

and the room is lighted by three windows on each side. Of its furniture first in importance, during this cold weather, is an immense stove, with pipes running all around the room. The desks are of the latest improved make, imported from a firm in Ontario. In this respect we are in advance of our neighbours, who have only home-made desks; however, we try not to be insufferably proud. These with maps, tablet lessons, blackboard, clock, window blinds, etc., complete the furnishings.

As the section is large, many of the pupils live a long distance from the school house; and various are their modes of getting to school. Some of them take short cuts through the woods, over the unbroken snow on snowshoes. Walking on snowshoes is an art not easily acquired; and, to the novice, is generally attended with unlooked for, and sometimes unpleasant incidents. Many of the school children, however, seem to be masters of this method of pedestrianism.

Some of the little girls come on sleds drawn by dogs. By whatever means they manage it, the pupils are remarkably regular in their daily attendance. Their ages vary from six to eighteen years, and their grades of scholarship vary in proportion. The studies pursued, time-table, etc., are, of course, the same here as in other parts of Ontario. And I might add that the pupils, also, with their ways, alternately interesting and provoking, studious and mischievous, engaging and repulsive, are at least remarkably similar to the pupils in other parts of the Province; and my efforts in training and teaching them are attended with the same encouragements and discouragements as experienced by teachers in other schools.

An instance of daily school occurrences comes to mind just now. I asked my class in the second reader the

meaning of the word beautiful; and a bright little fellow having promptly answered, "awful nice," I thought it a good opportunity to teach them some respect for that much abused word *awful*. By means of showing its force, as applied to storms on the lake, and shipwrecks, of which St. Joseph children have a clear comprehension, I at length awed them with its awful significance. I then told them when they wished to be emphatic to use the word *very*; *very* pretty flower clearly described something, *awful* pretty flower, did not. I knew by their looks that they had caught my meaning, and fully agreed with me, so I dropped the subject. During recess, some days later, one little girl made the remark to another, "There is an awful lot of snow on your dress." She checked herself, and straightway changed it to, "There is a *very* lot of snow on your dress;" but she glanced at me with an uncertain, puzzled look. I laughed when I heard this second change rung upon the word, and for which I had made no provision. And I thought it fortunate I was at hand to help my pupil out of her dilemma, and to supplement my former lesson. However, I felt rather encouraged than otherwise, for I saw my efforts had not been without effect.

I have adopted the Tonic Sol-Fa method of music in our school. I say *adopted*, for I cannot claim the honour of having introduced it.

Weekly lessons in this method of music have been given to a class in this neighbourhood for nearly two years past by a well-qualified, painstaking teacher. From time to time, examinations have been held,—as this is a feature of this system of teaching music,—and different grades of certificates granted according to the musical proficiency obtained. The result is that half-a-dozen of my pupils hold certificates of music equal