

Toronto, Montreal, and other cities. The educational authorities of Nova Scotia have provided some instruction in the subject in the Normal School at Truro, and are now about to require that the schools of that Province shall generally teach the elements of drawing.

Hitherto we in this Province (and the same is equally true of each and all of the other Provinces), have indirectly received inspiration and help from the mother country by the adoption of the early stages of the scheme devised by Professor Walter Smith, (an Englishman), for the United States. But the time has arrived, I am confident, when we require more direct influences to guide and guard us in the complete development of this new branch of Education, than can be secured through the use of text-books. If we are to succeed we require the advice, council, and stimulus of an experienced and thorough master of the subject who shall reproduce for us and adapt to our circumstances and secure for all grades of our schools the good which has resulted to England by the Establishment of the National Scheme of Art Education there, and that is being now accomplished under our eyes for the United States.

To secure the progress already made and ensure its future development on the lines of the best experience, I am certain that each Province must require, at the earliest day, the services of such a master as Walter Smith—a requisition which none of the Provinces, except perhaps Ontario and Quebec, can at all afford to meet, and which under any circumstances but one could secure.

I therefore would most respectfully suggest that the Dominion Government should, if it be possible, secure his services, or those of some equally eminent man, if that be possible, for our country, in the common interests of Industrial and Educational progress.

As a preliminary step, I would deem it of supreme value that such an Adviser in Industrial Art Education should be commissioned 1st. To consider the relationship of Industrial Art Education to the development of manufactures and other constructive industries.

2nd. To enquire into the means whereby this new element in Education, so generally adopted in recent times by other progressive countries, may be rendered auxiliary in developing these industries in the Dominion of Canada.

3rd. To enquire into the progress already made in the pursuit of Industrial Art Education in the Public Schools and higher Institutions of learning in the Dominion of Canada, comparing it with the recent experience of other countries in the same direction, particularly that of England, France, and the United States.

4th. To report the finding under each of the foregoing, and to offer detailed suggestions concerning the means by which, in an economical manner and for the purpose of sustaining and elevating the manufacturing and other industries of this country by the increase of taste and skill, the elements of the practical arts and sciences might be conveniently studied in the Public Schools, and more advanced instruction be made available in special and other Schools and Institutions.

I have the honor to be,

Your obedient servant,

Fredericton, N.B., July 26, 1881.

THEODORE H. RAND.

Examination Questions.

KNOX COLLEGE CLOSING EXAMINATIONS.

SESSION 1881-82.

ELOCUTION.

1. Describe the methods of breathing best adapted for voice culture and public speaking.
2. What precautions should be observed in public speaking to prevent waste of breath and tendency to clerical sore throat?
3. Describe the modes of practice for acquiring Force, and the Pure and Orotund qualities of voice.
4. Describe the conditions for securing distinct utterance of speech, and state what parts of words need special attention.
5. Give the principal rules for rhetorical pauses. Mark these pauses with a vertical dash in Isaiah 4: 12, 13.
6. Describe the action of the voice in giving the rising and falling, and the rising circumflex and falling circumflex inflections, and state the general principles for the use of these inflections.
7. Give the rules of inflections for interrogations and exclamations.
8. Mark the inflections on the proper words in the following pas-

sages: Heb. 7: 1, 2, 3; I. Cor. 1: 13; Heb. 8: 38, 39; Matt. 23: 37; and give your reasons.

9. Give the rules for the treatment of the parenthetical clause, and show how they are applied in Ps. 49: 7, 8, 9; Ephesians 2: 5, 6; and 4: 3, 4, 5.

10. Give rules for the treatment of the simile and the metaphor, and show how they are applied to distinguish the figurative from the literal in Ps. 1: 3 and 4; Isaiah 1: 18; and in these passages—

"He woke to die midst flame and smoke,
And death shots falling thick and fast
As lightning from the mountain cloud."

"I have ventur'd,
Like little wanton boys that swim on bladders,
This many summers in a sea of glory."

"And all went merry as a marriage bell—
But hush! hark! a deep sound strikes like a rising knell."

11. Define emphasis generally, and distinguish the emphasis of sense and feeling. What principle must guide us in selecting the emphatic words of a passage?

COUNTY OF WELLINGTON PROMOTION EXAMINATION.

THURSDAY, APRIL 6TH, 1882.

INSTRUCTIONS TO PRESIDING EXAMINERS.

1. Candidates in the same Class are to be seated at least five feet (or two desks) apart, and, whenever space will admit, no two candidates of any Classes are to be seated together. Whispering and copying are to be strictly prohibited, and in every case noted and reported by Examiner.

2. All books are to be taken from seats, and maps from the walls. Teachers cannot be permitted to hold the Examination at any other time than Thursday, 6th April, 1882.

3. Please follow the Rules and Regulations in each and every respect. The Time Table below is to be strictly followed.

J. J. CRAIG,
DAVID P. CLAPP, } Inspectors.

TIME TABLE.

8:30 A.M.—Open sealed parcel and read instructions.

8:40 A.M.—Seat pupils.

	PROMOTION FROM II. TO III. BOOK.	PROMOTION FROM III. TO IV. B.K.	PROMOTION FROM IV. TO V. B.K.
8:45 A.M.	Arithmetic	Arithmetic ..	Arithmetic.
10:45 " 12:15 P.M.	Geography & Writ'g	Grammar ..	Grammar.
1:15 P.M.	Literature & Dictat'n	History ...	History.
2:15 " 2:45 "	Reading	Dictation ..	Composition.
2:45 " 3:15 "		Composition.	Dictation.
3:15 " 4:15 "		Geography ..	Geography.
4:15 " 5:00 "		Literature ...	Literature.
5:00 " "		Reading	Reading.

First Class—Promotion to Second.

FRIDAY, MARCH 24TH, 1882.

READING.

Time—1 hour.

First Book, Part II., page 69:—"She was neat and clean—on his arm." Value, 30 marks.

WRITING.

Time— $\frac{1}{2}$ hour.

Copy on slates in script (not printing), page 70:—"I am a very little child—a better child to be." Value, 30 marks.

DICTIONATION.

Time—30 Minutes.

Pupils will take separate seats with slates. To be conducted in writing.

"They all four had grand romps in the fields, and in the barn, where they now had a good swing." "Here you see Florence at her tasks for next day's school." "Boys, who do not know how to steer their sleighs well, ought not to ride down steep hills." "Wicked