

uses the phrase to describe it which, above all others, conveys to the mind the idea of all that is most objectionable to the appointment he predicts.

Definite "crystalline" forms prevail in the inorganic world, not in the organic, and, when crystallization sets in, growth and development end. This is the fate that overtook France when the crystallizing process was at work under the most favourable con-

ditions. This is the fate of China, whose "educational materials" crystallized long ages ago. For ourselves, until our educational methods and organizations attain all the growth and development they are capable of, we do not very much care to see them crystallize in definite form about the nucleus of an Educational Minister.—*Educational Times* (London, Eng.).

CORRESPONDENCE.

HIGH SCHOOL INSPECTION.

To the Editor of EDUCATIONAL MONTHLY:

DEAR SIR,—Being thoroughly in sympathy with the position which the Magazine has held on the Inspection of High Schools and Collegiate Institutes, I hope you may be able to find space for the few lines following from one who is in active service in one of the Secondary Schools.

What are the legitimate duties of a High School Inspector? Self-evidently, those appertaining to intelligent supervision, judicious counsel, and, when necessary, professional assistance of a more substantial nature even than counsel. The question is, Are these duties being performed, can they indeed be performed, satisfactorily?

With regard to the first point advanced:—Intelligent supervisions. Is it possible for any single individual, however accomplished and well-meaning, himself remotely resident from the scene of his jurisdiction, to exercise continuous and intelligent supervision over a multiplicity of schools, with the members of which he comes in personal contact, say, once in eighteen months or two years?

Yes and no.—Any individual of ordinary ability and common-sense will readily ascertain whether the laws and regulations as regards buildings and educational appliances are complied with by Boards of Trustees. If not, there is the Department to appeal to. Here the Inspector is of use; his criticisms of value, always provided that the Trustees be enlightened, amenable to reason, solicitous of the grant, and interested in their school and its standing in the Province. With regard to the internal working, the interior economy of any particular High School or Collegiate Institute, no single individual being a stranger to the locality, whether Minister, Inspector, or Teacher, is competent to judge from a cursory visit of the every-day working or general efficiency of any such establishment. That this is the case has been proved conclusively time and again, and once, at least, quite lately, when an estimable and experienced master and,—as the result proved—a reputable institution and competent class, incurred the hot displeasure and unmerited censure of a visiting official. It is manifest that intelligent supervision was not exercised in this case. Therefore if the test has so signally