

Such conditions attached to our present examinations would cut off the 1,000-odd schools doing high school work from competition with the few high schools and academies which have a full staff of high school teachers. It would also cut off private students.

These notes are made to suggest to those who have not been thinking on such subjects the difficulties involved. It would be a very great pity to make a change before thinking out carefully how it is going to work. It is possible—more, it is very probable, that our present system involves less difficulty than any other. The difficulties which some have been feeling are altogether local, due to weak teachers, excessively crotchety trustees or school patrons, and the failure of the parties concerned to understand the true object of education, and successful methods of instruction.

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APPLICATION CERTIFICATES.—Teachers should be careful not to certify candidates to examination who are not likely to pass. The good teacher who has not backbone enough to be honest cannot be excused for putting the province to the expense of giving an examination merely as an exercise to a pupil. That should be done entirely by the teacher as a part of his school work for which he is employed, and should not be put upon the Provincial Examiners, who have more than enough work to do in examining those who are qualified. Some teachers send up unqualified candidates honestly, for they are not competent to estimate qualifications; and are really doing the best they can. But even this is not creditable. Often it happens, however, that candidates fail from accidental causes, and a small percentage of failures cannot fairly be considered discreditable to any school.

It will not do for a teacher to inform anyone that the examination is not a fair test, and pretend that he has been educating the candidates while others were cramming them. If the written examination is not a good test, it is because it may allow one to pass too easily. There has been neither culture nor education of any useful kind given if the pupil is unable to show it on the ordinary and simple questions which characterize our examinations. And it is precisely in those schools where there is the greatest care taken of the pupil from the lowest grade up, and where there is the fullest culture and the least cram, that we have the best results—as a temporary visit to the regular exercises of the school would lead one to expect.

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HISTORY IN THE CURRICULUM.—It had been urged for some time that in high schools where the County Academy Entrance examination is not necessary, pupils were admitted into the high school without any knowledge of Canadian history. And thence they entered into the higher grades of the Academies, with the result that they become qualified eventually to teach school without any knowledge of our own history.

To remedy this defect it was suggested that Canadian history might well be combined with Canadian civics as the history of grade IX. British history would then be relegated to grade X, as Universal has been to grade XI.

In the common school grades two texts for British and Canadian history are being used, costing together 67 cents, the Canadian history being generally considered too voluminous. In New Brunswick a combined English and Canadian history costing only 30 cents has just been adopted. The English history is an Ontario school book, the Canadian History, consisting of only 90 pages, is the work of Dr. G. U. Hay, and has received the highest recommendations from the best known authorities in the two provinces. The Council was certain, therefore, that