

The preponderance of fiction over the other classes is marked in the cases of both boys and girls, but from the fact that in the *preferences* the percentage of books of biography and history rises in proportion to the percentage of books of these classes *actually read*, would seem to indicate that if more historical and biographical literature of an interesting character were placed in our school libraries, some of the lighter classes of fiction could be dispensed with.

From the fact that boys round the age of 13 seem to have a special fondness for tales of adventure, it should suggest that great care be taken in the selection of books that would meet this natural taste on the part of the boy, while at the same time eliminating those books of the flashy, purposeless type, which stimulate a morbid desire, rather than satisfy a normal one.

The very small percentage of books of science and of poetry read and preferred, might indicate that more should be done towards preparing the pupils for a fuller enjoyment of both these classes, and that in making a library selection a due place should be allowed for suitable books dealing with the many interesting phases of nature's processes, and of scientific discovery and invention, as well as for the many beautiful things in poetry that can be appreciated by children.

From the fact that in many cases very large lists of books were reported as having been read in the limited time—in some instances averaging two or three books per week—we can readily conclude that there should be careful supervision of the children's reading by teacher and parents so as to regulate the amount of books read. Nothing can be more pernicious mentally than for a pupil to be constantly reading without ever thinking over what has been read. New impressions come in to obliterate the old, and finally the brain's power of receiving, and especially of retaining, impressions is greatly reduced—as a consequence poor memories and inefficient students. In order to better regulate the amount of reading done as well as arouse a more intelligent interest in the subject-matter read, the custom prevailing in some schools of requiring each pupil to hand in on the return of a book to the library a filled-in blank, giving a short synopsis of the book, with the names of the characters preferred and reasons why, with reference to any points in the language or in descriptions that were thought to possess special merit, might well be generally employed.

On the other hand, we have the pupil—usually a boy—who has no interest whatever in reading and who answers as did some in the papers sent in, "I have read no books since last September." Here we have a pupil who is entitled to a good deal of attention. His leading interests should be discovered, and some entertaining book which makes much of one of those interests should be introduced at the right time and the pupil be led to feel that the writers of books are his friends, and that they have something *just for him*.

On the whole, the question of children's reading is such an important one that it is worthy of every teacher's consideration to see just what and how and how much is being read in each school community.

Uniformity in the Entrance Requirements of Maritime Colleges.

Some of the colleges in the Maritime Provinces have already made advances towards uniform requirements. The advances hitherto made have been towards the requirements published by the Provincial Boards of Education. The superintendent and some of the professors have agreed upon certain books, *e. g.*, in Latin or English. This, I believe, has been done in New Brunswick and also in Nova Scotia. Praiseworthy as this movement is, it is far from satisfactory. In place of chance agreement there should be systematic consideration of all requirements. If it is possible and desirable for two or three examining authorities to agree upon certain requirements, why should not all the examining boards agree upon all the subjects? The fitful attempts hitherto made indicate a willingness to do so. Let us now have systematic action.

What seems desirable is not that the amounts of the subjects prescribed for the different examinations be the same, but that the parts of the subjects be the same. Let me illustrate: All the colleges (except Kings) and the Boards of Education in the Maritime Provinces prescribe one book of Caesar and one of Virgil for entrance or equivalent examination. Two or three prescribe some Cicero in addition. Now, the suggestion is, that all prescribe the *same* books of Caesar and Virgil, though some may wish to prescribe Cicero in addition. There seems to be no reason why they should not agree on these. Many of the colleges change the books from year to year, and nearly all accept equivalents.

The only difficulty that I can see arises where the books change from year to year. The agreement necessitates a certain amount of correspondence and discussion. This might be lessened if the authorities would confer once every three or four years. Probably the best channels for this intercommunication would be through the Education offices.

That such an agreement is desirable is evident to all. Mount Allison and Acadia draw their students from three provinces; so do Dalhousie and Kings, and, I believe, New Brunswick, though these three are more restricted to one or two provinces. Yet, even they receive pupils from schools which prepare for all three, *e. g.*, Rothesay Collegiate School. Every teacher who has to prepare for three different colleges would welcome the change.

From the different calendars and reports I have compiled the requirements for 1897 for entrance into the different Maritime colleges, and for the provincial certificates, which are equivalent to the matriculation examination. The subjects for entrance into the second year, or for the "A" certificate, have been omitted.

The N.S. "B" certificate, the N.B. junior leaving certificate, or the junior matriculation, and the P.E.I. second class license, are assumed to be about equivalent to the entrance requirements of the colleges. The N.S. "A," the N.B. "Senior Leaving" and "Grammar School License," and the P.E.I. First Class License, admit to the second year in the majority of the colleges, *i. e.*, are equivalent to senior matriculation.