

part of the educational process, to test the pupils, and examinations held by outsiders to test the competency of those who enter the professions, for example. But examinations like ours, so applied as to dominate every part of the school system and reduce the teacher to the level of a machine are neither necessary nor permissible in a rational system of education. Drastic measures at the outset intended to correct the evil of over-examination might work harm instead of good. The Minister of Education, with twenty-five years' personal experience of examinations for professional life, and guided by the best expert advice, has taken a safe preliminary step towards reform. He has begun with the examinations of candidates for admission to Model and Normal Schools and the departmental examinations for admission to the Faculties of Education. In future these examinations will be conducted for the sole purpose of determining the qualifications of candidates for teachers' certificates and no inducements will be held out to others to take them. A system of "Approved Schools" has also been put into operation. Pupils from these schools only (their work having been approved after careful investigation by Departmental Inspectors and certified to by the staffs concerned) will be admitted to the training institutions without examinations in writing, spelling, arithmetic, English grammar, and geography. The immediate effect will be to remove or to relieve the examination stress in the earlier years of the pupil's course; to make the personality of the teacher a more potent factor in the training of the children; and after a time, with the sympathetic co-operation of intelligent teachers and school boards, to educate better children for clerical and professional pursuits, where there is not room for them, and more for industrial and business life, where there are always openings for them.

In course of time this policy will be extended until the Department of Education has provided for the pupils of both Public and High Schools the education they need for the duties of life—as this is the main object of a school system. But a system which largely ignores, as ours has done, the necessity of vocational training as well is neither modern in character nor suited to the necessities of a Province like ours. Ontario depends for its prosperity upon its agriculture, its natural resources, and its manufactures.

CONTINUATION CLASSES

Another promise of the Government is being fulfilled in the development of Continuation and Fifth Class work in the public schools. The aim is to place within reach of all public school children, whose parents cannot afford, or do not intend, to send them to the high