surgery in the Armenica College, at Tarsus, in Asia Minor.

At the recent examinations of the Ontario Art School, Miss Ida N. Banting was awarded the Gold Medal. The competition was so close that the minister awarded two diplomas in addition to the Gold Medal to Mr. Samuel Wright and Miss Rosalind Bellsmith.

In the last fifteen years, women have been admitted to Universities in Sweden, Norway, Russia, Switzerland, Italy, Spain and France. At St. Petersburg in 1882 ninety-nine young women received degrees in Literature and History, and sixty-four in Science.

Arbor Day record. Mt. Pleasant, S. S. No. 15, Essa, Simcoe County, J. A. Corbett, Teacher. Five flower beds and a croquet lawn laid out, maples, willows, beeches, &c., 30 in all, planted. A number of the ratepayers manifested their interest in the improvement of the school by assisting in the work.

Dr. Hodgins, Deputy Minister of Education, since his return from New Orleans—where he had been acting as Educational Juror at the Exposition—has received notice of his election as a Corresponding Fellow of the New Orleans Academy of Sciences. This society was instituted in 1853, and has many distinguished names on its roll of membership.

The Dufferin *Advertiser* speaks highly of the efficiency of the Orangeville High School. The new school house which is now approaching completion is to cost about $6,000. The corporation of Orangeville has given $2,000, and the County Council $2,000. The *Advertiser* argues that as about two-thirds of the pupils come from the surrounding county the County Council should come out liberally to meet the claims on the Board for completion of this building.

On the evening of Friday 29th ult., Waterdown High School gave its annual entertainment which has come to be the great event of the year for that part of the country. Notwithstanding the threatening appearance of the sky the Drill Shed was filled to its utmost capacity, and the affair proved in every respect equal to that of any previous year; the total receipts being $115 and the net proceeds about $70 which will be placed at the disposal of the Board. One of the most popular features of the programme was the dialogues and plays arranged by the teachers and pupils of the school. The success of the entertainment argues well for the future prosperity of the school under its new principal W. A. Crichton, B.A., who ably filled the chair.—Com.

A Boston management has engaged Mr. W. H. H. Murray to deliver a course of illustrated lectures throughout Canada and the United States. The choice of subjects was left to Mr. Murray, and it will be a matter of interest and pleasure to Canadians to know that he has selected "Canada, its History, Traditions, Legends and Resources," as the subject. The course will consist of two lectures, the first on the "Canada of the Past;" the second on the "Canada of the Present and Future." The illustrations will be prepared at great expense, and in the highest form of artistic elegance. Mr. Murray has for years been a close student of Canadian history and resources, and has a large confidence in the future greatness of the country, and we predict that these lectures will not only be entertaining and instructing to Canada, but will be influential in promoting a better understanding of Canada's resources among foreigners.—*Montreal Gazette.*

The signature which should be the plainest part of a letter is frequently the most illegible. An Esterbrook pen would help to remedy the defect.