

building, so admirably planned and equipped, has been brought to a successful completion by his efforts. His excellent executive ability, combined with the reputation he has earned for himself in the class-room and laboratory, make him a worthy successor to Dr. MacGregor.

REV. A. O. MACRAE recently gave an address before the Mainland Teachers' Institute of British Columbia on Some Phases of Education in Germany. Mr. Macrae, who is well known in these provinces as a brilliant scholar and thinker, derives a conclusion from his study of German schools which every educationist in Canada should ponder seriously. He says:

Not to give them (the youth of our provinces) every opportunity to prepare for life, is to lose to the country a wealth of energy and ability. . . . The nation that would win must do all in its power to save time for its people. To perfect education is to save time, is to perfect the preparation for life, is to bring the youth of the land to the threshold of life as well equipped as possible. It is to do more—it is to gain for the country the best years of their life.

### Alfred The Great.

In 1849, the people of Wantage, in Berkshire, the native place of Alfred the Great, celebrated the thousandth anniversary of his birth; in the autumn of 1901, English-speaking people everywhere will celebrate the thousandth anniversary of his death—a striking tribute to his virtues and character, proving the words of Emerson, "What is excellent, as God lives, is permanent." He was more than a ruler: he was a patriot, warrior, lawgiver, teacher.

As a patriot and warrior he delivered England from the ravages of the Danes, and reduced these marauders, in a measure, to peaceful and law-abiding citizens.

As a law-giver he framed a written code of laws, and he saw that they were enforced. He prefaced his code with the ten commandments and golden rule, saying, "He who keeps these will not need any other law-book." What a striking comment on the too many laws and their lax observance of the present day!

As a teacher he established schools and taught the people himself. He wrote books, not in Latin, but in the west Saxon dialect, which became the parent of our modern English, so that at his death, England had a literature superior to any other that then existed among the spoken languages of Europe. No wonder he is regarded as the greatest and wisest of England's kings.

Next month the REVIEW will give an outline of Alfred's remarkable career as a ruler and a man.

### Manual Training in Halifax.

Woodwork for boys, as an educational subject, was first introduced into the free public schools of the Dominion by the school commissioners of Halifax in 1891. Two years later it became a part of the regular training of teachers at the Provincial Normal School, Truro. Manual training for girls came later, having been introduced into the Halifax schools three years ago, and into the Normal School last year.

The lead which Halifax thus secured in manual training she seems determined to keep. The commissioners have just bought a beautiful central site for a manual training building, at a cost of \$2,500. It is expected that the building, 72 feet by 45, and two storeys high, will be ready for occupation before next winter. Perhaps some of this activity is due to the establishment of the Macdonald manual training schools, which are doing much to awaken and stimulate thought in this direction. Sir William was most fortunate in having secured a man like Prof. Robertson to administer his fund, select teachers, and make a good beginning of his work.

If manual training is justified as an educational subject, then, undoubtedly, the girls of our schools are just as much entitled to be considered as the boys. The Halifax School Board has shown its faith in manual training, by the fact that it makes even more generous provision for the girls, who stand more in need of such training, than for the boys, who receive more physical training in their outdoor games. The second storey of the new building will be devoted to the teaching of cookery, sanitation, and laundry work, in which the girls, and even their parents, take very great interest.

### Advanced Education.

The National Education Association, which met at Detroit the first week in July, issued a platform, in which the following broad views are laid down: It urges that the school house in every state and territory should be the centre of the educational life of the community, the place where literary and social meetings may be held, and where the public library may be housed; education should include the development of the ethical, physical, and aesthetic nature of the child, as well as its purely intellectual nature; the system of education should include every grade of school, from the kindergarten, up to and including the university, open to every boy and girl in the country; legislation respecting education should be under the general direction of educational experts, and should lead rather than wait on public sentiment; children should be protected