

To illustrate, we quote from memory a few school-room expressions which we have heard oft and again repeated in the schools of our county: Charles, who is a poor and rather indistinct reader is admonished by the teacher. "Try how nice and distinct you can read," and perhaps does his best only to be told when he has finished, that he has read "very bad." Mary and her little brother are reproved for tardiness upon entering the school, and after offering various excuses are overwhelmed, or should be, with the teacher's announcement: "I see you, myself, loitering down the road as I come to school." Subsequently, when they show their printed lessons, Mary is indeed shocked to be told: "Your little brother's is did the best." Johnny makes a picture on his slate, as little boys sometimes do to relieve the daily tedium of acquiring an education, and his seat-mate, for whose especial delight his genius has been exercised, is constrained to laughter, and Johnny is horrified in consequence by being told that he is an "awful bad boy." Thomas, a great big, sturdy fellow, with the strength of a man, may well be pleased in response to his request, to be greeted with the announcement: "You can go out," and out he goes in blissful ignorance that he has no authority of his teacher to do so. A mischievous little girl is brought to quiet, modest blushes and burning tears by the threat: "If you are not more quiet I will sit you with the boys," while her busy little mind goes on trying to hatch out some new and less offensive diversion etc., etc., not to mention the numberless broadly foreign idiomatic expressions, laughable in spite of their seriousness, which are constantly heard, but are perhaps more excusable in those employing them, owing to circumstances of birth.

Teachers, if you can believe it, we have heard just such enigmatical expressions in the schools of our county, and it is no exaggeration to say that their exact counterpart is daily heard in dozens of school-rooms in our own, certainly, and perhaps as surely in other counties. Is it not a shame that such a state of affairs exists? Is not the remuneration of such teachers adequate for their attainments and instruction? And is it not time that we should call a halt, and personally investigate ourselves, and ascertain if we, too, are among those who are liable to such criticisms, that we may remedy the evil?

How may a remedy be secured, do you ask? In brief, acquire the ability to test the correctness of your own speech. This means greater familiarity with the definitions and rules of grammar, more knowledge of irregular verbs, the use of the different moods and tenses, and minor details which we pass unmentioned. And then when we have acquired the means to correctness of speech, let us heroically test our daily utterances and correct our own inaccuracies and blunders. A little effort, be assured, will produce most gratifying results. Is it asking too much to request endeavor in this direction?

### SCHOOL-TIME.

BY J. H. MAY.

The sunshiny day is beginning,  
And the school-room is full of its light;  
At my desk I'm sitting and spinning  
The thought I was spinning last night.  
Through the door comes the scent of the morning,  
And the song of the robin steals in,  
While the clock in the corner gives warning  
It is time for the school to begin.

They are coming, my lad's and my lasses,  
The door-yard is full of their noise,  
Their feet wet with dew from fresh grasses,  
And the girls just as glad as the boys.

They are brimming with innocent laughter,  
They are blushing like blossoms of spring,  
Will the fruit of their distant hereafter  
Be sweet as the blossoming?

In reverent silence they're sitting,  
Grave Bertie and frolicsome Leo;  
We are reading the verses so fitting,  
"Let the little ones come unto me."  
Our heads on our hands we are bowing,  
We are speaking the time-hallowed prayer,  
And the Father in Heaven is knowing  
Whether the spirit is there.

We are singing the airs of the May-time.  
The children are singing, and I  
Am listening to songs of the play-time,  
And the songs of the by and by.  
Their voices are ringing with pleasure,  
Their hands and their feet beating time,  
And my heart is made glad with their measure,  
As my soul to their joy makes a rhyme.

We are opening our books and our papers,  
We are ready to read or recite:  
The boys have forgotten their capers  
That troubled me so, yesternight.  
I am listening and looking and listening,  
And spinning my thread, as I look,  
And the tear in my eye-lid is glistening,  
And hiding the words of my book.

Ah! the smile to my eye-lid is creeping,  
And driving the tears to their bed;  
And, deep in my heart I am keeping  
The thoughts that would come to my head.  
And unto myself I am saying,  
As my children so humbly spell,  
I would that life's school were beginning  
And I could commence it well.

## Prize Competition.

### ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS.  
BY "A TEACHER FOR FOURTEEN YEARS."

1. What cost a pile of firewood 16 feet long, 8 feet wide, and 8 feet high @ \$3.50 per cord? Ans. \$28.00.
2. A woman who has 7 gallons of honey to bottle, finds that each bottle will hold only 1 pint 3 gills. How many bottles will be required? Ans. 32 bottles.
3. A miller had in a bin 1 ton 19 cwt. 20 lbs. of flour, out of which he sold 10 bbls. of flour. What would be the value of the remainder @ \$6.10 per bbl.? Ans. \$61.00.
4. A man bought four fields joining each other, the sizes of which were 2 acres, 3 roods, 20 poles; 3 acres, 1 rood, 10 poles; 5 acres, 2 roods, 15 poles, and 4 acres, 35 poles. How much would he get for the whole if he sold it @ \$18.00 per acre? Ans. \$288.00.
5. A farmer who had 45 tons, 16 cwt., 1 qr. of hay, sold 28 tons 17 cwt., 3 qrs. of it. How much had he left? Ans. 16 tons, 18 cwt., 2 qrs.
6. A boy who lived 1 mile, 4 furlongs, 10 poles, from school, attended regularly for 10 days, taking with him his dinner. During that time how far did he travel in going to and from school? Ans. 30 miles 5 furlongs.
7. A man worth £1,095 15s. 9d. divided it equally amongst his 9 children. How much did each receive? Ans. £121 15s. 1d.
8. Thirteen men purchased together a lot of land containing 1,500 acres which was to be equally divided amongst them. How much would each receive? Ans. 115 acres, 1 rood, 21 3/4 poles.
9. If I sell to Mr. H. Ross 4 cords of firewood @ \$3.50, and 10 bbls. of potatoes @ \$1.20, and buy from him 2 bbls. of flour @ \$5.75, 6 lbs. of tea @ 45 cents, 10 lbs. of sugar @ 6 cents, and 4 gals. of oil @ 20 cents, which of us then owes the other? and how much? Ans. Ross owes \$10.20.