

the new Government concluded that what had helped them once might help them again, and they passed a regulation dropping from the examination list (in addition to the few less important subjects dropped by the former Government in October, 1904), the all important subjects of writing, spelling, arithmetic and mensuration, English grammar and geography. Conscious that these subjects would not now receive the same attention formerly accorded them, and which their importance demanded, the Government thought something had to be done to insure that the subjects not submitted to examination would not be too much neglected, and the Department of Education devised, or rather, adopted a United States scheme of supervision which classifies all Collegiate Institutes, High schools and Continuation schools of the province into "approved" and "non-approved" schools. This supervision is exercised by the Departmental Inspector, assisted by the Principals of the Normal schools and the Deans of the faculty of education. The details of this scheme are extensive and may be seen from pages three to four of the regulations. The substance of it is, that if the departmental inspector on his annual visit does find "the school equipment adequate, the staff competent, the organization acceptable, the time-table suitable, the pupils' work satisfactory, and the teachers' honesty and zeal unquestionable," he will grade the school "approved," and in such event the pupils will not have to take the examination in the subjects dropped off the examination list; in September for the Normal school, and in October for the Faculty of Education.

In my opinion this scheme has fatal defects, one of which is, that the inspector is not required to present a certificate of omniscience. He certainly will require to be all-wise and infallible in order to apply successfully such a test as that mentioned in a visit of two days yearly.

Criticism.

(1) Two Departmental Inspectors or even three, the Department has, I

believe now appointed a third, cannot examine thoroughly all the subjects not submitted to examination in a yearly visit of two or three days. It will be impossible for him to examine personally all the book-keeping sets, science books, art work, and writing preserved by the pupils for examination; not to mention the oral examining which will have to be done in such subjects as reading, grammar, geography, and arithmetic.

(2) The average Collegiate Institute or High school inspector cannot devote more than thirty minutes to the inspection of the actual work done by each teacher in each of his classes. Teachers should not be subjected to the injustice of being branded "approved" or standing "not-approved" by means of so insufficient a test. Teachers and classes might happen to be at their highest level during the inspector's visit and the lesson be a brilliant success; or the opposite might be the case, and the result a dismal failure. You cannot depend upon human material to act in as uniform and accurate a way as you can on the inanimate material with which you feed a machine.

(3) We all know that there is a tendency to bias in human judgments, and a still greater tendency to attribute bias if the judgment is unfavorable to ourselves. Pupils are prone to imagine their teachers are biased by every little difference that may arise in the school room. If pupils are promoted on the judgment of their teacher alone, the teacher will often find himself in a difficult position, either of doing violence to his conviction or of resting under a cloud of disapproval in the school room, and even in the community. To safeguard both teacher and pupil there should be an outside test which would preclude the possibility of bias. Written examinations alone can supply that test, and these in conjunction with the teacher's judgment are the best basis for promotion.

(4) The school might not be marked "approved" because of a deficiency in the lower school in some one or more subjects not on the examination list. Because of this deficiency

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