

love their calling, whose stores of knowledge are at once large, varied, and exact; whose characters are above reproach; and whom our children may safely imitate. Thus will they be prepared to enter upon the active duties of life, when school life is over, provided they are willing and anxious to "obey the Truth." That experience of men and things which is invaluable to every one of us is only to be acquired by actual contact with others "in the world's broad field of battle." But if our youth are trained, as they should be, to think for themselves, to be active, persevering, self-reliant; to say what they mean, and mean what they say; to be "sober and temperate in all things;" to be courteous to all and rude to none; to be "swift to hear, and slow to speak;" to be "true and

just in all their dealings;" to "hurt nobody by word or deed;" to be guided by principles rather than by sentiments, then may we expect that duty will be done however imperfectly; conscience acquitted; peace, happiness, and protection realized. Thus, and thus only, will "the greatest happiness of the greatest number" be secured. The surest way to command the honour and esteem of our fellow-creatures is — to deserve it. The writer therefore urges upon his brethren in arms the absolute importance of thorough work, sound principles, and uprightness of character, for if these things be in us and abound, we shall not go to our work in a mercenary or indifferent spirit — knowing that the future of our pupils depends so largely upon ourselves.

HINTS ON TEACHING LITERATURE TO JUNIOR PUPILS. *

BY MISS ALICE FREEMAN, RYERSON PUBLIC SCHOOL, TORONTO.

THERE is a quaint old story told of a poor man, who having lost the spectacles adapted to his own special need, was compelled to borrow from neighbours until able to replace his loss. Very amusing are the experiences he passed through, in trying to adapt himself to the various outlooks each successive pair gave him. One pair would magnify a molehill into a mountain, another diminish a literal mountain till it appeared a relative molehill. Sometimes all nature would seem dark and sombre, sometimes full of brightness and sunshine. After becoming the victim of many blunders, through the false impressions he received, the

poor man was very glad to recover the pair to which he had been long accustomed, and from behind which he felt he could view the world in comparative safety.

Under the humorous surface of this old tale lies this leading truth: we all survey life through spectacles of one kind or another, and whether they be dark or bright, whether they distort or present facts as they really are, depends to a great extent upon the sources from which we have gathered our information, in the years that have passed over us.

We welcome home a friend from a foreign shore, we listen to his stories of travel and adventure, and as he conveys to us his impressions of the lands he has seen, we are viewing this

* A Paper read before the Toronto Teachers' Association, 1884.