

Shakespeare understood all this, and then he ascended his throne, and reason vindicated her empire. He controlled the subjects of his ideal world, guided and governed them so that they should never pass the boundaries of truth; and thus he made them in every respect representative and human. The reader must be governed by the same laws. The habit of studying in this method will not only stamp the representation and truth, but the study itself will then foster and strengthen the imagination. The art of the reader will be a success just as he is guided by the laws which govern and mature the mind of the poet, for poetry and elocution are kindred arts, and the cultivation of the latter educates and strengthens the faculties which create the former.

HOW TO SECURE ATTENDANCE IN THE COUNTRY SCHOOL.

—G. HENRI BOGART.

DECORATION.

One of the numerous problems which vex the mind of every live, earnest teacher is, "How can I increase my average attendance?"

Now I propose giving a few methods for attaining this much-desired object. Not that I wish to set myself up as an example for my fellow-labourers to follow, but simply to give some of the methods of myself and others which I have adopted with success; and here let me remark that success here is a first requisite for success in the entire work of the school.

Who has not an image of the average rural "temple of learning" in his mind—a dim, barren, and cheerless place indeed? This will not interest nor attract your pupils; therefore as your first step you must DECORATE.

"I can't, for it would be too expensive," murmurs some Mr. Faintheart, who deserves to stick in the slough of despond during his natural life. True the poor pedagogue is not, as a rule, blessed with the superabundance of the "root of all evil," but then I think he can accomplish wonders.

Evergreens go a long way in the good work. Explain to your pupils that this is *their* house, erected for their especial benefit, and you desire them to bring some evergreens to make it more pleasant, and next morning they will come laden with branches of fir, pine, and cedar.

Don't undertake to do this alone, but call in the children to aid you. This is of prime importance. You must have them interested in the work. Call their attention to the fresh appearance imparted to the room, and the grateful, spicy odor pervading the apartment. So far, so good; but this is not enough. In these days of cheap pictures every teacher should own two or three good large chromos. They will last you many terms of school, and if judiciously chosen will brighten the dull old room wonderfully, and at the same time will develop the natural latent love of *art and the beautiful* in your pupils. Ask each family represented to loan at least one nice picture for the term. Simple woodcuts, cheaply framed, produce a very pleasing effect if nestled above the cluster of evergreen over your windows. Colored crayons cost but a trifle, and your programme nicely sketched on two sheets of unprinted newspaper and hung one on either side of the desk are nice. They will last if bound by pasting strips of muslin around the edges.

Of course map drawing is taught in your school. Offer to place some extra nice piece of work on the wall as a decoration, and then notice the increase in excellence of your pupils' work in this branch. (In parenthesis we will say that we do wish the elements of general drawing were also taught in all our schools.)

But those horrid windows! The fly specks, the grim spider-webs they disclose, and the unmitigated glare of sunshine they pour in. No wonder pupils attend irregularly. I would not desire to attend school were I compelled to sit and study in such a blinding sun. By all means wash off that horrid dirt, shut out that superfluous sunshine and add to the cheer of your rooms. Very nice printed and plain cottons for this purpose can be procured at a cost of ten cents or less per yard. You may purchase them yourself and carry them from place to place as you do your pictures; but a better plan would be to lay the matter before your trustees, and if they refuse, as they will sometimes do, go to your patrons and

get them to subscribe a dime or a quarter as they may desire, and the matter of expense is soon met.

By this time your room will look very nice compared to what it did. Little shelves placed above the reach of the smaller children, to serve as cabinets for collections of botanical and other specimens are excellent.

To be sure this is not all. Many *little* things will suggest themselves to your mind for the good work when once begun. I have not spoken before (because I almost considered it unnecessary) of cleanliness. Your stove will be polished, your floor always swept clean, your desks neatly dusted, and stray cobwebs brushed away at all times.

In the work which I have thus rudely sketched you must secure the aid and co-operation of your pupils. They *must* be made to look upon it as their own own.

True teaching consists not in mere text-book recitations, but in developing all the better qualities of human nature; and how much better done when you are setting a constant example of beauty, neatness, and adaptation of means to end before your pupils! "Labor for the beautiful and the good," was the motto of an excellent instructor whom I once knew, and I wish all our teachers were impelled by the same motive.

The children will talk of your work at home you may be sure, and, drawn perhaps by curiosity, the parents will "drop in," and thus you will overcome another drawback to regular attendance. A teacher following this course will leave his mark in the homes and door-yards of his "district" for years. He has not educated the children only, but the fathers and mothers as well. And let me whisper this to you: It pays—pays you financially.

In company with others I was once visiting a very nice little district school-house. Noting the neatness of the room, an old farmer said that they had a nice house, and intended getting teachers who would keep it nice.

Teachers, decorate your rooms; interest your pupils in your work, and children will flock to you, and stay with you.

ONTARIO MODEL SCHOOL.

MIDSUMMER EXAMINATION—1880.

Marks will be deducted in all subjects for carelessness in writing or spelling.

LITERATURE AND GRAMMAR.

FIRST DIVISION—TIME: THREE HOURS.

Values.

- 15 1. Give a brief sketch of Goldsmith. To whom did he dedicate this Poem? What was his object in writing it?
- 25 2. Explain the following:—
The young contending as the old surveyed.
Amidst thy bowers the tyrant's hand is seen.
One only master grasps the whole domain.
I still had hopes my latest hours to crown.
What hopes does Goldsmith specify?
The mingling notes came softened from below.
Quote as much as you can of this part of the poem.
To pick her wintry faggot from the thorn.
(i) How is wintry used? (ii) What fig. of Rhetoric?
His pity gave ere charity began.
There the black gibbet glooms beside the way.
Those matted woods where birds forget to sing.
In all the silent manliness of grief.
- 12 3. What figures of Rhetoric are illustrated by the following:—
When every rood of ground maintained its man.
To husband out life's taper at the close.
While, scourged by famine, from the smiling land, &c.
Do thy fair tribes participate her pain?
Even now, methinks, as pondering here I stand,
I see the rural virtues leave the land.
- 10 4. Quote, if you can, either of the similes which Goldsmith uses to illustrate the *hope of his return*, and the *Pastor's efforts to reclaim the fallen*.