

number of Normal Schools is increased; the artificial machinery of the educational office is enlarged and yet the opinion of a friendly critic is unfavorable to the character of the harvest of the educational field.

What does this mean?

Does it show that the same grade of intellectual power does not now, as in years past, seek admission to the profession of teaching, or does this fact reveal to us, that in intelligence only have we retrograded?

The explanation may be found in the combination of these two.

It is plain and has been for years, that on account of the great increase in the number of those holding academic certificates of qualifications for teaching in our Public Schools and in our High Schools and the consequent lowering of salaries that the community would not have the benefit of our best talent, especially of men for teaching. The salary is such a poor pittance that men of light and leading are compelled to turn elsewhere, to other professions or to business. Their inspiration in the most vital work for the country's welfare is lost—a loss which money cannot replace.

The remedy for this loss to the country lies with the Education Department and we believe it may be easily applied.

Whatever the explanation may be we feel quite certain (it may be a comfort to know that we are not singular in this opinion) that our people do not have so acute a sense of responsibility for the true welfare of their children as was felt and cherished twenty-five or fifty years ago. The theory of "get on" honorably if you can, but "get on" in any wise has got hold of our people to an unhealthy degree.

All grades of schools are dominated by the ideal of examinations

("get on"). The care is not to be well versed in your studies and the examination only an index, more or less correct, of your mastery of these studies, but the consuming aim of both teacher and pupil is to take a passing percentage of marks, though the knowledge of the subject be as the morning cloud or the early dew. The most serious part of the matter is, that apparently our people wish to have it so. The perpetuation of this ill-directed instruction is a source of gain to a certain class of persons.

This aspect of the question brings to mind the Ephesian city and the spirit which animated the ancient craftsmen.

For this serious state of matters where lies the responsibility? Without doubt with the family. If all our families attended to their duty in this regard in the right spirit, Ontario would not be facing to-day such a grave problem. And the remedy is with our families. If our families appreciated the gravity of the situation at its true value and accordingly would bestir themselves, the evils so generally complained of would in time disappear.

The families of Ontario elect the men to represent them in Parliament; they support the clergy of all the churches in Ontario; like people like minister, is just as true in this province and at this day, as the converse; all teachers are controlled by them; therefore, the families with whom ultimately the power is, must arise and steadfastly insist on the adoption of proper measures to remove the evils which are manifest to every one.

"The tendency of modern ideas has been to abolish any real discipline in family life, because discipline depends on the principle of headship in the father, whereas, at the present time, the mother is often the real head of the family. A father teaches