

THE SENATE OF THE UNIVERSITY.

A Bill has been passed by the Legislature which provides that the Chief Superintendent of Education shall be president of the senate of the university, and which gives the 'Teachers' Institute of the Province the power of electing one member to that body. The latter provision especially will give satisfaction to the teachers, although it was a mistake to limit the appointment to graduates of the N. B. University.

The Bill also provides that the president of the university shall be its chancellor. This seems rather peculiar. The Hon. Edward Blake is chancellor of Toronto University, which office is usually regarded in his case as honorary. The function of the office of chancellor in other cases is that of final appeal. Either signification, it seems to us, ought not apply to the acting president of a university.

The Bill seems to take the control of the collegiate school out of the hands of the provincial and local authorities and vests it in the senate of the university.

ADMISSION OF PUPILS TO GRADE I.

Considerable complaint is made each year by teachers and others interested in the welfare and progress of our schools concerning the admission of new pupils to grade I. at other times than the beginning of the year.

Few parents stop to consider the injury done, not only to the school but to the pupil by such a course, and those parents who have children at the school do not seem to be aware that their interests suffer as well. This is due partly to a want of consideration and partly to a lack of explanation on the part of the school boards and their officers.

If a new pupil enters, say in April or May, he usually finds the school filled with those who have had nearly a year's training, and about ready to pass into another grade by examination, a month or two later. In the school there are already, probably two classes—all that the teacher can possibly give attention to—and as the work is chiefly oral at this stage, the constant attention of the teacher is needed.

What is to be done with the new pupils, who must form a third class? Very little can be done with them, and of necessity they cannot receive that attention and employment which is so important to those beginning school. Consequently they contract idle and listless habits, and perhaps a disgust for school. Other pupils are affected, and, to a certain extent, the work of the school becomes deranged.

How can this be avoided? In some towns the school boards fully appreciate the difficulty, and

courteously inform the parents that pupils cannot be admitted until the beginning of the term. When the matter has been explained, and it has been shown to be really for the child's advantage to wait till then, the parent is satisfied. After a few applications the rule becomes established firmly, and few refusals have to be given afterward. In other cases very little effort, if any, is made to prevent pupils from entering, with the results above given.

The probable reason why all school boards do not insist upon new pupils entering at the same time is, that there is a prevalent idea in some quarters, which is often industriously circulated, that it is illegal to prevent a pupil from entering at any time in the term. Be that as it may, we can only say that it has not been demonstrated to be so in this Province of New Brunswick, and where the interests of the schools are so vitally concerned, if there is not local option there should be.

Suppose all school boards exercise a little judicious pressure in this matter. We do not think the result will be a suit at law.

LANGUAGE AND NATURE LESSONS.

Write the names of useful animals: One quadruped, one fowl, one fish, one insect.

1. Each is useful in what way?
 2. With what is each covered?
 3. How does each go from place to place?
 4. Limbs of each: how many? What called?
- Make a composition of 3 and 4.

Write names of four animals which are neither quadruped, fowl, reptile, fish, nor insect.

1. Which live in shells? Are the shells of one or two pieces?
 2. Which have no feet? Which eight? Which many?
 3. Where is the home of each?
 4. What useful things are afforded by them?
- Make compositions on their homes and habits.

— From *Smith's Studies in Nature*.

Write the names of the different violets you have seen this year.

1. How many petals had each?
2. What was the color of the petals?
3. What other markings had the petals?
4. How many have seen a violet with stem? Without a stem? Which form (stemmed or stemless) is most common?

Write a composition describing a walk in search of violets.