

Examination Papers.—No. III.

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The examination paper No. 1, in the August number of the EDUCATIONAL REVIEW, is worthy of a careful reading by all candidates for provincial examination. The faults, pointed out in that article, are the inability of the candidates to express themselves in clear and vigorous English, the use of improper words and expressions, and the frequent occurrence of misspelled words. These faults are common to many examination papers, and are due in part to the excitement attending the examination exercises, and in part, to a lack of definite knowledge of the subject. Frequent preparatory written-examinations and more exact knowledge of the subject examined are needed to improve the subject-matter and the mechanical and literary work of the provincial examination papers.

The papers on education indicate pretty conclusively that many of the candidates have failed to read the questions over carefully, or at least, the whole of each question. Such cases are frequently marked by answers that are lengthy, vague, and therefore difficult of correct valuation by the examiner. The papers on education and method appear to offer a wide field to many candidates for speculation, and not infrequently for guessing.

While there are educational views that are common to many different educators, there are salient points in which their views differ widely. Therefore, when a definite question is asked in order to ascertain the knowledge of a candidate concerning the views of an educator on some definite subject, and a general answer is given that may apply equally well to any one of a half-dozen educators, the answer is certainly disappointing and unsatisfactory. After reading several papers of this character the impression gradually grows on one that the candidate has prepared the work hastily for examination, and is therefore not prepared to do himself full justice.

It has not infrequently occurred to me, that a candidate would stand a better examination and derive more benefit from the study of the history of education, if he should study some one educator or system of education thoroughly, and compare the other educators with the one studied. Each educator would doubtless present the various phases of his subject more or less fully and satisfactorily in comparison with the system studied, and there would be by this method the advantage of comparison.

This comparing of system with system will give an increased value to the study of education and aid the student in fixing the facts more firmly in his memory.

Many of the candidates are the graduates of our best schools—those that exemplify the best tradition of the schoolroom. A careful study of a system or an educator that is worthy of being regarded as a model will prove a constant incentive to the teacher; it will improve and enrich the work of the school and will finally tend to raise the work of the teacher from the level of the artisan to the higher level of the artist.

The papers on school law and management are improving slowly year by year. The changes that are taking place in the school law of Nova Scotia each year, and which are in the April and October numbers of the Journal of Education, are usually fairly well understood by many of the candidates. Indeed, one cannot well believe that anyone would apply for the position of teacher, at the present day, without a fair knowledge of the laws under which his school must be conducted.

The questions relating to school discipline are usually answered with much intelligence, and with a true appreciation of the spirit of the age.

A proper appreciation of the importance and value of the work which the candidates are looking forward to in these examinations will, we feel assured, give us a class of students in the future that will be forced by a sense of duty to seek the best possible qualification for the noble and responsible position of a teacher.

A Word to Boys,

You are made to be kind, boys, generous, magnanimous.

If there is a boy in school who has a clubfoot, don't let him know you ever saw it.

If there is a poor boy with ragged clothes, don't talk about rags in his hearing.

If there is a lame boy, assign him some part in the game that doesn't require running.

If there is a hungry one, give him part of your dinner.

If there is a dull one, help him learn his lesson.

If there is a bright one, be not envious of him; for if one boy is proud of his talents and another is envious of them, there are two great wrongs and no more talent than before.

If a larger or stronger boy has injured you and is sorry for it, forgive him. All the school will show by their countenances how much better it is than to have a great fuss.—*Horace Mann*.