

A boy or girl for instance who has carefully read one volume of Parkman, can thereafter be readily induced to pursue a valuable course of historical reading.

#### EXAMINATIONS.

The examination question is of itself large enough for a long address. We all agree as to some phases of it.

Examination within reasonable limits is a very essential and valuable part of true education. The moderate and sound view seems to be that examinations which have "qualifying values" are necessary. We need them for admission to a University, a Medical School, a Normal School, etc. Examinations based solely on the principle of competition are unnecessary and can easily become harmful.

For qualifying purposes what substitute can be suggested for them? In lessening the number of them I desire to minimize an admitted evil.

I understand that neither in England, Germany, France or the United States, is it the custom so far as advanced elementary instruction is concerned to "round it off," to use a phrase much in vogue, by regular examinations.

The proposal is to retain only absolutely necessary examinations, viz., the High School entrance, and the teachers' non-professional examinations.

All will admit that we can with absolute safety lessen the number of examinations. We hope also to reduce their pressure in another way, viz., by limiting the number of subjects to be taken at the Departmental Examinations, and by accepting the teacher's certificate as to those subjects which do not lend themselves readily to examinations by outsiders, and which in the case of teachers' certificates are subject to review in the training schools. We need not fear that the character of the