

who deluded themselves into thinking that they would learn English from a teacher while living clannishly by themselves in a boarding-house where not a word of English was spoken. They were very good, jovial fellows, and sometimes great fun as well; but they took up their daily lesson as if to speak any language but their own was a humiliation to them.

Perhaps the oldest pupil of all was an old man over seventy, a native of Alsace, who wanted to learn geometry, because, after vainly trying to satisfy his craving for knowledge by dabbling in history and philosophy, and even modern science, he had come to the conclusion that the only truths which could satisfy a rational mind were the truths of mathematics! Yet, paradoxical as it may seem, but is not, this arid-minded old fellow, who found even the bald statements of modern science too flowery for his taste, was a religious man, and a churchwarden to boot. Alas, he turned out to be not so single-minded as he appeared. He had his adamant crotchets, which I, backed by Euclid with chapter and verse, was powerless to remove. He

ended his lessons, which had gradually degenerated into ill-tempered altercations with his teacher, by one day breaking out into a savage tirade, not against the equator, but against the Proposition of the Three Squares (Euclid I. 47), and I saw him no more. It was his Waterloo.

But, though sometimes I had a good run of pupils, the work was poorly paid, when the cost of living was taken into account. A single man "who sets up for a gentleman" cannot live decently in New York under two pounds a week; and when it is stated that the average compensation for private teaching is no more than half-a-dollar (two shillings) a lesson—only the fortunate few getting from three to four shillings—it is easy to see that a tutor must be kept very busy indeed to leave any margin beyond a mere livelihood. And there are those three dreadful months from the middle of June to the middle of September to be considered and provided for, when New York is a Sahara to the unfriended foreign teacher.—*Chambers' Journal.*

OVER-STUDY.

By HON. G. W. ROSS, LL.D.,

Minister of Education, Ontario.

AT the closing exercises of the first session of 1898 at the Normal School on Friday, June 17th, the students were addressed by Hon. Geo. W. Ross, Minister of Education, upon the questions of home study and school examinations. The following is an extended report of the Minister's address given at that time:

Hon. Mr. Ross said: "There appears to be some misunderstanding in the public mind with regard to the responsibility of the Education De-

partment for the alleged pressure in the Public and High Schools of the Province. While I would not for a moment endeavor to evade any responsibility that belongs to me as Minister of Education, I think it is but fair to myself and to the department that you should clearly understand the legal incidence of that responsibility.

"Although the department prescribes a course of study for Public and High Schools, it does not fix the