

fraternal loyalty that protects the mistakes of the medical men? Is it because the teacher is professedly looking after the mistakes in recitation, until he chronically looks for weaknesses in the school-room? Whatever be the cause, is it not time to seek a remedy? Shall we not secure better work, in less time, with inappreciable sacrifices, if we hold the reputation of every member of the profession sacred so long as his character is unassailable? We shall endeavour to eliminate the fault finding vein, the critical tendency from our columns and from the profession, so far as our voice and pen have influence. We shall be all the more free to suggest and advocate vital reforms because of our endeavour to be loyal to the fraternity first, last and always.

—*Journal of Education.*

In the current discussions on the use and abuse of examinations, it seems frequently to be assumed that their one great purpose is to test—to furnish a basis for estimating the pupils' knowledge and ability, and the teacher's skill and success in instruction. If this were really the only purpose they serve, it would be easy to justify them, notwithstanding the fact that some evils undoubtedly flow from them. These evils do not exist in examinations, *per se*, but are faults of administration; and if a teacher proposes to abolish them on the ground that they encourage immorality, he utters an indictment of his own professional skill. But admit, with certain extremists, that examinations have no justifiable use as tests; that, for example, a pupil's fitness for promotion, or for learning a subject, is best determined by the teacher's personal knowledge, without any formal tests; even then the examination can hold its ground, regarded either as a motive or as a discipline. I feel sure that my experience in the manage-

ment of public schools has taught me that the intellectual tone of a school cannot be kept at the proper pitch by any other motive. Even the best of pupils need to feel that they must study with a view to rendering a formal account of their opportunities. Here, again, the stress may be too great; but this is simply a fault of administration, which is a direct reflection on professional skill. But leaving also the motive power and value of examinations out of account, they have a third and adequate defence in the fact that they afford a discipline of incomparable quality. The ability to render a clear, exact, and comprehensive account of what we know on a given subject, under some stress, or in view of something important depending on the result, is an endowment of supreme importance; and I know of no instrument for this purpose save a judicious examination. As it seems to me the only debatable question in the case is that of use and abuse; it is simply a matter of administration. — *W. H. Payne.*

At the first annual meeting of the Provincial Association of Public and High School Trustees, held at Toronto on the 8th November, 1887, the following Resolutions were passed:—

"That the present Regulations regarding candidates' examination fees be approved by this Association."

"That in the opinion of this Association the time has come when a minimum fee of 50 cents per month should be imposed on all pupils attending the High Schools and Collegiate Institutes throughout the Province. And that the Government be asked to provide the necessary legislation."

"That whereas the number of students in our High Schools and Collegiate Institutes has nearly doubled during the last ten years, thus neces-