

their natural history, local names, uses, etc., with the aim to make it not simply a manual, but also to some extent a natural history of plants, modes of dissemination, etc., where known being given. To this may be added, if deemed advisable, a brief manual of the commonly occurring cultivated plants of garden, green house, and house, in the Provinces.

SKETCH OF PART III.

A practical guide for teachers in the study and the teaching of Elementary Botany. To accompany the "Text book" (Bound separately for use of the teachers). It will take up the work chapter by chapter, and show how each should be taught; giving simple, laboratory outlines for each chapter, directions how to secure material for winter study—what seeds are easy to obtain, how to grow them in class-room; simple experiments in vegetable physiology with home-made or no apparatus, which can be tried with the class; with directions for drawing, etc.

Part II. will be the work of Mr. Hay, but he feels that it cannot be done adequately without the assistance of every botanist in these Provinces, and he hopes this assistance will be extended to him.

Parts I. and III. will be the work of Mr. Ganong, and he makes the same request for advice and assistance. Mr. Ganong hopes to accomplish well the work that he has marked out for himself. His experience at Harvard and the Summer Schools, his late studies in Germany, have made him acquainted with the best practical methods of dealing with his subject, and in his Part III, especially, teachers may hope for that practical assistance which his own experience has developed and proved.

APPOINTMENT OF TRUSTEES.

The present mode of appointment of trustees in the city of St. John, has recently caused some criticism from various sources. It has been proposed (1) To vest the appointment of the entire Board in the city council. (2) To control the schools entirely through a committee of the council. (3) It has been gravely suggested by the *St. John Sun* which usually takes an enlightened view of educational topics, to throw open the election of trustees to the citizens—presumably the same plan that is now followed by the cities in the United States.

It is argued in support of the first proposal, that the appointment of four out of nine trustees by the government, is too great a share, and that the city is as much entitled to elect its school boards as are the country districts. The interests of the state would be looked after by the chief superintendent and the inspectors. It may be stated in answer to this, that it has been regarded as a mistake by many that the appointment of our trustees in country districts has not been reserved by the state; as it is much greater control is exercised by it in the country districts than in the cities. The Board of Education through its officers, makes and unmakes trustees as necessity arises, orders assessments when the ratepayers refuse to make proper provision for the support of schools, and requires the inspectors to visit country districts twice in the year, whereas the city schools are only inspected once. Beside the direct interest the state has through the partial payment of the teachers'

salaries, the principle of responsible government would not be violated even though all trustees were appointed by the government. It is done by the direct representatives of the people.

It has not been urged that the government appointees have been less efficient trustees than those appointed by the council, nor that the interests of the schools and the city have suffered at their hands. It may be, and if so, it is to be regretted that party men have received the appointments, but this course has not invariably been followed, and it can be confidently asserted, that up to this time, politics have not been a potent factor in the government of our schools.

The second proposition is much more objectionable than the first. The city councils in old St. John and Portland, at intervals, took a spasmodic interest in the conduct of the schools, and it is a matter of history, that when its interest was greatest, the schools flourished least. Councils have tried their hands at making trustees, and have not failed to appoint from their own body. These appointments, while many of them have been good, have not invariably been so. It is humiliating to the teachers and detrimental to the interests of the schools that preferment should be at the disposal of those who are themselves soliciting the suffrages of the citizens. The change in the city government, while it has diminished the influence of the ward politician, has raised another barrier against council control of the schools. In some of the provinces of the Dominion, as in the United States, not only state but municipal government is conducted on party lines. This means that a man is not even eligible for such office as a fence-viewer or field-driver, unless he is in accord with the party in power at Ottawa. This state of affairs, fortunately, does not yet exist in New Brunswick in as far as state and municipal government goes, but such a course is not without its advocates even here. Should party politics prevail in our civic government, we might expect that teachers as well as other officers would hold office only during the tenure of office of their party. This brings up the chief objection to the proposition of the *Sun*—the election of trustees by the citizens. This has been the bane of educational progress in the United States, where teachers and school officers—no difference what their merits—are removed as politics fluctuate. The best men refuse to go through the turmoil of an election for the privilege of performing gratuitous and responsible services, and as a consequence, the school Boards are composed of less desirable men who seek office for the patronage and votes it will control.