

Board to succeed Mr. A. J. McKillop, who leaves Oct. 1st to commence the study of the medical profession.—W. A. Milne, Lucknow, succeeds Mr. D. A. Grant in S. S. No. 2, Aldborough.—Mr. N. A. Buchner, a student of St. Thomas Collegiate Institute, last term, has been awarded a second class certificate.—Mr. D. A. Grant took charge of Sparta school this morning.—Three additional certificates have been awarded pupils of the Aylmer High School:—Essie McLachlan, second B; Olive Bancroft, third; Grace Peacock, third; making, in all, sixteen seconds and eleven thirds.—*St. Thomas Journal*.

Ex-President White, of Cornell, will retain a residence at the university, the trustees having executed to him a long lease of the house he built on the college grounds a few years after the institution was built in 1868. Concerning Dr. White's success, the Board of Regents of Michigan University passed the following resolution: "That in accepting the resignation of Prof. Adams, the Board desires to congratulate him upon his well-deserved promotion to the high and responsible office of President of Cornell University, and also to recognize fully the great obligation of this university to him for his long and faithful services here, and also to wish him in future that great measure of success which his great abilities and eminent position seem surely to promise."

Mr. Whotham, late fellow in modern languages, University College, has been appointed to a fellowship in romance languages at Johns Hopkins University, Baltimore. Mr. Milton Haight, mathematical medallist of the University of Toronto, and late mathematical master of Port Hope High School, is about to enter upon a post-graduate course of mathematical study at Johns Hopkins also. Mr. Robert Balmer, medallist in modern languages of University College, and late modern language master of Galt Collegiate Institute, has just returned from a year's study of the romance languages in Paris, France. Mr. Squair, tutor in French, University College, has also just returned from his annual summer tour in France and Italy, whither he went to perfect his knowledge of French and Italian. These activities on the part of our more earnest young educators, show that the pursuit of culture has a more than ordinary interest for the latter graduates of our Provincial University.—*St. Thomas Journal*.

On Tuesday morning Mr. J. M. Martin, for five years teacher at Park Corner, New London, crossed on the *Princess*, en route to McGill College, Montreal, where he will study medicine. Previous to his going he was entertained at social parties at the residences of Mr. G. T. Marsh and Mrs. D. Montgomery. On Wednesday evening last he was entertained at a sumptuous supper at Mr. H. A. Leslie's Kensington, and was presented with an address signed by the trustees, the clergy, and about fifty other prominent residents. No better testimonial to Mr. Martin's character can be needed than the fact that the school children were most deeply affected at his departure. For five years he has been a conscientious and painstaking teacher, and an upright and honorable member of society, and his going is a great loss to the people of Park Corner. In his new field of endeavor we wish him well.—*Summerside, P. E. I., Journal*.

Prof. Haslam, in his address to the North Canterbury Educational Institute, tells a story to show that in the colonies, no less than in England, it is idle to trust to home teaching for the moral training of children:—"A class of children of fairly well-to-do parents were reading the story of Sir Philip Sydney—how he took the cup of water from his own parched lips and gave it to the wounded soldier, saying, 'His necessity is greater than mine.' The first comment made immediately on the conclusion of the story was, 'Please, teacher, what did he get for it?' Very apposite, too, is Professor Haslam's rejoinder to the Premier's argument that New Zealand children were taught morality inasmuch as they were taught to obey. "At that rate our soldiers and sailors ought to be the most moral men in the world, for there is no school where obedience is so strictly taught as it is in the army and navy."—*London Journal of Education*.

The school board in Plainville, after a long wrangle, broke a deadlock, a few days ago, by adopting a resolution not to hire any school teacher who would not make a written agreement not to get married during the school year; this, because of worry caused by some of them having married and resigned in the middle of terms. The women teachers have all flatly refused to accept of these conditions, and school cannot "keep" until this new and peculiar strike is settled. One of the members of the school board says that the board simply want all who are going to get married to do it

now, before the school year begins, as the board are sick of having love-sick "engaged" teachers; and then they want all who are not now engaged, but who become so, to put off marriage till the end of the school year. But the women teachers squarely refuse to submit to any restrictions whatever on the subject of love, courting, or marriage.—*N. E. Journal of Education*.

Here are some gems of answers given by candidates at the recent teachers' examinations in England:—

One examinee, being asked to name some portions of Shakespeare suitable for school lessons, replies by mentioning "Marmion" and "The Lady of the Lake." This is matched by the profound knowledge of natural history evinced by another, who enumerates "scorpions" among birds of prey. According to one of the revisers of the papers in arithmetic, the following are some of the "flowers that should not be left to blush unseen":—"Præmium is a sum paid by a 1st to a 2nd for a 3rd generally." "A complex fraction consists of several different rules in arithmetic sometimes." "A fraction of a number is the least part less than a farthing." "A fraction is an equal part of a whole thing." "A fraction is simply one number placed over another with a line between them." "Gain or loss p. c. means the gain or loss multiplied by 100 and divided by the cost price." "The denominator tells us into how many parts the fraction or unit is divided." Here is a delightful specimen of lucidity which ought not to be lost:—"To convert a recurring decimal into a vulgar fraction; for every figure that does recur add a 9, and those that do not recur subtract from those that do, and instead of a 9 put an ought." "And yet," remarks the examiner, "the authoress of this delightful jumble converted all three examples with perfect accuracy."

For Friday Afternoons.

THE DEACON'S ONE-HOSS-SHAY.

Logic is logic. We well remember, and we dare say most of our readers can do the same, having often in our school-boy days puzzled over the problem which is the inspiration of the following well-known poem. When a prop or structure of any kind gives way under pressure, it must, of course, yield first at the weakest point. Now suppose—and we may suppose anything in logic or mathematics—suppose there is no weakest point, how can any such thing ever begin to give way at all? We had never then seen Oliver Wendell Holmes' solution of the question. It is no doubt familiar to most of our readers, but will repay reading again, and is a good extract for a Friday afternoon's recitation.

THE DEACON'S MASTERPIECE.

Have you heard of the wonderful one-hoss-shay,
That was built in such a wonderful way
It ran a hundred years to a day,
And then, of a sudden, it—ah, but stay,
I'll tell you what happen'd without delay,
Scaring the parson into fits,
Frightening people out of their wits,—
Have you ever heard of that, I say?

First of November.—the Earthquake-day.—
There are traces of age in the one-hoss-shay,
A general flavor of mild decay,
But nothing local, as one may say.
Seventeen hundred and fifty-five,
Georgius Secundus was then alive,—
Snuffly old drone from the German hive!
That was the year when Lisbon-town
Saw the earth open and gulp her down,
Left without a scalp to its crown.
It was on the terrible Earthquake-day
That the Deacon finished the one-hoss-shay.
Now, in the building of chaises, I'll tell you what,
There is always somewhere a weakest spot,—
In hub, tire, fellow, in spring or thill,
In panel, or crossbar, or floor or sill,
In screw, bolt, thoroughbrace—lurking still
Find it somewhere, you must and will,—