

## TALKS WITH TEACHERS.

Which is the better plan in graded schools; one or two grades for each teacher? Nearly all teachers will reply at once, *one* grade. In giving this answer so promptly, are we not sometimes influenced by our ideas of what is easy? I presume that this feeling is allowable even in a teacher who is supposed by many to enjoy a very easy existence, but there is no necessity to argue that matter with teachers. I am of the opinion that one grade is sufficient for each teacher, always providing that she makes the most of the opportunities it affords her. If by one grade, one class for the whole school is meant, then a teacher can manage two grades as well as one, and I would advise school officers to impose two grades as soon as possible. Suppose there are fifty pupils in one grade in a room, should forty-nine be kept listening while one is reading, until the whole or a portion of them have read? I think not. Should the class be divided into two sections of twenty-five each, simply because it is too unwieldy? I think that one class of fifty is too large but that is only one of many reasons in favor of two or more classes. Each teacher has many bright, attentive and regular, and only a few, let us hope, of dull, inattentive and irregular pupils. These latter pupils can not advance with the same rapidity that the other pupils can, they require more drill and attention from the teacher; should they be incorporated with the best pupils to be a clog upon their advance and to be discouraged by the effort, or should they be put in a class by themselves? I think they should be separated, but always with the opportunity afforded for promotion if it is deserved. On the other hand if a pupil fails to keep up with his work there is the opportunity of putting him where he belongs. A teacher will thus have a powerful lever to aid her in her work. With only one class in each room an indifferent teacher will have much idle time on her hands. This should not be.

The tendency is to put the most effort upon what is sometimes called the grading class, and to slight "class B." Do not do it. The conscientious and skilful teacher is not marked by the few brilliant pupils, but by the *few unprepared* pupils she has. It may be that the attainments of the few show the opportunities of all. Yes, minus industry on the part of the teacher. Take care of the weak ones and the strong ones will take care of themselves.

A word more about normal school entrance examinations. Applications must be sent to the Inspector not later than May 24th. There are forms which may be obtained from any grammar or superior school

teacher in the vicinity. Do not ask them to mail them but apply personally or send for them. The Inspectors also have them. You had better instruct candidates to register their applications. The examinations this year begin on Tuesday, July 3rd, at 9 a. m. It is probable that the same arrangements as to stations will prevail this year as last. Consult REVIEW and School Manual, and do not make unnecessary inquiries.

## New Brunswick School Report.

The Annual Report of the schools of New Brunswick for 1893 shows steady and progressive advance in educational matters. There has been an increase in the number of schools, teachers and pupils in attendance. There has also been an increase in what the superintendent regards as of greater importance, viz, in the gradual increase of the average number of days of the school year, during which schools are maintained in operation, and the consequent lengthening of the uninterrupted school life of individual pupils. He regards four terms' continuous attendance at school as of greater advantage than twice that length of time spent at broken intervals. Comparing the first term of 1893 with the first term of 1891, an increase is shown of 78 schools and 586 pupils. During the past two years the average time that the schools have been in operation increased  $1\frac{1}{2}$  per cent. and the average attendance of pupils  $2\frac{1}{2}$  per cent. St. John County leads the province with a percentage of 72.90. The few country schools in this county gives it an advantage. The average attendance for the whole province for the year exceeds that of any year since the school terms have been arranged as at present. Nearly  $21\frac{1}{2}$  per cent. of the population was enrolled.

"Of the cities and incorporated towns, Fredericton made the highest average attendance during the year, though surpassed by Milltown for the term ending December, 1893. Milltown has the honor of having made the highest average of attendance (86.71) ever reported by any public school since the present School Act went into operation. The average of Milltown for the year 79.84 and for the last term 86.71. St. Stephen's average for the year was 82.45, Saint John 78.33, Moncton 78.48

"A careful analysis of statistics will show that about 15,000 children begin school life each year by enrolment in grade I. Of these 15,000 children, about 76 per cent. reach grade II.; about 70 per cent., grade III.; from 60 to 65 per cent., grade IV.; about 50 per cent., grade V.; while only 16 or 17 per cent. enter upon grade VI. About 5 per cent. of the whole number reach the high school grades. As this average is for the province, it is evident that a considerably higher percentage of the pupils in the cities, towns and villages reach the higher grades.

"It is clear that the result of this analysis justifies the special attention that is now being given to primary edu-