

Conclusions must, for obvious reasons, be drawn with extreme caution from such a list as this, but one or two lessons for our colleges are taught by it. For instance, *all* of the Canadian under-graduates in the arts department of Harvard are from the Atlantic Provinces. Why do not some of the other Provinces send from their much greater population a single student to the Harvard under-graduate course? The answer would seem to be, that the other Provinces provide in their own universities, an under-graduate course which is ample for all under-graduate needs. This is borne out, also, by other facts, not shown in the list, and it means that our colleges should direct their energies towards building up their arts departments, and not waste their force in attempts to build up special technical schools. The day for these will come when our colleges graduate men fitted to rank at academic institutions with the graduates of the best Canadian universities.

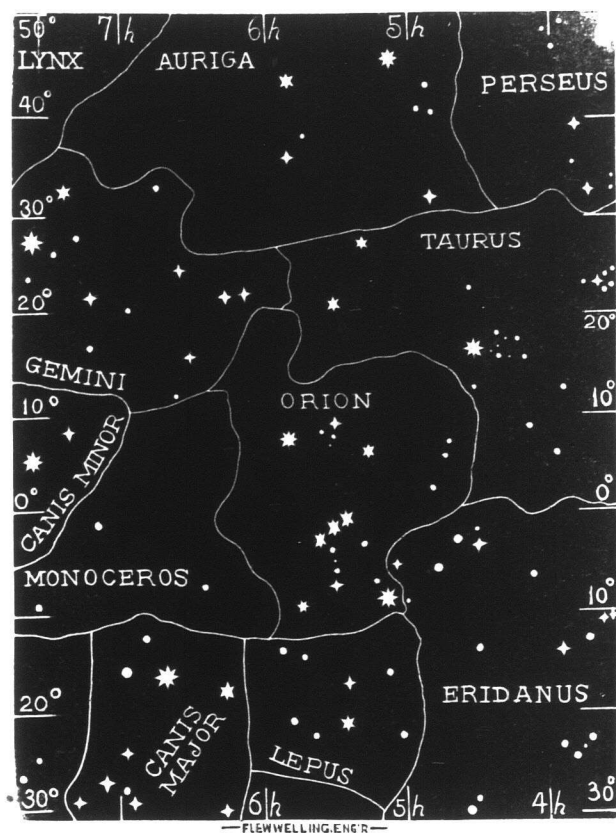
Again, as the list indicates, but as all college men know well, graduates of the different Atlantic Province colleges are not admitted to Harvard upon an equality. This points to the desirability of some uniform standard of graduation, and, consequently, of matriculation and under-graduate curriculum; in other words to an academic, though not necessarily actual union of all of the Atlantic Province colleges. This need not interfere with the individuality or peculiar field of usefulness of each.

Post-graduate students from the Ontario and Quebec colleges go for the most part to Johns Hopkins University, while their medical students, like our own, go chiefly to Montreal, Edinburgh, New York or Philadelphia. As for the other special schools, Law, Divinity and Dental, the other Provinces have their own, while those of Harvard are the nearest good ones to these Provinces, and the various educational advantages of Boston are an added attraction. The majority of Canadians in these departments would naturally, therefore, be Atlantic Province men.

WE ARE very much pleased to learn from our exchanges that the teachers of Kings and Hants Counties, Nova Scotia, presented their Inspector, C. W. Roscoe, M. A., of Wolfville, with a complete suit of fur, as a new year's surprise gift. The address was read by George J. Miller of Hantsport High School and the presentation was made by Principal J. L. Bishop of Wolfville. Inspector Roscoe's abilities are well known outside of his inspectorate we may add. His highly successful devotion to the modern education was recognized by his election last summer to the vice-presidency of the Nova Scotia Summer School of Science.

### AMONG THE CONSTELLATIONS.

No. X.—OUR STAR MAP.



With the above we commence a new series of star maps, to be prepared from time to time specially for the EDUCATIONAL REVIEW. We trust they will be found to be more accurate and more systematic than those generally found in cheap, popular star atlases. In connection with this map our readers may peruse the articles in this series for January, February, March and April, of last year. We shall here simply explain its principal points.

To see the constellations, as figured here, take this map, face the southern point of the sky exactly, say, at half past seven in the evening, when this paper comes to hand (about the middle of February). The lower margin of the map will then nearly represent the southern horizon, and the top margin will represent what is overhead in the zenith.

Every star of the first, second, third and fourth magnitudes is represented here. If any of our readers will find one omitted, call us to task for it. Occasionally, stars of the fifth or sixth magnitude, the smallest visible to the ordinary vision, are indicated; but, as they are so numerous, they will only be indicated when in an especially interesting position.

To enable the reader to know the magnitudes of the stars from the chart, we propose to follow strictly