

climbs. When we examine the structure of this great work—only a fragment let it be remembered, of a vast moral epic, to be called *The Recluse*, in which the poet intended to discuss the human soul in all its deepest workings and its loftiest relations—we find no dramatic life, and little human interest; and to this feature of the poem, as well as to the novelty of finding subtle metaphysical reasoning embodied in blank verse, its original unpopularity must be ascribed. Even still, though yearly widening, the circle of those who read the "Excursion" is small; for it is a poem written only for the thinking few. Those who read poetry as some do, only for the *story*, will behipped and desperately bored by the grave musical philosophy of the old scotch pedler and his friends. Yet it is not all a web of subtle reasoning, for there are rich studies from nature and life scattered plentifully over its more thoughtful ground-work. Coleridge, who was his friend's truest and kindest critic, describes the higher efforts of Wordsworth's pen as being characterized by "an austere purity of language, both grammatically and logically." No English poet, who has dealt with lofty themes, is more thoroughly English in both his single words and his turns of expression."—Collier.

#### NORMAL SCHOOL OF 1890-'91.

Before leaving the upper flat mention, we think, should be made of the unused room in this flat of the building. We have thought much and heard much discussion among the students as to the advisability of converting this room into a gymnasium. If any of our readers have ever been at a public gathering in the country or elsewhere and heard the question asked: Who is that pale, consumptive-looking creature over there? and also heard the reply: Oh, that is the school teacher, coupled with the additional comment, "Poor fellow, he is not long for this world," they will understand better our taking the stand that a gymnasium would be a proper and beneficial adjunct to the school. We think that while the government have taken many pains and precautions to ensure of our mental equipment being all that it should be, they seem to overlook the fact that from the moment a teacher enters the teach-

ing profession he runs the risk of loosing his health by reason of the close confinement and lack of exercise attendant on preparing for the profession and the fulfilling of his duties after obtaining his license. If the money spent in getting a health certificate required of each pupil before enrolment was laid out towards the establishment and maintenance of a properly equipped and conducted gymnasium, a change, which I have no doubt the students would most cheerfully acquiesce in, an immense gain would, we think, result to the teaching profession along the line of health; and the healing fraternity would not only lose the money derived by them through the certificate-giving system, but also many fees which, under the existing circumstances, come later.

Many of you have read of the father who, when the doctor ordered complete release from study and plenty of active exercise as necessary for the restoration of his son's health, said: "I will send him to college to-morrow." Now, no doubt, this boy could have entered Normal school—for don't imagine for a moment that he was so sick that he could not get a "health certificate," no one ever is that,—but if it were necessary that any stimulus should be given him to take active exercise for the benefit of his health outside of the regular exercise given in the school, Normal school would be no place for him.

The reader will bear in mind that we are still on the top storey of the building, and he must pardon us for detaining him, while we make the long digression from the direct line of the work which we set out to do.

On the second flat, which we now come to, are the various class-rooms of the instructors. Fronting the street are those of the principal, Mr. Mullin, and Mr. Brittain, the instructor in natural science. As the prime object of a Normal school is the instilling of correct methods of teaching into the student's mind, much time is necessarily spent in the first mentioned room. The practice necessary for the practical work of teaching is obtained in the Model school, so that theoretically the course of training is all that can be desired.

Of the course in Natural Science which is taken at the school, too much praise can hardly be spoken. It is to

quote the words of many teachers on the subject worth the time spent at the school just to receive the benefit derived from the study of that especial branch of Normal school education.

The authorities deserve great credit for the response which they made to the request of the present teacher of the Natural Science subjects, that apparatus be provided for the experimenting so needful to the complete understanding of this subject.

To pass on. There is also a laboratory in connection with this class room, which serves many purposes. Large collections of minerals, drawings, and victims of the taxidermist, may here be seen together with chemical apparatus and other miscellany. Adjoining this room is the library. The only pretext for calling this room a library, is afforded by the small collection of books there, which in number is exceeded by many common schools. We think it strange that an institution so admirably equipped and conducted in other respects, should be so behind the times in this particular. A library well stocked with professional works and other instructive and interesting books, would be a great enhancement to the benefit derived from a term at Normal school and a credit generally.

A. E. S.

To be Continued.

#### A TESTIMONIAL.

##### PROVINCIAL NORMAL SCHOOL.

DEAR SIR,—Will you kindly allow space in your valuable paper for the following communication:

At a meeting of the young men of the Normal school to consider what their action should be with regard to the Creed-Teseo case, a committee was appointed to embody the sentiment of the meeting in a resolution. The committee, viz: Messrs. Schriver, Morton, Acheson, Loggie and Trueman, brought forward the following resolutions which were adopted with but two dissenting voices:

*Whereas*, Statements calculated to injure the standing and prospects of Harry Creed as to his alleged connection with the Teseo matter have appeared in the public press of the province; and

*Whereas*, It has been publicly stated that there is among Mr. Creed's fellow students a general feeling of dis-