

teach and manage the schools according to clearly defined rules and regulations, or are they not? If not, who is? Again, are they to be allowed to act as responsible men, or are the Department and its servants to assume the task of conducting the schools and of providing money for all the expense of their maintenance? British people have not yet arrived at the condition of being thankful for permission to pay taxes under dictation without also having an influential voice as to the manner in which that money is to be expended. The voice of the people can be most effectively heard by allowing trustees, masters and teachers to carry out in detail the general programme of studies authorized by the Education Department as the needs of the several localities demand.

The High Schools ought to be left in peace, free to do the work they are intended for; they should not be inspected as they are now (which only hinders and disturbs), but supervised, in order to ascertain if the buildings and general equipment are up to the proper standard, and for this supervision *one officer* of the Department is sufficient. All other information required by the Department is furnished by the minute returns made at regular intervals according to law by the honourable and competent men in charge of these important institutions.

The truth is, the intermediate schools of Ontario suffer loss; they are, by the course pursued by the Education Department, placed in a humiliating position and subjected to such treatment as no schools of their standing are subjected to in any other English speaking country.

THE MONTHLY, therefore, asks for the High Schools of Ontario, with their trustees, masters, teachers and pupils, the freedom to obey properly constituted authority, freedom to de-

velop in every direction, freedom to discharge every obligation to the citizens who maintain them, consistent with true loyalty to Queen and country.

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#### REPORT OF THE MINISTER OF EDUCATION FOR 1888. COUNTY MODEL SCHOOLS.

NUMBER of schools, 55; number of students in-training who attended the examinations, 1476; number who passed, 1375; percentage who passed, 93. Out of the whole fifty-five schools twenty-six passed all their students, while those at Strathroy and Forest passed only seventy per cent. It would be absurd to suppose that there is such a difference in the attainments of the students of the various schools as these figures seem to imply. The difference must be in the manner in which the examining board perform their duty, and the principals make up their reports. As third class certificates are valid over the whole Province, the professional examinations, like the non-professional ones, should be Provincial too. Or, if the local boards are still to hold sway, then the certificates which they have the power of granting should be legal only in districts over which they have jurisdiction. Hon. Mr. Ross has some pertinent observations bearing upon the work of these bodies which are worth producing. "Boards," he says, "should deal firmly and heroically with every candidate whose qualifications are not unmistakably high. Efficiency in the school-room is only attainable by exercising the greatest care in the professional examination of teachers." These remarks our local boards would do well to lay to heart, so also should those who are responsible for the second class professional examinations at the Normal Schools. Indeed, if the Minister would lay these observations before the latter, merely