

Public School teachers is thus assured, and the vigor and the value of the work done by the inspectors I have already alluded to. That the results are eminently creditable to all concerned is altogether beyond any peradventure—is, in fact, shown by the remarkable success with which Public School pupils pass the successive tests for promotion from grade to grade, and for entrance into the High Schools. Considering the average age of the candidates, the High School entrance examination is quite a severe test, and it is rigorously applied. It appears to be a much more advanced test and a much more stringently applied test than it was twenty years ago. Yet the Public Schools now send up more than twice as many candidates for this examination as they did then, and of those sent up 61 per cent. now pass, while twenty years ago only 52 per cent. were successful. If these facts mean anything they mean that the Public Schools do more work and do better work now than they did twenty years ago.

System of Examinations.

One of the most distinctive, and, in my opinion, one of the most admirable features of the educational present is the comprehensive and thorough system of examinations now controlled by the department. I can recollect their comparatively humble origin. Forty years ago the Hamilton School Board commissioned me to spend a few weeks looking into the city Public School systems of New York, Pennsylvania and the New England States. Of the different educational centres I then visited, the school system of Boston was reputedly, and, I think, actually, the best. On my return home I graded the Central School, and introduced grade limit tables and promotion tests similar to those used in Boston, but more thoroughly applied. These were subsequently adopted in the Provincial Model School, and were officially prescribed for use in all graded Public Schools. In due time they were extended and made to apply to Grammar or High Schools and Collegiate Institutes. Ultimately they became expanded to their present phenomenal proportions by the absorption of the County Board and Normal School academic tests for teachers' certificates, and the matriculation tests of the different Universities, technical colleges and schools, and learned professions. The latter functions were, doubtless, largely imposed upon the department by outside pressure. Of this my own profession furnishes a notable instance. The Medical Council, of which I have the honor to be an elected member, formerly held its own examinations for matriculation in medicine, through two appointed examiners, one at Kingston and the other at Toronto. The