

of food should be made by one of mature judgment as well as in the case of supplying the physical wants of the child. Ideas must first be received from intimate knowledge of real things before the abstract work of the school is begun; as soon as the mind demands such food it should be supplied, but in limited quantities at first. Though a child trained in a Kindergarten, from the age of three or seven years, does not call words at sight, or tell, with parrot-like precision, the letters which compose those words, his mind has been filled with facts and ideas worth infinitely more to him than any mechanical memorizing could possibly be. He has acquired a practical knowledge of the elementary principles of number, and can apply those principles intelligently, without knowing whether the process by which he is to determine his result is known as addition, subtraction, multiplication, or division.

He has also learned, by constant application, the elementary principles which form the basis of every art, science, and industrial pursuit.

In symmetry alone does he look for beauty, and for him indeed "Order is Heaven's first Law." In nature he sees these principles everywhere applied in the most minute things. His eyes are open to see beauty in the color of the evening clouds or the tiny flower; his ears are open to the varied music of nature. In everything he finds pleasure, because of his intimate acquaintance with and sympathy for everything that God has made.

All this knowledge is held in a simple childlike way, and finds expression in such a way.

He has learned to value his own labor, and by comparison he places a truer value on the labor of others. Honest toil is respected, and the laborer is looked upon with interest and respect, notwithstanding his clothes are soiled, and his hands grimy and hardened.

Nothing has been claimed for the Kindergarten that has not been fully tested and approved by the best friends of education, in view of the results seen in connection with the practical application of its principles. Truth must live, and the day will surely come when the Kindergarten will be a necessary part of the educational system in every intelligent community.

ENGLISH LITERATURE FOR THIRD CLASS.

RICHARD II.—RICHARD'S DESPAIR—FIFTH READER (PAGE 484).

T. C. L. ARMSTRONG, M.A., TEACHER.

1. Give ordinary meaning of the following words and explain the derivation by Shakespeare's use of them or their old force:

Comfort, model, antic, pomp, infusing.

2. What old theories have left us the words "humor'd," "consider?"

3. Who was *Bolingbroke*? Relate the circumstances attending the deposition of Richard II.

4. Modernize (a) "Infusing him with self and vain conceit."

(b) "I live with bread."

5. Explain and define all figures in the extract.

MERCHANT OF VENICE (P. 480).

1. Who is the chief figure of this play? Can you account for the feelings entertained for each other by the Jews and Christians at and before the time of Shakespeare?

2. Give synonyms for the following words: *Difference, question, cause, follow, rule, danger, confess, tenor, intent, predicament.*

3. Explain what is peculiar in the grammar of the following:—

(a) "Come you from old Bellario."

(b) "Wherein doth sit the fear and dread of kings."

(c) "How much more elder art thou than thy looks?"

(d) "Are there balance here to weigh the flesh?"

(e) "Nor cut thou less nor more
But just a pound of flesh."

(f) "'Gainst all other voice."

(g) "For half thy wealth it is Antonio's."

4. Paraphrase,—(a) "But mercy is above this sceptered sway."

(b) "I stay here on my bond."

(c) "For the intent and purpose of the law
Hath full relation to the penalty,
Which here appeareth due upon the bond."

(d) "It is still her use
To let the wretched man outlive his wealth,
To view with hollow eye and wrinkled brow
An age of poverty."

5. What figures in the following words: *Strained, pillar, fortune, seasons?*

6. Who was Portia? What is the story of her courtship?

7. Repeat the speech on mercy by Portia, and also Antonio's last speech.

ENGLISH FOR THE HIGH SCHOOL ENTRANCE EXAMINATION.

Under this head we propose to publish, from time to time, specimen questions on the lessons in the Fourth Reader prescribed for the Entrance Examination into High Schools. The first four of the following papers are those set by J. M. Buchan, M.A., in July and December last, the others have been prepared for the SCHOOL JOURNAL:—

THE DOWNFALL OF POLAND (P. 212).

"Departed spirits of the mighty dead!

Ye that at Marathon and Leuctra bled!

Friends of the world! restore your swords to man;

Fight in his sacred cause, and lead the van!

Yet for Sarmat's tears of blood atone,

And make her 'm puissant as your own!

Oh! once again to Freedom's cause return

The patriot Tell—the Bruce of Bannockburn!"

(i.) Whence have the "spirits of the mighty dead" departed?

(ii.) Who bled at Marathon and Leuctra?

(iii.) Who are called "friends of the world," and why does the poet so call them?

(iv.) In what sense is the word 'man' used in line 3, and 'return' in line 7?

(v.) Where is Sarmatia?

(vi.) What is meant by "Sarmat's tears of blood"?

(vii.) Who were Tell and Bruce?

(viii.) Give the meaning of 'van,' 'atone,' and 'puissant.'

(ix.) Why is 'Freedom's' printed with a capital F?

(x.) Point out the silent letters in the first and third lines.

THE EARTHQUAKE OF CARACAS (P. 151).

(i.) Where is Caraccas?

(ii.) Mention any other cities that have suffered in a similar way from earthquakes.

(iii.) When does Holy Thursday occur?

(iv.) "The ground was in a constant state of undulation, and heaved like a fluid under ebullition." Explain the meaning of "undulation" and "ebullition."

CONQUEST OF WALES (P. 183).

"Ruin seize thee, ruthless king!

Confusion on thy banners wait!

Though fanned by Conquest's crimson wing,

They mock the air with idle state.

Helm nor hauberk's twisted mail,

Nor e'en thy virtues, tyrant, shall avail

To save thy secret soul from nightly fears,

From Cambria's curse, from Cambria's tears."

(i.) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.'

(ii.) By whom is the passage supposed to be spoken?

(iii.) Who is its author, and about what time did he live?

(iv.) Name the 'king,' and tell why he is called 'ruthless.' About what time did he live?

(v.) Give the other name of Cambria, and tell where it is.

(vi.) What is the antecedent of 'they' in line 4?

(vii.) What letter is left out in 'e'en'?

(viii.) In what sense is each of the following words used in this passage:—'Idle,' 'state,' 'mail'?

THE GEYSERS OF ICELAND (P. 222).

"As the Great Geyser explodes only once in forty hours or more, it was, of course, necessary that we should wait his pleasure; in fact, our movements entirely depended on his. For the next