

animals as a matter of course. It is well to call attention to the influence we have had in changing the characteristics of wild plants, wild animals and wild races of men. Some are so susceptible to external influences that they soon lose their wild characteristics. Others either resist our influences, or they have had no virtues that made it worth our while to bother with them.

But even in all this, the law of compensation works. The more civilized plants and people become, the less native hardiness they retain. Have you noticed, too, how in many cases both like to get back to their native simplicity? "Reversion to type" it is called in the plant kingdom. "Back to the land" describes the corresponding tendency among people.

Coming to the Weed and Emerson book, one of its strong features is the outline of garden work month by month. For the winter months, it describes good house plants. Read the chapters beginning on page 35, 89 and 103. These deal with suitable house plants.

During the summer months, house plants seem unnecessary; for the garden supplies everything one can desire. But in winter, we turn to house plants.

The omnipresent geranium is good. But why not enjoy some of the more beautiful, because less common, plants? A good Azalea costs two dollars. But it is worth it. These are not so easily multiplied as we wish; but a single plant will last a number of years if allowed to rest in the summer.

The Cyclamen and Cineraria are easily grown from seed. Both are very desirable house plants. A Calceolaria is worth all its costs.

On account of the ease of growing from cuttings, every school child should have Impatiens, Gloxina, Fuchsia, and Begonia. These are all familiar plants, and cuttings can be obtained from friends.

Personally, I like the Snap-dragon. Dwarf varieties are best for the house. Snap-dragons are perennials, but can't stand our winters. Therefore, they may be grown in the garden in the summer, potted for winter growth in the house, and then returned to the garden the following summer. These plants will bloom nearly all the time if handled in this way. They grow easily from seed and from cuttings.

No teacher should miss the exercises and hints given in the second part of the book (pages 245-314). The book is not prescribed for use in schools but should be used by the teacher as a book of reference.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802 — 1847.

JOSEPHINE H. McLATCHY.

(Continued.)

In this act we find alternate provisions for the raising of money for school purposes. The trustees were authorized to call a meeting of the freeholder of the district "having a yearly income in real or personal estate to the value of forty shillings for the purpose of subscribing or voting for the raising of money by assessments."¹ If, however, the school money were raised by subscription the trustees were charged "to take care that the benefit of such schools should be confined to the youth of such persons as contributed to their support."²

Several sections were concerned with school-support by assessment. All money necessary for school purposes, *i. e.*, building and repairing school premises, teachers' salary, etc., was to be raised by assessment.³ The rate was to be levied as were the poor taxes, and limited to persons living within three miles of the school house.⁴ Scholars were to be taught free from all expenses "other than their own books and stationery and individual portion of fuel," in assessment-supported schools.⁵

This act was to continue in force for four years, but when the legislature met in 1818, it made haste to annul that portion of the act which authorized town or parish assessment for school purposes because "it has been found by experience, to be inexpedient to allow the inhabitants of the several towns and parishes, the power of raising money by assessment for the establishment and support of schools."⁶

The privilege of supporting schools by taxation was not again introduced until 1858, when an increase of ten per cent on the provincial aid was promised to the teacher of the district in which the school was so supported.⁷ The inhabitants in general looked upon this method of school support with disfavor and the ancient custom of subscription support was not relinquished without great protest when demanded by the government in 1871.

¹Ibid. Sect. 2. ²Ibid. Sect. 3. ³Ibid. Sect. 11.

⁴Ibid. Sect. 6. ⁵Ibid. Sect. 5.

⁶58 G. III, Cap. XVI, Sect. I. See Part II, No. II (3) of this paper. ⁷See 21 V, Cap. XI, Sect. 6. "Trustees."