

VI. CLASSIFICATION OF PUPILS, AND SUBJECTS TAUGHT IN THE SCHOOLS.

This is an entirely new department of information in respect to our Common Schools. The local school returns have heretofore been confined to the number of pupils, the time of keeping open the Schools, and the amount of money raised for the salaries of Teachers. In the blank Reports furnished to Trustees I divided the Reading Classes into five,—corresponding to the five Reading Books of the Irish National Series, intimating at the same time, that in Schools, where these National Readers were not used, the least advanced Reading Class should be returned in column No. 1, and the next best advanced Reading class in column No. 2, etcetera. The Statistical Table B. exhibits the number of pupils in the several subjects taught in the Common Schools, in all the Townships of Upper Canada; and Abstract B. of that Table presents a view of their totals in each Municipal District. It will be seen from these Tables, that there were in Upper Canada, in 1847, in the first, or lowest, Reading Class of the Common Schools, 19,525 pupils; in the second, 20,179; in the third, 21,428; in the fourth, 16,846; in the fifth, or highest Reading Class, 8,126; that, in the first four rules of Arithmetic, there were 18,741 pupils; in the compound rules of Reduction, 12,527; in Proportion and more advanced rules, 10,418; that, in English Grammar, there were 13,743 pupils; in Geography, 10,563; in History, 3,841; in Writing, 45,467; in Book-Keeping, 2, 116; in Mensuration, 615; in Algebra, 336; in other studies, not enumerated above, 1,773. The 1,773 reported as pursuing "other studies" seem to have been pursuing "higher studies," for under this head in Statistical Abstract C. will be found 41 Common Schools, in which Latin and Greek were taught; 60 in which French was taught, and 77 in which the elements of Natural Philosophy were taught.

It thus appears that of the 124,829 pupils reported to be attending the Common Schools of Upper Canada, only 41,686, or one third of them, are studying Arithmetic at all; only 45,467, or a little more than one third of them, are taught Writing; less one in ten in English Grammar, not one in twelve in Geography, but one in thirty-two in History, and only one in forty-nine in Book-Keeping.

Now, when it is considered that so small a proportion of the pupils attending the Schools are pursuing those studies, some knowledge of which is essential to, even the elementary, education of every youth in the land,—we are painfully impressed with the present inefficiency of the Common Schools, and with the duty of the Government and the Legislature to do still more for their advancement, especially as they are, emphatically, the "Schools of the People," and the only means within the reach of nineteenth-twentieths of them to educate the future constituents and occupiers of the Country.

Comparison of these Pupil Statistics with those of the State of New York.

On turning to the Report of the School Superintendent of the State of New York for 1847, I find that, at the winter visitation of 7,085 Common Schools, there were on the Books, or Registers of the Schools, the names of 336,416 pupils, of whom there were learning the Alphabet 15,459, to Spell 33,789, to Read 287,169, Arithmetic 172,606, or more than one half of the whole number of pupils on the Books; Geography 112,682, or little less than one-third of the whole number of pupils; History 16,197, or one in twenty; English Grammar, 62,508, a little more than one in five; in Book-Keeping 5,301, or one in sixty-three; Algebra 7,242; use of the Globes 33,749; Geometry, surveying, etcetera, 1,511, (less in proportion than in the Schools of Upper Canada.); National Philosophy, 14,445; Mental and Moral Philosophy, 1,822; Physiology, 8,182; Composition, 43,753; Vocal Music, 97,581, (an important and delightful fact); Writing, 184,521, or more than one half; Chemistry and Astronomy, 11,248; Analysis and Definition, 87,914. It is needless to observe, that with two, or three, exceptions, how immeasurably the comparison preponderates in favour of the Common Schools in the State of New York, in respect, both to the course of studies, and to the numbers pursuing the essential and higher branches of them. After comparing the progress of the Schools for 1845, 1846, and 1847, the State Superintendent remarks,—

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