

AIM.—To encourage the pupils to appreciate the majesty and beauty of this poem about the love of nature.

INTRODUCTION.—The teacher should begin this lesson by some talk of the beauty and solemnity of the great woods, the majesty and power of the sea. In short, lead the children to talk of the way different forms of nature affect them.

PRESENTATION.—The teacher should read the stanzas in a dignified manner to interpret to the class the majesty of the ideas expressed.

DISCUSSION.—Read the first four lines silently. What four experiences does the poet get from contact with nature? What does he mean when he says "there is society where none intrudes?" Does he like to listen to the sea? How can you tell? Read next four lines. What effect do these "interviews" with nature have upon him? What does he leave behind him? What would he contrast with the universe? Does these experiences leave a trace?

CORRELATION.—This poem should be correlated with the first eight lines of Bryant's "Thanatopsis," with Tennyson's "Flower in a Crannied Wall," and Freeman's "Butterfly."

Grade VIII.

THE DESERTED VILLAGE

Sweet Auburn! loveliest village of the plain;
Where health and plenty cheered the labouring swain,
Where smiling spring its earliest visit paid,
And parting summer's lingering blooms delayed;
Dear lovely bowers of innocence and ease,
Seats of my youth, when every sport could please,
How often have I loitered o'er thy green,
Where humble happiness endeared each scene!
How often have I paused on every charm,
The sheltered cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church that topt the neighboring hill,
The hawthorn bush, with seats beneath the shade,
For talking age, and whispering lovers made!

No more thy glassy brook reflects the day,
But, choked with sedges, works its weedy way;
Among thy glades a solitary guest,
The hollow sounding bittern guards its nest;
Amidst thy desert walks the lapwing flies,
And tires their echoes with unvaried cries;
Sunk are the bowers in shapeless ruin all,
And the long grass o'ertops the mouldering wall;
And trembling, shrinking from the spoiler's hand,
Far, far away thy children leave the land.

—Oliver Goldsmith.

AIM.—To encourage the pupils to appreciate the beauty of the first scene, the desolation and loneliness of the second.

INTRODUCTION.—The teacher may tell something of the poet's life. Goldsmith was the son of a poor clergyman in Ireland who, with difficulty, sent his son to Trinity College. After graduation he spent some two years in strolling in western Europe. For many years after his return he was very poor. Later his financial affairs improved. He had many friends among the more illustrious men of his day. This poem is supposed to be an idealized account of his native village.

PRESENTATION.—The teacher should read this poem sympathetically, to portray the difference in mood expressed by each.

DISCUSSION OF THE POEM.—Read first part silently. What does "swain" mean? How did nature help to make Auburn the loveliest village of the plain? Who will put the third and fourth lines in his own words? Does the poet have memories of the place? What does "loitered" mean? "cot?" Why call the brook "a never-failing" brook? What word would we use in place of "topt"? Who will describe the picture the poet remembered in his own words?

Read last part silently. What has now happened? Who lives on the banks of the brook now? The bittern has a hollow throaty cry and generally builds its nest on the ground. The lapwing is sometimes called "pewit" because of its cries. What does the line "And tires their echoes with unvaried cries" mean? Who can put this part in his own words not omitting the last two lines? Why does the poet feel so sad about this village being deserted?

CORRELATION.—Other parts of the "Deserted Village" may well be taken up. The "Village Preacher," the "School Master" and the description of the Village Tavern.

THE EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

The Teachers' Institute of the Province of New Brunswick, held in Fredericton, convened for its first meeting during the afternoon of June 28th. At the opening sessions committees on nominations and resolutions were appointed. The most interesting feature of the afternoon's programme was an excellent address given by Dr. Carter, Chief Superintendent of Education for the Province. During this instructive and interesting address, Dr. Carter referred to the advancement which had been made in New Brunswick education in the past ten years. Among the improvements mentioned were: A course of study in music for the schools, with an authorized text book and grants for music teachers; school grounds, where possible, should be at least one acre in extent, while plans for all new school houses must be approved by the inspector; Provincial grants were allowed for the school district supporting a special department for retarded pupils, and grants to the teachers having special training for this work; vocational education and elementary agriculture have been extended until each department holds a Summer School for teachers each year; the Health Act has introduced the needed sanitary inspection of school houses; the privilege of the community to use the building after school hours with the unanimous consent of the school board has been provided for; and reciprocity of Normal trained teachers has been agreed