

The development of the faculty of arts in recent years has been very rapid, more especially in connection with the addition of the Donalds special course for women, which has attracted a large number of students. Independently of this, however, the number of male students has rapidly increased. This is shown in a novel manner by a diagram prepared by the Dean of the faculty and attached to the report.

The total number in the faculty has doubled in about five years, viz: 310 against 157 in 1884. The number of men has doubled in 14 years. The number in all the faculties has doubled in about 25 years, (576 in 1888, against 291 in 1863).

MANUAL TRAINING IN THE SCHOOLS.

A valued correspondent who has been studying educational problems in the United States, writes:

"I was delighted and amazed at the educational progress in the States; the manual training was wonderful; and what a blessing it is proving in the south, where it will be the redemption of the colored people! The testimony was unvarying on one point, that so far from its interfering with scholarship, those taking it did their other studies the better for it, and the younger boys did far better with tools than the older ones, and were more disposed to carefully follow the directions. It was pleasant to find that it was not treated as a mere 'bread and butter' study, but as a valuable means of intellectual development and highly conducive to morality."

Revised Course of Instruction for N. B. Schools.

We have received an advance copy of the Revised Course of Instruction for N. B. Schools. This, which has been under consideration for some time past, and has received the approval of the board of education, goes into effect on the first of July next.

We regret that the length of this revised course—together with the late hour at which it came to hand—prevents our publishing it in full. We can only refer in a general way to a few of the changes made.

The revision leaves untouched the principles and subjects which formed the groundwork of the original course. Greater prominence has been given to those subjects which may be regarded as more useful, while at the same time the intellectual portion of the course has apparently suffered no diminution, but has been made more practical in character.

The superintendent and his co-workers, who, aided by suggestions from the teachers of the province, have made this revision, have taken a progressive step in our educational history, which will commend itself to all progressive teachers.

The following outline of the more prominent

features of the revised course are taken from the superintendent's forthcoming report:

The changes which have been made relate more particularly to the subjects of industrial drawing and those embraced under the head of Useful Knowledge. The study of industrial drawing has undoubtedly produced good results, though these fall short of what was expected when the subject was introduced. The course, for one thing, was too extensive, and few even in cities and towns have been able to complete it. It has also failed to call into exercise in any efficient degree the powers which it is the object of drawing to cultivate. It is believed that these defects are supplied in the amended course. The new drawing series—*Prang's Shorter Course in Form Study and Drawing*—comprises five books with an additional book in preparation dealing with geometrical drawing. This course is begun in Standard III and completed in Standard VIII. in graded schools—one book covering a year's work. In ungraded schools the subject is first taken up in Standard III. also, and the instruction for the first year is limited to the principles and exercises contained in the first book, but embraces two books during each of the next two years with simple geometrical exercises (taught orally) during the latter year. * * * * * The shorter course in Form Study and Drawing provides for the training of the hand as well as the eye. It provides for the examination of objects both by sight and touch, for making and modelling them before representing or drawing them. The practice of making the objects from paper, pasteboard, etc., by folding, clipping and cutting and of modelling them from clay introduces into schools, without disturbing their organic character or general aim, that kind of manual training which is daily becoming more and more important. The course also secures ability to make working drawings of objects and afterwards to make the object from the working drawings, to draw pictures from the actual object and to design and draw arrangements for decorations.

The requirements under the head of Useful Knowledge have, in most of the standards, been simplified and made more definite. The principles of classification have been deferred till the higher standards are reached, when the pupils from a wider acquaintance with facts, will be better prepared to deal with the subject. The use of Bailey's Natural History as a text-book is begun in Standard VI. of the graded course, and in Standard IV. in ungraded schools. The preliminary instruction on this subject is to be given orally in the underlying grades as indicated in the course. Lessons in natural history, whether given orally or prepared from the text-book, are of very little value, either as respects educative results or the acquisition of knowledge—hence the course enjoins the use of specimens. Lessons on the human system and how to take care of it are introduced from the outset and continued through the first six standards. These lessons will be found not only useful in themselves, but valuable as a means in leading the pupil up to an intelligent study of Palmer's Temperance Teachings of Science. The text is begun in Standard VI. Oral instruction on the effects of alcohol on the human system is begun in Standard IV., thus securing instruction on the harmful effects of intoxicating drinks for all pupils capable of receive-