

progress. Professional training is on the increase especially in the Protestant section, of which Mr. G. W. Parmelee is the efficient secretary. Statistics are more accurately obtained than in former years. Pedagogical lectures have been given to a considerable extent and the inspectors report beneficial results. Prize competitions have been introduced among the pupils of various localities. Two inspectors have died during the year, Messrs. Premont and Nantel. There are 10,493 teachers employed in the province.

The N. B. Normal School.

A committee of the Board of Education of New Brunswick has recently been engaged in examining into the working of the Normal School, and while no official statement has yet been given out as to the result of its deliberations, it has been at least semi-officially announced that after the present year the work of that institution will be more largely of a professional character. Hitherto, the time of the school has been, to a great extent, given to preparation in scholarship rather than practice in teaching.

The REVIEW has been for several years advocating a change of this nature, and heartily approves of such a design. The schools have for some time been equipped to give the necessary preparation in scholarship. The preliminary examinations have been more difficult to pass than the finals, and there are to-day many teachers in the province who have successfully passed the finals, but have failed more than once on the preliminary examinations. The age limit, too, has been slightly raised, as it was found that many students barely of the required age could pass for first-class licenses before they were sufficiently mature to undertake the management of schools requiring the services of first-class teachers.

In addition to this, during the past year the pass mark has been raised from fifty to sixty per cent, and there is no doubt but that, notwithstanding, there will be a full attendance at the Normal School. In the past, during an attendance of a school year, the students have only had opportunity to teach from one to three times, with a period of possibly one week's observation in the model school. This is far too little of the practical side.

It would be money well spent by the province if the Normal School instructors, inspectors and others were afforded in their turn an opportunity of observing what is being done elsewhere. It is by comparison that the best is obtained, and we cannot afford to be behind others in such progressive work as that of education. It should be possible to take advantage of the results arrived at by the most modern and progressive systems. We also may have some things to impart that may be of benefit to others; and, taken all in all, a wider view would add to efficiency.

On the Teaching of Drawing.

In the new course of study for the common schools of Scotland there are four compulsory subjects; all the rest are optional. Drawing is one of the compulsory subjects. Evidently the educationists of that country must consider drawing to be very important. As they have come to this conclusion after a most careful study of the educational systems of all other countries, their opinions are entitled to the greatest consideration.

Ten years ago in the schools of the United States drawing occupied a very prominent position; and since that time its importance has greatly increased wherever education is in the most advanced condition. For about thirty years the educationists of Toronto prided themselves upon the superiority of the drawing in their public schools, making it specially conspicuous in all school exhibitions. We cannot speak for all the Maritime Provinces, but we know that in the public schools of Nova Scotia drawing is very much neglected. This was painfully evident at the last provincial examination. Out of 2,775 candidates who took drawing and book-keeping only 155 made 50 per cent or upwards, and 1,035 made less than 25 per cent. As these two subjects are given in one paper it happens that a large proportion of those who obtained licenses to teach made their marks wholly, or almost wholly, on bookkeeping without giving any evidence of having any knowledge whatever of drawing. Is it any wonder that this subject is badly taught in the schools?

A careful study of the examination papers will reveal more clearly the character of the work and the reasons for its inferiority. In the first question, the examiner was required to set a chair on the teacher's desk, and on the chair a large book, or some other common object. The candidates were asked to draw these objects as they appeared to them. Now it is evident that if the examiners followed their instructions properly the upper surface of the seat of the chair could not be seen by the candidates. Yet that was the part that was most conspicuous in nineteen out of twenty of the drawings. That is, the candidates drew the chair as usually seen,—as he *knew* it, not as he *saw* it.

The second question (Grade C) asked for the plan and elevation of a wire, one and a half inches long, projecting from a vertical wall at an angle of sixty degrees, with the surface parallel to the ground and one inch above it. From the answers it was evident that none of the candidates had even the most elementary ideas of projection.

In the next question, to nine out of ten the term "conventionalized" was a profound mystery, and not one out of thirty knew how to utilize the "unit of