

those of the master and those of the examiner being arranged in opposite columns for several pages of a closely-printed pamphlet. The resemblance between the two is undeniable: often the very phraseology is the same! Everyone interested in the subject knows how the investigation into the charges thus brought against these two officials of the Department was manipulated into nothing. The little political job succeeded: the political head of the Education Department gained his point; but a feeling of suspicion remained deeply seated in the public mind, only too likely to prepare dishonest and idle candidates to believe that what was said to have been done once might be done again, and that the papers they purchased from the practitioner, now "serving his time" at Toronto, might prove to be as happily resembling those of next examination as the papers given by the Normal School Master did those issued at the examination by the Inspector.

The fact of it is, that the moral tone of the teaching profession demands a reform of the Department. With what hope of guidance can an intelligent boy, desiring to become a first-rate teacher, look to those now in power? Where is he to find intellectual leadership, to say nothing of moral? Such a reform as we desiderate must provide for a thorough sweeping away of the Book Depository *system* which seems unfortunately to have left its survivals. It must provide also for a thorough inspection of the Departmental accounts. Last session some portion of these documents were gone into by the Public Accounts Committee of the Legislature, and disclosures were made of a scandalous character. Grave charges were also privately brought forward, by members of the House, seriously implicating an official long connected with the Depository, but of which the public have heard nothing,

though evidence of a criminatory character exudes on all sides. Why the Head of the Department does not act in the matter, it puzzles us to say. There can be no possible collusion between him and guilt; and yet, if there has been wrong-doing, why does he not expose it? The matter has been repeatedly brought before him, and he owes it to the people and to the public service, to sift the management of the institution to the bottom, and to either convict or acquit those pointed at as guilty of malfeasance of office. Till these matters are inquired into and many other evils remedied—until the Department becomes what it ought to be, *not* a political machine, nor an asylum for official incapables or clever showmen, but an institution for the furtherance of our provincial education—it is vain to expect, in any rank of the profession, in anything connected with education, that sharp practice will not prosper and dupes multiply.

But the disclosure of this "Tooke" affair has a moral for the school trustee, which we feel bound to bring here to his notice. It is this: How much, or how high a morality do school trustees expect from the teachers they engage for the responsible work they employ them to perform, at the pitiful remuneration doled out to them? For, say, \$300 a year do they expect the moralities "thrown in" with the other acquisitions which they look for in the instructors of their youth? The cry, we know, is that the profession shall respect itself, and that its members shall be both competent and reputable. On what, pray?—the salary of an errand-boy or the income of a shoe-black? Let us be just!

It is true that the teaching community have general public relations which render it amenable to the public judgment. While these relations exist and are in active operation, we in no way decry criticism or seek to