

upon the intellectual, physical, social and moral evils arising from such a condition of School-Houses. I will only remark, that of so deep importance is the subject considered in the neighbouring States, that the Superintendent of Common Schools for the State of New York concludes his last annual Report on this point with the following recommendation:

"The Superintendent respectfully submits that it is equally right and proper to require the inhabitants of a School district to provide a comfortable School-House, as a condition precedent to the annual apportionment of School Moneys, and it is to require that Schools shall be taught by a qualified Teacher."

4. *Titles of School Sites, School-Houses and Premises:*—The present School Act of 1846 places the legal title of the Common School Property of each District in the Municipal Council of such District,—the local School Trustees having the Property in trust for the time being. Several Councils evinced a praiseworthy vigilance on this important subject; but the reports show that there is no sufficient title for one-third of the Common School Property reported. The Statistical Tables will show the character, condition, titles, etcetera, of School-Houses, so far as they have been reported; in every Township, as well as in every Municipal District, in Upper Canada.

5. *School-Houses built during the year 1847:*—There are no returns on this subject from several Districts, in some of which I know that School-Houses have been built during the year. From the returns it is pleasing to observe that the proportion of log School-Houses is less, and that of stone and brick greater, than that of the School-Houses erected in former years.*

XI. COMMON SCHOOL VISITORS AND THEIR DUTIES.

The visiting of Common Schools is a test of the public interest in popular education, and is a most important means of encouraging and animating both Teachers and pupils in the performance of their respective duties. No impediment to Common School Education has been more formidable and fatal than indifference to it, on the part of the more intelligent and influential classes, or individuals, of the community. To a great extent in this Country, the Common School has been considered as affecting only those who could not otherwise educate their children. Thus the very class of the population who most need prompting, counsel, and assistance in the education of their children, have been mostly left to themselves. The diffusion of universal education, under such circumstances, is out of the question. There is no example of an university educated people, where the more wealthy classes are not identified, in obligation and influence, with the Common Schools. Because a person may not avail himself individually of the Courts of Law, or of the law at all, he is not, on that account, exempted from the obligation of supporting legislation, and the administration of Justice; no more ought he to be exempt from the obligation of supporting Common School Education, because he may prefer a private, or classical, School for his own children. This principle is fully recognized in the Legislative Grant and the District Municipal assessment in support of Common Schools; it is only defective in its application to the principle of imposing School Rate-Bills. And it was with a view of enlisting the active co-operation and influence of the most intelligent persons in each community, on behalf

*Although plans of School-Houses had been published in the "Journal of Education for Upper Canada" during the years 1849-1875, yet it was nevertheless thought desirable to encourage local enterprise and interest in the matter. So in 1872, therefore, the Chief Superintendent of Education decided to offer, through the "Journal of Education," prizes for the best Designs for various kinds of School-Houses and Block Plans for School Sites. Thirty-one designs and plans were received in competition. To seventeen of these plans prizes were awarded, varying from five to forty dollars each. Thirteen designs and plans were rejected, as not of sufficient merit. In the "Special Report of the Bureau of Education at Washington, Part II, published in 1886, will be found on pages 498-411, a paper on "School Architecture in Ontario," by Mr. John Dearnness, Public School Inspector, County of Middlesex, East, Ontario, Canada."