

The answer is, the latter school is entitled to twice as large a sum as the former; the principle of the law being to help those that help themselves, and in proportion as they help themselves.

We think the foregoing remarks are sufficient to illustrate the application of this provision of the School Act to all the varieties of cases which exist in connection with the school sections throughout the Province, while they show the equitable principle on which the provision itself is based.

It will be seen that this clause of the Act does not apply to Cities, Towns and Incorporated Villages, in each of which there is but one fund, one interest, and one Board of School Trustees. Nor does it affect the apportionment of the School Fund to Townships, to each of which, as well as to Cities, Towns and Villages, it is apportioned according to *population*. But it applies to the distribution of the School Fund in each Township to the several school sections of such Township—based upon the principle of aiding each section according to its works.

#### ERECTION OF SCHOOLHOUSES IN CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA.

The erection of good schoolhouses is one of the surest indications of the progress of education in any country under a popular system of government. The number of good school-houses which have been erected in Upper Canada within the last five years, and which are being erected, is great beyond all precedent—great almost beyond belief. In the rural parts of the neighbouring State of New York, we believe the progress of popular education has not been equal to its advancement in the rural parts of Upper Canada; but the cities and towns of the neighbouring States are greatly in advance of our cities and towns, both in the character of their school-houses, and in the condition and character of their schools. It was only in 1847, that anything like a system of schools was first proposed for our cities and towns; and it was only in 1850, that our cities and towns were placed upon an equal footing with those of the neighbouring States, by the creation of the present system of an elective board of school trustees for each city, town, and incorporated village, with powers somewhat commensurate with their duties, and with a responsibility likely to ensure the exercise of prudence and energy. The success of the new system already exceeds what had been anticipated by its most sanguine advocate. School-houses, such as would be an honor and ornament to any town in America, have risen in Hamilton, London, Brantford, and Chatham; and similar buildings are going up in other cities and towns, and villages.

In Belleville, the erection of several brick schoolhouses has been decided upon; three of which (beautiful ones) are now nearly completed. Six large fine schoolhouses are in the course of erection in the City of Toronto. A few days since we received a letter from the Chairman of the Board of School Trustees in the Town of St. Catharines, of which the following is an extract:—

"The Board have decided to erect two schoolhouses of brick, to accommodate from two hundred to two hundred and fifty scholars each: of one or two stories high, as may be recommended, and of neat, but not expensive architectural design."

And it affords us peculiar pleasure to add the following letter from the Secretary of the Board of School Trustees for the newly incorporated village of Preston—a village the very existence of which will be an item of news to some of our readers:

Preston, August 2nd, 1852.

Rev. Dr. EGHERTON RYERSON,

Chief Superintendent of Schools, Toronto.

REV. SIR,—Having ascertained from your circular to clerks of cities, towns, and villages, that you desire copies of proceedings of the councils on educational matters, I beg leave to inform you of the proceedings of the board of trustees of this village, of which I have the honor to be secretary.

The Board, after having been organized, determined that the school of this village should be supported on the free school system. This system was introduced into this school in October, 1849, when

it was a section school, and has worked so admirably well since that time, that it would be a stain upon the character of any true friend of education to abandon it. To descend in praise on this system, would be to gild refined gold, or paint a beautiful lily. The free school system is its own eulogy; wherever it is introduced, it sows the seeds of morality and future independence, and may properly be called an act of genuine Christian charity.

The school being very large, and the schoolhouse only of ordinary size, the board determined to erect a new schoolhouse; a committee being appointed to select a suitable lot of ground for a site, and draft a plan for a new schoolhouse, it was resolved that an acre of ground be purchased, and a schoolhouse erected thereon as follows:—

The building to be placed 30 feet from the front limit of lot; the building to be 78 feet long, 26 feet wide, and a wing attached to the same, 26 by 34 feet; foundation walls, 5 feet; the other walls of bricks, 14 feet high. The house to have 3 school-rooms, 34 by 26 feet each, and a hall in centre of front building, 26 by 10 feet wide. The building to be warmed with hot air; two of the rooms to be used for boys' school, and one for girls' school; the hall to be used for the library; separate outer entrances into each school-room; each room to have 6 windows of 24 lights, 10 by 14; a frontispiece of 26 feet wide, to be built above front entrance—the frontispiece to have a semicircle window 5 feet wide; the hall to be arched so as to receive its principal light from the semicircle window. A wood-shed, 30 by 18 feet, and a privy, to be erected on suitable places, and also a well to be dug, with pump in the same. The lot is to be divided into two halves by a fence, leaving the boys' play-ground on the one side, and the girls' play-ground on the other; the play-grounds are intended to be planted with shade-trees. The seats in the school-room will be made similar to those in the academy of Rome, N. Y., as given in the *Journal of Education*, May, 1851, page 68; care will be taken for proper ventilation of the rooms;—a belfry, 8 feet high, 5 feet in diameter, six angular, with concave roof, covered with tin on frontispiece.

The Board has deemed it expedient to raise the amount for defraying the expenses of the ground, building, &c., by a tax upon all the rateable property in the corporation, and have desired the municipal council to pass a by-law to that effect. The amount desired is £400, to be raised in five years, each year £80, commencing this year. The contract for the building will be let by public auction.

The Board has also decided to raise the sum of £75 towards the payment of the teachers' salary. The municipal council has passed the by-law for the £400, in conformity with the request from the Board.

The Board has provided a set of tablet lessons of the first reading book, of arithmetic, and also a set of copy lines, all pasted on boards and varnished; these, together with the maps and other school apparatus previously provided, while a section school, afford a great facility to the teacher in his instructions.

The school, since the engagement of a very qualified teacher, lately from the Normal School, has increased in number to a great extent: there are about 135 scholars on the roll, of which, over 100 are attending daily. This alone would be a sufficient reason of enlarging the school premises, as it is a moral impossibility for one teacher to do justice to so large a number, and the plan of appointing two teachers to teach in one room has not been considered advisable. Beside this school, there is the separate Catholic school, and also a private female school in the village; the attendance, however, of both is but limited.

In conclusion, I have only to remark, that the foregoing proceedings of the Board of Trustees, are the result of the incorporation of this village—by which act, greater powers were conferred upon the trustees than in the section schools, thus affording them the opportunity of discharging the duties which devolve upon them, with much more facility, and with greater satisfaction to the public than trustees of section schools could do.

I have the honor to be,

Rev. Sir,

Your most obedient servant,

OTTO KLOTZ,

Secretary, Board of Trustees.