

they are citizens of this city, and who can identify themselves with the life of the community, the policy in question should be discontinued. In the conduct of private business affairs, the policy which you pursue would be considered folly."

Supervisor Moore plainly intimates that this policy is unworthy, and not to be expected of such a body of men as should constitute a board of school commissioners. He further says that he will never countenance it to the extent of re-applying for his own position.

The board will in fairness agree with Supervisor Moore that justice to its teachers demands that no such narrow restriction should be placed on them. His plain words will no doubt have their effect in convincing the board that the educational interests of the city will be best served by showing fair play to its teachers.

A Day in May.

Have you ever noticed what a close relationship there is between the colours of the trees in autumn and those of spring? The crimson leaves of the red maple in October give place to the scarlet flowers that appear in early May, before the leaves are unfolded from the bud. The birches and poplars that had a wealth of golden leaves in October now display their catkins—bright yellow tassels drooping from leafless twigs. Did you notice what an abundance of these flower clusters the white birch had this season? Everywhere in late May the rich soft brown colours of the opening amelanchier (bilberry) buds recall the bay red leaves of this tree in October. And there are other tints and hues that may suggest the passing of one season and the dawning of another.

But what can surpass the varied tints of green that adorn the front of May? From day to day, as the month advances, the green foliage becomes more decided, and mingled with it are the bright warm colours of amelanchier and maples—tints that suggest that the sunlight of the past summer may have been caught and imprisoned in the buds before the sleep of winter came upon them.

Have you noticed the great variety of colouring in these trees of early spring—the bright crimson flowers of the tamarack, the dainty red tufts that adorn the pistillate catkins of the alder and hazel, the masses of red on the maples and the waving yellow catkins of the birch, soon to be followed by the pure white blossoms of the amelanchier and cherry? What an orderly procession, too, of bright blossoms do we see beneath these trees peeping

out from the dried leaves of last autumn,—the mayflower (in bloom during the first days of June in deep woods), the hepatica, the blood-root, the spring beauty, the trilliums, and the host of early flowers that old and young delight to welcome again!

May and June are the months for nature study. It is so easy to kindle enthusiasm at that season when awakening buds and flowers and birds call you to come out of doors. Children are all interested in the flowers of early spring. If the teacher is willing to be interested, and has just a little love of nature, she can help open the eyes of children to what spring is and what it means to them.

Principal H. V. B. Bridges.

In this month's Supplement there is a portrait of one of our educational leaders which most of the readers of the REVIEW, especially recent graduates of the New Brunswick Normal School, will have no difficulty in recognizing. Hedley V. B. Bridges, M. A., was appointed principal of the Normal School in 1906, on the retirement of Principal Crocket, and during the three intervening years he has filled that position with credit to himself and very acceptably to the students, by whom he is greatly esteemed.

Principal Bridges graduated from the University of New Brunswick in 1881, leading his class and taking honours in mathematics and philosophy. In his freshman year he won the classical scholarship, a coveted prize among undergraduates.

After graduation, Mr. Bridges was appointed principal of the Park Barrack school, Fredericton, and shortly after he entered the collegiate school as mathematical master, for which his natural bent and his studies at the university specially fitted him. In 1888 he was appointed inspector of schools for York County, his inspectorate also including certain additional parishes in adjacent counties. During the seventeen or eighteen years that he held this position he proved a very popular and efficient officer.

Although not specially trained in normal school work, Principal Bridges' university education and his experience in the schoolroom and as inspector have proved a good preparation for his present work. His fine personal bearing and a natural ease and dignity of manner contribute to his success in the classroom, while his orderly and logical habit of mind, excellent judgment, and a capacity to add to his resources by observation and reading, are characteristic of his work as a teacher.