

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

JOURNAL OF EDUCATION

FOR

Upper Canada.

VOL. II.

TORONTO, AUGUST, 1849.

No. 8.

Annual Report OF NORMAL, MODEL, AND COMMON SCHOOLS, IN UPPER CANADA, FOR THE YEAR 1847. WITH AN APPENDIX.

BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY, 1849.

PREFATORY LETTER TO THE PROVINCIAL SECRETARY.

EDUCATION OFFICE,

TORONTO, 14th September, 1848.

Sir,—I have the honour to transmit herewith my Annual Report of the Normal, Model, and Common Schools in Upper Canada for the year 1847, which the law requires me to make to His Excellency the Governor General. The statistics of this Report are limited to the year 1847; the exposition of School operations is brought down to the time of preparing the Report.

Though I have confined myself within narrower limits than are usually occupied by similar reports in other countries, yet the newness of the system in this country has induced me to extend my remarks on some points to a greater length than I should have thought necessary under other circumstances.

The late reception of several of the local School Reports, the great variety of Statistics which they contained, and the necessity of going over every figure of every one of them in this office, have put it out of my power to transmit this report by the 1st of August.

I submit this Report, not as a controversial discussion of any questions of Common School Polity, but as a simple statement and practical exposition of the operations of the Common School Law of Upper Canada during the last Civil and Scholastic Year.

In some instances, I have instituted comparisons between the state of Common Schools, and the doings of the people in the State of New-York, and in Upper Canada; and the comparisons will be found, in some points, unexpectedly favourable to our own country.

It will be seen that more than four-fifths of the Statistics contained in this report are entirely new in this Province; and I think they furnish abundant proof, that it only requires a judicious and energetic course of proceeding for a few years, to place the Common Schools and facilities for the diffusion of useful knowledge in Upper Canada, upon a level with those of any other country, whether European or American.

I have the honour to be,

Sir,

Your most obedient servant,

(Signed,)

E. RYERSON.

The Honourable

R. B. SULLIVAN,

Secretary of the Province,
Montreal.

PART I.*

To His Excellency the Right Honorable JAMES, EARL OF ELGIN
AND KINCARDINE, Governor General of Canada, &c., &c., &c.

MAY IT PLEASE YOUR EXCELLENCY,

It now becomes my duty to submit, for the information of Your Excellency, and the Legislature, a Report of the first year's operations of the Common School Act, for Upper Canada, 9th Victoria, chapter 20. I shall do so under the following heads:—

- I. School Sections and Schools.
- II. School Moneys.
- III. Teachers and their Salaries.
- IV. Number of Pupils attending the Schools.
- V. Time of keeping open the Schools.
- VI. Classification of Pupils, and subjects taught in the Schools.
- VII. Books used in the Schools.
- VIII. Methods of Teaching.
- IX. Character of the Schools.
- X. School Houses.
- XI. School Visits.
- XII. Quarterly School Examinations.
- XIII. Grammar and Private Schools.
- XIV. District Model Schools.
- XV. School Requisites and Libraries.
- XVI. Provincial Normal School.
- XVII. General Results.
- XVIII. Miscellaneous Remarks.

I annex hereto, a Statistical Report, containing several Tables, prepared with a good deal of labour and care, comprising abstracts of the Reports of Trustees, and District Superintendents. Though I prepared blank forms, and ruled paper for these Reports, and transmitted them to each Superintendent, and for every School Section in Upper Canada; yet, as they were in a form entirely new, and contained many items never before embraced in School Reports in this country, (though much less minute and comprehensive than the local Common School Reports in the State of New-York), and as several of the provisions of the School Act itself were new, the returns are stated by District Superintendents to be defective in several respects, though more full and accurate than those of the preceding year. The first year's operations of any law are conducted to disadvantage; and this is peculiarly the case with a Common School Law, which is not administered, as other laws, by learned Judges, and specially sworn, and carefully instructed juries, but by the people themselves in their several Municipalities and Sections. Popular provisions of a law suppose the existence of popular information as to the nature and objects of such provisions; but if that information be wanting, the more popular the provisions of a law are, the more efficient will it be in its operations—for no law is self-operative, or operative in the hands of ignorance or misapprehension. I believe this was the most serious obstacle to the success of the School Act of 1843, except in the best informed

*For complete Table of Contents to this Report, including Statistics, Appendix, &c., see Journal of Education, Vol. 1, pp. 277-279.

Districts in Upper Canada, there not being sufficient educational intelligence in many townships, and some Districts, to work out the principles upon which it was constructed. The operation of the same cause will account for the difference in the working of the present School Act in different Districts. It is, however, gratifying to remark, that under all these disadvantages, the Local Reports evince progress in school attendance, and in Teachers' salaries, and a desire for educational improvement in every District in Upper Canada.

With these explanatory remarks, I proceed, in order, to the several subjects of this Report.

I. SCHOOL SECTIONS AND SCHOOLS.

1. *Number of School Sections.*—School Sections are the smallest Municipal School Divisions provided for by law—each consisting of such a section of the country, as is considered suitable for a school. In each section, three persons are elected Trustees, by the householders, and constitute a corporation for the management of the Common School affairs of such section. One of the members of the corporation retires from office each year—so that each Trustee is elected for three years.

From the accompanying General Abstract A, it will be seen that there were in 1847, 3054 school sections in Upper Canada, being 40 less than the number reported in 1845. The number of schools reported is 2,727, being 327 sections without schools, or from which no reports have been received. The accompanying Abstract A, will show in what Districts these vacant or unreported sections occur, and in what Districts the number of schools corresponds with the number of sections formed; and Table A will show the Townships of these vacant sections.

2. *Evil of small School Sections.*—The decrease in the number of school sections and schools, in connection with an increase in the number of pupils attending the schools, augurs favourably for the progress of elementary instruction. The dividing of a District or Township into small school sections, is an insuperable obstacle to the establishment and maintenance of efficient schools. This evil has been deeply felt in the neighbouring State of New-York, the School Superintendent of which, in his Report of 1844, remarks: "Small and consequently inefficient districts have, heretofore for a long period, been the source of many formidable evils. Miserable school-houses, poor and cheap teachers, interrupted and temporary instruction, and heavy rate-bills, are among the permanent calamities incident to small school districts. The ordinary pretext for the division, and sub-division of districts, is the greater proximity afforded to a portion of the inhabitants, to the school-house. To this single fancied benefit, considerations of much greater importance are often sacrificed. The idea seems to be entertained by many, that it is a great hardship for children to travel a mile, or even half a mile, to school; and that those individuals are the most favoured, who find the school-house nearest their houses. It is true, there are a few stormy days in a year, when the nearness of the school-house may be deemed a convenience. But all children of school age, in order to maintain health, and secure the due development of their physical functions, exercise daily, to a much greater extent than is produced by one, or even two miles travel. The most aged and experienced teachers will testify that, as a general rule, those children who live farthest from the school-house, are the most punctual in their daily attendance, and make the greatest progress in their studies."

3. *Means employed to remedy this evil.*—Impressed with the importance of this subject, I called the attention of District Councils to it, in a Circular dated the 1st October, 1846, pointing out the evils arising from the establishment of small school sections, and the advantages of enlarging them. I am happy to find that several District Councils have acted upon my suggestions; though in some of the District Superintendents' reports the evil of the small school sections is represented as still existing, to the injury of the schools in several Townships. But in January last, I brought the subject again under the notice of the District Councils,* and I hope that an improvement in this respect will be witnessed from year to year.

4. *The evils of improper modes of forming and altering School*

Sections.—Formerly the Townships were divided into school sections by Township Superintendents. This most important duty now devolves upon the District Councils; and the change has, I think, contributed much to the interests of the schools and the lessening of disputes. There are, however, some instances of Municipal Councils exercising their power in this respect in so inconsiderate a manner, as to occasion much dissatisfaction and embarrassment. In a Memorial addressed to the Legislative Assembly in February last, by the Western District Council, the Council speaks of the "spite, hatred, and malice between neighbours and friends," occasioned by the present School Act, and says: "So numerous are the petitions on that subject, that more than half the time of the Council is taken up in endeavouring to settle the differences, but unfortunately without any beneficial result." Now, in examining the printed report of the committee, to whom all these petitions were referred, I find that of the 29 petitions presented to the Council, one prayed for the establishment of a female school in one of the sections, (which was granted) one prayed for a local school tax in a section—which was referred, by the Council to the petitioning Trustees; two related the formation of new school sections, and the remaining 25 petitions related to the disputes as to the boundaries of school sections, and the non-payment of school moneys, which had been paid into the hands of Township Superintendents. Thus not one of these disputes could have arisen out of the School Act; but they must have all been caused by an improper division of the school sections, either by the Township Superintendents under the late Act, or by the Council under the present statute. In this District, where, the Council says, "we well know that a very large number of the Trustees can neither read nor write, and therefore, it must be obvious that the greater part of the requirements of the present law remain undone," it cannot be supposed that the Councillors are yet very expert in school matters, but in other Districts where the Trustees can read and write, and where the Councillors are correspondingly intelligent and discreet in their school proceedings, no disputes or inconvenience have, as far as I am aware, occurred on these subjects. I trust that the less advanced Districts will soon be in a position to imitate and emulate their more instructed neighbours.

In the District of Dalhousie, still greater dissatisfaction and confusion were created by the mode of proceeding adopted by the Council. Before the passing of the present School Act, the Council of the District had never imposed a school assessment! An amount equal to that of the Legislative Grant apportioned to the District, was reported to have been raised by *voluntary contribution*; but this included the Trustees' rate-bills. The introduction of a District assessment, in connection with the new School Act, would naturally excite some dissatisfaction, (as it had done in the first instance under former Acts in several Districts,) and especially in a District bordering on Counties in Lower Canada, where the school assessment had been resisted. But in connection with the necessary and proper introduction of the school assessment, the Council made a new division of the school sections throughout the District—a division which was to take effect in the course of the then current year. The effect of this proceeding may be inferred from the following By-law, which was passed by the Council itself, at the ensuing session, held early in the autumn of 1847:—

"In accordance with a resolution passed this session, No.—, Be it enacted, That whereas the School Section divisions for this District made by this Council at the last session are, in many instances, discordant to the convenience and wishes of the inhabitants, and that to correct them satisfactorily this present session is impracticable, the District Superintendent is empowered and required to make an appropriation of the School Fund, thus: He shall distribute it share and share alike, among qualified teachers, without reference to the number of scholars under their tuition, but in proportion to the time such teachers may have been teaching, to the exclusion, however, of any who may have been less than a month so employed. Every teacher's return shall be verified by the Trustees, and approved by the District Councillors, representing the Township in which he shall reside; and this Council do, and will justify the said Superintendent, in and against every suit at law, or in equity, that may be instituted against him, for acting in conformity to this By-law."

This By-law thus contemplated the abolition of the provision of the Legislative Statute requiring the school grant to be distributed

* See *Journal of Education* for U. C., Vol. I, pp. 4-16.

to the several sections, according to the school population of such Sections respectively; it made no distinction between the able male teacher who taught sixty scholars, and the young woman who taught twenty; it had no regard to engagements which may have been made by Trustees according to law; it required of teachers conditions which the law had not enjoined, and proposed to deprive many of them of advantages which the law had conferred. Besides, the boundaries of the school sections having been changed in the course of the year, the school population returns from the several sections the preceding year would not answer as the basis of distributing the Legislative Grant to them for the current year. The District Superintendent was, therefore, compelled to address a circular requiring each set of Trustees to make a return to him of the number of children of school age in their school section, according to its *new boundaries*. When I visited and held a Public school Meeting in this District the latter part of last October, all these returns had not been received, and not a farthing of the school grant for the year (payable in August) had yet been paid to the poor teachers! Of course, I pointed out the illegality and injustice of the By-law above quoted; and it was not acted upon. At the session of the Council held the commencement of the present year, a resolution was adopted, praying the Governor-General to dissolve the Council, that the sense of the inhabitants of the Dalhousie District might be taken on the School Law! Whereas the law had not been fairly in operation in that District—the Council not having proceeded according to its letter or spirit. It is doubtless probable that many of the inhabitants have not distinguished between the provisions of the law, and the proceedings of their own Council—attributing to the former what has been occasioned by the latter.

Inconvenience has been experienced in some instances, besides those which have occurred in the Western and Dalhousie Districts, by alterations in the boundaries of school sections after the estimates and engagements had been made by the Trustees for the year, and appeals have been made to me on the subject by parties interested. In January last I drew the attention of the Councils to the evils of altering school sections in the middle of the school year, and suggested the propriety of all such alterations taking effect only at the commencement of the year.* Several of the Councils have adopted By-laws or resolutions to that effect; and I think little difficulty or dissatisfaction will in future be occasioned by an inconvenient time of altering school sections. Indeed, from what I have been informed, I believe District Councillors, as well as Trustees, are becoming generally and deeply impressed with the disadvantage of *small* school sections, or of frequent changes in their limit, except in cases of extreme necessity, or with a view to their enlargement. When these primary Municipal School divisions of each District are once judiciously and permanently established, a most important step will have been taken towards the establishment of good schools throughout Upper Canada.

5. *Discretionary powers of Councils as to modes of proceeding.*—In one or two instances doubts have been expressed by the Councils as to the extent of their discretion in the manner of exercising their power in dividing and altering school sections—as to whether they could exercise this power only during their sitting by formal votes, or by the appointment of committees for particular Townships or sections, subject to the approval of the Council. I have expressed my own opinion and advice in favour of this latter construction of the Act—that the provision was general and indefinite, leaving each Council to its own discretion, according to circumstances, as to the mode of exercising the general powers with which it has been invested by the Act; and I have suggested the propriety of each Council laying down some general rules as to the average extent of school sections, and then appointing a committee for each Township composed perhaps of the Councillors and District Superintendent, with a view of adjusting, as far as practicable, all the school sections of such Township according to the general rules adopted by the Council, and thus lay the foundation for future uniform and permanent operations. I do not think that any amendment of the School Act on this point is necessary; I believe that all that is required is experience, care, and discretion on the part of Municipal Councils. In a comparatively new department of

Municipal Government, it is not to be supposed that the most intelligent and patriotic men will, at all times, act to the best advantage; but experience and increased interest on the part of Councillors in the great work of educating the people, will, I think, be a better corrector of any imperfections and evils in this department of the school system, than the frequent changes in the law.

II. SCHOOL MONIES.

1. *Amounts raised by Local Assessments and Rate-bills.*—The amount of money voluntarily raised by the inhabitants of the several Districts, whether by Council assessment or Trustees' Rate-bill, and the number of pupils attending the schools, are the true tests of the feelings of the country in regard to the school system, and of the progress of elementary education. In both respects I am happy to say that the year 1847 is in advance of the preceding year, though 1847 was a year of great commercial and financial depression throughout the Province. The accompanying Statistical Table A, presents a view of what has been obtained from all sources for the salaries of Common School teachers, not only in the several Districts, but in the various Townships of Upper Canada, and the General Abstract A, exhibits the results in each District. The total amount of Council assessment for 1847 was £22,955 2s. 8d.; the total amount of Council assessment for 1846 was £21,871 16s. 6d. The total amount collected by Trustees' Rate-bills in 1847 was £30,543 10s. 5½.; total amount collected by Trustees' Rate-bills for 1846 was £29,385 12s. 4d. The total amount of Local Council assessment and Trustees' Rate-bills for 1847 (exclusive of the Legislative Grant of £21,000) was £53,498 13s. 1½, just two hundred and fifty per cent. more than was raised by assessment and Rate-bill in 1842. From the General Abstract A, it will be seen that there were balances of school moneys of former years in the hands of District Superintendents at the commencement of 1847, amounting to £5,915 14s. 6d.; that the amount of these balances, January, 1848, was £5,614 19s. 0d. The total amount of money reported, derived from all sources, and expended for the payment of salaries of Common School teachers for 1847, was £77,599 11s. 4½.; the total amount of the preceding year reported, was £72,109 8s. 6½d. This includes the single item of teachers' salaries, irrespective of the moneys expended for the erection, repairs, furnishing, and warming of school-houses, &c., &c.

2. *Comparison with the State of New-York.*—The whole population of the State of New-York is upwards of three millions: the whole population of Upper Canada may be set down at one-fifth of that of the State of New-York. Now the amount of money raised by County assessment in the State of New-York in 1847 was \$275,000.00; while the amount raised in Upper Canada in the same way was \$91,820.60,—one-third the amount raised in the State of New-York, in the same way and for the same purpose.

Again the amount paid in Rate-bills for teachers' salaries in the State of New-York for 1847 was \$462,840.00; the amount paid in Rate-bills in Upper Canada for the same purpose, was \$122,174.00—more than one-fourth that of the State of New-York.

Furthermore, the amount arising from the State School Fund and Legislative appropriation in the New-York State for 1847 was \$275,000.00; the amount of Legislative grant in Upper Canada for the same purpose was \$34,000.00,—nearly one-third the amount granted in the neighbouring State, with a population more than five times that of Upper Canada.

The school system of Upper Canada has been in existence but seven years; that of the State of New-York has been in operation five times seven years.

These facts are an appropriate reply to the attacks which have been made upon our present school system, and they cannot fail to be grateful to the feelings of every friend of general education in Upper Canada.

There is, however, one point of comparison in the Common School Expenditures of the two countries, which must cause the deepest pain to every patriotic Canadian. In the State of New York, in 1847, the State appropriated \$55,000.00 and the people raised, by local assessment, \$38,000.00 for Common School Libraries; while not a farthing has yet been appropriated by our Legislature for the same object in Upper Canada; I hope before the beginning of another year, we shall have reason to congratulate our country in this respect also, in comparison with that of our American neighbours.

* See *Journal of Education* for U. C., Vol. I, page 6.

III. TEACHERS AND THEIR SALARIES.

1. *Whole number of Teachers employed.*—From the accompanying Abstract C, it appears that the total number of *qualified* teachers employed in the schools in 1847, was 2,812; that the number of teachers employed in the schools, without certificates of qualification, during some part of the year, was 216; that the total number of teachers employed, in 2,727 schools reported, was 3,028 shewing that there were 304 more teachers employed than there were schools, and therefore, that there must have been changes of teachers in many of the schools in the course of the year—one of the most serious impediments to the progress of the schools. In several of the Districts this evil is strongly complained of, while the Abstract C will show in which of the Districts this evil exists to the greatest extent, the Table C will show in what Townships of each District, there is the most changing of teachers. It appears, however, upon the whole, that this evil exists to a much greater extent in the neighbouring State of New York, than in this country. In the State Superintendent's Report for 1847, I find that the number of teachers employed in the course of the year, in 10,859, schools reported, was 18,785—that is about *eighty per cent.* more teachers than schools. Schools in which more than one teacher is employed at the same time, are not taken into the account.

2. *Comparative number of Male and Female Teachers employed.*—It also appears from the General Abstract C, that of the 3,028 teachers employed, in 1847, 2,256 were males, and 663 were females. The distinction between male and female teachers, was introduced for the first time, in the reports for 1847. I am not therefore, able to say whether the number of female teachers is increasing or not; I am inclined to believe it is. In the State of New-York, it is singular to remark, that the number of female teachers employed in that State in 1847, was 15,821, while the number of male teachers, was only 2,965. It appears from Abstract C, that in the Huron, Bathurst, Simcoe, and Wellington Districts there is the smallest, and in the Niagara, Midland, Newcastle, Brock, and Johnstown Districts, there is the greatest number of female teachers employed. The annexed Table C will show the comparative number of male and female teachers employed in every Township in Upper Canada.

3. *Certificates of qualification.*—The annexed Abstract C. shows that of the 2,812 legally qualified teachers employed in 1847, 1,687 of them received certificates of qualification during the year, 1,284 certificates having been given by District Superintendents, and 403 by School Visitors. It will be seen that in several Districts, no certificates are reported to have been given by School Visitors. Indeed, I have been informed, that two Municipal Councils have formally recommended the Visitors not to give certificates in their Districts, but leave it entirely to the District Superintendents; that an uniform and proper standard of qualification might be maintained in respect to teachers throughout such Districts.

In the *Forms and Regulations*, ch. 2, Sec. 5, prepared for the Better Organization and Government of Common Schools in Upper Canada, I have specified the lowest general standard of qualifications for teachers; but I have reason to believe that a much lower standard than that has been acted upon, by School Visitors in many instances. The authorizing of certificates by School Visitors was recommended, not as a permanent measure, but as a temporary regulation to effect a transition from the old Township Superintendent system, to one more uniform and efficient. It was reasonably thought that a certificate of qualification, given by two Visitors, consisting of the Clergy, Magistrates, or District Councillors, for only one school, and for only one year, would be at least as good, (if not better) security against the employment of unsuitable teachers, as the issuing of certificates for a whole Township, by a Township Superintendent; and that opinion has been justified by the result—for no one will doubt that there are fewer unqualified and immoral teachers employed now, than there were before the passing of the present School Act; besides, when it is considered that a District Superintendent is not merely an examiner, but sustains to teachers several other relations, out of which personal differences have arisen, and may arise again, teachers and candidates for teaching could hardly feel comfortable, in all cases, to have their standing and privileges as teachers, depending upon the pleasure of one man. Yet, I am far from being unsatisfied with the present system of giving certificates, but trust

we shall soon be prepared to supersede it by a better. If each District Council were to appoint a Board of Examiners, the Superintendent being *ex-officio*, Chairman, to meet one or two days, twice or four times a year, at publicly appointed times and places, for the examination of candidates for school teaching, then but eight days of a District Superintendent's time would be occupied during the year in such examinations—then all the teachers could be examined before a proper Board, according to a published programme, (prepared by the Superintendent of Schools, under the sanction of the Governor General in Council,) and in the practice as well as in the subjects of teaching, and be classified according to their attainments and qualifications. The influence of such public and periodical examinations would be salutary upon the minds and pursuits of all teachers, would secure to the most able, that distinction which they merit, would give uniformity and elevation to the standard of school teaching, in each District, and throughout the Province. The very small number of certificates given by the School Visitors shows that it might be easily superseded, with but little personal inconvenience, and to the great advantage of the school system.

I believe, as a general rule, the District Superintendents have exercised the important power of giving and cancelling Certificates of Qualification with great judgment and fidelity. In one District, where intemperance heretofore prevailed to a considerable extent, even among school teachers, the Superintendent gave notice that he would not give Certificates of Qualification to any but strictly sober candidates, and that at the end of six months, he would cancel the certificates of all teachers who suffered themselves at any time to become intoxicated. The result was, that a majority of the hitherto intemperate teachers became temperate men, the incorrigible were dismissed, and the District is blessed with perfectly sober school teachers. I know of two other Districts in which the Superintendents have acted thoroughly upon the same principle, with the same happy results; and I believe there is reason for congratulation generally, in the proceedings of District Superintendents on this subject. In a note in reference to it in the printed "*Forms and Regulations*," I remarked that "no *intemperate* or *profane* person should be intrusted with the instruction of youth." I believe this is the import and spirit of the 13th section of the School Act, clause 5, which requires District Superintendents "to examine all persons offering themselves as candidates for teaching in Common Schools, with respect to their *moral character*, learning and ability," and I humbly trust the Governor General in Council will authorize instructions to secure all the School Sections in Upper Canada, without exception, the inestimable blessings of truly temperate and *moral* school Teachers.

4. *Salaries.*—There has been a small increase in the average salaries of Teachers, in 1847, over any preceding year. The average salaries actually received by Teachers, including male and female, in and for the time during which the schools were kept open in 1845, was £23 2s.; in 1846, £26 4s.; in 1847, £28 10s. Had the schools been kept open the whole of each of these years, the salaries of the Teachers would have been at the same rate, for 1845, £33 10s.; for 1846, £36 15s.; and for 1847, £37. I believe these sums are, for the most part, exclusive of board; the amount of which is not stated in the returns. In the local reports, the actual salaries paid *male* and *female* Teachers, are not distinguished. The Superintendent of Common Schools for the State of New-York, in his Report for 1847, states that "the average *monthly* compensation for the whole year, in 1845, for the *male* teachers, was \$13.81; in 1846, \$15.42; and in 1847, \$15.95; and for *females* in 1845, \$3.50; in 1846, \$6.69; and in 1847, \$3.99: exhibiting a small but annual increase of wages paid to Teachers. The number of Teachers under 18 years of age, found employed in both visitations,* was 2,322, of whom 1,969 were females, and there were 1,913 over thirty years old, of whom 1,434 were males. The residue of the number were between eighteen and thirty years of age.

It thus appears, that the compensation of Teachers in the neighbouring State of New-York is much better than it is in Upper

* In the State of New-York, a summer and winter visitation of the Schools, and a Report of each, is required by law; also, a three-fold distinction in the ages of Teachers, and the period during which they have been teaching.

Canada. But it is also to be remarked, that only *one-fifth* of the Teachers employed there are males, while *four-fifths* of the Teachers employed in Upper Canada are males. As so small a number of male Teachers are employed in the State of New-York, it may be assumed that those who are employed, are, as a whole, first class teachers; and I do not think their average compensation is better than that of first class Teachers in Upper Canada. The Statistical table A, shows the amount of Teachers' salaries in every Township, and the General Abstract A, shows the gross amount and average of salaries paid to Teachers, in each District.

This small compensation of Teachers is the great source of inefficiency in the Common Schools. Persons of good abilities and attainments, will not teach for little or nothing, as long as they can obtain a more ample remuneration in other pursuits. People cannot obtain good teachers any more than good lawyers or physicians, without paying for their services. The intelligence of any School Section or corporation of Trustees, may be tested by the amount of salary they are disposed to give a good Teacher.— Where there is little intelligence, and consequently little appreciation of education in any District, Township, or School Section, there will be objections against school *assessments*, school *rate-bills*, and a corresponding demand for the *cheapest teachers*, and for the *unconditional* allowance of the Legislative School Grant. It is from such sections of the Province, that the two or three objections have been made to the provisions of the law, requiring a District assessment to an amount equal to that of the Legislative School Grant, as a condition of receiving it: a condition required in every State of the American Republic, as well as in Canada, and without the impulse of which, Government would leave education to retrograde, instead of promoting and witnessing its general diffusion. In order to remedy the evil of so small and inefficient salaries to teachers, some persons have recommended that a minimum sum should be fixed by law, as the salary of a teacher, per quarter, or per year. But a sum which might be sufficient for the salary of a teacher, in one part of a District, would be too small for a teacher's remuneration and support, in another part, and such an enactment would, I think, be an improper and injurious infringement upon heretofore acknowledged local and individual rights, and would injure, rather than benefit, school teachers. As a partial and unexceptionable remedy for this evil, at least in reference to legislative enactment, is that which I submitted to the Government, in March, 1846, (see *Journal of Education* for Upper Canada, Vol. I, No. 2, pp. 41, 42.) It was to require each school Section to raise a sum equal to that of the School Fund apportioned to it, in order to be entitled to such portion of the School Fund. This recommendation was based upon what I found to be the actual results in all school Sections where there were good schools. The recommendation proposed the *extension* of the same condition to individual school Sections, in order to their participating in the District School Fund, which has, from the beginning, been required of *Districts*, in order to their participating in the Provincial School Grant. Had this recommendation been entertained, instead of being rejected by a majority of the late House of Assembly, and had also an accompanying and corresponding recommendation been adopted, namely, to authorize Trustees to raise their moiety of the School Fund by a rate-bill upon their constituents, according to property, and not merely upon parents sending children to the school, I have been assured by experienced men in different Districts, that the salaries of teachers would have been better than they are; the attendance of pupils much larger, and the schools correspondingly more efficient.

But, in connection with the enlargement of the powers of Trustees alone, (not proposing any new condition), I anticipate much improvement in the salaries of teachers, as well as in the usefulness of common schools, from the more elevated standard of school teaching, which is being created by the Normal School and Educational publications. When the people have illustrations and examples of what *good teaching* is, they will soon desire it, and be satisfied that it is the *cheapest* teaching, even at double the price of *poor* teaching. It cannot be supposed that *good salaries* will be paid to *poor teachers*, whatever *such* teachers may wish or claim; nor is it desirable that *such* teachers should be employed at all. It is, however, encouraging to observe, that the number of efficient teachers is greatly increasing in the several Districts, and that the

demand for such teachers is increasing beyond all precedent. The character of the profession, and its remuneration, will advance in a corresponding ratio; and good teachers and good salaries will become inseparable in the estimation and practice of the country, as it advances in knowledge, and in the true principles of social economy.

IV. NUMBER OF CHILDREN OF SCHOOL AGE, AND PUPILS ATTENDING THE SCHOOLS.

The appended Statistical Table B presents a view of the number of children of school age, the number attending the schools, whether boys or girls, their comparative and average attendance, in both winter and summer, and the several studies which they are pursuing. These statistics extend to each *Township* in Upper Canada, while the General Abstract B furnishes a Tabular and comparative view of the same statistics in the various *Districts*. This being the first attempt to procure school statistics so varied in details and comprehensive in their character, they cannot be considered complete. The local Superintendents represent them as being very imperfect; but imperfect as they are, and therefore below the truth, they furnish facts of a gratifying nature, and evince the vast importance of the common schools, and the duty of every statesman and patriot, to do all in his power to promote their efficiency.

It appears that the whole number of pupils attending the Common Schools in 1847, was 124,829, being an increase of 14,827 over the number reported for 1845, and of 22,917 over the number reported for 1846. Of the 124,829 pupils in the schools, 65,575 were boys, and 55,254 were girls. It also appears, that the attendance of boys, as compared with that of girls, during the winter, was as 20 to 13, and during the summer, as 17 to 14. It is obvious that there is a much larger attendance of boys than girls at the common schools. It will furthermore be seen, that the average number of pupils per school, in the summer, was 31, and in the winter, 33; that the *total average* attendance of pupils, during the winter, was 89,991, and during the summer, 84,537. The Table and Abstract B exhibit very considerable variations in all these particulars, and therefore different degrees of advancement in the Common Schools, in the several Townships and Districts of Upper Canada.

It is a singular fact, that while the *average* attendance of pupils in the State of New-York, as compared with the whole number on the rolls, was as *four to ten*; the average attendance of pupils in Upper Canada, as compared with the whole number of pupils on the rolls, was as *seven to ten*. But on the other hand, the aggregate attendance of pupils at the Common Schools in the State of New-York was larger than the whole number of children between the ages of five and sixteen years; while in Upper Canada the whole number of children between those ages returned, was 230,975, of whom only 124,829 were reported in attendance at the Common Schools, thus showing in the strongest light, how much remains to be done, in order to secure to every Canadian youth, the priceless endowments of a good education.

The question naturally arises, why is it that the attendance of children at the schools, is so much less in Upper Canada, than in the State of New-York, in proportion to the number of children of school age, when, as has been shown in the former part of this Report, the inhabitants of Upper Canada pay more in proportion to their number, for the support of Common Schools, than the inhabitants of the State of New York? I think the *chief* reasons are: 1. The conviction of the absolute necessity of education, though strong, is not so *universal* in this country, as it is in the State of New York. *There* no man thinks of bringing up his children without education, any more than he thinks of bringing them up for the slave market of the Southern States; *here*, thousands of parents look upon sending their children to school as a loss, and the payments of the school assessment as an oppression. They desire untutored ignorance, and free barbarism. 2. *There*, female teachers are employed to a much greater extent than here, and therefore school-rate inducements to parents to keep their children from school, are less there than *here*. 3. *Free* schools exist to a much greater extent there than here, that is, schools supported by rate-bills upon *property*, and to which all children of school age have *free* access. It has been demonstrated in the course of the current year, in both our towns and country places, that whenever the Free school System has been established though in its

infancy, the attendance of the pupils has been increased, from fifty to one hundred and twenty per cent.*

V. TIME OF KEEPING OPEN THE SCHOOLS BY QUALIFIED TEACHERS.

The present law requires a school to be kept open six months of the year, by a "qualified" teacher, as a condition of being entitled to aid from the School Fund. No inconvenience has arisen from this provision of the School Act; on the contrary, I have been assured by Local Superintendents of its salutary influence. The few cases of poverty and inability which have occurred in each District has been beneficially met by the application of another provision of the Law. In every District there are examples of school sections having no schools, and consequently the money apportioned to them remains in the hands of the District Superintendents. By the 9th clause of the 13th section of the School Act, it is provided that the District Superintendent shall "retain in his hands, subject to the order of the Superintendent of Schools, all monies which may have been apportioned to his District for the year, and which have not been called for or expended, according to the provisions of this Act"; accordingly, during my official tour last autumn, and in official correspondence, I have recommended the Superintendent in each District, in the disposal of those balances, to consider, in the first place, the cases of poor and feeble school sections; such as deserved special aid, both from their meritorious exertions and poverty. I have found this mode of proceeding most beneficial and satisfactory. It enables us to meet cases which are exceptions to the general rule, assists the District Superintendent in encouraging noble efforts, in circumstances of necessity or misfortune, and at the same time strengthens his hands in enforcing the conditions of the law on negligent sections, which are able to comply with them.

The annexed Table and Abstract B, show the time during which the schools have been kept open by the qualified teachers, in every Township and District in Upper Canada. From these returns it will be seen that the average time of keeping open the Common Schools in Upper Canada during the year 1847, was *eight months and one-third of a month*. In the School Report for the State of New York, for 1847, the Superintendent, referring to the average period, during which the schools were kept open, says, "The average number of months for the whole State appears to be *eight*."

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

This is an entirely new department of information, in respect to our Common Schools. The school returns have heretofore been confined to the number of pupils, the time of keeping open the schools, and the moneys raised for the salaries of teachers. Information extending no further, appeared exceedingly vague and unsatisfactory. It appeared to me quite as important to know the studies and attainments of pupils as to know their numbers. I therefore prepared and furnished blank forms of Reports for that purpose. I cannot suppose that these forms, for the first time, have in all cases been filled up with entire accuracy, much less, with completeness. I divided the reading classes into five, corresponding to the five Reading books of the National series, intimating, at the same time, that in schools where the national Readers are not used, the least advanced reading class of pupils should be returned in column No. 1, and the next best advanced reading class in column No. 2, &c. &c. The annexed Table B exhibits the number of pupils in the several studies pursued in the Common Schools, in all the Townships of Upper Canada; and Abstract B presents a view of their totals in each District. These statistics afforded a clear but painful proof of the very elementary character of the Common Schools, and the absolute necessity of employing every possible means of elevating it. It will be seen from these tables that there were in Upper Canada, in 1847, in the first or lowest Reading class of the Common Schools, 19,525 pupils; in the second, 20,179; in the third, 21,428; in the fourth, 16,846; in the fifth or highest reading class, 8,126; that in the first four rules of *Arithmetic*, there were 18,741 pupils; in the compound

Rules and Reduction, 12,527; in Proportion, and the more advanced Rules, 10,418; that in *English Grammar*, there were 13,743 pupils; in *Geography*, 10,563; in *History*, 3,841; in *Writing*, 45,467; in *Book-keeping*, 2,116; in *Mensuration*, 615; in *Algebra*, 336; in other studies not enumerated above, 1,773. The 1,773 reported as pursuing "other studies," seem to have been pursuing "higher studies," for under this head in Abstract C. will be found 41 Common Schools in which Latin and Greek were taught; 60 in which French was taught, and 77 in which the elements of Natural Philosophy were taught. The number of pupils in these studies respectively, is not reported.

It thus appears, that of the 124,829 pupils reported to be attending the schools, only 41,686, or *one-third* of them are studying arithmetic at all; only 45,467, or a little more than *one-third* of them, are writing at all; less than *one in ten* in English grammar; not *one in twelve* in Geography; but *one in thirty-two* in history; and only *one in forty-nine* in book-keeping!

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

On turning to the Report of the School Superintendent of the State of New York for 1847, I find at the winter visitation of 7,085 schools, there were on the books or registers, the names of 336,417 pupils, of whom there were learning the alphabet 15,459, to spell 33,789, to read 287,169, arithmetic 172,606, or more than *one-half* of the whole number of pupils on the books; geography, 112,682, or little less than *one-third* of the whole number of pupils; history, 16,197, or *one in twenty*; English grammar, 62,508, a little more than *one in five*; in book keeping, 5,301, or *one in thirty-three*; algebra, 7,242; use of the globes, 33,749; geometry, surveying, &c., 1,511 (less in proportion than in the schools in Upper Canada); Natural Philosophy, 14,445; mental and moral philosophy, 1,822; physiology, 8,182; composition, 43,753; vocal music, 97,581, (an important and delightful fact); to write, 184,521 or more than *one-half*; chemistry and astronomy, 11,248; analysis and definition, 87,914. It is needless to observe, that with two or three exceptions, how immeasurably the comparison preponderates in favour of the Common Schools in the State of New York, in respect both to the course of studies, and the numbers pursuing the essential and higher branches of them. After comparing the progress of the schools for the years 1845, 1846, and 1847, the State Superintendent remarks, "the most gratifying aspect presented in comparing the results of the years designated, is the very large increase of pupils engaged in the more advanced or higher branches of English instruction; such as the 'use of the globes,' 'algebra,' 'geometry,' 'surveying,' &c., 'natural philosophy,' 'mental and moral philosophy,' 'physiology,' 'book-keeping,' 'chemistry, and astronomy.'" The introduction of these studies into our Common Schools has been sanctioned by the Legislative department of the Government, and is approved of by the most distinguished and experienced men of our times, engaged in promoting the cause and advancing the interests of public instruction.—The pupil who may now be seen solving a problem in geometry in one of our Common Schools, will, ere long, be found demonstrating the more difficult problems of political economy, or with a keen and animated intellect discussing the science of human government in our halls of Legislation." From what has already been done, I am satisfied the schools in Upper Canada may in four or five years, be made as efficient and potent in all respects as those of the State of New York.

VII. BOOKS USED IN THE SCHOOLS.—IMPORTANCE AND DIFFICULTIES OF THIS DEPARTMENT OF THE SCHOOL SYSTEM.

This is also another new department of school information. As the books are the tools which the teachers employ in instructing their pupils, a knowledge of their character gives an insight in several respects, into the state of the schools, aids in suggesting means for their improvement, and indicates the success of the means already employed. I have not seen a school report or school

* See *Annual Report* for 1848, p. 10; and *Journal of Education* for U.C., Vol II, pp. 88, 89, and 96.

publication from any one of the neighbouring States in which the evils of the great variety of text-books in the Common Schools has not been acknowledged and lamented. But it is only in the new States that effective means have been taken to prevent it. There the passing of general common school laws, and the selection of Text-books for the schools by governmental authority, have taken place simultaneously, the great evil of omitting the latter having been witnessed in the older States. In the New York and New England States, the school laws were passed, and the schools were established and carried on for many years, without Government apparently being aware of the importance of making some provision in reference to text-books. In the meantime compilers and publishers of all descriptions of school-books overspread the land with them. Every part of the country was visited by rival school-book venders, and every school was filled with heterogeneous text-books. In the midst of this multitudinous and constantly increasing variety of text-books, there could be no class division and no class instruction in the schools, and therefore no efficiency or success in instruction. The value of the teacher's time and the usefulness of the school were reduced more than five hundred per cent. in value. For the last fifteen years attempts have been making by the State Governments and Educationists to cure an evil which should have been prevented; but the task has proved most difficult, and has as yet been very partially accomplished.*

The Boards of Trustees for cities and incorporated towns in the State of New York, allow but one set of prescribed books to be used in the schools under their care, and with the view of correcting the evil as far as possible in the country schools, the State Superintendent has prescribed that each set of Trustees shall select a series of books for their own schools, and then shall not change them for a period of three years; and any disregard of any instructions of the State Superintendent subjects the party offending to a fine of ten dollars. In the New-England States the power of the State Executive has always been confined to seeing that every township or town of a given population should have a school or schools of a given character, but the selection of the books, as well as of the teachers in the schools, has been made by township or town committees, and all attempts to induce a surrender of these long exercised local powers to the Executive have hitherto failed.†

Those Governments have, therefore, been compelled to employ means to accomplish by *influence*, what they could not by *authority*, in remedying what is admitted to be a fundamental defect in their school system. They have, therefore, appointed Committees or Boards with secretary-lecturers, whose whole duty it is to collect and diffuse information on the best means of improving the common schools.

The magnitude of the evil of a multiplicity of text-books, and the difficulty of correcting it, may be inferred from the following extract from the Report of the Superintendent of Schools for the State of Connecticut, for 1847; judging from the Reports of the School Visitors, there has been but little progress made during the past year in reducing the number of text-books in the same school, and in schools of the same society. In a few instances, the visitors speak encouragingly of the prospect of securing uniformity hereafter, but not in a single society do the visitors report that the books recommended or prescribed by them, are the only books used in all the schools under their supervision. On the other hand, the very obvious evils of a multiplicity of books are spoken of almost unanimously, as one of the main obstacles to the improvement of the schools. To remove or diminish these evils, a number of remedies are suggested by the visitors:—

"1. The appointment, on the part of the Legislature, of a Committee or Board, whose recommendations or prescriptions shall extend over the whole State.

* Since this paragraph was written I have learned that measures are being adopted, the present month, (August, 1848), under the auspices of the State Superintendent, which are expected to result in the adoption of one (and only one) series of school-books for all the common schools in the State of New York.

† The Massachusetts Board of Education sought for power to recommend Text-books for the schools in 1838, but it did not succeed. That Board has no power to apportion school moneys or to make school regulations, or to interfere with the schools at all; its power, as the last annual report, (1847) of the Board expresses it, "is simply a power to collect and diffuse information, and to make suggestions to the Legislature."

"2. A recommendation or prescription on the part of the State Superintendent—a compliance with which shall be made the condition of drawing the school money.

"3. The similar action of a County board or committee, which should be binding through all the schools of a County.

"4. The school societies, through a committee, might be authorized to purchase all the books which are needed, and assess the expense upon the scholars who use the books.

"5. The withholding of the school money from every society and district which will not take the steps necessary to secure uniformity of text-books in the common schools within their respective limits.

"The great point to be reached is uniformity in all the schools of the same society and town, and in adjacent towns where the population is changing from one to the other, as in manufacturing districts. This uniformity it is believed cannot be reached unless the action of the committee or board who are intrusted with regulations on this subject, can extend beyond a single year. Indeed, there is reason to believe that there is at this time a greater variety of text-books used in the common schools in the State, than there was three years ago. The attempt on the part of school visitors to introduce new books without securing the removal of those already in use, has only added to the variety; and the diverse action of the same body in successive years, only makes confusion worse confounded.

"From the reports made to this department in 1846, corrected by the returns of this year, it appears that there were in use upwards of 295 different authors or text-books in the following studies, viz:—13 in Spelling; 107 in Reading; 35 in Arithmetic; 20 in Geography; 21 in History; 16 in Grammar; 7 in Natural Philosophy; 5 in Chemistry; 2 in Geometry; 3 in Mental Philosophy; 3 in Rhetoric; 5 in Book-keeping; 2 in Botany; 5 in Algebra; 1 in Natural History; 2 in Physiology; 1 in Composition; 4 in Penmanship; 2 in Moral Philosophy; 3 in Surveying; 2 in Mensuration; 2 in Declamation; 4 in Dictionaries, &c. &c."

Success of the Means Employed to Introduce an Uniform and Proper Series of Text-books into the Schools of Upper Canada.—

The Connecticut State Superintendent then recommends the plan which had been unsuccessfully recommended by the Boston Board of Education to the Legislature of Massachusetts in 1838, and which has been adopted by our Provincial Legislature in our common school system in Upper Canada, in order to introduce uniformity of Text-books into schools. Had this provision been made at the time of passing our first Common School Law in 1841, or the second Act in 1843, the difficulties of carrying it into effect would have been much less than in 1846, and the school system would have been greatly in advance of its present state; for between the year 1841 and 1846, some new school-books were compiled and published, and many others were imported, all of them together not forming a complete, much less an appropriate series of text-books. It was not, therefore, surprising that some opposition should have been manifested at the introduction of so novel and important a provision in our school system. I had shown its necessity in my *Report on a System of Public Elementary Instruction for Upper Canada*, (pp. 171, 174); and I am happy to be able to say that results have justified its adoption, silenced every whisper of opposition, and already secured the actual support of the public to an extent that could not have been anticipated at so early a period, and which is without a parallel in any State in America. It is just two years since the Board of Education for Upper Canada was established, and recommended an uniform series of Text-books for the schools. The Board employed no powers of prohibition, became neither a book-manufacturer nor a book-seller; did not interfere with private enterprises, but provided and suggested facilities for its useful and profitable exertions, and that in connexion with measures which led not only to the introduction of school-books of an improved quality, but to a reduction of nearly twenty per cent. in their prices, thus preparing the way for securing to the whole country the double boon of *good and cheap* books. The proceedings of the Board which have borne these early fruits I have detailed in my *Special Report*, (pp. 7-9), prepared June, 1847, and printed by order of the Legislative Assembly. I stated in that Report that I had procured from the National Board of Education in Dublin, the very liberal donation of twenty-five sets of their Books, Forms and Reports, to enable me to present a set to each District and City Municipal Council in Upper Canada. I have since visited the several Districts, and personally presented the books in question, at the same time explaining their character and soliciting a careful examination of them, as to both their contents

and prices, on the part of the local representatives of the people, and of every friend of Common School Education. Submitting these books to such a test, and providing such facilities for an acquaintance with them in every District of Upper Canada, has entirely removed the suspicion and silenced the absurd cry that had been raised in some quarters, that the Superintendent was endeavouring to saddle foreign and expensive school-books upon the country.—From that time to the present, I am not aware that a single newspaper in Upper Canada has uttered one word against these excellent books; they have been formally enjoined or recommended by several District Councils; the use of them in schools is rapidly increasing; whenever they are used, they are highly approved; and the question of their general use in the schools may now be considered as fully and harmoniously settled by the unanimous voice of the country. In a subsequent part of this Report, (under the head of *General Results*) I will give some extracts from local Reports on this and kindred subjects. In the meantime, I beg to refer to the appended Statistical Table C, and also to the General Abstract C, for tabular views of the principal books used in the schools in every District and Township of Upper Canada.

1. *Readers.*—The Board of Education has attached the greatest importance to the use of the National *Readers* as essential to the classification of the pupils of different ages and different degrees of advancement; and although the introduction of them into the schools is so recent, it will be seen by Abstract C, that they are used already in no less than 1,317 schools, nearly one-half of the whole number reported. The English Reader, which has long been used in the schools, has already fallen below the National Readers, being used in 1,067 schools; various Readers are used in 358 schools. I have no doubt that in three or four years the great evil of a multiplicity of *reading* books will disappear from our schools.

2. *Spelling-Books.*—The hitherto almost universal nuisance of ordinary Spelling-books appears to be diminishing in the schools, it being limited, according to Abstract C, to 721 schools. The principal books of this class used, are Mavor's, Carpenter's, Cobb's, and Davidson's. A more ingenious device for relieving the teacher from labour by imposing it needlessly and perniciously upon the pupil, can scarcely be conceived. What more obvious than that the meaning of words can be most easily and appropriately learned by children as they require to use them, or as they find them in the course of reading, where their practical application is witnessed at the same time that their meaning is acquired? What more natural than that children should learn to spell words in the way that they will necessarily employ this knowledge when acquired? In no other language than the English are the pupils doomed to the senseless columns of a spelling-book, to learn how to spell the words of their native tongue; nor are English pupils themselves condemned to this repulsive labour and injurious waste of time, in the acquisition of any foreign language, and yet are they, perhaps, more accurate in the orthography of such foreign language than in that of their own, with all the appliances of the *Spelling-book*, with the aid of some fifty rules, can most of the sentences in the English language be accurately constructed; and with the assistance of one-fourth of that number of rules, can nine-tenths of the words in our language be spelt. Why should not rules be employed in the latter, as well as in the former case? Why should not mere repetition be employed to secure accuracy in syntax as well as in orthography? Why are the chaotic columns of a spelling-book better to teach orthography than its reading lessons to teach grammar? If the same common-sense principles and rational theory employed in etymology, syntax, and prosody, be employed in teaching orthography, children will be rescued from the aversion to all learning, the loss of time and labour, and even horrors which are occasioned by the use of the common spelling-book. In the series of National Readers, provision is made for teaching how to *spell* as well as how to *read*, without the aid (or rather hindrance) of the common spelling-book, and especially in connexion with the use of Professor Sullivan's little book called "*The Spelling-Book Superseded*," in which the rules of orthography are given, as well as a list of the most difficult words in the English language, together with their pronunciations and etymology.

3. *Arithmetics.*—In regard to Arithmetics, it is not of so much importance, what arithmetic is used, so that but one is used in a

school, at least an elementary one for small scholars, and a large one for those that are most advanced, answerable to the two published by the National Board in Dublin. The *Teacher* is the true and the best arithmetic for the school, and if he cannot teach and illustrate its principles and rules without reference to any particular book, very little of the science of numbers will be learned in his school. Walkingame's Arithmetic, of which two Canadian editions have been printed, has long been used in the schools. It appears from Abstract C, that it was used in 1847, in 1162 schools; the National Elementary Arithmetic, in 615 schools; Daboll's, in 283; Grey's, in 205, and various arithmetics in 546 schools. But I think it very desirable that the examples of an arithmetic should be chiefly selected from the statistics and commerce of the country in which it may be used; its operations will thus be invested with additional interest, and divested of that Abstract character which is the most serious obstacle to the progress of a beginner.

4. *Grammars.*—There being no peculiar excellence in the National Grammar over others, the Board of Education have thought proper to recommend the use of three grammars in the schools, namely, the National, Lennie's, and Kirkham's, as might be desired by Trustees, only one of the three being used in the same school. The National Grammar is used in 220 schools; Lennie's, in 717; Kirkham's, 649; Murray's, in 321; various grammars in 116 schools.

5. *Geographies.*—Each country should have a Geography, as well as an arithmetic, of its own. Every youth should be made intimately acquainted, not only with the climate and outlines, and general productions of his own country, but with the geographical positions, the extent, the soil, the waters, the populations, the peculiarities, the towns, and commerce of its various Districts. A pupil in any school in Germany will go to the black-board, and in less than ten minutes, will draw an accurate outline of Germany, with its political divisions, its mountains, its rivers, its cities, and towns, and will then give you the commerce, the employments, the productions, and manufactures of each. His acquaintance with foreign countries is in proportion chiefly to their connection with the history and commerce of his own. In some large German schools that I have visited, not one of the pupils could tell the situation of Canada; but the panorama of Europe was familiar to them, as was every mountain, stream, and hamlet in their own country. It is thus with the youth of the neighbouring United States. Look into their geographies, or go into their schools, and you will find space and importance bestowed upon the peculiar population, towns, production, internal communications, trades, pursuits, and institutions of every State in the Union, and that with great care and minuteness. This is as it should be. But that which so well adapts nearly all geographies for the youth of their own country, unfits them for those of any other country, especially as they are generally not only almost exclusively American, but even partial and anti-foreign, particularly hostile against everything British; as if their own youth could not be well educated without being taught to hate and condemn British institutions and people. No American geography is more objectionable, in these respects, than Olney's, which has found considerable circulation in Canada, though it contains very little respecting Canada, and that little is to a great extent, false, and slanderous. Such a book should forthwith be excluded from all our schools. Of course, European geographies are designed for European, and not for American or Canadian youth. The most impartial, the best constructed, the cheapest and best adapted geography for Canada with which I have yet met, is *Morse's New Geography*, published by the HARPERS of New-York. His Geography contains upwards of three hundred well-designed wood cuts, more than fifty maps, and is retailed in this country for less than *fifty pence*. It is impartial in its statements, and is less objectionable in one or two references to England, in respect to Ireland, and the war between England and the United States, than is Steward's Geography on the same subjects. It contains the District Divisions of Canada, and devotes as much space to our country as to any one of our neighbouring States of equal population and extent. The enterprising Publishers have intimated, that if I would prepare an additional quarto page or two on the statistics, commerce, &c., of Canada, they would insert it and publish an edition of their geography expressly for Canada. I do not at present see any better means of procuring so cheap and so good a

geography for Canada. In connexion with the National Geography, the Board of Education have recommended the use of *Morse's Geography* in our schools; and it is beginning to become generally known, and will doubtless soon be generally used. It will be seen by Abstract C, that in 1847 the National Geography was used in 230 schools; Morse's, in 651; Olney's, in 344 (!); Stewart's, in 92; various in 331.

6. *Book-keeping* is taught in 523 schools. The National Elementary work on this subject is used in 296 schools, and various works in 227 schools.

7. *Mensuration* is taught in 294 schools. The excellent work of the National Board is used in 156 schools; various in 148 schools.

8. *Algebra* is taught in 144 schools. Bonnycastle's *Algebra* is used in 48 schools; and various in 96 schools.

9. *Elements of Natural Philosophy* are reported as having been taught in 77 schools, but the books used are not stated.

10. *The Bible and Testament* are reported to have been used in 1782 schools, nearly two-thirds of the Common Schools in Upper Canada. This fact is the best answer to the objection of those who have represented our Common Schools as "Godless," as excluding Christianity, instead of providing for the inculcation of its principles and precepts. The question of the Holy Scriptures and religious instruction in schools is the rock on which every attempt hitherto made in England to establish the public system of elementary education has been broken to pieces; and the means of solving this question occupied my most earnest inquiries for more than a year in various countries of Europe and some States of America. The results of those inquiries, not as embodied in theoretical discussions, but as practically developed in both Roman Catholic and Protestant countries, are stated in my *Report on a System of Public Elementary Instruction for Upper Canada*, pages 22-52. In harmony with what is there stated, I have endeavoured to develop this most important and, at the same time most difficult department of our Common School system. With this view of the sixth Section of the sixth Chapter of the *Forms and Regulations* was prepared, headed "Constitution and Government of Schools in respect to Religious Instruction;"—a section which was submitted to both the Protestant and Roman Catholic Bishops of Toronto, as well as to other clergymen, before its final adoption; and to which no candid Roman Catholic can object, and more than which no enlightened Protestant can reasonably desire. In the same spirit I addressed a Circular to Trustees, containing the following counsels and expositions of the law on this subject:

"On the all-important subject of the Constitution and Government of schools in respect to religious instruction, I beg to refer you to the *Book of Forms, Regulations, &c.*, Chapter 11, Section 6. The law carefully guards against any interference with the rights of conscience, by expressly providing that no child shall be compelled to read any religious book, or to join in any exercise of devotion to which his or her parents or guardians shall object. But by this restriction, the law assumes that which has been considered by many as above civil authority to enact—which has been enjoined by Divine authority—the provision for religious exercises and instruction in the schools. The Government does not assume the function of religious instructor; it confines itself to the more appropriate sphere of securing the facilities of religious instruction by those whose proper office it is to provide for and communicate it. The extent and manner in which this shall be introduced and maintained in each school is left with the Trustees of each school, the chosen guardians of the Christian educational interests of the youth in each school section. If Trustees employ a drunken, a profane, or an immoral teacher, they act as anti-Christian enemies, rather than as Christian guardians of the youth of a Christian country; and if the atmosphere of Christianity does not pervade the school, on the Trustees chiefly must rest the responsibility. On the fidelity with which this trust is fulfilled by Trustees, are suspended, to a great extent, the destinies of Upper Canada."

Thus without kindling the flames of religious contention on this subject, and yet maintaining inviolably the principles of Christianity as the basis of our educational system, each school municipality or section is authorized to provide, according to its own judgment, the nature and extent of the religious exercises and instruction that shall be observed and given in the school. I am not aware of a

single complaint on this subject; and the extent to which the Holy Scriptures are used in the schools indicates the character both of the people and the system. It is true that those who wish the common schools to be the hand-maid of one or more religious persuasions, or to place the common education of the youth under the exclusive control of the clergy, may not be satisfied with this system; but to those who are contented with the inculcation of the doctrines and spirit of the Ten Commandments, Apostles' Creed, Lord's Prayer, and the discretionary use of the Holy Scriptures* will, I am satisfied, regard our Common School System as established upon the proper foundation of the common Christian faith of our country, in connexion with the common religious rights of all classes of its inhabitants. It is also to be recollected that our Common Schools are not *boarding* but *day* schools; and, therefore, can have nothing to do with those parts of religious instruction which belong to the parental fireside and the Christian Sabbath. The churches and the parents' duties are not merged in those of *Common* or *Boarding Schools*. In Common School education, therefore, the instructions of the parent and of the Church are to be taken into account in connexion with those of the Common School.

VIII. METHODS OF TEACHING.

There are three distinctive methods of teaching arising out of arrangement of pupils in the schools; the *Mutual* or *individual* method, teaching pupils *one by one*; the *Simultaneous* method, teaching by *classes*; the *Monitorial* method, in which some of the more advanced pupils are employed to teach the less advanced. It is important to know which of these methods is adopted, or how far they are combined, in order to understand the character and efficiency of the schools. With this view I introduced these heads into the printed blank forms of local school reports; but from the various inquiries which have been made of me by Trustees and teachers, and from statements which I have received from some of the District Superintendents, I have reason to believe that the distinctions in respect to the methods of teaching have not in all cases been understood, and, therefore, that the entire accuracy of the reports cannot be relied on. The methods of teaching are reported in only 1415 schools. It would follow from these defective returns, as given in Table and Abstract C, that there are no *classes* in 557 schools; that *simultaneous* or *class* instruction is followed in only 609 schools; and that *monitors* are employed in 249. It will require another year to obtain full and accurate information on this subject.

CHARACTER OF THE SCHOOLS.

It will be seen by referring to the statistical part of this Report, Table, and Abstract D, that the schools are classified as follows:—1. Good or first class schools; 2. Middling or second class schools; 3. Inferior or third class schools; 4. Separate or denominational schools. There having been no standard fixed for the qualification of District Superintendents, for uniformity of judgment by them on the different branches taught and the modes of teaching them, and for the uniform classification of teachers, no very definite idea can be attached to the three-fold classification of the schools. The 41st section of the School Act provides "that the teachers who shall receive certificates of qualification under this Act shall be arranged in three classes, according to their attainments and abilities, in such a manner as shall be prescribed by the Superintendent of Schools, with the concurrence of the Board of Education and the sanction of the Governor General in Council." In the absence of a common standard of attainments on the part of District Superintendents, and of examinations and decisions by them in respect to the qualifications of teachers; this provision of the Act can be but very imperfectly carried into effect. Before submitting

* The Board of Education for the State of Massachusetts have the following remarks on this subject in their Report for 1847:—"It is not known that there is or ever has been a member of the Board of Education who would not be disposed to recommend the daily reading of the Bible, devotional exercises, and the constant inculcation of the precepts of Christian morality in all public schools, and it is due to the Secretary to remember that in his Reports and Addresses, and in whatever form he expresses his opinions, he proves himself the unshrinking advocate of moral instruction upon Christian principles. Beyond what they may thus recommend and advocate, neither the Board or the Secretary can exert any official influence upon the religious condition of the schools."

* See *Journal of Education* for U. C., Vol. 1, page 77.

a programme of the examination and classification of teachers, I have been anxious that a previous preparatory step should be taken of convening all the District Superintendents at the Provincial Normal School, for a week or two, for the purpose of consultation and the establishment of a proper and common standard of proceeding and judgment in regard to both the subjects and modes of teaching, and in respect to the whole system of common school instruction and economy. The circumstances connected with the meeting and early prorogation of the Legislature, at its last Session, prevented me from submitting this, and several kindred subjects, for the consideration of the Government. At present the classification of the schools must be considered as the opinion of each District Superintendent of their standing in regard to other schools in his District, or in respect to his own judgment of what a Common School ought to be. From the statements of several District Superintendents, I think the classification of the schools is wholly *relative*, and has not been determined by any absolute standard. It appears from the Table and Abstract referred to, that 543 are returned as first class schools; 1,106 as second class; and 803 as third class schools. It appears also that, including all the cities and towns, (except the cities of Toronto and Kingston, from which no reports have been received on the subject,) there are only forty-one *separate* or sectarian schools in Upper Canada. These, I believe, are *generally* of an inferior class. The number of them has been diminishing from year to year. The very small number of them shows that the provision of the law permitting their establishment is of very little importance either for good or evil. I believe the fewer of these separate schools the better for the interests of youth and the diffusion of general education; but it is perhaps better to leave the law as it is in respect to separate schools, than to have an agitation arising from the repeal of it.

X. SCHOOL-HOUSES.

No information has heretofore been obtained on this subject. This first attempt to ascertain the nature and extent of school-house accommodation in Upper Canada has been more successful than I had anticipated for a beginning; although it will be seen from Abstracts D and E, that no reports whatever have been received from the Cities of Toronto and Kingston, and from the Bathurst, Home, and London Districts, no returns have been made of the state of school-houses in respect to repairs, furniture, appendages, &c. Information as to the present state and character of the school-houses is the first step towards their improvement. The information which has been collected, as is shown in Tables and Abstracts D and E, relates to the kind of school-houses, their sizes, titles, furniture, appendages, &c.

1. *Kinds of School-houses.*—It appears that the total number of common school-houses in Upper Canada in 1847, was 2,572; of which 49 are brick, 84 stone, 1,028 frame, 1,399 log.

2. *Sizes of School-houses.*—In the Statistical Table and Abstract D, school-houses are arranged in no less than fourteen classes in respect to size. It is unnecessary for me to state the whole number included in each class, as given in the tables referred to; but allowing an area of at least from nine to twelve feet for each pupil (according to the height of the room,) the extent of school-house accommodation in each Township as well as District in Upper Canada can be ascertained; and that compared with the number of children of school age as given in Table and Abstract A, will show the amount and deficiency of such accommodation in every District and Township respectively.

3. *Condition of School-houses.*—699 are reported in good repair, 817 in ordinary repair, 347 in bad repair; 1,705 having only one room, 98 having more than one room; 1,125 suitably furnished with desks, seats, &c., 683 not so furnished; only 432 furnished with facilities for ventilation; 1,119 not provided with proper facilities for ventilation; only 347 provided with a suitable play-ground; 1,378 destitute of a play-ground; only 163 furnished with privies, 1,571 reported as *not* so furnished.

This is a melancholy view of the state of school-houses in Upper Canada. Having no data on this subject in reference to former years, I am not able to compare the present with the former condition of school-houses. I shall not here dwell upon the intellectual, physical, social, and moral evils arising from such a condition of school-houses. I will only remark, that of so deep importance is the subject considered in the neighbouring States, that the Superintendent of Common Schools for the State of New-York concludes

his last Annual Report on this point with the following recommendation:—

"The Superintendent respectfully submits that it is equally right and proper to require the inhabitants of a School District to provide a comfortable school-house as a condition precedent to the annual apportionment of school moneys, as it is to require that schools shall be taught by a qualified teacher."

Titles of School-houses or Premises.—The present School Act places the legal title of the Common School property of each District in the Municipal Council of such District,—the Local Trustees having the property in *trust* for the time being. As early as October, 1846, I called the attention of Municipal Councils to this provision of the statute, and suggested the propriety and importance of each Council instituting an inquiry into the titles and condition of Common School property within its own jurisdiction, and employing the proper means of securing it. Several Councils evinced a praiseworthy vigilance on this important subject; but the reports show that there is no sufficient title for *one-third* of the Common School property reported! Of the 2,572 school-houses returned, the titles of but 2,100 have been reported. Of these the titles of 1,403 are stated to be *freehold*; and the titles of 697 to be *leases*, written or verbal permissions of occupation. There were also 171 *rented* school-houses. The tables referred to will show the character, condition, titles, &c., of school-houses, so far as they have been reported, in every Township as well as in every District in Upper Canada. There is no reason to believe that either *rented* or *leased* school-houses or premises will be properly furnished, nor can we expect good schools without good school-houses.

6. *School-houses built during the year 1847.*—There are no returns on this subject from the Bathurst, Dalhousie, Prince Edward, Newcastle, Colborne, Home, Simcoe, and Huron Districts, in some of which I know that school-houses have been built during the year. The reports received state 55 school-houses to have been built during the year; of which 21 were log, 18 frame, 9 stone, and seven brick. From these returns, it is pleasing to observe that the proportion of log school-houses, is less, and that of stone and brick greater, than that of the school-houses erected in former years.

XI. SCHOOL VISITS.

The visiting of Common Schools is a test of the public interest in popular education, and a most important means of encouraging and animating both teachers and pupils in the performance of their respective duties. No impediment to Common School education has been more formidable and fatal than indifference to it on the part of the more intelligent and influential classes or individuals of the community. To a great extent in this country, the Common School has been considered as affecting only those who could not otherwise educate their children. Thus the very class of the population who most need prompting, counsel, and assistance in the education of their children, have been mostly left to themselves. The diffusion of universal education, under such circumstances, is out of the question. There is no example of an universally educated people, where the more wealthy classes are not identified in obligation and influence with the Common Schools. Because a person may not avail himself individually of the courts of law, or of the law of all, he is not on that account exempted from the obligation of supporting legislation and the administration of justice; no more ought he to be exempt from the obligation of supporting Common School education, because he may prefer a private or classical school for his own children. This principle is fully recognized in the Legislative Grant and Municipal Assessment in support of Common Schools; it is only defective in its application in the principle of imposing school rate-bills. And it was with a view of enlisting the active co-operation and influence of the most intelligent persons in each community in behalf of the Common Schools, that the provision of the Act was introduced, constituting Clergymen, Magistrates, and District Councillors, Visitors, and authorizing each of them, as such, within their respective Townships or charges, "to visit the schools—especially to attend the quarterly examinations of schools, and at the time of such visit to examine the progress of the pupils and the state and management of the school, and give such advice to the teacher and pupils as

* The least quantity of pure air for each pupil is estimated by the best writers on the subject at from 135 to 150 cubic feet.

they may deem expedient, according to the regulations and directions for Visitors, which shall be prepared by the Superintendent of Schools." By the 15th and 16th sections of the Act, Visitors are likewise authorized to adopt other voluntary measures for promoting the interests of Common Schools, and diffusing useful knowledge in their respective localities.

The two-fold objection made by some against this provision of the law, namely, that Visitors would not act without being paid, or that they would officiously and injudiciously interfere in school operations, has been entirely obviated by facts. I am not aware of a single complaint of any misuse of any privilege or power on the part of any single Visitor in Upper Canada, and the visits of the Visitors to the schools are more numerous than I had anticipated during the first year when the law was little understood and imperfectly appreciated. It is surely of no small importance to the cause of popular education to bring to its assistance the moral and social influence of the religious instructors of the people, as well as that of the local representatives and the guardians of public order; and the securing of no less than 3,908 voluntary visits from Clergymen, Magistrates, and Councillors to the schools during the year 1847, is an important fact in the history of elementary education in Upper Canada, as well as an ample justification of this provision of the School Act. The largest number of school visits by both District and Township Superintendents reported for any one year under the late Act was 6,751; the number of school visits of District Superintendents and Visitors reported for the year 1847, was 7,457, besides 5,218 visits of other persons, making a total of 11,675 school visits for 1847. It appears from Table and Abstract E, that of these visits, District Superintendents paid 2,549; Clergymen, 1,823; District Councillors, 882; Magistrates, 1,203; other persons, 5,218. Table E exhibits the number of visits by each of these classes in every *Township* in Upper Canada; and Abstract E presents a view of the same classification of visits in each of the several *Districts*. It will be seen that in one *District* the visits of the Superintendent are equal to only two-thirds of the number of schools, and in another not equal to one-half the number of schools; so that more than 200 schools in two *Districts* have not been visited by a *District Superintendent* at all during the year. It is also gratifying to observe that the local Superintendents' visits in some *Districts* far exceed the number of schools. The Superintendents of the Midland and Johnstown *Districts* have made the greatest number of school visits during the year—the former having made 292, and the latter 245. I find the visits of the Clergy in one *District* (London) amounting to 201, and those of the Magistrates in another *District*, (Johnstown) to 136. In the State of New York, the law requires a *summer* and *winter* visitation on the part of local superintendents, and of its importance there can be no doubt. In connection with such visitations, conscientiously and thoroughly performed, the cordial co-operation of the resident clergy, magistrates, &c., is of vital importance; and I have been informed that the voluntary visits and the quarterly examinations have given a new and unprecedented impulse to the schools in several *Districts*. I trust that in the course of a year or two this feeling will become general, and that the common school examination and celebrations will be among the most common and interesting social festivities of the people.

XII. QUARTERLY SCHOOL EXAMINATIONS.

The present School Act requires every common school teacher to have, at the end of each quarter, a public examination of his school; of which he shall give notice, through the children, to their parents and guardians, and shall also give due notice to the trustees and any school visitors who shall reside in or adjacent to such school section. Though I am not aware of any such provision existing in any other common school law in America, yet I consider it one of the most useful provisions of our own statute. It is an indirect but powerful remedy against the employment of inefficient teachers; it is well adapted to animate both teachers and pupils to exertion, to attract public attention to the school, and to excite public interest in its support. In colleges and all well conducted public schools, great importance is attached to frequent examinations; even conductors of private seminaries and schools resort to them, both as a means of prompting the efforts of their pupils, and of drawing public support to their establishments. The practice of frequent public examinations cannot fail, therefore, to

be eminently conducive to the interests of our common schools. It cannot be expected that so new and important a feature in our school operations could have been universally introduced in a single year; and the reports of the *District Superintendents* are not specific on this point. I believe, however, that this requirement of the Act has been pretty generally complied with. I have heard of the attendance at such examinations being, in some instances, small; but more frequently large, and highly gratifying. On such occasions, such examinations have been converted into local school celebrations, numerous attended by the clergy and other leading persons of various persuasions, as well as by the parents and friends of the pupils, accompanied with addresses, music, refreshments, &c. Thus all parties have been gratified, the pupils have been delighted, the teacher has been encouraged, and a whole neighbourhood has been wrought up and united in a feeling of social oneness, and of lively interest for the success of the school, and the education of their youth. I anticipate very beneficial results, both social and educational, from this provision of the Act.

XIII. GRAMMAR AND PRIVATE SCHOOLS.

A full and accurate knowledge of the educational condition of the country cannot be acquired without ascertaining the instruction given in grammar, and private, as well as in common schools.—With this view, I prepared in blank forms of reports, columns in reference to grammar and private schools, the statistical results of which will be found in Table and Abstract E. It will be seen from Abstract E, that the reports from some *Districts* are very defective, and that no report whatever has been received from the Toronto City Superintendent.

It appears from the return made, that there are 38 Grammar Schools and Academies—more or less aided by public funds; that there are 96 Private schools; that in 40 of these schools the elementary Classics are taught, and in 53 of them French, Drawing, and Music are taught; that the total number of pupils reported in these schools is 3,531. Some of these schools are spoken of by some of the *District Superintendents* in terms of strong commendation. The conductors of these schools have received the visits of the *District Superintendent* with great courtesy, and have evinced much readiness and satisfaction in giving every information respecting their schools. It appears from these reports, and making due allowance for their defectiveness, that at most, only *five per cent.* of the school-going youth of Upper Canada receive instruction in public grammar and private schools; and therefore, that *ninety-five out of every hundred of them are altogether depending upon the common schools for their education.* No stronger illustration can be required to evince the unspeakable importance of the common schools, and the paramount obligation of every friend of the country to elevate their character and promote their efficiency.

XIV. DISTRICT MODEL SCHOOLS.

These schools were designed to be examples of what the common schools in their respective *Districts* ought to be, in instruction, discipline, arrangements, &c.—and to be open without charge to all school teachers. It will be seen by Table F, that only three *District Model* schools were in operation during the year 1847 in the Dalhousie, Johnstown, and Midland *Districts*. Two of these model school-houses are built of stone, the other of wood; one of them has only one room; another has three; and a third has four rooms. A library is attached to but one of them—only forty-nine volumes; and there were only 110 pupils in the three schools during the year. There was advanced out of the Legislative Grant for their support £90, raised by Municipal Council assessment £180; and received from other sources £106. The salary of one of the teachers is £70; that of the other two are reported at £150 each. The School Superintendent of the Dalhousie *District* says—"In this establishment, the number of pupils has varied from 37 to 64. I have there held public examinations of common school teachers; and on some occasion, when reluctant to give them certificates of qualification, I have sent them to the *Model school* master for information and examination. No charge was ever made to such persons, neither did they make any permanent stay, except one, merely learning the mode of instruction, the nature of the studies, and discipline of the school." The Superintendent of Schools in the Johnstown *District* says—"The number of pupils who have attended the *Model school* the present year is 28; of that number

13 still remain. The studies pursued are reading, writing, grammar, geography, arithmetic, book-keeping, mathematics, and algebra. The school is now held in the stone school-house in the village of Frankville, in the township of Kitley. It is supplied with globes, school maps, and a map of the world on rollers, and a library of 49 volumes, which have been purchased with the surplus funds since I made my last report. Much good has been done by the establishment of the Model school in this District. Several teachers whose education was by no means good, have acquired a sound knowledge of the subjects which are required to be taught in the common schools." The Superintendent of Schools in the Midland District says—"Almost every teacher who has attended the Model school for any length of time, is now teaching with good success."

XV. SCHOOL REQUISITES AND LIBRARIES.

With a view of ascertaining the extent of facilities for instruction in the schools, and for the diffusion of general knowledge by book associations, I provided columns in the blank forms of reports for the returns of *School Requisites and Libraries*.

In respect to school requisites, it will be seen from Table and Abstract E, that in 486, or about *one-fifth* of the whole number of schools reported, large maps are hung up; and that in 255, or about *one-twelfth* of the schools reported, Black-boards, &c., are provided. As to libraries, in the returns made, three kinds of libraries are reported,—Common school, Sunday school, and Public libraries; Common school libraries 32, containing 2,729 volumes; Sunday School libraries 33, containing 3,915 volumes; Public libraries 20, containing 3,960 volumes. I think the reports of Sunday school, if not of Public, libraries, are very defective.

On the importance of school requisites and school libraries, I need not here remark, as I have dwelt upon them so fully in other reports and papers, and as the necessity and great utility of them are universally admitted.

XVI. PROVINCIAL NORMAL SCHOOL.

1. The establishment of a Provincial Normal School for the express purpose of giving instruction in the arts of school teaching, forms a new epoch in the history of popular education in this country, and is destined, I have no doubt, to produce, directly and indirectly, an amazing and most beneficial change in the whole character of our common schools. It is now a settled point among all enlightened nations and states, that school-teaching is an art that requires to be both theoretically and practically studied and acquired, in order to be successfully and beneficially pursued,—as much so as the art of printing, or building, or the profession of law or medicine.

As the few examples of self-educated men are no argument against the necessity and importance of schools and colleges, so the instances of able and successful teachers, without the preparation of a professional training, has been justly considered as no argument against the establishment of Normal or teachers' Training schools.

Thus in the various states of Germany, in France, Great Britain and Ireland, and the neighbouring United States, provision is made for the establishment of Normal as well as Common schools, and in all these countries Normal schools are, in the largest sense, *free* schools, giving instructions without charge, and generally furnishing some additional aid to the pupil teachers attending them.

2. In every country where Normal schools have been established, the introduction of them as a constituent element of the popular school system, has been preceded by much inquiry, and attended with much discussion and delay; and I know of no country in which the establishment of this all-important department of the common school system has been attended with so little delay and opposition as in Upper Canada, and in which its operations, in proportion to the population of the country and the means expended in its establishment, have been so successful in so short a time.—It is only a little more than two years since the first definite and decisive measure was submitted to the Government and Legislature for the establishment of the Normal School, and it has already been in operation nearly a twelvemonth, and is resorted to by upwards of one hundred candidates for school teaching, more than nine-tenths of whom have already been teachers; and not a failure, or difficulty, or even friction, has attended any of the plans adopted for the establishment, the selection of masters, and the manage-

ment of the institution down to the present moment. The whole has been effected within the low estimate of expense originally submitted to the Government; and the attendance of teachers in training, before the end of the first year's operations, exceeds the maximum of the success anticipated. Thus has this most difficult, as well as most important, branch of public elementary instruction been brought within complete and successful operation, under circumstances affording unmingled satisfaction in respect to the past, and the most sanguine expectations in respect to the future.

3. The plan adopted for the establishment and management of our Normal School is analogous to that which had been adopted in the State of New York, for the establishment of a Normal School at Albany; but with this difference, that a much larger sum was appropriated out of the School Fund there than here for the establishment and support of the Normal School; the Superintendent of Schools has greater individual power there than here in relation to the school—and we have a Model school as part of the Normal school establishment, in which 120 pupils are taught, and in which each Normal school student practices teaching an hour a-day, during three days of each week, under the direction of the Head Master—an essential accompaniment of Normal school instruction which, I understand, is now being introduced into the Albany Institution, as completely as it has been in ours.

4. In my "*Special Report*," of June, 1847, I detailed the steps which had been taken to procure and fit up the buildings and premises formerly occupied by the Lieutenant-Governor of Upper Canada, the appointment of a Head Master, and the selection of a suitable Apparatus for the illustration of lectures in chemistry and natural philosophy. In the Statistical part of this report, Table G, will be found an account of Receipts and Expenditures of moneys granted for the establishment and support of the Normal School. The Legislature made a special grant of £1500 for "procuring and furnishing suitable buildings." Under this head it will be seen that the sum of £1355 13s. 1½d. has been expended by the Board of Education. The account of the expenditure of the Special Grant is brought down to the 28th of the present month. There yet remains to be provided under this head, the fitting up of the playground and gymnastic apparatus in connexion with the Model school. The amount of the current and contingent expenses of the Normal School is brought down to the commencement of the current year, according to the provisions of the Act relative to the annual reports of the expenditure of the Legislative School Grant. It will be seen that there was expended under this head for the year 1847, the sum of £1002 12s. 10½d. There were considerable contingent expenses in procuring Apparatus, Books, &c., at the establishment of the Institution, which will not soon occur again. The premises and apparatus are admirably adapted to the objects of the Normal school, as Your Excellency was pleased to state, on your personal examination of them during your welcome and gratifying visit to Upper Canada, in the autumn of 1847.

5. The establishment consists of the Normal School proper and the Model School; the former, the school of instruction, by lecture; the latter, the school of instruction, by practice. The pupils of the former are teachers in training; the pupils of the latter are 120 children from the City of Toronto, who pay two pence a-week each. In the former, two professors are employed; in the latter, there are two regularly trained teachers, under the superintendence of the Head Master. In the latter, each of the pupils of the former teachers, under proper oversight and direction, teach an hour a-day during three days of each week; so that from six to twelve teachers are employed in the Model school during the greater part of the time. The Model school is designed to be a practical exemplification of the system of school teaching and discipline taught in the Normal school. The Model school was opened in February last, and the applications for admission into it have, from the beginning, been far more numerous than could be entertained.

6. The Normal School was opened the 1st of November, 1847, in the presence of a large number of influential gentlemen from different Districts of Upper Canada. After a brief explanatory statement by the Superintendent of Schools, the Head Master, Mr. T. J. Robertson, (of Trinity College, Dublin) delivered an admirable introductory address on the importance of Normal school instruction, and the system intended to be pursued in that for Upper Canada; and Mr. H. Y. Hind, (late scholar of Queen's College,

Cambridge), mathematical master and lecturer in chemistry and natural philosophy, gave an eloquent and lucid exposition of the subjects of instruction appertaining to his own department, and of their adaptation to the pursuits and employments of the people of this country. Twenty students presented themselves, with the requisite certificates of character, &c., at the opening of the Normal school; but their number increased in a few weeks to 54.—The first session was closed in the middle of April by a public examination, which, notwithstanding the disadvantages incident to the first session of a new institution, gave the highest satisfaction to the many distinguished and intelligent gentlemen who witnessed it, and received the unanimous and warm eulogiums of the public press. The second or present session commenced the middle of May; and there are now 118 students in attendance, of whom 20 are females; a female department having been established at the commencement of the session. Upwards of ninety of the present students have been teachers of common schools, and come to the Normal school to qualify themselves better for the duties of their profession.

7. *The Subjects of Instruction.*—The Head Master gives instruction in the elements and philosophy of grammar, orthography, composition, art of reading, rudiments of logic, geography, mathematical, physical and political, with rudiments of the use of the globes, elements of general history, linear drawing. Mulhauser's system of writing,* rudiments of trigonometry, with a view to land surveying with the theodolite, art of teaching, with daily teaching in the Model school, mode of teaching the National school books. The mathematical master gives instruction in the science and practice of arithmetic, including the use of the logarithm tables, algebra as far as quadratic equations, the progressions and the binomial theorems inclusive, geometry, six books of Euclid, heat, electricity, galvanism and magnetism, mechanics, hydrostatics, pneumatics, animal and vegetable physiology, elements of astronomy, and agricultural chemistry. Animal physiology is treated of in special reference to the laws of health, and the proper means of preserving it, with various practical observations on the ventilation and temperature of school-houses. Under the head of mechanics, besides a general exposition of the five mechanical powers, isolated and confined, the steam engine, the locomotive, the different varieties of pumps and hydraulic engines, have been practically illustrated and explained. In agricultural chemistry, that important science (as far as time will permit) is treated in special reference to the soils, climate, and productions of this country, illustrating particularly the mode in which experiments of an agricultural character should be conducted. During the present summer session, upwards of fifty agricultural experiments are being made in the grounds attached to the Normal school, under the direction of the mathematical master, whose taste for horticulture and agriculture is not less ardent than his talents as a mathematician and lecturer are pre-eminent. The grounds are placed under his immediate care, and the students derive no small advantage from his refined taste and rural sympathies; and I must not omit to add, that regular instruction is given by a competent person regularly employed, in vocal music, according to the German system of Wilhem, as anglicized by Hullah, under the sanction of Her Majesty's Privy Council Committee of Education. This system is specially adapted for popular use, and it has been formally recommended by the Governments of France and England.†

8. It is scarcely necessary for me to remark that the mode of teaching these subjects is of the most thorough and practical character, exercising the powers of perception, understanding, and judgment, rather than burthening the memory, elucidating the reason of rules, rather than merely teaching rules themselves, inculcating the habit of thinking, of investigation, of reasoning, and not of a slavish reliance upon the recollection of rules, or upon

* On the importance and advantages of this system of writing which has been officially sanctioned and recommended by the French and English Governments, see *Report on a System of Public Elementary Instruction for Upper Canada*, pp. 91—96.

† Respecting some characteristics of this system, the manner in which it has been adopted in France and England, together with the great advantages connected with the teaching of vocal music in common schools, see *Report on a System of Public Elementary Instruction for Upper Canada*, p. p. 124—132.

their authority; and enforcing and illustrating the whole in connexion with the future duties and profession of the students. Mr. Robertson, from his high talents and qualifications as a teacher, his long experience and standing, as a school inspector, under the National Board of Education in Ireland, is most admirably adapted for the varied and important instructions and duties which appertain to his department as a teacher, and to his position as head master; and Mr. Hind, to the qualifications already mentioned, unites the rare advantage of a practical acquaintance with the thorough and profound German system of teaching the exact sciences, and the different branches of natural philosophy, having attended lectures two years in the celebrated Royal Commercial School at Leipsic, in Germany. The school is also provided with excellent models and apparatus for illustrations and experiments in the courses of lectures, or rather teaching by lecture; that is, blending continuous examinations with oral lectures. The immense advantages to the students themselves of such a preliminary course of training, and the benefits to the Province at large of sending out annually from 150 to 200 teachers thus prepared into its various Districts, can be more easily conceived than described. A process of this kind for a few years will render our common schools worthy of being the schools of the people.

9. It is also worthy of special remark, that every Friday afternoon, from two to four o'clock, is devoted to religious instruction, when the clergy of the different religious persuasions attend, and give such courses of religious instruction to the members of their respective churches as they judge expedient. This arrangement is found to be both convenient and satisfactory, and I have no doubt, very beneficial. The students are also required to attend their several places of worship on Sabbath.

10. The terms of admission, which, after mature deliberation, were adopted by the Board of Education, will be found in the Appendix to this Report, marked No. 6; as also the General Rules and Regulations, marked No. 7.

In a printed Circular, the Board announced as a regulation applicable to all students, "a trial of three months as to capacity and disposition to learn and to teach." The Board has extended this condition to the whole period of the student's attendance, so that if at any time any student relax in his application, and manifest inattention to his duties and studies, the weekly assistance is no longer allowed him. The Board being determined to expend whatever means the Legislature has placed or may place at its disposal, with the most careful economy, and to advance most effectually the objects of Normal School instruction in Upper Canada. The aiding of students to the amount of five shillings per week each, in addition to providing them with books and giving them instruction, has been adopted after the example of the Executive Committee of the New York State Normal School at Albany, and from the circumstances and too little encouragement given to common school teachers. The continuance of it must depend upon the liberality of the Legislature, as this expenditure was not taken into consideration, when the original estimate of the probable current expenses of the Institution was laid before the Government. But I know of no way, as the experience of other countries has shewn, in which so much may be done to promote, directly and indirectly, the great interests of sound popular education; in some countries of Europe all the expenses of Normal school students are defrayed by the Government.

The only point on which, as far as I know, any doubt or apprehension has been expressed, relates to the declaration required by the Board from candidates for admission to the Normal school respecting their intention to teach schools, and that their object in coming to the Normal school is to qualify themselves better for that profession. It has been supposed by some that this voluntary obligation of morality and honour is not sufficient to secure the students to the profession of school teaching. The reply is, that this condition is the same as is required by the authorities of Normal Schools in the neighbouring States, where the temptations and habits of various enterprise and adventure are more common and powerful than in this country; that it is better for a man to pursue any profession and employment as a freeman than as a slave; that if a man does not pursue school-teaching voluntarily, he will not do so successfully and usefully; that it has been found by actual experiment that those who have regularly qualified themselves for

school-teaching do, as a general rule, follow it, and that in the few instances of their being compelled or induced to leave the profession, they are not lost to the interests of common schools. On this point it will be sufficient for me to quote the following statements and remarks of the Executive Committee for the management of the New York State Normal School, in their Report of January, 1847 :—

"It is found upon examination of the School Register, that since 1844, 508 students have attended the schools for a longer or a shorter period. Of this number 178 are now in the school; 6 have died; 14 were found to be incompetent for teaching, at an early day, advised to engage in other pursuits; 11 left on account of ill health, unfitting them alike for study and teaching; and 29 left at an early period of their connection with the school, relinquishing for various reasons the purpose of teaching. If these numbers be added, their sum will be found to be 238; and if this last number be subtracted from the whole number on the register, the remainder to be accounted for is 270. Of these 270, 144 are graduates of the school, and the Committee know that 129 of them have been engaged in teaching since their graduation; and of the remaining 15 graduates, one has died, and the rest, with the exception of four, are believed to be teaching, though no definite knowledge of their pursuits has been obtained. It may also be proper to state, that those persons who have not been heard from were graduates of last term, and sufficient time has hardly elapsed to afford an opportunity of learning their pursuits. Of the remainder of the 270, numbering 126, who left the school prior to graduation, nearly all, on leaving, declared that it was their intention to teach; 84 are known to have taught since they left, and but few of the others have been heard from. Thus it appears that the school has sent out 213 persons, who, when heard from, were actually engaged in teaching. In many instances, also, accounts have been received of the manner in which these students were acquitting themselves as teachers, and the Committee are happy to say, that, as far as heard from, they are giving great satisfaction.

"From these statements it will appear that the assertion is without facts to warrant it, that the students of the school do not design to teach. The most of those who have gone forth, and were competent to teach, are actually engaged in teaching. Furthermore, the Committee have the facts to prove, that four-fifths of the pupils who have entered the school had taught before they came, and this, independent of the facts above named, would justify the presumption, that in coming to the Normal school they wished to fit themselves the better for the work of teaching, and expected to devote themselves to it; for why would they come to a school, the exercises of which are designed for the benefit of teachers, unless they wished to fit themselves to become such.

"It appears, therefore, to the Committee, that the school must do great good, because it has already done much. It has sent out 213 persons (the most of whom had taught before) with higher aims, increased order, more extensive acquirements, and with greater aptness to teach than it found them; facts prove this to be true, and what has been already done can be done again, and it is confidently believed it will be.

"But thus far the indirect good influence of the school has been greater than the direct influence. The pupils returning to their homes have awakened a deeper interest in the subject of education in their own counties.—The teachers have in general received them kindly; no jealousies have been awakened, and whatever improvements the normals could suggest, or information they could give, was kindly received, and turned to good account.

"A pleasant spirit of emulation has also been excited in some counties. The teachers have sought to surpass the Normal pupils by having better schools than they, and thus an honest rivalry has been excited, all striving to do their best.

"Hence it would seem that, independent of actual teaching in the District schools, the Normal students are making a deep and salutary impression upon every portion of the State. Furthermore, the community at large is becoming convinced that Normal schools are valuable; nay, necessary. Hence, independent schools of this kind are already instituted, and it is hoped and believed that more will be instituted. This is well, very well. It is just what was hoped for; and if the Normal school did no more than excite attention, and cause ten or twenty independent Normal institutions to be started through the State, the money, and time, and labour expended in its formation and guardianship, would be a most profitable outlay."

XVII. GENERAL RESULTS.

It would be too much to expect any very marked results in advance from the first year's operations of the general school law, against the misconceptions, prejudices, and opposition, which, as the school history of all countries shows, has invariably attended the introduction of any general law on the subject, and under the dis-

advantages common to the working of every new law, the entire efficiency of which, with the bare exception of the Legislative Grant, depends upon the voluntary action of the people themselves, in their local district or school section municipalities, or isolated domestic and individual relations. The common school proceedings of the year 1847 may, therefore, be considered as the voluntary educational development of the public mind of Upper Canada, during the first year's operations of the present School Act, and the system founded under it; and the preceding sections and accompanying statistics of this Report show that development has resulted in an increase of local assessment, of local rate-bills, of attendance of pupils at the schools, and of the collection of a mass of information which, however defective in its details, is of a varied and most important character, and will serve as the basis of useful inquiries, calculations, and improvements in the common schools of every District in Upper Canada. In addition to this, and apart from the successful establishment of the Provincial Normal School, I think every intelligent man of any party will bear witness, that a greatly increased interest has been created among the people at large on the importance and character of common school instruction; and this, after all, is the object of the greatest importance and the most difficult of accomplishment in laying the foundation of a system of universal education. The deficiency in this respect is still wide-spread and lamentable; but it is a cause of congratulation that it is very much less than heretofore, and that an organization and interest have been commenced, which, if fostered and encouraged, promise auspicious developments and beneficial results.

I regret that all the District Superintendents have not accompanied their statistical reports with general remarks. I will here insert all that have been forwarded to me of a general character; and they may perhaps be regarded as indicating what is common to the country at large, on the subjects to which they refer.

The School Superintendent of the Dalhousie District, (the Honourable HAMNETT PINHEY,) says:—"I have to add, that although the schools in the rural parts of the District are still below mediocrity, as to their construction, furniture, and convenience, and the teachers, in many instances, far from being efficient, but of good moral character and application to their duties; and the trustees, instead of being the most intelligent among the settlers, are more generally the most untutored; yet, upon the whole, a valuable improvement has been effected, and is progressing, as is also the desire for general education; and I believe it would be greatly encouraged by the circulation of an educational journal."

The School Superintendent of the Bathurst District, (the Rev. JAMES PADFIELD) remarks:—"So far as I have had an opportunity of judging, I believe common school education to be gradually progressing toward a better state than formerly in this District."

The School Superintendent of the Midland District, (JOHN STRACHAN, Esquire,—remarkable for his industry in school visiting, &c. &c.) says:—"I am happy to state that the schools in general are improving, and that parents now take a far more lively interest in them than formerly. Public examinations are generally very well attended, especially where there is a good teacher. I consider that where visitors have done their duty, it has been attended with very beneficial results in stimulating teachers, parents and pupils. It is impossible as yet to get a properly qualified teacher for every school; but I trust the time is not distant when all who are willing to pay for a good teacher may have one. Almost every teacher who has attended the Model school for any length of time is now teaching with good success."

The School Superintendent of the Prince Edward District (THOMAS DONNELLY, Esquire) states:—"Our schools, I am happy to be able to say, on the whole, are improving. Some of them are in a highly satisfactory condition, and would, I think, suffer nothing in comparison with the schools of any District in the Province; and though the number of such schools is at present small, I confidently anticipate an increase, as their good effects in the neighbourhoods in which they are established, cannot fail to be seen by the most unobserving.

"I have much pleasure in stating that the admirable series of reading books published by the Irish National Board, are coming into extensive use in this District. Wherever they have been introduced they have, I believe, given satisfaction; they are calcu-

lated to improve the head as well as the mind—to render knowledge attractive to the scholar, and to facilitate the labour of the teacher; many of the books, indeed, might be read with advantage by children of a larger growth.”

The School Superintendent of the Victoria District (WILLIAM HURTON, Esquire,) states:—The improvement from last year has indeed been very great. The number of children attending school has increased ten per cent., and the knowledge acquired, whilst there, has increased fifty per cent. The surveillance of a Superintendent adds a wonderful stimulus to the teacher; and the change from the old hum-drum system to an intellectual one, has done a world of good. The Irish National books too have been very generally adopted; and they cannot be used by any teacher, however dull or stupid, without leading the child to think for itself—to become interested in its work—to read intellectually; and this is the grand point to be attained, to teach the child to think for itself. I have done as much as I possibly could to consign to disuse the unmeaning, and unintelligible, and enslaving columns of the spelling-book, and to show the proper use of those invaluable national books; and I am happy to know that I have been very successful. In my tour this winter (1848) I found fifty of these National books in use where there was not one before, (in 1846); and the sale of them in Belleville has been very large; very much, however, remains to be done, and I have no doubt that under this very Act (if people only have a little patience to allow it to be better understood) those who have interested themselves in the good work of educating the people, will have the satisfaction of knowing that not a single sane adult now under twelve years of age, will in a few years hence be ignorant of reading and writing—the machinery by which to acquire education.”

The School Superintendent of the Newcastle District (BENJAMIN HAYTER, Esquire,) observes:—“The schools in this district are being greatly increased, and many of the trustees are actuated by a laudable spirit, and are anxious to introduce the National School Books. Wherever these books are used, great improvement is visible, even in the discipline of the schools.”

The School Superintendent of the Colborne District (ELIAS BURNHAM, Esquire) remarks:—“With respect to the state of the common schools in this district, I have the honour to inform you that I regret I cannot speak of any material improvement therein during the past year. But I must, however, bear witness to the desire manifested by all classes of people to avail themselves of the benefits of education, and of their uniform conviction of the advantages of giving their children the means of obtaining knowledge at any cost. The public mind in this respect has undergone a most salutary change during the last four years. The apathy and carelessness which formerly prevailed, have given way to activity and energy; and the prevailing desire now is to extend and advance knowledge, and to instruct and enlighten the rising generation in the principles and practice of a sound education. I augur well for the future. I can discover unmistakeable indications of the right direction of the public mind in regard to schools, and of the necessity of their more general and liberal support; and I feel satisfied that within a very short period, the most gratifying evidences of progress in this respect will mark every part of this fine and rapidly increasing district. During the year 1847, general harmony appears to have prevailed among all the schools of this district,—at least, no complaints were made to me. I look upon this as auguring well for the intelligence and interests of the people. It shows that private differences have been made to give way to the general advantage, and that individual or local prejudices or feelings have not been allowed to mar the prosperity of the schools.—May it ever be so!”

The School Superintendent of the Simcoe District (HENRY ADOLPHUS CLIFFORD, Esquire) observes,—“It is somewhat cheering, and prophetic of a better state of things, to compare the present state of schools in this district with that existing six years ago. Then there were scarcely any schools in continuous operation but those in West Gwillimbury and Tecumseth, the two oldest and most wealthy townships in the district, and even in these places much improvement has lately been made; and new, and in many instances commodious, school-houses are springing up in all parts of the country. Neither is there now any inhabited township without one or more schools, according to its population. The character

of the schools is, in many cases, changing for the better; and I am most happy to say that, among the teachers generally, a great desire for improvement has been evinced. Many of them I believe intend spending some time at the Normal school during the summer; and the advantages to be there derived must eventually be productive of the greatest benefits in all parts of the province.”

The School Superintendent of the Talbot District (the Rev. WILLIAM CLARKE) states:—“The National Series of school books are very generally introduced. We have not more than ten thoroughly good teachers who hold general certificates. Hence, I regard the opening of the Normal school as a great desideratum; and trust that, through the providence of God, it will be sustained, and prove a great blessing to the country. To Mr. Robertson (head master of the Normal school) we feel under great obligation for his cheering visit at the close of the year, for the purpose of enlightening us on the subject of teaching; many of the teachers gratefully mention his name.”

The School Superintendent of the Niagara District (DEXTER D'EVERARDO, Esquire) concludes his report with the following remark:—“I will avail myself of this opportunity to observe that our schools, as a whole, were never in a more flourishing condition than they are at present.”

The School Superintendent of the Wellington District (ALEX. ALLAN, Esquire, A.M.) states:—“Although there is a falling off in some of the townships, yet it is gratifying to find that in the whole District, there is a considerable addition to the number of scholars beyond that of former years, and about one third part more than the increase of the population in 1847. I have likewise to report that the school trustees in general are more desirous to have qualified teachers, and more disposed to pay them better salaries than hitherto. This I consider a matter of great importance to the progress of education in this part of the province.”

The School Superintendent of the Huron District thus concludes his report:—“I have great happiness in stating that the common schools throughout this district are fast and greatly improving, and are assuming a totally different character from what they bore some years back. A liberal spirit is generally manifesting itself in school matters, which I trust will not fail to introduce a superior class of teachers. The want of suitable books has hitherto been a considerable drawback, but there is every probability of the difficulty being soon obviated by the liberality of the Municipal Council, which has ordered a hundred pounds worth of the National school books.”

XVIII. MISCELLANEOUS REMARKS.

In regard to the various returns contained in this report, it is worthy of remark, that, being *defective*, they exhibit the state of public elementary instruction in Upper Canada somewhat below the reality. Making, however, every allowance for the defectiveness of the returns, the reality is painful and humiliating; and shows how lamentably this most important department of the public service has been neglected in Upper Canada.

2. The facts of this report also show with what readiness and cordiality the great body of the inhabitants of Upper Canada have availed themselves of the first facilities and encouragement afforded them by the Government and Legislature, for the education of their children, and the great advances which have been made in a few years towards the establishment of a general system of common schools. It is likewise very clear from these facts, that the attacks made upon the present school system and law are but the expression of the feelings and passions of individual writers, and no indication of the sentiments and spirit of the country. I have not thought it advisable to protract this Report by any replies to such attacks, consisting, as they have done for the most part, of erroneous representations of both the provisions of the law, and the nature and objects of the system. I have thought it preferable to confine myself to the more legitimate objects of an Annual Report—a statement and exposition of facts—leaving them to speak for themselves.

In this Report I have not specially referred to common schools in Cities and incorporated Towns, as the Act under which they are now organized, or rather to be organized, did not come into operation until the commencement of the current year.

In the Appendix will be found a Circular which I addressed to the Heads of City and Town Corporations on the provisions of

this Act, and the best means of efficiently and economically organizing common schools in cities and towns.* There is one provision of this Act on which I desire to offer a few words of explanation, as its nature and objects have been misapprehended. I refer to the power which it gives to the School authorities of each City and Town to establish "denominational or mixed schools," as they may judge expedient. It has not perhaps occurred to those who have commented on this clause, that a similar provision, under a much more objectionable form, has been incorporated into each of the three Common School Acts for Upper Canada which have been passed since 1840. It has been provided in each of these Acts that *any ten householders* of any school section can demand a separate school, and a portion of the School Fund to support it. I have never seen the necessity for such a provision in connexion with another section of the common school law, which provides that "no child shall be compelled to read any religious book, or attend any religious exercise," contrary to the wishes of his parents or guardians; and besides the apparent inexpediency of this provision of the law, it has been seriously objected to as inequitable, permitting the Roman Catholic persuasion to have a denominational school, but not granting one Protestant persuasion the same privilege. It has been maintained that all religious persuasions should be placed upon equal footing before the law; that although several Protestant persuasions may be agreed as to the translation of the Scriptures which should be used, they are not agreed as to the kind and extent of the religious instruction which should be given,—the very object contemplated in the establishment of a separate school: and therefore each Protestant persuasion should be placed upon the same footing with the Roman Catholic persuasion. This is the case under the provisions of the City and Town School Act, and therefore the authorities of no religious persuasion have opposed or petitioned against it, as some of them did against the previous School Act. But the City and Town Common School Act does not give the power to any one persuasion, much less to any ten householders of it, to demand a separate school: that power is taken from all religious persuasions, and given to the public school authorities appointed by the elected representatives of each town or city.

Under this Act, the efficiency of a Common School Section cannot be destroyed, and the interests of such Section divided, at the pleasure of any ten sectarian householders. The authorities who are responsible for all the schools in each city or town, and for the means necessary to support them, are to judge whether any denominational school at all is expedient—where it may be established if permitted, and what amount of support it shall receive; nor does this Act permit the election of any sectarian trustees, nor the appointment of a teacher by any religious persuasion, even for a denominational school. Every teacher of such school must be approved of by the town or city school authorities. There are, therefore, guards and restrictions connected with the establishment of a denominational school in cities and towns under the new Act, which did not previously exist; it, in fact, leaves the applications or pretensions of each religious persuasion to the judgment of those who provide the greater part of the local School Fund, and relieves the Government and Legislature from the influence of any such sectarian pressure. The effect of this Act has already been to lessen rather than increase denominational schools, while it places all legal persuasions upon the same legal footing, and leaves none of them any plausible ground to attack the law or oppose the school system. My Report on a System of Public Elementary Instruction for Upper Canada, as well as various decisions and opinions which I have given, amply show that I am far from advocating the establishment of denominational schools; but I was not prepared to condemn what had been unanimously sanctioned by two successive Parliaments, and in adopting that provision to the present System of schools in cities and towns, I know not how it can be placed upon a more equitable and less exceptionable footing.

MAY IT PLEASE YOUR EXCELLENCY :

I beg, in conclusion, to refer to the copies of printed Circulars, given in the Appendix to this Report, as to the spirit and manner in which I have endeavoured to carry the Common School Law into

effect, in regard to Districts, Cities, and Towns. In addition to actual experiment, the Law has been subjected to an unprecedented test of popular inquiry and criticism. At public school meetings held during the last autumn in the various districts of Upper Canada, I invited all parties concerned to make any objections, inquiries, or suggestions they might think proper, respecting the provisions of the Common School Act. At those meetings several valuable suggestions were made as to amendments in certain provisions of the law: my own experience and observation have suggested several others. I am required by the Act to submit to Your Excellency such "plans, statements, and suggestions for the improvement of common schools, and relating to education in Upper Canada," as I may deem useful and expedient; but I think it will be more convenient and advisable for me to submit such plans and suggestions in another document, which I hope to lay before Your Excellency in the course of a few days.

I have the honour to be, Your Excellency's
Most obedient and humble servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, August, 1849.

JOURNAL OF EDUCATION.

TORONTO, AUGUST, 1849.

NOBLE PROPOSAL FOR THE PROMOTION OF EDUCATION IN UPPER CANADA.

We have been accustomed to transmit a few copies of the *Journal of Education* to Noblemen and Gentlemen in England, from one of whom we have received by the steamer *Cambria* the following note containing the benevolent and most magnificent proposition of promoting the establishment of 500 schools in Upper Canada. In our next number (if possible) we will fully comply with the request made. In the mean time we shall be thankful to any person interested in the great object proposed for suggestions on the subject, between this and the 30th of September.

To the Proprietor of the *Journal of Education*, Toronto, Canada.

MY DEAR SIR,—It will afford me much pleasure in placing at your command a special sum towards the promotion of education in the Colony, in the opening of 500 schools in the interior, for a sound religious and scientific education.

You will be so good, My Dear Sir, as to prepare a statement at length of the probable sum necessary for this object with a statement of the localities where you would recommend the opening of the same.

Besides the special sum I give for this object, I will endeavour to enlist the patronage of friends in behalf of your plan; and I have not the smallest doubt such an amount will be raised as will enable you to enter upon the most extensive operations in all directions. The details of your plans had better embody a special impression, as doubtless it will be perused with great interest, and attended with the most happy, the most beneficial, the most permanent results.

It certainly seems now impossible to resist the conclusion that the time is now come for this important question engaging the most serious consideration.

Would you recommend the opening also of Agricultural schools for the specific training of those desirous of the same?

I am,

My Dear Sir,

Yours, &c.,

LONDON, July 20th, 1849.

M. P.

* See *Journal of Education for U. C.*, vol. I., pp. 16-24.