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### CIRCULARS

FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO THE VARIOUS MUNICIPAL AND OTHER OFFICERS CONCERNED IN THE ADMINISTRATION OF THE NEW COMMON SCHOOL ACT FOR UPPER CANADA.

[CIRCULAR.]

[OFFICIAL.]

To the Wardens of Counties and Unions of Counties in Upper Canada, on the Duties of County Municipal Councils under the new Common School Act, 13th and 14th Vict. Chapter 48.

EDUCATION OFFICE,  
Toronto, July 31st, 1850.

Sir,

I have the honour to transmit to you herewith, a copy of the new Common School Act for Upper Canada, which, having passed the Legislative Council and Assembly, received the Royal sanction and came into force on the 24th instant; and I desire to direct the attention of the Council over which you have been chosen to preside, to the duties which will devolve upon it under the provisions of this Act.

Though the Act is new, the provisions of it are mere renewals of the provisions of the general School Act of 1846 and the City and Town School Act of 1847—combined into one Act, with a new and more simple arrangement, and such additional provisions as experience has suggested, and the progress of the schools and the new system of Municipal Councils seem to require. The duties of the County Councils under the new School Act are substantially the same as were those of the District Councils under the School Act of 1846, with this exception, that the County Council is relieved from the task of forming and altering school-sections, and of considering applications and levying assessments for the erection and repairs of school-houses.

Under our present system of Municipal Councils, a two-fold provision has been made to enable the people, through their local representatives, to meet together and manage their local affairs: The one is by the meeting of the representatives of the several Townships collectively in County Councils; the other is by the meeting of the several representatives of a Township in such Township separately. It is the several Townships that act in the one case as well as in the other; but in the one case they act *collectively*, and in the other *separately*. Of course some diversity of opinion may naturally exist as to the precise parts of a school system which can be best managed by the Townships in their *collective* or *separate* representative capacity. After large consultation and much consideration, it has been decided that the Townships *separately* can best arrange the boundaries of school-sections and do what may be deemed expedient in providing school sites, and for erecting and repairing school houses and imposing other school-section assessments; but that the Townships can best consult *collectively* in regard to the selection of proper School Superintendents, and can best arrange for the more uniform, certain and punctual providing and payment of the local assessment moiety of the School Fund.

It will be seen by the first section of the new School Act, that all lawful proceedings and obligations of every description which have taken place under former school acts are confirmed until fulfilled or modified according to the provisions of this Act. The du-

ties of the County Council are specified in the several clauses of the 27th section of the Act.

1. The first and immediate duty of the County Council will be to cause to be levied upon the several Townships represented in the Council a sum or sums at least equal (clear of all charges of collection) to the sum or sums of money apportioned to them for the current year out of the Legislative School grant. That apportionment I have notified to the Clerk of your Council, as required by the 35th section of the Act. If any of the Township Councils in your County have anticipated the apportionment of the Legislative grant, and have levied a sum or sums for the payment of the salaries of teachers equal to the amount of the legislative grant apportioned to such municipalities therein, then it will be unnecessary, in such cases, for the County Council to impose any further assessment. But in every case the County Council must see that the local assessment part of the School Fund is available to Teachers before the end of the second half-year—the Legislative grant part of it being payable at the end of the first half-year. In the neighbouring state of New-York, this order of proceeding is reversed. The County assessment part of the School Fund must be imposed and collected and attested to the State Superintendent, before the State part of the Fund apportioned to any County can be paid. In my circular addressed to Wardens of Districts, and dated January 16th, 1848,\* I called the attention of Municipal Councils to the great injustice to Teachers, and injury to the efficiency of the school system, arising from the non-payment of the local assessment part of the School Fund at the end of the year. Several Councils provided forthwith for the future punctual payment of the amount of the local school assessment prescribed by law, on or before the fourteenth day of December of each year. What several Councils so promptly and advantageously did in the cases referred to, the new School Act requires to be done in every case.

2. The securing, and mode of paying, the local School Fund is another subject which will engage the attention of the County Council. The new School Act contemplates but one financial officer and his subordinates in each county. If the payment of the School moneys in each District by one financial officer (in the person of the District Superintendent of Schools) has, during the last few years, been attended with no inconvenience equal to the advantages of it, of course no greater inconvenience will be experienced by confining the payment of such moneys to the County Treasurer. But if the County Council deem it expedient, it can appoint any number of sub-Treasurers, even to the Treasurer of each Township as a sub-Treasurer, duly providing for uniformity of responsibility and obligation in the method and punctuality of payments of school-moneys. Under this system, local Superintendents will be under no temptation, at any time, from considerations of personal convenience, to withhold or delay the payment of school moneys; they will be relieved from keeping financial accounts, and from giving sureties as heretofore. The mode of accounting for the expenditure of school-moneys will be extremely simple and complete. No receipts need be given or taken. The order of the Trustees in behalf of a legally qualified Teacher will be the Local Superintendent's authority in each instance, for his cheque upon the County-Treasurer or Sub-Treasurer; and the Local Superintendent's cheque will in each instance be such Treasurer or Sub-

\* See Appendix to the Provincial School Report for 1847, page 81.

Treasurer's receipt for the school-money paid out by him. The duty of the County Auditors will be plain and easy; and the school moneys will be best secured against every kind of misappropriation.

3. The next most important duty which the new School-Act devolves upon the County Council, is the annual appointment of *Local Superintendents of Schools*. I believe that it is generally agreed that it is not expedient or desirable to have both County and Township Superintendents; but as to which class of these local school officers should be provided, there is considerable diversity of opinion—some preferring a County Superintendent, others desiring Township Superintendents. The new School Act leaves the decision of this question to the choice of the Local Representatives of the people assembled in County Councils—each Council having authority to appoint a School Superintendent for each Township, or for two, three or four Townships, or for a County, provided it does not contain more than one hundred Schools. In some municipalities, where the duties of the office have been very imperfectly discharged, doubts are entertained by many persons as to the utility of the office at all; but this is not the case where the office is filled with ability, diligence and skill; and School Countries are unanimous in their judgment and practice as to the vast importance of an efficient local inspection and supervision of schools.\*

The new School Act, by fixing the minimum of the allowance of a Local Superintendent, has relieved the Municipal Council of what has often proved an embarrassing and thankless duty. During the last session of the New-York State Legislature, a Bill was introduced, on the recommendation of the State Superintendent of Schools and the Report of a Select Committee, providing for the abolition of the office of Town Superintendents and the appointment of a School Superintendent for each Legislative Assembly District—analogueous to an electoral riding with us. The salary of each Superintendent was fixed at \$500 per annum. There are 128 Assembly Districts and 11,000 Schools in the State—giving an average of about 86 schools to each Superintendent, who was required to visit each school twice a year, with a remuneration of nearly six dollars per school. With us, under the new School Act, the Local Superintendent is required to visit each school under his charge at least once in each quarter, and to deliver a public educational lecture in each section once a year, besides various other duties prescribed by law; and the minimum of his remuneration is fixed at one pound per school—a less sum than is given to Local Superintendents by most of the Township Councils from which I have heard the present year. Persons who offer their services at a very low figure in order to get an office, generally do little that is of any value after they get the office, and then justify their inefficiency by the plea that they do more than they are paid for. It is of very little importance to the people at large whether a Local Superintendent receives a few shillings more or less per school; but it is of the greatest importance to them and their children, whether an able supervision be provided for their schools. Under the provisions of the new School Act, new and feeble Townships can be provided with an efficient School Superintendence, and aided, if not altogether relieved, in regard to its remuneration.†

\* The following remarks, from a late New-York School Report, deserves the deep attention of all Municipal Councils, School Trustees and other friends of popular education:

"The success of schools is based upon two things which are closely connected and mutually dependent on each other; viz. the pre-eminent moral and intellectual qualifications of teachers, and the active and vigilant supervision of inspectors to render the methods of teaching more and more perfect. If either of these be wanting, the whole fabric receives a shock from which it is unable to recover. The great and important object is to have good schools. To have none is a great disadvantage; but to have bad schools in which error is taught and learned, is a great misfortune. A superintending power is the main spring of all schools. A moment's reflection will satisfy any one that the whole must hinge upon it. If the education of the people be seriously taken up, we may rest assured that the whole vigor and life of that education will depend upon the system by which it is to be regulated. If it be weak and insecure, the schools will make no advance; they may, by some transient circumstances, have a momentary success, but there will be no security that they do not speedily fall back into a deplorable state of languor. If, however, these schools are placed under a vigorous and active government, the spirit of that government will be communicated to every part of the machine, and will impart to it life and motion."

† This provision in regard to the duties and minimum of Local Superintendents, I first submitted to the consideration of the Government on the 23rd of February, 1849. It formed the 23rd Section of a then proposed "Draft of Bill making further provision for the improvement of Common Schools in Upper Canada,"—designed to remedy the defects of the then existing School law, and to adapt it to the provisions of Mr. Attorney-General

The School Act imposing upon a local Superintendent not only miscellaneous duties which require judgment and knowledge of men and things, but a visitatorial examination of each School once a quarter, (which, if conducted as the law expressly enjoins, cannot be performed in more than two Schools a-day,) and a lecture on education in each School Section once a year, and the examination of Teachers for the Schools, the County Council should spare no pains to search out and appoint men as local Superintendents who will command public attention as lecturers, who understand the true principles of school organization and the improved modes of school teaching, who will do justice to the great interests entrusted to them by their examinations of teachers, their visitations of schools, and their patriotic exertions to diffuse sound education and knowledge as widely as possible. I doubt not each County Council will respond to the spirit of the New-York State Superintendent of Schools, when he says, "It is fervently hoped that in every election hereafter to be made of a Local Superintendent, the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only the greatest good of the greatest number of the rising generation. They should direct their preferences to those only who are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; whose lips have been touched with a burning coal from the altar."

And as the selection to the office of Local Superintendent of Schools should be made upon the sole ground of personal qualification and character, and irrespective of party considerations, so should the duties of the office be performed in the same spirit. During the recent discussions in the Legislative Assembly on the School Bill, it was averred on all sides that the office of Chief Superintendent of Schools was and should be non-political—that whatever might have been the political opinions of the incumbent, or of his mode of advocating them, previously to his appointment to office, that, as in the case of a judge, he should take no part in party political questions during his continuance in office. On this principle I have sacredly acted since my appointment to office, as was admitted in gratifying terms by all parties in the discussion referred to; and I think the same principle should be insisted upon by each County Council in respect to each local Superintendent of

Baldwin's Municipal Council Bill, then before the Legislature. The following are the reasons I assigned for this provision:

"The *Twenty-third* Section confers upon Township Superintendents, within the limits of their respective jurisdictions, the powers of District Superintendents, with two vitally important provisos:—The one fixing the minimum of the allowance to Township Superintendents, [at one pound per School] the other prescribing additional duties of the highest importance to the progress of Common Schools [namely, that the Superintendent should visit each School once a quarter, and deliver a lecture on Education in each Section, once a year.] Without these provisos, I think the system of Township Superintendents will prove a failure, as it has done in the State of New-York; with these provisos, I think it will add very greatly to the efficiency of our Common School System. In the 'Municipal Corporations Bill,' I perceive the minimum of allowance to certain officers is prescribed by law; and I think such a provision absolutely essential to the efficiency of the office of Township Superintendent. The inefficiency of the late office of Township Superintendent was, I am persuaded, chiefly owing to the absence of the provisos which I here propose. In some instances, persons offered to perform the duties of Township Superintendent gratuitously, and such offers were invariably accepted: but that gratuitous zeal soon subsided; and as gratuitous service is irresponsible service, those who performed it considered themselves entitled to gratitude for the little that they did, rather than liable to blame for the much that they did not. Besides, when there were rival candidates for the office, the lowest bidder almost always received the largest suffrage; but when once in office, he would proportion his work to his compensation. Such was the tendency and practical effects of the system: although there were many honourable exceptions. And a still worse effect of that system was, the appointment, under such circumstances, of many incompetent persons. The first proviso which I propose, will remove all competition for the office upon pecuniary grounds; and while the compensation will be such as to secure the services of competent persons, the duties enjoined by the second proviso can hardly be discharged, or even attempted by incompetent persons. The second proviso will prevent the Councils from appointing persons who are not competent to prepare and deliver lectures; and persons who are competent to do that will be most likely to be qualified to inspect and superintend the Schools—their qualifications for which will be necessarily increased by their obligations to prepare public lectures on such subjects. The second proviso will produce, per annum, 12,000 school visits of Superintendents, instead of 3,000, as at present, besides, 3,000 public school lectures,—one in each School Section in Upper Canada. The vast amount of good which will result from such an arrangement, can scarcely be estimated."—"Correspondence on the subject of the School Law for Upper Canada," lately laid before, and printed by order of, the Legislative Assembly, page 32.

Schools, and should be faithfully acted upon by every person filling that important office, thus making it equally confided in by all classes of the community. I am sure every Municipal Council in Upper Canada will agree with me, that the entire superintendence of the School system, in all its parts and applications, should be perfectly free from the spirit or tinge of political partizanship—that its influence, like the genial light and warmth of the sun, should be employed for the equal benefit of all without regard to party, sect, or colour.

It will, of course, be a matter of discretionary consideration with each County Council, as to whether it will leave any or all the Township Superintendents in office during the remainder of the current year, before re-appointing or changing them. If not re-appointed or changed, the present local Superintendents will, of course, (as provided by the first Section of the Act) be paid for the current year by the Council appointing them, and according to its agreement with them. But they must henceforth perform their duties according to the provisions of the new School Act,—the basis and authority for all Common School proceedings of every description. In all cases where the superintendence of Schools in any Township has not been provided for the current year, it will be necessary for the County Council to supply that essential instrumentality in the payment of the School moneys and the supervision of the Schools.

4. In respect to the exercise of other powers with which the Act invests the County Council, I do not think it necessary to make more than one or two remarks. I trust that by the commencement of next year, provisions will be made for the establishment of School libraries, when the County Council will be able to judge as to the mode in which it can best employ its legal power for the introduction and diffusion of that most potent element of high civilization. The County Council is, of course, the best judge whether and to what extent it may be desirable and expedient to make provision "to give special or additional aid to new or needy School Sections, on the recommendation of one or more local Superintendents." It will be important that the County Council see that all balances of School moneys yet unexpended and in the hands of any local Superintendent, and all Township Assessments for raising part of the current year's School fund, be paid into the hands of the County Treasurer or Sub-treasurer, and expended and accounted for in the manner prescribed by the Act.

5. The spirit in which the provisions of the new School Act have been, generally speaking, discussed and adopted in the Legislature, I regard as an omen for the good of our country, and worthy of imitation in all Municipal and Local School proceedings throughout Upper Canada. Party differences were not permitted to mar this great measure for the education of the people; and although there were individual differences of opinion among men of different parties as to some details of the Bill, yet men of all parties united in the support of its general principles, and in an earnest desire and effort to render it as perfect as possible in all its provisions. I hope that no party spirit will be permitted to impair the efficiency of its administration in any Municipal Council, public meeting or Corporation. In the great work of providing for the education of the young, let partizanship and sectarianism be forgotten; and all acting as christians and patriots, let us each endeavour to leave our country better than we found it, and stamp upon the whole rising and coming generations of Canada, the principles and spirit of an active, a practical, a generous, and christian intelligence.

I have the honour to be, Sir,

Your obedient servant,

E. RYERSON.

To the Warden of the — of —.

[CIRCULAR.]

[OFFICIAL.]

To the Mayors of Cities and Towns in Upper Canada, on the Duties of City and Town Councils under the new Common School Act, 13th and 14th Victoria, Chapter 43.

EDUCATION OFFICE,  
Toronto, August 12th, 1850.

SIR,—In transmitting to you a copy of the new Common School Act for Upper Canada, I wish to call the attention of the Council over which you have been elected to preside, to its principal provisions relative to Cities and Towns. These provisions are contained in Sections 21, 22, 23, 24, and 47.

By the first section of the Act, you will perceive that all the elections, appointments, contracts, assessments, &c., which have taken place in your Municipality are confirmed until fulfilled or superseded according to the provisions of the same. By the 47th section, you will observe that an election of a new Board of Trustees is provided for in your Municipality the first Tuesday in September next, and that you are authorized and required to give due notices for the holding of such election.

From the twenty-first and three following sections of the Act, it will be seen, that there is to be but one Board of School Trustees for each City or Town, as there has been since 1847; but that the Board of Trustees is to be elected by taxable inhabitants, instead of being appointed, as heretofore, by the Corporation. It is at variance with a fundamental principle of representative government, to invest a Board of Trustees who are not elected representatives of any constituency, with discretionary power to raise or cause money to be raised for School purposes; it has been found that without such power, their office is quite inadequate to accomplish the objects for which it has been created. There is also reason to believe that, as a general rule, persons who are formally elected by the suffrages of their fellow-citizens at large for the special object of representing and promoting their educational interests, will be more likely to attend to those interests with greater energy and zeal than the nominees of any Corporation—although much (and in some instances immense) good has been done during the last three years by Boards of Trustees appointed by the Corporations of the several Cities and Towns in Upper Canada. Under the provisions of the new School Act, the School Trustees of each City and Town are to be elected by a larger suffrage than the members of the municipal Council, and being the representatives of their fellow-citizens for School purposes, have the management of all the Common School affairs of the City or Town, and determine the sum or sums of money to be raised for Common School purposes, and the manner in which such sum or sums of money shall be provided. But as the whole apparatus of agency for levying and collecting property assessments, has already been created, and is in the hands of the municipal Council, it would be superfluous and bad economy to create a new municipal authority and a new agency of officers, &c., for levying and collecting assessments for School purposes. To do this, therefore, devolves upon the municipal Council, whose duty in this respect is strictly ministerial.

This is the system which has been established with so much success in the principal Cities and Towns of the neighbouring States, from which we have adopted so much of our general Common School system. In the City of New-York, for example, the Board of Education (called with us Board of Trustees) the members of which are elected in the several wards of the City, as is provided in the new School Act with us, determines the sum or sums of money necessary for every Common School purpose, and the municipal authorities are required by law to provide the sum or sums thus determined from time to time by the School representatives of the people. And in behalf of no object is there such unanimous and cordial willingness among all classes and parties to contribute liberally, as for the education of the young.

In my Circular, dated the 15th January, 1848, addressed to Heads of City and Town Corporations, I explained at large the system of Schools required to supply the educational wants of Cities and Towns, and for which provision is made by establishing one general Board of Trustees with proper powers, for all the Schools in each City and Town. The expositions referred to, need not be repeated in this place; but after the election of the new Boards of Trustees for Cities and Towns, I shall deem it my duty to address them on the nature of their duties and responsibilities under the provisions of the present School Act; an Act which I trust is destined to confer great and lasting benefits upon the Cities, Towns, and Villages, as well as Counties and Townships, of Upper Canada.

I have the honour to be, Sir,

Your obedient servant,

E. RYERSON.

To His — the Mayor of the — of —.

[CIRCULAR.]

[OFFICIAL.]

To the Townreeves, on the Duties of Township Councils under the new Common School Act for Upper Canada.

EDUCATION OFFICE,  
Toronto, 12th August, 1850.

SIR,

In the eighteenth, and two following sections of the new Common School Act for Upper Canada, (a copy of which I herewith transmit) special powers and duties are conferred upon Township Councils, in addition to the general powers given them in the third clause of the thirty-first section of the Municipal Corporations' Act, 12th Victoria, chapter 81. On the duties which are thus devolved upon Township Councils, and this part of our School system, I think it proper to offer a few practical remarks.

As in common life, there are some things which each individual can do best alone, and other things which can be best accomplished by combination with others; so in our Municipal and Common School systems, there are some interests which can be best promoted by the Townships separately, and others which can be best consulted by the union of several Townships, assembled, through their representatives, in County Council. The line of demarcation which the Legislature has deemed it most natural and advantageous to draw, in prescribing the respective duties of Township and County Councils, (that is of Townships separately and collectively,) in the administration of the School system, I have pointed out in my Circular to County Wardens; and I need not, therefore, further allude to the subject in this place.

1. The authority and duty of the Township Council to levy assessments on certain conditions for the purchase of school sites, the erection of School-houses, and other Common School purposes, are so plainly stated in the first clause of the 18th Section as to require no other remark than this—that the inhabitants of each School Section ought certainly to be the judges as to assessments levied upon them for the school purposes of their own section, and their wishes should be carried into effect without regard to the opinions of any person not belonging to their Section; and as the Councillors are the proper representatives of the Township on Township affairs, so should the Trustees of each School Section (or a majority of them) be regarded as the representatives of such Section in its School affairs. Such are the true principles involved in this clause of the Act.

2. The second clause of the 18th Section of the Act, authorizes the Council, at its discretion, to establish a Township Model School. The attempts of local Councils to establish Model Schools have thus far proved entire failures; and, with one exception, I think the money applied by the Councils and from the School Grant for such Schools, has done little good. The late District Councils have, in every instance except one, abandoned the attempt. I would suggest to each Township Council to consider such a matter well before undertaking it. To the success and usefulness of a Model School, a model teacher, at any expense, is indispensable, and then a Model School-house properly furnished, and then judicious and energetic management.

3. The *third* and *fourth* clauses of this Section, relate to the authority and duty of the Council in regard to the formation and alteration of School Sections. *The formation and alteration of School Sections* is a duty, on the judicious performance of which, the efficiency of the Schools greatly depends. The conditions and precautions provided in the new Act relative to the time and manner of making changes in the limits of School Sections, will prevent the recurrence of the evils which have been experienced and the complaints which have been frequently made on this subject, and afford due protection to all parties effected by such changes. The duty of forming and altering School Sections, which was formerly enjoined upon District Councils, now devolves upon Township Councils. I know not that I can add anything on this point to the remarks which I made in my first Circular addressed to the Heads of District Municipal Councils, 1st October, 1846. Subsequent

experience has only confirmed me in the correctness and importance of those remarks, which are as follows:—

“Much—very much—in respect to the efficiency of Common Schools depends upon the manner in which the provision of the law is acted upon. The tendency is to form small School Sections; each parent is anxious to have the School-house as close to his own door as possible. But the evil of forming small School Sections is as great as the local tendency is strong. I have been much impressed with the magnitude of this evil by the reports of School Superintendents and Inspectors in the States of Massachusetts and New York—countries similarly situated to our own, and whose experience on this important subject is highly valuable to us. They represent that the efficiency and usefulness of their Schools has been greatly retarded by the unwise multiplication of School Sections—thus multiplying feeble and inefficient Schools, &c., subdividing the resources of the inhabitants, as to put it out of their power to build proper School-houses, or support competent teachers without incurring a burthen which they are unwilling, if not unable to bear. The same documents also contain many curious statistics, proving that on an average, the *punctual* attendance and *proficiency* of pupils residing from one to two miles from the School far exceeds that of those pupils who reside within a less distance. The purport of these statements is to show, that proximity to the School is not essential either to the punctual attendance or to the proficiency of pupils. The managers of Common School education in these States have of late years directed their particular attention to prevent and remedy this evil of small School Sections; and they detail many examples of beneficial success. Some of the advantages of large School Sections are, the lessening of the burthen, upon each inhabitant, in establishing and supporting the schools; the erection of better buildings, and the procuring of greater conveniences for instruction; the employment of better teachers, and, therefore, the benefit of better education for youth. The subject is, therefore, submitted to the grave consideration of the Council, whenever the exercise of this part of its powers may be required.”

4. It will be observed that special provision is made for the formation and alteration of *union* School Sections, consisting of parts of two or more Townships, and that alterations of Sections and the formation of separate Sections, provided for in the 19th Section, take effect the 25th day of December—thus preventing the inconvenience resulting from alterations in School Sections, in the course of the year, and at the same time providing that the annual returns of children of school age residing in each Section the last week in December, shall be a proper basis on which to distribute the School Fund to School Sections the ensuing year. It is hardly necessary for me to direct the attention of the Council to the notifications required by the *third* and *fifth* clauses of this Section of the Act. It is important that the local Superintendent should be made acquainted with all proceedings relative to the Schools of which he has the oversight; and for that reason provision is made in the 5th Section, the 12th clause of the 12th Section, and the 5th clause of this 18th Section of the Act.

5. The provision of the 19th Section, as far as it relates to separate Protestant and Roman Catholic Schools, is substantially the same as that contained in the 55th and 56th Sections of the School Act of 1843 and in the 32nd and 33rd Sections of the School Act of 1846, with the exception that the present Act imposes more effective restrictions and conditions in the establishment of such schools than either of the former Acts referred to. Under the City and Town School Act of 1847, the establishment of separate schools in Cities and Towns was at the discretion of the Municipalities, and not at that of the applicant parties. No complaints having been made against this provision of the law, even in cities and towns, it was at first proposed to extend the application of the same principle and provisions to Township Municipalities; but objections having been made to it by some (both Protestant and Roman Catholic) Members of the Legislature, the provision of the former School Act was re-enacted—requiring however, the petition of twelve heads of families instead of ten inhabitants, as a condition of establishing a separate school, and aiding it upon the principle of average attendance, instead of at the discretion of the local Superintendent, as under the former acts. But notwithstanding the existence of this provision of the law since 1843, there were last year but 51 separate schools in all Upper Canada—nearly as many of them being Protestant as Roman Catholic; so that this provision of the law is seldom acted upon, except in extreme cases, and is of little consequence for good or for evil—the law providing effectual protection against interference with the religious opinions and wishes of parents and guardians of all classes, and there being no probability that separate schools will be more injurious in time to come than they have been in time past. It is also to be observed, that a separate school is entitled to no aid beyond a certain portion of the School-fund for the salary of the Teacher. The School-house must be provided, furnished, warmed, books procured, &c. by the persons petitioning for the separate school. Nor are the patrons or supporters of a separate school exempted from any of the local assessments or rates for Common School purposes. The law provides equal protection for all classes and denominations; if there be any class or classes of either Protest-

ants or Roman Catholics who are not satisfied with the equal protection secured to them by law in mixed schools, but wish to have a school subservient to sectional religious purposes, they should, of course, contribute in proportion, and not tax a whole community for the support of sectarian interests.

6. The *twentieth* section of the Act provides, under certain circumstances, for the incorporation of all the Schools in a Township under one Board of Trustees, like all the Schools in Cities and Towns. This would supersede the necessity of the *School-Section* divisions of a Township, and establish one interest and one management for all the schools in such Township. In the State of Massachusetts, this option is given, as the inhabitants of each town (called township with us) can have each school managed by an elective committee of three (analogous to our Trustees), or all the schools managed by Select Men (a Board of Trustees) for the whole town. The Hon. HORACE MANN states that schools managed according to the latter method, are generally more efficient than those managed by separate committees. But the towns there are smaller in geographical extent than our townships. I am not prepared formally to recommend Township Boards of Trustees; but I think it is well for the inhabitants of each Township to have the power of adopting it, if they desire to do so.

7. before concluding, I desire to advert to the relief which the provisions of this Act afford Municipal Councils in the settlement of school-section disputes. Heretofore, a very considerable portion of the time of some Municipal Councils has been occupied in the investigation and discussion of such disputes, at a heavy expense to the Municipalities, and often to the satisfaction of no party. Besides, it was hardly fair to make an elective Council a *judicial* tribunal for the impartial trial of matters, affecting, in a considerable proportion of cases, one or more individual Councillors themselves, or one or more individual constituents, by whom one or more Councillor-judges had been opposed or supported at municipal elections, or whose anticipated support or opposition at future elections might place Councillors in a position equally painful in the investigation of such matters. It is a grave question of civil polity, whether *popularly elective* bodies should be invested with *judicial* functions. The judicial decisions of such bodies have generally been most severely criticized, and have exposed their authors to more odium than have any other judges been liable to for their decisions. The judicial decisions of the highest elective body in the land—the Legislative Assembly—have been questioned even in the smallest matters,—such as a decision on the conduct of a newspaper reporter towards one of its own members. I have always, therefore, considered it impolitic and unjust to Councillors to impose upon them the task of investigating and deciding upon personal matters of dispute between their constituents, or in which they themselves might be considered as interested parties. The new Act is free from this objection. It will be seen by referring to the *eleventh* section, to the 18th clause of the *twelfth* section, and to the *seventeenth* section, that the new Act provides for the settlement of nearly all probable school-section disputes by a simple unexpensive system of local arbitration, (without appeal to the Chief Superintendent, or to any other tribunal)—a mode of settling disputes which I hope will soon become general throughout the province.

8. I hope to have it in my power, in the course of a few months, to present each Township Council in Upper Canada with a copy of a valuable work on *School Architecture*—containing a great variety of plans of school-houses and premises, specifications, and every information necessary to aid in the erection and furnishing of school-houses, and providing every description of school-apparatus. I trust that each Township Council will do honour to its important position in this great work of the country's education, and by the united and individual example of its members, speedily succeed in rendering a good school accessible to every child in the Municipality. I believe the present School Act furnishes greater facilities than any preceding one for the accomplishment of this object; a party, a selfish, a slothful spirit alone can defeat it.

I have the honor to be, Sir,  
Your Obedient Servant,

F. RYERSON.

[CIRCULAR.]

[OFFICIAL.]

To each local Superintendent of Common Schools in Upper Canada on their duties under the new Common School Act.

EDUCATION OFFICE,  
Toronto, 12th August, 1850.

SIR,—With this Circular you will receive a copy of the new School Act for Upper Canada, 13th and 14th Vic., ch. 48, and of the Forms and Instructions necessary for its due execution.

The duties which this Act imposes upon local Superintendents are of the gravest importance; and it is on the nature of these duties and the manner of discharging them, that I desire to address you on this occasion.

The new Act relieves each local Superintendent from being a Treasurer of school moneys, from keeping financial accounts, and from giving bonds with sureties to the Municipal Council appointing him. The County Treasurer is the responsible officer for the safe keeping and prompt payment of the County School Fund, upon the orders of local Superintendents. Whatever balances of School moneys may chance to be in your hands, should be forthwith handed over to your County Treasurer—you taking his receipt for the same.

1. The duties of each local Superintendent are clearly pointed out in the several clauses of the *thirty-first* section of the Act. The first duty mentioned is, to apportion the School money notified to him by the County Clerk, to the several School Sections within the limits of his charge. This he is to do according to the average attendance of pupils in each School, unless otherwise instructed by the Chief Superintendent of Schools. The local distribution of the School Fund among the several schools according to average attendance (the mean attendance of pupils for both winter and summer being taken) is an important provision of the law, and based upon reasons which will be found in a note;\* but it should not be adopted without previous and full notice to all parties concerned. It is not, therefore, to be adopted the present year. You will this year apportion the School money to the several sections within the limits of your charge entitled to receive it, (as in former years) according to the ratio of children over five and under sixteen years of age in such sections respectively, as compared with the whole number of children of the same ages in the

\* This provision of the new Act was first submitted by me to the consideration of the Governor-General in Council the 14th October, 1848, in transmitting the draft of a short bill designed to remedy some of the defects of the School law of 1846. The reasons assigned for the introduction of this new principle into the law relative to the apportionment of School moneys, were as follows:—

“The *Twelfth Section* proposes giving a discretionary power for the distribution of the School Fund in each District to the several Schools, according to *attendance*, instead of according to School population. The Bathurst District Council has strongly advocated *attendance* as the basis of distributing the District School Fund. As population has been invariably adopted in all the popular School Laws with which I have met, as the basis of distributing the local School Fund of each County or Town, as well as the State or National Fund to the several Municipal localities, I hesitated in proposing any other until within a few months since, when I received the last Annual Report of the Massachusetts Board of Education, in which I find this distribution of the School Fund recommended to the Legislature with a force of argument which, I think, cannot be resisted. I find experienced persons whom I have consulted of the same opinion. I find on examination, that in many large School Sections, the attendance of pupils is often not larger than in small ones. Distributing the School Fund according to *attendance* will therefore be favourable to small Sections. I find also that the attendance of pupils in new and poor rural Sections and Townships is larger in proportion to the whole School population, than in older Townships and Cities or Towns. The adoption of the proposed principle of distribution, will therefore be favourable to the newer and poorest sections of the country. This is the result of a most extended inquiry into the statistics of School *attendance* as compared with School *population* in the State of Massachusetts; and the Secretary of the State Board of Education concludes his argument on this point with the following impressive remarks:—

“It is most obvious, then, that an apportionment of the income of the School Fund, according to the average attendance of children upon the School—taking the mean of attendance for both summer and winter schools—would conduce greatly to the benefit of the smaller, the more agricultural, and the more sparsely populated Towns. It would distribute the bounty of the State on the principle of helping those who help themselves. It would confer the benefit of the income on the children who attend the public Schools, instead of bestowing it in behalf of children who attend Academies and private Schools, and never enter public Schools at all; and thus it would give a practical answer to the pertinent question why money should be given to those who disdain to use it. And, lastly, it would be a more argument of great weight in many minds in favour of a more uniform attendance upon School; because, the detention from School of any child who ought to be in it, would diminish the Town's share of the income, and thus inflict palpable injustice, not only on the absentee, but on all other children in the Town.”

In the last Annual School Report of the Superintendent of Schools for the State of New-York, laid before the Legislature a few months since, I find the same provision recommended to the favourable consideration of the Legislature of that State, in the following words:—

“It is respectfully suggested to the Legislature, whether the ratio of apportionment and of distribution of the school money, might not advantageously be so changed as to have reference to the attendance of pupils upon the district schools, for a certain specified period during the preceding year, instead of being upon either population, or the number of children actually residing in the district. By the adoption of this mode of distribution, strong inducements would be presented to the taxable inhabitants of the several districts, to place their children in the common schools, and to keep them there, for a sufficient length of time to secure an additional share of the public money.”

Township, or each Township, under your superintendence. In my Circular to County Clerks, I have adverted to the manner in which these data should be furnished to any local Superintendent who may not have obtained them.

2. Having apportioned the school money to the several sections within the limits of his charge, the local Superintendent's next duty is to pay the money thus apportioned to *legally qualified Teachers, and no others*, on the lawful orders of Trustees. The proviso of the *fifteenth* section of the Act gives validity to the certificates of qualification by local Superintendents during the present year. No Teacher who has not such a certificate, or who cannot procure one, is entitled to any part of the School Fund. Before the end of the current year, I trust regulations and provisions will be made for the more uniform and thorough examination of Teachers, and the more systematic and equitable classification of them. In my circular to Wardens of Counties, and in my remarks in chapter V. of the Forms and Instructions, I have sufficiently adverted to the manner of paying Teachers, and accounting for School moneys under the provisions of the new Act.

3. The next, and of all the duties of the local Superintendent, the most vitally important, is the *inspection* of Schools. The provision of the law is explicit, both as to the *frequency* and the *manner* of this inspection. The law requires each local Superintendent, "To visit each School within his jurisdiction, at least once in each quarter; and at the time of each such visit, to *examine into the condition of the school*, as it respects the *progress of the pupils in learning*, the *order and discipline* observed, the *system of instruction* pursued, the *mode of keeping the school registers*, the *average attendance* of pupils, the *character and condition of the building and premises*, and to *give such advice* as he shall think proper." I do not think it is possible for a local Superintendent to observe, with any sort of fidelity, even the letter of the law, without spending nearly, if not quite, half-a-day in each School at each visit. To deal in a few vague generalities on such occasions, and to make it a kind of exhibition, is a burlesque on the object and duty of the *inspection* of Schools. Such an exhibition of general results is appropriate at a public quarterly examination; but the object of inspection is much more detailed, practical and thorough, and relates to the *mode* of proceeding in every particular of school instruction and government. The infrequency and very defective manner in which the Schools have been inspected in some districts, has given rise to objections against the very office of local Superintendent.

To perform this duty with any degree of efficiency, a local Superintendent should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the local Superintendent's duty to witness the modes of teaching adopted by the Teacher, but he should do something more. He should, some part of the time, be an *actor* as well as *spectator*. To do so he must keep pace with the *progress of the science of teaching*. When young, I taught a District Grammar School some two years, and with some degree of reputed success; but the kind of teaching and school organization which would, in many instances, have been applauded in this country twenty-five to thirty years ago, ought not to be tolerated now. Every man who has to do with Schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against Teachers, against children, and against the interests of school education, who seeks the office of local Superintendent without being qualified and able to fulfil all its functions. In respect to the manner of performing the *visitatorial* part of your duties, I have nothing material to add to the suggestions which I made in my circular to District Superintendents of Schools in December, 1846. They are as follows:—

Your own inspection of the Schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c.; and on this subject, we ought not to content ourselves with those exterior and general facts which have hitherto been the special, and almost only subjects of School Reports, such as the number of schools, that of pupils, their age, the sums expended, &c. These items of information are of unquestionable importance; and every means ought to be employed to render them more exact and complete. But it is not of less importance to know the *interior regime* of the Schools—the aptitude, the zeal, the deportment of the Teachers—their relations with the pupils, the Trustees and the neighbourhood—the progress and attain-

ments of the pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from Reports and Statistical Tables; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several classes, in their different branches of study, so as to enable you to ascertain the degree and efficiency of the instruction imparted.

In the Inspection of Schools, I would suggest something like the following order and subjects of inquiry and examination:—

I. *Mechanical arrangements*.—The tenure of the property: the materials, dimensions and plan of the buildings; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the Teacher; what playground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

II. *Means of Instruction*.—The Books used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; the Apparatus provided, as Tablets, Maps, Globes, Black-boards, Models, Cabinets, Library, &c.

III. *Organization*.—Arrangement of classes; whether each child is taught by the same Teacher; if any Assistant or Assistants are employed, to what extent, how remunerated, and how qualified.

IV. *Discipline*.—If the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporeal punishments are employed—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; whether attendance is regular; what religious exercises are observed, and what religious instruction is given, if any.

V. *Method of Instruction*.—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of Monitors, of what attainments, how appointed, how employed; if simultaneous, that is, by classes, to what subjects of instruction: whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils*.—1. *In Reading*; whether they can read imperfectly, decently, or with ease and expression. 2. *In Writing*; whether they can write at all, or imperfectly, decently, or with ease and elegance. 3. *In Arithmetic*; whether acquainted with Notation and Numeration, Addition, Subtraction, Multiplication, Division, or not, respectively; whether skilful in them; whether acquainted with the Tables of Monies, Weights, Measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar*; whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, &c.*; the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances.

4. Another most important duty required of each local Superintendent is, "To deliver in each School Section, at least once a-year, a public lecture on some subject connected with the objects, principles, and means of practical education." The education of a free people is, to a great extent, a system of voluntary exertion. There may be a good School law, and there may be a large School fund; and yet education may decline. Massachusetts without a farthing's State School Fund until since 1835 (and it amounts now to only a few thousand dollars a-year) has nobly advanced in the sound and universal education of her youth; while Connecticut, with the largest School Fund of any State in America in proportion to her population, has ignobly declined in the same great work of patriotism and humanity. In a "PRIZE ESSAY [published in the appendix to the last School Report of the State Commissioner] on the necessity and means of improving the Common Schools of Connecticut," I find the following, among many similar statements:—

A few years since, the name of Connecticut was mentioned in connexion with Common Schools, with honor, only; it is now, in this connexion, coupled with expressions of doubt and regret, and that by wise and sober men. Her large State endowment is described as having put her effectually asleep, as having sent her to "Sleepy Hollow," from the influence of which, when she is aroused for a moment, it is to talk of her noble School Fund and JAMES HILLHOUSE, just as RIP VAN WINKLE did of his neighbours who had been dead forty years. The School Fund is quoted every where out of Connecticut—we venture to say it is quoted in every other State in the Union—as a warning and example to deter them from giving the proceeds of their own funds, except only on the condition, that those who receive, shall themselves raise as much as they take, and report annually as to the results. Those who go from other States into Connecticut, can hardly credit the testimony of their own senses when they are forced to believe the apathy that prevails. Every newspaper and every lecturer out of Connecticut, high and low, ignorant and knowing, sneers at the Connecticut School Fund, and the present condition of Connecticut Schools.—Those who go from Connecticut into other States, and from them into Connecticut, feel a shock in the transition. It is like going from a cellar into sunshine, or from sunshine into a cellar. We know an intelligent gentleman who has steady habits, and can hardly understand or believe that the apathy which he finds, can be reality. The writer has within a few years made the change the other way, from Connecticut to the Bay State. He, too, has been forcibly impressed with the contrast. In one particular, this contrast is very striking. In Connecticut, the people have been persuaded, that to be taxed for the support of Common Schools is a levy upon the poor, for the schools of the rich. In Massachusetts, the people know that all such taxes are a lawful tribute from the rich, for the benefit of the poor. We have seen in the latter State, in a crowded town-meeting, a thousand hands raised as by magic, to vote the largest of two sums named by a School Committee, a sum which was nearly a dollar for every individual of the entire population, men, women, and children. The motion was made by one of the wealthiest men in the town, whose own children were too old to attend the public School. It was supported by others wealthier than he, and having no interest of their own in the Schools.

These facts demonstrate that the onward progress of the education of a country does not depend, primarily or chiefly, upon a School Fund or School law, but upon the *spirit* and *action* of the *people*; and the great object of public School lea-

tures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every School Section in Upper Canada; the commanding authority of that voice will depend upon the ability, the industry, the heart, of each local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other Department of the Public Service—a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources: the due administration of the school system—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law—is to excite and maintain as widely, and in as high a degree, as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy, and patriotism in the adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent, down to the desk of the humblest Teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent, who shall suffer the interests of Schools to droop and die, or linger on in a sickly condition, under his oversight.

5. On the duties of a local Superintendent respecting school books and attending meetings of the County Board of Public Instruction, I will not remark at any length. The former topic I have discussed at some length in my annual School Report for 1849,—which will be printed, and a copy sent to you, in the course of a month or two; and, on the latter topic, some practical suggestions will be made when the Programme for the examination and classification of Teachers shall have been prepared and published. Nor need I here offer any observations upon the duties imposed upon you by the subsequent clauses of this *thirty-first* section of the Act. I doubt not but the several provisions respecting the support and duties of the office of local Superintendent, will contribute very much to its efficiency and usefulness.

6. It therefore remains with each incumbent to say, whether the spirit and intentions of the law shall be fulfilled within his jurisdiction, as far as depends on the performance of the duties of his office. The Act has been passed by the Legislature in the spirit of a generous nationality; the spirit of patriotism prevailed over the selfishness of party during the Parliamentary deliberations on this subject. The Government duly appreciated the wants and interests of the whole country in the preparation of the measure, and all parties in the Legislature cordially responded to it. In the same non-party and national spirit, I hope to see the law administered. In 1841, the common school law of the State of New-York was so amended as to authorize and require the Board of Supervisors of each County (a body in school matters similar to a County Council with us) to appoint a County Superintendent of Common Schools. In a *Digest of the Common School System of the State of New-York*, published in 1844 by the Deputy, under the auspices of the State Superintendent of Schools, I find the following remarks, which I commend to your serious attention:—

As the usefulness of local Superintendents will depend mainly on the influence they shall be able to exercise upon the officers and teachers of Schools, and upon parents and the inhabitants of districts generally, they will endeavour to deserve that influence by their deportment, and studiously to avoid everything which may impair it. Hence it will be indispensable that they should abstain wholly and absolutely from all interference in any local divisions, or in any questions by which the community in any town or district may be agitated; and although they cannot be expected to abandon their political sentiments, yet it is obvious that any participation in measures to promote the success of any political party, will not only diminish their influence and impair their usefulness, by exciting suspicion of the objects of their movements and measures, but will expose the office they hold to a vindictive hostility that will not cease until it is abolished. The intelligence of our people will not tolerate the idea of the agents of public instruction becoming the emissaries of partisan management.

The conviction expressed in the concluding sentences of this quotation, has been painfully realized. As party politics ran high, it was found that the appointments of local Superintendents were made, to a considerable extent, in the spirit of political partizanship, and the influence of the office was frequently employed for partizan purposes. A clamor was soon raised against the office itself, which resulted in its abolition in 1847. Great efforts have been made during the last two years, by the State Superintendent and other experienced educationists, to restore the office, and place it on a better footing than heretofore. These facts are admonitory. A man's qualifications, irrespective of sect or party, should influence his appointment to the office; but when once appointed, and during his continuance in office, he should act in the spirit of impartiality and kindness towards all persuasions and parties. This has been the avowal of the Government and the sense of the Legislature in regard to the office and duties of the Chief Superintendent; and I think it was equally understood and intended, that no tinge of partizanship should attach to the supervision of schools, even in the remotest township of the Province. The spirit of the vow made by the Prussian School Counsellor DINTER, should imbue the heart of every School officer in Upper Canada: "I promised God, that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did provide him the best education, as a man and a Christian, which it was possible for me to provide."

I have the honour to be,

Sir,

Your obedient Servant,

E. RYERSON.

[CIRCULAR.]

[OFFICIAL.]

To the Trustees of Common Schools in Upper Canada, on their duties under the new School Act, 13th & 14th, Victoria, Ch. 48.

EDUCATION OFFICE,

Toronto, 12th August, 1850.

GENTLEMEN,—Having caused the new School Act to be printed, and having provided for sending a copy of it to each of the 3,036 Corporations of Common School Trustees in Upper Canada, I now address a few words to you on your duties and responsibilities under the provisions of that Act.

The Correspondence on the Common School Law, which has been recently printed by order of the Legislative Assembly, furnishes evidence that in every communication which I have addressed to the Government on the subject of our school law, during upwards of four years, I have endeavoured to get both Trustees and Teachers placed in a better position, for the fulfilment of their duties and the protection of their interests. I am happy that the provisions of the new Act contain all that I have sought for in both these respects; and I can now congratulate Trustees of Common Schools in Upper Canada on their being placed in a position more favorable for the efficient and satisfactory discharge of their duties, than the Trustees of Common Schools in any State of America.

The new Act confirms all past elections, appointments, contracts, assessments, rates, &c., while it gives to all parties concerned the advantages of its own provisions in the execution of whatever may have been commenced or undertaken under the authority of any previous Act. Nothing, therefore, in any part of our school operations, is, in the slightest degree deranged; but Trustees are provided with additional facilities, as they are invested with new obligations, to fulfil their previous engagements, and provide for the future interests of the schools under their charge. The several clauses of the *twelfth* section of the Act clearly specify the powers and duties of Trustees. I will only advert, at present, to the more important of them.

1. As the Representatives of the people in the Legislative Assembly determine the amount of money to be expended for any object, or the salary of any public officer to be employed; so the Trustees, as the Representatives of the people in a School Section, have the sole power of determining the amount



of the Teacher's salary, and of the incidental expenses of the School. They can also procure such apparatus and text-books as they may judge expedient for the use of the pupils in the School. But the *manner* in which the salary of a Teacher and other actual or estimated expenses of the School shall be raised, is left to a public meeting of the tax-payers, to be called for that purpose. Then, if the whole of the expenses are not thus provided for, the Trustees have authority to raise the balance in such manner as they may think proper, either by voluntary subscription, by rates on parents sending children to the School, or rates on all the rateable property of the School Section. Trustees themselves (and not a magistrate) issue the necessary warrants for the collection of all rates levied by them on resident rate-payers. Trustees can also, if they so desire, petition the Township Council in behalf of any lawful meeting to impose School Section rates, and the Council is required to give effect to the request of such meeting, as expressed by the Trustees. The Common School property of a Section is no longer vested in the Municipal Council, but in the Corporation of Trustees, and is therefore liable for debts contracted by them. Trustees, are, therefore, furnished with every needful security and means to enable them to establish a good school and provide for its efficient support. Faithful Trustees are provided with a still further protection and assistance, in the penalties which the Act imposes upon those Trustees who refuse or wilfully neglect to perform their duties. It has sometimes occurred, that Trustees have been thwarted or embarrassed in fulfilling their engagements, or doing their duty, by one or other of their colleagues refusing to act, and perhaps, in some instances, actually supporting an opposition school. The 16th clause of the *twelfth* section provides, that "in case any of the Trustees shall *wilfully neglect or refuse* to exercise such corporate powers for the fulfilment of any contract or agreement made by them, *he or they* shall be *personally* responsible for the fulfilment of such contract or agreement." The *eighth* section of the Act further provides, that "every person chosen as Trustee, and not having refused to accept, who shall *at any time refuse or neglect* to perform the duties of his office, shall forfeit the sum of five pounds; which sum or sums may be sued for and recovered by the Trustees of the section, for its use, before any Justice of the Peace."

It will thus be seen that the Act makes effectual provision against any person getting into the office of Trustee, and then refusing or neglecting to perform its duties; that it affords ample protection to each Trustee who performs his duties, and provides every means necessary to enable Trustees to fulfil their engagements. Instances sometimes occur, of parents or individual Trustees refusing or neglecting to pay a Teacher on the expiration of his engagement,—the Teacher being thus compelled to leave without the payment of his hard-earned dues, and a debt thus perpetuated to the disadvantage of a new Teacher and the future injury of the School. The *seventeenth* section of the Act guards against this injustice and evil, by providing that "any Teacher shall be entitled to be paid at the same rate mentioned in his agreement with the Trustees, even at the expiration of the period of his agreement, until the Trustees shall have paid him the whole of his salary, according to their engagement with him." This provision will prevent the injurious accumulation of debts to Teachers in a section, and it will furnish Trustees, desirous of performing their duties, with satisfactory reasons for insisting upon the prompt payment of the rates for the Teacher's salary; while it will afford protection to the discharged Teacher against any possible attempt to wrong him. Then the *eleventh* and *seventeenth* sections, and the 18th clause of the *twelfth* section, provide an easy mode of arbitration, by which Trustees can settle any differences which may arise between them and the Teacher, or other parties in their School Section.

I know not how a law, founded upon popular principles and a due regard to the equal rights of all parties, can more effectually provide for the easy and efficient discharge of the duties of Trustees, the right of each School Section to manage its own local affairs, and the means and facilities of education for all its children.

2. On the duties of Trustees in respect to their Teacher and School, I refer you to the second section of the General Regulations, prescribed by the Council of Public Instruction, for the ORGANIZATION, GOVERNMENT, AND DISCIPLINE OF COMMON SCHOOLS IN UPPER CANADA. It is needless for me to attempt to add a word to the practical and impressive views there expressed relative to the *Duties of Trustees*; and I would also recommend to your special attention the several sections of those General Regulations, as also the Forms, and remarks upon them, which I have prepared according to law, to aid Trustees in the performance of their duties.

3. It will be seen that the new Act provides every desirable facility for the establishment of *Free Schools*—Schools supported by the property of all, and equally free to the children of all—the only Schools which are, in my opinion, based upon the true principles of national education, and adapted to national wants. But I wish every School municipality to be the judge as to the manner of supporting its own Schools; and I think the success of Free Schools will be greatly influenced by the discretion exercised in their first establishment. As the very object of a free School and the principle of supporting it, implies a School for the common education of all the children and youth of a School Section, the first requisite towards its accomplishment, is to provide a house and Teacher adequate to that end. To employ a Teacher incompetent to teach all the school-going youth of a section, and yet to tax all the inhabitants to pay the salary of such incompetent teacher, is manifestly unjust. Trustees should, therefore, upon the ground of justice to all School-rate payers, as well as from regard to the interests of their children, employ none but a highly competent teacher, when it is determined to have a free school. A good school and a free school should be convertible terms, as should an able teacher and a teacher of a free School. Then will the quality and character of instruction be as much advanced, as the number of pupils will be multiplied, with the establishment of every free school. The Appendix to my School Report for 1849, contains copies of my addresses on the subject of Free Schools throughout Upper Canada; and the Legislative Assembly has ordered a copy of that Report to be furnished to each School Corporation in the Province. The report itself also contains the sentiments of local Superintendents and other enlightened friends of education on the subject of Free Schools. That report will be printed and placed in your hands in the course of two or three months. I will, therefore, dismiss the subject in this place, with the single additional remark, that I hope, before the year 1860, to see the light of a FREE SCHOOL emitting its splendour and imparting its blessings to every child of every School Section in Upper Canada.

It only remains for me, while I again congratulate you on the auspicious circumstances in which the new act places you, to urge upon you the fulfilment of the high purposes of your responsible office. The destinies of the rising and future generations of the country are truly in your hands. The youth of the land look up to you as the guardians and providers of that education which will enable them to perform their duties to their Maker, to their country, and to posterity. Surely you cannot, you will not betray their interests and disappoint their hopes. May they have reason to rise up and call you blessed! May the fruits of your labours place Upper Canada in a position of honour and pre-eminence among the other countries of North America!

I have the honour to remain, Gentlemen,

Your fellow-labourer and obedient servant,

E. RYERSON.

P. S. I trust to be able, in the course of two or three months, to present to each Township Council a copy of a valuable work on *School Architecture*, containing a great variety of plans of school-houses, with specifications, and directions as to their construction, furniture, &c. It will therefore be accessible to the Trustees of the several School Sections in each Township, and will, I hope, contribute much to improve the character and convenience of our School houses and School premises.

E. R.

[CIRCULAR.]

[OFFICIAL.]

To the Teacher of each Common School in Upper Canada on his duty under the new Common School Act.

EDUCATION OFFICE,  
Toronto, 14th August, 1850.

SIR,

The new Common School Act for Upper Canada is now printed and distributed to all the municipalities and School Sections. It may be regarded as the great charter of Common School Teachers in Upper Canada. It stamps their profession with new importance, and throws over their interests and character the shield of a new protection. I can now say truly, that I know of no State, where a popular School system exists, in which the rights and interests of Teachers are so effectually protected, as under the provisions of the new School Act for Upper Canada. The pages of the "*Journal of Education*" and the "*Correspondence on the School Law*," lately printed by order of the Legislative Assembly, attest the feelings I have entertained and the efforts I have made to elevate the position, protect the rights, and improve the circumstances of School teachers; and I rejoice to witness the enactment of a law so far satisfactory on this subject, as to prompt me, for the first time during my five years' occupancy of office, to address an official circular to Teachers—believing that their position and prospects are now sufficiently encouraging to justify me in holding up the profession of a Teacher as a comfortable as well as respectable and useful employment for life.

2. The new Act provides Trustees of Common Schools with greater facilities for raising the salaries of Teachers and furnishing the Schools with all needful maps, apparatus, and text-books, than I know of in any other country; while, at the same time, it makes corresponding provision for the punctual payment of Teachers, both from the School Fund and School rates. You have only to study carefully the provisions of the Act to be impressed with the conviction, that they have been conceived in the spirit of the warmest regard for the interests and efficiency of the Teacher's profession, and contain all that can be secured by law to a Teacher, under a system of local self-government, where the patronage and emoluments of each School (beyond the amount of the School Fund apportioned to each School Section) are in the hands of a local elective Corporation, and not of a central Executive, as in other systems of government. The facilities for Normal School Instruction to all Teachers who wish to avail themselves of it, are also greater, under the liberal provisions of the new Act, than in any other country in America. A valuable series of uniform text-books coming so generally into use, and the Trustees being authorized to supply all the pupils with them, cannot fail greatly to relieve and facilitate the labours of the Teacher. It will also be observed, in the Regulations which have been made by the Council of Public Instruction (under the provisions of the new Act) that the independence of the Teacher, in the teaching and classification of his School, is placed beyond petty interference or individual tyranny. Under the more effective system for examining and licensing Teachers as provided for by the new Act, and the Programme for the examination and classification of Teachers to be prepared by the Council of Public Instruction, a proper line of demarcation will be drawn between Teachers according to their relative qualifications, and each Teacher will acquire the position and advantage to which he is entitled.

3. Such being your position, relations and prospects under the provisions of the new School Act, I am desirous of making a few general remarks and suggestions relative to your future conduct. Your general duties are prescribed in the several clauses of the sixteenth section of the Act, and the rules according to which you are to conduct your School, will be found in the third and fifth sections, Chapter vi, of the General Regulations for the Organization, Government, and Discipline of Common Schools, adopted by the Council of Public Instruction. I hope you will meditate upon, and make yourself thoroughly acquainted with the intention and spirit of these requirements of the law and of the regulations authorized by it. What I have now to offer is of a more general character.

4. Permit me first to say, value your profession. If you do not value it, others will not. But do not show your estimate of it, by assuming lofty airs, or making lofty pretensions; but by making yourself thoroughly master of it, by devoting your energies to it, by

becoming imbued with its spirit. Let your actions speak, and let your heart feel. If an orator would have his audience feel, he must first feel himself; and if a Teacher does not feel, and does not give proof that he feels, the value and importance of his work, can he reasonably expect others to do so? We often hear it said, "Teachers are not respected." But is it not almost as often true, that teachers do not respect themselves—that they do not act respectably—that they themselves provoke the disrespect of which they complain. A Teacher cannot be made respectable by Act of Parliament. He must make himself so. In every ordinary employment of life, a man who acts upon high principles, and shows that he understands and values his business, will invariably command respect. Nor are the Teacher and his work an exception to the general rule. Nay, wherever a teacher has shown himself the possessor of noble principles, and that he understood and loved his work, has he not commanded respect, and soon acquired commanding influence in the neighborhood of his residence? I am persuaded that the people of Upper Canada do not, to any considerable extent, disrespect teachers worthy of respect. A people in so young a Province, and in the infancy of the school system, who voluntarily taxed themselves last year to the amount of two hundred and seventy-five thousand dollars (considerably more in proportion to population than the amount raised last year by the people of the State of N. York) for salaries of Teachers alone—irrespective of the legislative school grant, and of the sums assessed and collected for the erection of school-houses and the incidental expenses of schools—cannot but respect every respectable Teacher. It is true that narrow and mean views are entertained by some as to the amount of a teacher's remuneration, but the same persons entertain similar views as to the remuneration of all public officers. But the number of these enemies of knowledge and petty tyrants of mental labour, will diminish as intelligence and manly virtues advance in society. The large increase which has already, in many instances, taken place in the salaries of efficient Teachers, and the increasing demand for such Teachers in various parts of the Province, indicate a progress full of encouraging hopes and anticipations for the future.

5. Then, if you value your profession yourself, employ the proper means to give it a place, not only in the esteem, but in the interest and sympathies of others. The profession of a Teacher is a means to an end; it exists not for the sake of the Teacher himself, but for the interests of society. It is a work indispensable to the progress and well-being of society. What is the Teacher's work? It is to develop the mind, to mould the heart, and to form the character of the future citizens, magistrates and rulers of our land! It is to teach and implant that which is the only true guarantee of liberty, order, and social stability—the essential element of a country's prosperity and happiness. Show that you sympathise with these objects—that your heart is in them—that your thoughts and aims do not terminate in yourself alone, but embrace others,—and especially encircle the rising generation. Such a spirit, like heat in the atmosphere, will be diffusive. Others will imbibe it; the indifferent will become interested, and the selfish will begin to feel the impulses of intelligent generosity; parents will become increasingly anxious for the education of their children, and children will become increasingly anxious to be educated. In any neighborhood, both in town and country, where any youth are allowed to grow up uneducated, a Teacher should be an educational missionary, as well as an educational pastor; and every instance of success will add to his influence and means of support, as well as usefulness. No class of men in the country will derive so large an individual advantage from the progress of society as School-teachers, and they ought to be intent in efforts to excite every sentiment and feeling, and to procure and circulate every publication, which will tend to diffuse education and knowledge. A Teacher who folds his arms in slothful inactivity—neither improving in knowledge himself, nor advancing it among others—and yet complaining that no Hercules comes to his relief, deserves neither respect nor assistance; while the Teacher who nobly exerts himself in both acquiring and diffusing knowledge, will receive both emolument and respect, if not admiration and applause.

6. The mutual intercourse of teachers—mutual visits to each others' Schools—forming, and meeting occasionally or periodically in Associations for mutual improvement, and the promotion of professional objects,—which are no other than public interests;—these and kindred measures, in connexion with professional reading and

industry, cannot fail to contribute much to the success, enjoyment, and social standing of teachers. Professional friendships will be formed; professional feeling will be enkindled; professional zeal and emulation will be excited; professional skill and usefulness will be improved; and teachers will be more respected by the community at large, by thus evincing proper respect for each other. Faithful teachers have already on their side the enlightened part of the community, the press, the pulpit, and the Legislature. Let them be true to themselves and to their profession. Lord Bacon has said truly—"Every man owes a debt to his profession". On one occasion some weeks since, I felt pained beyond expression, in witnessing certain members of the Bar chiming in with a senseless and shameful clamour against a profession, to members of which the American people have at this moment entrusted every department of their supreme government, and to the intelligence and patriotic advocacy of which Upper Canada is indebted for every vestige of her constitutional and municipal government, and the most valuable statutes of civil and criminal jurisprudence, as well as the largest facilities for public education, and some of the finest examples of personal and social virtues. I hope that no temptation to pander to the passions of prejudice, ignorance, or selfishness, will ever induce you to forget the debt which you owe to your profession. Seek to have it purged of every inebriate, every blasphemer, every ignorant idler who 'cannot teach and will not learn;' and do what in you lies to stamp upon it the character of intelligence and virtue, and make it worthy of that high respect and liberal support which an enlightened people will readily award to able teachers of their offspring.

7. I would also offer a word of caution against discouragement in your work, or disinclination to it, on account of its comparative obscurity. It is true, the circle of your daily labours is narrow, and the results of them are remote; there is little variety in your employment, and the monotony of it is only varied by quarterly examinations and short vacations. It therefore requires more than ordinary patience, perseverance and benevolence to pursue your work, month after month, and year after year, with unabated zeal and energy. Yet your work is now a public profession, recognized by law, and none but a Teacher examined and licensed according to law, is permitted to receive a farthing of the public School Fund, any more than a person not examined and admitted to the Law Society, is permitted to practice as a Barrister at Law. And the results of the work performed in the humble school-house, though remote, will not be uncertain, and may one day appear in the highest position of a free people's gift, or in the most important affairs of a nation's diplomacy, or in the most honoured relations of parental and social life. The common school-house is the sole educational college for the vast majority of the present youth and future fathers and mothers of our country. That accomplished scholar and elegant writer, Dr. JARED SPARKS, President of Harvard University, traces his early training, and several years of his apprenticeship in teaching, to the common school; and the great American statesman and orator, DANIEL WEBSTER, is accustomed to refer to the common school as his first *alma mater*, in which was laid the foundation of his future character. Through long months, and in retirement and solitude, the Italian painter occupied his brush on a single piece of canvas; but that canvas has, age after age, imparted instruction and delight to hundreds of thousands. For years did the Grecian sculptor, in almost exiled seclusion, employ his chisel on a single block of marble; but that marble has survived the wreck of empires, and still commands the admiration of the refined of all countries. Let the practical philosophy of these facts be engraved upon the heart of every right-minded Teacher, and it will sweeten his toil, and add fresh attractions to every successive year of his increasingly skillful and efficient labours.

I remain, Sir,  
Your faithful friend and servant,  
E. RYERSON.

[CIRCULAR.]

[OFFICIAL]

To the Clerks of the several Counties and Unions of Counties in Upper Canada, notifying the apportionment of the Annual School Grant for 1850.

EDUCATION OFFICE,  
Toronto, 30th July, 1850.

Sir,—Pursuant to the provisions of the School Act passed during the present session of the Legislature, entitled, "An Act for the

better establishment and maintenance of Common Schools in Upper Canada", section 35, clauses 1st and 2nd, I herewith transmit to you the certified Apportionment of the Legislative School Grant for the current year to the several Townships in the County of which you are Clerk.

I also transmit you a copy of the School Act, and of the Forms and Instructions for the execution of its provisions.

According to the 42nd section of the Act, the money apportioned to the several Townships of your County, is forthwith payable to your County Treasurer.

As required by the third clause of the 27th section of the Act, you will please notify the Local Superintendents of Schools of this apportionment as far as relates to the Townships under their charge respectively, and notify me also of the name and address of your County Treasurer, and of each Local Superintendent in your County; also favour me with the information, from time to time, required by the last proviso of the same section.

Besides raising by local assessment a sum equal (*clear of all charges of collection*) to that now apportioned to the several Townships of your County, it is important that two things be specially provided for by the Council of which you are Clerk: The one is, to obtain forthwith from the late District Superintendent [if they have not been already obtained] the last year's statistical returns of the children of school age in each school-section and parts of sections in your County. These returns are the data upon which the Local Superintendents must distribute the School Fund to the several school-sections the present year. It will be necessary for each Local Superintendent to be furnished with a copy of such returns so far as they relate to the school-sections under his charge. He cannot take the first step towards the apportionment of the school money notified to him without these data.

It is also important that your County Council [consisting, as it does, of one or more representatives from each Township] take the requisite steps to have all school moneys, either of the past or present year, which now are or may come into the hands of Township Collectors or Local Superintendents, paid over to the County Treasurer,—so that they may be paid out and accounted for according to the provisions of the Act.

I regret the unavoidable necessity [arising from the state of the School Law] which has compelled me to defer, to so late a period, the notification of the current year's apportionment of the School Grant. I trust that such a necessity will not occur again, and that the promptness of co-ordinate action on the part of each County Council will provide for the payment of the assessment part of the School Fund within the period prescribed by law.

I fear that the School Returns on which I have been compelled [for the want of better data] to base the apportionment to the various Municipalities of Upper Canada, are defective in some instances and exaggerated in others. I hope the general census of the Province, now in the course of being taken, will enable me to revise and render the whole school apportionment more equitable, as well as enable me to notify it to the several Municipalities at the beginning of the ensuing year.

I have the honour to be,

Sir,  
Your obedient Servant,  
E. RYERSON.

To the Clerk of the Municipal Council  
of the \_\_\_\_\_ of \_\_\_\_\_

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE VARIOUS COUNTIES, UNITED COUNTIES, TOWNSHIPS, (INCLUDING INCORPORATED VILLAGES,) CITIES AND TOWNS IN UPPER CANADA, FOR THE YEAR 1850.

GENERAL ABSTRACT of the Apportionment of the Legislative School Grant for the Years 1849 and 1850:—

	In 1849.	In 1850.
Apportioned to the Counties, . . . . .	£17,239 18 11½	£17,304 4 4½
Apportioned to the Cities, . . . . .	837 10 2½	843 3 4½
Apportioned to the Towns, . . . . .	731 7 4	738 6 2
District Model Schools and Poor Schools, . . . . .	45 0 0	35 0 0
Grand Total apportioned, . . . . .	£18,867 16 6	£19,006 13 10½

UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARY.

(Late the Eastern District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Matilda, Mountain, Williamsburgh, etc.

Apportionment for 1850, £1,022 0 11/2
Apportionment for 1849, £1,013 3 8

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

(Late the Ottawa District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Hawkesbury West, Longueuil, Caledonia, etc.

Apportionment for 1850, £281 0 1/2
Apportionment for 1849, £279 2 4/8

COUNTY OF CARLETON.

(Late the Dalhousie District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Nepean, Osgoode, Marlborough, etc.

Apportionment for 1850, £385 3 2/8
Apportionment for 1849, £392 10 2

UNITED COUNTIES OF LEEDS AND GREENVILLE.

(Late the Johnstown District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Elizabethtown, Yonge, Eecott, etc.

Apportionment for 1850, £1,164 1 3
Apportionment for 1849, £1,156 5 0

UNITED COUNTIES OF LANARK AND RENFREW.

(Late the Bathurst District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Admaston, Bagot and Blithfield, Bathurst, etc.

Apportionment for 1850, £755 1 9/8
Apportionment for 1849, £750 0 5

UNITED COUNTIES OF FRONTENAC, LENOX AND ADDINGTON.

(Late the Midland District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Pittsburgh, Kingstons, Lohorouh, etc.

Apportionment for 1850, £1,078 4 7/8
Apportionment for 1849, £1,077 3 3

COUNTY OF HASTINGS.

(Late Victoria District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Thurlow, Sidney, Tyendinaga, etc.

Apportionment for 1850, £267 16 4/8
Apportionment for 1849, £216 13 4

COUNTY OF PRINCE EDWARD.

(Late the Prince Edward District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Hallowell, Athol, Hillier, etc.

Apportionment for 1850, £437 4 5/8
Apportionment for 1849, £434 5 9

UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.

(Late the Newcastle District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Haldimand, Murray, Cartwright, etc.

Apportionment for 1850, £1,167 11 1/2
Apportionment for 1849, £1,156 5 0

COUNTY OF YORK.

(Late the Home District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Albion, Brock, Caledon, etc.

Apportionment for 1850, £2,236 0 6/8
Apportionment for 1849, £2,203 14 8/8

COUNTY OF SIMCOE.

(Late the Simcoe District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like West Gwillimbury, Tecumseth, Mono, etc.

Apportionment for 1850, £641 17 3/8
Apportionment for 1849, £637 11 1/4

UNITED COUNTIES OF WENTWORTH AND HALTON.

(Late the Gore District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Ancaster, Barton, Beverly, etc.

Apportionment for 1850, £1,399 8 8/8
Apportionment for 1850, £1,390 0 10/8

UNITED COUNTIES OF LINCOLN, HALDIMAND AND WELLAND.

(Late the Niagara District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Bertie, Castor, Canboro, etc.

Apportionment for 1850, £957 1 10/8
Apportionment for 1849, £950 13 4/8

COUNTY OF WATERLOO.

(Late the Wellington District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Guelph, Waterloo, Wilmot, etc.

Apportionment for 1850, £253 9 9/8
Apportionment for 1849, £247 15 2

COUNTY OF OXFORD.

(Late the Brock District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Oakland, Burford, Blenheim, etc.

Apportionment for 1850, £713 3 7/8
Apportionment for 1849, £708 7 11

COUNTY OF NORFOLK.

(Late the Talbot District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Townsend, Woodhouse, Walpole, etc.

Apportionment for 1850, £519 9 7/8
Apportionment for 1849, £515 19 11

COUNTY OF MIDDLESEX.

(Late the London District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Adelaide, Aldboro, Bayham, etc.

Apportionment for 1850, £1,206 11 9/8
Apportionment for 1849, £1,198 9 10

UNITED COUNTIES OF HURON, PERTH, AND BRUCE.

(Late the Huron District.)

Table with columns: TOWNSHIPS, £ s. d. Lists towns like Ashfield, Biddulph, Blanchard, etc.

Apportionment for 1850, £425 8 6/8
Apportionment for 1849, £422 11 5

UNITED COUNTIES OF ESSEX, KENT, AND LAMBTON.					
(Late the Western District.)					
TOWNSHIPS.					
	£	s. d.			
Anderton, .....	14	18 0	Mersea, .....	29	2 0½
Bosanquet, .....	3	3 7½	Malden, .....	47	9 10½
Brooke, .....	9	14 0½	Moore and Enniskillen, ..	35	7 9
Colchester, .....	49	13 4	Orford, .....	34	13 9½
Chatham, .....	26	9 3½	Plympton, .....	27	12 6½
Camden, .....	10	6 5½	Raleigh, .....	62	7 10½
Dawn, .....	31	0 10	Romney, .....	7	15 2½
Dover, East and West, ...	26	11 2	Rochester, .....	15	8 10½
Gosfield, .....	43	9 2	Sandwich, .....	125	15 11½
Harwich, .....	70	18 7½	Sombra, .....	34	16 10½
Howard, .....	66	8 7	Sarnia, .....	23	10 3½
Maldstone, .....	19	8 0½	Tilbury East, .....	17	9 2½
			Tilbury West, .....	12	8 4
			Warwick, .....	32	1 0½
			Zone, .....	51	7 3½
			Apportionment for 1850, ..	£931	8 1
			Apportionment for 1849, ..	£925	3 1½

[CIRCULAR.] [OFFICIAL.]

To the Clerks of the Municipal Councils of the several Cities and Towns in Upper Canada, notifying the Apportionment of the Legislative School Grant.

EDUCATION OFFICE,  
Toronto, 31st July, 1850.

SIR,—As required by the *thirty-fifth* section of the School Act, 13th and 14th Vict., ch. 48, (a copy of which, with the Forms and Instructions to aid in executing its provisions I herewith transmit,) I have the honour to intimate to you, for the information of the Council of which you are Clerk, and of your Board of Common School Trustees, that the sum stated below opposite the name of your City or Town has been apportioned for the current year out of the Legislative School-Grant. By the 42nd section of the Act, the amount of school money apportioned to each City or Town is payable to the Chamberlain or Treasurer of such City or Town. Your Treasurer can forthwith apply and receive such apportionment for the current year.

In accordance with the *twenty-first* section of the Act, taken in connexion with the 2nd proviso of the 3rd clause of the *twenty-seventh* section, you will please inform me of the name of the Chamberlain or Treasurer of your City or Town, and favour me, from time to time, with a copy of the proceedings of your Council on School matters.

I have the honour to be, Sir,  
Your obedient Servant,  
E. RYERSON.

To the Clerk of the Municipal Council  
of the \_\_\_\_\_ of \_\_\_\_\_

CITIES.	APPORTIONMENT FOR 1849.	APPORTIONMENT FOR 1850.
Toronto, .....	£423 19 2	£426 16 5½
Kingston, .....	223 10 10	225 1 0½
Hamilton, .....	190 0 2½	191 5 10½
TOWNS.		
London, .....	115 12 6	116 8 1½
Cobourg, .....	73 4 7	73 14 5½
Rytown, .....	68 5 11	68 15 1½
Niagara, .....	61 2 6½	61 10 9½
St. Catharines, .....	61 1 0	61 9 3
Brockville, .....	57 16 3	58 4 0½
Belleville, .....	54 2 3	54 9 6½
Brantford, .....	48 5 1	48 11 7½
Dundas, .....	46 5 0	46 11 3
Port Hope, .....	40 1 8	40 7 1
Pictou, .....	38 16 10	38 16 0½
Prescott, .....	36 3 0½	36 7 11½
Corwall, .....	30 16 8	31 0 10

ELECTION OF SCHOOL TRUSTEES IN CITIES AND TOWNS.

To the Taxable Inhabitants of Cities and Towns in Upper Canada, on the subject of their election of Boards of Common School Trustees, on the first Tuesday in September next.

GENTLEMEN,—I beg to adopt this method of calling your attention to the important duty which devolves upon you of electing Common School Trustees on the first Tuesday of September next. According to the provisions of the new Common School Act for Upper Canada, there is to be but one Board of Trustees for the management of all the Common Schools in each City and Town. That Board is to be composed of two persons from each ward of such City or Town; which persons are to be elected by all the taxable

inhabitants of such ward, at the place of the last municipal election, and in the same manner as the members of the City or Town Council are elected. One of the Trustees elected in each ward retires from office the second Wednesday of January in each year, and his place is to be filled by popular election. The Trustees thus elected are the *school representatives of the inhabitants of each City or Town*. They have the sole power of employing Teachers and of determining the sums which shall be raised and expended for Common School purposes, and how and when such sums shall be raised. They are the Common School Corporation of each City or Town.

The character and condition of the Common Schools in each City and Town will be determined by the character of the School Corporation elected. According to the 47th Section of the Act, the first election takes place on the first Tuesday in next September, pursuant to notice by the Mayor of each City or Town. On the School Corporations thus elected will devolve all the obligations which have been incurred by the present Boards of School Trustees for Cities and Towns.

The election of proper persons as School Trustees in the several wards of each City and Town, is therefore a matter of the greatest importance. They should, doubtless, be persons who understand the Common School wants of their fellow-citizens or townsmen, and who will take a deep and lively interest in supplying them. I would, therefore, respectfully submit for your consideration, whether it would not be well to have each Board composed, as near as may be, of an equal number of Clergymen and Laymen—one Clergyman and one Layman elected for each ward. Thus nearly, if not quite all the religious persuasions of each City and Town would be represented through their Ministers; and the laymen will be best able to attend to the financial affairs of the Schools, and the Clergy will have most leisure and be in the best position to attend to the character and discipline of the Schools, and to use the most efficacious means of securing the attendance of all eligible children in each City and Town. The union of the representatives of several religious persuasions in each Board will effectually prevent any thing like mere sectarianism in the Schools, while they will be invested with a proper moral and Christian character; and in all educational Boards of which I have any knowledge, (and they are common in the neighbouring States,) which consist partly of laymen and partly of Clergy of different religious persuasions, the proceedings are characterised by harmony, propriety, and efficiency.

I therefore respectfully suggest for your consideration the importance of trying this plan of constituting your Boards of Common School Trustees. If, on trial, it should not realize your expectations, you can easily adopt another—as one half of each Board of Trustees retire at the beginning of each year. But, if, on the other hand, it shall be found to work well, (as I am persuaded it will) the greatest benefit must result from thus securing the intelligence and leisure and influence and zeal of the Clergy, in connexion with the laity of the different religious persuasions, in educating the children of the masses of our fellow-citizens and townsmen; and their friendly and efficient co-operation in a work of this kind, will, I am confident, issue in increasingly friendly and fraternal feelings in other respects and in other matters. It is under the influence of these convictions, that I have taken the liberty to make the suggestion, in calling your attention to the approaching election required by the new School Act.

I have the honour to be, Gentlemen,  
Your obedient Servant,

EDUCATION OFFICE, }  
Toronto, 15th August, 1850. } E. RYERSON.

# JOURNAL OF EDUCATION.

TORONTO, AUGUST, 1850.

## NOTICE TO THE CANADIAN PUBLIC.

JOURNAL OF EDUCATION THE MEDIUM OF ALL OFFICIAL NOTICES, &c.,  
FROM THE EDUCATION OFFICE FOR UPPER CANADA.

Copy of a Letter from the Chief Superintendent of Schools to the Provincial Secretary.

### EDUCATION OFFICE,

Toronto, 18th July, 1850.

SIR:—I have the honor to submit to the favourable consideration of His Excellency the Governor-General in Council, the propriety and advantage of my being authorized to make the *Journal of Education for Upper Canada* the medium of Official Notices, Instructions, &c., to the Municipal Councils, Superintendents, and other officers concerned in the administration of the School Law. This will be a great saving of expense in postage, a convenience to this Department, and to all parties concerned, and a means of diffusing much practical information on School matters.

In the neighbouring State of New-York, this practice has long obtained in the School Department. The State Superintendent is authorized to subscribe annually to the amount of \$2,400 for some monthly School Journal of which he approves, to be supplied to each School District (called School Sections with us), throughout the State, and to make such Journal the medium of publishing the School law, and communicating on School matters with local School authorities. The Educational Journal selected, is not edited, but only approved of by the State Superintendent. On the contrary, I have assumed both the labour and responsibility of editing and publishing a monthly Educational Journal. The 15th clause of the New School Bill, which passed the Legislative Assembly last week, makes it the duty of each Corporation of Trustees to procure, annually, for the benefit of their School Section, some periodical devoted to Education. I suppose, that, generally, if not universally, Trustees will feel it their interest and "duty" to procure the *Journal of Education for Upper Canada*. Making that *Journal* the medium of official notices, communications, &c., would add to its value and usefulness, and render all parties interested in the School system desirous of procuring it; and as I purpose to continue to do as I have done,—devote every farthing received on account of the *Journal of Education* in defraying the mechanical expenses of its publication, every additional subscriber will enable me to increase its value by illustrations in different departments of art, science, and natural history, and make other improvements, which I cannot undertake without a large subscription.

The convenience and practical benefits of the suggestion which I now submit, may be inferred from the following extracts from reports by the Superintendent of Schools in the State of New-York. In his report for 1847, (pages 53, 54,) he says,—“The State subscription to this periodical [*District School Journal*] has been continued by the undersigned [the Honorable N. S. BENTON] since his appointment, under the full conviction of its necessity and importance, not only as a convenient medium of transmitting and diffusing the orders, regulations, and decisions of the Department, and the various laws passed by the Legislature, in relation to Common Schools to every School officer in the State, but as a most useful agent in promulgating interesting and important information equally beneficial to the public.”

The present State Superintendent of Schools, (the Honorable C. MORGAN) in his School Report to the Legislature (page 14) for 1849, received by me a few weeks since, says,—“The continuance of the annual appropriation for a monthly periodical, exclusively devoted to the subject of Education, and which shall serve as a medium of communication between this Department and the officers and inhabitants of the several School districts; is respectfully recommended.”

I do not propose that any Notices, Circulars, Acts, &c., inserted in the *Journal of Education*, should be charged as advertisements :

but I only desire that the Governor-General in Council may be pleased to approve of my employing this method of communicating with Municipal Bodies and School Officers, on matters connected with this Department.

I have the honor to be, Sir,

Your most obedient Servant,  
(Signed) E. RYERSON.

The Honorable  
JAMES LESLIE,  
Secretary of the Province.

Copy of the Provincial Secretary's Reply to the foregoing Letter.

### SECRETARY'S OFFICE,

Toronto, 30th July, 1850.

REV. SIR:—I am directed by the Governor-General to state, in reply to your letter of the 16th instant, that His Excellency has been pleased to direct me to communicate to you his approval of the plan therein proposed, viz.: of making the *Journal of Education* the medium of communicating Official Notices, Instructions, &c., from your Department to Municipal Councils, Superintendents, and other persons concerned in the administration of the School Law in Upper Canada.

I have the honor to be, Rev. Sir,

Your most obedient Servant,  
(Signed) J. LESLIE,  
Secretary.

The Reverend  
EGERTON RYERSON, D. D.,  
Chief Supt. of Schools, U. C.

In accordance with the foregoing correspondence, we hope the *Journal of Education* will find its way into every Municipality and School Section in Upper Canada. Several Municipal Councils and many Trustees have already requested it. We hope all others will do the same. Trustees will not, of course, do so at their own personal expense, but at that of the School Section for which they act. And to private individuals, who wish to be informed on all School matters, and educational subjects generally, the payment of five shillings a-year is a very small sacrifice in comparison of the advantages and satisfaction secured by it.

## LEGISLATIVE PROCEEDINGS—NEW COMMON SCHOOL ACT FOR UPPER CANADA.

In the last number of this *Journal* we inserted the new Common School Act for Upper Canada, and all the Forms, Instructions and Regulations for conducting all proceedings under it. In the present number, we insert Circulars to the various Municipal Councils, Local Superintendents, Trustees and Teachers on the principles and provisions of the Act, and the best means of giving them the greatest possible effect. We have only now to make two remarks respecting the proceedings of the Legislature on this measure, and to give a summary view of its characteristics.

The proceedings of the Legislature indicate that this Act was no party measure. It was considered as a *Provincial* measure; and as such, it received the sanction of all parties in the Legislature. Considering the experience of past years, and past legislation on the Common School Law, and the circumstances under which the present Act was brought before the Legislature, and the careful and protracted examination and discussion of all its details, it may be justly regarded as embodying the deliberate judgment of each branch of the Legislature, and of all parties in it, as to the principles and provisions of the Common School Law for Upper Canada. The friends of education throughout the Province, may therefore be satisfied that the present law in all its leading features will be perma-

ment, and that future Legislation will be confined to the correction of such defects as experience may detect, and the supply of such wants as the progress of education may create. We fervently hope that the amity and unanimity of all parties in the Legislature in passing the law, will be but the harbinger of the amity and unanimity of all parties throughout Upper Canada in carrying it into execution.

Our second remark is of individual reference. It is well known that for years the *personnel* of the Chief Superintendent of Schools, and the principles and machinery of the Common School system which he has endeavoured to establish in Upper Canada, have been variously and largely discussed. The deliberate judgment of the country, through its Representatives of all parties in Parliament, has at length been pronounced on these subjects, in the manner of dealing with the salary, the department, and the recommendations of the Chief Superintendent of Schools; and that judgment thus pronounced, amounts not only to a vote of confidence, but approval of the proceedings which he has adopted for the introduction and establishment of a system of Normal, Model and Common Schools for Upper Canada. He cannot, therefore, but view these proceedings of the Legislature with feelings of intense and grateful satisfaction, and as the strongest additional obligation which the approving voice of Parliament can impose, to consecrate himself with fresh confidence and devotion to the educational elevation of his native country.

As to the characteristics of the new Act, we remark, that while it is based upon the same great principles of co-operation between the Legislature and Government, and the local Municipalities throughout the Province, and of general supervision of the schools, as have existed since 1843, it provides for the important improvements suggested by experience, in the several parts and details of the school law.

1. It arranges under distinct heads, and specifies in the plainest language, the duties of the several parties who have to do with the administration of the school system; an arrangement and classification which were entirely lost sight of in the School Bill of last year.

2. It provides by a simple, cheap and equitable mode for settling at least nine-tenths of the most perplexing difficulties which have arisen in years past, (and for which no provision exists in the bill of last year, or in any preceding act,) relating to the sites of school-houses, accounting for the expenditures of school-moneys in School-sections, adjusting financial disputes between Trustees and Teachers; thus saving the trouble attending appeals on such matters either to the Chief Superintendent of Schools, or to the Municipal Councils, the members of which are paid by the day, and days of whose time in successive sessions have been spent in the investigation of such matters, attended by more or less of the parties concerned during the whole of the proceedings.

3. It secures to the freeholders and householders in each school-section the right and the power, without any external interference whatever, of supporting their school in their own way, whether by voluntary subscription, rate-bills for pupils, or assessment according to property; a right and power which were but partially possessed under the School Act of 1846, and which were materially abridged, to the great embarrassment of Trustees, by the Bill of last year.

4. It protects School-sections against changes in their boundaries without their own consent, and secures to them the right of disposing of their own school property, when expedient, and of fairly and properly applying the proceeds of it; a right which was never before enjoyed by School-sections and parties contributing to purchase school-sites and the building of school-houses.

5. It makes more effectual provision than has hitherto been made, for calling and conducting school-meetings for all purposes and at all times required by the interests of schools; and gives to Trustees means and facilities for procuring proper books, apparatus, &c., and for sustaining their school, not conferred by any preceding Act.

6. It provides for a more effective system than has yet been provided, for the examination and licensing of School-teachers, the inspection of the schools, and for school lectures—relieving local Superintendents of the responsibility and trouble of keeping accounts of moneys, and providing for their appointment and remuneration in a manner calculated to secure the best and most experienced men in each County for School Superintendents; and thus increasing the efficiency of the department of local inspection, which is regarded in all school countries as a most vital part of an effective system of public instruction.

7. It provides a protection and security to the just rights and interests of Teachers, not heretofore extended to them; while it provides corresponding means to enable Trustees to perform their duties and fulfil their engagements.

8. It provides more effectually than heretofore for supplying all the schools with proper text-books; and makes provision also for the establishment, maintenance and management of School-libraries—a matter of the utmost importance to the whole country. It again authorizes the visitation of the schools by the Clergy generally, and other official persons, whose gratuitous visits and attention to the interests of schools for two or three years (in consequence of the provision of the law) exceeded the expectations of the most sanguine friends of education, and proved most beneficial in elevating and advancing it in popular estimation.

10. It makes better provision than has heretofore been made against the loss, perversion and diminution of any part of the Common School Fund, with a sufficient provision at the same time for the exigencies of any new or poor school-sections in any County.

11. It provides for a co-ordinate, but distinct and complete system of schools adapted to the circumstances of Cities, Towns and incorporated Villages.

12. While it provides for these improvements in the different parts and branches of our School system, it carefully guards, in the mode or introducing these improvements, against any derangement or confusion in our present school operations.

## Educational Intelligence.

### CANADA

#### OFFICIAL APPOINTMENTS—EDUCATIONAL DEPARTMENT, U. C.

His EXCELLENCY the GOVERNOR GENERAL has been pleased to make the following appointments, viz:—

The Reverend Egerton Ryerson, D.D., to be Chief Superintendent of Schools for Upper Canada, under the Act of the present Session of Parliament for the better establishment and maintenance of Common Schools in that part of the Province.

John George Hodgins, Esquire, and Mr. Thomas Hodgins, to be First and Second Clerks, respectively, in the Education Office, U. C.

The following persons to be and compose the Council of Public Instruction for Upper Canada, under the aforesaid Act, viz:—

The Reverend Egerton Ryerson, D.D., Chief Superintendent of Schools;  
The Right Reverend François Marie de Charbonnel, D.D., Roman Catholic Bishop of Toronto;  
The Reverend Henry James Grasett, A.M.; the Honble. Samuel Bealey Harrison, Q.C.; Joseph Curran Morrison, Esquire, M.P.P.; Hugh Scobie and James Scott Howard, Esquires.

The Reverend John Jennings, and the Reverend Adam Lillie.

John George Hodgins, Esquire, to be Recording Clerk to said Council.

The Honourable Francis Hincks, to be the Crown Member and Chairman of the Endowment Board of the University of Toronto, and Upper Canada College and Royal Grammar School.

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BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

Transmitted the 8th of August, 1850.

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Revised Terms of Admission into the Normal School, Toronto,

Adopted the 12th of April, 1850, by the Board of Education for Upper Canada.—The Board of Education anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every County in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Session of the Normal School, and the mode and terms of admitting and facilitating the attendance of Students at that Institution.

ORDERED—I. That there shall, during each twelve months, be one Session, which shall commence on the first Monday in September, and close the last week in May.

II. That no male Student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years; nor unless, in addition to the qualifications heretofore specified for admission, (namely, to read and write intelligibly, and understand the simple rules of Arithmetic,) each Student be acquainted with the elements of Geography and English Grammar.

III. That the weekly aid of five shillings each, heretofore allowed by the Board to approved Students to facilitate their attendance at the Normal School, shall be extended hereafter for a period of nine months, under the following regulations:—1st.—The Students shall be admitted from the several Counties, Cities, and representative Towns in Upper Canada in proportion to the number of the Representatives in the Legislative Assembly: namely, three for every County member, and two for every member of a City and Town. The Township, Town and City Superintendents of Common Schools are requested to meet not later than the first Tuesday in August, (at least to the number of three) at ten o'clock, a. m., in the County Town, to examine candidates for admission into the Normal School during the ensuing Session, in accordance with the terms of admission prescribed by this Board, and recommend such as they shall judge qualified for admission, and worthy of the facilities of attendance afforded by this Board,—arranging such approved Candidates in the order of merit,—inserting the names of all whom they recommend,—how many soever there may be—and forthwith transmitting their names to the Chief Superintendent of Schools. 2nd.—Should any County, City, or representative Town not avail itself of the facilities here offered, a sufficient number of approved Candidates will be admitted from other places, beyond the proportion of Candidates above specified; and should not the complement of one hundred and twenty Students be thus recommended, the Board would receive a sufficient number of approved candidates, on examination, as heretofore, at the commencement of the Session.

IV. That the foregoing Resolution is not to limit the number of Teachers-in-training to be admitted, on their personal application, (duly recommended) to free tuition, and the use of books, without the addition of any allowance for Board during the Session.

V. That, in future, no private pupils be received into the Normal School, but that the Institution be confined exclusively, to the instruction of Teachers-in-training; nor shall any persons be admitted as Students, unless, in addition to the qualifications required by the third Resolution, they produce a certificate of good moral character, signed by the Clergyman or Minister of the religious persuasion with which they are connected, and declare their intention to devote themselves to school-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

VI. That all Candidates for admission into the Normal School must present themselves during the first week, of the Session, otherwise they cannot be admitted; they shall board and lodge in such houses, and under such regulations as are approved by the Board of Education; and their continuance in the School is conditional upon their diligence, progress, and observance of the General Regulations prescribed by this Board.

VII. That all communications be addressed to the Reverend Dr. RYERSON, Chief Superintendent of Schools, Toronto.

By Order of the Board of Education for Upper Canada.

J. GEORGE HODGINS, Recording Clerk.

EDUCATION OFFICE, } Toronto, 12th April, 1850. }

N. B.—Board and lodging, for Students, may be obtained, at the Houses approved by the Board of Education, at from 7s. 6d. to 10s. per week.

Messrs. Robertson and Hind, of the Normal School, Toronto, have been busily engaged during the recess in travelling through the Upper Province and lecturing on education and agricultural chemistry. Large assemblies of Teachers and others have been gathered on these occasions, and the results have proved highly gratifying. When we have a Normal School in Montreal, the Lower Canadians will also enjoy the advantage of Lectures. Perhaps it might not be amiss to procure some Lectures beforehand. We throw out this hint for the consideration of those concerned.—(Montreal Pilot, 13th August.

Examination U. C. College.—The annual examination of the pupils of Upper Canada College, which took place last week, was highly satisfactory. His Excellency the Governor General was present at the distribution of prizes, and delivered an eloquent speech. The Governor-General's prize was obtained by Chancellor Blake's son.—(Ibid.

Victoria College.—The friends of this Institution are informed that, in accordance with the decision of the Board of May last, arrangements are being made to commence the Winter Session at Cobourg, sometime in the month of September.—(Christian Guardian.

Acts relating to Education passed during the last Session of the Legislature and assented to by His Excellency.—An Act to remove certain doubts respecting the intention of the Act of the last Session of the Parliament of this Province for amending the Charter of the University of Toronto, and to provide for the institution and endowment of Regius and other Professorships, Lectureships, Fellowships, Scholarships, Exhibitions, Prizes, and other rewards in the said University, and for other purposes connected with the said University, and with the College and Royal Grammar School of Upper Canada College forming an appendage thereof.

An Act for the better establishment and maintenance of Common Schools in Upper Canada.

An Act to provide for the payment of the sum of money therein mentioned, for the use and support of three additional Grammar Schools in the County of York, for the year one thousand eight hundred and forty-nine.

An Act to authorize the removal of the site of Victoria College from Cobourg to Toronto.

An Act to incorporate the Saint John's Academy, L. C.



## Editorial Notices, &c.

### THE TIME OF THE NEW SCHOOL ACT COMING INTO OPERATION.

—Every act of the Legislature comes into force as soon as it receives the Royal Assent, unless some express provision is made as to the future condition or period of its taking effect. The new School Act came into force the day on which it received the Royal Assent, and under its authority the Chief Superintendent and Council of Public Instruction have been appointed, the Legislative School Grant for the year has been apportioned, and all the Forms and Regulations have been adopted. All School proceedings in all the Counties and School Sections in Upper Canada must be conducted under its authority and according to its provisions.

**CORRECTION.**—The Chapter of the new School Act for Upper Canada should be 48, instead of 9, as stated in the last number of this *Journal*. The number of the Chapter was set down as 9 in the list of Bills assented to by the Governor General on the 24th of July,—some time before the close of the Session; but in classifying and arranging all the Bills which have been passed during the Session, and to which the Royal assent has been given, the chapter of the Common School Act for Upper Canada has been numbered 48.

### APPROPRIATION FOR NORMAL SCHOOL PREMISES AND BUILDINGS.

The Legislature has made the handsome appropriation of £15,000 for procuring Premises and erecting Buildings for a Provincial Normal and Model School. It is intended to procure a sufficient quantity of ground for a Botanical Garden and Agricultural Experiments—so as to furnish practical illustrations of the courses of instruction in Vegetable Physiology and Agricultural Chemistry. It is also intended to keep in view the contemplated establishment of a School of Art and Design, in the construction and accommodations of the Buildings, as well as the immediate objects of the Normal School. Accommodations will be likewise provided for the Education Office, and for a Depository of Apparatus and Books for School Libraries. This is the first appropriation which was ever made by the Canadian Legislature for the erection and permanent establishment of a *Peoples' College*, the direct object of which is to benefit the mass of the population. We indulge the hope that we are entering on a new era in the diffusion of popular education and useful knowledge in Upper Canada.

### TO CANDIDATES FOR ADMISSION TO THE NORMAL SCHOOL.

For the information of such we again insert on page 127 of this *Journal*, the Revised Terms of Admission to the Normal School. We believe that very few county authorities have formally taken advantage of the provisions contained in these Terms of Admission. Therefore, candidates, with the required certificates of character, will be received, on examination, as heretofore, by the authorities of the Normal School, at the commencement of the Session. The next Session will commence the first Monday in September and close the last week in May. Candidates must present themselves during the first week of the Session.

**NOTICE TO TRUSTEES AND LOCAL SUPERINTENDENTS.**—A sufficient number of the *July* and *August* numbers of the *Journal of Education* will be sent to each Local Superintendent in U. C., whose Post Office address is known at this Office, to furnish each Corporation of School Trustees within his jurisdiction with a copy of each.

\* \* \* Answers to numerous inquiries, addressed to the Education Office, will be found in the various Circulars contained in this number.

**ANNUAL SCHOOL REPORT FOR UPPER CANADA FOR THE YEAR 1849.**—The contents of this Report will be found on the 127th page. The friends of Common School education will read with pleasure the following resolution, which was adopted by the Legislative Assembly two days before the close of the Session:—

“Hon. Mr. Price presented the Annual Report of the Normal, Model and Common Schools in Upper Canada, for the year 1849, by the Chief Superintendent of Schools.

“On motion of Mr. Price, it was ordered, that a sufficient number of copies of the said Report be printed, to furnish a copy to each Municipal Council, Local Superintendent, and Common School Corporation in Upper Canada, exclusive of the usual number printed for the use of the Members of the House.”

**TEACHERS AND EDUCATIONAL JOURNALS.**—Among the Laws for the regulation of the Public Schools, in Alleghany, Pennsylvania, is the following,—“It shall be the duty of each Teacher to take at least, one Periodical devoted to Education.” Ought not each Teacher in Canada be a law unto himself in this respect? Does he not owe it to himself, his professional reputation, nay, to his pecuniary interest, to take an educational periodical?

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**NOTICE TO TRUSTEES AND TEACHERS.**—The following School Requisites may be obtained upon application to Mr. HODGINS, Education Office, Toronto: Any article of the School Apparatus (Small Globes, Orreries, Numeral Frames, &c.,) advertised in the June No. of this *Journal*, at the prices stated;—Reading Tablet Lessons, 1s. 4d.—Arithmetic, do. 2s. 4d.—Natural History and other Object Lessons, at various prices—National Maps and Books—Johnston's Agricultural Chemistry, 1s. 3d., &c. &c. &c.

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\* \* \* The 1st and 2nd Vols., neatly stitched, may be obtained upon application, price, 5s. each.

☞ All Communications to be addressed to Mr. HODGINS, Education Office, Toronto.