

Now, from the above well ascertained data, it would appear that in Upper Canada little more than half of the children between five and sixteen are now attending school; and that the proportion in Lower Canada is miserably less, being little more than one-fourth; whereas in several of the neighbouring American States—from whom, and not from Prussia, the greater part of our school system is derived\*—almost every child is being

\* We should be doing an injustice to a very influential portion of the British Empire, were we not to remind our readers, that if they want an authority nearer home for a *tax* on property for the purposes of general education, they have only to look to the constitution of the Parochial Schools of *Scotland*; and if they wish to have the subject brought altogether home to Canada, let them reflect on the following excellent observations of the shrewd and talented member for Huron, during the debate on the Education Bill of 1846. Dr. Dunlop said that he did not expect to have it argued in the 19th century, whether or no the people should be taxed for the purpose of education. He thought that the advancement of the age had established that point. It was a duty incumbent upon that House to furnish the people with moral and religious education. Without this being done, it was of no use making canals and railroads. The country would not prosper if the people were not better than the oxen that worked in their fields. It had been said, "keep people in ignorance, and you can govern them; instruct them, and they will govern themselves." Now, he wanted to see them govern themselves. The less education the people possessed, the less they felt the want of it; and it was, therefore, the duty of that House to feel for them, and to tax them for their own benefit, in this particular. He was guilty of frequently referring to his own country, and was about to do so again: the people of Scotland might be found in every part of the world, but no where were they mere hewers of wood and drawers of water; and the reason was, *because the people were taxed* for the maintenance of good schools in every parish, and the means of education were given to the poorest. Scotland occupied but a small space in the *physical* world; but how great was the space it filled in the moral world. The larger countries, France, England, and Germany, might be equal to them in that respect, as they ought to be, considering the greater number of inhabitants. In a moral point of view, the literature of Scotland stood conspicuously forth to the world's eye. The educational system of Scotland had broken down the ancient monopoly of greatness, (rank), and opened the door of fame to every competitor. The small start which the *wealthy* farmer was able to give his son, was lost and of no account, when the son of the peasant

Schools  
6.

No. of Children  
Attend. School.

96,756  
10,002  
10,318

61,030  
59,389

69,887  
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