

" 'Enough,' he shouted fiercely,  
Doomed though they be to hell,  
Bind fast the crimson trophy  
Round *both* wrists,—bind it well.  
Who knows but that great Allah  
May grudge such matchless men,  
With none so decked in heaven,  
To the fiend's flaming den?'

" Then all those gallant robbers  
Shouted a stern 'Amen!'  
They raised the slaughtered sergeant,  
They raised his mangled ten.  
And when we found their bodies  
Left bleaching in the wind,  
Around *both* wrists in glory  
That crimson thread was twined."

" Then Napier's knightly heart, touched to the core,  
Rang like an echo to that knightly deed;  
He bade its memory live for evermore,  
That those who run may read."

—Sir F. H. Doyle. E. R.

### Approaches to Literature.

There are three approaches to literature :

1. Go over it with the single purpose of raising in the mind of the child the question, "Is this right? Is it correct?"

2. Go over it and have him point out to himself and you the things that are admirably said. Let him feel the difference between saying a thing and saying it well.

3. Forgetting grammatical aspect and beautiful setting, lead him back to ask, "Is this a true thing? Can I live it? If I live it, can I live better?" When you touch a child on the side of the beautiful, you have touched him for good.

When a child reads a piece of literature we are too impatient to have him give it back to us, and tell us what he has read.

Often the impression is as yet too fine and elusive to put into words. In an art gallery an impatient gazer asked a friend, who was studying a picture, "Well, what do you think of it?" Without moving his eyes, the art lover said, "I'll tell you when I get ready."

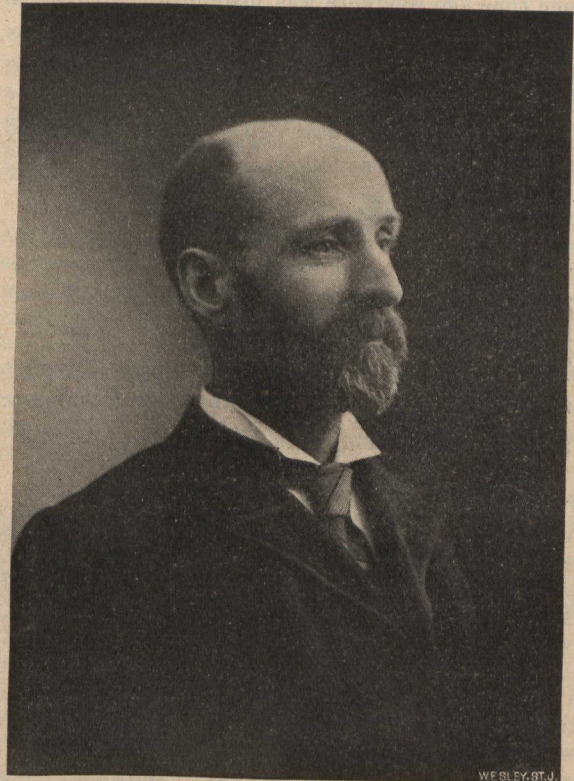
Any teacher who will drag from a child, before he is ready, his impressions of a piece of literature, does the pupil a violence.

When we give to a child the best in our language, we need not fear the result; it will work itself out in high thinking and noble living. The child will grow into a living realization of the legend :

"In the midst of the beautiful is the good,  
In the midst of the good is God, the Eternal One."

—American Primary Teacher.

### Inspector Armstrong.



Mr. E. L. Armstrong, who has just been appointed Inspector of Schools for District No. 9 (Pictou), was born at Kempt, Hants Co., in 1863. His ancestors were characterized by more than the average of intelligence and high moral tone. He received his early education in the common schools of his section. He remembers with special gratitude E. M. Rand, B. A., as an inspiring and thorough teacher who prepared him to take grade B at the early age of sixteen.

An experience of eight years as a teacher in the public schools enabled him to make the most of a course at the Normal School, Truro, in 1881. His good record there opened to him the principalship of the West End School, Pictou, in 1883. Illness, however, compelled his retirement in 1887. He was reappointed in 1891. In the interim he studied for a short time at Princeton Theological Seminary. Altogether he taught for about twenty-two years, the last eight and a half being in Pictou.

His whole life has been an excellent preparation for his present important position—a position which he is well-qualified by long experience as a teacher, by his normal school training, by sound judgment, good habits and high moral character, with credit to himself and great benefit to the cause of education in his district.

Such appointments are an encouragement to every young teacher who prepares himself thoroughly for his work and who throws his whole energies into it honestly.