

scattering charge and explosives to draw the enemy's fire and ascertain what forts are defended; thirdly, comes the "Regulation" round-shot for sighting purposes, timidly followed by wild shelling and *ricochets*; after this the "didn't mean it" play of boomerang missiles (Bills withdrawn or backed out of); and finally the double-shotted periodic charge of the "Consolidated" (Monitor) School *Balls*. The damage done is, of course, immense; each charge, at a wasteful expenditure of printer's ink and the public revenue, produces—smoke! and when the "Inscrutable" is hauled off a few breaches are seen in the weaker defences—but the flags still fly from the independent forts! The public is supposed to find amusement in all this hy-play, but sensible men rather put wadding in their ears to shut out the din. When will Mr. Crooks see that naval engagements of this sort are as trumpety as the scuttling of the schooner in Lake Ontario at Exhibition time, or the artillery salutes that mark the annual opening and closing of the House? The administration of education surely means more than powder and smoke. But Departmental legislation, of recent years, has hardly risen above this; and the School Regulations will never be deciphered until Mr. Crooks and the smoke clear off. Happily for education the schools of the Province are conducted without much reference to the Department, and the haze which envelops the School Regulations, so far as Masters are concerned, may continue to settle upon them. With Inspectors it is otherwise, and the task of comprehending and applying the School Act, we imagine, must be no easy one. Curiously enough, however, the drift of recent legislation is in the direction of ignoring the Inspector, and of bringing the Trustee to the front. Can this be part of the political game, or is it some mysterious design of the Italian Conclave behind the Minister? Section 29 of the late School Bill was a move democratic enough to tickle the fancy of the country politician; but is not education in danger when the local trustee is given control of the school programme? There is a wise mean

between a central autocracy and a scattering satrapy. Decentralization has its own drawbacks, and the Department will do well not to divest itself as yet of all its checks and responsibility. Inspectors, in some instances, may be too water-logged to keep pace with the stream; but progressive men are to be had, and the power of removal is in the hands of the people. Whatever the men, we doubt the wisdom of depriving the Inspector of a voice in preparing the programme of studies. Did the Department issue a model programme, capable with little variation of general adaptation, matters might not be so bad. But this the Minister has not done, and the course he has followed, as in other acts of his administration, do not speak great things for his advisers. A personal tour through the Province, if he would keep his ears open and his mouth shut, would be of incalculable service to the Minister. He would learn many things of which the Central Committee are evidently ignorant, and he would himself become his own "Directing Mind." In a few things he has got on the right track; and if he were left to his own judgment, aided by personal observation and close and quiet contact with the profession, he would see what was wanted, and commit fewer blunders. The establishment of County Model Schools was a good move, and the amendments to the law regarding them are to be commended; but they need increased Government aid, to encourage the local authorities to make and keep them efficient. This is a matter the Minister will do well to look to, for teachers' methods are more important than the results of their work. Then there should be a clean sweep of the staff of the Normal Schools. Men are wanted there who ought to be at the head of the profession, and who are in full sympathy with the progress of the age. If graduates are obtainable, good and well; but the imperious need is for men of fresh, practical knowledge, of mental flexibility and vigour, of great aptitude for teaching, and a hearty enthusiasm in their work. With a staff of such men the question of the length of the Normal School term need never be raised;