

slavery. But this is an evil of vaster magnitude than the slave trade. Like slavery, it is a totally foreign element. None of these satanic books are printed here; and we want a national policy to protect our morals as well as our manufacturers. One solid, united effort, and the perilous stuff will be sent back to the slums whence it issues. If any bookseller dares to defy decency and indignant public opinion by dealing in this poison, let him be exterminated; he is a traitor to civilization.

We contend for a *pleum*, not a *vacuum*. Every child should be taught to read, every reader should have abundance of good reading. The enemy of darkness is heaven-born light. Teachers, what are you doing to sow the good seed which shall spring up and smother out these foul and poisonous weeds? Do you get the *Pupils' Companion* for your pupils from C. W. Hagar, 697 Broadway, New York? Have you ever told your boys of that miracle of cheapness and pure literature, *The Elzevir Library*, issued by John B. Alden, 18 Vesey Street, New York? Do they know that for a two cent stamp each they may have delivered at their own post-office Creasy's *Battle of Waterloo*, his *Battle of Saratoga*, his *Battle of Hastings*, Swift's *Battle of the Books*, Irving's *Rip Van Winkle*, *Aesop's Fables*, *Sinbad the Sailor*, and many other entertaining books all at two cents each? Do your pupils know anything about the *Boys' Own Magazine*, *St. Nicholas*, *The British Workman*, *Our Little Ones*, and other friends of purity and fun? Have you ever tried to get up a club for some of these papers at your school, so that the taste for good reading may come by tasting good reading? Do you ever read to your boys books they like to hear read? Have you read the *Hoosier School Boy* or *Tom Brown's Schooldays* to them? Let the sweet sorcery of pure story, adventure, and fairy tale cast its spell over the susceptible imagination. All work and no play is a bad formula for school as well as home. A couple of hours on Friday afternoon devoted to *The Arabian Nights*, *Robinson Crusoe*, *Pilgrim's Progress*, etc., and to readings and recitations by the pupils themselves, may under the power of sympathy be made a means of grace. If you would get a troublesome pupil on your side do three things: get him to help you to do something, set him to work that he likes to do, and *read a good story to him*. Impudence, laziness, sulkiness, even stupidity itself will vanish under the sunshine of sympathy, congenial employment, and good reading. *THE CANADA SCHOOL JOURNAL* will assist you.

An American School of Classical Studies has been established at Athens, Greece. It was founded by the Archæological Institute of America, and is supported by the contributions of fourteen of the principal colleges in the United States. The Faculties of these colleges select the Director of the School, who holds office for a year. The gentleman who filled the position during 1882-3 was the celebrated Harvard Professor, Dr. W. W. Goodwin. His successor for 1883-4 is Prof. Van Benschoten, of the Wesleyan University, Middletown, Conn.

The report of the first director, Dr. Goodwin, has been deemed so important in its general bearings and superior classical instruction that it has been included among the publications of the National Bureau of Education at Washington. Dr. Goodwin in his report expresses the opinion that facts prove a real demand for such a school as that which has been established. The idea lying at the root of it is neither new nor specially American. The French Government has supported such a school in Athens for the past thirty-seven years, and the German Government one for the past nine years; in these schools learned scholars of both nations are permanently maintained, valuable libraries are kept up, and students are supported, all at the expense of the Governments at home. The French school occupies an elegant palace on Mt. Lycabettus, commanding a view of the whole Attic plain. The German school, while occupying a more modest abode, commands the services of one of the most accomplished scholars of Germany, Professor Kohler. England also is seriously considering plans for the establishment of a similar school. The precise objects of the American school are thus stated:—

"The object of the American School of Classical Studies is to furnish graduates of American Colleges an opportunity to study classical literature, art, and antiquity in Athens under suitable guidance, to prosecute and to aid original research in these subjects, and to co-operate with the Archæological Institute of America, as far as it may be able, in conducting the exploration and excavation of classic sites. . . . The director superintends personally the work of each member of the school, advising him in what direction to turn his studies and assisting him in their prosecution. He conducts no regular course of instruction, but holds meetings of the members of the school at stated times for consultation and discussion."

#### REPORTS OF CASES.

Twenty-seven boys and girls sat in a school-room—two at a desk. An old rusty stove stood before the teacher's desk; behind that desk sat a woman about twenty-four years of age. Her lips were compressed, chalk dust lay on her brown hair and on her black dress. She was evidently—mad. It was time for dismissal, the clock hand pointed to ten minutes past four o'clock, and still she sat there. The scholars were very uneasy, for the air was close and they were tired. Finally the teacher rose.

"You are all anxious to go home, but why are you not anxious to be good scholars? I declare I am positively ashamed of you. You have been so noisy that you don't deserve to go home; but I shall dismiss you."

They filed out, one at a time, not one looking back to say good night, or ask her if her head ached, or if she would not go home with him and take tea. For a few moments gay laughing and cheerful voices were heard outside; then all was still.

The teacher went to the window and leaned on her hand; she watched their retreating forms; soon all were gone. Then she burst into tears.

All this grew out of a want of co-operation between these two parties. The teacher complained only of little things; the pupils complained only of little things. But life is made up of little things. Teachers, you must plant if you would reap.