

With the abolition of the office of Superintendent, however, it is quite clear that the Council of Public Instruction must fall also. Its existence would be a legislative impossibility we felt, and we said so at the time, that the Public School teachers of the country, who through such anxiety and tribulation had elected their representative to the Council, and the Inspectors and High School Masters also, were treated rather cavalierly. But a short time previous they were asked to choose "good men and true" to sit and adjudicate upon the great interests of Provincial education; and then when their representatives were elected, when much remained to be done, that they were competent to do, the order was given to *abdicate*, and they were obliged to surrender their "brief authority," at discretion. The advice of a very important constituency was solicited, and when the constituents were in a position to tender that advice, their representatives were decapitated and a "king who knew not Joseph" reigned in their stead. The only connection now between the teachers and the legislature is the ordinary Parliamentary one. In no other way can they make themselves officially heard.

By the resolution at the head of this article, it is proposed to establish an Advisory Board—a sort of Oecumenical Council, who might *assist* the Minister of Education in the direction of school affairs. We have no great objection to this, if it is made *representative*. We have no objection to the Minister of Education being advised from any quarter. What we do want is, that when the responsibility of any course is charged upon the profession, the profession should be in a position to make itself fully heard. For instance, it is said that at present the Central Committee direct the Minister's judgment in regard to details. Whether this is so or not is of little conse-

quence. The members of that Committee are quite competent to advise the Minister, but while admitting this we would most decidedly object to see the profession bound by their advice. Besides, as we said when advocating an elective Council of Public Instruction, it is desirable to frame legislation in such a way as to *provoke* the teachers to improve and elevate themselves. The expectation or the inducement of a seat on the Council—the certainty of promotion for services well and faithfully rendered, invariably acts as a stimulus, and to this end the legislation for the formation of the old Council of Public Instruction very evidently tended.

In a former issue we pointed out difficulties that might arise in the practical working of a Council having only *advisory* and not *executive* power, but a *representative* Council could and would carry the whole weight of the profession they represented, and of their responsibility to their constituents, and should this committee, appointed to consult the Minister with reference to an Advisory Board receive a favorable reply, we have no doubt but good might result. The endless details of school matters can only be mastered by men practically engaged as teachers, and it is to such, in some form or another, that the Minister must look. The Minister must be above restraint in his *actions*, but that does not mean that he is above *advice*. His own inability to determine what is best to be done, in many cases, will render it imperative to accept advice, and thus by the assistance of practical teachers, together with that forethought which has so far characterized the Hon. Mr. Crooks' actions, we have no doubt the new arrangement may be made tolerably effective for the promotion of the general interests of education.