

empty table, and at a quarter past two Jinks jammed on his hat and swore he would never speak to Blink again, while Brad looked scowlingly at the departing Jinks until Blink remarked that for two cents he would lick Brad.' At half-past two the hotel parlor was empty and so were the students.

NOTES TO THE FIFTH READER

By T. C. L. Armstrong, M. A., *Modern Language Master, Collegiate Institute, Hamilton.* Jas. Campbell & Son, Publishers.

The selection of a specified number of lessons from the text-books for the purposes of the test examinations for entrance to High Schools, and for third class certificates, has called forth a set of notes on those lessons that will be found of great advantage to the student. While they all aim at giving information calculated to assist at the examinations, the notes by T. C. L. Armstrong, M. A., our Modern Language Master, has a second and perhaps more important object, viz: that of supplying teachers with a general plan of teaching the Fifth Book.

A concise and yet full treatise on the method of teaching English is first given, well calculated to assist both teachers and pupils in a methodical and scientific treatment of the study of our own language as a training medium, as a source of information, and as a useful acquirement. The chapter on Derivations is intended to supply a want that has long been felt by public school teachers, that of a concise and systematic view of the nature and use of derivation as a school exercise. It is claimed for this chapter that it gives the gist of the subject in a convenient form, that will be found useful for reference. Versification is treated more fully than by most of our grammars, and contains much information necessary for a just analysis and application of a poetical extract.

The notes on the lessons aim at brevity and usefulness; a concise bio-

graphical note on each author is given which may be committed to memory. No information is given that can be easily acquired from the text books. The common fault of making the collateral information demand more attention than the text is avoided. The fault of most teachers is that of attempting to compensate for the want of methodical or scientific treatment by a vast collection of disjointed facts.

The *Tyro*, published by the Students of the Canadian Literary Institute, Woodstock, is a neatly printed quarto of twelve pages, fresh with College gossip and replete with sparkling humor. We rejoice with the *Tyro* on its success, and congratulate the Institute on its ever increasing efficiency.

The following Scholarships have been won by ex-students of the Hamilton Collegiate Institute at Knox College at recent examination: 1st year, W. G. Hanna; 2nd year, John Mutch; 3rd year, John Gibson; 2nd year, Scholarship in Exegetics, A. W. Marling.

It may not be generally known that the earth in 365 days makes 366 complete revolution. or that if the earth moved from east to west instead of from west to east we should have 367 days in the year when we now have 365.

The following extract from the Head Master's Report for the month of March, shows the magnitude of the school. Total number enrolled, 432; of them 221 are boys; average attendance for the month, 394. 167 boys take Latin; very few take the non-classical course. Upper school, 63; average attendance, 57.

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