

be tasted. Readers of Charlotte Bronte will remember how Caroline Helstone recited it to Shirley, pacing up and down in the twilight, and the discussion between the two girls on Cowper's character. Explain from the Bible the reference "No voice divine the storm allayed," and compare "The billows swell, the winds are high." Olney Hymns No. 37.

Of the lines "On Receipt of My Mother's Picture," Cowper writes, "A poem which, one excepted, I had more pleasure in writing, than any that I ever wrote. That one was addressed to a lady whom I expect in a few minutes to come down to breakfast, who has supplied to me the place of my own mother — my own invaluable mother, these six and twenty years."

Some Typical Questions.

Is the tone of the poem as a whole, happy or sad? Is it gloomy? joyful? Try to find the exact word for it. In lines 15-20 what does he propose to do for his mother? for himself? Compare lines 112-121. Study carefully the two wonderful little descriptions, ll. 28-31 and 36-45. What do you think of the metaphor in lines 88-99? Of the wording of those lines? Express in a sentence the gist of each division of the poem as printed in the text book. What is the force of "O" in line 1. [It expresses longing], of "but" in line 2? [It softens the force of "roughly."]; What is the antecedent of "it" in line 10? Express in your own words "Thy constant flow of love — too often makes." What is the meaning of "humour" here? Of "numbers" line 71?

From what you know of Cowper's poems you find that he was inclined to be melancholy when he was thinking of — whom? or what? When did he write in a happy strain? Mr. Goldwin Smith says, "An ink glass, the killing of a snake in the garden, a cat shut up in a drawer, sufficed to elicit a little jet of poetical delight."

Have at hand a complete edition of Cowper's Poems, from which to illustrate and supplement your lessons. And if you really want to get, and give, a fair understanding of the man, and at the same time a familiarity with some of the very best English prose, have also his letters. They are to be had in a good little edition, with an introduction by E. V. Lucas, in the World's Classics, published by Henry Frowde, Oxford University Press, for one shilling, net.

I have been asked to recommend books with notes on Palgrave's "Golden Treasury." Here are two: "Notes to Palgrave's Golden Treasury," Macmillan & Co., 60 cents; "The Golden Treasury Edited for the Use of Schools," Ginn & Co., Boston, 59 cents.

BUSY WORK.

[A paper read by Miss Gertrude Coughlin at the Charlotte County Teachers' Institute at St. George, October 3rd.]

While discussing this Institute with a fellow teacher last August, I mentioned that there was to be a paper on "Busy Work." She exclaimed, "Well, I shall certainly go, because I have been trying to find out just what busy work is ever since I have commenced to teach." At the time I was rather surprised at the remark, but since collecting material for this paper, I, too, have wondered just what it was.

Some maintain that busy work is for pupils who have finished seat work, in other words, work provided to keep children out of mischief. Others call industrial work, as making borders, chains, paper folding and cutting, busy work.

These may be placed under that head, but to me nearly all primary seat work is busy work, any game used in teaching or reviewing is busy work, and under the same head comes correlation work.

Viewing the subject from this standpoint it is totally unnecessary to put forth an argument defending its position on the time table, because all see readily that it must have a place. In rural schools it is indispensable.

Then select the plans that you judge to be instructive. Always have on hand an unlimited supply of material. You will be surprised to see how readily the children will furnish you with fruits, leaves, seeds, strings, pasteboard, in fact, almost anything that will be required.

Work the busy work idea into all subjects. A teacher has but to glance over a suggestion for busy work in order to ascertain whether it can be utilized. The progressive teacher keeps up a constant search for new material, because she realizes that in order to keep up the child's interest, she must have variety. Care should be taken that the child is familiar with the plan before a change is made. In the beginning teach the pupils the proper method.