

appreciation of the beautiful things in our literature. Dr. Carter paid a high tribute to Mr. Marr, by asking for a copy of the paper to publish in the school report. Next was an excellent lesson on drawing, by Miss Jean Peacock, which called forth much favorable comment.

A public meeting was held at the court house in the evening, at which President Colpitts presided. Inspector O'Blenes was the first speaker, who in a short but excellent address prepared the way for the address that was to follow. Dr. Carter in his address appealed to the people to take more pride in their school premises, to furnish the schools with first-class modern apparatus and to take a greater interest in the schools. He dealt with the benefits of courses in physical drill, manual training, domestic science and school gardening.

In the morning session, Friday, the Institute was divided for the purpose of discussion of matters relating to school work. Many helpful hints were given in this session of the Institute. Friday afternoon the business matters relating to the Institute were settled. The following officers were elected: G. J. Marr, President; Miss Eliza Ward, Secretary; Miss Edna Floyd, Vice-President; Miss Alice Thistle and Miss Downing additional members of the Executive. The Institute will meet next year in Hillsboro.

WEST COLCHESTER INSTITUTE.

The West Colchester Teachers' Institute was held at Great Village, N. S., on Thursday and Friday, October 13th and 14th. There were about forty teachers present, and the work was very helpful to them. The following programme was carried out: Reading, primary, Miss Morash; Primary work, Miss Cottle; Drawing, Miss Stevens; Physical Drill, Mr. Archibald and Mr. Morse; Nature Study, Inspector W. R. Campbell; Drawing, Miss Stevens; Talk on School Management; Question box; Language, Miss Fulton; Arithmetic, Miss Grant.

We Are Teaching Too Much.

Edwin Collins, a university graduate, a writer and a teacher, does not believe in teaching at all—that is in the ordinary acceptation of the term "teaching." His motto is that "children should be taught little and should learn much." His theory and practice are that no child should be asked to undertake formal lessons until it is nine or ten years old, and that until it reaches that age it should be allowed to run practically wild and assimilate knowledge as a flower gathers its sweetness from the sunshine.

"I do not believe in beginning to learn the formal things too early," says Mr. Collins. "Children

should be encouraged to ask questions to learn rather than to be taught. My eldest boy could not read a line until he was nine years old. Then he learned the alphabet in a week and he learned it without any difficulty. He just asked his mother or me what the letters were and in a week he was reading for his own pleasure. Before, that, of course, we had to read to him poetry, Shakespeare's plays, and many other things which were suitable to his understanding. Since then he has read all of Shakespeare, several of the English poets, and a great deal of the finest English literature."

An Untidy School Yard.

The school yard was strewn with straggling sticks from the dislocated woodpile. Burdocks and ragweed asserted lustily their rights to the play-ground. Two clapboards were broken next to the front door. The schoolroom sweepings were freshly deposited at the sag end of the platform.

Do these conditions bespeak a good school? At least they did not give a favorable impression while riding by. Both teacher and school officers were to blame for such a condition of affairs. A "bee" would have piled up the wood and removed the weeds. A tidy teacher would have directed the sweepings to the stove. A thoughtful director would have put the house in proper repair. Was this your schoolhouse?—*The Moderator*.

A good country school may be made more nearly an ideal school than any other school. The pupils in the country are usually more tractable, more open to the teachers' influence, both in school and out of it, than are the pupils in cities or towns. Besides they are less liable to be distracted by disturbing influences, and their habits of industry and self-reliance are great helps to their advancement, both in acquiring knowledge and in whatever else enters into true education.—*School Herald*.

"The heart in the work" is not a motto for the artist alone; it is for the laborer as well. With that possibility before him, the meanest toiler may grow beautiful; without it, the veriest giant of energy will grow petty and warped and sad. The commonest work is ennobling when it provides any avenue of expression for the spirit, any exit for the heavy, struggling, ambitious human heart out of its prison house of silence into the sunshine of fellowship.—*Bliss Carman*.