

been promoted with great applause were suddenly found to be unaccountably deficient in ability to take up the work of the next higher grade, and to have lapsed into a woeful ignorance of what they had already received. Is the summer vacation too great a gulf to be successfully bridged? Nay, rather, is it not fair to affirm that there is an egregious fault in the aim of the year as practically set by parents, teachers and constituted authorities?
—*Education*

A Canadian Autumn.

Now hath the summer reached her golden close,
And lost, amid her cornfields, bright of soul,
Scarcely perceives from her divine repose
How near, how swift, the inevitable goal;
Still, still, she smiles, though from her careless feet,
The bounty and the fruitful strength are gone,
And through the soft, long, wondering days goes on
The silent, sere decadence, sad and sweet.

Gray shocks stand peaked and withering, half concealed
In far-off russet cornfields, where the dry
In the rough earth, the orange pumpkins lie
Full-ribbed; and in the windless pasture-field
The sleek red horses o'er the sun-warmed ground
Stand pensively about in companies,
While all around them from the motionless trees
The long clean shadows sleep without a sound.

Under cool elm trees floats the distant stream,
Moveless as air; and o'er the vast warm earth
The fathomless daylight seems to stand and dream,
A liquid cool elixir—all its girt
Bound with faint haze, a frail transparency,
Whose lucid purple barely veils and fills
The utmost valleys and the thin last hills,
Nor mars one whit their perfect clarity.

Thus without grief the golden days go by,
So soft we scarcely notice how they wend,
And like a smile half happy, or a sigh,
The summer passes to her quiet end;
And soon, too soon, around the cumbered eaves
Sly frosts shall take the creepers by surprise,
And through the wind-touched reddening woods shall rise
October with the rain of ruined leaves.

The teacher had finished reading the fable of "The Raven and the Swan," and was watching her eager listeners ponder the moral, reserving her own applications until she had heard theirs. She was beginning to think that the story would bear repetition, when the droll little gentleman of color, in the front seat, seemed to have grasped the idea.

"I could have told the raven that 'twouldn't do no good to try and wash the black off," said he, with emphasis.—*Primary Education*.

A Common Need.

Have you ever carelessly walked among children when at play; or visited the homes of poor pupils? Does it not almost make you shudder to hear the language which is used? We may overlook the slang, which is learned today only to be forgotten tomorrow, but can hardly wink at these expressions, which we find in daily, yes, hourly use: "I ain't," "was you," "me and him," "her and I," "we was," "he don't," "it's her," "them things," "learn you," "hadn't ought," and others equally bad.

Think of the hours we spend teaching facts in arithmetic. Think, also, how little arithmetic is needed by the common people; really the four fundamental processes will fill all their wants. Do not think for a moment that the value of arithmetic is underestimated; there is a mental training which we get in arithmetic which comes from no other study. Yet when we remember that these boys and girls from poor families must take up life's duties in such a short time, is it not important that they should at least be able to express themselves in correct English?

Here are some exercises which I saw in a school of poor children. The teacher had the correct form of all the common, ungrammatical expressions placed on the board, and every day the children were drilled faithfully on the correct use of those expressions as they were on their multiplication tables. They were encouraged to talk freely. They told about their games and pets, described pictures, and reproduced their reading lessons. There were no interruptions from the teacher, yet she was noting the errors made by the children, and the next day they were asked to correct the sentences which she gave them. When they gave the sentence correctly it was placed on the board.

The teacher told me how pleased she was with a little incident which occurred after months of this common language work. A parent came to make a friendly call and remarked, "I am so glad you learn John grammar. Excuse me, Miss, John says we should say 'teach.' Now I am glad that you teach my boy grammar," and with a pleased laugh at her own correction, she went out.

In poor families there is a great deal of "playing school," after school hours, and often the poor parent is a silent and appreciative pupil.—*Popular Educator*.

I believe there is much more moral instruction in the schools than most persons are aware of, and in many cases the instruction is of a high order and produces good results. That the schools are doing all that they are capable of doing in this direction I very much doubt; but that they are doing good work along moral lines, and that this work is increasing in efficiency in an increasing number of schools, I thoroughly believe.—*Supt. A. J. Jacoby, Milton, Mass.*