

and, in respect of Teachers' grants, Section 12 should be operative therein. These provisions for inspection and Teachers' grants would be the best adapted to the condition of Schools in such portions of the Province, while those of Section 13 would meet adequately the needs of those parts whose educational conditions are more advanced.

**IMPROPER INTERFERENCE WITH TEACHERS.**—The additional suggestions which I have offered, as empowered by the Statute, with a view to legislation thereon, will be found in my remarks under SUPERIOR SCHOOLS and GRAMMAR SCHOOLS. I would respectfully commend them to the favorable attention of the Legislature. There is another suggestion which I would offer in this connection, viz., that Magistrates should not be permitted to entertain complaints against Teachers for civil action on account of any supposed excess in the exercise of the authority conferred upon them by the Law, and the Regulations of the Board of Education for maintaining proper order and discipline in their Schools, unless the Board or School Trustees fail to deal with such complaints when duly preferred by the parent, master, or guardian of the child. The teacher's task is a difficult one, and fancied grievances are frequently made the occasion of injudicious interference by the Magistrate. Where the Schools are open to children of all classes discipline is a question of "levelling up," or "levelling down." Ignorant parents are slow to invoke magisterial aid with a view of intimidating the earnest and faithful teacher in his efforts to maintain a correct standard of deportment throughout his School. I regret to say that there are Magistrates who do not scruple to vex and worry teachers without just cause. The Board of School Trustees is, it seems to me, the proper body to investigate and determine all complaints of the character referred to.

**SCHOOLS IN LARGE DISTRICTS.**—The Province is to be congratulated that so many of its best men are willing to give their time and influence to the promotion of the educational interests of the country. It is of the first importance that an enlightened public spirit shall continue to preside over the scholastic affairs of these large Districts. Any thing which tends to narrow the sphere of the beneficent operation of the School system is to be deprecated—whether it assumes the form of undervaluing the motives and details of School discipline involving largely the formation of youthful character, or appears in the guise of economy, decrying the teaching of any thing beyond the elements of common knowledge. It is not possible to sustain elementary Schools of the desired quality, unless the series is carried upward to advanced and High School work: and every one qualified by experience and training to form an opinion on the subject will acknowledge the wisdom of the local Boards in making suitable provision for the conduct of a series of advancing grades terminating in a well-conducted High School. Those pupils who do not traverse the entire course of instruction, receive largely of the advantages of the complete series of Schools, by the resulting superiority of the elementary grades.