

always be open to help solve teachers' difficulties, but please do not send mathematical puzzles which a little patient perseverance or a friend may help you to unravel.

The subject of our Supplement picture this month will appeal to every boy who has gone afishing in streams near his home. He may have caught only small fry but he always cherished the delicious hope that some big fish would be safely landed, making him a hero in the eyes of his small brothers and sisters.

Let us hope that the boy who catches little fishes will not leave them to perish miserably on the bank in the hot sun but will rather keep them in a nearby pool or in a little pail of water. When the time comes to leave his sport he will put the small fish back in the brook and go home, feeling that he has caused no needless suffering, and that he has done his part towards restocking the brook with fish. It may even be of some interest to him to let his imagination play something like this,—that he has given young members of the finny tribe their first introduction to human society, and that the introduction, though somewhat painful, has not been an altogether unpleasant one.

Some would do away with this study and that study in our schools in order to shorten the course so that the boys and girls can get through quickly and get to work. That is all right if the sole purpose of an education is to make money or make a living, which it is not.

The REVIEW hopes that its readers are having a pleasant vacation, and that they will return to their schools refreshed and invigorated for the year's work.

The Rural Science School, Truro, which closes on the 12th August, has been very successfully conducted this year, and has had a large attendance.

Finally, with the Great Teacher, let us take as our one idea—"I came not to be ministered unto, but to minister."—A. S. H.

A teacher in the largest sense of the word is one who undertakes to make things better.—Anon.

Count your influence upon the child largely by your standing in the estimation of the parent.—Anon.

The Value of the Local Institute.

During the next few months hundreds of teachers will gather at institutes, and for two or three days their schools will be closed. It rests with the leaders of these gatherings to make them profitable to the young teachers especially who come to them seeking help and inspiration.

Here is the opportunity for the experienced teacher to give counsel and assistance to the one who may have been but a short time in the work. The latter will, perhaps, have many problems on the difficulties she has encountered in the management of her school, but she is too diffident to state them before the institute. Hence the plan adopted at many institutes of having a question box is a good one, with answers to be given at some stated time before the close.

Illustrative lessons to classes are useful, if given by teachers who have made a signal success of certain phases of work, such as nature-study, or the development of some topic of language, arithmetic or geography. It is a mistake to have the class stand with their backs to the audience, or to be perched upon a platform, from which their answers are unintelligible. They should be placed along the side of a room, the teacher standing beside a movable blackboard, and slightly in front of the class—both in easy view and hearing of the audience.

Much valuable time may be lost at institutes by those who speak, but do not say anything. For instance, one may be called upon to read a paper or join in a discussion. He may inform his audience that he knows very little about the subject, or that he has not had time to devote to it, or offer some equally trivial excuse that had better be left unsaid. This is a waste of time; moreover, it places a speaker in a poor light, for an assembly of teachers, all more or less critical, will soon find out whether he has anything to say or is merely talking against time.

One who has very little time to prepare an address or paper, or who has had few opportunities to speak in public, should outline clearly a few conspicuous points of the subject and throw it open for discussion. Often such brief papers, followed by discussions, intelligently and skilfully conducted, are the most profitable feature of an institute. To be profitable, however, every teacher should make it a point to attend the local institute, to study the subjects on its programme in the light of her own ex-