

the mind strengthens that power, and the entrance of evil is more effectually prevented when a child has been taught to know the right and do it, resisting temptation, than where he has been shielded in every possible way. We have a right as teachers to take satisfaction in the progress made of late in methods, and the consequent improvement in the popular sentiment towards the public schools. Our calling affords us unbounded opportunity for investigation and study and makes us influential in moulding human character. In seeking to make a good school, we should seek with all our energies to make good men and good women.

Character Building, on its moral side, was treated in a skilful and comprehensive manner by Miss McPhail of the Davies street school, Summerside, and by Miss Murphy of Portland, St. John.

Miss H. Adam, of the Victoria school, St. John, read a valuable paper on "Faults of Temper and How to Deal with Them." As teachers, said Miss Adam, we should remember, in dealing with the moral character of our pupils, that each child is subject to certain faults of temper, which, if not subdued, will become a barrier to all success and happiness in after life. Then, should it not be the first duty of every teacher to ask himself or herself the question, "Are my own faults of temper and disposition sufficiently controlled to enable me to help the children, by my example, to conquer their various moral weaknesses? For precept, unless accompanied by example, goes very little in guiding and shaping the young life. There are several faults of temper which are noticed particularly among children, and sometimes in those of riper years; but those most frequently met with are obstinacy, violence, peevishness and querulousness. The characteristic of obstinacy we must be careful to distinguish from that of firmness of purpose. The latter denotes that we are not easily swayed by the opinions of others, while the former causes us to ignore entirely the advice of others who know better than we do. Where obstinacy is shown by a scholar in defying the rules of the school, and trying to lead the other pupils to do the same, the teacher's best plan is to gain the respect and love of the scholars as a body, and thus make the offender feel that he cannot continue in his opposition. But, if the pupil seems obstinate, when really his trouble is rather mental weakness, then the teacher's sympathy and kindness will be the best means of gaining control over the child. Violence or hastiness of temper should be treated with calmness and earnestness on the part of the teacher, and the child should be led to see that he may have serious trouble in after life if his quick temper is easily allowed to become his master on every slight provocation. Peevishness

may arise from a weak constitution, and, if so, the child should be kept from provocation as much as possible; but if he is strong and healthy, his peevish nature will be best overcome by associating with others, and seeing how much more happy he may be by showing an agreeable disposition than by being peevish and discontented. To help the children to overcome a querulous or complaining disposition, the teacher should not listen to every little complaint brought to him by his scholars; and, unless there is real cause for complaint, the children should be taught to bear little trials bravely, so that they may be more able to bear the greater trials of after life. But, in trying to shape the character of our pupils, there is a power, without whose help all our efforts fail. The children should be taught from their earliest years the truths of God's word, and that the commands of their Heavenly Father are far more to be held in reverence than those of earthly parent or teacher. If the child has in his heart the influence of God's spirit, and the teacher seeks to be guided, at all times, by the great Teacher of teachers, then the true foundation of moral character will be laid, and faults of temper be fully overcome.

THE RECEPTIONS.

In response to the invitation of His Worship Mayor Thorne, a number of prominent citizens, including Sir Leonard Tilley, attended at the city building between 11 and 12 o'clock on Thursday, July 19th. They were there presented to Sir William Dawson, Dr. J. G. Fitch, Professor R. G. Huling and Colonel F. W. Parker, and the leading educationists of the Atlantic provinces. A pleasant half-hour was spent in conversation.

In the afternoon, between 4 and 6 o'clock, a reception was given to Sir William Dawson by the New Brunswick Natural History Society. The ample rooms of the society were beautifully decorated for the occasion, and were filled to their utmost capacity by a thoroughly representative audience, embracing visitors from abroad as well as ladies and gentlemen from nearly every city and town of the three provinces.

Mr. Geo. F. Matthew, president of the society, called upon Sir Leonard Tilley, governor of New Brunswick, as patron of the society, to preside. In doing so, His Honor spoke in terms of warm approbation of the society and its work. He also paid a heartfelt tribute to the high character of Sir William Dawson and the distinguished services he has rendered to science. Sir William gave an interesting address, in which he reviewed the work of the society and its results.