Astronomical Notes.

mission to circumstances on the other. Just as we emphatically condemn the infinite meanness of advancing as an argument for the acceptance of a small salary, when twice the sum could be as easily paid, the habitual unselfishness of teachers and their devotion to their duty irrespective of remuneration. When these liberties are taken with teachers it is time for them to assert their claim to more generous treatment — to let the public understand that an accomplished and competent teacher can only be obtained upon the same terms as properly qualified men in other departments of activity.

Moreover, teachers do not profess to constitute a brotherhood vowed to poverty, celibacy, and self immolation. They have not cast behind them the comforts of life and its interests. They are citizens of a dominion free and young, in whose advancement they rejoice, to whose stability they contribute, and of whose honour they are jealous. As members of the community in which they are placed they ought to be in circumstances to associate or equal terms with those to whom they are commended by their position and acquirements. Independence begets respect, knowledge and good sense are appreciated, and the public estimate of a teacher as a member of society augments his influence in the class-room and contributes to the weight of his opinion.

We have addressed ourselves, in the first place, to the financial question, because it lies at the root of all reform. And we have done so not from mercenary motives, certainly, as will appear to all who dispassionately examine the circumstances of the case, but because teachers are entitled, when estimating the value of their services, to take into consideration the time spent and the expense incurred by them in fitting them for their profession, the position in society which they are expected to fill, and the rewards which await men similarly gifted in other professions. Our remarks have not been solely directed by a desire to advance the interests of the teachers but to promote the cause of education - to prevent or diminish the constant efflux of good men from the profession at the time when they are most valuable, and to induce others to join the ranks who are at present deterred from doing so. Let our academies and high schools be placed upon such a financial basis that they will be regarded as prizes worth striving for, and let the salaries of the teachers in the other schools be increased in proportion, and, with the excellent material which has been proved to exist in the Atlantic Provinces, and their abundant and admirable facilities for higher education and professional training, we may reasonably hope for the commencement of a brighter era in our educational history.

A correspondent writes: "I have frequently read and heard of the forenoon being longer or shorter than the afternoon, and I have recently listened to and taken part in quite a lively debate on the subject. Would you kindly inform me if the forenoon and afternoon are of unequal length; and if so, why so?"

The categorical answer to the first question is: Yes, and No. It depends on where you live and what time of year it is.

I had got thus far with my answer, when it suddenly occurred to me that the forenoon and afternoon that I was thinking of might not be the same astrose that my correspondent was thinking of. So I determined to try to find out what people usually meant by these terms. The vague, loose, general way in which they are used nineteen times out of every twenty will hardly serve our present purpose. To settle which of the two is the longer we must have them defined very precisely. This precise exact meaning of Forenoon and Afternoon is what I set myself to find out. I spent an afternoon at it and consulted a large number of people of all sorts and conditions. The result was that I found more than fifty varieties of the article-more than fifty varieties of forenoon and afternoon as precisely defined by the persons to whom I applied.

Now it is clearly out of the question that I should describe all of these and answer the above question for each. Even if I did so, my correspondent might not be satisfied, for his particular brand of forenoon and afternoon may differ from each and all of those in my collection.

If he will tell me exactly what he means by forenoon and afternoon I will try to answer his questions.

Almost everyone has a neighbor whose watch keeps time with the Sun. Either it is a very bad watch or its owner is a very bad man; for the Sun is not a very good time-keeper. Navigators and others who take time from him have always to turn up the almanac and find out how much he is ahead or behind. Even a toy watch, which does not go at all, is right twice a day, but the Sun is right only four times a year.

February is one of his worst months. When it is noon by him on the 11th it will be 12.14½ by a watch showing correct mean time. Three months ago Sunnoon fell at 11.44. So during these three months the Sun has lost over half-an-hour. During the same three months he has been travelling at his fastest rate on his annual journey among the stars. If it seems strange to you that these two things can have been going on at the same time, it will probably seem

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