

means for the propagation of educational principles, do express our appreciation of the energy and zeal of the editors and contributors, and urge upon the members of the Institute the advisability of giving to the REVIEW their hearty support and co-operation."

Mr. F. O. Sullivan, of St. Stephen, in his paper on "A Scheme for Promoting Pupils in Graded Schools where there is no Local Superintendent, and, Should Advancement be Determined wholly by Written Examinations?" said after discussing the several ways in which grading is done, that the young, ambitious and inexperienced teacher, as well as the older ones, want a fair, honest and satisfactory scheme for promoting pupils, a scheme that will be just to the pupil and fair to the teacher of the grading class, as well as the teacher into whose school the class is graded. Such a scheme is that reached when the teacher of the school or grade above examines the class that is expected to grade into his school. Currie, in his manual, says, "The first object of the teacher's questioning is to find out precisely the extent of the pupil's knowledge of the subject. What he has to communicate must be joined on to what the pupil already knows." The teacher in the grade above must be the one to find out where the joint should be made. He has a practical knowledge of what he is doing. He knows where his work should begin and what amount of preparation for it is required of the pupil. He is anxious that the school should in no wise suffer from any negligence or over exactness on his part. It is therefore his aim to see that the best interests of the pupil and the school are properly attended to. With that feeling predominating his examination will not be hurried, but will be such as to fully convince him of the number fitted to grade. In case of a doubtful pupil, the teacher of such pupil may be consulted. The teacher of the school should promote his lower grades.

I take it for granted that every locality has a fixed standard as a basis for grading. That standard must not be too high. It should not be more than sixty per cent, nor less than fifty per cent. Such averages as seventy five or eighty per cent, should never be required as a minimum pass mark.

The importance of written examinations is recognized in the several professions, in all branches of the civil service, in the different colleges and universities, as well as in our normal schools. Knock at the door of whichever of these institutions you may, the first struggle to gain admittance therein is with a written test examination. Through worry and nervousness pupils often fail to do themselves justice, when they have not been accustomed to written examinations. Success can only be gained by practice. It is the aim of our common schools to fit a boy, to a certain extent, for the activities of life; that is, his time should be so employed, and his talents so directed as to be of the greatest benefit to him in order that when he leaves school he make the most of himself. Then with such an end in view, and with a knowledge of the almost universal use of written examinations, practice in them should be begun perhaps as early as the fourth grade of our common school course. In all the grades between the fourth and eighth the written examinations should include most of the subjects laid down in the pupil's grade work for the year. The eighth grade examination should, however, be wholly written, for the pupil will, if he continues his studies, meet test examinations at whatever institution he may attend.

Considerable time is saved by written tests. It would require several days to examine an ordinary class orally. The work would be done by examining the pupils individually. The test would not be so satisfactory. For a look or a hint

from a teacher, though it may be involuntary, will often decide the pupil's course in answering. Greater latitude will be allowed in answering orally than in a written answer. The examinations for advancement, therefore, should be wholly written as soon as it is at all practicable, because they afford a better test of the pupil's knowledge, they prepare him for future school work, and occupy much less time than oral examinations.

The paper excited some lively discussion by teachers of graded schools, in which Messrs. Barry, W. T. Kerr, Belyea, R. P. Steves, Wilbur, Montgomery, and the Chief Superintendent took part.

The following officers were elected for the present year: Secretary, H. C. Creed, Fredericton; Assistant Secretary, Wm. C. Simpson, St. John; Executive Committee, Philip Cox, Geo. U. Hay, Samuel C. Wilbur, James M. Palmer, W. H. Parlee, George J. Oulton, Wm. M. McLean, James Barry, Barton C. Foster, Samuel W. Irons.

A paper on Natural Science, illustrated by experiments, was read by John Brittain, of the Normal School staff. Mr. Brittain's paper was full of practical suggestions for the proper instruction of pupils in the common plants, animals, and minerals of the province. He called attention to the profound ignorance of the great majority of children, and in many cases grown up people, concerning these. He attributed the fault to the fact that our text books are not suited to the times, nor is the phraseology of the books adapted to the capacity of the pupils. The reading of some sentences in "Palmer's Teaching of Science," which were only comprehensible by those who had spent years of study in science, provoked considerable laughter, as that text book is supposed to be read and properly understood by pupils from eight to twelve years of age.

During Mr. Brittain's address, two young ladies, recent graduates of the Normal School, Miss Galt of Moncton, and Miss Harrington of Shediac, prepared and illustrated the properties of carbon dioxide, and Mr. Perry, Mr. Robertson, also recent graduates, prepared oxygen gas, illustrating some of its properties. These experiments were deftly and intelligently performed. At the conclusion of Mr. Brittain's admirable address, addresses were made by Messrs. Cox, Hay, and the Chief Superintendent.

Mr. W. H. Parlee, on behalf of the committee on the superintendence of teachers, asked for further time to prepare a suitable report.

At the last session of the Institute on Friday evening, a select choir under the leadership of Mr. Witmore, kindly furnished music. Inspector Bridges read a paper on "Patriotism, how it can be Developed in our Common Schools." He said there were no more patriotic members of any profession to day in the province than the teachers, but among the already lengthened chain of obligations that pressed almost too heavily upon them, the development of the patriotic sentiment among the pupils remained sometimes among those that were unfulfilled, and the object of his paper was to renew within the teachers' mind their duties in this direction. It was through subjects already in our course of instruction, such as reading, composition, singing, and emphatically history and geography—that this object was to be accomplished. The pupil should know as soon as he begins studying the history and geography of Canada, that it is of his country he is becoming acquainted with. British history should always receive careful attention at the hands of the teacher. The children of a people, the majority of whom are descended from English, Scotch and