

## TALKS WITH TEACHERS.

If your school-room is not provided with plenty of good blackboard surface, make it one of your first aims to have it so supplied. Blackboards, intelligently used, are the right arm of the schools. Do not be content with using them yourself, but get the pupils to use them. A pupil at the blackboard must work independently, and if there is any weak spot in his work it will show itself, and you will be able to see where he fails. Blackboards are not for ornamental use, as some teachers seem to think, but for every kind of every-day work, and are an excellent medium for training the hand, eye and mind. Few, if any, complete lessons can be given without the use of the blackboard. Not only arithmetic, but geography, history, grammar, writing, drawing, require its constant use.

Do all teachers prepare their lessons? I sincerely hope so. What a confession of weakness it is for a teacher to come before his class armed with the open text-book! Pupils are quick to discern and estimate a teacher's worth. With how much greater confidence will they regard a teacher who gives them instruction first hand than one who re-hashes it from the open book? If a lesson in geography is to be given, let the teacher come before the class able to draw the map. If in history, let him be familiar with every part of the work to be undertaken. It may be that you are familiar with the subject in a general way, but do not trust to that to carry you through. Make yourself thoroughly acquainted with everything bearing upon it before giving the lesson. A secondary reason for discarding the text-book is the stronger hold you have upon your class by being able to give it your undivided attention.

I have before spoken of the necessity of inducing your pupils to express themselves easily and freely, I would like to add, and pleasantly. Patience and care on the part of the teacher will bring this about. Most children's voices are naturally musical. The extremes are the low monotonous tones of some and the harsh, shrill tones of others. Both are to be avoided and bright, pleasant tones substituted. It is possible to do so. The children will be greatly influenced in this particular by the teacher. If you do not vary in speaking, the pupils will unconsciously fall into your way. What is more disgusting than a loud-voiced, blustering teacher?

This is the last month of what has been, no doubt, a busy term with you all, and I hope a pleasant and profitable one as well. No doubt many of you will be differently located before the next REVIEW reaches you. I hope you have well considered the change and have made it from some better motive than unrest.

## OFFICIAL NOTICES.

## Departmental Examinations.

## I.—Entrance and Closing Examinations for License.

Candidates for advance of Class who propose to enter the Normal School in January, in accordance with the provisions of Reg. 38, 3, will present themselves for examination on the preliminary subjects on the opening day of the Term (January 8th, 1894).

Application for admission to these examinations should be made to the Principal of the Normal School, not later than the 30th day of December.

Candidates for advance of Class who propose to present themselves for the closing examination in June next, without having spent an additional Term at the Normal School, will be admitted to these examinations without having previously passed the preliminary examinations, provided they are otherwise eligible for examination under the provisions of Reg. 31.1; but such candidates must also pass the preliminary examinations in July next before License will be granted to them.

Candidates who propose to enter the Normal School in September, 1894, as well as teachers who intend to seek advance of Class in 1895, should pass the preliminary examinations in July next.

For Syllabus of these examination, see Manual, Reg. 32.

## II.—Leaving Examinations.

No Senior Leaving Examinations will be held in 1894.

## Junior Leaving Examination.

1. READING.—Oral. See Manual, Reg. 45, 13, (f).
2. ENGLISH LANGUAGE.—Meiklejohn's English Language, Parts I. and II., pp. 1-63, 86-115, 175-205.
3. ENGLISH LITERATURE.—Meiklejohn's English Language, Part IV. Shakespeare, Julius Cæsar.
4. HISTORY AND GEOGRAPHY.—Swinton's Outlines of the World's History. General Geography of Europe and America.
5. ARITHMETIC, ETC.—Common and Decimal Fractions, and Commercial Arithmetic. Measurement of Surfaces and Solids.
6. BOOK-KEEPING.—The general Principles of Double Entry with Examples.
7. GEOMETRY.—Euclid: Books I. II. and III. with exercises.
8. ALGEBRA.—To the end of Simple Equations.
9. NATURAL HISTORY AND AGRICULTURE.—A fair knowledge of the common Minerals, Plants, and Animals of the Province, obtained as far as possible by actual study of specimens. Text Book—Bailey's Natural History. The elements of Agriculture as in the prescribed text.
10. PHYSICS.—A short experimental course, including matter, energy, force, gravity, cohesion, capillary attraction, magnetism, frictional electricity, the physical properties of solids, liquids and gases.
11. BOTANY.—The analysis and classification of common flowering plants. Morphology of flowering plants. Text Book—Spotton's Botany.
12. PHYSIOLOGY AND HYGIENE.—The prescribed texts on Temperance and Physiology.