

strength, and attained the great age of 101. He is spoken of as a large-hearted and generous man, who sought not only to promote the welfare of the people in the district where he so long resided, but also in establishing institutions in his adopted country.

SIZE OF CLASSES IN EUROPE—In Austria the law assigns eighty scholars to a teacher; in Belgium the law says fifty or sixty—the practice is seventy or eighty; in France the maximum is fifty; in Holland forty; in Hungary the law says eighty—practice says sixty-four; in Italy the law says seventy—practice says from twenty-five to thirty; in Norway the average is sixty; in Prussia eighty; in Saxony the law says sixty, forty, or thirty, according to the rank of the class, and a teacher may have two classes; in Sweden the law says thirty or forty; in Berne the law says eighty—practice, thirty to seventy; in Geneva the average is fifty; in Ticino sixty; in Vaud sixty; in Zurich one hundred; in Wurtemberg ninety.

"AND TO UNDERSTAND THE MEANING" (Syllabus). — Inspectors of schools often call upon scholars to perform things that would puzzle older heads. For example, in one of the Oamaru town schools (says the *Oamaru Mail*) during the recent examinations one of the lower standards was asked to put the sentence, "The bird flew out of the window," into other words. Of course the majority found this no easy task, but we are told that one small boy proved himself equal to the occasion by producing the following elaborate paraphrase: "The diminutive member of the beautiful feathered

tribe soared gently and gracefully through the aperture constructed in wall for the purpose of admitting light to the apartment, and, freed from that restraint and confinement which are foreign to its nature, sought again the delights of perfect liberty." The boy passed, and the inspector is said to be still engaged contemplating the possibilities of our national system of education, and vainly trying to divine that boy's future—whether he will be a distinguished doctor of divinity, an eminent barrister, a leading politician, a popular novelist, or only a poor penny-a-liner on some obscure public print.—*The Schoolmaster*, N. Z.

A FEW POINTS.—Don't go into your schoolroom in a defensive attitude. Such a spirit is soon recognized by the pupils, and acts like an invitation to resistance and insubordination. Don't talk too much. Don't speak too loud. Don't brood over mistakes; such brooding exhausts the strength that might be used for new efforts. Some one has well said, "Those who never make a mistake never make anything." And another has said, "All the men who have done great and good work in the world have made mistakes." Don't then allow your mistakes to become your victors; instead, make them your teachers. Don't worry. Do the best you can; the very fact that results are not always what you desire is in your favour, showing that you are a progressive teacher with high ideals before you. A member of a certain school committee once said, "I desire no teacher who is perfectly satisfied with her work."—*The Popular Educator*.

THE only worthy end of all learning, of all life, in fact, is that human beings should love one another better.—*George Eliot*.

LOOK on other lives besides our own; see what their troubles are, and how they are borne.—*George Eliot*.