

citizens as our readers, we trust that those who employ our teachers may hereafter come to value them more highly, and be more in sympathy with that educational reform which is already, in many parts of the world, beginning to do more for the state than any other beneficent human power.

IN a late number of a Nova Scotia paper a correspondent criticizes the teacher of a school where he found written upon the blackboard these questions:

What are the names of the candidates for the presidential election? What great person of the United States died within the past few months? How did the United States senate treat the Fishery Treaty? He then adds: "Can there be anything more disloyal in Her Majesty's dominion than the principle of inculcating the minds of our children with such a deep interest as to the working of the United States so as to make it an every-day study? I think that there is sufficient material to be found in our own political and historical circles to occupy the time of the children while they are at school. I do not object to questions in general concerning our friends across the border, but I think I speak the minds of many of our loyal citizens when I state that care should be taken that our youths be instructed in detail concerning the British empire and not in that of the United States."

Could anything be more bigoted and narrow than this? How does the writer know that it is "an every-day study" from merely seeing the questions on the board during one visit? How do such questions show "a deep interest as to the working of the United States?" And how does he know that the pupils were not fully "instructed in detail concerning the British empire?" Next to having a competent knowledge of the history and resources of the British empire, pupils should early be taught to take an intelligent interest in other countries and what is going on in them, and that is precisely what the teacher, it seems to us, was endeavoring to do.

Such writers defeat any "loyal" object they have in view, especially when they would propose, as this writer does, such silly statements as the following:

"The less we know of our cantankerous friends across the border, in children's classes, the better; on the contrary, I think, such questions as these would be more suitable. On what terms should Great Britain receive the States back to their former position as a colony? Show that Great Britain is the rightful mistress of North America."

In an editorial paragraph in another column of the paper, attention is directed to the correspondent's complaint, and an "immediate remedy" is demanded for this state of things! The editorial sanctum must have been invaded on this occasion, for the gentleman whose name stands at the head of the editorial page shows too liberal and cultured a spirit in the pages of his History, which is the delight of our students to read, to endorse utterances and insinuations like the above.

### THE NOVA SCOTIAN KINDERGARTEN.

Quoting our remarks in the last number of the REVIEW in favor of provincial aid to the Truro kindergarten in affiliation to the normal school, the *Morning Chronicle*, the provincial government organ, says:

"Our contemporary's wish respecting governmental encouragement of the kindergarten system has been anticipated by the local government. An arrangement was made several weeks ago, whereby in consideration of certain instruction to be given the normal school pupils by the teacher of the Truro kindergarten, and of admission of the normal school pupils at stated times to observe the methods of teaching, the government are to contribute a portion of the salary of the Truro teacher. Thus at a small cost to the province the normal school pupils will receive a measure of instruction in the kindergarten system, which should be of great value to them hereafter in their work as teachers in the primary departments of our public schools."

The advantages now offered to those who can avail themselves of it, are well put in the following letter from the president of the Froebel Institute of Nova Scotia:

*To the Editor of the Colchester Sun*

DEAR SIR—You and those readers interested in improved educational methods, will be glad to hear that Truro Kindergarten Committee, at a meeting held last Saturday at 8 p. m., passed a resolution allowing persons desirous of studying Froebel's system, under their accomplished director, Miss Woodcock, to come in at any time, during the term, for a period of not less than one month. This will be a great privilege, for so many of our teachers are not able to take the full course right through, but are nevertheless, anxious to improve their teaching by an intelligent application of Froebel's noble system. Some of our primary teachers, with a laudable ambition, have gone to the United States at considerable expense and have learned something of kindergarten principles, but as these institutions take their vacation at the same time we have ours, the experiment is costly and inefficient. It is to be hoped that our teachers will appreciate the wise action of the committee and make the most of it. Competent judges consider that nothing, for some time, has been done which, if acted upon, will be a greater boon to those engaged in the common schools of this province, more especially in the primary grades. Those applying will be expected to take up the work of the class as they find it. This will be no barrier to success to an earnest person accustomed to studious application. Even if no theory were given, the privilege of watching the kindergarten would be worth far more than the fee to a clever teacher. One might study theory in the closet, but no adequate notion could be formed without actually seeing the work in progress. The fee for one month is \$10, which brings it within the reach of all who really wish to know something about Froebel's methods. For special kindergarteners the full course is a necessity, for which \$75 is the fee. We hope yet to see this full course taken by young ladies as the fitting and finishing touch to a liberal education. Considered philosophically, it is for the profession of wise motherhood what the law school is to the lawyer, the medical school to the physician and surgeon, and the divinity hall to the theologian. The world demands special training for special functions in addition to the broad foundation required by those who lay claim to a liberal education.

C.