

Under the existing laws the child of the poorest laborer, who distinguishes himself as a successful competitor for a free scholarship in a common school, has the advantage of attending one of the county grammar schools. Here again he has open to him another free scholarship in the highest educational institutions of the country, if his merits entitle him to that distinction. Thus an educational ladder has been erected by the Legislature, by which the child of the humblest inhabitant may ascend to the highest point of scholastic eminence, and with, at the same time, the children of the wealthy and the most respectable in his neighborhood as his competitors.

As an evidence of the great desire that prevails in Upper Canada generally to educate the masses, I may mention, that the people have voluntarily taxed themselves, in a single year, upwards of ten thousand pounds for school libraries,—a fact as creditable to their intelligence as it is a substantial proof that they are turning their great prosperity to a humane and generous account.

The amount given by the Government for educational purposes in Upper Canada in 1853 was £55,512, and in Lower Canada £45,823, making a total of £101,335. The whole amount available for school purposes in Upper Canada, in that year, was £199,674, and in Lower Canada £68,896, the aggregate sum raised in the Upper Province being no less than £130,039, the whole amount raised for educational purposes being an increase on any preceding year of £23,598.

In Lower Canada there are 1556 school houses, 2352 schools in operation, and 10,284 pupils, the whole Province possessing 5479 schools, attended by 303,020 students and pupils.

The Universities and Colleges in Upper Canada are conducted on the English principle, and the chairs of the various departments are filled by Professors selected from Cambridge, Oxford, Trinity College Dublin, and the Continent.

The Seminaries of Quebec and Montreal are richly endowed, and the grants to the former consist of more than a thousand square miles of land, together with property in the city of immense value: those of Montreal alone exceed ten thousand pounds a-year, and the estates of the Jesuits, though greatly reduced, still produce a very large revenue.

In the Province of Lower Canada there are numerous amply endowed Nunneries, affording instruction to the young female population; and it is worthy of remark that the pupils are of every creed and nation, are received without any distinction or partiality, and wholly exempted from attending religious duties hostile to their faith.

The Census of Great Britain gives the number of scholars attending public and private day schools, (including those attending schools of which no return was obtainable, but assumed, on an average, as in those making returns,) at 2,144,377, or a proportion to the population of about one in eight and a-half. The Census of Canada gives one in six and four-fifths.

STATISTICS OF EDUCATION IN CANADA.

The rapid progress of events in modern times quickly abnegates the statistics on which opinions are too frequently based. Thus in Canada the past few years have been so prolific in developments that, all our preconceived ideas of the *status* of that country have been essentially nullified. Progress has been alike rapid in its industrial and social interests, and especially has this been the case in what pertains to educational matters. We have been taught to believe it a country almost without schools, and its community a parcel of ignorant beings, the off-scourings of Europe. How mistaken this assumption is, it needs but statistics to illustrate. But, nevertheless, though rapid progress has marked the advance of civilization, that progress has not been uniform in both sections of the Province; and still Lower Canada is far behind Upper Canada in its means and aptitude for the development of educational ability. It must be remembered, however, that Lower Canada is an old settled country, having inveterate prejudices to overcome, vested interests to conciliate, and a population swayed largely by a sordid priesthood. Upper Canada, on the other hand, has neither traditions nor theocratic hindrance to contend against, and its inhabitants are a young and energetic people, chiefly from Protestant countries—England, Scotland, Norway, Sweden and Germany, and the Protestant sections of Ireland. The Irish and other Catholic populations resort chiefly to the United States, where, in a few years, they have built up a powerful hierarchy and a wide spread and influential priesthood. The greater portion of all persons immigrating to the British Provinces settle in the upper section, and hence Lower Canada, receiving but a small portion, retains its original Catholic majority. In 1852, out of a population of 952,004, Upper Canada had only 167,495 Roman Catholics; while in Lower Canada with a population of 890,261, no less than 746,866 were Catholics. These facts alone suffice to substantiate the preconceived opinion respecting education in the two sections without appealing to other authentic causes, which would go far towards an illustration of the resulting differences. So far as the government is concerned, no

preference has been extended to either section, and both have received its liberal fostering care and support.

The statistics applying to Upper Canada were laid before the Government in October, 1854, and apply to the years 1853-4, and previous years since 1841. From these we compile the following table, which will exhibit the progress made from the period last named to the end of the last school year reported:—

	1842.	1853.
Colleges.....	5	8
County Grammar Schools and Academies. ...	25	79
Private Schools.....	44	174
Normal and Model Schools.....	—	3
Common Schools.....	1,721	8,127
Total.....	1,795	8,889
	1842.	1853.
College Students.....	—	756
Grammar Schools and Academic Students..	4,000	8,839
Private Schools.....	—	8,822
Normal and Model Schools.....	—	735
Common School Scholars.....	65,978	194,736
Total.....	69,978	203,888

In 1842 the number of children, between five and sixteen years of age, was 141,143, and in 1853 the same class numbered 268,957.—Hence, at the first period, only 4- $\frac{1}{4}$ per cent of the children of school age were actually attending school, while at the later period the ratio was 76 per cent; or in the whole population, in 1842, the ratio of scholars was 14 $\frac{1}{4}$ per cent; and in 1853, 23 per cent. These figures certainly shew an immense improvement, and place Upper Canada in the first rank among educated countries. In any of the United States the highest ratio of scholars to population was, in 1850, only one in three, or 33 per cent, (as in Maine,) and in the whole United States, exclusive of slaves, the ratio was one in every five persons, or 20 per cent. The difference in favor of Upper Canada, in the first instance, is 10 per cent, and in the latter, 8 per cent.

The statistics of Lower Canada refer only to the year 1853-4, and hence no comparison of periods is possible. In that year the condition of education was as detailed in the following summary:—

GRAD. OF SCHOOLS.	NUMBER.	SCHOLARS.
Elementary Schools.....	2114	92,275
Model Schools.....	67	3,524
Superior Girls' Schools.....	53	3,041
Academies, &c.....	19	1,169
Classical Colleges.....	14	2,110
Convents.....	44	2,786
Independent Schools.....	85	4,928

Total.....2,396 108,284

In Upper Canada, about 28 per cent of the population are of school age. On the same basis, the number of such persons in Lower Canada would be 249,500, and hence the proportion attending school to those who should be is only 43 per cent. In Upper Canada, as before stated, it was 16 per cent. Of the whole population, only 12 per cent were attending school; in Upper Canada, 23 per cent. This is very low, and 8 per cent below the average of the United States.

Thus when we may compare the educational interests of the United States and Canada:—

	SCHOLARS TO WHOLE POPULATION.	SCHOLARS TO CHILDREN OF SCHOOL AGE.
Upper Canada.....	23 per cent.	76 per cent.
Lower Canada.....	8 “	43 “
The State of Maine.....	33 “	93 “
The United States.....	20 “	66 “

The following interesting table showing the comparative state of education in America and Europe, is from the latest returns:—

STATES.	ONE SCHOLAR TO	STATES.	ONE SCHOLAR TO
Maine.....	3.1 persons.	Norway.....	7.0 persons.
Upper Canada.....	4.4 “	Belgium.....	8.8 “
Denmark.....	4.6 “	France.....	10.5 “
United States.....	4.9 “	Lower Canada.....	12.5 “
Do. (including slaves).....	5.6 “	Austria.....	13.7 “
Sweden.....	5.6 “	Holland.....	14.8 “
Saxony.....	6.0 “	Ireland.....	14.5 “
Prussia.....	6.2 “	Greece.....	18.0 “
Great Britain.....	7.5 “	Russia.....	50.0 “
Do. (actually at School).....	7.0 “	Spain.....	65.8 “
		Portugal.....	61.7 “

The comparisons in the above instances are to the total population, and will therefore be somewhat affected by the greater or less proportion of persons at school age in the several countries. With all allowance, the results are sufficiently remarkable; they place Maine and