

does not submit its work to outside inspection and examination; and the community is a strange one in this age of democratic tendencies that will suffer an institution to draw from the civic or provincial treasury, and yet keep its doors closed against the investigation of the public as to the character of its work. Some of our readers may wish to know if there is any such institution, school, or college, in the country, supported by any portion of the public funds, which is in a position such as that we have indicated above. But it is not our purpose to particularize. That may come in time. All we plead for is a system of examination in connection with all our educational institutions that will place them as successful institutions on a more secure foundation than the mere hearsay of those who are personally interested in their perpetuation irrespective of their inefficiency and the non-necessity of their existence.

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In a volume, which the Canadian teacher is sure to prize, the Deputy-Minister of Education has issued under the auspices of the Education Department of Ontario an excellent series of articles on the condition of the schools in the United States with special reference to the educational resources of the city of New York. It is only by comparison that we are able to know what advances we are making in Canada or to see wherein improvements press upon us as a necessity. Not long ago, there was said to have

been quite a fluttering of the court of "king-makers," as our Montreal correspondent calls them, over "the telling of tales out of school." Somebody had dared to speak the truth about our school systems in Canada in presence of a gathering of teachers of the United States, and the loyalty that seeketh but its own, was indignant at some of the animadversions made, as it, no doubt, will be with the advice which the Rev. Dr. Adams has dared to give the Government. But the school system that is ashamed of being compared with other school systems or of fearless introspection is as poor-spirited as the man who examines his own pupils and declares with loud acclaim that, since they all continue to pass with high marks the institution he supervises is in a very high state of efficiency. And we are glad that Mr. Millar has led the way in telling us what other people are doing in the field of school-work, so the various Canadian provinces may take warning of their deficiencies or safely congratulate themselves on the efficiencies in which they surpass. As supplementary to Mr. Millar's praiseworthy efforts, we select an article for our readers from *Chambers' Journal*, in which a teacher from the Old Country gives his experiences while in the service of the New York educational authorities; and we have no doubt that these experiences and Mr. Millar's carefully compiled and well-written book will lead us all to think more about others in order that we may think all the better of ourselves in an honest way.