

way, spending or doing much or little for the education of their children, as they please, while the Educational Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the country's freedom and progress.

THE SCHOOL SYSTEM.

1. In my Report for 1857 I discussed at large the principles of our Common School System. In that Report I explained the nature of the provisions in regard to "Religious Instruction in the Public Schools," and answered the objections which had been made to this feature of the system. No new objections have since been started, and the old ones have been seldom repeated.

2. In the same Report, I discussed the provisions of the law in regard to Separate Schools; and while I expressed my regret that the principle of Separate Schools had been introduced into the law in 1841 (at the time of the union of Upper and Lower Canada) and my belief that they were an injury rather than a benefit to the Roman Catholics themselves, I assigned seven reasons why I thought those provisions of the law should be retained. I have since seen no reason to change or modify the views then fully expressed.

3. In the same Report I compared the principles, workings, and results of the elementary school system of Upper Canada with those of the systems which have been established in Great Britain and Ireland.

4. In my Report for 1860 I compared the ten years' progress of the Common Schools in Upper Canada with that in the States of Massachusetts, New York, and Pennsylvania.

5. I think it, therefore, needless to discuss in this report any of the principles involved in our public school system. As it is in the power of each County, City, Town, and Incorporated Village to continue or not continue the school system—as it was to adopt or not adopt it—the municipalities may be left to judge and act for themselves. The only aid given by the Legislature is the Annual School Grant—given only until the process of the sale of public lands shall constitute a moderate School Fund. But, in the state of Massachusetts, the School Fund amounted in January, 1862, to a capital of \$1,588,263. The amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires, and School rooms \$1,500,501. The "amount paid for the Superintendence of Schools and printing School Reports \$51,948." The Massachusetts School law requires each Township to raise by tax one dollar and fifty cents for each person between five and fifteen years of age as a condition of sharing in the income of the State School Fund, amounting as yet to only \$93,500. The "sum raised by taxes for the education of each child in the state between five and fifteen years of age, per child" was six dollars and a fraction. The population of Massachusetts in 1860, was 1,396,091. In the State of New York, the population was, in 1860, 3,851,563; in 1862 the amount apportioned from the State Common School Fund was \$320,000; the amount of State School Tax was \$1,086,977; the amount of local School taxes was \$2,068,057; the amount of rate-bills in rural districts (the schools in Cities and towns are all free) was \$407,009. "For payment of salaries of School Commissioners" (or Local Superintendents) \$56,000. The expenses of the State Normal School and the State Education Office are paid out of the Public Revenue, and not from the School Fund. The States of Ohio and Illinois (especially the latter) present still more remarkable statistics of State income, State and local taxation for school purposes; but the statistics here given may be sufficient to satisfy those who wish to compare the taxation and working of our school system with that of the principal neighbouring states.

6. The Common School law being now settled, no one proposing to change any feature of it, or advocating the repeal of the Separate School law, it only remains for the Legislature to remedy the defects in the Grammar School law.

7. The steady progress which the School system has made, irrespective of the occasional depression of agriculture, trade and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

I have the honour to be,

Your Excellency's most obedient,

humble servant,

(Signed,) E. RYERSON.

Department of Public Instruction
for Upper Canada,
Toronto, July, 1863.

II. Papers on Education in Upper Canada.

1. OTTAWA GRAMMAR SCHOOL—FREE SCHOLARSHIPS.

At a late meeting of the Trustees of the Grammar School, the following important resolutions were passed. Too much praise cannot be accorded to the Board for its well directed efforts to increase the usefulness of the institution:—

1. "Free Scholarships, four in number, shall be established in the Senior Grammar School of the County of Carleton at Ottawa City and shall be open to male children of deserving parents of limited means, residents of the county or of the city, (orphans or children deprived of one parent only, to be considered as having prior claims.) In all cases of applications for these scholarships, the circumstances of parents, parent or guardian, wishing to take advantage of this privilege, shall be thoroughly investigated by a committee of two of the School Trustees, who shall report to the Board thereon, and the admission of the applicant shall thereafter be determined by vote of the majority of the Trustees, present at any regular session of the Board, the applicant having been previously furnished with a certificate from the Principal of the school, that he has passed such an examination as will entitle him to rank as a Grammar School pupil, it being distinctly understood that no child be admitted to the junior department under this method, as the Common Schools of the City and County are open, free of fees, to all wishing to avail themselves of preparatory education."

2. "There shall also be established two competitive Scholarships, which shall be awarded to successful candidates at the commencement of each autumnal session. These scholarships shall entitle the holders thereof to free tuition in all the branches of Grammar School education for two years, and shall be open to pupils of the Common Schools of the City and County generally. The candidates must be provided with satisfactory certificates of good conduct from their previous teacher, and shall be subjected to examination by the Principal in reading and writing, spelling, general history, English grammar, geography and arithmetic, in questions thereof either written or printed. The comparative excellence of these 'examination papers' will be the test whereby a committee of two of the Trustees and the Principal, in all three, will be able to decide which candidates, in case there are three or more, are most proficient; or whether one or both, in case of there being one or two only, are deserving of the scholarship thus tendered." It was furthermore reported to the Board that four of the pupils had very recently obtained first class certificates as Teachers from the Board of Education in this city.—*Ottawa Citizen.*

2. TEACHERS' RESIDENCES.

Many persons, upon reading the heading of this article, will wonder what it means; however if they will be patient for a few moments and read on they will understand it. A certain writer says: "The public lecturer is exerting an extensive influence for good; and as he goes, a stranger, from place to place, he has no fears to speak of existing abuses, and though he may severely reprove those before him for their neglect, yet they cannot take offence; and, soon after, streets are cleansed and paved, shade trees set out, churches, town-houses, and lecture-rooms are repaired, and the village undergoes a thorough reformation."

"The press is feeding thousands of minds. It affords amusement and pleasure in the parlor, exciting thought, and gives to the tongue freedom to express the half-formed ideas. At times it causes the tears to flow in common, and again a general burst of joy: shows unity of feeling, thus increasing understanding between kindred spirits. It gives comfort to the sick chamber, carries happiness to the home of poverty, bidding labour and hope. Its fruits are not lost in the railway station, in the cabin, nor does it fail to make a child more wise and thoughtful, and the aged to experience again the glow of youthful feeling."

"The influence of the ministry, with its hallowed associations, the fruits it yields here, and the promises of a hereafter, cannot be estimated. But the teacher's privilege is superior to that of the lecturer, the press, and the ministry; for he can pour into the un-biased minds of others his treasures of knowledge, reflection, and experience—he can win the child, and through him send truth to the conscience of the parent with conviction and acceptance."

After reading this extract, few persons will say that the teacher is not a very important person: a person, in fact, whom every one should respect and honour.

Few persons, however, ever give a thought as to how the teacher lives. Let us go to whatever section of the country we please, and we will find it the almost universal custom of the teacher to board out; hence it does not seem so singular, that "teachers' residences" are seldom thought of.