

which is deeply to be regretted that the want of permanency, the fact that teachers are at the mercy of Boards, often composed of ignorant and unsympathetic men, drives out of the ranks of the profession into other callings many of those who possess in an unusual degree the practical common sense, as well as the mere scholastic learning necessary to ensure success. The change which is proposed would obviate this to a great extent. Instead of six or eight Boards in a Township there would be but one; and that one would have the oversight of all the schools of the Township. Often local difficulties, perhaps with some of the parents, compels the removal of teachers, and under the present system, there is no means of preventing this. If but one Board existed, having the management of all the schools, an exchange of teachers would meet the difficulty and secure the great object of permanency, which should, above all other things, be made to attach to the office.

Then in the matter of expense the saving would be something, not perhaps sufficient in itself to justify any change in a system which had worked well, but an important consideration as an incident to a change which on other grounds commends itself. All corporate bodies, however small in themselves, are a source of expense. It is one of the prerogatives of corporations to spend money, the more so as it is other people's money they are charged with the duty of spending; and sometimes they exercise the prerogative rather too freely. And it is impossible that half a dozen of these soulless bodies can be rolled into one without the expense being materially lessened. So that on all these grounds we are inclined to think that Doctor Ryerson will find the conventions quite ready to accept his suggestion that the school sections should be abolished and the principle of township boards substituted in their place.

The other suggestion which he makes will perhaps not be so readily acquiesced in. We cannot say that we think it would be an improvement to entrust to the Municipal Councils the duties of the boards of school trustees. We greatly fear that the effect of this change would be to lessen the character and efficiency of the schools by subjecting them to the control of these bodies. There are two objects which Municipal Councils will be found, by those who have studied closely their peculiarities, to keep very carefully in view. The one is to spend as much money as possible in ordinary local improvements, so that they can use the fact as an argument to secure their re-election; and the other to make the aggregate expenditures of the body appear as light as possible.

In some cases, if we mistake not, the duty of collecting the school rate has been cast upon the trustees, and the additional expense of a separate collector, separate Rolls, &c., incurred simply because of the unwillingness of the Municipal Council to present so large a bill to those whose suffrages they must soon ask. And the general unwillingness evinced by municipal bodies to do anything for the schools which involves outlay, is but another evidence which goes to show how dangerous it would be to entrust the entire school system to their keeping. Rely upon it, when the estimates of the year came to be made up, the expenses of the school would afford a tempting item for retrenchment, especially if some teacher should by any chance be offering his services at a lower figure than that paid to the master employed.

The change from school section Boards to Township Boards is undoubtedly a good one, but it would be unwise to go any further. The interests of education are sufficiently important to be entrusted to a body elected with special reference to them. To make the care of the school system a mere incident of the duties of Municipal Councillors, would be most seriously to jeopardise its success and efficiency. And we therefore sincerely hope that the chief superintendent will not urge this change upon the attention and support of the approaching conventions.—*Hamilton Spectator*.

5. EDUCATION AND THE CHIEF SUPERINTENDENT.

Whatever opinions may be entertained as to the value of some of the features introduced into our School system by the Rev. E. Ryerson, Chief Superintendent of Education for Upper Canada, all who are familiar with the confused state of the Common School system when he entered upon the duties of his office, with the various conflicting interests of the Province, and with the many real and imaginary difficulties to be removed, will readily grant that to him is due the gratitude of the whole people, for the perfection of the system introduced under his supervision, for the vitality breathed into our Common Schools, and for the untiring energy and zeal which has been ever manifest in his operations. He has recently issued a circular announcing that, in accordance with a part of his plan when, in 1844, he began to apply himself to establish and mature the present system of public elementary instruction, he will visit each County in Upper Canada, "in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our own system of public instruction, and the best means

of improving and adapting it to the institutions and wants of the country."

It is now six years since Mr. Ryerson passed through the country on a similar tour. He proposed at first to visit foreign enlightened countries once in five years, to acquire as much information as possible concerning the nature and progress of their systems of education. It was also the intention of the Chief Superintendent to visit the various Counties of the Province every five years; but he was prevented from doing so last year owing to feebleness of health and the excited state of public feeling on the Confederation question. This he thinks will be his last tour, as the effects of age are very much impairing the vigor of his constitution.

The objects of the Convention are most decidedly important. It has long been felt to be a sad evil that many parents do not send their children to School, when, in many instances, there is no positive advantage in keeping them at home; but whether compulsion will effect anything remains to be seen. When Mr. Ryerson was on the Continent, he must certainly have had an opportunity of witnessing the effects of such a measure in some of the European nations. As to the change in the Board of Trustees, there are arguments both in favour of and against it. It would require quite a number of years to have it thoroughly introduced in the Province; and the only question to decide is, whether the change will effect a sufficient amount of good to justify the necessary expense and trouble of introducing it. We sincerely hope these Conventions will be numerous attended by all interested in the educational institutions of our country.—*Woodstock Times*.

II. Papers on Grammar Schools.

1. GRAMMAR SCHOOLS IN UPPER CANADA.

An act for the further improvement of Grammar Schools in Upper Canada was passed last session, and received the Royal assent on the 18th of last September. * * * Such are the chief provisions of the new Grammar School improvement act. For the information of mayors of cities, wardens of counties, mayors of towns, and reeves of incorporated villages in Upper Canada, the Chief Superintendent of Education in Upper Canada has despatched circulars, in which he points out the advantages of the new act, and the mode in which these advantages can best be attained. With regard to the cities to be effected by the act, he suggests to the county council that, as it, jointly with the city council, appoints the trustees, each council should provide one-half of the amount required to be raised from local sources. This, he points out, may be done by making an appropriation from the clergy reserves moneys, or from the general funds of the municipality. The Grammar School, he contends, under this act and the recently revised programme of studies, ought to become the High School of the city—the intermediate school between the Common Schools and the University. Notwithstanding that our citizens are largely taxed to provide for the accommodation and support of Common Schools, many of them never send their children to those schools. In justice to this class, it is urged that a portion of the future school assessments in cities should go to provide for the support of public Grammar Schools. With such cogent arguments, Dr. Ryerson lays the new act before the public. Relying upon the co-operation of the corporation and councils he has addressed, he concludes by announcing that he will pay the apportionment to the Grammar Schools in 1866, without waiting for the proportionate sum required by law to be provided from local sources.—*London Prototype*.

2. THE GRAMMAR SCHOOLS.

The Chief Superintendent of Education for Upper Canada has just issued circulars embodying the new Grammar School Act, to the various Municipal Councils of this section of the Province, urging upon them the importance of extending to these Schools a portion of that support which has been so liberally and intelligently extended to the Common Schools of the country. No one who has had any experience in the working of our School system, can have failed to be struck with the want of success of this most important branch of the system. The Common Schools have met with a success beyond what could have been anticipated by the most earnest and enthusiastic promoter of the School laws. The people having full control over their own School matters, a control extending even to the right of refusing to avail themselves of the system altogether, have yet with singular unanimity organized Schools under the law, taxed themselves, sometimes very heavily for the erection of school houses, the employment of competent teachers, the providing of maps and apparatus, the establishment of school section libraries, in a word, for all the minutiae of the system, until to-day the country presents, as to its educational facilities and progress, a spectacle in the highest