

like varnished mahogany. Over thirty species are known in Nova Scotia. They keep without any care, and are therefore very good for a beginner's collection or a school room.

#### HYDNUM.

Possibly a mushroom-like cap may have, instead of gills or porous tubes, soft teeth, spines or tubercles hanging from the under side of the cap. This shows a third way in which the surface bearing the spore-producing membrane is increased. This kind is called a hydnum.

The Agarics	may be called	<i>Soft Gill-Caps.</i>
The Boleti	" "	<i>Soft Pore-Caps.</i>
The Polypori	" "	<i>Hard Pore-Caps.</i>
The Hydna	" "	<i>Soft Spine-Caps.</i>

The teacher must remember that these are only a few of the forms of fungi, but in the autumn their abundance makes them specially conspicuous.

The scholar will also notice that the common edible mushroom belongs to the *purple* or *dark brown* spored gill-caps. The gills are pink and flesh-colored when young, but become brown when older, something like the color of their spores.

A teacher committed a great sin the other day. It was in the chemistry class. The subject was "Oxygen." The book read: "Take a slender watch-spring, bind a piece of match to one end of it, set fire to the match, and slowly lower it in a jar of oxygen. The burning wood heats the iron until it takes fire and burns with surprising brightness." A pupil recited it *verbatim*. The teacher said to another pupil: "You may recite what is said about the burning watch-spring?" Pupil recited. "Next may recite what is said about the burning copper wire." Next recited. "Next recite about burning phosphorus." Next recited. "Next tell how oxygen is obtained." Next told how oxygen is obtained, and so on. "Next." "Next." "Next," to the end of the recitation. "Good recitation; you may take Chlorine next time. Dismissed." Did it occur to those pupils that they would like to obtain oxygen and try these experiments for themselves? Yes, in a far-off way, just as they have a dim thought that some time they may see Jerusalem, but it is only a thought, a hope, a feeble expectation. What sort of a teacher is this? One among ten thousand members of the same great army. Some one whose eyes are opened says, "Is this possible?" Yes, my friend, it is not only *possible*, but *actual*. Chemistry is recited—not taught—his way in this country, and it is a sin.—*N. Y. School Journal*.

[We hope there are few, if any, such sinners in chemistry among our teachers.—ED.]

#### THE INTERPROVINCIAL CONVENTION.

The Primary School Section of the Interprovincial Convention met in the hall of the Centennial School, St. John, on Thursday, July 19th, and was attended by about 250 teachers. Miss Lewis, of Truro, read a paper favoring the kindergarten methods in primary schools. The introduction of such methods is the soul of the new education. To train the hand as well as the head; to give beautiful surroundings to the child, and to teach from these; to unfold the nature of the plant from growing plants in the room; to teach the beauties of literature from simple extracts committed to memory day after day; to draw from objects, to give pleasant and profitable employment to busy fingers and brains, are alike kindergarten and primary school methods. Modelling in clay, taking part in games and other kindergarten methods should enter more largely in primary school training.

The ends which the kindergarten seeks—namely: The education of the senses; the training of the faculty of speech; the exercise of the creative powers; the development of manual skill, delicacy and power; the promotion of bodily health by physical activity; the stimulation of imagination and reason; the formation of habits of attention, concentration and obedience; the gentle insistence upon good manners, kind words, generous deeds; the reverent thoughts of God, and God's universe. In which of these is the ideal school wanting? Not one. Then why draw the line between kindergarten and school? It must be evident that the principle of the kindergarten system, which so admirably combines thinking and working, is not limited to infant education. The structure reared must rest upon and accord with the foundation laid, and as the child advances from seven to twelve years of age and upwards, the teacher has but to supply the means of progress in knowledge suited to the requirements of the children; books are then used by them with intelligence and interest, and in the development of their growing capabilities they will be successfully taught to teach themselves.

Miss S. J. Sullivan, of the Morris street school, Halifax, read a paper on "Social Instincts as a Factor in Character Building." It was an admirable presentation of the qualities and disposition that make up the child's nature, with thoughtful suggestions how to best mould this nature and make the individual what he ought to be. A child should be taught to distinguish right from wrong by precept and example. But teaching alone will not suffice. His moral training must go deeper than that. That which is done for a child does not educate him, but that which he does for himself. Proper exercise of any power of