

disposition when it enters school. She should keep an oversight on the child's progress through school, and she should follow the reports furnished by the teacher. She should co-operate with the teacher in the matter of discipline. Mrs. McLagan, of Vancouver, followed with a paper from one of her local council on the "Influence of an Educated Mother in the Training of her Children," in which it was shown how the child's development could be followed and guided by an intelligent mother, whose contact with her children gives her unequalled opportunities of influencing them. Other papers and several good speeches by Mrs. Drummond, of Montreal, Mrs. Boomer, Mrs. Avery, of Canton, Ohio, followed. One speaker remarked, that even the appreciative tone in which a parent spoke of a teacher had its effect upon the child.

The next subject was "Children's Literature." Lady Schultz's paper was read by her delegate, Mrs. Culver, of Winnipeg. It condemned all stories and fairy literature until at least ten years of age. This paper called forth a clever response from Agnes Maule Machar, of Kingston, a well known Canadian writer (Fidelis). Mrs. E. Smith, of St. John, who followed, made a bright, spirited speech in favor of fairy tales, her voice being distinctly heard in every part of the hall. This advantage she probably owed to her former training as a school teacher. A paper on "Children's Amusements" closed this day's sessions and the discussions on educational subjects.

The next day was devoted to papers and discussions on various topics—the hours of work in factories—women on boards of philanthropic institutions—women inspectors of factories—the purity of the press—the duty on opium, a question of vital importance in British Columbia—the law regarding bigamy. There was an earnest discussion as to opening the meetings of the national council with silent or with audible prayer. It was decided by vote to continue the practice of silent prayer.

Three interesting evening meetings were held. The first was opened by Lady Aberdeen with a noble speech, and was then addressed by the Governor General, the Hon. G. W. Ross, Minister of Education, the Rev. Professor Clark, of Trinity College, the Rev. Father Ryan and the Rev. D. J. MacDonnell. On the second evening delegates from England and the United States made addresses, also from France, Germany and Sweden. An interesting, well-educated Indian girl, Pauline Johnson, spoke on behalf of her people and Lady Tilley's paper on "Quiet Hours" was read. The last evening was given to art and music, and thus closed these days of interest. They will long be remembered by those

who took part in them as days of growth and expansion, intellectually and morally.

The contact of mind with mind cannot fail to elicit sparks of light which may help in some small degree toward that fuller day to which we know the human race, both man and woman, is slowly but surely progressing.

FRANCES E. MURRAY.

St. John.

For the Review.]

"How do You Analyze This?"

The above is a question often put to teachers by fellow-teachers and by pupils. And probably more attention to the analysis of English sentences might with advantage, be given in most schools.

There is perhaps no piece of English poetry better suited for careful study than Gray's "Elegy Written in a Country Churchyard." Almost every stanza affords a good exercise in analysis—to say nothing of its merits. But what do the readers of the REVIEW think of the first stanza, as given by a teacher in one of the Atlantic Provinces?

A	Now fades the glimmering landscape on the sight.	Principal.
+ B	All the air a solemn stillness holds;	Prin., co-ord. with A.
× C	But all the air does not hold a solemn stillness,	Prin., co-ord. with A. & B.
c ¹	Where the beetle wheels his droning flight,	Subord.—Adv. of place.
2c ¹	Where drowsy tinkling lulls the distant folds.	do. do.
3c ¹	Save that, from yonder ivy-mantled tower, the moping owl does to the moon complain of such.	Subord.—Adv. of reason.
c ²	As molest her ancient, solitary reign.	Subord.—Att. to "such." —ANON.

"DON'T LOOK FOR FLAWS."

"Don't look for flaws as you go through life;
And even if you should find them,
It is wise and kind to be somewhat blind,
And look for the virtue behind them;
For the cloudiest night has a tint of light
Somewhere in its shadow hiding;
It is better by far to hunt for a star
Than for spots on the sun abiding."

—Primary Education.