

EXAMINATIONS.

AT the meeting of the Dominion Education Association in Montreal last July, the Minister of Education for Ontario, in his address on the educational tendencies of the age, referred in very strong language to his disappointment at the results obtained by the annual examinations conducted by the Education Department, and expressed an ardent wish that some better plan could be devised which would serve to secure the ends aimed at in a better way. In speaking thus, the Hon. Mr. Ross simply gave utterance to the sentiment of every thoughtful educator in the English speaking world. It is an undoubted fact that the discontent with examinations in every form is growing stronger every year. Less reliance now is being placed on results obtained by examinations than for many years past.

The injustice done to candidates by examinations and their results is becoming so apparent and so notorious to the best and most experienced educators that the question of what to do in the matter, whether to abolish examinations altogether or how to modify their results, is now a very serious question to those who are responsible to the public in educational affairs. The opinion is well nigh unanimous that examinations

supply a test of some qualification in a candidate which can scarcely be got in any other way, and the opinion is almost as unanimous that if examinations are solely relied upon the conclusion is misleading. The conclusion is misleading in two ways. The standing given to a candidate may be too high or too low, but it is more likely to be too low.

If the authorities who are responsible for the final results of the examination had information about a candidate's state of preparation for any particular examination, (which someone must have) and could apply this information to the correcting of examination results, the eminently unsatisfactory results obtained by the first test would be modified in the right direction. But who has this information and how can it be made available? Generally speaking, the Principal of the school has the information required concerning most, if not all, of the candidates. Can the educational authorities get this information in such a shape that they would be justified in relying upon it to such an extent as to modify the results of the written examination?

As all teachers are deeply concerned in this question, we will be glad to have suggestions from them on this matter which is now so largely engaging the attention of educators.

SCHOOL WORK.

CLASS-ROOM.

THE HIGH SCHOOL PRIMARY, 1892.

ENGLISH POETICAL LITERATURE.

Examiners: W. J. Alexander, Ph.D.; J. E. Bryant, M.A.; F. H. Sykes, M.A.:

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1 (a) Give in a single phrase or short sentence the main idea brought out in Byron's poem beginning "The isles of Greece."

(b) Indicate the connection between this main thought and the ideas expressed in each of the following passages:—

The isles of Greece! the isles of Greece?

Where burning Sappho loved and sung,

Where grew the arts of war and peace,—

Where Delos rose, and Phœbus sprung

Eternal summer gilds them yet,

But all, except their sun, is set.