

listening courteously; answering with freedom, without boldness, and with fair accuracy; if they speak with accuracy they will write with accuracy.

The paper of Principal J. M. Swayne, of Antigonish, was one that would charm the heart of a naturalist. He has the happy faculty of inspiring boys and girls with a desire to study the nature around them—plants, birds, insects, rocks—and to take an intelligent delight in them all. "While he does this," said Inspector Macdonald, "every other subject in the curriculum is taught well, and with accuracy." We hope that Mr. Swayne may tell the readers of the REVIEW some of his methods.

There were many other helpful papers and discussions which can only be briefly mentioned here—Miss Kinley's paper on the Cultivation of Taste in the Schoolroom, which will be published in the next number of the REVIEW, and is worthy the attention of every teacher; the paper of Prof. Harlow on Nature Study, which had many original suggestions derived from his own experience; Miss Harriet Johnson's paper on School Management; that of Principal Bruce, on Horticulture and other Industries in Connection with the Schools; and Principal McLeod's lesson on Physics. The Institute closing with a clear and well-balanced discussion of the salary question, with resolutions passed in accordance with the views expressed in the last number of the *Journal of Education*.

### Examination Papers.—No. I.

By G. U. HAY, D. Sc.

For years past the REVIEW has directed attention—in a helpful way, it is hoped—to the papers of candidates for Normal School license and High School promotion or closing. The criticisms made in these pages by Dr. Waddell and others have been of great value to teachers and to candidates for examination. Some of the gravest faults made by writers of papers have been pointed out, and suggestions made for improvement. We would like to have all our examiners make use of the columns of the REVIEW for this purpose, each one giving a page—and a page only—each month of concise, helpful suggestion from his own experience and observation of the papers read. If this were done up to June next we venture to say that the series would prove suggestive, and of the

greatest value to teachers and students. We are making arrangements to carry out this useful plan, and ask for the cordial co-operation of all the examiners.

To begin, the writer will here point out some of the faults met with in papers read on School Management and the History of Education, written by candidates for second and first class and grammar school license in the N. B. Normal School. The criticisms and suggestions are somewhat hastily made and are of the most general character, because few notes were taken at the time of reading the papers, and these referred to blunders in spelling and composition rather than to defects in the subject matter.

First. What impressed the examiner was the failure of candidates, in the majority of cases, to express themselves concisely and in clear, vigorous English. This is evidently due to want of practice and lack of confidence on the part of candidates. When we consider the stimulating and educative functions of the examination in connection with the teacher's class-room work during the term, there has evidently been too little preparation of this sort. Practice examinations should be more frequent. It is a good plan from the fourth or fifth grade onward to hold weekly examinations in every school on the last hour every Friday afternoon, on one or more subjects of the course, taken alternately until every branch comes under review, and repeating this process throughout the term. Thus the teacher is constantly testing his own work and gauging to what extent each pupil has understood the subjects taught. Two hours spent on Friday evening or Saturday morning would be ample for the teacher to estimate the papers, which should be returned to the pupil on Monday. A half hour may then be spent in going over the questions, pointing out the most obvious faults and the clearest and most direct way to answer questions. The burden on the teacher is not as great as prolonged examinations on all the subjects twice or thrice throughout the term; and the strain on the pupils amounts to nothing—being but an hour of intense but exhilarating application on the last hour every Friday. A generous mark for a neat and well-written paper, in addition to the other marks, should be given, and this would encourage habits of neatness and readiness of expression. The marks thus made should be used for promotion at the end of the term; and this would be one of the