

from temperament and natural aptitude, from the intellectual and moral sympathy which enables some men and women to know what is going on in the interior of a child's mind, and to adapt their instruction in accordance with such knowledge. No mere study of methods will ever place one who lacks these finer instincts on a level with one who possesses them. Nevertheless, there are right ways and wrong ways of presenting truth; there are principles underlying every rule of practice which a good teacher adopts, and the investigation of them is not without great value. To the average schoolmaster such knowledge is indispensable, as a means of saving him from mistakes and enabling him to economise his resources. And even of one who is exceptionally qualified by natural insight and by a love of his work, it may be safely said that his work will be done better—as all the work of life is done better—in proportion to the thought and study which have been devoted to it, and to the degree in which he has laid hold of the reasons which make one course of action wiser and more practically efficient than another.

“In the sphere of primary education, this principle has been generally recognised, and the recognition of it has been attended with the happiest results. The training college system, the creation of the last thirty years, was partly founded and almost wholly sustained and developed by the operation of the Education Department of the Privy Council. It has been practically limited in its operations to the teachers of schools for the poor under Government inspection. Yet within that range its results have been very remarkable. The class of agents whom it has employed was not the most promising. The early advantages, the knowledge of the world, and the general culture of the certificated teacher, have—as is well known—been comparatively small. He has, however, proved himself to be a most valuable public servant. His knowledge may not be extensive, but what he knows he can teach; and he has acquired the art of organising and managing a school, and of giving certain useful instruction to the largest number of scholars in the shortest possible time. No one who has had opportunities of comparing the elementary schools of the present with those of the past can fail to perceive the enormous difference between them; nor to doubt that in the trained and certified teacher we have a highly efficient instrument, whose efficiency is mainly due to the systematic study of the art and science of his profession.”

The reports of our county Inspectors will be read with interest, and it will be evident from these papers that the money spent in School Inspection is productive of most valuable results. It is largely through the influence and exertions of Inspectors that School sections are properly limited and so arranged as to subserve the wants of the people, it is largely by their efforts and counsel that Schoolhouses of proper dimensions and style are built, and not a few sections have first-class teachers because the Inspector brought an influence to bear and secured this boon. They are likewise largely instrumental in protecting the expenditure of school funds from abuse. We have stated that every forward step in our school work, demands an additional outlay of Government funds or an increased tax directly on the people. In making provision for enlarged claims a very grave responsibility rests upon the Government, as it must be looked to for money or measures to sustain the work and to carry it forward, when these are provided the Government doing so may well claim the gratitude of every true patriot, as education brings not only wealth and influence but almost all the comforts and endearments of home. We trust this work, necessarily devolving on our public men