

Curious Facts about Asia.

[Selected from Macmillan's new Geography Reader on Asia (see p. 44). Teachers will find these facts a valuable basis of comparison with other grand divisions of the world. Every place named should be pointed out on the map.—EDITOR.]

Asia is the largest and highest of the six continents. In size it equals four Europes.

Mt. Everest (29,000 feet) is the highest peak in the world. The Dead Sea (1300 feet below the level of the Mediterranean) is the lowest sea and valley in the world.

Thibet is the highest tableland in the world, having an average height as great as that of Mt. Blanc.

The Caspian "Sea" is the largest lake or inland sea in the world, being more than five times the size of Lake Superior, which equals the size of Ireland.

Verkhoyansk (Siberia) is the coldest known place in the world. Near Khelat (Beluchistan) is the hottest place known outside the tropics.

Thibet has the driest climate known—even wood becoming so brittle that it will snap like glass. Assam has the heaviest rain-fall known—22 yards having been recorded in one year.

The average temperature is lower, and in summer is higher, than in similar latitudes elsewhere.

Asia contains more than half the total population of the world. About three-quarters of this number belong to the Yellow or Mongolian race. There are two kinds of yellow men—the Tartar and the Thibetan. The Tartars are spread over the north; the Thibetans or Chinese are in the centre and east. There are also two kinds of white men—Semitic and Aryan. The Semites are mainly Jews and Arabs; the Aryans are mainly Persians and Hindus. The people in the Malay peninsula and archipelago are called brown.

Afghanistan is the only country of Asia which has no sea coast. It is a high table land which can only be reached by mountain passes.

Mesopotamia was once a fertile, well irrigated plain, but is now largely a waste of ruined cities.

Arabia is the largest peninsula in the world, equal to five times France, but most of it is desert.

The Empire of India is thirteen times the size of Great Britain and Ireland.

There are at least a dozen cities in China with a population of over half a million each.

The great educational need in the cities of this land are men upon the school board of the ability and character to command universal respect. There is no place where small men and mean men and women can do so much harm.—*Dr. Winship.*

Notes on Teachers' Examinations.

No. I.

By G. U. HAY, An Examiner for Teachers' License in N. B.

The REVIEW has at different times asked examiners for teachers' licenses to criticize the papers they read, and offer suggestions that may be helpful to teachers who are training boys and girls, and preparing students for Normal School. No examiner can look over a mass of answers to questions on a given subject without being impressed with the fact that much time is expended and much ink and paper wasted by candidates. The results, he feels, are not as satisfactory as they might be; and his friendly criticism and advice ought to be a benefit to schools and teachers. When examiners do take the public into their confidence, it is perhaps to gloat over the mistakes made by candidates who toil and perspire over papers in close rooms on hot days, and go out with the impression that they have in their nervousness mistaken the nature of the question and put down much that is irrelevant and even foolish. The examiners themselves may be at fault in setting questions, which are not clear and capable of being answered simply and directly. Too often, however, students are not trained to think. They have taken hasty notes of lectures, or skimmed from books a certain amount of knowledge on the subjects for examination, and their answers show the lack of clear ideas and proper mental training.

Since written examinations are the only available tests for the students of our schools, and for those who would become teachers, it is important that they should test as accurately as possible for power rather than for mere knowledge of facts. With the view of extending the usefulness of examinations, we have asked certain examiners to prepare for the REVIEW brief and suggestive criticisms on the papers they have read, and we hope the results, which we shall publish in future numbers, may be helpful to teachers and to students.

1. *What method or methods would you adopt to teach patriotism so that your pupils may become good citizens?*

In answer to this question the examiner expected that the waving of flags, singing of patriotic songs, the South African question, examples of the lives of great men, appropriate lessons in history and geography would be mentioned; but the latter part of the question led him to hope that obedience to authority, love of truth, force of example, regard for laws, love of home and an interest in the community in which one lives, duty to parents and fellow citizens as well as to the state, would receive an equal share of attention, if they