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DEPARTMENTAL EXAMINATIONS.*

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THE necessity for some such examinations as those now conducted by the Education Department cannot be doubted. On this point there is no great difference of opinion. Their peculiar departmental character arises from the direct oversight which the State in this as in every enlightened country is giving to the cause of education ; and, more particularly, from the financial aid which our several municipalities receive from the general treasury, to supplement local contributions for educational purposes.

Good schools presuppose good teachers, and good teachers must receive suitable remuneration. To determine their qualifications there must be certain standards to which they shall be required to attain. And, to pay them suitably, legislative aid is found necessary. Hence our Exam-

inations, and their departmental character.

The utility of these examinations, of course, depends on their adaptation to the end in view, and on their thoroughness and fairness. Examinations for teachers ought to be of such a nature as to necessitate careful preparation both of the *matter* to be afterwards taught, and the best *methods* of instruction.

Our examinations, non-professional and professional, are supposed to meet the general requirement of furnishing the country with a supply of properly qualified teachers.

I believe that these tests are superior to those of former years, and that no serious objections can be urged against them.

We are not assembled, however, to sit in mute admiration of any part of our educational system, simply because it is an improvement on the past. Had that course been hitherto

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