

training schools. But certain points should be carefully considered: Suitable rooms and equipment should be provided at the outset; none but properly qualified instructors should be engaged; and the regular work of the schools should not suffer when classes in manual training are drawn off. Such training only supplies a deficiency in our schools. It may form a part, and a part only, of school work.

The new science building of the University of New Brunswick, Fredericton, was formally opened on the 26th of March by Lieut.-Governor McClellan. Principal London, of Toronto University, was present and delivered an address on Technical Education. The building is admirably planned and constructed, and will prove a great boon to scientific education in New Brunswick. The government has granted \$10,000 to free the building from debt. The highest praise is due to Professor Dixon for his untiring efforts in designing and bringing to completion this fine structure.

Most of our readers already know that the Summer School of Science for the Atlantic Provinces will meet this year at Lunenburg from July 23rd to August 9th. The broad view which this city commands of the Atlantic Ocean, the fine scenery in the neighborhood, and the opportunity it will afford for recreation and the study, to many, of entirely new phases of natural history, should draw the largest gathering the school has yet had. The district of Lunenburg and Queens will, it is confidently asserted, contribute one hundred and twenty-five teachers. The attractions of the school and place, not to mention the cool and invigorating ocean breezes, should draw twice as many more.

THE death of Charles Macdonald, for many years professor of mathematics in Dalhousie College, Halifax, has caused a wide-spread feeling of regret, especially among old students of the college. It is understood that Prof. Murray, of Cornell University, will be selected to fill the vacant chair.

A MARITIME Agricultural College is proposed, for which Nova Scotia is to supply the land, buildings and equipment at an estimated cost of \$50,000. The annual running expenses are placed at \$10,000, of which Nova Scotia is to contribute annually \$5,000, New Brunswick \$4,000, and P. E. Island \$1,000. A certain sum for each student outside of Nova Scotia would, it is thought, form a more equitable basis of maintenance.

MR. W. J. WILSON formerly principal of the Leinster Street school, St. John, has secured a permanent position on the Geological and Natural History Survey of Canada with an increase of salary. The REVIEW congratulates Mr. Wilson on his deserved promotion.

The Care of School Libraries.

Will it be too much for you to give me a little information as to how school libraries are managed so as to insure care when teachers change? I am much interested, and wish to know some way, as I have already seen two good libraries scattered, and people are getting discouraged.—F.

It is feared that the loose management of school libraries, as the REVIEW has before pointed out, is not one that can be settled by advice in individual cases. It is a matter that the legislature or the board of education should deal with, as some of the books in school libraries are paid for from the provincial chest. It is certainly a matter calling for prompt attention. When teachers and public-spirited citizens, at a considerable sacrifice, expend effort and money to establish a library, the management should be on ordinary business principles, and such as to guard against loss and destruction. The state of affairs mentioned by our correspondent—and we believe it is equalled in too many other school districts—should not be allowed to exist for a single day. Apart from the waste of public money, the much graver ethical consideration comes in: These books have been destroyed or have come into possession of and are being retained by those who have no right to them. This is the result of pure carelessness and mismanagement; but the effect on the morals of the rising generation of the community cannot be good. The school library of the village should be managed with as much care and system as the public library of the large city. The methods adopted to preserve it and increase its usefulness should be just as much an object of concern to the community as the dissemination of intelligence by the books contained on its shelves.

In the Boston Public Library, as we are informed, boys and girls are trained in the management and supervision of a library. These are sent out afterwards to village and school libraries through the country to assist in properly organizing and managing them. We would suggest to our educational authorities the importance of employing the services of a person or persons properly trained to visit the district where a school library is in operation, and report upon it; next, to train some responsible persons in the community, as the older students of the school, how to manage it; and finally, make the trustees responsible for the library as well as for other school property, and require them to give a yearly report to the inspector as to its efficiency and management.

By this plan the teacher would be relieved from the routine work of management or the responsibilities of ownership. This would be of special importance where teachers are frequently changed. But in all cases in country districts the teacher must be the guiding spirit in establishing these libraries, in choosing proper books, stimulating a taste for reading among all classes of the people, and in exercising a general supervision over the library and its management.