

success. The best college lecturer on philosophy whom I ever knew told me, not a month ago, that he had ceased completely to depend upon the lecture system for the best results. He continues to lecture of course, but never to his best students. These read books or portions of books, and subsequently discuss them with the professor. Essay writing is continuous, and he gets fine results. During the past three years I have had an opportunity of examining some of his honor students in competition with others from every university in Ontario, and even the most casual observer could scarcely have failed to see the superiority of the one system of training over the other. In every examination the man who had been *compelled* to think—the close reader and essay writer—stood head and shoulders above his fellows in intellectual grasp, and in ability to express his thoughts clearly, forcibly, not to say elegantly. On the other hand, the knowledge of the pass man—the mere listener to college lectures—was hazy, misty, cloudlike, and intangible in the extreme. If the lecture system, therefore, does not yield the best results in the university, how can it possibly do so in our high schools?

I have dwelt thus fully on the lecture system so as to pave the way for discussing in future papers what I consider to be the proper methods of teaching science in our secondary schools. Of these methods more anon.

CLASS-ROOM.

ENTRANCE EXAMINATION LITERATURE.

TO A SKYLARK.

Tracing the connection of the sentences is the chief difficulty in this poem; the three stanzas are accordingly dealt with from this standpoint.

1. This stanza deals chiefly with the causes that influence the lark to prefer the sky to the earth. The first is implied in "where

cares abound." The second, in the fact that, "while wings aspire" "heart and eye" are with the "nest upon the dewy ground." The third is, that the lark by composing "those quivering wings" and stilling "that music" can drop at will into its nest, or in other words, that the sky is a very convenient place from which to descend into the nest.

2. Daring warbler, mount to the last point of vision and (if necessary) beyond it! That love-prompted strain, which is a never-failing bond between thee and thine, thrills the bosom of the plain none the less on account of thy height above it. Moreover thou seemest to possess the proud privilege of singing as well in other seasons as thou dost in the spring.

3. Leave the shady wood to the nightingale: thy seclusion is glorious light, from which, thou, with a more divine instinct than she, pourest a flood of harmony upon the world. Thou and wise men resemble each other in soaring but never roaming, and in talking Heaven and home as the points by which you shape your course.

NOTES AND QUESTIONS.

1. *Ethereal minstrel! pilgrim of the sky!* suggests the time of the crusades. The lark as a *minstrel* is seeking the abode of her Lord to entertain Him with her music; as a *pilgrim* she seeks His shrine for devotional purposes.

What is the connection between lines five and six and the preceding part of the first stanza?

Explain.—*Those . . . composed*, and that . . . *still*.

2. Who or what are signified by *warbler*, *bond* and *proud privilege*?

What is meant by *the bosom of the plain*?

3. State in your own words the contrast between the lark and the nightingale.

Why is the choice of the lark preferable?

Wherein do the lark and "the wise" resemble each other?

What do *soar*, *roam*, *Heaven* and *home* signify with reference to the *lark* and the *wise* respectively?