

fast approaching when the persistent stickler for "good spelling" will be generally laughed at as a survival, and if the teachers of England, the United States, and Canada take the matter up in earnest as a body, they can greatly hasten so desirable a consummation. They have more to gain by the victory over orthographical intolerance than any other class. They have in their hands the means of crushing it if they will only make use of their opportunities. Once this spelling bogey is out of the way, there will be time in our schools for the proper study of English, which, beyond all question, may be made one of the most valuable means of mental training.

WM. HOUSTON

COBOURG COUNTY MODEL SCHOOL.

The following is a synopsis of an address delivered by Mr. Scarlett, P. S. I., to the candidates at the opening of the County Model School at Cobourg, on Tuesday, September 9th. It is published at the request of the class, and we trust will prove interesting and instructive to many of our readers.

"I am pleased to have the honor of welcoming you to our County Model School, where you will further prepare yourselves for the important work upon which you are about to enter.

The various vocations arising from a division of labor in civilized society require careful preparation for the performance of the duties connected with them; and the success of any individual in any important calling is in direct proportion to the power of observation, energy and skill which it may be his pleasure to exercise. Nine-tenths of the failures of professional men of to-day are due to a lack of innate perception and aptitude, the possession of which is peculiar to success in every calling in life, and to none more than to *public school teaching*, on which depends the gravest and most momentous results.

The object will be not only to teach, or, rather, to improve you in the best methods of organization, school-government, and the art of imparting instruction, but also to ascertain who possesses the genius of a live teacher. The teacher's certificate should now be a sufficient guarantee to trustees that the bearer is a *teacher*, and to the exact extent represented on the face of such certificate.

The influence you may exert for failure or success rests largely with yourselves. Your school will be very much as you are, polite or vulgar, neat or indifferent, thoughtful or otherwise—very much as you may direct. Without seeing the teacher, I can obtain a very good photograph from the manner of the children, the appearance of the school-room and its surroundings; and, again, show me a school-house, its furnishings and equipments, and I will tell you what kind of people live in the section.

Consider the circumstances of a pupil before you are too exacting or severe. You may not find it the best policy to have set visiting places. However, if you think that the welfare of a section would be better promoted by what would please the parson best, let your communication be "yea, yea," or "nay, nay," for 'Wero't done when 'tis done, then 'twere well it were done quickly."

You will find it to your advantage to read some good school journal in order to make you familiar with new methods of instruction, conversant with the doings of the educational world, and cognizant of the changes peculiar to our present transition. Preserve your individuality, and do not take charge of school as a second edition of somebody else.

Children are very imitative; and the school-room exercises a powerful influence over habits, manners, and tastes. I would not recommend you to acquire the habit of *lecturing*, when a few words will express what you wish to convey. The best taught schools in our country to-day are in the hands of teachers who talk but little.

Your object should be rather to keep your pupils busy than to appear to be very busy yourselves. It is not so much what teachers do for pupils as what pupils do for themselves that gives potency and progress to our public schools.

Many of you are comparatively young, and perhaps do not know how to value good health. I do not know that I could give a more healthful receipt than faithful discharge of duty, plenty of out-door exercise, and a clear conscience. I would have you give especial attention to the instruction given by the Principal and his assistants, to prepare cheerfully whatever lessons may be assigned, to watch critically the teaching done during the term, acquit yourselves creditably, and so to conduct yourselves that in time to come it may be a pleasure to those in any way associated with this institution to refer to the class of '84.

I again welcome you to our Model School, where you have my warmest wishes for your welfare.

AUTUMN LEAVES.

KINDLY CONTRIBUTED TO THE CANADA SCHOOL JOURNAL BY G. W. JOHNSON,
H. M. S. HAMILTON.

I gathered these leaves of the forest to-day
When the Autumn winds whispering through them,
Sent them pattering down, golden, purple and brown—
As an emblem of life I send you them.

They grew side by side on the same pleasant bough;
And I said with a feeling of sorrow,
As they scattering fell, "So the friends of to-day,
May be parted forever to-morrow."

Some fell in the river, it hurried them past
As I turned from its banks with a shiver,
And murmured, "So vanish the friends of my youth
As the leaves float away on the river."

Some fair ones that fell from the bough last week
In a hollow lay faded and rotten;
I said with a sigh, "So we mortals soon die
And are hidden away and forgotten."

To leaf and to life there are spring-time and death;
To each autumn beauty is given—
The leaf to die out with the tints of the sky,
Life, into the glories of heaven.

Contemporary Opinion.

A decided advance in educational literature and journalism is the projected publication weekly instead of monthly of the *Canada School Journal*, of Toronto. In its new capacity it will be doubly useful. It can, with a little effort at establishing corresponding agencies, be much more "newsy" than school papers have been hitherto.—*Kingston Whig*.

The *Canada School Journal* has become a weekly publication. The prospectus number has just been received. It is a neatly printed sheet of 12 pages, and contains a variety of matter interesting to teachers and valuable to all who take an interest in education. The *Journal* is now issued by a company, of which Jacob M. Kennedy, Toronto, is Business Manager. Price \$2 a year.—*Charlottetown (P.E.I.) Patriot*.

The *Canada School Journal* is now issued weekly. It is neatly arranged, well printed, and replete with highly interesting matter. The *Journal* should find a place on every teacher's desk. The instructors of the youth of our land will find much to interest and instruct them in it, and can scarcely fail to be benefited to the full amount of the subscription price, \$2 per year. Address *Canada School Journal*, Toronto.—*Brampton Conservator*.