

ligious precepts too, and the communication of such thorough elementary instruction in Reading, Writing, and Arithmetic, and in such essentials of Grammatical, Geographical, Historical, and Mathematical knowledge as may enable the individual pupil either to enter early with a fair prospect of success on the discharge of the more active duties of common life, or to build up in other Schools and with more special opportunities and aids that superstructure of attainments, the broad and deep foundation for which should chiefly or alone be laid in Schools which are supported by all, and into which the children of all have the right of entrance.

Nor are the citizens of Toronto without occasion for mutual congratulation on account of the fact that, the proportion to our entire population of those who are more or less the subjects of early education, is, after all, by no means inconsiderable. In 1838, a select Committee of the House of Commons reported that it is desirable that there should be means of suitable daily education for a proportion of not less than about one-eight part of the population of England and Wales. Sir. J. K. Shuttleworth, in his work on Public Education, also stated that this would be a satisfactory proportion, and Mr. Edward Baines of Leeds, came to the same conclusion. The members of the recent Royal Commission, however, have ascertained that at the time at which their statistical inquiry was made, namely, in 1858, the number of children receiving Day School education