

accomplished during our own generation.

Of course everybody many a time has heard what a wonderful educational system is ours in Ontario, and it may reasonably be admitted that, as compared with other systems of the present as well as the past, ours has its advantages. But we must not let this blind us to the fact that folly and inefficiency yet prevail to a deplorable extent in our management of educational interests. The prevalence of fossilized school inspectors, of teachers with but one idea or none at all, of trustees caring little and knowing less about the interests under their charge, of barbarians, little and big, in attendance at our public schools, high schools and colleges: these are some of the many infallible signs that the educational reformers are far from having completed their tasks.

It cannot be doubted that in the reforms of the next half century the sons and daughters of the Ontario Normal College are to play a most important part. Our Alma Mater stands for the scientific and practical training of teachers and for the maintenance in their ranks of a true professional spirit and high scholarship. Already the Ontario Normal College is recognized, beyond as well as within the bounds of this province, as a pedagogical institution of the first importance, a monument (upon which he may well look with affection and pride) to the perseverance and scholarship of its distinguished president, Dr. McLellan. But the greatest importance of the institution lies in the promise it involves of wide-spread reforms to be consummated in the near future.

One of the first of these the writer believes will be in the direction of giving to the members of the teaching profession a greater degree of control over educational affairs. To a large extent the members of the Bar control the affairs of the legal profession,

and no layman would interfere; the Medical Council performs a similar duty in matters relating to the medical profession and the resulting public advantages are unquestioned; but any noisy politician and partizan believes himself competent to handle educational matters at least as well as and probably better than those whose lives are devoted to the study of such things. Even our Educational Council and Provincial Educational Association are little more than empty names. What influence do they have in connection with the continual changes in curricula, the framing and authorization of text books, and similar matters of vital importance, regarding all of which the opinion of the profession should certainly be of some value? And teachers are at the mercy not only of politicians in our provincial legislature, but of ill-informed and apathetic county councils as well. While it is true that many of our foremost pedagogical scholars are school inspectors, yet it is notorious that many others of these practically irresponsible County Council appointees are at best mere "cumberers of the ground," but the profession is powerless to get rid of them, and the individual teacher who reveals his dissatisfaction with the services of his own inspector is taking his professional life in his hands. Here is a field for reform that should not much longer be suffered to lie fallow.

Another great reform which the writer believes that this generation will see accomplished is the establishment of a Dominion Educational Council analogous to the Dominion Medical Council already in practical operation. When such a body assumes its duties many anomalies and extravagances of our present system will disappear. Surely the task of soul-training and character-building is one so serious and important as to forbid the consideration of any aim other than the employment of the best qualified teachers available, no matter what be