

indeed any exists, is the fact that teachers fail to study the requirements of their pupils and attempt to force upon them parts of a course which are beyond their mental capacities. It is the child that is to be taught, educated, developed, trained. The course of study is only the means agreed upon by the best educationists as best suited to bring about that development. In the hands of competent teachers and a judicious principal and school board there is no reason why the present course, subject to revision from time to time, should not meet fully the requirements of our schools.

The high school course of study on the whole is only fairly satisfactory. It is pressing hard on many schools. It should receive a thorough revision and for this purpose the superintendent should have associated with him a committee of high school teachers selected for the purpose. The object before such a committee should be thoroughness of work rather than extent of work.

A greater difficulty than the course of study is the way the course is carried out. The great pressure brought by parents to have their children pass the high school examinations each year has in many places forced teachers largely to leave off teaching and resort to "coaching" for examination purposes. Trustees and teachers should be given more freedom to carry out the course of study according to the requirements of their particular schools. An adjustment of the course to suit the local conditions would do very much to relieve this pressure. It is impossible to do this so long as teachers are required to get up a certain amount of work on a certain order of subjects each year, irrespective of ability of students or local conditions.

Instead of making all the high schools conform to the same course of study in each particular grade and even in each subject of the grade, let the school authorities administer the course as a whole and be judged on the result of their finished work. For this reason the "D" and the "C" examinations of high school students should be abandoned except for teachers' licenses, and the "B" examinations should be made broad, thorough and searching—a leaving examination the certificates of which would be of value to the holder as a proof of thorough high school scholarship.

Mr. Campbell strongly recommended the abolishing of the "D" examination even for teachers' licenses. Out of 1545 candidates for "D" scholarship only 25 licenses of "D" "provisional" were issued. All the others were on scholarship higher than "D" and these were issued chiefly in counties where there is no scarcity of teachers. The money spent yearly on these examinations would do much to help in securing better teachers for the schools.

Examinations in the hands of the teacher and between teacher and pupils are a very valuable part of educational work. They are a stock-taking of the result of a particular period of work. They show the teacher how far the lessons of the period learned, part by part, have been mastered as a whole. They show the teacher the weakness in his methods of dealing with the pupil, and wherein he has failed to grasp the work of the period. When the teacher is also the examiner the benefit of proper examinations can scarcely be over-estimated. Examination by outside examiners serve no

purpose in education. They draw the attention from the true aims of education and reduce the teacher to a "coach." They should be avoided except where a uniform certificate is necessary, as for teacher's license or college entrance.

In the course of his remarks Principal Campbell explained that he had sent circulars to several high school teachers asking their opinion relative to the course of study and that the answers were so diverse as to neutralize each other and leave the course practically in its present form. They would, however, all, or nearly all, prefer to examine their own pupils.

Principal Solon would have our present high standard maintained. Our schools are doing as good work as those of Germany or France—our rural schools are much better than theirs. Those who find our "B" course too difficult should devote two years to it. If the teachers give sufficient attention to general principles the pupils will not find the work too difficult. A better foundation laid in the common schools through all the grades is the great desideratum. An examination in "B" only might have to include chemistry, botany, book-keeping, drawing, etc., subjects now disposed of in the other grades.

Principal Maclellan showed that teachers in self-defence were virtually obliged to prepare as many pupils as possible to pass the examinations successfully, and that owing to local conditions in different sections it was impossible to institute fair comparisons. He would have less reading in the foreign languages in order that grammatical principles might receive more attention. Not easier work is wanted, but the conditions favorable to more thorough work.

Mr. Smith, of New Glasgow, showed that by dropping "D" and "C" examinations a vast majority of our pupils would lose a valuable stimulus which they now possess; that if the "B" examination was the only one it would have to include the whole work of three years in all the subjects, and therefore necessitate a review in the third year, which would lead to much more pressure than the present system; and that if the teachers' examinations were not supplemented and verified by the provincial examinations a local pressure for the grading of unfit pupils would be exerted that only the strongest teachers could withstand. If such an examination did not include all the subjects and the whole work then it would lead to the utter neglect of such subjects as it did not include.

He thought the course included too much work in science and mathematics. Practical experiments required much time.

At the closing session on Thursday the usual votes of thanks were passed. A resolution was moved, recommending among other things an advisory committee on the course of study, and that examinations for non-professional certificates of grades "D" and "C" be discontinued.

It was pointed out that such a resolution might not be advisable in view of Regulation 132 which requires that "all questions and discussions foreign to the practical work of teaching are to be strictly avoided," and that in any case it would be improper to pass such a resolution without time for discussion. They were