

First Voyage, by W. F. Ganong, Ph. D.; The Legend of Glooscap, by J. Vroom; Selections from Champlain's Voyages, by the editor; Life at Port Royal, by Chas. G. D. Roberts; Story of the Loyalists, by Hon. J. G. Bourinot.

In the course of a scholarly address on Music, delivered before the St. Stephen's Church Guild, St. John, by the Rev. J. deSoyres, the lecturer deplored the lack of education in music. He thought churches might do well to banish the cheap concert, and unite in an effort to bring about a study of the great masters, and be content to begin at the beginning. In Germany, where he had lived for some time, there were towns, not half the size of towns in Canada, in which the study of music was pursued with a purpose and an organization to which we are almost strangers. Music should be taught in our schools, where it might take the place of subjects in the course where condensation might very profitably take place.

In this connection we quote with pleasure the following from the *N. E. Journal of Education*, and commend it, as well as the words of the Rev. Mr. deSoyres, to the teachers and school boards of these provinces:

"It seems incredible that any city or town does not provide for the teaching of music, but there certainly are some of these. If the teacher of such a school sees these pages, it is to be hoped that he will do his best to make up for the folly of the school board."

THE calendar of the Summer School of Science for the Atlantic Provinces has just been issued. The school will meet this year at Moncton from July 7th to 18th.

Contagious Diseases.

A writer in one of the newspapers plaintively remonstrates against the tenor of the regulation which debar pupils from attending school who come from families, members of which have such diseases as mumps. He thinks it highly desirable that such diseases should be handed around in youth, as their contraction at the adult stage is attended with added discomfort, and it may be added, with actual danger.

While there may be ground for suspicion that the writer was not entirely disinterested, there is yet a great deal of truth in what he says. While it is most necessary to guard against contagious diseases and difficult to particularize, nevertheless such diseases as chicken pox, mumps, measles and perhaps whooping cough do not call for the exercise of such precautions as those of diphtheria, scarlet fever and kindred diseases. Most parents would prefer, without actually inviting them, that their children should have, at the proper time, the less dangerous diseases incidental to childhood.

By regulation no pupil is allowed to attend school from any house in which there is any contagious disease

and not after without a physician's certificate. To many it seems absurd to deny admittance to pupils who have had such diseases as mumps even though they may be present in the family. In this connection it may be added that where any particularly dangerous disease exists in a district, the Board of Health usually intervenes and closes the schools. This no doubt is as it should be, but what frequently puzzles the residents of the rural districts is when to re-open them. No board of health is on record as having given permission to do this or take a "thought of the morrow." In cases where schools have been closed by or for the health boards, the Board of Education has allowed the teacher fifteen days' government pay, and this may be taken as an opinion of the duration of time a school should be closed under ordinary circumstances.

Education and Crime.

The education of the whole people is so vast an undertaking that no other agency than the state is able to undertake it successfully. Certain it is that every other agency has left the mass of the people illiterate. That the state is justified in undertaking the management of the public schools is shown by their effect in reducing crime and in contributing to the stability of society. The statistics of some countries would, however, almost seem to show the contrary effect. In the United States, for example, there has been apparently an increase of crime notwithstanding the great advance of education, and this increase is often attributed to the so-called godless system of schools. But two facts which explain the reason for the rapid increase of crime have been carefully kept in the background. In the first place there has been an enormous immigration of the lower illiterate classes from all countries of Europe settled mostly in the larger cities. In the second place changes of industrial conditions have drawn immense numbers from the farming districts to the towns. We know that civilization has never yet succeeded in developing conditions in large cities favorable to morality for the masses. No doubt the problem will be solved some day and that before long. What the United States would have been or whether it could have existed so long without education we can only imagine.

What education can do and has done in a normal state of society is shown in England, where one of these disturbing elements did not exist and where the other was not so serious as in the United States. We quote from an exchange:

Does education increase crime? We often hear that it does. Years ago some, perhaps many, imagined that education would prove a certain preventive of crime. Perhaps the idea