

have a continuity of design—it must command the support of all political parties and must be peculiarly the creature of the masses. It is only by experience that such improvement can be made, as would further add to its completeness. To experiment according to the suggestions of some vague theorist might be most disastrous. For these reasons we would prefer the appointment of a successor to Dr. Ryerson, with similar powers, but still responsible to the Executive as he now is, to the establishment of an educational bureau.

Making the Department in any way subsidiary to some other Department of the Government, or attaching it directly to any other department would also be objectionable. Then *one* Minister only would be specially held responsible, now the responsibility rests upon the Chief Superintendent and the Government. The duties of the Department also, are so great, and if combined with any other department, would so increase its labors, that no Minister could properly supervise the whole work. As a consequence of this, the Deputy would virtually be King. And although the present incumbent, by long experience and faithful service, has won for himself the greatest respect and esteem, it is possible his successor might not be equally able to advise a

Minister, or himself direct the officers of the department.

In the selection of a successor considerable care should be exercised. The office should not be made an *asylum* for any political favorite. Its responsibilities are too great and its duties too important, to be entrusted to any, but a man of the highest integrity and worth. When a man can be found of good judgment, high attainments, with a practical knowledge of our educational system and the requirements of the people, such a man may safely claim the favor of the Government. No *foreign talent*, no matter how conspicuous at a distance, should be imported for the purpose. Canada has the talent within herself—men who graduated in all her educational institutions, from the Public School to the University—men who have felt their inspiring influences and have enjoyed their practical training—men who are in entire sympathy with Canadian thought and enterprise, and it is from their ranks that a selection should be made, and into their hands the future interests of education should be committed. We sincerely trust, that when a choice is made, it will be of such a nature as to promote the cause of sound, practical education, without which our national prosperity can neither be fully developed nor matured.

GRANT TO HIGH SCHOOLS.

The question of "Payment by results" in the case of High Schools appears now in a fair way to be settled. The Chief Superintendent has on different occasions called attention to the necessity for a change in this direction; former High School Inspectors have also recommended such a scheme, but it remained for the present staff to agree upon a scheme, which, while it does not en-

tirely cut off any High School from government aid, combines such a variety of elements as to give the most advanced and best conducted schools such advantages as their merits entitle them to receive.

The scheme recommended by the Inspectors involves the following conditions:—

1. A part in the payment of a fixed allowance to each school as at present, in order