

"Then, as to your spellin': I've heern tell, by them as has looked into this,  
That you turn the *u* out o' your labour, an' make the word shorter than 'tis ;

An' clip the *k* off o' yer musick, which makes my son Ephraim perplexed,  
An' when he spells out as he ought'r, you pass the word on to the next.

They say there's some new-grafted books here that don't take them letters along ;  
But if it is so, just depend on't, them new-grafted books is made wrong.

You might just as well say that Jackson didn't know all there was about war,  
As to say that old Spellin'-book Webster didn't know what them letters was for."

And the other four good district fathers gave quick the consent that was due,  
And scratched their heads slyly and softly, and said, "*Them's my sentiments tew.*"

"Then, also, your 'rithmetic doin's, as they are reported to me,  
Is that you have left Tare an' Tret out, an' also the old Rule o' Three ;

An' likewise brought in a new study, some high-steppin' scholars to please,  
With saw-bucks an' crosses and pot-hooks, an' *w's*, *x*, *y's* and *z's*.

We ain't got no time for such foolin' ; there ain't no great good to be reached  
By tiptooin' childr'n up higher than ever their fathers was taught."

And the other four good district fathers gave quick the consent that was due,  
And cocked one eye up to the ceiling, and said, "*Them's my sentiments tew.*"

"Another thing, I must here mention, comes into the question to-day,  
Concernin' some things in the grammar you're teachin' our gals for to say.

My gals is as steady as clock-work, an' never give cause for much fear,  
But they come home from school t'other evenin' a talkin' such stuff as this here :

'*I love,*' an' '*Thou lovest,*' an' '*He loves,*' an' '*Ye love,*' an' '*You love,*' an' '*They—*'  
An' they answered my questions, '*It's grammar—*'twas all I could get 'em to say.

Now if, 'stead of doin' your duty, you're carryin' matters on so  
As to make the gals say that they love you, it's just all that I want to know ;—"

## IV.

Now Jim, the young heaven-built mechanic, in the dusk of evening before,  
Had well-nigh unjointed the stove-pipe, to make it come down on the floor ;

And the squire bringing smartly his foot down, as a clincher to what he had said,  
A joint of the pipe fell upon him and larruped him square on the head.

The soot flew in clouds all about him, and blotted with black all the place,  
And the squire and the other four fathers were peppered with black in the face.

The school, ever sharp for amusement, laid down all their cumbersome books,  
And, spite of the teacher's endeavors, laughed loud at their visitors' looks.

And the squire, as he stalked to the doorway, swore oaths of a violet hue ;  
And the four district fathers, who followed, seemed to say, "*Them's my sentiments tew.*"

## 2. PROTECTION FOR SCHOOL CHILDREN.

Among the numerous wise suggestions made in the Public Medicine section of the British Medical Association at its recent meeting, was one calling for further legislative action to protect the health of school children, in private as well as in public schools, and to remedy defects which exist here more glaringly than abroad. Pointing out the manifest deficiency of sanitary arrangements, especially in the majority of private schools—the unfitnes of things themselves, the lack of cubic space and ventilation, the absence of playgrounds or other means of physical training, &c.—it is proposed that all persons acting as teachers be required to obtain from an educational examining board a certificate of competence, including some knowledge of the laws of health ; that no premises be allowed to be used as schools unless certified by a surveyor and medical officer of health as in every respect adapted to educational purposes ; that the maximum number of children to be admitted to each school be fixed ; and that the Medical Officer of Health have access for inspection at all reasonable hours. That a similar reform is still more urgently needed in this country, most of our readers know. Even our public schools, held in buildings constructed for their especial use, and supposed to be under the watchful and enlightened care of the public authorities, are, as we have frequently shown, generally models of all that schools ought not to be ; overcrowded and unventilated ; poisoned, not only with the pent-up exhalations from the inmates, but frequently with adventitious sewer-gases. And very many private schools, wholly exempt from any semblance of official supervision, are in a worse case. One or two rooms in an ordinary dwelling house, barely suitable for the sanitary needs of a small family, are hired by some speculative pedagogue, who knows no limit except that imposed by the dimensions of benches and desks to the number of pupils whom he is anxious to pack therein. Ventilation in warm weather depends on inadequate windows, and in winter these are shut and the scholars wedged closer together to make room for an air-tight stove ; and in such pens in every town in the Union hundreds of children stifle half the day, and sap the foundations of their health. More particularly does this apply to the younger classes of pupils, who at the most susceptible age too frequently fall into the hands of persons with just sufficient knowledge to teach the lowest rudiments of learning, but altogether ignorant of the simplest and most essential rules of hygiene. In a matter so nearly concerning our national welfare it is time that some action were taken, and we might treat our school children with at least as much consideration as we show our convicts, by requiring certain specified sanitary conditions in the places of their confinement, and fixing the minimum allotment of cubic space for each.—*N. Y. World.*

## X. Departmental Notices.

## SCHOOL CENSUS OF 1875 THE BASIS OF APPORTIONMENT IN 1876.

As the School Census of 1875, which the School Trustees are required by law to take, will likely be the basis of the Legislative School apportionment of 1876, it is most important that the Inspectors should see that it is accurately taken in every School Section, incorporated village, town, and city.

## XI. Advertisements.

## The Canada Educational Directory and Year Book for 1876.

Edited by ALEXANDER MARLING, LL.B.

CONTAINING an account of the Elementary, Normal and Secondary Schools, and the Universities and Colleges, with their Staffs and their Courses of Study ; Separate Schools ; Professional Schools ; Schools for the Deaf, Dumb and Blind ; Reformatory and Industrial Schools, etc. ; together with annals of Legislation, and Digests of the existing School Laws and Regulations ; the provisions for Religious Instruction, for School Inspection, and for the Examination of Teachers ; Lists of Certificated Teachers, and the Members of Educational Bodies and Authorities ; with Miscellaneous School Statistics for Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, British Columbia and Manitoba.

25 Wellington Street, Toronto.

HUNTER, ROSE & CO, Publishers.

## SCHOOL HOUSE ARCHITECTURE.

In the Press, the Second Edition (revised and greatly improved) of

## THE SCHOOL HOUSE :

Its Architecture, External and Internal Arrangements, with numerous illustrations. Edited by Dr. HODGINS, Deputy Superintendent of Education.

47 Front Street, Toronto.

COOP, CLARK & CO.