

tabernacles; one for us, and one for our schoolmaster, and one for Him that is the Friend of all children and the Master of all schoolmasters.

Ah! believe me brother mine, where two or three children are met together, unless He who is the Spirit of gentleness be in the midst of them, then our Latin is but sounding brass and our Greek a tinkling cymbal."

Now, my brother in the work, do you not admit in your heart that these men are right? Is not life itself the greatest thing in life, and is not our one supreme duty to the child to cause him to truly live? "I am come that they might have life, and that they might have it more abundantly." Then why not live up to our conception? Are we slaves to custom and routine that we need work towards a less worthy end? I am indeed sorry for him who has a limited view of his work, but I am impatient with him who admits the greater aim, but who by his actions gives the lie to his utterances. Let us out of the low-vaulted past. Let us rise on stepping-stones of our dead selves to higher things. We all have our failings. Yet let us forget all these and think only of what yet remains to be done. I began by quoting from

Ulysses, will you let me close by quoting from the same poem? The thought its not wholly suitable, but ye who yearn will find the inspiration you require.

"My mariners,
Souls that have toiled and wrought and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—You and I are
old;

Old age hath yet his honor and his toil;
Death closes all; but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with gods.
The light begins to twinkle from the rocks,
The long day wanes, the slow moon climbs,
the deep

Moans round with many voices. Come, my friends,

Tis not too late to seek a newer world.
Push off, and setting well in order, smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die,
It may be that the gulfs will wash us down;
It may be we will touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old
days

Moved earth and heaven: that which we are,
we are;

One equal temper of heroic hearts,
Made weak by time and fate, but strong in
will

To strive, to seek, to find, and not to yield."
Winnipeg, Jan., 1898.

DRAWING OUTLINE

Grades VII and VIII

Use 9"x12" manilla paper except where otherwise directed. A booklet of drawings to be made during the year. See that name, school and grade appear upon lower left-hand corner of each sheet.

Problem: Plant forms and parts for use in design.

Aim: To show growth of plant and enlarged drawings of plants which show symmetry or are in any way suggestive of design.

It would be well for each class to limit itself to the use of specimens of one kind of plant only. Suggested list: Sweet pea, sow-thistle, shepherd's purse, French weed, snow-berry, rose-nip, maple-seeds, ash-seeds, basswood-seeds, nannie-berry, bittersweet oak, etc.

Make careful pencil drawings of plant form selected. Upon the same sheet show drawings (enlarged), of any parts, flowers, buds, leaves, berries, seed-pods, etc., which would lend themselves to the making of design units.

Grade VI

Use 6"x9" paper except where otherwise specified. See that each sheet bears pupil's name, school and grade at lower left-hand corner.

Practice: Practise brush drawings of single leaves in turned and fore-shortened positions. (Ink may be used with a brush.)

Problem: Complete a sheet of brush drawings showing at least four single leaves in various positions. Do not make flat views of leaves.

Grade V

Use 6"x9" manilla paper except