

enlarged county funds and increased provincial grants. These requests are reasonable, and are in keeping with progressive educational legislation. One proposal requires careful consideration—the elimination of third-class licenses. Would it not be better to retain these and gradually increase the requirements? Others, such as the establishment of parish school boards, centralized schools, and larger county grants have already received the support of the Chief Superintendent.

Mr. Scott's views on courses of study and grading, as given on another page, are those of advanced educationists everywhere today. To make our grading system effective, there should be introduced into it a generous leaven of electives. The bright boy in a good ungraded school in the country has a tremendous advantage over many city boys. From the beginning his ambition is roused and his thoughts widened by the recitations of the larger scholars around him. The school course never becomes monotonous, and his interest is constantly quickened by the new things he hears, the fresh discoveries made day after day. When he gets into smaller advanced classes, where he receives but a small share of the teacher's attention, he is forced to rely upon himself and the stock of ideas he has been accumulating in the lower grades. That is why the lad trained in a good country school, has often a keener observation, a greater interest in books and a better preparation for life generally, than the lad trained in the hard and fast grades that Mr. Scott would like to reform.

It gives one a feeling of hope in a better future for education, when a man like Mr. Scott, finds time amid the duties of an absorbing profession, to study as closely as he appears to have done, the educational work of the community in which he lives. If more men and women could reason publicly about these things, in an amicable spirit, how many vexed problems would be happily solved? And Mr. Scott has set a good pace. He is too much of a tactician to give advice. He has only unstinted praise for the teacher and school official who are doing faithful service, but he would overlook no educational waste, or the lack of common-sense methods. Throughout he is frank and yet judicial; and his ready humour invokes much kindly sympathy on behalf of the reader.

### Report of N. B. Schools.

The report of Dr. J. R. Inch, Chief Superintendent of Schools for New Brunswick, is a detailed statement of the educational progress of the province for the year ending, June 30, 1905. He notes a decided increase, not only in the number of schools and pupils, but also in the percentage of attendance, over the figures of the two preceding years, although during these years the enrolment was less than in any year since 1893.

The number of schools in the first term of 1904-5 was 1,784, an increase of 37; the number of teachers was 1,851, an increase of 36; the number of pupils was 57,906, an increase of 1,708. In the term ending June, 1905, there was an increase, compared with the previous year, of 28 schools, 50 teachers, and 1,641 pupils. The proportion of population at school was 1 in 5.71 in the first term, and 1 in 5.48 in the second term.

The percentage of attendance has also improved; for the first term it was 66.27, where it was 65.60 for the year before; for the second term it was 59.60 with 58.50 for the year before.

Of the teachers, only 16 per cent. are men, less than 25 per cent. hold licenses above Class II, about 50 per cent. hold licenses of Class II, and about 25 per cent. hold the lowest class of licenses, which class has increased from 21 to 62 since 1900. The percentage of male teachers is annually becoming smaller. The average salary in Grammar schools is \$979.52; in superior schools, \$587.54; first class male, \$577.67, female, \$339.72; second class, male, \$316.09, female, \$248.23; third class, male, \$234.90, female, \$194.90. There has been a slight increase in the average, the largest being \$35 for first class male teachers, and the smallest \$2.73 for third class male. This small increase is encouraging, a sign of what is hoped for on a larger scale. The Superintendent, Principal Crocket of the Normal School, and others, have several important suggestions to offer in the matter of improved salaries.

Commendable progress has been made in consolidated schools in many districts of the province; in manual training, the report of which by Supervisor Kidner is very instructive reading, as is that of Dr. John Brittain, the supervisor of school gardens and nature study. The inspectors' reports are also very interesting reading, giving much detailed information on local aspects of education.