

THE SCHOOL TEACHER'S SOLILOQUY.

BY A SCHOOL MA'AM.

To teach, or not to teach, that is the question :
Whether 'tis better in the school to suffer
The noise and bother of four dozen young-
sters,

Or to take up arms against a sea of troubles,
And, by marrying, end them? to love—
to marry—

No more ; and by marrying to say we end
The heart-ache, and thousand petty troubles
That teachers are heir to ;—'tis a consum-
mation

Devoutly to be wished ; to love—to marry ;—
To marry ! perchance to be miserable ; ay,
there's the rub ;

For in that state of wedlock what troubles
may come,

When we have shuffled off our happy girl-
hood,

Must give us pause ; there's the respect
That makes teaching of so long life ;
For who would bear the anxieties of exami-
nations,

The scorn of High School teachers, the care-
lessness of trustees,

The weariness of mind and body, the criti-
cism of inspectors,

The insolence of children, and the care
That patient teachers with unworthy pupils
take,

When they themselves might their quietus
make

By simply marrying? Who would all this
bear,

And grunt and sweat under a weary life,
But that the dread of misery after marriage,
That untried state, into which if you once
enter,

You can never return, puzzles the girls,
And makes them rather bear the ills they
have

Than fly to others that they know not of !

—*Ex.*

GOD has endowed us with a quality of
mind—an inner sense—that yearns for more
and more growth and development ; with an

intense desire to investigate nature—an in-
clination, as it were, to travel on toward
Him. He who is wise will ponder these
things, and his desires, like the depths of
nature, will never lose interest or become
shallow so as to give no more satisfaction.
The more we look into nature the better we
are repaid for our trouble. The weak man
may grow weary at the accumulations of the
wisdom of ages, but to the strong man no
such weariness will occur. He will continue
in seeking that which is valuable to himself
and others so long as the physical power
within him will permit, and when this
fails he will see in this physical and well-
earned weakness not an evil but a wisdom
that passeth the understanding of weak men.
—*Elson.*

OWNERSHIP IN BOOKS. —Ownership in
a good book adds to the power of a book.
A hundred well-selected books owned by a
child will exert a far greater influence over
him than the same hundred books will if bor-
rowed from a public library. The best way
to protect a child from the influence of bad
literature is to invest him with the owner-
ship of that which is good. The parent who
fails to interest his child in good reading by
securing for him a small but well-selected
library, fails to do his duty and foregoes a
high privilege. When a book can be bought
for five cents, but few have any excuse for
this neglect.—*Supt. J. H. Smart, Ind.*

THOSE who are sometimes troubled to
know how to pronounce the termination
“*ough*”—so troublesome to foreigners—
may see how simple and easy the following
makes the task :

“ Wife, make me some dumplings of dough,
They're better than meat for my cough ;
Pray let them be boiled till hot through,
But not till they're heavy and tough.

“ Now I must be off to my plough,
And the boys (when they've had enough),
Must keep the flies off with a bough,
While the old mare drinks at the trough,”