

ment, and that future Legislation will be confined to the correction of such defects as experience may detect, and the supply of such wants as the progress of education may create. We fervently hope that the amity and unanimity of all parties in the Legislature in passing the law, will be but the harbinger of the amity and unanimity of all parties throughout Upper Canada in carrying it into execution.

Our second remark is of individual reference. It is well known that for years the *personnel* of the Chief Superintendent of Schools, and the principles and machinery of the Common School system which he has endeavoured to establish in Upper Canada, have been variously and largely discussed. The deliberate judgment of the country, through its Representatives of all parties in Parliament, has at length been pronounced on these subjects, in the manner of dealing with the salary, the department, and the recommendations of the Chief Superintendent of Schools; and that judgment thus pronounced, amounts not only to a vote of confidence, but approval of the proceedings which he has adopted for the introduction and establishment of a system of Normal, Model and Common Schools for Upper Canada. He cannot, therefore, but view these proceedings of the Legislature with feelings of intense and grateful satisfaction, and as the strongest additional obligation which the approving voice of Parliament can impose, to consecrate himself with fresh confidence and devotion to the educational elevation of his native country.

As to the characteristics of the new Act, we remark, that while it is based upon the same great principles of co-operation between the Legislature and Government, and the local Municipalities throughout the Province, and of general supervision of the schools, as have existed since 1843, it provides for the important improvements suggested by experience, in the several parts and details of the school law.

1. It arranges under distinct heads, and specifies in the plainest language, the duties of the several parties who have to do with the administration of the school system; an arrangement and classification which were entirely lost sight of in the School Bill of last year.

2. It provides by a simple, cheap and equitable mode for settling at least nine-tenths of the most perplexing difficulties which have arisen in years past, (and for which no provision exists in the bill of last year, or in any preceding act,) relating to the sites of school-houses, accounting for the expenditures of school-moneys in School-sections, adjusting financial disputes between Trustees and Teachers; thus saving the trouble attending appeals on such matters either to the Chief Superintendent of Schools, or to the Municipal Councils, the members of which are paid by the day, and days of whose time in successive sessions have been spent in the investigation of such matters, attended by more or less of the parties concerned during the whole of the proceedings.

3. It secures to the freeholders and householders in each school-section the right and the power, without any external interference whatever, of supporting their school in their own way, whether by voluntary subscription, rate-bills for pupils, or assessment according to property; a right and power which were but partially possessed under the School Act of 1846, and which were materially abridged, to the great embarrassment of Trustees, by the Bill of last year.

4. It protects School-sections against changes in their boundaries without their own consent, and secures to them the right of disposing of their own school property, when expedient, and of fairly and properly applying the proceeds of it; a right which was never before enjoyed by School-sections and parties contributing to purchase school-sites and the building of school-houses.

5. It makes more effectual provision than has hitherto been made, for calling and conducting school-meetings for all purposes and at all times required by the interests of schools; and gives to Trustees means and facilities for procuring proper books, apparatus, &c., and for sustaining their school, not conferred by any preceding Act.

6. It provides for a more effective system than has yet been provided, for the examination and licensing of School-teachers, the inspection of the schools, and for school lectures—relieving local Superintendents of the responsibility and trouble of keeping accounts of moneys, and providing for their appointment and remuneration in a manner calculated to secure the best and most experienced men in each County for School Superintendents; and thus increasing the efficiency of the department of local inspection, which is regarded in all school countries as a most vital part of an effective system of public instruction.

7. It provides a protection and security to the just rights and interests of Teachers, not heretofore extended to them; while it provides corresponding means to enable Trustees to perform their duties and fulfil their engagements.

8. It provides more effectually than heretofore for supplying all the schools with proper text-books; and makes provision also for the establishment, maintenance and management of School-libraries—a matter of the utmost importance to the whole country. It again authorizes the visitation of the schools by the Clergy generally, and other official persons, whose gratuitous visits and attention to the interests of schools for two or three years (in consequence of the provision of the law) exceeded the expectations of the most sanguine friends of education, and proved most beneficial in elevating and advancing it in popular estimation.

10. It makes better provision than has heretofore been made against the loss, perversion and diminution of any part of the Common School Fund, with a sufficient provision at the same time for the exigencies of any new or poor school-sections in any County.

11. It provides for a co-ordinate, but distinct and complete system of schools adapted to the circumstances of Cities, Towns and incorporated Villages.

12. While it provides for these improvements in the different parts and branches of our School system, it carefully guards, in the mode or introducing these improvements, against any derangement or confusion in our present school operations.

Educational Intelligence.

CANADA

OFFICIAL APPOINTMENTS—EDUCATIONAL DEPARTMENT, U. C.

His EXCELLENCY the GOVERNOR GENERAL has been pleased to make the following appointments, viz:—

The Reverend Egerton Ryerson, D.D., to be Chief Superintendent of Schools for Upper Canada, under the Act of the present Session of Parliament for the better establishment and maintenance of Common Schools in that part of the Province.

John George Hodgins, Esquire, and Mr. Thomas Hodgins, to be First and Second Clerks, respectively, in the Education Office, U. C.

The following persons to be and compose the Council of Public Instruction for Upper Canada, under the aforesaid Act, viz:—

The Reverend Egerton Ryerson, D.D., Chief Superintendent of Schools;
The Right Reverend François Marie de Charbonnel, D.D., Roman Catholic Bishop of Toronto;
The Reverend Henry James Grasett, A.M.; the Honble. Samuel Bealey Harrison, Q.C.; Joseph Curran Morrison, Esquire, M.P.P.; Hugh Scobie and James Scott Howard, Esquires.

The Reverend John Jennings, and the Reverend Adam Lillie.

John George Hodgins, Esquire, to be Recording Clerk to said Council.

The Honourable Francis Hincks, to be the Crown Member and Chairman of the Endowment Board of the University of Toronto, and Upper Canada College and Royal Grammar School.