

ures. Should our educational system supply a remedy? If so, what kind? If I show a reason for the remedy, perhaps the kind will suggest itself.

There are thousands of educated men in business who are not educated business men. How many know why the rates of exchange vary? or know the functions of banks and clearing houses, to say nothing of their history? How many are versed in trade statistics or know what money is, beyond the fact that it will purchase commodities? A deeper knowledge of these and kindred subjects would broaden the mind of the pupil, cultivate a higher conception of a calling which nature may have suggested in him, and prepare him for a more intelligent discharge of the duties of citizenship. Add also to the curriculum accounting, business methods as applied to credits, business ethics, labor, system, etc. Then as to business character. Children are taught to avoid falsehood, and they go out into life truthful in the ordinary sense, but business obligations are not so binding on the conscience, because they have not been taught the moral side of business life. Preferences, to some extent sanctioned by law, is a species of commercial immorality which would never find a place in the matured mind of the nation if the young mind had been previously fortified against it. There are other business sins practiced and even tolerated by public opinion, which would vanish in time if the young were trained in the right direction.

Then if knowledge and character is the aim of our public school system, surely it is important that business knowledge and business character should be an essential part of that system.

LEAVES FROM A TEACHER'S NOTE BOOK.

It was not till I sat down to write this article that I realized the difficulties of the task. Stories of the school-room at best appeal only to a special audience, more than most stories they need oral narration, and the best of the story is lost on those who do not know the environment in which it originated. Then again, one has to compete, with true stories, against the elaborately prepared fabrications of the comic papers. Teachers themselves are not often deceived by alleged compositions on the Horse, or by the painfully worked out errors said to have been made by the children on examination papers; but other people are more credulous.

I have heard that one child gave the following explanation for the deposit of dew:—"The earth revolves on its axis once in twenty-four hours, to do so it has to go very fast and so it perspires, and this perspiration is called dew." This sounds to me rather doubtful, but I myself have read a paper where the seasons were thus explained:—The axis of the earth does not revolve in a straight line, but wobbles, so to speak. When it wobbles $23\frac{1}{2}$ degrees away from the sun we have winter in the northern hemisphere.