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**SCHOOL EXAMINATIONS.**

Much has been said for and against examinations as an educational means to an end, and there is no doubt that many pertinent things difficult to answer can be brought forward to show their inefficiency as tests of a student's ability in its highest sense. At the same time, however, there is no doubt that, until something better is found to take their place, examinations must form an element of every efficient system of instruction; for the object of instruction is not merely to place knowledge before a pupil, but also to see that he grasps the knowledge so presented to him and understands it aright. It is in this last connection that the usefulness of examinations is apparent. But there is another purpose which these so-called inquisitions are made to serve; they are frequently, perhaps always—for it is difficult to eliminate the competitive element—considered as tests of superiority. Though this latter element is not to be considered as the better one, there must be a judicious admixture of the two in every properly conducted examination. For, taking human nature into account, some advantage must attend success if the energies of the candidates are to be incited to their fullest.

Among the various school studies, it will be readily seen that some are better adapted for purposes of examination than others. For instance, in the case of subjects like Clas-