

in Quebec. There provision is made for a Protestant Deputy Minister or Superintendent, as well as a Protestant Committee of the Council of Public Instruction, specially charged with the administration of the Protestant Dissident Schools. In this way freedom of education is secured to the minority; there is no room for outside interference, no cause for distrust, no grounds for complaint.

Wanted!—A Separate School Law which shall provide a Catholic Deputy Minister of Education for Ontario!

Our final charge (for the present) against the existing Law, is that it opens our schools to an inspection which is most unfair in itself and most mischievous in its results. According to regulations issued under the authority of the 26th section of the act of 1863. "In cities and towns the Roman Catholic Separate Schools shall be inspected by one of the High School Inspectors, or by the County Inspector, as the Minister may from time to time appoint. In townships and incorporated villages, the inspection shall be made by the County Inspector." The Inspector is directed, among other things, to "make enquiry and examination so as properly to report upon the condition and operations of the school." We have no reason to question the competency of Public School Inspectors in general to properly conduct examinations in the secular branches of the Separate School programme, but the incompetency of High School Inspectors to do the same work has been established on more than one occasion. Not that they know *too little*, but *too much*, or think they know more than they do, which amounts to about the same thing. They aim too high, and probe too deep, regardless of the limits of the programme prescribed, and the tender years and undeveloped minds of the pupils. They certainly do not follow, if they have even condescended to read, the instructions of the present Minister of Education to the Central "Committee of Examiners, of which they are members: To be careful to place themselves in the position of the candidate, and judge his answers by what the candidate can fairly be expected to do, and not by the standard at which they themselves would be able to answer it. There is a long interval between the intellectual development and knowledge of the candidate and the Examiner, and this difference should not be overlooked when the Examiner is judging of the value of the answers." If those gentlemen High School Inspectors could be made to attend to these instructions, when visiting and examining Separate Schools, they would not mix and muddle things as they do, in their torturous efforts to exhibit their own high attainments, which are sometimes imaginary. On more than one occasion the writer has witnessed the mischievous, indeed demoralizing, effects upon children of such exhibitions of intellectual gymnastics. Not so very long ago, in a town less than three hundred miles west of Ottawa, he was present at a visit of inspection conducted by one of the

three High School Inspectors, a very nice-mannered gentleman, but, like his colleagues, a trifle too patronizing. After an exciting trapeze performance in mid-air with some very simple English words, which were made to whirl around in a way that would have amazed your Websters and Worcesters, the Inspector proceeded to take a class of little girls in Geography; at least *Geography* was what he called it. "What" he asked, is the County-town of Middlesex?"—"What do you mean by a County-town?"—"What is a County Council?"—"What are the functions of a County Judge?"—"What Courts are held in the County town?"—"What are the functions of Reeves, Deputy Reeves, Township Councillors and County Wardens?"—And so on through the municipal manual. At last the teacher ventured a private remonstrance, and after a parley the examination in that branch ceased, to the disappointment of the writer, who had prepared him-self for such standard questions in Physical Geography as: "How old is the present Sheriff?"—"Where was the County Clerk born?"—and "What is the size of the Registrar's head?"—However, enough had been asked to bewilder the children, to impress them with a sense of their profound ignorance of some of the very rudiments of an elementary education, and to impair their confidence in the teacher. In their simple but effective way they told their parents all about the Inspector's visit, how he had questioned them and they had failed to answer; and some of their parents—sensible people!—made hot haste to complain to the trustees of the inefficiency of the school, the teacher's neglect of their children, and so forth. This is but one instance of the mischievous results of the examination of primary schools by High School Inspectors. But there is an objection of another kind which holds equally good against both Public and High School Inspectors as official examiners of Catholic schools. It arises from their religious convictions. With the exception of one or two County Inspectors, they are all Protestants. As such, even leaving their prejudices aside, they lack that warm sympathy with teachers, that interest in their work, which the superintendence of Catholic education requires. We have frequently heard Catholic teachers of recognized efficiency complain of this, and ascribe many of their difficulties to the cold, formal, and often harsh manner of the Inspector. It is not sufficient to protect our teachers, —though oftentimes they are not protected—against the assaults of bigotry; they must be encouraged, and warmly encouraged too, if we would expect them to succeed.

Wanted!—A Separate School Act which shall secure a proper system of inspection for Catholic Schools in Ontario!

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"What is the meaning of a backbiter?" asked a gentleman at a Sunday School examination. This was a puzzler. It went down the class until it came to a simple urchin, who said—"Perhaps it's a flea."