

and to multitudes of teachers and pupils, the final examination and the preparation for it loom up portentously in the near future. It has been the custom with many teachers, and we suspect it is yet, to go over the daily lessons, without much of review, or correlation, till about the last three or four weeks of the term, and then to rush over the whole field again, to fix facts in the memory so that they may be recalled readily on the fateful day. That is the method and that is all. Now, to our mind, this involves two grave mistakes; one as to what examination should be, and the other as to the proper way of preparing for it. Examination, however conducted, should be something more than recalling, in an isolated and unrelated way, the facts that have been stored in memory during a term or a year. The facts should be seen in their relation to each other. As progress is made in a study from day to day, the mind of the pupil should be trained to see over a larger area, and to see how the different parts are related to each other, and how new acquisition illuminates and reinforces what was before acquired. Furthermore, there should be developed a growing power both to acquire and to relate particulars, as well as to see more fully how the particular branch of study under consideration is related to, and throws light upon, all other branches of study.

Now, should preparation for all this be deferred till the last few hurried weeks of the term? Or should it form a part of the work of every day, from the first? To ask these questions is to answer them, as we view it. Both for a truly successful examination, and for a building of knowledge acquired into an organic whole, the common way is not a good way. The time to begin preparation for examination is the first day of the term; the time to continue it is every subsequent day; the method of doing

it will become apparent if we see clearly what the final examination should be and what it should show.

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*Dear Mr. Editor,*—Mr. Calkins' book is out, and I cannot say that I am very much taken either with its looks or its style. Will it have to run the gauntlet that Mr. Clement's volume has run? It looks as if something would have to be done with Roberts' book after all to make it suitable for our schools. Is there any money in the treasury of Mr. Paterson's committee for such a work?

THE BEST IF ANY.

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*Dear Mr. Editor,*—The Dominion Association of Teachers holds its convention in Halifax this year, I hear, but no information has yet reached us as to how we are to get to Halifax, or how much the trip will cost. Has a programme really been prepared, and where can one be had? E. M. B.

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*Dear Mr. Editor,*—I don't know, sir, how injudicious you may think me to be when you receive another letter from me. But in case the month of July should find me no longer a Montreal teacher, I must have a farewell word with you as such, whatever the consequences may be.

The later events which have created quite a little stir amongst us include the slight put upon one of the masters of the High School, who, after kindly offering to give our local association an illustrated lecture, found that no preparation had been made for him, and that the lecture and lecturer had to take a back seat among the minor items of the programme. The proper official, whether he had fallen again a prey to the habit of neglecting to answer communications or not, had evidently become the victim of a fit of forgetfulness, and what will now be done with him I am sure I cannot very well say. We hope that nothing