

strength and endurance have done more for themselves and for humanity than those who by reason of their easy circumstances might have been at first sight expected to have accomplished the more.

No one at all conversant with our public schools but has seen books used in them whereby it was evident that unless supplemented by other educational aids, the work of instruction would consist in the greater part of work on the teachers' behalf to the almost total exclusion of labor by the pupils. Yet, not in one instance alone, but in the rules laid down by the administration of the department for the time being, not only were the further aids not provided but in some manner it was looked upon as a test of the teacher's ability that he or she might properly prepare the subjects for the pupil's comprehension and capacity.

A third criticism I would make is of the exaggerated importance given to examinations. Examinations are a recognized test and have their value, but that they are an absolute and sufficient test is not seriously argued by any educational authority with which I am conversant. Yet we persist in determining the scholarship of our pupils solely by examination and this, too, in the higher grades.

Need it be stated that there are those pupils in every school who, day by day, show a more or less mastery of their work, but who, on account of their nervous constitution or some other equally cogent reason, are unable to do themselves justice in an examination? Furthermore, any examination paper, however carefully prepared, may, and probably will, more largely suit the work of one pupil than that of another. For instance, in a translation in Classics, the passage given may have appealed to a particular pupil's imagination, while another pupil who has mastered, perhaps, more difficult passages or a greater number of passages than the one to whom this passage particularly appealed, has found in the passage given nothing sufficiently interesting to impress it upon his memory. (No one will probably seriously contend that our instruction in British Columbia is not largely based on the mnemonic.

Why not take into consideration the better test of scholarship, the daily achievement at the desk and in the class, and judge scholarship not alone by the three hours' work at an examination paper, but by the capacity shown throughout the entire year. I would not do away with examinations. There are those who, for constitutional reasons, find adequate opportunity of impressing their scholarship in such a manner. I would use a dual standard and would make class work count 50%, examination results 50%, and require the pupil to make a pass mark which would be determined by both his or her daily work and the ability shown in writing examinations.

While touching on the questions of examination, is it not well to consider the probably unique situation which, up to my very last information of our British Columbia schools existed, and probably still exists, where in the earlier classes or junior grades no examinations are held in connection with promotion and where in many instances examinations are not given or required. Is it fair to a pupil to carry him for a certain length of time without instruction or practice in written examinations and then suddenly face him with the condition where the passing of an examination is necessary to his promotion? Is it not more reasonable to accustom people from the first to the test which is later the most important, if not the only test?

Another criticism I would make is the lack of support given a teacher in a question of discipline and an attempt, seemingly beneficial, but really misguided, to control by what is, perhaps, called by its defenders, moral

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