

STATISTICS of Common Schools in Upper Canada, for a period of twenty-one years, showing the Total Amounts under the following sub-headings, for the years 1844, 1850, 1855, 1860, 1864, and 1865.

To 31st DECEMBER.	1844.	1850.	1855.	1860.	1864.	1865.
Population of Upper Canada between 5 and 16	183,539	259,258	297,823	373,539	421,565	†440,600
Total Common Schools in operation.....	2,610	3,059	3,325	3,909	4,224	†4,350
Total Common School pupils.....	96,750	151,391	227,834	315,812	371,695	†385,300
Total Salaries of Common School teachers.....	\$ 206,856	\$ 353,716	\$ 680,108	\$ 895,591	\$ 996,956	\$†1,008,068
Total amount expended for C. S. purposes.....	\$†205,897	\$ 410,472	\$ 899,272	\$1,159,774	\$1,285,318	\$†1,330,608
Total amount expended for Educa'l purposes.....	\$†382,518	\$†501,705	\$1,155,992	\$1,448,448	\$1,636,979	\$†1,680,609
Total Common School Teachers in U. C.	†2,390	3,476	3,505	4,231	4,825	†4,813
Gross number of Library Books sent out up to.....	.....	.....	117,292	186,761	208,483	212,423
Gross number of Prize Books sent out up to.....	.....	.....	.....	42,885	165,847	211,055
*Total amount expended for Libraries, Prizes, Maps and Apparatus, including 100 per cent.	.....	.....	\$ 65,973	\$ 177,052	\$ 251,352	\$ †285,716

II. Amendments to Upper Canada School Law.

1. THE CHIEF SUPERINTENDENT'S CONVENTION.

The Rev. Dr. Ryerson's speech at Brantford on Friday evening, the 19th ult., whilst it does honor to his own head and heart, has inspired all those who heard him with an enthusiasm in the cause of education which will not be soon forgotten. Judging from this, his tour through Canada West must, it is obvious, be attended by many advantages in an educational, as well as a moral point of view. It will have the effect of rousing the dormant energies of an otherwise very active and very clever people, and of directing them into a channel vitally important to their best interests, and consequently to their lasting happiness. Among the other advantages arising from Dr. Ryerson's tour through Canada West, besides eliciting the opinions of the people, respecting the working of the school law, there will arise earnest and anxious discussions as to the best mode of dealing with questions intimately connected with the usefulness and efficacy of said law when applied to the growing emergencies that spring from a state of society rapidly tending to opulence and artificiality. These discussions will at length concentrate into two or three leading theories, which will be usefully applied either in framing a new school law, or in materially pruning from the present its deforming excrescences, or in adding to it prominent features which have been eminently successful when tried elsewhere.

The Chief Superintendent, both in his circular and in his several Convention speeches, directs the attention of the country to two or three leading points of great importance, and worthy of deep and serious consideration, before they should, even greatly modified, be ingrafted upon our present system of education. The fact is, would it not be better to centralize, and therefore greatly extend our present school sections, by constituting the township Council the Board of School Trustees for the whole township, with power to appoint visitors for each school in the township? The second is, "Whether each municipal Council should not be invested with power to bring to account or punish by fine or requiring to work on the roads, parents who do not send their children, between seven and fifteen years of age, to some school, at least four months in the year." The third is, that in consequence of the irregularity which the Chief Superintendent states are to be found in connection with the County board of public instruction in their examination of candidates for certificates, he proposes to have a central board appointed for framing a uniform set of questions for all the County Boards of Public Instruction, and that these questions would be all sent to them against a certain day, upon which there would be a general examination throughout the Province of candidates seeking for County Board certificates to empower them to teach, not within each County respectively, but generally throughout the Province.

With regard to the first important point, as briefly stated above, the Chief Superintendent would, it seems, favor the idea there inculcated, namely: that the present school sections should be abolished, and the present township Council invested with the powers of a school board over all the schools in the township. The plan is adopted in several states in the Union. It is uniform in its working,

causing the tax for educational purposes to be upon the whole more equitable, less direct, and therefore less oppressive. "Commissioners," as they are called, are deputed from the board to visit each school. They make regular reports, and upon their recommendation changes, &c. are made. It would seem, however, that notwithstanding the beauty and regularity of the system, the permanency of teachers situations is not thereby secured, particularly in country districts. But this arises principally from the fact, that persons without any aptitude or regular training for the profession, engage in teaching for a season or two, without any intention to follow it as a means of livelihood. This is not, however the case in the towns. There, teachers are as permanently situated as they are anywhere in the world. We believe, however, that if the system proposed by the Chief Superintendent were introduced into this Province, a great deal of positive good would ensue. There is no doubt but that it would render the position of the teacher more settled than it is at present, inasmuch as his salary, which now comes directly from the pockets of the farmers by so direct a taxation, that it may be called a species of partition, would in the event of the above mentioned system being introduced, be paid by a township treasurer, through an order of the "Commissioner" upon him, somewhat like the order given by the Local Superintendent to teachers upon the functionary here. The farmers not directly feeling the tax, would be more content to keep the teacher, or at least could not get rid of him as easily as they do at present, should he by any means displease them through the irksome exercise of some of his unpleasant duties. The nomadic character of the great bulk of Canadian teachers would thus be somewhat checked by the introduction of this system and a corresponding boon to education would naturally follow by the schools being better conducted, by the impartment of sounder and more extensive instruction, the teacher being allowed time through the comparative permanency of his engagement, to study the temper, the talents and the bias of his pupils. No fouler blot could exist in any system than that which mars the face of our much lauded school law; and it savors somewhat of fatuity to be eternally shouting loud paeans in its favor as long as the law permits the teachers of Canada, like Bedouins of the desert, or like the Tartars of the central plateau of Asia to migrate from one locality to another at certain seasons of the year. This disgrace to the law, as well as to the country at large, may be easily prevented by means within the reach of even the present existing statute. Would it not be easy for the legislature to insist that none of the money granted for school purposes should reach that section in which the same teacher was not engaged for at least one year. Something like this is adopted in England, in practice at least. No teacher there would be granted the salary arising from his certificate of merit, unless he spent at least a year in the same school; but on the contrary, no aid would be granted to the school itself unless it was in a satisfactory state, and that the efficiency of the pupils were up to the standard marked out by the law, as the result of a year's instruction. This plan mutually renders it the interest of the teacher to remain in the same school for at least a year, while it places a pressure upon the local committee to have as little change as possible, or they would be otherwise very probably deprived of the Government aid from the Committee of Council on Education. The result is that changes occur very seldom in the English schools. True, the certificated master holds a very respectable position. Virulence, spite and revenge can never reach him, provided he performs his duty honestly and honorably. What a contrast between the English school law, with its almost complete machinery of inspectors, teachers, pupils, certificated teachers, &c., of which you scarcely ever hear one word of praise, and our school law in Canada, belauded as it is to the clouds. We are confident that Dr. Ryerson's plan would bring about one good result at least; and this result would more than counterbalance any evils of less importance that may follow in its train. We have again reference to the comparatively permanent location of the teachers—and for this object alone it is worth an honest trial. The township board not being connected with any school section in particular, might render its influence over the schools under its jurisdiction as complete and as perfect as possible, not through the instrumentality of "visitors," as Dr. Ryerson suggests, but through a still more powerful influence, namely: the appointment of an executive officer, somewhat similar in character to a sub-inspector, whose duty it would be to report to the township board all matters affecting the schools under its jurisdiction, to assist with advice, &c., the teachers engaged in said schools; to organize new schools; to be constantly engaged in examining, teaching, or introducing new systems of education into each and all of the schools within said jurisdiction. It is obvious that the person so appointed should be a practical common school teacher, well known to be skilful, successful, and perfectly au-fait in his profession. His whole time should be employed in the work, and where it would come too expensive (we deny that it would) for one township board to employ such a person, two could unite, and not more.

* This does not include maps, apparatus or books purchased elsewhere than at the Educational Depository.

† An approximate estimate.