

## EXAMINATION OF SUPERIOR SCHOOLS.

*To the Editor of THE EDUCATIONAL RECORD.*

DEAR SIR,—Knowing the interest you take in the cause of education, I venture to express, through your paper, a few thoughts on educational matters, and even though the ideas advanced may not claim attention, yet for the sake of the subject involved, it is hoped that the question will not be passed unnoticed.

It is always desirable in introducing any changes that only those be adopted from which better results may follow, and without casting any reflection on the present mode of inspecting and ranking academies and model schools, some more settled and, therefore, more satisfactory system might be considered. It is a very trying task at times for an inspector to give any school as thorough an examination as might be advisable, or even necessary. Very little of the actual working of the institution is examined, and so there is but little opportunity for suggestions by the examiner—suggestions that might be of invaluable service to the teacher. From this standpoint, then, it would be highly beneficial if the inspector could spend at least half a day in every school in examining the institution in full operation. He might let the teacher conduct an occasional class without special preparation, and the rest of the time he himself might either hear classes or give instruction on any new methods or in any of a dozen ways that might present themselves, according to circumstances. Such a visit would be truly an inspectoral one.

To test the general efficiency of the schools a scheme like the following might be taken.—The Board of Education of the Province might appoint a Central Board of Examiners to frame a set of questions. Let one, two, or three days be selected once or twice a year, on which the papers would be submitted simultaneously to all the academies and model schools. This would make it necessary to have a presiding examiner—a difficulty readily met. The principals of one academy might preside over another, and in case of there being an academy and a model school in the same place, the two could unite for examination. The duties of the presiding examiner might be (1) To preside at the examinations; (2) To receive the examination papers under seal from the Central Committee, and deliver them to the candidates in the order laid down by a regular timetable, prepared by the Central Committee; (3) To see that the candidates answer the questions without assistance within the time allotted for each subject; (4) To receive all the answers on paper and return the same, without examination, to the Central Board. Other similar duties might be laid down. The head-master of each academy should send, at least a month before examination, a list of the names of the candidates who intend to write, so that the Central Board might know how many papers would be required. A fictitious name or a number would be assigned to each candidate by the Central Committee.

For this examination the subjects might be arranged in groups, each pupil being allowed his choice, and being entitled on the results, to a diploma as teacher for three or five years, according to the stand and the subjects taken.

Thus the examination for teachers now employed would not be required.

It is well not to have many complications and grades; probably three for Model Schools, and two for Academies would be sufficient. In Academies all who pass the examination would be ranked as upper academy pupils.

Now for the division of money grants. Every academy should have a fixed minimum allowance, and an additional amount based on the average attendance both in the lower and the upper grade, and a small allowance for each pupil who succeeds in passing the examination from lower to upper.

To meet the expenses of the examination, let each municipality pay for its own academy or model school.