

night we see ourselves surrounded first with thousands of stars (suns they are no doubt) of greater or less degree of brilliancy, and beyond that is that broad belt known as the Milky Way, crowded with millions of stars (suns too, no doubt), forming around us a complete ring. This proves, as most suppose, that the Milky Way is an immense flat disk, and that our sun is one of the stars composing it; or it may be that the Milky Way is a great *ring*, like the annular nebulae just now spoken of, and that our sun occupies a place in the comparatively vacant middle of it. Something of this sort must be the configuration of our 'island universe,' that is, a ring or a disk, whose diameter is many times greater than its thickness. What that diameter is may

be conceived from the statement recently made by a French savant, who says that 'although light travels at the rate of one hundred and eighty-five thousand miles per second,' yet 'to traverse the sidereal world of which we form part (the Milky Way) light takes fifteen thousand years. \* \*

\* \* To reach certain of the nebulae it must travel for three hundred times that period, or 5,000,000 years. \* \*

Such are the dimensions actually measured in the general constitution of the universe. As yet we are only on the vestibule of the edifice, on the edge of the abyss of infinitude, and we shall never penetrate very far beyond."—*F. R. Goulding in Home and School.*

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### ORGANIZING A NEW SCHOOL.

On entering a new School a teacher is obliged, in the first place, to ascertain the present condition of his pupils, their advancement, the studies that they are to undertake, their capacity for learning, their dispositions, and some other matters pertaining to them. He is very likely to find his prospective charge a complete chaos, into which he must introduce order and system. Perhaps his predecessor has left with entire unconcern about the future of the school, considering it none of his business what is next to be done therein. Perhaps since the last term new pupils have come into the district, and some have removed. In graded schools similar changes result from promotions. A change of administration generally concerns nobody but the teachers, and the incoming one has the greater task to perform. To organize a school of fifty or more pupils, with whom the teacher has had no previous acquaintance, is a work that requires some tact. But by the exercise of a little ingenuity, it may soon be brought into working order.

In some instances the work of organizing is delayed, in the expectation of more pupils entering, so as to complete certain classes. This is unjust to those who enter at the commencement of the term. These should be immediately set to work, and

should see the advantage of their early entrance, and those who come afterwards should be shown the loss that they have incurred. A temporary arrangement may be made at the beginning, and the modifications and changes made afterwards, as circumstances require. Whether the number of pupils at the beginning be many or few, they should be forthwith set to work in some way.

On entering a new school a teacher does well to listen to hints from the school-board, parents, and pupils, about former plans and customs, and what is now deemed necessary, but his judgment must be brought into requisition, to determine how far he may be controlled by them. He may hear some things that will deserve nothing but a respectful hearing. If he fully understands his business, he will know how to go to work when he has ascertained the character of his charge.

After opening the new school, and pronouncing his preliminary address (if he deem this appropriate), he should give general explanation of his plans and methods of conducting exercises. He then should enrol the pupils, their ages, and the studies that they intend pursuing. For this purpose he should have papers ruled with columns for their names, ages, and branches