

several Districts. Should the Act, with the amendments of it which have been submitted to the consideration of the Government, be allowed as fair a trial as the preceding Act, I have no doubt of results the most gratifying to every friend of Public Education.

VII. *Opposition and objections to the Common School Act.*

It is not possible to pass a law against which objections would not be made from some quarters, and the introduction of the best law is necessarily attended with some inconvenience. When the Common School Act of 1843 superseded that of 1841, so serious was the derangement of the whole School system of Upper Canada, that many of the provisions of the Act of 1843, could not be carried into effect during the first year of its existence; Trustees, in many instances, could not be elected as required by the Act, the Chief Superintendant of Schools, by order of the Governor in Council, found it necessary to exercise an arbitrary discretion in disposing of many cases brought before him, without regard to the requirements of the Act; no School Reports for 1843 were presented to the Education Office, in consequence of the passing of that Act, and consequently the data contemplated by the Act for apportioning and distributing, and paying the Legislative School grants for 1844, were wanting. Under such circumstances, there was much embarrassment and confusion, and, in some cases, serious loss to individuals.

It would not have been surprising, then, if some confusion had attended the transition from the late to the present School Act. But I am not aware that such has been the case. The machinery of the new Act has gone into operation without occasioning any derangement of our School affairs.

When the School Law in the neighbouring State of New York was first established, many School Districts, and even Counties, refused to act under it; but I know of no example of the kind in Upper Canada, notwithstanding the efforts of a section of the public press to create such opposition at the time the Act was about to come into operation.

The dissatisfaction created at the time was not against the provisions of the School Act, but against what certain parties represented to be its provisions, before its general distribution; not