

## PREPARATORY NOTE TO THE ELEVENTH VOLUME.

This Eleventh Volume of the "Documentary History of Education in Upper Canada" marks a new epoch in the progress and expansion of Education in this Province. In it are recorded the various steps, incidentally taken, and, to a certain extent, without concert among the Educational Authorities, to bring about a greatly improved state of things. Not only the condition, but the status and future of Elementary Education were specifically dealt with, and Intermediate Education also received a new impulse in the organization, and consequent improvement in the condition, of the County Grammar Schools. Higher Education, also, received at the same time a large share of attention,—the whole course of Instruction in the University of Toronto was thoroughly revised, so as to adjust the Curriculum to the needs of the Country, and also to produce a degree of harmony,—not hitherto attained,—in the working of the various Departments of the University.

The improvement in the condition and prospects of Elementary and Secondary Education was accomplished under the authority of Acts passed in 1853 and 1855, designed to enable the Department to make more effective the Scheme of Elementary Education, by assimilating the course of instruction in the City, Town and Village Schools to that of the Provincial Model Schools. It was thus sought to harmonize the methods of instruction practiced by the Student-teachers in these Provincial Schools with that which they would have to adopt when appointed to the better class of these local Schools. The influence of such methods of instruction would necessarily, for a time, be only reflex on the Rural Schools, until more Teachers were trained in the Provincial Model School methods, and would be employed in the Country Schools.

The subject of Intermediate Education had, for some years, received comparatively little attention, by reason of the more pressing claims of the Elementary Schools to be placed upon a satisfactory footing, and, especially, on a sound financial basis. This was practically accomplished by the endorsement, by the Legislature, in 1850, of the Principle of "Free Schools," and by conferring upon the Ratepayer the right to determine this question at the Annual School Meetings, and, if favourably so determined, to direct the Trustees to impose a general Rate upon Property, for the support of these Schools. The result was that, in 1854, the Rates imposed upon Property by Trustees, reached nearly half a million of dollars, (\$438,844), an increase of \$64,180, over the amount raised in the same way in 1853.

Under the provisions of the Grammar School Act of 1855, the Education Department was enabled most effectively to reorganize (with a few exceptions) the comparatively ineffective Grammar Schools. This was done by prescribing a comprehensive Course of Study, in harmony with that of the Public Schools, and yet providing for instruction in a higher class of subjects, such as should be taught in Intermediate Grammar Schools, which were primarily designed to prepare Students for the University, or for commercial and business pursuits.