

good work by the publication of many original articles relating to the island, from able contributors, and for this reason has won deserved popularity. Mr. Irwin continues to edit and publish the combined magazine, the educational interests being well looked after by Mr. G. J. McCormac and his associate editors.

THE Educational Institute of New Brunswick will meet in St. John during the last three days of June. The outline of an interesting programme will be found in another column. As it is two years since the Institute met, a large attendance is looked for, and the advantages offered to teachers of closing their schools at the end of the week previous to the meeting will no doubt induce a large number to be present.

THE letter of the Rev. Hunter Boyd, on another page, shows how the study of art may be made practical in our schools, and not only have an educational value but create a love for the country and agricultural pursuits. The after results of such a use of pictures as he has outlined should be of far reaching extent, creating a more intelligent interest in nature, a greater power of observation and imagination and some cultivation of the artistic faculty. Mr. Boyd has taken a great interest in the subject of art in schools as well as in agricultural development, and his suggestions are worthy of careful consideration.

MR. PERCY J. SHAW, instructor in nature work of the Macdonald rural schools near Truro, Nova Scotia, writes of the progress made in school gardens, and the results that may be derived from them. He says: "The school garden seems to furnish a thread on which to attach a vast amount of interesting and profitable nature work, such as the study of insects, injurious and beneficial, the study of weeds, the struggle for existence among plants, conditions of soil favorable and unfavorable for plant growth, etc. All this comes naturally when the pupil has started with the aim of growing plants. The garden also provides an abundance of material for botanical and entomological work in the school room. It is a great convenience to have this supply of material near at hand when it is wanted."

If we expect our children to live the beautiful, and love the beautiful, we must surround them with beautiful influences in home and school. A child is educated by every influence with which he comes in contact, is being changed for better or for worse every moment of his life. I pity the man who has no pleasant recollections of his school days; but how can he have such happy memories if his school life is associated in his mind with a tumble-down building, a barren school-room, and constant contention to preserve the school playgrounds from the encroachments of animals and tramps?—*Supt. Chas. R. Skinner, New York State.*

The Schools of New Brunswick.

The report of Chief Superintendent Dr. Inch on the schools of New Brunswick, for the year ending June 30, 1903, has been received. While the interest manifested in educational matters in many directions is very gratifying, Dr. Inch regrets that the number of schools in operation during the year, as well as the number of pupils enrolled, has fallen off in comparison with recent years. This decrease has chiefly affected the country schools, but it is shown that in the cities and towns where population has increased more rapidly than in the country, the school enrolment has varied but little in the past seven years.

Several causes are given for the decreased attendance: The difficulty of maintaining certain schools owing to scarcity of efficient teachers; the prevalence of contagious diseases during the past four years; the changing of the age of entrance from five to six years; and the neglect and indifference of parents. The first and last are evidently the most potent causes, and Dr. Inch has some practical recommendations to make which should receive the attention of thoughtful business men. He refers to the fact that rarely, except in cities and towns, is the teacher's salary increased. Hence teachers leave for more remunerative employments, or drift away, and novices take their places. He looks for increased permanence by recognizing long service and experience and recommends that the provincial grant be increased to first and second class teachers after two years of service—ten per cent. each year until a maximum is reached of \$200 a year for first class male teachers, \$60 for second class male, \$150 for first class female, and \$120 for second class female teachers. In addition to this special grants should be made to properly qualified teachers of horticulture and agriculture as are now given to those teaching manual training and domestic economy. He further recommends an increase in the county fund and a better system of local assessment, the latter to be made possible by the establishment of parish school boards, which would take the management out of the hands of illiterate and incompetent trustees and provide for a more intelligent administration of the law, secure better school privileges and increase the local salaries of teachers. Dr. Inch very aptly observes that "Unless the rate-payers and trustees of districts can be influenced in some way to recognize the necessity of contributing