

any one of these be induced to bathe regularly every day or even once or twice a week, for a few months, and see if self-respect and conscience do not unite to make him very uncomfortable when it is afterwards omitted. Every boy and girl should be taught that personal cleanliness, and cleanliness and tidiness of surroundings are essentials to respectability, and teachers can do much directly and incidentally to press home such lessons.

A superintendent somewhere says:—"I have seen teachers conducting lessons on the need of ventilation, the atmosphere of the recitation rooms being at the time almost suffocating." That alas! is too often the normal state of the school-room a half hour or so after it is occupied. This is one of the worst practical difficulties the teacher has to meet. Neither teacher nor pupil can do good work in a vitiated atmosphere. What a wilderness of flushed cheeks, of dull, heavy eyes, of listless, drowsy faces, is often spread out before one who enters a crowded school-room as the day advances. Too often teacher and pupil alike are unconscious of the evil. They do not know what is the matter, or why they cannot rouse their minds to vigorous action. Let such a room be cleared for a few moments. Let teacher and pupils go out into the open air while doors and windows are thrown open. What a change as they come together again! The blessed pure air of heaven has re-created them. They seem like different beings. Fresh air is indeed a regenerator, a dispeller of dullness, a solvent for peevishness, a messenger of life, of brightness and vigor of body and mind, and being so plentiful and cheap why should it ever be wanting? Aye there's the rub. Fresh air gets very cold out doors on a Canadian winter's day, and if too freely admitted may come as a messenger of chills, coughs, and colds, as well as of brightness and clear-headedness. The ventilation question is a difficult one, at the best, and at the worst is often a despair to the teacher in a poorly warmed country house. But no care and effort will better repay him, from every point of view, than that given to the task of keeping the atmosphere of the class-room pure and invigorating.

THE LATE MINISTER OF EDUCATION.

The fell disease which for the last two or three years preyed upon the physical and mental constitution of the Hon. Adam Crooks, LL.D., Q.C., terminated fatally on the 28th ult. His death took place in Hartford, Conn., at the institution in which he has been for some time under treatment. The deceased was born at West Flamboro, December 11th, 1827, and was consequently 58 years old at his decease. He was educated at Upper Canada College and the University of Toronto. At his graduation as B.A., in 1850, he took very high honors in classics and mathematics. He subsequently proceeded to the degrees of M.A. and LL.D., in the same institution. He always, while in health, took a warm and active interest in the affairs of his Alma Mater, and for some years occupied the honorable position of its Vice-Chancellor. From 1871 to the date of his retirement he was a distinguished member of the Ontario Legislature, representing first

Toronto West and afterwards South Oxford. Shortly after his first election he was made a Cabinet Minister with the portfolio of Attorney-General, which was a year or two after exchanged for that of Treasurer. Upon the change of Educational policy in pursuance of which the headship of the Education Department was made a Government office, Mr. Crooks was made Minister of Education, for a time in connection with the Treasurership, but from 1877 as his separate and sole department. Though many doubted the wisdom of bringing the affairs of public education into the arena of party politics few questioned the wisdom of the selection made when the Hon. Adam Crooks was appointed the first Minister of Education for Ontario. He administered the affairs of his department with wisdom and vigor until the ravages of disease began to tell upon his previously robust intellect and well-balanced judgment. The sad story of his declining bodily and mental health need not here be repeated. In his necessary withdrawal from public life the cause of education suffered a loss which, in the dearth of public men of his high scholarly attainments and administrative ability, was and is still deeply felt. The teachers of Ontario who knew him as the head of their profession will remember him with kindly regret, and will feel sincere sympathy with his sorrowing relatives and friends.

THE QUEEN'S ENGLISH.

It has long been evident that no proficiency in either the rules of grammar or the science of language will suffice to prevent the most atrocious murdering of the Queen's English by school children. The forces of early education and daily habit are too strong. Nothing but practice, practice, practice, in correct speaking can eradicate this tendency to relapse into the accustomed solecisms and barbarisms of free speech. Hence every teacher should find some time for free and easy conversation with the pupils with a view to aid them in forming habits of correct expression.

It would be vain, for a long time, to criticise every error. Tact too, is required to save the pupils from such embarrassment under criticism as will either close their mouths, or lead to the use of stiff and stilted phrases. But the teacher who has, or will take the pains to acquire, the power of talking freely with pupils and leading them to talk freely with him and with each other, may do more in a month in helping them to form habits of correct speech than can be done by the study of books and systems in a year. The grosser errors in diction may either be pointed out pleasantly in passing, and better expressions substituted, or they may be jotted down in a list for reference at the close of the exercise. The main point is to lead to the habit of self-criticism. The young person who is conscious of shortcomings and really ambitious to speak correctly will pretty surely make progress towards that end. Only let the impression be fixed that the thing is of importance, that it is really worth while to speak one's native language with some degree of purity, and improvement will follow as a matter of course.

Nor is it the blunders in pronunciation, or in syntactical structure alone, which require attention. Much can be done by a