

Owing to want of space, we can notice but briefly some misconceptions still entertained regarding the educational system of Ontario. It is not correct to state, as has been done, that a graduate of McGill in Arts can qualify himself to teach as a specialist in Ontario by fulfilling the requirements of a Normal School course in that province. The key of the position is obligatory graduation in Ontario. Indeed we may go a step further, and assert that a request to be examined in the subjects prescribed for specialists in Ontario made by a McGill graduate who had previously passed through an Ontario Normal school, has been refused. The request was the only means of combating doubts as to efficiency. It was officially declined, and properly so, since officials are created for the purpose of seeing that the regulations of officialdom, whether good or bad, are kept to the letter. It is the system which is to blame and not the men who are working under it. After all, a glance at the various aspects of this controversy drives home the fact that in official hands academic calendars are easy things to juggle with, whereas products of education stand declared.

The reaction in favour of Latin in the United States was mentioned in the last editorial. We had intended to express our views more fully on the educative value of Latin in the present number, but the limited space at our disposal must be given to quotation, as we find the temptation to print statements made in an inaugural address delivered by Professor G. G. Ramsay, of the University of Glasgow, in November, 1902, and entitled "Efficiency in Education," too great to be resisted.

"Higher Education," "writes Professor Ramsay, "is making immense strides in America; and it will come as a surprise to many to hear that *the* subject in which the greatest advance of all is being made, in the Secondary Schools of America, is the subject of Classics. A committee of twelve experts from all parts of the Union, has been engaged for some years in collecting exact information as to the number studying the various subjects in the Secondary Schools of America. . . Taking the whole of America, the Committee report that the number learning Latin in the Secondary Schools of America has increased from 100,144 in 1890 to 314,856 in 1899-1900; those learning Greek, from 12,869 to 24,869. Now, the total number of scholars in all the Secondary Schools of the country in 1899-1900 was 630,048; so that exactly one-half of the total number of scholars are learning Latin. And that not as a mere smattering, but in solid continuous courses pursued for four years or for five years, and in a considerable number of schools, for six years. . . The great bulk