

parts and its structure, its beauty and fragrance should be overlooked; or lest in dissecting zoological subjects to observe how fearfully and wonderfully the animal bodies are made, the mystery of life, or the greatness of Life's Author should be forgotten or ignored. But to one who followed the work in the different class-rooms it would not appear that the danger of unsettling the student's faith was at all serious. In the elocution room one might hear Miss Alexander's full, sympathetic voice reading,

" Flower in the crannied wall
I pluck you out of the crannies;
Hold you here, root and all, in my hand,
Little flower; but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

From the admirable interpretation of the author's meaning by the reader the class come to realize that good reading is neither more nor less than comprehending fully and expressing intelligently the author's meaning. But when this is done by a master, what depths and beauties are discovered in a passage which might otherwise have passed as nothing more than ordinary! And so with the lines just quoted. Later on the same students, in the botanical class, take up a flower with something akin to reverence; and if they take it to pieces it is not before admiring its perfection as a whole and then only to trace a little further the creative design of Him who paints the lily and adorns the fields with their garniture of beauty. Or in another room the eye of the pigeon, painlessly killed by ether, is examined. Its parts are discussed and explained, and the optic nerve is traced to its connection with the brain. But the glassy eye is sightless; the brain no longer susceptible of impressions; the nerves refuse to carry their wonted messages or the muscles to respond. The delicate mechanism is perfect but the vital spark is fled. The student, probably as never before, comes face to face with the phenomena of life; a feeling of the feebleness of human power settles upon him, and his mind responds more affirmatively than ever to the thought that flashes through his brain,—“He that made the eye shall He not see?” In the study of nature we find an exception to the rule that familiarity breeds contempt. This exception is due to the fact that nature's works are perfect. The fuller the acquaintance gained the more is the perfection seen, and of necessity the greater the admiration called forth.

In the admirable lecture before the School delivered by Dr. Mackay, the Superintendent of Education for Nova Scotia, the benefit of science study as a means of mental development and the indebtedness of the world to science for much of its convenience and

comfort were eloquently pointed out. But perhaps what touched the members of the school most was the hearty, whole-souled sympathy with the work and the workers evinced by Dr. Mackay, and the assurance that in his official position he could not fail to recognize and remember those who, for the sake of self-improvement and from a desire to do better work in their profession, were willing to forego a part of their holidays and incur the expense which attendance at the Summer School necessarily involved.

Principal Cameron's lecture on “How to Study English Literature” was made use of by the lecturer to hit off after his own inimitable fashion many of the effete methods of studying grammar and composition and also of conducting examinations. To a fossil in the profession the lecture would appear startling,—if indeed anything can be startling to an animal of that genius; to an earnest but inexperienced teacher it was instructive and helpful; and to a progressive modern worker it lent aid and comfort. Not only were obsolete modes of doing work mercilessly attacked, but the lines of a more excellent way were plainly indicated. The readers of the REVIEW are given an opportunity to enjoy the paper which is reproduced on another page.

At Prof. Coldwell's lecture in Geology, illustrated throughout by splendid magic-lantern views, every teacher in the Maritime Provinces would have enjoyed being present. It would fill their minds for a time with thoughts of matters other than those of every-day life. They could get impressions with regard to the brevity of human life and of the imperishable nature of a record once made which would not be unwholesome. But they would be charmed at the reading of the records of the rocks and would take new interest in contemplating the face of nature as it now is from knowing a little of the transitions through which it has passed.

The only defect which could be observed about the School was the smallness of the number of students. Four times the number could have been accommodated equally well and the work in the larger class would have been even more pleasant for both instructor and student. Except in Psychology and Didactics, which were made free to all enrolled students, there was lacking that sympathy of members which in itself is an inspiration to some workers. But still no want of enthusiasm was discernible in any class, but on the contrary eager interest was manifested on every side.

The faculty are taking into consideration what means can be adopted to increase the attendance to something near what it ought to be. Fees have been reduced,—\$2.50 in future entitling a student to all the classes of the School; announcements will be