

tled. It would appear that the grants heretofore accorded to denominational Colleges have been permitted to lapse, and that even the University of Halifax, established five years ago as an examining institution, has had its limited legislative subsidy withdrawn. At our distance, it is not easy to conjecture the sequel.

The Colleges will naturally throw themselves on the benevolent impulses of their respective denominations. The position of the University is somewhat anomalous; for as we understand recent legislation, the University's powers of examining and conferring degrees are in no wise impaired thereby. But even a non-teaching University requires money, and in the absence of that requisite, how operations are to be carried on is not clear.

The whole subject is one which we do not profess to understand in its historical details.

We learn from the report of the Superintendent of Education, Dr. Allison, that the Colleges until recently receiving public aid were founded as follows:

Kings (Episcopal) in 1802; Dalhousie (quasi-Provincial) in 1820; Acadia (Baptist) in 1838; St. Francois Xavier (Roman Catholic) in 1855; Mt. Allison (Methodist) in 1862, and St. Mary's (Roman Catholic) in 1840.

Some of the institutions have graduated but a limited number of students, and of several the reported output is scarcely consistent with the idea of thorough collegiate work. Undoubtedly, however, they have all contributed to the intellectual enfranchisement and progress of the Province.

The annual grants paid these institutions for the past five years under the Act just lapsed were—to Dalhousie, \$3,000; Kings, Acadia and Mt. Allison, \$2,400 each, and to St. Mary's and St. Francois Xavier, \$1,500 each. For the ten years previous to 1876 smaller grants were paid, in no case exceeding \$1,400; the increase voted in that year having been coupled with the statement that at the expiration of five years (in 1881) the grants should "cease and determine."

One of the historians of Nova Scotia, referring to some transactions of fifty years ago in which the interests of Education were involved, remarks that "higher education has been in a muddle in Nova Scotia ever since." It is not for us to say how far this observation was warranted by facts, or, if wholly true, what effect late events may have in relieving the "muddle." The smoke has not yet cleared from the field of battle. But we note some indication of an apparently sincere movement in favor of consolidating several, if not all, of the Colleges, on a non-denominational if not provincial basis. Not so much on the general principle that union is strength as on the obvious inability of so small a Province to maintain five or six first-class Colleges, this movement strikes us as wise, though of course we are not in a position to appreciate all the difficulties which may lie in the way of its accomplishment.

The failure of the University of Halifax to fully commend itself to the legislative wisdom of the Province does not seem attributable to any shortcomings on the part of the accomplished gentlemen constituting its Senate. The successive calendars bear testimony to faithful and skilful labor. As to the principle of such Universities, *lis est adhuc sub judice*. But probably the

issues reached have been determined, in part at least, by influences too local and occult to be definitely pronounced upon by us.

SCIENCE IN HIGH SCHOOLS.

It is about time something was done to stimulate the study of science in our High Schools. Every other department of the curriculum has been stimulated and fostered. New and better text-books have appeared in mathematics, and carefully edited editions of the English classics have been put into the hands of teachers and pupils. In modern languages, the attention of the teaching profession has been directed to improved manuals; while in classics, Canadian editions of the authors to be read have been published with notes and vocabularies. But what has been done for science? In how many of our schools are the merest elements of physiology, geology and botany taught? The vast majority of our pupils, on leaving our high schools, enter on the duties of life, and we are sending them forth in utter ignorance of the construction of their own bodies, and without a knowledge of the nature of the earth, and the plants and animals around them.

To stimulate the study of science in our schools would answer an urgent demand of the times, and such a demand is but the expression, more or less exaggerated, of a real need. But it would do more than this: it would round off our educational system—not that we are giving too much attention to the other subjects of the programme, but that we are giving too little attention, or none at all, to science. If we do not bestir ourselves in this matter, we shall find ourselves, educationally, behind the age—even behind countries which we are wont to look upon as conservative in education.

Could there not be a fifth optional department formed in the high school programme, either by a new division of the subjects, and the addition of physiology, geology, and botany, or by elevating these subjects with the addition of one or more kindred branches to the dignity of a department in themselves? To put them on the programme and give them no value in examinations will be useless. To do this would be to recommend their study and do nothing to encourage it, and would have the same effect as to put obstacles in the way.

We invite expression of opinion on this subject, for those at the head of our educational affairs have always shown a commendable desire to be guided by the opinions of those best acquainted with the needs of our system.

ENGLISH FOR TEACHERS' EXAMINATIONS.

The following is an outline of the English required for the First Class Teachers' Examinations in 1881 and 1882:

FIRST C.

The authors and portions of work here given are those prescribed for 1881 and 1882 respectively. They may be varied from year to year.

The subjects prescribed for the examination in 1881 are—

Julius Cæsar—*Shakespeare*.

The Lady of the Lake—with special reference to cantos 5,

6.—*Scott*.

The Spectator—Papers 106, 108, 112, 115, 117, 121, 122, 123, 125, 126, 131, 269, 329, 335, 517—*Adison*.