

at Ottawa. Certificates obtained on this basis will be valid for any school in the province where a French bi-lingual teacher is needed.

Sir Joshua Fitch gives expression to the following statements in regard to the relation of the Government towards schools: "It is not the business of the Government to impose this or that theory of teaching. All originality, all independence and all enthusiasm will be very seriously interfered with if it were supposed to be the business of the Government to impose its own syllabus and its own codes upon every school; but there are certain general lines which, by universal consent, must be followed in all good schools. The object should be to find out what the schools profess to teach, and then to discover whether that profession is easily carried out, but not to impose upon them a scheme of instruction which they themselves may disapprove."

The following is a vehement protest made by Thring against examinations. "If education and training are the true aims of mankind, and power in a man's self the prize of life, then no superstition ever ate into a healthy national organism more fatal than the cult of the examiner. A system of examination and inspection, in proportion to its power, is death to all original teaching, to all progress arising from new methods, and even to all improvement which is at all out of the routine track. There is no dead hand so dead as living power thrust in on work from the outside. It is the doctor putting his fingers on the heart when he ought to feel the pulse. Where examinations reign, every novelty in training, every new method of dealing with mind, becomes impossible. It is outside

the prescribed area, and does not pay."

At the Conference of Teachers, held at the (London) Imperial Institute, on Saturday, January 6, Mr. H. L. Withers read a very instructive paper on "Examination Tests, Oral and Written." Speaking of the outside examiner, he points out that, though he is, in a manner, essentially suggesting, as he may, new and wider fields of thought to the teacher, in practice, however, he is found to work disastrously. First, an outside examiner implies an outside syllabus not quite in conformity with the particular school he is invited to examine. Second, it is of no great concern to him how his questions affect the teaching and instruction of the school. Thirdly, the examiner is invariably tempted to put questions testing information rather than power, as the former are easily made up. This has led to "Text-books" and "Commentaries," to cram and memorizing, and has made examinations to mean, as a French philosopher puts it, "permission to forget."

On August 14 there was a discussion (Cambridge) on "The Teaching of the Mother Tongue and National Literature in Schools and Universities." Prof. Sir Richard Jebb, M.P., who presided, said that our schools were rather behind the best schools of other countries in this respect. "Complaints were made that in the teaching of the mother tongue in our schools too much stress was laid on the teaching of English grammar and grammatical analysis, and too little on the work of developing ease and accuracy of expression. The result, no doubt, was that very often English boys and girls of sixteen and seventeen were singularly deficient in putting sentences toge-