

occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness." He adds, with reference to the subject generally, "The more carefully the question of religion, in connection with a system of common schools, is examined, the more clearly I think it will appear that it has been left where it properly belongs,—with the local school municipalities, parents, and managers of schools—the government protecting the right of each parent and child, but beyond this, and beyond the principles and duties of morality common to all classes, neither compelling nor prohibiting; recognizing the duties of pastors and parents as well as of school trustees and teachers, and considering the united labours of all as constituting the system of education for the youth of the country."

The pupils attending the normal school are necessarily brought from their homes to Toronto, where that institution is situated, and, consequently, withdrawn from the care of their natural protectors. In accordance with the principles above laid down, the school authorities themselves are, therefore, bound to exercise in their case a closer surveillance over their religious and moral training. The following are among the rules prescribed by the council of public instruction for the normal school:—

"The teachers in training shall board and lodge in the city, in such houses, and under such regulations as are approved of by the council of public instruction.

"Each teacher in training is required, every Friday afternoon, from three to four o'clock, punctually to attend the classes for separate religious instruction by the clergyman of the religious persuasion to which he or she respectively belongs. Any students absenting themselves from such exercises will be required to forward a written explanation of such absence.

"The teachers in training are expected to lead orderly and regular lives, to be in their respective lodgings every night before half-past nine p. m., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the chief superintendent of schools."

I visited the normal school in the course of a tour which I recently made through the western section of the province, and the address presented to me on that occasion by the council of public instruction, contains information of so much interest, that I venture to append an extract from it.

"After an interval of three years, we, the members of the council of public instruction for Upper Canada, have great pleasure in again meeting your Excellency.

"We cordially welcome your Excellency on this your first visit to an institution, the erection of which was commenced under your Excellency's auspices.

"On the occasion of the interesting ceremony performed by your Excellency in laying the chief corner stone of the edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the legislature on its establishment. Those objects have been kept steadily and anxiously in view, and we have now much satisfaction in presenting your Excellency with some statistics of the results.

"Since the establishment of the normal school in the autumn of 1847—1,456 candidates for admission have presented themselves, of whom 1,264, after due examination, have been received; of these, about 150 have been carefully trained each year, and sent to different parts of Western Canada. That they have been eminently successful in teaching the youth of the country, and elevating the character of our common schools, we have been repeatedly assured, and the great and increasing demand for trained teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.

"The liberality of the legislature in recently providing a fund of £500 per annum towards the relief of superannuated or worn out teachers, the council cannot but believe will prove a strong ground of encouragement to many to enter a profes-

sion hitherto but ill requited, while it cannot fail to provoke increased zeal and exertions on the part of those already engaged therein.

"It will be gratifying to your Excellency to learn that the system of establishing free public libraries throughout Upper Canada has been put into successful operation during 1853 and 1854. Since December of last year nearly 75,000 volumes of books, embracing the more important departments of human knowledge, have been circulated through the agency of the township municipalities and school corporation, from which the council anticipate the most salutary results.

"As an illustration of the cordial co-operation of the people in promoting the system of public education established by the legislature, we are rejoiced to add that the very large sum of half a million of dollars was last year raised by their free action to promote this object, exclusive of legislative aid.

"These facts we are assured will be no less gratifying to your Excellency than they are cheering to ourselves, and worthy of the people of Upper Canada; and we hope that, in the course of a few years, when the grammar schools have been effectually incorporated with our educational system, the general results of our operations will not be less satisfactory."

The total number of teachers employed in the common schools in Upper Canada in 1852 is stated at 3,258; male, 2,451; female, 807.

The total number of common schools reported for that year was 2,914, and of separate schools 18, of which 3 were Protestant, 13 Roman Catholic and 2 coloured schools.

On a comparison of the educational condition of Upper Canada in the years 1847 and 1853, the following results are arrived at:

Population between the ages of 5 and 16:—

1847	-	-	-	-	-	280,975
1853	-	-	-	-	-	268,957
Total common schools	-	{	1847	-	-	2,727
		{	1853	-	-	3,127
Total pupils attending do.	-	{	1847	-	-	124,829
		{	1853	-	-	144,736

Total students and pupils attending universities, colleges, academies, grammar, private and common schools:—

1847	-	-	-	-	-	131,360
1853	-	-	-	-	-	208,896

Total amount available for common school teachers' salaries:—

				£	s.	d.
1847	-	-	-	-	63,780	0 0
1853	-	-	-	-	106,881	7 5

Total amount available for teachers' salaries, school-houses, libraries, apparatus:—

				£	s.	d.
1847	-	-	-	-	No report.	
1853	-	-	-	-	132,960	16 5

Average number of months each school has been kept open by a qualified teacher:—

1847	-	-	-	-	8½ months.
1853	-	-	-	-	10 months.

These figures do not, however, adequately represent the progress which the common school system has been making; for it has been the policy of the department rather to encourage the enlargement of the boundaries of existing school sections than to multiply new ones; and, throughout the whole period a very material rise in the standard of qualification of common school teachers has been taking place through the instrumentality of the normal and model schools. Free schools also, as distinguished from schools in part supported by rates levied on the pupils, are rapidly increasing.—No separate return of this particular description of schools was made before 1850. In that year 252 were reported; in 1853, the number had risen to 1,052. Adverting to these and other facts of a like nature, the chief superintendent of schools for Upper Canada, in closing his report for last year, which has just been laid before Parliament, and is not yet in print, thus summarily sketches the result of the educational proceedings of the few past years. "It must ever be a source of satisfaction to your Excellency, that during the period of your admin-