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REORGANIZATION OF THE EDUCATION DEPARTMENT.

The great and fundamental change in the Executive Adminitration of the Education Department, which has long been in pending, will take place this month, under the Act authorizate (which we insert), and which received the assent of His Henor the Lieutenant-Governor, on behalf of Her Majesty, on the 10th instant.

The writer cannot trust himself to give expression to the deep and heartfelt regret which he feels that the advancing ge and other causes have led the venerated Chief Superintentia to recommend a change which involves the severance of the long official ties with those in his Department (most of have laboured with him for many years), who have ever garded him with loving reverence and affectionate esteem.

That the reverend gentleman has won for himself an honourable and imperishable name in the esteem and gratitude of his countrymen, even those who were wont to differ from him now cheerfully and heartily acknowledge;—that he has reared for himself a proud monument of enduring material, and in its erection has displayed some of the highest qualities of the statesman and successful administrator, is, we believe, the heartfelt expression of the enlightened public opinion of the country, as was echoed with great cordiality from both sides of the House in the Legislative Assembly.

Few of the present generation can realize, not only the low status, but the positively inert condition of the Province in educational matters when the Rev. Dr. Ryerson took charge of the Department, thirty-two years since—in 1844. Men who were fit for no other occupation were considered just the men to teach school; and houses which farmers of the present day would not erect as out-buildings on their farms, were considered as the ideal country school-house.

After much discussion and educational agitation, all that state of things has happily passed away; and it is a highly gratifying fact that during the five years which have elapsed since the passing of the School Act of 1871, not less than the noble sum of over \$2,000,000 has been spent in the various Municipalities in the purchase of sites and the erection and repair of School-houses alone.

We insert the two accompanying tables, which show how gratifying has been the progress of our country in this great work since 1844:—

COMPARATIVE STATEMENT OF THE CONDITION OF PUBLIC SCHOOL EDUCATION IN ONTARIO FOR THE YEARS 1844 AND 1874.

Eq.	Teachers.			Moneys.		Pupils.			School-houses.				
	Total.	Male.	Female.	Salaries of Teachers.	Total Expenditure	Total.	Male.	Female.	Total.	Brick.	Stone	Frame.	Log.
1874	5,736 2,706	2,671 2,060	3,065 646	\$ cts. 1,647,750 00 206,856 00	\$ cts. 2,865,332 00 275,000 00	464,047 96,756	244,206 51,210	, ,	4,827 2,505	1,169 4 9	463 84	2,080	1,115 1,344
Decrease	3,030	611	2,419	1,440,894 00	2,590,332 00	367,291	192,996	174,295	2,322	1,120	379	1,052	229