

declare the day a holiday, but they do not feel that this action would be just to their teachers, because the latter would lose one day's government allowance of pay.

IT HAS been a matter of pride to the REVIEW that it has always steadily refused to admit to its columns any advertisement of a questionable character. It has even refused to admit advertisements of quack medicines; for although there may be some of these that are good and deserve to be known, yet the outrageous way in which some patent medicine vendors seek to impose upon the public, and to parade their nostrums, is most offensive. We are surprised that some educational journals should allow their columns, and the best places in their columns, to be used to advertise these and other frauds. There are other advertisements that are even more disreputable, as their object can only be to deceive. The journals that give them a place in their columns do not belong to that class that should circulate among teachers. A contemporary, *The West Virginia School Journal*, says of such papers:

"It is time for teachers to call a halt on fake educational journals. The country is being flooded with flashy publications whose advertising columns are crowded with offers of 'Free! Free!' 'Gold Watches Free,' 'This Beautiful Ring Free,' 'Send 2 cent stamp and date of birth for a typewritten horoscope of your life,' and dozens of others not less dishonest and disreputable. The few pages of such papers which remain are given up to showy illustrations and sensational articles written for the most part by some educational montebank or notorious faddist. Such papers have not the good of schools or teachers at heart. They are run for revenue only. They are humbugs and ought to be boycotted at once. They degrade the profession and seek patronage because they are cheap. The sooner teachers as a class refuse to patronize such fakes the sooner they will rise in professional honor and influence."

The N. S. Provincial Examinations.

A correspondent (C. M.) sends us some of the Nova Scotia examination papers on history and geography for Grade "B" for last July, and asks that we give answers such as average candidates might be reasonably expected to write to each question in 10 minutes. C. M. may think that the questions are too difficult, or that the examiner is too severe.

The time allotted is 60 minutes for 5 questions, so that if the easier questions take 6 or 7 minutes each, there may be 15 minutes each for the more difficult ones. If the candidate knows his subject at all well, and if he knows which facts are relatively the most important, he can in 15 minutes write, even on the most difficult questions, enough to satisfy any examiner. In mathematical problems some additional time might be

convenient, but it is not required in any other subject.

When we consider that a large proportion of the candidates come from ungraded or over-crowded schools, and that parents are unduly anxious to have their children pass at as early an age as possible, it is not surprising that many fail. If, under existing conditions, many passed, their diplomas would be of less value. Constant, and sometimes painful effort is needed, not only to make progress, but even to preserve the standard already attained.

In many cases pupils fail, not so much because of ignorance of a subject, as on account of not knowing how to display what they know to the best advantage. They have been taught, but not trained by written examinations to express their thoughts concisely and within a definite time. This is the teacher's fault.

As to the reasonableness of the questions submitted to us, and as to what the examiner, who is an expert, expects from the candidate in the time at his disposal, we can show by giving one or two actual examples of the papers of average candidates, with the marks which they received. This we will do in our next issue.

Educational Progress.

The school board of Truro, N. S. has set apart the Victoria school building in that city for the purposes of manual training and domestic science. Arrangements for the opening of the McDonald manual training school in this school building have about been completed. Mr. T. B. Kidner, the director, has had a wide experience in England in this work and there will be associated with him one or more assistants. Besides being director of the school Mr. Kidner has also authority with the consent of the Council of Public Instruction to confer with and assist local school boards who may think of opening departments for manual training.

The town of Truro has opened a department of domestic science, and has made the kindergarten a public school. The whole province as well as the town will be benefitted by these forward movements in education. Teachers' courses in manual training, domestic science, and the kindergarten have been provided for; and certificates will be granted to those qualified to teach these subjects. When the two first named subjects are taught by teachers so qualified, their schools will receive special grants from government. Such a practical and liberal policy cannot fail to be productive of excellent results.

Arrangements are also being made by which the public schools of Truro are to form model schools in which teachers will get fuller opportunities for practice in teaching school. These steps are progressive, and the advantages will not be confined alone to the town schools.