

sisted when he recollects what the entrance examination has been for years.

Not only is the attempt made by it to ascertain who are prepared to begin the High School course, but also to show teachers in the Public Schools how the subjects on the programme should be taught. By the effort to instruct the teachers the entrant suffers. It seems to be settled policy at the Education Office to assume the patience and docility of teachers; the ability and infallibility of examiners, and that teachers must be to blame for any unsatisfactory results connected either with schools or examinations. May we humbly quote Mr. Mundella's words to his interviewers: "I beseech you believe that you may be mistaken." The characteristic part in the Public School programme is the three R's; in the High School preparation for the universities; in the university the infinite in human knowledge. These programmes must overlap: what they lose in symmetry they gain in usefulness; but beyond these, over all these, liberty, more liberty to the men who carry the burden in these schools.

INSPECTION.

THERE is a good deal of feeling at present about the inspection of schools, especially among High School Masters. All the masters are familiar with the manner in which this work is performed, and from their standpoint the case may be very briefly presented.

Masters and teachers must possess the legal qualifications in order to be engaged by the local authorities of the different High Schools. These qualifications, the programme of studies, the kind of school building, its furniture and equipment, are all fixed by the rules and regulations of the Education Department, and to that Bureau regular certified returns are made. In addition

to this the pupils from time to time pass certain examinations prescribed by the Department, and in many cases by the colleges and universities. The inspector is an official appointed by the Government to visit the schools at stated times in order to ascertain from personal observation whether the laws and regulations are complied with, and if matters are found satisfactory a small grant (which year by year is becoming less) is made to each High School by the Education Department. Here, we think, with safety to all parties the inspector's duty should end; but, in addition to this, we have in his report remarks about the efficiency of the staff and other particulars which we hold are quite outside the sphere of the inspector's duty, and which lead to wrong inferences and invidious distinctions, because these reports are forwarded to the Department, returned to the Board of Trustees, and in some cases published in the local newspapers. Many reasons might be given to show that such a state of matters is unfair and undesirable. The masters possess the legal qualifications and also practical experience in school-keeping gained by everyday knowledge of the work in which they are engaged; in not a few cases they have as high scholastic attainments and longer experience in dealing with young people than the government official; besides this, the inspector is present in the school for a very short time and is a stranger; the pupils become flurried and neither do themselves nor their teacher justice; or it may happen that on the occasion of his visit the attendance may be small and the best pupils absent. In judging also of the master's management, it is not unreasonable to suppose that he knows more about the local needs of his school than a stranger. It may