

There does not seem any advantage to be gained by thus circumscribing the representation. The Government has not always appointed graduates of the university to fill vacancies in the Senate, and in so far as is known, no injury has been done in so doing. There are graduates of more than one university among the teachers, and there are teachers who are not graduates of any university who are preparing as many pupils to matriculate, and taking quite as much interest, if not more, than those who hold a degree. Why should these men be denied equal rights with others perhaps less deserving?

Again, about seventy-five per cent. of our teachers are women, and a large and increasing number of the university students are women. Why should they not have a chance with the rest? The most determined opponent of female suffrage could not object to this.

It has been urged that if Senate representation were thrown open to all the teachers, a poor selection might be made. The teachers can at all times be relied upon to make a suitable choice. The legislators will do well to remove all barriers in this matter of Senate representation. If they are not removed now they will be in the end. So why keep the teachers stirred up when no good object can be gained by delay?

The best interests of the university will be promoted by getting as many teachers as possible to take an interest in its welfare. This can not be done by any policy of exclusion.

HOW TO AVOID OVER-PRESSURE IN SCHOOL-WORK.

The impression seems to be very general that over-pressure of studies in our public schools is seriously injuring the health of our pupils, stunting their growth and even failing to secure the intellectual vigor which is sought. That such over-pressure does exist especially in graded schools is undoubtedly true. But we think that the extent of the evil is greatly magnified. A much more serious evil exists in the social customs which permit young people to spend so much of their time at parties extending into the "wee sma' hours."

As a remedy for over-pressure we propose: 1. A succession of studies instead of so many contemporaneously. When pupils become particularly interested in some one of a group of subjects it is well for a time to give special attention to that subject to the neglect of others of the same group. But this principle should never be carried so far that at any time one of the fine fundamental disciplines will fail to be represented by some one or other of its sub-divisions so that we may not fail to secure an all-round develop-

ment. 2. Let laboratory methods take the place of book work. These methods can be applied to geography, history and other subjects as well as to science. No pupil is likely to be injured by spontaneous self-activity. It is the dull routine of continuous memorizing that crushes the life out of young minds. 3. Let every recitation be conducted by the teacher without the open text-book. If the teacher has to know every subject so well that he is independent of the book when asking questions the pupil is not likely to suffer much from difficult tasks.

GRAMMAR AND SUPERIOR SCHOOLS.

The Chief Superintendent (N. B.) in his excellent report indicates some proposed changes in the present status of the grammar and superior schools.

After 1895, he recommends that grammar schools not having an enrolment of twenty pupils receiving instruction beyond Standard VIII, be not recognized as entitled to the grant. These schools, however, may obtain the superior school grant if they are graded.

Many associations cluster around the old country grammar schools, and many of our prominent citizens owe much to them. It may be that the relatively small numbers of advanced pupils graduated from them represents in importance to the state much more than the greater number sent out from the schools of the populous centres. Yet the "greatest good to the greatest number" is a principle which must in the end prevail. It would serve as a great impetus to secondary education, if all schools, regardless of location, having twenty pupils receiving instruction in advance of Standard VIII, were recognized as grammar schools. Perhaps the Chief Superintendent may have in contemplation some such plan. That superior schools should be graded is sound in principle. In practice, however, some hardship will be felt in a few localities. In these places one teacher with a class-room assistant is doing excellent work and admirably carrying out the intention of the superior school. In other cases such superior schools are not deserving of the grant. Taken all in all, little fault can be found with the suggestions of Dr. Inch.

It would be a matter of regret, however, if by the proposed changes, the aggregate amount of the grammar and superior schools grants was decreased. New Brunswick is not fully abreast of the times in the matter of secondary education, and any decrease in the grant for that purpose would have the effect of still further reducing the number of desirable positions and lowering the average salaries paid to teachers.