

pecially consonants, and of *r* in the middle of a word, as in "the St. *Lauruz* river," *differnt*, *speert*, "Glory beet the Father," "int' the house." We smile at the Cockney dropping of *h*, but how many of us say "I saw him," or "I saw her," and not, "I sawm," and "I sawr"? And do we not say "Gimme me hat"?

We drill our pupils on pronunciation of difficult words, yet teachers in good positions have been heard to say, "Mebbe," "I-talics," "zoo-ology," "nomative." Then as to exactness in degree and kind of meaning of the words we use. What are our provincialisms? Foremost among them I should place *fix* in the sense of "mind," "arrange," or decorate, and *quite*, in the sense of "not quite," as "she is *quite* well." "Lots of," meaning "many," and "quite a few," are also commonly used by people who should know better. The use of "real" as an adverb, as in "I am real tired," is perhaps too glaring a mistake to need to have attention drawn to it.

Among words that are often used inexactly may be mentioned *appreciate*, *aggravate*, and *unique*.

It is a useful plan to keep a notebook in which to jot down, as you notice them, mistakes in pronunciation, grammar and phraseology, that your pupils are in the habit of making; then you can drill the school on their weak points, systematically. One thing more. Whether in school time or holidays, use the best English that you can. I have heard people say "Yes, I know so and so is the correct pronunciation, but every one here says it the other way, and I do not like to seem peculiar or "stuck-up." Never yield to such a feeling. You do not know, for one thing, who may consider you an authority, and quote you as an example. And never be afraid to correct yourself, for, as some wise man has said, "A man should never be ashamed to own himself mistaken, for that is only saying in other words 'I am wiser today than I was yesterday.'"

A New South Wales country school-teacher recently gave a boy a question in compound proportion for home work which happened to include the circumstances of "men working ten hours a day in order to complete a certain work." Next morning the unsuspecting teacher, in looking over a little pack of exercises, found "Jim's" sum unattempted, and the following letter enclosed in the page: "Sir: I refuse to let Jim do his sum you give him last nite has it looks to me to be a slur at 8-hour sistum enny sum not more than 8 hours is welcum to do but no more. Yours truly, Abram Blank Senr."

"Make children happy now, and you make them happy twenty years hence by the memory of it."—*Selected*.

COLLEGE CONVOCATIONS.

Dalhousie University.

The convocation proceedings this year were more interesting than usual, because of the president's address on the universities of Nova Scotia and technical education. He pleaded very strongly for the extension of the principle of non-sectarianism from primary and secondary to collegiate and university education. He held that the success of our free school system should convince the public of the wisdom of placing collegiate education upon a non-sectarian basis.

A clever address was given by Professor McComb of Queen's University.

The degree of Bachelor of Arts was conferred upon twenty-three candidates, of whom four were women; the degree of Bachelor of Science upon five men; Bachelor of Laws, upon six men; and Doctor of Medicine upon twenty candidates, of whom two were women. The degree of Master of Arts was taken by two women and four men, who passed satisfactory examinations in some special department of study; the degree of Master of Science was conferred upon a young man who has done good work on the geology of Cape Breton. In all thirty-five degrees were conferred in arts and science, six in law, and twenty in medicine.

Two of the graduates in arts, three in law, and one in medicine, are from New Brunswick; two in arts and three in medicine are from Prince Edward Island; the rest were born in Nova Scotia.

The degree of B.A., with high honors was conferred upon G. S. Stairs in Latin and English, G. G. Sedgewick in Greek and English, E. May Macdougall in English and History, R. Mabel McCurdy in Mathematics; the B.Sc., with high honors in Chemistry and Chemical Physics on W. H. Ross. A diploma of distinction in work of the ordinary course of B.A., was granted to W. May Webster. The following prizes were announced:

Junior Entrance Scholarships—Professors' (value \$120). Amy K. Remington; Sir Wm. Young (value \$100). W. Stewart Lindsay; Professors' (value \$120). F. A. Grant; Sir Wm. Young (value \$75), Winifred G. Barnstead; Mackenzie (value \$200, preferential), H. C. Fraser.

Senior Entrance Scholarship.—Professors' (value \$50). J. Z. Burgess; Professors' (value \$90), not awarded.

Waverley prize in mathematics (\$50) divided between A. D. Watson and R. I. McInnis; Avery prize (general distinction), to May Webster; Dr. Lindsay's prize (primary M.D.C.M.), V. N. Mackay; Frank Simson prize (chemistry and materia medica), J. Rankine, B.A.; medical faculty medal (final M.D.C.M.), K. A. Mackenzie.

During the past session the number of registered students rose to 350. The newly established mining school enrolled 11 students. It is probable that one or possibly two may be ready to receive the degree