

A SCHOOL-ROOM TRAGEDY.

A TRAGICAL occurrence, illustrative of Western lawlessness and of young American insubordination in the school-room, has lately come under our observation, and, as the story marks the calamitous results that follow the abandonment of moral influence and restraint as factors in the training of youth, it may be instructive to bring the circumstances of the case to the notice of our readers. The scene of the occurrence is a county school-house in Ohio, and the actors in the drama are a young graduate teacher, who has just reached his majority, and two male pupils, aged respectively 17 and 19. All, it is said, are well connected: the teacher, while firm as well as competent, bore a good character; and the boys, though full of "grit," were not vicious. The traditions of the school were not those of peace; its annals were war-like, and the young master, in accepting the post, had been warned of coming trouble. Presently the trouble came, and the *casus belli* was the refusal of the senior class to study grammar. The teacher issued his edict, and the class, at the instigation of two conspirators, first considered and then spurned it. They would NOT add grammar to their barbarian accomplishments! and their parents, it seems, were aiders and abettors of the rebellion. The time for the lesson came, and with it the *barons* in revolt. The two youths referred to (Hays and Luce, by name) were ordered out on the floor for disregarding the master's instructions and failing to "get up" the lesson. While thus arraigned a colloquy ensued, and in the wrangle the latter was struck a staggering blow by Luce. Recovering quickly, the teacher advanced towards his assailant, and was again struck in the face. At this point Hayes took part in the affray, and soon, by their combined efforts, the pupils had their teacher lying on his back across a bench, the blows being rained upon his head by both boys. The teacher, of course, was "armed," and in the confusion he wildly used his weapon—an ugly, long-bladed knife—and both boys were frightfully gashed in the

encounter. The school emptied itself in a panic, and Hayes, one of the assailants, drew off towards the door, calling upon the teacher to "come out here, and we'll settle you!" At the porch the young rebel met his own *quietus*, for, as he shouted his challenge to the master, he fell dead upon an ash pile by the school-room door. At the sight of Hayes, lifeless, all passion cooled, and Luce and the teacher now bore the dead homewards. Neither, however, was fit for the task, for the teacher had "his nose broken, and his face horribly mashed," while Luce had his lungs perforated by the knife, and several deep gashes were in his arm. But "grit," we are told, nerved them both for the task, and the body was borne home, Luce's own life-blood ebbing the while. Two days afterwards the latter died, and his last utterance was: "Though I licked the teacher, I'm not mad at him!" The report concludes with the statement that the teacher instantly surrendered himself, and he now lies in an hospital in a critical condition. Such are the incidents of this horrible tragedy. The tale needs no moral; or if it does, it points to the fact referred to in our opening sentence,—the calamitous absence of moral suasion, and the substitution of "Satanism" (to use Dr. Goldwin Smith's phrase) for the influences which should be actively operative in an institution devoted to the training—moral as well as intellectual—of the youth of a Christian land.

COPY-BOOKS VERSUS SLATES.

THE CANADA PUBLISHING CO., we learn, have just received an order from the Toronto Public School Board for over 8,000 headline copy slips, from their new and improved Beatty Copy Books, for use in the schools of the city. This is a new departure, and, we dare say, an economical one, on the part of the School Board of the Capital, as the headlines can be made to do duty, in blank copy-books, long after the latter have been filled with those moral maxims which form the palladium of school liberty and the foundation of the writing masters' greatness. Without de-