

genius is cosmopolitan, and we are the heirs of the literature of all ages. If we do not absolutely believe that patriots, like poets, are "born, not made," do we not believe that patriotism consists in loving your fatherland, not in hating others, that a form of patriotism equally as high as dying, sword in hand, for your country is living for it, using your best energies for its good, elevating yourself and those around you, storing your mind with the wisdom of ages to this end? Good books have doubtless been written in this age, but time, the great critic, has not winnowed this day's literature yet. Many things make a book popular to-day that will be forgotten to-morrow. The felicitous treatment of a matter of popular but transitory interest may cause a book to ride the topmost billow of popularity that will be found "flat, stale, and unprofitable" when the subject ceases to absorb general attention. We want the wisdom of an age, not its folly. The wisdom that has had the approval of the past is most apt to be the wisdom of the future. Use, therefore, in the school-room only such authors as have been tested and approved by a large collective judgment; thereby your pupils lose nothing and gain much. If these modern authors be not ephemeral they will still be popular when school days are over and your pupils free to read where they will.

So much has been said against the old and pernicious habit of literary puddle-sipping that it is superfluous to speak here of the necessity of staying with an author till your friendship is old enough for you to feel a proprietorship in him, to question him, and probe to the quick of his thoughts.

Poetry and prose must both offer their delights. Many children enjoy poetry read aloud, when they could never be induced to read it to themselves. They must first feel the magic of rhythm through the sense of actual hearing before its music can be made real through the imagination.

THE COUNTRY SCHOOL AND THE GRADED SCHOOL.

Has the country school in it any element of strength which the graded school has not, comes to be an interesting question in our province, where the graded school has, it is said, more attention paid to it than the elementary school. What is this element? asks a superintendent. Can we discover it? Are the country boy's deprivations really a source of gain to him? They are not wholly a loss.