

Students for matriculation at the University. And this suggests the Second question. Considering that High School Masters are necessarily University Graduates, the idea of sending gentlemen who have already taken their degree in Arts, to receive professional training in a College whose principal work is the preparation of boys for Junior Matriculation, does not strike us favorably. It could only at least be of use as a school of practice, in which their ability to teach could be tested. Further, have we not been assured, that Upper Canada College is nothing if not a High Class School after the manner of the famous English Schools for gentlemen's sons? Fancy Canadian gentlemen sending their sons to be experimented on by a class of young men seeking practice in the art of teaching. Let us hope that this proposal is the last of a series of efforts to prolong the life of an institution which has done its work and outlived its usefulness in its present shape. There is, as we have before pointed out, one, and but one way in which this well endowed College, can be made of the very highest service to Canadian culture. The need of a University College for women is at present our great educational need. The long want of such an institution, where young women ambitious of thorough culture might receive an education comparable with that, for which such excellent facilities are provided for young men at University College, is a crying shame and reproach to us. By devoting its halls and revenues to so worthy a purpose Mr. Crooks may make the defunct High Class School for boys a credit and an honour to the country and a blessing to generations yet unborn. Is it not of more importance to Canada that the young women who, as the mothers of the next generation will have most to do in moulding the national character, and in shaping the national future should have placed within their reach the means of securing a thorough intellectual training, than that special facilities should be provided for perpetuating Class traditions, which are out of place in this young and democratic country?

The appointment of the right man to take the place of the lamented Inspector of High Schools, is a matter of the first importance. Candidates there will no doubt be in abundance, but the combination of qualities essential to the highest usefulness in the position is rare. The new Inspector should be a man of superior ability and of thorough education, having a special training in Classics, especially as Mathematics are thoroughly well represented in the present High School Inspector, Dr. McLellan. These qualities are a *sine qua non*. But were these all, the selection would be comparatively easy. Other qualifications which unfortunately are not always associated with these, are yet well-nigh indispensable. In this "rough, raw, and democratic" country, it is quite easy to find men of good ability and scholarship, who are below par in social habits. The Inspector of High Schools should be beyond dispute a gentleman both by instinct and by training. His personal presence should be such as to command the unhesitating respect of those with whom he has to deal, many of whom might otherwise naturally be tempted to regard themselves as his superiors.

His address and manner should be at the least pleasing and not devoid of a fair measure of that indescribable charm which is everywhere accepted as the unmistakable sign of good breeding. The new appointee again should be thoroughly familiar with the history, nature, and operation of the school system of Ontario. This is clearly indispensable. No stranger, trained under different conditions, and prepossessed with ideas foreign to the genius of our institutions, no matter what his educational attainments or social standing, could hope to succeed. The High School Masters too would be sure to resent, and rightly, the foisting of such an one into the vacant office. Further, the High School Inspector should be in harmony with the existing system, with the views of the Minister, and of his fellow Inspector, as far, at least, as to prevent danger of unpleasant friction. In other words, he should be a man who can work with other men, and with whom other men can work. This of course implies no necessary lack of individuality or force of character, both of which qualities are highly useful in such a position. We write without knowledge of any favoured candidate, and so without prejudice. We earnestly hope that Mr. Crooks may succeed in selecting one who will prove himself "the right man in the right place."

The Educational Systems of the Maritime Provinces are being rapidly broadened and improved by the introduction in large measure into their Common School Curricula, of the elements of industrial knowledge, scientific and artistic, which lie at the foundation of the great modern industries. In his Annual Report to the New Brunswick Legislature, in 1881, Dr. Theodore H. Rand, Chief Superintendent of Education, discussed the subject of Common School instruction in a luminous and exhaustive manner. By reference to another column of the JOURNAL, it will be seen that Dr. Allison, Superintendent of Education for Nova Scotia, in his Report recently presented to the Legislature of that Province, has written some not less weighty words on the same subject. So far as we can judge, the new Course of Study provided for the Schools of Nova Scotia, is a fair mediation between the study of letters, formative and disciplinary, as well as practically useful, and the newer studies of Elementary Science. We have no doubt that the Maritime Provinces, rich in a great variety of undeveloped natural resources, have had their industrial development seriously retarded, by what Dr. Allison aptly terms, "the bookish or literary" bias of the instruction imparted in their Schools. At the same time we are glad to observe that in neither New Brunswick nor Nova Scotia is any disposition shown to ignore the primary function of the Common School, by introducing into it facilities for elaborate forms of special instruction in mere manual processes. The bringing in of the new is not made to involve the sacrifice of what was really valuable in the old. Such books as Mr. Stetson's well-known Essay on "Technical Education," and such addresses as that of Dr. White before the American Institute of Instruction, have done much to clear the air of error as to the proper relation of studies in a Common School Course.