able to make his thought and knowledge intelligible to others. The daily recitation in algebra, Latin, history, or physics gives the opportunity for developing the command of language, and it is possible to embrace this opportunity without sacrificing the teaching value of the recitation, and without impairing the thoroughness of the instruction in the formal subject of the lesson.

The number of intelligent teachers who deny the value of this principle of making every lesson a lesson in English is surprising; the number of those who, assenting to it in theory, violate it in practice, is almost appalling. The more strongly this principle is impressed upon our teachers the less complaint we shall have of the poor English used by our graduates.

A professor in one of our leading colleges remarked to me several years ago that the entrance examination papers handed in by the pupils from a certain school were noticeable for the good English used in them. I made an investigation of the work of that school. I found no more formal instruction in English than is found in the average school—and that is very little.

But I found in every class in the school a rigid insistence on clearness of thought and on precision of expression, and I think that I found the secret of the results attained when the head master said to me: "I believe that I can teach more English in my algebra class than I can in any other way."

Formal instruction in English will always be necessary, but the more good reading our pupils do, the better they know how to read, and the more strongly our teachers of geometry, Greek and chemistry are impressed with the idea that they are teachers of English as well, the less need will there be for grammar and rhetoric study, and the more nearly we shall approach the desired standard—when the power of expression of our pupils will keep pace with their mental development, and they will leave our hands able to express their ideas in language marked by clearness, force, and some degree of elegance.

WHAT EXAMINERS SAY

The Department of Education desires to call the attention of Principals and Teachers in the Intermediate, High and Collegiate schools of the province to the following comments upon the results of the departmental examinations. The reports given below were prepared by committees of the various groups of examiners at the request of Mr. S. E. Lang, Inspector of Secondary Schools, and are now placed before the High School teachers of the province for their guidance during the coming year. It will not be necessary to urge upon them the duty of weighing carefully the opinions and recommendations of the examining board which were formed as the result of a close study of some thousands of candidates' papers sent in from all parts of the province. The annual departmental examination is an important instrument of education, and should be so regarded by both teachers and pupils.

SCIENCE

Physics. The examiners agree in saying that questions requiring a knowledge of practical work show clearly that practical work has been neglected in many places; that questions dealing with the working of apparatus are not well answered (frequently the main point is omitted: e.g., the effect of pressure of atmosphere in working of lift pump, the difference between breaking of current in telegraph sounder and electric bell); that diagrams are in many cases carelessly and inaccurately drawn, suggesting that notebooks