

and exactitude. This plan would yield more satisfaction and produce better results than the contrary plan on which we in Ontario have been working for some years, namely: absurdly difficult questions and very autocratic treatment of the answers. An examination paper prepared and given to candidates to write on, should on no account be interfered with by (any one whomsoever) minister, chairman of committee or examiner.

We know of many persons in Ontario who would like to know who has the authority, or how came the authority to any one now in office in educational affairs, of handling examination papers as they were dealt with last summer. For example, as the kind process to which the second class algebra paper was subjected. Some other papers were "bleached," but we name this one for obvious reasons. Teachers await with interest an answer from some competent official.

The admission of scholars to High Schools should be left to the head master of the High School and the Public School Inspector for the district. The preparation and printing of the questions may be left for the sake of convenience to the Minister of Education as at present, but with this should end the work of the Department as far as the admission to secondary schools is concerned.

It goes without saying that the treatment which teachers have received at the hands of the Education Department for the last ten years has had a very bad effect (on their character), and our correspondent does not put it too strongly in the communication *re* College of Preceptors. Now, a teacher cannot suggest a change in the mode of doing work or carrying on the administration of the Education Office but he is at once classed under the euphonious heading of a "sorehead," or called an opponent of the Govern-

ment, or a personal enemy of the Minister of Education. It was not so under the *régime* of the Chief Superintendent of Education.

The very fact of our penning these few words, and especially the words "Chief Superintendent of Education," will be sufficient with quite a number to put this magazine down as an out-and-out opponent of the present Government, notwithstanding the fact that we have advocated consistently during the last eight years the necessity of returning with all possible speed to the position we formerly occupied with such profit to the educational interests of the country. Let us have a non-political head of the Education Office. "We speak as to wise men, judge ye."

OUR PUBLIC AND HIGH SCHOOL SYSTEM.

WE are somewhat inclined to boast of our system of public education, and to refer with pride and pleasure to its results as seen in the training of our youth, ignorance being eradicated and knowledge disseminated throughout the land.

However, occasionally we hear it said that our young people are over-educated, that the young men of the rural districts will not stay on the farms their fathers have tilled, and that our daughters prefer other employments before house-keeping.

It may be that the system of education or the manner in which that system is being carried out, is not alone responsible for the state of matters above referred to. This overcrowding of professions or business pursuits may, perhaps, be partly accounted for in another way. In past time when the erection of the log house and the clearing of the forest preceded or accompanied all farming pursuits, when the appliances for domestic work of the simplest kind were