

## Readings and Recitations.

### LET IT PASS.

Be not swift to take offence ;  
Let it pass !  
Anger is a foe to sense !  
Let it pass !  
Brood not darkly o'er a wrong ;  
Which will disappear ere long ;  
Rather sing this cheery song -  
Let it pass !  
Let it pass !

Strife corrodes the purest mind ;  
Let it pass !  
As the unregarded wind,  
Let it pass !  
Any vulgar souls that live,  
May condemn without reprove ;  
'Tis the noble who forgive.  
Let it pass !  
Let it pass !

Echo not an angry word ;  
Let it pass !  
Think how often you have erred ;  
Let it pass !  
Since our joys must pass away  
Like the dew-drops on the spray,  
Wherefore should our sorrows stay ?  
Let it pass !  
Let it pass !

If for good you've taken ill ;  
Let it pass !  
Oh, be kind and gentle still !  
Let it pass !  
Time at last makes all things straight ;  
Let us not resent, but wait,  
And our triumph shall be great ,  
Let it pass !  
Let it pass !

Bid your anger to depart ;  
Let it pass !  
Lay those homely words to heart ;  
"Let it pass !"  
Follow not the giddy throng ;  
Better to be wronged than wrong ;  
Therefore sing the cheery song—  
Let it pass !  
Let it pass !

—All the Year Round.

### THE LESSON.

A teacher sat in a pleasant room,  
In the waning light alone ;  
Her head was bowed in anxious thought ;  
With the work and care the day had brought,  
She had faint and weary grown.  
And the task that seemed light in the morning's ray.  
As she thought of it now, at the close of the day,  
When weary with toil, and faint with care,  
Seemed more than human strength could bear.

Since the scholars had left her, one by one,  
Nearly an hour had flown,  
She had given them each a kind good night,  
And while they lingered her eyes were bright,  
But they dimmed with tears when alone.  
She had borne the burden the day had brought,  
The daily task she had faithfully wrought,  
And now, to solace her weary mind,  
A lesson of life she sought to find.

The work and cares of the day she scans,  
But no lesson from them receives.  
"The day had no lesson for me," she said :  
"A lesson, I'll read in the Book instead,"  
And she opened her Bible leaves.  
When lo! the lesson she had sought in vain,  
To draw from her fainting and weary brain,

At once from the holy page she drew,  
Though always the same, yet ever new.

"Establish Thou the work of our hands ;"  
'Twas this that met her gaze—  
The words went up from her lips like prayer ;  
And as she read she treasured there  
A lesson for many days.  
Not alone for her let the lesson be,  
May it come as well to you and me.  
Let our prayer be the words of holy writ,  
"Yea, the work of our hands establish Thou it."

## Exchange Department.

In this department questions submitted by teachers will be inserted, that they may be discussed by those who are desirous of either giving or receiving light in regard to them.

1. Is the word "ordinary" correctly used in the following sentence from Dr. Morell:—"An ordinary prosperous Englishman?"—*T. H. C.*

2. Should not the word "to" be replaced by the word "till" in the sentence, "To the middle of the 15th century?"—*T. H. C.*

3. Is the word "previous" correctly used in this sentence? "The raft into which the timber is formed previous to being floated down the river, etc."—*T. H. C.*

4. How should the voice be managed at the exclamation point when reading? In some cases should not the voice be allowed to fall at a period? as in this example:

"God! let the torrents, like a shout of nations,"

"Answer! and let the ice plains echo, God!"

Would it be a fault to let the voice fall at the end of the second line? The piece from which my example is taken (Hymn in the vale of Chamouni) has nearly every line ending with an exclamation point, and to my ear it does not seem well to keep the voice always on the rising inflection.—*M. D.*

5. How should "the while" be parsed in this example: "And tears are in her eyes the while she makes her humble plaint."

Should it be parsed as an adverb relative to makes, or as a noun (meaning "the time") and governed, by some preposition understood, as "during"?

6. In this example:

"If I could cry away mine eyes,"

"My tears would flow in vain;"

Should "If I could cry" be parsed as Subjunctive, Past, and "would flow" as Potential, Past? And in all cases is the presence of a conjunction before a verb sufficient to place it in the subjunctive, or must it express futurity as well as contingency?—*M. D.*

7. I would like some one to give the best methods of keeping school registers through the columns of the JOURNAL.

8. After examining "Mason's Grammar," I do not exactly understand when the auxiliaries *would, should, may and might*, of what is often called the potential mood, should be used as principal or as auxiliary verbs. I would be thankful to receive some light on this subject through the columns of the C. S. JOURNAL.

## Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

WATERLOO.—The next meeting will be held in the Central School, Berlin, on the 30th and 31st January, 1880. Programme: Arithmetic, R. Alexander; Reading, S. S. Horner; Grammar, E. Ruby; Should the Provincial Teachers' Association be made Representative? W. F. Chapman; Is Provincial Uniformity in Text Books desirable? T. Hilliard; Chemistry, D. Forsyth; Essayists, Misses Gray and Young; Selection of time for next promotion examination. An hour for general business each day. Natural Philosophy (Moments), M. Hallman. Question Drawer. On Friday evening Jas. Hughes, Esq., I. P. S., Toronto, will deliver a lecture in the Town Hall on the Kindergarten, and on Saturday will take up Industrial Drawing, Phonio Reading and Object Lessons. C. B. LINTON, Secretary. R. ALEXANDER, President.

THURSDAY.—February 5th and 6th, 1880. Thursday.—10 a.m., Roll Call and Reading Minutes, Correspondence. Appointment of Committees. 11 a.m., Address, Mr. P. Jordan. 11:30 a.m., Teachers' Library, Mr. A. C. Smith. 1:30 p.m., "The Teacher," Mr. O. Castleman. 2 p.m., "Township Boards," Mr. A. Brown, I.P.S. 2:30 p.m., "School Law," Mr. A. Allison, Jr. 3 p.m., "Drawing," Mr. L. Welch. 3:30 p.m., Questions, Drawer. Friday.—10 a.m.,