

fore or during the year 1862. The average of each pensioner in 1862 was 66½ years. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of the Table is omitted in this Report.

**XVII. TABLE P.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, TOGETHER WITH OTHER MONEYS PROVIDED BY MUNICIPALITIES AND TRUSTEES.**

This table presents a complete view of all moneys which have been received and expended (and from what sources derived), and for what purpose, in common with the Normal, Model Grammar and Common Schools throughout Upper Canada. Here may be seen at a glance that this money has not been expended in any favoured localities, and how far it has been expended in the Counties, Cities, Towns and Villages. It appears that the people of Upper Canada provided and expended for Grammar and Common School purposes in 1862, \$1,518,433, being an increase on the receipts and expenditure of the preceding year of \$22,353. For details see the table.

**XVIII. TABLE Q.—EDUCATIONAL SUMMARY FOR 1862.**

Table S. exhibits the number of educational institutions of every kind (as far as the returns could be obtained), the number of pupils attending them, and the amount expended in their support. The whole number of educational institutions of every kind was 4554—increase 95. The whole amount available for educational purposes was \$1,703,216—increase \$33,192.

**XIX. TABLE R.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA FROM 1842 TO 1862, INCLUSIVE.**

This table contains all the statistics I have been able to obtain, illustrative of the progress of each branch of education in connection with all the educational institutions of Upper Canada since 1842.

**XX.—THE EDUCATIONAL MUSEUM.**

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit.

While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian, schools of painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, “that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed, that “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means

of models, objects and publications, collected in a museum in connection with the department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated the visits again and again; and I believe the influence of the museum quite corresponds with what is said of that of the Educational museum of London.

**XXI.—INSPECTORS' REPORTS OF GRAMMAR SCHOOLS.**

In Appendix B. will be found the General Reports of the Inspectors of Grammar Schools for the year 1862—papers worthy of an attentive perusal, and to which I need not add anything on the subject to which they so practically and earnestly refer. The Rev. Mr. Ambery has failed to present a report similar to that which has been furnished by the other two Inspectors—the Reverend Dr. Ormiston and the Rev. Mr. Checkley.

It is to be deeply regretted that Dr. Ormiston's health has compelled him to retire from his official connexion with our system of public instruction, a field of labour which he has occupied during years with distinguished ability and ardent zeal: The whole country will lament the absence of his welcome periodical visits, which he made no less interesting and useful to the public by his eloquent addresses than he did to the schools by his special examinations and affectionate counsels. I am sure I express the wish of hundreds of thousands when I pray that Dr. Ormiston's health may be speedily re-established, and that he may long live to be, as he has been, an honour and a blessing to the country.

**XXII. EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.**

1. Appendix A. contains extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and Incorporated Villages. It is to be regretted that no explanatory or suggestive remarks have accompanied the returns from several Counties, Cities, and Towns. It may be assumed that what is stated in the extracts given is applicable to all the municipalities.

2. It has been objected in some instances, but I think without due consideration, that the publication of these extracts from local reports is needless, and an incumbrance to my Annual Report. On the contrary, I think they form a most important and useful part of it. They are the language, not of the nominees of the Educational Department, but of persons appointed and paid by the local elected municipalities, and state, from personal observation and experience, the working of the school system; its difficulties and defects; and express sentiments which more or less prevail in different sections of the Province. The value attached to such extracts in countries similarly situated, and even where the school systems have been long established, may be inferred from the fact that in the last Annual Report (for 1862) of the New York State Superintendent of Public Instruction, containing 412 pages, 304 pages of it are devoted to extracts of local reports from Counties and Cities; and in the Massachusetts School Report for the same year, containing 463 pages, 284 pages are occupied with extracts from local reports, though relating to schools of fewer pupils than those attending the schools of Upper Canada.

3. These extracts from local reports, which I have given without partiality, as is clear from their diversity of sentiment, exhibit the inner and practical life of the people in several respects—especially in the new settlements—as well as that of the school system; the nature of the obstacles to its operations from various causes, from newness of settlements and poverty in some instances, from indifference and ignorance in others; and the noble way in which the people generally exert themselves, under many difficulties, to educate their children, together with the growing success of their efforts. The different working and results of the same system in different Townships, Cities and Towns, show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence, or circumstances of the people, and of their elected trustees.

4. These extracts from local reports clearly show the local voluntary character of the school system—like the municipal system, a power given to the people to manage their own affairs in their own