

Maritime Province Colleges are to discuss a popular phase of collegiate education, and this session promises to be one of the most interesting of the convention. The presence and the words of such men as Dr. Sawyer, of Acadia, Drs. Inch and Harrison of Mt. Allison and the University of New Brunswick, Dr. Forrest, of Dalhousie, and their fellow-laborers in collegiate education, cannot fail to be both inspiring and instructive. All classes of educational workers will find in this meeting features of peculiar interest to themselves.

The bringing together of the teachers of the three Provinces for deliberation on the problems of education, the social and professional advantages which ought to result from this, the enlargement of the educational horizon which our provincial relation has hitherto prevented, the development of the *esprit de corps* of the profession, and the stimulation of public interest in educational work and educational workers must prove a great advantage to teachers and to the cause of education.

The attractions of this meeting will be so many and so various that we believe no progressive teacher can afford to miss them. And the old Mechanics' Institute, in St. John, in which so many important public meetings have been held in the course of its long and useful life, ought to take a fresh lease of usefulness from receiving within its time-honored walls a gathering so representative of the culture, the eloquence, the wisdom and experience of the Maritime Provinces.

SOME ENGLISH VIEWS OF EDUCATION.

A report of twenty-one folio pages has been received by the London School Board (Great Britain) from a special committee appointed by it a year ago "to consider the present subjects and modes of instruction in the Board schools, and to report whether such changes can be made as shall secure that children leaving school shall be more fitted than they now are to perform the duties and work of life now before them." In the course of an able editorial on this report, *Nature* says "its main criticism is 'that the physical or bodily side of education, including the development of muscular strength, of the accuracy and sense of color and proportion of the eye, and of the pliancy and dexterity of the hand, is almost entirely neglected; and that the mental or brain work, which occupies the great bulk of the time in schools of all kinds, is composed for too much of appeals to the memory only, resulting at the best in the retention in the child's mind of a mass of undigested facts

and far too little of the cultivation of intelligence.' The kindergarten principle is strongly approved of, and the first recommendation is 'that the methods of the kindergarten teaching in infant schools be developed for senior scholars throughout the standards in schools so as to supply a graduated course of manual training in connection with science teaching and object lessons.'" "On one point," *Nature* continues, "the committee is very distinct, and there is a singular unanimity among the witnesses that the attention now paid to spelling and grammar is excessive if not entirely worthless. There is a curious table, too, in the appendix, which gives the result of inquiry as to the subjects of instruction most or least preferred in the various schools. Grammar is so unpopular with both boys and girls that it almost always attains that bad pre-eminence. Spelling or dictation comes second. In fact, there is no doubt that the children dislike what they feel does not add either to their pleasure or their real knowledge. It is proposed that the time now given to spelling, parsing, and grammar generally, be reduced."

It is not long since the School Boards of London, Liverpool, Bradford, Birmingham, and other towns to the number of over 120, asked for a Royal Commission of Inquiry with reference to English spelling reform. A capital summary of the English view is published by MacMillan & Co., London, from the pen of Dr. Gladstone, Fellow of the Royal Society, and member of the London School Board. This small volume of eighty pages gives a careful, deeply interesting and comprehensive view of what the irregularities of English orthography cost the English people as compared with educational systems of other leading peoples of Europe. The literature on this subject is already becoming quite extensive, and it is the duty of educationists to study the subject long before any action should be taken.

IN THE *Swiss Cross* for May is a suggestion from Mr. Jas. Vroom, of St. Stephen, proposing the formation of a Gray club in every large chapter of the Agassiz Association, as a fitting memorial of the late Professor Asa Gray. The objects of the club would be "to record all the native and introduced plants found growing uncultivated in the neighborhood; to encourage original observation on the part of the members, and to make public in some way any discoveries that seem to the club to be of special interest." The editor of the *Swiss Cross* states, that by a pleasing coincidence, such a memorial chapter was completing its organization just as Mr. Vroom's suggestion came to hand.