

and lend it to them. Huxley says: "I put instruction in the elements of household work and of domestic economy next in order to physical training." In order to do this, it is not at all necessary to introduce a cook-stove into the schoolroom.

15. If you are a man, talk with your boys about their homework, and instil into their minds the necessity and nobility of labor.

16. Once a week take an hour for a lesson on morals or manners. Read a good story or anecdote to illustrate your topic. You can fire a whole school with enthusiasm for good by reading well-selected stories. Stories are sermons that children can understand.

17. Make your scholars feel that truthfulness, honesty and honor are virtues that must be their ruling motives in life.

18. Make your school the district centre of civility, politeness, and good manners.

19. Persuade the parents to visit your school, even if you have to do so by means of an exhibition in which "their children" take a part.

20. School trustees are your legal superiors in office. Argue with them, persuade them, but do not contradict them.

21. Bear in mind that though you may have more "book-learning" than most of the men and women in a country district, there are sure to be many parents who are your superiors in sound sense, in judgment, and in the knowledge of the solid facts of human life.

22. Above all, keep your temper and never get discouraged. Remember that you cannot create in children capacities denied to them by the laws of hereditary descent. Do not expect too much of your scholars.

23. Whatever else is learned or not learned, a child leaving the public school at from 13 to 15 years of age should be able—

(1) To read well and to spell well.

(2) To write a neat, rapid, and legible hand.

(3) To work accurately any question in arithmetic involving the four rules, and common decimal fractions, that may arise in the common walks of life.

(4) To speak correct English, and to write a letter of business or friendship neatly and correctly.

(5) To use his faculties in observing the facts of the visible world around him, and to judge according to evidence.

### EDUCATIONAL EXAMINATIONS.

To the Editor of the Canada School Journal.

SIR,—All the world is divided into two great classes, those who have passed examinations and those who have not. A great many of the latter class are very respectable people in spite of their disadvantages. As a class, however, they are growing beautifully less by degrees, and the time seems near at hand when nearly everybody will be able to talk about "passing my examinations." As regards examinations themselves, one obvious distinction is that between written and oral. Formerly oral tests were relied on, as some names like *wrangler*, etc., still remind us. In these latter days written tests are all but universal. There is a noticeable difference in the style of answering by pupils in our schools directly traceable to this difference of the test for which they are specially trained. The oral test is the more superficial, but it is far more showy. In the simple matter of spelling, for example, schools were formerly trained to spell almost wholly by word of mouth; at present they are scarcely ever asked to spell words orally, but almost entirely by writing. At the various public examinations the effect of changing the mode of testing our educational products is specially noticeable. Now-a-days we aim less at the memory—perhaps too little—and principally at the understanding. The consequence is our results are not so well calculated to make a show before a public audience, but more likely to secure the benefits of sound training.

The prevailing fashion of conducting the public examination in

good Canadian schools twenty years ago was to exhibit largely the results of verbal memory, and very little work demanding consecutive thought and intellectual force. The exercises brought forward for the inspection of fond parents and uncritical trustees were generally the simplest examples of pure memory, such as spelling matches—often a leading feature—repetition of endless strings of useless dates, long lists of geographical names and definitions, pages on pages of history *verbatim et literatim*, questions in arithmetic solved mechanically by rule, sentences parsed mechanically, without any real insight into the construction of the language. The parents of those days often went home highly gratified at the clever answers of Edith and Augustulus, and also at the talent they displayed in another prominent feature of the programme. We refer to the recitations, dialogues, amateur theatricals, etc., which were wont to fill up the happy hours of the evening. These entertainments were always immensely popular—in fact, unrivalled by anything but the circus and the negro minstrels. They frequently had a strong dash of the minstrel element in them. Proud mammas went home delighted with the way dear little Gustavus Adolphus recited the Song of the Dying Swan. Johnny astonished the natives with his representation of Deacon Honespun, and Tom won laurels as a magnificent judge with his grandmother's spectacles and a horse-tail wig.

The glory has departed—*sic gloria transit*. Now-a-days a public examination is comparatively tame and dry. When the question is *Why?* instead of *How?* and the *Reason* is in greater demand than the blind *Rule*, pupils do not come forward with the same confidence their parents used to show in repeating glibly by rote what they never understood, and what they forgot completely before the end of five years after leaving school. In the best schools of to-day no such stuffing of the memory is ever aimed at, though, of course, in all education worthy of the name memory must treasure up the results of our investigations. The consequence is that where the best teaching is done, where the greatest amount of real training of the thinking power is accomplished, the "show business" is generally a failure. Ready-made answers cost little and can be tripped fluently off the tongue; but the pupil who is compelled to think before answering will often show hesitancy and perhaps clothe his answer in very inadequate expressions, giving the impression to the casual observer that the child is not as well trained as children were "when I went to school and used to spell down the whole school."

It was only recently that a good deal was said to the effect that these written tests foster "cram." We believe this to be quite false, and are confident that there is now far less "cram" in schools and colleges than there was a generation ago, when high premiums were placed on the results of pure memory. Let any reasonable person take the lowest of our public written tests, viz., the Entrance Examination to High Schools, and examine the questions proposed, one by one, and point out those that could with certainty have been crammed. Not one in twenty can fairly be so claimed. It is the same with the Intermediate, the First Class, the Matriculation and higher examinations in all our decent colleges.

The great result aimed at, and, we believe, largely achieved, is to compel teachers and pupils to digest and assimilate their knowledge, to marshal and organize their knowledge for themselves. The progress made is slower and less ostentatious, but it is far more real, permanent and valuable than the progress made under the old system of training children to go through a hollow show before an incompetent tribunal of trustees and parents. As a matter of course, we may expect the usual percentage of purblind croakers and constitutional grumblers, who long for the flesh pots of Egypt, and stoutly affirm that the good old times were better than these.

F. D. X., Seaforth, Ont.

### DRAWING IN THE TORONTO PUBLIC SCHOOLS.

(To the Editor of The Globe.)

SIR,—A short time ago I was invited, with Messrs. Baigent and Matthews, members of the Ontario Society of Artists, by Mr. Hughes, Inspector of Public Schools in Toronto, to visit some of the schools and see the progress made by the pupils in drawing since the classes for industrial drawing were introduced, less than a year ago, and I have been requested to state through your columns what we saw. We were accompanied by Mr. Bain, a member of the School Board, and we visited the Ryerson, Welles-