

to teach in some one of the several counties of the Province, have felt that they were placed at an unpleasant disadvantage. Instances have occurred in which teachers of highly respectable requirements, thoroughly trained, and of no little experience both at home and here, have been thus restricted if not degraded; whose children, having passed through the Normal School, and having had such practice as teaching in their turn in the Model School can afford, have received a first-class provincial certificate, while their father or mother, still vigorous and active, to whom they are obviously unequal in general ability, literary attainments, special aptitude, and, of course, professional experience, hold a position which is legally inferior to their own.

The school law of 1871 provides a remedy in part for this state of things, but the fact remains that any old country teacher, however certified as to character, attainments and experience, must submit to the same examination as any comparatively inexperienced stripling is required to undergo. Mr. Hope, in his delightful book about dominies, has admirably said:—"I deny that we could get good dominies by examination. Such examinations are generally tests of nothing but cramming. And the skill of a good dominie is just such as cannot be crammed into or questioned out of a man. I can quite understand that any one ought to be examined as to his knowledge of anatomy before he be allowed to tamper with the human body, but I do not believe that any examination, oral or written, can show whether he be fit or unfit to deal with the minds of boys." Again he says: "To know and to teach are different matters, and unfortunately those who have the most knowledge are too often the least able to impart it." And again: "You can by examination make sure of learned, or at least of crammed, teachers, but not of clever or conscientious teachers."

As a medium of communication between

the centre and the various concentric circles of the Ontario School System, there is issued from the Provincial Department of Education a monthly publication, entitled the *Journal of Education*. Some means of communication between the higher school authorities and trustees, inspectors, teachers and candidates for the teacher's office is evidently expedient and even necessary. Whether a distinct periodical is required for this purpose, or whether a portion of the Provincial *Gazette* would suffice, is a matter for the executive government to decide.

All the Public Schools of Ontario have now one important and noble characteristic. They are free schools, declared by the School Act of 1871 to be free to all children of school age. They are not, however, pauper or charity schools, for they are supported by rates levied on the property of all and by appropriations from provincial school funds, in which all have an interest. The question of the payment of school fees, so far as regards these schools, is now out of date. The universal right to education is conceded, although the duty of all to avail themselves of that right is not yet universally acknowledged and discharged. Parental indifference and cupidity, and juvenile idleness, truancy and vagrancy, require to be more decidedly dealt with. Compulsory attendance at school—which has long been provided for in Boston and other American cities, and is now being insisted on in London and other cities in England—is equally necessary in the cities and towns of Ontario. Such attendance further supposes the establishment of industrial schools for such children as are habitually erratic, and who, although not irreclaimable, are perpetually exposed to vicious associations and influences, which almost inevitably incline and lead to criminal courses. They must either be isolated now, in order to their restraint, instruction and improvement, or they will have to be isolated before long that they may be punished for their offences, and pre-