

account, when the province is asked to provide for a more efficient system of secondary education. Chief Superintendent Crocket well draws attention to the fact that our secondary school course "needs enlargement, and needs it chiefly on the scientific side." He would have a scientific course as ample as the classical in these schools. But why undertake, since the schools are to be established in sections and must necessarily draw pupils from distant homes, to have two "ample" courses under one roof? The curricula of these schools would be overburdened if the attempt were made to teach a classical as well as a broad scientific and English course. The extra expenditure required to maintain two such courses would not be justified by the results. Let the wants of the people in each high school section be the chief basis on which the curriculum of that school shall be framed.

The complaint of one of our superintendents, referred to in another column, that the school programme is in most cases adapted to the few who are preparing to enter the professions, is unfortunately too general and too well grounded. In framing a course of secondary education for the province, would it not be well to consider more the requirements of certain sections, and instead of having the same curriculum for each school, to modify the course so as to meet special needs? Let the Collegiate School, Fredericton, have a full classical course and be a feeder of the university, by shaping its curriculum to the *present* requirements for matriculation to the University of New Brunswick. In St. John it might be advisable to carry on the two courses—classical and scientific; but in any case there should in this city be ample provision made for carrying out a thorough modern course, embracing the requirements of a sound commercial education, with a more advanced course in science, English and modern languages. In the other sections let the curricula of the schools also be determined by the requirements of the people. Science with special reference to its bearing on agriculture and horticulture, should be taught with greater fulness, and the classics should give place in great part, to a thorough course in English, science and practical mathematics.

There is another feature of the proposal to establish the high schools that should be thoughtfully considered. They are to be located in wealthy districts where the inhabitants have already evinced a determination to provide a reasonably good system of secondary education. Under these circumstances it is a matter for consideration, whether a portion of the money to be drawn from the provincial treasury for the support of the proposed high schools could not be applied more advantageously in providing a grant for a provincial school of agriculture and a technical school. Such institutions are springing into vigorous growth on all sides.

These schools, if established on a small scale at first, and perhaps in connection with institutions already in existence, would prove of vast advantage by stimulating the study of useful subjects throughout our public schools. Their desirability and how they may be established without entailing any heavy pecuniary burden will best be considered in a future issue.

INTERPROVINCIAL CONVENTION.

The announcement in our last issue of the proposed gathering of teachers, next July, in the city of St. John, marks the commencement of a new era in the history of educational procedure in these provinces. Hitherto the work in this department has been prosecuted independently in each province, without reference to and but little knowledge of the principles which govern and the practice which prevails in the others. And yet there have been times when questions of a character far reaching and vital to the interests of sound education, have commanded attention outside the province in which they were being discussed, and secured the interest and sympathy of the intelligent observer. Nor is the reason difficult to discover. Each province has naturally taken its own course in the development of its material resources, but the elaboration of a system of education is a very different matter. Though there are here also a diversity of interests, and prejudices local and traditionary, yet the inhabitants of the three provinces have sprung from the same stock, they acknowledge the same parent nationalities, and they inherit the same solicitude for the education of their children, and therefore, however indifferent they may feel towards other concerns of their neighbors, they give evidence by the care with which they watch educational progress, that this is a subject of common and not of mere provincial interest. It should not then be a difficult matter to bring the teachers and others connected with educational work in these provinces, together in convention, to discuss questions of paramount importance to the profession and the country, and to endeavor to arrive at a practical solution of some of those problems which are not only proposed to the educationists of Canada, but have long been engrossing the attention of the most distinguished men in their profession in the United States, Great Britain and the continent of Europe.

Provincial conventions and county gatherings of teachers have been upon the whole successful. Some persons have, however, expressed grave doubts as to the practical benefit of these meetings, but we have not the least hesitation in expressing our conviction, that if they do nothing more than bring the teachers together, promote fraternal intercourse, and become the occasion for the renewal of friendship and the interchange of experiences, they are of great advantage. The teacher retires from such meetings, encouraged and strengthened for his work. He feels that he is not alone, but one of a band of co-workers engaged in the same noble profession, inspired with the same enthusiasm and actuated by the same