

the Manual Training Teachers' Certificate. Teachers should avail themselves of such a fine opportunity to acquire some insight into this practical and useful course.

It is said that Prof. Huxley was once an applicant for the chair of zoology in the University of Toronto, the salary of which was \$1,500. Another man, who was a politician and had a "pull," got it. Prof. Huxley became famous. The other is yet to be heard from.

THE REVIEW has proposed a floral emblem for New Brunswick—the Twin-flower. Recently the American species of this plant has been shown to have characters different from the European species, and the name *Linnaea Americana* has been proposed for our plant. This is another reason for its adoption as our emblem.

Mr. J. Brittain, of the New Brunswick Normal School, writes thus in favour of the proposed emblem: "*Linnaea* is well worthy to be the emblem of our province. Its beauty, sweetness and modesty commend it. It is very generally distributed, too, throughout the province. Among our inconspicuous plants I can think of none better."

A Word to our Readers.

With this number of the REVIEW begins its FIFTEENTH VOLUME. Few would have cared to predict when the REVIEW was started fourteen years ago this month, that it would have such a career of prosperity. It has fairly represented the educational opinion and progress of the eastern portion of Canada. To the earnest and industrious teacher it has been a source of inspiration and support. It has never yielded to the temptation to fill its columns with ready made lessons and "helps" for the lazy and incompetent school-keeper. It has sought to keep its reading and advertising columns free from objectionable matter of every kind; and the measure of support that it has received is creditable not only to our educational standing but to the high character and self-respect of our teachers. It would be easy to fill these columns with labor-saving scraps of information that somebody digs out of text-books. All who are worthy the name of teacher know that an educational journal of that class is a deception, helping them to do what every bright, active and self-respecting teacher wishes to do for himself or herself.

"I enjoy reading the strong sensible articles in the REVIEW," said a teacher some time ago. "I support your paper," said another who is not a teacher, "because it deserves support. I am proud of it because it so well represents the true spirit of education."

Nearly every article in this number is written especially for the REVIEW. While teachers read the reports

from our colleges, does it not inspire them with fresh zeal in the work that lies before them to give to the future students of these colleges their first training? Are not the lessons on nature and primary work especially helpful to those who would guide aright the inquiring spirit and activities of childhood? Are not the thoughts and opinions of some of our best teachers well worthy the attention of hundreds of others who are working with the same objects in view—the suppression of error, a wider outlook on the world, and a genuine spirit of helpfulness in teaching.

Do all teachers realize that the REVIEW is worthy of their active support? It is their own paper; the product of years of work and the desire to make it in future a greater source of interest and helpfulness to them. Let it receive a more active and hearty support in the future than in the past.

We hope the reminders that are sent out with this number will receive attention and be met with a cheerful and ready response. And will those teachers who are changing their address send us a postal card, telling us of the change, so the REVIEW may reach them without interruption. A few lines on a postal card will save us a great deal of trouble.

Character Prizes.

As this is the period of the year when prizes are being given to students, usually to those who have outstripped their competitors in their power to absorb knowledge from books, might it not be well to ask again: Do these prizes really stimulate true education? Are there not other factors, than mere intellectual superiority, which should be considered in awarding school prizes? We commend to the attention of the thoughtful the conditions which Mr. Cecil Rhodes recently attached to a yearly scholarship of £250. to provide for the support of the winner at Oxford University for four years. In the election of a student to this scholarship, regard should be had, Mr. Rhodes stipulates, to (1) his literary and scholastic attainments; (2) his fondness of, and success in, manly outdoor sports, such as cricket, football, and the like; (3) his qualities of manhood, such as truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness, and fellowship; (4) his exhibition during school-days of moral force of character and of instincts to lead and take an interest in his school-mates, "for these latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim."