

In our own University at Fredericton where a good opportunity has always been afforded to specialists by the honor courses and the low minimum in all other subjects. A still better chance has been offered during the last year, by leaving optional the substitution of Science or Mathematics for the Greek of the Senior year, and further by allowing the graduate in Arts to offer for his Master's Degree any one subject in the curriculum.

Now all cannot, for various reasons, take a College course and by far the greater number of boys and girls can not even avail themselves of the opportunities afforded by the Grammar and High Schools, and the question arises should not these afford more opportunities to pupils (who when they leave them have their education completed as far as school is concerned) to pursue studies in those departments which shall be most advantageous to them in the several callings they intend to follow in after life. Up to a certain stage all will admit a respectable proficiency is requisite in all departments and of course all will not agree as to the limit of this, but I contend that sufficient should be attained in our advanced schools, and that in our highest school grades into which when pupils, especially boys, enter, they have very definite ideas as to the nature of employment they would wish or are destined to engage in. More latitude should be allowed than at present.

I think a cast iron course of instruction particularly injurious, especially in the highest grades, as it causes pupils to become mere machines and destroys all individuality. The evils of this would be less if teachers themselves were not bound to them by an odious system of payment by the result of his success by cramming into pupils at the sacrifice of his own individuality, like attainments in all branches, which is contrary to nature both in himself and pupil.

Take any teacher for example, and there is some subject he is more successful in imparting than any other. Why? because he excels in that or it is more congenial to him. Go into any school, I care not what may be the nature of the course of instruction, and you will find some subjects better taught than others.

I have gone into schools where nothing seemed to be known but Canadian History, into others where English Grammar and Analysis overshadowed everything else, and again there are those where Mental and Slate Arithmetic are thought the acme of perfection, but perhaps there are more where reading is the subject, where modulation and gesture approaching the theatrical are practised and sentiments evolved which probably never occurred to even the author of the passage. Are not pupils moulded on the same plan? All of them will attain moderate proficiency in the subject which is presented most vividly and those who have a decided taste in that particular direction will excel.

To give effect to this then the first thing to be done is to establish departmental teaching in the highest grades, where each teacher employed will be a specialist. The next is to afford opportunities to pupils to pursue those

studies most suited to their desire and that of their parents. Few are distinguished from varied attainments, but all great men have been great from some special quality, and I take the ground that while it may be quite possible for some minds to grasp all subjects equally well, by far the greater number will excel in some particular branch—to take an example—some may have a particular taste for classical studies and have very little ability for Mathematics, others may readily acquire Mathematics and have a dislike for Classics, and some delight in scientific research. I say further, though doubtless many will disagree with me, that while a pupil may have the ability to attain in equal proficiency all subjects that no pupil who has that inclination by nature will become eminent in any particular one.

PERSONALS.

Mr. Frank S. Scammel, of the Grammar School, is studying at Hallowell, Maine.

Mr. J. E. Cowan, formerly of the Grammar School, is studying Law with Dr. Tuck.

F. W. Frith, son of H. W. Frith, Esq., is pursuing his studies at Kings College, Cambridge.

Oscar White, a Grammar School student, is taking a Course at the Boston Institute of Technology.

Mr. Lawrence, son of Bela R. Lawrence, of this City, is a student at the Boston Institute of Technology.

Mr. Gerard G. Ruel, one of last year's editors of this paper is studying Law with Weldon, McLean and Devlin.

Messrs. Henry J. Taylor and John McIntosh, formerly of the St. John Grammar School, are studying at Edinburgh University.

Mr. J. W. Gallivan, Gold Medalist '83, is taking the graded course of three years study, at the Medical Department of the University of New York.

Out of a class of 22 Matriculants, at the University, Fredericton, this year, Messrs. Cushing and Richardson, (St. John), secured fourth and fifth places respectively. Mr. Cushing won the St. John County scholarship. The others who entered from St. John made good marks.

The United States Commissioner of Education reported 389 colleges or universities in that country in 1880. In proof that all of these are not what they pretend to be, a writer in a recent periodical speaks of them as "a cloud of mosquitoes instead of eagles" and "the whole earth would hardly support such a number of first class institutions."

The new law school, just opened at Dalhousie College, Halifax, should furnish the means for students to acquire a thorough legal training without being compelled to leave these Provinces to obtain it. Prof. Weldon, the Dean, is a ripe and enthusiastic scholar; and all that seems necessary to make the school at once useful and popular is a well-equipped library.