

Educational Advance.

The time has gone by when manual training, nature study and domestic economy were considered as "fads." In Sweden, Germany, France, Switzerland, the United States, even in conservative England, the need of a more practical training has asserted itself, and the result has been to bring the schools into closer touch with the needs of the people. In Canada the movement in this direction has been of slower growth, but lately, owing to the magnificent generosity of Sir William Macdonald and the energy and skill of Prof. Robertson, public opinion in nearly every province has been aroused, the initiative steps taken in the more energetic communities, and a satisfactory degree of interest shown in others. It would seem that nothing is needed now but for our people to wisely consider their educational needs, then to set to work with vigor and faith, and show the men who have invested brains and money for the public good that this expenditure has not been made in vain.

As our readers already know, a plan for the improvement of education in rural districts was brought before the Dominion Teachers' Association at Ottawa last August. Sir Wm. Macdonald has again come forward with money to carry out the details of the scheme. Prof. Robertson has conferred with the leading men in each province, and with specialists at Washington. The result is that a scheme has been devised, far reaching and national in character, which will help to improve the status of the schools throughout Canada. Guelph, Ontario, has been selected as the place for the establishment of a training institute for teachers. The Ontario government is co-operating, and buildings will be erected there, which, with the Agricultural College, will be used for the training of teachers from all parts of the Dominion. In addition to this, one or more schools will be established in each province, in a position where the advantages of centralization may be exemplified, where school gardens may be managed for the better study of nature and agriculture, where domestic economy and manual training can be taught by experts to teachers and pupils alike. In such schools the ordinary school branches will not be neglected, but will be taught more definitely and with greater interest because of the awakening of a new spirit in the learner, which will quicken his mind in proportion as his eye and hand are trained. It is the experience of the best teachers in the schools where manual training and nature study are taught that the pupils do not fail in the purely intellectual work. And this should be true; for quality of work, not the quantity, is the aim sought for in education.

The N. B. Normal School.

The many friends of Dr. Wm. Crocket will be glad to hear of his appointment to the principalship of the Normal School of New Brunswick, in place of Mr. Eldon Mullin, who resigned to take charge of the normal school at Pretoria, South Africa. Dr. Crocket has had a wide experience in the educational work of this province, having been principal of the normal school for many years before he assumed the office of chief superintendent of education. He comes to the position with the warmest wishes for his success, both from the new generation of teachers and those who have in years past been associated with him as friends and students. By the latter he has ever been regarded with respect and affection on account of sterling character his enthusiasm as a teacher and the high quality of his instruction. We congratulate the Board of Education on the choice it has made, which the teachers of the province will heartily endorse; and we hope Principal Crocket will be spared for many years to carry on a work with which he has been so long and so honorably associated.

The REVIEW extends to Mr. Mullin its best wishes for a pleasant voyage and a successful career in the position which he is about to assume in South Africa.

Supplementary Reading.

Editor Educational Review:

DEAR SIR,—Following a discussion in the Fredericton Teachers' Association on the best means to develop a taste for good reading among our pupils, a committee was appointed to form a short list of the best books for supplementary reading in the various grades. The following list was approved, and, as it was thought it might possibly be helpful to teachers in other parts of the provinces, I was instructed to send you a copy for publication.

I. ELEMENTARY GRADES: I TO IV. INCLUSIVE.

1. In the Child's World.....Emilie Poulsson.
2. Child Life in Many Lands... Etta Austen Blaisdell.
3. Child Life in Literature..... Etta Austen Blaisdell.
4. Child Life in Tale and Fable..... Etta Austen Blaisdell.
5. Alice in Wonderland.....Lewis Carroll.
6. Through the Looking-glass.....Lewis Carroll.
7. Andersen's Fairy Tales... ..
8. Grimm's Fairy Tales... ..
9. Myths.....Helen M. Beckwith.
10. Myths and Fables.....Andrew Lang.
11. The Bird's Christmas Carol..... Kate Douglas Wiggin.
12. The Story Hour..... Kate Douglas Wiggin.
13. Patsy.....Kate Douglas Wiggin.
14. The Story of a Short Life..... Mrs. Ewing.
15. Jack-a-Napes.....Mrs. Ewing.