

Notes and Comments.

THE public holiday on the 24th May deprived our printers of a day's work this week. In consequence of this we are obliged to omit the mathematics, for this subject is found to require much time and labour.

ARBOUR DAY was observed in Winnipeg as a general holiday. The only formal ceremony was at the legislative buildings, where each member planted a tree, and Lieutenant-Governor Aikens and the Minister of Agriculture delivered addresses.

READERS of the *Canada School Journal* will be sorry to hear that Mr. J. L. Robertson, managing editor, has severed his connexion with that periodical. To those acquainted with the management of a newspaper will be known how large a share of the labour is performed by the managing editor. The *School Journal* was doubtless no exception to the rule; and its readers will hear with regret that one to whom it owed so large a share of its matter no longer devotes his abilities towards the filling of its columns.

ARBOUR DAY was a gala day in Elmwood. Last year we planted upwards of fifty trees and as they are all in bud this spring we turned our attention to flower planting. The pupils came loaded with all kinds of flowers and ornamental plants. The teachers, pupils and young ladies of the village worked like Trojans and the result was a beautiful flower garden. A rockery planted with ferns, creeping roses, etc., was built near the pump where it can easily be watered.—*Com.*

"WE want to put in a plea," says the *The Chautauquan*, "for the recognition by school boards of morals as a science. Mr. Washington Gladden has recently examined the complete list of questions presented by the county boards of examiners in Ohio to the teachers, and finds that the proportion of moral to other questions is just two to six hundred and ninety. We question whether any other commonwealth can make a better showing. If it is quite possible to demonstrate that 'virtue alone is happiness here below,' (and who doubts it?) seems to us quite as useful a proportion for young minds to learn as that 'the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides.'"

THE children go from the schools, and at home hear of efforts to compel prosperity—"the strike"—for compulsion is at the bottom. They are learning lessons, and when they grow up will practice them. Now there are principles at the bottom and children should know them. The employee has rights—among these are the right to join others for good purposes, to name the wages he desires, to fix the hours he chooses to work. He has no right to compel the payment of such wages as he may want, or to

force the employment or discharge of some particular man. How would it be if the teachers would combine and say they would not teach but three hours a day, that all should be paid the same sum in large and small districts, that they would not teach geography at all, that they would not have German children, or perhaps Irish, or perhaps Italian?—*New York School Journal.*

"IN large cities, of late years," says *The Current*, "parents have been greatly annoyed by boycotting among little girls. Any number of serious neighbourhood quarrels have grown out of this practice. A little girl is suddenly boycotted by order of a leading mind in the circle, and thenceforth for months, sometimes for years, no other little girl will play with the victim. Is the new generation of women to be so cruel as this all the way through life? It is difficult for parents to take cognizance of matters seemingly so small, yet the family of the wee victim of one of these boycotts cannot but feel a strong desire to champion the cause of the little one. So far the only known remedy has been to move away from the locality. We suggest to parents that they take pains to stop this practice. It reduces the value of a homestead. The boycotted child has no hope of reinstatement. It is almost incredible that brats of six to nine years should wage a remorseless exclusion against an utterly unoffending playmate, but there are thousands of instances of the thing in every city."

MUCH attention is being given now to the construction of school buildings having better accommodations for pupils and teachers. The special importance of having rooms well heated, lighted, and ventilated is being brought more prominently before the public. In this connexion, the action of the *American Institute of Instruction* is to be highly commended.

A fund has been obtained, called the Bicknell Fund, to be used in prizes for the best drawing, plans, and specifications of school buildings. The Institute makes the following offer through its committee:

The American Institute of Instruction offers one Premium of SIXTY DOLLARS for the best Drawing, Plans, and Specifications of a School Building for a Graded School. The following conditions must be regarded by the artist:

- (1) The school building must accommodate four hundred pupils.
- (2) Its cost must not exceed \$30,000, and it may be either of brick or wood.
- (3) Its internal structure must have special reference to the three important elements of health and comfort—light, heat, and ventilation—while its exterior should exhibit a fair degree of beauty and ornament.

(4) The design should be in the hands of the committee on or before July 1, 1886.

ALICE E. FREEMAN, W. A. ROBINSON, THOS. W. BICKNELL, *Committee on Bicknell Fund.* For particulars address T. W. BICKNELL, Somerset Place, Boston.—*Education.*

"THE Hon. Iguatius Donnelly, of Minnesota, once a blessed man, but not so much blessed of late, issues the prospectus of his forthcoming subscription book, by which he hopes to disinherit Shakespeare. The method, as it was announced a year ago, is now substantially retained. The process is that of counting out, as the children do. They end with stringlump, stranglump, buck. The buck in Donnelly's scheme is one word of a legend which the flighty Minnesotian is spinning. Thus he takes page 15 of the first full book of plays; he manipulates that 15 until it becomes 888; then, plus, minus, or multiplied by some other figure, it reaches buck. Let us suppose he need *if* in his story: He ought, by a few minutes' toil, to get an *if* that is buck. Now Mr. Donnelly faces three peculiarly dangerous probabilities: 1. Some Shakespearean scholar will work a Shakespearean cypher on the same scheme; 2. Someone will rake up the basis of Donnelly's legend, for there is nothing new under the sun; 3. Donnelly himself will make errors in his count, through his own human carelessness, and through the puzzles which compound words impose; he will surely count words for *one* or for *two*, just as he may need to reach difficult *bucks* like 'St. Albans,' or 'Francis.' Any one of these disasters will mark him as a fool or an imposter, as he is already well marked by any process of reasoning. The work of disfranchising and expropriating Shakespeare is, to the conservative mind, more radical than the sequestration of any living person's property, for there is no other thing in the world so valuable as Shakespeare's fame. If Bacon were so great a man as Shakespeare why did he not write Shakespeare's works? That is the question. Let these Communists in literature at least understand the gravity of their attempted act. Not one of them but goes to his work with the glee of a detective. It is all distasteful to a fair mind. To begin such a stupendous ouster ought to cause sorrow. Who does not feel pity for Marie Antoinette? Who can look on the copy of that wonderful painting 'La Jacquerie' without standing, in sympathy, by the side of the poor women and children who are at bay before the grinning mob with heads on their piques? Not one of these Shakespearean detectives but grins and delves; not one but hopes, with all the hope of his narrow soul, to clutch the laurel of 'Lear' and 'Macbeth' and 'Hamlet' from him who ornamented us all, even them who now, by venturing into the train of his glory, and by yelping shrilly, get lit with a great light."—*Current.*