

oughly competent, trustworthy and responsible tribunal, that should have the confidence of the profession and of the country, to select and prescribe for use text-books that have other excellencies to recommend them than mere points of detail. Such a tribunal we are in hopes the present wave of public opinion will secure. The discussion of the matter in the Public School Section, if intelligently conducted, will be of the greatest use in indicating what will satisfy the teachers.

"Recent School Legislation" will prove fertile enough to talk about, but barren of results. The mischievous change in the law, allowing the summer holidays to be shortened in rural sections, is at present beyond Mr. Crooks' power to cancel. If any efforts are to be put forth against it, they must be used with the local Members to have effect. We would like to have seen "Recent Regulations" substituted for or joined with "Recent Legislation" as a matter for discussion. Opinion could then have been brought to bear upon the important changes that have been made within the last year in the regulations for the examination of candidates for teachers' certificates. The substitution of the intermediate for the ordinary third-class examination is in accordance with a resolution passed in the Public School Section at the last meeting. The alteration in the work for 1A and 1B certificates is made, we suppose, in response to previous strongly-expressed opinions at the meetings of the Association. If the work required for a 1C be searching enough—and this it may be without being made absurdly difficult—the options granted for the two higher grades are reasonable, but if it be shallow in its character, and the examination becomes a test that can be satisfied by mere cramming rather than by well-arranged and well-digested knowledge, the change will prove not for the better, but for the worse.

"The Supply of Teachers" is a matter that is engaging the serious attention of the profession in England, and from the numbers that are flocking to our examination halls to become qualified to teach, the means of supply is well worthy of consideration. The first plan that occurs to most minds to check an over supply, is raising the standard of scholarship; but this is not necessarily accompanied by an improvement in the capacity to teach, for the best scholars are far from being always the best teachers.

Another and a better way of accomplishing the same result with us is to prolong the apprenticeship of each pupil-teacher before entrusting him with the responsibility of a class or of a school. Several important advantages, besides the one sought, would result from this plan, and these, we have no doubt, will be pointed out when the matter is discussed.

The High School Section dealt with "Rotation of Examiners" in a very mild way at its last meeting. But nothing will satisfy the wants of our public school system except a method of choosing examiners similar to that prevailing in most Universities.

THE LATE EXAMINATIONS.

It would be impossible, of course, for the examinations held under the Department to take place without some blunder in the timetable. We remember, at one examination in the winter, a presiding examiner was fain to ask if he could be supplied with lamps, as the candidates were given till five o'clock p.m. in one subject. The time-table for the recent Third-Class Examination required the work to begin on Tuesday morning, but provided none for that afternoon, and thus was taken into Friday morning what could well have been finished on Thursday afternoon. A loss was thus entailed upon candidates and examiners of hundreds of dollars in hotel accommodation.

Next to the labour of examining papers is that of preparing questions, and a conscientious examiner will not consider any labour ill-spent that secures transparency of meaning in his questions, even at the expense of brevity in his style. Some papers put at teachers' examinations in past years have erred grievously in their obscurity, and we fear those put at the recent examinations have been no exception. Many a Third Class candidate was puzzled over the meaning of the first sentence of the fourth question in the arithmetic paper, and we know as a fact that some of them had to ask the presiding examiner what it meant. The mere altering of a word or two on the part of the examiner who drafted the paper would have saved a good many minutes' labour to anxious candidates. This examiner is, however, an old offender in this respect, and is, we fear, past reformation.