

pursued we might still be trudging along in the old paths, the slaves of methods long since laid aside.

With a view, therefore, to elicit opinion, and, if necessary, to secure improvement in certain particulars, I shall venture to suggest a few modifications which I think might be advantageously adopted.

And, first of all, it seems to me that while the Education Department should take a very prominent part in all matters pertaining to our schools, the present tendency is rather to ignore local interest and supersede local control by centralizing all real power in a non-representative and semi-responsible body.

It has long been deemed a fundamental principle in our educational polity that an interest can best be created and sustained by extending to the people a fair share of authority. For reasons not fully apparent, a centralizing policy seems now to prevail, the most objectionable feature of which is, as before remarked, that privilege and power—withdrawn from the people—are being entrusted to a select committee on which the people have no direct representation.

Probably many of the changes introduced from time to time would meet with less opposition if those most directly interested were represented on this executive council. All this may be said without in any way reflecting on the gentlemen selected as members of this Central Committee. It is the *principle* adopted—superseeding our former representative system—to which exception is here taken.

From some cause or other, our present methods are considered unreasonably expensive. If the accumulation in Toronto of work formerly done throughout the Province sufficiently accounts for the present outlay, it is quite susceptible of demonstration, and the necessary information should be given. The *results* now ob-

tained by our educational machinery, speaking particularly of examinations, are by many considered incommensurate with the cost to the country.

If our High School grants, for example, are not increased in proportion to the increase of work assigned them; if, as some trustees assert, "*the mill in Toronto is keeping the grist and giving them the toll*," if, in short, there is any misappropriation of school funds, it ought to be rectified in a manner satisfactory to any reasonable demands of trustees and teachers.

To speak of examinations more in detail, I believe the

ENTRANCE EXAMINATION

would be more effectual (1) if adjacent Public Schools were encouraged to use it more generally as a test for promotion from the fourth form; (2) if more definite instructions were given Head Masters as to their presiding and the remuneration to be received. Whatever perquisites are available should be secured to those who have to do the work. The Inspector, in other words, should not be burdened with the distribution of this patronage among outsiders. (3) The time for holding the examination should be more definitely fixed. (4) I think the end sought might be attained, with a saving of both labour and expense, if, in making our returns, the *total on each subject* were given (as in case of third class teachers) without the tedious process of entering the value given to *each answer*.

THIRD CLASS EXAMINATION.

The adoption of the Intermediate for the County Board examination is likely to meet with very general approval, if a committee of examiners can be secured large enough to carefully examine the papers in time to prevent confusion at the opening of schools after