

ARBOR DAY.

From reports received from different parts of New Brunswick, Arbor Day seems to have been observed very generally. The success which attended the experiment last year of setting aside a certain day for planting trees and otherwise improving school grounds induced the Board of Education to make permanent provision for the observance of the day. We are glad that the response to the order has been so general. In addition to the tree planting the school exercises appear to have been practical and appropriate, and the interest seems to have extended beyond the school grounds.

One hundred and fifty trees were planted on the High School grounds, Milltown, by Principal N. W. Brown and his assistants. Mr. Brown's success in previous years in transforming the school grounds at Forest City, York County, into a garden is an example worthy of imitation in other districts.

From reports in the papers, throughout Nova Scotia Arbor Day appears to have been observed very generally, although the day selected in some districts, the 29th of May, was rather late for successful planting.

THE NEW BRUNSWICK UNIVERSITY.

Encœnia at New Brunswick University will take place on Thursday, June 21st. Judge King will be the Alumni orator, and Prof. Dyde will give the annual oration in praise of the founders.

From the Calendar which has just been issued it is gratifying to learn that this institution has had a more than usually prosperous year. There has been an attendance of sixty-one students in the regular classes with thirteen pursuing a partial course. This is an increase on previous years, but there is still much to be desired in this respect. The additions that have been made to its faculty of instructors, the raising of the standard of instruction, and the improvement of the course in lengthening it and otherwise increasing its efficiency, should be the means of bringing within its walls still larger accessions of students and of stimulating its graduates to put forth greater efforts to add to its endowments.

In the proposal to found a scholarship in memory of its late president, Dr. Jack, the public spirit and liberality of its graduates should cause them to respond so quickly, that the enthusiasm of giving to an institution to which New Brunswick owes so much would prove infectious. Is it not time that the public pulse in New Brunswick was quickened into giving more liberally for the support of higher education? How little has been done in the past fifty years to add to the university scholarships or to increase its en-

dowments; to add to its faculty of instructors, or to increase their emoluments! Did the spirit of noble giving and effort end with those who established the institution, and has a grateful posterity no ambition to add *its* testimony to the donations of nearly a century ago? Perhaps those who listen to the oration in praise of its founders on the 21st will be animated by a zeal to present good gifts.

LIVING SALARIES.

If the teaching profession is really to be a profession it must hold out better inducements in the shape of salary. The laborer is worthy of his hire. And if his hire is not sufficient to support a family, he must make a stepping-stone of the present labor for a more remunerative one. This knight-errantry which utilizes the educational field in our country for temporary personal advantage, is the bane of our present system; such is the testimony of every one of our inspectors. A prospective literary professional class gives the elements of literary knowledge to our young people in too often a very perfunctory manner. And when the work is enthusiastically done, as it often is, the young pupils have sometimes no other aspirations developed than to go to college, or to be a minister, lawyer or doctor. But what the country needs most, is the enthusiastic direction of our young people to the development of agriculture, the arts and manufactures, and whatever latent industrial resources may exist in the country, not forgetting the literary professions either. The teacher must be an all-round man himself to do this work. But such a genius with such a training costs something to produce; and its value to the country is something that is not likely to be estimated by persons whose ideas do not rise above the quotations of the market in their own line of production. The lowest priced teacher is engaged. The useful one is starved often into another profession. When our teachers ask what can be done to increase salaries, it is not necessarily a cry of selfishness. It is more often the expression of those whose hearts are wholly in the work of education, and who are loth to leave so useful a field in the care of hirelings. But the magic of genius is not the power of living upon nothing. It is rather the faculty of finding something to live upon. The educational genius must therefore too often turn from the pursuit of his cherished purpose, and take his place in another profession. Surely it is not too much to hope for that some scheme may be devised to make evident to all concerned the advantage of a more enlightened and liberal policy in educational matters. The first movement must come from our teachers by demonstrating the practical value of worthy educators.