

district, holding regular meetings and having an oversight over school interests. \* \* \*

"A more efficient, intelligent and progressive class of school officers. Parsimony and extravagance would alike be controlled. As a rule, boards of education are composed of the leading men of the community.

"All the inhabitants of a township would receive equal educational advantages at equal rates.

"It would guarantee to all the communities the school privileges now enjoyed by residents of union free school districts.

"Fewer and larger schools, better wages, better teachers. Weak districts would be annexed to others.

"More and better supervision by school commissioners and boards of directors.

"It would add dignity and usefulness to the office of school commissioner, giving him less anxiety over petty details, and enabling him to supervise schools more systematically and intelligently.

"Better facilities for grading the country schools, and establishing a uniform and satisfactory course of study, having in view the entire school population of a township. Advanced or high schools could be established at convenient points, which every pupil of the township of requisite educational advancement would have the right to attend. The small schools would become a part of a perfected, harmonious and efficient system, instead of straggling and struggling nonentities."

#### Annoyances That are Imaginary.

Are school teachers the chronic growlers and grumblers they are charged with being? It would seem at times that they show the charge to be true. Let but two or three teachers of the same school of a town meet and their talk is nearly always of the "shop," and their woes and tribulations are exchanged, commented on and sympathized with. Next to the luxury of abusing the school committee is the pleasure of criticizing the text-books used by the teachers. Then the salary is ridiculously small, the class the worst ever gotten together, the school room entirely unfit for habitation, the parents are meddlesome, the vacations too short, the superintendent too officious and exacting, and the times are out of joint. A disinterested listener would be led to suppose that upon teachers' devoted heads were piled all the troubles, annoyances and vexations that could ever be expected to be heaped on mortals here below. But do teachers have more difficulties to encounter than those engaged in other callings? Is their work the most exacting, exhausting, perplexing, troublesome of all the work that is done in the world? Admitting that it calls for the exercise of the greatest patience, forbearance and tact, is it surrounded with such difficulties that these virtues are repressed in their expression, and the teacher is crushed by the weight

of her labors? Would it not be the part of wisdom, would it not be in harmony with the spirit which should inspire every teacher when she engages in the noble calling, to make herself superior to the annoyances that come to all of us in life, to dominate and control the vexations peculiar to her work, and become fortified and strong, and by the exercise of the powers that make her a teacher to govern not only her school but its conditions, with a sweetness of disposition, a suavity of manner, that will react on the work and its doers, and bring sunshine where now so much that is gloomy and forbidding exists by the act of the teacher?

#### Bovines vs. Equines.

The differences anatomically and physiologically between the cattle tribe (*Bos*) and the horse family (*Equus*) is an interesting study. In parallel tables as given in the *Maryland Farmer*, these can be seen at a glance:

CATTLE.	HORSES.
Have two toes.	Have one toe.
Horned.	Without horns.
Have no mane.	Have flowing mane.
Long hair in a tuft at end of tail.	Tail covered with long hair.
Pawing with the fore feet denotes anger.	Pawing with fore feet denotes hunger.
Seize forage with the tongue.	Gather food with the lips.
Lips slightly movable.	Lips very movable.
Have no upper incisor teeth.	Have upper and lower incisors.
Lie down fore parts first.	Lie down hind parts first.
Rise on hind legs first.	Rise on fore legs first.
Short mouth. No space between incisor and molar teeth.	Mouth long. Space between front and back teeth.
Four stomachs.	One stomach.
They chew the cud.	Do not chew the cud.
Intestines small—120 feet long.	Intestines large—60 feet long.
Have gall bladder.	Have no gall bladder.
May vomit.	Do not vomit.
May breathe through the mouth.	Don't breathe through the mouth.
Mouth generally open when wearied.	Mouth never open from exhaustion.
Defense by goring.	Defense by kicking.
Bellow or moo.	Neigh or whinny.
Do not sweat.	Perspire easily.
Have dewlap.	Have no dewlap.
No warts on inside of hind legs.	Hard, oval warts inside hind legs.
Never use teeth in fighting.	Use the teeth in fighting.
Do not retract the ears.	Retract the ears when angry.
Very rough tongue.	Smooth, soft tongue.
Short, broad head.	Long, narrow head.
Wide, drooping ears.	Erect, narrow ears.
Limbs formed for strength.	Limbs formed for speed.
Live twelve or eighteen years.	Live thirty or forty years.
Do not roll in the dust.	Do roll in dust.
Sleep with both ears alike.	Sleep with one ear forward.
Lie down to sleep.	Often sleep standing.
Eat and lie down to ruminate.	Never ruminate, eat little and often.
Shoulders straight.	Shoulders sloping.

The final examination of the N. B. Normal School begins on the 14th of June. A large number will undergo examination. Many teachers have made application for examination for advanced classes.