

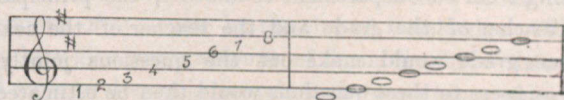
silver-white line then kept spreading, and at twenty-five minutes past twelve it was at the maximum. In every phase the delineation of the moon was visible; that of the shadow of the earth was much less clear. It is stated that Mars became very red during the period, becoming more intense according to the color assumed by the earth's shadows.—*Condensed from Scientific American.*

For the REVIEW.]

Music Lessons in School.—II.

BY LUELLA E. BLANCH.

When the class can sing readily and well the scale of *C* draw once more the staff *G* clef. Place a sig-



nature of two sharps (*F* and *C*) and commence with 1 on the space below the staff. This is the scale of *D*. Teach the class that *do* can be in any position on the staff without affecting the relative values of the tones of the scale; *i. e.*, that the pitch of *do* becomes lower or higher, but the scale of any key is sung in the same manner as the scale of *C*. To illustrate this draw a staff with four sharps as a signature, and *do* on the first line; again, with one flat as a signature, and *do* in the first space, completing the scale in every case, and having it sung by the class. Teach, incidentally, the terms; whole rest, half-note, half-rest, quarter-note, quarter-rest, eighth-note, and eighth-rest. The following may be given as slate exercises: Scales of *D*, *E*, *F*, in whole, half, and quarter-notes; staff, *G* clef, signature of one sharp, whole note, bar, two half-notes and double bar. Teach that each piece of music has a time mark and that this exercise is written in $\frac{4}{4}$ time. Primary classes can make notes, rests, clef, sharps and flats on slates, as a change from ordinary work.

A Wish for the New Year.

May every soul that touches thine,
Be it the slightest contact, get therefrom some good,
Some little grace, one kindly thought,
One aspiration yet unfelt; one bit of courage
For the darkening sky, one gleam of faith

To brave the thickening ills of life,
One glimpse of brighter sky beyond the gathering mists,
To make this life worth while,
And heaven a surer heritage.

—Primary Education.

Be good, dear child, and let who will be clever;
Do noble things, do not dream them all day long;
And that will make your life and work forever
One grand sweet song.

—Kingsley.

FOR THE REVIEW.]

Grading.—II.

BERTON C. FOSTER, Principal Collegiate School, Fredericton.

The law places the power of grading pupils in the hands of school trustees. But no legal enactment could possibly furnish the necessary technical knowledge. So, as was doubtless contemplated by the act, the responsibility rests with them, while the task of determining fitness for promotion has been by them delegated to officials having the requisite knowledge. The only departure from this rule is in grading into the grammar and high schools, where the Board of Education assumes the responsibility, and appoints a board of examiners to hold the necessary examinations and determine the results.

In ninety-nine per cent of these cases the trustees wisely entrust this power to the teacher. The truth of this will be apparent when we remember that of the sixteen or seventeen hundred schools in our province all but a very few are in country districts. In practically all of these the teacher is the sole grading official. Indeed, in the schools even in the cities, towns and larger villages while methods differ, the ultimate power of determining who shall and who shall not grade rests with the teachers; Fredericton and Woodstock, as far as I have been able to learn, being the only exceptions to the rule.

In Fredericton an examiner appointed by the board of trustees grades pupils passing from one department to another; but even here the teacher determines promotions from the lower to the higher grade in his own department. In Woodstock precisely the same system obtains, the principal of the grammar school, however, acting as grading examiner.

In St. John and Moncton the grading is done on the recommendation of the teachers, such recommendation being based on the results of frequent examinations, both written and oral, held regularly during the year. In Newcastle a similar method is pursued, the teacher's recommendation being, however, subject to revision by his principal.

In St. Stephen the idea prevails that the teacher of a department should pass upon the efficiency of pupils coming into his department from the next lower. Thus the teacher of Grades III and IV determines what pupils are fit to pass from Grade II to III, and the teacher of Grades V and VI who shall grade out of IV, and so on, while each teacher grades from the lower to the higher grade in his own department.

The system adopted in St. Andrews appears to me to be so excellent, combining, as it does, so many of the best features of the other methods, that I will take the