

Some secretaries take it upon themselves to notify teachers without consulting the board, and perhaps against the wishes of the majority of them. Such notice is of no account. To discharge a teacher, a trustees' meeting should be called to give an opportunity for all to be consulted. If a motion to dismiss the teacher be carried, it may be entered in the minutes and the secretary instructed to act upon it, or a written order may be given to him to act upon it, or, as is usual and the better plan, a notice should be sent the teacher signed by the trustees, or a majority of them. If this notice is signed by only two of the board, it will be invalid if the third has not been consulted.

This is the term in which teachers are most plentiful, and some, no doubt, will have difficulty in obtaining situations. At this season the inspectors have numerous applications, and probably will be able to place some of the applicants, though not by any means all. They naturally will endeavor to place first those teachers of tried experience. It must not be supposed, however, that the inspectors have to do with all the vacancies in their districts. Some school boards always consult them, others listen very respectfully, and will appoint, if they are cheap enough. Some boards seem to enjoy the exclusive dispensation of patronage, others have friends or relations whom they wish to appoint, and there are still others who always want the cheapest. Do not expect an answer by return mail. Do not ask for a list of all the vacant schools in the district. Do not ask for an open certificate, but rather refer the trustees to the inspector for information. Do not fail to notify the inspector, if you have applied to him, of your acceptance of another position, in order that he may take your application off the file. Do not omit to enclose a stamp or postal for reply.

Permit me to wish you all a most pleasant and enjoyable vacation.

No teacher can expect to accomplish as much in *book learning* during the hot days of June as during other and cooler months. There is a lassitude of body accompanied by a corresponding languor of mind which puts study out of the question. The mind must be aroused from this lethargy, but dull lessons will never do it. The soiled, much thumbed school books, should frequently be laid aside and the fresh, wonderful living book of Nature opened in their stead. Go with the children, if only for a few moments, out into the fields, the woods afford even greater pleasure if you are so fortunate as to be near them, making friends with the birds and flowers. Drink in Nature's life and freshness and grow stronger thereby. *Exchange.*

For the Review

Arithmetic.

A rule in Houlbin Smith's Arithmetic, "Multiply the compass of a room by its height to find the area of the four walls" may be illustrated by means of a half sheet of foolscap.

Fold the paper so that the two shorter edges meet in the centre on the same side. Then fold again by bringing the two ends together again. Open the paper and fold again so as to form a hollow prism. The four walls of the room would be represented by the paper. Open the paper and a rectangle is shown, the area of which is found by multiplying height by the breadth (the sum of the two ends and two breadths of the room, or the compass).

Place blocks to represent the walls of a building. Move the blocks outward by taking one side and placing it in line with the next until the four sides or walls are in line, then the cubic content can be found by multiplying the compass by the height and the product by the thickness. Cut openings in the paper to show the place of doors or windows. Fold the paper to show that a twelve inch corner need only to be considered as diminishing the height by that much, if the walls are to be papered.

It is sometimes helpful to the scholars to be shown that $8 \div 9$, $8 \div 9$, $\frac{1}{9}$ of 8, $\frac{8}{9}$, $8 \times \frac{1}{9}$ have the same value and are only different forms to express the same idea. If the expression can be readily expressed decimally it might also be added.

How many teach that square measure is derived from long measure, and that areas of all rectangles are found by the same rule? Start with the window panes. So many panes in width, so many in height, how many altogether? The desks next, the seats, rows of books on shelves, then squares, so many inches long and so many wide. But I am afraid I am only writing old ideas and occupying space that would be otherwise better filled, but these things are new to me. LEX.

MARKING LESSONS, A BAD HABIT. Daily marking in the presence of the class, and indeed daily marking in any form, is small business. Marking should be done at leisure and with some degree of perspective, hence not too often. Marking once a week, or perhaps once a month, gives the instructor an opportunity to make a juster estimate of a student's proficiency than a daily mark made in class.

On the other hand, well prepared memoranda of queries, of students to be called on, of notes to be given in assigning the next lesson, and of *agenda* in general, give one respect for an instructor. *Inspector Titon.*