

both together?" inquired the professor, determined to get some intelligent reply from the young man. "Excuse me," said the youth, "I can *define but one at a time!*" and the professor had to acknowledge himself beaten.

There is one principle in defining which is the most important, viz., that the definition shall convey a clear idea of its own meaning. Otherwise it is unworthy of the name of definition. Teachers find themselves required to define words very often. They should see to it that the definitions they give are not only correct, but so clearly expressed as to be really understood. Often the teacher may use the exact words of the book; for we are happy to say that there are some text-books which offer most excellent, carefully-expressed definition. In others, however, the work of defining is done in a very slipshod, hasty manner—so poorly that it would be impossible for the pupils to gain clear and accurate ideas from them unless aided by the teacher. Look after this matter. Examine each text-book that you use with diligent care, and if any definition seems to you blind or misleading, correct them by some better authority. Write the substituted definition on the board, and see to it that *all the class* learns it, and not the one given in the book. It is not a bad thing for children to learn definitions. On the contrary, it is a very good thing for them, for it helps them to learn the art of concise and accurate expression. Some teachers ignore the words of the book, and let children make their own definitions. This seems to us the height of foolishness. For how should a child, who knows nothing at all of a subject, be as well able to define it as a scholarly man, who has given years of study to it and to kindred subjects? Besides, the child has a very limited knowledge of language, while the man may be complete master of his tongue, recognis-

ing the finest shades of meaning that words can convey. Do we usually expect as fine work from the tyro in the draughtsman's art—the one who has handled the tools but a few months—as from him who has turned out skilled work with them for years? Quite as foolish does it seem to us to accept a pupil's bungling definition of an allegation or proportion, or of the precession of the equinoxes, and permit him to think it as useful for his purposes of subsequent study, or as conducing as much to his present understanding of the subjects, as the polished and comprehensive definition of the book. This has been framed in the first place by a man who knows pretty well *what* he wants to define; then it has been pruned and polished to remove unnecessary words and ideas. It ought to be, and it usually *is*, the very best presentment of the idea that the pulpit could have; it is certainly a better one than his uneducated comprehension could formulate.—*The Present Age*.

A SWARM OF BEES.

B hopeful, B happy, B cheerful, B kind,
B busy of body, B modest of mind,
B earnest, B truthful, B firm and B fair,
Of all Miss B Haviour B sure and B ware.
B think ere you stumble for what may B fall,
B true to yourself and B faithful to all;
B brave to B ware of the sins that B set,
B sure that one sin will another B get.
B watchful, B ready, B open, B frank,
B manly to all men, whatever B their rank;
B just and B generous, B honest, B wise,
B mindful of time, and B certain it flies.
B prudent, B liberal, of order B fond, [yond;
B buy less than you need B fore B uying B
B careful, B ut yet B the first to B stow.
B temperate, B steadfast, to anger B slow.
B thoughtful, B thankful, whate'er may B
B justful, B joyful, B cleanly B side; [tide,
B pleasant, B patient, B fervent to all,
B best if you can, B ut B humble withal;
B prompt and B dutiful, still B polite,
B reverent, B quiet, B sure and B right;
B calm, B retiring, B ne'er led astray,
B grateful, B cautious of those who B tray.
B tender, B loving, B good and B nighn—
B loved shalt thou B, and all else B thine!