

To greet with open hands the best and worst,  
And only for another's wound to bleed;  
This is to see the beauty that God meant,  
Wrapped round with life, ineffably content.

In "Peccavi, Domine," he strikes a more individual note. This is one of the most beautiful of his poems, and we hope that our readers will not be satisfied with our brief extracts, but will turn to it for themselves:

Thou, who are also part of me,  
Whose glory I have sometimes seen,  
O vision of the ought-to-be,  
O memory of the might-have-been,  
I have had glimpses of the way,  
And moved with wind and walked with stars,  
But, weary, I have fallen astray,  
And, wounded, who shall count my scars?

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I stand upon thy mountain-heads,  
And gaze until mine eyes are dim;  
The golden morning glows and spreads;  
The hoary vapours break and swim.  
I see the blossoming fields, divine,  
Thy shining clouds, thy blessed trees—  
And then that broken soul of mine—  
How much less beautiful than these!

It is with reluctance that we close this inadequate appreciation of Lampman's poetry, with the hope that, scanty as it is, it may yet lead to a little wider knowledge, a more grateful recognition, of some of the best work to be found in Canadian literature.

### Schoolroom Decoration.

I take the yard yong cardboard on which cloth comes wrapped, and have the children cut openings for pictures—oval, round, rectangular, or a combination of two forms. After the pictures are properly placed, a piece of common manila wrapping paper is pasted clear across the back. By this means one schoolroom is decorated with "yards" of authors, poets, artists, rulers, and art studies at absolutely no expense.

The merchants freely give the cardboard for the asking, and the pictures are culled from magazines and catalogues. It comes in rough gray or drab styles, and has been used also for making the many attractive designs given in the manual training department of this magazine, such as booklets, calendar backs, blotting pads, and waste paper baskets.—*Popular Educator*.

### Grammar—Why It Should Be Reformed.

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We all know how easy it is to find fault, and likewise how difficult it is to provide satisfactory remedies for existing evils in our educational system. The position which grammar occupies in our curriculum is a splendid illustration of the above fact.

There is probably no subject in our course which has elicited more criticism from teachers than that of elementary grammar. Not only do many teachers feel that much of the time now devoted to this subject produces meagre results, but in addition to this the pupils themselves frequently endeavour to shirk the responsibility of studying it. How often, I wonder, do the teachers in rural schools receive the familiar note asking that Johnny or Mary be excused from studying this intangible subject? Not that the objection of parents is an indication that the subject has no place in our course, but rather that the subject as at present outlined and taught is ill adapted to the needs of the child.

Just how much of the blame attaches to the teacher and how much to the subject, as prescribed in the present course, is not for me to say. I believe, however, that ultimately the course of study is to blame, since it makes little or no attempt to indicate the method of handling this or any other subject of the course of study.

In the brief space at our disposal, we shall attempt to analyze the situation by considering some of the controversies centering around this subject, and shall, for the sake of clearness, discuss these topics in their order, as follows:

(1) The claim of grammar to a place in the elementary curriculum. (2) Brief survey of the history of teaching this subject. (3) The usual arguments in favour of teaching it. (4) Conclusions.

1. In the present overcrowded condition of the school curriculum, it has come to pass that not only grammar, but every other subject, has been forced to establish its right to a place in our modern school course. The criteria which eventually determines the worth of any subject are (a) Does it supply a conscious social need? (b) Does the history of education mark the subject as fit for survival? The first question will be considered under our third topic, while the second one is now in order.

2. The important thing to note in connection with the growth of English grammar is that it made its