

acquisition of new ones, the thought naturally arises—What is the use of examinations, anyway? Do they really meet and satisfy a “felt want,” or do they, along with the vermiform appendix, constitute a legacy bequeathed us by our forefathers, at best but useless, and often giving rise to serious or even fatal complications? The whole matter is one which deserves the earnest consideration of those directing the educational affairs of any country, and it is gratifying to know that changes have been and are being made which will remedy some of the more glaring defects in the system as conducted in the past. Still there is room for improvement, and one sphere in which we feel a wise change might be made is in the final examinations of the Normal College. Heretofore papers on Methods have been set for the candidates, who have already submitted to twenty or thirty examinations far more suitable for testing methods of teaching than any examination paper, even though it be ideally perfect, can possibly be. During the term each teacher-in-training teaches at least one lesson before each teacher on the Collegiate Institute staff; at least one lesson in each grade in the Public Schools, in which proper provision is made for due variety of subjects; of these lessons a written plan is submitted to the Public School Inspector; in our own class-room we conduct classes under the interested supervision of our Principal, Vice-Principal, or one of our lecturers; and when a person considers that each and every one of these lessons and lesson plans is a factor in determining our ability to

teach and manage a class, surely even the most extreme advocate of examinations must cry, “Enough.” But of this we do not complain, for we see that practical and competent teachers are forming a careful estimate of our methods as carried out in practice. Without feeling *excessively* burdened we can submit even to two term examinations, of which papers on methods form a conspicuous part. Here we have as examiners the members of the staff in whose presence we have conducted classes, and what is of far greater importance, we can feel assured that the questions set will deal with broad pedagogical principles, and will not be confined to comparatively insignificant technicalities, which at best but very inadequately test non-professional scholarship. Any good that may lurk in a written examination on Methods is surely attained by the papers submitted at the end of each term. But as to how sorry a test they really form, any member of the faculty can bear witness, for often he sees those whom he knows to be good teachers fail to do themselves justice, while others, much lower in the scale of teaching ability, must be ranked among the best, if the results of the written examinations are to be adhered to. But, granting that the authorities may reasonably demand these tests of our attainments in the *theory* of teaching, our claim is that the results of the two term examinations, coupled with the lesson plans, which must be submitted in the case of every lesson taught in the Public Schools and which may be required at any time by any teacher in the