

lower grades, of distinct utterance, the shaping of the sentence, proper punctuation, and the careful use of connectives, upon which he laid great stress. He spoke of the good impression made by a properly worded letter written upon good clean note-paper with a margin. Depend, he said, upon constant correction of daily errors of speech, and the written composition will largely take care of itself, and need not be so frequent. Deal with every pupil judiciously according to his ability and his nature. This knowledge cannot be gained from books. It is useless to think it can.

No mere outline can do justice to an address, itself a model of pure English in its directness and simplicity, interspersed throughout with thoughtful and helpful suggestions from his own wide reading and experience, but steadily keeping in view the teacher's everyday trials and necessities, sympathy with which is an evident characteristic of the man.

At the public meeting in the evening educational questions were discussed from the standpoint of the Council of Public Instruction, the superintendent, the local commissioner, the normal school teacher, and of men of affairs. For two hours and a half the large audience was held by the eloquence of the speakers. There was scarcely a word uttered but what had an uplifting and encouraging note (except in the matter of teachers' salaries), and the sparkle of wit and anecdote that ran through the addresses prevented any weariness.

Supt. Dr. A. H. MacKay, as was to be expected, took the widest view of the educational situation. He drew a forcible picture of country schools and country intellectual life when consolidated schools should be established. He referred to the large powers of trustees in their respective districts, and urged for a wise and more liberal educational policy on their part, especially in teachers' salaries, which had not increased in thirty years, the cost of living and the increased expense in obtaining an education being considered. One regrettable feature of this parsimony was the withdrawal of male teachers from the profession. Out of thirty candidates for Grade "C" just entering the Normal School, there was only one young man. He congratulated Inspector Craig's district on the fact that no permissive "D" licenses had been issued in it the past year.

Miss Helen N. Bell, Director of the Domestic Science School, Halifax, spoke of the progress that had been made in that city, which was the first in Canada to introduce this science in the public schools, and now had a fine building and excellent facilities for work. Young men especially saw the advantage

of this work, and were eager to marry the graduates of the school.

Chas. R. Smith, chairman of the Amherst Board, spoke encouragingly of the progress of education in that city. The minimum salary of teachers had recently been increased from \$160 to \$200, and the maximum from \$250 to \$260.

Principal Soloan, of the Normal School, Hon. W. T. Pipes, of the Council of Public Instruction, and J. W. Logan, Esq., M. P., followed in noteworthy addresses, listened to with careful attention by the large audience.

[Some features of the second day's proceedings will be given in next month's REVIEW.—EDITOR.]

I find the articles on Card-board Work, by Mr. T. B. Kidner, of Truro, very helpful. I am starting a manual training class in card-board work, and in this branch of the work, as well as others, I am very thankful for the help given me by the EDUCATIONAL REVIEW.

C. I. M.

Windsor, N. S.

Jacob Abbott, author of the Rollo books and much other useful and interesting, although old-fashioned, juvenile literature, lays down the following fundamental rules for teachers and parents:

"When you consent, consent cordially.

"When you refuse, refuse finally.

"When you punish, punish good-naturedly.

"Commend often. Never scold."

Some bulky volumes on teaching contain less pedagogical wisdom. A very skilful and successful teacher attributes much of her success to a faithful observance of these four concise and simple rules.

—Exchange.

"No," said Miss Cayenne, "I shouldn't say that he is illiterate."

"What should you say?"

"That his vocabulary is too large. He has acquired more words than he has had time to learn to spell or pronounce."

Some day when there is a hard rain, place an open vessel out of doors where it will fill with the rain water. It will, of course, soon contain a sediment of rock waste that has entered with the storm water. This simple experiment will illustrate to the children how the waste or sediment is dragged out of the air by the raindrops and the significance of this phenomenon on the formation of soil.