

Ontario, where the pupils throughout the province, from the time they enter the primary class in the public school until they graduate from the Provincial University, are prescribed the same course of studies, are examined upon exactly the same subjects, at the same time, and are required to come up to the same standard of perfection in the work as judged by an examining body directly or indirectly appointed by a state body, before they will be permitted to pass on to a higher course of study. Instead of uniformity of requirements, time and attainments, the greatest dissimilarity prevails. Instead of an educational unit for an entire state, there is unity in the town or institution alone; in fact, each town, school section, college or university has supreme control of its own educational system.

As in Ontario, in the school section or town, the Board of Trustees, the members of which are elected by the municipality, appoint the teacher. As soon as the appointment is made, the teacher then assumes full control of everything pertaining to the school. He arranges the curriculum, the timetable, the classes, marks the daily recitation and attendance, sets and examines the monthly and final examination papers, if such are held, a feature which depends entirely upon his own caprice, and passes the pupil from class to class or from the public school to the high school ill or well prepared, according to the amount of conscientious work done by, and the scholarship and ability of the instructor. In the towns there are graded schools, and the town pupils, while under the same kind of authority and conditions, have a better chance for doing more thorough work, for they must pass from one teacher to another in the different grades and the work of teacher and pupil is most carefully watched and criticized by the other teachers. Added to this, there is the close proximity of the parents, whose enlightenment and ambitions are much

superior to those of the parents in the country districts and whose watch over the work of their children in the schools is much more constant and careful, and there is the nearness of the City Superintendent, as well as the competition between teacher and teacher and among the pupils themselves. All of this exerts a direct influence upon the schoolroom, and results in the work being much more thoroughly done.

In the county, the rural teacher has only one inspection of his class-room to fear, that of the County Superintendent of Schools, an officer whose duties correspond to some extent to those of the Ontario County Inspector. This Superintendent makes semi-annual and in some places annual visits to all the rural schools of the county, and fills out reports containing information about the attendance, number of classes, number of pupils, etc., for the annual reports upon education. These are published along with weekly reports required from each teacher, in the county newspapers. The person chosen for this position need not be, and generally is not, a person of high scholastic attainments. Men and women are eligible for the position and are usually successful teachers taken from any grade in the country or city public schools. They are elected by the county. Each school section elects delegates, and at a convention of these delegates the Superintendent for the County is chosen. Unlike our County Inspectors, the Superintendent is responsible to the municipality alone, and to no inconsiderable extent his work is hampered and biased by this fact. Besides the work of supervision, such as has been described, the County Superintendent examines and licenses teachers for the county. The Model School of Ontario has its counterpart in the County Institute. This is a training school for teachers which meets in the summer and winter vacations for a week or two, and the instructors are well known public or high