

important branch of inspection." It is decidedly superior to the two, and the two, a better system of regular instruction obtained in Holland

highest efficiency, supervision. Count on the distinguished and to educational men whom you

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the basis of your ethods of School n this subject. But it e aptitude, the e Trustees and in a word, the s far as can be istical tables;— observation,— Study; so as to rted.

cks the English appears. The nted ignorance d attempts at discloses to the

practical observer, one gangrenous obstacle attaching to the whole progress of the movement, videlicet, a morbid desire to screen and pilliate defects. We believe far less hindrance to Education has arisen from the badness of Schools, than from the folly of cloaking their badness. This jealousy of criticism has been exhibited greatly in proportion to the reputation of the School. It has always been found that an Inspector may, with much less chance of evoking the wrath of the Managers, denounce a bad School in wholesale terms than he can insinuate a blemish, or hint a blot, in one which "has a name." It may be said that this is very natural, as no one likes the criticism of that which has obtained him credit, and ministered to his *amour propre*; but natural as this may be, it is not the less injurious to the progress of Education. The very best School is capable of improvement; and as the real value of a School is generally over-rated, and its defects are more easily veiled than those of any other object of equal importance, it is greatly to be lamented that this intolerance of criticism should pit itself against the obvious means of improvement which skilled inspection affords. We repeat, that if it stops short of a full and faithful exposure of every fault and defect in the matter and methods of instruction, it betrays its trust, and falls short of its imperative duty. So far from there being ground for complaint of the censoriousness of Inspectors of Schools, whether local, or governmental, proofs abound that they far oftener sin in being too mealy-mouthed, and in winking at defects they deem it ungracious, or impolitic, to expose. Education is by no means in need of such delicate handling. It is far from being a flame easily extinguished by the breath of censorship. On the contrary, nothing tends more directly to feed and nourish it; and Inspectors who have the manliness to set their faces against shams and rote systems, and to 'develop' errors, as well as 'aims,' in their right light, are deserving of the hearty thanks and support of every man who wishes Education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life. There are two ways of inspecting Schools; one is to praise the Teachers and please the Managers; the other is to benefit the Scholars and improve the Schools. It will but seldom happen that those two courses can coincide. The Inspector must usually take his choice between them, and according to it is he worthy, or unworthy, of his office. We are no advocates of undue harshness, or a spirit of fault finding. He who takes pleasure in blaming, or who fails to apply just censure in kindly, or Christian, terms, is just as wrong as he who, from false lenience, or truckling servility, praises where he ought to blame, or 'winks at faults he trembles to chastise.'

"We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of Inspectors of Schools, than on any other human agency. None, so well as professional and experienced Examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own Schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of Education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing Religious instruction."

XIV.—MISCELLANEOUS PROVISIONS OF THE NEW SCHOOL ACT.

Among the miscellaneous provisions of the new School Act, we might enumerate the following:—

1. Section 16 authorizes Trustees, or any five Ratepayers, to appeal to the County Council against the act, past, or present, of a Township Council, in forming or altering their School Section.
2. The 17th Section of the new School Law provides a remedy for difficulties which have been experienced in many School Sections in obtaining a Site for a School House. This provision is a simplification of what is provided by Law, in similar cases, in laying out public highways. A corresponding provision exists in the new School Law of England, and the laws of Quebec, Massachusetts, Michigan, New Hampshire and elsewhere.
3. Section 20 authorizes Trustees to erect a Teacher's Residence, if they desire to do so.
4. Section 22 authorizes a Trustee, equally with their Secretary, to call School Trustees' Meetings.
5. Sections 25 and 26 relate to the enlarged powers conferred upon Arbitrators under the School Law; and Section 27 abolishes Arbitrations between Trustees and Teachers in regard to Salary, etcetera.
6. Section 28 remedies a defect in the provision of the Law in regard to appeals by the Chief Superintendent against the decisions of County Judges in School matters.
7. Section 29 declares that the Summer Vacations in the Public Schools shall be one month, from the 15th of July to the 15th of August, both inclusive; and Section