

step as this, and it is to be hoped that the friends of the university everywhere will aid them in securing the information required to complete such an important and desirable contribution to provincial history.

THERE is every prospect that a number of teachers from New Brunswick will attend the Summer School of Science which meets at Parrsboro in July. The opportunity to study science pleasantly and at the same time enjoy a holiday in one of the most interesting portions of the Atlantic Provinces should draw together a number of enthusiastic students.

The announcement is made in another column of the Summer Schools of Harvard University. The School of Botany will be under the charge of Mr. W. F. Ganong. With the excellent facilities afforded by the Botanic Gardens at Cambridge and the enthusiasm and devotion that Mr. Ganong brings to his work, this is a good opportunity to spend a few weeks profitably and pleasantly.

In the new advertisements in this month's REVIEW, Supt. Crocket calls attention to the educational exhibit for N. B. Schools, in St. John, September, 1890, and Messrs J. & A. McMillan and Alfred Morrissey advertise requisites for schools preparing for the exhibition: Messrs Ginn & Co., and D. C. Heath of Boston have announcements of new books for school and college; Chas. K. Short, St. John, advertises Dyspepticure, and Harvard University gives notice of its Summer Schools.

EDUCATIONAL REFORM.

Hitherto we have directed the attention of our readers to the financial aspect of the question. In our review of the subject so far, we have shown that there can be little hope of permanent and satisfactory results so long as the occupation of the teacher is merely a temporary employment, and that the only effectual remedy is the offer on the part of the school boards of such stipends as shall induce the teacher to adopt an educational career. We are well aware of the difficulties which stand in the way of such a reform, and we are not sanguine enough to believe that the change can be effected at once, but we do trust that there is sufficient intelligence and public spirit among the people of the Atlantic provinces to apprehend the reasonableness of our plea, to realize the stupendous interests which are at stake, and to initiate

some scheme, honest, broad, and practicable, which in its operation shall ameliorate the position of the teacher and thereby greatly promote the cause of education.

It was perhaps necessarily incident to the advent of a national system of education that whilst the general control was retained by the government, the management of the schools in each school-district should be vested in a board really or virtually elected by the people. The selection of the teacher, the maintenance of the school-building, and the oversight of educational matters in the school-district, contribute to create and foster an interest in them which it would be very difficult otherwise to accomplish.

Those parents who have children to educate are anxious to maintain or increase the efficiency of the school, while those who take a pride in their settlement, village or town, in its intelligence, respectability, and enterprise, co-operate with them in electing representatives to the Board in whose judgment and zeal they can confide. The system has, upon the whole, worked well in the country districts, and that too in many places in spite of the lukewarmness and parsimony which greatly impede the activity of trustees and sometimes thwart their best directed efforts. Practical, sensible men have generally been found, willing to expend time and thought upon the business of their school, and resolute to obtain for their own children and for those of their neighbors the best education of which their circumstances will allow. And the results, when we consider locality, social condition, and financial circumstances, have been sufficiently gratifying, and encourage to further and redoubled exertion to complete what has been so auspiciously begun.

But in the towns has there been that degree of success which we might reasonably expect? The circumstances under which the work of education proceeds in the towns are more favorable than in the country. Good school accommodation, careful organization, healthful competition, bright and more stimulating surroundings than in the country, greater regularity in attendance, and more liberal support, ought assuredly to be conditions under which higher attainments can be reached than in the most highly favored of our country districts. And yet, if we are to judge from reports, and the observation of competent and independent men, there is still much to be desired in the education provided in our town elementary schools. The work is too mechanical throughout all the grades, the classes are too large, and there is such an eager and anxious anticipation of the period of grading and the public exhibition at the end of the school year, that the true aim of education is lost sight