

in many instances lacked the skill to carry the people of their districts with them in perfecting the necessary changes, such as school accommodation, etc. Much friction (which has not yet altogether disappeared) was caused by the new inspectors unwisely urging the trustees to comply strictly with the provisions of the Act, and to such an extent did this prevail that the chief superintendent felt called upon to instruct inspectors generally to exercise common sense and ordinary business prudence in matters which could only be provided for by the people's own money, voted by themselves for the accomplishment of a special object. The mode of appointment, and especially the conditions governing dismissal, rendered the inspector comparatively independent and his tenure of office a life tenure; but owing to the important changes made since the passing of the Act of 1870, whereby the Administrator of the Education Department has now become a political partizan, the inspector, in his relation to the Minister, is no longer independent, but on the contrary is more or less beholden to him and growing out of these conditions a most undesirable element has been introduced into our educational system.

The head of the Education Department is *first*, by profession and act, a politician; and, *second*, the Minister of Education; thus a door is standing ajar for the influence of votes, the eye is constantly open and sees in the not very distant future the day of election. To show that we are not alone in this opinion we refer our readers to a recent issue of the *Week*. We need not elaborate or attempt to show how this thing is done or give details; any intelligent person capable of judging passing events, if he takes the trouble to enquire, can easily satisfy himself that our statement is not unfriendly to the present

régime. Unoesirable as this state of matters must be, and fraught with danger to the best interests of education in our Public Schools, the danger becomes far greater in the case of our intermediate or secondary schools.

Of these schools there are at present 110, with two inspectors; this number of inspectors should either be increased or diminished—we hold that, for all practical purposes, one inspector is sufficient. What does the Government want to know about these schools? What is done by the Government for these schools which requires or justifies any active interference on its part? Is it because the secondary schools receive an annual grant of money from the Government? Every one familiar with the sources of supply knows that the Government grant is a mere pittance, as nothing, compared with the amount raised for the support of these schools in the localities in which they are situated. For every dollar given by the Government, the schools, from fees or local sources or from both, contribute from four to fifteen dollars. Is the inspection required for the sake of the masters to see that they do their work properly, or is it necessary in the interests of the scholars to see that the time table is arranged in such a manner as to give proper time to all the subjects of study? Let us consider. The head masters of our High Schools are graduates, many of them men of high standing in their universities, men of experience in teaching, in constant touch with the people, parents and children, and they are assisted by teachers and masters with the highest qualifications; in other words, these masters and teachers possess all the literary and professional qualifications required by the Education Department. Now the question seems to be, are these men, so qualified and so certified by the Education Department, competent to