

property included within the bounds of a district, if owned by a resident of another district in the same parish, to be paid in the latter district, works a serious injustice in many cases. It would probably create confusion and dissatisfaction in many places to change the law now; but unless it be changed we cannot hope for a material reduction in the number of districts requiring special assistance.

This a matter that has been more than once brought to the notice of the Board of Education, and is yearly becoming of more importance. The tendency is and has been for ownership of outlying property to concentrate in towns and villages to the impoverishment of country districts. As long as the present system of parish unity is adhered to the evil will exist. The school district is a unit in the management of its school affairs. Why should it not be a unit in the ownership for school purposes of all the property within its bounds?

#### BATHURST SCHOOL TROUBLE.

The report of Mr. Justice Fraser (now Lieut-Governor Fraser) on the Bathurst school difficulty, has been published, and makes a volume of seventy-two pages. The history of this case is familiar to our readers, and it is not necessary now to go into it further than to say that the difficulty grew out of alleged attempts by the Roman Catholics to bring the common schools of Bathurst and other parts of Gloucester County more or less under their control. The matter was made the subject of legislative enquiry, and Commissioner Fraser frees from the charge of interference the local clergy; and finds further that the Government and Board of Education were impartial in the administration of the school law. The report points out that the trustees had not discharged their duties as satisfactorily as they might have done, and that there were departures from the strict requirements of the law on the part of some teachers, although these are regarded by the Commissioner as unintentional, proceeding from ignorance of the school law rather than from wilfulness.

The finding of the Commissioner is regarded as an impartial and conscientious judgment of the matter in dispute, and will no doubt be accepted as such by all who do not wish to see our excellent school system imperilled by prejudice and groundless fears. If the school law continues to be administered with wisdom and tact, as it has been since its inception in New Brunswick, there is no need that the consciences of any sect shall suffer, or that passion or prejudice be stirred up in any locality, if the administrators of it in these localities are prudent men, and have some regard for the feelings and views of their fellow citizens.

#### INDIVIDUAL TEACHING.

The gardener who trims his trees all to one pattern fails to produce those pleasing effects which are found where the peculiarities of each individual are respected. A well trimmed hedgerow may look well as a whole, but the varied beauties and normal development of the units are entirely lost. Is it not so in the most of our schools where the pupils are dealt with in masses? Every one must be cast in the same mould and subjected to the same treatment. The talented become restive and bad or acquire habits of idleness while waiting for the dull, and the dull become discouraged and hopeless while trying to follow those naturally bright. We always felt it to be a great injustice to keep large classes entirely together for six months or a year at a time, to suit the teaching to the average ability of the class and to ignore the idiosyncrasies of each pupil. It is contrary to the fundamental principles of modern pedagogy.

We have endeavored in our own class teaching to direct our attention to the weakest members of the class, allowing the rest to work by themselves but reserving enough time to give them some individual assistance, and allowing them to advance as rapidly as they were able without regard to the progress of their class mates.

We were therefore much interested in reading a description by Mr. Search, Superintendent of the Pueblo Schools of a system of "Individual Teaching" adopted there. "The fundamental characteristic of the plan on which the schools are organized is its conservation of the individual." Every pupil carries on a large part of his studies by himself—the teacher passing from desk to desk, developing self-reliant and independent workers. Love of work caused by success soon becomes a more powerful stimulus than competition. A careful record is kept of each pupil's advancement. It is found that artificial inducements to study are not needed—nearly every one developing into an ideal student. We believe that when laboratory methods become more common a modification of this plan will be adopted everywhere.

#### N. B. UNIVERSITY SENATE REPRESENTATION.

The Legislature being in session again, the REVIEW would draw its attention to a resolution carried almost unanimously at the last Provincial Teachers' Institute, which was in effect, that any teacher be made eligible as a Senator of the University. Few if any of its graduates in the teaching ranks are opposed to the change. They are quite willing to take their chances with the rest of the teachers.