

measure what is measurable. But it is well understood that those results which are non-measurable are "generally secured incidentally and most effectively in those schools in which the intellectual level is highest, and in which work of the ordinary educational type is most honestly and systematically done." And after all, that part of education which "takes the form of direct instruction, and is capable of being tested by individual examination is, though not the highest part, yet a very substantial factor in the education of the child." The conduct of the A. A. examinations is to be henceforward vested exclusively in McGill University, and it will be the duty of all concerned to see that they are conducted with care and efficiency. We must maintain a uniform standard, and we must guarantee sound work. The questions set must be well fitted to test a sound education, and must not encourage cramming or "mere information." I hope the time may come when such examinations may be conducted, in the main, on unprescribed work. The Report of the Education Committee of the General Medical Council of Great Britain, recently issued, contains recommendations to the effect that, in classics and modern languages, questions on prescribed books should form not more than a third of the papers, and that at least a half of the marks should be allotted to "unseen" translations and prose composition. The practice of setting language papers on unprescribed work, mainly, has been attended with excellent results wherever it has been introduced. There can be little doubt that it adds to the efficiency of preliminary examinations: "It relieves the competent teacher from the burden of special preparation of individual pupils in different books prescribed for various examinations, to the detriment of the general education of his classes, and it prevents the incompetent teacher from achieving results by wrong methods."

Next, I had intended to touch on the work of the Art for Schools Association in England, but as Mr. S. F. Robins has undertaken to speak of "The Adornment of the School Room," it will be well not to trench on his subject. I shall only say that I hope the Protestant Committee may find it possible to do something towards this desirable end. Edward Thring, of Uppingham, whose life has lately been written by a Canadian Headmaster whom we all honour,—Geo. R. Parkin—held that it was "doing honour to les-