

day method of mechanically presenting bare and isolated facts from the prescribed texts, and by compulsion or bribe to effect the mastery of sufficient subject matter to enable the pupils to successfully write certain fixed examinations within a limited time—even if pupils by this process imbibe a veritable hatred for study of any sort and forthwith proceed to forget as rapidly as possible the mixture of disconnected and too often unimportant material stored within their brains.

### Braves of the Nation.

Go ye, braves of the nation,  
Strong for the battle and brave;  
Go ye o'er valley and mountain,  
The banner of light to wave;  
Go ye, our teachers—our warriors—  
A nation to make—and save.

Go ye, builders of empire,—  
Thine is a kingly estate;  
Go ye unlaureled, uncrowned,  
With thee true glory shall wait;  
Go, and build nobly and strongly,  
Much power on thee is sate.

Go we, honoured and blessed,  
Heralds of the future to be;  
Ye are moulders of children,  
Our hopes are rested on thee;  
Go ye, the braves of our nation,—  
Ye rulers of destiny.

BURL NEVENS.

Red Deer, Alberta.

From one-sixth to one-fourth or even one-third of the whole school time of American children is given to the subject of arithmetic, a subject which does not train a single one of the four faculties to develop, which should be the fundamental object of education. It has nothing to do with observing correctly, or with recording accurately the results of observation, or with collating facts and drawing just conclusions therefrom, or with expressing clearly and forcibly logical thought. Its reasoning has little application in the great sphere of the moral sciences, because it is necessary and not probable reasoning. In spite of the common impression that arithmetic is a practical subject, it is of very limited application in common life, except in its simplest elements. On the whole, therefore, it is the least remunerative subject in elementary education now conducted.—*President Eliot.*

### To Wordsworth.

Poet of calm,—like to a mountain mere,  
Embosomed deep within some leafy dell,  
Even that by which thou long ago didst dwell  
Among the solitudes of loved Grasmere—  
If to thy quiet soul we would come near,  
As men who leave the place where traffic goes,  
For rural heights where lakes lie in repose,  
Must our feet wander from the tumult here.

Then like elated travellers who see,  
By peaceful shores reclined, each mirror face  
Reflect the trees and hills and starry skies,  
Are they who view this wondrous world in thee—  
What tender touches everywhere they trace;  
What hidden glory round their pathway lies!

—*Rev. A. L. Fraser, Great Village, N. S., in Westminster, Toronto.*

Correct the following expressions and state in each instance what the error is:

1. She is taller than me.
2. There is no use talking about it.
3. They came for my sister and I.
4. He acted like he was frightened.
5. There is nothing to prevent him coming.
6. You learn faster than him.
7. Read to me like you did yesterday.
8. Either he or his wife have stolen my hat.
9. My case is different than yours.
10. Who does this state belong to?
11. Be industrious, like I am.
12. Come along with William and I.
13. I am not as tall as he.
14. There is no other way but this.
15. I do not deny but what he is honest.
16. He is a friend whom I am indebted to.
17. Who did you give the money to?
18. This is nothing else but robbery.
19. I did not know but what you were angry.
20. You ran between my sister and I.
21. I doubt if he will come to-day.
22. She is older than either you or him.
23. His preaching is different to his practice.

I hold that a man is only fit to teach so long as he is himself learning daily. If the mind once becomes stagnant, it can give no fresh draught to another mind; it is drinking out of a pond instead of from a spring. A schoolmaster's intercourse is with the young, the strong, and the happy; and he cannot get on with them unless in animal spirits he can sympathize with them, and show that his thoughtfulness is not connected with selfishness and weakness.—*Arnold.*