Woodman, forbear thy stroke !
    Cut not its earth-bound ties ;
O, spare that aged oak,
    Now towering to·the skies !

When but an idle boy
    I sought its grateful shade ;
In all their gushing joy,
    Here,.too, my sisters played.
My mother kissed me here ;
    My father pressed my hand—
Forgive the foolish tear ;
    But let that old oak stand.

My heart-strings round thee cling,
    Close as thy bark, old friend ;
Here shall the wild bird sing,
    And still my branches bend.
Old tree ! the storm still brave !
    And, woodman, leave the spot ;
While I've a hand to save,
    Thy axe shall harm it not.
      —*Pennsylvania School Journal.*

WAKE UP !

The following is the closing of a paper on " Rip Van Winkle," read some time ago, before the Meigs County Teachers' Reading Circle, by E. H. Eaves, of Racine, Ohio. Irving's story is turned to good account :—

In this story of Rip Van Winkle, hear the voice of the past, speaking unto the present. It tells in no uncertain accents of the danger of getting left. We live in an age of progress and ceaseless activity. The world is now faster than ever before. We are keeping time with the puff of the locomotive, and the click of the telegraph. Thought rides upon the wings of the morning and "helloes" in the ends of the earth. " Progress" is the watchword of the age, and the cry is being sounded all along the line. Workers in the realm of matter, and workers in the realm of thought are alike pressing forward. The entire array of arts and sciences are stepping to the front.

There is no reason why common school education should not keep time with the music of the age. There is every indication that it is beginning to do so. Just now there seems to be an educational awakening all 'over the land. Alike from the rugged hills of New England, the rolling prairies of the West, and the sunny glades of the South, comes the watchword, progress. Its reverberations are ringing up and down the hills and valleys of our own Ohio. We propose to keep abreast of the age. Son a of the Rip Van Winkles are waking up. The Reading Circle is causing a rattling among the dry bones. The days of fogyism are numbered. The educational Van Winkles will be left to run along in their little narrow ruts, while the vast busy world moves on. Fellow teachers this is no time for us to sleep. We know not what moment we may be called upon, and if we be not ready at once to respond, "Here," the world will move on, and the one opportunity of our life will be gone. We must be armed and equipped for progress, and ready to march at a moment's warning. Now is the time for action, for earnest, systematic, intelligent effort. We must be up and doing, or we shall surely be left, as was poor Rip Van Winkle, for

    " New occasions teach new duties ;
      Time makes ancient good uncouth.
    They must upward still and onward ;
      Who would keep abreast of Truth."

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SIGNS OF PROGRESS.

Let us have plenty of fresh, free, earnest, honest discussions. Let them be entirely free from the slightest personal animosity. How can we, my dear teachers, standing as we do upon such holy ground, servants of the Most High, working out His design in human nature into human character, how can we, how dare we make a personal matter of that which is so sacred ! Dogmatism, too, should be banished from our hearts. " Now we see through a glass darkly, then face to face." Let us continually turn back upon our strongest belief and search to find whether the grounds for that belief are safe and sure. Bigotry and dogmatism are not confined to conservatives alone. There are bigoted kindergartners and teachers of improved methods; they stand like guide-posts immovable, pointing the way. They declare that their way is the right and only way. Is it not better for us, teachers, to say in the language of a certain old lady, " We are all poor feeble creeters." It beseemeth us not, while looking through the glass darkly to assert that we see the whole truth face to face. In this day we can only " know in part and prophesy in part." Lack of dogmatism does not prevent teachers from being very earnest and enthusiastic in their work. The highest and best enthusiasm, indeed, comes from an overpowering conviction that so much which is grand, good and beautiful is yet to be given, yet to be striven·for. Dogmatism and bigotry fix, shrivel and wither. The search for truth gives everlasting growth.

But there is something still better than works upon pedagogy, educational journals and reading circles : it is the child-loving, thoughtful, earnest teacher. No matter how small her salary may be, no matter how poor the school-house, no matter if her name be never heard beyond the narrow precincts of her own district, the power she exercises for the good of the one child moves the world. "They may forget the singer, but they'll not forget the s· g." There are thousands and tens of thousands of just such teachers now working in our land. Toil on, then, brave and true hearts, and falter not, with your hands in His hand and your hearts close to the child's heart.—*The Practical Teacher.*

Prize Competition.

ARITHMETICAL PROBLEMS.

(Continued from last week.)

SOLUTIONS.

1. $\overline{IX}CDXXIX + MDCCXL = 9429 + 1740 = 11,169$ their sum
$\overline{IX}CDXXIX - MDCCXL = 9429 - 1740 = 7689$ their difference
$11,169 + 7,689 = 18,858 = XVIII \, DCCCLVIII$ Ans.

2. Quotient $= 1728$. Remainder $= \frac{1}{3}$ of $1728 = 576$. Divisor $= 1728 - 576 = 1152$.
$\therefore$ Dividend $= (1728 \times 1152) + 576 = 1,991,232$ Ans.

3. (a) $1\frac{1}{4} \times 1\frac{1}{4} = \frac{5}{4} \times \frac{5}{4} = \frac{25}{16}$ sq. miles in section, 1 sq. ml. $= 640$ ac.
$\therefore 640 \times \frac{25}{16} = 1000$ ac. $= 10$ farms of 100 ac. each Ans.
(b) 1 m. 280 r. $= 1\frac{280}{320} = 1\frac{7}{8}$ m., 320 r. $= 1$ m. ;
then $1\frac{7}{8} \times 1 = 1\frac{7}{8}$ sq. m. $= \frac{15}{8}$ sq. m. $= 640 \times \frac{15}{8} = 1200$ ac. in section $= 12$ farms of 100 ac. each Ans.
(c) Length of farm in (a) $= 1\frac{1}{4}$ m. $\div 2 = \frac{320 \times 1\frac{1}{4}}{2}$ r. $= 200$ r. Ans.
Width of farm in (a) $= 1\frac{1}{4}$ m. $\div 5 = \frac{320 \times 1\frac{1}{4}}{5}$ r. 80 r. Ans.
Length of farm in (b) $= 1\frac{7}{8}$ m. $\div 2 = \frac{320 \times 1\frac{7}{8}}{2}$ r. $= 300$ r. Ans.
Width of farm in (b) $= 1$ m. $\div 6 = \frac{320}{6}$ r. $= 53\frac{1}{3}$ r. Ans.

4. $7\frac{1}{2}$ miles $= \frac{63360 \times 7\frac{1}{2}}{1}$ ft. $\div 83$ ft. $= 6$ turns of hoop, $\therefore$ 1 ft. $\frac{6}{75}$ of a turn, and $\therefore \frac{63360 \times 15}{1} = 6 \times \frac{63}{2} \times \frac{60 \times 15}{1} = 86,400$ turns Ans.