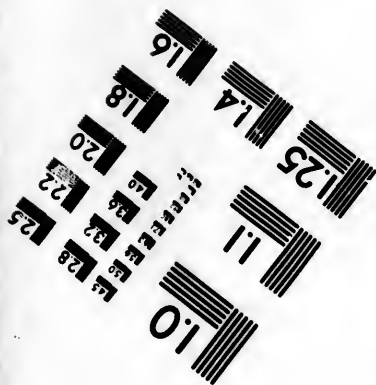
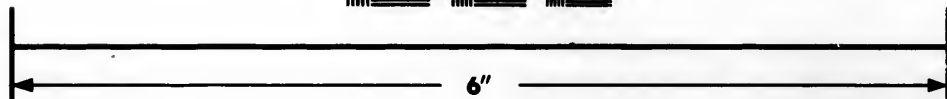
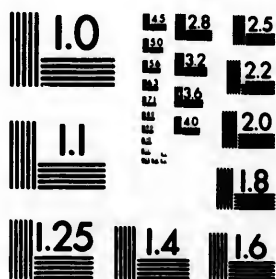


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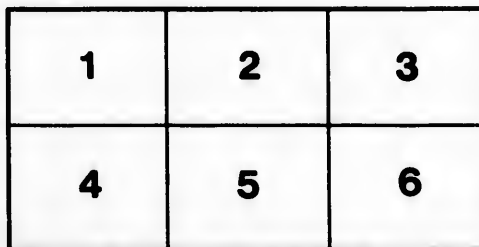
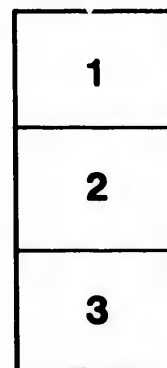
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UPPER CANADA,

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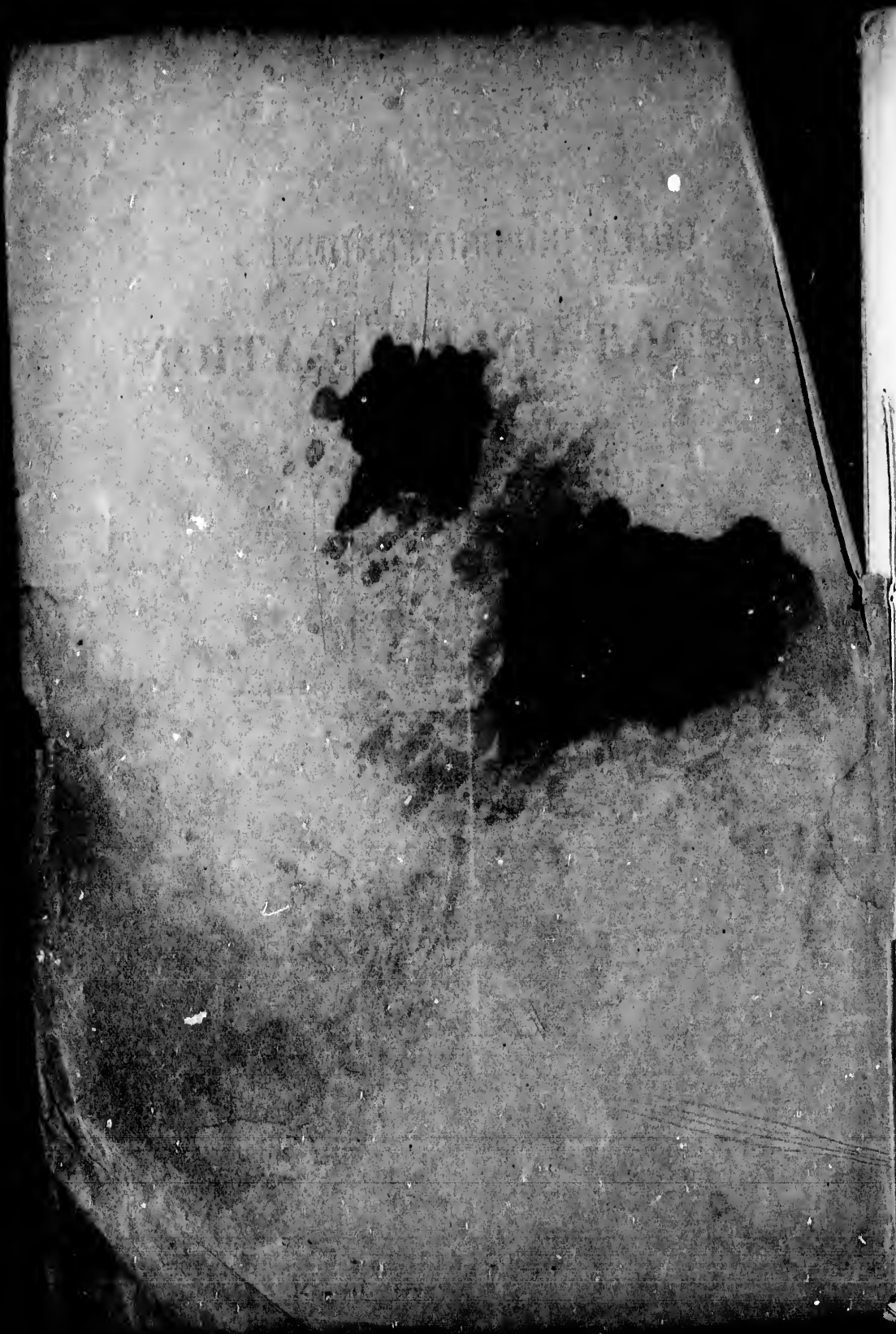
STATISTICAL TABLES AND APPENDIX.



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THE HISTORY OF THE
CITY OF BOSTON

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THE
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FOR THE YEAR 1856.

OMITTING THE STATISTICAL TABLES AND APPENDIX.

TO HIS EXCELLENCY SIR EDMUND WALKER HEAD, BARONET,
GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

In presenting my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1856, it is my grateful duty, as it has been each preceding year, to state that the school returns from the several counties, townships, cities, towns, and villages, exhibit a still unprecedented progress in every branch of the school system—illustrating as it does the growing conviction and interest of the people at large, as to the education of their children, and their appreciation of the powers with which they are invested for that purpose, since the school system recognizes no power in the Legislature to levy a sixpence tax upon the people for school purposes, nor any power in the Government to erect or furnish a single school house, or employ a single teacher, but a simple power in

the freeholders and householders of each municipality and school division to provide for the school education of their children, in their own way and to any extent they please, aided by the counsels, and facilities, and co-operation which it is within the means and province of government to afford, without attempting to supersede local management, but only developing and encouraging local exertion. The schools are emphatically the schools of the people, in their establishment and support, as well as in their objects; and whatever progress is made in the schools redounds both to the honour and advantage of the people in their several school divisions and municipalities.

1. TABLE A.—COMMON SCHOOL MONEYS.

The Legislative School Grant is apportioned to each Municipality, upon the condition that such Municipality shall provide an equal sum by assessment for the payment of teachers. The Legislative grant apportioned to Municipalities for 1856, amounted to £29,869; the amount provided by the local municipal assessment was £54,526, £24,657 more than the sum required by law, and an increase of £9,402 over the amount of the local municipal assessment of the preceding year, for the payment of teachers and other educational expenses.

The amount of School *Trustees'* assessment for the same purpose was £135,354, being an increase over that of the preceding year of £25,643.

The amount of *rate-bills* was £34,966, being an increase of £4,159 over that of the preceding year.

The amount paid for maps and apparatus, was £2,440, being an increase of £375.

The amount expended for school sites and the erection of school houses was £42,807, being an increase of £8,534.

The amount expended for repairs and rents of school houses, was £10,196, being an increase of £4,275.

The amount expended for fuel, stationery and other contingencies, was £19,162, being an increase of £6,628.

The amount paid to teachers was £194,920, being an increase of £24,893.

The total amount of expenditure for all common school purposes, for the year 1856, was £269,527; to this may be added the salaries of local superintendents, £5,060, making the total £274,587, for one branch of the system of public education in Upper Canada, being an increase over the preceding year of £44,708.

When it is considered that these are the voluntary doings of the people themselves in their several municipalities, they are facts of great significance in the educational and social progress of the country, and point to a future grateful to the feelings of the noblest patriotism.

2. TABLE B.—PUPILS ATTENDING THE COMMON SCHOOLS.

The returns of the School population between the ages of five and sixteen years are too defective to be given; and the number of children not reported as attending any school, and the percentage of the population reported in each municipality as not being able to read, are professed estimates by the Local Superintendents and Trustees, rather than exact returns. In this table several new statistics will be found which have not appeared in any previous report, showing the number of pupils that have attended schools less than twenty days in the year, between 20 and 50 days, between 50 and 100 days, between 100 and 150 days, between 150 and 200 days, between 200 and 260 days. The returns of another year are requisite in order to ascertain the comparative attendance of pupils under these several heads.

The number of boys attending the schools was 137,420, being an increase of 11,742. The number of girls attending the schools was 113,725, being an increase of 11,539.

The total number of pupils attending the Common Schools was 251,145, being an increase of 23,281.

The table also shows, in the classification of pupils, a very gratifying increase in the higher subjects of Common School Education.

3. TABLE C.—COMMON SCHOOL TEACHERS, THEIR RELIGIOUS FAITH, SALARIES, &c.

The whole number of Teachers employed during the year was 3,689— increase, 124: male teachers, 2622— increase, 54; female teachers, 1067— increase, 70. Members of the Church of England, 684— decrease, 32. Roman Catholics, 414— increase 18. Presbyterians, 905— decrease, 93. Methodists, 1102— increase, 145. Baptists, 224— increase, 41. Congregationalists, 92— increase, 35. For teachers belonging to minor religious persuasions, see the Table.

It will be seen that the salaries of female teachers vary from £50 to £125; that the salaries of male teachers vary from £60 to £350.

4. TABLE D.—SCHOOLS, SCHOOL HOUSES, VISITS, LECTURES, TIME OF KEEPING OPEN THE SCHOOLS.

The returns in this table in regard to school houses, are so imperfect, and involve so many inconsistencies when compared with those of the preceding year, as to render them of little value. According to the returns received, there is a decrease in the number of frame school houses of 178, and in the number of log school houses of 128; while there is an increase of 118 in the number of brick school houses, and an increase of 128 in the number of stone school houses

I think there must be mistakes in the returns of the past or of the preceding year, or of both. I cannot imagine so great a change in the character of the school houses in any one year. But after making every allowance for errors in the returns, it is evident there is a rapid and very gratifying improvement going on in the character of school houses and their furniture, as well as in the character of their schools.

The number of visits to the schools reported is as follows: By Local Superintendents, 7544—increase, 628; by Clergymen, 3417—increase, 82; by Municipal Councillors, 1838—increase, 442; by Magistrates, 1496—increase, 97; by Judges and Members of Parliament, 352—decrease, 13; by Trustees, 16,270—increase, 371; by other persons, 13,189—increase, 1795. Total school visits 44,106—increase, 3402. The only class of paid officers among all these school visitors are Local Superintendents. This large and increasing number of gratuitous visits by the most intelligent classes of the community evinces their growing interest in the public schools.

The number of lectures by Local Superintendents reported is 1,995—decrease, 87; not two-thirds as many lectures as there are schools. Lectures by other persons, 428—increase, 168. But the Local Superintendents give many instructions and counsels, in their visits to school sections, which they do not return as lectures, though they are perhaps to some extent substitutes for them.

The number of School Sections reported is 3,634—increase, 109; the number of schools reported is 3,472—increase, 147; number of schools closed or not reported, 162—decrease, 38; number of Free Schools, 1,263—increase, 52; number of schools partly free, 1,567—decrease, 98; number of schools with a rate-bill of 1s. 3d. per month (the highest rate-bill allowed by law in the Common Schools,) 1,149—decrease, 4; number of schools with a less rate-bill than 1s. 3d. per month, 543—decrease, 1. These returns illustrate the discretionary power of the inhabitants to support their schools as they please, while they show the gradual and steady progress of Free Schools.

The time during which the schools have been kept open in cities, towns, and villages embraces, with scarcely an exception, the whole period required by law; and the average time of keeping open the schools, in both townships, cities, towns and villages, was 10 months and two days, an increase of twelve days on the preceding year, and about two months longer than the schools are kept open in any State of America.

5. TABLE E.—RELIGIOUS EXERCISES, TEXT BOOKS AND APPARATUS USED IN THE COMMON SCHOOLS.

The number of schools reported as opening and closing the daily exercises with prayer is 1,001—decrease, 2; in which the Holy Scriptures are read, 1,854—decrease, 109.

The *National Readers* are reported to be used in 3,054 schools, and the *National Arithmetics* in 3,000 schools; the other text books recommended by the Council of Public Instruction are used to an equal extent, so that the text books authorised and printed in the country may be considered as all but universally used in the schools. Although it is the master, and not the text book, that makes the school, yet educationists in all countries regard the use of an uniform series of good text books as essential to the best interests of schools, and to the completeness of a system of public instruction. That object, so nearly attained in Upper Canada, has not been accomplished in any of the neighbouring States, beyond the cities and towns.

6. TABLE F.—MAPS, GLOBES, AND SCHOOL APPARATUS.

The number of schools provided with tablet lessons is 697; with globes, &c., 415; with blackboards, 2,480; with maps, 1,924—a gratifying increase under each of these heads.

The number of maps, &c., furnished by this Department during the year is as follows: maps of the World, 136; of Europe, 266; of Asia, 201; of Africa, 185; of America, 222; of Canada, 277; of British Isles, 196; of Hemispheres, 267; classical maps, 78; other maps, 192; of globes, 103; of complete sets of Holbrook's apparatus, 14; of parts of ditto, 146; of sundry philosophical apparatus, 141; of natural history object lessons, 5,046; of Scripture history ditto, 1,480; of other object lessons, 316; of tablet lessons and prints, 6,458; of various other articles, 959.

The whole number of maps sent out in 1855 was 1,304; the whole number sent out in 1856 was 2,020—increase, 716. The number of globes sent out in 1855 was 48; in 1856, 103—increase, 55. There is a corresponding increase under each of the other heads, and there has been a greatly increased demand for these articles since the commencement of the current year.

7. TABLES G, H, I.—GRAMMAR SCHOOLS.

The whole number of Grammar Schools in operation in 1856 was 61, of which twenty-six were Senior County Grammar Schools, each receiving £100 per annum, independent of the apportionment out of the fund arising from the sales of Grammar School lands. The amount apportioned from the fund to Grammar Schools was £6,661—increase, £111. The amount derived from fees, £4,990—decrease, £131. The amount granted by Municipalities, £3,417—increase, £1,817, chiefly for buildings. The total amount for salaries of masters and teachers, £11,914—increase, £350. The amount expended for maps and apparatus, £201—increase, £139. The amount expended for books and contingencies, £1,562—increase, £1,081. Total receipts for Grammar School purposes, £19,248—increase, £3,761.

From the necessary process of relieving the Grammar Schools of elementary Common School pupils by requiring an entrance examination in order to admission, the aggregate number of pupils in the Grammar Schools has been reduced from 3,726 to 3,386 ; while there is only a nominal increase in the number of pupils studying Latin and Greek. The number of pupils in Latin was 1051, increase 12. The number of pupils in Greek was 257, increase 22. The number of pupils in French was 462, increase 97. There is therefore a little more than *one-third* of the pupils in the Grammar Schools studying Latin—a little more than *one-twelfth* studying Greek—and a little more than *one-seventh* studying French. From the tables there appears to be a respectable increase in the number of pupils in the other, and some of the higher subjects taught in the Grammar Schools. The average number of pupils per school, was, in Latin, 17, in Greek 4 ; in French, 7. But from the table it appears that some of the schools have no pupils in Greek, and less than half a dozen in Latin. There is a manifest improvement in several of the Grammar Schools ; the provisions of the law and the regulations to reduce them to a system and to classify the studies in them, &c., to secure properly qualified masters, have operated beneficially. But considered as a whole, the Grammar Schools, with a few honorable exceptions, are in an unsatisfactory state, more so than any other class of institutions in the country. The powers and resources of trustees are wholly insufficient to enable them to provide proper school-houses, or furnish them, or secure competent salaries to masters. In several instances County, City, or Town Councils have honorably responded to the applications of the Board of Grammar School Trustees, in providing means for the erection and furnishing of Grammar School-houses, and for making up the salaries of masters ; but in most instances, these applications have been unsuccessful. County councils have objected to levy a rate on the county, or to make a grant from county funds, in aid of a Grammar School, upon the ground that if aid were granted to one, it must be granted to each of the Grammar Schools established in the county ; that the city, town, or village where a Grammar School is situated, should provide for its support ; that the few country pupils who may attend a Grammar School, contribute to the support of the school and to the advantage of the city, town, or village within the limits of which it is situated, and the whole country should not therefore be taxed on account of the attendance of such pupils. On the other hand, the Municipal Council of a city, town, or village objects to levy rates or make grants in behalf of the Grammar School, because it has no voice in the management of such school, since the County Council appoints the Board of Trustees. It is thus that the Grammar School so partially and remotely connected with the county in regard to interest, and severed from the city, town, or village in respect to control, obtains no aid from the Municipal Council of either. It is true when the Boards of Grammar and Common Schools unite and form one board, such united board possesses the powers of both boards separately, and can thus provide for the support of both the Grammar and Common Schools. But it is yet problematical, and I think very doubtful, whether the union of Grammar and Common Schools is advantageous to either, and is not, in the majority of instances, injurious to both. Every one must admit that

Grammar Schools and their Boards of Trustees ought not to be placed in a position of inferiority to Common Schools and their Trustees, as a means of support. If it is proper to have public Grammar Schools at all, as all will admit, it is proper to provide for their efficiency. I believe the Boards of Trustees, with scarcely an exception, have employed all the means in their power to render the Grammar Schools entrusted to their charge, as efficient as possible; but they have no power to raise a six-pence for the erection and furnishing of the School-house, or for the payment of their master or masters, except by the fees of pupils. It is impossible that the Grammar Schools can improve or flourish under such circumstances, or that they can otherwise than flag and languish in comparison of Common Schools.

I believe that no considerable improvement can be effected in the Grammar Schools, until they are made the property of the city, town, and village municipalities, within the limits of which they are established, and under their control, and the fund apportioned in aid of their support be paid upon the same conditions as that on which apportionment from the Legislative Grant in aid of the Common Schools is made, and until the Boards of Trustees of Grammar Schools be placed upon the same footing, and invested with the same powers as the Trustees of Common Schools.

I believe also, that the multiplication of feeble and inefficient Grammar Schools is an evil rather than a good; that it is much better to have one or two first-rate Grammar Schools in a county, than half a dozen poor and sickly ones, such as are wholly inefficient, whether as Grammar or Common Schools. It can not be otherwise than a waste of the School Fund, a burden and loss, to establish or continue a Grammar School, unless means are provided for its efficient support, and unless there is an average attendance of at least ten pupils who are studying the languages, and subjects for the teaching of which Grammar Schools have been erected.

For a practical view of the state of these Grammar Schools, and valuable observations respecting them, see the Reports of the Inspectors, the Rev. William Ormiston, M.A., and T. J. Robertson, Esq., M.A., in Appendix B to this Report.

8. TABLE K.—NORMAL AND MODEL SCHOOLS.

These important institutions continue to fulfil their great mission with unabated efficiency and success; and their influence is felt in every part of the country, in the construction and furnishing of school houses, the organization and management of schools, and the methods of discipline and teaching. The Model Schools—one for boys and the other for girls—are limited to 210 pupils each, are arranged and furnished, with the appendages of play yards and sheds, gymnasia, calisthenics, &c., and are taught and conducted in a manner designed as a model for the common schools of the country. In these schools the students or teachers in training in the Normal School attend, first as observers, then as assistant teachers, a few hours each week—thus reducing to practice (by teaching) the subjects of their lectures and exercises in the Normal School.

The original objects of the Normal School are inflexibly adhered to—to ground the student-teachers as thoroughly, as far as the period of their attendance will admit, in the subjects of common school instruction, and to instruct and practice them in teaching those subjects after the best methods, and to organize and conduct their schools in the manner best adapted to secure the ends of school discipline, to form and develop the minds and characters of the pupils. These objects are of course not equally attained in all cases; but the ages and qualifications requisite for the admission of student-teachers to the Normal School are such as to qualify them to teach common schools; the great majority of those attending the Normal School have been teachers (and some of them licensed as teachers of the first class by County Boards) before coming here, and the number in attendance at the present time is larger than it has ever been since the establishment of the school.

The increased demand for teachers trained in the Normal School—so much beyond the number of teachers trained there,—the increased salaries offered them, and the testimonies of local reports, attest the importance of the institution, and the value which experience places upon the services of those trained in it. There is no longer a doubt expressed, if entertained, in any quarter, that a teacher who has studied the science and art of teaching and governing children has a great advantage over one who undertakes that important and difficult work without having learned how to do it. There is undoubtedly many an excellent self-made teacher, as there is many an excellent self-made scholar; yet it is plain that good teachers cannot be produced and multiplied without a training school and college for teachers, any more than good scholars can be produced and multiplied without ordinary schools and colleges; that if a lawyer or physician, a carpenter or mason, must serve an apprenticeship of study and practice before pursuing his profession or trade, so should a teacher serve an apprenticeship of study and practice before undertaking a work the most difficult and important to perform efficiently, as well as the most honorable in itself, of any work involved in the development of mind and the progress of society.

These remarks apply with as much force to the teaching of Grammar Schools as to that of Common Schools. The inefficiency of a large number of the Grammar Schools arises, it is believed in most cases, not so much from the want of scholarship in the ordinary sense of the term, as from the want of a thorough normal school training in all the subjects of Grammar School instruction, and the best methods of teaching them. The contemplated Model Grammar School (the building for which is now considerably advanced,) will fulfil the functions of a Normal School for the Grammar Schools, while it will serve as a model for their organization and management; thus sustaining the same relations, and rendering the same services to the Grammar Schools as are now sustained and rendered to the Common Schools by the present Normal and Model Schools.

The only objections yet made to the training of teachers, as far as I know, is

that many of them do not pursue the profession, but leave it for other employments. Were this true to the full extent imagined, the conclusion would still be in favor of the Normal School, since its advantages are not confined to schools or neighbourhoods in which its teachers are employed, but are extended over other neighbourhoods and municipalities. No one can read the extracts from the reports of local superintendents, given in Appendix A. to this Report, without being convinced, that the influence of the Normal School is felt throughout the whole country, by the example and success of the teachers whom it has sent forth, stimulating other teachers to improvement and exertion, and elevating the general standard of school organization and teaching. Several who have attended the Normal School for a longer or shorter period have died; a number, by their diligence and economy, have qualified themselves for the Christian Ministry, or for the professions of Law, Medicine, and Surveying. Eight (after having taught some time) have entered the University, six obtaining scholarships on subjects in which they had had the advantage of training and exercises in the Normal and Model Schools; and are thus qualifying themselves for the higher departments of public instructions. A considerable number have established or engaged in private schools; a number also are employed as teachers in the Grammar Schools; one as professor, and three as teachers in the Normal and Model Schools of Lower Canada, besides one or more in Victoria College and the Belleville Seminary, &c., &c. It is not understood that females, trained in the Normal School, are under obligations to teach after marriage. Some of them have been employed as governesses; and a large number are teaching in the best Common Schools in nearly all the principal cities, towns, and villages of Upper Canada, and in many of the best country schools. Though it may be presumed that many of them have married, yet large numbers of them are thus employed in teaching, and some are known to continue teaching after marriage. After making all these deductions, and accounting for the employment of teachers trained in the Normal School in teaching other than Common Schools, the very imperfect returns report 430 Normal School teachers as employed in the Common Schools at the present time, teaching about one eighth of the Common Schools of Upper Canada, and exerting a salutary influence over the character and teaching of a large portion of the other seven-eighths.

On this point it may be further remarked :

1st. That no candidate is admitted into the Normal School, except upon the declaration, that he will devote himself to teaching, and that the object of his attending the Normal School is to qualify himself better for his profession; accompanied by a certificate of character, signed by a Clergyman. This is the same condition required for admission into the Normal Schools of the New York and the Eastern States, where the change of employment and profession, and removals from one State to another are much more frequent than in Canada.

2. That no student-teacher receives the small pecuniary aid of five shillings per week towards the payment of his board, before the end of the session; nor than

unless by good conduct, and on examination in writing, (extending over several days,) on all the subjects of Normal and Model School instructions and exercises, he is adjudged entitled to at least a second class certificate.

3. That the period of instruction in the Normal School only extends over two sessions of five months each,—ten months in all; and that the lectures, teaching, and exercises in the Normal School, and the practice in the Model Schools, are not those of ordinary school or college, but form a system of practical training for the work of teaching, and, therefore, present comparatively little inducement for the attendance of any who do not intend to devote themselves to the work of teaching.

4. That of the 165 candidates, (91 males and 74 females,) who have been admitted to the Normal School during the current session, 91 of them, (66 males and 25 females,) have already been teachers of Common Schools, thereby furnishing the strongest practical proof that their object in attending the Normal School for a few months is to become better qualified for the work of teaching.

In all professions and pursuits there are changes from one to another. I do not think it is just or wise, or expedient to deny to the Normal School teacher (because of his attendance at the Normal School a few months) this liberty or discretion, if opportunity presents to improve his position or increase his usefulness—motives for which, however, are daily becoming feebler, as the salary and position of the teachers are improving, while greater difficulties, if not less gains, attend the entrance and pursuit of other professions and employments. In whatever position or relation of life a Normal School teacher may be placed, his or her training at the Normal School cannot fail to contribute to their usefulness. In Prussia no candidate is admitted into the Christian Ministry without a certificate of his having attended a six months course of lectures and exercises on "Pedagogy," or school-teaching.

In whatever light, therefore, the Normal and Model Schools are viewed, and the more carefully their character and operations are examined, the more important will they appear as one of the vital parts of a system of public instruction, as providing not only the most important schools of the several counties with efficient teachers, but as exerting a powerful influence upon the teaching and character of most of the public and private schools throughout the country, as well as in contributing to the general education of so much of the population of the Province as attend that Institution.

9. TABLE M.—FREE PUBLIC LIBRARIES.

In previous reports I have explained the origin and nature of our system of Public School Libraries. During the year 1856, 13,701 volumes were supplied from this Department; but from the 1st of January to the 1st of July of the current year, 24,765 volumes have been called for,—nearly twice as many as were applied for during the whole of 1856. This large increase during the last six

months, is chiefly owing to some discussion which took place at the beginning of 1857, relative to the public libraries, and the application, by municipalities, of portions of the Clergy Reserve Funds to the purchase of libraries. The whole number of volumes sent out by this Department during the three years the system has been in operation, is 155,726. The subjects of these volumes are as follows: History, 26,935 volumes; Zoology, 11,313; Botany, 2,033; Natural Phenomena, 4,517; Moral and Physical Science, 3,524; Geology and Mineralogy, 1,315; Natural Philosophy, 2,407; Chemistry, 1,141; Agricultural Chemistry, 682; Agriculture, 6,980; Manufactures, 7,300; Literature, 15,378; Travels, 11,329; Biography, 17,223; Practical Life, 41,970; Teachers' Library, 1,679. Total, 155,726.

The useful occupation, instruction and entertainment afforded by the circulation of so many books on so great a variety of subjects, cannot be easily estimated. The number of libraries established, is 289—subdivided into nearly 1,000 sectional libraries. The number of libraries established during the last six months is 70—subdivided into upwards 200 sectional libraries.

It is not to be expected that these libraries should be equally appreciated and read in every neighbourhood where they are established. As in the different members of the same family there is the widest difference in this as in other respects, in different parts of the country, in different municipalities, and in different neighbourhoods of the same municipality. In some neighbourhoods there is little taste for reading among either young or old; in other neighbourhoods the young very generally avail themselves of the books in the library, or section of it; in others again, all classes and ages are eager to procure and read them.

In the selections of books for some of the libraries, the local authorities were anxious to provide, in the first instance, a series of standard works on different subjects; and in doing so they had but little means left to procure smaller works, and more attractive and popular as reading books for young people. I think this circumstance has, as in a few cases, rendered the libraries less useful and attractive than they would have been had a more varied and popular selection of books been made. But as the catalogue is large, and the selections from it entirely at the discretion of the local parties establishing libraries, I have not thought it advisable to interfere in the least with that discretion, unless expressly desired to do so. But on the whole, the selections of books for the libraries have been made with great discrimination.

It is also gratifying to know, that the method adopted for supplying the municipalities and school sections with libraries, maps, school apparatus, &c., is highly approved by intelligent visitors and educators from other countries, and is regarded as a feature peculiarly favorable to the Canadian system of public instruction.

10. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS.

These extracts are 150 in number—all that have been transmitted with the Reports from the Township, City, Town and Village Municipalities. These extracts are witnesses as to the working of the school system and the operations of the school law, they present the dark as well as the bright side of the picture; the failures and defects as well as the successes and excellences of the system. I wish to conceal no defect, but to discover and remedy it; I wish to hide no failure, but to expose it, and, if possible, to prevent its recurrence.

From the extracts of local reports which I gave in the same impartial manner in my last Annual Report, an attempt has been made to prove the school system a failure. Passages have been selected from two or three of these local reports, stating in each case, in substance, that the school-house was in a state of dilapidation, that the school was badly attended, that the teacher was unfit for his office, and there was a general feeling of indifference in regard to education; and then these statements have been held up as illustrations of the state of the schools and the results of the school system throughout Upper Canada.

Of the fairness of such reasoning, and the honesty of such a proceeding, every intelligent reader is competent to judge. In the same way might it be proved, that agriculture is declining in a county or township, because some farms in such county or township are in a wretched state, and some farmers are indifferent to all agricultural improvement. In the same way might it be proved that agriculture is declining throughout Upper Canada after all that has been granted, and done by agricultural societies, because there are some municipalities in which the farms generally are as badly managed, and the farmers are as inactive as they were many years ago. In the same way might it be proved that Canada is declining in population and commerce and wealth, and that its whole system of government is a failure, because there are portions of it in which population is as sparse, and villages are as poor, and trade is as limited, as in former years. With the same kind of fairness and intelligence have some European travellers landed and spent a few hours upon some non-commercial and non-agricultural, and non-progressive spot in Canada, or seen some portions of its frontiers, and then published that the country was stationary and retrograding, and was unworthy of being a part of the British Empire, while all the rest of America was advancing with rapid strides.

Now to all such fallacies and falsehoods, one reply would be deemed sufficient namely, an appeal to the general statistics of agriculture, of trade, of population, of property. So in regard to schools and the school-system, whatever may be the state, or neglects of a particular neighborhood or municipality, the general statistical returns show an advancement not equalled by that of any other state in America, and the extracts from nine out of ten of the local reports show an exertion, a progress and success in the great majority of the municipalities, of the most gratifying and satisfactory character. For example, if it be stated in the report of one

municipality, that the public library is not appreciated—that the books are not read or applied for—that all classes are indifferent to them, is it therefore to be inferred that the system of libraries is a failure, and that the law and regulations provided for libraries are bad? On the contrary, if it be stated in the report of another municipality, that the public library is highly appreciated—that the regulations are strictly observed—that the books are very generally sought after, and eagerly read; would it not be inferred from the different working and results of the same system in different municipalities that the failure in one case could not be attributed to the system, while the success in the other case shows what aids and facilities the system affords to the people where they choose to avail themselves of it. The same remark applies to school operations. If in one school division the school-house is convenient and well furnished, and the school efficient and well attended, and if the reverse is the case in another school division, the difference in the two cases can not be ascribed to the system, for it is the same in both school divisions, but must be owing to other causes. In extract No. 139 of the local reports, we have an account of the development and working of the system in a *city*, and where all the teachers have been trained in the Normal School; while in extract 103, will be found a statement of the rise, progress, and working of the system in a *township*. Other extracts evince an equal success in other municipalities. What is done and witnessed in these municipalities may be done in all Upper Canada, if similar feelings prevail and similar means are used.

The extracts from the local reports, will satisfy the attentive and candid reader on the following points :

1. That the improvement and progress of the schools throughout the country at large is very great, that the inhabitants are making noble and successful exertions for the education of their children, notwithstanding the backwardness and indifference in some of the municipalities.

2. That the school law places the education of the children in the hands of the people themselves; that it invests the inhabitants of each municipality with powers to provide for the education of all their children, and they are responsible if this be not done.

3. That while the religious rights of each pupil and of its parents or guardians, are equally protected, it is in the power of the School division to make their school or schools as decidedly religious as they desire.

4. That in municipalities where the schools are reported to be in an unsatisfactory state, this painful fact is in no cause ascribed to the defective provisions of the school law, except in the frequently expressed earnest desire that the Legislature would amend the law so as to make all the schools free.

11. EDUCATIONAL MUSEUM, AND SCHOOL OF ART AND DESIGN.

The School Act 13 & 14 Vic., cap. 48, sec. 41, authorized the expenditure of

"a sum not exceeding two hundred pounds in any one year, to procure plans and publications for the improvement of school architecture and practical science, in connection with common schools," and the Act 16 Vic., cap. 185, sec. 23, authorized the expenditure of "a sum not exceeding five hundred pounds per annum, in the purchase of books, publications, specimens, models and objects, suitable for a Canadian Library and Museum, to be kept at the Normal School buildings." In the Act 12 Vic., cap. 83, five hundred pounds was granted for the establishment and support of a School of Art and Design for Upper Canada, to be in connection with the Normal School, and under the control of the Council of Public Instruction. Two rooms were provided for this purpose in the Normal School building, but on the proposal to establish a chair of civil engineering in the Provincial University, I suggested the establishment of the school of Art and Design as an appendage or branch of the chair of civil engineering, and that the provision for its establishment in connection with the Normal School need not be continued. But the idea of establishing the chair of civil engineering by the Provincial University having been abandoned, and the statute providing for it repealed, it became a matter of consideration and importance to give effect to the original purpose of establishing the school of Art and Design in connection with the Normal School, and more especially as drawing forms one branch of the course of instruction in both the Normal and Model schools, and will be taught to a greater extent in the model grammar school, and there are here the greatest facilities for the economical establishment and support, as well as usefulness of such a school. Accordingly the requisite steps have been taken to accomplish that important object.

By the provisions of the Acts above mentioned, I have been enabled to introduce publications and plans for the improvement of school architecture into all the municipalities of Upper Canada; to obtain models and instruments and apparatus for teaching and illustrating different branches of natural history and science in the schools; to commence a collection of specimens of the Canadian birds and animals, of the geology and mineralogy of the different provinces of British North America, models of agricultural implements, &c., &c., together with several hundred books, publications and objects relating to education and other departments of science and literature. I have also been anxiously desirous of preparing the way for, and as far as possible, of giving effect to what was contemplated in connection with the school of Art and Design. In England, schools of Art and Design are becoming prominent features of popular instruction in the principal cities and towns. In connection with some of these schools, interesting collections of objects of art, consisting chiefly of painting, sculpture and drawing, plaster casts of statues, statuettes, and busts, models in marble, alabaster, ivory, wood, bronzes, terra cottas, models in wax, plaster, &c. In connection with the Royal Schools of Art and Design in London, (kept in the Marlborough and Somerset Houses,) upwards of a thousand of these specimens are collected and arranged. In addition to these schools, the Committee of the Privy Council on Education have established an Educational Museum, at the new buildings, South Kensington, west end of London, the books and objects of

which are grouped under the following divisions: 1. School building and fittings, forms, desks, slates, plans, models, &c. 2. General educational, including reading, writing, grammar, arithmetic, mathematics, foreign languages and histories. 3. drawing and the fine arts. 4. Music. 5. Household economy. 6. Geography and Astronomy. 7. Natural History. 8. Chemistry. 9. Physics. 10. Mechanics. 11. Apparatus for teaching the blind and deaf. A late English paper contains the following brief account of this Educational Museum:

"The South Kensington Museum is a result of the School of Design, founded in 1838, and the Great Exhibition of 1851. The School of Design, under the influence of the feeling generated by the Hyde Park Palace, expanded into the present Department of Science and Art, under the Committee of Privy Council on Education, and the nucleus of a permanent museum of arts was formed at Marlborough-house. The Department of Science and Art has achieved a building in which its schemes for training may be systematically carried out, and its curiosities constantly exhibited. Thither are transferred all the ornamental specimens from Marlborough-house, the entire collection of the Architectural Museum, together with many articles belonging to the Commissioners for the Exhibition of 1851. Thus decorative art and practical science have a permanent home, which, moreover, is nobly adorned by the fine collection of pictures and drawings munificently given to the nation by Mr. Sheepshanks. The offices of the department and the training schools are under the same roof as the museum, which, while it will be a source of rational recreation to the general public, will also, it is hoped, be an important agent in the instruction of the students. The collection of works belonging to the department of ornamental art first attracts the notice of the spectator, occupying, as it does, the corridor in which he will find himself immediately after his entrance. Only a portion of the entire collection—which numbers upwards of 4,000 objects—is at present exhibited, inasmuch as about a fourth part, including the whole of the acquisitions from the Bernal collection, have been sent to Manchester.

"The Educational part of the museum occupies the centre of a large iron building, which forms a wing of the entire edifice. It comprises specimens of scientific instruments, objects of natural history, models of school-rooms, casts of classical statues, and a library of 5000 volumes, all admirably arranged. 'Education' is a wide word, as will be obvious enough, when we state the official subdivision of the department into 'school buildings and fittings, general education, drawing and the fine arts, music, household economy, geography and astronomy, natural history, chemistry, physics, mechanics, apparatus for teaching the deaf and dumb, idiots, &c., and physical training.' To this collection, which will probably be the most popular of the whole exhibition, the 'Commissioners of Patents' Museum' form a sort of supplement. In this department the history of the steam engine is copiously illustrated.

"The nucleus of a collection of Sculpture has also been formed by the

assemblage of about fifty works, contributed by twenty-five artists, among whom are Messrs. Baily, Bell, Foley, Munro, Calder, Marshall, and the late Sir R. Westmacott. By the collection of the Architectural Museum, which occupies a large portion of the gallery and descends into the lower corridor, a complete history of the mediæval architecture of France and England is represented by almost numberless casts of decorative details.

"The 'Trade Collection,' which is likewise in the gallery, and is the property of the Commissioners of the Exhibition of 1851, will not always remain in its present complete state. It is chiefly composed of the natural products used in the various arts, and of these the animal products are alone to be retained, the others being too fragmentary to justify their retention in a distinct museum. Specimens, therefore, of mineral and vegetable produce will be distributed among various national and provincial museums which admit of improvement.

"Another department is the 'Economic Museum,' formed by Mr. Twining, and presented by him to the Government.

"Everything has been done to render the new Museum a source of instruction and amusement to all classes alike, the exigencies of time being taken into consideration, as well as the exigencies of the pocket. On Wednesday, Thursday, and Friday, being students' days, the price of admission will be 6d.; on the other days of the week admission will be free.

"The hours will extend from 10 to 4, but the Museum will likewise be open on the evenings of Monday and Thursday, from 7 to 10. The catalogues required cost 1d. each.

The following are the rules sanctioned for admission to this Museum:—

1. "The collections of objects relating to education, architecture, and trade of pictures, sculpture, ornamental art, and models of patented inventions, will be opened to the public daily, from 10 till 4 in the day-time, and from 7 to 10 in the evenings, on Mondays and Thursdays, except during the appointed vacations.

2. "On Mondays, Tuesdays, and Saturdays, and daily during the Easter and Christmas weeks, the public will be admitted free; but on these days, books, examples, models, casts, &c., cannot be removed for study.

3. "On Wednesdays, Thursdays, and Fridays, the public will be admitted on payment of 6d. each person. This sum during the day-time will enable any person to consult any books, diagrams, &c., in the collections of education and to copy any article in the collections of Art; except modern paintings, for which special permission in writing must be obtained. In the evening, works cannot be removed. An annual ticket of admission to all the collections, morning and evening, may be obtained for 10s.

4. "Sticks, umbrellas, parcels, &c., must be left at the doors.

5. "Except the fees above mentioned, no fee or gratuity is to be received by any officer of the department from any person.

6. "The library of Art is open every day, from 11 A.M. to 9 P.M., except Saturday, when it is closed at 4 P.M., and the usual vacations.

7. "All registered students of the Central School of Art have free admission to the library. Occasional students are admitted upon payment of 6d., which will entitle them to entrance for six days from the day of the payment of the fee, inclusive. A monthly ticket may be obtained for 1s. 6d., and an annual admission for 10s.

The above Museum is under the direction of the Lords of the Committee of the Privy Council on Education,—of which the Right Hon. Earl Granville, is President, and the Right Hon. W. Cooper, Vice-President.

It would be too much to attempt an Educational Museum in Canada on so extensive a scale; but we have already in the Normal and Model Schools what might be deemed necessary under the best of the above divisions, and considerable collections which belong to the 1st, 3rd, 4th, 6th, 7th, 8th, 9th and 10th, of the above divisions. They cannot, however, be properly classified and arranged until the completion of the new Model Grammar School building, when we shall have room for the School of Art and Design, with the appropriate and methodically arranged Educational Museum. In England an act of Parliament was passed some years since, authorizing the Corporation of each City and Town in the United Kingdom to establish a Provincial Museum; and these local Museums are now multiplying on every side, being regarded as a powerful though indirect means of popular education, as well as of popular entertainment.

During my late tour in Europe, the importance of embracing objects of art as a prominent feature of our Educational Museum, and as an essential element of a School of Art and Design, was strongly pressed upon me both by what I saw, and by the opinions and advice of learned and practical men. Col. Lefroy (better known in Canada as Capt. Lefroy) addressed me a very interesting and able letter on the subject, from which I extract the following paragraph:

"My suggestion, in respect to the purchase of casts of statuary, and of specimen pictures, for the Normal School, proceeds upon the assumption that what is every year felt to acquire fresh claims as an element of popular education at home, cannot be less worthy of attention in Canada—that if we find that a taste for art, where many facilities for its culture have always existed, is still at so low an ebb in the country as to call for systematic efforts to extend it; much more must it require and deserve public encouragement in a community which as yet possesses no facilities of this kind. In fact no one can deny that this taste is deplorably wanting in America universally—much that gives intellectual rank and dignity to a people is wanting with it—and life is deprived of a source of manifold pleasures

of the highest kind in consequence. Now the Provincial Normal School occupies a position which can hardly be paralleled in advantages for initiating a better order of things. Not only does a very numerous class of the community pass under its influence and receive its moral and mental stamp, but that class is of all others the one which has probably the greatest influence in forming the minds of others. Even the clergy of a country must yield in some respects to its school-masters in the privilege and responsibility of forming the character and influencing the judgements of its people—alike of parents, as of children. For many years at least, I suppose all common school Teachers will pass through your Institution—but this is not all. From its metropolitan position, its attractions to visitors and the liberality with which it is thrown open, objects of art collected there would, in a material degree, stand in the position of a public collection, and thus without interfering with their special purpose they would indirectly instruct classes with which the Normal School has nothing to do. Stronger grounds cannot be wanted to justify the very moderate expense which my plan would entail.”

The Earl of Elgin not only favored me with his advice, but afterwards enclosed me (with a very kind and suggestive note) a pamphlet containing a copy of an address delivered at Glasgow, in January, 1855, by C. H. Wilson, Esq., “On the Formation of Provincial Museums and Collections of Works of Art.” Mr. Wilson remarks :

“There is no difficulty in carrying out this idea. The Museums of Europe furnish the means ; casts can be had of the busts of the great men of nearly every age, at a cost which renders it easy to form such a collection, and the youth proceeding to his class rooms, might pass through an avenue of images of the great, the learned, and the benefactors of mankind. Students occupied with history, might see in the Glyptothek of their College, each page illustrated by the ancients themselves—Grecian history by the Greeks, Roman history by the Romans. The arms, dresses, instruments, utensils, in fine, nearly everything which it is thought so important to read about in our seminaries of learning, might be rendered as familiar to the eyes of the students as the description of them is to their thoughts, and this without difficulty, and at a cost which is absolutely trifling, when the benefits to be conferred are estimated. Whilst truer ideas on all these subjects would thus be formed, taste, and that appreciation of the arts which ought to be an accompaniment of our civilization, would take the place of that absence of both which we are painfully called upon to acknowledge.

“When Museums are spoken of, I have no doubt thoughts instantly cross the minds of all, of rare and precious marbles and bronzes, of costly pictures by the great masters, and of other works of art of equal rarity and value, and it may be, that this idea of Museums deters from all attempts to form them, seeing that the cost of such collections is so great ; but I look at the whole subject from a totally different point of view, from one which, instead of presenting us with the prospect of an outlay which it would be hopeless to attempt to meet, renders

a collection of works of art of standard excellence comparatively easy and economical.

“It is desirable to preserve original and precious works of art in a great central museum in the metropolis, and it seems reasonable that the power and wealth of the nation should be principally concentrated upon this central collection, yet provincial museums should be furnished with casts of the sculpture, and copies of the pictures, electrotypes of the bronzes, and such transcripts or imitations of other works of art as could most readily be made by a staff of artists employed for the purpose in the central establishment.

“By means of casts, all the beauty of form of the original is rendered with such perfect fidelity, that they may be termed in every respect, except material, duplicates of the original works. This system has been acted upon at Berlin; and a suggestion which I had the pleasure of submitting to the Royal Scottish Society of Arts in 1836, has been completely realized by Monsieur D'Offers, the Director of the Gallery at Berlin, to whom the same idea had occurred, and who has been enabled, by the liberality of his government, to form the most perfect collection of casts in the world, illustrating the whole history of art during a period of three thousand years. By a process which he was so good as to describe to me, these casts have been rendered durable, their appearance much improved, and their resemblance to the original works increased. Preserved in a series of halls, quite unsurpassed in beauty and fitness, they are chronologically arranged, and certainly form the most perfect and interesting series existing.

“The electrotype process, by which statues and other works in metal may be copied for provincial museums in a perfectly satisfactory manner, and at a very moderate cost, is another apt and economical method of furnishing provincial Museums with faithful copies of fine works of art.”

A collection of such objects has double the value in Canada that it possesses in any city or town in Europe, in every country of which treasures of Art abound in the Royal Palaces, National Museums, and private mansions, all of which are opened to the public with great liberality. And even there, where the facilities of travelling are so great, the public museums are so numerous, and the different countries are so near to each other, many travellers, not content with having seen and contemplated the original objects of art themselves, purchase copies of the most famous paintings and casts, or sculptured or bronze copies, of the most celebrated statues, busts, &c., for the gratification of their own tastes, and the ornament of their mansions. But in Canada, where there are no such Art Treasures, where we are so remote from them, where there is no private wealth available to procure them to any extent, a collection (however limited) of copies of those paintings and statuary, which are most attractive and instructive in European Museums, and with which the trained teachers of our public schools may become familiar, and which will be accessible to the public, cannot fail to be a means of

social improvement, as well as a source of enjoyment, to numbers in all parts of Upper Canada.

The copies of *paintings* which I have procured present specimens of the works of the most celebrated masters of the various Italian Schools, as also of the Flemish, Dutch and German. The collection of *engravings* is much more extensive; but they are not yet framed or proposed for exhibition. The collection of *sculpture* includes casts of some of the most celebrated statues ancient and modern, and busts of the most illustrious of the ancient Greeks and Romans, also of Sovereigns, Statesmen, Philosophers, Scholars, Philanthropists, and Heroes of Great Britain and France. Likewise a collection of *Architectural Casts*, illustrating the different styles of architecture, and some of the characteristic ornaments of ancient Gothic and modern Architecture. But these are not yet exhibited as there is no room for them until the new model Grammar School Building is completed. And until then, the rest of the collection cannot be properly arranged nor seen to advantage.

A list of the principal instruments, models, and objects collected, will be found in the appendix to this report.

12. DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As very imperfect and, in many cases, mistaken ideas exist in regard to the nature and duties of this Department, it may be proper once for all to state them in as few words as possible.

The Department has to do with the popular instruction of the country, embracing the Common or elementary Schools, and the Grammar or Classical Schools; but not the Universities or Colleges, from which returns are obtained only by courtesy. There are included in it:

1. *The Education Offices* proper, in which, under the direction of the Chief Superintendent, the Common and Grammar School laws are administered, school Acts, forms, regulations, &c., supplied to all the schools of the country (3500 in number,) information of any kind is given, appeals decided:—the whole revolving under the head of correspondence alone, between six and eight thousand letters a year, or upwards of six hundred per month, besides the examination of all local financial returns and reports, and the preparation of the Annual General Report.

2. *The Council of Public Instruction*, by which all appointments to the Normal and Model Schools are made, all expenditures for their establishment and support are ordered and audited, all the regulations for the Normal, Model, Grammar and Common Schools, and Public School Libraries, are authorized, and the text-books for the schools, and the books for the libraries, approved. The Chief Superintendent is required to prepare all these regulations, and to examine all these books and report upon them; also to have the oversight of the Normal and Model Schools.

3. *The Normal School* for the special training of teachers, about one hundred of whom are sent out per year.

4. *The Model Common School* limited to 420 pupils, in which student-teachers in the Normal School, observe the best methods of school organization, classification, teaching and discipline, and practice teaching.

5. *The Model Grammar School*, which will consist of pupils equally distributed among all the Municipalities of Upper Canada, and is designed to sustain the same relation to the Classical Grammar Schools of the country as the present Model School does to the Elementary Common Schools, to be a standard and pattern for their imitation, and an instrument of training teachers for them. The building for this school will be finished in a few months.

6. *The Depository of School Maps and Apparatus*, from which all the public schools of the country are supplied at cost price, the Chief Superintendent also apportioning one hundred per cent. upon whatever sum or sums may be transmitted by municipal and school authorities for the purchase of them for their schools. The best maps published in Great Britain and America are here procured, together with maps in relief, or raised maps, (preferred in France) globes, tellurians, charts, collections, instruments and apparatus, to illustrate lectures and instructions in Geography, Natural History, Geology and Mineralogy, Mathematics, Chemistry, Mechanics, Astronomy and other branches of Natural Philosophy; indeed all subjects taught in the Common, Grammar, Model and Normal Schools. In order to bring these facilities for improving and benefiting the Schools prominently into public notice, I have deemed it expedient to send selections of the Apparatus, Globes, Maps and Charts, &c., to the Provincial Exhibition each year. The report of the Exhibition for last year, which was highly successful, will be found in the Appendix.

7. *The Depository of Books for Public School Libraries*, embracing a careful selection of more than 3,000 different works, and several thousand volumes. These books are furnished in no case to private individuals, but to municipal and school authorities at cost price, with the addition of an apportionment by the Chief Superintendent of one hundred per cent. upon all sums transmitted from local sources. Upwards of 150,000 volumes have already been sent out from this depository—24,689 volumes during the last six months. From the official catalogue for public libraries, selections of the best illustrated works, reward cards, &c., have been made for prizes in the public schools of Upper Canada. 100 per cent. is also allowed on all sums above \$5 transmitted to the Department for the purchase of these prize books.

8. *An Educational Museum*, embracing a large collection of school models, apparatus, fittings, &c. About 150 copies of paintings, illustrative of the works of the great masters of the Italian, Flemish, Dutch and German schools of painting, architectural casts, and some three or four hundred casts of Greek and Roman and Modern Sculpture, being statues and busts of personages and characters celebrated in ancient and modern history. (For List see Appendix.)

9. *Grounds surrounding the Buildings*; designed not for ornament merely, but as a botanical garden, the flowers, plants and shrubs being labelled and accessible to students and others, to illustrate the lectures in vegetable physiology, and the lessons in botany, and from which specimens are selected and used in the schools for analysis and illustration.

The object of the construction and arrangements of the buildings and premises is to combine taste with necessity and convenience, to spend not a penny on mere ornament, but to render ornament subservient to utility, to impress upon all classes that an establishment symbolical of what the system of elementary and grammar schools of the country ought to be, and the primary agent in promoting what concerns the great mass of the people, and lies at the basis of our national civilization and advancement, should be second to no other institution in the country, in the comprehensiveness of its arrangements, the simplicity and perfection of its details, and the chaste elegance of its appearance—such as the eye can look upon with pleasure, and the mind contemplate with satisfaction. I believe the influence of every thing appertaining to such an establishment, identified as it is with the country at large, and such as the people may especially call their own, is by no means small; and I hope that in the course of another year, we shall be able to render the establishment much more efficient and complete, much more acceptable to the country and worthy of it.

13. MISCELLANEOUS REMARKS.

1. In my last two annual reports I have discussed at large the provisions of the law and the character of its administration in regard to separate schools and the religious instruction of youth. I have shewn that to the churches and parents, and not to the government, or to any one paid out of public funds, appertains the duty of giving special religious instruction to children and of providing for their religious education. I have shown that what has been further claimed on the part of certain supporters of separate schools was inconsistent with what is granted to supporters of dissentient schools in Lower Canada, is inconsistent with what is required of trustees of common schools in Upper Canada, is an infringement of the rights and powers guaranteed to municipalities by successive Acts of Parliament, and inconsistent with any national system of public instruction. It is worthy of remark that though I have been personally attacked, and though successive attacks have been made by these parties on the school system, no answer has been attempted to the facts and authorities I have adduced in my reports referred to, showing how fallacious and unfounded are such attacks, and how much easier it is to repeat them *ad nauseum* than to reply to the exposures of them and the defence which has but made of the justice, the liberality, and the necessity of the existing provisions of the law. I may be excused, therefore, from travelling over the same ground in this report, as no new objections have been made to the law which I have not answered and replied in to my two last reports.

2. As to the Christian character of our school system and its principles and regulations in regard to special religious instruction, its relations and influence in regard to the morals of youth and juvenile crime, what I have said in my preceding reports has remained unanswered and need not be again repeated. There are, however, two statements or charges made on this subject, which it may be proper for me to notice. The first charge is, that numbers of children in our cities and towns do not attend the schools provided for them. This is no valid objection to the school system—that numbers of persons will not avail themselves in behalf of their children of its liberal provisions for their instruction. As well might it be objected that the climate and soil of our country are bad, because numbers of persons do not avail themselves of either, but ruin their health by neglect and irregularities, and live in poverty by their indolence and vices. As well might it be objected, that the system of churches and their places of worship are bad, because there are numbers for whom they are provided who do not avail themselves of them. The neglect of many children in cities and towns, and even in country places, may argue the necessity of some further police or penal regulations in order to secure their attendance a portion of each year to some school, public or private, but can be no argument against the school system, or public schools, unless it can be shown (which is not pretended) that they do not sufficiently provide for the education of all the children of such municipalities.

3. Then as to the pretended array of the statistics of crime, and its alleged increase in our cities and towns, and the responsibility of our Common Schools for it, it may be sufficient to reply that, no proof has been adduced, or even attempted, to show that if crime has increased our Common Schools have been the cause of it. Nay it has never been shown,—not even in a single instance so far as I know—that the youthful criminals of our cities and towns, or of country places, have ever been attendants, much less regular attendants, at our Common Schools. On the contrary, every intelligent man in town or country, throughout Upper Canada, is a witness, that just in proportion as parents are sedulous to send their children to the Schools, and as children are punctual and diligent in attending them, are both those parents and children industrious and exemplary; and just in proportion as children turn their backs upon the school, and especially if allowed and encouraged to do so by their parents or others, are they idle, profligate and vicious. There is an increase of churches, of church ministrations and catechetical instructions, both Protestant and Roman Catholic, in our cities and towns; as well might the alleged increase of juvenile crime be charged upon this increase of church operations, as upon the increase of public school accommodations and teachers. Then of the statistics of juvenile crime and ignorance in proportion to population in the cities of Upper Canada be compared with those of England or Italy, where denominational schools alone are established, the result would show what abundant reason we have to congratulate ourselves, rather than lament, on account of the existence of a system of public schools which reaches out an uplifting hand to the poor and offers equal privileges and advantages to all classes.

No one can analyse the circumstances and character of these isolated but reiterated attacks upon our public schools and school system, without feeling that they originate in the same source and have a common object: the spirit of sectarian bigotry, against Catholic Christianity, the spirit of ecclesiastical despotism against public liberty and general knowledge, the spirit of individual selfishness against public patriotism and national progress.

While the local reports show, upon the whole, a gradual extension and advancement of our school system in all its aspects and ramifications, beyond that of any preceding year, they add to the accumulation of evidence furnished by the facts of the year from almost every municipality in Upper Canada, of the determination of the landholders and householders to maintain inviolate their individual and municipal rights in behalf of themselves and their children, and to extend and perpetuate that system of national education which will elevate Upper Canada to its high mission of virtue, intelligence, and greatness, and make its future generations justly proud of their ancestors. By the blessing of God, I doubt not the achievement of this result; and I hope that each reader of this report, as well as myself, may contribute to hasten it.

I have the honor to be,

Your Excellency's

Most obedient and humble servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, July, 1857.

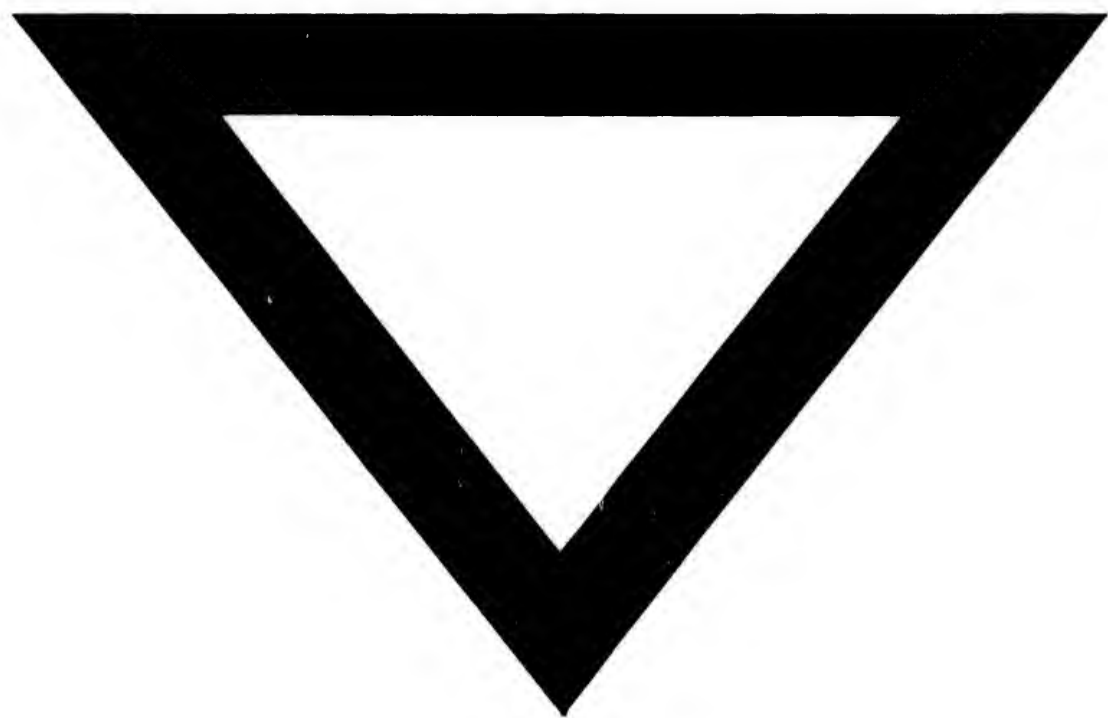
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