given to the individual teacher than is allowed in most places. This permits the teacher to follow his own bent to a certain extent and the examinations are set with a view to encouraging good work.

In the Botany for Grade IX for instance, a description of any weed was asked for, also of any tree that a candidate would recognize at the distance of a hundred feet; and one question required a short essay on any botanical subject of a general nature. This last question was designed for the encouragement of teachers who had attended the summer school and who had become enthusiastic about any particular branch of the science. Of course it is but fair that the answer to such a question should be marked Pretty strictly. It is not intended that this question should be regarded as easy. The pupil who crammed up some little part of the book without proper knowledge of the subject would probably be disappointed if he saw his mark.

I am sure that you would wish the schools in general to stand higher in this subjeet than they do, but one school made a specially good showing of which the teacher might justly be proud. In station F, if I judge correctly, the pupils belonging to the main sate of the station F. main school were given consecutive numbers and were thus kept distinct from candi-dates the school were given consecutive numbers and were thus kept distinct from candidates from the outside. If this was the case, there were twelve pupils belonging to this school, ten of whom made over 50%, and five made 80% or over. Of the nine bad as good mental ability as the others. It is evident that the work was not too ad-in this examination and station P likewise made a good showing. in this examination and station P. likewise made a good showing.

In Grade X, it seems difficult to persuade candidates that chemical arithmetic is the same as any other arithmetic and that presenting facts. In one question the first the same as any other arithmetic and that presenting facts. here same as any other arithmetic and that presenting facts. In one question in the same as any other arithmetic and that presenting facts. In one question were to be completed by the candidate. The result indicated, for the most part, a lamentable to the result indicate and the equations all comlamentable lack of chemical ideas; only in very few cases were the equations all com-pleted one lack of chemical ideas; only in very few cases were the equations all completed correctly. A question involving the volume of gases was but slightly better answered.

Is there no way by which candidates and their teachers could have their attention drawn to my previous letters to you, published in the Education Journals of Oc-tober 1000 tober 1909 and October 1910 which deal with this subject?

Station BB showed what can be done by a school in which the subject is taken up seriously. Out of 23 candidates, only two obtained below 50% and seven obtained from the output of this station point of 90% and 96%. There were seven other candidates from the output of this station point of whom reached 50% showing the effect of from the outside at this station none of whom reached 50%, showing the effect of good to putside at this station none of whom reached 50%, showing the effect of good teaching.

In Grade X'1 the paper on Physics contained four questions which were very le many and the paper on Physics contained four questions which were an simple provided the fundamental ideas were understood and common sense were applied Activities have been content to allow their pupils to learn Apparently however teachers have been content to allow their pupils to learn in a mechanical fashion, a few formulae of which they did not understand the meaning. In illustration may be given. It was "A In illustration, my experience with the second question may be given. It was "A mass of 30 mounts that there force of 60 dames. How much faster will it be moving mass of 30 grams is moved by a force of 60 dynes. How much faster will it be moving at the end of one second than it was at the end of the preceding second.¹ A number of candidates are been determined at the conserver that had no idea what the of candidates applying the formula $a=I^{\circ}/M$ got the answer 2 but had no idea what the standing that the body would move twice as fast. Many not understanding that the body would move twice as fast. Many not understanding that the body would move twice as fast. standing that the question involved acceleration at all, applied some entirely irrele-vant formula the question (2007) of the condidates arrived at the correct result that vant formula. Only about 20% of the candidates arrived at the correct result that the body would be the body would be moving at the rate of two centimeters per second faster at the end of one second to be moving at the rate of two centimeters per second faster at the end of one second than at the end of the preceding second.

I have no doubt that in many schools, teachers would be satisfied with asking the tion in the doubt that in many schools, teachers would be satisfied with asking the uestion in the form "what is the acceleration of a mass of 30 grams when acted on by a force of 60 domail." a force of 60 dynes' and would be content with the simple figure 2 as answer, without any reparate the first and would be content with the simple figure 2 as answer, without the the content with the simple figure 2 as answer, without the the content with the simple figure 2 as answer, without the the content with the simple figure 2 as answer, without the the content with the simple figure 2 as answer, without the simple figure 2 as answer as a simple figure 2 as answer as a simple figure 2 as a simple fi any regard to the kind of unit involved. If the question had been asked in that way and ifs the examined to the kind of unit involved. If the question had been asked in that way and ifs the examiner had been content with merely numerical correctness many candidate ^{would} have obtained full marks.