

ton, with a view of the noble river St. John, and an excursion down the Bay with shorter trips in the vicinity of the city will be planned and, no doubt, successfully carried out.

The Board of School Trustees and members of the N. B. Natural History Society have extended a cordial invitation to the summer school to make use of their rooms and appliances, which are both abundant and convenient. The citizens too, when the time arrives, will extend a cordial and hospitable welcome.

The executive committee and faculty has this year been strengthened by the addition of several gentlemen, whose counsel and assistance will be invaluable in directing the affairs of the school. The introduction of more professional and literary subjects into the course will tend to make the school more popular than ever.

THE N. S. SUPERINTENDENT OF EDUCATION.

It is with great regret we learn of the resignation of Superintendent David Allison, LL. D., to again accept the presidency of Mount Allison, at the end of the present term, October 31st. During his regime education made steady progress, without the unrest which generally marks reform in the body of the profession itself, or in the government outside. He ruled with a steady hand, deferential yet firm, freely open to suggestion, but always conservative in action. While we mourn his loss as the head of our provincial educational system, we rejoice to have a man of his broadness of view, learning, and force of character at the head of one of our most important denominational educational institutions, as we know no other possible person, can so well advance the interests of the denomination, and at the same time the interests of the undivided general public in matters educational. A man who is simply denominational is but half a man, or some other proper fraction of the perfect unity. In the president-elect of Mount Allison we see a whole, round man, to whom all denominations may, and have now a kind of right to look.

THE SUPERINTENDENCY OF NOVA SCOTIA.

The government of Nova Scotia, in its appointment of a new Superintendent of Education will see, it may be assumed, that he is one who will have the confidence of the educationists of our own province, and command respect in the other provinces. And as education is one of the most important matters with which a provincial government has to deal, the country will certainly expect the position to be as remunerative as the head of one of the more important departments, and not inferior from any point of view to the presidency of one of our numerous

colleges. The head of the provincial system of education, every intelligent person must admit, should look like the head, and, of course, should be the head.

A contemporary suggests the occasion as opportune for making education a government department. To this we would reply, that the placid course of events under the present superintendent does not press any one to such a conclusion, unless the storm of political intrigue and strife in educational matters has attractions superior to the placidity of our past educational development. The experience of Ontario is not reassuring, we think. True, the government would be more directly held responsible for the administration of education, and the opposition might have no objection therefore to the change. But the spectacle of selecting a minister of education on account of his ability to stump a county, would be neither edifying to the school children, mollifying to partizan teachers and trustees, nor specially stimulating to the development of non-polemical literature, science, and art. Would more be gained or lost by the proposed change? We shall not trouble our readers by attempting to strike a balance until the question appears to arouse some public attention.

A SUGGESTION.

In another column a correspondent very properly draws attention to the multiplicity of studies pursued at the N. B. Normal School, and the worry and confusion that results to the student teachers from useless examinations. Mr. Vroom has been a student teacher, and is now one of the board of examiners for teachers' license. He is in a position, therefore, to discuss the question intelligently, and our readers will admit that he does so with some force.

It is clearly an advantage to the student teacher to make the entrance examination final in such subjects as history, geography, English composition, arithmetic and perhaps some others. This would leave him free to pursue with great advantage to himself the professional subjects of the normal school course, with music, reading, drawing, natural science, which subjects are not so efficiently taught in the schools of the province. The normal school instructors would thus be relieved from the drudgery of doing work that ought to be well done in the common schools. If it is not well done it is evident that there would speedily be a stimulus to improvement. If the candidates for teachers showed a competent knowledge of the subjects before named on their entrance to the normal school, it would quickly raise the standing of the schools which graduated them, and others less fortunate ought not to be slow to profit by the example.