

tive public speaking. And certainly the biographies of Englishmen of note for the last hundred years will show the same thing."

—TRUTHFULNESS.—A little four-year-old kindergartner remarked one day, "I saw a bee in the yard and it was this big," (indicating an object as large as a good-sized turnip. "Oh, no, that is imposible," replied a lady present, "bees are never as large as that." "No," said the little one inquiringly. "Well, I saw a bee as big as they *usually* are and it had four flies in its mouth." Meditation on the part of the listener followed. Along with the training of the imagination must go education in truth recognizing and truth speaking. The imaginative faculty is one of the most important that the child possesses, but it should not be allowed to control the whole being. How delightful the world of fancy is, we can very easily recall, by running back along the road to childhood and bringing to mind the delights of fairy tales, adventures and air castles in which we revelled. But the child must be taught that truth is not *what he can get people to believe* but is conformity to fact. If a child is to speak the truth he must be taught to do so, not by being punished for exercising his imagination, but, by being afforded opportunities of practising, under wise direction, the making of statements, whose accuracy or inaccuracy can be demonstrated to the child. This may be done by getting him to state what he sees at a given moment, or, to take messages to various people who note down the facts as given by the child. Commendation for exactness is an essential adjunct of such exercises. We sometimes forget, too, what an important part in securing this result certain school exercises play, for instance, the definition of words, relating what has been read without adding to or taking from the essentials of the narrative, exercises in arithmetic where the child can teach for himself at each step the accuracy of his work, translating from one language to another without deviating in the slightest degree from the thought of the author, and so forth.

—ADVERSITY has the effect of eliciting talents which in prosperous circumstances would have lain dormant.

—*Horace.*

—ON the whole it is good, it is absolutely needful, for one to be humbled and prostrated, and thrown among the