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EXAMINATIONS.

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SO much has been said and written upon this well-worn subject, that one almost needs to apologize for referring to it, particularly at this time of the year, when, in an ideal state of things, little thought of examinations ought to occupy the mind of either pupil or master. But the ideal state of things is not. Those who failed last summer have hardly, as yet, forgotten their failure, and those who are looking forward to next summer, both teachers and scholars, are ever mindful of the ordeal to be gone through. Accordingly, it seemed that it might not be useless to try to point out some of the mistakes that are being made, and some of the causes of those failures which, at times, arouse such bitter feelings against Joint Boards, examiners, and other officials. None of these officials is infallible, and they may, therefore, have made mistakes. For obvious reasons, however, I shall not deal with this phase of the question, especially since, so far as I know, few, if any, adverse criticisms have been offered this year in regard to the performance of their various duties.

The failures in examinations in all the grades are to be blamed, not upon the examiners or associate ex-

aminers, solely, if at all, but rather mainly upon pupils and their parents. Who that has had any experience of work in our secondary schools has not found that the average father (not to mention the mother) looks upon his son as being more than ordinarily clever? And, if the son does not pass his examination, what conclusion more satisfactory, or more flattering to the family vanity can be arrived at than that the "teacher" did not do his duty? The Board being chosen from among the same class as the average parent, naturally takes the same view of things, concerning the teacher, and, so I hear, in some places, at least, makes more or less sweeping changes in the staff on the strength of ONE year's bad results alone! No account is taken of the boy's laziness, the lack of home surroundings conducive to diligence, much less of the actual hindrances thereto, such as overmuch party-going and other forms of time-wasting amusements that the youth would in most cases be far better without. Rather than expect such — students, I think they are often called now, to perform the miracle of passing creditable examinations, it would be far better to turn them out