

tional work, "The Teachers' Text-book." He did a grand and noble work for education. In the classroom, by his ability as a teacher and his profound knowledge of the theory of education, he awakened the minds of the teachers to the consideration of educational principles. Throughout the province, by his ability as a public speaker and his earnestness, he excited a widespread interest in education, extended and deepened the foundations laid by Dr. Dawson, and prepared for and made possible the organizing work carried on by Dr. Rand. Dr. Forrester described his successor, Principal Calkin, who still holds the position, as a man whose scholarship was minute, accurate and extensive, and who possessed enlightened and enlarged views of education, thoroughly acquainted with all the details of the system. He is the author of valuable text-books on geography, Canadian history and education.

In the English department there have been many changes since the school was first opened. Mr. Randall was succeeded by Dr. Rand, afterwards Superintendent of Education. Then came Mr. Calkin, now principal; Dr. McCabe, now principal of the normal school at Ottawa; C. J. Major, Rev. James Christie, and for the last fourteen years Dr. Hall, the present incumbent.

Mr. Mulholland held the mathematical department until 1878, when he retired in favor of Prof. Eaton, who held the position until he resigned in 1891, and was succeeded by Prof. McDonald, formerly Inspector of Schools for Antigonish and Guysboro.

Towards the end of its second decade the normal school became very much disorganized and fell in the estimation of the public. The appointment of Dr. Hall, Prof. Eaton and Miss O. Smith in 1878, however, immediately restored confidence and raised the school to a high degree of prosperity. For the last fourteen years it has compared favorably with any Canadian or United States normal school.

Art work received but little attention until Miss Smith took charge of it in 1878 and made it one of the most important departments of the school. In 1888 Miss May N. Griffin did equally good service for elocution and music.

Prof. Smith, as teacher of science and agriculture, was added to the staff about seven years ago. He gives to his subjects the prominence which they should have in a normal school course. This year Professor Lee Russell teaches manual training. Very few normal schools have so complete a staff.

In 1857 the model school was opened and admirably managed by Principal Calkin for eight years, until his appointment to the normal school. The model school was intended as a practice ground for the

pupil teachers — a function which it fulfilled indifferently. A few years ago its management was handed over to the Municipal Council of Truro, and two model school departments were established in the normal school. They do not, of course, furnish anything like enough opportunity to give to one hundred and fifty teachers the requisite practice in teaching.

Under the new Superintendent of Education, Dr. MacKay, the normal school work will be more strictly confined to professional training — a very important step in our educational evolution.

We quote a few paragraphs from the last annual Calendar: "The work of the normal school will be chiefly of a professional character, including the study of educational principles and model school practice." "The course will include the following: 1. Psychology, general principles of pedagogy. 2. History of education, application of the principles of method to the various subjects of the school course. 3. Drawing and calisthenics. 4. Natural history and science. 5. Manual training. 6. Observation and practice in the model school." "It will be the endeavor to show that the rules of teaching and school government are but the laws of psychology transformed into practical maxims and tested by experience." "The students will be directed in studying the growth and relation of educational systems, with special attention to the trend of education at the present time." "Sympathy with the activity of childhood, skill in directing this activity, the inventive faculty of the teacher strengthened and developed, the hand and the eye trained as well as the mind."

The following extract from a letter written by Longfellow during his lifetime to Mrs. Caroline H. Dall is especially interesting to all who love Evangeline, and who does not? Teachers will do well to tell this incident to their pupils. Hawthorne would have been happy indeed had he known, when he called on Longfellow, how many thousands of children would read with delight the poem which was to grow out of his generous offer to Longfellow:

"Some time before I wrote 'Evangeline,' Hawthorne and Sumner were dining with me, and I think there must have been others present. After dinner, Hawthorne told us that he had lately become interested in the exile of the Acadians. It excited his imagination. He fancied two lovers, widely separated and wandering for years, meeting only to die, and wished to make a novel of it. He, however, thought the subject too difficult, and fancied he would have to give it up. I waited a while, heard nothing more about the novel, and finally asked Hawthorne if he were willing that I should make the story the subject of a poem. He consented, and was one of the first to congratulate me on its popularity."