

single politician with the talents or the knowledge required for discharging at the same time the duties of Minister of Education, and a Council of Public Instruction.

But, besides the impossibility of finding a suitable man for such a position, there are other matters that must not be overlooked. It is well known that our schools are founded on a strictly non-sectarian basis. The rights of all denominations are supposed to be equal. By the legislation from time to time given to the country, and the protection by the parliament, these rights are solemnly guaranteed. In the execution of the law, however, it would be an easy matter for a Chief Superintendent were he so inclined, to hold the balances of justice in such a way as to favor one class more than another. As a check to any tendency of this kind, however, the Council of Public Instruction is invaluable. Every administrative act is performed with their sanction, and the personal prejudice of one man is neutralized by the many. True, with a Minister of Education, this danger need not be so particularly guarded against, as all complaints from such causes could be fully ventilated on the floor of parliament.

There is another objection to the abolition of the Council, the force of which remains under any circumstances. It was provided in the recent amendments to the School Act, that the High School Masters, Inspectors and Public School Teachers, should be represented in the Educational Council of the Province. The reason for giving them such representation are still valid. Their practical knowledge of school

matters, and their acquaintance with the educational wants of the country, entitle them to express an opinion in such quarters as would enable them to make themselves felt, at least on the details of school government. Now, this was either a wise or unwise concession to the profession. If wise, then there can be no justification for its withdrawal, but the fact of its having been abused. Will those who favor the abolition of the Council, say the profession has abused the privilege of election? Are those men who sat, by their votes, at the Council Board a discredit either to their constituents or to the country? If not, then, why stop the operation of machinery which gives promise of producing such good results before its usefulness or efficiency has been fairly tested? Surely the teachers and inspectors on whom the franchise was conferred a few years ago, are today as worthy of confidence as then. We believe that we speak the sentiments of every teacher and inspector in Ontario, when we say that they value too highly the privilege of representation at the Council Board, to part with it readily or willingly.

Further, we urge that such a measure would be retrogressive. The tendency of all modern legislation is to widen the franchise and extend the privileges of the people. What then would be thought of a measure that would disfranchise nearly six thousand of the most intelligent voters of the Province?

We will probably refer to this question in a future issue.

SIMPLE THEORY OF FRACTIONS.

BY D. MCINTYRE, TEACHER, LANCASTER.

The chief cause of the tardiness of pupils in acquiring a competent knowledge of fractions arises from the complicated form

in which they are written, and from the fact that this complication is seldom properly explained. Were the denominators written