

## To be Read to your Pupils.

We do not relate the following anecdote because it concerns a queen, but because Queen Victoria represents the best womanhood of England and the highest type of Christianity that royalty has exemplified in this age.

As is well known, when she was a girl of but eighteen years, she was told that she was to rule over the mighty kingdom to whose throne she was heir. There are few persons either old or young, who would not at least have felt a momentary elation of pride at such an announcement. But there was no expression of exultation in Victoria's face, or words or heart.

Though she had from infancy been destined to the honor, to her nature distrustful of itself the announcement brought a feeling of responsibility that was overpowering, and she sank on her knees, clasped her hands, and faltered out: "God help me to be good!"

Her prayer has been heeded. Help has been given her, and to her purity and loyalty have been added glories and honors and powers enough to satisfy the highest earthly ambition. Later in her reign, when she was asked for an explanation of England's greatness, she said: "It is the Bible and Christianity." When she began to rule, England had a lower standard of court life than it knows to-day. But the personal influence of its good Queen has done much to give the English Court and nation the enviable place they hold to-day in European civilization.

It is worth while to remember the simple earnest words with which the true-hearted monarch of the proudest kingdom in the world assumed her diadem, "God help me to be good!"—*The Youth's Companion*.

[It will do our school children good to be made familiar with the good qualities of her whom we have so long delighted to honor as the Queen of the grandest state that ever existed.

We Canadians are specially fortunate in being able to look up with pride and affection to the noble man who now presides over the government and society of our own beloved Canada—the greatest dependency of the greatest kingdom in the world.

The Earl of Aberdeen, and his noble Lady, are winning the affections of the good and the true—not on account of their high position, but for their sterling moral qualities—their genuine desire to do good to all with whom they come in contact.

Nearer home, we have in General Montgomery Moore and his Lady, noble examples of a real interest in the educational and moral well-being of the society of which they are the ornaments and the leaders. Their influence for good has been largely felt in the schools and charitable societies of Halifax. Fortunate is the country whose rulers are leaders in good works rather than in fashions and frivolities.]

## Dogwood Blossoms.

Like a drift of tardy snow,  
Tangled where the trees are low,  
Scented dogwood blossoms blow.

Dainty petals spreading wide,  
Heart-shaped, lying side by side,  
Not a leaf the flowers to hide.

Every petal bears a scar,  
Where the crumpled edges are,  
And the centre holds a star—

A pointed star of radiant sheen,  
Yellow, tipped with dainty green,  
A crown for April's snowy queen.

—*Mary Wilson in The Housekeeper.*

## School Incentives.

Mrs. D——'s experiment with written spelling was successful enough to be worth telling about, and may be tried with like effect in connection with other studies.

She began in September to dictate ten words a day, five of which were the day's spelling lesson and five review. These were written by the children upon sheets of paper, which were collected at the close of the exercise.

Mrs. D—— took the papers home every day, cancelled words incorrectly written, and separated those upon which the spelling was perfect, and the writing showed effort. These she filed, having first affixed to each, according to neatness, etc., a gilt or a silver star. The stars thus used were bought by the box at a stationery store for a trifle.

The next day she returned to the owners all papers bearing misspelled words, with directions to study those words.

At the end of each month she tied together with baby ribbon each child's perfect papers and returned them to the owner. There were very few of these in September, but the number has increased with each month, so that in December three-fourths of the class had starred papers to take home, and some had as many as there had been school days in the month. The children were doubly proud to take home and show these testimonials, because the prize was the work itself. The giving out of the December papers was made a part of the Christmas rejoicing.—*School Journal*.

A good teacher of arithmetic must combine the following qualities:

1. Quickness in mental operations.
2. Correctness in calculation.
3. Power rapidly to form new examples, especially in concrete numbers.
4. Knowledge of algebra and geometry.
5. Ability to teach objectively and find illustrations.
6. Patience with slow pupils.
7. Thoroughness everywhere.

To improve in teaching arithmetic, he or she must improve in all these qualities.—*Mathematical Teaching*.