

moral and even intellectual development of our pupils.

Cannot statistical tables be simplified, so that school inspectors may be able to spend more of their time in the school-rooms discharging the vitally important part of their functions?

These and other questions, demanding an early solution, will enable the new Superintendent to utilize the large stores of practical knowledge gained during an active service in the school-room of twenty-three years, and supplemented by most extensive professional reading, much scientific work and some travel.

SCHOOL SAVINGS BANKS.

To Dartmouth belongs the honor of having established the first School Savings Bank in the Atlantic Provinces. Through the energy of the late principal, Mr. H. S. Congdon, this bank was started early in 1888. The deposits for the first year amounted to \$1,407. In 1889 there were 1,132 pupils enrolled with \$2,135 to their credit in the bank. At the end of 1890 the amount had increased to \$2,821. The depositors numbered 450, having each on an average \$6.25.

The bank is managed, under the direction of the school board, by Mr. Alfred Elliot, who receives for this service \$60 a year. Deposits are received by the teachers every Monday in any amounts down to one cent. A transfer to the Dominion Savings Bank takes place whenever any sum exceeds one dollar. Bank books are supplied free of charge. The interest on untransferred balances is almost sufficient to defray necessary expenses.

It is claimed by the Dartmouth school board that life-long habits of thrift are acquired by the pupils at an early age—that they gain some knowledge of the methods of banking—that school attendance is greatly improved, no pupil being allowed to deposit unless he has been in school four days or more the previous week, and that there is in many instances a good influence upon older members of the family to which the pupil belongs.

Savings banks can be shown to be a most effective agency in the moral education and social advancement of any community. The greatly improved condition of the common people of the State of Maine arising from the adoption of prohibitory liquor laws was shown by a most wonderful development of their savings banks. The economical and thrifty habits of the French peasants enabled them in a very short time to pay an enormous indemnity to Germany at the close of the disastrous war of 1870.

The formation of habits so essential to the greatness of the country and to the happiness and independence of the individual should be formed in the school, which, if it limits its teachings to the scholastic subjects of the curriculum, is a very poor affair indeed. These habits cannot be formed as the result of mere lecturing by the teacher on "moral and patriotic duties," especially if at the same time the children are allowed freely to spend their pocket money or earnings and to gratify every present want according to their ability. They must be taught self-denial, the reserving of their energies for great and worthy objects, the necessity of providing for future energies and the pleasures of pecuniary independence.

For the great mass of children this can be done nowhere as well as in the school and will not be done unless there.

We would recommend cities like St. John and Halifax to lose no time in making a thorough study of this subject, and we are satisfied that they will follow the example so worthily set by Dartmouth. The EDUCATIONAL REVIEW will be happy to give detailed information about the working of the system.

UNIVERSITY EXTENSION.

We wish to call the attention of our readers to what Prof. J. B. Hall, of the Truro Normal School, has to say on the above subject in a letter to the *Colchester Sun*. After a clear exposition of the nature of the movement he makes some recommendations which we cordially endorse. There are gentlemen in Truro whose teaching of some of the subjects named would be endorsed by any of our colleges or universities. For other subjects lecturers might easily be secured from Halifax or elsewhere. There is, perhaps, no abler psychologist in the Dominion than Professor Seth of Dalhousie College. Professor Russell of the Halifax Manual Training School is the only man in the Atlantic Provinces who could satisfactorily deal with his subject. For the department of physics, particularly electricity, Dr. J. G. MacGregor would be a necessity. There are, however, a few of the subjects to which the professor refers for which no teachers could be found in the Atlantic Provinces. Let a beginning be made. It will certainly be a success. Other places will follow the example and much good will be done:

The movement appropriately called University Extension had its origin in England nearly a quarter of a century ago. Such renowned educational centres as Oxford, Cambridge and London Universities attempted to carry the learning of the colleges to the people. Leading men from