

an organ in order to do battle for them from year to year, fight down all opposition, and, Leonidas-like, guard the pass of Thermopylæ against the ruthless Persian? We say unhesitatingly, if this is the object of the *Journal of Education*, that it has served its time and is no longer required. The people of Ontario demand free, full, and fair discussion, and there is no danger that the school system will suffer at the hands of bold and candid criticism, any more than our system of jurisprudence, municipal institutions, or any other department of national importance.

But if the editor of the *Journal of Education* wishes to draw a parallel between the position of the paper which he edits, and our position, he ought in fairness to consider the relative position of the two parties. His organ is sustained out of the public Treasury; his salary comes from the same source. It is a rule of the trade that editors reflect the opinions of proprietors. Government being the proprietor, it must follow that the *Journal of Education* must think and speak, or *speak* at least, as the Government. Here then is the secret of its weakness. It is not an independent medium of thought. Its editor is not an independent thinker. He dare not speak his sentiments if they are not in accordance with those of his proprietors. He is virtually a bondsman, and his usefulness editorially a myth.

In discussing the duties of Public School Inspectors, reference is made to the course pursued heretofore by the Chief Superintendent, who always gave his suggestions to the Government before submitting them in any way to the public. It is also stated, rather inferentially than otherwise, that Public School Inspectors should first make their views known to the Chief Superintendent, he to bring the matter before the Government for legislation, and thus by a course of dignified circumlocution the public would get the benefit of his ideas. This sage editor remarks "If each County School

Inspector becomes a school law politician, instead of concentrating himself upon his appropriate functions of school law administration and school visitor, the influence of the office and its incumbent will be greatly diminished, as will the efficiency of the law in many instances, and the school system in the end will be a rope of sand." Then a Public School Inspector must not have an opinion of his own, or if he has he must shut it up until he is informed that it will be acceptable to the government. What a happy man he must be! Muzzled, gagged, bound hand and foot, the bondsman of the powers that be, the galley slave, so far as free thought is concerned, of the government of the day, the automaton of a department which is but itself the servant of the public. We venture to say, if this is the position of sublime humiliation to which a man must submit that he might occupy the position of School Inspector, then is he of all men the most miserable. "School Inspectors must not publicly intermeddle with questions of school polity and legislation." Why? They get a salary not in excess of that earned by many teachers, who are at perfect liberty to say what they please, but they, because they have been appointed by a County Council to do a certain duty, must not intermeddle with school polity and legislation. Does the law prescribe this interference? Did the Legislature of Ontario when it passed the School Improvement Act of 1871, impose any such restraint? If not, we want to know who is this "Daniel come to judgment" that is wiser than the whole Legislature of a Province?

"If instead of seeking to disparage school books or public bodies by attacks and criticisms, they confine themselves to the duties of their office and submit the results of their observations and experience as suggestions to those who have to do with such matters, they will find their opinions more likely to be well considered and acted upon, and the interests of the school system much more advanced, than if they assume the offices of judges and assailants of others in the same work. There are writers enough to discuss all parts of a school system, as well as other systems, besides the administrators of