

but we shall have poor oaks or harvests if, in our anxiety to note progress we are perpetually uprooting. If our Inspector does his duty he will need no such clumsy and superfluous expedients as set examinations. He will know from his frequent and friendly visits the exact state of the school. With regard to the teacher, the lecturer laid it down as an axiom that "we can have no happy and successful scheme of education unless our educators are happy and contented. The dew of Heaven's blessing was not to be distilled from sighs, and sweat, and tears!" This idea he enlarged on, showing how the proposed scheme would prove an Emancipation Act to inspectors and teachers, and a veritable Magna Charta to the children—deriding the idea of "children being required to scour the wide ocean of knowledge, when they ought only to be paddling in the pools on its margin."

— In teaching natural science and physics the Germans show a care not to outrun their scholar, to insure his comprehending all that is said and shown to him. I heard a lesson on electricity given to a class of girls in a Berlin school. I should call it an ambitious lesson in one sense, namely, that it went much beyond anything that I have known attempted in a popular school for girls in England. But what I felt as I listened to it was how thoroughly the lesson was within the girls' comprehension, and how I myself, if I had been taught in this fashion, could have been interested in electricity, though I have no bent for studies of this kind. The answering of the class proved how the girls were interested by their teacher's treatment of his subject, and how intelligently they followed it.—*Exchange*.

QUESTIONS ON GOLDSMITH'S DESERTED VILLAGE IN THOUGHT AND THE SENTIMENT

1. What is the author's purpose in the poem?
2. State the argument of the poem.
3. What connection with the argument has his description of the village inn? How does its introduction serve his purpose?
4. Give in your own words the author's description of the schoolmaster, omitting nothing and adding nothing.
5. Criticize the author's description of America.
6. Name the tropes contained in the following lines, and quote another example of each:—7, 41, 59, 119, 270, 294, 330, 336, 385, 412, 424, 429 and 430.
7. Why does Goldsmith say "darken" in line 402?
8. Quote tropes used to make the author's meaning more clear, more striking, and full.
9. What is the prevailing sentiment of the poem?