

VICTORIA SCHOOL OF ART AND DESIGN.

Halifax city is commemorating the Queen's Jubilee in the permanent, as well as the evanescent fashion. A school of art and design has not only been proposed, but is already far on in the way of successful realization. The people have subscribed, at the time of writing, \$4,000; the city council have granted \$3,000 of the Jubilee funds, as an endowment; and the Provincial government have voted \$800 a year. While Halifax city will realize more immediately and fully the benefits of such an institution, the Province as a whole will ultimately be benefited. It is, therefore, justifiably expected that the intelligent public throughout the country will assist in raising the total endowment to at least \$22,000, the amount which the committee reports as a minimum for a satisfactory financial basis.

Foremost in the advocacy of this school, was Mrs. Leonowens, of Halifax. She has addressed a very effective letter on the subject to the teachers of Nova Scotia. We would extend the appeal to the patrons of education especially. The teachers, with the exception of a few of the most hardy, must, in commercial language, endeavor to supply the demand. If the demand be for an education which will best fit the citizen to make use of all the material nature has placed at his hand, that education will be given. This material is more varied and abundant than the patrons of our old systems of instruction seem to have imagined. For instance, it exists not only in the potentiality of the human hand to illuminate a ledger with script, in lines of beauty, but in the less developed powers of limning new creations in decorative, of representing mechanical constructions, or of executing industrial manipulations which may multiply the value of the raw products of our country hundreds of times, and convert a village of miners into a metropolis of manufacture and wealth. Are we going to be simply diggers of coal, and purveyors of fish for the nations, or are we to rise to the level of our manhood and be master-workmen ourselves. Ignorance of the vast possibilities of a system of education lies at the root of our indifference. Only let our business men of every class and grade know what can be effected by a proper direction of the energies latent in the youth of a single generation, and they will arise in their might and demand reform. We have in our mind, of course, a wider spreading extent of reform than that alluded to in connection with this department. The chairman and secretary of the school have issued a circular, in which they give some strong points of information to the public. They note that such schools were first started in English-

speaking countries, through the efforts of the late Prince Consort; that they were originated in consequence of the striking inferiority of English manufactures, in skill and taste, as shown at the exhibition of 1851; that their utility has been such that 400 such schools exist at present in England; that, according to a German authority, since that time England made more rapid progress in industrial art than any European country; and, in fact, that there can be no supremacy in general manufacture, without a corresponding superiority in technical education, of which industrial drawing is the corner stone. This is the reason why drawing is made one of the subjects in the provincial course of study for our schools. But our teachers—how have they been taught? The Victoria School of Art and Design, combined with the instruction faithfully given in the Normal school, and in other institutions, will soon, we hope, supply our schools with teachers trained in the elements of industrial art. And to accelerate a consummation so devoutly to be wished, we trust the educational authorities may, by next year, add drawing to the syllabus of examination for every teacher's diploma. We congratulate Halifax on the intelligent position it has taken, on the success it has already attained, and trust that its spirit of progress may be communicated to the whole country, and be reinforced in communication.

N. B. EDUCATIONAL INSTITUTE.

The tenth annual meeting of the Educational Institute of New Brunswick opened in St. John on the 28th of June, and its sessions were continued during the two following days. The attendance of teachers was large, and nearly all sections of the Province were represented. Chief Superintendent Crocket presided, and beside him on the platform, at many of the sessions of the Institute, were representative educationists of the Province: President Harrison and Dr. Bailey, of the New Brunswick University; President Inch, and Prof. Burwash, of Mount Allison University; with Hon. Senator Boyd, chairman of the Board of School Trustees of St. John, and others.

The proceedings generally were of a harmonious character; the papers thoughtful and suggestive; and the discussions of a very practical character. An interesting feature was the part taken by the ladies in the reading of papers and discussions. A little time was wasted by the Institute in rambling discussions, but the general desire seemed to be to carry out the programme with spirit and promptitude. It is a mistake, however, to provide too long a programme