

lishman of the more natural sort he never makes him speak as an Englishman would speak; before half a dozen sentences have been uttered he uses some expression which is purely American. Thus no Englishman ever uses, and no American may be recognized at once by using, such expressions as "I know it" or "That's so," for "It is true," by saying "Why, certainly," for "certainly," and so forth. There are a great number of these slight but characteristic peculiarities of American and English English.—*R. A. Procter, in the Gentleman's Magazine.*

THE TEACHER'S VEXATIONS.

THERE are two sorts of vexations that haunt the work of the teacher. There is the vexation that plunges its object into a slough of worryment. The public school-teacher, like any public character, is at the mercy of public rumour; even more is the teacher in the private school or the family the butt of the personal whims and neighbourhood gossip of patrons. As a great deal of such criticism, even of mediocre teachers, is unjust, and as a strong personality in the school-room, like a lively boy in a meadow, wakes up all the hornets and mosquitoes within his beat, this sort of vexation is a perpetual worryment. It is useless to fret against it. It is one of the perquisites of the profession. But the faithful teacher may remember that his position is one of the noblest on earth, and, calling to mind the example of the Great Teacher, bear his worryment with all the religious consecration and fortitude he may command, trusting to time and God's providence for his reward.

But there is another sort of vexation which too many teachers make a worryment through their own ignorance, their narrow professional outlook, and their own personal conceit. The teacher, in any kind of school, is greatly exposed to criticism of the higher sort. He professes the ability to do, and demands a

living and public respect for doing, the most delicate and important work of instructing the minds and training the character of children. Every parent of children, every superior person, every good citizen has the right to test this pretension, by all fair methods, and to publish his conclusion in all charitable and effective ways. And, as the best of us are somewhat afflicted with partisanship and various infirmities of temper, the teacher must be prepared for a good deal of valuable advice and criticism delivered in ways not the sweetest, often coming down like an avalanche. Just now the air is full of this sort or criticism of schools and teachers. The superior people of the country are thoroughly awake to the education of their children, and are determined to find out the "true inwardness" of everything calling itself a school, and to take the measure of everybody that assumes the great name of Teacher. This inquiry will not decline, but increase. For years to come, the schoolmaster and mistress will be compelled, more and more, to work under fire of remark, suggestion and censure from the whole upper region of American life.

Now, the test of a real teacher is the ability to use this sort of vexation as an inspiration. It is enough to condemn any instructor of children to see him closing up against this legitimate examination by the upper side of the community. If any man or woman cannot discern the meaning of this great awakening of public interest in school affairs—cannot feel encouraged and ennobled in becoming the centre of such observation—cannot separate the gold from the dross in this mountain of advice—cannot learn to aspire through all the trials of the profession, the people can well afford to dispense with a servant so blind and deaf and unimpressible. The humblest teacher that has the "root of the matter" in him, may learn in this valuable school of public life the soul of the teacher's gospel—the gospel of Aspiration.—*New England Journal of Education.*