

fullest extent, and to establish and administer our Common School system in the most impartial and efficient manner, without regard to sects or parties, and for the greatest convenience and best interests of the entire country. We are far from claiming infallibility for the recommendations made ; nor are we prepared to say that in every particular they are the best that could have been made ; with the personal observation and experience we have since had of the working of our school system, we are free to confess that we should have modified our recommendations in some of their details ; but what we submit is, that the views we have submitted to the Government for the last two years on the subject of our school Laws are sound and constitutional, and that our object has been to assimilate our Common School system to the established institutions of the country, and adapt it to the social condition and intellectual wants of the people.

And we venture to believe, apart from the considerations above stated, that the following communications will throw considerable light upon some features of our School system, and several provisions of our School Law, which have hitherto been very inadequately appreciated.

As public attention has recently been specially devoted to two leading features of the School Law—the offices of Provincial Superintendent and Board of Education—we furnish also in this number of our Journal a full account of the powers of the former and the constitution of the latter in the neighbouring United States, whence we have adopted them. The perusal of the two articles in this number,—the one headed, “ *Powers of Superintendents of Schools in the United States and Upper Canada compared,*” the other, “ *Boards of Education—their origin, constitution and objects,*” will satisfy the inquiring and candid reader how much a portion of the public have been mistaken and misled on these subjects. He will see that in no free country has the Superintendent of Schools so limited powers as in Upper Canada ; that in no free country has the Board of Education as large powers as those which have been conferred upon our Provincial Board ; and that the “ highest power in the administration of Schools,” as well as other “ affairs,” is the Governor in Council, and made so by means of a subordinate officer, or head of a department, who is responsible to the Government to the extent of his salary and character for all his acts—the Government also being responsible to the people, through their Representatives, for the conduct of each subordinate officer, whether Superintendent of Schools, or Sheriff, or Judge of a District—all these officers being appointed in precisely the same manner, and equally responsible for their official conduct.

[Since the foregoing was in type, we learn that there is not room in the present number for the article headed “ *Powers of the Superintendents of Schools in the United States and Upper Canada compared,*” though it is in type. That article will be given in the next ; but the subject is briefly noticed in the other articles above referred to.]