

A vote of thanks was also passed to the Mayor and Aldermen for the use of the City Hall; also to the press for the reports of our meeting.

The meeting adjourned by singing "God Save the Queen."

*The next convention will be held on the

second Friday and Saturday of October. It will be of the nature of an Institute, and will be conducted by J. Kirkland, Esq., M.A., Master, Normal School, Toronto. On the Friday evening he will deliver a public lecture on the magic lantern as a means of illustration.

CHOICE MISCELLANY.

—The conjunctive mood—thoughts of matrimony.

—English Spelling-match : Pronouncer—"Saloon." Speller—"Hes, hay, hel, ho, ho, hen; saloon."

—Experience does take dreadfully high school wages, but he teaches like no other.

—*Carlyle*.

—The most effective way for a boy to learn a bee sees is just to put his finger well into the hive.

—There is nothing more frightful than for a teacher to know only what his scholars are intended to know.—*Gaith*.

—Gail Hamilton thinks school exhibitions are fearfully and wonderfully contrived to use up pupils and break down teachers, and to take all the substance out of what should be an education.

—A lady applying for admission to the junior class of an Eastern seminary, and being asked as to her qualifications, replied: "I ain't much of an arithmeticker, but I'm an elegant grammarist."

—A bill to prohibit the sale of liquor within four miles of the California University prompts a paper to call it "An act to promote pedestrianism among the students."

—"What can you say of the second law of thought?" "It can not both be and not be. For example, this door must be either shut or open. It can't be both shut and open." "Give another illustration." "Well, take the case of another door."

—It is not a welcome thing to feel obliged to say—and yet it has to be said by somebody—that graduation addresses to school-

boys should be kept free from turgid rhetoric and tangled sentences.—*Philadelphia Ledger*.

—The only hard and valuable piece of work in pure arithmetic that the student has to encounter is the multiplication table, which very absurdly stops at "twelve times twelve," but might usefully be carried four or five times as far.

—"The boy at the head of the class will state what were the Dark Ages of the world." Boy hesitates. "Next, Master Biggs, can you tell me what the Dark Ages were?" "I guess they were the ages before spectacle were invented!"

—No single element of education seems to me more important than the acquisition of at least one language other than the mother-tongue. It seems to arouse and develop the intellectual nature of a child as nothing else can.—*Bayard Taylor*.

—The word "inheritance" came in a paragraph in the reading lesson, and a visitor asked, "what is an inheritance?" "Patrimony," was the reply. "What is a patrimony?" "It is something left by a father." "What would you call it if left by a mother?" "Matrimony."

—Whoever else may sigh for the "good old times," we suppose school principals are not of the number. In 1661 their duties were as follows, in some of the towns of New England. To act as Court messenger, to serve summonses, to lead the choir on Sundays, to ring the bell for public worship, to dig the graves, to take charge of the school and perform other occasional duties."

—The New England Journal of Education truly enough says that a new art is to be