

"The zoological instruction in the lower schools should not attempt a systematic survey of the whole animal kingdom, but attention should be directed chiefly to the most familiar animals, and to those which the pupils can see alive. The common domesticated mammals should first be studied, and later the birds, the lower vertebrates, the insects, crustacea, and mollusks. While the range of zoological instruction must be limited as regards the number of forms studied, those few familiar forms should be so compared with each other as to give the pupils, very early, some conception of the main lines of biological study—morphology, physiology, taxonomy.

"Special prominence should be given to the study of plants and animals which are useful to man in any way; and the teacher may advantageously, from time to time, give familiar talks in regard to useful products of vegetable and animal origin, and the processes of their manufacture.

"Attention should also be given to the more obvious characteristics of the kinds of minerals and rocks common in the region in which any school is situated, and to such geological phenomena as are comparatively simple and easily observed.

"The subject of human physiology and hygiene is of so immense practical importance, and so few comparatively of the pupils ever enter the high school, that we regard as desirable some attempt to teach the rudiments of the subject in the grammar, and even in the primary schools.

"We would recommend the introduction of exceedingly rudimentary courses in physics and chemistry in the highest grades of the grammar school.

"We would recommend as perhaps the most desirable branches of science to be included in the classical courses in the high school, and to be required for admission to college, physical geography, phenogamic botany, and human physiology. The first is suggested as tending to keep alive in the student's mind a sympathetic acquaintance with nature in its broader aspects; the second, as affording unequal opportunities for discipline in observation; the third, as affording knowledge of the greatest practical importance.

"The rudiments of physics and chemistry, which we propose for the grammar schools, will enable physical geography and physiology to be intelligently studied in the early years of the high school course."

THE thanks of the Truro Kindergarten Committee are tendered to Mr. E. Steiger, of New York, for his kindness in presenting a portrait of Froebel. It was placed in position with a few suitable remarks to the children about the good and great man who loved them so dearly that he devoted himself to their service. Any one visiting New York should call at 25 Park Place for the special purpose of inspecting kindergarten material and literature. We saw parcels addressed to Russia, Denmark, Schleswick-Holstein, and Sweden, and on expressing surprise were informed that Mr. Steiger could supply, in some cases, a better article at a cheaper rate than the European manufacturer.—[COM.]

#### St. Francis Xavier.

For some time past it was becoming apparent that additional accommodation would be necessary in the near future, if not at present, to meet the requirements of the yearly increasing number of pupils seeking admission to the Antigonish Academy. This necessity was faced by the proper authorities with characteristic promptness and liberality, by the erection, in the course of the summer and fall, of a very handsome brick and stone edifice, sufficiently large to meet the wants of those seeking higher education in this part of the Province for generations to come. The old structure was all removed with the exception of one wing, which was found to be not inconsistent with the unity and general effect of the architectural design followed in the construction of the new building. It is certainly one of the finest, most commodious, and best appointed of the kind in this Province.—*Report, Inspector MacDonald.*

#### Educational Institute of New Brunswick.

ELEVENTH REGULAR MEETING, TO BE HELD AT THE PROVINCIAL NORMAL SCHOOL, FREDERICTON,

JUNE 26th, 27th, 28th—1889.

#### Programme.

1ST SESSION, TUESDAY AFTERNOON.—Enrolment. Election of Officers. Report of Executive Committee. Other business.

2ND SESSION, TUESDAY EVENING.—Public meeting. Address of welcome by the Mayor of Fredericton. Addresses by other prominent speakers. Music by a special choir.

3RD SESSION, WEDNESDAY MORNING.—1. Paper on "The demand which the Common School is making on the Common School Teacher," by Eldon Mullin, M.A., Principal of the Normal School.

2. Paper on "Composition and critical reading *versus* the formal teaching of English Grammar," by George U. Hay, Ph.B., Principal of the Victoria and Girls' High School.

4TH SESSION, WEDNESDAY AFTERNOON.—Paper on "Compulsory attendance at School," by Frank H. Hayes, Superintendent of the Portland schools.

5TH SESSION, WEDNESDAY EVENING.—Paper on the question "Is the Common School meeting the demand for Practical Education?" by P. G. McFarlane, B.A., Principal of High School, St. Stephen.

6TH SESSION, THURSDAY MORNING.—1. Paper on "The Superannuation of Teachers," by S. C. Wilbur, B.A., Principal of High School, Moncton.

2. Paper on "A Programme of School work for Friday afternoon," by George J. Oulton, Master of Superior School, Dorchester.

7TH SESSION, THURSDAY AFTERNOON.—1. Paper on "Public School education—Its relation to the Political, Social, and Moral tendencies of the Times," by Philip Cox, B.A., Principal of Harkins School, Newcastle.