

COLORED CRAYONS IN THE SCHOOL-ROOM.

Fellow teachers, have you ever used colored crayon in your school? If not, there are many ways in which they might be made very serviceable. If your trustee or director will furnish you with half a box to be used judiciously, they will last a term and repay the cost ten-fold. With your class of beginners you can make the lesson so much more interesting and attractive to them by painting or writing the lesson or a part of it in colors.

Let the lesson be prepared after school, and placed upon the board, printing each new word in colors, and have a screen over the board so as to make the lesson a surprise when they come out to read and you will be astonished at the interest and progress.

Another way equally good is to place the lesson upon a sheet of white paper, a pound of which will cost ten cents, and last through the term. At the time for the recitation this can be placed upon a standard in front of the class.

Once each week the smallest pupils might be allowed to go to the blackboard for twenty minutes, and use the crayon for printing or making pictures.

Advanced pupils could use it to advantage in map-drawing on the board. Dates in history may be written nicely on the wall over the blackboard, and programmes tastefully arranged will add much to the attractiveness of your room.—*The Countryside*.

THE DISTINCTION BETWEEN SHALL AND WILL.

The general rule to be followed in the use of the words *shall* and *will* is, that when the simple idea of future occurrences is to be expressed unconnected with the speaker's resolve, we must use *shall* in the first person, and *will* in the second and third, as: "I shall die, you will die, he will die;" but when the idea of compulsion or necessity is to be conveyed,—a futurity connected with the will of the speaker,—*will* must be employed in the first person, and *shall* in the second and third, as: "I will go, you shall go, he shall go." I shall attain to thirty at my next birthday," merely foretells the age to which the speaker will have reached at his next birthday; "I will attain to thirty at my next birthday," would imply a determination to be so old at the time mentioned. "You shall have some money to-morrow," would imply a promise to pay it: "you will have some money to-morrow," would only imply an expectation that the person addressed would receive some money.

The *Edinburgh Review* denounces the distinctions of *shall* and *will*, by their neglect of which the Scotch are so often betrayed, as one of the most capricious and inconsistent of all imaginable irregularities, and as at variance not less with original etymology than with former usage. Prof. Marsh regards it as a verbal quibble, which will soon disappear from our language. It is a quibble, just as any distinction is a quibble to persons who are too dull, too lazy, or too careless to comprehend it. With as much propriety might the distinction between *farther* and *further*, *strong* and *robust*, *empty* and *vacant* be pronounced a verbal quibble. Sir Edmund W. Read has shown that the difference is not one which has an existence only in the pedagogue's brain, but that it is as real and legitimate as that between *be* and *am*, and dates back as far as Wickliffe and Chaucer, while it has also the authority of Shakespeare.—*Matthew*.

A SCHOOL TRUSTEE'S LOGIC.

There is nothing like logic, and every thoughtful man ought to keep a package of it on hand to use in cases of emergency. A countryman was told by a schoolmaster that the earth is round and turns round, and he stared in astonishment and then said! 'I'll just try an experiment for myself.' The next day he came back with a triumphant proof that the schoolmaster's yarn was all nonsense. 'Ef the earth turns round,' he said, inquisitively, 'then half the time we are on top and half the time under, ain't we?' 'Most assuredly,' was the reply; 'Well the earth didn't stop turnin' round last night for the first time, did it?' 'probably not,' said the schoolmaster. 'Now then,' went on the logician triumphantly, 'see how foolish you be. Why don't you try experiments before you scare people telling such stories? Last evenin' when I went home I put a 'tater' nicely balanced on a stick that I stuck in the ground. If the earth had moved a quarter of an inch all night that 'tater' would have dropped sure: but when I got up this mornin' there it was just as I left it. We don't want no such nonsense taught here. This school closes to day, and your bill to date will be paid.'

JUDGE YE.—Here is a true story. A young man, son of a celebrated D.D., married a young woman, a graduate of a female seminary. They were educated and accomplished. They had two lovely daughters; both of these at about the age of fifteen died of diphtheria. As it was at a country-place, the physician looked at the surroundings. There was a flower garden in front, and a hollow to hold slops behind. "Why," he said pointing to the latter, "this is enough to kill the whole neighborhood." Were reading, writing, and arithmetic the most important things for that father and mother to know?—*The School Journal* (N. Y.)

THE RIGHT KIND.—Said one of the patrons of a school, not long since, when applying for a teacher: "I wish we could get such a teacher as we had last year; he taught the children hundreds of things they never thought of before, and my boy has pestered me with questions ever since; he will scarcely give me any rest; he tells me every thing he has heard there, and relates to me all the stories in his reading-book, and makes comments upon everything. He could not have paid a higher compliment to the former teacher. The teacher had succeeded in awakening in the pupil's mind a desire to know. Curiosity, that great incentive to the acquisition of knowledge, was fully aroused.—*Educational News*.

Notes and News.

ONTARIO.

Watford Public School has adopted the half-time system.

The Stratford, Mitchell, and Listowel High School Boards made unsuccessful application to the County Council for increased grants. The latter town paid last year \$1200 in support of the High School, while 33 out of 75 of the pupils reside outside the town.

The masters and students of St. Mary's Coll. Inst. recently gave a very successful entertainment in the Opera House. Mr. Riddle gave a lecture on "Dreams," and there was a magic lantern exhibition.

On Feb. 4th the Principal of the Dresden Public School was severely assaulted by a resident of the place. The nasal bone was fractured. The alleged ground was the whipping of assailant's son. The offender was committed for trial; bail was accepted.

Mr. A. Bowerman, late Head Master of Farmersville High School, has opened a land office in Winnipeg.

The proposed High School Masters' Institute has not yet been held in Western Ontario.

A grand oyster supper was given Feb. 24th, in honor of Mr. J. B. Robinson, teacher of S. S. No. 9, Blanshard, Co. Perth. Mr. Robinson has been in charge of this school for three years, and resigns to go to the North West. The presence of about a hundred people, and the presentation of a complimentary address to Mr. Robinson, testified the high value placed upon his services.

The trustees of Blyth, in an evil hour, decided to try the "cheap teacher" experiment. We are glad to learn that, after two months trial of the new plan, they concluded to invite back Mr. Henderson, who had served them so long and faithfully and with general satisfaction. All such experiments are merely "penny wise and pound foolish," and we record with pleasure the course of the Blyth Board, which was the most manly they could adopt after seeing the error of their policy.

Mr. James Hartly, an esteemed teacher in East Huron, died March 9th, at the early age of 31. Mr. Hartley had undergone a severe operation for tumor, from the effects of which he never fully recovered. After two months of extreme suffering he succumbed to the malady, and has left a young wife and two children to mourn his loss. He was a faithful teacher, and was highly respected by all who knew him.

A very successful and pleasant entertainment was given in the Union School House, Nos. 1 and 13, Con. 14 Brooke and Warwick, Mr. J. T. Smith, teacher. Readings, recitations, songs and instrumental music by the Watford String Band made up a programme of 19 items. Very interesting and noteworthy addresses were delivered during the evening by C. A. Barnes, Esq. Inspector of Schools, and the Rev. Mr. Colwell. A large and appreciative audience was present.