

distinct and fully recognized profession. The educational systems of Britain are so complex, and the interests of the schools and masters so varied, that the passing of a Registration Act seems almost impossible of attainment. Notwithstanding the difficulties in the way, however, every succeeding year finds the teachers nearer their object; they are brought more together, and feel the necessity of hearty co-operation in securing their rights.

These extracts may assist us in devising some analogous scheme applicable to our own wants. In Ontario the teachers' interests are more in harmony, and we have an educational system flexible enough to adapt itself to our necessities. If we begin this work in a generous spirit, there can be no doubt of the ultimate success of the scheme. I feel that we deserve to succeed, and to deserve success will be to achieve it.

Now we come to the consideration of our projected College of Preceptors.

I cannot enter as fully as I should like into the details of the scheme I have in view without exceeding the limits of the present occasion. Indeed, it would not be well to do more, in the initiatory stages of the movement, than to suggest the foundation upon which to build.

(Here follows an outline of the constitution and aims of the proposed College which has been already published in connection with the minutes of the Convention. See No. 16 of SCHOOL JOURNAL, August 15.)

ENTRANCE LITERATURE.

THE VISION OF MIRZA.

SECOND READING.

Several dropping unexpectedly.—Explain who are meant by this class of persons.

Catching at everything—Give some instances, not necessarily real, as examples or illustrations.

Some were looking up—Describe in your own language, apart from allegory, the meaning of this sentence.

In the pursuit of bubbles.—What are some of the bubbles referred to?

Some with scimitars.—Addison probably has in mind here specially the vast numbers who are killed in war, though the allegory may include all kinds of deaths by violence. The persons running to and fro may be meant to indicate simply those who kill others, as soldiers, etc., but are more probably intended to denote the few rulers and generals whose feuds and ambitions drive such multitudes of their fellow-beings to slaughter.

Vultures.—The vulture is marked by a long beak hooked at the end, and by having some part of the head, and in some cases, of the neck, bare of feathers. It is a cowardly bird and does not kill its own prey, but feeds on dead carcasses and offal. The king vulture is a native of Central and South America. It soars to a great height. Addison would probably know it simply as a voracious carrion bird.

Harpies.—The Harpy of Grecian mythology was a hideous winged monster, of fierce and loathsome aspect, represented as famishing with hunger, living in an atmosphere of filth and stench and defiling everything it touched. The name is however applied to a species of falcon, or eagle, which is of great size, with hooked bill, short wings and legs, and has the power of erecting its head feathers into a great ruff or crest. It inhabits the great tropical forests, and preys chiefly on quadrupeds. It has great strength and fierceness. The name *harpy* is also applied to the marsh hen, or duck-hawk. But from the connection Addison no doubt intended to denote the harpy eagle.

Raven.—A well known species of crow of great size. Can you distinguish it from the common crow?

Cormorants.—The cormorant is a sea-crow, being web-footed and pursuing its prey, which consists of fishes, by swimming and diving. It can dive to a great depth. The common British cormorant is nearly three feet in length. It has a long bill, rounded above, and with a strong hook at the point. The cormorant is proverbial for its excessive voracity.

Several little winged boys.—These are, of course, the Cupids, or loves. The name Cupid in Latin signifies *desire*. There were legions of little Cupids, who in the Greek and Roman mythologies, are always described as chiefly winged boys, armed with bows, arrows, and quivers. Their darts could pierce not only human beings, but the fowls of the air, the fishes of the sea, and even the gods on Mount Olympus.

Envy, avarice, etc.—Do you think Addison means each of these passions to correspond with a particular one of the birds of prey above mentioned, that is, does the vulture denote envy, the harpy, avarice, and so forth? If so, can you point out the grounds of the special resemblances?

Cast thine eye on that thick mist.—Let the bridge and its accompaniments be represented on the black-board if possible, as suggested in the former lesson.

Rock of adamant.—Why of adamant? What is symbolized?

The clouds still rested on one half of it.—Addison refrains from marring the picture of the delights awaiting the good in the regions of bliss (Heaven) by any attempt to depict the miseries of the lost in the regions of despair. The pupil should be made to dwell upon the various scenes in this delightful picture, and note how skilfully the writer has woven in the different sources of pure pleasures and joys with which we are familiar on earth. There is beauty to delight the eye, music to charm the ear; variety of scenery, pleasure of companionship, etc.

Every island as a paradise accommodated, etc.—There is a fine and consoling thought wrapped up in this sentence. Even the joys of the future state would be disappointing if they failed in adaptation to the various capacities and tastes of those admitted to them.

I.

Define carefully the meanings of the following words, giving derivations when you can:—*Structure, speculation, scimitar, melancholy, prospect, dissipate, adamant, innumerable, harmony, paradise, superstition, supernatural.*

II.

Distinguish the following pairs or triplets of words:—*Contemplate, perceive, observe; mirth, jollity; perpetual, continual; penetrate, pierce; degree, kind; envy, acarice; huge, immense.*

III.

Compose sentences containing each of the following words:—*Posture, comprehend, infest, habits, garlands, myriads, harmony.*

IV.

Mark carefully the pronunciation of the following:—*Contemplate, multitude, scimitar, ocean, innumerable.*

Thornton can work miracles. Sawdust and the refuse of a soap factory has no explosive power, but thought has transformed these materials into the most powerful explosive known to modern science. There is great force in the remark made to a learner by an eminent artist, "Mix your work with brains." This mixing process has done wonders, and it will work greater. It is the province of the teacher to do this "mixing." "Think! think for yourself!" is the command now—not "Learn!" "Recite!" That day has passed. Let us rejoice and be glad that it has.—*Exchange.*