

ercise in composition, and the study of the best models, should, we feel sure, produce greater results. The study of botany has to some extent been adopted, but it is a subject which cannot be taught satisfactorily from books. Why should not the teacher take his scholar into the country, and study the book of nature itself? "Pick up," says Professor Blackie, "pick up a cowslip from a sandy knoll and compare it with the yellow clover that grows beside! and let that be your first lesson in botany. Pick up the pebbles from a burn mouth, and ask yourself how came these variously-spotted, curiously-veined, nicely-smoothed fragments to spread themselves over a ground which in texture and appearance bears so little kinship to the crop of things with which it is covered? This is to study geology in the living and natural way; to study how to observe and how to think, which is the only kind of study that brings the faculties of a rational being into play. To be taught botany or geology from a book is simply to be *crammed* and *stuffed* with *unmastered* and *unassimilated* results, which any goose can be."

In one respect schoolmasters have not kept pace with the times. They still use the cane. Every week the newspapers record cases of assaults upon children,—assaults as cruel as many of those committed in the dark ages. The rod has always played a conspicuous part in the education of children, especially at the higher schools where milder treatment might be looked for. That school-teaching is harassing, we willingly admit; that some school lads are provoking, we will allow; but we question whether the schoolmaster has found his right place whose only weapon of maintaining discipline is the cane, and who, in his treatment, makes no distinction between the weak and the strong, between the timid blunderer and the hardy and daring breaker of discipline. The sooner this species of *Dominie* becomes extinct, like the dodo, the better for the teaching profession, the better for the scholars, and the better for the nation! while the present system of over-taxing an insufficient teaching staff, instead of providing a sufficient one, calls loudly for

immediate inquiry and revision. — *Times* (London, Eng.).

THE SENSE-READER—A CONUNDRUM.

After the pupils have the answer let the application of each line be explained.

1. 'Tis black and brown, 'tis blue and gray,
'Tis changeful as an April day;
And yet, no matter what they say,
'Tis not without attraction.
It has a language all its own,
Though mortal never heard its tone;
It tells the sufferer's moan,
It tells of satisfaction.
2. Inclosed within a narrow cell,
It moves on hinge invisible,
Securely kept, and guarded well
From all approaching danger.
It often speaks, yet never talks;
It freely runs, but never walks;
And every passing thing remarks—
In fact, is quite a ranger.
3. It swims, and yet arms has it none;
And dances out of very fun
Without a leg to stand upon,
Or foot to follow after.
It has a brother—twin, they say—
And when cross-purposes they play,
They look the very oddest way;
To some they're cause for laughter.
4. As shining crystal it is bright,
'Tis dark or dull as winter night,
Its very nature, too, is light,
For all were dark without it.
It forms the poet's constant theme,
It haunts the lover in his dream,
And really paramount would seem,
So much is said about it.

Let the above be read aloud in class as an ordinary reading lessons. It is to be hoped that the answer will dawn upon the pupils as they approach the end. If it does not, say: "We'll read it through again. Now reflect upon every line and upon every new thought as you go along and see if you do not find what is referred to." As they read, you repeat slowly the salient lines in order to have them make a due impression. When the pupils begin to think they "see it," hold them in check. Train them to restrain their ardor; to wait until the evidence accumulates and makes the answer perfectly plain. The