

(15.) Follow with plurals and feminines.

(16.) Taking a heap of things, small stones, &c., put the pupils through the following drill.

A—B *Je vous en donne.* B—A *Vous m'en donnez.*

A—C *Je lui en donne.* C—A *Vous lui en donnez.*

B—C *Il m'en donne.* C—B *Il vous en donne.*

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Editorial Notes and Comments.

We beg to send to all our readers the usual January greetings, bidding them God-speed in their work, and wishing them every reward that ought to come to those who labour for the mental improvement of mankind. The rewards that come to the teacher are often easily counted, whether they be the rewards of gratitude or of money remuneration. And yet there is perhaps no other experience so full of pleasant events as is that of the teacher who is interested in his or her work. Teaching is an irksome life, but only to the teacher who has never learned the secret of the true teacher's success; and so is life to every one who has not learned by experience the blessing of labour. As Carlyle has said,—there are two men I honour, and no third. First the toil-worn craftsman that with earth-made implement laboriously conquers the earth, and makes her venerable to me in the hard hand,—crooked and coarse, wherein notwithstanding lies a cunning virtue indefeasibly royal, as of the sceptre of this planet. Venerable too is the rugged face, all weather tanned, be-oiled with its rude intelligence; for it is the face of a Man living manlike. Hardly entreated brother! For us was thy back so bent, for us were thy straight limbs and fingers so deformed. . . . Yes, toil on, toil on; *thou* art in thy duty, be out of it who may; *thou* toiled for the altogether indispensable, for daily bread. A second man I honour, and still more highly: him who is seen toiling for the spiritually indispensable; not daily bread, but the Bread of Life. Is not he too in his duty; endeavouring towards inward harmony; revealing this by act or by word,