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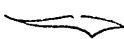
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THE COLLEGIAN.

VOL. 2.

JANUARY. 1897 No. 1.

NOTES.

With this number, the "Collegian" enters upon the second year of its existence. While we have not received all the help we have a right to expect, we are glad to report ourselves financially solvent. With a little more encouragement from our pupils, parents and friends, we shall be in a position to improve the magazine in many ways.

We have many photographs, of great interest to Newfoundlanders, in general, and Methodists in particular, which are available for reproduction, in the Magazine, only, it costs money to get the necessary blocks etc, made.

It is pleasant to look back on the past year, and know that it has been the most prosperous in the annals of the College. Our phenomenal success in the year's examinations, especially in those which really mean "Higher Education" has made our pupils proud of their school, and our Methodists proud of their College. The burden of debt is very discouraging; but it is the only discouraging feature connected with our Institution.

Even financially last year was a prosperous one. Our receipts for fees were considerably in excess of those received for any previous year.

The great Empire of which we form a part can also look back on a year of prosperity, and is looking forward to one

of still greater. A widely read newspaper, which speaks chiefly to working men, says:—

“Summing up the possibilities of the outlook we reiterate that, given a continuance of European peace, 1897 is likely to be very memorable. Fields for trade have been vastly multiplied and extended; the wealth of the country is greater than ever it was; every class of the community has had its comforts and luxuries increased, and rich and poor children are now educated for the duty of life with equal care. The people, never before entrusted with so much political power, were never so fit to wield it; art and literature minister to our intellectual wants as they never did in the past. Every possibility of progress and happiness is ours at the commencement of this New Year; whose end, when it arrives, may, we trust, see us, as a people, purer, happier, and nobler, through a right and liberal use of the opportunities afforded.”

We sincerely hope that, at least, the concluding wish of this writer may be realized in our own country.

We shall continue to print items of use to our teachers. Anything we have to say to them of general interest, we shall say through this Magazine, and we hope that they will be able to send us something that may be useful to their fellow-teachers. Send your subscriptions for this year to Rev. M. Fenwick.—50 cents. Send stamps if you like. Some information for teachers especially will be found on another page.

The Principal's course of Lectures, postponed from the Fall, duly commenced on Jan. 14th, about 50 students are in attendance, and their regularity, in spite of many attractions, and their studious attention, show that they are determined to learn.

The first lecture ran over general ground being a description of apparatus used—the daily work of a laboratory;

apparatus for separating, drying, fusing, igniting, dissolving etc., furnaces for crucible and cupelling work, weighing and measuring.

The second lecture dealt with hydrogen. The gas was made by two or three methods, and its properties described and illustrated by experiments.

The third lecture commenced the study of Iron. Probably some may ask on what system Iron follows Hydrogen in chemical study. We may say that our lectures are not systematic, but desultory. Our 50 students include all sorts, and we want to add to the knowledge of all. Iron was treated qualitatively, *i. e.* experiments were shown to show the characteristic behaviour of Iron in the presence of varying circumstances, and when in the presence of various reagents. In preparation for the quantitative assay of Iron, much stress was laid on the understanding of methods of *reduction* and *oxidation*. Iron therefore was reduced from the *ferric* to the *ferrous* state by means of nascent hydrogen. It was then shown that in sulphocyanide of potassium we have a chemical which will distinguish these two forms: for with ferric iron it gives a blood-red colouration, while with ferrous iron it has no such effect.

The fourth lecture dealt with the actual analysis of an Iron ore. Two methods were illustrated, a gravimetric and a volumetric one. The former depended on the fact that Iron is precipitated by Ammonia, and can finally be estimated as ferric oxide. The volumetric process depended on the fact the Iron, in the ferrous state, is oxidized by permanganate of potash, the quantity of permanganate used being proportional to the amount of Iron present.

The fifth lecture was on Copper. It was examined as to its behaviour with the various acids, and also with other metals. Several tests were applied and explained.

Some of the Chemistry class no doubt consider such names as *permanganate of potassium*, *ferrocyanide of potassium*, etc., as difficulties in the pursuit of chemical knowledge. What would they say to studying the properties of the following six chemicals?—

Carboxethylorthoamidoparatoluyamide, nitrometameihylorthouramidobenzoyl, amidometamethylorthouramidobenzoyl, dinitrometamethylorthouramidobenzoyl, diamidometamethylorthouramidobenzoyl, and the diacetyl derivative of diamidometamethylorthouramidobenzoyl.

Lecture 6 was on Oxygen. Oxygen was generated on a large scale and stored for after experiment, some in a large bag, and some in the metal cistern of the pneumatic trough. Priestley's original experiment with oxide of mercury was repeated and explained. To illustrate the characteristic properties of Oxygen in the pure state, many jars of the gas were examined. The principle of the Lime-light was explained, and the Laboratory was flooded with its bright rays. By means of an electric current, water was decomposed into Hydrogen and Oxygen. The graduated test tubes which received the separated gases showed clearly the volume-composition of water:—two vols. of Hydrogen to one of Oxygen. To show how strong is the affinity of these gases for each other, we filled a common Florence oil-flask with the gases in the above proportions. An electric current was then passed through a bit of thin platinum wire contained in the flask. The loud explosion which followed was surprising, when the small volume of the mixed gas is remembered. Oxidation was explained by experiments on the combustion (oxidation) of Magnesium, Carbon, etc.

A noted toper, who was once present at some experiments on water,—similar to ours, was so impressed with them, that he said—“well, I never knew that water was so dangerous, I'll never touch another drop.”

In consequence of some enquiries addressed to us from an outport, we made enquiry of the Government as to the

possibility of the London Matriculation Examination being held in January, as well as June. The Government went to considerable trouble in the matter, and has sent us the correspondence on the subject between our government, Mr. Chamberlain, and the University authorities. From these we may announce with authority, that the Examination can be held here any January or any June, or both, provided due notice be given to the University authorities. They ask three months' notice from the Colonies.

We have just given notice to the Government that we are presenting two candidates at the Matriculation Examination, next June. We cannot expect to send in eight candidates every year. Forbes and Atkinson have a heavy responsibility on their shoulders, and a good name to keep up. We believe they are equal to it.

RECENT EXAMINATIONS.

At the recent examinations, the below obtained the "First Ten" places in each of the various classes.

They are placed in order of merit.

MR. HOLLOWAY'S CLASSES.

Geometry.	{ W Simpson 95,	{ Syme F,
MAXIMUM. 95.	{ F Syme 95,	{ Squires A.
{ R Hatcher 95,	M Butt 90,	{ Rodger H.
{ H Blatch 95,	{ C White 78,	{ Simpson W.
{ M Perry 95,	{ D Dove 78,	{ McNeily A.
{ V Macpherson 95,	Elect. & Mag.	Macpherson V.
{ H Rodger 95,	Chaplin H,	Blatch H,
		Dickinson E,

GENERAL EXAMINATION.

Literature, "L'Allegro." Maximum 213.

Frew Robert 209,	{ Woods Julia 200,	{ Macpherson V 193,
Simpson W 207,	{ Payne Mabel 198,	{ McLauchlan A 192.
Dickinson E 205,	{ Stick May 196,	{ Squires Anderson 162
Dove Lillie 204,		

MR. HILLYARD'S CLASSES.

E. History,—Jr.

Atwill F,
Tucker J,
Herder A,
Sutherland S,
Green H,
Ayre H,
Gaze E,
Chaplin L,
Percy Walter,
Young H,

B.keeping,—Sr.

Frew R.

Syme F,
Blatch H,
Hatcher R,
Syme G,
White C,
Perry M,
Collins W,
King A,
McNeilly J.

French,—Jr.

Green H,
Knight J,
Collins W.

Paine C,
Ruxton W,
Story H,

Latin,—Jr.

{ Melida Bowdridge,
{ Maggie James,
Emma Adrain,
Millicent Woods
Eva Macpherson,
Gertie Kendall,
B Squires,
H Green,
E Clarke
Mabel Foote

MR. WHITEWAY'S CLASSES.

Latin.

Simpson W,
Hill C,
Squires A,
Pinecock F,
Collins W,
Pike C,

Blatch H E,
White C,
Bishop R,

French.

Herder A,
Ayre H,
Blair K.

Bishop R,
Chancey H,
Hill C,
Syme G,
Atwill F,
Tait A,
Sutherland S,

MISS ALLISON'S CLASSES.

Book-keeping,—Senior.

May Stick
Wilhelmina Campbell.
Francis Blair.
Maggie James. 100
Emma Ash.
Emma Adrain.
Eva Macpherson, 95
Melida Bowdridge, 93
Alice Soper, 81
Mabel Payn } 78
Bessie Inkpen }

Arithmetic,—Jr.

MAXIMUM, 105.

Elsie Holloway 85,
Eva Macpherson 75,
{ Winnie Gould 65,
{ Gertie Kendall 65,
Mabel Foote 60,

{ Elsie English 55,
{ Millicent Woods 55
Emma Lorway 40,
Mollie Morison 32,
Ida McRae 30,

Arithmetic,—Sr.

Maggie James 95,
Melida Bowdridge 90,
Julia Noseworthy 75,
{ Alice Soper 60,
{ Dorcas Crocker 60,
Emma Ash 55,
{ May Stick
{ Minnie Campbell 45
{ Emma Adrain
{ Merida Pittman

Geography,—Jr. & Sr.

Julia Woods,
Melida Bowdridge,

Emma Ash,
Mabel Payn,
Emma Adrain,
Maggie James,
Evelyn Boone,
Julia Noseworthy,
Millicent Woods,
{ Flora Pittman,
{ Minnie Campbell,

Juniors.

MAXIMUM. 100.
Millicent Woods 100,
Mabel Foote 95.
Elsie Holloway 90,
Julia Woods 89,
Mollie Morison 85,
Elsie English 80,
Gertie Kendall 70,
Winnie Gould 63,
Emma Lorway 62,

FRENCH EXAMINATION.

MAXIMUM, 426
M Foote 419,
M Bowdridge 414,
E Macpherson 410.

{ V Macpherson 404,
{ E Dickinson 401
M Woods 403,
M James 402,

A Mews 398,
J Hill 397,
E Adrain 394,

MISS MARCH'S CLASSES.

Geography.

F Frew,
N Tuck,
W Inkpen,
M Chaplin,
B Martin,
M Barbour,

E Hibbs,
M Giles,
L Sutherland,
M White,

Algebra.

W Dickinson,
L Sutherland,

F Frew,
M Giles,
M Atwill,
J Miller,
M Strong,
E Henderson,
N Tuck,
J Henderson.

MISS TAYLOR'S CLASSES.

British History.

Miller A,
Jardine E,
Churchill L,
Bemister M,
March F,
Tucker F,

Payn E,
Peach L,
Noseworthy E,
Milley E,

Domestic Economy.

Bemister M,
Giles,

March F,
Noseworthy E,
Jardine E,
Hill B,
Churchill L,
Payn E,
Miller A,
Samways L,

HOWLERS.

GEOGRAPHY.

How are Buda and Pesth connected?—By a hyphen.

From what countries in Europe do we get wool?—(1) Woolwich, (2) Sheep.

Describe the position of Bristol?—Almost round.

An insular climate is a piece of land with plenty of sea-coast.

A meridian is a man who lives in Spain.

The Equator is a line running through the hottest part of the earth. It is a long time going round the earth.

Woolwich is noted for the manufacture of arsenic.

A Geyser is a talkative old woman.

The Armenians are a true Christian people who spend their lives wandering about the mountains.

An archibillygoat is the chief goat found on the Alps, and from his milk is made a kind of cheese, much relished by the French novelist Zola, and hence its name, Bonbonzola.

Plymouth is a naval arsenal in Southampton.

An Antarctic Circle is a circle that is not round.

It is a question whether Elburz is in Europe or not. It is supposed to be in the S. E. of Turkey.

The earth is not a perfect round because they sing in church about "the corners of the earth."

A volcano is a big mountain with a hole at the top and a fireplace at the bottom.

Adam's Bridge is one of the two passes across the Himalaya from India to Mongolia built by Adam.

A mountain is a piece of land jutting up into the air.

COLLEGE FEES.

There are 3 Terms in the year.

The fees are from \$2 to \$6 per term, and include all subjects except Music and Drawing.

All Books are provided.

Music, Piano \$10 per school term.

Organ \$12.50 " " "

Drawing only, \$1.50 per term.

Drawing and Painting \$5.00 per term.

Kindergarten, \$2.00 per term.

Use of Typewriter \$1 per term.

THE HOME.

For ordinary boarders \$165.00 for each year divided into three, viz., from September to December; January to April; April to July; this amount includes board, washing, text books, College fees, seat rents in church; payment of the term charges is required strictly in advance.

A discount of ten per cent is allowed in cases where there are two or more from one family.

A private bed-room may be had on payment of ten dollars extra per term.

Pupils can enter at any time, but, if possible should do so at the beginning of the term.

The Home affords exceptional facilities for the proper oversight and training of young people of both sexes in pursuit of a good education. It is heated throughout with hot water, and has been fitted with all the hygienic appliances to secure the health and comfort of its inmates.

The Dormitories are lofty and well ventilated, while the study rooms are adapted to secure successful preparation of home lessons.

Special attention is given to the spiritual and moral as well as mental training and general deportment.

A separate bed is provided for each pupil unless it is otherwise ordered.

HOWLERS!

WE select the following specimens of Howlers from the magazine published by the Examiners employed by the Council of Higher Education.

HISTORY.

THE Treaty of Troyes was a treaty between Richard II. and the French King who had tried to invade England while he was in Germany. It ended the Seven Years' War.

1165. Henry II. invaded France and defeated the Scotch at Ceirsk in Dembyshire.

Who was Cardinal Wolsey? A flat-bottomed boat built in the reign of Henry VIII., and runs from Richmond to Hampton Court every day.

The King of Bohemia's trade-mark was three ostrich feathers.

Lord Seymour, after the death of his wife, sent his address to the Princess Elizabeth.

The Black Prince came to the throne when a boy of fourteen. He died in 1413; he had a complaint which was usually called the Black Death.

The Feudal System was: At the sound of the trumpet the squaws called out the farmers, and the farmers the pheasants from their cottages.

Robert Bruce was a monster of cruelty who spent his spare time stabbing spiders. He died a horrible death, being eaten up by worms.

Mary, Queen of Scots, married to the Dauphin of France who survived his death only two years. She went to Scotland, but was forced to abdicate, so she threw herself upon her cousin, Queen Elizabeth.

The Salic law forbade female descendants.

An account of Magna Charta: John brought Magna Charta from the Wash. It is said that no man should be outlawed or dispossessed except by his own consent, and that justice should not be bought, denied, or mislaid. As John did not do this, his brains were scattered on the altar of the church.

Robert Mowbray was a Yorkshireman who made pork pies.

The Jutes were men with thick skins like the bark of trees who used to make coarse mats.

Julius Cæsar first landed on the Sandwich Islands B.C. 55. The chief that opposed him was the Standard Bearer of the Tenth Legion. The first time he stayed twenty-five days, the second three or four centuries. When he went back, he did not come again for more than a hundred years.

The religion of the ancient Britains were pageants

Our relations with Scotland in Henry IV.'s reign—Cousins.

The Habeas Corpus Act was passed by King John after drowning his nephews in the surf of lampreys, so that he could be got out of prison if he was caught for murder. It has also been called the Magna Charta of the Reformation.

Alfred the Great was the first man who ever learnt to read.

The Anglo-Saxon Chronicle was written by Adam Bede.

FRENCH.

A French girl's English letter concludes: "My love to everybody and topcoat (*surtout*) to Papa."

Un des favoris du roi etait la.—One of the King's whiskers was there.

La toge Romaine.—His romantic trousers (togs?).

Je frappe, la sentinelle ouvre.—I knock the sentinel over.

Des autels, dresses a la hate pour l'office divin.—The others dressed in haste for divine service.

Il releva les blesses dans ses bras.—He relieved the blessed of their brass.

Les bandes de pelerins.—The bands of peelers, that is, the police bands that play in the parks.

Mes doux vers.—My two worms.

Beaux enfants gates.—Pretty dirty children.

Sa levre inferieure, a moitie arrachee, laissait voir ses crocs dechausses.—His lower lip, half torn away, let see his bare-foot teeth.

Au lecteur.—At the lecture.

Les voila.—The violets.

Les plumes du hibou sont belles.—The pens of the owls are bells.

ENGLISH LITERATURE.

Sir Walter Scott was born in the early part of the seventeenth century, beheaded by Henry VIII., 1519, and wrote Shakespeare.

Hamlet showed his affectionate character when he promised Hecuba he would marry her, or even when he didn't take the king's life before he did.

W. Scott wrote a comic history of his grandfather and the demons, and other lying books called novels. He often went by the name of the Blizzard of the North, but Shakespeare called him the we sel Scott, perhaps through jealousy.

(To be continued.)

REPORTS OF EXAMINERS

On the Subject of Arithmetic for the Years 1894—5—6.

SENIOR,—1894.

THE number of papers examined was one hundred. The work on the whole, was distinctly weak. Only one candidate did an excellent paper. The remarks on style in the Junior report apply to very much of the work in this grade also. Only seventy-two per cent. of the candidates passed.

JUNIOR,—1894.

FIVE hundred and sixty-four sets of answers to this paper were examined. As might be expected in such a number, the papers vary in value from utterly worthless to excellent; one candidate obtaining 484 marks out of the possible 500, and one obtaining 0 marks.

Eighty-one per cent. of the candidates passed.

By far, the greatest weakness was shown in dealing with fractions and compound proportion. Many candidates proved themselves quite ignorant of decimals.

When doing short division by two stages a large number of candidates showed themselves incapable of dealing correctly with the second remainder. Whilst a few of the best papers reflect the greatest credit upon both scholars and teachers, yet the extremely loose way in which much of the work (questions on fractions especially) is put down, deserves censure. Teachers and scholars cannot too clearly bear in mind that Arithmetic is a branch of the greatest and most exact of all sciences, and that every figure, used in the solution of a problem, bears a definite relation to other figures, which relation should be shown distinctly by a correct use of the symbols and rules used by mathematicians.

SENIOR,—1895.

THE work in Senior Arithmetic was distinctly good, especially the examples involving the higher parts of the subject. Very few were able to state clearly the rules for finding the L. C. M., and most candidates found it necessary to apply Algebra to the solution of the problem.

JUNIOR,—1895.

THE Junior Arithmetic was badly done on the whole. It was very inaccurate, and no attempt was made at setting out the solutions to the questions in a clear and straightforward manner. In some cases, indeed, the working was merely scribbled in pencil, and the answers written on a separate page.

SENIOR,—1896.

THE papers on the whole were very satisfactory; the methods employed were good, and there were unusually few cases of inaccuracy. A large proportion solved the more difficult questions correctly, and answers as to method were good, but too wordy. Attention must be drawn to the lack of neatness and clearness in setting down work. Six candidates obtained full marks.

JUNIOR,—1896.

THIS year the papers have, on the whole, been answered well. The most commendable features are the number of

correct results, and the clearness (though not neatness) of the figuring. Too often, however, the candidates possess mere rote knowledge of methods, *e. g.* even when following the rules a slip in multiplication often led to an interest of several hundred pounds on the principal of £72 15s. 0d. in the 5th sum. Few students knew how to divide by 100. There was far too much rough work; the pupils should be exercised in mental arithmetic.

CONCERNING EXAMINATIONS.

It is, in these days, no use railing against examinations in general. It is the easiest thing in the world to do, because there are certain weak points about them which are generally recognized and which it is so easy to emphasize and exaggerate. Yet while these evils are well known, examinations are increasing everywhere, and are creeping into departments where they were formerly unknown. In England, for instance, do you want to enter the Army, Navy, Civil Service, Law, etc., you must undergo *examination*. Girls seeking for employment in the Post Office, etc., must sit at a competitive examination. Quite lately, the English Universities have added a preliminary examination to those already established, for children of quite elementary standing, and thousands have taken advantage of it.

Our young men of ability who want to make for themselves a position whether as Ministers, Doctors, Lawyers, Teachers etc., must be ready to submit their knowledge and intelligence to be tested,—in other words they must be *examined*.

There must, and will be examinations. How then to avoid their evils?

Clever pupils must not receive more than the share of attention at the expense of less clever ones. Surely, good teachers and watchful parents can sufficiently prevent this.

Pupils must not be *selected* for examination, so as to get high percentages of passing.

Overtime must be discouraged.

Examiners must be carefully selected who will set and mark papers in such a way as to encourage those qualities most desirable in a pupil.

The Council of Higher Education has come into existence to arrange for and conduct such examinations as shall do the most good, and the least harm. Enormous good, educationally, has, during the past three years been the result of their labours.

A well-known public man of England, said "you may object to examinations, and I recognize their weak points; but, I may say, that I owe my intimate knowledge of Shakespeare, Milton, Spenser and the rest, in the first instance to them, and many men owe the only accurate knowledge they have on any subject to the same much-maligned cause."

TO TEACHERS.

THE Calendar of the Council of Higher Education is now out. Probably, copies have been sent to the teachers in the outposts; we have only one copy, and that is marked, price 20 cents. This calendar contains much valuable information, such as:—

Complete lists, in order of merit, of those who passed in the June '96 Examination.

Lists of Honours,—by numbers only.

Copies of all the Examination papers.

Reports of Examiners.

Of these, we think the Honours lists in their present form are almost useless. If they are to be of any value or interest the *names* must be published. One of the greatest incentives to excellent work is to be found in seeing one's name figuring in such lists.

The copies of Examination papers, and the Examiners' reports ought to be most useful. Especially will it repay both teachers and pupils to study these reports. They explain not only how to get high marks, but how an examination paper ought to be written, so that it may serve as a

criterion of the knowledge, and more particularly the intelligence of the writer.

Teachers will remember that for any information as to the Examination, application must be made to the Registrar. In his printed list of duties, we find the following:—"He shall conduct the correspondence of the Council, and shall either fully answer or acknowledge every communication by return mail."

If you want the full list of any pupil's examination marks, you must send 10 cents with your letter of application.

In preparing your pupils for examination, it is not sufficient to put a certain amount of information into them, it is of equal importance to teach them how to make use of what they know. Modern Examiners do not, for instance, simply want to know the answer to an arithmetical problem. They want to be able to trace the method of reasoning by which the pupil arrives at that answer. It is our opinion that more marks are given for method of putting down, than for correct answering. It is for this reason, that the "Unitary method" of working is to be preferred in all cases where it is applicable:—Proportion, Simple and Compound, Percentages of all kinds, such as Stock and Shares, Exchange, Commission, Duties, etc., etc., into Division, Proportional parts, etc.

On page 15 will be found what the Examiners have said concerning the Arithmetic papers of the past three years.

We are glad to note that Pouch Cove School is doing good work. Miss Ada Horwood is sending in eight pupils for the Examinations in May. Mr. Atkinson always pushes Educational matters, wherever he is stationed. We shall be glad of other items of interest from teachers.

Note also that the last day for adding members to Examining Committees is April 19th.

Information as to Teacher's grades must be sought, not from the Registrar of the Council of Higher Education, but from the Secretary of the Board of Examiners (Mr. Holloway).

The scheme drawn up by this latter Board has now been twice published in the COLLEGIAN, once in September, and once in December. This scheme is not retrospect; it refers to the future. It would not do to pick out any one part of it to the exclusion of the rest. For instance, the percentage of marks now required is considerably lower than it originally was. On the other hand, one language—Latin or French—is now compulsory for 1st grade; so that matters are somewhat equalized. Now a candidate who came below the percentage required last year, finds that the mark then obtained is higher than that *now* required. He wishes to know if that does not let him through. But he forgets that the mark is lower because extra subjects are now required, and that he has not qualified himself in these extra subjects. Hence the scheme is necessarily not retrospective.

CONSIDER THE EXAMINER.

It pays to consider the Examiner. Save him trouble if you can. Write neatly and arrange your answers so that he may quickly grasp your meaning. The best paper is the easiest to examine. Besides, the same careful arrangement that pleases the examiner is also the best mental exercise for yourself. It shows that what you know is intelligently arranged in your mind, and is ready for use at short notice. We can imagine how an examiner must tear his hair when he comes to a paper by, say G. S. or A. T. and some others. Even after he has discovered what language it is written in, there is much anxious deciphering necessary. On the other hand papers like R. H's, M. P's, etc. prepossess the Examiner in the writers' favor. But perhaps you object that the object of education is not to please examiners; true,—but fortunately what pleases them, pleases parents, and pleases employers, and shows that the writer possesses not only knowledge, but qualities of at least equal value.

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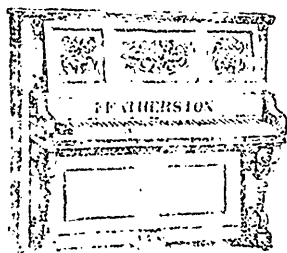
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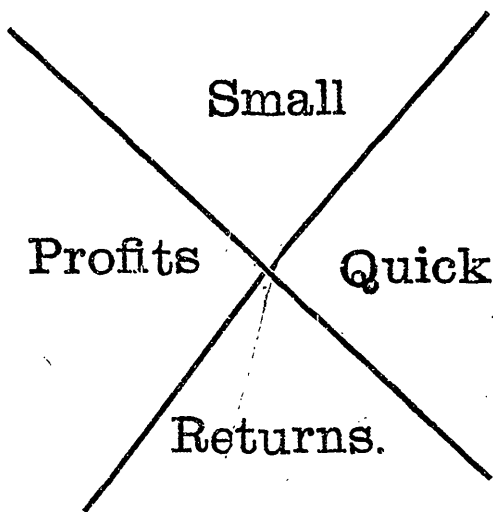
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