

over the several items the different directions from which patronage may be secured will suggest themselves.

Fourth, The printing press, that mighty engine, made doubly more potent because wielded with an unsparing effusion of public money, has been placed at Dr. Ryerson's disposal. And by its use he has worked unceasingly to stifle enquiry, to prevent the expression of public opinion, and, moreover, has been able to impregnate the electoral constituencies to such an extent that he now holds a coercive influence over their representatives in the Provincial Legislature, and through the means of this coercive influence is able to intimidate the Executive.

Fifth, By the Common School act he is not responsible to Parliament. He is independent of the people's representatives. They cannot call him to account. Because the 34th clause of the Act ignores such responsibility.

Such is an outline of the concessions made, in 1850, by Lord Elgin to Dr. Ryerson, on the condition, that Dr. Ryerson should forthwith act as Lord Elgin's trumpeter. That the terms of the treaty have been fully carried out, on both sides, we have had too many manifestations. Lord Elgin has left us a legacy, in the person of a Chief Superintendent invested with power sufficient to control and intimidate the Legislature. And the question now is how to dispose of it. An *imperium in imperio*, is incompatible with responsible government and constitutional liberty. The irresponsible power exercised by Dr. Ryerson, should be placed in a responsible Department of the Executive Government. And this leads me to consider the constitution of such a Department and its duties.

The Department of Education should consist of a Minister of Public Instruction, who should be a member of the Legislative Assembly, or Legislative Council, and, being the head of a Department of the public service, should have a seat in the Executive Council; and a staff of District Inspectors, whose appointment should be non-political and therefore permanent.

The duties of the Minister of Public Instruction should be to manage the Government correspondence with all educational institutions receiving public aid: To apportion the public grants for education: With reference to the administration of the Common School Law, to conduct all correspondence concerning the Normal Schools already established, or for the erection of others;—to receive applications from any religious denomination, concerning the building of a separate Normal School; and if approved by the Governor in Council and exclusive of the cost of a site, to pay one half the cost of said building and outfit;—to approve or reject the appointment of the Principal of each Normal School;—to make out blank forms for the returns of