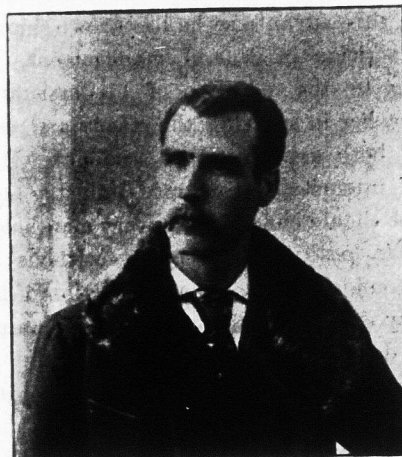


life. His favorite method of observation is to sit perfectly still in the woods. The curiosity of the animals is then sufficient to bring them around. Some lessons helpful to the teacher may be learned from them. The kingfisher teaches her young to catch fish; the caribou hold a school for their young who must learn to jump over fallen trees. The child should be brought into the presence of nature and allowed to draw its own conclusions.

The farewell address was given by Dr. MacKay, Halifax. He referred to some tendencies in modern education. Education with an industrial bias would indirectly form the best basis for the professional, and even for the literary classes. The children should be trained to observe for themselves. The best way to develop the spiritual was to train them to find the truth of their own surroundings. Such friendly gatherings as that of the meeting of the American Institute on Canadian soil were greatly to be desired. The visitors expressed their gratitude to those who had worked for the institute's success in Halifax. With the singing together of the American and English national anthems the session closed.

Treat Children Respectfully.

Never use at a pupil's expense satire, sarcasm, or any biting speech, or apply to him any opprobrious epithet. Shame on you if you do such a thing. It is an abuse of your superior position and will cause you to be despised as you deserve. But that is not the worst; it will lose you your moral and mental command over that pupil and perhaps over many. The boy or girl whose feelings you have injured will never again open heart or mind to you as you desire. Not only should we never express contempt for backward or refractory children, but we ought, if possible, never to feel this. Try to respect all your pupils, the dullest and the least hopeful with the rest. What a comfort to teachers to mark how often children who are very dull at first, in time distance the most precocious! We should respect all, even if they were sure to be permanently dull, but you can never know this. The backward boy, who spells ill and can never learn the multiplication table—he, too, is a product of the Divine Spirit. He may prove a Kepler or a Darwin. You will at any rate, probably, make him a good citizen, which is important enough. If you can feel this hopefulness about a slow pupil so as to impart it to him, it will immeasurably help both him and your efforts for him. Even in the rare cases where you can neither express nor entertain such hope, do not in any way make known to your pupil your despair. It would do more than almost anything else to blast him.—*Superintendent Andrews, Chicago.*



W. R. Campbell, M. A.

We have much pleasure in presenting to our readers a likeness of Principal Campbell, under whose presidency the Summer School of Science of the Atlantic Provinces of Canada has just held at Bear River the most successful session, in many respects, in its history.

William Robert Campbell was born at East River, St. Mary's, Pictou County, and received his early education in the public schools of his native village. The fame of Pictou Academy, then under Dr. A. H. MacKay, the present Superintendent of Education for Nova Scotia, awakened the ambition of the country boy, whose training on the farm and by the graduate students of Dalhousie University, inspired him with a desire for the higher education and fitted him physically and mentally to benefit by it. A large proportion of our most successful men owe their early aspirations to these bright, ambitious young men who were working their way through college, teaching in summer and studying both summer and winter. Mr. Campbell spent two years in Pictou Academy and entered Dalhousie Arts Course with a Munro Bursary in 1883. He was graduated in 1887, having in the meantime secured a grade "A" license. Eight years afterwards, on account of a successful thesis on Commercial Reciprocity, he was made a Master in Arts by his alma mater. In the spring of 1887, he was appointed principal of the Maitland High School. In the autumn of the same year he was called to succeed Principal Smith in the County Academy at Truro. His success has been very marked. The Academy has progressed steadily, and for the last few years very rapidly, until now it has a staff of seven teachers and an attendance of 250 students, of whom about 100 are attracted from outside sections and counties. Principal Campbell has, of course, the privilege of having the assistance of Mr.