

The accounts given in the Chicago papers of the Educational Congress at the World's Fair are meagre, but they show that extraordinary attention is given the world over to Kindergarten, as emphasizing principles applicable to all grades of school work, and to Drawing and Manual training as being necessary to produce the practical and all-round man.

In the "Nature Lessons" in another column, a teacher, at the conclusion of the argument held there, comes to the conclusion to stand no longer shivering on the brink of a difficulty, but to plunge boldly into the midst of things. This is well. We predict for him an unqualified success, and we ask our readers to mark him in future issues. For do you not see the elements of success there? First, he makes a clean breast of his ignorance of the subject to be taught, then he listens to reason, and then he resolves to act.

We can imagine three classes of teachers who will read the article. Those who will think the plan impossible, and read it only; those who will take up the plan with enthusiasm and pursue it for a day or two, and then when some difficulty arises "they will wither away;" those who will take it up with enthusiasm, but thoughtfully and earnestly, and will just study and plan and observe and search out and stick to it until every difficulty is smoothed.

We have received the volume of Proceedings of the First Dominion Educational Association, held last July in Montreal. The report of the minutes of proceedings with addresses, papers, discussions, and list of members, embraces a volume of over 300 pages, well arranged, clearly printed, and bound, with portrait of the President, Hon. G. W. Ross, and a cut of the High School building, Montreal—the place of meeting.

In the consolidation of the Regulation of the Council of Public Instruction of Nova Scotia, an amendment to Reg. 10, "Provincial Examination of High School Students," passed March 18th, was inadvertently omitted. The omission has done no harm—perhaps good; but the publication of the Regulation as amended will help to explain some points in the awarding of Provincial certificates. We give here the amended Regulation under which the procedure of the Department is directed.

"The first section of Reg. 10, 'Provincial Examinations of High School Students,' is amended by adding the clause: 'but this minimum may be lowered one unit for every *fifty* that the candidate's aggregate may be above 'minimum aggregate' for Grade A; and for every *twenty-five* in the cases of Grades B C and D for which the minimum of twenty-five shall be reduced respectively to twenty, fifteen and ten.'"

PRONUNCIATION OF LATIN AND GREEK.

Some of our honor classical graduates who are continuing their classical studies in Universities abroad, are complaining of the extent to which they are handicapped by ignoring the so-called Roman Pronunciation of Latin, and the pronunciation of Greek according to accent.

It is said that from many of our High Schools and Colleges, the best Greek scholars cannot write a simple sentence in Greek composition exercises with the proper accentuation. Were the pronunciation now becoming universal in the higher Universities adopted in schools, the difficulty of mastering the accent would not exist even in the junior classes. Enormous and unnecessary labor would thus be saved for all advanced Greek students, while those getting only a smattering would get it more correctly without practically any greater effort than at present, and with much more satisfaction. This is a matter for our classical masters to consider. There will, of course, be prejudice enough; but in the institutions destined to lead, common sense and love of accurate scholarship will prevail.

DRAWING IN THE SCHOOLS OF NOVA SCOTIA.

It is probably twelve or fifteen years since Drawing was prescribed as one of the regular studies of the common schools of Nova Scotia. Professor Walter Smith, Director of Drawing for the State of Massachusetts, lectured before the teachers at one of their largest conventions at Truro, and succeeded in creating very great interest in the subject. It has been taught in the Normal School for thirty years—for the last ten or twelve years by Miss O. Smith, an enthusiastic and excellent teacher. Educationists supposed that pupils all over the country were receiving a fair knowledge of the fundamental principles that should guide them in seeing the characteristic outlines of common objects, and in placing the lines representing them on paper.

A government examination of the pupils of the County Academies in this subject, reveals the true character of the progress that has really been made during all these years. Not one in twenty of the teachers has yet advanced beyond perhaps knowing how to sharpen a lead pencil and copy some simple forms from the flat. Notwithstanding the utmost leniency shown by the examiner to candidates examined this year for the first time in this subject, a very large proportion of failures to obtain the grade sought for arises from low marks in this subject.

Some attention will be given to drawing in the pages of the REVIEW during this year. In the mean-