

suppose that the teaching of writing is no part of school work. If all were to follow the example of the schools deserving the highest credit for the manner in which the answers were written, there would certainly be produced a fine educative effect, for there is as much progressive mental training in learning *how to answer* as in learning *what to answer*. As an inducement to those of our teachers who are, perhaps, not as careful in this connection as they ought to be, I would suggest that in future a special mark be given for this, just as there is a mark given for the specimen sheets sent in to the Department, and that such a mark be also an element in the award of the special bonus to any of the schools." If any of the teachers have any suggestions to make in regard to the routine of the examination they should send them in to the Department at once.

—Inspector Taylor has evidently been finding specimens in his new experience; but he must not run away with the notion that he has found a new specimen of the genus *homo* in the commissioner who condemns heedless of facts. We doubt very much if there is a community in our province, or even in any other province, in which the illogical critic, with his pockets full of fallacies, is not to be found retailing his adulterated wares in the stores or at the street corners from one end of the week to the other. Of course the people know him, and can tell you all about his antecedents and his idiosyncracies; and yet, strange to say, they are none the less inclined to put faith in nearly everything he says about public affairs, and especially about individuals. Hence, when we come across him it is necessary for us to deal gently with him and his so-called arguments. Of course, he does not wish to be convinced that he is wrong, for that would only be a loss of prestige and clamour to his conceits. He will tell you with the blandest nonchalance that the systems of to-day, in every branch of industry, are not what they were; and yet, when search is made for his *data*, one generally finds that his knowledge of the present is as superficial as is his reading of the past. To approach him on the question of education is to apply a spark to his enthusiasm as one erudite on the negative side of the question. His indignation even grows warm as facts stare him in the face. What does he care for facts? He knows what he is talking about. He has his opinions, and these are sufficient for him and ought to be sufficient for other people. Indeed, even after everything has been said in his favour that can be said, the man is not a very pleasant person to deal with. To say the least of it, any