

We acknowledge the receipt of a copy of *The Daily Bulletin*, published in Honolulu, Hawaiian Islands, containing a lengthy report of the Industrial and Reformatory School in that city. Mr. Walter Hill is Superintendent, and Mr. Edward McGeeney, assistant. The description of the premises and accommodation is interesting.

At a recent meeting of the Senate of the University of Toronto a communication was received from the Education Department enquiring whether second-class certificates, received prior to 1886, would be accepted *pro tanto* for matriculation. The Senate decided that the back second class certificates were to be received *pro tanto* for matriculation.

Among the cities of Ontario, according to the report of the Minister of Education for 1885, Stratford is first in average attendance of pupils at its separate schools as compared with the total attendance. The figures are:—Stratford 69 per centage, Brantford 68, Toronto 62, Kingston 59, Belleville 57, Ottawa 56, Guelph 53, Hamilton 53, St. Thomas 50, St. Catharines 48, London 48.

Mr. Wm. Moore, B.A., of Perth, has been engaged as second assistant in the Smith's Falls High School, in the place of Mr. Ferrier, resigned. The Board has, no doubt, secured a competent man in the above appointment, as Mr. Moore comes highly recommended from places where he has taught before. The High School is in a flourishing condition under its present staff of teachers.—*The Independent*, (Smith's Falls).

How hard a thing it is to teach as well as we know. Who has not gone to the school room in the morning, full of enthusiasm, and eager to try some beautiful theory, and left in the afternoon mortified with failure? Paul was right when he said, "For the good that I would, I do not; but the evil which I would not, that I do." To become a good teacher requires something more than theory and enthusiasm. It takes years of patient practice. No one can become a full-fledged teacher all at once. A teacher is a growth, often a slow growth. Let us, then, try to be content with growth, even if it be slow. The best plan is to strive to find the worst fault, and correct that. Make one improvement at a time.—*Etc.*

East Grey Teachers' Association, at their convention held in Thornbury, April 21st and 22nd, resolved to supply the CANADA SCHOOL JOURNAL to every member for one year. This is an example that other Associations would do well to follow. The premiums, though acknowledged to be valuable and appropriate, were not the attraction, it was the thorough practical character of the paper, and its suitability to the Public School work that secured its adoption. We receive from every Province in the Dominion cheering words of approbation, best wishes for success, renewals long before the term of subscription expires, and new subscriptions from places previously unheard of. We are greatly encouraged and thank our patrons cordially.

Extract from letter sent by J. H. Boughton, President of the Board of Education, Fort Collins, Colo., to a friend in Toronto:—

"We have adopted Tonic Sol-fa as our method of instruction in music after careful investigation and trial, and, this year, have made it a graded study, requiring all pupils to pass in it. This is the second year we have had it taught, and are more than satisfied with the results. For voice culture, learning time, rythm, general knowledge of, and a love for, music, this method is *unequaled* by any other. We have obtained results from a whole grade in three months' work that could not be done by the old staff method in a whole year. Tonic Sol-fa is the only method for graded school work, I am satisfied it will soon be accepted as such for *results will tell* and overcome all prejudices. All it wants is a chance to show what it can do and it will stay."

Much stress is laid very properly upon the importance of presenting topics of instruction in a manner pleasing to the pupil. But it should never be forgotten that there is nothing really valuable in education that does not demand real, steady, energetic effort to secure. The purpose of the school is to discipline and develop the powers of the mind, as well as to secure the acquisition of knowledge. To do this patient labor is indispensable on the part of the pupil. We have no faith in teachers who claim to teach in "twelve oral lessons" the principles of any branch of study. It is true that a pupil may listen with delight, and perhaps catch a smattering of a subject thus superficially presented. In our view such teaching is, mostly, a waste of time, and in many cases worse than waste, as are most of the so-called "labor-saving" processes in education.—*Etc.*

As a lesson is learned, an impression is made upon the mind, which to a greater or less degree is permanent; but it is the height of folly to believe, or to practise the belief, that because a child has once learned a lesson, that he may lay it aside and reproduce it when called upon. We should not repeat to our pupils, or require them to learn that which is not worth repeating; and pupils should be held to a strict account for the information given them. Not five minutes after the recitation, but day after day, they should have their memories strengthened by oral and written reproductions of the knowledge they have acquired. The things of which we are most certain, are those that have been presented to our minds repeatedly. First impressions may be forcible, but they are not necessarily lasting. In general, we may expect drill after drill, and repetition followed by repetition, if we would have knowledge stay.—*Our Country and Village Schools.*

The next meeting of the Lanark Co. Teachers' Association will be held in the High School, Almonte, on Thursday and Friday, May 13th and 14th. Papers will be read by F. L. Mitchell, I.P.S., on Geography; D. A. Nesbitt, of Pakenham, on Mental Arithmetic; Miss Twigg, of Pakenham No. 8, on "The Experiences of a New Teacher;" Wm. Houston, M.A., Parliamentary Librarian, Toronto, on "English Literature and Spelling Reform;" Dr. McLellan, Director of Teachers' Institutes, on "The A B C of Arithmetic," "The Art of Questioning," and an address on "Hopkins' Outline Study of Man," and to mark any difficulties met with in the first 97 pages of Hopkins'. These difficulties will be explained by Dr. McLellan in his address. Dr. McLellan will deliver a public Lecture in the Town Hall on the evening of Thursday, May 13th. The subject will be "Critics Criticised." There will be vocal and instrumental music.

TREE PLANTING.

As a rule, I have not much sympathy with the effort to set out large trees in the hope of obtaining shade more quickly. The trees have to be trimmed up and cut back so greatly that their symmetry is often destroyed. They are also apt to be checked in their growth so seriously by such removal that a slender sapling, planted at the same time, overtakes and passes them. I prefer a young tree, straight-stemmed, healthy, and typical of its species of a variety. Still, when large trees can be removed in winter with a great ball of frozen earth that ensures the preservation of the fibrous roots, much time can be saved. It should ever be remembered that prompt, rapid growth of the transplanted tree depends on two things—plenty of small fibrous roots, and a fertile soil to receive them.

The hole destined to receive a shade or fruit tree should be at least three feet in diameter and two feet deep. It then should be partially filled with good surface soil, upon which the tree should stand, so that its roots could extend naturally according to their original growth. Good fine loam should be sifted through and over them, and they should not be permitted to come into contact with decaying matter or coarse, unfermented manure. The tree should be set as deeply in the soil as when first taken up. As the earth is thrown gently through and over the roots it should be packed lightly against them with the foot, and water, should the season be rather dry and warm, poured in from time to time to settle the fine soil about them.

The surface should be levelled at last with a slight dip toward the tree, so that spring and summer rains may be retained directly about the roots. Then a mulch of cold manure is helpful, for it keeps the surface moist, and its richness will reach the roots gradually in a diluted form. A mulch of straw, leaves, or coarse hay, is better than none at all.

After being planted, three stout stakes should be inserted firmly in the earth at the three points of a triangle, the tree being the centre. Then by a rope of straw or some soft material the tree should be braced firmly between the protecting stakes, and thus it is kept from being whipped around by the wind. Should periods of drought ensue during the growing season, it would be well to rake the mulch to one side, and saturate the ground around the young tree with an abundance of water, and the mulch afterward spread as before. Such watering is often essential, and it should be thorough.—*E. P. Roe, in Harper's Magazine.*