

Stephen, Woodstock, Chatham, Dalhousie, etc. At the same time and in the same places the grammar school leaving and university matriculation examinations will be held.

The scheme, which is a part of Regulation 45 of the School Manual to be issued shortly, is briefly as follows :

There is a Joint Board, consisting of the Chief Superintendent of Education, as chairman, and two members, each chosen yearly from the Board of Education and the Senate of the University. Among the duties of this Joint Board is the appointment of examiners, of which there are three classes: (1) Examiners, who prepare the papers; (2) Associate examiners, who examine the papers, and (3) Supervising examiners, who overlook the examinations. The examiners must be teachers qualified by experience, either in a university or high school. The associate examiners must be college graduates engaged in teaching. The inspectors are the supervising examiners in their respective districts, and have power to appoint additional supervising examiners, if needed, with the approval of the Chief Superintendent. The supervising examiners are also examiners in reading. Notice to undergo these examinations must be given to the inspector in whose district the candidate intends to be examined not later than the 24th of May preceding the examination. In the case of normal school entrance, a fee of one dollar must accompany the application; and in the case of university matriculation candidates, or grammar school leaving, a fee of two dollars.

The above is the barest outline of the scheme, of which fuller particulars will appear later.

This plan is an excellent one, and cannot fail to commend itself to all interested in our schools. It not only provides better facilities for those who propose to enter the normal school, but it brings the university and the high school in closer touch—a step that has been needed for some time. In some of the high schools of the province the matriculation examination of the university has been for two or three years the standard for leaving these schools. It was found, however, that the requirements for matriculation and the requirements of the course of instruction differed very considerably. As the province largely supports the university as well as the common schools, it is well that they should be welded together, and the steps from the one to the other be rendered continuous. There is now no gap between our high school leaving and college entrance examinations. There is no doubt but that the other Canadian colleges will see that it is to their advantage, if they desire New Brunswick students, to adapt their requirements to our course of instruction.

A DAY IN THE DARTMOUTH SCHOOLS.

The Dartmouth schools are managed by Principal Miller and nineteen associate teachers. There are in attendance over 1100 pupils, so that this is probably the largest school in the Maritime Provinces under the charge of one principal. He devotes the most of his time to the work of his own department, but in this he has the assistance of an excellent teacher, Miss Sarah Findlay.

We had the pleasure of devoting a day to this school recently, and spent the first hour in the principal's department. Miss Findlay had a recitation in analysis—the complex sentence. A verbatim report of all the questions and answers would prove most useful to our readers and not tiresome, for there was no vagueness or useless repetition. Attention and order were about perfect. The questions were such as called for the exercise of judgment rather than memory. Every pupil felt free to express his thoughts, for he knew that his answer, even if far from being correct, would be treated deferentially. He was not made to shrink back by a frown or a sneer; but was most skilfully led to the correct thought. What was amiss was put right by a careful application of the definition.

Miss Moseley gave a very full and complete lesson on the findings of science in reference to the effects of alcohol on the functions of circulation in the human body. Blackboard illustrations made clear so much of the anatomy and physiology of the system as was needful to be known in order to follow the reasoning which was perhaps burdened somewhat with too much detail. With such teaching it is not difficult to understand how a town of 6200 inhabitants does not support, and does not desire to support, a rum shop.

Miss Emma Hume taught a primary class. We have nowhere seen a room better fitted for the work—desks with upper surface ruled in inch squares for kindergarten work, and with balls strung on wires for counting; a large ball frame on a stand, and with balls one and one-half inches in diameter; an excellent reading chart; a box of coloured crayons; objects for object teaching; superior blackboards covered with fine illustrations; abundance of light coming through large windows ornamented with flowers; a tonic sol-fa chart, etc, etc, and best of all that *rara avis*—a born teacher.

In the afternoon we found Miss Heunigar trying to give her pupils, by word and blackboard pictures, a vivid idea of Longfellow's *Blacksmith* as a preparation for committing the poem to memory. Her success reflected credit on her training at the normal school, and showed her insight into, and sympathy with, child nature. A lesson in tonic sol-fa was equally interesting, and brought into strong light the adaptability of this system to all grades of the public schools. No manipulation of the staff notation, without borrowing some characteristic features of tonic sol-fa, could have been made to appeal to the children's intelligence as this lesson did.

Miss Scarfe taught a fourth grade class a language-lesson. It was practical, clear and accurate. If all the Dartmouth teachers are as good as those we have seen the people of that town receive as much value for their school taxes as those of any town of the Dominion.