

sult would attend upon an exhibition of specimens of penmanship, needlework, and drawing. Compositions written during the year might also be read, and, doubtless, this all-important branch of education would thereby demand and secure a much greater share than heretofore of the teachers' time and attention. Whilst music, calisthenic and gymnastic exercises and drill would not only lend charm and variety to the occupations of the day, but equip the participants with an accomplishment which shall be an unfailing source of pleasure, and a physique so developed and invigorated that it can respond without injury to all the demands of after life.

The vast majority of those who take an interest in school examinations can understand and appreciate such a display as this. All the elements of its composition are admirably suited to the occasion. The exuberant spirits of the scholars, the discontinuance of regular work, the general relaxation after the strain and high-pressure of class exercises and home preparation, and the prevalent gaiety expressed on the countenance of every friend and acquaintance whom they meet, are the best conditions for such a celebration as we have delineated above. They are scarcely, however, the circumstances under which pupils can, with hope of success, be made to submit to all sorts of questions, relevant and irrelevant (generally the latter), put by persons who know not how to form a question, nor what ought to be the limits of the pupils' knowledge, and who only succeed in bewildering and perplexing them. Nor is this all the mischief that attends upon such an examination. Many an examiner has undertaken to question boys and girls, who had been well taught in the best and highest sense of the word, and, from their inability to competently discharge the duty they had undertaken, they have impressed the spectators with the idea that the teacher is in fault. And how often do we observe that schools and departments are, on such occasions, most unfairly brought into comparison with each other, and thus give rise to heart-burnings, jealousies, and recriminations! Have we not seen clever teachers so conduct the business of the examination day, by only presenting to the visitors what was most attractive, most easily understood, and displayed to best advantage the graces of their pupils, that the more thorough and intellectual work of an abler man, being less easily discerned, was passed over with slight praise, whilst they were overwhelmed with panegyric?

Is it not better, therefore, that show-lessons and teaching generally be dispensed with on these occasions, and that the exhibition proper take their place. It would be more in harmony with the time and the

spirits of the scholars and their friends, and be a great relief to the better class of teachers. There would not be the same risk of creating ill-feeling, not the same danger of injustice, whilst a most laudable object would be advanced. And, may we not say that teachers would thus be relieved from the exposure to the temptation to perform their duties with a view to public display, and be enabled to promote the best interests of those committed to their charge, and that without anything approaching hypocrisy or sham?

THE UNIVERSITY OF NEW BRUNSWICK.

The encania of the University of New Brunswick, on the evening of Thursday, June 21st, was perhaps the most satisfactory that has been held during the sixty years since the university conferred its first degree. As usual, on the celebration of this collegiate festival, the library was crowded to its fullest capacity, and it was observable that in the audience was a fair proportion of visitors from St. John, Westmorland, and other parts of the Province.

But the daily papers have been full of accounts of the evening; of the prizes and prizemen; the orators of the faculty and the alumni; the young graduates, donning for the first time their wide-sleeved gowns and ermine; the old graduates, coming back to renew their memories of their happy life on the hill; interested parents, admiring sisters, learned doctors of the law and the gospel, senators, alumni, and hard-working professors glad of their well earned holiday. This annual scene has made itself familiar to many throughout the Province. It is not necessary here to repeat these details, or place another elaborate story of the university's festival on record. There are one or two points of interest, however, which may be referred to with advantage to the university and to its supporters. We refer chiefly to the inner life of the college, and one finds no mention of it in the current periodicals.

The University of New Brunswick has been passing through a critical period of its life. It has lately been remodelled, to a slight degree, in its outward form, by the change of the curriculum from a three years to a four years' course. Inwardly there has been a greater change at work, and there is an infusion of new life in the college to-day that makes it strong enough to claim renewed attention from the people of New Brunswick.

The senate of the university was certainly fortunate, as well as wise, when it appointed to the professorships of Philosophy and Modern Languages the young men who now occupy those chairs. The substantial compliment paid by Dr. Macrae, one of