

to say the least of it, worthy of serious study, both in its principles and in its practical working and effects.

If lastly, the test of any system, educational or otherwise, be its actual accomplishment of the work and purpose for which it was instituted; if, moreover, the work and purpose of education be, as indicated in the article referred to, the making and training of good citizens, the inculcation of the principles and practice of civic virtue, in the fullest and most comprehensive sense of the term; it should not be difficult to determine whether our Canadian system, or congeries of systems, is, or is not successful in proportion to the time, labour, and money expended on it.

The control of primary and secondary education by the Provincial Governments, rather than by the Federal Government may, or may not be a condition conducive to uniformity, national unity, or the utmost possible efficiency, but it is one which, apparently, we must accept as existing and likely to continue, and make the best of. Again, the existence of two distinct systems of education in any one province while theoretically, and, it may be—as at present administered—actually detrimental to real efficiency seems, also, one which we must accept as a fact, and make the best of, until some other system shall be shown to be both practicable and more effective in attaining the true end and purpose of education.

Apart, however, from its relation to efficiency, a "separate," and still more, a denominational school system, existing, side by side, if not in rivalry with that of the state, is objected to, by many sincere and conscientious advocates of national unity, of the principle, "one people one school," as tending to foster unnecessary distinctions, if not to promote actual disunion, and as being, to that extent, a hindrance to the work of making and training good citizens, in the sense above indicated. That the state should not merely tolerate and regulate a denominational system of primary schools, other than its own, but should place both on an absolute equality one with the other, as, in every sense, national; that the teachers of either system should rank, and be remunerated, without discrimination of any kind, as government officials, as civil servants, seems, to the ordinary supporter of public schools, the impossible and impracticable dream of an idealist, wholly unacquainted with "the facts and requirements of modern and efficient elementary education." It will be fortunate, indeed, for the dreaming idealist aforesaid, if he be not suspected of, and openly charged with, a felonious design of "bringing our glorious system of free schools under the yoke and domination of Rome."