

wards bringing out what is already in the mind, but covered up, rather than imparting to it knowledge. It will be seen that Plato would not have been in favor of a popular school system like ours, for he did not believe that but a very small part of children could be educated. He advocated his views with great force, and thousands of philosophers have adopted them. Even Dr. Paley held that an education would injure the lower classes because it would make them dissatisfied with their station in life. It has been but recent that democracy in education has been generally recognized. Only those who could pay for an education could get it, and of these few, but a small percentage would or could ever become good scholars.

Aristotle was Plato's pupil, but entirely unlike him in almost every particular. He was practical and popular, and believed in universal education. His name should be remembered as the first man who advocated a state system of education. His outline included the study of all the branches studied at this time, but making a great deal of gymnastics and rhetoric. Those who are curious to know the details of his system will find them in his "Politics." All Greek teachers believed in thorough physical training, separate from mental training, and they also believed that the end of all school work was to make the soul "beautiful." Pericles was to them an ideal man, Socrates an ideal philosopher, Homer an ideal poet, and the Parthenon an ideal temple. Teachers can learn a great deal from a careful study of Greek pedagogy.

The greatest Roman teacher was Quintilian, and his "Institutes of the Orator" is the greatest Roman educational work. His system is extremely practical, showing how a young man can be trained to succeed in the practical affairs of life. The Romans despised business, but worshipped a successful lawyer, statesman or general. The central thought of the average Roman was *power and glory*. Quintilian's instructions show how a young man can be trained to become a successful man. But how far below the Greek ideal was the Roman reality! The thought of the common Roman was low, selfish, and sensual, and this marks his educational ideal, but the ideals of the best men like Cicero,

Epictetus, Seneca, and Marcus Aurelius rose far above this, for they saw in education a force that would lift man's nature to a higher level.

The early Christian system of education was found in the early schools of the catechisms attached to every important church. Here Christian young men and women were instructed in the elements of a good education, for the direct purpose of preparing them to become good Christians. At first, when the dogmas were few, the knowledge of the New Testament was the almost sole work of instruction, but at a later period, when doctrines and church services became more complex and numerous, the system was much more intricate. In a word we can say that the early Christian system of education aimed to bring the soul into union with God through Christ. These church schools have continued, with many minor variations and changes, yet with the same general aim and purpose to the present day.

No definite system of education was formulated after Quintilian until the Revival of Learning, by John Sturm and the Jesuits, but concerning these educators and others who have followed them we cannot write this month.—*The Teachers' Profession.*

During the past few weeks the school has been visited by many of the members of the Legislature. The representatives from the different counties have done what they could for the students from their counties by showing them through the different government buildings and so on. We feel sure that the interest thus manifested is duly appreciated by the students.

A BOY'S ESSAY ON BREATHING.

Breath is made of air. If it was not for our breath we would die when we slept. Our breath keeps the life agoing through our noze when we are asleep. Boys that stays in a room all day should not breathe. They should wate till they gets outside. Boys in a room makes carbonicide. Carbonicide is poisoner than mad dogs. A heap of soldyers was in a black hele in India and carbonicide got in and killed nearly every one afore morning.

Girls kill the breath with koisets that squeezez the diagram. Girls can't run or holler like boys because there diagram is squashed to much.

[Note. The Editor got this himself from the boy who wrote it].

Our Poet's Corner.

APRIL.

(SELECTED).

O give me fair April's sunny skies!
How sweet along the budding hedge
to roam!
(You'll take your gingham with you if
you're wise,
And change your boots directly you
reach home).

Hail, glorious spring! each leaf and
bud and bird
Is full of joy to greet the sparkling
sun.
(Now, really, it is getting quite absurd,
The sun's gone in again — it rains
like fun).

No long-continued draught does April
own,
Or wet; she gives variety in weather.
(There! I can stand the rain or sun
alone,
But here are sunshine and hard rain
together).

Now falls the needed rain, the thirsty
roots
From out the soaking ground fresh
vigour suck.
(Why, look! the sun! I've just kicked
off my boots,
And settled down to read — that's
just my luck!)

THE OLD READING CLASS.

I cannot tell you, Genevieve, how oft it
comes to me—
That rather young old reading class in District
Number Three,
That row of elocutionists who stood so straight
in line,
And charged at standard literature with ami-
able design.
We did not spare the energy in which our
words were clad;
We gave the meaning of the text by all the
light we had;
But still I fear the ones who wrote the lines
we read so free
Would scarce have recognized their work in
District Number Three.

Outside the snow was smooth and clean—the
winter's thick-laid dust;
The storm it made the windows speak at every
sudden gust;
Bright sleigh-bells threw us pleasant words
when travellers would pass;
The maple-trees along the road stood shivering
in their class;
Beyond, the white-browed cottages were nest-
ling cold and dumb,