

for the various departments of our journal. Arrangements are also being made for occasional contributions on practical school work from leading teachers of the country. With such a staff to assist us, we hope to send out the best educational paper ever yet placed before the teachers of Canada.

In addition to *THE CANADIAN TEACHER*, it is the intention to issue two smaller papers for pupils, one of which will be known as *THE ENTRANCE* and the other *THE LEAVING*. These pupils' papers will each contain eight pages of matter. Heretofore we have given in our *ENTRANCE JOURNAL* but *seven* pages of Entrance work and only four pages of the Leaving work. As stated above, each class will henceforth receive eight pages.

In making these very desirable changes, we had ever before us the needs of both teachers and pupils. We believe, however, from the support we have had from the teachers of the country during the past years, that they will stand by us in this forward movement. Teachers will be pleased to learn that the new paper, though much more complete in the various departments, is to be supplied at the rate of \$1.00 per year. *EDUCATIONAL JOURNAL* subscribers who have paid in advance will receive the new paper commencing with the issue of March 1st. Subscribers for *THE JOURNAL* who are in arrears will be billed to March 1st, and will have the privilege of subscribing for the new paper from March 1st to September 1st, 1897, for 25 cents. This will be a trial trip, in which we hope to convince teachers that *THE CANADIAN TEACHER* is a journal which they cannot afford to be without. By putting the rate at this figure, and sending out such a paper, we hope to keep faith with every teacher on our list. We will send March 1st issue to all our subscribers, that they may have the opportunity of examining the new paper before extending their subscription.

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THOSE EXAMINATIONS.

WE have long been accustomed to hearing a good deal of unfavorable comment touching the multiplicity and cost of the examinations which mark, like mile-posts, the pupil's course through our Public and High Schools. Attention seems just now to be centred especially upon the latter feature—the additional expense thrown upon pupils, or their parents, by these examinations. It may or it may not be that some or many of these examinations could be dispensed with, without injury, if not with positive benefit, to the educational system. That is a question well worth an exhaustive investigation. That is not, however, our point just now. An impression is abroad, which we confess to having to some extent shared, that for the multiplicity of examinations the present Minister of Education was chiefly responsible. A recent article in the *Globe* shows clearly, we think, that this impression is erroneous. The *Globe* shows, by careful enumeration, that at the time of Mr. Ross' appointment, in 1887 or thereabouts, there were, in all, fifteen examinations conducted by the Education Department, either directly, through the Central Committee, or through local boards of examiners. Of those fifteen examinations ten in all have been abolished during the régime of the Minister of Education. Similarly the *Globe* article points out that, in connection with the professional training of teachers, important reductions in the number of examinations have been made. To offset these but a few new examinations have been added, notably the Public School Leaving and those for Kindergarten teachers, with the result that the professional examinations of all the teachers of the Province, Public and High Schools included, are fewer in number than those for Public Schools alone in 1887.