

GRAMMAR.—Dean Bradley says : " Every step in the difficult acquisition of the first principles of Latin syntax may be made at once interesting and fruitful by sound initiation into the structure and analysis of the English sentence." The head-master of the City of London School said that, during his ten years' experience as head-master of two schools, he had received a number of boys from public Elementary Schools, who had come with a thorough knowledge of English parsing and a clear idea of the analysis of the English sentence, and he had noticed that a large number of the difficulties which had puzzled other boys were to them no difficulties at all. It will be obvious to anybody who thinks about the matter that the classification of words and sentences, which is the one point that is common to all grammars, must be more easily mastered in connection with a known than in connection with an unknown language, more especially if the subject is taught scientifically, not by means of cut-and-dried definitions, but by a comparison of familiar instances.—*The School Guardian*.

GENTLE COURTESY.—*I want to speak next of what ought to be the training afforded by school life as regards our pupils' bearing towards one another.*—A large school is a little world. Young people of very various dispositions, coming from very different homes, there meet together, as on a larger scale men and women meet in the great world outside. In teaching young people how to think and feel, and act towards their fellows, school should be a preparation for life ; in other words, it should develop those virtues which will make a man or woman a source of help and comfort and blessing in the circle in which he or she is afterwards to move. Now a selfish person has never yet been a source of happiness to others. Where

self occupies the greater part of the field of vision it is little wonder that there is small room for other objects to present themselves. But remove self, and it is wonderful how many objects come crowding into range. What we have to do is to try to make children unselfish, to teach them to forget themselves, and think of others. Selfishness is the most odious of vices ; it is, I think the most common ; it is one of the most difficult to root out when once established. But look at the really unselfish person ; you find him thinking for others, putting himself to inconvenience for others, and not even thinking that he is doing so ; you see him generous, helpful, kindly, courteous. Perhaps one of the most truly unselfish, and consequently most perfectly kind and courteous men of this century was the late Charles Kingsley. I will tell you what trait in his character, as related in his biography, fixed itself most firmly in my memory and has most often acted as a stimulus to me. We read there of how if any one sought aid or help from him, even though the aid might be asked about some trifling concern, and Kingsley himself might be overwhelmed with work, he would quickly lay aside what he was about and at once give the required help, and that he never seemed for one moment to think of his own personal trouble or inconvenience.

Now, in all ranks of life we want more of that spirit, and we want it specially in home life, and perhaps, above all, we women need such a spirit, for is it not specially woman's province to help and take trouble for others ? Of course it is in the home circle that this unselfish, kindly, considerate spirit can best be trained. But school can also do much. There is, first, the untold influence of the teacher's own example. Next there are the numerous opportunities that present themselves of suggesting to children ways of helping and showing