

Last summer, one of our most prominent and successful teachers remarked that he never felt happier then when "One with nature, in view of the quietly grazing cattle, the gently murmuring river—and among the gatherers of the new mown hay."

How many fellow teachers have felt that "Such scenes have power to quiet the restless pulse of care." Those who have not hitherto enjoyed the "benediction" of nature, have deprived themselves of one of life's enjoyments and greatest advantages.

We read in the Bible of nature's educative power; and is it not as potent now as of old? How true, how frank, how pure, how generous and sympathetic are nature's pupils! Who would not be taught by her?

Let us then go to Nature's school, and we shall come out broadened in sympathies, heightened in faith, deepened in love, and invigorated in body; nay, more—breathing the prayer—

"Oh! to be noble as thou noble art;

Oh! to be true and generous and brave;

Oh! to forget myself and suffer all

That love calls forth,

My fellow-man to save."

L.

A Notable Book and a Notable Life.

"Legends of the Micmacs," by the Rev. Silas Tertius Rand, D.D., D.C.L., LL.D. Published by the Department of Comparative Philology, Wellesley College, Mass. No greater example has ever been presented in these provinces of scholarly research and untiring industry than that of the late Dr. Rand. For forty years a missionary among the Micmac Indians of Nova Scotia, he labored zealously, not only for the moral welfare of that people but to rescue from oblivion their language and literature. Dr. Rand died in 1889. During his life he translated into Micmac almost the entire Bible, compiled a dictionary in that language of nearly 40,000 words, and furnished to philologists a vast amount of material concerning the life and literature of the people among whom his life was mainly spent, and whose confidence he possessed to a wonderful degree.

The volume here presented consists of eighty-seven legends, covering 450 pages, with an introduction of forty-six pages. The stories were related to Dr. Rand in Micmac by the Indians, treasured in his marvelous memory, and then translated and written down by him in English. After the death of Dr. Rand the legends, with other valuable Micmac and Maliseet manuscripts, were purchased for the Library of American Linguistics, Wellesley College, and placed in charge of the Department of Comparative Philology,

under whose auspices the Legends have been published in the handsome volume before us, which contains a portrait of the author.

In the introduction to the Legends there is a sketch of Dr. Rand, which he himself gave in response to one who asked him for the story of his life. Concerning his school life he says:

"I was educated in the greatest university of all time, ancient or modern—a building as large as all out doors, and that had the broad canopy of heaven for a roof. My father taught me to read—and he taught me more thoroughly to work on the farm—when I was a small boy. My father and grandfather before me had been bricklayers, and when I was eighteen years of age I commenced a seven years' apprenticeship to that honorable and muscle-developing profession. When I was a small boy I went to school, such as schools were then, for a few weeks to Sarah Beckwith, Sarah Pierce and Wealthy Tupper, respectively. None of them amounted to much as teachers, and Wealthy Tupper could not write her own name; but there was one thing she could do—she could and did teach and show us the way to heaven. During the evenings of three winters I went to school taught by a man, and 'graduated' when eleven years of age. Seven years later I determined to study and master the science of arithmetic. This I did with the aid of a book.

"I took my first lesson in English grammar when twenty-three years of age from an old stager named Bennett. I paid him three dollars for this lesson, and after learning it, started and taught a couple of classes of my own at two dollars per pupil. Next I studied Latin grammar four weeks at Horton Academy, when Rev. Dr. Pryor, now living in Halifax (1836), was principal of that institution. Then in the spring of 1833 I returned to the work of a stonemason and the study of Latin. There was then no 'ten hour system' in existence. It was manual labor from sunrise to sundown. But I took a lesson in Latin upon going to work, studied it while at work, took another lesson at dinner, and another at night. I should have told you that my first lesson in Latin was taken the first night of the four weeks I spent in Horton Academy. I heard a fellow student, the late Rev. Wellington Jackson, repeat over and over again the words, *opus* and *usus*, signifying 'need' require the ablative, as *est opus pecunia*, 'there is need of money'. That rule, and the truth it contained, was so impressed upon my memory and was such a perfect illustration of my own circumstances that I never forgot it."

H.

Children have too many hours in the school-room, especially in the primary grades. Three morning hours in the school-room and two afternoon hours spent in study by the teacher, would greatly enhance the quality of work done.—Col. Parker.

The bottom of the Pacific between Hawaii and California, is said to be so level that a railroad could be laid for 500 miles without altering the grade anywhere.