

a lesser degree we experience this ourselves. How often we discover a slight wound on our hand caused perhaps by the prick of a pin, and we wonder where and how we got that wound. The sensation must have been there when the wound was made, but our attention was so absorbed that we did not perceive it. The amount of attention exercised also regulates our memory.

Voluntary attention is not primary, but secondary. It cannot be created, but must be evolved, developed or engrafted. We lead the attention of a child to secondary things by means of primary. The whole kindergarten system of education depends on this. The children are taught the useful by means of the beautiful, the uninteresting by the interesting, and the perfection of the Froebel education consists in engrafting the artificial on the natural in such a manner that no apparent space intervenes, and it cannot be distinguished where play ends and work begins.

Attention is essential to work of any kind. Work is concrete attention.

Attention contains the secret of formation of character. The unformed school-boy has no interest. Once he attains some all-absorbing interest, his character begins to grow. It is the work of the teacher in the first place to excite in the pupil a noble interest, then to develop that, preventing it from becoming too exclusive, employing for this all the means which experience in teaching will suggest.

We must not force interesting things on the mind of the child, but graft them on things in which he is already interested. For example we are teaching drawing to a class. One boy in the class cannot learn to draw. We study him and find out his absorbing interest. Perhaps it is machinery, perhaps it is a love of the sea. What shall we do to teach him drawing? Put a picture of some piece of machinery on the board, or of a ship if he have nautical tendencies and you will see him make an effort to copy it, and by-and-bye he may find that this branch of education will be of use to his special interest and he will do his best to acquire it. I have seen girls who could not be interested enough in drawing to make an effort to draw a straight line, when there was a question of making a design for a set of china or for a wall paper have suddenly developed an interest for the art and become fair pupils in design. So with all the other branches of education. Study your pupils, find out the interests of each by your everyday contact with them, and then be prepared to present to their views all sides of the subject you are teaching, that it may have a beneficial effect on each individual mind.

In developing the mind of a child, however, the teacher must give the intellect time to develop, for such is the order of nature. Our physical development is imperceptible, our daily growth is so slight that the most acute eye cannot perceive it, but if you lose sight of a child for a year you are surprised at his great increase of stature. So with the mental growth. We must expect the immature student to proceed slowly, but still to proceed and at the end of a school year the careful, earnest teacher who has followed the workings of nature and developed each individual mind slowly and surely, will behold the mental stature wonderfully enlarged. But, as the physical stature grows in proportion, so the mental must grow, not only in intellectuality but also in its æsthetic and moral phases. In the intellectual studies, which form the basis of school education, the teacher must look for opportunities of stimulating the pupils to follow that which is noble and good, and avoid the base and mean, to see the beauties of art and nature as well as their practicalities, and thus a mental being will be harmoniously developed.

### Arbor Day Programme.

#### MOTTOES FOR THE BLACKBOARDS.

"He who plants a tree, plants a hope."—*Lucy Larcom*.

"He who plants a tree, loves others besides himself."

"O for a seat in some poetic nook

Just hid with trees, and sparkling with a brook."—*Leigh Hunt*.

"Give fools their gold and knaves their power;

Let fortune's bubbles rise and fall;

Who sows a field, or trains a flower,

Or plants a tree, is more than all."—*Whittier*.

"Who does his duty is a question

Too complex to be solved by me;

But he, I venture the suggestion,

Does part of his that plants a tree."

With drawings of plants, flowers, etc., on the blackboard.

SONG..... My Own Canadian Home.

READING—Psalm I., with appropriate Scripture texts.

PRAYER.

ESSAYS—(Subjects proposed). The Beauty of Trees, Usefulness of Trees, The Growth of Trees, Trees in their Winter State.

RECITATION..... The Naming of Trees.

"Let us hope also that Arbor Day will teach the children, under the wise guidance of experts, that trees are to be planted with intelligence and care, if they are to become both vigorous and beautiful. A sapling is not to be cut into a bean-pole, but carefully trimmed in accordance with its form. A tree which has lost its head will never recover it again, and will survive only as a monument of the ignorance and folly of its tormentor. Indeed, one of the happiest results of the new holiday will be the increase of knowledge which springs from personal interest in trees.

"This will be greatly promoted by naming those which are planted on Arbor Day. The interest of children in pet animals, in dogs, squirrels, rabbits, cats and ponies, springs largely from their life and their dependence upon human care. When the young tree also is regarded as living and equally dependent upon intelligent attention, when it is named by vote of the scholars, and planted by them with music and pretty ceremony, it will also become a pet, and a human relation will be established. If it be named for a living man or woman, it is a living memorial and a perpetual admonition to him whose name it bears not to suffer his namesake tree to outstrip him, and to remember that a man, like a tree, is known by his fruits."—*George William Curtis*.

RECITATION..... The Influence of Trees.

"There is a serene and settled majesty in woodland scenery that enters into the soul, and delights and elevates it, and fills it with noble inclinations. As the leaves of the trees are said to absorb all noxious qualities of the air and to breathe forth a purer atmosphere, so it seems to me as if they drew from us all sordid and angry passions and breathe forth peace and philanthropy. There is something nobly, simple and pure in a taste for the cultivation of forest trees. It argues, I think, a sweet and generous nature to have this strong relish for the beauties of vegetation, and this friendship for the hardy and glorious sons of the forest. There is a grandeur of thought connected with this part of rural economy. It is, if I may be allowed the figure, the heroic line of husbandry. It is worthy of liberal and free-born and aspiring men. He who plants an oak looks forward to future ages, and plants for posterity. Nothing can be less selfish than this."—*Washington Irving*.

RECITATION..... Talking in Their Sleep.

"You think I am dead,"

The apple tree said,

"Because I have never a leaf to show—

Because I stoop,

And my branches droop,

And the dull mosses over me grow!

But I'm all alive in trunk and shoot;

The buds of next May

I fold away—

But I pity the withered grass at my root."