

A "LADY TEACHER" writes to the REVIEW: "Did it ever occur to you that a Superannuation Fund would be a good thing for lady teachers who have been in the profession say twenty-five years? Perhaps your readers would take the subject up and discuss it in the columns of the REVIEW."

SUPERVISOR MCKAY, Halifax, has gone to Chicago in charge of the educational and mineralogical exhibits of Nova Scotia for the World's Fair. He expects to be absent about a month.

THOSE contemplating a trip to Europe should read the advertisement in another column. No better time could be found than this summer, when the tide of travel is setting westward, and no better opportunity than with Miss Fitch, whose qualifications and knowledge of the old world will be of the greatest advantage to those fortunate enough to be of her party.

It is understood that a committee of the Senate of the University of New Brunswick recently waited upon the government of the province to urge an increase of the college grant. The committee was very cordially received, and hopes are entertained that the desired result will be attained. By the admission of women to the university, greater demands have been made upon it. These have been met by the Senate in as liberal a spirit as has been consistent with the resources of the institution. The staff of professors has been added to and greatly strengthened, and the university, as far as its equipment is concerned, has never been in a position better commanding public confidence and support than it is at present. To bring about this most desirable result some additional outlay has been made, and notwithstanding this the salaries of the faculty are comparatively small—so small, indeed, that unless larger remuneration be given some of the professors, there is danger that their services may be lost to the province. In one or two cases already, the services of very able men have been lost to the university owing to the straitened condition of the funds. If the province can afford to be generous in any direction, it is in that of higher education, for which the expenditure in the past has been relatively small.

The main purpose to be gained by the observance of Arbor Day in the schools is to arouse an intelligent and affectionate interest in trees and beautiful and well-kept school-grounds. It should be the children's day; and the exercises and work should be so wisely directed by the elders that the responsibility and proper performance of the work may fall upon the

children. Arbor Day ought to be the beginning of systematic and practical instruction on trees and other plants. If the day is given up to recitations, music, speeches, ending with thrusting trees with few roots carelessly into the ground with the expectation that they will live and thrive when common sense shows that there is not the slightest prospect of their doing so, then such a proceeding is a farce, and the school is no place for a farce of this kind.

Beginning weeks beforehand the most careful preparation should be made for Arbor Day. Two excellent articles will be found on another page, and to these we invite careful attention. Take precautions to have the tree-planting done in the best possible manner, and let all the other exercises be subsidiary to that. And let the careful planting be the beginning of a watchful care that will insure the growth of beautiful and perfect trees. Surely such a result is worth striving for.

Notwithstanding the fact that temperance already occupies a conspicuous place in our course of instruction in New Brunswick, and its teaching is compulsory in all our schools, it would appear that we are to have further legislation upon the subject. It is most proper and desirable that temperance teaching should receive due attention, and it has been receiving such, but when is the matter going to rest? Our teachers, conscientious in carrying out the wishes and directions of the Board of Education, are harassed every year or so by some additional or different requirements. Such a course may serve to keep alive the missionary spirit of the promoters, but it is certainly not conducive to the prosperity of our schools. Tell us what we have to do and leave us in quietness for a little while to endeavor to work out with some degree of thoroughness what is required.

PROMOTION EXAMINATIONS.

From 1872 to 1881 pupils of all grades in the public schools of Dartmouth, N. S., were promoted mainly upon the recommendation of their teachers, and without written or other examination. The teachers of the various departments were required to present at the end of the term a list of their pupils in the order of merit. As many as could be accommodated in the higher grades were admitted. There were certain checks to prevent carelessness in placing the names of the pupils in the true order of merit for grading. The system worked well. It has been tried in Cincinnati, Cleveland and many other places, with the best results. Of course there should be written examinations, and many of them, but not for the promotion of pupils, especially in common schools.