

know his multiplication table. It can be safely stated that no such one-sided students are turned out by the schools of to-day. In addition to classics and mathematics, and somewhat to the exclusion at least of the former, there has come a demand by the public for the practical and more utilitarian branches of study. More attention to science, modern languages, domestic economy and technical education is demanded. Only recently the Legislature has enacted that scientific temperance shall be taught in the schools, and the signs of the times are that before long agriculture and manual training must be incorporated in our courses of instruction. In one breath the schools are criticized because they are not practical enough, in the next they are found fault with because they are not turning out as good classical scholars as formerly.

Are our school curriculums over-loaded? If ripe scholarship in all the departments of knowledge they embrace is expected, they are. If on the other hand an accurate knowledge of the essentials, and an intelligent grounding in the underlying principles of less important subjects is only required, then it can be claimed they are fairly meeting reasonable expectations. Our school system is not perfect and never will be. It is simply keeping step with the times. It is the product of accumulated wisdom and experience to date. The systems of to-day stand upon the shoulders of those of former generations. The age of trained teachers, improved methods and appliances, comfortable school houses, co-education of the sexes and general diffusion of knowledge is not a backward one. The question is not, Are we turning out a few good scholars? But, Are we doing the greatest good to the greatest number?

TALKS WITH TEACHERS.

A teacher said to me a few days ago, "I encourage base ball because I find it causes a more regular attendance on the part of the boys." That teacher is wise in his generation and has given us a text which is the key note of all school work. Get the pupils interested in their work by making it pleasant as they find their play. Apart from this aspect of the case, would it not be more profitable for many of our teachers to take more interest in the sports of the pupils? Go into the playground with them and join them if possible in their games. If this is judiciously done there will be no loss of influence on your part, but rather, you will gain a knowledge of the pupils' disposition not to be obtained in any other way. It will be a healthful exercise for you, and will have a beneficial and elevating influence upon the pupils

without restraining them. Pupils are more susceptible to influence through their play than their work.

I notice that the St. Andrews schools have a horizontal bar in the school yard. How much that means to the boys and what a treasure they must regard it! What though they do sprain a wrist once in a while, they will not regard that since gained in such a way. I venture to assert that some of those boys are already subjects of at least the admiration of their fellows "on the bar," and excel in that direction more than in their studies. Why not? Is not physical culture desirable as well as mental, and should they not go hand in hand? Encourage all such sport. It would be a good thing if more school yards had horizontal bars and other appliances for sport in the school grounds. Encourage the boys and direct them when you can. They must work off their surplus energy, and the discipline of the school will be all the better for it.

On looking over the reports of the closing proceedings of the colleges I cannot help being impressed by the standing of the lady students in nearly all of them. What does this mean? It means that a great deal of the talk of the past regarding the larger brain power of man is rubbish. If this state of affairs continues it will soon be in order for the women to investigate as to the composition of men's brains as compared to women's. It would be insufferable if it were found that man is, and always has been, the inferior animal.

The Colleges.

THE UNIVERSITY OF NEW BRUNSWICK.

The encœnial proceedings at the university this year were of the usual interesting character. They were rendered more so probably by the fact that there was present Prince Roland Bonaparte, who chanced to be in Fredericton at the time. There was a graduating class of twelve, many of whom were young ladies. The opening of the college halls to young ladies seems to have been taken advantage of very largely. The fact that this year nearly all the college honors have been awarded to the lady students indicates either greater abilities on their part or less application on the part of the young men. Miss Francis Everitt, of York Co., had the honor of leading her class and carrying off the alumni gold medal. Miss Isabelle McIntosh, also of York Co., captured the Douglas gold medal. The Stanley gold medal was won by Mr. H. H. Hagerman, who also delivered the graduating class valedictory. Mr. Maggs won the Brydone-Jack memorial scholarship. Professor