

presents himself for examination; the papers are placed before him; so much time is allowed him in which to answer the questions set; he is passed or "plucked," as the case may be, and—there is an end of the matter. Wherein he failed, in what he was deficient, where he excelled, to what subjects he should devote more attention—of these and similar points he learns nothing. The argument that University and Departmental Examinations are tests, and tests only, is hardly admissible. If they *can* be utilized as educating factors, they *ought* to be. There is surely a science of Educational Economy, as there is a science of Political Economy, although no Adam Smith has as yet arisen to formulate its principles; and surely one of these principles is that no educating instrument should be needlessly wasted. How University and Departmental Examinations may be made of value from this point of view is the question. I would suggest that the examiners for the Junior Matriculation of the University of Toronto, and that each of the various committees of the sub-examiners be required to issue yearly a Minute embodying their views and opinions on such subjects as they think should be brought before the notice of those preparing candidates for the following year's examinations: such, for example, as the general tenor of the answers, how they compare with those of preceding years, the more salient sins of omission and commission, the more glaring faults, the general trend of educational methods, etc. Such Minute, I conceive, would be welcomed by the High School masters throughout the Province. The cost of printing and distribution would be trifling, and could be easily defrayed

by adding a few cents to that now truly infinitesimal fee—the two dollars.

I sincerely trust that I have not in any way betrayed the trust reposed in me as examiner, that I have not divulged or made public anything which should have been kept back. Nothing could have been farther from my intentions. I have purposely avoided references to particular instances, and have dealt as much as possible in generalizations only. An examiner has a four-fold duty to perform: one to those who engage him; one to his candidates; one to the teachers of his candidates; and one (perhaps after all the most important) to the public, who are the fathers and mothers of those candidates. This last I have here, however feebly, attempted to discharge. I believe that there are many old and experienced teachers in this Province who will bear me out when I say I believe the youth of Ontario are yearly sacrificed to that Moloch—education *falsely so called*. They pass through the fire of examinations, and think they are being "educated," and they think being "educated" means being made fit for a sphere for which they are not suited and for which they were never born. They think "education" means a smattering of two or three languages, sciences, and literatures. They think "education" means a contempt for the "humble" occupations of fathers and mothers, a striving after a "higher" walk of life, a more "exalted" "position" in the world. What is the result? I would that the public could read the answers given by the candidates at the recent University and Departmental Examinations. They would then know for themselves what is the result.—*The Week*.