

class as a whole would not have attained to a satisfactory standard if tried by a British test. One thing I considered largely to blame for the shambling, unsolid character of these boys' performances was the absurd system of marking up for lessons in vogue in the school. An average of 90 per cent. was what everybody looked for, while 60 per cent. was downright failure; and when a boy got a succession of low weekly averages he was very apt to take the huff, and by-and-by he might be heard of as attending some other school.

My boys were handicapped in still another way. Some time before Christmas they were set to "memorizing" orations, dialogues, and passages of Latin and Greek for recitation at the annual entertainment to be given by the school before closing for the holidays. Of course, it resulted in their proper work being performed very perfunctorily, when it was not neglected altogether. When the great day, or rather evening, arrived, and the first part of the programme had been successfully rendered, the principal ascended the platform, and, making his bow to the packed audience, read off from a report-book a few details regarding those precious averages, which seemed to be assumed by everybody to be exactly commensurate with the proficiency of the pupils.

Still another and most serious thing interfered with the efficiency of the class. There was no rigid and impartial examination awaiting it at the end of the session to put the boys on their mettle, as is the effect on an English school by the approach of the emissaries of the Oxford and Cambridge Schools Examination Board; or as used to be the case in Scotland, in my earlier days, when the event of the year was the examination of the whole school by a deputation of the ministers of the presbytery, whose faces loomed fatefully on that morning be-

hind a pile of glittering prize-books on the master's desk. Here the examination of my classes was to be conducted by myself, under the general supervision of the principal, at the end of the school year in June, or the end of May. In the Public Schools, of course, a much more rigid and effective system prevails, the examinations in them being periodically conducted by the Superintendent of Public Instruction and his staff of assistants.

Long, however, before our "commencement" day arrived—that is, the day for the final exercises of the school, when the public were again admitted—a whispered rumor had been going the rounds of the older teachers, which, when it reached my ears, sent a cold thrill down my spine. It was to the effect that, owing to causes which had been at work for some time back, the school was not paying, and that some of us would have to go without our last two months' salary. To pass over this miserable experience, I must do the principal the justice to say that he showed a creditable feeling for me in my hard position, without money or friends in a strange land, by recommending me for some other work, which, though not of a very congenial nature, stood me in good stead during the long and trying-summer months—that sweltering, dusty, noisy season in American cities, when to the forlorn Britisher, unable to leave the scorching city, life seems not worth living.

I declined to re-engage with this principal for the following year, even with the bait offered of an increase of salary (that might never be forthcoming), preferring to try for what I could get in the way of private teaching. After many failures in this direction I at last struck out a form of advertisement which soon brought me plenty of pupils—of a kind. It might be amusing; but not profitable, to expose the pecuniary value of a tutor's services,