

THE death of the Rev. Dr. MacRae at the home of his son, Principal A. O. MacRae, of Calgary, will recall to many friends the memory of an eloquent preacher and a genial, pleasant man. Although past the allotted age, he preserved his rare intellectual powers to the last. Dr. MacRae was born at Pictou in 1833, and for many years held important pastorates in the Maritime Provinces. He was for several years the president of Morin College, Quebec.

THE Summer School of Science will meet at Liverpool, N. S., in July next. The choice is an excellent one. The town is beautifully situated, well built, attractive, in the midst of fine natural scenery, and is historically interesting. It will give the opportunity to many teachers to study the geography and natural history of a portion of Nova Scotia which is more accessible now than a few years ago.

THE too lavish and indiscriminate giving of presents at this time of year has become burdensome to many who feel the demands on their purses and time. To some this joyous season is looked forward to with feelings of dread and anxiety lest the proper thing may not be done, or that some one may be overlooked. There is a growing feeling that some children are surfeited with Christmas presents and that others in less fortunate families are neglected. But Santa Claus is always generous, and as each festive season comes round he brings more and more good cheer into the homes of the poor and unfortunate. The advocates of Santa Claus need only to be reminded of his visits to needy and neglected places since his reign began.

THE article on another page of this month's REVIEW on Children's Reading indicates some books in which all children take delight. No parent or teacher makes a mistake who recommends reading of this character. But older children, especially those who will soon leave school, require guidance in their choice of books. The masterpieces of literature, books on travel, on patriotic subjects relating to Canada and the Empire, should be accessible to children in the school and home, to stimulate a wholesome love and respect for their country.

THERE are some schoolroom punishments that recall the barbarous methods of the middle ages. A teacher in Queens County, N. B., a few weeks ago punished a lad of seven years by putting his head in a stove, scorching his hair. The lad was taken seriously ill, and it required the services of two physicians to restore him. The matter has been referred to the Chief Superintendent, who has ordered an investigation. It is to be hoped that the details of this unpleasant incident are not as bad as stated.

The Art of Speaking.

We want more education of the ear and mouth, said Chancellor Jones in a recent educational address. He might have added—especially of the mouth.

Think of the time wasted and the discomfort caused in churches, schools and public places on account of the lack of clear speaking. It is an art that every teacher and public speaker is capable of cultivating, and yet how few exert themselves to produce those well modulated tones, which are a delight to every listener. Public lectures are in a fair way to become unpopular, because there are too many of them, and because speakers rush upon the platform with too little attention paid to the art of delivery. Some pitch their voices too high, others too low; but the equally pitched, well modulated tones that penetrate into every corner of an audience room are rare to hear.

If speakers realized the comfort and pleasure derived from words rightly spoken they would pay more attention to what is in a fair way to become a lost art—the art of a clear and pleasing style of speaking. A lecturer on art in one of our principal cities recently spoke so indistinctly that many of his words were not heard by the audience whose attention was thus kept constantly on the strain. Surely one of the highest forms of art should be the art of public speaking,—to clothe one's thoughts in pure, simple English, and express them in tones that will instruct and charm an audience.

Teachers have it in their power to make the voices of their pupils effective. The most potent way is to train themselves to speak in clear, leisurely, well-modulated tones, which will compel interest and attention. Gradually by the force of example and a little good teaching they will lead their pupils into lasting habits of good, clear speech. Is it not worth the effort?