

class license. The numbers in attendance have varied from five to forty-four. Many other French Acadians have attended the regular classes with the English-speaking students.

The teachers in the four model departments since 1872 have been, in the order of their appointment, as follows: Miss Catherine Tweedie, Miss Eusebia Minard, Miss Jennie Lyle, Miss Agnes Lawson, Miss Alice Clark, Mr. R. S. Nicholson, Mr. James Vroom, Miss Julia R. Bateman, Miss Kate R. Bartlett, Mr. G. E. Croscup, Miss M. Maude Narraway, Miss Helen J. McLeod, Mr. John F. Rogers, Miss Clara I. Shea, Miss Annie M. Harvey, Miss Miriam J. McLeod, Miss Frances I. Ross, Miss Helen Galt, Miss Harriet H. Richardson.

Originally there were four sessions of the training school, making four enrolments of student-teachers, in each year. In 1872 the four sessions were changed to two—a summer and a winter session,—which arrangement continued until 1887, with the exception of four years (1880-84) when there was but one annual session of nine months. This latter plan was resumed practically in 1887-8, and is still observed. The session opens on the first teaching day of September and closes early in June, a few days previous to the closing examination for license.

In the ten sessions beginning with the summer of 1872 (five years) the total number of student-teachers enrolled was 706, giving an average of about seventy per session. In the next ten sessions, beginning with the summer of 1877 when the school was moved into the new building, (six years) the total number enrolled was 1,401, giving an average of 140 per session—just double of that in the preceding period. Again, in the ten sessions from the autumn of 1883 to the summer of 1890 (seven years) the total enrolment was 2,008, including the French department—making an average of about 201, or nearly three times that in the first period. There are usually four or five times as many young women as young men. The numbers for the last three years are as follows:

	Male.	Female.	Both.
1890-91,	37	206	243
1891-92,	38	231	269
1892-93,	47	217	264

At the beginning of the present session the enrolment was 274; many will go out in December and another class will enter in January, 1894.

The following figures relating to the recent entrance examinations and the numbers enrolled, may be of interest.

Tried preliminary or entrance examination in July, 399	
Passed the same,	253
Failed,	146

Tried supplementary examination in September, . . .	76
Passed the same,	29*
Failed,	38
Admitted on matriculation certificates (U. N. B. and McGill),	17
Admitted on license,	1
Total enrolled, September 6th,	256
French department,	18
	274

* Besides three who made up at this examination certain defects in their U. N. B. matriculation examination.

On Questioning.

Many a teacher, who wants to do good teaching, fails because he questions without rousing any thought or effort in the pupil. In a school lately visited, the history class came up; they had been studying American history, about the time of Arnold's treason. "Arnold was in command at West Point, was he?" "Yes sir." "And he had been in communication with Sir Henry Clinton." "Yes, sir." And so on. Evidently the habit was firmly fastened. This teacher was a conscientious, painstaking man; he studied his lesson with infinite care; he was the one depended on at a gathering of teachers if any point was to be elucidated. I am not certain but that I was told he had injured his health by over-study.

In a certain school where there were seven teachers employed I noticed one was called, "What do you Understand." I found this was a nickname applied to him because he used the phrase so much in his classes. I visited his class-room; he read a definition of a participle and then said, "What do you understand by that Mary?"

And here the great fault of the questioner is revealed—he is *aimless*. Such a man should visit a law court and notice the care with which the trained lawyer asks questions. To question aright is difficult. It is one of the nice points. But the teacher too often begins to question without seeing the point himself. Time is an important element; let not the pupil's time be wasted while the teacher meanders all around the subject before the class; let the teacher aim straight at the bull's eye.

I visited a school where there was an alert class gazing eagerly into the eyes of the teacher. I sat quickly down so as not to interrupt. The teacher said, "The boys are daring me to ask them questions" and went on. A boy was told to stand, and the rest pitched upon him—the subject was percentage. First, one asked five questions; then another asked five, and so on.

When this boy was beaten, another rose eager to be tried. The questions came short, sharp, and quick; and he went down, but rose again, for the teacher interposed, "That's a good answer," and stood it