

qualification, for they had only interim certificates. There were, therefore, 4,526 teachers in the Public Schools of Ontario, in 1878, who taught on inferior certificates—that is, over 67 per cent. of our Public School teachers had very low certificates, from which we draw the inference that they were young and inexperienced. Time will not, however, cure this defect: because from the constant changes that are taking place, and from the mill that manufactures the teachers being constantly at work, making fresh articles in thousands, the vacancies are constantly filled by teachers of the same calibre as those who last caused these vacancies. This is a deplorable picture of the condition of our High and Public Schools, and the hopelessness that the useful and ennobling profession of teaching can, in its present unsettled state, produce anything but satisfactory results.

But the results of the educational *coup d'état* of 1871 and 1874 are quite satisfactory, exclaims the Minister of Education, in his place, in the Local House, a few days ago. Well, we say, if they are not they ought to be. We have the unprecedented good fortune of having a Minister of Education in a Province of one of the colonial possessions of Great Britain, containing a population of 1,620,851, and a school-going population of 499,501. There is no country in the world, independent, or otherwise, with so small a population having a Minister of Education with a separate bureau, and unconnected with other departments of State, but the sparsely inhabited and ambitious Province of Ontario. But it is not one Minister of Education that we have; we have in reality three Ministers of Education; the *de facto* Minister of Education, Rev. George Paxton Young, Chairman of the Central Committee. It is he who really runs the "machine." Then we have the *de jure* Minister of Educa-

tion, the Hon. Adam Crooks, LL.D., and the Deputy Minister of Education, John George Hodgins, Esq., LL.D. Besides these officials there is an Educational Council styled the Central Committee who, although itself irresponsible, nevertheless, guides and governs, in the name of the Minister, the educational interests of this Province. The whole of this Central Committee, composed of the three High School Inspectors, the Professor of Metaphysics in the University, and four County Inspectors unite in their persons the duties of legislators, judges, officers, examiners, and general factotums of our Provincial system of education. Subsidiary to these are the fifty-two mills or teacher manufactories that bid fair to swamp, by their over production of an article that is now a drug on the market, the profession of teaching in this Province. These are supplied with the raw material by 103 High Schools, many of the teachers of which, to the great detriment of the others, are selfishly and shamelessly blowing might and main, tooting their horns, to obtain pupils from all parts of the Province, in place of attending and confining themselves to the education and improvement of those of their own districts. But in working on the labours of others, and in many cases, by the exercise of fraud and dishonest devices of every kind, they bring grist to their own mills, and build up a reputation to which they have, in reality, no claim. Did they confine themselves to their own districts, they would be behind in the race.

In close connection with this dishonest and dishonourable system, on the part of many of the High School Masters, to obtain an unfair precedence over other High School Masters, the late Archbishop of Dublin, Dr. Whately, tells a story quite apropos to our argument. The distinguished prelate told the story in