

Freehand drawing is still more important — for not only is the hand trained, but the judgment is strengthened and the taste improved. As a mode of expression it is accurate and economical. Seeing that this study is begun in the lowest grade and continued throughout, some pretty good work should be expected in Grades IX and X. Every pupil should be able to give correctly the outlines of a few familiar objects, a few plants and a few common animals. He should be able to see the few important lines which give to every object its character, and should be able to distinguish them from the unimportant ones.

Book keeping, as an educational subject, is not so important, but it is deserving of more attention than is usually given to it — more particularly as it is one of those subjects which lend themselves largely to incidental teaching. Penmanship, spelling, arithmetic and neatness may all be taught under the name of book-keeping. Practice in book-keeping should be kept up until the pupil acquires the habit of keeping accounts without feeling it to be a drudgery. If this were done the formation of extravagant habits would be checked and honesty and thrift encouraged.

There are no subjects in the curriculum which, for the same expenditure of labor, would yield so many points at an examination as the subjects which we have named, and this is one reason among better ones for giving them more attention in the future.

A Subject for a Lesson on Patriotism.

If you would teach your pupils to love their country, do not forget to make them familiar with the names of those of their countrymen who have been most distinguished. Associate such names with some college. Take, for example, Acadia College at Wolfville, which is neither the largest nor the oldest of the Maritime colleges. Yet it can boast of a surprising number of great men in the higher walks of life.

President Schurman, of Cornell University, is the most distinguished of eight college presidents who have graduated from Acadia. Prominent among others who were educated there are Dr. Elder, of Colby; Dr. Rand, of McMaster; Hon. J. W. Longley, Attorney-General of Nova Scotia; Prof. DeMille, Dr. Silas T. Rand, Prof. Hart and Sir Chas. Tupper. Many others might be mentioned, but some knowledge of the life-work of even these would greatly inspire our pupils with a love of learning and of country.

The other colleges would supply other great names for subsequent lessons. The study of Canadian history would be made more interesting and light would be thrown on many other subjects.

Uses of Object Lessons.

The first and most important is to teach the children to observe, compare and contrast; the second is to impart information; and the third is to re-enforce the other two by making the results of them the basis for instruction in language, drawing, number, modeling, and other handiwork. There are, however, other important uses of good object teaching. It makes the lives of children more happy and interesting by opening up an easily accessible and attractive field for the exercise of the brain, hand and eye; it gives the children an opportunity of learning the simplest natural facts; and directs their attention to external objects, making them less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them should be pointed out. By these means, and in other ways, good object-teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.

TALKS WITH TEACHERS.

It has recently been my privilege to attend the teachers' institute held in St. John, and what I saw and heard there being uppermost in my thoughts, I will confine my "talks" this time upon that subject.

I must first remark upon the earnestness, attention and punctuality of the teachers, almost without exception. Anyone who had doubts of the success of the institute on account of the counter-attraction — the exhibition — must have had them fully dispelled. While I have attended many institutes before, and some of them very good ones, I think the last one the best. I have been asking myself the reasons for this superiority, and rightly or wrongly have concluded that it is due — (1) To the character of the programme; (2) To the faithfulness and ability of those who had in hand the execution of the programme; (3) To the promptitude and executive force of the president and committee.

Teachers were interested because the work brought before them was the work they have to do every day, and that this was well done made it all the more attractive. All the teachers who listened to the practical lessons given will go away with very exalted ideas of at least a part of the St. John teaching staff. The lessons were not "cut and dried," but the pupils came before the teach-