

increased during the year, though considerable before; many have repeated their visits again and again, and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

XXI. REPORT OF THE GRAMMAR SCHOOL INSPECTORS—THE MODEL GRAMMAR SCHOOL.

In Appendix B to this Report will be found the excellent Reports of the Inspectors of Grammar Schools,—the Reverend William Ormiston, D.D., of Hamilton, and the Reverend John Ambery, A.M., First Classical Master in the Model Grammar School, Toronto. In both of these Reports mention is made of the encouraging progress of the Grammar Schools; and I believe that the Trustees of Grammar Schools do all that can be done for the efficiency and improvement of the Schools in the present very defective state of the Law, under which the Board of Trustees have no power to raise a sixpence by Rate, or otherwise than by voluntary subscription, for the purchase of School-sites, or the erection, repairs, or furnishing of School-houses, or towards making up the salaries of Masters, beyond the fees of tuition. The marvel is, that Boards of Trustees have been able to accomplish anything in proportion to what they have done for the support, much less improvement, of the Grammar Schools. The Reverend Doctor Ormiston has, in his Reports for past years, dwelt strongly on the defects of the Grammar School Laws, and the necessity of amending them. The Reverend Mr. Ambery has referred to the subject in terms equally strong, discussing, with very great force, the duties, relations, and nature, of the Grammar Schools. He has also made some very able and suggestive remarks on the methods of teaching languages, and on the office and importance of the Model Grammar School, now so efficiently and nobly accomplishing the objects of its establishment.

The number of Pupils in this School is limited to 100, with a training-class of Candidates for Masterships in the Grammar Schools. It was intended to limit this class to ten but it already considerably exceeds that number. The Model Grammar School is intended to accomplish for the Grammar Schools of the Country what the Normal and Model Schools have long been accomplishing for the Common Schools.

XXII. REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

The Local Superintendents have accompanied, in many instances, their Statistical Annual Reports with remarks,—extracts from which will be found in Appendix A. I refer to these extracts as exhibiting the inner and practical life of the School System,—the nature of its operations, the obstacles to its progress from newness of settlements, and poverty, in some instances, indifference and ignorance in others,—the noble way in which the people generally are exerting themselves to educate their Children, and the growing success of their efforts.

XXIII. GENERAL AND CONCLUDING REMARKS.

In my last Report, I reviewed the progress of the School System in Upper Canada in comparison with the progress of the School Systems in the States of Massachusetts, New York and Pennsylvania, and the greater and remarkable progress which our School System has made. I will not repeat these facts and comparisons in this Report; but I may remark, that our School System, for its existence as well as its success, depends upon the voluntary action of the people. The Legislature levies no School tax, nor compels any Municipality to accept the Grant apportioned to it. Any County, City, Town, Incorporated Village, or Municipality can decline accepting the Legislative School Grant upon the conditions prescribed, and thus extinguish the School System within its own jurisdiction. Instead of this,—while the Legislative School Grant of \$157,032 apportioned among the Municipalities for the year 1861, would require them to raise a like sum, as a condition of receiving that Grant, they have not only complied with the condition by collecting a like sum by rate, but have actually collected for School purposes the sum of \$278,085, exceeding the amount of the Legislative Grant in the sum of