

discussed in the Public School section of the association, which meets in the forenoon of each day during the Convention.

As already indicated the annual convention is really an educational parliament, and it has been suggested that on this account it should consist of representatives selected by local associations. There is some force in the suggestion, and it will doubtless, at no distant day, form an interesting subject for the consideration of the convention itself. If the association is to be formed as heretofore of all who choose to attend its meetings, it is certainly a serious question, whether it would not be wiser to change the place of meeting annually.

The next convention promises to be a very interesting one. The programme prepared by the Executive Committee will be given in the July number of the JOURNAL.

—There seems to be an impression prevalent amongst many teachers that under the new School Act the quarterly payment of salaries by trustees will be compulsory. This is a mistake. All that the Act does is to empower trustees to borrow money for the purpose of paying the teacher's salary at least quarterly, if there are not sufficient funds on hand to enable them to do it without borrowing. As Public School teachers have suffered very much in the past from the non-payment of salary until the end of the year, they would do well, whenever they can accomplish it, to have a clause providing for quarterly payment inserted in their agreements with school boards. Trustees, too, will find in the long run that prompt payment is to the advantage of the section no less than of the teacher. Before long it will be a difficult matter to secure the services of an efficient teacher without making some provision of this kind. Heretofore the inability of trustees to raise the necessary funds without taxing the section a year in advance, has stood in the way of a much needed reform, but now that this inability is removed competition will probably do the rest.

—Readers of the JOURNAL will be pleased to learn that the work of preparing for its pages answers to the Examination Papers for this year has been entrusted to thoroughly competent persons, and that the publication of answers to questions and solutions of problems will commence as soon as possible after the midsummer examinations are over.

#### PASSING EXAMINATIONS.

The object of an examination is to find out what a candidate knows of a given subject. The examiner selects about ten questions from different parts of the subject, and from the answers given to these he is expected to estimate the knowledge of the different candidates. The examination must necessarily be limited to a short time, and it is of great importance to the candidate that he should make the most of it. To enable those unfamiliar with examinations to do this, the following hints may be found useful:

1. *In preparing for an examination, write out as much as possible of the work.*—Writing is a much more effectual mode of study than reading. Let a student write out from a book several times any difficult proposition, and he will find that he has gained more knowledge of the proposition than he could have gained in a much longer time spent in merely reading it. The method of writing which appears slow and laborious, is in reality an important

economy of time and labour. In studying Euclid, for instance, write out a proposition from the book, then write out the same proposition and carefully compare with the book. In this way you will gradually acquire Euclid's style. Time is an important element in an examination. When you have learned to write out a proposition accurately, learn to write it out rapidly. You should write out a proposition of Euclid in ten minutes. Many can do it in a much shorter time.

2. *Write about the question before you, and not about something else.*—No knowledge, however correct, if it does not bear directly on the question, can be taken into account. When a candidate writes very little about the question, and very much that is foreign to it, the examiner will conclude that he knows but little about it, and that he is simply trying to hide his ignorance by a show of knowledge. For example, the following question is asked, "Sketch briefly the history of the Long Parliament." The candidate writes very fully about the Civil War, gives the victories of Oliver Cromwell in chronological order, and concludes with a pathetic account of the execution of Charles I. Such an answer is not what the examiner wanted, and of course, he gives no credit for it whatever. It is worse than no answer at all. It shows that the ignorance of the candidate is compound. He is not only ignorant of the question, but is not even aware of his ignorance.

3. *Let your answers be short and to the point.*—Of course your answer must be sufficiently long to express what the question requires, but the fewer words beyond that the better. Reading examination papers is not amusing work, and no examiner wishes to read more about a question than is just sufficient to answer it. Never solve a question by two methods. You will only get credit for one, no matter how many you may put down. You will not be heard for your much speaking. Clearness of statement is of the utmost importance. Many an answer that has contained much correct matter, far more indeed, than enough to have answered the question correctly, has been marked low, or perhaps received no marks at all, simply because the examiner could not unravel the mystery in which the candidate had involved his answer.

4. *On receiving the examination paper read it all over carefully once or twice before you begin to write.*—On first reading the paper you may, perhaps, think that there is not a question on it, that you can answer. This is the result of mere nervousness. On considering it for a short time you will find that light will begin to dawn upon you. Take the easiest question you can find on the paper and write the answer to it as carefully and as quickly as you can, then the next easiest, and so on till you have done them all, or until you can do no more. You will find that towards the end you will be able to understand and explain what at first appeared altogether incomprehensible to you. There is no more constant source of failure at examinations than the attempt often made by candidates to answer in order the question on an examination paper. In this way he is frequently brought in contact with the most difficult question first, puzzles over it till his mind gets into the state of that of young Dombey who was not certain whether it was twenty pennyweights made one ounce, or twenty Romuluses made one Remus.

5. *Give the full work of each question, and do the work on the paper you are going to hand in to the Examiner.*—The examiner wants to see the method by which you obtained the result much more than the result itself. Even if your final result is wrong, but the method of obtaining it be correct, he will give you credit for what you have done, which he could not do unless he had the full work before him. Never work on a slate or slip of paper and then copy. By this method you lose more than half your time, and you are far more liable to make mistakes in copying the work than in doing it.