

on which students are expected to be examined. The text-book is expressly stated in many places to indicate generally the character of the knowledge of the subject. All our text-books are defective in some respect even when they do not become partially out of date. The examiners are thoroughly posted in their several subjects, and are instructed to give highest values for the best evidence of sound modern scholarship, even should it not agree with the text-book. We cannot keep changing books constantly, and if we did the newer books would still be imperfect in some respects. Even our text of Euclid, with the experience of more than a millenium of scholars and teachers, our best text on the subject yet prescribed, has numerous defects in form which even affects the subject, and retards the pupil's full perception of the logical character of the Euclidean system. For instance, if a pupil notices in the first proposition that a straight line cannot in plane geometry cut a "circle" in a "point," although it may touch it in a point, but that the straight line can cut the "circumference" in a point all right, he is deserving of and will get a "mark" for it above the text-book boy. Or if he notices the care taken to quote certain axioms, while others are ignored even in the special list, his criticism of or deviation from the text should and will place him higher than the other candidate, everything else being equal. In Botany, for instance, special care is taken in framing questions, so that there will be nothing to suggest the answer to one who has simply memorized the text book mentioned as the standard, while the person who has studied practically the more common or interesting plants in his own section is given many chances for the display of what he knows about things.

In the list of prescribed text books, it will be found, that it is the "character of the High School work in its various subjects" which is "indicated"—and indicated only—"by the books referred to in the high school course of study." Study the subject. Use the book as an aid, and as an index of the degree of detail expected.

ENGLISH COMPOSITION.—It is not correct, as stated in some of the provincial newspapers, that "Williams" and "Keiler & Davis," have been prescribed for pupils instead of "Dalglish." If a teacher forces a pupil to obtain a copy of either "Williams" or "Keiler & Davis," his act as a teacher is wrong. The books are recommended as guides in method to the teacher. What is required is that the student should have such a practical knowledge of English Composition as is indicated in the course of study. And it is the practical knowledge which will count; but this does not mean that a systematic knowledge of the principles is not to count something also.

READING AND ELOCUTION.—The system of written examination is specially defective in the tendency it has to tempt dishonest teachers to neglect such subjects as good reading and speaking as well as other important subjects of every good course. In the report of the Superintendent of Education for 1895, attention is called to the necessity of making the examination of all such subjects a special function of the public examination and of the examinations by the trustees. But as in many quarters, even these influences may fail to keep such a teacher up to a fair standard, he will henceforward be allowed to recommend no candidates to the provincial examination without