

kept pace with their financial and material improvements. In no part of our School system have more opposition and buffetings been encountered than in effecting these changes and improvements.

(*The New Minister.*)—In terminating my official connection with the inspectors and teachers of High and Public Schools, I feel that, with all the defects and mistakes of my administration—and no one can be more deeply conscious of them than myself—I have, under very many difficulties, rendered you the best service in my power. In my retirement and advanced years I shall feel unabated interest in your success and happiness, while I shall enjoy the satisfaction of knowing that the honourable gentleman who succeeds me, with the rank and title of Minister of Education, is animated with the warmest zeal, and possesses much higher qualifications and greater power than I have been able to command, to advance your interests and promote the sound and universal education of our beloved country.

Your faithful friend and servant,

(Signed) E. RYERSON.

Toronto, March 2nd, 1876.

OUR MUNICIPAL SYSTEM AND ITS EDUCATIONAL FACILITIES.

From the Rev. Dr. Ryerson's address to the people of Ontario, in 1851, written in London, England, we select the following admirable remarks on our Municipal System and the facilities which it affords for educational advancement:—

"Our system of Municipalities affords unprecedented and unparalleled facilities for the education and social advancement of our country. Since I came to England, a member of the Canadian Legislature now in this country, an able political opponent of the author of our present Municipal Law, but deeply interested in the financial and general advancement of Upper Canada, and who has to do with matters affected by that law, has expressed to me his conviction that our Municipal Law is the grandest, the most comprehensive and most complete measure of which he has any knowledge, for developing the resources and promoting the improvement of a country—especially a young country. But what is thus stated by an impartial and competent judge to be true of this law in respect to the general resources and interests of the country, is, I think, pre-eminently true in respect to its educational interests. Among the conditions essential to the advancement and greatness of a people, are individual development and social co-operation—to add as much as possible to the intellectual and moral value and power of each individual man, and to collect and combine individual effort and resources in what appertains to the well-being of the whole community. That system of polity is best which best provides for the widest and most judicious operation of these two principles—the individual and the social. Now, to the development of the former, self-reliance is requisite; and in order to that there must be self-government. To the most potent developments of the latter, organization is essential, and such organization as combines the whole community for all public purposes, and within convenient geographical limits. In our system of Municipalities, and in our School systems, which is engrafted upon the municipalities, these objects are carefully studied and effectually provided for, and provided for to an extent that I have not witnessed or read

of in any other country. In the neighbouring States, there are excellent town and city municipalities with ample powers, and in some States there are municipalities of townships and counties for certain objects; but these are isolated from and independent of each other, and are far from possessing powers commensurate with the development of the resources, and meeting all the public wants of the community within their respective limits. It is in Upper Canada alone that we have a complete and uniform system of municipal organization, from the smallest incorporated village to the largest city, and from the feeblest school section and remotest township to the largest county or union of counties—the one rising above the other, but not superseding it—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, the municipal and school corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of each municipality, whether of schools or roads, of the diffusion of knowledge or the development of wealth. Around the fireside and in the primary meetings, all matters of local interest are freely examined and discussed; the people feel that these affairs are their own, and that the wise disposal and management of them depend upon their energy and discretion. In this development of individual self-reliance, intelligence and action in local affairs of common interest, we have one of the primary elements of a people's social advancement; whilst in the municipal organizations we have the aggregate intelligence and resources of the whole community on every material question and interest of common concern. What the individual cannot do in respect to a school, a library, road, or a railway, can be easily accomplished by the municipality; and the concentration of individual feeling and sentiment gives character and direction to municipal action. The laws constituting municipalities and schools are the charters of their government, and the forms and regulations for executing them are aids to strengthen their hands and charts to direct the course of those who are selected to administer them. The application of this simple but comprehensive machinery to the interests of schools and general knowledge opens up for Upper Canada the prospect of a glorious future."

I. Educational Matters in Ontario.

1. CHANGES IN THE EDUCATION OFFICE.

The recent transfer of the Department of Public Instruction from the late Chief Superintendent to the present Minister has rendered necessary some changes in the Education Office. Dr. Hodgins, formerly Deputy Superintendent, has been gazetted the "Deputy Minister of Education," and Mr. Marling, formerly Registrar of the Department, and Clerk of the Council of Public Instruction, becomes by the same process "Secretary of the Education Department." The work to be done by both of these officers will be much the same as heretofore. Dr. Ryerson, though freed from official duties in connection with the work of the Department, over which he has presided for thirty-two years, will have a room in the building, where he will be accessible should his advice be desired on any matter connected with the working of the education system. The apartment placed at his disposal by Mr. Crooks is the old Council Chamber, where his time will be mostly spent in the prosecution of his literary labours. His farewell circulars to the various bodies entrusted with the carrying out of the system, teachers, trustees, inspectors and municipal councils, are about to be issued.—*Globe*.

THE EDUCATION OFFICE.—We gather from the last number of the *Ontario Gazette* that Mr. Crooks has organized his Department. Dr. Hodgins is now "The Deputy Minister of Education," and Mr. Marling, "Secretary to the Education Department."