

committees for the excellent concert and the enjoyable entertainments provided; to the press for notices received; to the railway and steamboat authorities for courtesies extended.

Hon. L. E. Baker gave a garden party to the school on his spacious grounds.

The unanimous verdict of those attending the school was that at no place have the citizens done so much for the entertainment of the school as have the Yarmouthians, and

"We'll come back here another year,  
The Summer School of Science."

For the REVIEW.]

### Kindergarten Examination in N. S.

These were successfully passed as follows:—

At the Normal School: Diplomas, Miss Margaret Stewart, Hampton, N. B.; Miss Annie E. Fitch, Wolfville. Certificate, with honors, Miss Shaffner, Granville, Annapolis Co. Certificate, Miss Gertrude Reinmuth, Truro.

Dartmouth Kindergarten: Diploma, Miss Bertha Anguin, Halifax. Certificate, with honors, Miss Edith Elliott, Dartmouth; Certificate, Miss Rachel Wood, Halifax.

Miss Stewart's industry and close application are discernible in her papers, which were full. She has done credit to Victoria School, St. John, of which she is a graduate. She and Miss Anguin, of Dartmouth, gave "The Knights" (three Mother-Songs) a very careful analysis, and on some points Miss Anguin's was original. Miss Fitch's papers on the "Gifts" gave a well-considered analysis from the *solid* to the *point*, and her artistic nature will impress itself upon any kindergarten she may conduct. Miss Shaffner's answers to questions for first and second years, on "Education of Man," were good enough to win her honor certificate. Miss Anguin has taken the full two years' course, together with extensive practice in the kindergarten. Her papers showed a ripeness of thought that is only attained by a full course, for time is a *sine qua non* in the digestion of Froebel's subtle philosophy. Miss Elliott's honor certificate should, almost in fairness, have been a diploma, as she, like Miss Anguin, has done a large amount of work in the kindergarten, and she answered most of the second year's questions. Her intention to complete the full course of two years with Miss Hamilton will give special value to the diploma which she will win at its close. Miss Reinmuth, who is a German, did well in her papers, considering her incom-

plete knowledge of English. Miss Wood, Halifax, is happy in her management of the children in kindergarten practice, so that her papers, although some were good, do not fairly represent her.

The industry and ability, together with the pronounced individuality of the several papers, made the task of examination an interesting one. The questions, which were afterwards shewn to several competent judges, were pronounced searching and quite difficult, and there was a large number of them.

I have carefully inspected the work of these two training classes, at the tables and in circle, from time to time during the past year, and, in addition to the periodical examinations held by Mrs. Patterson and Miss Hamilton, I have also examined, at intervals, a large number of papers written in answer to questions, carefully framed, to test the knowledge and efficiency of the candidates. It is only right to say that the kindergarten examination of 1897 will compare favorably with any others in range and thoroughness.

CATH. M. CONDON,

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### Kindergarten and Primary Department.

#### THE CHILD'S INSTINCT OF SELF-ACTIVITY A POWERFUL FACTOR IN EDUCATION.

The instinct of self-activity, common to all animated natures, and which is the first expression of every child's life, and is more or less demonstrative according to his physical vigor, marks the first steps necessary to child-culture. To suppress this restless activity, or to let it waste itself in aimless endeavor, is one of the first mistakes made in education, and leads to mischief and destructiveness in the child; or, if he be of a phlegmatic temperament, may tend to idle listlessness, and sometimes even to low and degrading practices, for absolute suppression of an instinct is impossible. Now, how far does the general treatment of this irrepressible instinct fulfil the requirements of the law which governs its normal development?

Let us take some cases at three different stages of child-life. Here is an infant who is not allowed to creep on the floor, for fear he may take cold, or soil his handsome clothes. Free exercise, and the pleasure of finding, securing and playing with the odds and ends found on the most carefully-kept floor, with all its innocent but stimulating pleasure, is denied him. He is dandled in the nurse's arms, or, in some cases, simply held securely, without any intelligent attempt to help him use his senses. See the sad effects of suppressed activity in the incessantly moving, outstretched hands,