

Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly 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 in London.

VISIT OF HIS ROYAL HIGHNESS THE PRINCE OF WALES.

The visit of His Royal Highness the Prince of Wales to the Educational Department on 11th September, forms a very gratifying feature in the year's operations. His Royal Highness was accompanied by His Grace the Duke of Newcastle, Her Majesty's Principal Secretary of State for the Colonies,—His Excellency the Governor General, and a distinguished suite.

GENERAL REMARKS.—PROGRESS OF THE SCHOOL SYSTEM DURING TEN YEARS, FROM 1850 TO 1860, AS COMPARED WITH THAT IN THE STATES OF MASSACHUSETTS, NEW YORK AND PENNSYLVANIA.

The remarks which I made in my last Report in respect to the Normal and Model Schools and Museum, equally apply this year, and need not be repeated. The preceding references to the Statistical Tables show the general and steady progress of the Schools during last year. In my Report for 1857, I gave a practical and comparative view of the principles, working and results of the systems of elementary instruction in Great Britain, Ireland and Upper Canada. In my last Report I instituted a short comparison between the School Legislation and the results of the School System of New York and Upper Canada. I will conclude this Report by a brief comparative view of the progress of our School System during the last ten years and that of three of the oldest and wealthiest States of the American Republic, and those in which School Systems have been long established. I refer to the States of Massachusetts, New York, and Pennsylvania.

The following Statistical Table has been compiled from official School Reports and other public documents:—

| Number of Schools. | Time of keeping School open. Months and Days. | | Population. | | Percentage of increase of Population. | Children. | | Percentage of increase of children. | At School. | | Percentage of increase of children attending school. | Moneys Raised. | | Increase per cent. | |
|--------------------|---|-------|-------------|---------|---------------------------------------|-----------|--------------------------|-------------------------------------|------------|--------|--|----------------|-----------|--------------------|-----|
| | 1850. | 1860. | 1850. | 1860. | | 1850. | 1860. | | 1850. | 1860. | | 1850. | 1860. | | |
| UPPER CANADA. | | | | | | | | | | | | | | | |
| 3059 | 3969 | 9.11 | 10.18 | 952004 | 1394013 | 47 | (from 5 to 16) 259258 | (from 5 to 16) 373589 | 45 | 151891 | 315812 | 108 | \$410476 | \$1324272 | 222 |
| MASSACHUSETTS. | | | | | | | | | | | | | | | |
| 3749 | 4497 | 7.24 | 7.18 | 994514 | 1231500 | 24 | (from 4 to 16) 215926 | (from 5 to 15) 223714 | 4 | 182685 | 246419 | 35 | \$871351 | \$1465351 | 68 |
| NEW YORK. | | | | | | | | | | | | | | | |
| 11397 | 11650 | 8.00 | 7.3 | 3097394 | 3851563 | 24 | (from 5 to 16) 735188 | (from 4 to 21) 1315900 | 79 | 794500 | 867388 | 9 | \$1766668 | \$4300675 | 145 |
| PENNSYLVANIA. | | | | | | | | | | | | | | | |
| 8510 | 11577 | 5.00 | 5.5 | 2311786 | 2924500 | 27 | No return. | No return. | | 424344 | 585669 | 38 | \$955185 | \$2619377 | 175 |

From the Statistics of the foregoing table the following facts are worthy of notice:—

1. While the populations of Pennsylvania, New York and Massachusetts have increased respectively during the ten years, 27, 24 and 24 per cent., that of Upper Canada has increased 47 per cent.

2. The basis of School population returns in Upper Canada has remained unchanged, being from 5 to 16 years of age, that of Massachusetts has been changed from 4 to 16 to 5-15 years, and that of New York has been changed from 5-16 to 4-21 years. No School population returns are made in the State of Pennsylvania. With this change in the basis of School population returns largely to the advantage of the State of New York and to the disadvantage of Massachusetts; the ratio of increase of School population in the State of New York, during the decade, is 79 per cent., in Massachusetts 4 per cent., in Upper Canada 45 per cent.

3. The difference in the increase of attendance at the Schools is very remarkable. During the ten years, that increase in Pennsylvania is 38 per cent., in the State of New York 9 per cent., in Massachusetts 35 per cent., in Upper Canada it is 108 per cent.

4. In regard to the school moneys, the increase for the ten years in Pennsylvania is 175 per cent.; in the State of New York, 145 per cent.; in Massachusetts, 68 per cent.; in Upper Canada, it is 222 per cent. It is also to be observed, that in those States large cities are included, with which we have none to compare, and in which very much larger sums of money are provided for school purposes, in proportion to the population, than in counties. In the City of New York alone, the sum of \$1,261,619* (more than one-

fourth of that of the whole State) was expended in 1860 for school purposes. It is likewise to be noticed, that the greater part of the school moneys in these States (except Massachusetts) are provided from a permanent school fund and State taxes, while nine-tenths of the school moneys in Upper Canada are raised by the local Municipalities and Trustees. There is no State tax for school purposes, (beyond the comparatively small annual Legislative Grant) in Upper Canada. The working of our school system is chiefly with the local Municipalities and Trustees and not with the State.

5. The most remarkable difference in the development of School Systems, in the States mentioned and Upper Canada, is the greater length of time each year during which our schools are kept open, it being nearly twice as long as in Pennsylvania, and nearly three months longer than in the States of New York and Massachusetts.

6. In the three essential elements of school progress, the attendance of children at school, the length of the time the schools are kept open, and the increase of moneys provided for school purposes, Upper Canada has every reason of congratulation and encouragement. In these comparisons we have not referred to the comparative youth of our country or School System, or to our Normal School and Public Library Systems, and to the collections and facilities of our Department of Public Instruction to provide the schools with maps, apparatus, &c.; or to the examining and classifying teachers by County Boards according to a uniform standard, instead of their

* EXPENSES OF THE NEW YORK CITY SCHOOLS FOR 1860.

| | |
|--|--------------|
| For Teachers and Janitors in Ward Schools..... | \$703,928 70 |
| Support of the Free Academy..... | 47,728 53 |
| Repairs to Free Academy..... | 752 97 |
| Support of Normal Schools..... | 8,427 81 |
| Support of Evening Schools..... | 68,042 00 |
| Repairs through the "Shop"..... | 10,335 43 |

| | |
|--|-----------------------|
| Supplies for Ward Schools through the Depository..... | 64,350 31 |
| Rent of School premises..... | 18,273 80 |
| Salaries of Officers and Clerks of Board of Education..... | 25,734 60 |
| Incidental Expenses of the Board..... | 15,995 04 |
| Apportionment to Corporate Schools..... | 29,298 37 |
| Amount apportioned for special purposes, including erection of School-houses, repairs, &c..... | 164,979 91 |
| For pianos in Ward Schools..... | 10,000 00 |
| Miscellaneous..... | 93,760 31 |
| Total..... | \$1,261,619 78 |