

Was the force used by Miss Zinck, as teacher, reasonable? I certainly think it was very reasonable and would be so under less trying circumstances. Of course what force is reasonable in one case may not be so in another, but if the circumstances here proven: a boy nearly fifteen years of age, good stout frame, hearty and good physique, strong and boisterous in his sports, well able to learn but indifferent to his studies, a tease in school hours, an untruthful boy copying his work from more studious scholars and passing it off for his own and generally disobedient. Such a boy takes it out of the teacher more than a dozen ordinary pupils and here was a school of fifty-five scholars with an average of fifty-four ranging, from one to nine grades and one gentle lady-like female teacher in charge.

I think the conviction of the teacher for chastising the boy Shupe was wrong and the conviction will be set aside and this appeal allowed. The punishment used was reasonable and there was no excess used in punishing the boy. I have examined the cases quoted. The King vs. Gaul shows that the Stipendiary Magistrate of Halifax (Mr. Fielding) made a mistake in his law and the Appeal Court sent it back to find out if the force used was reasonable and in Hunter vs. Johnson it was certainly excessive to punish by keeping in after school a delicate child. But these do not apply in this case. The conviction will be quashed and set aside with costs.

SCIENCE EXAMINATION QUESTIONS.

The following extracts from the report of Professor John Waddell on the science examinations are too important to be buried in the archives of the Education Office. Teachers, if not students also, cannot fail to be interested in the views of one who passes official judgment on their work. This is an opportunity for them to get a glimpse into an examiner's mind.

In view of the extracts of my letter to you regarding the Chemistry of Grade X which were published in the JOURNAL of October, 1909 (page 231) I am somewhat disappointed since the number of candidates obtaining a mark of over 50% was very slightly higher than last year though I had given hints as to the character of the examination and the best way of preparing for it.

I have heard that the complaint is made by examiners that candidates pay too much attention to former examination papers and tend to study the questions asked. My complaint is the exact opposite, that too little attention is paid to former examination papers. These papers are prepared with a great deal of care, to cover the kind of work that it is thought should be done in schools. A well known educationist in Ontario saw the paper in Chemistry for Grade X in 1909 and said that it was just the kind of paper that should be set. The field is limited and questions of a very similar nature must be asked year after year. For a number of years a question in calculation of volume of gases has been asked and last year's JOURNAL drew special attention to the matter, in the letter referred to above. But yet there were not 25% of the candidates in 1910 that answered the question correctly although hardly any pupil in the grade would have been unable to do it if two hours had been spent in school on the subject, and probably with much less time 50% of the candidates could have worked the problem. Some teachers perhaps, may not realize the value of the question; but calculations of that kind give a definiteness otherwise lacking to the pupils ideas of the meaning of chemical formulae. One's ideas in Physics and Chemistry are vague until they become quantitative and it is to be expected that in Grades X and XI, ideas of quantity will be introduced.

The value of this one question from the purely examination point of view will illustrate the definiteness given by quantitative representation. By answering this one question the candidate might raise a mark of 28% which would totally deprive him of even a "High School Pass" in the Grade to 40% which would give a "Teacher's Pass" in the subject. It is however, scarcely possible that this question should be