

ANNUAL REPORT
OF THE
NORMAL, MODEL AND COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1852:
WITH AN
APPENDIX.
BY THE
CHIEF SUPERINTENDENT OF SCHOOLS.

Printed by order of the Legislative Assembly.



QUEBEC:
JOHN LOVELL, 13 MOUNTAIN STREET.
1853.



Department of Public Instruction for Upper Canada.

EDUCATION OFFICE,

TORONTO, 31st December, 1853.

SIR,

I have the honor to transmit, herewith, to be laid before His Excellency the Governor General, my Report of the state of the Normal, Model and Common Schools of Upper Canada during the year 1852,—including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious Extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Schools, and the establishment of Public Libraries.

I have the honor to be, Sir,

Your most obedient servant,

E. RYERSON.

The Honorable

P. J. O. CHAUVEAU, M. P. P.,

Secretary of the Province,

Quebec.

GENERAL CONTENTS.

PREFATORY LETTER to the Secretary of the Province	AGE iii
---	------------

PART I.—GENERAL REPORT.

INTRODUCTORY REMARKS	9
I. School Sections and Schools	9
II. School Moneys	10
III. School Population and Pupils	10
IV. Books used in the Schools	11
V. Teachers, and Length of time the Schools have been kept open	11
VI. School Visits, Lectures, and School Houses	12
VII. Maps, Apparatus, and Libraries	13
VIII. Colleges, Grammar Schools, Academies, and Private Schools	14
IX. Normal and Model Schools	14
X. State and Progress of Education in Upper Canada	14
XI. Extracts from Local Reports	15
XII. Recent Amendments to the School Law	15
XIII. Establishment of Public School Libraries	17
XIV. General Remarks on the School System	18
XV. Objections to the School System:—	
1. Objections of certain Opposers of the Separate School Clauses of the Law	19
2. Objections of certain Advocates of Separate Schools	24
XVI. Regulations respecting Religious Instruction and Exercises in the Schools	27

PART II.—STATISTICAL REPORT.

TABLE A.—School Sections and Schools—Union Sections—Free Schools—School Moneys, for Teachers' Salaries, for Building, Rent and Repairs of School Houses, and for other Educational Institutions—Total amount available for Educational Purposes	34
TABLE B.—School Population and Pupils—Average Attendance—Pupils in the different Branches of Instruction	38
TABLE C.—Number of Schools using Text Books—Modes of Instruction	42
TABLE D.—Teachers—Their Religious Faith—Average Annual Salaries—Certificates—Number Trained in the Normal School and other Institutions—Length of time the Schools have been kept open	46
TABLE E.—School Visits, and Lectures—School-Houses—Their kind, and title, and number built during the year—Moneys expended for Building, Rent, and Repairs—Miscellaneous	50
TABLE F.—Separate Schools—Libraries—Maps and Apparatus—Expenditure for Libraries, Maps, and Apparatus	54
TABLE G.—Other Educational Institutions—Colleges, Academies, Grammar, and Private Schools—Grand Total of Educational Institutions, and Amount expended for Educational Purposes in Upper Canada	58
TABLE H.—Normal School—Attendance of Teachers-in-Training—Their Religious Faith—Amount of aid granted them, and the Counties from which they came	62

	PAGE
TABLE I.—Account of the Receipts and Expenditure for the Normal and Model Schools.....	64
TABLE K.—Progressive results of the Common School System of Upper Canada since 1846.....	65
TABLE L.—State and Progress of Education in Upper Canada as connected with Universities, Colleges, Academies, Normal, Grammar, Model, Common and Private Schools, during the years 1842, 1847, and 1852.....	66

A P P E N D I X .

A.

EXTRACTS from the Reports of Local Superintendents of Schools and Boards of School Trustees relative to the state and progress of Elementary Education in their respective Townships, Cities, Towns, and Villages	67
---	----

B.

PROCEEDINGS at the School Conventions held in the several Counties of Upper Canada by the Chief Superintendent of Schools :—	
No. 1.—Circular to Municipal Councillors, Local Superintendents, Visitors, Trustees, and Teachers appointing County School Conventions	138
No. 2.—Proceedings and Suggestions at the several County School Conventions relating to the Extension of the Powers of Trustees, Free Schools, and the Establishment of Public School Libraries	140

C.

AN ACT SUPPLEMENTARY to the Common School Act of Upper Canada, 16th Victoria, chapter 185....	161
---	-----

D.

CIRCULARS from the Chief Superintendent of Schools to the various Municipal and School Officers concerned in the administration of Common School Acts of Upper Canada :—	
No. 1.—Circular to Clerks of Counties transmitting Educational Documents for the use of Municipal and School Officers	171
No. 2.—Circular to Local Superintendents transmitting Educational Documents for the use of the Trustees of School Sections	171
No. 3.—Circular to Clerks of Counties notifying the Apportionment of the Legislative School Grant of 1853	173
No. 4.—Circular to Clerks of Cities, Towns, and Villages notifying the Apportionment of the Legislative School Grant of 1853	180
No. 5.—Circular to Local Superintendents of Schools on the Sub-Apportionment of the Legislative School Grant of 1853	181
No. 6.—Circular to the Trustees of School Sections in Townships on the Supplementary School Act.....	184
No. 7.—Circular to Boards of School Trustees in Cities, Towns, and Villages on the Supplementary School Act	187
No. 8.—General Circular to School Officers on the Supplementary School Act.....	188
<i>Circulars on the Subject of Public Libraries.</i>	
No. 9.—Circular to Town-Reeves of Townships on the Establishment of Public School Libraries ..	190
No. 10.—Circular to Boards of School Trustees in Cities, Towns, and Villages on the Establishment of Public School Libraries	192
No. 11.—Circular to Trustees of School Sections on the Establishment of Public School Libraries..	193

GENERAL CONTENTS.

7

	PAGE
No. 12.—General Regulations for the Establishment and Management of Public School Libraries in Upper Canada, prescribed by the Council of Public Instruction	193
No. 13.—General Principles on which Books have been selected for Public School Libraries in Upper Canada	198
No. 14.—Schedule of the Number of Volumes purchased for Examination and Recommendation by the Council of Public Instruction	199
No. 15.—Circular to the Municipalities of Townships, Cities, Towns, and School Sections, notifying the first Apportionment of the Legislative Library Grant	200

E.

PROCEEDINGS relative to the Establishment and Organization of Public School Libraries in Upper Canada:—

No. 1.—Letter from the Chief Superintendent of Schools to the Assistant Secretary of the Province, reporting the measures adopted for the Establishment of Public School Libraries	203
No. 2.—Letter from the Chief Superintendent of Schools to the Secretary of the Province on the subject of Public School Libraries	207
No. 3.—Letter from the Chief Superintendent of Schools to the Secretary of the Province, proposing the Establishment of Public School Libraries	208
No. 4.—Letter from the Secretary of the Province to the Chief Superintendent of Schools, conveying His Excellency's concurrence in the foregoing recommendations	210
No. 5.—Letter from the Chief Superintendent of Schools to Her Majesty's Principal Secretary of State for the Colonies, soliciting the aid of Her Majesty's Government in procuring publications and maps for Public Schools and Libraries in Upper Canada	211
No. 6.—Letter from the Under-Secretary of State for the Colonies to the Chief Superintendent of Schools, enclosing a Report from the Secretary of the Education Committee of the Privy Council	212
No. 7.—Letter from the Secretary of the Education Committee of the Privy Council to the Under-Secretary of State for the Colonies, on the application of the Chief Superintendent	213
No. 8.—Circular from the Secretary of the Education Committee of the Privy Council to the Publishers of Works sanctioned by the Committee of Council	214
No. 9.—Extracts from the Circular of the Secretary of the Education Committee of the Privy Council to the Managers of Public Schools in England and Wales, explanatory of the terms upon which books, maps, and publications can be furnished them	215

F.

NORMAL and Model Schools for Upper Canada.

No. 1.—Proceedings at the Ceremony of Opening the new Buildings of the Normal and Model Schools and Educational Department (with Engravings)	217
No. 2.—Results of the First Year's Culture of the Normal School Grounds	232
No. 3.—Terms of Admission into the Normal School, Toronto	237
No. 4.—General Rules and Regulations to be observed in the Normal School	238
No. 5.—Terms of Admission into the Male and Female Model Schools in connection with the Normal School	239
No. 6.—Provincial Certificates granted by the Chief Superintendent of Schools to Normal School Students	240
No. 7.—Form of Provincial Certificate of Qualification	242

G.

ADDRESSES and Remarks by the Chief Superintendent of Schools on the System of Public Instruction in Upper Canada.

No. 1.—Address to the People of Upper Canada on the System of Free Schools	243
No. 2.—Encouragement to persevere in the cause of Common School Education	252
No. 3.—Permanency and Prospects of the System of Common Schools in Upper Canada	257
No. 4.—Question of Religious Instruction in connection with our System of Public Instruction	261
No. 5.—Sketch of the System of Public Instruction in Upper Canada, with Remarks on the Correspondence and Duties of the Department	267

H.

GENERAL Instructions to School Officers in making the Reports and Returns required by the Common School Acts :	
No. 1.—General Instructions to Local Superintendents of Schools on the mode of compiling their Annual Reports.....	276
No. 2.—General Instructions to Trustees and Teachers on the mode of compiling their Annual Reports	280
No. 3.—General Instructions to Trustees and Teachers on the Compilation of their semi-Annual Returns.....	281
No. 4.—General Instructions to Local Superintendents in regard to the semi-Annual Returns.....	282
No. 5.—General Instructions to County Clerks on the mode of compiling the Annual Return of School Moneys.....	283
No. 6.—General Instructions to sub-County Treasurers on the mode of Accounting for School Moneys.....	284
No. 7.—General Instructions to Clerks of Cities, Towns, and Villages on the mode of Accounting for School Moneys.....	288

I.

SELECTIONS from the General Forms and Instructions for Executing the Provisions of the Common School Acts, 13 and 14 Victoria, chapter 48, and 16 Victoria, chapter 185 :	
No. 1. Programme of the Examination and Classification of Teachers of Common Schools, prescribed by the Council of Public Instruction for Upper Canada.....	287
No. 2.—General Form of Certificate of Qualification for Common School Teachers in Upper Canada, to be granted by County Boards of Public Instruction.....	288
No. 3.—Form of Notice for an Annual School Section Meeting.....	289
No. 4.—Form of Notice to a Local Superintendent of Schools, intimating the Election of Trustees.	289
No. 5.—Form of Notice of a School Meeting to fill Vacancies in the Trustee Corporation.	290
No. 6.—Form of Notice for a Special School Meeting.....	290
No. 7.—Form of Notification to Trustees of Alteration in the Boundaries of their School Section..	291
No. 8.—Form of Intimating to a Local Superintendent the Alteration in the Boundaries of a School Section.....	291
No. 9.—Form of Warrant for the Collection of School Fees.....	291
No. 10.—Form of Trustees' Rate-Bill.....	292
No. 11.—Form of Collector's Receipt.....	293
No. 12.—Form of Deed for the site of a Common-school House and Teacher's Residence.....	293
No. 13.—Form of Agreement between Trustees and a Teacher.....	295
No. 14.—General Regulations for the Organization, Government, and Discipline of Common Schools in Upper Canada, prescribed by the Council of Public Instruction for Upper Canada :	
Section 1. Hours of Daily Teaching, Holidays and Vacations.....	295
Section 2. Duties of Common School Trustees.....	296
Section 3. Duties of Common School Teachers.....	297
Section 4. Duties of Common School Visitors.....	298
Section 5. Constitution and Government of Schools in respect to Religious and Moral Instruction.....	298

K.

LIST of Local Superintendents of Schools in the several Municipalities of Upper Canada.....	300
--	------------

ANNUAL REPORT
OF THE
NORMAL, MODEL AND COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1852.

PART I.—GENERAL REPORT.

TO HIS EXCELLENCY THE RIGHT HONORABLE JAMES, EARL OF ELGIN AND KINCARDINE, K.T.,
GOVERNOR GENERAL OF CANADA, &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I have the honor to submit a Report of the state of the Normal, Model and Common Schools of Upper Canada for the year 1852, and the measures which have been adopted, down to the date of this report, to bring into operation every branch of our Common School system, together with such general observations as the completion of the System and present circumstances may require and suggest. The several Tables which compose the Statistical Part of this report, show a gradual but rapid and gratifying progress in every branch of our Common School System. I will refer to only a few leading facts.

I. SCHOOL SECTIONS AND SCHOOLS,—TABLE A.

Table A, page 36, presents the following results:

1. The *School Sections* are 3,317—being 23 less than in 1851—presenting the gratifying fact of the tendency to reduce, rather than increase, the number of school sections. Of these, 443 are union sections—that is, sections consisting of portions of different Townships.*

2. The *number of Schools* reported is 3,010—being 9 more than the number reported the preceding year. It is not, however, the number of schools, but the number of pupils attending them, the time of keeping them open, and the amount expended for their support, that determines the state or progress of common school instruction.

* The apportionment of school moneys to Union School Sections, the reporting of them, and administration of the law in respect to them, is attended with a good deal of inconvenience, and which is unavoidable, as much greater inconvenience would be experienced by not permitting the formation of Union School Sections.

3. The number of *Free Schools* reported is 901—being an increase of 46 during the year; in addition to which, 429 are reported as partly free—making in all 1,330 that are supported, in part or altogether, by a self imposed tax upon property. The 13th Section of the Supplementary School Act,* passed in June last, does not permit the imposing of a ratebill of more than one shilling and three pence per month for each pupil attending school; so that all the schools in Upper Canada are now, in a great measure, supported by a rate on property—the true principle, and only effectual method, of educating all the youth of the land. See on this subject the first article in Appendix G, page 243,—being an address to the people of Upper Canada on Free Schools.

II. SCHOOL MONEYS,—TABLE A.

The amount of the *Legislative Grant* apportioned to common schools in 1852, was £18,723. 18s. 8d.—being £303. 2s. 10d. less than the amount apportioned in 1851. The amount of the *Municipal Assessment* part of the School Fund in 1852, was £26,530. 5s. 10d.—being an increase on the preceding year of £694. 8s. 4d. The amount of *School Section Assessments* for *Free Schools*, was £26,132. 15s. 8d.—being an advance on the preceding year of £6,300. 2s. 1d. The amount of *Voluntary Subscriptions* and *Rate-bills* was £36,682. 16s.—being an increase on the preceding year of £3,105. 6s. 9d. The *total amount* received in 1852 for the *Salaries of Teachers*, was £113,991. 10s. 7d.—being an increase of £11,910. 18s. 1d. on the amount received for the same purpose the preceding year. The amount raised for *building, repairs, apparatus, &c.* of School houses, was £25,094. 12s. 9d.—being an advance on the receipts of the preceding year, for the same purpose, of £5,753. 14s. 9d. The amount received in support of *other educational institutions*, was £36,989. 15s. 10d.—being an increase during the year of £4,155. 8s. 2d. The *grand total* available (as far as reported) for *educational purposes* for the year 1852, was £176,075. 19s. 2d.—being an increase over the year 1851, of £21,845. 1s. 0d. The sum therefore provided and expended for educational purposes in Upper Canada during the year 1852, exceeded thrice the “gross amount of all local taxes” in 1845, which amounted, according to the returns, to £55,377. 4s. 1d.—less than one-half the amount of the taxes and appropriations for common schools, in 1852.

III. SCHOOL POPULATION AND PUPILS,—TABLE B.

The *whole number of children* between the ages of 5 and 16 years reported for 1852, was 262,755—being only 4,118 more than the number reported for 1851. The *whole number of pupils* reported for 1852, was 179,587—being 9,333 more than the number reported for 1851. The number of boys reported as attending school, was 99,264, and the number of girls, 80,323. As the number of girls attending the common schools is nearly twenty thousand less than that of boys; so the number of girls attending private schools is much greater than that of boys. There is, however, a difference of 83,168 between the number of children of school age reported, and the number of children reported as attending school; and after the most liberal allowance for the number of children attending private and other schools, there is still the painful and startling fact of more than 60,000 children in Upper Canada not attending any school in 1852,—a fact that ought to rouse to exertion every friend of humanity, good government and civilization, until the number of children reported as attending the schools, shall equal the number of children of school age.

* See Appendix C, page 161.

The same Table (B) exhibits the average attendance at school of pupils of both sexes, in winter and summer; also their classification, and different subjects of study—evinced a gratifying progress in all the branches taught, excepting geometry, vocal music, and linear drawing—three subjects of great importance;—the first and last for practical purposes, as a means of mental and artistic discipline, and the second as an instrument of social culture and enjoyment.

IV. BOOKS USED IN THE SCHOOLS.—TABLE C.

From Table C, page 44, it will be seen that there is a large decrease in the use of those books that interfere with uniformity of text books in the schools, while there is a large increase in the number of schools in which the National School Books are used, and the two or three other books which have been approved of by the Council of Public Instruction. It appears that the National Arithmetics are used in 2,232 schools, and the National Readers in 2,925 schools. I know of no instance in which so great a change and improvement has taken place in the school text-books of a country during so short a period; and that without compulsion. It is also worthy of remark, that all those text-books (with one or two exceptions) are printed in Canada—thus encouraging domestic manufacture and enterprise, at the same time that the schools are improved. I hope the period is not remote, when we shall be the publishers of our own school libraries, as well as school text-books.

It will also be seen from the same Table (C) that the *Bible and Testament* are read in 1,890 schools; being an increase during the year of 142 schools in which the sacred writings are read—a fact which sufficiently refutes the disgraceful calumny, uttered and published by certain partizans, that our school system excludes the Holy Scriptures from the schools.

V. TEACHERS, AND LENGTH OF TIME THE SCHOOLS HAVE BEEN KEPT OPEN.—TABLE D.

The whole number of teachers employed during the year was 3,358—being 111 more than the number employed during a longer or shorter period of the preceding year. Of this number, 2,541 were males, being a decrease of 10; and 847 were females—being an increase of 121. In this Table (D) will also be found a return of the Religious Faith of all the teachers, except 29;—a practical refutation of another partizan calumny, that no inquiry is made as to whether teachers are Christians or infidels. At no former period of Canadian History, was so strict an examination made into the character and qualifications of teachers.

The general average salaries of male teachers, without board, was £83 6s.,—being an increase of £4 4s., each, on those of the preceding year. The average salaries of male teachers, with board, was £62 17s.,—being an advance of £27 11s., each, on those returned the preceding year. The average salaries of female teachers, without board, was at the rate of £52 12s., and with board, £32 1s.,—an advance of £8 5s. each, on those of the preceding year.*

The same Table shews an *increase* of *first* and *second* class teachers, and a *decrease* in the number of *third*, (or lowest) class teachers. According to the returns, there were 435 *first* class teachers, an increase of 57; 1,414 *second* class teachers, an increase of 172; 1460 *third* class teachers, a decrease of 87. But the programme of examination or standard

* It should be borne in mind that this general *average* return of salaries of school teachers, includes the comparatively high average salaries of teachers in the cities, towns and villages of Upper Canada—many of which are equal to £150 per annum, and some higher. Speaking with exactness, therefore, the average annual salaries of teachers in Upper Canada generally (omitting the cities, towns and villages, which form

of qualifications for *third* class teachers is as high (though not high enough) as were those of common school teachers generally in former years.*

According to the same Table, the average time of keeping open the schools was 10 months and 21 days.

Owing to the increased period during which the Schools have been kept open in the cities, towns, and villages in Upper Canada, the general average time during which the schools have been open in the entire Province, appears longer than it would, were the cities, towns, and villages omitted. This item of the statistics will be best appreciated by viewing it in detail as follows:—

1. By taking the sum of the averages of counties, cities, towns, and villages,—which gives 728 divided by 74, the number of municipalities reported—according to which the average would be 9 months and 26 days,—or an average of two days less than in my last annual report.

2. By taking the separate average of the counties, and the separate average of the cities, towns, and villages—which give, for

Counties, 9 months, and 11 days ;	} A total of 19 months and 26 days ;
Cities, towns, and villages, 11 months and 1 day :	

3. By taking the separate averages of the counties, the cities, the towns, and the villages, thus:—

Counties, 9 months, and 11 days ;	} Total 53 months, and 15 days ; which divided by 5, gives 10 months and 21 days.
Cities, 11 months, and 14 days ;	
Towns, 11 months, and 23 days ;	
Town municipalities, 10 months, and 6 days ;	
Villages, 10 months, and 21 days ;	

This mode of taking the average time of keeping open the schools, is the most minute, and has been adopted in this report.

VI. SCHOOL VISITS, LECTURES, AND SCHOOL HOUSES.—TABLE E.

The school visits indicate the interest, in this respect, in the progress of the schools, evinced by each of the classes of persons mentioned.

1. *The number of school visits*, by local superintendents, was 8,956—increase 23, and very nearly an average of three visits during the year to each school ; by clergymen, 2,601

noble exceptions to the general rule) should be stated (as will be found on page 47 of the Statistical part of this Report) to be as follows:—

<i>In the Rural Districts of Upper Canada.</i>			
Average Annual Salaries of Male Teachers with board,			£36.
Do do do do without do			£50.
Do do do Female with do			£24.
Do do do do without do			£33.
<i>In the Cities.</i>			
Do do do Male without do			£109.
Do do do Female do do			£49.
<i>In the Towns and Villages.</i>			
Do do do Male without do			£85.
Do do do Female do do			£53.

Making the *general* average for the entire Province, as stated on page 48 of the Statistical Report.

* See Appendix I., No. 1. page 287.

—decrease, 245! by municipal councillors, 1,382—increase, 16; by magistrates, 1,263—
increase, 152; by judges and members of the legislature, 79—increase, 22; by trustees
and others, 20,941—increase, 2,646. Total number of school visits during the year,
35,164—increase 2,556.

2. The law requires each local superintendent to deliver in each school section under
his charge, “at least once a year, a public lecture on some subject connected with the
objects, principles, and means of practical education.” The number of lectures delivered
by local superintendents during the year, was 2,537—a decrease of 119, and 780 less than
the number of school sections reported! The county returns will show in which counties
the omissions of duty, in this respect, have occurred. The number of lectures on educa-
tion delivered by others than local superintendents, was 95—decrease 77.

3. *The number of school houses built* during the year, was 199; of which 18 were
brick, 18 stone, 78 frame, and 85 log. The whole number of school-houses reported was
3,008, of which 127 were brick, 160 stone, 1,249 frame, 1,427 log, and 45 not reported.

4. *The amount received for building schoolhouses* during the year, was £19,035. 11s. 4d.
increase £6,008. 14s. 10d. *The amount received for the repairs and rents of school-houses,*
was £4,988. 9s. 9d.—increase £556. 13s. 9d. *The total amount received for the building,*
repairs, and rents of school-houses was £24,024. 1s. 1d.—increase, £6,565. 8s. 7d.

VII.—MAPS, APPARATUS, AND LIBRARIES.—TABLE F.

In 1851, the schools were provided with no less than 2,027 maps of the world and
continents. Of course, so large a number of this kind of maps could not be required
every year, though the number procured in 1852 amounted to 1,692—335 less than the
preceding year. The schools were supplied with 663 maps of *Canada*, an increase of 597;
other maps, 1,454, an increase of 522. The total number of maps of different kinds in
the schools, in 1852, was 3,809, an increase of 1,014—more than one-fourth of the whole
number. Considerable additions have been made to the apparatus of different kinds in
the schools, although the aggregate sum expended for this purpose is £466. 14s. 7d. less in
1852 than in 1851; it being in the latter year, £1,533. 7s. 3d., and in the former,
£1,066 12s. 8d.

A few *libraries* are reported under the head of *Common School Libraries*, which are
voluntary associations, as no legal steps had been taken, nor appropriations made, for the
establishment of such libraries. The returns under this head appear to be very imperfect,
as the amount reported to have been expended is only £35. 19s. 1d., while the number of
libraries reported as having been established, was 48, and the number of volumes pur-
chased, 3,146. The returns, however, indicate a desire to procure books for reading, by
means of associations, in anticipation of the regulations and provisions which have since
been made to establish and provide public school libraries throughout the province.

The number of *Sunday School* libraries reported, was 861, increase 177; number of
volumes, 124,031, increase 27,945.

The number of *public libraries* reported, was 141, increase 45, number of volumes,
37,679; increase, 7,911.

The total number of libraries of different kinds reported was, 1,045—increase, 175;
total number of volumes, 164,147—increase, 33,213.

From Table F, page 56, it appears that the total number of *separate schools* in Upper
Canada in 1852, was 25—increase 1. Of these 25 separate schools, 3 were Protestant, 18
Roman Catholic, and 4 Colored,—a number too few to dispute about, or to have the least effect

upon the progress of the public common school system, except to strengthen it by taking away all pretext of grievance from any quarter, and disarming opposition.

VIII.—COLLEGES, GRAMMAR SCHOOLS, ACADEMIES, AND PRIVATE SCHOOLS.—TABLE G.

As no legal provision existed for procuring returns from colleges, grammar schools, &c., the information respecting them given in this table (G) has been compiled from different sources—some of them official. The statistics, though below the truth, present, upon the whole, an encouraging view of the progress of all the educational institutions of the country.

IX. NORMAL AND MODEL SCHOOLS.—TABLE H.

In Table II, page 62, will be found the statistics of the Normal School during each of the nine Sessions from its first establishment, in 1817; and Table I presents an account of the receipts and expenditures of the Normal and Model Schools for 1852. The note on page 64, furnishes a brief explanatory view of the progress and working of these Institutions.

The Buildings are completed; the grounds have been brought into a state of cultivation; and No. 2 in Appendix F, page 232, presents the results of the first year's agricultural operations.

The Buildings and Premises are by far the most commodious and elegant of the kind in America;* nor do I know of any *one* establishment of the kind in Europe which embraces all the conveniences and appendages connected with this. Yet the purchase of the ground (a square of eight acres), preparation and first year's culture of it, the erection and completion of the Buildings, have cost only £25,000.

The constant increase of Student-teachers at the Normal School, the notices by the press of their public half-yearly examinations, and the demand for Normal School Teachers in every part of Upper Canada, sufficiently evince the success and importance of the Institution. I have sought to ascertain how many Teachers trained in the Normal School are now engaged in teaching, and have given the result in Table D; but have been able to succeed very partially, as the only means of information was the personal knowledge of Local Superintendents—the Teachers trained in the Normal School obtaining, until the current year (1853), their certificates from County Boards, the same as other teachers, and not distinguished from them.

There is now but one opinion among all classes as to the great importance and advantage of teachers being trained, in order to being properly qualified for their profession.

X. STATE AND PROGRESS OF EDUCATION IN UPPER CANADA.—TABLE K.

Table K, page 65, presents a statistical view of the results of the Common School system since 1846; and Table L, page 66, exhibits the state of education in Upper Canada, as connected with the colleges and schools of every description, in the years 1842, 1847, 1851 and 1852—embracing a period of *ten* years—and during which, it will be seen, (though there was no increase in the Legislative appropriations) there has been an *advance of more than a hundred and fifty per cent.* in the number of pupils attending the schools, and the means provided for their support; besides great improvement in the books used in the schools; the length of time of keeping them open; the character and furniture of the school-houses; the qualifications of teachers, and methods of instruction.

* See Engravings on pages 216 and 218.

XI. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS AND BOARDS OF SCHOOL TRUSTEES.

In Appendix A, pages 67-138, I have given extracts from the reports of Local Superintendents and Boards of School Trustees in the several municipalities. These extracts furnish the best practical exposition I can present, of the actual workings of the school system among the people; the obstacles it encounters; the triumphs it is achieving; the wants of the people, and the noble efforts they are almost everywhere making for the education of their children; the value of Local Inspectors and County Boards for the examination of Teachers; the appreciation and success of Normal School Teachers; the amazing improvement of the schools in cities, towns, and villages,—in which, a few years since, there was scarcely the semblance of a good common school house, or respectable common school; but in which are rising up, as if by magic, commodious and well-furnished schoolhouses, with excellent teachers, and becoming the resort of the children of all classes of citizens. I know of nothing equal to the progress of the common schools in our cities, towns, and villages since 1850.

I have now finished my remarks and references relative to the operations of the school system to the end of 1852. I will next state what has been done since, in order to remedy the defects of the school law of 1850, and establish Public School Libraries.

XII. RECENT AMENDMENTS OF THE SCHOOL LAW.

The School Act of 1850 professed to lay the foundation of a general school system—repealing all preceding school acts, and containing many provisions which had not been introduced into any previous statute. Some of these provisions were general—adapted to an abnormal state, and to be filled up or modified as experience and the progress of the system might suggest. The act was not, in my opinion, the best that could be devised, but was the best that the country was prepared for. It has been alien to my views and feelings to attempt to force anything upon the country. Though in my first *Report on a System of Public Elementary Instruction for Upper Canada*, published in 1846, I explained all the principles, and elements and provisions which appeared to me to be essential to an efficient system of education, I have not attempted to introduce any one of them faster than I believed they would be accompanied and sustained by the convictions and feelings of the public mind. To create and diffuse a sound public sentiment on the educational interests and duties of the country, has been the leading object of the *Journal of Education for Upper Canada*, since its establishment in 1848. Such was the object of some of the provisions of the School Act of 1850—especially that which required the annual discussion and decision of a public meeting in each school section, as to the mode of providing for the support of the school, whether by rates or rate-bills. Had the law limited to either method the mode of defraying the expenses of the schools, the results would not have been beneficial. To have made rate-bill schools the law, would have been to make the schools stationary, and leave one-half the population uneducated. To have made free schools the law, would have been in advance of the convictions of the public mind, and would have resulted in reaction and defeat. But leaving it a question for annual decision in each school municipality, opened the widest field for discussion and experiment; the process of which would, of course, be attended with many inconveniences, but would result in the diffusion of useful knowledge, the elevation of public sentiment, the awakening of generous philanthropy, and the establishment of the just, the true, and

the patriotic. The nature of this struggle is portrayed in the extracts of the local superintendents' reports referred to, and the issue of it is clearly foreshadowed. The opinions expressed in county school conventions held throughout Upper Canada during the early part of this year, (Appendix B, pages 138—160) show how deep and wide-spread is the conviction, that to make Upper Canada a country of educated people, we must make it a country of FREE SCHOOLS.

Three years' experience by the country, has tested the School Act of 1850; and while that experience has fully vindicated and established its general principles and provisions, it has, at the same time, shown what additions and modifications were required in the details. To provide for these felt necessities, and as the result of large consultation, the "*Act Supplementary to the Common School Act of Upper Canada*" was passed in June of the current year, providing greatly increased facilities for municipal councils, trustees and local superintendents, in the performance of their duties, simplifying some provisions of the School Act of 1850, enlarging others, and adding considerably to the school appropriations for Upper Canada. A copy of this supplementary act, together with copies of the circulars accompanying its transmission to the local school authorities, will be found in Appendices C and D, pages 161—189.

As a partial response to the growing convictions of the country in favor of free schools, the 13th section of the Supplementary Act (while it provides for the establishment of free schools,) prohibits the imposition of any rate-bill "exceeding one shilling and threepence per month for each pupil attending the school." The imposition of a rate-bill at all, depends upon the vote of the majority of the freeholders and householders present at the annual meeting or a special meeting called for that purpose. The sum or sums required to defray the expenses of a school, over and above the amount of this small rate-bill and the school fund apportionment, must be provided by a rate on all the taxable property of the school section. It is not, therefore, possible to impose high rate-bills as in former years, and thus embarrass trustees, and even shut up the schools—as was done in some instances. The discussion of the question is divested of much of its asperity and inconvenience, by being narrowed to the simple alternative of imposing, or not imposing, a rate-bill of one shilling and threepence, or less, per month for each pupil attending the school.

Here is also afforded the fairest opportunity of testing, by experience, the question, as to whether the imposition of the smallest rate-bill is compatible with the universal education of youth; or whether it will not be the means of leaving, untaught, great numbers of that very class of the population to whom it is most important and necessary to hold out every possible inducement to attend the schools. I am persuaded, that in the course of a single year, or two years at most, a sufficient number of facts—from actual experiment—will be collected to set at rest the question of a free or rate-bill school, under any conditions, and to justify final legislation on the subject. The stoutest opponents of free schools cannot but admit the fairness of thus giving their cherished system of rate-bills the most advantageous trial that they can ask for it. Of the result of this last experiment of rate-bills, in comparison with free schools, I have no doubt. It will surely be to sever forever the elevating agency of education from the degrading brand of pauperism—to educate no child as a pauper, and a neighborhood charity, but to educate every child as a free citizen, and upon the ground of natural right and public duty—to inflict upon no child the curse of ignorance on account of his misfortune of poverty, but to soften the ruggedness of his lot, and lessen the sorrows of his lonely condition, by giving him the chartered rights of free access to streams of untaxed knowledge—in one word, to make

the light of knowledge as free as the light of heaven, and develop the entire intellect of the country, as the true means of developing its entire wealth, and achieving its noblest destination.

The cities of Toronto and Hamilton, several towns and villages, and nearly 1000 school sections, have unfurled the banner of free schools, with the motto inscribed—"EDUCATION FOR ALL AT THE EXPENSE OF THE PROPERTY OF ALL;" and they are already presenting the first fruits of a principle so sublime and a spirit so patriotic, in the erection of noble school houses and the organization of thronged schools, whose periodical examinations are already becoming epochs of lively interest in the annual history of their municipalities. What is taking place in our chief cities will, I trust, be witnessed in the remotest municipalities of Upper Canada—the children of "the rich and the poor meeting together;" and under the protection and blessing of God "the Maker of them all;" imbibing the first elements of knowledge at the same fountain, commencing the race of life upon equal terms, and cultivating feelings of mutual respect and sympathy, which, while they in no respect intrude upon the providential arrangements of order and rank in society, divest poverty of its meanness and its hatreds, and wealth of its arrogance and its selfishness.

XIII.—ESTABLISHMENT OF PUBLIC SCHOOL LIBRARIES.

Public school libraries constitute the last branch of the system of public elementary instruction that remained to be established; and this has been accomplished since the publication of my last annual Report.

To establish these libraries upon the right foundation, and in a manner best calculated to render them permanently successful and extensively useful, required much deliberation, care, and preparatory labor. In the noble examples of those states of the neighboring republic in which public school libraries have been established, I have found as much which I thought should be avoided as imitated. In all their systems of public school libraries, there is one principle which I think is essential, and which should invariably be adhered to,—that is, the principle of granting public aid upon the condition of local exertion, and of making the bestowment of the former, instrumental in the development of the latter. But in addition to the recognition of this principle, I have deemed it essential in a national system of public school libraries, to provide for the accomplishment of the following objects:—

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.
2. The protection of local parties against imposition, by interested itinerant book vendors, in regard to both the prices and character of books introduced into their libraries.
3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.
4. The selection, procuring, and rendering equally acceptable to all the school mu-

municipalities of the land a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.*

5. The removal of all restrictions upon local exertion, either as to the sums raised, or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning, in all cases, the amount of public aid to the amount raised by local effort.

These objects I have endeavoured to keep steadily in view; and the measures I have adopted to accomplish them, will be found detailed in the copies of correspondence and papers contained in Appendix E. The measures include, 1. My proceeding to Great Britain and the United States, and the arrangements I made there for procuring books upon the most advantageous terms. See correspondence Nos. 5 to 9, Appendix E, pages 211-215. 2. My visiting the various counties of Upper Canada, and conferring publicly in each of them on the subject, thus ascertaining the views and wishes of all parties concerned. See the resolutions adopted at these county meetings, in Appendix B, pages 140-160. 3. The principles on which books have been selected for the libraries, the regulations for their management, and the circulars explanatory of the conditions and modes of their establishment. See Nos. 9 to 15 in Appendix D, pages 190-203.

Such are the steps which have been carefully pondered, and successively taken, for the establishment of this last, and in the judgment of many, most important branch of our system of public elementary instruction; and under the operations of which, all the municipalities of Upper Canada will, I have no doubt, be supplied in the course of a few years, with cheap reading in every department of useful and entertaining knowledge.

XIV. GENERAL REMARKS ON THE SCHOOL SYSTEM.

The whole of our system of elementary instruction being now developed and brought into operation, it may be proper to make some remarks in explanation of its general principles, and in justification of certain of its provisions against attacks which have been made upon them from different quarters.

For a brief sketch of the origin and outlines of the system, see No. 5, Appendix G, page 267. In addition to the sketch referred to, I may observe that,—

1. Our system of public elementary instruction is founded on the voluntary coöperation with the Executive Government of the local municipalities—the members of whose corporations are elected by the freeholders and householders. BURKE has well said, that it is the first problem in legislation to determine “what the State ought to take upon itself to direct by public wisdom, and what it ought to leave, with as little interference as possible, to individual exertion.” In our system of public instruction, the Legislature does not levy a farthing of *school taxes*. These are exclusively levied by local municipalities, over whose proceedings no compulsion or other influence is exercised, than the offer of

* The following is an extract of a letter from a highly intelligent gentleman in the city of New York, dated 22nd February, 1854, and received while these pages were passing through the press:—

“You will permit me to add that I regard that feature in your enterprise, which places the selection of library books for the people in the hands of an intelligent organ, whose judgment is final, is far in advance of the state of things among us;—except in Indiana, and recently in Ohio—where, I think, the same plan has been adopted. With most of our states, who have appropriated funds for library purposes, the selection of the books is left to trustees appointed by the different districts,—many of whom are not qualified for their work; and consequently, the travelling pedlars who can offer the highest and most showy books, at the lowest price, do the principal part of furnishing the libraries.”

pecuniary assistance on the condition of local exertion. There is, therefore, no such thing as a State school tax in Upper Canada—all the rates for school purposes being levied by local municipalities.

2. The standard of the qualifications of teachers is determined by Provincial authority ; but the direct and immediate management of the schools is by the people themselves, through their elected trustees.

3. The youth of all classes of the population have equal access to the advantages of the schools ; the religious faith of all is equally protected ; and the interests of all equally consulted.

Our system of public elementary instruction is, therefore, strictly popular and national. The people voluntarily tax themselves for its support ; they manage the schools themselves ; the Department of Public Instruction is an agency to assist their exertions, not to supersede them. The mere working of the system is a powerful means of popular education—training the minds of the people to thoughtfulness and providence for their offspring ; to proper standards of thinking on public questions ; and to the best modes of action in regard to the highest social interests of man. Executive compulsion is alien to the system ; it is a country educating itself ; and in its workings are witnessed all the struggles and triumphs characteristic of a popular progressive civilization.

XV. OBJECTIONS TO THE SCHOOL SYSTEM.

I will now advert to some objections which have been made against the school law and the existing school system :—

1. *Objections of certain opposers of the Separate School clauses of the Law.*—The first objections which I shall notice, relate to that feature of the school law which permits, under any circumstances, the establishment of a Protestant or Roman Catholic separate school.

On the theory involved in this provision of the law, or on the policy of introducing it in the first place, I have nothing to say. But it is my deliberate and decided opinion—greatly strengthened by the experience and observation of the last year or two—that the abolition of this provision of the school law would greatly impede the advancement of the system, and do injury to all parties concerned ; and I entreat every friend to the continued and unparalleled prosperity of our school system, to abstain from all agitation and opposition against the provision of the school law for separate schools. I think it necessary, and but respectful, at the same time, to give my reasons for this opinion and counsel.

1. Let it be observed, that it is only when the teacher or teachers are Roman Catholics, that a Protestant separate school can be established, and only when the teacher or teachers are Protestants, that a Roman Catholic separate school can be established. When once established, each school can be continued, as long as the parties establishing it shall comply with the requirements of the law.

2. This provision for separate schools was introduced into the school law in 1841, and has been continued in each of the four school acts which have since been passed by the Legislature.

3. This and all the other provisions of the school law, have been considered from time to time, as unconnected with party politics or political parties. It is a singular fact, that four of the five school acts by means of which our school system has been thus far developed and sustained, were brought into the Legislature, and passed, under the auspices of

four different administrations of government. Especially in 1850, when the whole school law underwent the most careful scrutiny and revision, and was placed upon its present foundation, it was agreed by the leading men of different political parties, that the interests and politics of parties should not be allowed, in any way whatever, to influence the consideration and interests of the school system. To that fact, and to the influence of the noble example thus given, upon the country at large, is our school system largely indebted for its unrivalled success. I deprecate any departure from such a course; I depreciate making this or any other provision of the school law, a political party watchword, or a "plank" in a political party "platform." The bitterest enemy of our school system could not devise a more effectual method of impairing its usefulness and impeding its progress, if not ultimately subverting it altogether, than by drawing it into the vortex of political partizanship, and engulfing it in the whirlpool of political passions and sectarian animosities.

4. It is at variance with the principles of sound legislation and government to deprive any class of persons of any rights or privileges (whether rightly or wrongly conferred in the first instance) from the possession of which no public evils or wrongs have resulted. Now no evils have resulted or are likely to result from the legal provision for separate schools. Though this provision has been in existence *twelve* years, the number of separate schools, both Protestant and Roman Catholic, never exceeded 50. According to the last official returns, their number is only 25, of which *four* are colored, *three* are Protestant, and *eighteen* are Roman Catholic. Were they twice as numerous as they are, they would not affect the general operations and success of the school system. That system never had so strong a hold upon the public mind, and never was so prosperous, as at the present time. If the existence of the provision of the law for separate schools has not subverted, nor weakened, nor impeded the progress of the school system during twelve years of its infancy and weakness, it is absurd to suppose that that provision will endanger the system now that it has acquired strength and maturity, and is becoming interwoven with the warmest sympathies and dearest interests of the people generally.

5. The existence of this provision for separate schools, while it is practically harmless to the school system, prevents opposition and combinations which would otherwise be formed against it. Were there no such provision, how easily could the whole of one large religious persuasion be wrought up into vehement opposition to the school system; how readily would individuals and small sections of other parties of the community, unite with such an opposition upon similar grounds, but with opposite objects in view; how promptly would a large number of persons in every county, opposed, upon selfish grounds, to all school rates on property, rise up under the pretexes of religious zeal against "state schoolism." In such circumstances, the school system would indeed be in danger, if not speedily overthrown. The existence of the provision for separate schools, averts such opposition and renders such combinations impossible; it furnishes a safety valve for the explosion and evaporation of those feelings which would otherwise be arrayed against any national school system. The exemption of our school system from such opposition and combinations for its subversion and overthrow, has no doubt contributed to its more rapid growth and wider success.

6. The existence of the provision for separate schools has, in my opinion, averted, and does avert, evils from other parties—parties among whom the few separate schools chiefly exist. We have only to look to other states and countries to find examples of prohibitions,

by ecclesiastical authority, to the youth of a large portion of the community from attending the public schools at all, because of their alleged danger to religious faith and morals; and in consequence of such prohibitions, many thousands of youth have been seen growing up deprived of all school education;—it being maintained that it is better for our youth to grow up without ability to read or write, than to have their religious faith corrupted or endangered. From official intimations given, there is every reason to believe that such prohibitions would be made in Upper Canada, as they have, indeed, been made in several places. The result would be the growing up amongst us of many thousand youth wholly uneducated, and inveterately hostile to their fellow citizens of other religious persuasions. But with the provision in the law for the establishment of separate schools, those ecclesiastics who prohibit the youth of their flocks from attending the public schools, are morally and literally compelled to see them provided with other schools; and where they neglect or fail to do the latter, they cannot honorably prohibit youth from the advantages of the former. Thus does this provision of the law afford a protection, as well as means, for securing to great numbers of youth a school education of which they would otherwise be deprived.

7. Religious minorities in school municipalities of Lower Canada, have the protection and alternative of a separate school; and those minorities (being there chiefly Protestants) attach importance to this provision. Religious minorities in Upper Canada, whether Protestant or Roman Catholic, cannot be fairly denied that relative protection or right which, under the same legislature, they enjoy in Lower Canada.

8. The most, and, in my opinion, only effectual method of causing the ultimate discontinuance and abandonment of separate schools, is to retain the existing provision of the law on the subject. That provision secures all that is granted to the dissenting minority of any municipality in Lower Canada, all that can be equitably asked for by such minority in any municipality of Upper Canada. I do not think the grounds on which separate schools are established, are valid; I do not think there is any reasonable necessity for such schools; I think the law provides amply for the protection of the religious faith and morals of all classes in the public schools; I think those who establish separate schools voluntarily and needlessly place themselves and their children at a disadvantage in regard to sound education and in relation to the community at large; I think it is impossible to make, as a general rule, the separate schools as efficient and cheap as the public schools; I think no other schools can stand long in competition with the public free schools, especially in our cities, towns, and villages. But it is for the parties concerned to judge of their own interests and inclinations, not me. I am persuaded nothing but actual experiment will satisfy them; and I am equally persuaded that that experiment, the longer and more extensively it is tried, will produce only the deeper and wider conviction as to the disadvantage and inexpediency of separate schools. Experience and observation will teach the parties concerned, that their fellow citizens of other religious persuasions are not the unbelievers and dangerous characters they are represented to be; that they have more interests and feelings in common with them, than in opposition to them; that the tendencies of the age, and of all the institutions and enterprises of our country, are to coöperation and union among all classes of citizens, rather than to isolation and estrangement from each other; that there is no part of the civil and social economy in which this general coöperation and unity are more important and advantageous to all parties, than in the mental development of the whole youthful population of the country, and the diffusion of general knowledge; that as all situations of public trust and emolument in our country are directly or indirectly depending upon the elective voice of the people, every man is

inflicting an injury upon his children, who seeks to isolate them from that acquaintance and intercourse and community of feeling with their fellow citizens, which, in the very nature of things, is necessary to secure general confidence and favor. These silent and natural, but powerful, influences and obvious considerations will be more decisive and effective, as to the multiplication and perpetuation of separate schools, than all the arbitrary legislation that can be invoked on the subject. The burdens and disadvantages which are voluntarily embraced and self-incurred, cannot be complained of as a grievance, and will not be long regarded as a privilege.

9. But it has been objected, that by the 4th section of the Supplementary School Act, passed in June, 1853, a new principle has been introduced in regard to separate schools, and the public school system is thereby endangered. The fact of the objection is true, but the inference is false. The new principle introduced is that which places the public school system beyond the reach of danger, instead of compromising it. This new principle is included in a fourfold provision:—*First*, That no municipal authority shall be employed, or municipal tax be applied, as heretofore, in support of any separate school. *Secondly*, That whatever is raised by local rate for the support of a separate school, must be levied and collected by and from the parties of the religious persuasion establishing and sustaining it. *Thirdly*, That these parties must individually tax themselves for their school in sums equal to what they would have to pay as a tax to the school fund of their municipality; and on this condition alone, and only as long as they fulfil it, are they exempt from the payment of public school tax. *Fourthly*, That the parties supporting separate schools are not permitted, as heretofore, to interfere in the elections and affairs of the public schools. Now, every candid person must admit, that by these provisions, the public school system is placed upon a firmer and safer foundation than heretofore, while the grievance alleged by the supporters of separate schools, is effectually removed. They demanded to share, not merely in what was held to be the legal school fund—namely, the legislative school grant, and an equal sum raised by local municipal assessment,—but in *all* moneys raised for school purposes; and complained that they were taxed for moneys, in the advantages of which, they could not participate. The 4th section of the Supplementary School Act says, in substance, “very well, you shall not be required to pay any public school tax at all, as long as you choose to separate yourselves from the public schools; but you shall not share in any municipal assessment for school purposes; you shall not interfere in public school elections; you must tax yourselves in sums equal to those of the required public school tax, and only so long as you do so, can you be exempted from the payment of such tax.” In regard to this section of the Supplementary School Act, let it therefore be understood:—*First*, That no separate school can be established or continued otherwise than on the conditions and under the circumstances specified in the 19th section of the School Act of 1850, and which section is the same as corresponding sections in the School Acts of 1846, 1843, and 1841. *Secondly*, That no part of any municipal assessment can be applied, and no municipal authority or officer can be employed, to collect rates for the support of any separate school—a great improvement in the school law as it has hitherto existed on this subject. *Thirdly*, That if any persons, whether Protestant or Roman Catholic, demand a separate school in the circumstances under which it may be allowed, they must tax themselves for its support and they must make returns of the sums they raise and the children they teach—a regulation not before required, but rendered necessary in order to make out the school assessment roll, and to determine the collector’s duties, as also to know whether the children reported are of the religious persua-

sion of the separate school;—a regulation required half-yearly of all trustees of public schools in respect to the attendance of children at school; and upon the basis of the returns thus required, is the school fund half-yearly distributed. *Fourthly*, That separate schools are subject to the same inspections as other common schools. *Fifthly*, That all ground and semblance of complaint of injustice is taken away from the supporters of separate schools, while they can no longer employ municipal authority and municipal assessments to sustain them. *Sixthly*, That the supporters of separate schools cannot, as formerly, interfere in the public school elections, while the supporters of the public schools cannot interfere in the elections of the separate schools. If, then, separate schools have not hitherto endangered our school system, there is still less danger of their being able to do so, under the Supplementary School Act, the provisions of which put it out of the power of any opposers to shake the foundations of the system, or get up a plausible pretext of agitation against it on the plea of religion or justice. The withdrawal of a few persons here and there from the support of the public schools, will scarcely be felt by the people at large—even in a pecuniary sense—while the disadvantage will be with the separatists; and the supporters of the public schools in such localities will have the advantage of promoting the interests of general education, free from the impediments of internal discord and opposition.

10. One other allegation has been made, calculated to excite prejudice and opposition against the 4th section of the supplementary school act in regard to separate schools. It has been represented as a party concession to ecclesiastical demands and Lower Canada influence. I am able to assert, from personal knowledge, that no part of that section was dictated, or suggested, or modified by any public man in Lower Canada. I can also affirm that it was prepared by myself, and submitted to the consideration of the Government without previous consultation with any member of it on the subject; and I constructed it according to what I had previously stated in an official correspondence, which was approved by those who have most objected to this provision of the act.* The responsibility of others, whether Ministers of the Crown or private members of the Legislature, was in sanctioning substantially that which was submitted to them; and in what I submitted, I yielded to no other influence than of a simple desire to give effect to the already existing legal provision for separate schools, in such a way as would leave to the supporters of such schools not the slightest reasonable pretext of complaint, and yet maintain, unimpaired and secure, the great principles and interests of the public school system. I make these remarks, not with a desire to relieve any public man from his just share of responsibility in regard to the school law, or to object to the freest expression of opinion respecting it, but to prevent it from being brought into the arena of party politics—an occurrence which I should regard as most calamitous in the progress of our school system.

Upon the several grounds, therefore, thus stated, I think the existing provisions of the law respecting separate schools should be allowed to remain in the statutes, as most promotive of the stability, success, and general interests of the school system, in the

* "It is possible that the Legislature may accede to the demands of individuals praying, on the grounds of conscience, for unrestricted liberty of teaching; exempting them from all school taxes, with a corresponding exclusion of their children from all public schools, and leaving them perfectly free to establish their own schools at their own expense; but I am persuaded the People of Upper Canada will never suffer themselves to be taxed, nor the machinery of their Government to be employed, for the building and support of denominational school houses, any more than for denominational places of worship and clergy."—(*Letter of the Chief Superintendent of Schools for Upper Canada, to the Roman Catholic Bishop of Toronto, dated 13th March, 1852.*)

existing state of society. In the efficiency of that system I have as deep an interest and concern as any other person in Upper Canada, and am, perhaps, as favorably situated for judging as to the real impediments to its progress; and such is the suggestion I feel it my duty to offer.

2. *Objections of Certain Advocates of Separate Schools.*—I now address myself to a brief notice of objections from an opposite quarter—objections from some of the promoters of separate schools, who, not content with the existing provisions of the law, (with which, nevertheless, they had heretofore expressed themselves fully satisfied,) are demanding further modifications; and as they have intimated an intention to bring this question again before the Legislature, it is proper that I should notice it, that the members of the Legislature, and the public at large, may fully understand the nature and grounds of the recent and proposed movements.

1. It is alleged as a reason for the fewness of separate schools, that unreasonable obstacles are opposed to their establishment by the provisions and administration of the law. On this allegation I remark, that the time and mode of organizing a separate school section, is precisely the same as that of altering any common school section, with the single and only difference that the application of twelve resident heads of families of the religious persuasion of the separate school desired, is necessary in order to its establishment; and this application is *imperative* on the parties to whom it is addressed. The applications of persons for the alteration of a school section, and formation of a new one, may or may not be complied with, according to the pleasure of the body addressed; but an application, according to law, from twelve heads of families in a school division, for a separate school, cannot be refused; and there is no mode of procedure required for the election of the corporation for a separate school, which is not required for the election of the school corporation in every new school section in Upper Canada. The annual elections in both classes of sections, are conducted in the same manner, and at the same time. There is, therefore, not the slightest foundation for the allegation referred to. The allegation that the law is administered to the disadvantage of separate schools, as is equally unfounded. In every instance, with one or two exceptions, where complaints on this subject have been made, it has appeared that the complaining parties have neglected to pay any regard to those simple and necessary provisions of the law by which school sections of all kinds are established; and then when their expectations and wishes are not realized, they ascribe the failure, not to their own irregular mode of procedure, but to the hostility of the administration of the law. The correspondence of this Department will show how much pains have been taken to point out to these parties their mistakes, how they might be avoided or retrieved, and how all the advantages of the law could be secured to them. Before the least credit is given by any member of the Legislature to such imputations upon the administration of the School Law, let the cases on which they are based, be specified, and let the official correspondence of this Department respecting them be called for; and I am persuaded every candid man will be satisfied that all such imputations are not only groundless, but the reverse of justice and truth.

2. It has also been objected to make the required statistical returns to the local municipal authorities, and a desire has been expressed to make such returns to the Chief Superintendent of Schools alone, and receive directly from him, acting under the orders of the Governor General in Council, the apportionment and payment of moneys to separate schools. This would be placing separate schools in a different position from any other

schools, would virtually exempt them from all inspection, and their returns from all enquiry as to correctness; for it is impossible that the head of the Department can know anything as to the fairness of such returns, or the comparative half-yearly average attendance of pupils at the public and separate schools, without going and examining the register of the schools and the modes of keeping them; nor would it be possible for him to devote the time and labor necessary to perform these duties of the local superintendents, were he even able to investigate and judge of the correctness of the returns made. Unless such returns are made to the local superintendents, the municipalities will not have the requisite data to make the exemptions authorized by law. Nothing can be fairer than the present system of making the returns of both the public and separate schools; and there is no reason why the only mode of securing correct returns should not be required of the one class of schools as well as of the other. In any possible case of difference between the local parties, arising out of these returns, or any other question, there may be an appeal to the Chief Superintendent of Schools, and afterwards, if need be, to the Governor in Council.

3. It has been further objected, that the apportionment of school money to the separate schools should be made according to the number of the religious persuasions establishing them, and not, as at present, according to the number of children of such persuasion attending them, as compared with the number of children attending the public schools. This demand involves legislating for a class or religious persuasion; it annihilates individual right of choice, and places the right of every individual of a religious persuasion in regard to the public schools, and his obligations as to the separate schools, at the disposal of such persons in each municipality as may demand a separate school; whereas the law provides public schools for all upon equal terms and under equal protection, and will separate no citizen from his rights and obligations in regard to these public institutions, except by his own voluntary request and on the fulfilment on his part of certain corresponding conditions. The law has to do with individuals and individual rights, not with religious persuasions or ecclesiastical authorities.

It will be seen that each of the three foregoing objections and demands involves directly or indirectly the placing of the church above the state, and making the latter the agent, tax-assessor, and collector for the former—a policy repugnant to the principles of free government, and at utter variance with the enlightened spirit of our country and age. These demands originate from a natural desire to counteract the disadvantages necessarily attendant upon the establishment of separate schools, and to place them in a position of peculiar advantage. But as long as a part is less and weaker than the whole, so long must those who isolate themselves from public schools and establish private or denominational ones, be prepared to bear additional expenses and burden for this distinction and gratification. Another reason for these demands is, the new grounds on which separate schools are advocated. Heretofore they were only desired to meet the peculiar circumstances or extreme cases of neighborhoods, where religious bigotry and party spirit deprived the minority of protection from injustice and oppression; but, within the last year or two, separate schools have been demanded on the ground of theory, independent of any local circumstances, and upon the ground of avowed hostility to the principles of our whole public school system; and in this spirit the passing of the 4th section of the Supplementary School Act was celebrated by the newspaper advocates of separate schools as a

fatal blow to the public school system. When, therefore, modifications in the law are sought for with the avowed purpose of subverting and destroying the system of public schools, the question assumes a new aspect and a new importance with all those who consider it the duty of the state to provide for the education of all the youth of the state.

4. It has lately been objected that injustice is done to the parties establishing separate schools by the present mode of distributing the *school library grant*, and it has been insisted that the grant should be distributed to them according to the numbers of their religious persuasion, and not to the township and school municipalities, as is now done. On this objection and demand, I have to remark,—*First*. That these libraries are not established for denominational, but for general purposes,—*Secondly*. That the utmost fairness and impartiality have been exercised in the selection of the books,—*Thirdly*. That besides my own personal endeavors to procure as large a variety as possible of the best works, adapted to general reading, emanating from Roman Catholic, as well as Protestant, authors, application was made to the Roman Catholic Bishop of Toronto, (who is also a member of the Council of Public Instruction,) for a list of historical works, such as he would recommend; and the historical books, thus recommended, have been inserted in the official catalogue. *Fourthly*.—That I have given official notice, that the trustees of separate schools would be aided upon the same terms as trustees of the public schools in the establishment of school libraries. These facts have been kept from their readers by the publications which have assailed the school system and myself on this subject.

5. I think it my duty to advert here to the manner in which I have myself been treated by the advocates of separate schools above referred to. During the whole of my administration of this Department, I have known neither religious sect nor political party; I have endeavored simply to serve my country. The first and only official correspondence which has partaken of a controversial character, was with the Roman Catholic Bishop of Toronto. That correspondence was called for, and printed by order of the Legislative Assembly; and with a fairness characteristic of French manliness and honor, it was published entire by the principal French newspapers of Lower Canada. The effect was, I have reason to believe, a satisfactory conviction among public men generally, if not unanimously, in Lower Canada, that I had fulfilled my duties in an impartial manner. But the papers of the same religious persuasions, published in the English language, have pursued a very different course. To those journals I should make no allusion, were they not acknowledged organs of certain parties, and had they not been commended by Episcopal authority, to the confidence and support of a large religious persuasion. In regard to the course pursued by those journals, I have to draw attention to two things. (1.) The invoking of Lower Canada interference in an exclusively Upper Canada question,—getting up discussions and petitions in Lower Canada, for legislation in the school matters of Upper Canada. No portion of the Canadian press is more sensitive and hostile than those journals, and the parties they represent, against any interference on the part of Upper Canadians with the religious and educational establishments of Lower Canada; and from the beginning I have avowed the same opinion, and pursued the same course,—believing, that an opposite course on the part of the inhabitants of either section of Canada, would sever the union of the two provinces, if not produce more serious results. Yet these journals have commenced the example and advocacy of a course of proceeding which every friend of *united* Canada must deprecate, and which, if persisted in, is pregnant with disastrous consequences. (2.) These journals have not permitted their

readers to see one paragraph that I had written in the official correspondence above referred to; but have systematically misrepresented the purport of it; have assailed me in terms most abusive, and still continue the demand for my removal from office. It is well known to every reader of it, that that correspondence had no reference whatever, (as represented by these journals) to the existence or non-existence of separate schools, but simply to the proportion of moneys appropriated and raised for school purposes, to which separate schools were legally and justly entitled. If, in the course of the correspondence, I remarked upon other topics, it was known to be in reply, and in vindication of the impugned principles, and character and institutions of the great majority of the people of Upper Canada. Then as to removal from office, I leave, as I always have done, to the responsible authorities of the country, the absolute disposal of an office, for appointment to which, or continuance in which, I never made a request, and which I do not wish to fill any longer than I can do so to the satisfaction, and for the advantage of my country. But I have one request to prefer in regard to myself, and one in regard to the school law and system, to establish and extend which so much labor has been bestowed:

The first request is, that before even the slightest credence be given to the statements of the parties referred to, the official correspondence of the Department may be called for, when it will be seen whether I am more entitled to the gratitude or abuse of such parties. The second request is, that before the existing settlement of the separate school question be allowed to be disturbed, let the complaining parties specify their charges against the present provisions and administration of the law, and the facts in support of such charges, and let a commission or committee of the Legislative Assembly be appointed to investigate them. I shrink from no investigation; I court every inquiry that can be made.

I should have passed over these attacks in silence, as I have done in regard to many others, were they not made by the organs of certain ecclesiastical parties, and made with the view of demanding and obtaining further provisions for separate schools, and with the avowed purpose of injuring and destroying a provincial system of universal education. Under such circumstances, I think the objects of these parties in regard to myself and the public school system should be fully understood. The attacks and efforts of these parties will not, I trust, induce me to depart one iota from that course of entire impartiality towards all persuasions and parties, which I have endeavored to pursue from the commencement, and which has been repeatedly acknowledged by many distinguished members of the persuasion of my assailants; but while I do so, it is equally my duty to guard the public school system against all attempts to weaken and subvert it.

XVI. REGULATIONS RESPECTING RELIGIOUS INSTRUCTION AND EXERCISES IN THE SCHOOLS.

Objections to this Feature of the System.—Nothing has been elicited by the experience, observations, and discussions of another year to modify the conclusions which had been adopted as to the regulations in respect to religious instruction and exercises in the schools. I explained and remarked on these regulations at some length in my last annual report. I need add but little to what I then stated, and which will be found in Appendix G to this Report, No. 4, page 261. In the several petty and personal criticisms which have been published on my remarks, I have read nothing to weaken their force, or that has seemed to merit notice. All theories which transfer to the day-schoolmaster, between the hours of nine o'clock in the

morning and four in the afternoon, during five days of the week, the obligations and duties which the Holy Scriptures, the primitive ages of the Christian Church, and the constitutions of all religious persuasions, enjoin upon parents and clergy, must be unsound and vicious in principle, and immoral in tendency. All theories which make the State the servant and creature of the Church is, as all history demonstrates, degrading to the former and corrupting to the latter. All theories which leave any portion of the population without a public provision for instruction in the elements of a practical education, are at variance with the principles and ends of good government, and hostile to the rights and interests of men. All theories which compel, by human enactment, states or communities of men in respect to forms and exercises of religion, infringe the prerogative of Jehovah Himself; trample upon the individual responsibility of man to his Maker; and involve the assumptions on which have been based the most grinding politico-ecclesiastical despotisms and cruel persecutions that have cursed mankind and crimsoned the Church of God.

If the right of local self-government is invested or recognized in an incorporated community, that right is as inviolable in respect to the smallest school municipality as in respect to the largest Province or State. Facilities may be provided and recommendations may be given as to the mode of exercising that right; but the adoption of such recommendations is at the discretion of the municipality itself. Penalties, in the form of pecuniary losses, or in any other form, to enforce such recommendations in exercises of religion, is an infringement of a right sacred to every man as a moral agent, as well as to every free community. This principle is so obvious, that it was recognized and acted upon in Upper Canada, long before the creation of our present municipalities and the large discretionary powers with which they are invested. The utmost that a Provincial Board of Education thought proper to do in those days, was to make the following recommendations, after the passing of the school law of 1816:—

- “1. That the labors of the day commence with prayer.
- “2. That they conclude with reading publicly and solemnly a few verses of the New Testament, proceeding regularly through the Gospels.
- “3. That the forenoon of each Saturday be devoted to religious instruction.”

In those days there was nothing whatever in the school *law* on the subject of religious exercises and instruction, about which some persons talk so much now-a-days; the most intemperate and vicious characters were employed as teachers; there was no provision to give effect to the above recommendations, or even to put them in the hands of school trustees; they were scarcely known, if known at all, beyond the columns of one or two of the few newspapers that were then published; no steps whatever were taken to enforce them; and every person acquainted with the state and character of the schools of those times, knows that in not one school out of ten, if in one out of twenty, were there daily prayers and Scripture reading, or religious instruction of any kind, and that where anything of the kind was practised, it was done at the option of the trustees and teacher of the school. Let any one compare the above-quoted recommendations, with the existing regulations and recommendations on the subject, as given in the note to No. 4 in Appendix G to this report, page 261, and he cannot fail to be impressed with the gross inconsistency of those who, though the architects and advocates of the former, are the assailants of the latter as essentially defective and even irreligious! Perhaps a more remarkable example

of blind partizanship could hardly be selected—an example, I believe, little approved of, or its spirit little participated in, by any considerable portion of the community.

I think, however, it is desirable, in addition to the existing regulations and recommendations, that the Council of Public Instruction should provide suitable *Forms of Prayer*, to be used in the schools as may be desired by the trustees and teachers; and I trust such Forms will shortly be prepared for both the Grammar and Common Schools. But the use of them, as well as all special religious instruction in the schools, must be at the discretion of the parents and trustees concerned. Compulsion on this subject is as impracticable as it is unreasonable and tyrannical. Every good man must desire the largest possible infusion of the principles, sentiments, and spirit of Christianity in our schools and in the entire management of the school system; and the great improvement in the schools in this, as well as in every other respect, is the best proof of the wisdom of the regulations and recommendations which have been made by the Council of Public Instruction in respect to religious exercises and instruction in the schools, and which will be found explained and vindicated at some length in the Appendix (G) above referred to, under the head of "*Question of Religious Instruction, in connection with our System of Public Instruction.*"*

* The London *Times*, of the 29th September, 1853, in an editorial article in defence of the *religious* regulations of the National System of Education in Ireland, which have been adopted in Upper Canada, makes the following unanswerable remarks:—

"A sound moral and literary instruction is secured without the danger of sectarian collision, and opportunities are afforded to the ministers of the different creeds of providing for the spiritual wants of their respective flocks. It is constantly asserted that purely secular education is unbefitting to Christians, and that conscientious clergymen cannot with propriety afford it their countenance and support. The answer to such objections is—firstly, that of expediency, such being the only system capable of comprehending the entire mass of the people; secondly, that it rests with the ministers themselves whether those of their own creed are at other times duly provided with religious instruction or not; and, thirdly, a reference to other institutions, to the proceedings of which the most scrupulous Churchmen have never taken exception; for, if inquiry is made into the course pursued at Eton and others of our public schools, it will be found that the instruction provided in the regular school hours is, with the exception of the reading of the Greek Testament for one hour in the week, purely secular, and that the religious instruction is entirely left to the tutors, in whose houses the boys live, and who are each at liberty to take their own time and method of imparting such instruction. In point of fact religious instruction is not, at Eton, part of the general school business. This may be right or wrong, but there certainly is in its practice a considerable similarity to the plan of Irish National Education. We never heard of clergymen having conscientious scruples to the Eton system of education; why should they object so violently to a very similar proceeding in Ireland?"

"The cause of Education, which ought to be entirely distinct from all party and sectional interests, and which every wise man, and every good man ought to endeavor to promote and perfect, has been made with us one of the great prizes for social and political influence. The consequence of this is, to speak generally, that though everybody is interested about education, yet almost everybody is equally or more interested in having it worked for an especial purpose. This does at once effectually lower the idea which should be formed of education. Instead of presenting itself to the mind as the most effectual of all the means which

It is worthy of remark, that although a few petitions (proposed and recommended for signature by one or two ecclesiastical dignitaries) have been presented to the Legislature in favor of a denominational system of common schools, not a single member of the

we possess for elevating man's nature, and relieving his estate, and for advancing the cause of civilization, it comes before us in the light of a party instrument. Instead of thinking solely how we may secure for ourselves better school buildings, and better teachers, and better apparatus, and how our methods of imparting instruction may be improved; and how greater numbers, and for longer periods of time, may be brought within the influence of a good education; and how the exercise of the faculties of the mind, and the cultivation of the moral sense, and of religious feeling, may be more and more encouraged, by being rendered more and more the source of pleasure; the parties who, from the position they occupy in this country, happen to possess the greatest influence with respect to this question—seem to be occupied in an endeavor to turn the schoolmaster into a kind of recruiting officer. This double purpose in the mind prevents people from gaining a proper understanding of the object and nature of education, which they are thus unconsciously endeavoring to prevent. Many, however, as are those who are still acting upon these ideas, we may feel assured that all this must inevitably die out and be forgotten. The interest which is felt upon this subject must inevitably lead to the discovery of what ought to be done. This process is going on rapidly on the part of the Church of England. Many of those who see furthest into this question, and have the most advanced views on the subject of education, are to be found amongst the clergy themselves.”—*Extract from a Pamphlet entitled, “Why must we Educate the whole people?” by the Vicar of Wherstead, near Ipswich, England, pages 21-25.*

“A strong effort has been recently made in some parts of our country, by the leaders of one religious persuasion, to withdraw a portion of the public school money from the general fund, and appropriate the same to establish schools distinctly for their own children, where their own peculiar religious tenets may be more prominently presented. Moral and religious instruction is necessary to sound education. Our schools will fail of producing the results expected of them, unless such instruction is there given. Knowledge is indeed power; but, unchristianized, it is often to curse as well as to bless. The ends of the government, therefore, require that religious instruction should be given in our public schools. Yet it must be remembered that the relation of man to God is a private, personal, and sacred obligation. It is usurpation in Government to interfere with this relation, except so far as is necessary, in its own proper administration, and in preserving inviolate the rights and privileges of all the governed. It is the duty of school committees to guard the religious instruction in our schools from degenerating into sectarianism, or becoming such, as to give to any Christian, whatever may be his religious tenets, just cause of complaint. The text should ever be, ‘Thou shalt love the Lord thy God with all thy heart, and thy neighbor as thyself.’ To those, whoever they may be, who desire more specific sectarian instruction in the schools, or the establishment of distinct schools for different denominations, the simple answer is, you must afford that instruction, and maintain those schools yourselves; Government can support only those schools and afford that instruction, which is free and appropriate to *all* within its jurisdiction. Our public schools are free to the children of foreigners, equally with those of our own citizens. But the whole character of the instruction given must be such and such only, as will tend to make the pupils thereof American citizens and ardent supporters of American institutions. The very moment the principle is infringed upon, and distinct exclusive schools are established, for any specific purposes whatever, our school system, which has given to our country its strength, is broken up and its glory and usefulness departed.”—*Annual Report of the Public Schools of Boston for 1853, pages 19-20.*

Legislative Assembly from Upper Canada, of any religious persuasion, has been found to advocate such a system—an indication, the most decisive, of the strong and universal sentiments of the people on the subject.

I have the honor to be,
Your Excellency's most obedient
And most humble Servant,

E. BYERSON.

EDUCATION OFFICE,
Toronto, *December, 1853.*



PART II.
STATISTICAL REPORT.

C O N T E N T S.

- TABLE A.**—School Sections and Schools—Union Sections—Free Schools—School Moneys, for Teachers' Salaries, for Building, Rent and Repairs of School-Houses, and for other Educational Institutions—Total amount available for Educational Purposes.
- TABLE B.**—School Population and Pupils—Average Attendance—Pupils in the different Branches of Instruction.
- TABLE C.**—Number of Schools using Text-Books—Modes of Instruction.
- TABLE D.**—Teachers—Their Religious Faith—Average Annual Salaries—Certificates—Number Trained in the Normal School and other Institutions—Length of time the Schools have been kept open.
- TABLE E.**—School Visits, and Lectures—School-Houses—Their kind, and title, and number built during the year—Moneys Expended for Building, Rent, and Repairs—Miscellaneous.
- TABLE F.**—Separate Schools—Libraries—Maps and Apparatus—Expenditure for Libraries, Maps, and Apparatus.
- TABLE G.**—Other Educational Institutions—Colleges, Academies, Grammar, and Private Schools—Grand Total of Educational Institutions, and Amount expended for Educational Purposes in Upper Canada.
- TABLE H.**—Normal School—Attendance of Teachers-in-Training—Their Religious Faith—Amount of aid granted them, and the Counties from which they came.
- TABLE I.**—Account of the Receipts and Expenditure for the Normal and Model Schools.
- TABLE K.**—Progressive results of the Common School System of Upper Canada since 1846.
- TABLE L.**—State and Progress of Education in Upper Canada as connected with Universities, Colleges, Academies, Normal, Grammar, Model, Common and Private Schools, during the years 1842, 1847, and 1852.

TABLE A. STATISTICAL

NO.	COUNTIES AND CITIES.	SCHOOL SECTIONS AND SCHOOLS.				SCHOOL TEACHERS'			
		Number of School Sections.	Union School Sections.	Number of Schools reported.	Number of Free Schools reported.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of School Section Free School Assessment.	Amount of Rate-Bills and Subscriptions.
1	Glengarry	62	3	61	8	347 15 11	368 0 0	270 14 2	882 16 7
2	Stormont	61	3	57	13	257 5 5	268 0 0	369 12 10	722 2 2
3	Dundas	64	6	63	33	273 6 10	285 0 0	365 10 8	698 16 7
4	Prescott	45	7	39	27	207 6 9	317 0 0	210 18 11	170 8 2
5	Russell	12	2	11	6	60 0 11	126 0 0	65 6 10	44 10 0
6	Carlton	88	4	79	33	436 18 5	450 7 6	838 14 5	766 8 9
7	Graville	78	6	76	28	307 3 1	312 7 3	474 12 0	591 10 4
8	Leeds	124	26	126	41	537 4 6	627 4 8	708 16 4	1134 10 0
9	Lanark	114	15	92	12	502 6 7	665 5 5	303 18 1	1210 3 5
10	Renfrew	36	5	18	5	153 1 9	155 0 3	112 18 5	267 2 3
11	Frontenac	82	10	75	21	379 0 2	467 16 10	407 15 10	852 2 11
12	Addington	69	9	69	18	300 2 9	395 15 0	395 6 0	704 10 11
13	Lennox	44	2	44	5	157 8 10	248 1 5	164 9 4	550 9 11
14	Prince Edward	94	8	88	16	342 15 0	608 19 11	514 14 5	1293 17 11
15	Hastings	141	14	105	23	512 9 0	542 9 0	511 13 6	1197 9 10
16	Northumberland	116	13	107	41	537 1 4	572 7 9	1059 16 0	965 17 2
17	Burkham	93	4	84	20	559 6 8	592 17 3	971 18 3	1254 19 1
18	Peterborough	59	6	47	19	258 4 0	440 0 0	466 15 9	357 2 7
19	Victoria	49	7	43	22	230 14 2	380 0 0	112 12 2	207 1 8
20	Ontario	163	7	90	25	582 10 11	573 15 3	1047 1 2	1199 19 2
21	York	141	25	131	24	944 1 3	1039 14 6	1852 19 4	2028 1 8
22	Peel	77	15	74	8	431 3 0	579 10 2	682 18 3	1448 11 8
23	Simcoe	104	17	83	29	537 10 0	606 18 7	688 15 2	690 11 5
24	Haltou	58	3	56	3	362 12 5	456 13 6	621 18 9	1147 3 5
25	Wentworth	76	9	73	6	494 11 10	533 13 4	462 18 0	1590 0 11
26	Brant	64	17	62	8	389 1 8	381 0 9	776 19 6	1335 4 0
27	Lincoln	67	14	65	14	319 16 8	719 10 9	449 6 5	826 16 11
28	Welland	79	16	78	19	353 8 4	918 2 2	667 15 10	1029 10 8
29	Haldimand	74	11	69	18	371 16 11	566 0 0	852 1 0	690 8 6
30	Norfolk	94	18	87	25	392 8 7	600 0 0	888 4 8	714 12 6
31	Orford	108	24	105	40	580 12 2	657 6 0	1121 14 6	1192 8 9
32	Waterloo	73	11	75	24	457 7 3	650 10 0	798 5 1	1034 6 5
33	Wellington	67	7	65	21	493 18 5	678 3 8	758 11 11	795 5 9
34	Grey	58	15	27	13	248 3 4	236 12 6	223 2 5	129 10 4
35	Perth	96	8	41	24	307 13 2	298 11 8	650 15 6	244 7 7
36	Huron	58	15	28	13	311 3 8	367 12 9	438 11 1	217 16 9
37	Benue	3	...	3	3	56 2 11	146 0 4	82 18 2	...
38	Middlesex	136	24	158	43	643 1 2	765 12 9	1501 4 6	1219 11 2
39	Elgin	131	14	97	35	477 17 0	582 16 11	1426 18 3	1140 17 8
40	Kent	75	9	58	28	304 15 5	304 15 5	666 1 2	456 17 11
41	Lambton	52	12	43	20	213 19 4	254 5 2	441 1 10	359 9 1
42	Essex	53	4	46	24	295 12 6	325 14 9	668 12 8	329 2 4
	Total	3294	443	281	861*	16108 18 0	20225 14 2	26132 15 8	33612 15 8
CITIES.									
1	Toronto	15	...	15	15	608 17 0	745 11 4	...	0 0 0
2	Hamilton	1	...	7	0	281 0 5	311 0 0	...	341 16 8
3	Kingston	11	...	11	0	229 5 8	332 0 0	...	166 5 7
	Total	27	...	33	15	1119 3 1	1388 11 4	...	508 2 3

* From the local Reports it appears that, of the 2881 schools in townships, 1290 were supported either wholly or in part by a tax upon property,—to which may be added the free schools in cities, towns and villages,—making 1330 schools free and partially free, or nearly 450 more than in 1861.

REPORT for 1852.

TABLE A.

MONIES.

SALARIES.				OTHER SCHOOL MONIES.		GRAND TOTAL.	
Amount of last year's balances, and received from other sources.	Total Amount received for Teachers' salaries.	Total Amount paid to Teachers.	Amount of balances unexpended or unappropriated.	Amount received for Building, Renting, &c. School Houses, for Apparatus, and for Libraries.	Amount received by other Educational Institutions.	Total Amount available for Educational purposes for the year.	
No.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1	75 19 2	1946 5 10	1683 16 0	262 9 10	31 3 8	2077 19 6	
2	20 2 8	1687 3 4	1374 16 5	262 6 8	85 16 2	1722 19 3	
3	15 19 3	1638 4 4	1020 11 11	17 12 5	178 7 11	1427 2 3	
4	53 1 3	269 15 1	43 12 6	31 2 8	127 16 0	147 11 1	
5	0 6 5	296 4 2	280 2 7	16 1 7	7 0 0	293 4 2	
6	39 8 11	257 18 0	2524 13 10	13 4 2	57 18 8	2000 4 2	
7	79 17 1	1916 9 9	1858 13 0	57 16 9	194 3 6	2275 13 3	
8	129 0 8	3134 17 0	2917 19 5	216 17 7	615 1 6	5849 18 6	
9	63 16 6	2751 10 0	2766 17 0	44 12 6	453 13 10	3545 3 10	
10	25 7 2	713 9 10	686 13 0	25 6 10	159 0 0	849 17 10	
11	138 14 2	2245 9 11	2191 0 10	54 9 1	129 8 9	2379 18 8	
12	153 5 6	1919 0 2	1866 19 0	82 1 2	1210 11 8	3390 11 10	
13	59 17 8	1171 7 2	1127 0 7	44 6 7	76 1 2	1511 8 4	
14	198 15 2	2869 2 5	2749 14 10	149 7 7	417 2 8	4853 5 1	
15	298 2 3	2062 3 7	2033 11 7	228 12 0	298 10 0	2340 13 7	
16	178 2 9	3313 5 0	3140 16 6	172 8 6	527 3 5	3410 8 5	
17	172 9 7	3551 8 10	3477 8 4	74 0 6	417 15 11	4293 14 9	
18	103 3 7	1625 5 7	1571 10 2	53 15 5	256 4 1	1881 9 8	
19	45 0 11	975 8 11	926 11 10	48 17 1	58 8 3	1033 17 2	
20	129 18 5	3533 4 11	3509 16 0	229 8 11	787 3 0	4630 18 9	
21	217 12 8	4082 0 5	3701 2 6	381 6 11	629 12 11	5061 4 0	
22	149 11 7	3351 14 8	3271 6 0	80 8 8	727 15 11	4319 18 7	
23	106 8 8	2620 3 10	2533 9 10	156 14 0	215 13 6	3398 9 4	
24	69 12 9	2637 0 10	2540 18 9	96 2 1	764 0 10	3452 1 8	
25	76 18 8	3158 3 9	3062 18 8	95 5 1	263 17 3	3512 1 0	
26	69 6 6	2942 12 5	2859 8 8	82 3 9	409 10 11	3412 3 4	
27	469 0 8	2775 11 5	2431 8 16	324 2 7	155 3 9	3082 15 2	
28	500 16 3	3469 13 3	3464 1 6	439 11 9	475 12 5	3982 15 8	
29	351 6 10	2831 13 3	2470 0 9	361 12 6	679 3 3	3525 16 6	
30	192 9 8	2787 15 5	2694 8 10	93 6 7	601 9 1	3549 14 6	
31	227 16 4	3774 17 9	3236 9 4	213 8 5	627 1 5	4453 9 2	
32	148 16 5	3080 5 2	2828 4 9	251 0 5	358 6 0	3447 11 2	
33	143 12 5	2909 12 2	2907 17 4	111 14 19	623 7 4	4090 19 7	
34	72 2 9	399 11 4	843 16 6	65 14 10	467 19 1	1374 10 5	
35	42 11 2	1518 19 1	1447 16 8	101 2 5	265 16 9	1754 15 10	
36	22 4 11	1387 9 2	1394 19 1	92 10 1	144 19 6	1532 8 8	
37	...	284 18 5	238 10 11	45 7 6	44 18 10	329 17 3	
38	149 7 8	4239 17 3	4044 17 9	224 19 6	609 3 8	5047 6 11	
39	66 18 9	3685 8 7	3383 1 7	312 7 0	955 17 6	5189 6 1	
40	72 14 10	1865 4 9	1792 14 8	102 10 1	419 17 2	2223 1 11	
41	69 13 1	1318 8 6	1233 11 8	84 16 10	254 16 8	1693 5 2	
42	125 18 4	1745 0 2	1644 0 3	100 19 11	244 11 9	2188 11 11	
	5158 0 8	101238 4 2	95278 10 7	5959 13 7	16297 17 9	7293 2 0	121829 3 11
1	146 1 6	1500 9 10	1249 14 1	250 15 9	3516 16 5	10236 18 10	21654 5 1
2	...	933 17 1	933 17 1	...	3226 0 7	2600 0 0	6759 17 8
3	...	727 11 3	711 15 9	...	16 15 6	3206 0 0	4353 11 3
	146 1 6	3161 18 3	2895 6 11	266 11 8	6862 17 0	22742 18 10	32767 14 0

TABLE A.—(Continued.)

STATISTICAL

No.	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	SCHOOL SECTIONS AND SCHOOLS.				SCHOOL TEACHERS'			
		Number of School Sections.	Union School Sections.	Number of Schools reported.	No. of Free Schools reported.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of School Section Free School Assessment.	Amount of Rate-Bills and Subscriptions.
TOWNS.									
1	Belleville	1	4	4	90 8 6	342 10 7			
2	Brantford	1	2		73 14 7	241 4 10		147 0 7	
3	Brookville	6	6	6	64 4 10	283 5 3			
4	Bytown	11	11		153 11 8	254 5 11		128 0 0	
5	Cobourg	5	5		76 12 3	124 10 0		254 15 3	
6	Cornwall	4	4		33 9 9	101 10 3		83 0 0	
7	Dundas	1	1		69 12 1	132 9 3		88 4 5	
8	Goderich	2	2	2	26 6 0	175 0 0		4 7 6	
9	London	1	2	2	140 19 11	824 14 0			
10	Niagara	1	4		66 2 1	177 8 9		100 10 7	
11	Peterborough	1	1		43 7 3	153 9 7		162 8 2	
12	Pictou	3	3		31 1 0	61 9 0		94 3 9	
13	Port Hope	4	4		49 0 1	49 0 1		165 3 7	
14	Prescott	4	4		42 13 5	135 0 0		118 5 2	
15	St. Catharines	6	6		86 9 0	280 16 8		144 19 6	
	Total	54	59	14	1050 12 6	3316 14 2		1490 18 6	
TOWN MUNICIPALITIES,									
1	Amherstburgh	5	5		37 4 2	57 8 4		66 0 0	
2	Chatham	3	4	5	40 19 4	266 4 5		89 3 9	
3	Guelph	3	3		36 16 3	88 3 10		109 14 4	
4	Perth	1	2	1	37 18 5	300 15 5			
5	Simcoe	3	3	1	28 14 9	100 17 6		80 9 0	
6	Woodstock	1	4		41 16 0	193 11 6		96 2 6	
	Total	16	21	7	223 8 11	1007 1 0		441 9 7	
VILLAGES.									
1	Chippewa	3	3	3	23 12 2	154 19 4			
2	Galt	1	1		44 9 10	59 8 0		85 1 1	
3	Ingersoll	1	1		23 11 0	32 13 1		80 9 8	
4	Oshawa	2	2		22 12 0	22 12 0		128 18 0	
5	Paris	2	2		37 8 1	97 11 6		174 5 1	
6	Preston	2	2	1	23 7 1	69 4 4		1 1 3	
7	St. Thomas	2	2		25 4 3	91 19 6		71 10 4	
8	Thorold	3	3		21 11 10	63 17 5		88 10 0	
	Total	16	16	4	221 16 3	592 5 2		629 10 0	

SUMMARY.—

TOTALS.									
1	Counties	3204	443	2881	861	16108 18 0	20225 14 2	26132 15 8	33612 15 8
2	Cities	27		33	15	1119 3 1	1388 11 4		508 2 3
3	Towns	54		59	14	1050 12 5	3316 14 2		1490 18 6
4	Town Municipalities	16		21	7	223 8 11	1007 1 0		441 9 7
5	Villages	16		16	4	221 16 3	592 5 2		629 10 0
1	Grand Total for 1852	3317	443	3010	901	18723 18 8	25530 5 10	26132 15 8	36682 16 0
2	Grand Total for 1851	3340	N. E.	3001	865	19027 1 6	25835 17 6	19832 13 7	33577 9 3
1	Increase			9	46		694 8 4	6300 2 1	3105 6 9
2	Decrease	23				303 2 10			

REPORT for 1852.

TABLE A.—(Continued.)

MONEYS.

SALARIES.				OTHER SCHOOL MONETS.		GRAND TOTAL.
Amount of last year's balances, and received from other sources.	Total Amount received for Teachers' salaries.	Total Amount paid to Teachers.	Amount of balances unexpended or unappropriated	Amount received for Building, Repairing, &c., School Houses; for Apparatus, and for Libraries.	Amount received by other Educational Institutions.	Total Amount available for Educational purposes for the year.
No.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1		432 19 1	432 19 1		54 10 0	998 4 1
2		465 0 0	465 0 0		378 15 0	1164 15 0
3		327 10 1	327 10 1		200 0 0	800 6 1
4		535 17 7	535 17 7		430 0 0	965 17 7
5	27 5 9	483 3 3	457 5 8	25 17 7		1608 3 3
6		218 0 0	212 2 10	5 17 2	19 10 0	337 10 0
7	12 17 0	303 2 9	303 2 9		41 8 2	1244 10 11
8	3 9 1	309 2 7	178 12 7	50 10 0	35 8 2	554 10 9
9	193 19 2	1153 13 1	868 19 0	292 14 1	114 9 10	1524 2 11
10	69 4 6	404 5 11	290 4 11	37 18 11	29 0 0	593 5 11
11	19 9 1	378 14 1	378 14 1		86 0 0	707 14 1
12		186 13 9	186 13 9		61 9 0	453 2 9
13	76 4 9	339 8 6	305 10 10	33 17 8	150 17 8	490 6 2
14		235 18 7	235 18 7		19 7 6	450 6 1
15	69 11 4	581 16 6	581 16 6		123 2 0	306 8 6
	463 0 8	6321 5 9	5874 10 4	446 15 5	1105 2 4	12629 3 1
1	97 0 0	257 12 6	257 12 6		9 0 0	266 12 6
2	13 6 8	409 14 2	409 14 2		121 13 4	815 7 6
3		234 14 5	234 14 5		23 3 4	797 17 9
4		338 13 10	338 13 10		291 19 3	753 13 1
5		210 1 3	210 1 3		28 14 6	543 15 9
6		331 10 0	331 10 0		82 0 0	583 10 0
	110 6 8	1782 6 2	1782 6 2		556 10 5	3670 16 7
1	5 13 3	178 11 6	172 13 2	5 18 4	16 5 3	194 16 9
2		194 16 2	164 0 0	30 16 2	30 17 5	325 13 7
3		136 13 4	136 13 4		10 19 4	257 12 8
4	32 5 8	266 7 8	180 17 2	25 10 6	19 10 10	249 18 6
5		309 4 8	309 0 3	0 4 5	46 7 6	435 12 2
6	6 6 0	89 18 8	81 15 7	18 3 1	110 15 1	210 13 9
7		188 14 1	188 14 1		24 16 6	318 10 7
8		173 10 3	173 10 3		12 13 4	186 3 7
	44 4 11	1487 16 4	1407 3 10	80 12 6	272 5 3	2179 1 7

TABLE A.

1	5158 0 8	101238 4 2	95278 10 7	5959 13 7	16297 17 9	7293 2 0	124829 3 11
2	146 1 6	3161 18 2	2895 6 11	266 11 3	6862 17 0	22742 18 10	32767 14 0
3	463 0 8	6321 5 9	5874 10 4	446 15 5	1105 2 4	5292 15 0	12629 3 1
4	110 6 8	1782 6 2	1782 6 2		556 10 5	1392 0 0	3670 16 7
5	44 4 11	1487 16 4	1407 3 10	80 12 6	272 5 3	419 0 0	2179 1 7
1	5921 14 5	113991 10 7	107237 17 10	6753 12 9	25084 12 9	36989 15 10	176075 19 2
2	3777 10 8	102050 12 6	97827 7 0	4223 5 6	19334 18 0	32834 7 8	154230 18 2
1	2144 3 9	11940 18 1	9410 10 10	2630 7 8	5759 14 9	4155 8 2	21845 1 0
2							

TABLE B.

STATISTICAL

COUNTIES AND CITIES.		SCHOOL POPULATION AND PUPILS.												
		TOTAL ATTENDANCE.						AVERAGE ATTENDANCE.						
		Children between the ages of 5 and 16 years.	Pupils between the ages of 5 and 16.		Indigent Pupils.	Total Pupils attending school.	Boys.	Girls.	Summer.			Winter.		
			Pupils between the ages of 5 and 16.	Pupils over the age of 16 years.					Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.
1	Glenarry	5,444	2,019	198	38	3,217	1,891	132	1,799	1,069	730	1,500	911	539
2	Stormont	3,911	2,158	175	68	2,633	1,100	123	1,455	799	662	1,303	742	561
3	Dundas	4,370	2,020	190	60	3,210	1,697	151	1,613	850	763	1,410	800	610
4	Pr Scott	3,152	1,888	127	52	2,015	1,122	89	928	495	433	932	514	418
5	Russell	533	300	13	1	319	162	157	195	95	100	90	56	40
6	Carleton	7,229	3,999	203	57	4,002	2,153	215	2,035	1,084	951	2,150	1,223	833
7	Greenville	5,731	3,079	229	55	4,208	2,278	193	3,052	1,674	1,378	1,891	1,051	840
8	Lewis	2,967	2,097	170	39	2,683	1,378	294	2,021	1,180	1,111	2,060	1,330	1,330
9	Lanark	6,310	3,181	232	51	3,570	2,355	201	2,212	1,218	991	2,100	1,217	833
10	Renfrew	4,843	2,710	90	8	3,011	2,090	180	2,006	1,075	928	1,889	1,031	833
11	Frontenac	5,433	2,619	242	29	3,801	2,090	180	2,006	1,075	928	1,889	1,031	833
12	Addington	4,643	3,306	318	38	3,621	1,915	170	1,938	1,018	920	1,905	1,077	823
13	Lennox	2,255	1,573	180	46	1,739	910	79	910	509	441	931	502	429
14	Prince Edward	5,031	3,146	548	81	4,374	2,162	197	2,098	1,055	1,043	2,455	1,409	1,055
15	Hastings	7,600	4,020	330	74	4,800	2,572	232	2,625	1,331	1,291	2,832	1,572	1,260
16	Northumberland	7,521	4,233	365	77	5,220	2,818	240	2,299	1,145	1,251	2,467	1,447	1,050
17	Durham	7,935	4,274	428	87	3,700	3,247	245	2,560	1,378	1,182	2,807	1,689	1,118
18	Peterborough	3,832	2,599	175	13	2,561	1,521	121	1,413	767	606	1,413	805	608
19	Victoria	3,221	2,178	187	61	2,065	1,520	115	1,907	720	578	1,161	616	518
20	Ontario	8,549	5,211	436	118	5,680	3,122	258	2,074	1,029	1,036	2,033	1,065	1,128
21	York	15,179	8,196	645	202	8,811	5,090	373	4,100	2,258	1,812	4,221	2,479	1,742
22	Peel	6,795	4,186	292	156	4,473	2,646	182	2,358	1,351	1,007	2,418	1,497	951
23	Simcoe	8,229	4,537	358	47	4,805	2,729	216	2,012	1,095	917	2,111	1,221	890
24	Halton	5,084	3,236	288	20	3,514	1,962	156	1,769	961	808	1,912	1,130	812
25	Wentworth	6,330	4,007	297	104	4,361	2,410	192	2,093	1,131	962	2,271	1,315	928
26	Brant	4,721	3,043	291	33	3,331	1,858	157	1,616	856	760	1,762	1,045	777
27	Lamada	4,907	3,082	327	66	3,400	1,919	149	1,631	878	753	1,729	1,016	713
28	Welland	5,070	3,819	410	66	4,229	2,373	185	1,976	1,044	932	1,994	1,210	784
29	Haldimand	5,100	3,537	208	18	3,745	2,046	169	1,826	947	879	1,969	1,112	857
30	Norfolk	5,686	4,247	499	69	4,746	2,551	210	2,206	1,106	1,100	2,332	1,279	953
31	Oxford	8,165	5,780	452	76	6,232	3,415	287	2,901	1,414	1,280	2,795	1,587	1,206
32	Waterloo	6,530	4,455	297	94	4,722	2,774	194	1,630	945	685	2,177	1,488	989
33	Wellington	6,886	4,100	283	75	4,383	2,456	192	1,635	897	758	1,810	1,053	757
34	Grey	2,982	1,117	106	9	1,223	702	52	518	299	252	591	336	255
35	Perth	3,871	2,357	198	15	2,065	1,257	118	1,158	628	520	1,345	781	584
36	Huron	4,618	2,511	90	6	2,601	1,459	114	1,100	582	618	1,081	576	408
37	Bruce	321	171	12	2	189	106	77	73	41	29	109	28	21
38	Middlesex	9,482	6,573	558	41	7,131	3,808	326	3,314	1,755	1,559	3,557	1,860	1,497
39	Elgin	6,533	5,184	625	46	5,809	3,268	290	2,665	1,381	1,284	2,810	1,622	1,218
40	Kent	4,201	2,749	288	26	3,031	1,632	102	1,277	638	619	1,317	736	621
41	Lambton	3,171	1,821	119	22	1,940	987	95	1,043	515	528	920	500	420
42	Essex	4,286	2,310	201	101	2,517	1,391	112	1,310	637	673	1,179	671	598
	Total	228,745	148,502	11,817	2,369	166,319	88,529	71,790	75,762	40,233	35,509	77,566	44,620	33,036

CITIES.														
1	Toronto	7,805	5,791	30		3,821	1,852	1,909	1,557	756	861	1,555	781	774
2	Hamilton	2,971	1,271	19	36	1,290	939	351	483	335	148	425	305	120
3	Kingston	3,550	1,035	16	370	1,051	589	462	690	391	299	600	362	233
	Total	14,326	6,097	65	406	6,162	3,386	2,782	2,730	1,482	1,248	2,580	1,448	1,133

REPORT for 1852.

TABLE B.

PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READERS.					ARITHMETIC.			OTHER BRANCHES											
	First or lowest class.	Second or next lowest class.	Third or third lowest class.	Fourth or next to highest class.	Fifth or highest class.	First four Rules.	Complex and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Measurement.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.
1	626	615	600	526	24	498	365	388	485	429	50	1356	23	18	2					1
2	549	559	712	600	29	419	308	426	300	308	41	1079	31	6	1					5
3	708	619	597	400	301	483	333	311	367	365	136	1373	48	13	18					12
4	318	263	389	350	26	301	242	288	253	225	127	864	34	11	10					9
5	53	77	72	47	21	59	45	32	34	29	7	135	3							4
6	762	868	953	956	427	885	485	495	453	29	29	1917	34	12						63
7	746	802	1070	910	33	611	482	469	349	317	72	1753	22	14	15					1
8	1148	1281	1458	1431	42	982	851	771	713	800	67	2791	57	21	22					23
9	711	902	1116	1064	534	842	617	605	606	552	72	2092	68	38	21					2
10	123	171	188	190	7	136	109	88	107	92	63	288	8	3	5					5
11	716	801	825	663	274	649	423	379	461	544	81	1463	68	34	36					30
12	521	604	683	622	332	533	412	451	508	533	180	1150	83	29	43					8
13	313	310	378	377	24	248	212	174	339	327	169	772	41	10	22					1
14	645	797	895	1026	611	780	722	722	809	1366	288	2310	80	35	64					30
15	728	948	1099	923	43	986	747	625	605	970	385	1892	118	109	139					22
16	880	1097	1163	869	492	929	579	447	636	751	115	1982	69	11	11					9
17	916	800	1344	1068	485	933	734	618	538	742	64	2429	45	25	57					10
18	595	674	680	477	186	544	373	292	242	172	43	1092	14	11						6
19	489	563	462	426	27	398	287	188	160	89	29	912	3	1						1
20	967	1049	1206	1021	564	1120	695	569	581	763	22	2380	53	38	13					1
21	1384	1736	2078	1517	631	1797	1274	1217	1417	2679	326	4189	117	82	80	61				13
22	815	999	1100	897	398	751	529	651	682	818	167	2114	56	29	32					32
23	953	1116	1138	891	322	875	557	584	459	500	81	2962	22	19	17					13
24	545	561	791	739	421	788	552	582	632	914	221	1796	76	30	32					22
25	706	816	852	852	542	779	565	559	685	721	172	1958	109	31	33					16
26	521	613	673	649	541	661	519	528	696	835	77	1877	97	26	27					4
27	592	629	685	725	397	653	439	377	510	845	124	1529	59	19	50					7
28	699	779	904	857	558	755	644	712	888	1649	462	2118	151	57	69					16
29	895	834	912	617	277	801	419	319	454	604	83	1599	35	9	4					5
30	851	834	951	901	536	927	663	491	543	849	112	1814	29	29	54					16
31	1137	1318	1337	1229	585	1225	829	659	742	1673	438	2362	77	70	40					23
32	1081	1046	1054	765	333	941	641	479	573	690	109	2384	35	9	24					6
33	658	822	1017	784	333	804	481	483	595	621	96	1818	29	16	10					7
34	259	267	265	187	169	181	87	72	113	131	17	422	4	12						2
35	553	513	798	419	262	462	259	159	229	199	91	979	4	29	12					8
36	614	623	678	399	192	439	227	188	223	171	45	868	19	4	1					12
37	411	411	327	21		19	9	6	12	8		41								1
38	1125	1321	1387	1391	1041	1297	906	877	197	1967	423	3159	86	48	76					49
39	817	999	1062	1145	897	1111	859	618	862	1341	262	2643	130	55	82					16
40	524	603	662	615	366	515	326	374	496	581	53	1129	55	19	12					3
41	311	408	491	387	169	322	224	166	254	214	33	833	11							35
42	488	525	456	488	296	525	269	128	271	294	67	941	10	6	11					165
	88120	31366	35189	36525	16210	28525	20117	18233	20051	26735	5439	68820	2117	979	1163	575	2214	5049	427	936
1	739	632	667	598	337	637	288	250	581	973	258	1636	17	38	53	55	130	335	73	18
2	131	152	146	124	78	171	122	136	133	174	42	322	4	21	3	4	29			16
3	292	132	151	122		210	112	88	162	148	38	866	12	7	4	16	6	72		15
	1072	906	985	673	555	988	523	498	871	1295	338	1744	33	66	60	75	165	407	73	18

REPORT for 1852.

TABLE B.—Continued.

PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READERS.					ARITHMETIC.			OTHER BRANCHES.											
	First or lowest class.	Second or next lowest class.	Third or third lowest class.	Fourth or next to highest class.	Fifth or highest class.	First four rules.	Compound Rules and Reduction.	Proportion and above.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Measurement.	Algebra.	Geometry.	Education Natural Philosophy Vocal Music.	Linear Drawing.	Other Studies.	
1	389	274	244	153	130	349	124	133	612	782	140	858	24	5	9	7	76	36	8	64
2	60	154	230	180	183	330	160	145	415	445	80	613	29	4	18	18	100	29	20	103
3	164	185	232	162	92	159	131	119	156	171	11	374	17	5	16	23	4	4	3	3
4	112	137	171	131	118	133	103	96	139	64	66	340	22	13	4	44	88	12	4	34
5	60	95	98	70	59	90	113	79	69	161	32	270	9	7	3	23	3	4	4	34
6	45	48	46	69	50	65	31	31	60	51	39	184	1	1	1	1	1	1	1	1
7	45	50	44	82	43	64	44	38	96	306	36	116	6	8	1	4	40	346	35	6
8	75	65	66	46	34	120	46	16	55	156	56	169	1	1	1	1	24	24	24	60
9	611	265	369	135	267	666	150	223	572	1617	70	925	10	5	54	18	34	34	34	2
10	82	103	87	102	73	161	66	43	209	272	8	12	3	3	18	34	34	34	34	1
11	39	46	34	79	74	72	66	48	36	162	32	192	8	12	12	16	18	18	18	12
12	27	47	75	69	55	45	64	67	86	157	14	176	8	8	8	4	11	11	11	12
13	98	91	102	34	36	54	51	29	47	72	7	160	6	5	7	2	10	10	10	8
14	27	46	74	66	62	42	38	82	104	74	8	176	5	2	11	6	8	8	8	12
15	63	91	85	63	39	88	57	41	54	99	21	230	4	1	1	1	1	1	1	12
	1890	1649	1957	1443	1316	2415	1140	1161	2710	4431	583	5969	137	63	131	75	53	39	79	314
1	67	72	39	27	23	35	65	50	80	80	15	160	1	1	1	1	20	20	20	12
2	123	72	92	152	52	82	62	71	96	131	47	270	24	1	11	20	6	6	6	6
3	51	47	66	82	24	80	35	24	54	64	15	125	3	2	3	12	28	28	28	24
4	80	55	103	95	61	95	38	52	139	135	16	177	10	20	9	12	28	28	28	24
5	44	54	61	56	40	45	44	37	57	76	17	147	22	11	8	1	30	12	12	32
6	84	97	116	96	97	105	71	90	150	251	92	230	24	46	34	15	100	90	90	20
	454	397	478	430	302	412	315	324	581	651	202	1139	94	86	62	29	193	112	96	53
1	31	43	31	39	29	49	31	19	45	154	15	96	3	2	7	2	7	7	7	51
2	30	47	41	39	12	50	31	21	60	160	39	98	3	4	5	13	8	276	12	100
3	24	14	53	33	55	10	39	59	103	125	75	125	41	24	18	13	100	166	100	100
4	21	40	40	47	29	50	34	43	77	64	111	23	2	1	4	7	19	19	19	34
5	44	35	81	71	16	35	15	9	92	155	22	145	2	1	1	7	16	126	120	60
6	54	37	23	23	16	35	15	9	35	130	9	76	2	1	1	1	126	120	120	60
7	58	45	30	34	22	56	25	17	62	102	104	101	1	1	27	72	140	140	140	128
8	34	52	53	71	64	44	47	76	78	133	18	154	7	2	1	1	1	1	1	128
	296	313	357	334	199	386	265	279	552	1012	396	818	56	33	63	35	228	708	232	265

TABLE B.

1	23120	31386	35189	30525	16210	25525	20117	18235	20654	26735	5430	98820	2117	979	1165	575	2211	5049	427	936
2	1072	995	985	673	535	398	523	438	879	1295	338	1744	33	65	69	75	165	462	53	13
3	1890	1610	1957	1428	1316	2415	1140	1161	2710	4431	583	5939	137	63	151	75	538	439	79	314
4	454	397	478	430	302	412	315	324	581	651	202	1139	94	80	62	29	193	112	96	53
5	293	313	357	334	199	386	268	279	552	1012	396	818	56	33	63	35	228	708	232	265
1	31832	34942	38960	33450	18561	32756	22363	20167	24776	41121	6949	77590	215	1221	1199	789	3338	676	907	1621
2	29788	32686	37540	31120	18856	31034	20375	18346	33475	58255	5659	71511	2247	1018	1150	860	2990	787	988	1493
1	2044	1876	1417	2340	4705	1722	1988	2121	1301	5869	1200	6079	10	203	340	.....	48	.....	.....	128
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	71	.....	1171	81	.....

TABLE C.

STATISTICAL

NUMBER OF SCHOOLS

No.	COUNTIES.	COUNTIES.																
		READERS.			ARITHMETICS.				GRAMMARS.				GEOGRA-					
		Bible and Testament.	National.	English.	Various.	National.	Walkinshaw's.	Daboll's.	Gray's.	Various.	National.	Lennie's.	Kirkham's.	Murray's.	Various.	National.	Morse's.	Olney's.
1	Glennary	27	62	1	2	33	6		5	3	19	33	2		2	17	17	2
2	Storham	21	26	1	1	36	11		2	20	10	28	13	1		1	44	3
3	Dundas	41	61	2		39	21			1	5	14	32			1	45	3
4	Prescott	39	39		12	18	10			5	1	34		1		4	29	
5	Russell	10	10			2	2					3	1				8	
6	Carlton	70	70	16		35	40			1	5	53	2	7		2	42	4
7	Greenville	54	50	7		32	58			2	1	31	31			1	53	
8	Leeds	125	125			70	50		4	3	7	72	84			2	100	
9	Lennox	77	77	1		39	39		4	3	8	7	3		1	1	63	
10	Kennow	22	22			9	9		5		1	15	3				12	
11	Frontenac	57	70			34	36		1	2	4	23	34	11		12	35	8
12	Addington	50	48			66	1				2	4	54	1		8	44	8
13	Lennox	30	44			41	5					6	35			29	11	
14	James Edward	47	34			59	36		2		8	5	74		2	2	74	12
15	Hastings	60	198	1		96	8		1	1	9	14	63	4		6	77	7
16	Northumberland	67	102			85	29		2		12	18	62	6		3	66	16
17	Burlington	80	64			60	24				6	37			4	4	57	3
18	Perth	32	45		3	38	3			1	8	30		7		1	26	3
19	Victoria	40	40			36	2				10	10				5	22	
20	Ontario	160	160			65	34		2		12	34	24	1		5	60	
21	York	138	138			121	21		1	6	21	97	9			14	97	1
22	Peel	73	73			63	28			4	4	51	5	7	1	4	54	10
23	Simcoe	80	80			70	22			4	14	36	2	3	2	14	27	
24	Britton	44	52			43	8			13	8	25	7	14		4	37	4
25	Wentworth	44	52			54	1			12	2	38	30	1	1	1	58	7
26	Brant	31	31			33	1			1	4	35	21			4	43	4
27	Elmhorst	36	45			32	1	15		10	3	11	51			1	57	1
28	Welland	34	56			51	9			22	7	13	48		5	1	61	12
29	Haldimand	44	63	1		50	5	5		4	7	18	21	5	2	2	43	1
30	Norfolk	26	85			78	12	1			6	6	1	73		2	67	14
31	Oxford	62	104			38	5	3		3	10	42	37		1	3	78	7
32	Waterloo	56	65	2		57	1	3	1	3	6	36	3			2	41	3
33	Wellington	53	65	2		54	12		2	6	18	39				3	51	1
34	Grey	24	35	1	1	15	4				1	14	2	1		1	14	1
35	Perth	37	37			37	1			3	8	19	1			6	18	2
36	Huron	28	33	1	3	30	1	1	3	6	5	21		1	1	7	11	4
37	Bruce	1	3			3	3					2				1	1	
38	Middlesex	85	126	2		105	1	5	3	8	12	86	11	2	2	3	60	35
39	Helm	20	20			20	24	1	2		3	46	40		1		78	10
40	Kent	22	56	1		22	2	3		1	15	23	11			5	36	
41	Laurelton	20	41			35	3	1		1	7	17	7			3	23	2
42	Essex	14	55	1		30	4	1		3	13	3	4	8	10	2	11	1
	Total	1801	2795	38	12	2120	565	87	46	157	301	1171	901	90	38	156	1855	200
CITIES.																		
1	Toronto	6	15			10				5	2	12		1		3	10	
2	Hamilton	5	7			7					7	1					7	
3	Kingston	11	11			11	11			11	11	11				11	11	
	Total	22	33			28	11			16	20	24		1		14	28	

REPORT for 1852.

TABLE C.

USING TEXT BOOKS.										MODES OF INSTRUCTION.											
PHIES.	SPELLING BOOKS.			HISTORIES.	BOOKS REQUIRES.	MATHS. NATIONAL.	MATHS. VARIOUS.	ALGEBRAS.	GEOMETRIES.	OTHER BOOKS.	Individual or teaching singly one.	Simultaneous or teaching by class.	Monitorial or teaching by aid of Monitors.	Mixed.							
	Stewart's.	Various.	Mavor's.												Canada.	Various.	Ancient.	Modern.	National.	Various.	Natural Philosophy.	Vocal Music.	Latin.	Greek.	Other Studies.
1																					
2	4					13	10	5	3					7							
3						8	8	1	1					6							
4	1	1				15	12	1	2					4							
5						10	5	4	3					8							
6	2	6	1	1	1	16	10	4	5	4	4			4							
7		3		1	1	16	16	7	1	1	1			18							
8		5				21	21	7	2	2	2			16							
9	2	1				7	24	1	2	2	1			14							
10						4	4	3	2	1	1			10							
11	1					15	16	4	4					14							
12						21	16	6	4	5	5			14							
13						6	6	1	1	1	1			8							
14	1					3	27	9	12	12	11			9							
15		1		1	1	26	25	1	2	2	2			22							
16	1					4	17	16	1	1	4			36							
17	1					1	11	12	6	6	6			18							
18						1	6	6	6	6	6			9							
19						1	1	1	1	1	1			3							
20	1					12	11	4	6	8	8			23							
21						1	23	36	8	26	16			36							
22	1					17	14	12	7	7	7			8							
23						2	2	4	4	4	4			24							
24	5	5				7	7	8	4	4	4			15							
25	2					11	11	8	3	4	4			43							
26						1	1	2	10	10	10			5							
27	2					18	18	5	5	5	5			10							
28						1	1	1	1	1	1			10							
29	1					15	15	4	4	4	4			12							
30						11	11	5	3	3	3			9							
31	2					16	16	2	2	2	2			43							
32						12	12	4	4	4	4			13							
33	4					16	16	5	3	3	3			16							
34	1					1	1	1	1	1	1			6							
35	1					3	3	3	2	2	2			7							
36	5					2	4	4	1	1	1			6							
37						3	3	3	3	3	3			3							
38						11	11	5	7	7	7			22							
39	1					2	1	1	1	1	1			16							
40	2					8	8	5	2	2	2			15							
41	3					7	7	5	2	2	2			7							
42	16					11	8	1	3	1	1			2							
	55	17	10	28	53	449	174	210	111	91	277	151	90	3	1	25	64	2159	24	534	
1	1					12	3	1	5	3	10			7				13		2	
2			2			5	5		4	3	1		2	2	1				3		4
3						11		11		11				2					11		
	1		2			6	17	14	5	19	4		11	2					27		9

TABLE C.—(Continued.)

STATISTICAL

NO.	TOWNS, MUNICIPALITIES, AND VILLAGES.	NUMBER OF SCHOOLS																
		READERS.				ARITHMETICS.				GRAMMARS.				GEOGRA-				
		Bible and Testamental.	National.	English.	Various.	National.	Walkinchampe's.	Dobell's.	Gray's.	Various.	National.	Lennie's.	Kirham's.	Murray's.	Various.	National.	Morse's.	Olney's.
1	Belleville	3	4			4	1			3		1			2	4		
2	Brandford	0	2			1			1		1					2		
3	Brockville	1	6		3	6			3	6					6		4	
4	Bytown	8	9			9		2		2		3	6	4				
5	Cobourg	4	5			5				1	2	1	1			5		
6	Cornwall	4	2	2		2	1		3	4		1				3		
7	Dundas	4	1	2		1	1		1		1	1				1		
8	Goderich	1				2									2			
9	London	2	2			2			2									
10	Niagara	4	4			4				4						4		
11	Peterborough		1			1				1		1				1	1	
12	Pictou	4	7			7	7			1		7				7		
13	Port Hope	4	4			2	2			4						3		
14	Prescott	1	4			1	1		3		2	1	1	4				
15	St. Catharines	6	6	1	1	3	1	3			2	4	1			6		
	Total	41	59	3	8	50	16	3	2	13	22	16	17	5	8	12	44	5
TOWN MUNICIPALITIES.																		
1	Amherstburgh	2	5			5					5						5	
2	Chatham	1	6			4				3					3			
3	Geoph	3	3			3			1		3					1	2	
4	Perth	2	2		1	1	1				2						1	
5	Simcoe	3	3			3						2					3	
6	Woodstock	4	4			4	4				4						4	
	Total	15	23		1	20	5			1	4	14	2		4	15		
VILLAGES.																		
1	Chippewa		3			3					3						3	
2	Galt	1	1			1		1			1						1	
3	Ingersoll		1			1	1			1							1	
4	Oshawa	1	2		2	2					1	1		2			1	
5	Paris	2	2			2			1								1	
6	Preston		1			1				1							1	
7	St. Thomas	2	2			2				2						2		
8	Thoreld	2	3			3						3					3	
	Total	8	15		2	14	1		1	1	4	5	4		2	2	11	

SUMMARY.—

TOTALS.																		
1	Counties	1891	2795	38	12	2120	565	87	46	157	301	1171	901	90	38	156	1855	200
2	Cities	22	53			28	11			16	20	24		1		14	28	
3	Towns	41	59	3	8	50	16	3	2	13	22	16	17	5	8	12	44	5
4	Town Municipalities	15	23		1	20	5			1	4	14	2			4	15	
5	Villages	8	15		2	14	1		1	1	4	5	4		2	2	11	
1	Total for 1852	1890	2925	41	23	2232	598	90	49	185	351	1220	924	96	48	188	1953	205
2	Total for 1851	1748	2622	142	48	1925	630	117	92	179	313	1128	837	109	72	136	1686	230
1	Increase	142	303			304				9	38	102	87			52	267	
2	Decrease			101	25		32	27	43					13	24			25

REPORT for 1852

TABLE C.—(Continued.)

USING TEXT BOOK.														MODES OF INSTRUCTION.							
PHIES.		SPELLING BOOKS.		HISTORIES.		BOOKS.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.		Individual or teaching one by one.	Simultaneous or teaching by class.	Monitorial or teaching by aid of Monitors.	Mixed.		
Stewart's.	Various.	Mavor's.	Canada.	Various.	Ancient.	Modern.	National.	Various.	National.	Various.	Bomycastle's.	Various.	Euclid.	Various.	Natural Philly.					Vocal Music.	Latin.	Greek.	Other Studies.
No																					
1						4	3					5	2			1			1		3
2											1	1	2						2		2
3	1										2	1	1						1		4
4												3	1								3
5																					1
6						3															1
7													1								1
8													1								2
9												2									4
10							4			4					4						1
11																					1
12													2		1						3
13															1						3
14															1						3
15																					3
16																					3
	1	4		2	7	4	12	5	20	4	6	2	13	4	8	1	5	2	1	30	25
1								5		5			5						1		5
2						2						1									4
3					3																1
4		1			1	1	1						1								1
5																					1
6					1	1	4		4			4	4						2		4
					3	2	6	13	1	12		7	9	2					3	10	10
1																					3
2																					1
3																					2
4																					1
5																					2
6						1	1														1
7						2	2		2												2
8																					3
					6	11	9		9		1	4	4	3						6	8

TABLE C.

1		5	17	1	28	53	449	17	210	116	91	27	151	91	3	1	2	64	2159	24	534				
2					5	17	14	1	19	4	11	9	1	1					27		6				
3	1				3	43	27	1	20	8	6	2	1	1	8	1	5	2	30	1	23				
4					2	6	13	1	12	13	1		4	4					10		10				
5					6	11	8		9		1				3				6		8				
1	1	61	17	2	20	44	614	512	186	270	123	109	323	187	110	14	1	7	2	30	64	2232	25	686	
2	20	9	127	25	15	169	53	412	202	236	12	85	315	154	110	235	126	37	2	15	79	2329	23	659	
1						7	100		34		24	10	33											2	
	19	38	110	23	136	128			17		1				221	123	30		117	15	97			28	

TABLE D.

STATISTICAL

		TEACHERS.													
		TOTAL.		RELIGIOUS FAITH.											
COUNTIES AND CITIES		Total Number of Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalist.	Lutherans.	Quakers.	Others.	Unreported.	
COUNTIES.															
No. 1	Glencarry	59	49	10		2		3						1	1
2	Stormont	53	27	26	18	10		2	3						
3	Dundas	65	42	23	2	4									2
4	Prescott	39	21	18	10	7		12	1						1
5	Russell	11	6	5					2		4				
6	Carleton	79	69	10		23	1	13							1
7	Greyville	90	51	39		14		36	4						1
8	Leeds	101	61	40	44	12		32	4						
9	Lanark	91	78	13	21	7	4	4	4						
10	Renfrew	18	10	8											
11	Frontenac	84	51	33		20		17							1
12	Addington	8	5	3											
13	Lennox	54	34	20				23							1
14	Prince Edward	12	7	5			1	60							1
15	Hastings	114	83	31	17	20	18	51							1
16	Northumberland	128	75	53		12	14	60							3
17	Durham	8	7	1		27	21	21							
18	Peterborough	4	4			1	1	1							
19	Victoria	48	37	11		9		4							1
20	Ontario	98	75	23		2		30							1
21	York	138	129	9		3		21	4						1
22	Peel	71	71			6		20							1
23	Simcoe	82	70	12		12									2
24	Halton	55	59			1		15							1
25	Wentworth	89	6	29		17		2							1
26	Brent	69	55	14		12		10							1
27	Lindsay	8	5	3		1									1
28	Welland	101	75	26		6		2							1
29	Haldimand	72	65	7		4		2							1
30	Norfolk	129	71	58		15		42							
31	Oxford	128	91	37		12		3							1
32	Waterloo	74	72	2		12		31							4
33	Wellington	6	6			2		3							
34	Grey	3	2	1		7		1							
35	Perth	49	35	14		4		10							1
36	Huron	4	3	1		12		12							1
37	Bruce		3					1							1
38	Middlesex	13	115	2		32		7							
39	Elgin	10	77	2		2		1							1
40	Kent	6	50	1		6		20							1
41	Lambton	4	33	1		18		5							1
42	Essex	4	36	1		20									1
	Total	3224	2427	797		691		851		882	194	66	9	4	23
CITIES.															
1	Toronto	11	1			4									
2	Hamilton	7				1									
3	Kingston	11						4							
	Total	37				5		4							

REPORT for 1852.

TABLE D.

E. R. S.

TIME OFF.

AVERAGE ANNUAL SALARIES.				CERTIFICATES.						TRAINED IN				TOTAL	VERAGE.		
Male Tether 4th Boyd.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.	First class.	Second class.	Third class.	Total number of classes taught.	Total number of pupils taught.	Annulled.	Total	Male.	Female.	Other Institute Boards.	Time the Schools have been kept open.	Time the Schools have been kept open.		
No. 1	18.	£ s.	£ s.	£ s.	£ s.									M.	D.	M.	D.
2	23	39 7	9 7	28 11	5	22	22	36	57					359	23	9	8
3	54	53 11	14 6	40 0	8	23	23	25	55					483	1	8	29
4	34	50 17	11 15		19	31	31	12	67					535	14	8	18
5	22	40	25 10		30	0	1	21	39					396	3	9	24
6	32	46 2	21 18		22	13	11	11	11					75	12	7	22
7	24	41 14	16 6		33	15	11	71	71					816	27	8	2
8	33	38 7	21		27	0	21	82	82					686	84	8	2
9	23	36 16	16		13	13	7	89	89					960	8	10	25
10	34	36 16	16		11	1	3	11	1					172	24	9	21
11	28	45 11	20 10		24	7	3	14	1					482	7	10	0
12	32	45 11	20 5		28	5	9	9	82					595	17	8	25
13	37	45 10	18		23	8	12	12	54					354	29	8	2
14	42	67 5	25 7		26	0	18	60	30					812	5	8	25
15	39	55 12	22 1		29	7	18	68	22					783	12	8	15
16	35	50 4	18		33	9	12	47	66					61	7	10	6
17	44	54	24 7		24	0	10	30	122					879	23	8	23
18	37	43 2	30 15		31	17	1	9	37					407	16	8	17
19	30	37 0	33 0		35	5	1	6	36					305	5	8	3
20	33	37 17	29 0		34	4	2	35	59					803	9	9	14
21	32	32 12	31 0		39	11	13	75	15					752	20	10	23
22	30	31 0	31 0		31	0	9	24	45					716	5	8	11
23	32	33 3	24 14		30	13	9	16	53					654	8	9	19
24	38	38 10	33 10		42	19	8	39	19					555	20	9	23
25	41	41 16	22 18		40	17	19	21	35					508	8	8	2
26	37	37 18	33 3		38	4	16	38	34					613	24	8	7
27	47	47 5	33 3		33	4	17	42	43					57	5	7	10
28	48	48 2	34 11		43	18	1	21	52					596	3	8	19
29	42	42 6	36 6		36	6	12	30	78					883	28	10	2
30	42	42 16	27 16		37	7	16	25	61					618	21	8	21
31	38	38 1	30 2		30	11	16	25	51					618	2	9	22
32	42	42 15	39 6		39	6	6	31	31					297	16	8	10
33	36	36 0	31 0		32	10	1	1	18					367	7	9	8
34	28	28 1	32 19		33	19	3	16	19					390	23	10	2
35	31	31 10	30 0		30	0	2	25	14					1111	5	8	3
36	32	32 16	29 0		33	5	2	2	1					1111	5	8	21
37	33	33 7	29 19		32	5	32	5	45					784	15	8	17
38	34	34 16	30 18		30	18	21	57	25					153	15	7	27
39	41	41 12	36 19		36	19	9	29	31					370	7	8	3
40	40	40 10	35 0		35	0	2	1	30					406	22	9	11
41	36	36 16	29 0		33	8	4	18	22								
42	19	19 13	29 8		29	8	4	18	22								
		36 1	50 7	24 1	33 5	353 1371	1142 1173	48	41	225	200	25	311	21506 13	9 11		
1														147	11 9		
2														78	11 4		
3														132	12 0		
														357	11 14		

TABLE D.—(Continued.)

STATISTICAL

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.		TEACH.														
		TOTAL.		RELIGIOUS FAITH.									Not Reported.			
		Total Number of Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodist.	Baptists.	Congregationalists.	Lutherans.	Quakers.		Unitarians and Wesleyans.	Presbyterians, Free-Will.	Universalists and Unitarians.	Seasonal.
No.	TOWNS.															
1	Bellefleur	1	1													
2	Bramford	1	1													
3	Brockville	1	1													
4	Bytown	1	1													
5	Carleton Place	1	1													
6	Canterbury	1	1													
7	Dundas	1	1													
8	Godberich	1	1													
9	London	1	1													
10	Niagara	1	1													
11	Peterborough	1	1													
12	Pictou	1	1													
13	Port Hope	1	1													
14	Prescott	1	1													
15	St. Catharines	1	1													
	Total	81	60	21	21	16	17	21	3	1						
TOWN MUNICIPALITIES.																
1	Amherstburgh	4	4													
2	Carleton Place	6	6													
3	Geoffrey	2	2													
4	Perth	6	6													
5	Simcoe	4	4													
6	Woodstock	4	4													
	Total	27	16	11	8	7	11	1	1							
VILLAGES.																
1	Chippewa	1	1													
2	Galt	2	2													
3	Liversoll	1	1													
4	Oshawa	1	1													
5	Paris	1	1													
6	Preston	1	1													
7	St. Thomas	1	1													
8	Thorold	4	4													
	Total	22	14	8	4	1	9	6								
SUMMARY.—																
TOTALS.																
1	Counties	3321	2132	794	692	351	856	885	194	66	9	45	25	35	23	23
2	Cities	37	25	11	8	7	9	8	15	2						
3	Towns	81	60	21	21	16	17	21	3	1						
4	Town Municipalities	27	16	11	8	7	11	1	1							
5	Villages	32	14	8	4	1	9	6								
1	Grand Total for 1852	3388	2247	844	733	380	902	921	206	69	9	45	26	37	24	23
2	Grand Total for 1851	3277	2551	72	794	37	829	830	191	71	1	4		47	6	81
1	Increase	111	121		2	81	91	9					26		18	
2	Decrease		10		61					2	4	1	10			89

REPORT for 1852.

TABLE D.—(Continued.)

AVERAGE ANNUAL SALARIES.				CERTIFICATES.						TRAINED IN				TOTAL	AVERAGE.
Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.	First class.	Second class.	Third class.	Total Number of certificates issued.	Unexpired.	Annulled.	Total Normal School.	Male.	Female.	Other Institutions.	Total Time the Schools have been kept open.	Average Time the Schools have been kept open.
£ s.	£ s.	£ s.	£ s.											M D.	M. D.
1	90 13		56 ..	2	2		4			4				24 ..	12 ..
2	109 ..			4	4		8							48 ..	12 ..
3	57 10			4	2		6							61 ..	10 5
4			65 6	3	1		4							100 ..	10 ..
5	86 ..			1	1		2			1	1			60 ..	12 ..
6	67 15		41 10	4	4		8							35 17	11 20
7	110 ..		41 9	2	2		4							48 ..	12 ..
8	59 ..		65 ..	1	1		2							24 ..	12 ..
9	99 6			3	3		6							34 ..	12 ..
10	100 ..		72 10	1	1		2			1	1			15 ..	11 8
11	112 10		52 10	2	2		4							12 ..	12 ..
12	80 ..		57 10	1	1		2			3	3		1	35 ..	14 29
13	86 10		45 ..	1	1		2			1	1			48 ..	12 ..
14	65 ..		40 ..	1	1		2							40 3	10 1
15	84 19		53 ..	1	3		4							72 ..	12 ..
	84 19	87 8	51 18	23	41	7	81			14	13	3	14	609 20	11 23
1	70 ..		65 ..	2	1	1	4						1	20 ..	6 ..
2	78 15		50 ..	4	4		8			1	1			34 ..	9 ..
3	86 16		71 ..	1	1		2							34 3	11 11
4	90 8		50 ..	1	1		2						3	12 ..	12 ..
5	74 ..		75 ..	1	1		2							29 14	9 25
6	112 10		55 ..	5	5		10							48 12	12 ..
	85 15		60 14	15	8	4	27			1	1		8	207 29	10 6
1	87 10		60 ..	2	1		3			3	2	1		28 15	9 15
2	82 10			1	1		2							12 ..	12 ..
3	67 10			1	1		2						1	12 ..	12 ..
4	92 15			1	1		2							24 ..	12 ..
5	100 ..		48 ..	1	1		2			1	1		1	12 ..	12 ..
6	67 10		40 ..	1	1		2			1	1			15 ..	7 15
7	75 ..		75 ..	1	1		2			1	1			24 ..	12 ..
8	77 5		89 16	2	2		4			1	1			26 ..	8 20
	67 10	83 5	40 ..	6	12		21	1		7	4	3	4	153 15	10 21

TABLE D.

1	36 1	50 7	24 1	33 5	353	1371	1449	3173	48	1	225	200	25	317	21506 13	9 11
2		109 17		49 1	25	12	7	44			18	11	7	4	357 ..	11 14
3	84 19	87 8		51 18	33	41	7	81			16	13	5	19	660 20	11 23
4		85 15		60 14	15	8	4	27			1	1		8	207 29	10 5
5	67 10	83 5	40 ..	68 4	9	12		21	1		7	4	3	4	153 15	10 21
1	62 17	83 6	52 1	52 12	435	144	1460	3330	49	4	267	220	38	352	25885 17	10 21
2	35 6	79 2	23 16	51 17	378	1272	1547	3187	91	12	233	193	40	332	25054 26	10 29
1	27 11	4 4	8 5	..... 15	57	172	.....	152	.....		34	36	.....	20	.....	1
2	.....	.....	.....	.....	.....	87	.....	42	8	.....	.....	.....	.....	2	79 9	.....

TABLE E.

STATISTICAL

NO.	COUNTIES AND CITIES.	SCHOOL VISITS.						MISCELLANEOUS.			LECTURES.			
		Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees and others.	Total No. of School Visits.	No. of schools having a Visitors Book.	No. of schools having an authorized Register.	No. of Public Quarterly Examinations.	By Local Superintendents.	By other persons.	Total No. of Lectures.
COUNTIES.														
1	Glenzarry	196	41	39	32	5	232	536	40	53	182	63		63
2	Stormont	164	68	18	18		430	737	23	46	119	55		55
3	Dundas	189	48	36	33	5	454	771	37	23	129	3		58
4	Prescott	222	19	26	20		478	396	27	24	129	58	3	61
5	Russell	232	11	15	15	1	43	93	4	11	18	8		8
6	Carleton	250	52	49	35		355	770	52	79	263	77		79
7	Greenville	251	49	15	35	8	382	768	48	19	149	74		74
8	Leeds	251	49	44	54		645	1144	61	34	236	109		109
9	Lanark	298	96	49	33		459	925	31	61	236	32		32
10	Renfrew	51	41	28	17	1	376	517	17	11	58			58
11	Frontenac	231	53	61	33		469	846	55	31	175	43	1	44
12	Abington	258	72	37	69	1	669	927	43	51	175	35	3	38
13	Lennox	119	24	8	21		265	458	18	31	15	39		39
14	Prince Edward	277	60	43	53		786	1219	66	82	194	111	1	112
15	Hastings	253	56	60	92		1215	1686	44	79	176	129	10	139
16	Northumberland	258	39	33	19		611	970	64	36	186	96		96
17	Durham	234	195	45	19		485	911	29	38	197	7		7
18	Peterborough	119	23	38	22		392	544	28	42	162	28		28
19	Victoria	77	17	7	10		246	357	24	37	85	38		38
20	Ontario	278	55	49	33		598	1094	49	69	174	74	4	83
21	York	371	121	49	36	5	821	1193	83	100	236	65	3	98
22	Peel	278	55	23	16	3	654	1032	44	61	211	11	69	69
23	Simcoe	216	51	39	28	11	539	767	79	71	185	62	3	65
24	Haldimand	192	47	21	33	2	331	617	34	46	158	39	1	60
25	Wentworth	227	56	26	29		519	848	33	59	164	72	3	75
26	Braut	157	19	18	15	1	375	696	25	32	122	45	1	46
27	Lincoln	158	47	39	45	1	611	931	18	53	126	36	14	79
28	Welland	103	56	47	41	2	764	1013	52	63	151	43	8	51
29	Haldimand	164	74	17	15	2	474	724	28	46	167	18	3	21
30	Norfolk	225	57	15	28	4	376	675	19	35	133	85		85
31	Oxford	227	45	28	24		492	866	53	101	260	115	3	118
32	Waterloo	169	72	18	15		399	765	31	28	139	28		28
33	Wellington	185	80	38	15		389	591	28	19	69	21		21
34	Grey	64	27	11	5		159	299	16	19	69	21		21
35	Perth	130	53	44	9		256	472	19	2	165	36		40
36	Huron	104	30	29	17	1	138	310	34	25	78	35	5	38
37	Bruce	7	1	2	2		11	24	3	3	5	2		2
38	Middlesex	262	63	37	22		688	1167	69	85	272	109	5	114
39	Elgin	217	37	30	25		982	1324	61	89	162	80	1	81
40	Kent	122	49	27	15		275	479	34	37	115	13		13
41	Lambton	167	10	27	13		254	411	18	29	89	29		29
42	Essex	135	55	21	19		237	458	31	25	94	30	3	33
	Total	3925	2167	1270	1156	54	19198	31819	1566	1917	9259	2450	91	2541
CITIES.														
1	Toronto	170	80	3	4		139	465	13	13	41	10		10
2	Hamilton	28	6				27	61	7	7	26	26		26
3	Kingston	287	62	10			107	468	10	10	30			30
	Total	485	118	13	4		343	935	30	30	97	36		36

REPORT for 1852.

TABLE E.

SCHOOL-HOUSES.

No.	Total No. of school-houses.	KIND.				TITLE.				BUILT DURING THE YEAR.					RENT AND REPAIRS.		Total Amount received for building, rents and repairs of school-houses.
		Brick.	Stone.	Frame.	Kind not reported.	Freehold.	Lease.	Rented.	Title not reported.	Brick.	Stone.	Frame.	Lease.	Total.	Amount received for building school-houses.	Amount received for rents and repairs of school-houses.	
1	60				51	32	11	3	1					1	£ s. d.	£ s. d.	£ s. d.
2	54	4	2		31	42	11	1	3					1	8 7 3	19 1 5	27 8 8
3	47				28	37	6	4	4					1	53 16 9	31 19 6	85 16 2
4	53				28	37	6	4	4					1	150 11 0	17 11 11	168 2 11
5	11	1			11	7	7							1	72 2 6	52 7 0	127 9 6
6	89				74	64	11	1	1					2	261 0 7	7 0 0	277 0 0
7	76				48	62	6	1	1					3	116 10 7	116 10 7	232 11 2
8	88				26	102	8	8	4					3	20 17 4	87 13 11	107 10 3
9	72				39	77	6	3	3					4	515 13 4	36 7 11	551 19 3
10	19	1	15		19	11	4	1	1					5	340 16 1	6 8 0	346 9 1
11	65	3	5		24	63	13	4	2					4	73 16 7	39 0 6	112 17 1
12	45				24	43	13	4	2					1	1186 5 8	34 17 2	1221 2 10
13	99				71	57	1	1	1					1	51 8 3	1 0 10	52 9 1
14	91				10	62	2	6	6					4	280 7 1	69 13 1	350 0 3
15	112				39	97	1	1	1					1	227 5 2	122 13 2	349 18 5
16	87				34	68	2	1	1					1	299 4 6	211 17 9	510 2 3
17	47				41	43	1	1	1					1	347 0 5	79 15 6	426 15 11
18	38				21	31	2	1	1					1	206 3 4	41 9 6	247 13 10
19	101	4	12		21	24	1	1	1					1	31 8 4	26 19 11	58 8 3
20	142	15	6		44	70	15	6	12					2	639 18 8	116 10 5	756 9 1
21	72				44	57	5	3	2					1	335 3 3	222 2 9	557 6 4
22	81				39	57	11	4	4					1	586 18 5	104 2 9	691 1 1
23	57				21	39	16	12	1					1	147 4 2	41 16 8	189 0 0
24	75				46	45	21	5	1					2	122 7 6	57 4 9	179 12 3
25	59				10	50	21	8	8					3	330 18 4	111 6 9	442 5 1
26	65				6	42	6	2	2					1	22 7 5	308 9 6	330 16 11
27	77				33	48	3	3	3					1	361 4 0	89 12 5	450 16 5
28	97				19	42	13	4	6					1	537 11 7	100 16 4	638 7 11
29	80				19	45	21	5	5					2	472 16 1	112 7 6	585 3 7
30	104				33	67	36	3	3					3	488 0 2	91 8 4	579 8 6
31	73				31	54	1	1	1					2	287 3 0	45 10 1	332 13 1
32	62				32	37	5	5	5					4	290 13 6	265 1 4	555 14 10
33	49				24	24	4	1	1					11	424 3 0	32 10 0	456 13 0
34	41				24	24	4	1	1					2	134 2 0	62 18 3	197 0 3
35	38				31	30	8	3	3					3	97 19 0	24 19 2	122 18 2
36	3				3	3	1	1	1					3	22 9 5	22 9 5	44 18 10
37	133	16	2		83	91	24	3	3					12	423 0 9	145 17 11	568 18 8
38	97				22	67	24	4	2					11	780 10 3	156 17 11	937 8 2
39	63				37	27	25	6	5					4	269 18 8	139 8 3	409 6 11
40	47				30	26	10	8	3					3	179 11 3	72 0 8	251 14 11
41	43				30	25	7	8	3					2	160 6 2	63 6 10	223 13 0
42	43				30	25	7	8	3					2	160 6 2	63 6 10	223 13 0
2880	106	144	1176	1426	28	2098	537	121	121	13	16	77	85	191	12038 0 3	3343 1 1	15387 6 4
1	15	4	11		1	3	11		3					7	3178 10 10	33 5 7	3516 16 5
2	7	1	6				7		1					1	2880 0 0	33 5 7	3218 5 7
3	11	1	10		1	10									12 0 0		120 0 0
33	6	27			2	3	28		3	1				4	6658 10 10	796 11 2	6855 2 0

TABLE E.—(Continued.)

STATISTICAL

No.	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	SCHOOL VISITS.						MISCELLANEOUS.			LECTURES.			
		Local Superintendents.	Chapman.	Municipal Councilors.	Magistrates.	Judges and Members of Parliament.	Trustees and others.	Total No. of School Visits.	No. of schools having a Visitors Book.	No. of schools having an authorized Teacher.	No. of Public Quarterly Examinations.	By Local Superintendents.	By other persons.	Total No. of Lectures.
TOWNS.														
1	Edenville	13	8	5	10	101	140	4	4	16	8		8	
2	Brantford	34	36	16	39	306	431	2	2	4				
3	Brockville	34	18	1		36	89	6	6	12	5		5	
4	Rytown	75	68	11	12	122	142	1	1	11				
5	Concord	17	12	5	7	69	111	2	5	14	8	1	9	
6	Corvallis	14	51				66	4	4					
7	Pumpkin	4		4		3	19	1		4	1		1	
8	Colerich	3	7	1	3	33	54	1	2	3				
9	London	6	4			29	39	1	1	1				
10	Niagara	16	8	12	4	72	124	4	4		4		4	
11	Peterborough	4	10	4	3	69	99	1	1	13	5	2	7	
12	Pictou	15	9			12	36	1	1	8	3		3	
13	Fort Hope	16	7			13	36	4	4	5				
14	Prescott	11	14			39	63	3	3	8	2		2	
15	St. Catharines	45	22	8	4	47	126	3	6	16	2		2	
	Total	310	281	70	82	17	888	1618	32	45	107	38	3	41
TOWN MUNICIPALITIES.														
1	Amherstburgh	10				40	56	5		5				
2	Cleithra	7	5	5	2	54	73	1	1	3				
3	Georgetown	12	1	3	2	10	28	3	3		3		3	
4	Perth	6	8	6		12	33	1	1	1	1		1	
5	Simcoe	23	3		3	42	75	3	3	6	2		2	
6	Worcester	8		1		4	15	4	4		4		4	
	Total	68	17	15	7	162	270	13	12	27	10		10	
VILLAGES.														
1	Chippewa	18	2			95	115	1	1	6				
2	Galt	4	6	2	2	16	39	1	1	5	1	1	2	
3	Ingersoll	5	7			8	29	1	1	4				
4	Orshawa	4	4			4	12	1	1	4	2		2	
5	Paris	24	9	2		34	69	1	2	8				
6	Preston	1				30	31	1	1	2				
7	St. Thomas	12	20	10	6	159	217	2	2	2				
8	Thorold			2	1	4	7	1	2	5				
	Total	68	48	14	14	7	350	501	8	11	36	3	1	4

SUMMARY.—

TOTALS.														
1	Counties	8025	2107	1270	1156	51	19198	31810	1566	1917	6250	2450	91	2541
2	Cities	485	148	13	4		343	535	30	39	97	36		36
3	Towns	310	281	70	82	17	888	1618	32	45	107	38	3	41
4	Town Municipalities	68	17	15	7	1	162	270	13	12	27	10		10
5	Villages	68	48	14	14	7	350	501	8	11	36	3	1	4
1	Grand Total for 1852	8956	2601	1382	1263	79	20941	35164	1649	2015	6517	2537	95	2632
2	Grand Total for 1851	8933	2346	1366	1111	57	18265	32608	1261		6423	2636	172	2828
1	Increase	23		16	152	22	2676	2556	388		94			
2	Decrease		245									119	77	186

SCHOOL-HOUSES.																	
No.	Total No. of school-houses.	KIND.				TITLE.			BUILT DURING THE YEAR.					RENT AND REPAIRS.		Total Amount received for building, rents and repairs of school-houses.	
		Brick.	Stone.	Frame.	Log.	Kind not reported.	Freehold.	Lease.	Rented.	Title not reported.	Brick.	Stone.	Frame.	Log.	Total.		Amount received for building school-houses.
															£ s. d.	£ s. d.	£ s. d.
1	4	1													272 10 0	48 10 0	321 0 0
2	3														72 15 0	72 15 0	72 15 0
3	6															19 10 0	19 10 0
4	12														38 0 0	25 8 2	25 8 2
5	4															111 9 10	111 9 10
6	4															21 0 0	21 0 0
7	2															60 0 0	60 0 0
8	4															41 10 6	41 10 6
9	1															16 0 0	16 0 0
10	4															18 5 0	18 5 0
11	1															123 2 0	123 2 0
12	3																
13	4																
14	4																
15	6																
	61	11	12	27		11	21	5	34	1					414 7 8	571 18 8	1016 6 4
1	5															9 0 0	9 0 0
2	3	1													71 13 4	42 0 0	113 13 4
3	3															23 3 4	23 3 4
4	1															291 19 3	291 19 3
5	2															24 16 4	24 16 4
6	4															16 0 0	16 0 0
	19	2	1	11	1	4	8	3	8				1	1	413 12 7	114 19 10	528 12 5
1	3															12 10 11	12 10 11
2	1															30 17 5	30 17 5
3	1															8 10 3	8 10 3
4	2															17 2 4	17 2 4
5	2															39 10 0	39 10 0
6	1															21 1 3	21 1 3
7	2															13 8 0	13 8 0
8	3															12 13 4	12 13 4
	15	2	3	8		2	11	1	2	1					80 0 0	155 14 0	235 14 0

TABLE E.

1	2880	106	144	1176	1426	28	2098	537	121	121	13	16	77	85	191	12039 0 3	3349 6 1	15388 6 4
2	33															6658 10 10	796 11 2	6855 2 0
3	61	11	12	27		11	21	5	34	1	2			2	4	444 7 8	571 18 8	1016 6 4
4	19	2	1	11	1	4	8	3	8			1	1		2	413 12 7	114 19 10	528 12 5
5	15															80 0 0	155 14 0	235 14 0
1	3008	127	160	1240	1427	46	2140	549	203	120	18	18	78	85	199	19035 11 4	4988 9 9	24024 1 1
2	2970	107	147	1240	1476		2066	485	177	242	16	18	110	94	238	13026 16 6	4431 16 0	17458 12 6
1	38	20	13	9		46	74	64	26		2				30	6008 14 10	556 13 9	6565 8 7
2						40				116			32	9				

TABLE F.

STATISTICAL

NO.	COUNTIES AND CITIES.	SEPARATE SCHOOLS.							LIBRARIES.									
		Protestant.	Roman Catholic.	Colored.	Total.	Established before 1850.	In 1851.	In 1852.	Date not reported. Separate schools discontinued since 1850.	COMMON SCHOOL.		SCHL.						
										Libraries.	Volumes.	Amount expended for Common School Libraries.	Libraries.	Volumes.				
									£	s.	d.							
1	Glengarry											6	358					
2	Stormont											18	800					
3	Dundas											18	2229					
4	Prescott							1	172			13	2650					
5	Russell							1	105			5	406					
6	Carlton	1			1							15	1733					
7	Greenville						1					23	2025					
8	Leeds	1		1	1			5	233			37	5199					
9	Lanark							8	320			27	3518					
10	Renfrew											5	431					
11	Frontenac	1		1	1			1	10	6 10 0		24	2521					
12	Aldington	1		1	1			1				8	1183					
13	Lennox							2				3	250					
14	Prince Edward							1	76			22	2487					
15	Hastings	1		1	1			3	99	0 12 6		10	924					
16	Northumberland							3	116			40	4772					
17	Durham							3	121			30	4053					
18	Peterborough							3	121			12	1720					
19	Victoria											1	100					
20	Ontario							1	50			22	2911					
21	York	1		1	1			2	77			46	7375					
22	Peel											17	3145					
23	Simcoe							1	50	0 14 3		24	3332					
24	Halton							1	50			25	4879					
25	Wentworth							1	50	1 2 6		26	3735					
26	Brant							2	153	1 10 0		13	2112					
27	Lincoln							2				23	4621					
28	Welland							1	115			27	4033					
29	Haldimand							1	4			18	2016					
30	Norfolk							1	12			42	4906					
31	Oxford							3	351	0 13 10		30	5242					
32	Waterloo	3		3	3			1	10			4	511					
33	Wellington							2	343	4 13 9		21	3004					
34	Grey											6	740					
35	Perth	1		1	1							10	970					
36	Huron	1		1	1			1	71	15 13 4		5	635					
37	Brace											1	50					
38	Middlesex	1		1	1			1	65	2 10 5		21	2659					
39	Elgin											3	3100					
40	Kent			1	1							12	1443					
41	Lambton			1	1							13	1100					
42	Essex	1		2	1					1 18 6		9	656					
	Total	3	10	2	15	7	1	3	4	32		46	3007	35	19	1	767	100041
CITIES.																		
1	Toronto			3	3								5	4000				
2	Hamilton												4	1000				
3	Kingston												9	3000				
	Total			3	3	3							18	8000				

REPORT for 1852.

TABLE F.

LIBRARIES.				MAPS AND APPARATUS.								TOTAL.	
PUBLIC.		TOTAL.		Total No. of Maps.	World and Continent.	Canada.	Other Maps.	Blackboards.	Globes.	Hutchinson's and other Apparatus.	Object and Tablet Lessons.	Amount expended for Maps and Apparatus.	Total Amount expended for Libraries, Maps, Apparatus, &c. during the year.
Libraries	Volumes.	Total Number of Libraries.	Total Number of Volumes.											£ s. d.	£ s. d.
1		6	358	33	7		2	2		2	4	8 15 0	3 15 0
2		8	500	6			6	2					
3		18	2229	14	1	1	40	11		11		10 5 0	10 5 0
4		14	2229	14	1		1	13				9 7 6	9 7 6
5	3	100	612	5			5						
6		15	1733	4			4	10		2		0 7 6	0 7 6
7		15	2025	9		1	5	43		3		13 13 3	13 13 3
8	1	100	5682	10			5	76		14		13 11 3	13 11 3
9	10	2824	6862	36		10	2	51		15		16 9 10	16 9 10
10	1	50	481	6				16					
11		21	2933	6				31				1 1 8	7 11 8
12	2	666	1849	67	35	27	7	51		4	3	19 8 10	19 8 10
13	1	70	32	7	40	17	1	36		10		23 12 1	23 12 1
14	1	200	266	421	132	22	263	77		9		67 2 5	67 2 5
15			908	140	42	89	9	62		18		48 11 7	48 11 7
16	2	473	5345	30	11	9	10	62		20		24 8 9	25 1 3
17	2	485	455	9				72		15		21 0 0	21 0 0
18	1	50	1894	4	2	1		20		4		8 11 3	8 11 3
19	1	300	409	2				16		1			
20	3	876	3837	26	19	6	1	100		16		50 13 11	50 13 11
21	2	1927	3973	321	282	53	6	113		22		93 6 7	93 6 7
22	2	250	332	96	74	21	1	46		4		36 12 7	36 12 7
23	6	1011	475	21	20		1	18		4		25 18 5	25 12 8
24	9	2228	7197	81	51	11	16	47		10		27 10 4	27 10 4
25	9	975	4749	69	13	8	4	52		8		23 2 6	24 5 0
26	9	100	2371	131	21	17	9	43		4		15 15 10	17 3 10
27	6	750	577	99	23	26	4	52		17		24 6 10	24 6 10
28	6	356	4531	280	67	46	167	71		19		24 16 0	24 16 0
29	1	40	2060	37	14	6	17	38		9		40 15 4	40 15 4
30	3	433	5112	134	38	45	51	69		11		16 5 6	16 5 6
31	4	437	6916	305	185	61	58	82		10		46 19 1	47 12 11
32	3	400	951	97	34	9	54	72		6		25 12 11	25 12 11
33	4	720	467	11	25	16	1	59		2		13 18 10	13 12 7
34	1	204	503	17	7	7		4		1		11 6 1	11 6 1
35	5	729	1367	25	4	1	20	19				8 16 6	8 16 6
36	6		79	20	12	8		25		1		6 8 0	6 8 0
37			59					2					
38	8	1672	4790	357	153	19	187	79		9	25	20 0 7	31 11 0
39	8	857	3057	223	133	50	69	79		17	17	58 9 4	58 9 4
40	2	139	165	25	5	1	15	21		3		10 10 3	10 10 3
41	2	400	1500	16	9	5		19				3 1 9	3 1 9
42	1	500	959	41	9	5	2	17		1		19 0 3	20 18 9
114	20213	927	128261	3327	1492	572	1261	1802		28	389	864 13 4	900 12 5
1	5	6000	10	16000	78	32	40	6	14		14		
2	2	2500	6	3500	8	8		7			4	7 15 0	7 15 0
3	1	1400	10	4100	7			7					
8	9906	26	17900	93	46	40	13	29		2	18	7 15 0	7 15 0

TABLE F.—(Continued.)

STATISTICAL

NO.	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	SEPARATE SCHOOLS.							LIBRA-				
		Protestant.	Roman Catholic.	Colored.	Total.	Established before 1850.	In 1851.	In 1852.	Date not reported. Separate schools dis- continued since 1850.	COMMON SCHOOL		SUNDAY SCHL.	
										Libraries.	Volumes.	Amount expended for Common School Libraries.	Libraries.	Volumes.
									£ s. d.				
1	Belleville		1		1			1				5	1800
2	Brantford		1		1							5	900
3	Brockville												
4	Bytown							1	30			2	120
5	Colborne												
6	Corwall											6	1000
7	Dundas											2	500
8	Goderich												
9	London											4	3000
10	Niagara											3	1400
11	Peterborough		1		1			1				3	450
12	Pictou											4	500
13	Port Hope											5	600
14	Prescott			1	1							5	770
15	St. Catharines												
	Total		3	1	4			2	2	1	30	41	10940
TOWN MUNICIPALITIES.													
1	Amherstburgh											4	600
2	Chatham		1		1			1				1	275
3	Geolph											4	850
4	Perth												
5	Simcoe			1	1			1					
6	Woodstock											6	600
	Total		1	1	2			2				15	2325
VILLAGES.													
1	Chippewa									1	100	2	850
2	Galt											5	600
3	Greenhall											1	175
4	Oswego												
5	Paris											5	500
6	Preston		1		1	1							
7	St. Thomas											3	350
8	Thorold											1	350
	Total		1		1	1				1	100	17	2825

SUMMARY.—

TOTALS.															
1	Counties	3	10	2	15	7	1	3	3	32	46	3007	85 19 1	767	100041
2	Cities		3		3		3							15	8000
3	Towns		3		4		2				1	30		41	10840
4	Town Municipalities		1	1	2		2							15	2325
5	Villages		1		1	1					1	100		17	2825
1	Grand Total for 1852	3	18	4	25	8	6	5	6	34	48	3146	35 19 1	861	124031
	Grand Total for 1851	4	16	5	25	Not Re	ported.	S R.			87	4980	90 18 11	684	96086
1	Increase		2		1									177	27945
2	Decrease	1									30	1834	54 19 10		

REPORT for 1852.

TABLE F.—(Continued.)

LIBRARIES.				MAPS AND APPARATUS.								TOTAL.		
PUBLIC.		TOTAL.		Total No. of Maps.	World and Continent.	Canada.	Other Maps.	Blackboards.	Globes.	Hobbes's and other Apparatus.	Objects and Tablets.	Amount expended for Maps and Apparatus during the year.	Total Amount expended for Libraries, Maps, Apparatus, &c., during the year.	
Libraries.	Volumes.	Total No. of Libraries.	Total No. of Volumes.											
No.												£ s. d.	£ s. d.	
1	1	900	6	2700	116	24	4	88	20	2	4	30 15 0	30 15 0	
2	1	215	6	1115	8	0	1	1	2	2	2			
3					8	4	4				1			
4			1	30	5	1	4				5			
5			2	120	21	21					4			
6			7	1000	11	3					1			
7	1	600	7	500	14	9	1	7	1	2	1	10 0 0	10 0 0	
8			2		51	1	1	49	1	1	1			
9					8	2	5	1	1	1	1			
10	1	600	5	3600	3	8	5	1	1	1	1			
11			3	1400	13	8	5		1	1	1	26 0 0	26 0 0	
12	2	600	5	1050	22	18	4		3	3	2	19 18 6	19 18 6	
13	1	150	5	450	18	7			3	3	2	1 0 0	1 0 0	
14	1	350	5	600	2	2			3	3	2	1 2 6	1 2 6	
15	2	830	7	1600					6		1			
	9	3895	49	14165	237	107	25	155	66		18	10	88 16 0	88 16 0
1	1	300	5	900	2			2	3		1			
2	1	275	1	275	2				5		4	8 0 0	8 0 0	
3	1	550	5	1400	4		2		3					
4	1	400	1	400	14	10	4		1		1			
5	1	400	1	400	18	6	4	8	3		2	3 18 0	3 18 0	
6	1	350	7	350	7	3	4		4		2	16 0 0	16 0 0	
	5	2000	20	4325	47	23	14	10	19		6	12	27 18 0	27 18 0
1			2	850	5		1	4	5		1	1	3 14 4	3 14 4
2	1	241	6	150	6	1	4	1	4		1	1		
3	1	230	2	405	8	5	3		1		1		2 9 1	
4			1		1	1			1				2 8 6	
5	1	500	6	1000	13	2	1	10	2		2		6 17 6	
6	1	400	1	400	7	7			1		1		9 13 4	
7	1	300	4	650	6	3			2				11 8 6	
8			1	350	11	11			2		1		11 8 6	
	5	1671	22	4605	67	30	12	15	18		7	5	36 11 3	36 11 3

TABLE F.

1	114	20213	927	123261	3325	1492	572	1261	1802	283	389	869 13 4	905 12 5	
2	8	8900	26	17300	93	40	40	13	29	2	13	7 15 2	7 15 0	
3	9	3895	49	14165	287	107	25	155	66	18	19	88 16 0	88 16 0	
4	5	2000	20	4325	47	23	14	10	19	6	12	27 18 0	27 18 0	
5	5	1671	23	4605	67	30	12	15	15	7	5	36 11 3	36 11 3	
1	141	37679	1045	164147	3809	1692	663	1454	1934	316	443	1030 13 7	1066 12 8	
2	99	29768	870	130334	2795	2027	66	932	1875	247	245	344	1442 8 4	1533 7 3
1	45	7911	175	33213	1014		597	522	259		71	99		
2						335							411 14 9	466 14 7

TABLE G.

STATISTICAL SCHOOL

COUNTIES AND CITIES		OTHER EDUCATIONAL							
		COLLEGES.				GRAMMAR SCHOOLS.			
		No. of Colleges.	No. of Students.	Amount of Annual Income or Legislative Aid.	Amount received from Fees.	No. of Grammar Schools.	No. of Pupils.	Amount received from Grammar School Fund.	Amount received from Fees.
No.	COUNTIES.		£ s. d.	£ s. d.			£ s. d.	£ s. d.	
1	Glengarry				1	64	70 10 0	30 0 0	
2	Stormont								
3	Dundas				1	75	70 10 0	40 0 0	
4	Prescott				2	51	150 0 0	70 0 0	
5	Russell								
6	Carleton				1	55	64 0 0	30 7 8	
7	Greenville				1	31	45 0 0	45 0 0	
8	Leeds				1	24	45 0 0	55 0 0	
9	Lanark				2	87	60 0 0	165 0 0	
10	Renfrew				1	50	30 0 0	100 0 0	
11	Fredonia								
12	Addington				2	160	94 0 0	77 0 0	
13	Lennox				1	80	54 0 0	160 0 0	
14	Prince Edward				2	57	57 0 0	155 0 0	
15	Hastings								
16	Northumberland				1	30	84 0 0	60 0 0	
17	Durham				1	20	94 0 0	60 0 0	
18	Peterborough								
19	Victoria								
20	Ontario				1	80	80 10 10	250 0 0	
21	York				2	95	161 1 8	200 0 0	
22	Peel				1	31	80 10 0	75 0 0	
23	Simcoe				2	71	161 0 0	133 0 0	
24	Halton								
25	Wentworth				1	48	100 0 0	60 0 0	
26	Braut								
27	Lincoln				1	38	45 0 0	70 0 0	
28	Welland								
29	Haldimand				1	29	157 0 0	50 0 0	
30	Norfolk								
31	Oxford								
32	Waterloo								
33	Wellington				1	25	100 0 0	10 0 0	
34	Grey								
35	Perth								
36	Huron								
37	Bruce								
38	Middlesex				1	46	50 0 0	80 0 0	
39	Eglin				2	93	118 0 0	200 0 0	
40	Kent				1	50	50 0 0	70 0 0	
41	Lambton				1	24	134 0 0	15 0 0	
42	Essex								
	Total				57	1414	2185 2 6	2250 7 6	
	CITIES.								
1	Toronto	4	400	12811 2 2	2200 0 0	2	342	185 16 8	280 0 0
2	Hamilton					1	93	200 0 0	400 0 0
3	Kingston	2	120	1000 0 0	400 0 0	1	45	116 0 0	200 0 0
	Total	6	520	13811 2 2	2600 0 0	4	480	501 16 8	880 0 0

REPORT for 1852.

TABLE G.

INSTITUTIONS.							TOTAL SUMMARY.					
ACADEMIES.			PRIVATE SCHOOLS.			TOTAL.			Total Colleges, Academies, Grammar, Common and Private Schools.	Total Students and Pupils reported.	Total amount available for Educational purposes for the year.	
No. of Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils reported.	Amount received from Fees.	Total Colleges and other Institutions.	Total Students and Pupils.	Total amount received by other Educational Institutions.				
no.		£ s. d.			£ s. d.			£ s. d.		£ s. d.		
1						1	64	100 10 0	62	3281	2077 18 6	
2									57	2633	1722 19 3	
3						1	75	110 10 0	64	3235	1927 2 3	
4				17	30 0 0	3	68	250 0 0	42	2015	1347 11 1	
5									11	319	303 4 2	
6						1	55	94 7 8	80	4637	8010 4 2	
7				63	75 0 0	4	94	165 0 0	80	4302	2275 13 3	
8						1	24	100 0 0	127	6207	3849 18 6	
9				45	115 0 0	5	172	340 0 0	97	4702	3545 3 10	
10				40	14 0 0	1	59	130 0 0	19	961	849 17 10	
11						3	60	14 0 0	76	3931	2379 18 8	
12	1		30 0 0			3	160	201 0 0	72	3784	3390 11 10	
13				50	50 0 0	2	130	264 0 0	48	1802	1511 8 4	
14	1	56	825 0 0			3	113	1057 0 0	91	4487	4353 5 1	
15						6	291	489 0 0	103	4899	5640 13 7	
16				231	140 0 0	6	291	300 0 0	113	5431	4140 8 5	
17					110 10 0	4	68	254 10 0	47	2738	4293 14 9	
18									47	2764	1881 9 8	
19						1	80	330 10 10	43	2665	1032 17 3	
20						1	80	330 10 10	91	5730	4450 18 9	
21						2	97	361 1 8	135	8036	7073 4 0	
22				36	85 0 0	3	67	210 10 0	77	4545	4219 18 7	
23				85	178 12 0	7	157	492 12 0	99	5032	3398 9 4	
24				71	51 0 0	4	71	51 0 0	69	3535	3452 1 8	
25				60		4	108	150 0 0	77	4472	3512 1 0	
26				30		1	30		63	2364	3412 3 4	
27				47	57 0 0	5	85	172 0 0	70	3494	3082 15 2	
28				85	37 10 0	3	85	37 10 0	81	4414	3082 15 8	
29				32	8 0 0	3	61	215 0 0	72	3808	3725 16 6	
30				75	151 10 0	4	75	151 10 0	91	4821	3540 14 6	
31				63	48 10 0	3	63	48 10 0	108	6295	4455 9 2	
32									75	4722	3447 11 2	
33	1	50	540 0 0	12	8 0 0	3	87	658 0 0	68	4470	4090 19 7	
34									27	1223	1377 10 5	
35									41	2165	1754 15 10	
36									38	2691	1532 8 8	
37									3	183	320 17 3	
38				22	47 0 0	2	68	177 0 0	130	7199	5047 6 11	
39				185	200 0 0	7	278	518 0 0	104	6987	5180 6 1	
40									58	3674	2235 1 11	
41				6		2	56	120 0 0	48	1936	1833 5 2	
42				25	50 0 0	2	49	199 0 0	48	2566	2188 11 11	
	3	106	1395 0 0	32	1329	1462 12 0	92	2849	7293 2 0	2073	163168	121849 3 11
1	5	200	1000 0 0	8	80	160 0 0	19	1022	16636 18 10	34	4843	21654 5 1
2				27	1003	2000 0 0	28	1096	2800 0 0	35	2336	6759 17 8
3	2	100	400 0 0	16	480	1390 0 0	21	745	3506 0 0	32	1676	4353 11 3
7	300	1400 0 0	51	1663	3550 0 0	68	2833	2742 18 10	101	8905	32787 14 0	

TABLE G.—(Continued.)

STATISTICAL

No.	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	OTHER EDUCATIONAL							
		COLLEGES.				GRAMMAR SCHOOLS.			
		Number of Col- leges.	Number of Stu- dents.	Amount of Annual In- come or Legislative Aid.	Amount received from Fees.	No. of Grammar Schools.	Number of Pupils.	Amount received from Gram- mar School Fund.	Amount received from Fees.
		£ s. d.	£ s. d.			£ s. d.	£ s. d.		
1	Belleville					60	196 0 0	100 0 0	
2	Brantford					26	60 0 0	18 15 0	
3	Brockville					41	120 0 0	80 0 0	
4	Bytown	1	111			42	130 0 0	100 0 0	
5	Cobourg	1	120	500 0 0		18	100 0 0	25 0 0	
6	Cornwall					1	100 0 0		
7	Dundas								
8	Goderich					1		70 0 0	
9	London					55	200 0 0	100 0 0	
10	Niagara					30	100 0 0	60 0 0	
11	Peterborough					40	183 0 0	60 0 0	
12	Pictou					45	100 0 0	40 0 0	
13	Port Hope					1			
14	Prescott					38	35 0 0	60 0 0	
15	St. Catharines					80	44 0 0	157 10 0	
	Total	2	231	500 0 0	400 0 0	14	505	1518 0 0	871 5 0
TOWN MUNICIPALITIES.									
1	Amherstburgh								
2	Chatham					1	20	154 0 0	40 0 0
3	Guelph					30	200 0 0	60 0 0	
4	Perth					1	123 0 0		
5	Simcoe					46	165 0 0	140 0 0	
6	Woodstock					45	170 0 0	100 0 0	
	Total					5	141	712 0 0	340 0 0
VILLAGES.									
1	Chippawa								
2	Galt					1	25	60 0 0	40 0 0
3	Ingersoll					1	22	60 0 0	40 0 0
4	Oshawa								
5	Paris					1	24	60 0 0	20 0 0
6	Preston								
7	St. Thomas					1	32	55 0 0	50 0 0
8	Thorold								
	Total					4	103	225 0 0	150 0 0

SUMMARY.—

TOTALS.									
1	Counties					57	1414	2185 2 6	2250 7 6
2	Cities	6	520	13311 2 2	2600 0 0	4	480	501 16 8	880 0 0
3	Towns	2	231	500 0 0	400 0 0	14	505	1518 0 0	871 5 0
4	Town Municipalities					5	141	712 0 0	340 0 0
5	Villages					4	103	225 0 0	150 0 0
1	Grand Total 1852	8	751	14311 2 2	3000 0 0	84	2643	5141 19 2	4491 12 6
2	Grand Total 1851	8	632	19111 2 2	3712 0 0	54	2191	5450 0 0	2710 0 1
1	Increase		119			30	452		1781 12 5
2	Decrease			4800 0 0	712 0 0			308 0 10	

REPORT for 1852.

TABLE G.—(Continued.)

INSTITUTIONS.										TOTAL SUMMARY.		
ACADEMIES.			PRIVATE SCHOOLS.			TOTAL.			Total Colleges, Academies, Training Common and Private Schools.	Total Students and Pupils reported.	Total amount available for Educational purposes for the year.	
Number of Academies.	Number of Pupils	Amount received from Fees.	No. of Private Schools.	No. of Pupils reported.	Amount received from Fees.	Total Colleges and other Educational Institutions.	Total Students and Pupils.	Total amount received by other Educational Institutions.				
No.		£ s. d.			£ s. d.			£ s. d.		£ s. d.		
1			5	103	238 10 0	6	163	534 10 0	10	1356	998 4 1	
2				100	300 0 0	5	125	378 15 0	7	923	1164 15 0	
3				120		5	161	290 0 0	9	1044	600 5 1	
4				224		5	377	430 0 0	19	1042	965 17 7	
5	2	70	300 0 0	4	175	8	383	1125 0 0	13	820	1608 3 3	
6						1		100 0 0	5	264	337 10 0	
7	1	45	200 0 0	5	175	6	226	900 0 0	7	526	1244 10 11	
8				2	34	3	69	310 0 0	5	342	554 10 9	
9				3	40	1	59	259 0 0	3	1667	1624 2 11	
10				3	40	4	70	160 0 0	8	573	333 5 11	
11				5	218	6	256	243 0 0	7	621	707 14 1	
12					75 0 0	3	124	215 0 0	6	398	463 2 9	
13				4	62	5	62		9	434	490 6 2	
14					55	3	83	155 0 0	7	363	470 6 1	
15				12	254	13	334	201 10 0	19	843	906 8 6	
16	3	115	500 0 0	56	1637	75	2488	3202 15 0	134	11086	12629 3 1	
1				2	90	2	90		7	316	266 12 6	
2				2	40	3	60	24 0 0	7	507	815 7 6	
3				6	106	7	136	450 0 0	10	596	707 17 9	
4				3	30	3	30	123 0 0	5	444	753 13 1	
5				3	60	4	106	305 0 0	7	356	543 15 9	
6				2	55	3	45	170 0 0	7	638	583 10 0	
				17	326	22	467	1332 0 0	43	2767	3670 16 7	
1									3	225	194 16 9	
2				5	172	6	197	100 0 0	7	473	325 15 7	
3				1	10	2	32	110 0 0	3	308	237 12 8	
4				1	18	1	18	24 0 0	3	290	249 18 8	
5	1	30		1	20	3	74	80 0 0	5	555	435 12 2	
6				1	10	1	10		3	140	210 13 9	
7				2	50	3	82	105 0 0	5	271	318 10 7	
8									3	357	186 3 7	
	1	30		11	278	16	411	419 0 0	32	2619	2179 1 7	

TABLE G.

1	3	106	1395 0 0	32	1329	1462 12 0	92	2849	7293 2 0	2973	163168	124829 3 11
2	7	300	1400 0 0	51	1563	3550 0 0	68	2863	22742 18 10	101	8905	32767 14 0
3	3	115	500 0 0	56	1637	1413 10 0	75	2488	3202 15 0	134	11086	12629 3 1
4				17	323	280 0 0	22	467	1332 0 0	43	2767	3670 16 7
5	1	30		11	278	44 0 0	16	411	419 0 0	32	2619	2179 1 7
1	14	551	3295 0 0	167	5133	6750 2 0	273	9078	36989 15 10	3233	188545	176075 19 2
2	16	609	1841 2 11	159	3948	4090 2 8	237	7370	37534 7 8	3238	177024	154230 18 2
1			1454 2 11	8	1185	2059 19 6	36	1708		45	10921	21845 1 0
2	2	58							544 11 10			

TABLE H. NORMAL SCHOOL ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS—

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Applicants for admission into the Normal School.			Rejected for want of the necessary qualifications.			Total number of students admitted.			Students admitted by paying the sessional fees.			Students admitted who had been Common School Teachers previously.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session, 1847-48	71	71	.....	15	15	.....	63	63	.....	4	4	.....	27	27	.....
2	Second Session, 1848	149	112	37	15	17	.....	125	101	24	5	4	1	93	86	7
3	Third Session, 1848-49	123	98	25	15	12	3	108	76	32	19	14	5	61	51	10	
4	Fourth Session, 1849	151	105	46	20	15	5	111	90	21	7	4	3	70	61	9	
5	Fifth Session, 1849-50	160	109	51	25	17	8	135	93	43	11	7	4	75	58	19	
6	Sixth Session, 1850-51	100	64	36	24	13	11	76	51	25	2	2	.....	43	31	17
7	Seventh Session, 1851-52	93	68	25	13	8	5	80	60	20	1	1	.....	63	51	12
8	Eighth Session, 1852	122	75	47	21	15	6	101	71	30	.....	.....	.....	60	47	13
9	Ninth Session, 1852-53	162	83	79	18	9	9	144	74	70	.....	.....	.....	64	51	33
Grand Total		1102	768	324	158	100	59	943	678	265	49	36	13	561	441	120	

ABSTRACT No. 2.—COUNTIES FROM WHICH

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Stamont, Dumfries and Clackmannan.		Prescott and Russell.		Leeds and Grenville.		Lanark and Renfrew.		Carlton.		Frontenac, Lennox and Addington.		Prince Edward.		Hastings.		
			Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.
1	First Session, 1847-48	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Second Session, 1848	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Third Session, 1848-49	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Fourth Session, 1849	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Fifth Session, 1849-50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	Sixth Session, 1850-51	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	Seventh Session, 1851-52	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	Eighth Session, 1852	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	Ninth Session, 1852-53	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grand Total		20	16	4	13	10	3	23	20	3	23	10	10	31	28	3	23	15	15

ABSTRACT No. 3.—RELIGIOUS FAITH OF THE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Total number of Students attending the Normal School.			Church of Eng-land.			Roman Catholics.			Presbyterians.			Methodists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session, 1847-48	63	63	.....	14	14	.....	7	7	.....	12	12	.....	21	21	.....
2	Second Session, 1848	125	101	24	31	24	7	6	6	1	20	23	7	35	30	5	
3	Third Session, 1848-49	108	76	32	21	9	12	6	6	.....	14	12	2	8	42	33
4	Fourth Session, 1849	111	90	21	25	18	7	6	6	1	14	12	2	51	41	10	
5	Fifth Session, 1849-50	135	92	43	22	16	6	12	8	4	25	20	5	32	24	18	
6	Sixth Session, 1850-51	76	51	25	16	7	9	6	6	.....	11	9	2	22	18	10
7	Seventh Session, 1851-52	80	60	20	8	8	.....	7	7	.....	16	16	.....	28	21	13
8	Eighth Session, 1852	101	71	30	17	13	4	7	6	1	20	14	6	54	21	33	
9	Ninth Session, 1852-53	144	74	70	22	10	12	6	5	1	28	18	10	69	28	41	
Grand Total		943	678	265	170	118	52	62	48	14	176	136	40	373	266	117	

STATISTICAL REPORT for 1852.

TABLE K.—Progressive Results of the operation of the Common School System of Upper Canada, from the year 1846 to 1852, inclusive.

No.	SUBJECTS COMPARED.	1846.	1847.	1848.	1849.	1850.	1851.	1852.
1	Number of Common Schools reported in operation	2,589	2,727	2,800	2,871	3,050	3,001	3,010
2	Assessments imposed and collected by Municipal authority for the Salaries of Common School Teachers	622,715 8 11	622,955 2 8	629,654 5 7	625,145 1 4	624,172 15 3	625,555 17 6	626,540 6 10
3	Rate-bills imposed by Trustees for the payment of Teachers' Salaries	29,385 12 3	35,918 7 9	37,968 10 1	42,011 19 1	42,629 18 6	33,577 9 3	36,682 16 0
4	School Section assessment for Free Schools	Provided by rate-bill and	not reported	separately	until 1851.	19,892 13 7	26,132 14 8	
5	Total amount available for the payment of the Salaries of Common School Teachers in Upper Canada	67,906 10 1	77,599 11 5	86,069 2 3	88,478 1 4	88,546 0 6	102,659 12 6	113,991 10 7
6	Total amount levied or subscribed for the erection or repairs of School-houses	Not Reported	until 1850.			14,189 14 0	17,458 12 6	24,024 1 1
7	Total amount levied or subscribed for Libraries and Apparatus	Not Reported	until 1851.			1,583 7 3		1,096 12 8
8	Grand total available for Teachers' Salaries, and for the erection and repairs of School-houses, Libraries and Apparatus	Do.	Do.			102,610 2 7	121,385 10 6	139,096 3 4
9	Number of Pupils attending the Common Schools in Upper Canada	101,912	124,829	130,739	138,465	151,891	170,254	179,587
10	Total School visits made	5,225	11,475	13,835	15,777	18,318	32,608	35,164
11	School visits made by Local Superintendents	Not Reported	2,559	2,815	2,955	3,552	3,893	3,956
	“ “ by Clergymen	Do.	1,823	2,251	2,818	2,556	2,846	2,901
	“ “ by Municipal Councillors	Do.	822	953	947	1,223	1,359	1,382
	“ “ by Magistrates	Do.	1,293	1,459	1,423	1,199	1,111	1,263
	“ “ by Judges and Members of the Legislature	Not autho-	rised by law	until 1850.		64	57	79
	“ “ by Trustees and other persons	Not Reported.	1,118	621	7,577	7,117	18,295	20,911
12	Number of Schools in which the Text-books recommended or authorized by the Council of Public Instruction for Upper Canada are used, viz:—							
	(1)—Bible and Testament	Do.	1,752	1,774	1,836	2,067	1,748	1,890
	(2)—National Readers	Do.	1,317	1,831	2,182	2,593	2,922	2,925
	(3)—National Arithmetic	Do.	615	756	1,275	1,525	1,928	2,232
	(4)—Lemue's English Grammar	Do.	717	907	1,015	1,039	1,128	1,239
	(5)—Kirkhon's English Grammar	Do.	649	804	755	891	857	924
	(6)—National Geography	Do.	290	373	390	263	133	188
	(7)—Morse's Geography	Do.	651	960	1,153	1,408	1,686	1,953

N. B.—The school visits reported in 1845 and 1846, are those of the District and Township Superintendents of Common Schools, no other persons in those years being locally authorized School Visitors. The official visits of Clergymen, Councillors, Magistrates and others, are, therefore, only reported for the year 1847, 1848, 1849, 1850, 1851 and 1852. They exhibit a very gratifying increase, and prove a very important additional agency in promoting and sustaining public interest in the Common Schools, and in encouraging both teachers and pupils in the discharge of their duties.

The Reports of Text-books used in the Common Schools of Upper Canada, extend only to the years 1847, 1848, 1849, 1850, 1851 and 1852, no provision having been previously made for obtaining any information on the subject. By comparing the total number of Schools in which each school book recommended by the Council of Public Instruction is used, with the total number of schools in operation in each year, it will be seen that the introduction of these books has been very general, and that they are now very extensively used throughout Upper Canada.

STATISTICAL REPORT for 1852.

TABLE L.—STATE and Progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Normal, Grammar, Model, Common, and Private Schools during the years 1842, 1847, 1851, and 1852.

No.	SUBJECTS COMPARED	1842.	1847.	1851.	1852.
1	Population of Upper Canada	486,055		850,551	953,239
2	Population between the ages of five and sixteen years	141,143	230,975	258,607	262,735
3	Colleges in operation	5	6	8	8
4	One Normal and one Model School for Upper Canada		2	2	2
5	Academies and Grammar Schools	*25	32	70	98
6	District Model Schools in operation		3		
7	Common Schools reported in operation	1,721	2,727	3,001	3,010
8	Private Schools reported	*44	96	159	167
9	Grand Total Educational Establishments in operation in Upper Canada	1,795	2,866	3,238	3,285
10	Students attending Universities and Colleges	No Rpts.	700	632	751
11	Students attending the Normal School for Upper Canada			156	245
12	Pupils attending the Common Schools of Upper Canada	65,978	124,829	168,150	179,587
13	Students attending Academies and Grammar Schools	No Rpts.	1,000	2,800	3,194
14	Pupils attending Private Schools	Do.	1,831	3,948	5,133
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Common and Private Schools	Do.	128,560	177,764	188,910
16	Amount available for the Salaries of Common School Teachers in Upper Canada	£41,500	£77,599	£102,050	£113,991
17	Amount levied or subscribed for the erection or repairs of school-houses, for Libraries, and Apparatus	No Rpts.	No Rpts.	£19,334	£25,094
18	Amount received by other Educational Institutions	Do.	Do.	32,834	36,989
19	Grand Total available for Educational purposes in Upper Canada	Do.	Do.	154,218	176,075
20	Total Common School Teachers in Upper Canada	Do.	3,028	3,277	3,388
	Male do do	Do.	2,365	2,551	2,541
	Female do do	Do.	663	726	847
21	Average number of Months each Common School has been kept open by a qualified Teacher	Do.	8½	10½	10½
	Net average attendance of Pupils at the Common Schools, during the summer of	Do.	No Rpts.	83,390	85,161
	Do Boys do	Do.	Do.	44,647	45,409
	Do Girls do	Do.	Do.	38,743	39,752
23	Do Pupils during the winter of	Do.	Do.	84,981	86,756
	Do Boys do	Do.	Do.	49,060	49,867
	Do Girls do	Do.	Do.	35,921	36,889

* An approximation only—no specific information having been received by the Department.

NOTE.—The Returns in the foregoing Table, until the year 1847, are not very complete; but since that period they have been sufficiently so to establish data by which to compare our progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the University; but hitherto the sources of information regarding the latter class of Institutions have been rather private than official. It is to be hoped, however, that future years will witness more complete and accurate information on the subject of education generally in Upper Canada; and that the Chief Superintendent's Annual Report will present, in one comprehensive tabular view, the actual state and progress of our Educational Institutions—Public, Private, and Collegiate.

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL AND COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1852.

~~~~~  
Appendix A.

EXTRACTS from the Reports of Local Superintendents of Common Schools and Boards of School Trustees in Upper Canada, relative to the state and progress of elementary education in their respective Townships, Cities, Towns and Villages, during the year 1852.

I. COUNTY OF GLENGARRY.

1. *The Reverend Daniel Clarke, A. M., Cornwall, &c.*: "In the townships of Charlottenburgh, Kenyon, Roxborough and Cornwall, the interests of a sound education appear to be advancing. There is no desire on the part of Protestants or Roman Catholics to have separate schools. The latter have presented a memorial to the Legislature on the subject, making it manifest to be very desirable that in this old "Eastern District," now comprising the United Counties of Stormont, Dundas and Glengarry, there should be no separate schools. Both the parties referred to, live in peace and amity, co-operating in some important matters for the public benefit, while, in what relates more strictly to religion, they appear desirous of continuing peacefully to differ. The people generally appreciate the facilities afforded them for giving to their children, at least, a common education. Steps have been taken lately to have schools planted where there never were any before. The questions of Superintendents and others in the Appendix to your valuable Report for last year, and the appropriate answers which you have given, are of singular aid to Superintendents in making out their annual Reports, and in other important matters—in guiding Trustees to the establishment and organization of Schools, and in reducing matters to order which were in confusion. Strong prejudices, I am sorry to say, exist against Free Schools. Indeed, some who were in favor of these Schools last year, have turned against them. They would, doubtless, be a great public benefit, but I despair of their being very extensively and permanently adopted, without an act of the Legislature. Teachers generally in point of character and conduct, are more respectable than formerly: Boards of Public Instruction being required by the School Act to withhold certificates of qualification from applicants, whatever may be their attainments in literature, who are disreputable in other respects. They are also more respectable in

their requirements, a competent knowledge of the branches of a common education being required in order to entitle an applicant even to a third class certificate. Moreover, many do not rest satisfied with this kind of a certificate, but endeavor to rise to the second and first class of teachers. There is, however, a scarcity of Teachers; and in consequence, the Schools in some sections are vacant, particularly in new settlements. Generally, teachers are appreciated and remunerated according to the certificates which they hold. The Normal School is a great public benefit, where teachers not only acquire knowledge, but also the most effective methods of communicating it to their pupils. At meetings of the Board of Public Instruction, occasionally, an incident like the following has occurred. The more advanced Teachers being requested to give an answer to the question, "what are the principles of mind required, and to be kept in lively exercise in order to ensure success to the teacher?" Various answers were given which were not very appropriate. It was mentioned, however, that there are two principles in particular which will ensure success to a public instructor, viz: curiosity and the expectation of benefit. It was observed, that a teacher possessing suitable literary acquirements, and a more than common aptitude for teaching, respected and beloved by his pupils for excellency of character, rectitude of conduct, and amiableness of disposition, keeping the principles referred to in lively exercise, cannot fail to be a very successful instructor of young persons; and, as such, to gain the respect, the esteem, and the confidence of their parents and guardians,—how much soever these may differ from him, and from each other in matters of religion; because the purity of a person's faith is generally inferred from the goodness of his disposition and conduct, rather than from a noisy profession, a fondness for argument and debate, and in pronouncing a harsh judgment upon those who do not agree with him in every particular. In visiting and examining Schools, an incident like the following has sometimes occurred. All being requested to be very still and attentive in order that I might draw and exhibit two pictures, it was said that I intended to make use of my tongue as a brush and paint, and of words as canvass or paper, and to exhibit the pictures, not to the eye of the body, but of the mind. Looking at the object lessons, it was said that I did not see among them pictures like those which I was about to exhibit. A minute description was then given of a very good scholar; and upon each being asked, "Are you like this picture?" the answer was "No!" "no!" It was then remarked that, while it was a good sign to find no one telling a lie, yet it was a bad sign to find no one claiming in truth to be like the picture thus drawn and exhibited; and it was recommended to all to endeavor to reach this standard, and if possible, to become even more comely and beautiful. A minute description was next given of a very bad scholar, and upon being asked, "Are you like this picture?" the answer from each was "No!" "no!" Here an extreme doubt was expressed of their having all told the truth, for, if any did not remember their Creator in the days of their youth, played on the Sabbath day, neglected their tasks, said bad words, did not obey their parents at home, and the master at school, &c., &c., they were like the picture of the bad scholar. Finally, all were recommended to avoid resemblances to the second picture, as they were to strive to attain and to exceed what they had seen in the first, if they wished to be happy now and forever. Occasionally, another incident like the following has occurred. Looking at a number of books upon a table, and at the Tablet Reading lessons containing the Lord's prayer, the ten commandments, &c., it was asked what was the best book in the world, and what were the best lessons? God's book, it was replied, is the best book in the world, and the best lessons are those which have the most of that in them. When



it was asked whether it would be right to keep the best book, as some of the books upon the table were kept, without covers, torn, and full of licks and blots, it was answered "No! Every book ought to be carefully kept, and especially the best book." When it was asked, Where? "In the heart," was the reply, "as David kept it." When it was asked, What is meant by keeping it in the heart? the amount of the answers was that they may be said to keep the best book in the heart who are taught by God, who read it frequently and carefully, treasure it up in the memory, value it very highly, and endeavor to have it as their guide in their thoughts, words and actions. In sections where the people stately wait upon the public means of religious instruction, and the young attending a Sabbath school are carefully trained up by their parents and guardians, a very considerable amount of information on the leading doctrines of Christianity is discernible. But such sections are comparatively few—in many places, ignorance upon the most important subjects is lamentably manifest. It is very desirable that object lessons and Prints, and Tablet Reading lessons, &c., should be in every school: Also only one edition, and that a correct one, of the National School Books. I often find it necessary to direct teachers to be particularly careful to teach their pupils to be good readers, to acquire a good handwriting, and to learn to compose with clearness, accuracy and elegance. These useful branches are not very carefully attended to in some schools. When examining in Arithmetic, Geometry, &c., I sometimes find it necessary to put some who appear to have made considerable progress, back to the elements or first principles, and to instruct the teacher to be careful that in studying these branches his pupils do not exercise simply the memory, but principally the understanding and judgment; because what the memory receives through these sources will be retained, and may be afterwards, if necessary, applied to useful and practical purposes. In the four townships in which I superintend the schools, there is not a single teacher employed who was trained in the Normal School. There are some, however, who have made respectable attainments in literature. I do not know of any trained teachers who are not employed. The trustees of the several school sections are very thankful for the valuable Report you have presented to them, with its highly useful Appendices; for the Common School Teacher's Register, and for the *Journal of Education* which is sent gratis, monthly, to each school section. Accept of my best thanks for the valuable books you have presented to me, and for your polite attention to the communications with which I occasionally trouble you."

2. *Alexander L. McBain, Esq., Lancaster:* "With respect to the condition of the Schools, I am sorry to say, they are not in as prosperous a condition as could be wished, though some are doing pretty well. I find that where a school is taught by a young man the prospect is somewhat encouraging; but old men cling to old customs, and conduct their schools on precisely the same principles as they themselves were taught thirty or forty years ago. They contend that the "Blackboard is a useless thing, that cancelling is not a sure method," ("the long way is the sure way.") Such are the barriers which are thrown in the way of education in this locality, and many of the old school who have been taught on the "ipse dixit" principle, take all for granted. In the front of this township the people are becoming more alive to their duty, and willing to adopt almost anything that will be for their benefit; but the great obstacle is, the small salary they pay their teachers. It is impossible to convince them that the man who teaches for the least salary is not the most profitable; and that their teacher should be better paid than the man that holds their plough, or chops their wood. In short, it is useless to look for a thorough-working order of things, until the people become more particular in the selection of a teacher, and pay him

a better salary, till some who are now looked up to as the leading (retarding) men, shall have passed off the stage—and till some unalterable school Act shall have been passed. Every new Act is opposed by the majority, often because they will not understand it. You will observe by the Report that there were four 'free schools' in this Township last year, all of which worked admirably. This year all the schools in the Township except one are conducted on the subscription principle, with instructions to the trustees to assess any balance that may be required. This seems to be the favorite system in this locality, and I think it will work well. I observed last year that in one school the average was not so great as in 1851, under the subscription principle, and I am convinced that individuals who will not exert themselves to educate their children will not send them when they will be educated free."

3. *John Murray, Esq., Lochiel*: "With regard to the progress of education here, I may say that it is in a backward state; and will, I believe continue to be so, until the free school system becomes a general law. The trustees were generally in favor of it; and from my own personal knowledge of the apathy and indifference that prevail in these parts with regard to education, I may safely say that until we get free schools established by a general Act of Parliament, we can never see education prospering. I beg to offer my thanks in behalf of the Trustees of the several school sections under my jurisdiction, for your kindness in sending the *Journal of Education* to them. It must have a powerful influence in raising the standard of education here."

#### II. COUNTY OF STORMONT.

4. *The Reverend J. Charles Quin, Osnabruck*: "We have neither private nor separate schools in this Township, so far as I am aware, nor any Grammar School. The County Grammar School is situated in the town of Cornwall. A larger number of our schools is on the free principle this year than the last; and most of us hope it will be settled at once and forever on the free principle. Although much remains to be done in this township for the better management of schools, and to create an interest in education and general intelligence; yet there is a greatly increased zeal already observable in this respect, as a residence of three years enables me to testify. Our teachers, although still far from being what they ought to be, are nevertheless exhibiting great improvement; and trustees, for the most part, seem anxious to employ a better class than they were formerly satisfied with."

#### III. COUNTY OF DUNDAS.

5. *William John Ridley Esq., Matilda*: "My utmost exertions have been used both publicly and privately to have the excellent system of free schools (which it is hoped will ultimately supersede all others) established throughout this township; and I am happy to say that, out of the nineteen schools in it at the last annual meetings, thirteen of them are to be conducted on that system for the current year; and I hope next year that the local Superintendent will not have to state the lamentable fact that out of 1183 pupils between the ages of 5 and 16 only 501 attended school at all—thus leaving 382 that never entered a school-house the past year. I trust this present year that the schools will be better attended, and kept open a longer time; and that the great and grand cause of education will be more zealously promoted. But the great barrier impeding its progress, is owing, it must be confessed, to the lamentable parsimony which prevails; thereby preventing sections from securing the services of good and able teachers."

6. *The Reverend James Harris, Mountain*: "This year the free school system has been generally adopted. I think this will remove the chief obstacle to our success, inasmuch as it will enable trustees to pay higher salaries, and consequently, to employ better teachers. To describe some in this place, would be derogatory in the highest degree to the very name of teaching. May I ask whether in such instances it would not be more advantageous for trustees, when they engage incompetent persons for twelve months, to send them the first six to receive in part a Normal School training? Until we have superior teachers, and a willingness on the part of parents to spend a few dollars on books, our common schools, with all their provisions, must be radically defective. I beg to present to the Chief Superintendent the sincere thanks of trustees and myself for his kindness in sending to us respectively a copy of the *Journal of Education*, an arrangement well fitted, I doubt not, to be productive of much good."

7. *Emerson Ross, Esq., Williamsburgh*: "It affords me no small degree of satisfaction to be able to state that the improvement made in the schools over which I have had charge for the last three years is far, far beyond my most sanguine expectation. Firmly impressed with the fact that, to elevate and permanently better the wretched and almost irretrievable condition of our common schools, no step could be taken—no course pursued, calculated to effect that grand and glorious object, other than to secure the services of persons of high moral and intellectual attainment, as instructors of the rising generation, my first and great aim upon entering on the difficult and trying duties of my office, was to influence parents and trustees to employ none but faithful, energetic, and well qualified teachers. For the accomplishment of this high purpose, I used my utmost endeavors in attempting to induce trustees to hold out greater inducements to teachers, by paying higher salaries than they had previously been in the habit of doing; and I am happy to say that my labor in this respect, has been crowned with more than common success. The salaries for the last year rank nearly fifty per cent higher than those of 1849 or of any year previous to that date; and I believe I can boast of Williamsburgh employing a greater number of thoroughly qualified teachers than any other, or, indeed, all the other townships in the whole Eastern District counted together. But, notwithstanding that the most successful and best experienced teachers have been engaged, and a vast improvement made, yet the benefits resulting from their labors fall far short of that which would have resulted, had those teachers been supplied with proper books, maps, globes, and other apparatus, to illustrate and explain the principles of the various branches of learning taught in their respective schools. However zealous a teacher may be, it is as impossible for him to discharge his duty to the interest of the school section in which he is engaged without having the means placed in his power to do so, as it would be for a laborer upon a farm to work for the benefit of his employer, without having agricultural implements at his command. It is equally absurd to expect a satisfactory amount of labor in the school house by the one, and upon the farm by the other. The great and absolute necessity of furnishing each and every school section with proper books, maps, &c., cannot be too strongly impressed upon the minds of trustees; so too of providing their sections with an authorised school Register and the *Journal of Education*. Last year having failed in inducing trustees to subscribe for a school Register and the *Journal of Education*, I as a last resort petitioned the Township Council in the warmest terms for the means to enable me to furnish every school section within my jurisdiction with these requisites; explaining to them that it was not only placing a powerful auxiliary in the hands of trustees to assist them in discharging the important duties of their responsible office, but

that it was expedient for economy's sake to do so. Happily you had anticipated the liberality of the Council in this respect, and the aid was invaluable, for we might as well be without as with a law, unless that law is properly carried into operation. I candidly and sincerely believe that there never was a school law under any form of Government so well adapted (if not to the wishes) to the wants of the people, or one so well calculated in every respect to contribute so effectually to the welfare of society, to the future happiness of the country, and to the elevation of the national character as the present school act for Upper Canada. I desire to see but one change in our school law, that is to have a direct tax upon property for the maintenance of every school in the land, receive a Legislative sanction. For that change I earnestly hope. I desire to see the door of every school house throughout the length and breadth of the Province open to all and free as the breath of heaven. Canada will ever stand deeply indebted to you for your unwearied exertions, energetic zeal, and untiring efforts in the education of the Canadian youth, and your labors will continue to exert a happy influence upon society when we are no more. It will not only extend to future and yet unborn generations, but it will be co-existent with time—co-existent with eternity."

8. *John J. Kerr, Esq., Winchester* : " During my quarterly visits I remarked with much pleasure a decided improvement in the common schools of this Township—those schools which were free, had a better average attendance than the others ; and I have no doubt, were a law enacted to make it compulsory on the people to support that system, the result would be most beneficial not only to the community but would arouse the youth of the present generation to emulate the literary knowledge and attainments of the nations of Europe. Yes! I trust ere long the renovating influence of the free school system will bring about that period—'that consummation so devoutly to be wished'—when every youth of aspiring genius in the land may have an opportunity of obtaining through scientific acquirements a position in society which may raise him to the summit of his wishes, make him an honor to the country of his birth, or his adoption, and cause it to be a grateful boast with him that he obtained the elementary part of his education at a common school. Then indeed will Canada have just reason to count upon orators, statesmen, and professional men, who will be the pride of their country, and whose names will go down to posterity with honor and dignity."

#### IV. COUNTY OF PRESCOTT.

9. *Thomas Higginson, Esq., Hawkesbury, West* : " My report, as you will observe, does not exhibit any marked improvement, neither do I anticipate much advancement until we cease to employ any but well qualified teachers. Many acknowledge the importance of education—concede at once the necessity for the general dissemination of knowledge—profess themselves the most liberal and earnest advocates of common schools—and yet they hesitate to pay the services of an efficient teacher. We want a better class of teachers ; and until trustees are willing to remunerate, I would not say liberally, but fairly, teachers of attainment and ability, all hope of respectable progress is very problematical. But much as we desire to possess efficient common schools, they alone are not sufficient to meet the wants of the community. We must have grammar schools also, and in my humble opinion our legislators should give this subject their immediate attention. I record with much gratification the slight increase of the number of schools, in which the 'word which liveth and abideth' is brought prominently before the minds

of our common school pupils. To me a more pleasing index to the future prosperity of the land of my adoption could not be presented. A system of education having for its foundations the lights of human reason, unaided by divine illumination may erect Coliseums, cities of Athens, &c. ; may create a Socrates or a Plato, have a prosperity brilliant in its ascendancy, but ephemeral in its character—gloomy and desponding in its fall. But attach, nay base upon God's written word, and you build upon a permanent and lasting basis which will defy all those powers of anarchy and tumult which so often seriously retard the upward and onward progress of every people."

10. *The Reverend Matthew Elder, Plantagenet, South* : " My annual report displays a decided improvement in the attendance and attainments of the pupils when contrasted with those of previous years. Our future prospects are encouraging ; and the present state of public opinion in this locality leads me to indulge a hope that for the future a much greater interest will be manifested in the educational cause."

#### V. COUNTY OF RUSSELL.

11. *The Reverend John Edwards, Clarence* : " I am happy in being able to say that Education in this township is advancing. More money has been raised and expended in the payment of teachers' salaries than in any former year—the schools have been in operation a longer period—the average attendance greater than in 1851, and upon the whole very creditable proficiency has been made by the scholars. The schools are all free, so that the blessings of common school education are as accessible to the children of the poor man as those of his prosperous neighbor. We owe our thanks to the Chief Superintendent for the care he has taken to furnish all parties concerned in managing and teaching our common schools with suitable helps for their work. He appears determined that Upper Canada shall be second to no country in the new world for affording to its youth the unspeakable advantages of a good education."

12. *John Wilson, Esq., Cumberland* : " In transmitting the annual report of the schools in this township, I regret to say they are generally in a backward state—partly owing to the ignorance of trustees and a general apathy on the part of parents—a scarcity of qualified teachers, and several of the sections being too small. Yet there is more interest taken on the subject of education than formerly ; and I feel confident that if free schools were generally adopted, the result would be most cheering. You will see by the report that two of the schools have acted on the free school system during the past year, and two more intend adopting it the present year. The schools in general are too small, and all of them badly furnished ; but as most of the inhabitants are new settlers, I anticipate as their circumstances improve, an improvement in the general character of the schools will follow. I return you my sincere thanks for the Annual School Report, for myself, and the trustees of the several school sections. I can assure you, sir, the gift is highly appreciated. There is a great amount of ignorance among that class from whom trustees are generally elected on school affairs. Few of the trustees are in possession of the School Act, and although each school was furnished with a copy some years ago, little profit has come of it. The school registers were very much wanted, as several of the schools were unprovided. I hope the circulation of the *Journal of Education* amongst the trustees will add a fresh impetus to the cause of education in this township, and that you may live to see the great end to which you have devoted your energies fully realized."

## VI. COUNTY OF CARLETON.

13. *The Reverend William Lohead, Gloucester, &c.* : " I think I am justified in saying that there is steady and manifest improvement in the common schools of Osgoode and Gloucester. Several new school-houses have been erected during the past year, and some of these of superior style and accommodation to any formerly erected. Several sections have resolved at the late annual meeting to build new school-houses during the present year, of still larger dimensions and better accommodations. In some sections very strong and bitter opposition has been manifested against a tax upon property for the support of education. Although it is manifest that the free schools are much more numerous attended than those supported entirely by rate-bill, and although some privately declare it to be most desirable that property should be taxed for education, and that they would rejoice if Parliament should enact a general law, imposing a tax upon all property for this purpose, yet they are unwilling to vote for it in the presence of their neighbours who are violently opposed to it. In these circumstances I recommend to trustees to impose a moderate rate-bill and raise only a balance by tax. I anticipate great good from the monthly visit of the *Journal of Education* to the school sections of our Province. Your indefatigable labours in the cause of education are destined to elevate and bless the youth of our country, and to command the admiration and gratitude of a prosperous and enlightened people."

14. *The Reverend John Flood, Gower, North, &c.* : " I am afraid that you will not perceive much improvement during the past year in the schools which I have been superintending. Their advancement is slow. Nevertheless, education is progressing. Its progress cannot be very well shown in the columns of a formal report, but there is a strong and increasing interest in school matters, which will, before long, produce good results. There are many hindrances to general instruction, but these are already beginning to disappear; and the time is approaching when difficulties will be overcome, and school affairs will be conducted without contention."

## VII. COUNTY OF GRENVILLE.

15. *James Clapperton, Esq., Augusta* : " Those sections in which free schools have been adopted, are still being continued, with one or two exceptions, and those which are not free are being carried on by putting a small rate-bill upon each child going to school, and assessing property to make up the teacher's salary. This latter plan is the favorite one in our section of country. I trust the time is near at hand when the schools will all be made free by law, till then, there will be contentions and hard feelings shown by the freeholders at every annual and special meeting. I am convinced that the apportioning the public money according to average attendance will have the effect of making trustees keep the schools open longer. Those sections which were generally kept open six months, have, the past year, been open from seven to nine months."

16. *The Reverend James Geggie, Edwardsburgh* : " Our report shows that progress during the year has been but small among us, and that we must make great advances before we can consider ourselves in that state of efficiency which it should be our endeavor to reach. In most of our school sections no effort is made to obtain apparatus. Too many of the children are not at school. We have no common school libraries. But we have at least 10 sabbath school libraries, with upwards of 1,000 volumes; and when some taste for reading is acquired we may expect that endeavors will be made to obtain common school libraries. Free schools are far from gaining favor: and it is my decided opinion

that the legislature should by law say, let every school throughout the country be free!—for the people will not voluntarily, and with sufficient liberality, support the schools. We have no separate schools, and our school system should have no such element of self destruction.”

17. *The Reverend Joseph Anderson, Gower, South*: “The desire of knowledge and the mode of acquiring it have engaged the attention of the wise and prudent in every age; but in no previous age of the world has the same amount of energy been employed to develop the powers of the human mind and to clothe them with useful knowledge as is bestowed in the present age. In former times there might have been found in a family one who had received a little education; while at the same time, all the other branches of the family were left in total darkness in point of scientific knowledge. How pleasant must it be to the eye of every enlightened mind at the present time, to see the parents of every creed pushing forward and striving to have their children educated. The enlightened system of education which you devised for this Province, and which must have cost you great labor and intense study, I am happy to say appears to give general satisfaction. The free school system is now better received and more duly appreciated than it hitherto has been. In this section of country the tone of education is greatly advanced. Our boards of public instruction are using more precaution than formerly in certifying for incompetent teachers; the consequence of which is that we are now favored with competent teachers, and the most happy results are experienced.”

18. *The Reverend W. J. Macdowell, Oxford*: “At present, I have only time to remark that the schools in this neighbourhood are much improved, and education is receiving a much healthier tone than formerly, for which the people are indebted more to the school law, as at present established, than to their own individual exertions. And it only requires the free school system and public libraries to make the system somewhat complete.

#### VIII. COUNTY OF LEEDS.

19. *Lewis Chipman, Esq., Bastard and Burgess, South*: “The want of efficient teachers in some sections is felt to the serious detriment of education, but I hope soon to see this difficulty removed; and I believe the present year there will be a better class of teachers than formerly, as there are several now engaged who, having been trained in the Normal School, can impart the way of instruction to others—and I hope ere long, to see an increasing interest on behalf of education. I am happy to inform you that a decided improvement has taken place within a few years with regard to our school-houses, there being now eight of stone in this township (Bastard) and three more of the same material are expected to be built the ensuing summer; most of them we have being large and commodious.”

20. *Thos. Vanston, Esq., Escott, Leeds and Lansdown, Front*: “It affords me much pleasure to say that education is rather improving; there are more free schools in these townships this year than in any former year, and there appears to be a growing inclination amongst all classes toward the free school system. You will perceive by the report that most of the school houses are not in a very good state of repair—two of the most miserable of them, however, have been removed, and new ones erected in their stead;—one of log, in Leeds, the other a very neat stone one in Escott; and two more either of stone or brick are in contemplation to be built the present year. It is very desirable that all the miserable log

---

school houses should be removed, and new stone or brick ones erected on the most improved plan in their stead. I consider warm, commodious and well ventilated school-houses the strongest manifestation of educational improvement, and the harbingers of intellectual development. Your annual report may be considered a store-house of information to every inquiring mind, on all subjects connected with education in Canada West. It is a key of information to every officer connected with common schools, and the answers in the latter part of it given to certain questions proposed by trustees and others, are likely to set at rest many doubtful matters, and save a great deal of correspondence with the Education Office. *The Journal of Education* being sent free to every incorporated body of trustees, will render them great assistance in the discharge of their duty, and leave them with without excuse in regard to the practical working of the School Act: it may be considered a good and useful paper, and might be read with profit by every family in Canada. No doubt there are some few individuals who are prejudiced against the present school law; but I have invariably found such characters almost entirely ignorant of it, founding their prejudices on the reports and opinions of others: I have even heard some say it was lengthy, and hard to be understood, although they could not refer to any School Act in any country, or to any heretofore in Canada so short, or so easy to be understood. The union of common schools with grammar schools is a step in the right quarter, and is likely to confer an incalculable good on the laboring class in Canada whereby they will be enabled to procure for their children those higher branches of education which their circumstances otherwise could not obtain—giving talent and industry a fair opportunity to compete with wealth. A more equal apportionment of the grammar school fund would be another step much required. The large, wealthy towns, and villages, where there are the most wealthy scholars, best able to pay and help themselves, draw a much larger share of the fund than they should, thereby leaving the grammar schools in thinly populated villages, a very small share of the fund—on account of which trustees are scarcely able to keep a grammar school teacher employed. You will likewise discover by the reports that the average attendance in these townships is small, as well as in other parts of Canada. One cause of this appears to be the constant change of teachers who take up school teaching as a necessary convenience; consequently they feel no interest in the education of the youth. Nothing short of professional teachers will answer. It would be well to introduce a clause in the School Act that no teacher shall hold a first class certificate after the 1st day of April, 1855, unless he or she was trained in the Normal School; and that no teacher shall hold a second class certificate after the 1st day of April, 1856, unless they were trained in the Normal School; and the qualification of the third class teacher after the 1st day of April, 1855, should be the same as now required for the second class: this would have a great tendency to make school teaching a profession and at the same time would afford ample opportunity to teachers to comply with it. Another cause of poor attendance is the short period of the school year, which constantly affords an opportunity of discharging the teacher at the end of six months. This checks the ambition of the zealous teacher, who gets tired of his calling, and seeks employment in some other way, more constant and becoming: it has no better effect on the children who, being free from, and severed from their teacher, lose their relish for learning and become exposed to fall into idle habits. To remedy this a little, it would be well as soon as possible to lengthen the school year to nine months, and after 1856 to lengthen it to twelve months. Another preventive to poor attendance, if it were not deemed despotic, would be to make parents in each school section who without reasonable excuse neglect to send their children while the school is kept open, pay sixpence per month for the time of



absence to the trustees of their section to apply to the payment of the teacher's salary. This would have a great tendency to induce careless parents to send their idle children to school. I cannot close these remarks without bearing testimony to the great progress that is being made in the school in the village of Gananoque under a teacher who had been trained in the Normal School—an evident proof of the value it is destined to bestow on Canada."

21. *Henry P. Washburn, Esq., Leeds and Lansdown, Rear* : "Our schools are in much the same condition as they were last year—all the school houses with one room, without much furniture, except desks and seats. No libraries—no large maps hung up for the use of pupils. Our school corporations think themselves well satisfied if they can obtain the national books as authorized by the Provincial Council of Public Instruction. The introduction of the *Journal of Education* to each corporation of school trustees will be likely to diffuse useful information relative to schools, the want of which has caused much difficulty. The county boards of education to grant certificates to teachers is, in my opinion, an admirable provision of the law. Immoral and incompetent teachers have, under the practical working of these boards, been excluded from teaching. It is also well calculated to protect trustee corporations against incompetent teachers, inasmuch as they have to appear before a tribunal which inquires into their moral character as well as of their scientific acquirements. The power given to local superintendents to annul certificates until the next sitting of the county board, if judiciously exercised, is a very needful one. The education of the youth of our land is a great work ; and if all school officers do their duty according to the general instructions given, the present working of the school law will prove a blessing to the country. Give us education—free to all as the sunlight of heaven. Education is the best wealth a nation can be in possession of. It is next to the love of God shed abroad in the heart—fitting the young for important stations of society.

#### IX. COUNTY OF LANARK.

22. *John A. Murdock, Esq., Bathurst, &c.* : "You will observe, that there are several school sections in which no school has been kept for some years. These are commonly small school sections, which never prosper. Though an effort is sometimes made to start a school, it is usually given up after perhaps half a year's teaching, as being too burthensome. There are no fewer than 12 or 14 such sections within my limits, containing a school population of from 400 to 500 children. Some of these will no doubt be sent to school in some of the adjoining sections, but the greater part will be permitted to grow up in ignorance. This being the case municipal councillors ought to pause before altering a school section, so as to make two out of one, since as a general rule small sections do no good.—I am happy to state that the salaries now offered our teachers are a shade higher than in former years. People are beginning to understand how a cheap teacher may be the dearest. Many of our best and most talented teachers have gone to the Normal school, and after having improved themselves in that excellent institution, they have found it to their advantage to remain and teach in the western part of Upper Canada, where the salaries paid to teachers are much higher than they are here. It may naturally be expected that as teachers rise in character and efficiency they will receive a better remuneration for their services than they have hitherto done. Numbers of our young teachers are now studying to qualify themselves to pass a session in the Normal school.—You will also observe that in some instances free schools have been adopted, and

that in those sections the attendance has been numerous. Many persons formerly hostile to a free-school system have wholly altered their opinions and begin even to express a wish that our legislature would establish free schools by law. In the schools under my charge the mode alluded to in my last year's report is most generally adopted—that of each subscribing according to his ability, or, if by rate bill, paying for two out of a family and sending all the rest to school without any further charge, thus making it partially a free school. I may add, that, in this part of the province, the general opinion is adverse to the establishment of sectarian schools, There are none now within my limits.—Wherever there is a thorough mixture of all denominations in a neighborhood, sectarian schools are not practicable. In country places it takes the united efforts of men of all creeds to support one school: a plurality is out of the question. Should the attempt to divide the school fund among the different religious bodies in Canada ever succeed, we may bid adieu to a national system of common schools. Though some few alterations may be expedient, our present school law, (now that it begins to be understood,) seems on the whole to work well. Through its operation our schools are gradually becoming more efficient, and our teachers a more respectable class of men than formerly.

23. *Edward Byrne, Esq., Burgess, North*: “The late date at which I received the blank must account for the non-appearance of my report until now. Probably it may not afford the information you would desire, but it contains a true statement of all circumstances connected with education in this township; and I am pleased to remark that teachers and parents in general are aroused from the apathy that prevailed amongst them with regard to education. The grand topic of discussion now is the cultivation of the youth of the country. All parents, and those having charge of children, consider that without education the rising generation never can be so useful to society, nor so profitable to themselves. The schools of this township have all been conducted on the free school system this year; and I may say it is permanently established, for those adverse to it deem all further opposition as unavailing. The chief source of hostility to the free school system was short sighted selfishness; and all that was necessary to convert antagonists into friends was to show them that, even in the immediate advantage of money matters, the free school system was certain to prove most beneficial. In illustration of the fact that mistaken views had engendered much of the opposition that free schools had to encounter—at the late annual meeting in one of the sections under my superintendence where I lectured on the subject, I clearly proved to the inhabitants that it would be to their interest to adopt a free school by pointing out the many advantages that it afforded over any other; and urging in addition the obligations incumbent upon parents in respect to their offspring in providing for them the best possible education as regards their temporal and eternal welfare, I am happy to state that upon this occasion some of the most determined opponents of the free school system were so fully convinced of its good effects, that though they came to oppose, they voted for it, and others went away without voting on either side. Now that the system has freely set in we may confidently calculate upon many receiving education who would otherwise be neglected. This fact many who formerly opposed, are now compelled to admit, on witnessing the crowded state of the schools, and remembering the thinly occupied benches of former days. In the course of my official visits to those sections where free schools were in operation, I admired the accuracy, promptness, and ability, with which the pupils acquitted themselves in the different classes enumerated in the report. There are some columns blank in the report, and others that I would wish to see taught in every common school, viz: algebra, geometry,

elements of natural philosophy, plane trigonometry, and astronomy, which I am sorry to say are very little thought of by parents or trustees. The schools of this township are very well provided with desks and seats, and there is money now in the hands of the trustees of two sections to purchase a set of large maps on rollers, which I hope will be in the schools shortly. Trustees have now no reason to use as an argument their ignorance of the law for non-compliance with its provisions: the "Annual Report of the Chief Superintendent" and the *Journal of Education*, furnished to each corporation in Upper Canada, contain all necessary information to guide them in the performance of their duties. This latter boon is another of the many obligations under which you have placed the people of Upper Canada, in your unceasing exertions in behalf of education generally. The great aim of the friends of education is to concentrate the intellectual powers of the Province in behalf of free schools, trusting to find you still the best, as you have hitherto been the first friend of that system in Canada."

24. *The Reverend J. B. Worrell, Elmsley, North*: "With respect to the schools in the township generally, I may say they are improving. More interest is taken in them, and an increasing desire to improve the school houses. The gift of the *Journal of Education* will, I doubt not, greatly tend to help forward the good work."

25. *John McAdam, Esq., Pakenham*: "Year after year we are slowly but steadily approaching to a universal free school system, which climax of my hopes through your unceasing efforts, aided by a generous and enlightened people, I trust may soon be attained. The transmission of the *Journal of Education* to the various local superintendents, municipal corporations, and trustees, will, I feel satisfied, be attended with most beneficial results. It gives all parties an opportunity of knowing for themselves and not depending, as many of them do, on the word of others, who know equally as little of the operations of the school law as themselves, and who, unless stimulated, jog on in the old track. As this, in all probability, is the last report I shall have the pleasure of sending you, I have to thank you for the attention and dispatch which all my communications have met with at your hands; and to congratulate you on our present progressive system of education, which is mainly attributable to your humane and patriotic exertions."

26. *The Reverend John McMorine, Ramsay*: "There has been a good deal of opposition and mustering of forces against the free school system, and with such success, that only one section was entirely free, last year, and two partially so. Those parents who have no children of school age, are almost unanimously against it, and even those who have, are so taunted with the supposed meanness of getting their children educated at their neighbor's expense, that they are sometimes induced to vote against it also. The consequence is that, for the present year also, very few sections have adopted that mode of raising the teachers' salary. At the same time I believe that were the system imposed by law without reference to the sentiments of parents, and without leaving them any choice, the thing would be quietly submitted to. If such be the ultimate intention of the legislature, I think the sooner it is done the better. A majority of the schools during 1852 have been well, and a few very efficiently taught; but some also have been under poor teachers, and, as an usual consequence, have been as poorly attended. Low salaries and a consequent scarcity of teachers, are the causes of the deficiency in the quality of several schools. Almost every teacher however low his qualifications or small his success in teaching is picked up and employed."

## X. COUNTY OF RENFREW.

27. *Duncan Ferguson, Esq., Admaston, &c.*: "We shall not have good schools here until the free school system is adopted, which, I trust, will be soon. One school section in Bromley is now on that principle."

28. *William Holliday, Esq., Bagot &c.*: "You will perceive by my report that the cause of education is making some progress in these townships, at least if the number of schools be any indication of its advancement. The free school system is certainly superior to any other that I am conversant with for the education of the mass. Let those therefore that have the means and no children, consider the difference between schools and no schools. It must be clear that property in an educated, and consequently civilized, community, is enhanced in value. Children educated under parents who sincerely wish them to be so, are equal to a well mounted police for the security of property in their neighbourhood, instead of being pilferers and aggressors whenever an opportunity offers. Unless the free school system is generally adopted in townships like these where the inhabitants are generally of the poorer class, it is impossible, according to my view, that education can prosper. There are, no doubt, many patriotic men who have no children or whose families have grown up, who, nevertheless, give willingly and cheerfully of their substance for such laudable purposes; but there are many great men, many noble, at least so called among men that nothing short of the pen of inspiration can persuade them to open their eyes and enable them to see the actual position they stand in with respect to society in this particular. Previous to my appointment as local superintendent, I argued against free schools for the reason that my family was large according to my assessment, and delicacy made me speak against the system, being averse to have any man contribute to the education of my children; but since my appointment I find it a duty incumbent on me to advocate the system which is most likely to produce the most beneficial results to society at large; although on this account I have been blamed for inconsistency. I therefore coincide with a great many local superintendents, that a legislative enactment would stop the mouths of gainsayers. Let the free school system become law, and I am confident it will prove a universal blessing. Your school report and *Journal of Education* are doing more to awaken dormant sensibilities in this quarter than anything hitherto produced. They are in perfect keeping with the school act which intends that the people shall not die for lack of knowledge if they will only receive willingly the benefits bestowed upon them."

29. *Andrew W. Irving, Esq., Pembroke, &c.*: "I hope the time is not far distant when you will succeed in your laudable efforts to get the free school system established by law throughout the province. I am satisfied that then, and not till then, education will universally prevail in the land. I have not delivered any formal lecture in any of the school sections under my care: such lectures have been so poorly attended that I judged it better at the quarterly examination, which I always strive to attend, to give such advice and information on educational matters as I think necessary on the occasion. The *Journal of Education* comes regularly. The arrangement of supplying local superintendents with this excellent periodical is a very wise one. I am sure this method of circulating it will tend to advance the cause of education most materially."

30. *The Reverend Charles Manson, Ross, &c.*: "I am happy to inform you of the improvement in the system of common schools under my superintendence. Formerly

there were no free schools in Ross and consequently but one school in the township. But by publicly lecturing upon the free school system and explaining its utility, prejudice has given way to better feelings, and I have the pleasure to know that there will be three free schools in Ross this year. In Westmeath the free school system is fast coming into operation in the several sections. I think that with one exceptive clause—that which leaves it optional to provide for the support of schools in any other way than on this system—Upper Canada has the best school law of any country in the world. If I am asked why I like it the best? I answer, because it affords a means of education to every class of children, and to every child in each class. And is in fact so much like the blessed Gospel which says, 'whosoever will come, may come' that I cannot but love it. If that system was at once established by law and made binding upon all sections we should have more schools and more than we now have. The trustees in several sections finding they have power to build and tax the school sections, are building, and finishing those houses which were begun; and there will soon be a school house in every section, and I hope a school in every school house. The circulation of the *Journal* among the people is awakening them to action, and I think that if a little help by way of an extra grant of money for a few years could be given them (for they are but poor) it would accomplish much good. I cannot close this without tendering to yourself and those connected with your department my sincere thanks for the promptitude and urbanity which you have displayed upon all occasions when I have sought information from you; and I wish you increasing prosperity in your efforts for improving the educational facilities of the rising generation."

## XI. COUNTY OF FRONTENAC.

31. *The Reverend T. W. Allen, Kingston*: "In transmitting my annual report of schools in the township of Kingston, it gives me much pleasure to express the conviction that a good degree of improvement has taken place in many of them during the past year. The school houses generally are in better repair; and in several of the schools a better system of instruction and discipline has been introduced. Though many of the reports of the trustees needed alteration and correction, still on the whole they were infinitely superior to those of last year, both in point of fulness and accuracy. I see most of the local superintendents attribute the excellence of the school to the character of the teacher. This is true as far as it goes; but I am persuaded the root of the efficiency of a school lies in the liberality of the people, and the interest which they manifest in the cause of education. Wherever a proper salary is given, a good teacher is the result; but when trustees offer a pittance, less than that given to a decent domestic servant, to a teacher, it is surely folly to expect a well-informed person to demean himself by accepting it. I have endeavored, both in my lectures and otherwise, to impress the people with the necessity of giving good salaries to their teachers, and, to this end, of being united among themselves; for division is frequently the cause of small salaries. It is to increased remuneration, and to the labors of the Normal School, that we must look for permanent improvement in the efficiency of our teachers. The registers which you sent will be productive of much good, and have been thankfully received. It may seem strange that a greater number of school lectures were not delivered during the past year; it has not been owing to my neglect however, but to the apathy of the school sections, that many more were not delivered. I gave all sections in the township, in which there was a schoolhouse or other building suitable for the purpose, the opportunity of hearing a lecture on some educational subject, and it has not been my fault that this opportunity was not embraced."

32. *Bernard Kennedy, Esq., Storrington*: "I may remark, with regard to our schools in this township, that, in general, they are promising very well, owing, I believe, to the influence of the free-school system. In 1852 we have had three free schools—this year there is one more on the list; which shows that the system is gaining ground in Storrington, although in some sections it meets with great opposition. It is my wish, for the good of the youth of Storrington, next year to hear of every school in it being on the free system, and not in it alone, but in every township in the Province—as it is the only means whereby we can secure to the people of our country that education which they by nature ought to enjoy."

#### XII. COUNTY OF ADDINGTON.

33. *The Reverend Paul Shirley, Camden East*: "In sending my report for the past year, I have but few observations to make, farther than to say that, by the course I adopted in the year 1851, my most sanguine expectations have been fully realized. The schools, generally speaking, are in a flourishing condition, and harmony prevails throughout. My practical knowledge of teaching assisted me very much in the discharge of my duty. There was nothing in the whole system strange to me. Experience enabled me to give every necessary direction to teachers, and to instruct them how to govern themselves and those committed to their charge. I observed to them that art and tact were nearly as useful to the advantageous discharge of their duty, as education. I assured them that I gave my full assent to the general directions disseminated by the *Journal of Education* for the successful management of schools. Nothing could have had a better effect upon the people than the frequent examinations, and the observations made at the conclusion of each. On those occasions I entered into their feelings, and explained away their prejudices. By those meetings I have in a great measure relieved the teachers from the drudgery of their situations—I mean the necessity of inflicting corporal punishment in the government of their schools. I convinced pupils of the great advantage to be derived from propriety of conduct, and enlisted the sympathy and co-operation of parents in their favor. I scarcely delivered a public lecture in any section, that was not attended with some good result; and persons of high respect have called on me privately to inform me how beneficial the lecture proved in their locality. I make these remarks for the good of others. Twenty years' experience taught me the necessity of inducing mothers to be warmly engaged in the education of their children. It is evident to every person that they have the chief control of their families, and that they can send to, or keep their children from, school almost at their pleasure. If this statement be correct, it proves the necessity of giving the female part of the community an enlarged, sound education. Wherever you find a cultivated mother, there you generally find an enlightened family. Her knowledge is not only communicated to her children, but, through them, to the community at large. I am happy to have it in my power to assure you that education is diffusing itself rapidly through all the parts of the country with which I am acquainted; and that the grammar and model schools, established in the village of Newburgh, Camden East, can claim a full share of merit in this good work. In conclusion, I wish you all the happiness and prosperity to which your enterprise and perseverance entitle you, and hope that you will endeavor to give effect to those means which are best calculated to disseminate sound education to all her Majesty's subjects in this Province."

34. *Thomas Ashton, Esq., M. D., Ernestown*: "It affords me much pleasure in saying that a great improvement has taken place in the education of the youth of this township

during the past year. On referring to my report of 1851, you will perceive that the schools have been kept open a much longer time and with a larger number in attendance. I have spared no pains to ascertain the feelings of the people in this township in connection with the free school system; and I regret to say that no one subject has caused so much discord in the various localities. In fact it is evident that the subject is not reviewed in a proper light, and that the only way in which it can be set at rest is by legislative enactment. I think if the government would pass an act making a uniform rate for each scholar attending school, and then a general tax to make up the balance, such a measure would give satisfaction; for many say they have no objection to pay part for the support of the school, provided those deriving the benefit pay more: although the sections have the power of doing so now, it would be much more satisfactory if the law defined the limits of the rate-bill. To give an example—the inhabitants of a school section, not far from this, last year, voted a free school. At the late annual school meeting they were divided, and the anti-free school men had the majority. These passed a resolution that the children attending the school should pay three shillings and ninepence per month—a sum almost impossible for the majority to pay, consequently there will be no school in that section this year. Had the law limited the rate-bill this unpleasant affair could not have happened. From the unwearied zeal, reverend sir, ever evinced in the cause of education, the inhabitants of Canada owe you a lasting debt. In the name of the various school sections of this township you will be pleased to accept thanks for the provisions lately made them."

### XIII. COUNTY OF LENOX.

35. *John J. Watson, Esq., Adolphustown*: "One thing I should like to see finally settled: namely, the manner in which funds are to be provided for the support of common schools in townships. Many of the conflicts which now trouble us would then cease. I am in favor of the free school system, about the final establishment of which I have no doubt; but, even assuming that a majority of the people are prepared for it, circumstances still remain unfavorable to its attainment. Much remains to be done. In pecuniary matters we shall fall far short of what is necessary for the study and permanent support of public instruction. We have one hundred and thirty-six children of school age, one hundred and four of which have received instruction at our schools during the past year; eighty-five pounds, two shillings and a penny being all that has been paid for teacher's salaries. I wish we could boast of one trained teacher from the normal school,—although our female teachers deserve much credit."

36. *The Reverend John G. Bull, Fredericksburgh*: "I am happy to have it to state that the schools in this township are somewhat improved. There seems to be something of a spirit manifested on the subject of education. Our schools have all been in operation some part of the year; but our school system, notwithstanding the improvements that have been made for the last few years is not complete, nor will be so until we have free schools. We must have them before we shall be able to accomplish the end contemplated. There are persons who will oppose every thing not in accordance with their own sentiments, regardless of consequences; and hence the present system leaves room for much contention in various sections on the subject of taxation. Let the government tax and all will be right. I hope our present House of Assembly will take the subject into consideration, and give us free schools. I think the country is prepared to receive and profit by them."

## XIV. COUNTY OF PRINCE EDWARD.

37. *David Leavitt, Esq., Athol*: Allow me to suggest to you, and for consideration by the friends of education generally in the province, the propriety of an additional clause to the school act to provide for the settling of questions which sometimes arise between the inhabitants of a school section and individuals who, as it frequently happens, own the lands in the central parts of school sections, and who oppose the erection of school houses on any lands they possess: also to settle questions which may arise as to the quantity of land required and the amount of money to be paid for the lands required for common school purposes. Instances have happened in which individuals have held out inducements and made liberal promises in regard to sites for school houses until the section has been established and the house required to be erected when an enormous price would be demanded for the land, or a total refusal given to allow a school house to be erected upon any conditions whatever. Where suitable sites exist in or near the centre of a section, it is in my opinion, (especially if the section is large, as it should be) but right and just that the school house should be as near the centre as circumstances will permit. Our legislature, to encourage the building of plank and macadamized roads have, I believe, wisely provided that private property may be taken for public purposes by allowing an equitable compensation; and have provided (if I mistake not) a short and easy method of determining what that compensation shall be: and if the cause of education is of as much importance to the present and future generations as plank roads, then I can see no good reason why they may not deal in a similar manner in reference to the necessary amount of land required in any school section for common school purposes. Again, if it is right to take my money by law for the purpose of erecting school houses for public good, then why not my land whereon to erect a school house should the public interest demand it? But I need not stop to argue the question in favor of so equitable a measure—it is plain that no argument is required. Yet the enormous evils which have heretofore existed in regard to this matter, and which may again recur hereafter, have induced me to make the above suggestions for consideration. Should you agree with me as to the propriety of a measure of this kind (and confident I am if you have seen the evils arising from the want of such a measure that I have, you will.) I would also suggest the propriety of settling disputes of this nature in the same manner as the school act provides for the settling of differences of opinion between the majority of the inhabitants of a school section and the majority of the trustees in regard to a site for a school house. Or perhaps questions of this kind as to whether a school house shall be built on a man's land against his wishes—what quantity of land may be taken for such purposes, and the amount to be given for such land, might be referred to the municipal council of the township in which such property is situated. For one I am confident that some measure of this kind is required to remedy existing evils, and I hope ere the ensuing session of Parliament closes to see some equitable measure adopted to settle questions of the kind above referred to which frequently arise."

38. *The Reverend J. R. Tooke, Marysburgh*: The number of free schools in the township is nine. But four others are partly supported by a sectional tax, leaving only five wholly upheld by rate-bill. It cannot be denied that the desire for free schools is becoming more general, nor that in agricultural districts the system works well. But we of Milford, have found by experience, that in small villages, owing to a defect in the assessment law, the burthen of supporting a school by local taxation is very unequally felt,—the



great weight falling upon a few who are doing business, in a great degree, with borrowed capital. The national series of school books is becoming more common in our schools, at least as regards readers, and few persons appear as advocates for the incongruous reading books which prevailed a few years ago. The bible is read in five schools, and I hope to introduce it into others during the current year. To this end I have instituted (at my own expense, of course) a prize of five shillings a year in each school in the township, to be awarded to the greatest proficient in the sacred history both of the old and new testaments. In general, there is a manifest tendency to advance evinced by the people at large, which, if it can be governed and properly directed, must lead to very beneficial results."

## XV. COUNTY OF HASTINGS.

39. *The Reverend Stephen Miles, Elzevir, &c.*: "All the schools, I believe, intend using the national books, and there is a majority of those books now in use; yet there are a few other kinds used. There is, however, a great lack of having the schools well supplied, on the part of parents, with such books as are necessary for the benefit of their children; and to this I have very frequently alluded, when visiting the schools. The free school system is gaining popularity, I believe, every day; and I find, on referring to the proceedings of the annual school meetings, held on the twelfth of January last, the majority of the sections in these two townships have resolved on adopting this principle. Your unwearied exertions in causing to be put into the possession of every school section, free of expense, that invaluable and highly useful and interesting periodical, the *Journal of Education*, are spoken of in terms of high commendation; and I find it is being quite anxiously and punctually called for at the Post Office. I have no doubt it will prove a source of much benefit to the people. Your annual report for the year eighteen hundred and fifty-one has been very highly spoken of, and I believe, has given general satisfaction; but there were not enough of copies sent to supply every section, and I shall give to my successor a list of the deficient ones. Some teachers had provided themselves with school registers, independent of the trustees; but through your judicious management, every section is now supplied, independent of teachers; and the carefully filling up of these, if properly attended to on the part of teachers, will very materially assist the trustees in making out their next annual report. In making my visits to the different schools in operation during the past year, I have been highly gratified in noticing the order observed in the management of the schools, and the cleanliness of the school houses, especially those under the direction of female teachers; and, on the whole, there is evidently a visible advancement being made in the acquirement of a practical and useful education. In conclusion, I beg to remark, that I hardly know what would tempt me to engage in the office of local superintendent for another year, every duty of which is fraught with such vast consequences, and should be attended to with scrupulous punctuality. But I must say, so far as I have been connected with it, that visiting the schools, and thus enjoying a favorable opportunity of addressing parents and children on the important subject of acquiring a useful education, in connection with other interesting topics, has been the most pleasing part of my duty."

40. *Thomas Baker, Esq., Huntingdon*: "I believe there were not so many schools in operation during the past year as in the year preceding it, and I also believe the principal cause to be that the school sections are too small, caused in part by the desire of many persons to have the school convenient to their own houses, forgetting that by this they frequently double the expense of educating their children; and forgetting also

that no well qualified teacher would condescend to teach school in such a section for the small sum they could afford to pay. I have great pleasure in acknowledging the receipt of the *Journal of Education*, and your annual school report for the year 1851, the school Registers also from the county clerk; all of which were thankfully received by trustees. I feel confident that the reports and *Journal of Education* are calculated to be of great benefit to trustees and others. Four school sections have resolved to have free schools the current year, one for the subscription system, one against taxation, and two have made no provision for the payment of teachers. I was much pleased with the proceedings of the school convention respecting the establishment of public school libraries; and hope that the township municipalities may avail themselves of the very liberal terms offered to them by the government, so ably seconded by your unwearied exertions for securing the advantages of a sound education to the youth of Upper Canada. I confidently hope that before many years under the present highly favorable provision for acquiring education that the cause of complaint contained in the letter of my predecessor in office published in your report of 1851, to the effect that, it is a difficult matter to procure persons capable of filling some of the offices created by the present school act, may be in a great measure removed. I have found in visiting the schools under my charge, that the school houses built when the old system of education was in operation, are entirely too small under the present system, rendering it impossible for the best teacher to establish that order in the school which is so necessary—so indispensably necessary to success. I have found most of the schools pretty well supplied with books recommended by the Council of Public Instruction, but some parents seem not yet fully to comprehend the necessity of uniformity in this respect; and I have taken pains to explain to trustees and parents the disadvantage to the children, and the great additional labor to the teacher, caused by having such a diversity of books, rendering classification impossible, and greatly retarding the progress of the pupils. There is an evident change for the better in the character and qualifications of our teachers, since some of those gentlemen of the old school who were in the habit of making too free with such stimulants as caused drowsiness in school hours, and whose greatest exercise was administering birch to their pupils, have been very properly rejected by the county board of examiners; and deprived of the privilege of training up the youth of our advancing county, in those low and degrading habits to which they had abandoned themselves. In conclusion permit me to say that I hope you may long continue to forward and carry into effect those wise measures of education which have already produced such beneficial and happy effects.”

41. *William Inkster, Esq., Marmora*: “The trustees and all others interested in the schools, like the free system the best, and now begin to think they cannot have any other kind of school; but the opposition is so strong, chiefly by the wealthy non-senders, and by some too, who in my opinion ought to be the principal promoters of free schools, that I am convinced they will be voted down at the next annual school meeting. I think, from my conversation with the trustees of the schools that have not been in operation during the last year—four in number—that they would all have free schools if they could, but the majority would go against them. They say they are not able to pay a teacher in any other way, consequently the schools are idle. In all parts of this township the wealthy inhabitants are the principal obstacle. Education cannot progress here under the law as it is. It will not do to leave the education of the youth at the option of the people themselves. Parliament must make all schools free, and compel trustees to do their duty in employing a teacher, at least, six months in each year or otherwise be responsible to

the division for the loss. Then, and not till then, can we expect to see education progress in all parts of the country."

42. *Thomas Douglas Esq., Rawdon*: "We are using every exertion for free schools, and are succeeding beyond our expectations."

43. *Isaac Denike, Esq., Thurlow*: "The general character of all the schools has improved very much, and the people every where are waking up to the vast importance of a good education for their children. Yet, still, I despair of much greater improvement, while the discretionary power relative to free schools is left with the people. I shall exert myself to have a full attendance at your visit here, when I hope for the best results. I have done my utmost to impress upon the minds of the trustees the vast importance of such a work as the *Journal of Education*, so thoroughly calculated to meet every demand for the working of the school law. I shall do all I can to make it as efficient as possible. I have no doubt now but that the several parties will appreciate your kindness."

44. *The Reverend Andrew Hudson, Tyendinaga*: "On looking over the report for fifty-two, you will not find many indications of improvement in educational matters in this locality. The number of schools in operation was not quite as great as during the previous year. It ought, however, to be stated that there was a greater proportion of competent teachers employed than previously. Notwithstanding this fact, there is perhaps scarcely any one thing that tends so materially to hinder the progress of the course of good education, as the lack of well trained and thoroughly competent teachers. It is true, as has already been hinted, teachers who have either been trained at the Normal School, or have adopted the Normal School mode of teaching, are gradually becoming more numerous, but I fear it will be a great while before even the majority of schools are supplied with such teachers. I shall be able, next year, to report a greater number of free schools than on the present occasion. We have five or six in operation this year, most of them very largely attended. I fondly trust, before the end of the year, the free school system will be the law of the land."

#### XVI. COUNTY OF NORTHUMBERLAND.

45. *The Reverend William Case, Alnwick*: "It is the earnest desire of the more enlightened portion of the inhabitants, that in any amendments in the school act, the free system may be adopted. If it be a truth (and who will dare dispute it?) that 'every child has a right to an education,' it is the duty of the community to provide it. If neglected, it is the duty of the government to enforce it. We have great pleasure in acknowledging the receipt of your report and *Journal of Education*, as also the several blank forms for schools. These excellent works afford every desirable information, and they deeply interest all concerned. *Indian Industrial School*: I perceive that it is expected that other than common schools shall be reported. Of course a reference should be made to the high school on the industrial plan, which has been established for the benefit of the Indians. In this school, provision is made, for the board, clothing and instruction of fifty Indian youths. For this purpose, buildings of brick have been erected at a cost of about sixteen hundred pounds. The school building is 63 by 44 feet, three stories high, comprising school-rooms, dormitories for the children, and apartments for the teachers. The apparatus for the school is ample, consisting of readers, bible, object lessons, geographies, arithmetics, grammars, black-boards, maps of Europe, Asia, Africa, America, Canada, Holbrook's orrery and tellurian, globes, &c. The

teachers have had the advantages of the Normal School in Toronto. They are considered very efficient, and, together with the matron, seem to have entered deeply into the spirit of our Saviour's instructions, to 'feed the lambs' of the flock. They have the oversight of the children of the school, by night and by day, and they watch for the safety and morals of their charge with a vigilance that never sleeps. About thirty yards from the school is another brick building 49 by 34 feet, two stories, on a basement the size of the house. To this is attached kitchens, bakery, and other appendages for boarding, and an ample dining hall, where the children take their meals. In this building the missionary resides; free from the noise and confusion of children; and here devotions are performed, and religious instructions are given by the missionary. The farm consists of 250 acres, on which the boys are part of the day employed, in labor and domestic economy. The girls are taught the economy of the house. The above buildings, together with barn, sheds, and fences, cost about six thousand four hundred dollars, all which were defrayed from the Indians' funds, one fourth of their annuity having been subscribed by the Indians for the purposes of education. The board and clothing of the fifty children are also defrayed from the Indians' funds, the following bands contributing thereto:—Albion, Mud Lake, Lake Simcoe, and Lake Huron. It is but just to remark that previous to the conversion of the Indians, the whole amount of their annuities (interest on the sale of lands to the government) were expended in scenes of dissipation, but that now one fourth of these annuities is applied by their consent, to the education of their children. The missionary society whose labors have thus been crowned with success, supports the missionary and teachers of the school. And the government under Lord Elgin, most cordially and zealously enters into the plan of ameliorating the condition of the Indians, and elevating their character by every means which education and religious instruction can afford."

46. *The Reverend Daniel Wait, Haldimand*: "During the two years I have had the supervision of the common schools of this township, I have endeavored to discharge the duties incumbent upon me, not as an hireling, but conscientiously—endeavoring by every means in my power to promote the cause of common school education. In doing so, there has been much to discourage, owing to the crude state of the public mind and the resistance that is almost invariably made to any improvement of a moral tendency, and especially education. But it affords me much satisfaction to review and contemplate the change that has taken place in nearly all the sections during the time of my supervision. At my first visit to the schools there was scarcely one school in the township but had one or more kinds of the old school books in use, with a manifest determination to retain them, and to regard all efforts to remove them as tyrannical usurpations. But in proportion as correct views on this subject were circulated by lectures and personal interviews with parents, children and teachers, the opposition ceased; so that now in this township there is not a school but what is supplied with the national school books. I think there were only six or eight black boards in use two years since, there are now sixteen. The qualifications of the teachers as well as the mode of teaching, have each had their share of improvement. But in all these and in many other things the schools are far from perfection."

47. *The Reverend William Hayden, Hamilton*: "I shall be glad to hear that authority is given by Parliament for the establishment of free schools throughout the Province. Several sections in the township have no schools for want of it, and others do not prosper as they otherwise would, were such a system established."

48. *George Hart, Esq., Percy* : "The township of Percy is, I am happy to inform you, going a-head, not only as regards the making of good roads, but also in the matter of common school education. There is a very decided change for the better since my last report. The free school system is gaining ground ; I trust soon that the whole township will adopt it. Common school teachers are very difficult to obtain in this and the neighboring townships—they having a dislike, many of them, to go back far into our woods. The *Journal of Education* for each of the sections in this township, which is duly received, is eagerly read and I think will have a most beneficial effect in arousing the minds of some here who may be lukewarm in the cause of common school education. Public libraries will no doubt command our attention when the proper time comes for the disposal of the books authorized by the council of public instruction through your instrumentality."

49. *T. E. Tildesley, Esq., Seymour* : "You will be glad to observe that the average attendance has been very much increased. I am much pleased to be able to inform you that opinions in favor of free schools are daily gaining ground, although I fear that the system will never be carried out to the extent I should desire, unless enforced by enactment. Deeming education the ground work of all that can elevate and ennoble mankind, I cannot but view with admiration your untiring efforts in its cause, and I beg very respectfully to tender you my most hearty thanks."

## XVII. COUNTY OF DURHAM.

50. *The Reverend William Logan, Cartwright and Manvers* : "During the last year notwithstanding some contention arising out of the different constructions put upon the School Act, the schools in these Townships have increased in number and respectability."

51. *The Reverend William Ormiston, A. B., Clarke* : "The schools in this township are perceptibly progressing in character and efficiency. This progress being general and gradual is, of course, not so marked, and is sometimes overlooked ; but one test is abundantly simple and obvious,—the school of 1813 would not be tolerated in 1853. A new set of ideas have got possession of the public mind, as to the position, character, claims and objects, of the common schools ; and hence the increasing desire and effort to procure larger and more commodious houses, superior books and apparatus, and teachers of far higher qualifications. The schools are becoming objects of increasing interest to all : the means for their establishment and support—the mode of their management—the benefit to be derived from them, as well as their relation to the intelligence, virtue, liberty, and prosperity of a people—are topics of common discussion,—the invariable preliminary to improvement. None of the school houses are furnished as they ought to be ; only a few of them are comfortably so. Yet as many of them will soon be among the things that were, their places undoubtedly will ere long be occupied by handsome and convenient edifices. There is one obstacle which until removed will greatly retard our progress here in this as well as in other respects—I refer to the unnecessary subdivision of school sections. Had we only sixteen instead of twenty-one sections, both our schools and school houses would be of a higher character, at the same time furnishing ample accommodation and convenience for the children in the township. The great desideratum here as in most other localities is a class of properly qualified and earnest minded teachers. Wherever such a teacher is employed, whether in the front or rear sections of a township, there the school is numerous and prosperous ; but where the reverse obtains, all things

else are vain. And it is to be reasonably expected, as well as earnestly desired, that all young teachers at least will hereafter avail themselves of the ample facilities which are now afforded at the provincial Normal School for acquiring some degree of proficiency in the profession before they engage in it. Teaching is not a work in which any or every man may engage, whatever may have been his previous habits or pursuits, or his present inclinations. It demands other qualifications than those of untrained and inexperienced youth, or of worn-out, disappointed and dispirited age. It is a work worthy of men of fresh, vigorous, and well trained powers, as well as of a generous and ardent devotion to its duties. The teacher should be a model man, a pattern in every respect worthy of imitation. Such a teacher will seldom fail to be fully appreciated, highly esteemed, and fairly remunerated. The school law in general operates very well, little or no difficulty being experienced in carrying out its provisions, except such as arise from ignorance, prejudice and selfishness; and these are obstacles which no enactments will very easily remove. There is, however, a strong opposition to the provisions which it makes for the establishment of separate schools, as tending so far as carried out to subvert the entire system. What Canada requires is a system of common schools based upon sound Christian principles—recognizing the importance and necessity of religious instruction, and yet at the same time strictly national, non-denominational, and free; and this seems to be provided for by the present law—excepting always the clause for separate schools. The subject of free schools is making slow, but, I am persuaded, sure progress in public favor; though it need not be denied that there is still much noisy clamor and strenuous opposition on the part of many, who fancy that a tax in support of free schools is opposed to their immediate interests, and who have too little patriotism or public spirit to regard their country or their posterity as having any claims upon them. In this township six out of the twenty schools in operation, were free by a rate on property; four were partially so, two were free by voluntary subscription. Of £920 raised for teachers' salaries, only about £300 was raised by rate-bill, so that the principle is somewhat generally recognized, 'that the property of a country is chargeable with the education of its inhabitants.' The extensive circulation of the *Journal of Education*, hitherto so serviceable is generally hailed with pleasure; and cannot fail to be productive of the best results in enlightening the public mind and in directing the various school officers in the discharge of their duties; while the universal supply of uniform registers will render the school statistics for the future both more accessible and more accurate. Our country is making great and substantial and almost unprecedented progress in wealth and importance; and it is absolutely necessary that the progress of her educational and literary institutions keep pace with the rapid development of her physical resources, in order that an industrious, intelligent, virtuous, patriotic, and pious people may grow up to possess and enjoy so goodly a land. High will be the position, lasting the honor, and fragrant the memory of him whose name shall be associated with the rise and the progress of the common school in Canada. And allow me in conclusion, Reverend Sir, to say that that honor, and that memory, will, in my opinion, be deservedly yours."

52. *The Reverend John Garnet, Darlington*: "As it regards the state of education generally I am happy to believe that it is decidedly progressing. Its value is more appreciated, and the necessity of having good teachers more understood. There is, however, one serious drawback to the procuring of good teachers, which is, that the comparative value of a teacher's labors is not generally recognized. The community, chiefly of working farmers, judge of the value of the teaching ability not by the scarcity of the commodity, or the difficulty of obtaining it, but from the amount of physical labor required

in discharging the duty of teaching. Hence they conclude if a teacher, for teaching six hours per day receives an amount equal to that received by a laboring man for ploughing, or chopping 12 hours he is munificently paid. While this view is held by the people generally, the low salaries offered will never command good teachers. There is, however, in this township a manifest improvement in this matter, and I hope the time is not far distant when the value of a teacher's labors will be duly recognized, and fairly and justly paid for. To those who desire to see a superior class of teachers in our schools, it is pleasing to learn that our county board is becoming stricter in its periodical examination. During the past year several applicants have been refused certificates, some of whom have held third class certificates for a limited period heretofore. This appears hard to the refused applicants at the time, but the importance of the subject actually demands it; and besides it may be the only means of inducing the applicants to prepare themselves for the work so as to discharge it creditably. Another pleasing sign of the times is the growing disposition in favor of free schools. During the year 1851 several of the schools in the township were free, but at the end of the year a reaction took place which threatened to destroy the hopes of those who looked upon the free school system as the only effectual means of placing within the reach of every man in Canada an opportunity to educate his children. During the year 1852, however, the subject has been variously discussed, and many of the prejudices which existed against it have given way, and I believe, if it was made law by an act of parliament, much of the determined opposition to it would entirely cease. There are three classes of people who are opposed to the free school system.—Two of these are opposed to free schools altogether—the other is only opposed to the present system. The first class contains those persons who own a large amount of property, but who have either got their children educated already, or are educating them in select schools. These raise the cry of injustice, and say, you are imposing a tax on us from which we derive no direct benefit whatever,—besides, it either has cost, or is costing us a large amount to educate our children elsewhere. The second class comprises those persons who have no children, and they argue thus—as we are never likely to draw upon the revenue raised by school taxation, it is unjust to compel us to assist in raising that revenue. The sum of their argument is, because we have no children to educate we go for every man educating his own. It is true, at the same time, that there are many honorable exceptions in these two classes, but I speak in general terms. The third class consists of those persons who approve of free schools, but who think the present system faulty.—Their objections may be stated as follows:—1. There is in the working of the system a want of uniformity—as for instance, where the people in section A in which I live, and in which I own considerable rateable property, decide in favor of a free school, while the people in section B decide against it, and will support their school by rate-bill. The result is, I, with no children to send to school, have to pay from 4 to 6 dollars school tax; but my neighbor on the next lot, perchance on a part of the same lot, having, like me, considerable rateable property but no children to send to school, not only escapes taxation but pays nothing in any shape. Now, I, who reason more from actual experience than from theoretical principle, cannot help thinking that an unjust distinction is made between me and my neighbor—not that I care for the little matter of school tax, not I, it is for a good object, but I think the law ought to provide for serving my neighbor, when he is in the same circumstances, as it serves me. 2. There is, in the system, a want of permanency. A free school may exist this year, and a complete revolution take place the next. Or I may assist in sustaining a free school for four or five years, during which time my children are all too young to send to school, but at the end of that time, and just when

my children are ready to go, a change takes place and the people, many of whom have availed themselves of the free school to get their children educated, decide against it, and I am deprived entirely of the benefit I anticipated by sustaining the free school. I do not attempt to pronounce upon the merits of the above objections: I know that they exist, and have their effect too, and I state them as I have found them. I certainly think, however, that the least objectionable form in which the free school system can be brought into general operation is by act of parliament; this would obviate the above objections entirely, and would, in my opinion, give an efficiency to our school system, which would ultimately render it second to none in the world. Whether the whole country is ready for such a thing or not is perhaps, as yet, a problem to be solved. I feel bound to acknowledge the obligation of gratitude under which you have laid the friends of education in this township by the presentation to each school section, of a copy of your able and useful report for 1851, and an authorized school register—as also for the truly munificent arrangement you have made for sending the *Journal of Education* to each school section. I have put the school corporation of each section in the township in possession of your valuable gifts, and I anticipate that a powerful impetus will be given by them to the cause of education during the present year. The numbered answers in the appendix C. in your report have been of inestimable service to us already, in settling differences, and difficulties, many of them of long standing. The registers will enable us to procure more correct returns at the end of the year, while the *Journal* will serve to keep the interest of the trustees awake, and will, by the various instructions given from time to time, keep them from either going astray from the legal path of duty, or neglecting to discharge their duties in their proper season."

53. *The Reverend James Baird, Hope*: "It gives me very great pleasure to be able to state with confidence that common school education in this township continues to advance. The people are taking a more lively interest in school matters than they formerly did. They are generally desirous of having good teachers although they should have to pay them larger salaries, and are more inclined to have comfortable school houses. They are beginning to learn the import of the saying "penny wise and pound foolish" in its application to the hiring of teachers. During the past year one school house has been enlarged and two new ones erected, one a frame, the other a brick building. The latter is a very commodious school house, with enclosed separate playgrounds and suitable out-houses for both sexes. It cost £145 and is the best in the township. It is also a source of sincere pleasure to me to report that out of thirteen schools in operation during the past year, five were free. Public opinion in favor of free schools is taking root and spreading in this municipality. I trust the time is not far distant when opposition to free schools shall be among the things of the past—when free education shall become a great and fruitful tree, and fill the land—when the healthy and joyous children of Canada, on whose intellectual, moral and religious culture must rest the stability and prosperity of our country—will be reared for public usefulness under its invigorating shade. Canada wants nationality. To effect this we want a generation of educated, intelligent and virtuous youth of both sexes, who will proudly claim Canada as their home, and revert with pleasure to endearing associations which can never be obliterated from their memories and affections. And what will be most conducive to this state of things? The system of free schools."



## XVIII. COUNTY OF PETERBOROUGH.

54. *The Reverend Thomas Searight, Asphodel, Belmont, &c.*: "By this report it will be seen that several of the schools in this township have not adopted the free system. They are all but one, partly free, however. Several of them levy a small rate and assess the rateable property of the section for the balance of expences, but, as the result of this was not reported to me, I could not report it here. I believe all the schools in the township have adopted the free system for 1853. In Dummer a reaction has taken place, —last year all the schools there were free, but the opponents of the system took advantage of the feeling of security of the friends of it, and voted that several of the schools should be supported by rate bills. This will, however, still be in favor of free schools, as there will not be a school kept open in any of the sections thus treated."

55. *The Reverend Edward Roberts, Douro, &c.*: "I am happy to say that there was an evident and gratifying improvement in all our educational affairs during the past year. Several great and beneficial changes have taken place. The people are beginning to manifest a deeper interest in the instruction of the young. Strenuous and well directed efforts are now being made by the more enlightened and energetic part of the community to render our school system more efficient; so that I believe we have entered upon a new era in education in this part of the country. However excellent the School Act may be, or however perfect the machinery which you may set in operation, yet the practical working of it being to a great extent in the hands of the people, much depends upon their steady co-operation. There was indeed great necessity for this movement; doubtless it was the lamentable indifference which formerly prevailed, and the deplorable ignorance of the young people who are growing up around us, that roused the attention of the intelligent and patriotic portion of the inhabitants of the township to the necessity of exerting themselves on behalf of education, and of adopting more enlightened and liberal measures to improve the state of our common schools, and though much remains to be done, I believe the friends of education amongst us will not slacken their efforts until our schools afford advantages of tuition commensurate with the exigencies of the times. It is now universally acknowledged that our country has entered upon a new era, one of enterprise and improvement in every department, and that the children of the present generation require to be well versed in many branches of knowledge that were not needed by their predecessors; therefore a greatly improved system of instruction is demanded. There is hope for the future since to be apprized of deficiency is the first step to improvement. Your enlightened and zealous efforts to augment the efficiency of our educational system are now beginning to be appreciated and to meet with a hearty response here; and I doubt not that your arduous and important labors will be crowned with that success which you so ardently desire, for the sake of the welfare of the people, and the permanent prosperity of the country. The board of public instruction, which is an admirable part of the present system, has already accomplished a wonderful reformation among our teachers, in doing away with the inefficient and immoral, and stimulating the emulation of others to attain higher qualifications than they previously possessed. I have known some in the space of one year rise from a third to a first class certificate. The beneficial effects of this provision are just beginning to be experienced, and it is calculated gradually to secure truly respectable and well qualified teachers. But what is most pleasing is the improvement of the children who have attended school during the past year. Their progress in most cases has been highly commendable, and in some instances so great as literally to astonish those who attended my public examinations. The youth of these townships

generally are now much in advance of the adult portion of the people in education; many of the parents have said to me they could not have believed their children capable of making such attainments. There is a general impression among the people here in favor of free schools—there is no doubt that our school affairs would be conducted more peacefully and efficiently on that principle; and though some difficulties would have to be contended with, yet, probably they would be less than at present existing. It would be necessary that we should have a sufficient number of well qualified teachers; this, however, it is hoped the Normal School will shortly supply. Our school houses generally are by no means as commodious and convenient as they should be. The cheapest structure is most frequently determined on when a new school room has to be provided. It would be very desirable if some plan of school architecture could be prescribed by legislative enactment; and also accommodation provided for the residence of teachers in the vicinity of the school house. Those who have families are often put to great difficulty for want of suitable accommodation in the country; and this of itself causes some of our best teachers to abandon the profession.”

#### XIX. COUNTY OF VICTORIA.

56. *John Irons, Esq., M.D., Emily, &c.*: “I have much pleasure in having it in my power to state, that two-thirds of the reports of proceedings at the annual meetings for this year, received to this date, report the unanimous adoption of the free school system. Another healthy feature in the scholastic affairs of this county, is the desire to pay teachers remunerating wages in future. ‘Good salaries and good teachers’ is fast becoming the ruling maxim of the people and the increase of this desire during the past year is pleasing. I have no hesitation in saying, much of this is attributable to your *Journal*.”

#### XX. COUNTY OF ONTARIO.

57. *The Reverend R. H. Thornton, Whitby*: “Schools in this township have been generally kept open during a large portion of the year, and are decidedly improving. The next report will exhibit a large addition of maps apparatus, &c., as a number have resolved to obtain them, and several have got them since the annual meeting. *Registers*.—The mode lately so wisely adopted of furnishing these to the sections gratis, will be of incalculable benefit in regard to future accuracy. No entreaty I could apply seemed to have any influence, and the few which existed were mostly procured by the teachers. *Free Schools*.—It will be seen very few are yet free; but still the principle is advancing, and it is getting to be an understood thing in most sections, that a partial property assessment will be made by the trustees. One section has now adopted it the third year in succession, and is the only section where the system has got a candid trial. The result is, that it is now all but unanimously approved of in the section.”

#### XXI. COUNTY OF YORK.

58. *Thomas Nixon, Esq., Gwillimbury North, &c.*: In presenting my annual report for the year 1852, I have to remark that in this circuit we are still improving in educational matters; the cause appearing to take deeper root in the minds of the parents and guardians of the rising generation. You will observe by the report containing the statistics of the school attendance, &c., that our schools have been better attended—more of them have been open, and for a longer period of time—they have been visited more frequently—and that the free school system has not lost anything, but on the contrary is gaining favor with many who have heretofore been its opponents. I look forward to the establishing of libraries

throughout the country as a great boon calculated to promote and increase the happiness of the people. To establish these libraries upon a permanent basis is a great desideratum, and ought to be carefully thought of. I know of no better way than having a library in each township, with the town clerk as librarian; by which means all the schools in the township would be supplied with books, which could be changed at certain specified times, say once every two weeks. Thus every school section would have at command a choice collection of reading matter, for I take it for granted that no trashy literature will be allowed to form any part of a Canadian public school library. In my public school lectures I have endeavoured to show that the social condition of the people of Canada is, generally speaking, superior to that of the people of any other country. I have therefore impressed on the minds of my hearers the necessity of educating the rising generation in such a manner that our successors on the stage may be enabled fully to appreciate the improved condition of this fair land. This year, (1853.) I intend to bring before the teachers the importance of introducing composition into the schools taught by them, as I find that no study is so much neglected; and in our country none I think needs more to be cultivated. On reviewing the labors of the the past year and contrasting the results of those labors with former ones, I am induced to act if possible with more zeal in this great and good work. I am happy to state that I have found the teachers ready and willing to be advised, and to receive and act upon suggestions thrown out by me for the improvement of the schools. The trustees, also, I have found ready to co-operate in furthering the interests of the pupils, (who may be said to look up to them as to those holding the key of knowledge,) many of them showing their appreciation of good instruction by furnishing maps and apparatus for the benefit of the schools under their care. Thus are my hands strengthened and I labor in hope of one day seeing the blessing of a sound instruction imparted to every child of this my adopted country."

## XXII. COUNTY OF PEEL.

59. *The Reverend H. B. Osler, Albion*: "I am happy to be able to state that we begin the year 1853, with every school in the township in operation."

60. *Thomas Studdert, Esq., Toronto*: "Before making any explanatory remarks allow me on the part of the trustees and inhabitants of this township who take an interest in education to thank you for the *Journal of Education*. It was very much wanted in each section; a number of the inhabitants were in great ignorance as to the meaning of several clauses of the School Act, and the explanations given in the Journal will be of the utmost importance to them. Allow me also to tender my thanks for the number sent for my own use. I do not report any free schools, but I am happy to be able to state that two are in operation since the 15th of January. You will be gratified to observe that an increasing interest in education is manifest from the superior description of school houses erected this year—the increase in the number of maps, globes, &c., the number of visits paid,—the increase in the amount for the purchase of books—the increase in the annual salary of teachers—and the increase in the length of time the schools have been kept open. In 1851 we had twenty-three large maps,—in 1852, thirty-one, and two small globes. In 1851, two hundred and forty-seven visits were paid,—in 1852, three hundred and sixty-nine. In 1851 the sum paid for books, &c., was £5 14s. 9½d,—in 1852, £17 1s. 9d. In 1851 the total amount paid teachers was £994 2s. 6d,—in 1852, £1186 1s. 3¼. The average salary in 1851 was £54 4 11d. In 1852, £60 5s. 11d. The average time the schools were

kept open in 1851 was nine months and twenty-four days,—in 1852, ten months and twenty-three days.”

#### XXIII. COUNTY OF SIMCOE.

61. *Thomas Drury, Esq., Essa, &c.*: “From the experience of the last three years, I am enabled to present a report which is much more clear than those formerly sent,—especially in the financial department. The number of children of school age appears to be less than last year,—not that it is really so, but the part sections which are united to sections in other townships in which the school houses are situated, are omitted this year—this, likewise, affects the number of scholars and their average attendance. The average amount of the teacher’s salaries has increased from £36 in 1851 to £39 4s. in 1852—and I think that the improved quality of the instruction given justifies the additional outlay. In Tossorontio there is also improvement. On the whole I am pleased to be able to say that I can perceive a gradual improvement in the schools: it is true they make but slow advances; that is an argument for patience and perseverance. It is a trite saying that “Rome was not built in a day;” neither can we reasonably expect to see the full results of our excellent system of common school education without allowing ample time for its development. I am happy to inform you, that great satisfaction is expressed by the trustees for the presentment to them of the *Journal of Education*.”

62. *The Reverend John Fletcher, A. B., Mulmur*: “I send herewith my report as local superintendent for the township of Mulmur, for the last year, and in addition to the financial explanations on the back of the report, have also to observe, that your allowing the school fund to be apportioned in the manner you have, has been attended with very beneficial results. Last year but one school was steadily in operation, now there are three teachers employed, and a fourth I expect will be employed before the close of the present week. As the state of my health, and the distance at which I reside from Barrie, prevented me from attending the county convention, I shall now mention some subjects which I could have referred to, if I had been able to go there on that occasion. 1. The necessity of some mode of supporting schools being definitely fixed by legislative enactment. The present system produces strife and contention among neighbors, each person having his own views on the subject of scholastic support, and if carried against his wishes, he is dissatisfied with the advocates of the opposite mode, and this dissatisfaction I know, in many instances, takes years to eradicate. Let some one mode be fixed on and uniformly carried out; and if it should be that of free schools, let the establishing of it rest with those who advocate it from principle, and not on the trustees and other persons in rural districts who, when proposing it, may be under the influence of self-interested motives. 2. The propriety of having township boards for trustees for school purposes, instead of school district trustees. I know that this is permitted by the School Act, when the inhabitants desire it, but this they will seldom if ever do; but I think for the sake of uniformity in managing the schools and for keeping the schools in the sections more constantly and regularly in operation, it would be advisable to do away with the present system of trustee-ship, and to give their authority to persons elected as the trustees in cities, or the councillors in townships are, who would form a township council for the consideration of all subjects connected with the interests of education in their township.”

63. *Andrew Jardine, Esq., Nottawasaga*: “In making out my report I have endeavored to conform to the regulations laid down. I found the trustees’ reports deficient in many

respects, through ignorance of the School Act; but hereafter, they will, I think, be more careful, and conduct the interests committed to their charge, with more knowledge of the provisions of the law, and their duties. You have conferred an inestimable blessing on us as well as others in sending the *Journal of Education* and other books amongst the settlements in the back woods. Its effects have already aroused many to turn with the friends of education, and support the good cause. I have every reason to believe there will be more schools in operation this year, than was reported last year."

## XXIV. COUNTY OF HALTON.

64. *Angus Stewart, Esq., Nassagaweya* : "Although the schools under my care are not advancing so rapidly as I could wish, yet an increasing interest on educational matters is evidently manifested. The intense interest exhibited in our school section meetings,—the steady advancement of teachers' salaries,—an increasing determination on the part both of trustees and people to secure the services of the most efficient teachers, and the longer term for which these are engaged, give, I think, reasonable ground for future hope. There is also a great improvement in all the schools with respect to text books. In every school in the township the national series are made use of, almost to the exclusion of every other. The Scriptures also are in general use.—In five of the schools black-boards are used, and every school in the township, with one exception, is supplied with a large map of the world. To supply the above deficiency, and to enable me to procure a set of natural history object lessons, I presented a petition to our municipal council at its last sitting, the prayer of which has been kindly responded to; and an order for the same is herein enclosed. The object lessons I purpose to divide among the different schools in operation (not having means to supply each with a complete set) which, having retained them for a certain time, say six months, will exchange with each other until each shall have had the whole. The subject of free schools is largely discussed here, and for the present the opponents of the system seem to be sufficiently numerous to prevent its adoption to any extent,—only one section having availed itself of the privilege. The other schools however are partially free. The course adopted in the majority of the sections this year is to impose a fee of 2s. 6d. per scholar per quarter, and the balance of the teacher's salary to be raised by tax—only one being wholly free. The section in which I reside adopted at my suggestion in 1851 the free school system by way of experiment—but such was the obliquity cast upon me from certain quarters, that I abstained from taking any active part in the proceedings of the annual school section meeting in 1852, and a fee of 3s. 9d. per scholar per quarter was imposed, the balance of teacher's salary to be raised by tax. The result was that before the end of the first quarter, the attendance was reduced to three scholars in a section that had reported the previous year 116 on the list. This induced the trustees to call a special meeting to reconsider the matter, when the free system was adopted almost unanimously. The same system was again adopted last annual meeting, and the present log hovel 22 by 22 and 7 feet 3 inches in height, is found altogether inadequate to the wants of the section; and it has been decreed at a recent meeting of the inhabitants composing said section in anticipation of the free school system shortly becoming the law of the land, to dispose of the present school house and build a substantial stone one in the centre of the section—to be 30 by 26 feet and 12 feet between the floors. That the present plan of providing for a teacher's salary does not work well, seems to be universally admitted.—Such is the amount of ignorance, prejudice, and selfishness displayed at our annual school meetings, that I have always thought the power should be vested somewhere else. But

to lodge that power in the hands of the trustees, is not to remove it far enough from an influence which too often succeeds in opposing the introduction of a liberal system of education among us. Neither do I think the township councils sufficiently removed from that influence—and perhaps not the county councils. The only way that will give satisfaction here, so far as I have been able to ascertain the minds of the people, and the one that must ultimately be resorted to, is, to proceed by legislative enactment. And I do sincerely hope that your efforts in the noble cause in which you are engaged will be attended with increased success : and that your hands will be upborne by the friends of progress throughout the country, until a general and extended system of education be introduced which will place the acquisition of useful knowledge within the reach of every child in the province free. The *Journal of Education* is regularly received, and will I hope, be attended with beneficial results. The registers also are a valuable boon, and will obviate much trouble and difficulty.”

65. *The Reverend Thomas Greene, A. B., Nelson* : “ Upon the whole I think I may say the people seem to be alive to the necessity of imparting to their children a good and sound education. There is one feature in the report to which I would beg to call your attention, namely, the number of schools in which the Holy Scriptures are read. I would also observe that I feel persuaded the wide circulation of the *Journal of Education* will be followed by the most happy results.”

66. *The Reverend John Oakley Trafalgar* : “ I am confident that much of the prosperity of the schools depends upon the suitableness of Trustees ; and this I endeavoured to impress upon the minds of the people in the several sections where I delivered public lectures : for I find that instead of their being always chosen in reference to their moral character and other necessary qualifications for that important office, the selection too often arises either from private, political, or religious feeling, without regard to the general welfare of the section. In respect to the manner of raising money for the payment of teachers I am certain that if the free school system was made obligatory, it would in many respects, be much the best. I find the people generally are becoming increasingly favorable to that system : and the *Journal of Education* being sent into every section will greatly conduce to enlighten the people on that subject, as well as confer upon them many other advantages which they must necessarily derive from the perusal of that valuable publication. In delivering the lecture on education in some sections it was well attended, and well received ; but in others they manifested either little or no interest on the subject : but upon the whole, I am pleased to find that the people generally, and especially in some sections, are becoming much more interested in the education of their children than they were a few years ago. In those places where I did not deliver a lecture it was owing, either to the badness of the weather, or a misunderstanding respecting the appointment, and not because I did not go to the school houses for that purpose,—for in two sections I went twice purposely for that object.”

#### XXV. COUNTY OF WENTWORTH.

67. *The Reverend Robert N. Merritt, A.M., Barton, &c.* : “ With regard to educational prospects in these townships we are safe in saying that upon the whole a slight improvement is perceptible. While some sections remain much as they were in former years, others have evinced a greater desire to facilitate instruction by procuring maps and an uniform series of school books. Registers were also procured in the beginning of the year, and placed in all the schools—some being furnished with them at my own expense.

Previous to that, not one of those useful documents was to be found in either township. It is gratifying to know that in future every school in Upper Canada will be gratuitously supplied with a register by the educational department. No school shou'd be without one: it serves as a standing record of its progress from year to year. I regret, however, to observe that the habit of changing teachers prevails to an extent, which cannot but prove detrimental to the best interests of education. This, though undoubtedly an evil of some magnitude, can only be remedied by the trustees obtaining well qualified teachers and offering such an inducement to remain as will keep them from looking elsewhere. If means were thus taken to procure good instructors and keep all the schools open the entire year, I am certain that a greater number would avail themselves of school privileges than the following figures represent. Thus in the township of Barton we have 371 children of school age, of which number only 237 are on the registers, out of which the average attendance for six months, being the time kept in each section comparing one with another, is 164, or less than one half of the whole in regular attendance. In Glanford it is no better. Here the children of school age number 515. On the registers there are 300 whose average attendance for eight months is 165, or but little more than a third of the school population actually receiving instruction.

68. *The Reverend John Porteous, Beverly*: "Our great deficiencies in the schools lie in want of apparatus and in want of proper conveniences around the school houses.— While the former deficiency continues the numerous blanks under higher branch headings will continue: and while the latter lasts, delicacy must be outraged. In this latter particular we have made no advancement in 1852, and very little in the former. Geography and grammar are not adequately appreciated, and I am persuaded now, that it will take some time before they are. The writing column presents a comparatively large number of pupils, but you must remember that small boys and girls who operate on slates are included. I have much pleasure in calling your attention to the higher rate of wages given to the teachers than in former years; and to the higher standing of the teachers both in point of character and certificate from the county board. Besides, you will observe that each school in the township has been open at an average a little over 10 months. It is my opinion that we shall maintain this advanced position for 1853. We have had five free schools during the year. And while I bear my testimony to their efficiency it must be acknowledged at the same time, that there was nothing very marked about them. The reasons are easily discerned, at least in this township. I may mention one, namely, the deadly opposition which they meet with from a restless party in almost every section where they have been established. I add my humble testimony to that of other school officers as expressed in the *Journal*, that the present school act places free schools upon an unsound foundation. When neighbors meet on the 2nd Wednesday of January and discuss the question shall we have a free school, the party taking the affirmative are very improperly assailed by the opposition. Their motives are misrepresented, and often the most vulgar epithets are heaped upon them. The question is not discussed upon its own merits, but as it affects the pocket. I must say distinctly, let the Legislature settle the matter one way or another. I would have an act establishing free schools from the Ottawa to Sandwich. But I doubt if the country be ready for such an act yet, and I fear that the provisions of the present act tend to keep up an agitation of a kind that will not speedily lead to a desirable settlement of the question. The extensive circulation of the *Journal* will, I trust, mould public opinion into proper shape, and lead it to see the general good. Our last annual meetings were in general very boisterous, and something should be done to allay the feeling."

69. *The Reverend George Cheyne, Binbrook, &c.*: "So far as I am acquainted with the sentiments of the people in these townships, a large majority are opposed to free schools; but you will perceive by the reports that there is a continued disposition, and which is increasing, to make fees low, especially in Binbrook, and to raise the rest of the teacher's salary by a rate on property. In most of the school sections in Binbrook the fees are from 2s. 6d. to 3s. 9d. per quarter. Some of the schools in Saltfleet are injured by the sections being too small, which the people are beginning to perceive and seek a remedy. So far as I am able to form an opinion, the present plan of supporting schools, leaving it optional whether there shall be a free school or not, should be continued. If altered, and free schools become compulsory, it might lead to a contest and become a question at the next general election. I feel much obliged for the *Journal of Education*; the trustees also consider it a great boon. I have no doubt it will be productive of great good to the cause of education."

70. *R. H. Cradock, Esq., Flamboro' West*: "This report of 1852 approaches so near in its general results to that of last year, as to leave little room for making any additional remarks. There is, however, a change, I think, approaching to the small sections with six months' schools,—for the alteration in the mode of apportioning the Government money has fallen heavily on them; and I have little doubt that the inhabitants begin to see the propriety of forming sections strong enough to support a competent teacher throughout the year. They may rest assured, that not only will they find that plan easier to themselves in point of expense, but their children will make double the progress they now do under the present system."

#### XXVI. COUNTY OF BRANT.

71. *The Reverend William Hay, Burford and Oakland*: "I have pleasure in transmitting to you my annual report of the schools of Burford and Oakland. Although the schools under my care are not advancing so rapidly as I could desire, yet I am happy to say that they have considerably improved during the past year. Several of the sections in the township of Burford are too small, and it seems impossible for want of means to support good schools in these. I am sorry to say that we have but few free schools, yet the system seems to be gaining in popularity, as a greater number of sections have adopted it this year than last year. A mixed system of rate bill, and taxation seems generally to obtain, which it is to be hoped is a state of transition from the old miserable method of supporting education, to that of the free school plan. We are much in need of a greater number of normal school teachers, as their schools are in every respect superior to those taught by persons who have not had the advantages of that institution."

72. *The Reverend David Caw, Dumfries, South*: "It affords me pleasure to be able to state that all our schools, during the past year, with only one exception, have been in operation; that the teachers are all qualified by having certificates from the Board of Public Instruction; and that their mode of instructing is on the most approved system. We anticipate from all this the happiest results. It is pleasing, also, to perceive an increasing desire among parents to have their children attend school. The whole number of children in the township of school age is 1170, and of this number 876 are under tuition, this is probably the nearest approximation of the number under tuition to the number resident in the school section that has ever been made; but still 300 children are out of school. We cannot specify directly the causes why so many children are kept at home; the chief one, however, we think, is inability on the part of parents to sustain them at education. Sup-



pose a laboring man has four children of school age, and is most desirous to send them to school. Considering his limited means, he says—'I cannot send them all, I can only send and pay for two.' Here are two children in one family without education; and there are many such cases in Upper Canada. To remove from society this grievous evil, free schools are the only means. But it must not be left to the majority of the trustees, or to the majority of the people whether schools shall or shall not be maintained on this principle; for if this be the case in our school sections, we shall have endless opposition, contention, and changes; were it made imperative by legal enactments that all schools should be free, then these evils would be swept away. I cannot omit, in conclusion, to express satisfaction and delight in the progress which education makes in Upper Canada. What progress have we made in this respect these three years past! The cause of education is one which must and shall prosper. May you long be spared, and continue to lead it onward."

## XXVII. COUNTY OF LINCOLN.

73. *Jacob Kennedy, Esq., Gainsborough*: "In general, the schools in this township are in a progressive state. There is a small increase in the amount of money raised to pay teachers, in the number of pupils on the register, and also in the average attendance of pupils, but a little decrease in the length of time taught, caused in a great measure by the want of qualified teachers, inasmuch as the majority of the schools have so far improved as to require at least second class teachers. By the way, it may not be deemed improper for me to suggest that, in my judgment, the several class certificates should in their standard be raised a degree higher. That is, the third class now to embrace the second class certificate; the second class to embrace the first class certificate; and the first class to be raised in the same proportion, comprising the elements of certain higher branches of erudition. The annual school meetings, the quarterly examinations, and common school celebrations are well attended, and seem to be the subject of conversation among the people. The annual school reports have all been returned to me by the time required by law, a gratifying proof of the punctuality of the trustees of the several schools. I have great pleasure to add that your *Journal of Education* is well received in this township, the tenor of which is well calculated to maintain public interest in behalf of the cause and to promote the efficiency of the officers and supervisors of each section. Last year we held what was termed a township celebration of common schools, in a beautiful grove near St. Anna's. We feel at once inadequate to describe the impulse which this celebration gave to many who had hitherto manifested a particular degree of apathy in regard to our general school system. The immense assembly—the several schools with their respective flags and mottoes—the melody of the band and choir—together with the order and decorum that prevailed; all conspired to render the occasion one of a most pleasing and practically useful character. I cannot close this communication without adverting more specifically to the general school system. It has, I rejoice to state, taken deep root in the township. Opposition has in a great measure ceased. Many of the most strenuous objectors are now among its warmest supporters. As a whole, we are all unitedly engaged in carrying it out and extending its benefits."

74. *Jonathan Woolverton, Esq., M. D., Grimsby*: "I am sorry to find by the trustees' reports, that there is so much apathy manifested in many sections with respect to common school education. Some sections not reporting at all—others not being able to report their schools open the legal required time, and many, I am sorry to say, conducted by very inefficient teachers. But I think I can begin to perceive signs of reaction for the better from this depressed state. Already do I perceive the dawning of a brighter day for Canada in

an educational point of view, a day that I hope will accomplish much in the dispersion of the clouds and mists of darkness and ignorance now brooding over our land—a day that shall pour in the sunlight of knowledge and truth into the remotest hamlet of the country—making Canada as free from the shackles of ignorance as she is from the chains of oppression. The people are beginning to learn the fact in reference to schools, that in order to be helped they must help themselves; and although they were in some instances startled at the late change in the ‘apportionment’ of money, yet they could not but acknowledge that it was founded upon the principles of justice. What the schools most need at this time to ensure their prosperity is an efficient faculty of trained teachers. There are, I think, strong inducements held out for young men of Canada, and young women also, to devote themselves to those studies that shall fit them for the profession of teaching—especially an efficient normal school for training, the acquiring a good English education at a small cost, and the almost certainty of employment, as the demand far exceeds the supply at present. Before closing permit me to say that I hope your endeavors to establish a free, liberal, and enlightened system of common school education in the province may be crowned with success. Permit me, however, to say further, that how perfect soever this system may be in itself, the wants of the people, as well as the interests of education require a system of schools rising a grade higher than our common schools. This, it is true, we have in our grammar schools—but then whoever observes the working of them must perceive that in order to meet the wants of an enlightened community, power must be given to originate and found them in much more numerous localities than can be had under the present system: in this respect we are even behind the earliest settlers of New England, who enacted a law that every village containing a specified number of inhabitants should have its grammar or high school. How this change shall be effected I leave to your more matured judgment, and correct knowledge to devise; but that it is highly necessary, no one who can properly appreciate the important interests of a liberal and extended education can reasonably doubt.”

#### XXVIII. COUNTY OF WELLAND.

75. *The Reverend John Russell, D. D., Stamford*: “In general, there is manifestly a greater improvement in our schools last year than in any preceding year, since the school law first came into operation. The attendance has been much better, and the progress greater than formerly. This is chiefly owing to the superior efficiency of the teachers employed, which again is due to the Normal School, and also I believe in no inconsiderable degree to the fidelity of the county board of public instruction. Raising the standard of the character and qualification of teachers is essential to the elevation of schools.”

76. *John Radcliff, Esq., Thorold*: “You will notice in the return that we have two free schools, and one partly so. In the section in which I myself reside, we have had a free school for four years with much satisfaction to the rate-payers. Much of its early success I attribute to our having a first class competent teacher, and our being a rural population,—only seven artizans amongst us, the rest all substantial farmers, where the taxation falls nearly equal, and no jealous feeling exists. I believe I am not wrong in saying that there is a general disposition on the part of the people of this township to promote education in every possible manner, and to keep the schools open all the year round. I cannot close without congratulating you on the vast improvement that has taken place in the management of schools, and the general instruction of the rising generation since the school act has been in operation.”

## XXIX. COUNTY OF HALDIMAND.

77. *Alexander Winram, Esq., Cayuga, North*: "You will see by my report that our common schools are far from flourishing, arising, I am sorry to say, from an apathetic state of trustees and people. In vain do I plead that if they help themselves the legislative and county rate correspondingly increases—that every facility in regard to rating for deficiencies is given to trustees, and that if a school is only half kept open, children must forget in the interval what they previously learned—that learning is only a succession of efforts, and that the hungered system is in truth the dearest of all. To do away with such a state of things it strikes me the mass of the people require to be taught as much, if not more than their children; and this can only be done by having increased facilities for improvement by sectional or township libraries. In this country, more than in the old, every man almost is called upon to fill in succession many important offices—as trustees of schools, collectors and assessors, jurymen, town or county councillors, as voters at elections, and as all having an interest in many important acts of parliament, which to understand requires much mental training. For these reasons I think the library scheme ought to be prominently brought forward. If the parents are careless, believe me, the children will also partake of their habits. I have not met with a normal school teacher, and until they are common, the free school system, if carried into operation will degenerate into oppression, because the teachers, such as we have them, cannot undertake even a half-filled school: how much less then will they be able to conduct a school when free to all. Most teachers want method, and only resort to the business in many cases from idleness and poverty. I have only had one professional teacher, and he was an incorrigible drunkard. As soon as your teachers are to be had the free school system ought to, and will, be universal, but I hope not until then. The way the people want the schools conducted here this year seems to me an excellent one—to demand a small quarterly fee from each pupil, and then rate on all the property in the section for deficiencies; this does away with grumbling on the part of those who have no children to send. I have not reported school lectures as being given in sections. I could not even get parents or trustees to attend examinations. So my sphere of usefulness lay, I thought, in lecturing teachers, trustees, and rate-payers, in private. Now that all sections have your admirable reports, and are getting the *Journal of Education* free, I am hopeful that school matters will steadily improve among us. Many disagreeable occurrences arose from ignorance of the school law, and trustees not knowing their duties."

78. *William Kerrott, Esq., Seneca*: "On comparing the progress of education in this township, with the statistics of my predecessors, I am happy to perceive that in every branch of an useful education, the advance is steady and onward, but not so rapid as I desire. However, the fault is not in the system, but in the community; and the tardiness is caused by the fact that the majority of our teachers are below the standard of intelligence and capacity required to thoroughly convey and transfuse on the mind of the pupil, a certain measure or complement of useful knowledge in a reasonable given period of time. Many are possessed of the accomplishments of a scholar, and can engage matured understandings; but this faculty in teachers too frequently either stagnates and loses its power, or evaporates to chaos before it arrests the attention of pupils, or flows to the flexible intellects of the various ages and capacities of children. These opinions are founded upon my observations while visiting and examining the schools of the township for the past year, and enable me to affirm that the few normal trained teachers now employed within the limits of my supervision, have diffused, and indelibly impressed more

useful and elementary knowledge on the minds and memories of their pupils in three months than other teachers, who labor without method, can do in a whole year. And the enlightened portion of the people freely accord their gratitude to the chief superintendent for his untiring zeal in wisely contemplating and perfecting an institution such as the present normal school establishment for the elementary training of common school teachers. The wisdom of statesmen, and the benevolence of legislation must be abortive unless a system is fostered that will prepare teachers capable of preparing the youth of the country to fulfil their civil and social duties as subjects of the realm or citizens of the world. Some nervous school sections are contented to employ the cheapest teacher they can find, subjecting themselves to the destructive usury of wasting seventy-five per cent of their childrens' time, and fifty per cent of the public and private resources of education for a scanty and confused idea of letters, while three-fourths of the time, and one-half the expense (by even paying double the amount annually to a properly trained teacher) can be applied to the theory of arts, or devoted to the development of science, without interfering with any portion of after years, dedicated to other callings. Some are willing to blame the laws with sterility, and charge parties with neglect who are interested in the advancement of education, because their schools are not satisfactory; but in this as in many other cases they themselves are at fault for not employing such teachers as can give confidence and character to the hope of education. The law has decided that we can be educated, and the responsibility rests with the teachers whether we are now educated or not"

#### XXX. COUNTY OF NORFOLK.

79. *James Covernton, Esq., Charlottetown*: "As this township is the oldest in the western part of Canada, I think it is not unreasonable to expect that all school sections in it, except those of recent establishment (say within five years) should be called upon to raise amongst themselves a sum of at least twice the amount of the public allowance. I am sure you will regret to perceive in my return an instance where the public allowance amounted to very nearly three times the sum levied and collected by the trustees, and two other cases where the grant nearly doubled the self-imposed tax. I would venture to suggest the expediency of such a change in the future law as will prevent the possibility of a continuance of such a perversion of the public aid. I think a general rule might be laid down to meet this anomaly; subject however to a departure for a time, in the case of new school sections in new and poor settlements. I have only a return of two free schools for last year: the subject was generally agitated this year, but without much success, as in five sections in one portion of the township it was lost. I have reason to fear much error exists as to the opinion of the rural school sections in this matter. All reasonable persons concur in the justice and necessity of providing for the education of persons in low circumstances and that such provision should be obtained from the property of those in the section that are in a more prosperous condition."

80. *D. C. Swayze, Esq., Middleton*: "In transmitting my annual report of the schools for the past year, it affords me great satisfaction to state, that the subject of education is engrossing more attention than in any former year, since I became acquainted with the township. It has been generally conceded by the 'majority' that 'free schools' are the 'only schools.' A few wealthy individuals still oppose the free school movement, whilst many of the middle classes desire a general measure, either county or provincial, of taxing for the support of education. You will observe several new sections established during the past two years. One of them has opened a school in a splendid new house built by assessment."

81. *John A. Backhouse, Esq., Walsingham*: "It affords me satisfaction to be able to state that the schools generally are in a prosperous condition. Much embarrassment has however been experienced by trustees owing to the difficulty involved in collecting the school rate upon non-resident lands; and it is a matter of great importance, that in any amendment or supplement to our present excellent school act, efficient and clear provisions should be made in reference to this particular. You will perceive by the report that, with one exception, the free school system has been adopted by the several sections in this township; in some instances much violent opposition has been offered to it, but as soon as the non-resident assessment can be made available for school purposes, I think this system will unanimously prevail. The report shows a great deficiency in the number of first class teachers: this I regret. Although I took pains to see the trustees of such sections as were most able to pay a fair salary, and obtained their permission to offer such to first class teachers for the winter term, especially to those which had been trained at the normal school, yet they were not to be had at any price. The teachers however, with one or two exceptions, have discharged their duties conscientiously and with credit to themselves and satisfaction to all concerned. Owing to large investments of stock in roads and other important improvements, the county council appropriated a much smaller sum for schools for 1852 than formerly,—thus necessarily decreasing the amount of public money. This act is not to be attributed to indifference or want of zeal on the part of the council to promote the cause of education, but to an impression that the necessary amount could as easily be raised by a local, as by a county, rate: experience has proved, however, that the latter is accomplished with far less dissatisfaction; and to prevent a recurrence of this apparent evil, the board of public instruction for the county, appointed a committee of influential members to lay the matter before the council and impress upon them the importance of increasing the county apportionment for the future. Any embarrassment which might have arisen from such deficiency of public funds has been nobly overcome by a sufficient assessment voluntarily made in the several sections. Assessments thus voluntarily made afford satisfactory proofs that the public mind is becoming more impressed with the importance of providing amply for the education of youth; and from my opportunities of knowing the public sentiment of this township in reference to school matters, I feel warranted in saying that the people are strongly attached to our present school system. I am happy to inform you that the municipal council of the township have granted the sum of fifty pounds in aid of funds for the purpose of purchasing a library, under the provisions suggested by yourself during your last official visit to this county; and I hope, within a few weeks, to be able to apprise you of a much larger sum raised by subscription for the same purpose. I deeply regret that certain parties and portions of the press have been, and are still, making incessant efforts to create dissatisfaction and discord for the purpose of disturbing our superior system of national and universal education. The vast improvement in schools, and a general interest in behalf of literature manifested by the people at large, are the best proofs of its own merits, and the best guarantee of what it will eventually accomplish, if carried out, for the rising generation of our country: and I beg to assure you that the very objectionable system of denominational schools which is sought to be substituted in lieu of our present enlightened one, would find no advocates in this township, and I believe very few, if any in the county. But I consider that all the objections raised against our present, and arguments adduced in favor of a denominational, school system, have from time to time been so ably answered and justly exposed, that any remark on my part would be unnecessary

and might appear out of place. I am happy to be made the medium through which the trustees of schools and many other friends of education have wished to express to you their warmest thanks for your able and unceasing exertions in behalf of common schools."

82. *The Reverend Andrew Wilson, Woodhouse*: "I am happy to be able to say that, education is progressing in this township—as appears by comparing the present report with those of past years. Thus, in 1850 there were three hundred and fifty-eight children on the registers—in 1851 the numbers rose to four hundred and thirty-one, making an increase of ninety-three. In 1852 there were, as you will see by the report, five hundred and sixty-nine—making an increase over that of 1851 of one hundred and thirty-eight. I may safely say from investigation that the increase in the year 1851 was entirely confined to those sections which adopted the free school system. I have no doubt but that the large increase in 1852 was chiefly owing to the same cause; as all the schools, with but two exceptions, were free. The average attendance in 1850 was one hundred and seventy-seven—in 1851, two hundred and twenty-five, making an increase of forty-eight. That in 1852 was, in summer, two hundred and seventy, and in winter, two hundred and eighty-four. Taking the largest number it gives an increase of fifty-nine. The number of pupils on the register has, therefore increased since 1850, two hundred and eleven—and that of the average attendance since the same time, one hundred and seven. During the year two new schools have been opened. All the money required for the payment of teachers, over and above the legislative and county grants, has been raised, with the exception of £12 10s. 2d., by assessment upon rateable property in the various school sections. It would be unjust, however, not to inform you that there is, notwithstanding, a good deal of opposition in the township to the free school system. I see by the reports of school-meetings there will not be so large a number of free schools this, as last year. But whatever success attends this system, its instruction has done good, not only in adding to the number of pupils at school where it has been adopted, but also in arousing the minds of the people to the interests of education. It affects the purse, and this seems to affect the minds of many; so that school matters are discussed with warmth, and school-meetings attended by those who formerly felt but little, if any, interest in common school education. In this way information has been spread, and the minds of many informed on this important subject. I am not prepared to say whether it would be better to place the decision of free schools or not for each township in the hands of the township council—or for each county in those of the county council. It is probable that, were it placed in the hands of either, much discord and bad feeling would be prevented which are now in some school sections painfully experienced, and school taxes would not be felt to be such a burden as under the present system. I think it is much to be regretted that any clause was introduced into the school law authorizing separate schools, and the sooner that part of our school law be expunged the better, not only for education but for true religion itself. It is not for the sake of religion or because there is no moral training in our common schools, for which our educational system provides, that the cry is made for separate ones; but that parties may have them all their own way, and use them for the promotion of their own dogmas instead of religion. That moral training is not attended to as it should be in many of our common schools, is not the fault of our school system; but of those engaged in practically carrying it out. In the beautiful language of Lord Elgin our educational system is based "upon the firm rock of our common christianity." The recommendations given by the Council of Public Instruction are good; and were they

---

acted upon, no harm would be done to the conscience of any, and morality would be promoted in the rising generation."

XXXI. COUNTY OF OXFORD.

83. *Benjamin Ellison, Esq., Blandford*: "I am happy to be able to say, that, during the year a steadily increasing desire to have the children educated, has been manifested by the people. They begin more fully to appreciate the advantages which we enjoy under the present most excellent system of education. I have no doubt the free gift of the *Journal of Education* will very greatly increase this good feeling. This benevolent act carries clear conviction to the public mind of the paternal disposition entertained by both the Chief Superintendent and the government towards the rising generation. Considerable interest has been excited by the late visit of the Chief Superintendent to this county;—especially by the information which he gave respecting public libraries: and preparations are making in the township to embrace the privilege of establishing a township library as soon as his arrangements are completed, and made known to the public. One circumstance respecting the schools I would just mention. On my first visit I inquired whether the scriptures were used, and found they were not. The reason assigned was, a want of copies of the scriptures, and not any objection of either teachers, trustees or parents. As soon as possible, I procured from the Bible Society, one dozen of Testaments for each school—these were gladly received, and one lesson is daily read by all who are able to read in that book. The children in one school were so anxious to have a Testament that they could call their own, that the teacher had to sell the whole and order another dozen of Testaments, and also one dozen of Bibles, when again all the Testaments were immediately sold and a third dozen requested. I will not trouble you with any further remarks, but heartily unite in the prayer of every lover of his country that God may still 'guide you by his counsel' for many, many years, 'and afterwards receive you to glory.'"

84. *The Reverend W. H. Landon, Blenheim*: "You will observe that although we have but three free schools, properly such, in this township, yet no less than ten are in part supported by a tax upon the rateable property of the sections, which ten sections raise in this manner no less a sum than £218 0s. 5½ being an average of £21 16s. for the ten—considerably more than half the average amount raised in the sections for teachers' salaries. This system is the result of a sort of compromise between the advocates of the free school system and its opposers. In general it works extremely well, though I am more and more satisfied the longer I am connected with schools that even this system ought to be immediately superseded by a general parliamentary provision for free schools over the whole country. I am inclined to the opinion that the 'number of pupils on the register' is generally not correctly reported, having observed that most of the teachers and trustees within my charge, would have only given the number of the names on the last roll,—say the quarter ending the year. This in some instances, in country schools, is scarcely more than one-half the children who have received instruction during some part of the year, as the pupils found in our schools in the winter are by no means the same as those who attend in the summer. I have had opportunities to explain this matter to some of the school authorities in this township and to secure correct reports. Others I imagine have followed the old method. Perhaps you will think the matter of sufficient importance to induce you to call the attention of trustees expressly to it, through the *Journal of Education*, at the proper time. It will be seen that in six out of the seventeen schools, neither the Bible nor Testament is used: but it must not be inferred therefrom

that the people are averse to having their children made acquainted with the sacred volume. I believe the fact is far otherwise: that a vast majority of them in every section in this township are desirous that their children should be so instructed. But there is a general impression among them that the Bible should only be read in common schools as a religious exercise; and that none but decidedly religious persons should be employed to conduct religious exercises for others. Where persons of this character cannot be obtained, it seems to be thought best to omit religious exercises in school altogether, and leave that branch of the instruction of the pupils entirely to the parents and the pastor: and I confess I fully coincide with them in their opinions. The national reading books, and no others, I believe, are used in all the schools. The reading lessons furnish the suggestions, and the class is directed to the maps hung up about the room for explanation. This method skilfully pursued is found amply sufficient to impart a competent, and even accurate knowledge of that most important and interesting branch of science, geography. I would observe, generally, that I perceive a gradual progress in the public mind in relation to the necessity of securing the best order of instruction for all the young; a progress slow, it must be admitted, but in the right direction: and, as it is difficult to conceive of any revolution to which our country is liable, that will either turn it backward or greatly retard its advance, it is delightful to look forward to the condition to which in time we will inevitably arrive. However delightful these anticipations may be, it must be admitted on all hands that you have contributed largely to give rise to them; and I trust a merciful Providence may continue you in your present position until you shall see them fully realized,—which I am sure will be the richest reward you will desire. I may also remark that I see increasing reason why a system of school inspection should be adopted, which should partake of a higher character than the present, and at the same time be removed beyond the sphere of local influence.”

85. *Roderick Macdonald, Esq., Oxford, North*: “It affords me much pleasure to bear my testimony to the improving character of our common schools in this quarter, and to the rapid development in the public mind of that lively interest in the cause of education, without which the best system of public instruction must fail of success. As often happens in matters affecting the public sentiment, this growing interest in education has been stirred up, not so much by the primary subject itself, as by some of its concomitant circumstances. The most powerful, perhaps, of these secondary agents is the free school principle happily introduced into the present school act. The constantly recurring opportunities of debating the means for the support of education, stimulate many who would otherwise remain in apathetic indifference, to investigate the intrinsic merits of education itself; and the very opposition which is being offered to the noble principle of making the property of the country sustain the education of the country, will only in the end accomplish the triumph of the principle by the spirit of inquiry which such opposition must necessarily provoke. In this quarter the tendency of the public sentiment on the subject is palpable, and I confidently believe the time is not far distant, if it be not now present, when a general statutory application of the principle would be hailed with joyful gratification by the great majority of the people. In some sections in which, a year ago, the idea of free schools was scouted, the principle was triumphantly adopted at the late annual school meetings; and although some sections have decided against it, I find that the true cause of opposition was, not any repudiation of the principle itself, but local differences and jealousies, often personal, from which few country school sections are at all times exempt. From the gratuitous distribution of the *Journal of Education* to the several corporations,



I augur the most happy results, not only because of the information which it will disseminate, but because it will tend to create a kind of *esprit du corps*, among school officers and authorities, by associating them more intimately with the Department of Public Instruction. To infuse their own *animus* into those under their command is always a desirable object with great leaders; and certainly no more effectual means could be adopted to communicate a measure of the ardour and energy which you so happily and eminently display in the cause of education to those whose duty it is to carry out the details of the School Act, than to place a copy of the *Journal* in the hands of each of them. You may rely upon it, that, in addition to the gratification which the consciousness of having done a great public good must afford you, the people of Canada will not regard without gratitude the efforts you are so successfully putting forth to render them as enlightened as they are already free and prosperous."

86. *George Alexander, Esq., Oxford, East*: "In transmitting my annual report for the township of East Oxford, I would desire to subjoin a few remarks which I should have made at the county convention had the time not been fully and satisfactorily occupied by others. Upon the whole, we have much reason to be satisfied with the progress of things in this county. There is a very marked improvement in the teachers, and a large number of the schools are conducted to the perfect satisfaction of the parents. I observe that it is contemplated to make some alterations in the provisions of the school act, and embrace this opportunity of making one or two suggestions. 1. It would be desirable if it could be made compulsory at the annual school meeting (in the event of the principle of the rate-bill being adopted.) that the rate per month or per quarter be named, not to exceed one dollar per quarter in country sections. *Obs.*: The most fatal resolution is that of the rate-bill, meaning that the parents of the children attending the school shall pay the whole, so that if only twelve children attend the parents of these will be liable. 2. Respecting the appropriation of the government money according to the average attendance for the year. This principle of distribution will doubtless stimulate a larger attendance: but small and very poor sections, in which it is a struggle to keep their school open six months, I think, suffer under this principle. I would humbly suggest that the average attendance be taken, not for the year but for the time the school has been kept open, which must be at least six months during the year. *Obs.*: There are some of the poor sections in adjoining townships this year receiving under two pounds while one or two of the wealthy sections receive fifteen or sixteen pounds. 3. In the seventh clause of the twelfth section, I would suggest that the words "any additional rate" be struck out, and the following be inserted: "from the rateable property of the section, the amount which may be necessary to pay the balance of the teacher's salary, and other expenses of such school." *Obs.*: This would remove all doubt as to the construction of the terms used. 4. It would be well if it were made compulsory to settle all differences or disputes by arbitration in a manner similar to that specified in the seventh clause, without going into court. 5. It would be well to give trustee corporations the same power as that possessed by municipal corporations to levy on absentee lands. *Obs.*: Suppose the absentee proprietors be living in England, can the trustees recover by levying after a period on the land? 6. The subject of agricultural chemistry might be included in the programme of examination of first class teachers. With respect to the free school principle, a step might be made in that direction by granting the government money on condition that, at least, double the amount shall be levied by the municipalities. And respecting the library money to be distributed, I think it would be well to distribute it to the several municipalities just upon the same

principle. For the purchase of libraries, they might be required to raise treble the amount, and I think they would do it. In conclusion, I would state that one of the greatest barriers to the progress of improvement, and it is an evil most difficult to remedy, is the existence of so many small school sections. There is little good done in these small sections. They can never pay a properly qualified teacher; they generally keep a six months' school, with a female or indifferent teacher. To remove this obstacle it would be necessary to revise the school sections of the whole country, which might be done by a commission consisting of trustees, councillors, and superintendents, giving them full power after they have received full information respecting the boundaries, &c., &c. It is no doubt a most difficult question, but the evil is very great in certain localities, and it will never be removed so long as the power is left with the majority of the people. It may be remarked that too frequent legislation is not good, inasmuch as much of the discord and trouble existing arises from the want of a due knowledge of the laws. I might say that the proceedings of half the annual school meetings are not legally conducted, and we are constantly hearing of threatened litigation and hard feelings between trustees and the parents of the school sections. It would be more satisfactory if instead of an amendment act, the whole of the school act was passed in its revised form, and was afterwards published entire in the *Journal of Education*. In conclusion, I have much pleasure in giving expression to that I know to be the unanimous feeling of this county. That all are deeply sensible of the vast and important services you have rendered to this province in having now secured to us by your great ability and untiring energy a school system superior to that of any other land; and we have perfect confidence in your own superior judgment, that, amidst the multitude of opinions expressed and suggestions made by those officially appointed, you will only recommend such alterations in the law as will prove beneficial to the country."

87. *The Reverend William Freeman, Oxford, West*: "I am happy to state that a large portion both of Trustees and people are in favor of a general free school system; also there exists a strong desire to abide by the letter and the spirit of the 'school act,' all parties wish to be informed as to the best method of conducting their schools accurately, as it regards the teachers they employ. I am also happy in announcing that the visit of the Chief Superintendent was received with great pleasure, and that his suggestion to introduce into the schools, as far as practicable, the Word of life, was responded to by many wise and good persons. I could heartily wish that all the school sections would have a copy of the *Journal of Education*. I have been endeavouring to promote its circulation in the township."

#### XXXII. COUNTY OF WATERLOO.

88. *James Colquhoun, Esq., Dumfries, North*: "I am happy to say that three schools in the township have formed themselves into free schools. The general impression prevails that free schools are soon to be extended universally by the law of the colony, and this is acquiesced in by a great majority of the intelligent population. I have exerted myself to promote it, and to impress upon all parents the importance of keeping their grown up children regularly at school for a longer period than is usual."

89. *Alexander Allan, Esq., A.M., Waterloo*: "These townships are inhabited generally by the descendants of Dutch settlers from Pennsylvania, who still preserve their own languages in their families, and by German immigrants from Europe who are ignorant of the English language on their arrival in this province. The English language, however, is taught generally in the schools; although in some few the Dutch still obtains."

The desire to be instructed in both languages is now becoming prevalent, and there is a demand for teachers who understand both languages; but there is a great deficiency of books in the German language, and their progress in it is confined to reading and writing alone. It is then in the English language that they derive real instruction. One evidence of the benefit of this instruction is apparent from the fact that one half of the present teachers in these townships are Canadian born. It is not to be expected that these are thoroughly educated teachers. Some of them desirous of instruction have attended private academies, and some have gone to institutions in the United States for a few months at one time. From these opportunities of procuring information and experience in the mode of teaching, and from adopting the model school method there is a marked improvement among them generally in their mode of communicating instruction. None of this class have obtained first class, but some of them have second class certificates. Among the better educated teachers, and those who have studied mathematics, there is a general objection to undergo an examination in that branch of science, and rather than do so are satisfied with a second class certificate, many of them being first rate teachers in all other branches. This objection applies to several who have been lately at the normal school. These observations are made in reference to what has been experienced in the three counties, rather than as applicable to Waterloo and Woolwich. In the township of Waterloo there were three schools vacant in 1851, which were recommenced in 1852. Two of them have been kept open for only three months: the other for six months. The closing of these schools was occasioned by the smallness of the school sections,—an evil which has occasioned much injury to the progress of education; and the conflicting interests of the several parties interested therein retards any new arrangement. The average time these schools have been taught is 8½ months. In Woolwich township the average time the schools have been kept open is 9½ months, and one half of them are free schools. In these townships there are difficulties, at present, in the way of introducing the free school system. In the first place the business is conducted by barter and trading to a considerable extent, and comparatively little is done in the way of cash payments; and secondly the taxes have been considerably increased this year in consequence of the separation of the new county of Waterloo. Aware of this feeling in regard to taxation it has been recommended by the reporter to the several school trustees that, if a tax for a free school cannot be obtained, they should endeavor at the general meeting to procure a partial assessment to assist in payment of the teacher and thereby lessen the rate-bill. The plan has been partially adopted in Waterloo township; and when the people are once accustomed to, and see the advantage of the method of paying their teacher, there will be less difficulty in adopting and acting on the free school system. It will be noticed that no lectures are reported as having been delivered. There were no regular lectures because there was no audience assembled. After the examination I addressed the children shortly, and afterwards conversed with the school trustees, pointing out to them anything objectionable or different, and urging on them the propriety and necessity of procuring proper maps and apparatus, and pressing on them the benefits of a free school."

90. *The Reverend James Sim, Wellesley*: "A great deal of the ignorance which prevails among trustees and people with regard to the design of giving an education to all the youth in Canada, the ostensible object contemplated by the common school act, will, I trust, be removed by the very liberal provision made under your superintendence in giving the *Journal of Education* to the trustees of every school section gratis. The standard of education is rising in this township just in proportion as better teachers are secured,

and the pupils invariably show a partiality for teachers who have received a modern training. There are several young men in Wellesley who are teaching this winter with great acceptance and who wish to enter the normal school at Toronto as soon as they are able."

#### XXXIII. COUNTY OF WELLINGTON.

91. *John Kirkland, Esq., Amaranth*: "I have reported school lectures as given in the trustees reports. The fact is that these reports refer chiefly to addresses to the children, and I have no doubt it would be found if inquired into, that such is the case generally throughout the province, from occasional conversations I have had with other superintendents. So much did I feel the discouragement of making appointments at which I knew I had little reason to hope for an audience that I preferred publishing my lecture (having been formally requested to do so in one or two instances where I happened to get an audience) with the view of giving a copy to every section in lieu of delivering an oral one, thinking that by so doing, although I should be some money out of pocket I had a reasonable prospect of throwing thoughts which appear to me to be worthy of serious reflection in the way of thoughtful men in a permanent form; and that thus, if no present impression were made, it might set other minds to work, from whatever motive, and enable me thereby to satisfy my own conscience in the matter. Of the soundness of the views I have expressed, it is for the public to judge. I am not so anxious for the hasty approval of such as only take a cursory glance at the subject, as I am for the manly, christian, patriotic criticism of men of extensive observation and sound judgment. From such men correction would be far more acceptable to me than silence. Although I do not pretend to be destitute of self-love, I have no fear of criticism equal to the fear of mistaking error for truth. A never ending responsibility for the propagation of error has greater power to awaken my apprehensions than the most withering exposure of my folly, followed by a chorus of 'the world's dread laugh.' Never until it was my official duty as a superintendent to prepare a lecture on education, did I consider with sufficient seriousness, or see so clearly as I now see that, 'wisdom and knowledge' diffused through the mass of the population,—rather than mere theoretical perfection in the constitution of political organization,—is not only necessary, but absolutely indispensable to the beneficial development and permanent stability of our national institutions, and the availableness of our material resources; and, inadequate as I feel my own powers to take a properly comprehensive view of all the important bearings of the subject, I cannot look upon the old world unimpressed with the conviction that even France, which is in possession of all kinds of wisdom except the wisdom which Christ came down from heaven to teach—the country which has laid her slaughtered millions of human victims on the altar of liberty, and deified sensual reason,—may clearly trace the cause of all her sorrow—the fierceness of her contending factions—the atheistic tyranny under which she writhes, speechless and bleeding—to the want of a standard of moral truth which she can respect for its purity, and of men of pure minds and honest aims to teach it—to the fact that the instruction of her masses has devolved on men who, whether priests or professors, have been agreed in rejecting the council of God; assaulting the faith of the people by open attack, or prostituting it to the base purposes of hypocrisy. Holding these views, I consider that when we are called upon by law to prepare lectures on popular education, and receive a remuneration at the public charge for the due performance of the duty, the words of Ezekiel, chapter 33, will apply to local superintendents as truly as it does to the sentinels of our garrisons, or the ministers of the Gospel. It was under these feelings of responsibility that, at the risk of offending many whose patronage I have enjoyed, I felt it

to be my duty, after several schoolmasters had complained to me of the serious inconvenience they suffered from the appropriation of so large a portion of the school hours to the teaching of catechisms, and that, in one case, a certain minister went so far as to give a lecture to the schoolmaster in the presence of several parents because the children were not so familiar with the catechism as he wished—it was under these circumstances that I made the subject of catechisms generally, a topic in my published lecture, but with more especial reference to their introduction into the common school. Now that the subject of sectarian schools, is exciting so much interest, I cannot see how sectarianism, in any one form, can substantiate a claim to associate its standards with the course of teaching in our common schools on any grounds which will not equally justify the precautionary claims of any other sect for government support to separate schools. The claims of the Bible to be admitted into our schools, I take to be widely different to the claims of a creed. As a book of theology, it is, it is true, the only divinely sanctioned standard: but it has claims of a secular character better substantiated than those of any other book, as being the only authentic historic record of ancient times; and if history is a part of our educational course, the Bible is necessary to teach it."

92. *John Finlayson, Esq., M. D., Arthur*: "The townships of Pilkington, Arthur, Peel and Maryborough, have been very recently settled. And taking into consideration the various trials and distraction incident to new settlements, a fair share of attention has been paid to the subject of schools. I would particularly beg to call your notice to the township of Peel—which has been settled within the last six years. In this township there were in operation during last year, nine schools,—each of them open for a period varying from six to twelve months. Other new sections will be opened in this township so soon as the means of the inhabitants will enable them to pay teachers. Should this township go on in future in regard to schools, as it has done hitherto, it will present a very praiseworthy example to other townships. The Irish national series of school books have very nearly superseded all others in these townships. The school houses are most of them built of log, and are otherwise ill adapted, in their construction and furnishing, to the purpose for which they are built. In new townships much cannot be expected, but even there the log school house might without additional expense, have been made much fitter for the purpose than it is. They are all too low—say eight feet to the ceiling, and no provision made in any one of them for ventilation. A better taste is beginning to manifest itself. The school houses that have been built during the last two years are better than the former; and it is to be hoped that school trustees and all others concerned, may see the bad effects and wretched economy of building bad school houses; and of withholding from them when built the means and appliances by which the teacher can best instruct their children, such as maps, apparatus, &c. &c. The mode of tuition in these schools is by classes, or by classes and monitors; and all the teachers are in the habit of questioning their pupils on the lessons which they may be reading. The efficiency of some of the schools is impaired by the absence of maps, &c., but the teachers as a whole do their duty."

#### XXXIV. COUNTY OF GREY.

93. *The Reverend John McKinnon*: "Education is in a very incipient state in this county as yet: but I am happy to say there is a rapidly increasing interest taken in the matter by the people in general; and there are now in operation more than twice as many schools as there were in February 1852. If suitable teachers could be obtained, not less

than ten or twelve additional schools would now be in operation. Teachers, however, we cannot get. There are several sections in the county prepared to pay teachers of ordinary ability from £45 to £75. It appears to become more obvious to the most intelligent part of the people, that in order to impart a suitable education to their children in the time that can be given to this object, we must have good teachers, and such are not to be secured without a good salary. Could a few only of well trained energetic teachers be obtained for the county, this conviction would become general. I find that the free school system of supporting the teacher is the only one that works well in this county. In several instances another system was adopted at the annual meetings for the present year; but it was afterwards found that the school would sustain much injury, and that, after all, the taxes would not be lighter than if the free school system had been adopted, (the public money being so much less on account of the small attendance), and special meetings have been called to re-consider the matter, and adopt the free school system. My own opinion is, that a legislative enactment, establishing a free school in every section throughout the Province, would be an inestimable boon to the inhabitants. Such a law would secure to parents of all conditions of life the privilege of sending their children without charge to the sectional school, while it would do away with much of the local contention which is at present the ruin of many school sections.

#### XXXV. COUNTY OF PERTH.

94. *James Redford, Esq.*: "In reviewing the proceedings of the past year, I may state that I observe nothing particularly dissimilar from those of the previous year, if I except that my most sanguine expectations have been fully realized in regard to the free school system, notwithstanding the opposition raised against it by the selfish and the unthinking part of the community in almost every locality. There is an increase in the number of schools for the year of eight, making forty in the county, twenty-one of which are free schools: thus in one year the free system being almost three to one to what it was the previous year. During the year I visited the schools four times, and with very few exceptions delivered a lecture in each section, on the benefits of a free system of common schools, and other topics in connection with education generally. The arrangements made by you whereby the trustees of each school section shall be furnished with a copy of the *Journal of Education* for 1853, (free,) cannot fail to enable them to manage the school affairs to much better advantage than formerly; and will ultimately, and at no distant day, remove the prejudices of those who are at present opposed to the free school system."

#### XXXVI. COUNTIES OF HURON AND BRUCE.

95. *William Rath, Esq.*: "During the past year I have been a constant observer of the causes that operate in advancing or retarding the course of education here. Of the retarding causes may be stated, 1st, The class and condition of a large portion of the settlers. In consequence of the inducements held out by the Canada Company, large numbers of emigrants were led to settle in Huron that had no means to depend on but their industry. Having every difficulty to encounter, the necessaries of life were first to be thought of, and education left as a secondary consideration. And when able to start schools, they (having formerly received but a poor remuneration for their own labor,) could not see the propriety of giving good salaries to school teachers. I think this is the reason why school teachers are worse paid here than in almost any other part of Canada. 2d, School sections. Sections were first laid off to suit the early settlements, and from

the altered circumstances of townships, require to be changed. I have observed that the alteration of school sections is always a cause of angry discussion. Somebody is sure to be displeased. The law, too, was far from being clear on the power to make such alteration: there has been, and still is, much contention on this subject. I think the praiseworthy efforts of the educational department and the legislature, in disseminating correct information, will do much good. 3d, Defective school accommodation. The greatest part of the school houses are log, often built too small, and without any plan or view to convenience. It is utterly impossible for teachers to have everything in its place, unless there is a place to put everything, or to impress on the minds of pupils those habits of method and order so essential to a good elementary education. 4th, There is much indifference among local authorities, councillors and people in general. Councillors will talk about roads and bridges, and read the Municipal Act: but the majority of them do not care to be troubled too much about schools. There are, however, many honorable exceptions. There is a very general desire among all classes to have good schools, but they are not yet prepared to make the necessary sacrifice to obtain them—that is, to build good school houses, to furnish them, and pay competent teachers. In many places the people are not able to do this, and in some places where they are able, they are not willing. Comparing education with other interests, it does not yet occupy that position in the public mind to which its importance entitles it. However, I am far from taking a desponding view of its prospects. There are indications of progress; the discussion about free schools, though attended with acrimonious feeling, is doing good. I hear sentiments now expressed commonly through the country in favor of making schools entirely free, that would not have been heard three years since. There is no part of the School Act answering its end better than the establishment of County Boards of Public Instruction. The Huron Board is doing good service: they have adopted the plan of limiting certificates, thus bringing teachers to be frequently examined, and giving them to understand that a constant improvement will be required. Teachers have made a decided advance during the past year. There has heretofore been a great want of apparatus. I have succeeded in getting a black-board in most of the schools, and have spent considerable time in lecturing on the use of apparatus. In the details of business of the teachers and trustees, viz: in keeping registers, and making reports, there is also much improvement: this branch of their business has been very much neglected; the authorized registers are a boon to the schools. On the whole, although there are signs of encouragement, yet there is a great work to be done: a work of labor and perseverance for superintendents and school authorities, which it will take time to accomplish.

## XXXVII. COUNTY OF MIDDLESEX.

96. *The Reverend William F. Clarke, Dorchester, North:* "I think the free school system is becoming more popular in both the townships I have superintended for the past year. Still a good deal of contention and difficulty have resulted from that provision of the School Act which makes it a question of debate at each annual school meeting whether the schools shall be free or not. I am satisfied that many would offer no opposition whatever to a general Provincial tax, who now regularly use all possible means to defeat the sectional tax. Nor will our educational system ever be established upon a permanently respectable basis, until public sentiment admits of this great step being taken by our legislature. My visits to the different sections during the past two years have greatly deepened my impressions of the value and importance of our common school

system, and awakened an interest in the young people of these townships, amounting to a yearning solicitude for their future well being. I am sensible that I have discharged my duty very imperfectly, but in none of the labors of my life have I experienced more pleasure, nor do I know of any work save the holy ministry, in which a christian man and a sincere patriot may exert a better influence than in that I am now relinquishing,—all the clamors of certain parties about our ‘irreligious schools’ to the contrary notwithstanding. But to do the office justice, men thoroughly qualified must give their whole time and attention to it, and be so remunerated as to be able to do so without embarrassment or loss. I trust that ere long ample provision will be made for this.”

97. *J. B. Winlow, Esq., Metcalf*: “Before offering any remarks on the report which I have the honor to submit to your department, or on the progress of education generally in this township, I beg to express the gratification it affords me to be made the medium to convey to you the best thanks of the school trustees of this township, for your exertions in procuring your very excellent and useful *Journal*, free of any expense to them, for their use, in the discharge of their respective duties. The services of trustees being gratuitous and frequently harassing and difficult to perform, they cannot but feel strengthened and supported in having constantly before them a work of reference and an authority like the *Journal of Education* for their guidance, containing so much valuable and practical information, that the duties of school trustee will hereafter be comparatively simple to what it has hitherto been. School trustees in rural sections have not generally availed themselves of that provision of the School Act authorising them to obtain the *Journal of Education* or other educational works which they might require to assist them in the discharge of their public duties, in consequence of which the valuable suggestions contained in your numerous circulars, which appear from time to time in the *Journal*, have not met the eye of the persons to whom they were addressed, or if they have, not until the end of the year, when the emergency has passed away. The popular feeling seems to be even between free schools and the voluntary system. One section supporting voluntarily last year, having a free school this year, and *vice-versa*. This township being the lowest assessed in the county, has not the means of doing so much for education as its more wealthy neighbors. Upon the whole, however, a great improvement is taking place, and I have every reason to hope there will be a school in each of the six sections this year.”

98. *The Reverend William R. Sutherland, Mosa*: “Our schools in general in these western localities are decidedly improving, parents, guardians, township officials and all our citizens, seem to feel more deeply interested in the education and moral improvement of the young, than they have hitherto felt. Our school houses are becoming more commodious and better furnished with such apparatus as are essentially necessary to the facility and right management of communicating instruction to the young. Our teachers are fast improving in all the qualifications necessary to maintain their standing and respectability in the honorable department which they fill in the community. Our children are becoming more serious and intelligent, and I do hope are beginning to make progress in the right direction. And I may add that it is the general opinion in these western parts, that our noble system of education, if somewhat amended, so as to meet the demands of peculiar circumstances, will ultimately be very successful and prove an unspeakable blessing to our fast rising country.”



99. *Charles Hardie, Esq., Nissouri, West*: "There seems to be an increasing desire for education and moral improvement amongst all the inhabitants of this township, and in my opinion your invaluable *Journal of Education*, and the establishment of your national library, will stimulate the moral and physical energies of the people of Canada to more mighty exertions than they have yet employed. The two free schools which were in operation during the past year are now closed; the majority being against the continuance of this plan, and having decided on supporting them by rate-bill: so that the present system of free schools in Nissouri West, has proved a failure of too vacillating and reactionary a character. But so far as I am acquainted with the general wishes of the people of this township, I think they would not so virulently oppose a national system of free schools founded on universality and perpetuity."

## XXXVIII. COUNTY OF ELGIN.

100. *Donald Currie, Esq., Aldborough*: "Each year, and particularly this current year's supplement to the School Act, contributes to the perfecting of the school system, by means of which, as its necessary consequence, the local superintendents' annual in future will exhibit more of that satisfactoriness and completeness so desirable for all parties concerned, and the less excuse will be for ignorance since that noble gift to the schools of the *Journal of Education* with other appliances is additionally conferred. A few frame school houses are being built this year in this township with improved accommodation, not only in respect of the material, but also (at least as far as my suggestions in the case can avail,) as to their library furniture, for it is clear that this desideratum once acquired, stimulates to the further all-important acquisition of a well qualified energetic teacher, and with these primary requisites, the school section cannot but prosper. Thus the effects of our excellent school law when made to bear in all its parts and in all adaptations on the grand object in view, i. e. the enlightenment of the Canadian youth, must be that the future population through the length and breadth of the land, will become well instructed in regard to what pertains to the interests of the life that now is, and by God's grace prepared for the enjoyment of that which is to come. To conclude, give me leave to say, without flattery, that the framer of our educational scheme might, with the greatest propriety, and without a spice of egotism, utter the words of the elegant lyricist of old—*Exegi Monumentum ære perennius*. I thank you for the kindness and courtesy you have shown me in the official correspondence which I have had with you."

101. *The Reverend T. B. Read, Bayham*: "The interest in school matters is steadily increasing, as the number of schools open in the township and houses built will sufficiently prove: but there is a great want of qualified teachers."

102. *Thomas McColl, Esq., Dunwich*: "All the schools were supported on the free school system, which was disapproved of by many—so much so, that they allowed their goods to be sold by the law officers to pay the teachers' salary. Others appealed to the law because the trustees did not legally proceed. In one section the people paid though with some reluctance, by a promise on the part of the trustees not to act on the free system in future. In some of the sections the trustees will not act, this year, upon the free system, because of the antipathy and contention existing between neighbors: but one or two sections will pursue it because they have it in their power by the present law. I would further remark, that one of the teachers engaged to teach for eleven months during this year with a high salary. He acts as a municipal surveyor and clerk, and

fulfils his engagements as a teacher within the year. Many of his employers are dissatisfied and appealed to me. I disapproved of the idea of a school teacher holding township offices—especially a clerk—and now desire you in your wisdom and experience to give your opinion and decision on the subject; and insert it in the *Journal of Education* which is now accessible to all.”

103. *James B. Crane, Esq., Yarmouth*: “The schools of our township are on the advance towards improvement. Free schools are increasing and a general interest is being felt in reference to common school education. I might add that the schools which are entirely free are in a better condition than the rate-bill schools by fifty per cent. It is the general wish I believe, to have our schools supported by a provincial tax, not only for the bare benefit of the schools working so much superior to the old system, but also to save district and neighborhood broils, heart-burnings, and discords which are almost inevitable in the districts when the free school question is at all agitated. I have made it a point in my lectures to encourage the system of free, universal education. It is not a little gratifying to know that the more the question is agitated the more supporters it gains. I most confidently believe, (judging from what I hear, from interested school parties,) that nothing short of a provincial tax for the support of the schools of the Province, will give satisfaction to the great majority of the people, and settle the present agitated state of very many school districts throughout the country. I fondly hope the day is not far distant when Canada West shall present to the world the sublime spectacle of a people enjoying the benign blessings of a free universal education. I am happy to assure you that great good is resulting from your recent visit to our part of the Province.”

#### XXXIX. COUNTY OF KENT.

104. *Charles Grant, Esq., Howard*: “I am happy to be enabled to state that there is an increasing desire both on the part of the parents and the children for education. Still, much is wanted to be done in removing prejudice against the new system of teaching. Many parents would have the teacher confine the children to their book all day, instead of varying the exercises by writing, arithmetic, &c. thus laying a foundation for general progress. Sincerely do I hope the *Journal of Education* may be the means of diffusing a better spirit and freely inculcating a higher state of intelligence among them. I think the free school system is gaining ground. There is no doubt that if it were to become law it would give general satisfaction. There were six free schools out of eleven in this township which have been in operation under qualified teachers. There has been one frame school house built on the improved principle during the past year, and another is to be erected this year; the present school house being too small for the number of scholars. I am also happy to state that there are two Sunday schools in operation, at one of which there is a library and a good attendance of scholars.”

105. *Thomas Cross, Esq., M. D., Raleigh*: “I have long advocated the necessity of the legislature making the question of ‘free schools’ compulsory on the inhabitants of every school section, and not as now left to the decision of an annual or special school meeting, and have ever been of the opinion that if the legislature had taken the power out of the hands of the people altogether, much of the contention and ill-feeling, which still unfortunately prevail on this much agitated subject, would have been obviated, and the public mind would have soon coincided with the justice and wisdom of the enactment. The decision of a great public question like the present ought not to be placed at the

disposal of a mixed community, entertaining a variety of opinions, and guided by different feelings and prejudices, all of which are brought to bear, either for or against it, and tend mutually to prevent unanimity in its settlement, and co-operation in its practical working. I have heard the most bitter opponents of 'free schools' declare, 'that if they were made the law of the land, whereby all discussion on, and opposition to them formed no part of the proceedings of school meetings, they would cease to oppose their progress and cordially join with others in giving them a fair trial.' All idea of their injustice and tyranny would, like every other system of taxation established by law for the public good, soon vanish, and the people would, after a few years of experience in their beneficial operation, cheerfully submit to the rate imposed, not as a matter of necessity, but as an act of justice and fairness. This I have ever conceived to be the wise and judicious course the legislature could pursue. But it is contended that the country is not prepared for such a measure—that it is too new—that the better way is to let the people be gradually brought into the system, when they would soon be convinced of its utility and loudly demand its general adoption—that free schools would then be universally established, not by the strong arm of the law, but by the force of public opinion itself. Now to show the fallacy of their argument, we have only to point to our own county which, as respects population and wealth, the essentials on which the success of general education chiefly depends, is far behind the eastern counties, and yet free schools, within the last four years, have been more generally established, and their vast benefits more justly appreciated in this county, than in any other in Upper Canada, evidently proving that the free school system depends for its existence, not on the enlarged resources of a people, but on their deep interest in the course which it is destined most successfully to promote; and therefore the only way to prepare a country for the legislative adoption of free schools, is to elevate its inhabitants in intelligence and moral principle, and their resources though small, will be generously contributed to their maintenance and extension. I am, therefore, sanguine, that the day is not far distant, when the schools of this country will be thrown open to every inhabitant, the poor as well as the rich, free as the air which surrounds them, and that knowledge will thus be imparted to every child, whatever be its circumstances or its position in life. But since I have reason to believe the legislature is not prepared at present to take such an enlarged and liberal view of the subject, it then becomes a question how far each of the methods proposed is worthy of adoption, or which would be more conducive to the end in view. I am decidedly opposed to the proposed plan of conferring the power on the trustees, to say after their election whether the school shall be conducted on the voluntary or compulsory system. 1st. Because I am of opinion it will be productive of the very results which are most to be dreaded, and which the law ought if possible to prevent—namely, bringing the people and trustees into collision, and thereby causing a determined opposition on the part of one portion of the inhabitants to the earnest endeavors of the latter to promote the educational interests of the section by maintaining an efficient school. Every impediment is thus thrown in the way of the trustees by the dissatisfied, and their future usefulness is necessarily very much impaired—2d. Because, the election of a trustee would then hinge not on his qualification for the office, but whether he is in favor of, or opposed to, compulsory education. So that while the law ostensibly takes the power out of the hands of the people, and vests it in those of the trustees, yet in reality it remains with the people as much as ever, and is as much exercised as if a formal vote were taken whether the school be 'free' or not. Lastly, because such a power conferred would in many instances have the effect of causing dissension and a want of necessary harmony to exist among the trustees themselves, from the contrary opinion

which each would hold on the subject. The strong feeling found prevailing among the inhabitants of every school section on this vitally important question would necessarily be brought to bear on the views of the trustees themselves, and of course unanimity in the board would seldom be found to exist, each member partaking of and being controlled by, the feelings and opinions of his respective supporters. For all these reasons I am in favor of vesting the power to establish free schools in the hands of township or county municipal councils: and I hope the Chief Superintendent in his judgment and practical experience, will see the necessity of recommending such a course to the favorable consideration of the legislature. Of the two, I think it would be better to place them under the control of township municipalities. If the power were given to the county council only, that body might by a small majority carry a vote against the establishment of free schools in every township in their county, however anxious several townships might be to obtain a contrary decision; so that it would be unjust that the minority be deprived of the liberty of imposing a voluntary burthen on themselves because their views did not meet the wishes of the whole. Besides, each township council is the best judge of the opinions of its constituents on the subject, and of course is the proper tribunal by which such matters ought to be decided. Either of them, however, would be found to work better and to cause more unanimity in school matters than if the question be left to the decision of trustees, and I therefore hope the legislature will be induced to make free schools a very important part of the deliberations of every township municipality."

#### XI. COUNTY OF LAMBTON.

106. *William Risk, Esq., Brooke*: "The majority here are in favor of free schools, but as the greater part of the township is owned by absentees and, of course, the taxes upon their property not being immediately available, as well as on account of the thinness of the population, small progress has as yet been made. But it is every year improving, and I dare venture to say that in no part of the Province are people more anxious to send to school whenever they can do so. As a proof I will only refer you to the report of one section where the average attendance is twenty-three out of only thirty resident in the section."

107. *Charles Scarlett, Esq., Dawn*: "I cannot refrain from expressing my regret that my report does not present the schools under my superintendence in a better condition. On the whole, however, there is a manifest improvement in their character since last year. My report shews that all the schools of this township have been supported by property taxation during the year 1852, the result of which is they have been kept open an average of two months longer than in any former year with a considerably increased average attendance of pupils. But I am sorry to say that notwithstanding the evident advance made in favor of the free school system, one of the schools has again returned to the old system—a reaction, attributable in part to the great difficulty of crossing the river Sydenham, which intersects said section, and in part to the ignorance and selfishness of a few persons who do not duly appreciate the immediate benefit of the small pittance which they are called upon to contribute towards the support of common school education. It is a lamentable fact, also, that there are individuals in this as well as other townships who do not avail themselves of the privileges of a common school although they cost them comparatively nothing. I have often remarked that it is generally the ignorant or illiterate who are opposed to the free school system and debar their children from their respective schools. Brought up in ignorance and superstition themselves, they neither see nor value

the real utility of education. And how can we expect individuals such as these to support a system of free schools when they will not avail themselves of its privileges? I have long since come to the conclusion that nothing short of a 'legislative enactment' will ever be effectual in the establishment of a free school system. I am gratified to know that you have been instrumental in supplying the *Journal of Education* gratuitously to every school corporation as well as local superintendent of schools in Canada West. This arrangement will no doubt greatly facilitate the workings of the School Act, as all necessary information and explanation relative thereto are, from time to time, contained in that invaluable periodical. I have much pleasure in stating that the municipality of the township of Dawn purposes raising the sum of £50 towards the establishment of a township library, which will doubtless be a great auxiliary in the promotion of education throughout the township. In conclusion permit me to add that you are duly entitled to the gratitude and good wishes of this Province for your liberal and judicious exertions in the promotion of the cause of education. I trust you will have the pleasure of seeing your unwearied exertions crowned with more than ordinary success."

108. *James Ratray, Esq., Sombra*: "I am sorry that there were so few of the sections in operation during the past year; but I think that during the present year there will be a considerable improvement in this respect, as the trustees of most of the sections have either engaged or are preparing to engage teachers, and I am in hopes to see them in successful activity. I have no doubt also but that the *Journal of Education* will be of great advantage to the trustees on account of the valuable information it contains; and such of the trustees as I have conversed with on the subject seem fully sensible of your considerate kindness in sending it."

#### XLI. COUNTY OF ESSEX.

109. *James King, Esq., Gosfield*: "The schools in this township are in a very satisfactory state, much interest is taken by those persons in the township whose influence is important in the prosperity of our common schools, and I have reason to believe that the prospect for the future is decidedly favourable."

110. *John Murray, Esq., Maidstone*: "I am happy to inform you that, all the school sections in this township have adopted free schools for 1853; and that, too, almost without opposition. We have been well supplied with good teachers during the past year, who, I am happy to find, will continue this year also. I have tried to impress on the trustees the important necessity for more school apparatus, and am induced to believe that we shall be additionally furnished this year in consequence. An increasing interest appears among us for the promotion of education, to the incalculable benefit of the rising generation, and to the honor of the government which has so lavishly assisted in the noble enterprize. May the Almighty crown your noble exertions in the cause, to the full extent of your wishes."

111. *The Reverend Robert Peden, Malden*: "It will be seen from my report that there have been only three schools in operation in the township (exclusive of the town) during the past year. I have, however, every reason to consider that the subject of education is assuming a great importance in this locality. Trustees are beginning to understand a little more their powers and duties, and I confidently hope that in a few years the cause of education will have made very great progress."

112. *Jonathan Wigfield, Esq., Mersea*: "I regret to say that school affairs in some of the sections under my charge are not in a very satisfactory state. Much misunderstanding and party feeling, between the trustees and the people, exist, which militate strongly against the advancement of the educational interests of those sections. Two of the schools which last year were free have gone back to the old system this year. The state of education however in this township, notwithstanding all impediments and discouragements, is, on the whole improving. In some of the schools during the year I have witnessed a decided improvement; a better supply of national books has been provided, and greater facilities placed before the children for acquiring knowledge. Some attention has also been paid to the improvement of school-houses, and a desire is increased for a more efficient class of teachers. It would be an unspeakable blessing to the rising generation, a common, general, boon, and a preventive of much of what is unpleasant and disagreeable at school section meetings, were all our schools constituted free by legislative enactment. In conclusion, sir, I thank you in behalf of the several school sections and bodies of trustees in this township, for the liberal manner in which you have furnished each school section with the annual report for 1851, a school register, and the *Journal of Education* for the current year. May the objects which you have in view in this liberal provision be fully accomplished, and your life be long spared to fill the honorable and useful position you now occupy."

113 *Joseph A. Fervais, Esq., M.D., Rochester*: "It affords me much pleasure to inform you that the common schools have greatly improved during the past year. In Rochester and West Tilbury they are generally well attended; although the inhabitants of those townships are widely scattered, many of them only just commencing to clear the bush, and it being alike very difficult to find good teachers and to pay such as are employed. Notwithstanding, with the exception of one section, they have all adopted the free school system. In regard to the township of Sandwich, I hope you will be highly satisfied in looking over the report to find that eight schools out of thirteen have been last year (1852) supplied with maps and school apparatus. The amount required for this was raised by voluntary subscription in almost all of them. The inhabitants of this township have so much appreciated the free school system that, out of fourteen schools, only three are not free. I expect that this year every one will be free. I am confident that the time is not far distant when every school in Canada will be free; that system is one of the most charitable and Christian school systems that have ever yet existed. It shows a true patriotism, a true freedom, in giving the poor access to educational privileges as well as the rich, and leading every member of our community in the path of virtue. But as the peace and prosperity of Canada depend on the intellectual, moral and religious improvement of the people; and as these cannot be well trained without a free education; therefore the government (protector of all) should pass a compulsory law to that effect—otherwise the friends of general education will have more or less trouble with the schools. I take the present opportunity to thank you for the annual report for Upper Canada, as also for the *Journal of Education*. All the copies for trustees have been faithfully distributed among them. That *Journal* will do much good, not only to the trustees but to the people in general; because, as soon as the trustees have read it, it is given to be circulated through the neighbourhood. I am also charged by the trustees to inform you that they feel grateful to you and the government for the free publication of the said *Journal* mainly effected through your exertions."

## XLII. CITY OF TORONTO.

114. *J. B. Boyle, Esq.*, : "There have been in operation during the year 1852, within the city limits, under the control of the board fourteen schools; in addition to these were three Roman Catholic separate schools, one male and two female. The total number of children, who have received instruction in these schools during the past year, is three thousand eight hundred and twenty-one—boys one thousand eight hundred and fifty-two, girls nineteen hundred and sixty-nine. The average attendance for the same period was fifteen hundred and fifty-six—boys, seven hundred and sixty-eight, girls seven hundred and eighty-eight. The corresponding numbers for the year 1851 were three thousand and ninety-six and one thousand three hundred and seventy-five; giving an increase in the former of seven hundred and twenty-five pupils, and in the latter of one hundred and eighty-one. We have in our city schools in round numbers, no less than six hundred pupils, who have been for the last year migrating from school to school, or attending just as it suited their convenience or caprice. These migratory habits on the part of the school-going population, have been productive of serious disadvantages to the educational interests of the community, and of annoyance and discouragement to the teachers. We may indulge the hope, however, that these evils will be remedied by the regulations, adopted by the board during the past year, and now in operation throughout the city schools, in one of which it is provided, that the written consent of the local directors of the ward, and the certificate of the teacher of that school which the pupil desires to leave, are necessary for his transfer to another. This consent of course will never be withheld, when the parent can assign any just or rational cause, or even when he expresses a strong desire, for the transfer of his child; but the very fact of such consent being necessary, will act as a salutary check upon that inordinate desire of change which has hitherto but too much characterized the parties most interested in the common school education of this city. It was fully expected the new school-houses would have been ready for the reception of pupils at the beginning of the present year, but this event has been unavoidably postponed. Some individuals complain of the great outlay incurred by the erection of these commodious and beautiful buildings; but it is an easy matter to show how little cause for such complaints exists in reference to this subject. The aggregate expense of the erection of these three buildings amounts to £2159 16s. 11d., and the cost of the sites, exclusive of interest, was £12811 3s. 4d. Now, the interest on these two sums, computed at six per cent per annum, amounts to £206 9s. 9½d, a few shillings less than the annual aggregate rents of the present school-houses. And even should the whole of the net proceeds of the £3,500 of debentures issued by the corporation be required for the erection and furnishing of these houses, still the interest on this sum, and the cost of sites, at the same rate per cent. as before, will only amount to £267 12s. 3d. per annum, and this increased annual expenditure of £60 will be repaid to the citizens of Toronto manifoldly by the rapidly increasing value of the property, the superior accommodations provided for their children, the more efficient system of tuition that may be introduced through the medium of a judicious classification of pupils, and a proper division of labour on the part of the teachers; besides, the sanatory influences of large, lofty, comfortable and well ventilated apartments, will be most beneficial, as compared with our present low, crowded rooms, possessing either no means of ventilation or very defective ones, with scarcely any apparatus to assist the teacher in his illustrations, to arrest the attention of the child, or develop the intellect and conduce to the promotion of studious habits:—nothing beautiful to refine the taste and improve the hearts of our youth; but, on the contrary, their physical constitutions are likely to be impaired by inhaling, for three hours at a stretch, an atmosphere impregnated with gases, rendered

deleterious by the number of persons confined in a space too limited for their accommodation. Any person going from the pure air into one of these close and overcrowded rooms will conclude that teachers and pupils alike must suffer both mental and physical debility, and under such circumstances as these, we cannot hope for successful teaching. Hence it appears how necessary these school-rooms, with their improved aids to study, are to the successful working of any system that may be adopted for general education. Some evil forebodings respecting the bad effects of the introduction of the free system on the morals and respectability of our schools were freely expressed during the year 1851 and beginning of 1852; but the experiment so far has shewn that these fears were groundless and illusory—for whilst great numbers of children of the poorer classes, who had not attended school regularly prior to the throwing them open to all, have been admitted, yet in no instance that has come under my observation, have the more advanced and respectable pupils left the schools on this account; on the contrary, the character of these institutions will compare very favorably now, with that which they presented at any former period of their history, free or otherwise, so far as respects the clean and respectable appearance of the children, the numbers in the advanced classes, the comprehensiveness of the curriculum adopted in the various schools, and the general good conduct of the pupils attending them. Indeed, there are no schools of a similar class, that I have seen, over which a more strict, unceasing supervision, is maintained by the teachers in regard to the morals of the children and their personal cleanliness, than is now over the public schools of this city. Here I would remark that the decrease in the classes from 1850 to 1851, must not be taken altogether as indicative of the pupils having left school, but rather, that the teacher, owing to the crowds who pressed into his school, was obliged to contract his course of instruction, to meet this additional draft upon his time; whilst the remarkable advancement in almost every branch as shown in the report for 1852, is principally attributable to the steps taken by the Board, at the beginning of the year, in furnishing those schools, which were most numerously attended, with additional teachers. Thus, the report of 1852 shows an increase of 1350, in the number registered, of 1355—55 per cent, it also shows an increase in the average attendance of 497—47 per cent; so that the increase on the average bears a pretty fair ratio to the aggregate increase of 1852 as compared with 1850. Again, the ratio of the average to the aggregate attendance in 1850 is 1 : 2. 42, and the ratio between these figures for 1852, is 1 : 2. 45, a very small difference indeed in favour of the free system over the present, in relation to regularity of attendance. Therefore an increase of 55 per cent on the aggregate, and 47 per cent on the average attendance of 1852 and 1850; whilst the literary character of the schools has not been deteriorated, but rather improved, forms a very strong argument in favor of free schools. Indeed the beneficial effects of the system, so far as the experiment has been tried, are sufficient to demonstrate its superiority over the old system of collecting fees from the children. From all the information I have been able to obtain through my own observations and enquiries, we may expect our new schools to be patronized by the wealthy and respectable classes of the community to an extent, that will more than realize the expectations of its most sanguine advocates and supporters; and my own experience and opinions on this subject, have been corroborated to the letter, by those of the more intelligent of our teachers, as expressed in answer to a series of questions, submitted to them at the end of the year with the blank reports, and accompanied with a request, that they would furnish replies as full and correct as possible. But another argument in favour of extending the blessings of free education among us, may be derived from the fact, that decentralization of political power, and extension of the



elective franchise are becoming popular: yet these can only be productive of happiness and prosperity to a people, when this people are prepared by education and intelligence, to appreciate the advantages of self-government, and to contribute the talent and integrity necessary to its practical application. Besides, when these powers are extensively bestowed upon a people, it becomes a question of self-interest, self-defence with the wealthy and intelligent portion of the community, that education and the elective franchise be co-extensive among them. And this course of reasoning may in part account for the fact, that the new system is gradually recommending itself to all classes of our fellow-citizens. It is true indeed, we lately witnessed a crusade preached against it—and indignation meetings convened for the purpose of strangling it in its birth, but the opposition it thus encountered, no matter from what source or in what motive originating, has, to a great extent, subsided; and the system, even with the present imperfect apparatus, is gaining proselytes day by day from the ranks of the opposition—from the wealthy and influential, who, on the advent of the system, were conscientiously opposed to its adoption. I therefore think when our new and improved machinery shall have been put in motion, the opponents of the principle will be reduced to those, who have never put themselves to the trouble of examining either the schools or the question at issue, beyond that part of the apparatus which appears on the collector's roll, and headed 'school tax.' If therefore the principle be sound, that a good education should be provided for the whole nation at the national expense, there appears no other than the 'free school system,' by which this principle can be successfully carried into practice. And, if the Legislature pursue inviolate the integrity of the present system, we may confidently anticipate, as its legitimate results, that in the course of a few years, a thorough English education, commensurate with the wants and wishes of a rapidly advancing people, will be brought within the reach of the humblest citizen—diffused throughout the length and breadth of the land, and made as free as the air we breathe, or the light of heaven."

## XLIII. CITY OF KINGSTON.

115. *R. S. Henderson, Esq.*: "Of the whole number attending the Schools there were 609 boys, and 506 girls, being a decrease of thirty-nine boys and fifty-three girls as compared with that of last year. Although the whole number on the roll exhibits this large decrease, yet the average number in attendance nearly equals it, and only falls short of it by 9 in summer, and ten in winter. The reports state the average number in attendance at 688, of whom 391 are boys, and 287 are girls; which number if equally divided amongst the ten schools, would give to each a fraction over 67. Under all the circumstances of discouragement—ill ventilated school-rooms—poorly furnished with any of the requisites for successful study—reduction in the number of opposition schools—it is gratifying to know that the public have undiminished confidence in the schools, and in the system by which they are conducted and supported. The winter attendance is invariably less than the summer attendance. In the winter of this year there were 354 boys and 260 girls. Here the question naturally arises—are the schools in operation, together with the private schools, sufficient to educate all the children in the city? In 1850 I made exertions to obtain such statistics as would enable me to state, without fear of successful contradiction, what number of children were obtaining more or less of an education. The conclusion I arrived at, after careful and elaborate inquiry, was, that as many as were in daily attendance at the common schools, were growing up in ignorance of even a knowledge of reading; this, too, upon the assumption that there were two thousand six hundred and sixty-eight children of school

age in the city. If, however, we assume the returns compiled by the census commissioners to be correct, we have the large number of three thousand three hundred and thirteen children between the age of five and sixteen years, which would materially increase the number of the uneducated. The conviction follows that the means of education are not commensurate with the wants of our population. In my former reports I have had occasion to speak of the peculiar excellence of the national reading books compiled for the use of the young. With the use of these books the classification of pupils is rendered easy and complete, and the perplexity and hindrance to the advancement and progress of the scholars are no longer experienced. The comprehensive nature of these works—the progressive principle upon which they are constructed, the range of subjects which they embrace, and the variety of useful and entertaining information which they contain, at once place them in the highest rank of school books in the English language. Probably there is no branch in which the pupils attending our schools are more deficient than in the art of good reading. This arises not so much from incapacity on the part of the teachers as from inattention, and a want of full appreciation of the great importance of teaching children to read in their own tongue, fluently and correctly; other branches of study are too frequently allowed to encroach upon and diminish the time allotted to this. The essential characteristics of a good reader are a just enunciation of sounds as well as words; a careful regard to distinctness of pronunciation, and a proper fulness and modulation of voice. A clear and correct enunciation is of the highest importance. Criticism in orthoepy, accent, emphasis, cadence, and punctuation should be combined and constitute a part of the act of reading. A great defect that I have observed and endeavored to remedy, is, that of children reading what they evidently do not understand, and hence the habit of what is called school reading. Children naturally speak correctly—their language is simple—they use only words of which they comprehend the full meaning—their pauses, tones, inflections of the voice could not be amended or rendered more strictly in accordance with the principles of elocution. A little reflection on this fact, a little attention, and a little judicious watchfulness, care and discrimination will remedy the evil complained of. On a review of the attendance and the instruction imparted, the comparison is in favor of the present year; the average daily attendance in each school exhibiting an increase, and the decrease in the number in each branch of study being less than the statistics of one of the suppressed schools would show. It will be seen that more than one half of the children attending the schools are learning to write. In this writing, however, there is an entire absence of uniformity—each teacher having a method of his own, and a total want of system. Writing is a species of drawing, and requires taste and skill in the teacher in order to the proper acquisition of it by the pupil. The rules of writing are so well defined and as capable of being understood as the rules of any science or art, yet the principles are so easily understood, and the elements so few, that a child of the smallest capacity can be taught to understand and apply them. Reduce writing, then, to a system—let children be treated in the acquisition of this important branch of knowledge less as machines and more as reasoning and reflective beings, and the work is accomplished. Mulhauser's method of teaching writing is admitted to be the best ever devised. In this system the elementary parts are reduced to four, and these are taught in the natural order of their simplicity, after which they are combined into letters, and letters into words. The names of the elements are few and easily remembered; the rules are reduced from formulas in arithmetic; and the style is at once easy of execution and legible. Drawing should be taught simultaneously with writing, and for this there is no need of drawing paper—a slate and pencil are all that are requisite. How much of the time of the child is now

wasted in school, that might otherwise be improved. Twice a day called up to say A, B, C, and the rest of the time spent in listless inactivity and stupor, if order is maintained in the school. Five hours of each day unemployed, the school-room becomes a prison from which he gladly escapes, and to which he unwillingly returns. He dare not speak while in school, this is a violation of order, and must be punished with a slap on the hand or being put in the corner; he dare not ask a question, because he is too young to understand. His little active mind, playing in his healthy body, looking for and intensely desiring knowledge, is curbed, depressed, broken, under the discipline of the present system, if system it can be called, where not a single faculty of the mind is occupied except that of imitating sounds, for the first six or twelve months of his school experience. The number studying English grammar last year was one hundred and sixty-three, being a slight decrease as compared to the returns of 1851. A knowledge of English grammar is introductory to composition. I differ with those who think that children ought to be taught reading, writing, and arithmetic, before they enter upon the study of grammar. Children can be, and have been, successfully taught the elements of it when learning to read; this method would invest a reading lesson with great interest—at once being the productive of thought, and bringing into life the reasoning faculties. The fondness of children for study, and the rapidity of their mental acquisitions, depend much upon the manner in which they are first instructed. The object of English grammar is to teach children to speak and write their native language with propriety; hence elegance, ease, distinctness and force should characterize their every-day phraseology, and as their speech becomes more copious, they should be led to 'recognize those slight shades of distinction which are almost synonymous, to discriminate between the literal and figurative, and to frame sentences in which the main idea shall be brought out conspicuously and prominently, while all subordinate—mere matters of circumstance or qualification—shall occupy humbler or more retired positions.' The inductive manner of teaching grammar would save the expense of purchasing books in the early stages of study, relieve the children from dry and irksome tasks, and prepare the way for their entry, with pleasure, afterwards upon the philosophy and the refinements of the English language. Black boards are used in all the male schools, and the numerical frame in some. The teachers aim at a classification of their pupils in this as in other branches of study. It is, however, a work of no little difficulty, owing to a want of uniformity of books. Oral instructions accompany the recitations; and if a principle is to be demonstrated, or an operation explained, it is done by the teacher on the black board, so that the knowledge of it may enter the eye as well as the ear, in order to be conveyed to the understanding. A knowledge of arithmetic enters into so many of the common operations of life, that it is justly considered an essential part of a common school education. As a means of mental discipline, it is of great value. In nothing is the dependance of one step upon another so complete as in the science of numbers. I have endeavored to impress upon the teachers the necessity of frequent interviews, in order that the principle may be indelibly fixed in the mind, and the importance of demonstrating each lesson by illustrations, in order that the pupil may thoroughly comprehend it, and thus, in his early acquisitions of knowledge, acquire a love for the study of arithmetic, by seeing and understanding its beauty and great utility. If this be neglected, the pupil is in great danger of leaving behind him much that he does not distinctly understand, and hence his progress will be difficult and the result of his labors uncertain. It will be seen by the return that 138 have been studying geography. This is an increase of 12 over the number reported in 1851. The introduction of a supply of geographies as text-books, and two sets of Holbrook's school apparatus, has resulted in increased attention to this most

interesting and useful branch of an English education. The only requisites now wanting are outline maps. The inductive method of teaching geography, I believe, is admitted to be the best. The pupil's attention is first turned to the peculiar features of his own country—its mountains and plains, hills and valleys—its waters, lakes, and rivers—its climate, soil, productions, &c., then to mathematical geography, embracing the position of the earth, its form, magnitude, motions, and velocities, lines and divisions, and the phenomena upon which the theory of the solar system is founded. By this method a knowledge of geography is acquired naturally, without clogging and confusing the memory, or wearying the attention. In this study, the pupils of our school are materially assisted by the planetarium and tellurium—two little instruments in Holbrook's apparatus—with the use of which the study of mathematical geography is rendered comparatively easy. If the teacher understand drawing, and will put that art in practice when a class is reciting geography, he will have no difficulty in obtaining the most profound attention, not only of the class, but of the whole school, and in a little time, to his great surprise, he will find that the smallest children, without effort and without being taught, have learned something of geography. The impressions made on the mind through the eye are more distinct and vivid than those made through the sense of hearing. Teaching by visible illustration is strictly in accordance with the established principles of intellectual philosophy. The schools have been in constant and active operation during the whole year, with the sole exception of one school. Of the teachers now employed five hold first-class certificates, and the others second-class certificates. A teacher's certificate is justly considered a good criterion of his education. It does not always follow, however, that a teacher holding a second-class certificate is unacquainted with any of the additional branches in which he is required to pass a satisfactory examination in order to obtain a first-class certificate. The board of public instruction have frequently had to refuse teachers first-class certificates merely from a failure in an examination of the one branch in the programme. My opinion has frequently been asked as to the value of the services of female teachers. I have no hesitation to speak as to the value or the importance of providing competent female teachers to educate their own sex. My instructions from the trustees have always been to separate, as far as practicable, the female children from the males, and to place them under the control, guidance, and instruction of female teachers. In connection with my duties as a member of the board of public instruction, I have frequently witnessed a high order of intellect in female teachers, some, whose names I could mention, remarkable for the strength and scope of their conceptions of the mathematics, and for a philosophical knowledge of the subtleties in the science of language. But, apart from the consideration of superior intellect, and extensive information, educated females have a particular power over the young of their own sex, in moulding their characters, in softening, refining, and polishing the young mind. The moral training of young children is fully as important as the intellectual, without which they will grow up in a rude and semi-barbarous state, unrefined, and exhibiting none of the lovely traits of female excellence. I am happy to say that the conduct of the children attending the schools meets my warmest commendations. No acts of insubordination or misconduct, nor any thing deserving of public reproof, have been presented to my notice. No complaints have been made to me by parents or guardians, of undue severity in school discipline. The number of visits to the schools made by the members of your board is 107 against 60 made in 1851. These visits have tended materially to strengthen the authority of the teacher, and encourage him in his daily labors. The number of visits made by me to the schools is 287. I cannot expect under any cir-

cumstances, to be able to add to this number in any succeeding year. I feel that I have attained the maximum. I have endeavored, from a principle of honor as well as duty, to bend my energies to the fulfilment of the duties assigned to me—to know from personal and almost daily inspection of the schools, the character and conduct of the pupils, and their proficiency in their studies, as well as the character, capability and deportment of the teachers—the degree of attention and devotion to their labors manifested by them—and by contrasting the methods of teaching with the different degree of success, to ascertain in what one is deficient and another excellent—and finally by studying and practising the graces of social intercourse, and by the strong force of public example, to insensibly lead the children to practise and adopt the courtesies of life. To maintain the authority of the teacher, to impress upon the children a high respect for the teacher, to make them feel by my own bearing, that he is supreme in his own school—have been my constant aim—for to weaken his power would at once produce confusion, insubordination and contempt for his office and authority. The teachers, whether owing to the visitation of our board, and my own, or to an inherent sense of duty possessed by themselves, have been most diligent and faithful in their respective schools. As the servants of the board, selected among many, it is due to them, that I should not pass them by in silence. I know it is not usual to eulogize the services of teachers—their labors are too humble, and in too confined a sphere to merit much of the world's regard, much less its gratitude. They are employed to-day, dismissed to-morrow, and forgotten the next day. In this the world is wrong. The most important interests—the most valuable part of a child's time is committed to the teacher. Six hours each day during the whole young life, he is stamping, moulding, bending, the pliant mind of the young. He takes indigence and obscurity to his heart for life, in order to become the servants of all, 'that he may train the lowliest children in a sense of nature—in the love of God and of virtue.' For time spent, energies wasted, health destroyed, in the culture of the young mind, in the moulding of the young heart, in leading and giving power to the incipient faculties that are destined hereafter to assume the power and control, and give character to society, value received either in personal consideration or pecuniary reward, is seldom or never written down by them. In connection with the labors of the teachers, school visitations by the persons authorized by law would be pleasing to the teacher and profitable to the pupils. Very few of the clergy visit our schools. Why is this? I am sure none would be more welcome than the ministers of our common religion, to whom we, with one common consent, look for spiritual knowledge, and whose education peculiarly fit them for guiding and controlling the thoughts and inclinations and passions of the young. If their visits only tended to excite interest among the parents of the children, what a valuable auxiliary would they become in the important work of public instruction. I regret to have again to comment upon the unsuitableness of most of the buildings used as school-houses, for the purposes of instruction. In a visit made to Belleville last year, I was both surprised and delighted at their public schools, although humbled at the contrast between their elegant brick buildings, furnished with all the requisites for extending study, and our own school houses, whose cheerless aspect is only equalled by the broken, dingy, discolored walls within, furnished with little else than antiquated and roughly made benches and desks. Around the white walls of the former, visible to every eye, were hung object lessons, maps and drawings of philosophical instruments, which were constantly used in illustrating the reading and other lessons. I was particularly struck with the cheerful and intelligent countenances that met me at every turn, and the pleased and animated expression of even

the smallest children, so different from that I have been daily accustomed to see. No complaints are there made of a punctual attendance—9 o'clock sees every child in his place—his eye sparkling with delight, and countenance radiant with happiness. Here too I observe the children of the rich and poor in the same school, in the same classes, vying with each other for intellectual supremacy—nay mingling in the same plays during the intervals of relaxation from study. Comment is superfluous. The fact itself speaks volumes, and pleads powerfully and eloquently for the children of our community. Why in the annals of crime have the vicious and abandoned been poor and uneducated? Society has drawn broad distinctions between them and the rich. No community of feeling—no oneness of interest—no unity of sentiment has existed between the different grades of society. Isolated from each other, each pursued his own inclinations without check or control from the other. As the one became intelligent, powerful and wealthy, the other became ignorant, vicious and criminal. Education is to be the lever, that will not only show the deformity of vice, but that will elevate the social state of the poor—assimilating them in habits, thoughts and feelings to the rich and educated—giving them the same intellectual tastes and pleasures; and enduing them with the same sentiments and feelings. Educate the masses, and with the flight of ignorance will be the flight of crime. Our board has done much for the education of the children in this community. We must not weary in well doing, because we find that there is still much to be done. It is not nature alone (Dr. Bushnell remarks) that makes the man. It is the school that quickens curious thoughts, fills the mind with principles of science, and starts the inventive and creative powers into action. Let every talent, let every type of genius in every child, be watched and nurtured by the city as by a mother watching for the signs of promise in her sons."

#### XLIV. TOWN OF BRANTFORD.

116. *The Board of School Trustees*: "The high school and the east ward school, during the past twelve months, have been under the management of an almost entirely new staff of teachers. The local superintendent's report, bears the most favorable testimony to the success of their labors, and the board are gratified to acknowledge that an equally favorable progress towards the maintenance of order and punctuality has been manifested by the pupils. The great want of additional school accommodation in the outer wards of the town has been long felt and acknowledged by the board, and which they sincerely trust their successors in office will be allowed to remedy by the approving voice of the people. The debt on the high school building is entirely paid off; the building and grounds put in thorough repair; the Nelson street school house repaired, and rented to the grammar school board; the school properties on Pearl, Wellington, and Nelson streets paid for, and all the incidental expenses of the past year settled. The board have thus the pleasing satisfaction of retiring from office leaving no liabilities or other encumbrances to engross the time and attention of their successors, but a clear field left for their exertions in the promotion and extension of the means of education."

#### XLV. TOWN OF BROCKVILLE.

117. *The Board of School Trustees*: "Upon entering on the task imposed on us, as trustees, we have endeavored to represent the views of the freeholders and householders of the town, convened for the purpose of deciding upon the system to be pursued for the establishment and support of the common schools. In accordance therewith six free schools were organized, to which teachers furnished with requisite certificates were appointed. Great pains were taken in the selection of proper school apart-

ments, for the reception of the pupils attending; but we regret to add that they are not well adapted for the purpose, not being of sufficient capacity to ensure that healthful and free circulation of air indispensable to the health and comfort of those contained within its limits, and in a measure counteracting the efforts of the teachers. We deem it necessary that a due regard be had towards effecting the previous objects; and would therefore recommend that suitable sites should be procured in each ward, and buildings thereon erected for its attainment, at the same time observing the strictest economy so that the additional burthen placed upon the community may be as light as possible. From personal examination and other sources of information we are to be enabled to speak favorably of the moral deportment of those presiding over our youths. The progress in learning and orderly conduct of the pupils affording an evidence of the moral influence and efficiency of their teachers; we have reason to believe that the plan which has been adopted during the past year in regard to the classification of common schools, under the superintendence of efficient male and female teachers, has been productive of the most beneficial results, and would fully recommend a continuance of the present system of classification. Under the present system the average attendance has greatly increased, but as the subject of a rate bill or no rate bill is a question in which the inhabitants of the town are interested we would prefer leaving the matter in their hands. At a recent meeting it was determined by a large majority that the system of free schools as carried on for the past year should be continued for this, although a strong opposition was given by the more wealthy portion of the people. Such opposition will no doubt diminish year by year as the schools become more efficient under judicious management. Of all other public accommodations, we cannot boast of owning one foot of land, for school purposes; it is however the present determination of the board to make provision during this year for the erection of at least two school houses. The people are not in favor of one large central school house, for the whole town, and the board doubt very much that such a school would serve the best interests of the people. Agreeably to the wish expressed at the meeting already alluded to, the board have passed resolutions for continuing the system of free schools and for the employment of teachers. It appears to be admitted on all sides, that a law to compel children to be sent to school would have a beneficial effect."

#### XLVI. TOWN OF BYTOWN.

118. *The Board of School Trustees*: "The number of pupils in attendance on the 31st December last was 665, of this, 187 were indigent scholars having free tickets, the others paid at the rate of one shilling and three pence per month, so that our schools may almost be said to be free. You will perceive that we had eleven schools in operation the greater part of the year, and this year we have increased our number to thirteen, the increase of population demanded it. These schools are all at work and doing well. It is the intention of the board to build school houses on a better and more extensive scale, and are only prevented at the present by want of necessary funds, which is to be hoped will not obstruct them much longer."

#### XLVII. TOWN OF COBourg.

119. *The Board of School Trustees*: "In every particular our schools exhibit a very gratifying increase when compared with 1851. The Board has not adopted any plan for the centralization of the school system—though fully alive to its value as a system for towns—but owing to the financial expenditures of our town on ne-

cessary public improvements, the members of the board have not felt that they would be justified in increasing the public burthen so largely as would be necessary to establish such a system. All are gratified with the successful working of our common school system, and render you unqualified praise, for your very able management of the educational department."

#### XLVIII. TOWN OF LONDON.

120. *The Board of School Trustees:* "The Board have the pleasure of announcing the progressive and continued increase in the number of children enjoying the advantages of education in our common schools, and also the prosperous and advancing state of the schools under their present system of management. The report shows, that in 1851, the number of children of all ages upon the rolls was 115 (that number being an increase of 559 over the preceding year, in 1852; the past year the number upon the roll has increased to 1617, being an increase of 467 over the preceding year, and affording the best possible evidence of the progress of our schools, of the increased public confidence which they have secured, and of their general efficiency and success.— In addition to this it may be mentioned that numerous applications have been made, during the year, by persons residing beyond the limits of the corporation for admission into the common schools, which would greatly increase the attendance, could such applicants have been admitted, which shows the extended and growing confidence felt in the advantages presented by the public free schools. The average attendance of pupils during the past year has been about six hundred and fifty-three, showing a daily attendance commensurate with the increase of the number upon the roll. The board of school trustees have now had sufficient practical evidence of the superiority of the free school system from watching its operations during the two past years, to warrant them in pronouncing an unequivocal opinion in its favor. The progress of the union school of London is not more marked by the increase in the number of pupils, than by the extent of the course of studies pursued, and the actual amount of attainment realized by those enjoying its advantages, as evinced at the public examinations. For the information of those who have not found it convenient to visit the school, or attend the examinations, it may be desirable to give a brief statement of the studies pursued there by the more advanced pupils; of the number engaged in these studies, and of the general progress made. The board of trustees deeming it proper to place within the reach of every class of the community, and of every child who might evince a taste and talent for a more extended range of studies than are generally pursued at common schools, facilities for the acquisition of literary and scientific attainments, equal to those afforded by the higher order of academies, directed the principal to introduce, in addition to the other studies, that of classics, and during the past year about twenty-five pupils have availed themselves of the advantages thus afforded in the abstract sciences. Under these circumstances the board are satisfied that the progress of common school education in London is onward, that it has realized their expectations, that the inhabitants enjoy educational advantages, second perhaps to no town or city in the province. The trustees do not make this statement unadvisedly, but are perfectly willing that any person should test the accuracy of this report by a minute personal examination. The board of trustees have to express their gratification that whilst efforts have been made in different parts of the province to establish sectarian schools, no such demand has been made in London, and no evidence manifested that any section of the inhabitants, would desire thus to impair and destroy the efficiency and uniformity of our present system, which is a conclusive proof of the general satisfac-



tion felt with the manner in which this board has administered the important trust committed to its charge by the people, and with the general management and character of our public schools."

## XLIX. TOWN OF NIAGARA.

121. *The Board of School Trustees*: "The schools of this town are in general flourishing. The principle difficulty is this, whether the schools shall be 'free.' The experiment was tried two years ago, but did not give satisfaction to all parties—the system has since been altered. Indigent pupils are sent free of charge—none of the tax payers refuse to pay for such. But they did complain when all went without paying. The same plan with respect to the indigent will be adopted this year."

## L. TOWN OF PRESCOTT.

122. *The Board of School Trustees*: "Upon entering on the task imposed upon us, as trustees, we have endeavored to represent the views of the freeholders and householders of the town. In accordance therewith, great pains have been taken in the selection of teachers with their proper certificates; and also in school apartments for the reception of pupils attending; but we regret to add, that they are not well adapted for the purpose, not being of sufficient capacity to ensure that healthful and free circulation of air indispensable to the health and comfort of those contained within their limits. We deem it, therefore, necessary that a due regard should be paid towards erecting a central building for the use of schools. In the first place it may appear to be a burthen on the town, but eventually it will be a saving, and also healthful to those contained within its limits. From personal examination, and other sources of information, we are enabled to speak favorably of the moral deportment of those presiding over our youth. The progress in learning and orderly conduct of the pupils testify to the efficiency of their teachers."

## LI. TOWN MUNICIPALITY OF CHATHAM.

123. *The Board of School Trustees*: "The board of school trustees for the town of Chatham, in addition to their annual report, beg leave to append the following remarks in reference to the educational interests intrusted to their charge. They are the more encouraged to take this opportunity of giving additional statements, from the fact that since their last report a great improvement has taken place in all matters pertaining to common schools and their management in the town of Chatham. The spacious and elegant central school capable of containing and accommodating four hundred pupils, commenced on the 1st September, 1851, was made ready for the reception of scholars on the 26th day of February, 1852. Since the last named day the school has uninterruptedly continued, (save during the vacation established by law,) and from the commencement of the school to the close of last year, a steady improvement was manifested in the attendance and progress of the pupils. The board may here take the opportunity of paying a first tribute of respect, and of stating their high appreciation of the valuable services of the teachers with whom they had engagements for the past year. They may also state their gratification at the encouraging manner in which they have been sustained by their constituents generally, and taking into consideration the novelty of the plan adopted in approaching as nearly as possible the centralization of pupils, the apparent acquiescence of parents and others interested, induces a confidence of their approval of the measure. In addition to the central school house, a spacious and com-

modious building has been erected for the accommodation of the colored pupils, the services of a highly competent teacher were engaged, and from the date of its opening (about the 1st of September last,) to the close of the year, the board have the satisfaction of reporting an improvement, which although not very rapid, still holds out the encouraging hope of greater success in the future, and in the mean time has removed all cause of complaint from that portion of the inhabitants. The mode of supporting the schools in the town of Chatham during 1852, was by a quarterly subscription of two-and-sixpence currency for each scholar attending, the balance of the teachers' salaries being raised by a rate on the taxable property. When it is considered that within one short year, the present board of trustees have to report so many beneficial changes, alike creditable to the intelligence and enterprize of the inhabitants of Chatham who have cheerfully submitted to heavy taxation for the sake of such improvement, and when the buildings now erected are compared with those in which the schools formerly were kept, it affords the most gratifying index, that this branch of our social economy has received the earnest attention which its importance demands, and when the fruits hereafter shall be reaped, that this town will be placed high amongst its other competitors in the strife of beneficial progress. The lofty ceilings, the well ventilated, and well regulated rooms, the arrangement of pupils, and the air of comfort induced in every department, seems an ample recompense for the taxation which in the presence of these improvements can scarcely be felt as a burthen. As surely as physical health improves the moral tone, a feeling is becoming fast awakened that, unless a school room possesses the properties for preserving rather than destroying the health of its inmates, the teacher often grows weary and the pupil toils and suffers in vain. The commons schools in this town have been frequently visited by the trustees and others, and in the course of such visits the trustees have continually had to remark the harmony of attendance by the children of parents of different creeds in religious matters, and in no instance has the attention of the board being called by parents or guardians to any matter deemed objectionable, as arising from such mixed attendance. The directory part of the 14th section of the school act, 13 and 14 Vict., cap. 48, has been carefully noticed by the board. Notwithstanding the mixed attendance above alluded to, the board of trustees, after making inquiry in the commons schools, and ascertaining the absence of any compulsion, or even any recommendation whatever, have to report that no objection of any sort coming within the terms of the 14th section, either impliedly or otherwise, has at any time ever been made to them by any parent or guardian interested. This harmony is the more gratifying to the board, as it ensures a correct appreciation of the common school system in Chatham, and a determination on the part of the inhabitants to concur for mutual benefit. If unity be strength in other matters, in no instance is the mutual combination more sustaining than in educating our youth under a public system, any one isolation from the principle engenders and provokes other imitations, and that system which, when intact and in its strength, might have been noble and comprehensive, weakens and decays as its component parts continue to separate. The board of trustees have, however, but little of this to fear in Chatham, and they believe the common school system is generally popular in Upper Canada. The system of free schools is becoming better understood, and as it places teachers in a somewhat better position as regards salaries, higher qualifications are more generally demanded. The teacher's superiority of qualification naturally induces an increased attendance of pupils. The common schools, which are alike open to all, supported, as they should be, by a general assessment on all, offer inducements with which separate schools cannot compete, and these considerations, together with the fact that, while none are excluded from the benefit of

---

public instruction, the private feelings and relations of parties are carefully observed and guarded, seem to place the common school system in a position which will acquire for it its ultimate triumph and success. Before closing the report, the board may take this opportunity of stating the unanimity which has at all times existed among its members. In the view of necessary improvements, and a sincere desire faithfully to carry out the system of public instruction, there has been no jarring of opinion or conflict of interests, and it has been a matter of continual gratification to them that such harmony has at all times existed; they venture to hope that such concurrence may continue, and although success has in some measure been achieved, yet they are aware that much remains to be done, which nothing but care and active attention can accomplish. The board trust that the future may present prospects as encouraging as the present, and that on all occasions the same unity of sentiment will exist as to the necessity of liberally supporting these institutions, without which no country, however enriched by nature, can have its inhabitants truly flourishing and prosperous."

## LII. TOWN MUNICIPALITY OF GUELPH.

124. *The Board of School Trustees:* "The trustees have pleasure in stating that their schools are in a very commendable and recommendatory state of working order. The trustees have, at the recommendation of the superintendent, directed each of the schools to be furnished with a selection of large hanging maps, which will greatly facilitate and aid in the teaching of geography. The advanced and well-instructed state of a large number of pupils in the town schools, as evinced at their respective examinations, was considered highly pleasing and commendable both by the trustees and parents of the children."

## LIII. TOWN MUNICIPALITY OF SIMCOE.

125. *The Board of School Trustees:* "In presenting to you some general observations on the state of the common schools in the town of Simcoe, during the year 1852, the trustees congratulate you on the generally prosperous condition of all the schools at the present time. They are perfectly justified by facts, in saying that common school education stands higher at the present time than at any former period since its establishment in Simcoe, both in the efficiency of teaching and the attendance of children. The quarterly examinations, which have regularly taken place in all the schools, have been increasing in interest, and have called forth numerous expressions of approval from the visitors present. There has been but one lecture on education during the year, but the want of additional lectures has been partly made up by the public discussion of some questions connected with the subject on several occasions; particularly has the subject of free schools occupied attention, and while it is to be lamented that so much opposition was made to the free school system, as to induce the board to delay acting entirely on it last year, they looked forward with confidence to such an improvement in the feelings of the inhabitants as to cause the speedy adoption of that principle, thereby putting an end to the unpleasant effects arising from the levying of rate bills, the invidious distinctions and inequality of burdens produced by the existing system, as well as its hindrances in the way of a general attendance of scholars. At the election for school trustees for this town, the question of free schools was made a test question, and the whole number of trustees having resigned, two distinct tickets were nominated, and that although great exertions were made by the anti-free school men, and the poll unnecessarily kept open by the returning officer, until the last moment on the second day, the result was a large majority for every free

school candidate—from the first vote polled to the last the free school ticket kept steadily in advance, never by a single vote losing a steady majority, varying throughout from fifteen to thirty-two. The introduction of reading the Scriptures and prayer into the schools has not given rise to the slightest objection that we are aware of, and we feel confident that it will be productive of very beneficial results.”

#### LIV. TOWN MUNICIPALITY OF WOODSTOCK.

126. *The Board of School Trustees*: “We regret that the average attendance is so small compared with the whole number of pupils on the register, although the board are happy to say that even in this respect we compare favorably with other places. The movement we hope to make during the year, from our present miserable school houses to buildings suitable for the purpose, will give us a much higher average attendance during the next year than we have for the past.—Circumstances which the trustees could not control have thrown us back another year in building, but as these difficulties are now removed we hope next year to be able to report as good school accommodation as is possessed by any town in the province. Speaking of school houses you have conferred a vast benefit on the province by the wide circulation of Barnard’s School Architecture, and we think a farther great benefit would arise could you procure a plan and description (with plate sections if possible) of Ruttan’s ventilating and heating apparatus.”

#### LIV. VILLAGE OF GALT.

127. *The Board of School Trustees*: “The board for this Village has much pleasure in submitting this statistical and financial statement of the school under its charge, showing a steady increase in the school attendance, during each quarter of 1852; thus indicating a growing interest in education, and the unabated confidence of the public in the zeal and ability of the teachers. In justice to the superintendent, it is proper to state, that in keeping with his usual public spirit and liberality, he has appropriated the salary allowed him by the board for 1851, to the planting of ornamental trees around the school-house, and that for 1852 in the aid of the school library. Without the slightest wish to depreciate or undervalue the efforts made in the cause of education by the several private schools opened in the village, the board would point out the necessity existing, of establishing a female school, under a thoroughly competent teacher. Surely a matter so important as the proper training of their female children should not be left by the public to chance or accident. The practice of assembling children of both sexes promiscuously in the same apartment, without the superintending care of a female teacher, cannot otherwise than have an injurious tendency.”

#### LVI. VILLAGE OF INGERSOLL.

128. *The Village Superintendent*: The school is doing well whether the statistical returns do justice to it or not. I had the pleasure and profit of hearing the Chief Superintendent at Woodstock, and was deeply interested in the information he gave us on free schools, libraries, and the religious element in our free school system. I think that with him that all the people—*i. e.*—all parts of the country, are not prepared for free schools—his views are most sound and correct, the true idea. His system will clog the wheel of sectarianism with respect to separate schools—his labors in the library department are worthy of the highest praise and will confer a mighty boon on Canada. We have the just, the proper, the very best management in the religious department, as

the Chief Superintendent so admirably explained it. Our system recognises Christianity as the true religion, and it recommends the use of religious instruction, but leaves to the parents or teachers in each locality the nature and amount of religious instruction imparted—avoiding the errors both of the English and United States' system. Under the former, the government enacting the kind and amount of religious instruction imparted, and the latter system having nothing to do whatever with religion, not even recognising Christianity as true—nor recommending it to the people. I have read and thought a good deal on the subject of religious instruction in connection with secular education, and I think that we fixed on the true and proper system. In this we are chiefly indebted to our Chief Superintendent and the provincial board."

## LVII. VILLAGE OF OSHAWA.

129. *The Board of School Trustees*: "The attendance of scholars within the school age at the schools of this village bears but a small proportion to the number actually resident within the limits, the average attendance at the common schools for the past year being only 139 out of a school population of 272, while in 1851 there was an average attendance of 221, the cost of maintaining the schools for the past year amounted to £204 2s. 0½d., or £1 9s. 4d. per each scholar. The experience of the last two years had satisfied many that the plan of keeping the present school houses open instead of one large central one was attended with increased expense and prevented that proper system of classification without which a school at which the higher branches could be taught at a price within the reach of all could not be obtained, many persons were now obliged to send their children abroad for instruction, the means not being afforded them at home, as it might if a proper system were adopted. The construction of suitable school accommodations is the only method by which such an education as is now sought by our youth elsewhere, can be obtained. It will at the same time afford to all a cheaper means of obtaining the education now imported at the common schools. This subject had been forced upon the attention of the board in a variety of forms, and it was hoped something would be devised to bring about such a state of things as was devised in the village. A building where proper classification could be made, and the higher branches taught under a head teacher, having supervision of the whole, would ensure an education to all without having recourse to free schools, (*necessarily*) because the rate would be diminished to the scholar seeking only the acquiring of the elementary branches, whilst to the more advanced, a higher rate would be charged, and no doubt cheerfully paid."

## LVIII. VILLAGE OF PARIS.

130. *The Village Superintendent*: "It appears there are more children on the register, than there are within the corporation; this is readily accounted for by the fact that there are a great many pupils attending who live *out of* the corporation. The people of Paris are at this time very much interested in the education of the children, and have, by an overwhelming majority, decided to make the schools within the corporation free. The proficiency that the children in this village are making in the acquisition of knowledge is great. No pains are spared by the efficient teachers to advance them in learning. For the enlightenment of the rising generation here, the prospects are most flattering."

## LIX. VILLAGE OF ST. THOMAS.

131. *The Board of School Trustees:* "The board are now constituted and prepared to carry out the spirit of the common school act. And if they are fortunate enough in getting an efficient teacher they hope that the opposition they met with last year, which, in a great measure destroyed the well-working of the school, will be overcome, and that our report next year will be satisfactory to the board and the majority of the inhabitants."

## Appendix B.

PROCEEDINGS at School Conventions held in the several Counties of Upper Canada, by the Chief Superintendent of Schools.

No. 1. *Circular from the Chief Superintendent of Schools to Municipal Councillors, Local Superintendents, Visitors, Trustees, and Teachers of Common Schools in Upper Canada, appointing County School Conventions.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 10th January, 1853.

GENTLEMEN,

In the course of the next two months, the undersigned proposes, Providence permitting, to visit each County, or union of Counties, in Upper Canada, for the purpose of holding in each a County School Convention of all school officers and other friends of general education who may choose to attend. It will be recollected, that all clergymen, judges, members of the Legislature, members of County Councils, and aldermen, are School Visitors; that the law makes it the duty of Local Superintendents to attend such conference; and the undersigned shall be happy to meet and confer not only with all School Visitors and Local Superintendents, but with as many trustees, teachers, and friends of education generally, as can make it convenient to attend—including, of course, such Trustees and other school officers and promoters of education as may reside in the cities, towns, or villages of each county, or union of counties, within the limits of which a County School Convention shall be held.

The objects of each County Convention will be—

1. To answer any question which may be proposed, and give any explanations which may be desired, respecting the several provisions of the common school law.
2. To consider any suggestions which may be made for its improvement.
3. To consider any suggestions which may be made as to the best regulations in regard to public school libraries, and their relation to county, township, and school municipalities; also, teachers' institutes, and the mode of constituting and managing them.

There are so many considerations involved in the establishment of public libraries and teachers' institutes, that the undersigned is unwilling to decide upon and submit official regulations respecting them, without as large and free a consultation as possible with experienced and interested parties throughout the country. And, as it is intended, during the approaching semi-session of the Legislature to propose (not any changes in the general

provisions of the existing school law, but) some supplementary provisions to improve the school law, the undersigned is anxious to be favored with every suggestion which the experience and administration of the law, may have furnished to local school authorities. It will be desirable to have all questions and suggestions to be proposed at each County Convention, prepared and presented in writing.

Whatever public address the undersigned may be able to make in each county, will be made during the County School Convention.

The meeting of each Convention will take place at half-past One o'clock in the afternoon and the proceedings commence precisely at Two, whether few or many be present. The time and place of each of the proposed County School Conventions are as follows :—

| COUNTIES.                      | TOWNS.          | DAYS.      | DATES.      |
|--------------------------------|-----------------|------------|-------------|
| Lincoln,                       | St. Catherines, | Monday,    | January 24. |
| Welland,                       | Merrittsville,  | Tuesday,   | " 25.       |
| Haldimand,                     | Cayuga,         | Wednesday, | " 26.       |
| Wentworth and Halton,          | Hamilton,       | Thursday,  | " 27.       |
| Wellington, Waterloo and Grey, | Guelph,         | Friday,    | " 28.       |
| Perth,                         | Stratford,      | Saturday,  | " 29.       |
| Huron and Bruce,               | Goderich,       | Monday,    | " 31.       |
| Lambton,                       | Port Sarnia,    | Wednesday, | February 2. |
| Essex,                         | Sandwich,       | Friday,    | " 4.        |
| Kent,                          | Chatham,        | Saturday,  | " 5.        |
| Middlesex and Elgin,           | London,         | Tuesday,   | " 8.        |
| Oxford,                        | Woodstock,      | Wednesday, | " 9.        |
| Norfolk,                       | Simcoe,         | Thursday,  | " 10.       |
| Brant,                         | Brantford,      | Friday,    | " 11.       |
| York and Peel,                 | Toronto,        | Wednesday, | " 16.       |
| Simcoe,                        | Barrie,         | Friday,    | " 18.       |
| Ontario,                       | Whitby,         | Wednesday, | " 23.       |
| Peterborough and Victoria,*    | Peterborough,   | Thursday,  | " 24.       |
| Northumberland and Durham,     | Cobourg,        | Friday,    | " 26.       |
| Hastings,                      | Belleville,     | Saturday,  | " 26.       |
| Prince Edward,                 | Picton,         | Monday,    | " 28.       |
| Lennox and Addington,          | Napanee,        | Tuesday,   | March 1.    |
| Frontenac,                     | Kingston,       | Wednesday, | " 2.        |
| Leeds,                         | Brockville,     | Friday,    | " 4.        |
| Lanark and Renfrew,            | Perth,          | Saturday,  | " 5.        |
| Carleton,                      | Bytown,         | Tuesday,   | " 8.        |
| Grenville,                     | Kemptville,     | Wednesday, | " 9.        |
| Dundas,                        | Matilda,        | Thursday,  | " 10.       |
| Stormont and Glengarry,        | Cornwall,       | Saturday,  | " 12.       |
| Prescott and Russell,          | L'Orignal,      | Tuesday,   | " 15.       |

Probably, in most of the places mentioned, the court-house or town-hall can be procured for holding the County School Convention; and the undersigned must rely upon the kind co-operation of the local school superintendent, aided by the trustees in each county town

\* This Convention was not held, in consequence of a general railroad meeting having been appointed for the same day in the several townships of the united counties, by the county council.

or village, to provide the needful accommodation for the holding of each County Convention, and for giving due notice of the same.

The newspaper press in each county is respectfully requested to give notice of the time, place, and objects of the School Convention for such county.

As the undersigned must get a conveyance from one county town to another during the evening and morning after each County Convention (except on the Sabbath), he hopes that this public notice will facilitate his procuring the necessary accommodation in cases where there is no public stage passing in the direction and at the time required; and especially as the long distances to be travelled over between most of the places mentioned, and the shortness of the time allowed to travel over them, will render dispatch and punctuality indispensably necessary.

(Signed)

E. RYERSON.

*No. 2. Proceedings and Suggestions at the several County School Conventions, relating to the extension of the powers of Trustees, Free Schools, and the establishment of Public School Libraries.*

COUNTY OF LINCOLN.

*Meeting at St. Catherines on the 24th of January, 1853.*

E. S. ADAMS, Esq., Mayor of St. Catherines in the chair; W. F. HUBBARD, Esq., secretary.

"*Resolved*,—That it is desirable that trustees be empowered to decide the manner in which moneys should be raised to maintain the schools, free or otherwise."

"*Resolved*,—That in the opinion of this meeting it would be an improvement in the common school law, if the county councils and township councils were empowered by law to determine whether the common schools in such county, or in such township (as the case may be), should be free schools."

*From the Trustees and Teachers of Union School Section, No. 1, Grantham and Niagara.*

FREE SCHOOLS.—We have observed the working of the free school system, as contrasted with that of a rate-bill levied on the parents and guardians of the children attending school in our own school section; and have carefully watched the results of the same in other school sections, and have also made inquiries on the same subject of persons residing at some distance,—from all of which we are clearly convinced that no system could be adopted in this Province, calculated to afford an education to the whole of the youth of Canada equal to the free school system. Where that system has been established, the school-house has filled to overflowing; and where it has again been changed for a rate-bill system, however low that rate-bill might be made, the school would dwindle to about one-fourth of the free-school number. We are, therefore, fully of opinion that the Provincial Legislature could not confer a richer boon on the Province generally, and on the rising generation particularly, than to incorporate a provision in the present school law, making all schools throughout the Province free, or, in other words, supported in the manner now provided for free schools.

COUNTY OF WELLAND.

*Meeting at Merritsville on the 25th of January, 1853.*

JOHN HELLEMS, Esq., in the chair; N. L. HOLMES, Esq., secretary.

"*Resolved*,—That the trustees, as representatives of the respective school sections, be authorized to decide upon the manner in which their schools shall be supported, free or



otherwise, until such times as other provision shall be made by either the municipal council or Provincial Parliament."

"*Resolved*,—That the county or township municipal councils be empowered to pass a by-law making all the schools in their municipalities free."

Moved by Mr. THOMAS BURGAR, seconded by Mr. ANDREW VAN ALSTINE, and

"*Resolved*,—That a vote of thanks be given to the Chief Superintendent, for the full and satisfactory explanations of questions this day submitted, and for his untiring zeal in behalf of the education and prosperity of the rising generation."

*From the Rev. Elliott Grasett, A. M., ex-Local Superintendent of Bertie.*

**QUALIFICATIONS OF TEACHERS.**—The board of examination of school circuit No. 2 think that the examination of teachers, as established in the programme, is of too low a standard as regards the third class. The majority of candidates which appear before this board, present themselves for a third class certificate, to obtain which, it does not require much knowledge or ability, and unfortunately there are many local superintendents and trustees who do not discern the value of the first and second certificates above the third, consequently third class men are much encouraged. They obtain the *promise of an appointment*, before they appear for examination. It would be well if the Chief Superintendent would advise school trustees generally to establish a gradation of salaries, according to the number of class certificates, that is, to pay to teachers of the first and second class certificates a higher salary than to the teacher of a third class. As before stated there is little or no distinction made between the three ranks of teachers, so far as this circuit is concerned.

*From S. Doan, Esq., Local Superintendent of Crowland.*

**SUPPORTING SCHOOLS.**—The township council should be empowered to tax each school section within its limits, for a sum sufficient (in addition to the legislative grant) to keep open a school at least six months in the year, say at four pounds per month; and to impose a supplementary tax, at the request of the trustees, for any additional sum required to pay the teacher.

**UNION SCHOOLS.**—But one township council should be authorized to assess a union school section; and the money thus collected should be paid to the treasurer of the township in which the school house stands. The trustees of said union section to have access to no other school fund.

UNITED COUNTIES OF WENTWORTH AND HALTON.

*Meeting at Hamilton on the 27th of January 1853.*

R. SPENCE, Esq., ex-County Warden, in the chair; S. BREGA, Esq., secretary.

Moved by JOHN HESLOP, Esq., County Warden, seconded by the Rev. THOS. GREENE, A. B., Local Superintendent, and

"*Resolved*,—That the powers enjoyed by the City and Town Boards of School Trustees, in reference to the mode of providing for the support of schools, be extended to Township Trustees."

Moved by Alderman McILROY, seconded by Counsellor SPENCE, and

"*Resolved*,—That the question of Free Schools be left for decision to the County and Township Municipalities."

Moved by J. M. THORNTON, Esq., Local Superintendent, seconded by Mr. BOTHWELL, and

“*Resolved*.—That the Local Superintendents of the United Counties form themselves into a committee of correspondence, to ascertain the wishes of School Section Trustees on the establishment of School Libraries.”

UNITED COUNTIES OF WELLINGTON, WATERLOO, AND GREY.

*Meeting at Guelph on the 28th January, 1853.*

JAMES WRIGHT, Esq., ex-County Warden, in the chair: A. D. FERRIER, Esq., secretary.

Moved by Dr. CLARKE, County Warden, seconded by J. KIRKLAND, Esq., Local Superintendent, and

“*Resolved*.—That the power enjoyed by the City and Town Trustees, in reference to the mode of providing for the support of schools, be extended to Trustees of School Sections in Townships.”

The Convention considered that the system of Township Libraries was preferable to that of County or School Section Libraries.

“*Resolved*.—That the high obligations felt by this Convention to Dr. Ryerson for the information communicated, and for the interest manifested by him in the educational prosperity of the country, are hereby expressed, and the thanks of this meeting tendered to him.”

*From J. Kirkland, Esq., Local Superintendent of Puslinch and Guelph.*

SUPPLYING SCHOOLS WITH BOOKS.—“Although I do not coincide with the advocates of a poll-tax generally, still I think a poll-tax might be levied for other purposes which would secure the object in view, viz.—an appeal to the *selfish* principle,—without being considered either burdensome or unjust,—of the parents themselves.

“The *parents* are *now* obliged to *buy* books for their children’s use. Some do so liberally, others neglect to do so, others buy any book which may fall in their way, without reference to uniformity with the authorised series, and thus create difficulties in the classification of the scholars. I am aware that the trustees *can* assess the section for books, but I think a very moderate poll-tax for that purpose would save them the unpleasantness of doing so, and without being objected to by the parents, furnish a sufficient fund to enable the trustees to always keep on hand a sufficiency of *authorised* books for the use of the school, and thereby *practically*, though not *avowedly*, prevent the introduction of others; and thus enable the teacher to classify his pupils to the best advantage; beyond which a surplus might remain from which to furnish the schools sufficiently with blackboards, maps, &c., and also for the gradual increase of the section library, without incurring the opposition which would be felt to an assessment on the property for these very necessary objects. All the burden would thus fall lightly on those who get the direct benefit.”

UNITED COUNTIES OF HURON AND BRUCE.

*Meeting at Goderich on the 31st of January, 1853.*

R. GIBBONS, Esq., Mayor of Goderich in the chair; Mr. NICHOLS, secretary.

Moved by T. NICHOLS, Esq., seconded by JOHN CLARKE, Esq., and

“*Resolved*.—That as trustees can be changed at the regular meetings for that

purpose, it is desirable that such should in townships, as now in towns and cities, be allowed to determine the manner in which their schools should be supported."

A motion was also unanimously adopted in favor of township libraries.

*From William Bath, Esq., Local Superintendent for the county of Huron.*

I may state in commencing, that I have a high opinion of the School Act. As a whole: it is sound in principle, and full in its details, yet capable of improvement in this latter respect.

1. **ABSENTEE LANDHOLDERS.**—The language employed in the 9th clause of the 12th section has led many to think that a section tax levied by trustees, can only apply to *residents*;—there is a numerous class of people that are neither *freeholders* nor *householders*, viz., absent leaseholders. The term *rateable or taxable property* as used in the 18th section is the proper one, as the terms should be used in both sections.

2. **ALTERING SCHOOL SITES.**—The power of township councils to alter school sections is still a matter of dispute, notwithstanding your repeated opinion; many think that the *consent* of the majority must be first obtained, and I confess myself among the number, the 4th clause of the 18th section states that it must be done at the request of such majority,—the meaning might easily be made clearer. The power of breaking up union schools seems uncertain, and should be made clear.

As to the right place to put the power to alter sections, and under what restrictions, is a question of some importance. I have still to differ with the municipal council of those counties, that township councils should have unrestricted power to alter them when they please, there would be nothing settled, no end to change. In some places it would be well enough, but in many places both ignorant and selfish men become counsellors, and there should be some plan to restrict their actions regarding schools. I have no better idea than I formerly suggested to you, viz., to give councils the power to appoint a board of some three or five men, to make a survey of a township and to lay out all the school sections, to have their arrangements made final for a period of years, say three or five, unless altered by *consent* of the majority of each of two sections requiring a change, and at the end of such period of time to have a re-survey.—I merely give this as a suggestion.

3. **UNION SCHOOLS.**—The arrangement about union schools, though satisfactory as a temporary act might be improved in a permanent one. The power is now in the hands of local superintendents, of course, the more power they possess, the greater the responsibility and liability to blame,—it would be better to fix the plan of paying money by Act of Parliament. Is there any good reason for paying the Government grant to townships in place of counties, or circuits of a local superintendent?—by the present plan some schools are far better paid than others, for instance where there is a large population and but few schools—townships where the people make the greatest effort to start schools receive less money for each school than in townships where the people are indifferent. The money received by each school is diminished in proportion to the efforts made by the township; if the money was paid to a county, there would be a larger area to work in, and would better carry out the principle of paying money in proportion to local effort, which I am fully satisfied is the true principle on which to grant legislative assistance; if this plan could be adopted there would be no trouble in dealing with union schools, as they could then be treated as any other schools. As far as regards union it would save trouble, for if the public money of each township be kept separate, a teacher of a union will have to go

to one treasurer for part of his pay and to another for the rest, there will be more account keeping for treasurers, auditors and local superintendents.

4. AUDITING SCHOOL ACCOUNTS.—Where the public money is paid by the county treasurer (which is seldom the case) there is no difficulty in complying with the requirements of the 5th clause of the 27th section of the School Act, but when sub-treasurers are appointed (by the county council) for the sake of convenience, a difficulty arises that the law does not provide for, viz., county auditors must either travel over the county to audit the sub-treasurer's books, or sub-treasurers must take their books and vouchers to the county town. I think there should be a provision making this the duty of township auditors, (where sub-treasurers are employed,) and to compel them to furnish the county clerk with a copy of their reports in due time, under a penalty to be recovered by the prosecution of the local superintendent before any Justice of the Peace.\*

5. TAXING NON-RESIDENTS.—In places like the Huron tract, where there is a great deal of non-resident property in most sections, trustees are often embarrassed and teachers kept out of part of their pay for some time by the difficulty of collecting taxes from non-residents. The best way at present is to have their taxes imposed by a township bye-law, but even then there is a long delay. In the meantime trustees cannot discharge their teacher (should he not suit them) neither can they impose a fresh tax on residents to make up a deficiency already levied but not collected. This is an obstacle in the way of free schools. I fear it will not be very easy to remedy this difficulty, unless a short and sure method of enforcing payment from absentees could be devised, or unless power be given to raise the uncollected balance off residents or those sending to the school. I think those who send would have the best right to pay, as it would be unfair to subject residents who have no children to any greater burdens than non-residents. The present power of trustees to sue non-residents will not avail much, as they are often scattered through the county where they cannot be found.

6. TRUSTEES' REPORTS.—Out of thirty-five trustee reports that I have received, there is not one correct,—they all show the actual amounts received and paid teachers, instead of the amounts provided or levied. It is the teachers that fill the reports for the trustees. This uniform agreement about what they suppose required shows what they understand to be the design of the heading of the columns. It would save local superintendents a great deal of trouble if the headings of the columns were altered.

7. SCHOOL VISITS.—I think it desirable to continue the late provision regarding the number of official visits required from the local superintendents. The amount of salary suggested to county councils by the School Act, bore no proportion to the labor imposed, and caused frequent changes to be made in the appointment of local superintendents.

8. SCHOOL CODE, &c.—I would further suggest that the laws be all embodied in one fresh act, and the present ones totally repealed;—it will be so much more convenient for the people to find the law all in one place. I have decided opinions on some principles

---

\* From the clause of the act quoted, it will be seen that the county council have as much discretion in the appointment of auditors, as of sub-treasurers; and can, therefore, appoint the township auditors to act on behalf of the county, in auditing the accounts of the sub-treasurer, whenever they shall deem it expedient to do so. But should the council either neglect or refuse to exact the proper security, or to audit the school accounts, as required by law, and the school fund suffer loss thereby, the 48d section of the School Act of 1850 makes the individual members of such council responsible for the amount lost.

now before the public—such as sectarian schools, making schools entirely free by provincial action, &c., but, as I understand your circular, it is not the intention of the legislature to introduce new principles so much as to perfect details. I will content myself with the foregoing suggestions, hoping that you may find in them something worthy of consideration.

COUNTY OF LAMETON.

*Meeting at Port Sarnia on the 2d of February, 1853.*

Capt. R. E. VIDAL, R. N., in the chair; E. WATSON, Esq., secretary.

Moved by A. YOUNG, Esq., seconded by Mr. BUCHANAN, and

“*Resolved*,—That this convention deems it expedient to leave the method of supporting schools to the trustees, with the understanding that before such provision is introduced, the whole of the trustees now in office be newly elected.”

Moved by Captain HYDE, R. N., seconded by H. GLASS, Esq., and

“*Resolved*,—That the plan for township libraries, as suggested by the Chief Superintendent of Education, be approved of by this convention.”

Moved by Captain HYDE, R. N., seconded by the Rev. G. J. R. SALTER, A. B., local superintendent, and

“*Resolved*,—That a vote of thanks be given to the Rev. Dr. Ryerson, for the lucid and important statements with which he has this day favored the convention.”

*From the Rev. John Armour, Local Superintendent of Sarnia.*

THE OFFICE OF LOCAL SUPERINTENDENT.—“My experience for the last three years in regard to the working of the law as at present existing, leads me to the conviction that considerable changes are necessary, in order to maintain the character and efficiency of the office of local superintendent. The following alterations have suggested themselves (after much intense reflection on the subject) as necessary to save the office in its efficiency and usefulness. I deem this office one of the most essential in promoting popular education in Canada:—

1. I would beg leave to suggest that the local superintendents, instead of being appointed as at present and annually, that they be appointed by the Council of Public Instruction, and that they hold office during pleasure. This being the highest authority in the educational system of Upper Canada, it strikes me that this ought to be the legitimate source of appointing the local superintendents, as they do the teachers, &c., of the Normal Institution. I would further suggest that they be paid from government funds, or funds raised by the authority of the government for that purpose, like the asylum tax.

2. That they devote themselves entirely to the onerous duties connected with the office. That they have a circuit sufficiently large, so as to furnish a respectable and competent salary.

3. That there be a sufficiently high literary and moral standard required, without which they should not be eligible to hold the office. And one qualification I would further suggest, that they invariably be men of some knowledge of practical teaching. There are men at present holding the office who are behind in educational attainments even to many of our common teachers. I hope you will excuse me in making the above remarks. I do so with the most earnest desire for the prosperity and extension of general education.”

*From Archibald Young, Esq., Port Sarnia.*

W<sup>OULD</sup> ALTERING SCHOOL SECTIONS.—Would it not be well to have the school bills so altered as to give the municipal council of each township the power of altering school sections from time to time, as the wants of the inhabitants may require? As I understand the law as it now stands, the power of altering the boundaries of school sections is entirely in the hands of the inhabitants of the section; therefore, if there is a large section adjoining a small one, there is little chance of them ever being equalized, as the inhabitants of the large section will be unwilling to have it reduced, as, by so doing, they would be increasing their own taxes. The same holds good with regard to the formation of new sections. This causes much trouble and hard feeling among the people; but if the power was vested in the township councils, they being disinterested bodies, and yet perfectly acquainted with the wants of the community, would be much more likely than those more immediately interested, to act in a way that would be for the benefit of all.\*

COUNTY OF ESSEX.

*Meeting at Sandwich on the 4th of February, 1853.*

JOHN SLOAN, Esq., warden of the united counties of Essex and Lambton, in the chair; PAUL JOHN SALTER, Esq., Secretary.

Moved by JAMES DOUGALL, Esq., seconded by Mr. LANGTON, and

“*Resolved*,—That it is the opinion of this meeting that trustees in school sections in townships, should be vested with powers similar to those possessed by trustees in towns.”

Moved by CHARLES BABY, Esq., seconded by JOHN MCEWAN, Esq., and

“*Resolved*,—That the legislature would promote the welfare of the people, by extending the powers of the various municipal corporations, enabling them to adopt measures for the establishment of free schools, either by a general tax, or by local rate.”

Moved by Col. PRINCE, M.P.P., seconded by Dr. VERVAIS, local superintendent, and

“*Resolved*,—That it appears to this meeting that township libraries would be preferable to either section or county libraries.”

Moved by Col. PRINCE, M.P.P., seconded by W. D. BABY, Esq., sheriff of the county, and

“*Resolved*,—That the thanks of this meeting be given to the Rev. Dr. Ryerson Chief Superintendent of Education, for the lucid and able exposition which he has delivered to this meeting, on the subject of education and schools in Upper Canada, and for the able exercise of the duties of his high office in the cause of education.”

COUNTY OF KENT.

*Meeting at Chatham on the 7th of February 1853.*

The Town-reeve of the township of Chatham in the chair.

“*Resolved*,—That this meeting would prefer to see the system of free schools at once established by legislative enactment; but since the country is not properly prepared for such a step, this meeting is of opinion that the question should be left to be settled by county or township councils.”

\* From No. 1 of the official decisions of the Chief Superintendent of Schools, published in the Annual School Report for 1851, page 174, it will be seen that township councils already possess the power of altering school sections whenever they deem it expedient to do so, as is plain from the wording of the first and second provisos of the 4th clause of the 18th section of the Act of 1850.

Moved by A. M'KELLAR, seconded by Dr. CROSS, local superintendent, and

*Resolved*,—That it is the opinion of this meeting that the establishment of township libraries would be more conducive to the general diffusion of knowledge than to have only one in each county; and this meeting hopes that the several municipalities will avail themselves of the application about to be made to them by the Chief Superintendent, to raise the necessary funds to meet the legislative apportionment for that important purpose."

*Extract from the Address of the Board of Public Instruction of the County of Kent to the Chief Superintendent of Schools.*

"Your unceasing efforts in the cause of education have, they feel proud to assure you, no where met with more general and enthusiastic approbation than in this county; and the stand you have lately taken on a subject (the separate school question) which so vitally affects the whole system of common schools, and which they firmly trust you will carry to a successful termination, is, they feel, not the least of your claims to the gratitude of both parents and guardians throughout the Province."

*Extract from the Address of the Municipal Council of the Town of Chatham to the Chief Superintendent of Schools.*

"Fully convinced that the preservation of the civil and religious liberties, as well as the promotion of the happiness and prosperity of the country, cannot be effectually secured unless we educate our youth, we regard the institution, of which you are chief, as by far the most important in the Province; and we earnestly desire that the unwearied energy and perseverance which you display in the discharge of its duties, may continue to be attended with beneficial results, and be appreciated by all classes and denominations of our fellow subjects.

"Looking on sectarian schools as alike prejudicial to the best interests of Protestant and Catholic, we cordially agree with the views you entertain, and the course you have pursued in reference to such schools; and we have no doubt but that any prejudice that may exist on this subject will soon yield to a wise, liberal, and enlightened policy."

UNITED COUNTIES OF MIDDLESEX AND ELGIN.

*Meeting at London, on the 8th of February, 1853.*

The Hon. G. J. GOODHUE, M.L.C., in the Chair.

Moved by the Rev. EDMUND SHEPPARD, local superintendent, seconded by the Rev. JAMES SKINNER, local superintendent, and

*Resolved*,—That in the view of this Convention, our public schools should be supported by a general Provincial tax.

Moved by J. W. KERR, Esq., seconded by J. PUTNAM, Esq., and

*Resolved*,—That the establishment of township libraries appears to us far preferable to that of county or school sectional libraries."

Moved by the Rev. W. F. CLARKE, local superintendent, seconded by the Rev. E. SHEPPARD, and

*Resolved*,—That this Convention expresses its satisfaction with the provisions of the school Act, and the regulations of the Provincial council of public instruction, as it respects the moral and religious instruction of our children and youth."

Moved by Mr. JOHN CAMPBELL, seconded by HAMILTON HUNTER, Esq., and

*Resolved*,—That it is the opinion of this meeting that the Chief Superintendent of

schools should recommend such alterations in the school act, as will secure the appointment of local school superintendents whose literary qualifications render them suitable for the office. That the way to accomplish this object is to provide that the superintendent may have a sufficiently extensive jurisdiction to occupy all his time and attention; that an adequate salary be attached to the office; and that some standard of literary qualifications be adopted to render parties eligible for appointment."

*From the Rev. W. E. Clarke, Local Superintendent of North Dorchester and Westminster.*

SCHOOL INSPECTION.—I beg to suggest as an improvement in the present School Act, the appointment of superintendents for entire counties, or such portions of counties as may be sufficient to occupy the entire attention of a single individual; that such superintendents be appointed from some other quarter than from the county councils, that, as far as may be, practical educationists be appointed to the office, and that such a remuneration be given as shall encourage persons of high intellectual ability to accept such appointments.

Some of the reasons which prompt these suggestions, and some of the advantages that would attend their adoption, are the following:—

1. It is notorious that from personal and local considerations, many incompetent persons are appointed, under the present system, to this important office.

2. When an individual holds the office for a single township, the remuneration is so inadequate that, unless a deep interest is felt in our schools, the duties of the office will be but very imperfectly performed.

3. Superintendents would thus have a wider influence, command more of public respect, and effect more in behalf of our schools.

4. The additional outlay required to make up an adequate compensation, would be amply repaid in the increased efficiency of the schools.

To this I would add the suggestion that such superintendents should be instructed to form teachers' institutes, and to give instruction to them, by way of lectures or otherwise.

*From the Rev. E. Sheppard, Local Superintendent of Malahide and South Dorchester.*

APPORTIONING SCHOOL MONEY.—During the past year the subject of the apportionment of the Government grant was taken into consideration at an adjourned meeting of the county board of public instruction for the united counties of Middlesex and Elgin, when I proposed "that a definite sum be given to each school section, in proportion to the time the school is kept in operation during the year,—say \$100 for a year, \$75 for nine months, \$50 for six months, and \$25 for three months: and that the sums necessary to make up the amounts, be raised by Provincial taxation, if the present grant prove insufficient." With which proposal the members present unanimously agreed.

#### COUNTY OF OXFORD.

*Meeting at Woodstock, on the 9th of February, 1853.*

The Rev. WILLIAM BETTRIDGE, B. D., Rector of Woodstock, in the Chair.

Moved by Rev. W. H. LANDON, local superintendent, seconded by C. GOODWIN, Esq., and

"Resolved,—That in the opinion of this meeting, to empower the trustees of the various school sections to adopt the free school system without consulting the people at the annual meetings, would be some improvement upon the present system (still a very slight one); as we cannot suppose that many trustees could be found who would be willing to sacrifice their peace and comfort, by adopting a course even at the call of duty, which



would embitter against them the feelings of many of their neighbours; that to authorize the various municipalities to introduce the system into their respective limits, would be a still greater improvement; nevertheless, this meeting is deeply impressed with the conviction that nothing short of a Parliamentary provision for free schools for the whole country will meet the wants and wishes of the most intelligent of the people of the Province."

Moved by GEORGE ALEXANDER, Esq., local superintendent, seconded by J. McKEL, Esq., local superintendent, and

"Resolved,—That this meeting approves of the proposal of the Chief Superintendent to establish township in preference to county school libraries; and would recommend that in any regulations to be adopted for that purpose, the wants and conveniences of all such school sections as are willing to cooperate should be attended to."

Moved by the Rev. Mr. BALL, local superintendent, seconded by the Rev. Mr. WALLACE, local superintendent, and

"Resolved,—That this meeting, having marked with deep regret that a powerful movement has been made in certain quarters to perpetuate and extend the evils of sectarian education, and having marked with deep interest and heartfelt approbation the noble stand against this evil taken by the Chief Superintendent of Schools, and feeling that any concession made on this subject is a precedent fraught with incalculable evils, tending ultimately to destroy our national system of education, needlessly and cruelly separating the children of the community, and fostering those bitter sectarian animosities which have ever produced so much unmixed evil, would desire heartily to support the Chief Superintendent in any steps he may take to abolish all sectarian distinctions in the common school law."

Moved by Mr. C. GOODWIN, seconded by Mr. J. FZARD, and

"Resolved,—That this meeting highly approves of the list of books selected by the Rev. Chief Superintendent for the use of public school libraries in Canada, and desires hereby to express its admiration of the extraordinary labor he has devoted to the selection of so large and almost perfect a list, and also its gratitude for this and all his other able and long-continued efforts to advance the educational interests of the country."

*From the Rev. W. H. Landon, Local Superintendent of Blenheim, Oxford, and Zorra West.*

SUGGESTION 1.—FREE SCHOOLS.—That a general system of free schools be established by law for the whole country.

The enactment for this purpose to contain, among others, the following provisions:

1. That the payment of any public moneys, whether Parliamentary or municipal, to a school section, be limited by the following conditions—1st. That a school house be erected or rented, capable of accommodating all the pupils that may desire to attend. 2d. That a school, by a qualified teacher, be kept in the same for at least six months in the year: during which time any of the people who desire it, together with such of their children and wards, as are upwards of five years of age, shall be allowed to attend and receive instruction, without the payment of any fee, rate-bill, or gratuity whatsoever.

2. The trustees, on or before the 1st of May, to notify the township clerk as to what amount of money, in addition to the apportionments to be received from the public grants, will be required for all the purposes of the section for the current year; when that officer shall proceed to assess the same amount equally, upon all the rateable property in said section, and place the sum upon the assessment roll of the township, to be collected by the

township collector, in the same manner and at the same time that the other taxes are collected by him, and to be paid over in the same manner, to the treasurer of said township; provided that any inhabitant so rated, may tender to the collector a receipt signed by a majority of the trustees, acknowledging the payment to them of such amount, which shall be received the same as cash.

3. In cases where it shall be necessary to pay teachers' wages before such taxes can be collected, Trustees may draw draughts on the treasurer, which shall be paid out of the first unappropriated money coming into the treasurer's hands.

4. Such amounts as are levied for school purposes upon the lands of non-residents, and which cannot be collected by the township collector, shall be certified to the county treasurer, who shall advance the same amount upon the cheque of the trustees.

5. All balances, which at the end of the year may be due to teachers and others, for salaries, rents, repairs, fuel, books, apparatus, &c., to be paid by cheque upon the township treasurer.

6. Any balance which may remain in the treasurer's hands in respect to any school section shall be placed to the credit of such section, and held subject to the order of trustees for next year, and any balance which may appear against a section in consequence of its having overdrawn the amount of its assessment, shall be added to the amount to be levied by assessment upon the said section the next year.

7. The Chief Superintendent, (the county inspector,) the county or township municipal council, or either of them, may at any time cause proper examinations to be made into the financial affairs of any school section or into the manner in which any township treasurer may have discharged his trust in respect to the school moneys coming into his hands.

**SUGGESTION II.—SCHOOL INSPECTORS.**—That school inspectors, each to have charge in one or two counties, be appointed and paid by the Government, for which the education department shall be held responsible.

The present superintendents, dependent as they are for their office, upon the annual vote of a body of men, most of whom were uneducated, can never fulfil the office of school inspector. Very few of them, (if we except the clergymen who have accepted the appointment,) are themselves educated beyond the mere elements of learning; and though the clergy of the different denominations of the country, are undoubtedly the best qualified, as a class, for that office of any other; yet but few even of them, however devoted, have given much attention to the subject of elementary instruction, and fewer still have had any experience in actual teaching. Besides, when they accept an appointment as township superintendent, they do it without any intention of remitting, to any extent, the duties of their sacred and principal calling; so that it cannot be expected that they can enter upon any new course of studies, or apply much time or thought for preparation for those, which they regard as their subordinate duties. They may visit and examine the schools under their charge at the proper times,—they may mark the varying amounts of success which follow the efforts of different teachers, but they cannot lead the more defective among them to the adoption of better methods which they themselves do not understand, nor ingraft upon imperfect systems of school management and instruction, improvements of which they have never informed themselves. And how much less efficient must be the service in this department of the large number of busy citizens—farmers, mechanics, shop-keepers, &c., who are at present found in the office; many of them with only the

plainest education, and most of them deeply engaged in business enterprises that require for their management their undivided attention.

These men, from their residence in the townships of their charge, and their consequent intimate acquaintance with the people, as well as from their general business habits, may be, and doubtless are, very well qualified to take charge of the financial affairs, and look after the mere secular concerns of the schools; but to expect from them the discharge of those higher and much more important duties belonging to the office of school inspectors, that they should be able to investigate, and, at a glance, to analyse the character of the schools they visit,—to detect any defect that might exist in their organization, discipline or government, or in any character or manner of the instruction given in them, to point it out with distinctness and precision, and to propose and commend the more excellent way,—to acquire an easy and admitted ascendancy with the teachers, and to inspire them with a noble ambition to excellence in their profession,—in short, to conciliate, to influence, and rightly to guide the schools, the school authorities and corporations:—to expect that the present township superintendents would be able to accomplish all this were as absurd as it would be unjust. Yet all this and much more, ought to be required of our school inspectors, and a class of men should be found, at least sought for to fill that station, possessing qualities equal to the high demands to be made upon them.

To adopt the language of the late commissioner of primary instruction in Holland to M. Cousin, in 1836, as quoted in your *Report on a System of Public Elementary Instruction for Upper Canada*,—which will form the most appropriate conclusion to these suggestions. “Be careful in the choice of your inspectors: They are men, who ought to be sought for with a lantern in the hand.”

**SUGGESTION III.—SCHOOL SITES, &c.**—That in school sections where it may be necessary to erect a school house, the trustees be required to locate the same in the most central or convenient part of the section. That they be authorised to enter upon land for that purpose, taking for a school site not less than one, nor more than five acres, (in rural sections.) That those school sites already secured and occupied, which consist of less than one acre be immediately enlarged so as to comprehend, at least one acre, that in taking or enlarging a school site the trustees shall tender to the proprietor such an amount as they shall think an equivalent for said land, to be decided by arbitration mutually chosen in cases of difference.

That no school house shall hereafter be erected at the public expense until the plan shall have been submitted to and approved by the county inspectors, nor unless there shall be included in the same contract, a woodshed and two separate privies, with two separate enclosed yards.

**SUGGESTION IV.—LAW PROCEEDINGS**—That no court of law whatever, shall have any authority in cases arising out of the administration of the school law, but that all such questions be settled, decided, and carried into effect exclusively by the officers and agents of the department.

**SUGGESTION V.—GRAMMAR SCHOOLS.**—That at least half the trustees be appointed by the county municipal council. That all examinations be public. That the trustees shall have power to appoint master and assistants and for good reasons, to discharge them, to fix their salaries, and define the course of instruction to be pursued. All fees to be paid to trustees, who shall apply them in payment of the salaries of teachers and providing school requisites. All balances to be made good by the county municipal

council. Pupils to be admitted only by examination in presence of the trustees. The examination to comprise reading, writing, arithmetic, English grammar and geography, the elements of none of which branches shall be taught in the grammar school. Exhibitions or scholarship of £20 each, (one each for the smaller townships, and two each for those townships which are entitled to deputy reeves.) shall be established and maintained by said township respectively to be presented by the county inspector, with the approbation of the township superintendent and reeve, to the most deserving boys, besides whom the same number may be admitted free, upon the same authority. Trustees may form a class of pupils in attendance at common schools, to receive instruction at a fixed time each week in the grammar schools. A female department should be at once added to every grammar school, to be subject to the same regulations, modified only to suit the circumstances.

SUGGESTION VI.—TEACHERS' INSTITUTES.—That one be organised in every county. All qualified teachers to be eligible. First and second class certificates not to be renewed except the candidates are members of some county institute, or can show cause why they are not. Institutes to have power to expel members for immoralities, and membership to be a sufficient certificate of moral character. Local superintendents and all school visitors to be members *ex officio*, with right to vote. All members, while in employment, to pay into the treasury a sum equal to one day's pay per quarter. A sum equal to at least one-half the aggregate contribution of members to be paid out of the government appropriation. One meeting, at least, of four days' continuance, to be held annually in the county town, and not less than three quarterly meetings of two days, in such other parts of the county as may be most convenient. All teachers who attend the annual and such quarterly meetings as may be held in their own or next contiguous townships, to be exempt from all poll-tax, and all municipal burdens, except property taxes, military service, &c., and entitled to all the benefits of the institute. Teachers residing more than five miles from the place of meeting, to receive an allowance from the funds towards their expenses; the amount to be fixed by a managing committee. Teachers of three years standing in the institute to receive aid in cases of sickness or misfortune, according to the state of the funds. County inspector to be enabled by municipal council to offer a premium annually for the best essay on such subject connected with education as shall have been specified to be read at the annual meeting.

SUGGESTION VII.—LIBRARIES.—That a general school library be established for each township, and placed under the management of the township superintendent, who may appoint any suitable person to keep the same, provided his own residence is not in a convenient part of the township.

An annual assessment to be made by authority of the township council, of a sum at least equal to the government appropriation.

The library to consist, 1st, of approved works on education and schools, including reports, essays, and treatises on school organization, discipline, and government, the most approved methods of teaching, and all other subjects connected with the duties of teachers, chiefly for the use of teachers. 2ndly, of popular treatises on the arts and sciences generally, embracing History, Chronology, Biography, Statistics, Mechanics, Natural History, Natural and Moral Philosophy, Political Economy, Agriculture, &c., &c., for the use of the pupils and the community generally. 3rdly, departmental and parliamentary documents; viz., all reports and periodical publications by the Chief Superintendent, published under the authority of parliament; all parliamentary reports, and the provincial statutes

of each session, suitably bound,—as many copies of each to be sent to each township library, as there are school sections in the same.

The secretary-treasurer of each school section to be allowed to draw from the township library all such works as may have been deposited in favor of such section, and take charge of them in behalf of his section, so soon as it shall be certified by the county inspector that suitable provision has been made by him for the safe keeping of the same and also monthly to draw such a number of other books as shall be allowed by by-laws to be made for the purpose. Teachers shall have free access at all times to the township or section library, and may take out for their own use, not more than two volumes from each, at any one time. Books lost or damaged shall be made good by the parties or corporation holding them at the time.

COUNTY OF NORFOLK.

*Meeting at Simcoe on the 10th of February, 1853.*

LAWRENCE HUNT, Esq., County Warden, in the chair, JAMES GOVERTON, Esq., Local Superintendent, secretary.

Moved by the Rev. GEO. BELL, A. B., seconded by Col. WILSON, and

“*Resolved*,—That in the opinion of this convention, it is expedient that the legislature of this Province should provide by law for a universal system of education, extending from the elementary branches to the highest departments of training, for both sexes; the deficiency of public funds for the support of such system to be made up by general assessment on property, as the only true mode of providing for public instruction.”

Moved by Col. WILSON, seconded by WILLIAM WALLACE, Esq., and

“*Resolved*—That, in the opinion of this meeting, it is extremely desirable that trustees of township common schools should be endowed with the same powers as are at present exercised by the trustees in towns and villages.”

Moved by the Rev. FRANCIS EVANS, seconded by the Rev. GEORGE BELL, A. B., and

“*Resolved*—That it is the opinion of this convention that the appointment of one inspector of schools in each county, instead of several local superintendents, as at present, would highly conduce to the improvement of education—such inspector to be selected and appointed by the government.”

Moved by STEPHEN J. FULLER, Esq., seconded by M. H. FOLEY, Esq., and

“*Resolved*,—That in the opinion of this convention, the establishment of township, town, and village libraries would be greatly conducive to the diffusion of general knowledge, and would be preferable to county or school section libraries.”

Moved by Col. WILSON, seconded by the Rev. FRANCIS EVANS, and

“*Resolved*.—That the thanks of this convention be tendered to the Rev. Dr. Ryerson, for his able exposition of the school law, for his valuable assistance at this meeting, and for his unwearied and successful efforts in advancing the educational interests of this Province.”

*Extract from the address of the Board of School Trustees for the Town of Simcoe to the Chief Superintendent of Schools.*

“The board of school trustees and the local superintendent of schools for the town of Simcoe have great pleasure in greeting you on this your first official visit, and in bidding you sincere and cordial welcome to this your native county.

"They have also great pleasure in communicating to you the unanimous feeling of respect and admiration with which the local school authorities of this municipality have marked your untiring zeal and long-continued exertions in the sacred cause of universal education; resulting in the highly-improved system of general education, now so prevalent throughout the length and breadth of the province; and in the extended diffusion of that moral intelligence among the community which gives a certain guarantee of a steady progression to still higher improvements.

"They have great pleasure in availing themselves of this opportunity of pointing out to you the very great change which has taken place in this community, in favor of free schools,—a change, they have no doubt, in a great measure produced by your able advocacy of the principle that free schools are essential to the perfect education of a people. The schools in this municipality are now free, and are so by the voice of a large majority of the people themselves, deliberately declared at a protracted and keenly contested election of trustees, of two days duration, in January last."

COUNTY OF BRANT.

*Meeting at Brantford, on the 11th February, 1853.*

HERBERT BIGGAR Esq., chairman, and H. A. HARDY, Esq., secretary.

Moved by the Rev. W. RYERSON, seconded by W. MOYLE, Esq., and

"*Resolved*,—That it is the opinion of this meeting that county libraries with township branch libraries will be most likely to meet the present wants of the county of Brant.

UNITED COUNTIES OF YORK AND PEEL.

*Meeting at Toronto, on the 16th February, 1853.*

T. J. ROBERTSON Esq., chairman, and the Rev. J. G. ARMSTRONG, secretary.

Moved by the Rev. R. DICK, of Toronto, seconded by Mr. J. WARD, of Etobicoke, and

"*Resolved*,—That in the judgment of this convention, a library should be established in each township, and distributed among the school sections, so as to secure a systematic circulation of the whole, that each section may in due time have access to any book in the township library."

Moved by Mr. A. WARD, Reeve of Etobicoke, seconded by Mr. McMULLEN, and

"*Resolved*—That the thanks of this convention be given to the Chief Superintendent of Education for the great industry and zeal which he has shown in the promotion of the educational interests of the province, and in securing the establishment of the present common school system."

*From J. Eastwood, Esq., Township of York*

SCHOOL-RATE ON CHILDREN.—I cannot but think that, an enactment levying a tax on all children of school age, of say 3d. per month, and making every school free, the balance, if any, being raised by assessment on property, and having the salary and qualifications of teachers fixed, the latter say at £75 per annum, would be an improvement on the present system. Putting the tax on children and property, whilst it would not be oppressive on either, by legislative enactment, would prevent much of the angry feelings at present called forth, the tax on children being low, would throw a portion of the burden on property, and at the same time induce parents to send their children

to school—the great object of a good school system, the neglect of which is an obstacle greater than all others combined, to the establishment of free schools. The advocates of free schools are constantly met with the unanswerable objection of, “We have furnished a school-house, hired a teacher, and made the school free, and yet the people for whom we have expressly done this wont send their children, preferring to allow them to fill the highways.” Remove this objection, and the principle of free schools would be triumphant. Fixing the salary of teachers may seem rather arbitrary: it is necessary for this reason—that, in many cases, just such a teacher as the tax on children and the school grant would pay, would be procured, property in such a case altogether escaping. Taxing children is, I confess, an unfair way of raising money for any purpose; but is it more unfair, than parties having children but no property, being only householders, compelling parties who have property or children, or both, to hire a teacher and pay him, they keeping their children from the school and paying no taxes? This has been done. If the parents have a right to have their children educated at the public expense,—and on no other ground can free schools be demanded,—the public have a right to compel them to send their children, and I know no more efficient way of doing so than compelling them to pay something, whether they send their children to school or not. We generally suffer more from the ignorance of other person’s children than our own, against which we have, I conceive, a right to protect ourselves: it is our common interest to do so. The poor themselves, generally uneducated, cannot see this, hence the absolute necessity of making them feel the effects of an evil, if it is one, more tangible than that of ignorance. A small tax on each child, although, perhaps, unjust (though this is by no means certain), would in only rare instances, be oppressive.

COUNTY OF ONTARIO.

*Meeting at Whitby, on the 23rd of February, 1853*

Ezra ANNIS, Esq., in the Chair.

Moved by A. FAREWELL, Esq., seconded by the Rev. Mr. BARCLAY, and

“*Resolved*,—That this meeting recognizes the principle that the wealth of a country should be chargeable with the education of the youth of that country, and looks forward with satisfaction to the time when such principle shall obtain generally in Canada, and be introduced into our school law.”

Moved by the Rev. WM. ORMSTON, A. B., seconded by the Rev. R. H. THORNTON, local superintendent, and

“*Resolved*,—That in view of furthering the object contemplated in the foregoing resolution, this convention is of opinion that the power to determine whether the schools in any county or township should be free, might with propriety be vested in the Municipal authorities of such county or township, until a provincial enactment be passed to that effect.”

Moved by the Rev. WM. ORMSTON, A. B., seconded by the Rev. R. H. THORNTON, and

“*Resolved*,—That when a rate-bill is imposed upon pupils in any school section, such rate-bill should not exceed one shilling and three-pence per month.”

Moved by the Rev. Mr. THORNTON, seconded by ROBERT CAMPBELL, Esq., and

“*Resolved*,—That whereas it is essential to provide mental food for the youth of our

country, it is the opinion of this convention, that measures should be forthwith adopted to secure this, by the establishment in each township of school libraries :

“That the several township municipalities shall raise for public libraries, say £50 or £100, which will secure the government appropriation :

“That it shall be part of the duty of the town clerk to take charge of the books, which shall be classed into as many divisions as there are school sections, which sections shall obtain their supply once per quarter, according to such rotations as shall secure the whole in turn.”

Moved by the Rev. Mr. THORNTON, seconded by ABNER HURD, Esq., and unanimously

“Resolved,—That the thanks of this meeting be cordially tendered to the Rev. Dr. Ryerson, for the courteous manner with which he has replied to the various questions propounded; as also, for the valuable information which he has offered on the different subjects under consideration.”

#### UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.

*Meeting at Cobourg on the 25th of February, 1853.*

SIDNEY SMITH, Esq., County Warden, in the Chair.

Moved by the Rev. WM. ORMSTON, A.B., local superintendent, seconded by Dr. BEATTY, and

“Resolved—That in the opinion of this convention the most practicable plan of rendering available the legislative provision for public libraries, is the establishment of township libraries, under the authority and management of township municipalities, with the school teachers of such townships and towns.”

Moved by Rev. W. ORMSTON, A. B., seconded by Rev. Mr. HORNE, Local Superintendent, and

“Resolved.—That this meeting greatly deprecates the possibility of our present school system being overturned by the establishment of separate schools, and would rejoice at the adoption of any measure which would ultimately tend to render the common schools of our country at once national, unsectarian, and free.”

“Resolved.—That this meeting regrets that a clause in the school act should have been admitted to encourage or tolerate any division of schools, predicated on principles having a sectarian tendency : That as an amendment to the School act has been promised, this meeting do earnestly pray that the attention and wisdom of the Government may be exercised in this great and important case—that an act may be passed by the legislature to establish a general system of education, based on principles totally free from any sectarian influence.”

Moved by Dr. BEATTY, seconded by the Rev. Mr. HORNE, and unanimously

“Resolved,—That the thanks of this meeting be hereby presented to the Rev. Dr. Ryerson, for the able exposition he has given of the points of the school law which have come under discussion; and also for the very great trouble he has taken in his preparatory measure for the establishment of public school libraries, with its cordial approval of the same.”

#### COUNTY OF HASTINGS.

*Meeting at Belleville on the 26th of February 1823.*

Dr. WALTON in the Chair.

Moved by I. DENIKE, Esq., local superintendent, seconded by Mr. SOLOMON VERMILYEA, and



"*Resolved*,—That all restrictive measures in reference to the practical working of our common schools be rescinded, and that all our schools be free by legislative enactment."

Moved by J. FARLEY, Esq., seconded by ROBERT BIRD, Esq., and

"*Resolved*,—That this meeting considers township libraries preferable to county or school section libraries."

Moved by B. F. DAVY, Esq., seconded by C. O. BENSON, Esq., and unanimously

"*Resolved*,—That this meeting cordially unite in offering to Dr. Ryerson, Chief Superintendent of Schools in Upper Canada, their thanks for the very lucid and highly gratifying address this day delivered by him upon the subject of common schools and popular education—and for the display of his enlightened views as to the introduction of public libraries in connection with the school system."

#### COUNTY OF PRINCE EDWARD.

*Meeting at Picton on the 25th of February 1853.*

JAMES McDONALD, Esq., Sheriff, in the Chair.

"*Resolved*,—That in the opinion of this convention, an assessment should be levied by the county councils for the support of free schools, after all such other funds as may be available for school purposes shall be exhausted."

"*Resolved*,—That this convention recognises the soundness of the principle that the property of the province should educate the youth of the province, on the ground that the benefit derived from general education is enjoyed by the whole community; but would at the same time, express the opinion, that if the community is thus compelled to pay for the support of schools, the law should provide for the full enjoyment of the benefit paid for, by making it compulsory on all to avail themselves of the benefits of education."

"*Resolved*,—That in the opinion of this convention the establishment of township libraries will better promote the objects proposed by the formation of public libraries, than the establishment of either county or school section libraries."

"*Resolved*,—That the cordial thanks of this convention be presented to the Rev. Dr. Ryerson, for his attendance on this occasion, and the valuable information and advice given by him; and that it is the unanimous hope of this convention that his valuable and efficient exertions as chief superintendent of Schools may long be enjoyed by this province, which has already received from them so much substantial benefit."

#### UNITED COUNTIES OF LENNOX AND ADDINGTON.

*Meeting at Napanee on the 1st of March 1853.*

EDWIN MALLOY, Esq., in the Chair.

Moved by Dr. AISHTON, Local Superintendent, seconded by Dr. AYLSWORTH, and

"*Resolved*,—That in the opinion of this meeting it would be more satisfactory to have a provincial act, providing for the universal adoption of the free school system, than the provisions of the present act."

Moved by Dr. AISHTON, seconded by Dr. AYLSWORTH, and

"*Resolved*,—That this convention approve of the establishment of township libraries."

Moved by Dr. AISHTON, seconded by the Rev. G. D. GREENLEAF, and unanimously resolved by a standing vote—

"That the cordial thanks of this meeting be presented to the Rev. Dr. Ryerson, for

his attendance and valuable services rendered on this occasion, as well as for his deep interest in, and the untiring efforts put forth for, the education of the youth of our Province."

COUNTY OF FRONTENAC.

*Meeting at Kingston, 2nd of March, 1853.*

DAVID ROBLIN, Esq., County Warden, in the Chair.

Moved by THOMAS KIRKPATRICK, Esq., seconded by J. BURROWS, Esq., and

"*Resolved*—That the free school system be adopted by the Legislature."

Moved by THOMAS KIRKPATRICK, Esq., seconded by J. B. MARKS, Esq., ex-County Warden, and

"*Resolved*,—That in the opinion of this Convention the establishment of county libraries, embracing scientific works and works of reference, and also township libraries, are desirable."

Moved by R. S. HENDERSON, Esq., local superintendent, seconded by R. STEWART, Esq., M. D., and unanimously

"*Resolved*,—That the thanks of this convention be given to the Rev. Dr. Ryerson, for his able and lucid exposition of the school law; for his prompt and satisfactory answers to the various questions propounded to him—and for his assiduous and unwearied efforts to promote the educational interests of the country; and that this convention has full confidence in his ability and patriotism."

COUNTY OF LEEDS.

*Meeting at Brockville on the 4th of March, 1853.*

ADIEL SHERWOOD, Esq., Sheriff in the Chair— W. B. McLEAN, Esq., Secretary.

Moved by Mr. BREAKENBRIDGE, seconded by Mr. WILLIAM McLEAN, and

"*Resolved*,—That it is desirable that the same power which the trustees of cities, towns and villages possess, with regard to the determining in what manner common schools shall be maintained, be extended to trustees in the townships."

Moved by THOMAS VANSTON, Esq., local superintendent, seconded by Mr. NIBLOCK, and unanimously

"*Resolved*,—That all the common schools be made free, by legislative enactment."

Moved by Mr. McARTHUR, seconded by Mr. DOWLING, and

"*Resolved*,—That this meeting are of opinion that the cause of education would be best advanced by the establishment of township libraries."

Moved by JOHN CRAWFORD, Esq., Mayor of the town, seconded by Wm. MATTHIE, Esq., President of the Agricultural Association of Upper Canada, and unanimously

"*Resolved*,—That the persons composing this meeting having listened with much satisfaction to the lucid explanations given by the Rev. Dr. Ryerson, the Chief Superintendent of Education for Upper Canada, on the all-important subject of education, tender to the Rev. Dr. the thanks of this meeting for the present manifestation of the deep interest which he takes in the education of the youth of Canada—as well as for his untiring efforts, on times past to encourage and promote this good cause."

## UNITED COUNTIES OF LANARK AND RENFREW.

*Meeting at Perth on the 5th of March 1853.*

J. G. MALLOCH, Esq., County Judge, in the Chair.

"*Resolved*,—That in the sense of this convention the Provincial Parliament ought to make provision, by law, for a universal system of free education."

"*Resolved*,—That in the sense of this convention township libraries should be established, as being the best fitted to promote the object of diffusing information among the people."

## COUNTY OF CARLETON.

*Meeting at Bytown, on the 8th of March, 1853.*

W. F. POWELL, Esq., County Warden, in the Chair.

Moved by the Rev. W. LOCHEAD, Local Superintendent, seconded by the Rev. N. F. ENGLISH, and

"*Resolved*,—That in the opinion of this meeting it is desirable that a legislative enactment be passed for the general adoption of free schools."

Moved by J. H. FRIEL, Esq., seconded by PETER TOMPKINS, Esq., and

"*Resolved*,—That in the opinion of this meeting, township, town and village, libraries are desirable."

Moved by Judge ARMSTRONG, seconded by DANIEL O'CONNOR, Esq., county treasurer, and unanimously

"*Resolved*,—That the thanks of this meeting be given to the Rev. Dr. Ryerson, for his able and interesting address, and for the untiring zeal in the cause of popular education with which he discharges the duties of his important office."

## COUNTY OF DUNDAS.

*Meeting at Matilda, on the 10th of March, 1853.*

JACOB BROUSE, Esq., County Warden, in the Chair.

Moved by the Rev. A. DICK, (secretary to the meeting,) seconded by J. S. ROSS, Esq., and

"*Resolved 1st*,—That we recognise the free school system of education as being the one best adapted to the genius of our institutions and the wants of our country."

Moved by the Rev. A. DICK, seconded by JOHN DORAN, Esq., and

"*Resolved 2nd*,—That for the better working of our school system it is desirable that a law be passed at the present session of our provincial parliament, by which, in a manner that shall be equitable and just, all the common schools shall be made free."

"*Resolved 3rd*,—That inasmuch as education generally diffused is indispensable to the security of property, true national prosperity and greatness, we, therefore, regard a property tax for the support of free schools as equitable and just."

"*Resolved 4th*,—That taxes imposed for the support of schools will ever yield a greater return in the prosperity and security of a nation than those which are levied for the building of fortifications and navies, and the support of armies."

"*Resolved 5th*,—That this meeting anxiously anticipates the day when the clergy reserves shall be made available for the purposes of education."

Moved by P. CARMAN, Esq., seconded by Dr. A. WORTHINGTON, and  
 “*Resolved*,—That township libraries are best suited to our present wants.”

Moved by WILLIAM ELLIOTT, Esq., seconded by GEORGE BROUSE, Esq., and  
 unanimously

“*Resolved*,— That this meeting highly approves of the course pursued by the Chief Superintendent of Schools, and the efficient manner in which he has discharged his arduous duties—as also his able and patriotic defence of the cause of a liberal, enlightened, and practical system of education.”

UNITED COUNTIES OF STORMONT AND GLENGARRY.

*Meeting at Cornwall, on the 12th of March, 1853.*

The MAYOR of the Town of Cornwall in the Chair.

Moved by the Rev. HENRY PATTON, seconded by Mr. KAY, and

“*Resolved*,—That in the opinion of this meeting it would be desirable to establish public libraries in every county. That these might be established on the principle of a combination of the systems of county, township, and school section libraries—the county libraries to contain merely large and expensive works, such as Encyclopædias for reference &c.—the township libraries to consist of a general selection from the list, and to be established on the circulating or perambulatory system among the several school sections.”

Moved by Dr. ARCHIBALD, seconded by the Rev. Mr. CLARKE, local superintendent, and unanimously

“*Resolved*,—That the persons attending this meeting have listened with much pleasure to the very lucid explanations made by the Rev. Dr. Ryerson upon our educational system, as well as upon the subject of education in general, and tender to the Rev. Dr. their thanks for the unwearied efforts he is making for the advancement of the education of the rising generation in this province.”

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

*Meeting at L'Orignal, on the 15th of March, 1853*

C. JOHNSON, Esq., ex-Warden of the county, in the Chair.

“*Resolved*,—That the present school law be so altered as to make the system of free schools general.”

“*Resolved*,—That in the opinion of this convention township libraries should be established, as being the best fitted to promote the diffusion of useful information among the people; but with the power of dividing and circulating the books among the different school sections of the township.

NOTE.—The foregoing Reports of the proceedings of the several county school conventions have been extracted from the local papers, and from information furnished the Department by the secretaries of the meetings. But no records were received from the conventions in the counties of Haldimand, Perth, Simcoe, and Grenville.

## Appendix C.

An Act Supplementary to the Common School Act of Upper Canada.

18th Victoria, Chapter 185.

[Received Royal Assent, 14th June, 1853.]

WHEREAS it is expedient to make some further provision for the Preamble.  
 improvement of Common Schools in Upper Canada, and to modify  
 and extend some of the provisions of the Act passed in the session held in the  
 thirteenth and fourteenth years of Her Majesty's Reign, chaptered forty- 13 and 14 Vic-  
 eight, and intituled *An Act for the better establishment and maintenance of* toria, chapter 48  
*Common Schools in Upper Canada*, hereinafter called "*The Upper Canada* cited.  
*School Act of 1850*;" Be it therefore enacted by the Queen's Most Excellent  
 Majesty, by and with the advice and consent of the Legislative Council and  
 of the Legislative Assembly of the Province of Canada, constituted and  
 assembled by virtue of and under the authority of an Act passed in the  
 Parliament of the United Kingdom of Great Britain and Ireland, and  
 intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and*  
*for the Government of Canada*, and it is hereby enacted by the authority of  
 the same, That the Board of School Trustees in each city, town and incorporated Cities, Towns,  
 village shall, in addition to the powers with which they are now legally and Villages.  
 invested, possess and exercise, as far as they shall judge expedient, in regard Powers of  
 to each such city, town and incorporated village, all the powers with which Boards of School  
 the trustees of each school section are or may be invested by law in regard Trustees ex-  
 to each such school section: \* Provided always, that the chairman of each such tended  
 board of school trustees shall be elected by the trustees from their own Powers of the  
 number, and shall have a right to vote at all times, and in case of an equality Chairman of the  
 of votes, the maxim *presumitur pro negante* [it is decided in the negative] Board.  
 shall prevail.

II. And be it enacted, That in any village or town not divided into wards Elections in Vil-  
 in Upper Canada, which shall become incorporated according to law, an lages and Town  
 election of a Board of School Trustees for such village or town shall take place Municipalities  
 at the time specified in the second section of the said *Upper Canada School* on Second Wed-  
*Act of 1850*; Provided always, that the first election of such Board of School nesday of Janu-  
 Trustees shall be called by the Returning Officer appointed to hold the first ary of each year.  
 municipal election in such village or town, or in case of his neglecting to do Proviso. To be  
 so for one month, by any two freeholders in such village or town, on giving called by Muni-  
 six days' notice in at least three public places in such village or town; cipal Returning  
 Provided also, that all elections of school trustees that have taken place in Officer;  
 villages and towns not divided into wards, which have been incorporated since or, in default,  
 one thousand eight hundred and fifty, shall be and are hereby confirmed, and by two free-  
holders.

Proviso: Former  
Elections con-  
ferred.

\* See the 12th and 21st sections of the School Act of 1850.

|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Cities, Towns and Villages.</i></p> <p>Proviso—School Act of 1850, error in 2d Proviso 25th section, corrected.</p> <p>Proviso—25th and 26th sections of said Act to apply to such Boards.</p> <p>Objection to Voters.</p> | <p>the acts of Boards of School Trustees so elected in such villages and towns' are hereby made as valid as if such boards had been elected for villages and towns incorporated before one thousand eight hundred and fifty; Provided likewise, that in the words "two years" which occur in the second proviso of the twenty-fifth section of the said act, the word "three" shall be substituted for the word "two," and the said proviso shall be held to have and to have had effect as if the word "three" had been originally inserted therein instead of the word "two;" Provided, nevertheless, that the twenty-fifth and twenty-sixth sections of the said act shall be construed to apply to all such Boards of School Trustees.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Declaration.</p>                                                                                                                                                                                                              | <p>III. And be it enacted That in case an objection be made to the right of any person to vote at an election of a school trustee or trustees in any city, town, or incorporated village, or upon any other subject connected with school purposes, the Returning Officer presiding at such election shall require the person whose right of voting is thus objected to, to make the following declaration:—</p> <p>"I do declare and affirm that I have been rated on the assessment-roll of "this city (town or village, as the case may be) as a freeholder (or householder, as the case may be), and that I have paid a public school tax in this ward (or "village, as the case may be), within the last twelve months, and that I am "legally qualified to vote at this election."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Proviso—Penalty for false declaration.</p>                                                                                                                                                                                    | <p>And the person making such declaration shall be permitted to vote; Provided always, that any person who shall, on the complaint of any person, be convicted of wilfully making a false declaration of his right to vote, shall be deemed guilty of misdemeanor, and punishable by fine and imprisonment in the manner provided for similar cases in the seventh section of the said <i>Upper Canada School Act of 1850</i>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><i>Separate Schools.</i></p> <p>Separatists to be exempted from common school rates.</p>                                                                                                                                      | <p>IV. And be it enacted, That in all cities, towns, and incorporated villages and school sections, in which Separate Schools do or shall exist according to the provisions of the <i>Common School Acts of Upper Canada</i>,* persons of the religious persuasion of each such separate school, sending children to it, or supporting such school by subscribing thereto annually an amount equal to the sum which each such person would be liable to pay (if such separate school did not exist) on any assessment to obtain the annual common school grant for each such city, town, incorporated village or township, shall be exempted from the payment of all rates imposed for the support of the common public schools of each such city, town, incorporated village or school section, and of all rates imposed for the purpose of obtaining the legislative common school grant for such city, town, incorporated village or township; and each such separate school shall share in such legislative common school grant only (and not in any school money raised by local municipal assessment) according to the average attendance of pupils attending each such separate school, (the mean attendance of pupils for summer and winter being taken) as compared with the whole average attendance of pupils attending the common schools in each such city, town, incorporated village or township: and a certificate of</p> |
| <p>Separate Schools to share in Legislative School Grant according to same rates as Common Schools.</p>                                                                                                                          | <p>to the average attendance of pupils attending each such separate school, (the mean attendance of pupils for summer and winter being taken) as compared with the whole average attendance of pupils attending the common schools in each such city, town, incorporated village or township: and a certificate of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

\* See the 19th section of the School Act of 1850; also 14 and 15 Vict., cap. 111.

qualification signed by the majority of the trustees of each such separate school shall be sufficient for any teacher of such school; Provided always, firstly, that the exemption from the payment of such school rates, as herein provided, shall not extend beyond the period of such persons' sending children to, or subscribing as aforesaid for, the support of such separate school; nor shall such exemption extend to school rates or taxes imposed or to be imposed to pay for school-houses, the erection of which was undertaken or entered into before the establishment of such separate school: Provided, secondly, that the trustees of each such separate school shall, on or before the thirtieth day of June, and thirty-first day of December of each year, transmit to the local superintendent, a correct return of the names of all persons of the religious persuasion of such separate school, who shall have sent children to, or subscribed as aforesaid for, the support of such separate school during the six months previous, and the names of the children sent, and amounts subscribed by them respectively, together with the average attendance of pupils in such separate school during such period; And the superintendent shall forthwith make a return to the clerk of the municipality and to the trustees of the school section or municipality in which such separate school is established, stating the names of all the persons who, being members of the same religious denomination, contribute or send children to such separate school, and the clerk shall not include in the collector's roll for the general or other school rate, and the trustees or board of trustees shall not include in their school rolls, except for any rate for the building of school-houses undertaken before the establishing of such separate school as herein mentioned, the name of any such person as appears upon such return then last received from the said superintendent; And the clerk or other officer of the municipality within which such separate school is established, having possession of the assessor's or collector's roll of the said municipality, is hereby required to allow any one of the said trustees, or their authorized collector, to make a copy of such roll as far as it shall relate to their school section; Provided, thirdly, that the provisions of the the thirteenth section of the said *Upper Canada School Act of 1850*, shall apply to the trustees and teachers of separate schools, the same as to trustees and teachers of other common schools; Provided, fourthly, that the trustees of each such separate school shall be a corporation, and shall have the same power to impose, levy, and collect school rates or subscriptions upon and from persons sending children to, or subscribing towards, the support of such separate school, as the trustees of a school section have to impose, levy and collect school rates or subscriptions from persons having property in such section, or sending children to, or subscribing towards, the support of the common school of such section;\* Provided, fifthly, that the foregoing provisions in this clause shall take effect from the first day of January, one thousand eight hundred and fifty-three, and shall extend to the separate schools established or intended to be established under the provisions of the *Upper Canada Common School Acts*; Provided, sixthly, that no person belonging to the religious persuasion of such separate school, and sending a child or children thereto, or subscribing towards the support thereof, shall be allowed

*Separate Schools.*

1st Proviso—  
Exemption from the payment of common school rates conditional.

2d Proviso—  
Semi-annual returns to local superintendent.  
—Names of separatists—  
names of children—amounts subscribed, &c.

Superintendent to make a return to clerk of municipality and trustees.

Clerk shall not include separatists in collector's roll.

Separate Trustees to have access to Assessor's Roll.

3d Proviso—  
Section 13 of School Act of 1850 shall apply to Separate Trustees and Teachers.

4th Proviso—  
Separate Trustees to be a corporation.

Their powers to collect rates, &c

5th Proviso—  
Foregoing provisions to have effect from January, 1853.

6th Proviso—  
Separatists not to vote for Common School Trustees.

\* See 7th to 11th clauses of the 12th section of the School Act of 1850.

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Separate Schools.</u>                                                                                                              | to vote at the election of any trustee for a public common school in the city town, incorporated village or school section within the limits of which such, separate school shall be situate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <u>School Sections.</u><br>Trustees of School Sections to transmit half-yearly returns of average attendance to local Superintendent. | V. And be it enacted, That the Trustees of each School Section shall, on or before the thirtieth day of June, and the thirty-first day of December, in each year, transmit to the local superintendent, a correct return of the average attendance of pupils in the school or schools under their charge during the six months then immediately preceding; nor shall any school section be entitled to the apportionment from the school fund for the said six months, the trustees and teacher of which shall neglect to transmit a verified statement of such average attendance of pupils in their school or schools; Provided always, that nothing herein contained shall be construed to repeal the provisions of the thirty-first section of the said <i>Upper Canada School Act of 1850</i> .*                                                                                                                                                                                                                                                                                                                                  |
| Penalty for omission to do so,<br>Proviso.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Trustees may assess for sites and School-houses.<br>Proviso.                                                                          | VI. And be it enacted, That the Trustees of each School Section shall have the same authority to assess and collect school rates for the purpose of purchasing School Sites and the erection of School-houses, as they are now or may be invested with by law to assess and collect rates for other school purposes; † Provided always, that they shall take no steps for procuring a school site on which to erect a new school-house, or changing the site of a school-house established, or that may be hereafter established, without calling a special meeting of the freeholders and householders of their section to consider the matter; and if a majority of such freeholders and householders, present at such meeting, differs from a majority of the trustees as to the site of a school-house, the question shall be disposed of in the manner prescribed by the eleventh section of the said <i>Upper Canada School Act of 1850</i> ; Provided that such trustees shall, whenever they impose any rate for school purposes, make a return to the clerk of the municipality of the amount of the rate so imposed by them. |
| Must call a Special Meeting therefor.                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Proviso—To report amount to Township Clerk.                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Trustees to Provide Registers and Visitors' Book.                                                                                     | VII. And be it enacted, That the Trustees of each School Section shall see that each school under their charge is, at all times, duly provided with a Register and Visitors' Book, in the form prepared according to law.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Union of Common with Grammar Schools.                                                                                                 | VIII. And be it enacted, That the Trustees of each School Section shall have authority to take such steps as they may judge expedient to unite their school with any Public Grammar School, which shall be situate within, or adjacent to, the limits of their school section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Personal responsibility of Trustees in case of neglect of duty to employ a teacher.                                                   | IX. And be it enacted, That the Trustees of each School Section shall be personally responsible for the amount of any School Moneys which shall be forfeited and lost to such school section during the period of their continuance in office, in consequence of their neglect of duty; and the amount thus forfeited or lost shall be collected and applied in the manner provided by the ninth section of the said <i>Upper Canada School Act of 1850</i> , for the collection and application of the fines imposed by the said section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

\* See the provisos in 2d clause of the 31st section of the School Act of 1850.

† See the 4th and 9th clauses of the 12th section of the School Act of 1850.



X. And be it enacted, That the Trustees of each School Section shall each personally forfeit the sum of One Pound Five Shillings for each and every week that they shall neglect, after the thirty-first day of January in each year, to prepare and forward to their local superintendent of schools, their School Report, as required by law, for the year ending the thirty-first of December immediately preceding; and which sum or sums thus forfeited, shall be sued for by such local superintendent, and collected and applied in the manner provided by the ninth section of the said *Upper Canada School Act of 1850*.

*School Sections*  
Penalty on  
Trustees for de-  
laying their An-  
nual Report.

XI. And be it enacted, that no agreement between Trustees and a Teacher in any School Section, made between the first of October and the second Wednesday in January, shall be valid or binding on either party after the second Wednesday in January then next, unless such agreement shall have been signed by the two trustees of such school section, whose period of office shall extend to one year beyond the second Wednesday of January, after the signing of such agreement.\*

Agreements  
with teachers  
made after Octo-  
ber not valid in  
certain cases.

XII. And be it enacted, That any person residing in one School Section, and sending a child or children to the School of a neighboring School Section, shall nevertheless be liable for payment of all rates assessed for the school purposes of the section in which he resides, the same as if he sent his child or children to the school of such section; and such child or children shall not be returned as attending any other than the school of the section in which the parents or guardians of such child or children reside: but this clause shall not be held to apply to persons sending to or supporting separate schools, or to prevent any person who may be taxed for common school purposes on property situate in a different school section from that in which he resides, from sending his children to the school of the section in which such property may be situate, on a favorable terms as if he resided in such section.

Liability of  
non-residents  
sending children  
to other sec-  
tions than the  
one in which  
they reside.

Such attend-  
ance, how re-  
ported.

Exemption in  
certain cases.

XIII. And be it enacted, That no rate shall be imposed upon the inhabitants of any School Section according to the whole number of children, or to the number of children of legal school age, residing in such section; but all the school expenses of such section shall be provided for by any or all of the three authorized methods of voluntary subscription, rate-bill for each pupil attending the school, or by rate upon property: Provided always, that no rate-bill shall be imposed exceeding One Shilling and Three Pence per month for each pupil attending the school.

No rate per ca-  
pita shall be im-  
posed upon  
children.

How school ex-  
penses shall be  
provided.

Proviso—No  
rate-bill shall  
exceed 1s. 3d.  
per month.

\* All agreements between trustees and a teacher must be signed by at least two of the trustees, and the teacher; and must have the *corporate seal* of the section attached to it, otherwise the trustees may be made *personally responsible* for the fulfilment of their agreement, should they be sued by the teacher. It should also be entered in the trustees' book, and a copy of it given to the teacher. The trustees being a corporation, their agreement with their teacher is binding on their successors in office, if made in accordance with the foregoing section; and should they refuse or wilfully neglect to exercise the corporate powers vested in them, they would be personally liable for the amount due a teacher—see sixteenth clause of the twelfth section of the School Act of 1850. As to the mode of settling disputes between trustees and a teacher, see the seventeenth section of the Act of 1850, in connection with the fifteenth section of this Act. *General Instructions, section 7.*

*Local Superintendents.*

Local Superintendents to continue in office until April.

1st Proviso— Shall not be a Teacher or a Trustee.

2d Proviso—Relating to Visits.

3d Proviso—Apportionment to Union Schools.

4th Proviso— Union Schools.

5th Proviso—Special School Section Meetings.

6th Proviso—Investigating Election Complainants.

7th Proviso—Special and limited certificates to Teachers.

8th Proviso—Warden may fill vacancy in office of Local Superintendent.

*Arbitrations.*

Last Proviso of 17th section of School Act of 1850, repealed.

XIV. And be it enacted, That any person who has been or may be appointed Local Superintendent of Schools, shall continue in office (unless he resigns or is removed from office for neglect of duty, improper conduct, or incompetency) until the first day of April of the year following that of his appointment: Provided always, that no local superintendent shall be a teacher or trustee of any common school during the period of his being in office: Provided, secondly, that no local superintendent shall be required unless he shall judge it expedient (except with a view to the adjustment of disputes), or unless directed to do so by the municipality appointing him, to make more than two official visits to each school section under his charge, one of which visits shall be made some time between the first of April and the first of October, and the other sometime between the first of October and the first of April: Provided, thirdly, that the local superintendents of adjoining townships shall have authority and are hereby required to determine the sum or sums which shall be payable from the school apportionment and assessment of each township in support of schools of union school sections consisting of portions of such townships; and they shall also determine the manner in which such sum or sums shall be paid: Provided, fourthly, that in the event of one person being local superintendent of both of the townships concerned, he shall act in behalf of such townships; and in the event of the local superintendents of townships thus concerned not being able to agree as to the sum or sums to be paid to each such township, the matter shall be referred to the warden of the county or union of counties for final decision: Provided, fifthly, that each local superintendent of schools shall have authority to appoint the time and place of a special school section meeting, at any time and for any lawful purpose, should he deem it expedient to do so: Provided, sixthly, that each local superintendent of schools shall have authority, within twenty days after any meeting for the election of common school section trustees within the limits of his charge, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it or set it aside, and appoint the time and place of a new election, as he shall judge right and proper: Provided, seventhly, that each local superintendent shall have authority, on due examination (according to the programme authorized by law for the examination of teachers), to give any candidate a certificate of qualification to teach a school within the limits of the charge of such local superintendent, until the next ensuing meeting (and no longer) of the county board of public instruction of which such local superintendent is a member; but no such certificate of qualification shall be given a second time, or shall be valid, if given a second time to the same person in the same county: Provided, eighthly, that in the event of a local superintendent of schools resigning his office, the warden of the county or union of counties within which such superintendent shall have held office, shall have authority, if he shall deem it expedient, to appoint a fit and proper person to the office thus vacated, until the next ensuing meeting of the council of such county or union of counties.

XV. And be it enacted, That the last proviso of the seventeenth section of the *Upper Canada School Act of 1850*, shall be and is hereby repealed; And be it also enacted, That the Arbitrators mentioned in the said seventeenth section of the said act, shall have authority to administer oaths to, and to

require the attendance of all, or any of, the parties interested in the said reference, and of their witnesses, with all such books, papers and writings as such arbitrators may require them or either of them to produce; and the said arbitrators, or any two of them, may issue their warrant to any person to be named therein, to enforce the collection of any sum or sums of money by them awarded to be paid, and the person named in such warrant shall have the same power and authority to enforce the collection of the money or moneys mentioned in the said warrant, with all reasonable costs, by seizure and sale of the property of the party or corporation against whom the same is rendered, as any bailiff of a division court has in enforcing a judgment and execution issued out of such court; and no action shall be brought in any court of law or equity, to enforce any claim or demand which by the said seventeenth section of the said in part recited act, may be referred to arbitration as therein mentioned.

*Arbitrations.*  
Arbitrators between Teachers and Trustees invested with full powers to decide disputes.

No such dispute to be brought into a Court of Law.

XVI. And be it enacted, That whenever the lands or property of any individual or company shall be situate within the limits of two or more school sections, it shall be the duty of each assessor appointed by any municipality, to assess and return on his roll, separately, the parts of such lands or property according to the divisions of the school sections within the limits of which such lands or property may be situate: Provided always, that every undivided occupied lot or part of a lot shall only be liable to be assessed for school purposes in the school section where the occupant resides.

*Assessors.*

Assessors shall separately assess property within the limits of School Sections.

Proviso.

XVII. And be it enacted, That no Township Council shall have authority to levy and collect in any school section during any one year, more than one school section rate, except for the purchase of a school site or the erection of a school house; nor shall any such council have authority to give effect to the ninth clause of the twelfth section of the *Upper Canada School Act of 1850*, for the levying and collection of rates for school purposes of any school section in any one year, unless the trustees of such school section make application to the council at or before its meeting in August of such year: Provided also, that each such township council shall have authority, under the restrictions imposed by law in regard to the alteration of school sections, to form such part of any union school section as is situated within the limits of its jurisdiction, into a distinct school section, or attach it to one or more existing school sections or parts of sections, as such council shall judge expedient.\*

*School Rates.*

Township Councils shall not levy or collect more than one school rate per year except for sites and school-houses.

Application from trustees to be made before August.

Proviso in regard to Union Sections.

XVIII. And be it enacted, That for and notwithstanding anything contained in the *Upper Canada School Act of 1850*, the Chief Superintendent of Schools shall have authority to direct the distribution of the common school fund of any township, among the several school sections and parts of sections entitled to share in the said fund, according to the length of time in each year, during which a school shall have been kept open by a legally qualified teacher in each of such sections or parts of sections.

*School Fund.*

Chief Superintendent may direct the distribution of the Common School Fund according to the length of time a school is kept open.

XIX. And be it enacted, That if any person shall wilfully disturb, interrupt or disquiet any common or other public school, by rude or indecent behaviour,

*Disturbing Public Schools.*

\* See the 2d proviso in the 4th clause of the 18th section of the School Act of 1850.

|                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Disturbing Public Schools.</u></p> <p>Penalty—£5 and costs.</p> <p>Authority of Justices of the Peace under the School Acts.</p>                                                                                  | <p>or by making a noise either within the place where such school is kept or held, or so near as to disturb the order or exercises of such school, such person shall, on conviction thereof before any justice of the peace, on the oath of one or more credible witnesses, forfeit and pay such a sum of money not exceeding Five Pounds, together with the costs of and attending the conviction, as the said justice shall think fit; such conviction and all other convictions before a justice or justices of the peace under this act or the <i>Upper Canada School Act of 1850</i>, and the costs thereof, to be levied and collected from the offender, who, in default of payment, may be imprisoned for any time not exceeding thirty days, unless such fine and costs, and the reasonable expenses of endeavoring to collect the same, shall be sooner paid.*</p>                                                                                                                                  |
| <p><u>Certificates</u></p> <p>Validity of Certificates granted to Teachers under certain circumstances recognized at proceedings of Boards of Public Instruction confirmed.</p>                                         | <p>XX. And be it enacted, That the Certificates of Qualification which have heretofore been granted to teachers of common schools by any county or circuit board of public instruction in Upper Canada, or at any meeting of any members not less than three of the members of such boards, and which have not been cancelled, shall at all times be considered as duly and legally granted, notwithstanding any want of notice to the several members of the said board, of the times and places of meeting for the purpose of granting such certificates, and notwithstanding any other want of form in the organizing or conducting of the business of any such county or circuit board; and any certificate purporting to be granted by any such board, or any three members thereof, and having the signature of at least one local superintendent of schools, shall be considered a good and valid certificate of qualification, according to the effect thereof, until the same shall be annulled.</p> |
| <p><u>Collectors.</u></p> <p>Recital.</p> <p>Power of Trustees to appoint one of themselves Collector.</p>                                                                                                              | <p>XXI. And whereas doubts have arisen whether the Trustees of any School Section, or the Board of School Trustees of any City, Town or Village, can appoint any one or more of their own number, Collector or Collectors of school rates; † For the removal thereof, Be it enacted, That it shall and may be lawful for the trustees of any school section, or the board of school trustees in any city, town or incorporated village, to appoint one or more of their number a collector or collectors to collect the school rates of any such section, city, town or village.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><u>Non-residents' Lands.</u></p> <p>School rates due on the lands of non-residents.</p> <p>To be reported to the Clerk of the Municipality.</p> <p>And be made up out of the general funds of such municipality.</p> | <p>XXII. And be it enacted, That if the Collector appointed by the Trustees of any School Section, shall have been unable to collect that portion of any school rate which was charged on any parcel of land liable to assessment, by reason of there being no person resident thereon, or no goods and chattels to distrain, the trustees shall make a return to the clerk of the municipality before the end of the then current year, of all such parcels of land and the uncollected rates thereon; and the clerk shall make a return to the county treasurer of all such lands and the arrears of school rates thereon, and such arrears shall be collected and accounted for by such treasurer in the same manner as the arrears of other taxes; and the township, village, town or city in which such school section is situate, shall make up the deficiency arising from the uncollected rate on lands liable to assessment, out of the general funds of the municipality.</p>                       |

\* See the School Act of 1850, 46th section.

† Ibid, 2nd clause of the 12th Section, and 7th clause of the 24th Section.

XXIII. And be it enacted, That whatever additional sum or sums of money may be payable to Upper Canada out of the Legislative School Grant, or may be granted during the present session of this Parliament for common school purposes in Upper Canada, shall be expended in the following manner: *Legislative School Grant.*

*Firstly*, a sum of not less than Four Thousand Pounds shall be apportioned and expended for the support of common schools, as provided in the thirty-fifth section of the *Upper Canada School Act of 1850*: Provided always, that not more than Five Hundred Pounds of the said sum may be expended in special aid of common schools in new and poor townships; *Secondly*, a sum not exceeding One Thousand Pounds per annum shall be expended in further support of the Normal and Model Schools for Upper Canada, and in supplying a copy of the *Journal of Education* to each school corporation and each local superintendent of schools in Upper Canada: Provided always, that not more than Four Hundred and Fifty Pounds of the said sum shall be expended in the circulation of the *Journal of Education*; and the balance of such sum shall be expended as provided for in the thirty-eighth section of the *Upper Canada School Act of 1850*; *Thirdly*, a sum not exceeding Five Hundred Pounds per annum may be expended by the Chief Superintendent of Schools in the purchase, from time to time, of books, publications, specimens, models and objects, suitable for a Canadian library and museum, to be kept in the normal school buildings, and to consist of books, publications, and objects, relating to education and other departments of science and literature, and specimens, models, and objects illustrating the physical resources and artificial productions of Canada, especially in reference to mineralogy, zoology, agriculture, and manufactures; *Fourthly*, a sum not exceeding Five Hundred Pounds per annum, shall be applied towards forming a fund for the support of superannuated or worn-out common school teachers in Upper Canada, under such regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor in Council: Provided always, that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of One Pound per annum, for the period of his teaching school, or receiving aid from such fund, and who shall not furnish satisfactory proof to the Council of Public Instruction, of inability, from age or loss of health in teaching, to pursue that profession any longer: Provided also, that no allowance to any superannuated or worn-out teacher shall exceed the rate of One Pound Ten Shillings for each year that such teacher shall have taught a common school in Upper Canada.

*Disposition of increase.*  
 1st—£4000 for support of Common Schools.  
 Proviso—£500 for poor townships.  
 2d—£1000 for support of Normal School and circulation of *Journal of Education*.  
 Proviso.  
 3d—£500 for a Canadian Library and Museum.  
 4th—£200 for a fund for the support of worn-out teachers.  
 1st Proviso—Conditions of receiving aid from such fund.  
 2d Proviso—Rate of allowance.

XXIV. And whereas it is highly desirable that uniformity of decision should exist in cases that may arise triable in the Division Courts, against and between superintendents, trustees, teachers and others acting under the provisions of the *Common School Acts of Upper Canada*—Be it therefore enacted, That the Chief Superintendent of Schools for Upper Canada, may, within one month after the rendering of any judgment, in any of the said courts, in any case arising as aforesaid, appeal from the decision of any judge of the said courts to either of the Superior Courts of Law, at Toronto, by serving notice, in writing, of such his intention to do so, upon the clerk of such division court, which appeal shall be entitled “The Chief Superintendent

*Uniformity of School Decisions.*  
 Recital.  
 Chief Superintendent may appeal from decisions of Division Court Judges to superior courts of law.

|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>School decisions.</i></p> <p>Judge of division court to certify proceedings to superior courts,</p> <p>Superior court to give order to court below,</p> <p>and award costs,</p> <p>Proviso—Costs payable by Chief Superintendent.</p> <p>Division Court Judge to delay judgment.</p> | <p>of Schools for Upper Canada, appellant, in the matter between (A. B. and C. D.);” and it shall be the duty of the judge of the said court, to certify under his hand, to either of the Superior Courts aforesaid, as the case may be, the summons and statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto; whereupon the same matter shall be set down for argument at the next term of such Superior Court, which Court shall give such order or direction to the court below, touching the judgment to be given in such matter, as the law of the land and equity shall require, and shall also award costs in their discretion, against the appellant, which costs shall be certified to and form part of the judgment of the court below; and upon receipt of such order, direction, and certificate, the judge of the division court shall forthwith proceed in accordance therewith; Provided that all costs awarded against the appellant, and all costs incurred by him, shall be payable by the Chief Superintendent, and the amount chargeable to the contingencies of his office: And the Judge presiding over any division court wherein any action of the kind referred to in this section is brought, may order the entering of judgment to be delayed for a sufficient time to permit either party to apply to the Chief Superintendent of Schools to appeal such case, and after notice of appeal is served as herein provided, no further proceedings shall be had in such case until the matter of the appeal shall be decided by such Superior Court.</p> |
| <p><i>Township Maps.</i></p> <p>Clerk to prepare Maps showing School Section boundaries.</p>                                                                                                                                                                                               | <p>XXV. And be it enacted, That it shall be the duty of the Clerk of each township municipality to prepare in duplicate a Map of the Township, showing the divisions of the township into school sections and parts of union school sections, one copy of which shall be furnished to the county clerk for the use of the county council, and the other shall be retained in the township clerk’s office, for the use of the township municipality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Repeal of inconsistent enactments.</p>                                                                                                                                                                                                                                                  | <p>XXVI. And be it enacted, That such of the provisions of the <i>Upper Canada School Act of 1850</i>, as are contrary to the provisions of this act, shall be and are hereby repealed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>This Act to apply to 1853.</p>                                                                                                                                                                                                                                                          | <p>XXVII. And be it enacted, That the provisions of this Act shall apply to all School affairs and to all persons referred to in the said provisions, for the present year one thousand eight hundred and fifty-three.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Short Titles of School Acts.</p> <p>13 &amp; 14 Viet., c. 48.</p> <p>16 Vic., c. 185.</p> <p>General title.</p>                                                                                                                                                                         | <p>XXVIII. And be it enacted, That in citing or otherwise referring to the said Act passed in the Session held in the thirteenth and fourteenth years of Her Majesty’s Reign, and intituled, <i>An Act for the better establishment and maintenance of Common Schools in Upper Canada</i>, it shall be sufficient to designate it as “<i>The Upper Canada School Act of 1850</i>;” and that in citing or otherwise referring to this Act, it shall be sufficient to designate it as “<i>The Upper Canada Supplementary School Act of 1853</i>;” and that in citing or otherwise referring to the said Acts generally, or to them and to any other Act or Acts relative to Common Schools, which may at the time of such citation or reference be in force in Upper Canada, it shall be sufficient to use the expression, “<i>The Common School Acts of Upper Canada.</i>”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Appendix D.

CIRCULARS from the Chief Superintendent of Schools to the various Municipal and School Officers concerned in the administration of the Common School Acts of Upper Canada.

*No. 1. Circular to Clerks of Counties transmitting Educational Documents for distribution among the various Municipal and School Officers.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 30th November, 1852.

SIR,

The Legislative Assembly of the Province has recently ordered a sufficient number of copies of my annual school report for last year (1851) to be printed, to furnish a single copy to each municipal council, school corporation, local superintendent, and board of public instruction in Upper Canada; and I have recently transmitted a box to your address, containing a copy of said report for your county council, and county board of public instruction, for each township council, each local superintendent, and for the trustee corporations in each township, city, town, and incorporated village in your county; also a *Descriptive Catalogue* of Maps and other school requisites for each of the foregoing parties; a *Teacher's Register* for each common school in your county, to be given out as may be required, upon the orders of local superintendents; a blank annual school report for each local superintendent and for the school corporation in each city, town, and village in your county, together with a few extra copies of the pamphlet edition of the school act, and of my annual school report for 1850, which also contains a copy of the school act and several other papers of permanent value.

All these documents are to be delivered, without charge, to the parties for whom they are intended; and I confidently rely upon your coöperation and efforts to distribute them with as little delay as possible. I am sure you will feel a pleasure in seconding the measures which, by the sanction of the Government and aid of the Legislature, I am enabled to adopt, for the wide circulation of the annual school reports, and for supplying each school with a register, without charge to the trustees or teacher. Each local superintendent will inform you of the number of school reports and school registers which will be required to supply the school sections under his charge; and should you require any additional copies of any of these documents, to accomplish the objects proposed, I will be happy to forward them to you by mail or otherwise.

I have, &c.

(Signed)

E. RYERSON.

*No. 2. Circular to Local Superintendents of Schools, transmitting Educational Documents for the use of the Trustees of each School Section.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 30th November, 1852.

SIR,

I have transmitted to your county clerk a sufficient number of my last annual school report, and of teacher's registers, to furnish each school section under your superintendence;

---

also, a blank form of annual report, a copy of the *Descriptive Catalogue* of maps and school requisites, and a copy of my last annual report for yourself. You will, therefore, please apply to him for the number of copies necessary to supply each of the school sections within your jurisdiction, and cause them to be distributed as soon as convenient. The Postmaster-General has directed that these documents shall be liable to no higher rate of postage than that charged upon parliamentary papers.

2. To the printed address of each corporation of school trustees on the back of the annual report, you will be particular to add (in the blanks left for that purpose) the number of the school section and the township for which the report is designed. The registers, as well as the report, will be given to each local superintendent by the county clerk, as soon as he shall have received the box containing them, according to the number of school sections reported in 1851. Each report sent out is addressed to the party for whom it is intended; and to prevent errors or confusion, therefore, you had better give a receipt to the county clerk for whatever copies of the reports or registers you may require for distribution among the different school sections. I have already forwarded through the post-office to your address, a sufficient number of blank forms of trustees' annual school reports for 1852.

3. In addition to a copy of my annual school report, you will be gratified to learn that I am enabled, by the sanction of the government, to furnish each school section with a school register, without charge, to the trustees or teacher. There cannot, therefore, in future, be a shadow of an excuse for not having each school provided with a proper register for recording the names and daily and average attendance of children.

4. I am also happy to state that provision will also be made to enable me to furnish without charge, even for postage, to the parties receiving it, a copy of the next volume of the *Journal of Education* to the trustees of each school section, and to each local superintendent of schools throughout Upper Canada. Having continued that periodical five years, without its being circulated in more than one thousand of the school sections in the country, I was unwilling to continue this labour and responsibility another year, without some arrangement being made by which it should find its way to all the school sections for which it was intended. I am sure you will have much pleasure in learning that provision will be made by the Legislature for the accomplishment of this object, and that I will henceforth send a copy of the *Journal of Education* to the trustees of each school section, and to each local superintendent of schools in Upper Canada, without any charge to them even for postage. No effort will be wanting on my part to render as beneficial as possible to the people at large, this liberal arrangement for the diffusion of educational and general knowledge; and I am confident of your cordial coöperation in enabling me to do so. As I intend to furnish the December number of the *Journal of Education* (containing all needful information and suggestions as to the annual school meetings to be held the second Wednesday in January, annual school reports, &c.) to the trustees of each school section in Upper Canada, I will transmit a sufficient number of copies to your address to supply theseveral school sections under your charge; and I must request you to have the goodness to address a copy to each of the trustee corporations concerned. I must also beg of you to favor me, between this and the 1st of January, with the post-office address of the trustees of each school section within your charge. The *Journal* will be addressed, not to individuals, but to "*The Trustees of School Section, No. —.*" What I desire from you, therefore, is merely the name of the post-office at which the trustees of each section shall be addressed.



5. Any suggestions which I may have to offer in regard to the school affairs of the ensuing year (which I hope will be more auspicious than any preceding one) will be found in the next number of that periodical.

I have, &c.

(Signed)

E. RYERSON.

*No. 3. Circular to Clerks of Counties, notifying the Apportionment of the Legislative School Grant for the year 1853.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,

EDUCATION OFFICE, Toronto, 18th June. 1853.

SIR,

I have the honor to transmit herewith a certified copy of the Apportionment of the Legislative school grant for the current year, to the several townships of the county municipality of which you are clerk. You will please lay this communication before your county council at its next meeting, and notify each local superintendent of schools of this apportionment, so far as it relates to his charge, as provided in the first clause of the thirty-first section of the school act of 1850.

2. I have delayed the making of this apportionment six weeks beyond the time contemplated by the school act. I have done so because it was not until last week that the Legislature decided upon a proposition which I submitted to the favorable consideration of the government some months since, to increase the legislative annual school grant. I am happy to say that, by the enlightened liberality of the government and legislature, I am enabled to apportion an aggregate sum of £4000 more this year than last, to the several municipalities of Upper Canada in aid of common schools, including the sum of £500 for "special aid of common schools in new and poor townships," besides an appropriation of £1000 per annum in further aid of the Normal and Model Schools, and for supplying, gratuitously, a copy of the *Journal of Education* to each school corporation and local superintendent in Upper Canada, and £500 per annum towards the establishment of a Provincial museum and library, and £500 per annum towards forming a fund for the support of superannuated or worn-out common school teachers in Upper Canada. I am sure every friend of education will rejoice with me at these increased means and facilities for sustaining and extending our school system, and placing our beloved country in the first rank of educating and educated countries on the face of the globe.

3. The last general census of the population, recently revised and corrected in the statistical department of the Government, is the basis on which I have made the school apportionment for the current year.

4. I must again solicit the special attention of your county council to the 1st, 4th, and 5th clauses of the 27th section of the school act, requiring each county council to provide for the punctual payment, the security, and the proper accounts of the expenditure of all school moneys within its jurisdiction. In my circular to county clerks last year (printed in my annual school report for 1851, pp. 158-162), I showed how impossible it is for me to know whether the conditions and requirements of the law have been fulfilled in any county or township, without full and accurate accounts of the expenditure of school moneys. I afterwards transmitted to each county clerk a printed blank account of school moneys, with full and minute directions for filling it up. Yet this year's county returns

of the expenditure of school moneys are almost as defective as were those of last year. In about three-fourths of these returns, the expenditure of considerable sums is imperfectly, or not at all, accounted for; defects in financial accounts which, were they to occur in any of the executive departments of the government, would be the subject of reprobation in the legislature and by the press generally. The frequent and accurate accounting for the expenditures of all public moneys is one of the most essential means of securing their faithful application, and one of the essential conditions of good government; but if it should continue to appear that in those bodies which are directly elected by the people, and in regard to moneys specially devoted to the intellectual improvement of the country, there is the least strictness and accuracy in accounting for the expenditure of school moneys, the fact will go far to prove the inefficiency of elective bodies, or that our country is not prepared for the operation of the elective system, in such affairs. I trust that every friend to that system in your council, and every friend to the progress of education, will see that punctual, accurate, and full returns be made of all school moneys expended within its jurisdiction, and that the portion of the school fund to be provided by your council will be punctually payable at the times prescribed by law.

5. I have reason to believe that in many, if not in most, instances, there has been no want of attention in preparing the returns of school moneys required by law; but I am assured that the irregularity chiefly arises from the want of punctuality or faithfulness on the part of sub-treasurers, who, in many cases, I am told, are regarded as township officers, and who give no security to the county council for school moneys placed in their hands. On this point I beg to remark, that if any township treasurer acts as sub-treasurer of school moneys, he does so, not as a township officer, but as a county officer, and by virtue of appointment by the county council, as provided for by the 4th clause of the 27th section of the school act of 1850, and to which council he is to give security for the safe-keeping and punctual payment of school moneys entrusted to him, and in case of the loss of any part of such moneys, on account of proper security not having been taken by the county council, the 43d section of the act makes the members of the county council personally responsible for such moneys.

6. On this important subject I would offer the following suggestions for the consideration of your county council. *Firstly*: Whether it be necessary at all to appoint any sub-treasurers of school moneys in your county. Most of the counties are much smaller than in former years—facilities for travelling and business are greater—a local superintendent's check to a school teacher is as good as a bank note, and can easily be cashed by shopkeepers or other men of business in any part of a county. *Secondly*,—That if it be still deemed necessary to appoint sub-treasurers of school moneys, they be each required to lodge their bonds for the security of such moneys with the county clerk. *Thirdly*,—That each sub-treasurer be directed to keep accounts of the legislative grant and municipal assessment parts of the school fund *separate*, and carry forward the balances of former years. *Fourthly*,—That no sub-treasurer be paid the legislative grant for the current year, until he shall have satisfactorily accounted for the school moneys in his hand for the preceding year; that in each such case, the county treasurer pay out all school moneys belonging to the townships concerned. *Fifthly*,—That in order to secure uniformity in the accounting for school moneys, the treasurer or sub-treasurers be required to make up their accounts to the 1st of March in each year, accompanied with vouchers to the county auditors; and I will extend the time for the auditors to examine them, and the county clerk to transmit to this department the abstract of them, together with the auditor's general report therein, as

required by law, until the 1st of April, leaving myself but one month instead of two to examine the returns before making the annual apportionment of the legislative school grant. *Sixthly*,—That each local superintendent be instructed to transmit to the county auditors a statement of the apportionment made, and the checks issued by him, that the auditors may thus be able to detect any error (or fraud, if any should be attempted) on the part of teachers or treasurers. Thus will all parties concerned stand above suspicion, and the accurate accounting for school moneys will be satisfactory and complete. I may add, that I practice the same careful and accurate system for accounting of all public moneys that pass through my hands, which I wish to see observed in each municipality in Upper Canada.

7. In conclusion, I have great pleasure in referring to the supplementary school bill, which has just been passed by the legislature, and the provisions of which remedy nearly all the defects which the experience of three years, and a tour of consultation to the several counties of Upper Canada, have pointed out in the school act of 1850, without changing any of the organic principles or general provisions of that act. I have no doubt that the provisions of the supplementary school act will greatly contribute to the removal of doubts and embarrassments, the lessening of disputes, the increase of facilities, in the administration of the school law, and the rapid diffusion of education and general knowledge throughout Upper Canada. The increase this year in the legislative grant for the support of common schools will require a corresponding increase in the amount of municipal school assessments, and as the 13th section of the supplementary school act does not permit in any school division in Upper Canada, any rate-bill imposed to exceed one shilling and threepence per month for each pupil; and as an act has been passed, enabling each county council to equalize all assessments on property, it may deserve the consideration of your county council, how far it may be advisable to increase the municipal assessment for the support of schools—thus relieving the trustees, to a great degree, from an onerous part of their duty, and rendering the schools virtually free to every child in the land.

I have, &c.,

(Signed)

E. RYERSON.

P.S.—You will please intimate this apportionment of the school grant to your county treasurer, and report his name to this department; and on his sending a power of attorney, signed in duplicate (if he has not already done so), according to the form which I furnished last year, I will pay to his attorney, after the first day of July, the amount apportioned to your county, less the amount apportioned to townships from which returns of the expenditure of last years' school moneys have not been received. (Signed.) E. R.

*SUMMARY of Apportionment to the Counties, Cities, Towns, and Villages for 1852 and 1853.*

| APPORTIONED TO                                                     | POPULATION. | APPORTIONMENT IN 1853. |
|--------------------------------------------------------------------|-------------|------------------------|
| Counties.....                                                      | 813,902     | £19,582 18 1           |
| Cities.....                                                        | 56,472      | 1,352 19 5             |
| Towns.....                                                         | 52,950      | 1,268 11 5             |
| Town Municipalities.....                                           | 11,290      | 270 9 9                |
| Villages.....                                                      | 13,992      | 451 10 6               |
| Apportionment to Moore and Sombra for error in census of 1852..... |             | 24 8 10                |
| Gross Total.....                                                   | 948,606     | £22,750 13 0           |
| Total apportionment in 1852.....                                   |             | 18,774 18 7            |
| Increase in favor of 1853.....                                     |             | £3,975 14 5            |

APPORTIONMENT of the Legislative School Grant to the Counties for 1853.

| COUNTIES.               | COUNTY POPULATION. | MUNICIPALITY POPULATION. | COUNTY APPORTIONMENT. |       |       | MUNICIPALITY APPORTIONMENT. |         |       |       |
|-------------------------|--------------------|--------------------------|-----------------------|-------|-------|-----------------------------|---------|-------|-------|
|                         |                    |                          | £                     | s.    | d.    | £                           | s.      | d.    |       |
| 1. Glengarry.....       | 17,596             | 44,350                   | {                     | 412   | 11    | 3                           | 1062    | 10    | 8     |
| 2. Stormont.....        | 12,997             |                          | {                     | 311   | 7     | 7                           |         |       |       |
| 3. Dundas.....          | 13,757             |                          | {                     | 329   | 11    | 10                          |         |       |       |
| 4. Prescott.....        | 10,427             |                          | {                     | 251   | 4     | 9                           |         |       |       |
| 5. Russell.....         | 2,870              |                          | {                     | 68    | 15    | 2                           |         |       |       |
| 6. Carleton.....        | .....              | 23,203                   | .....                 | ..... | ..... | .....                       | .....   | ..... | ..... |
| 7. Grenville.....       | 18,503             | 45,547                   | {                     | 443   | 5     | 11                          | 1091    | 4     | 2     |
| 8. Leeds.....           | 27,044             |                          | {                     | 647   | 18    | 3                           |         |       |       |
| 9. Lanark.....          | 25,401             | 34,816                   | {                     | 608   | 11    | 0                           | 834     | 1     | 11    |
| 10. Renfrew.....        | 9,415              |                          | {                     | 225   | 10    | 11                          |         |       |       |
| 11. Frontenac.....      | 19,160             | 42,270                   | {                     | 468   | 15    | 10                          | 1012    | 14    | 0     |
| 12. Addington.....      | 15,165             |                          | {                     | 363   | 6     | 6                           |         |       |       |
| 13. Lennox.....         | 7,955              | .....                    | {                     | 190   | 11    | 8                           | .....   | ..... | ..... |
| 14. Prince Edward.....  | .....              | 17,318                   | .....                 | ..... | ..... | .....                       | 414     | 18    | 0     |
| 15. Hastings.....       | .....              | 27,408                   | .....                 | ..... | ..... | .....                       | 652     | 5     | 9     |
| 16. Northumberland..... | 27,136             | 53,042                   | {                     | 631   | 9     | 10                          | 1252    | 3     | 0     |
| 17. Durham.....         | 25,906             |                          | {                     | 620   | 13    | 2                           |         |       |       |
| 18. Peterborough.....   | 13,046             | 24,703                   | {                     | 312   | 11    | 1                           | 591     | 16    | 8     |
| 19. Victoria.....       | 11,657             |                          | {                     | 279   | 5     | 7                           |         |       |       |
| 20. Ontario.....        | 29,434             | 103,194                  | {                     | 705   | 3     | 5                           | 2423    | 6     | 8     |
| 21. York.....           | 48,944             |                          | {                     | 1140  | 17    | 5                           |         |       |       |
| 22. Peel.....           | 24,816             | .....                    | {                     | 577   | 5     | 10                          | .....   | ..... | ..... |
| 23. Simcoe.....         | .....              | 27,165                   | .....                 | ..... | ..... | .....                       | 650     | 16    | 9     |
| 24. Halton.....         | 18,322             | 43,212                   | {                     | 598   | 14    | 1                           | 1037    | 13    | 2     |
| 25. Wentworth.....      | 24,890             |                          | {                     | 438   | 19    | 1                           |         |       |       |
| 26. Brant.....          | .....              | 17,664                   | .....                 | ..... | ..... | .....                       | 423     | 3     | 9     |
| 27. Lincoln.....        | 16,160             | 34,017                   | {                     | 387   | 3     | 2                           | 814     | 19    | 4     |
| 28. Welland.....        | 17,857             |                          | {                     | 427   | 16    | 2                           |         |       |       |
| 29. Haldimand.....      | .....              | 18,497                   | .....                 | ..... | ..... | .....                       | 422     | 15    | 9     |
| 30. Norfolk.....        | .....              | 19,829                   | .....                 | ..... | ..... | .....                       | 475     | 1     | 2     |
| 31. Oxford.....         | .....              | 29,336                   | .....                 | ..... | ..... | .....                       | 702     | 16    | 7     |
| 32. Waterloo.....       | .....              | 23,129                   | .....                 | ..... | ..... | .....                       | 553     | 12    | 11    |
| 33. Wellington.....     | 24,936             | 37,475                   | {                     | 597   | 8     | 2                           | 887     | 16    | 11    |
| 34. Grey.....           | 12,539             |                          | {                     | 300   | 7     | 9                           |         |       |       |
| 35. Perth.....          | .....              | 15,540                   | .....                 | ..... | ..... | .....                       | 372     | 8     | 4     |
| 36. Huron.....          | 17,869             | 20,706                   | {                     | 428   | 1     | 10                          | 496     | 0     | 11    |
| 37. Bruce.....          | 2,837              |                          | {                     | 67    | 19    | 1                           |         |       |       |
| 38. Middlesex.....      | 31,778             | 55,922                   | {                     | 761   | 6     | 8                           | 1315    | 12    | 6     |
| 39. Elgin.....          | 24,144             |                          | {                     | 554   | 5     | 10                          |         |       |       |
| 40. Kent.....           | .....              | 15,140                   | .....                 | ..... | ..... | .....                       | 362     | 14    | 5     |
| 41. Lambton.....        | 12,040             | 26,977                   | {                     | 288   | 8     | 10                          | 646     | 5     | 11    |
| 42. Essex.....          | 14,937             |                          | {                     | 357   | 17    | 1                           |         |       |       |
| Total for Counties..... | .....              | 813,902                  | .....                 | ..... | ..... | .....                       | £19,382 | 18    | 1     |

1. COUNTY OF GLENGARRY.

| TOWNSHIPS.           | POPULATION. | APPORTIONMENT. |
|----------------------|-------------|----------------|
|                      |             | £ s. d.        |
| Charlottenburgh..... | 5447        | @54d. 133 2 8  |
| Kenyon.....          | 3842        | .. 92 0 11     |
| Lancaster.....       | 4023        | .. 96 7 8      |
| Lochiel.....         | 4174        | .. 100 0 0     |
|                      | 17596       | 421 11 3       |

2. COUNTY OF STORMONT.

| TOWNSHIPS.      | POPULATION. | APPORTIONMENT. |
|-----------------|-------------|----------------|
|                 |             | £ s. d.        |
| Cornwall.....   | 4707        | .. 112 15 6    |
| Finch.....      | 1450        | .. 34 14 9     |
| Osnabrock.....  | 4699        | .. 112 11 7    |
| Roxborough..... | 2141        | .. 51 5 10     |
|                 | 12997       | 311 7 7        |

3. COUNTY OF DUNDAS.

| TOWNSHIPS.         | POPULATION. | APPORTIONMENT. |
|--------------------|-------------|----------------|
|                    |             | £ s. d.        |
| Matilda.....       | 4144*       | .. 99 5 8      |
| Mountain.....      | 2764        | .. 66 4 5      |
| Williamsburgh..... | 4284        | .. 102 12 9    |
| Winchester.....    | 2565        | .. 61 9 0      |
|                    | 13757       | 329 11 10      |

4. COUNTY OF PRESCOTT.

| TOWNSHIPS.              | POPULATION. | APPORTIONMENT. |
|-------------------------|-------------|----------------|
|                         |             | £ s. d.        |
| Alfred.....             | 584         | .. 13 19 10    |
| Caledonia.....          | 958         | .. 22 19 0     |
| Hawkesbury, East.....   | 3029        | .. 72 11 4     |
| Hawkesbury, West.....   | 2665        | .. 63 16 11    |
| Longueil.....           | 1406        | .. 33 13 8     |
| Plantagenet, North..... | 1202        | .. 28 15 11    |
| Plantagenet, South..... | 643         | .. 15 8 1      |
|                         | 10487       | 251 4 9        |

\* Indians not included.

| 5. COUNTY OF RUSSELL.           |                  |                           |          | 10. COUNTY OF RENFREW.                                    |                  |                           |           |
|---------------------------------|------------------|---------------------------|----------|-----------------------------------------------------------|------------------|---------------------------|-----------|
| TOWNSHIPS.                      | POPULA-<br>TION. | APPORTIONMENT.<br>£ s. d. |          | TOWNSHIPS.                                                | POPULA-<br>TION. | APPORTIONMENT.<br>£ s. d. |           |
| Cambridge.....                  | 200              | @ 5½d.                    | 4 15 10  | Admaston .....                                            | 685              | @ 5½d.                    | 16 8 2    |
| Clarence.....                   | 508              | ..                        | 12 3 5   | Bagot .....                                               | 734              | ..                        | 17 11 8   |
| Cumberland.....                 | 1659             | ..                        | 39 14 11 | Bliethfield .....                                         | 200              | ..                        | 4 15 10   |
| Russell .....                   | 503              | ..                        | 12 1 0   | Bromley .....                                             | 687              | ..                        | 16 9 2    |
|                                 | 2870             |                           | 68 15 2  | Brougham.....                                             | 438              | ..                        | 10 9 10   |
| 6. COUNTY OF CARLETON.          |                  |                           |          | Grattan .....                                             | 554              | ..                        | 13 5 5    |
| Fitzroy .....                   | 2807             | ..                        | 67 5 0   | Horton .....                                              | 1142             | ..                        | 27 7 2    |
| Gloucester .....                | 3005             | ..                        | 71 19 10 | McNab .....                                               | 1513             | ..                        | 36 4 11   |
| Goulbourn .....                 | 2525             | ..                        | 60 9 10  | Pembroke.....                                             | 633              | ..                        | 15 3 3    |
| Gower, North .....              | 1777             | ..                        | 42 11 5  | Ross .....                                                | 708              | ..                        | 16 19 3   |
| Huntley.....                    | 2519             | ..                        | 60 7 0   | Stafford.....                                             | 281              | ..                        | 6 14 7    |
| March .....                     | 1125             | ..                        | 26 19 0  | Westmeath.....                                            | 1152             | ..                        | 27 12 0   |
| Marlborough .....               | 2053             | ..                        | 49 3 8   | Wilberforce .....                                         | 688              | ..                        | 16 10 8   |
| Nepean .....                    | 3800             | ..                        | 91 0 10  |                                                           | 9415             |                           | 225 10 11 |
| Osgood .....                    | 3050             | ..                        | 73 1 5   | 11. COUNTY OF FRONTENAC.                                  |                  |                           |           |
| Torbolton .....                 | 542              | ..                        | 12 19 8  | Bedford.....                                              | 1118             | ..                        | 26 15 8   |
|                                 | 23203            |                           | 555 17 8 | Hinchinbrooke.....                                        | 364              | ..                        | 0 14 5    |
| 7. COUNTY OF GRENVILLE.         |                  |                           |          | Kingston.....                                             | 5235             | ..                        | 0 8 5     |
| Augusta.....                    | 5154             | ..                        | 123 9 5  | Loughborough .....                                        | 2003             | ..                        | 0 9 9     |
| Edwardsburgh .....              | 4755*            | ..                        | 113 18 7 | Pittsburgh .....                                          | 3258             | ..                        | 0 1 1     |
| Gower South.....                | 863              | ..                        | 20 13 6  | Portland .....                                            | 2388             | ..                        | 7 4 3     |
| Oxford.....                     | 4472*            | ..                        | 107 2 10 | Storrington .....                                         | 2130             | ..                        | 1 0 7     |
| Wolford.....                    | 3259             | ..                        | 78 1 7   | Wolfe Island .....                                        | 2654             | ..                        | 63 11 8   |
|                                 | 18508            |                           | 443 5 11 |                                                           | 19150            |                           | 459 15 10 |
| 8. COUNTY OF LEEDS.             |                  |                           |          | 12. COUNTY OF ADDINGTON.                                  |                  |                           |           |
| Bastard .....                   | 3448             | ..                        | 82 12 2  | Amherst Island .....                                      | 1287             | ..                        | 30 16 8   |
| Burgess, South .....            | 276              | ..                        | 6 12 3   | Camden, East .....                                        | 6975             | ..                        | 167 2 2   |
| Crosby, North .....             | 1785             | ..                        | 42 15 3  | Ernestown .....                                           | 5111             | ..                        | 122 9 0   |
| Crosby, South .....             | 1578             | ..                        | 37 16 1  | Sheffield .....                                           | 1792             | ..                        | 42 18 8   |
| Elizabethtown .....             | 5208             | ..                        | 124 15 6 |                                                           | 15176            |                           | 363 6 6   |
| Elmsley, South .....            | 1442             | ..                        | 34 10 11 | 13. COUNTY OF LENNOX.                                     |                  |                           |           |
| Escott .....                    | 1399             | ..                        | 33 10 4  | Adolphustown .....                                        | 718              | ..                        | 17 4 0    |
| Kitley .....                    | 3525             | ..                        | 84 9 0   | Fredericksburgh .....                                     | 3166             | ..                        | 75 17 0   |
| Leeds and Lansdown, front ..... | 3192             | ..                        | 76 9 6   | Richmond.....                                             | 4071             | ..                        | 97 10 8   |
| Leeds and Lansdown, rear .....  | 1430             | ..                        | 36 13 1  |                                                           | 7955             |                           | 190 11 8  |
| Yonge .....                     | 3661             | ..                        | 87 14 2  | 14. COUNTY OF PRINCE EDWARD.                              |                  |                           |           |
|                                 | 27044            |                           | 647 18 3 | Ameliasburgh.....                                         | 3286             | ..                        | 78 14 6   |
| 9. COUNTY OF LANARK.            |                  |                           |          | Athol .....                                               | 1621             | ..                        | 38 16 8   |
| Bathurst .....                  | 2868             | ..                        | 68 14 8  | Hallowell .....                                           | 3203             | ..                        | 76 14 9   |
| Beckwith .....                  | 2540             | ..                        | 60 17 1  | Hillier .....                                             | 2962             | ..                        | 70 19 3   |
| Burgess, North.....             | 1110             | ..                        | 26 11 10 | Marysburgh .....                                          | 3512             | ..                        | 84 2 10   |
| Dalhousie .....                 | 1421             | ..                        | 34 0 10  | Sophiasburgh .....                                        | 2734             | ..                        | 65 10 0   |
| Darling .....                   | 670              | ..                        | 16 1 0   |                                                           | 17818            |                           | 414 18 0  |
| Drummond .....                  | 2648             | ..                        | 63 8 10  | 15. COUNTY OF HASTINGS.                                   |                  |                           |           |
| Elmsley, North .....            | 2031             | ..                        | 48 13 2  | Elzevir, Madoc and Tudor .....                            | 2761             | ..                        | 66 2 11   |
| Lanark .....                    | 2649             | ..                        | 63 9 3   | Hungerford.....                                           | 3124             | ..                        | 74 16 11  |
| Lavant .....                    | 98               | ..                        | 2 6 11   | Huntingdon .....                                          | 2548             | ..                        | 61 0 11   |
| Montague .....                  | 3356             | ..                        | 80 8 1   | Marmora .....                                             | 685              | ..                        | 15 4 3    |
| Paekendam .....                 | 1848             | ..                        | 44 15 1  | Rawdon .....                                              | 3097             | ..                        | 74 3 11   |
| Ramsay .....                    | 3256             | ..                        | 78 0 2   | Sidney, including part of<br>Trenton population only..... | 4674             | ..                        | 105 7 8   |
| Sherbrooke, North .....         | 399              | ..                        | 9 11 2   | Thurlow .....                                             | 4469             | ..                        | 107 1 4   |
| Sherbrooke, South.....          | 487              | ..                        | 11 18 4  | Tyendinaga .....                                          | 6200             | ..                        | 148 10 10 |
|                                 | 25401            |                           | 608 11 0 |                                                           | 27408            |                           | 652 8 9   |

\* 24 Indians each, omitted, not being tax-payers.

| 16. COUNTY OF NORTHUMBERLAND.                         |             |                |         | 21. COUNTY OF YORK.                                 |             |                |         |
|-------------------------------------------------------|-------------|----------------|---------|-----------------------------------------------------|-------------|----------------|---------|
| TOWNSHIPS.                                            | POPULATION. | APPORTIONMENT. |         | TOWNSHIPS.                                          | POPULATION. | APPORTIONMENT. |         |
|                                                       |             | £              | s. d.   |                                                     |             | £              | s. d.   |
| Alnwick .....                                         | 614*        | 5              | 14 14 2 | Etobicoke .....                                     | 3483        | 5              | 83 8 11 |
| Brighton .....                                        | 3725        | 89             | 4 10    | Gwillimbury, North.....                             | 1176        | 28             | 8 6     |
| Cramahé .....                                         | 2993        | 71             | 14 1    | Gwillimbury, East.....                              | 3208        | 76             | 17 2    |
| Haldimand .....                                       | 4634        | 111            | 0 5     | King.....                                           | 6565        | 157            | 5 8     |
| Hamilton .....                                        | 5008        | 119            | 19 8    | Markham .....                                       | 7752        | 185            | 14 6    |
| Monaghan, South....                                   | 1051        | 25             | 3 7     | Scarborough.....                                    | 4244        | 101            | 13 7    |
| Percy .....                                           | 2605        | 62             | 8 2     | Vaughan.....                                        | 7723        | 185            | 0 7     |
| Murray, including part of<br>Trenton population only. | 3725        | 70             | 12 5    | Whitchurch.....                                     | 4758        | 113            | 19 10   |
| Seymour .....                                         | 2781        | 66             | 12 6    | York, including Yorkville<br>population only.....   | 10035       | 208            | 13 8    |
|                                                       | 27136       | 631            | 9 10    |                                                     | 48944       | 1140           | 17 5    |
| 17. COUNTY OF DURHAM.                                 |             |                |         | 22. COUNTY OF PEEL.                                 |             |                |         |
| Cartwright .....                                      | 1756        | 42             | 1 5     | Albion .....                                        | 4281        | 102            | 11 3    |
| Cavan .....                                           | 4438        | 106            | 6 8     | Caledon.....                                        | 3707        | 88             | 16 3    |
| Clarke .....                                          | 6190        | 148            | 6 0     | Chinguacousy, including<br>Brampton population only | 7469        | 161            | 13 10   |
| Darlington .....                                      | 5655        | 135            | 9 8     | Gore of Toronto.....                                | 1820        | 43             | 12 1    |
| Hope.....                                             | 5299        | 126            | 19 1    | Toronto .....                                       | 7539        | 180            | 12 5    |
| Manvers .....                                         | 2568        | 61             | 10 6    |                                                     | 24816       | 577            | 5 10    |
|                                                       | 25906       | 620            | 13 2    | 23. COUNTY OF SIMCOE.                               |             |                |         |
| 18. COUNTY OF PETERBOROUGH.                           |             |                |         | Adjala .....                                        | 1994        | 47             | 15 5    |
| Asphodel .....                                        | 1678        | 40             | 4 0     | Essa .....                                          | 1507        | 36             | 2 1     |
| Belmont and Methuen ...                               | 248         | 5              | 13 10   | Flos .....                                          | 545         | 13             | 1 1     |
| Douro .....                                           | 1676        | 40             | 3 1     | Gwillimbury, West.....                              | 3894        | 93             | 5 10    |
| Dummer and Burleigh....                               | 1600        | 38             | 6 8     | Ironishi .....                                      | 2341        | 56             | 1 8     |
| Ennismore .....                                       | 675         | 16             | 3 5     | Medonte .....                                       | 1116        | 26             | 14 9    |
| Monaghan, North.....                                  | 905         | 21             | 13 7    | Mono .....                                          | 2689        | 64             | 8 5     |
| Otonabee .....                                        | 3872        | 92             | 15 4    | Mulmur .....                                        | 766         | 18             | 7 0     |
| Smith and Harvey.....                                 | 2292        | 57             | 6 2     | Nottawasaga.....                                    | 1887        | 45             | 4 2     |
|                                                       | 13046       | 312            | 11 1    | Orillia and Matchedash....                          | 725         | 17             | 7 4     |
| 19. COUNTY OF VICTORIA.                               |             |                |         | Oro .....                                           | 2027        | 48             | 11 3    |
| Eldon .....                                           | 1320        | 31             | 12 6    | Sunnidale .....                                     | 203         | 4              | 17 3    |
| Emily .....                                           | 2763        | 66             | 3 11    | Tay .....                                           | 600         | 14             | 7 6     |
| Fenelon .....                                         | 596         | 14             | 5 7     | Tecumseth .....                                     | 3998        | 95             | 15 8    |
| Mariposa .....                                        | 3895        | 93             | 6 4     | Tiny.....                                           | 748         | 17             | 18 5    |
| Ops .....                                             | 2512        | 60             | 3 8     | Tossorontio.....                                    | 492         | 11             | 15 9    |
| Verulam .....                                         | 571         | 13             | 13 7    | Vespra .....                                        | 1633        | 39             | 2 5     |
|                                                       | 11657       | 279            | 5 7     |                                                     | 27165       | 650            | 16 0    |
| 20. COUNTY OF ONTARIO.                                |             |                |         | 24. COUNTY OF HALTON.                               |             |                |         |
| Brock .....                                           | 3518        | 84             | 5 8     | Esquesing.....                                      | 5225        | 125            | 3 7     |
| Georgina .....                                        | 1005        | 24             | 1 6     | Nassagawaya .....                                   | 2237        | 53             | 11 10   |
| Mara and Rama.....                                    | 1403        | 33             | 12 3    | Nelson .....                                        | 4078        | 97             | 14 0    |
| Pickering .....                                       | 6737        | 161            | 8 1     | Trafalgar.....                                      | 6782        | 162            | 9 8     |
| Reach .....                                           | 3897        | 93             | 7 3     |                                                     | 16322       | 433            | 19 1    |
| Scott .....                                           | 1028        | 24             | 12 7    | 25. COUNTY OF WENTWORTH.                            |             |                |         |
| Scugog Island .....                                   | 415         | 9              | 18 10   | Ancaster .....                                      | 4653        | 111            | 9 6     |
| Thora .....                                           | 1146        | 27             | 9 1     | Barton.....                                         | 1735        | 41             | 11 4    |
| Uxbridge .....                                        | 2289        | 54             | 16 9    | Beverly.....                                        | 6620        | 134            | 12 11   |
| Whitby .....                                          | 7996        | 191            | 11 5    | Binbrook .....                                      | 1737        | 41             | 12 3    |
|                                                       | 29434       | 705            | 3 5     | Flamborough, East.....                              | 2903        | 69             | 11 0    |
|                                                       |             |                |         | Flamborough, West.....                              | 3533        | 84             | 12 10   |
|                                                       |             |                |         | Glanford .....                                      | 2008        | 48             | 5 2     |
|                                                       |             |                |         | Salfleet.....                                       | 2801        | 67             | 2 1     |
|                                                       |             |                |         |                                                     | 24990       | 593            | 14 1    |

\* 223 Indians not included.

**26. COUNTY OF BRANT.**

| TOWNSHIPS.      | POPULATION.                             | APPORTIONMENT. |    |    |
|-----------------|-----------------------------------------|----------------|----|----|
|                 |                                         | £              | s. | d. |
| Brantford*      | 6363 @ 5 <sup>1</sup> / <sub>4</sub> d. | 152            | 8  | 11 |
| Burford         | 4433                                    | 106            | 4  | 1  |
| Dumfries, South | 4297                                    | 102            | 18 | 11 |
| Oakland         | 840                                     | 20             | 2  | 6  |
| Onondago†       | 1731                                    | 41             | 9  | 5  |
|                 | 17664                                   | 423            | 3  | 9  |

**27. COUNTY OF LINCOLN.**

|              |       |     |    |    |
|--------------|-------|-----|----|----|
| Gaistor      | 1398  | 33  | 9  | 10 |
| Clinton      | 2462  | 68  | 19 | 8  |
| Gainsborough | 2538  | 60  | 16 | 1  |
| Grantham     | 3218  | 77  | 1  | 0  |
| Grimsby      | 2448  | 58  | 13 | 0  |
| Louth        | 1848  | 44  | 5  | 6  |
| Niagara      | 2250  | 53  | 18 | 1  |
|              | 16160 | 387 | 3  | 2  |

**28. COUNTY OF WELLAND.**

|             |       |     |    |    |
|-------------|-------|-----|----|----|
| Bertie      | 2737  | 65  | 11 | 5  |
| Crowland    | 1478  | 35  | 8  | 2  |
| Humberstone | 2201  | 52  | 14 | 7  |
| Pelham      | 2400  | 57  | 10 | 0  |
| Stamford    | 3113  | 74  | 11 | 7  |
| Thorold     | 2785  | 65  | 10 | 6  |
| Wainfleet   | 1841  | 44  | 2  | 1  |
| Willoughby  | 1352  | 32  | 7  | 10 |
|             | 17857 | 427 | 16 | 2  |

**29. COUNTY OF HALDIMAND.**

|                                               |       |     |    |    |
|-----------------------------------------------|-------|-----|----|----|
| Canborough                                    | 1151  | 27  | 11 | 6  |
| Cayuga, North‡                                | 1974  | 47  | 5  | 10 |
| Cayuga, South                                 | 824   | 19  | 14 | 10 |
| Dunn                                          | 828   | 19  | 16 | 9  |
| Moulton                                       | 1984  | 47  | 10 | 8  |
| Oneida§                                       | 2591  | 62  | 1  | 6  |
| Rainham                                       | 1618  | 38  | 15 | 3  |
| Seneca, including Caledonia, population only§ | 3610  | 66  | 2  | 7  |
| Sherbrooke                                    | 334   | 8   | 0  | 0  |
| Walpole                                       | 3583  | 85  | 16 | 10 |
|                                               | 18497 | 422 | 15 | 9  |

**30. COUNTY OF NORFOLK.**

|                |       |     |    |   |
|----------------|-------|-----|----|---|
| Charlotteville | 2780  | 66  | 12 | 1 |
| Houghton       | 1609  | 38  | 3  | 0 |
| Middleton      | 1721  | 41  | 4  | 7 |
| Townsend       | 4935  | 118 | 4  | 8 |
| Walsingham     | 3090  | 74  | 0  | 7 |
| Windham        | 2900  | 69  | 9  | 7 |
| Woodhouse      | 2894  | 69  | 6  | 8 |
|                | 19829 | 475 | 1  | 2 |

**31. COUNTY OF OXFORD.**

| TOWNSHIPS.    | POPULATION.                             | APPORTIONMENT. |    |    |
|---------------|-----------------------------------------|----------------|----|----|
|               |                                         | £              | s. | d. |
| Blandford     | 1356 @ 5 <sup>1</sup> / <sub>4</sub> d. | 32             | 9  | 9  |
| Blenheim      | 4995                                    | 119            | 13 | 5  |
| Dereham       | 3644                                    | 87             | 6  | 1  |
| Nisouri, East | 2118                                    | 50             | 14 | 10 |
| Norwich       | 5239                                    | 125            | 10 | 4  |
| Oxford, North | 1378                                    | 33             | 0  | 3  |
| Oxford, East  | 2210                                    | 52             | 18 | 11 |
| Oxford, West  | 1894                                    | 45             | 7  | 6  |
| Zorra, East   | 3200                                    | 76             | 13 | 4  |
| Zorra, West   | 3302                                    | 79             | 2  | 2  |
|               | 29336                                   | 702            | 16 | 7  |

**32. COUNTY OF WATERLOO.**

|                 |       |     |    |    |
|-----------------|-------|-----|----|----|
| Dumfries, North | 3476  | 83  | 5  | 7  |
| Waterloo        | 7698  | 184 | 8  | 7  |
| Wellesley       | 3546  | 84  | 19 | 1  |
| Wilnot          | 5297  | 126 | 18 | 1  |
| Woolwich        | 3092  | 74  | 1  | 7  |
|                 | 23109 | 553 | 12 | 11 |

**33. COUNTY OF WELLINGTON.**

|                          |       |     |    |    |
|--------------------------|-------|-----|----|----|
| Amaranth                 | 500   | 11  | 19 | 7  |
| Arthur, Luther and Minto | 1803  | 43  | 3  | 14 |
| Eramosa                  | 2350  | 56  | 6  | 0  |
| Erin                     | 3590  | 86  | 0  | 2  |
| Garafaxa                 | 2083  | 49  | 18 | 1  |
| Guelph                   | 2879  | 68  | 19 | 6  |
| Maryborough              | 994   | 23  | 16 | 3  |
| Nichol                   | 2450  | 58  | 13 | 11 |
| Peel                     | 2425  | 58  | 6  | 9  |
| Pilkington               | 1990  | 47  | 13 | 6  |
| Puslinch                 | 3882  | 92  | 10 | 6  |
|                          | 24936 | 597 | 8  | 2  |

**34. COUNTY OF GREY.**

|                       |       |     |    |    |
|-----------------------|-------|-----|----|----|
| Artemesia             | 733   | 17  | 11 | 2  |
| Bentinck              | 1272  | 30  | 1  | 6  |
| Collingwood           | 545   | 13  | 1  | 1  |
| Derby                 | 471   | 11  | 5  | 8  |
| Egremont              | 665   | 15  | 18 | 7  |
| Euphrasia             | 663   | 14  | 8  | 11 |
| Glenelg               | 1250  | 29  | 18 | 11 |
| Holland               | 954   | 22  | 17 | 1  |
| Melancthon and Proton | 450   | 10  | 15 | 7  |
| Normanby              | 539   | 12  | 18 | 8  |
| Osprey                | 486   | 11  | 12 | 10 |
| St. Vincent           | 1601  | 38  | 7  | 1  |
| Sullivan              | 533   | 12  | 17 | 9  |
| Sydenham              | 2432  | 58  | 5  | 4  |
|                       | 12539 | 300 | 7  | 9  |

**35. COUNTY OF PERTH.**

|                 |       |     |    |   |
|-----------------|-------|-----|----|---|
| Blanchard       | 2780  | 66  | 12 | 1 |
| Downie          | 2727  | 65  | 6  | 8 |
| Easthope, North | 2341  | 56  | 1  | 8 |
| Easthope, South | 1797  | 43  | 1  | 0 |
| Elms            | 1328  | 31  | 16 | 4 |
| Fullarton       | 1750  | 41  | 18 | 6 |
| Hibbert         | 1191  | 28  | 10 | 8 |
| Logan           | 698   | 16  | 14 | 5 |
| Mornington      | 933   | 22  | 7  | 0 |
|                 | 15545 | 372 | 8  | 4 |

\* 47 Indians not included. † 137 Indians not included.  
 ‡ 39 Indians not included. § 238 Indians omitted.  
 § 28 Indians omitted.

| 36. COUNTY OF HURON.     |                  |                |          | ELGIN—(Continued.)               |                  |                |           |
|--------------------------|------------------|----------------|----------|----------------------------------|------------------|----------------|-----------|
| TOWNSHIPS.               | POPULA-<br>TION. | APPORTIONMENT. |          | TOWNSHIPS.                       | POPULA-<br>TION. | APPORTIONMENT. |           |
|                          |                  | £.             | s. d.    |                                  |                  | £.             | s. d.     |
| Ashfield .....           | 907              | @5½d.          | 21 14 7  | Dunwich .....                    | 1948             | @5½d.          | 46 13 5   |
| Biddulph .....           | 2081             | ..             | 49 17 1  | Malahide .....                   | 4050             | ..             | 97 0 7    |
| Colborne .....           | 921              | ..             | 22 1 3   | Southwold .....                  | 5063             | ..             | 121 6 0   |
| Goderich .....           | 2715             | ..             | 65 0 11  | Yarmouth .....                   | 5288             | ..             | 126 13 10 |
| Hay .....                | 985              | ..             | 23 11 11 |                                  | 24144            | 554            | 5 10      |
| Hullet .....             | 955              | ..             | 22 17 7  |                                  |                  |                |           |
| McGillivray .....        | 1718             | ..             | 41 3 2   |                                  |                  |                |           |
| McKillop .....           | 848              | ..             | 20 6 4   |                                  |                  |                |           |
| Stanley .....            | 2064             | ..             | 49 9 0   |                                  |                  |                |           |
| Stephen .....            | 742              | ..             | 17 15 6  |                                  |                  |                |           |
| Tuckersmith .....        | 1727             | ..             | 41 7 6   |                                  |                  |                |           |
| Usborne .....            | 1484             | ..             | 35 11 1  |                                  |                  |                |           |
| Wawanosh .....           | 722              | ..             | 17 5 11  |                                  |                  |                |           |
|                          | 17869            |                | 428 1 10 |                                  |                  |                |           |
| 37. COUNTY OF BRUCE.     |                  |                |          | 40. COUNTY OF KENT.              |                  |                |           |
| Arran .....              | 149              | ..             | 3 11 4   | Camden and Zone* .....           | 1393             | ..             | 33 7 5    |
| Brant .....              | 621              | ..             | 14 17 6  | Chatham .....                    | 1768             | ..             | 42 7 2    |
| Bruce .....              | 100              | ..             | 2 7 11   | Dover, East and West .....       | 1723             | ..             | 41 5 7    |
| Elderslie .....          | 14               | ..             | 0 6 8    | Harwich .....                    | 2627             | ..             | 62 18 9   |
| Greenock .....           | 244              | ..             | 5 6 11   | Howard .....                     | 2799             | ..             | 67 0 8    |
| Huron .....              | 236              | ..             | 5 13 1   | Orford† .....                    | 1348             | ..             | 32 5 11   |
| Kincardine .....         | 1149             | ..             | 27 10 6  | Raleigh .....                    | 2460             | ..             | 58 18 9   |
| Kinloss .....            | 47               | ..             | 1 2 6    | Romney and Tilbury, East ..      | 1023             | ..             | 24 10 2   |
| Saugeen .....            | 277              | ..             | 6 12 8   |                                  | 15140            | 362            | 14 5      |
|                          | 2837             |                | 67 19 1  |                                  |                  |                |           |
| 38. COUNTY OF MIDDLESEX. |                  |                |          | 41. COUNTY OF LAMBTON.           |                  |                |           |
| Adelaide .....           | 1979             | ..             | 47 8 3   | Bosanquet .....                  | 1093             | ..             | 26 3 8    |
| Carradoc* .....          | 2496             | ..             | 59 16 0  | Brooke .....                     | 511              | ..             | 12 4 10   |
| Delaware† .....          | 1397             | ..             | 33 9 4   | Dawn .....                       | 556              | ..             | 13 6 5    |
| Dorchester, North .....  | 2570             | ..             | 61 11 5  | Enniskillen .....                | 238              | ..             | 5 14 0    |
| Ekfrid .....             | 1792             | ..             | 42 18 8  | Euphemia .....                   | 1457             | ..             | 34 18 1   |
| Lobo .....               | 2447             | ..             | 58 12 6  | Moore .....                      | 1702             | ..             | 40 15 6   |
| London .....             | 6735             | ..             | 161 7 2  | Plympton .....                   | 1511             | ..             | 36 4 0    |
| Metcalfe .....           | 1096             | ..             | 26 5 2   | Sarnia .....                     | 1384             | ..             | 33 3 2    |
| Mosa .....               | 2075             | ..             | 49 14 3  | Sombra .....                     | 1519             | ..             | 36 7 10   |
| Nissouri, West .....     | 1732             | ..             | 43 17 10 | Warwick .....                    | 2069             | ..             | 49 11 4   |
| Westminster .....        | 5069             | ..             | 121 8 10 |                                  | 12040            | 288            | 8 10      |
| Williams .....           | 2290             | ..             | 54 17 3  | Moore, for error in Census 1852  |                  | 8              | 15 9      |
|                          | 31778            |                | 761 6 8  | Sombra, for error in Census 1852 |                  | 15             | 8 1       |
|                          |                  |                |          |                                  |                  | 812            | 12 8      |
| 39. COUNTY OF ELGIN.     |                  |                |          | 42. COUNTY OF ESSEX.             |                  |                |           |
| Aldborough .....         | 1226             | ..             | 29 7 5   | Anderdon .....                   | 1199             | ..             | 28 14 6   |
| Bayham, including Vienna |                  |                |          | Colchester .....                 | 1870             | ..             | 44 16 0   |
| population only .....    | 5092             | ..             | 97 16 11 | Gosfield .....                   | 1802             | ..             | 43 3 5    |
| Dorchester, South .....  | 1477             | ..             | 35 7 0   | Maldstone .....                  | 1167             | ..             | 27 19 2   |
|                          |                  |                |          | Malden .....                     | 1315             | ..             | 31 10 1   |
|                          |                  |                |          | Mersea .....                     | 1193             | ..             | 28 11 7   |
|                          |                  |                |          | Rochester .....                  | 788              | ..             | 18 17 7   |
|                          |                  |                |          | Sandwich .....                   | 4928             | ..             | 118 1 4   |
|                          |                  |                |          | Tilbury, West .....              | 675              | ..             | 16 8 5    |
|                          |                  |                |          |                                  | 14937            | 357            | 17 1      |

\* 622 Indians not included. † 464 Indians not included.

\* 41 Indians not included. † 218 Indians not included.

No. 4. Circular to Clerks of Cities, Towns, and Incorporated Villages in Upper Canada, notifying them of the apportionment of the Legislative School Grant for 1853.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 18th June, 1853.

SIR,—I have the honor to intimate to you, as provided in the 35th section of the School Act for 1850, for the information of the Municipal Council of which you are clerk, and of your Board of Common School Trustees, that I have apportioned to your



Municipality the sum placed opposite to it, as its share of the Legislative School Grant to Upper Canada for the current year. This sum will be payable after the 1st of July to the Treasurer of your Municipality, in the same manner, and under the same regulations as were explained in my Circular to you, dated 10th July, 1852. You will please report to me the name of your Treasurer, and in case of his not having an attorney in Toronto duly authorized to receive the money apportioned to your Municipality, it will be necessary for him to transmit the requisite power of attorney for that purpose.

I have, &c.,  
(Signed) E. RYERSON.

APPORTIONMENT to Cities, Towns, and Villages, for 1853.

| CITIES.        | POPULATION. | APPORTIONMENT. |    |     | TOWN MUNICIPALITIES,          | POPUL'N. | APPORTIONMENT. |      |    |    |    |   |    |
|----------------|-------------|----------------|----|-----|-------------------------------|----------|----------------|------|----|----|----|---|----|
|                |             | £              | s. | d.  |                               |          | £              | s.   | d. |    |    |   |    |
| Toronto        | 30775       | 54             | d. | 737 | 6                             | 4        | Amherstburgh   | 1880 | 54 | d. | 45 | 0 | 10 |
| Hamilton       | 14112       | 338            | 2  | 0   | Chatham                       | 2070     | 49             | 11   | 10 |    |    |   |    |
| Kingston       | 11585       | 277            | 11 | 1   | Guelph                        | 1860     | 44             | 11   | 3  |    |    |   |    |
|                | 56472       | 1352           | 19 | 5   | Perth                         | 1916     | 45             | 18   | 1  |    |    |   |    |
|                |             |                |    |     | Simcoe                        | 1462     | 34             | 15   | 9  |    |    |   |    |
|                |             |                |    |     | Woodstock                     | 2112     | 50             | 12   | 0  |    |    |   |    |
| <b>TOWNS.</b>  |             |                |    |     |                               |          |                |      |    |    |    |   |    |
| Belleville     | 4569        | 109            | 9  | 3   |                               | 11290    | 270            | 9    | 9  |    |    |   |    |
| Brantford      | 3877        | 92             | 17 | 8   | <b>INCORPORATED VILLAGES.</b> |          |                |      |    |    |    |   |    |
| Brockville     | 3246        | 77             | 15 | 4   | Bowmanville                   | 2350     | 56             | 6    | 0  |    |    |   |    |
| Bytown         | 7760        | 185            | 13 | 4   | Brampton                      |          | 17             | 5    | 0  |    |    |   |    |
| Cobourg        | 3871        | 92             | 14 | 10  | Caledonia                     |          | 20             | 7    | 2  |    |    |   |    |
| Cornwall       | 1646        | 39             | 8  | 8   | Chippewa                      | 1198     | 28             | 11   | 7  |    |    |   |    |
| Dundas         | 3517        | 84             | 5  | 2   | Galt                          | 2248     | 53             | 17   | 2  |    |    |   |    |
| Goderich       | 1329        | 31             | 16 | 9   | Ingersoll                     | 1190     | 28             | 10   | 2  |    |    |   |    |
| London         | 7035        | 168            | 10 | 11  | Oshawa                        | 1142     | 27             | 7    | 2  |    |    |   |    |
| Niagara        | 3340        | 80             | 0  | 5   | Paris                         | 1890     | 45             | 5    | 7  |    |    |   |    |
| Peterborough   | 2191        | 52             | 9  | 10  | Preston                       | 1180     | 28             | 5    | 5  |    |    |   |    |
| Pictou         | 1569        | 37             | 11 | 9   | Richmond                      | 434      | 10             | 7    | 11 |    |    |   |    |
| Port Hope      | 2476        | 59             | 6  | 5   | St. Thomas                    | 1274     | 30             | 10   | 5  |    |    |   |    |
| Prescott       | 2156        | 51             | 13 | 1   | Thorold                       | 1091     | 26             | 2    | 9  |    |    |   |    |
| St. Catharines | 4368        | 104            | 13 | 0   | Trenton                       |          | 22             | 16   | 5  |    |    |   |    |
|                | 52950       | 1268           | 11 | 5   | Vienna                        |          | 24             | 3    | 0  |    |    |   |    |
|                |             |                |    |     | Yorkville                     |          | 51             | 14   | 9  |    |    |   |    |
|                |             |                |    |     |                               | 13992    | 451            | 10   | 6  |    |    |   |    |

No. 5. Circular to Local Superintendents of Schools on the sub-apportionment of the Legislative School Grant, for 1853.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 22nd June, 1853.

SIR,

I have notified your county council and treasurer, through the county clerk, of the apportionment to the several municipalities of Upper Canada, of the Legislative School Grant for the current year. Your county clerk will doubtless forthwith notify you of this apportionment, so far as you are concerned. A copy of the apportionment will also be found in the *Journal of Education* for June, together with a copy of my circular to county clerks on the subject.

---

2. On your being duly notified of this apportionment, your first duty will be to distribute it to the several School Sections under your charge entitled to share in it, as defined in the provisos of the second clause of the 31st section of the School Act of 1850. In former years the basis of distribution was the school population in each section between the ages of 5 and 16 years. The injustice of this principle of distribution is obvious, from the fact, that it is not based upon either the value of property taxed, or the work performed, in each school section, but merely upon the number of children of a certain age resident in each section. It has often happened that in a school section of over 100 children, a school has not been kept open more than six months in a year, while in another section of less than 70 children, the school has been kept open during nine or twelve months; yet the former, more populous, and less working section received one third more money from the school fund than the latter, less populous, but more working and more deserving school section. Besides, the object of the school fund being to develop and aid, but not supersede, local exertion, this object is greatly contravened when any basis not founded on exertion is adopted in the distribution of that fund; and therefore this principle of distributing the school fund among the school sections of a township, was abandoned in the School Act of 1850, except in cases sanctioned by the Chief Superintendent of Schools, in order to make the transition to a better mode of distributing the school fund as easy and fair as possible.

3. Now, there are two legal modes of distributing the school fund among the school sections, based upon exertion. The one mode is that which makes the *average attendance* of pupils at school the basis of distribution to each school, as provided for in the 1st clause of the 31st section of the act of 1850. To the application of this provision of the act, it has been objected that it is the average attendance of 1851 that determines the distribution of the school fund for 1852, and so on; whereas each teacher (or year) ought to receive the reward of his own labor, I think this objection is well founded; and therefore the 5th section of the Supplementary School Act (just passed by the legislature), requires "the trustees of each school section, on or before the 30th day of June and the 31st day of December in each year, to transmit to the local superintendent a correct return of the average attendance of pupils in the school or schools under their charge during the six months then immediately preceding; nor shall any school section be entitled to share in the apportionment from the school fund for the said six months, the trustees and teacher of which shall neglect to transmit a verified statement of such average attendance of pupils in their school or schools." In order to enable trustees and teachers to comply with this provision of the law, without delay or embarrassment, I have caused to be printed and transmitted to each of them, with their *Journal of Education* for June, a blank form of the return required, together with the needful directions for filling it up. Upon this return, which you will carefully examine and check, will be based your distribution, according to average attendance for the first half of the current year.\*"

---

\* The following extract from the *Journal of Education* for September, 1853, page 144, will serve to illustrate the principle upon which this distribution is based. "Questions have been proposed by some local superintendents, whether, in townships where the basis of *average attendance* in distributing the school fund to school sections is adopted, they should take into account the *length of time* the schools have been kept open.\* We answer, yes; the principle of the law being to give the most help to those that help themselves most, and to encourage the keeping open of schools the full year. This principle of the law was fully explained and illustrated in the circulars issued in this *Journal* last year, and in the Chief Superintendent's annual report for 1851, pages 170-174, as

4. But the 18th section of the Supplementary School Act provides another mode of distributing the school fund among the school sections of a township. It enacts "That for and notwithstanding anything contained in the Upper Canada School Act of 1850, the Chief Superintendent of Schools shall have authority to direct the distribution of the common school fund in any township among the several school sections or parts of school sections entitled to share in said fund, according to the length of time in each year, during which the school shall have been kept open, by a legally qualified teacher, in each of such sections or parts of sections." In the course of my visits to the several counties of Upper Canada, last winter, I was assured by practical and experienced persons, that, in some townships, thinly-settled school sections could not compete with thickly settled ones in regard to the average attendance of pupils at school, but they could, if each school was aided according to the length of time the school is kept open by a qualified teacher. To give the weak every facility possible to compete with the strong, this provision has been introduced into the act; and it appears to me to be equitable, especially since the Supplementary School Act (13th section) limits all rate-bills throughout Upper Canada to one shilling and threepence per month, for each pupil attending school, and leaves it with the school electors in each section to decide whether they will even retain a rate-bill to that amount or not. It is therefore no longer in the power of short-sighted and selfish persons to exclude any class of children from the schools, by imposing high rate-bills; and as the schools are now, by the general law of the land, made so nearly free to all classes of children, it is most desirable to encourage the keeping of each school open, by a legally qualified teacher, during as large a portion of the year as possible.

5. But I must request and authorize you to exercise your own discretion, aided by the advice of councillors, or other persons of experience in your neighborhood, as to which of these two modes you will adopt the present year, in the distribution of the school fund to the schools under your superintendence. I must, however, remark that the two modes of distributing the school fund cannot both be adopted in any one township; the one or the other mode must be adopted for all the schools in each township for the whole year, and be based upon either the length of time or average attendance reported in the semi-annual return of the trustees.

6. As to union school sections, I have not been able to learn or devise any one general regulation that could be justly applied to them all, without entailing upon the trustees and other parties a great deal of trouble. Therefore, the 14th section of the Supplementary School Act provides "that the local superintendents of adjoining townships shall have authority, and they are hereby required, to determine the sum or sums which shall be payable from the school apportionment and assessment of each township in support of schools of union school sections, consisting of portions of such townships; and they shall determine the manner in which such sum or sums shall be paid; and in the event of one person being local superintendent of two or more townships, he shall act in behalf of such townships; and in the event of the local superintendents of townships

---

well as in the note to the circular accompanying the apportionment of the current year, and the instruction to local superintendents at the foot of the trustees' semi-annual return. The law directs that (where average attendance is adopted) the mean average of the several schools shall determine the amount to be apportioned to each school, and this mean average can only be obtained by taking into account the comparative length of time—months and days—such school has been kept open. Where length of time alone is adopted, the school open for the longest period, will, of course, obtain the largest share."

thus concerned not being able to agree as to the sum or sums to be paid to each such township, the matter shall be referred to the warden of the county or union of counties for final decision."

7. In regard to the apportionment to separate schools, the provisions of the 4th section of the Supplementary School Act, in connection with the 19th section of the School Act of 1850, are so explicit, that I need only observe that one-half of what a separate school may be entitled to for the year, according to average attendance, should be paid at the end of the first half year, and the other half (more or less) should be paid at the end of the second half year—in each case after receiving the semi-annual return required by the *second* proviso in the 4th section of the Supplementary Act, and on being satisfied of its accuracy. It is to be observed that separate schools are subject to the same inspections, visits, and regulations in regard to reports, &c., as are public common schools.

8. The Supplementary School Act provides for the expenditure of a sum not exceeding £500 per annum "in special aid of common schools in *new and poor townships*." The local superintendent of any such township is requested to communicate before the end of August, at the latest, any cases of peculiar need and desert, and the circumstances connected with it; and when I shall have examined and compared all the cases thus submitted, I will make the best distribution in my power of the £500 in question, and notify the parties concerned accordingly.

9. In my circular to the clerks of county councils, I have suggested that each local superintendent be instructed to transmit to the county auditors, by the 1st of March in each year, a statement of the apportionments made and the checks issued by him, that the auditors may be able to detect any error (or fraud, if any should be attempted) on the part of teacher or treasurer. This you can easily do; and it will tend to secure perfect accuracy in a vital part of the school system, as yet so defective, and place all parties concerned above suspicion and above the reach of calumny.

10. The provisions of the Supplementary School Act will greatly facilitate the discharge of your duties, will greatly reduce the occasions of difference and disputes in school sections, and will, I think, greatly promote the interests of schools throughout Upper Canada. We can all unite with renewed confidence and zeal in this great work, assured that our labors will not be in vain.

I have, &c.,

(Signed)

E. RYERSON.

*No. 6. Circular to Trustees of Common Schools in the several Townships of Upper Canada.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 26th June, 1853.

GENTLEMEN,

In order to aid you in the discharge of your important duties, I address you a few words respecting the provisions of the Supplementary Common School Act, which has just been passed by the legislature, and which is published in the *Journal of Education* for June—an act which, while it leaves unchanged the general provisions of the School Act of 1850, remedies defects which the experience of the last three years has detected.

1. My first remark is, that, as enacted in the 27th section, the Supplementary Act applies to all school affairs of the current year. All the school proceedings, therefore, which have taken place since the 1st of January, are subject to the provisions of this act.

2. By the 13th section of this act, no rate-bill can be imposed exceeding one shilling and threepence per month for each pupil attending school. All other expenses of each school must be provided for by voluntary subscription or rate on property. Reducing the maximum of all school rate-bills to one shilling and threepence per month for each pupil, is the next thing to establishing free schools throughout Upper Canada; and all the hitherto agitating questions at school meetings as to the mode of providing for the support of schools, are now narrowed down to the simple question, as to whether a rate-bill of one shilling and threepence (or less, or nothing) per month for each pupil shall be imposed. This provision will largely increase the attendance of pupils at school, as no parent will now keep his children from school for fear of a heavy rate-bill; it will vastly lessen the topics and causes of differences and disputes at school meetings; it will render the duties of trustees more simple and easy to discharge, and the salaries of school teachers more uniform and secure. The real design of this noble provision of the law, and the legitimate inference from it ought never to be forgotten by trustees. A law providing that a school should be supported wholly or mostly by the property of all, could not have been enacted, except with the design that a teacher should be employed who is qualified to teach the children of all—that is, the several branches of an English education to all persons of school age residing in the section. If each man contributes according to his property to support a school, each man's child has a right to be taught in such school. Should trustees employ a teacher (for the sake of getting a "cheap" one) who is not qualified to teach all children of their section the subjects required to be taught in common schools, they would virtually exclude a portion of the children of their section from the benefits of the school; they would abuse the principles and pervert the great objects of the free school system; they would, I am inclined to think, render themselves liable to a fine for neglect of duty, and to a prosecution for damages on the part of parents of children deprived of the advantages of the school in consequence of the incompetence of the teacher employed. All trustees should bear in mind that the principle of free schools aims as much to improve the quality of teaching and to elevate the character of the school, as it does to render them accessible, without let or hindrance, to all the children of the land.

3. While the 16th section of this act secures to each school section the benefit of all the taxable property situated within its limits, the 23rd section provides a prompt and easy mode of securing the payment of all school rates on the lands of absentees. These two provisions will be of great advantage to a large proportion of the school sections throughout Upper Canada.

4. The 6th section of this act invests the trustees of each school section with the same authority to assess and collect rates for the purpose of purchasing school sites and the erection of school-houses, as they are invested with by law to assess and collect for other school purposes; so that the trustees need not, unless they choose to do so, apply to a municipal council for any purpose whatever, except in reference to the boundaries of their school section; nor has any municipal council any right to interfere in any affairs of a school section (except in altering its boundaries), unless at the request of such section, made through its trustees.

5. There are but two particulars in which the powers of trustees are limited. 1. They cannot change the present school site, or select a new one without calling a public meeting of their section to consider it. See 6th section of the Supplementary School Act. 2. They must also consult the annual or a special meeting of their section, as to whether a rate-bill (of one shilling and threepence, or less, per month for each pupil) should be imposed or not. The selection of a new school site does not often occur; the decision as to the rate-bill is annual, and should be made at the annual school section meeting. With this single exception—and it is reduced to the simple question of a small monthly rate-bill—the management of all the affairs of each school section belongs wholly to the trustees as the elective representatives of such section. They, and they only, are authorised by law to determine the sum or sums that shall be raised, and when and how paid, for all school purposes, whether for the procuring of a school site, the erection, repairs, or furnishing of a school-house, the payment of a teacher, the purchase of apparatus, text-books, library-books, or for any other school purpose whatever.

6. With these almost unlimited powers, trustees will be the responsible and blameable parties in every case in which there is not a good and well-furnished schoolhouse, and a school kept open by a qualified teacher. The 16th clause of the 12th section of the School Act of 1850 makes each trustee personally liable, if he neglects to exercise the power invested in him by law, for the fulfilment of any contract or agreement made by his corporation; and the 9th section of the Supplementary School Act makes trustees personally responsible to their section, for the amount of any moneys which shall be forfeited or lost to their school through their neglect of duty. If, therefore, a school is not kept open in each section six months of each year by a legally qualified teacher, the trustees of such section will be personally liable, on the complaint of any one of their constituents, for the payment of the amount of the school fund forfeited through their neglect of duty.

7. I desire also to direct your particular attention to the semi-annual returns of the average attendance of pupils required by the 5th section of the Supplementary School Act. With the number of the *Journal of Education* containing this circular, you will receive a blank return for the first half of the current year, which you will forthwith fill up and forward to your local superintendent. The object of this provision of the act is to make the doings of each school section during each half year the basis of its participation in the school fund for such half year. On this subject, I refer you to what I have stated at length in my circular to local superintendents.

8. In the first thirteen sections of the Supplementary School Act, there are other provisions relative to trustees, on which I need not remark, but all which are designed to increase the efficiency of the office of trustee. The 15th section of the Supplementary School Act, confers upon school arbitrators full powers to give effect to their decisions, and prohibits from being brought before a court of law, any question of dispute between trustees and teachers, which may be referred to arbitration. The office of school trustee being now one of great power as well as of responsibility, I trust that you will earnestly labour to fulfil its high objects, and thus become instruments of unspeakable good to the rising and future generations of our country.

I have, &c.

(Signed)

E. RYERSON.

No. 7. Circular to Boards of School Trustees in Cities, Towns, and Incorporated Villages in Upper Canada.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 27th June, 1853.

GENTLEMEN,

It may be proper for me to direct your attention to two or three provisions of the Supplementary School Act.

1. By the first section of this act, each board of school trustees is invested with authority (if it shall judge it expedient) to levy and collect rates for any school purpose whatever. This provision does not lessen the obligation of the municipal council of any city, town, or village to provide, from time to time, such sum or sums, in such manner and at such times as the board of school trustees shall require; and the Court of Queen's Bench has decided that such is the duty of each municipal council referred to. I hope it is not likely that any such municipal council will hereafter refuse or hesitate to perform this duty. But there have been refusals, especially on the part of several village councils; and the board of school trustees in such cases have been subjected to expense, embarrassment, and delay. This section of the Supplementary Act is designed to enable trustees to proceed immediately in all such cases, if they shall think it advisable, to levy and collect such rates as they may require, instead of proceeding against the municipal council before the Court of Queen's Bench; and the responsibility and odium of any additional expenses which a board of school trustees may thus incur, will fall upon the council refusing or neglecting to perform its duty.

2. The 13th section of the Supplementary Act restricts, from the beginning of the current year, all rate-bills to a sum not exceeding one shilling and threepence per month for each pupil attending school. All the expenses of the schools under your charge, over and above this rate-bill, must be provided for by a rate on property.

3. As all the schools in each city, town, or incorporated village, are under the management of one board, it is not required to distribute the school fund to each of such schools as is required among the several school sections of a township. The board of school trustees will exercise their own discretion in regard to the sum or sums they may expend in support of each school under their charge.

4. By the provisions of the 4th section of the Supplementary Act, it will be seen that separate schools are not to share in the *Municipal Assessment* part of the school fund. As the average attendance of pupils for the whole year is the basis of distribution under this section of the Act, the one-half of the sum payable to a separate school for the year, should be paid at the end of the first half year, and the other half (more or less) at the end of the second half year. The trustees of each separate school must make to your local superintendent the semi-annual returns required by this section of the act; and he should visit each separate school to see that the register is properly kept, and that the attendance corresponds with the returns, in the same manner as he is to visit the other schools under his charge for the same purposes. Where exemption is sought from the payment of the ordinary school rates, care should be taken that no parties be exempted except those who fulfil the conditions in which such exemption is permitted.

5. The provisions of the 4th section of the Supplementary Act, while leaving the

applicants for separate schools not the slightest pretext of complaint or agitation against the school system, will not, in the least, embarrass you in your proceedings, or retard the noble and successful endeavors which are making to provide suitable school accommodation and good schools for all the children in our cities, towns, and villages in Upper Canada.

I have, &c.,

(Signed)

E. RYERSON.

No. 8. *General Circular to School Officers.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 30th June, 1853.

The Act Supplementary to the Common School Act for Upper Canada is destined, in my opinion, to exert a more powerful influence in extending and elevating the system of elementary education in Upper Canada, than any School Act which has preceded it.

In addition to the remarks which have been made on the several provisions of this Act in the circulars addressed to county councils, local superintendents, and trustees of common schools, I will offer in this place a few general observations;—

1. I observe, in the first place, that the Supplementary Act does not repeal or alter any of the general provisions of the School Act of 1850, but provides for wants which the progress of the school system has created, and remedies defects which observation and experience have detected. The one act does not supersede, but supplements the other. The latter act is the completion of the former. The two form a whole.

2. By the provisions of the latter Act, combined with those of the former, the whole system of elementary instruction in Upper Canada is placed upon a broad, deep, and permanent foundation. An addition of one-sixth is made to the legislative school grant for Upper Canada; the completion and support of the Normal School are fully provided for; provision is made for the gratuitous circulation of the *Journal of Education* to all the school sections and school superintendents in Upper Canada; an annual sum is granted to commence a provincial museum and library; the commencement of an annual fund is made for the support of superannuated or worn-out school teachers,—a provision of the utmost importance towards establishing and elevating the noble profession of school teaching.

3. The office of school trustee is invested with great power; and is, therefore, one of great respectability as well as of responsibility. The effect will soon be the selection of the best qualified men in each school division to this vitally important and powerful office. Motives of economy will dictate this, no less than regard for the interests of the rising generation. Many ignorant men, feeling their own deficiencies, would do good as school trustees, if they knew how. Educated trustees can manage a school and its interests more economically, as well as more efficiently, than uneducated trustees. A school must be kept open in each school section six months in each year by a legally qualified teacher, or the trustees of such section incur personally the forfeiture of the amount of the school fund apportioned to such section for the year. No opposition of individuals or of meetings can prevent trustees from levying and collecting, from time to time, such sum or sums as



they may think necessary for school purposes ; and the most formidable obstruction which can be erected in any school section against the general attendance of pupils at school, is the voting of a rate-bill of one shilling and three pence a month, or about three pence half-penny a week, for each pupil,—a charge too small to prevent a full attendance of pupils at every well-taught and well-furnished school.

The several sections of the supplementary Act which remove doubts as to certain provisions of the School Act of 1850, which secure to each school division the advantage of all taxable property situated within its limits, and the collection of all rates on the lands of absentees, which provide for proper descriptions of all school sections in each township, which relate to disturbances of schools and law-suits, &c. &c., cannot fail to be eminently productive of the interests of schools.

The same remark may be made in regard to the 4th section of the Supplementary Act which relates to separate schools. It will be seen by this section. 1. That no separate school can be established or continued, otherwise than on the conditions and under the circumstances specified in the 19th section of the School Act of 1850. 2. That no part of any municipal assessment can be applied, and no municipal authority or officer can be employed to collect rates for the support of any separate school—a great restriction and improvement in the School Law, as it has hitherto existed on this subject. 3. That if any persons, whether Roman Catholic or Protestant, demand a separate school in the circumstances under which it may be allowed, they must tax themselves for its support, and they must make returns of the sums they raise, and the children they teach—a regulation which has not heretofore been required, but which is rendered necessary in order to make out the school assessment roll, and to determine the school collector's duties. 4. That separate schools are subject to the same inspections and visits as are all common schools. 5. That all ground and semblance of a complaint of injustice is taken away from the supporters of a separate school, while they cannot any longer employ municipal authority and municipal assessments to and in sustaining their school. 6. That the supporters of separate schools cannot interfere in the affairs of the public schools.

If separate schools have not hitherto endangered our school system, there is still less danger of their being able to do so under the Supplementary Act, the provisions of which put it out of the power of any opposers to shake the foundations of that system, or get up a plausible pretext of agitation against it on the plea of religion or justice. The withdrawal of a few persons, here and there, from the support of the public schools, will scarcely be felt by the people at large, even in a pecuniary sense, while they will have the advantage of making the public schools more perfectly what they wish them to be in a religious and moral point of view.

Upon the whole I anticipate the happiest results from the operations of the Supplementary School Act, and recommend its attentive perusal by all friends of universal education, and its careful study by all councillors, superintendents, and trustees of schools in Upper Canada.

I have, &c.,

(Signed)

E. RYERSON.

---

No. 9. Circular to Town-reeves of Townships on the Establishment of Public School Libraries.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 3rd August, 1853.

SIR,

I herewith transmit to you, to be laid before the council over which you have been chosen to preside, a copy of the catalogue of the books which have been sanctioned, according to law, for public school libraries,\* and also a copy of the regulations according to which these libraries are to be established and conducted—thus completing the arrangements for giving effect to the last, if not the most important, branch of our system of public elementary instruction.

2. By the Regulations, it will be seen that the widest discretion possible is confided to the township municipalities, in the kind of libraries and mode of establishing them, while the duties of all parties concerned in the management and use of these libraries are so fully and plainly stated, as to prevent all doubts or mistakes respecting them. The local councils and trustees are relieved from the responsibility and odium of imposing penalties or forfeitures in any case whatever; these are all specified in the general regulations; and it only remains for the municipal and school authorities to investigate and decide upon the *facts* of each case of alleged delinquency, and act accordingly. The most of these regulations—especially those which relate to the forfeitures incurred for the detention, loss, or abuse of books—are adopted from the State of New York where much experience has been acquired in the management of public school libraries. And that experience has shown that a strict adherence to these regulations is absolutely necessary to the maintenance of harmony among all parties concerned, and to the preservation and usefulness of the libraries.

3. In preparing these regulations, I have sought to give effect to the views and feelings which were generally expressed at nearly all the county school conventions which I attended last winter. But these regulations are necessarily an experiment in this country. It is very possible, if not probable, that experience may suggest some modifications of them. I shall, in common with the other members of the Council of Public Instruction, be happy to be favored with the results of your own experience and observation on the operation of these regulations; for I am intensely anxious that we should not only have, in all its branches and aspects, the best school system in the world, but that our fellow-citizens at large should feel that it is so, and that it is their own—the creation of their joint counsels, efforts, and patriotism—their own priceless legacy to posterity.

4. In regard to the selection and procuring of the books mentioned in the catalogue, I may observe, that it is not easy to conceive, and it is needless that I should attempt to describe, the amount of time, labor, and anxiety which has been expended in devising and maturing this system of public school libraries, in making arrangements in Great Britain and the United States for procuring these books on advantageous terms, and in selecting them from a much larger number of works on the same subjects; nor am I yet able myself to form an accurate idea of the extent of the additional labor and responsibility incurred by making this department the medium and agent of providing the public school libraries throughout the Province with the books for which the municipalities may think proper to

---

\* See the *Journal of Education* for July, August and September.

---

apply. But on no part of the work which I have undertaken, do I reflect with more interest and pleasure than that of rendering accessible to all the municipalities of Upper Canada—even the most remote—books of instruction and useful entertainment which would not have otherwise come within their reach, and that at prices which will save them thousands per annum in the purchase of them—thus adding to their resources of knowledge and enjoyment by the variety and character of books to which they can have access, and the increase of facilities and the reduction of expenses in procuring them. It will be seen that the books selected, embrace nearly the whole field of human knowledge—at least so far as it is embraced in works of popular reading—including the best works of the kind that issue from both the English and American press, and enabling each youth of our land to converse with the learned and the wise of all ages and nations, and on any subject of intellectual inquiry or of practical life. By our system of schools we are putting it into the power of every Canadian to read, and read he will, whether for good or for evil; and his ability to read will prove a blessing or a curse, according to the manner in which he exercises it. By our system of libraries, we are providing them with wholesome and entertaining reading on almost all subjects, without the poison of publications which are calculated to enfeeble the mind, and vitiate the taste, and corrupt the morals. Perhaps to no books in the catalogue will attention be more readily directed, than to those which relate to natural history, manufactures, useful arts, and agriculture,—presenting in attractive forms the wonders, beauties, and curiosities of nature, and those various creations of science, genius and industry, to which our age owes its preëminence over any preceding age of mankind. It is not to be supposed that every reader will or can read every book in the catalogue, but the variety of books affords the means of gratifying every variety of rational want, interest, and taste. I hope, at the same time, to be able to make valuable additions to this catalogue of books from year to year, and especially the coming year; and I shall be happy to receive suggestions from any quarter for that purpose.

5. It now remains for the municipalities to act; and before I can proceed any further I must know what the municipalities are willing to do in regard to the establishment of public school libraries. I am prepared to apportion the sum of £9,000 among those municipalities who will co-operate as the law requires, between this and the first day of next July, in the establishment of these libraries; but I cannot say what sum I shall be able to apportion to each municipality, until I know how many municipalities will accept the offer, and thus become entitled to the benefits of the apportionment.

6. I beg, therefore, that you will have the goodness to inform me at your earliest convenience, and at the latest by the twentieth of next September, what sum your municipality will raise for library purposes in addition to any sum I may be able to apportion to it out of the school library grant; also when you will be prepared to pay that sum, on condition of getting the books desired at the time which you may specify. If you can pay by the twentieth of October the sum you propose to raise for the purpose of establishing a library, or libraries, I shall be able to procure the books which you may desire before the close of navigation, and you will have the advantage of their perusal during the ensuing winter.

7. Then as to the selection of books for your libraries, I shall have pleasure in doing all in my power to give effect to your wishes, and promote your interests; and I will do so in any of the following ways: *First*, if you select and state the books you wish to procure, I will see that the books specified are procured and forwarded to you. Or, *secondly*, if you designate certain books or classes of books you desire, or do not desire,

and refer the selection of the rest to me, I will act for you. Or, *thirdly*, if you state the amount you are prepared to expend for library books, and wish me to select such books from the general catalogue as I may think best for a library costing a certain sum, I will do the best I can for you. The first of these modes of proceeding, would be the least troublesome and the most agreeable to me; but I am willing to adopt either of the other modes, should you desire it. I will thank you to let me know, in your reply, what books you desire, or in what way you wish to have a selection of them made. The works may be more conveniently designated by their catalogue numbers, under each general division than by their titles. I hope you will see that in every case, the library is sufficiently large to allow one or two volumes at a time in each family.

8. In the catalogue will be found short descriptive or characteristic notices of many of the books. For the opinions expressed in these notices, I am alone responsible. I hope to be able to prepare, in successive months, similar notices of the rest of the books contained in the catalogue.

Hoping to be favored with your answer with as little delay as possible,

I have, &c.,

(Signed,)

E. RYERSON.

*No. 10. Circular to Board of School Trustees in Cities, Towns, and Incorporated Villages in Upper Canada, on the Establishment of Public School Libraries.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 3rd August, 1853.

GENTLEMEN,

You will herewith receive copies of my Circular to Township Councils, and of the regulations which have been adopted, in regard to the establishment and management of public school libraries, together with the first catalogue of the books, which have been selected for those libraries. To that Circular and to those regulations I refer you for all that I think it necessary to say on the important subjects to which they relate.

2. By the third clause of the twenty-fourth section of the School Act of 1850, each board of trustees is authorized "to do whatever they may judge expedient for the establishment of a school library or school libraries." In the terms of my circular to township councils, I beg that you will inform me, at your earliest convenience, and at the latest by the 20th of next September, what sum, (in addition to any sum I may be able to apportion from the school library grant,) you will cause to be raised between this and the first day of next July, for the establishment of a school library or school libraries; at what time you will be prepared to advance such sum; and what books you desire, or in what manner you wish to have them selected.

I have, &c.,

(Signed,)

E. RYERSON.

11. *Circular to Trustees of School Sections in Upper Canada, on the establishment of Public School Libraries.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,

EDUCATION OFFICE, Toronto, 3rd August, 1853.

GENTLEMEN,

By the seventeenth clause of the twelfth section of the School Act of 1850, the trustees of each school section are authorised "to appoint a librarian, and to take such steps as they may judge expedient, and as may be authorised according to law, for the establishment, safe-keeping and proper management of a school library, whenever provision shall have been made and carried into effect for the establishment of school libraries."

2. I beg to call your particular attention to the accompanying circular to township councils, and to the regulations for the establishment of public school libraries, and also to the catalogue of books for these libraries. In the circular and regulations, in connexion with the above cited provisions of the school law, you will not fail to observe the responsible duties which devolve upon you in giving effect to this new department of our system of public instruction; and I trust your own feelings will fully respond to those duties and to the public expectations and interests in this vitally important work. This first catalogue of library books shews the treasures of various and useful knowledge, which with your co-operation and that of the township municipalities, may be made accessible to all the inhabitants and youth of Upper Canada.

3. I have only to add, that if any township council declines to act in the establishment of public school libraries, I shall be happy to hear from the trustees of individual school sections in such township, in the terms of my circular to township councils.

I have, &c.,

(Signed,)

E. RYERSON.

No. 12. *General Regulations for the Establishment and Management of Public School Libraries in Upper Canada, adopted by the Council of Public Instruction on the 2nd of August, 1853.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd August, 1853.

The Council of Public Instruction for Upper Canada, as authorised by the 38th section of the School Act of 1850, makes the following regulations for the establishment and management of public school libraries:—

1. There may be school section libraries, or township libraries, as each township municipality shall prefer. In case of the establishment of a township library, the township council may either cause the books to be deposited in one place, or recognise each school section within its jurisdiction as a branch of the township library corporation, and cause the library to be divided into parts or sections, and allow each of these parts or sections of the library to be circulated in succession in each school section.

II. Each township library shall be under the management of the township corporation;

and each branch or school section library shall be under the management of the school section corporation. The township council shall appoint or remove the librarian for the township and each Trustee Corporation shall appoint or remove the librarian for the school section, as already provided by the seventeenth clause of the twelfth section of the School Act of 1850.

III. Each township council and each school section corporation receiving library books, must provide a proper case for the books, with a lock and key; and must cause the case and books to be kept in some safe place and repaired when injured; and must also provide sufficient wrapping-paper to cover the books, and writing-paper to enable the librarian to keep minutes of the delivery and return of books, and write the needful notes or letters. The members of the township and school section corporations are responsible for the security and preservation of the books in their charge.

IV. When any books are taken in charge by the librarian, he is to make out a full and complete catalogue of them; and at the foot of each catalogue, the librarian is to sign a receipt to the following effect:—

“ I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the municipal council of the township of———, or (as the case may be,) by the trustees of school section No.———, in the township of———, to be carefully kept by me as their librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by authority of the statute, for the management of public school libraries, to be accounted for by me according to the said regulations, to said Council, (or trustees as the case may be,) and to be delivered to my successor in office. Dated, &c.” Such catalogue, with the librarian’s receipt, having been examined by such council or trustees, or some person or persons appointed by them, and found to be correct, shall be delivered to such trustees or council, and shall be kept among their official papers.

V. The librarian is accountable to the trustees or council appointing him, for the cost of every book that is missing, or for the whole series of which it formed a part. The librarian is also accountable, in like manner, for any injury which a book may appear to have sustained, by being soiled, defaced, torn, or otherwise injured; and can be relieved from such accountability only by the trustees or council, on its being satisfactorily shown to them, that some resident within their jurisdiction is chargeable for the cost of the book so missing, or for the amount of injury so done to any work.

VI. The librarian must see that in each book belonging to the library, the number of the book and the name of the library to which it belongs shall be written, either on a printed label pasted inside the cover of the book, or on the first blank leaf of it; and he is on no account to deliver out any book which is not thus numbered and identified. He is also to cause all the books to be covered with strong wrapping-paper, on the back of which is to be written the title of the book, and the number in large figures. As new books are added, the numbers are to be continued, and they are in no case to be altered; so that if the book be lost, its number and title must still be continued on the catalogue, with a note that it is missing.

VII. The librarian must keep a blank book, which may consist of a few sheets of writing-paper stitched together—ruled across the width of the paper, so as to leave five columns of the proper size, for the following entries—to be written lengthwise of the paper :

In the first column, the title and No. of the book ; in the second column, the name and residence of the person to whom delivered ; in the third column, date of delivery ; in the fourth column, the date of its return ; in the fifth, column, remarks respecting the condition of the book, as good, injured, torn or defaced, &c., in the following form :—

| TITLE AND NO. OF THE BOOK. | TO WHOM DELIVERED. | WHEN DELIVERED. | WHEN RETURNED. | CONDITION OF THE BOOK. |
|----------------------------|--------------------|-----------------|----------------|------------------------|
|                            |                    |                 |                |                        |

As it will be impossible for the librarian to keep any trace of the books without such minutes, his own interest, as well as his duty to the public, should induce him to be exact in making his entries at the time any book is delivered ; and when returned, to be equally exact in noticing its condition, and making the proper minute.

VIII. The librarian is to act at all times and in all things according to the orders of the corporation appointing him ; and whenever he is removed or superseded, he is to deliver to his successor, or to the order of his trustees or council, all books, catalogues and papers appertaining or relating to the library ; and if they are found to be satisfactory, his trustee or council, or successor in office, shall give him a receipt to that effect. But if any of the books shall have been lost, or in anywise injured, the librarian shall account and pay for such loss or injury, unless released by his trustee or council.

IX. The trustees and council are to attend faithfully to the interests of their library ; they are, at all times, when they think proper, and as often as possible, to examine the books carefully, and compare the books with the catalogue, and note such as are missing or injured ; and to see that all forfeitures are promptly collected, and that injuries done to books are promptly repaired, and that the library is properly managed and taken care of.

X. The following are the regulations for the care and use of the books in the library :—

1. The librarian has charge of the books, and is responsible for their preservation and delivery to his successor, or to the order of his trustees or council appointing him.

2. A copy of the catalogue of the books is to be made out and kept by the librarian, and open to the inspection of all persons entitled to get books from the library, at all reasonable times, or at such times as may be determined by the trustees or council.

3. Books are to delivered only to residents of a school section in which a library or branch library is established ; or to the residents of a township, where branch school section libraries do not exist.

4. Not more than one book can be delivered to a person at a time ; and any one having a book out of the library must return it before he can receive another.

5. No person upon whom a forfeiture has been adjudged under these regulations, can receive a book while such forfeiture remains unpaid.

6. Each individual residing in a school section, of sufficient age to read the books belonging to the library, shall be entitled to all the benefits and privileges conferred by these regulations relative to public school libraries ; but no person, under age, can be

---

permitted to take a book out of the library, unless he resides with some inhabitant who is responsible for him; nor can he receive a book if notice has been given by his parent, or guardian, or person with whom he resides, that he will not be responsible for books delivered to such minor. But *any* minor can draw a book from the library, on depositing the cost of such book with the librarian.

7. When there is a sufficient number of volumes in a library to accommodate all the residents of the school section who wish to borrow, the librarian may permit each member of a family to take books as often as desired, as long as the regulations are punctually and fully observed. But where there are not books enough to supply all the borrowers, the librarian must accommodate as many as possible, by furnishing each family in proportion to the number of its readers or borrowers, or by delivering not more than one book at a time for each family.

8. Every book must be returned to the library within as many weeks after it shall have been taken out, as it contains hundreds of pages—allowing one week for the reading of a hundred pages; but the same person may again take the same book, if application has not been made for it, while it was so out of the library, by any person entitled who has not previously borrowed the same book—in which case such applicant shall have the preference in the use of it. And where there have been several such applicants, the preference shall be according to priority in the time of their applications, to be determined by the librarian.

9. If a book be not returned at the proper time, the librarian is to report the fact to the trustees, and he must exhibit to them every book which has been returned injured by soiling, defacing, tearing, or in any other way, before such book shall be again loaned out, together with the name of the person in whose possession it was when so injured.

10. For each day's detention of a book beyond the time allowed by these regulations, the forfeiture of one penny shall be incurred by the borrower,\* and shall be payable forthwith to the librarian.

11. For the destruction or loss of a book a forfeiture shall be incurred by the borrower equal to the cost of the book, or of the set, if the book be one of a series. And on the payment of such forfeiture, the party paying it shall be entitled to the residue of the series.

12. For any injury which a book may sustain by a borrower, and before its return, a forfeiture shall be incurred by such borrower, of not less than three pence half-penny for every spot of grease or dirt upon the cover, or upon any leaf of the volume; for writing in or defacing any book, or for cutting or tearing the cover, or the binding, or any leaf, not less than six pence or more than the cost of the book.

13. If a leaf be torn out, or so defaced or mutilated that it cannot be read, or if anything be written in the volume, or any other injury done to it, which renders it unfit for general circulation, the trustees shall consider it a destruction of the book, and the forfeiture shall be incurred accordingly, as above provided in case of the loss of a book.†

14. When a book shall have been detained seven days beyond the time allowed by these regulations, the librarian shall give notice to the borrower to return the same within

---

\* A forfeiture of six cents per day is imposed in each similar case in the State of New York.

† These forfeitures are the same as in the State of New York in similar cases.



---

three days. If not returned within that time, the book may be considered as lost, and the forfeiture imposed in such case as incurred accordingly.

15. When in the opinion of the librarian any forfeiture has been incurred by any person under these regulations, he shall refuse to deliver any book to the party liable to such fine until the trustees shall have decided upon such liability.

16. It is the special duty of the librarian to give notice to the borrower of a book that shall be returned injured, to show cause why he should not pay the forfeiture incurred. Such notice may be given to the agent or child, or sent to his house, of the borrower who returns the book; and it should always, if possible, be given at the time the book is returned.

17. The librarian is to inform the trustees of every such notice given by him, and they shall assemble at the time and place appointed by him, or by any notice given by them, or any one of them, and shall hear the case. They are to keep a book of minutes, in which every forfeiture which, in their judgment, has been incurred, shall be entered and signed by them, or the major part of them, or by their secretary on their order, and these minutes or a duly certified copy of them shall be conclusive evidence of each of the facts recorded in them.

18. It shall be the duty of the trustees to prosecute promptly for the collection of the forfeitures adjudged by them, and all forfeitures shall be applied to in defraying the expenses and increasing the books of the library.

XI. The foregoing regulations apply to branch school section libraries as well as to school section libraries; also to township councils the same as to trustees of school sections, and to township libraries, and to the residents in a township in which there are no school section libraries the same as to the residents of a school section; likewise to the librarian of a township, the same as to a librarian of a school section.

XII. When a township councillor or school trustee shall be notified as having incurred a forfeiture for detaining, injuring, or destroying a book borrowed from the library, he shall not act as a judge in his own case, but such case shall be decided upon by the other members, or a majority of them, of the township council or school corporation authorised to act in the matter. In all cases the acts of a majority of a corporation are to be considered as the acts of the corporation.

XIII. In order to prevent the introduction of improper books into the libraries, it is required that no book shall be admitted into any public school library established under these regulations which is not included in the catalogue of public school library books, prepared according to law.

XIV. The council or trustees have authority, if they shall think proper, (according to the common practice of circulating libraries) to require the borrower to deposit with the librarian a sum equal to the cost of the book taken by him, as a security for its safe return and the payment of any injury which may be done to it.

XV. These regulations shall apply to cities, towns, and incorporated villages the same as to school sections. By fourth clause of the twenty-fourth section of the School Act of 1850, the board of trustees in each city, town or incorporated village has the same authority to establish and maintain "a school library or school libraries," as the trustees

of a school section have by the seventeenth clause of the twelfth section of the same Act, to establish and maintain a school library.

XVI. The foregoing regulations being made under the express authority and requirement of the thirty-eighth section of the School Act of 1850, are binding upon all parties concerned in the establishment, support, management, and privileges of public school libraries; and all parties act with a full knowledge of those regulations.

XVII. The local superintendents of schools should inspect and enquire into the state and operations of the libraries or branch libraries within their respective jurisdictions, and give the results of their observations and inquiries in their annual reports; and each township and school section corporation must report annually, at the time of making the annual school reports, the condition of their libraries, with the number of volumes in each, and the success and influence of the system.

XVIII. These regulations will be subject to reconsideration and revision from time to time, as experience and the circumstances of the country may suggest.

---

*No. 13. General principles on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd August, 1853.

The council of public instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The council regards it as imperative, that no work of a licentious, vicious, or immoral tendency, and no works hostile to the christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council in regard to any sentiments inculcated or combatted in such books; but merely as an acquiescence on the part of the council in the purchase of such books by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

No. 14. Schedule of the number of Volumes of Specimen Books purchased in 1851 for examination and recommendation by the Council of Public Instruction for Public School Libraries in Upper Canada. Those purchased in 1853 are not included in the accompanying Schedule.

| GENERAL HEAD.                                                              | SUBDIVISION.                                                                 | No. of Volumes. | Grand Total number of Volumes |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------|-------------------------------|
| I. History .....                                                           | 1 Ancient .....                                                              | 118             | 419                           |
|                                                                            | 2 Modern .....                                                               | 269             |                               |
|                                                                            | 3 Universal .....                                                            | 19              |                               |
|                                                                            | 4 Constitutional .....                                                       | 13              |                               |
| II. Biography .....                                                        | 1 Historical Memoirs .....                                                   | 195             | 325                           |
|                                                                            | 2 Biographical Sketches .....                                                | 130             |                               |
| III. Travels, Voyages, &c. ....                                            | Various .....                                                                | 16              | 99                            |
| IV. Physical Science .....                                                 | 1 Chemistry .....                                                            | 104             | 343                           |
|                                                                            | 2 Natural Philosophy .....                                                   | 9               |                               |
|                                                                            | 3 Geology and Mineralogy .....                                               | 185             |                               |
|                                                                            | 4 Natural History .....                                                      | 29              |                               |
|                                                                            | 5 Geography .....                                                            |                 |                               |
| V. Ethics .....                                                            | 1 Moral Philosophy } .....                                                   |                 | 48                            |
|                                                                            | 2 Political Philosophy } .....                                               |                 |                               |
|                                                                            | 3 Mental Philosophy } .....                                                  |                 |                               |
| VI. Encyclopedias .....                                                    | Various .....                                                                |                 | 24                            |
| VII. Literature, including Poetry and Works relating to each Country ..... | 1 Greek } .....                                                              | 75              | 519                           |
|                                                                            | 2 Roman } .....                                                              |                 |                               |
|                                                                            | 3 English .....                                                              | 276             |                               |
|                                                                            | 4 French .....                                                               | 32              |                               |
|                                                                            | 5 German .....                                                               | 9               |                               |
|                                                                            | 6 American .....                                                             | 68              |                               |
|                                                                            | 7 Modern (Italian, &c) .....                                                 | 25              |                               |
|                                                                            | 8 Essays } .....                                                             | 36              |                               |
|                                                                            | 9 Orations } .....                                                           |                 |                               |
| VIII. Manufactures and the useful Arts .....                               | Various .....                                                                |                 | 79                            |
| IX. Agriculture .....                                                      | Various .....                                                                |                 | 66                            |
| X. Periodicals .....                                                       | 1 Edinburgh Review .....                                                     | 90              | 227                           |
|                                                                            | 2 Quarterly Review .....                                                     | 77              |                               |
|                                                                            | 3 North American Review .....                                                | 60              |                               |
| XI. Practical Life .....                                                   | Including Narratives, Counsels, and Suggestions for the Young, &c., &c. .... |                 | 395                           |
| XII. Education .....                                                       | Including Books on School Teaching, and Text Books, &c. ....                 |                 | 282                           |
| Total number of Volumes .....                                              |                                                                              |                 | 2776                          |

*No. 15. Circular to the Municipalities of Townships, Cities, Towns, Villages, and School Sections, notifying the first apportionment of the Legislative Library Grant.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,

EDUCATION OFFICE, Toronto, 25th October, 1853.

The time having arrived for making the first apportionment of the legislative grant for the establishment of school libraries in Upper Canada, the chief superintendent of schools proceeds to explain the basis on which he proposes to make the apportionment, and the manner in which he thinks, under the circumstances, it should be made.

2. After much consideration, and in harmony with the principle on which the school fund in each municipality is distributed, *local exertion* (and not property or population) appears to be the most equitable basis of apportioning the library grant, and that which is likely to give the most general satisfaction and to exert the most beneficial influence. The principal of aiding each school municipality (whether it be a township, city, town, village, or school section) in proportion as it exerts and helps itself, is, upon the whole, unobjectionable and is best calculated to excite and bring into action that kind of interest and public spirit which are the life of any general system of social advancement. This, therefore, is the principle on which the library grant will be distributed.

3. As to the *amount* to be apportioned to each Municipality—whether a school section or township—it has been decided to add, in the first apportionment, *seventy-five* per cent. to all sums raised by local exertion—thus apportioning £9 for every £12, and £75 for every £100 raised in a municipality, and so on, in the same ratio for larger or smaller sums raised by local effort. This is a larger apportionment than has been intimated in the correspondence of the department, and is ventured upon with some hesitation, from the apprehension of inability to continue it. So large an addition to the sums raised by local effort can only now be promised in the first apportionment. Those municipalities, therefore, which desire to have the books during the ensuing winter, will be supplied with them on payment of the amount of their apportionment—which they can transmit by check or in bank bills, as may be most convenient—if possible before the 15th instant.

4. The question next to be considered is, should the school sections and other larger municipalities, which have not yet acted upon the circulars sent to them in the latter part of August, or have not yet notified the sums they propose to appropriate for the establishment of libraries, be excluded from the first apportionment of the legislative grant for that purpose? This was intended by the terms of the circular referred to, and by the notice in the *Journal of Education* for October.\* But the following objections and representations have been urged against such a decision in numerous communications which have been made to the educational department. 1. The notice was too short for the people of

---

\* The following is the notice referred to, which was also communicated by letter to the various parties interested.

1. That in consequence of misapprehensions in several instances, and earnest requests, answers will be received from municipalities to the circular on public school libraries, until the 20th of October.

2. That municipalities are not to advance any money for the libraries until the books are available to them; of which they will receive due notice, as well as a notification of the apportionment of the library grant, as early in November as possible.

3. That any municipality which shall signify its purpose to raise a sum of money for the

many townships and school sections to consult and act upon it within the time prescribed. It is stated that the *Journal of Education*, containing the circulars, regulations, and catalogues of books for libraries, sent out near the end of August, was not received until sometime in September; the 20th of which was stated as the time for returning their answers; that the second notice in the *Journal of Education* for October was not received in many sections until it was too late to call official meeting before the 20th of the month—the latest period mentioned for replies from them; that in some of the municipalities the officers to whom the *Journal of Education*, containing the circulars, regulations, and catalogue were addressed, who alone had authority to call the corporate meetings for considering them, were absent; that in other instances they were individually indifferent or opposed to accepting the offer made, and paid no attention to it; while a great portion of their municipality were anxious to secure its advantages. 2. It is also stated in several letters by reeves and others (who have hastened to accept the offer made, some of them on their own personal responsibility, not having had time to call a meeting of their colleagues), that until they received the notice in the *Journal of Education* for October, they supposed, from the tenor of the previous circulars, that they could make their reply any time before the 1st of next July, as that was the time at or before which they were to raise money in order to share in the first apportionment of the library grant; that they had thought it better not to attempt to call meetings on the subject during the busy months of September and October, but to wait until the annual school meetings in January; that they were persuaded many others had received the same impression with themselves.

5. That immediately after the 20th October, the apportionment will be made to those Municipalities which shall have signified their wish to share in it and establish public school libraries, according to the terms and regulations published in the *Journal of Education* for July.

5. In reply to these and many similar statements, the undersigned has to say that, by the utmost exertions possible, the Circulars, Regulations, and extensive Catalogue of Books for Libraries, could not be prepared at an earlier period than they were; that the sole reason for giving so short a time to School and other Municipalities to make their replies, was a desire to get the largest possible number of Libraries established before the winter; that it is both his wish and his duty to extend the advantages of the Library system to as many, and as widely as possible; that he should be sorry to cause loss and injury to whole Municipalities on account of the voluntary negligence or opposition of one or two individuals; and he would shrink from excluding Municipalities for causes accidental and not faulty, and more especially Municipalities in the newer and remoter parts of the Province, where the means of communication and intercourse are less frequent and easy than in the older townships.

6. Under these circumstances, and after carefully considering the facts above stated, and reviewing the whole question involved, the undersigned deems it his duty frankly and at once to explain and modify the terms of his previous circulars and notice in the three following particulars:—

---

establishment of a library before the first of next July will be entitled to share in the present apportionment; but this purpose, together with the sum proposed to be raised, must be notified to the chief superintendent of schools on or before the 20th of October.

4. That each municipality from which no such notification shall have been received by the 20th October, will be considered as declining the present offer made for the establishment of a public library.

(1. All school and other municipalities that will advance money before the 1st of next July (at whatever time they may signify their intention to do so) for the establishment of libraries, will be included in the first apportionment of the legislative library grant. If the sum heretofore mentioned is insufficient for the purpose, the balance will be provided from the grant for next year.

(2.) All school sections, as well as townships, will be included—whether such sections are situated in townships, the councils of which act or not in the establishment of libraries; for the sums raised in individual sections are only so many additions to what has been or may be appropriated by the township council.

(3.) All those municipalities (nearly two hundred in number) that have already acted so promptly in the matter, and notified the sums raised or appropriated by them for the establishment of libraries, will be entitled to an apportionment of *seventy-five* per cent. on any *additional* sums they may appropriate and expend for the same purpose before the 1st of next July. And should the legislature increase the library grant (as is to be hoped) so as to increase the apportionment to *one hundred* per cent. on all sums raised by local effort for school libraries, an additional apportionment of *twenty-five* per cent. will be made upon all sums that have been appropriated by the municipalities which have already moved in the noble work.

The undersigned confidently trusts that the foregoing views will meet the circumstances and wishes of all parties, and afford the greatest encouragement and facilities possible for the establishment of libraries throughout Upper Canada, even in single school sections, and in the remotest townships.

7. A word may be added on the selection of books for libraries. In a large number of cases, this task has been assigned by the local authorities to the chief superintendent of schools; in some cases the local authorities have, by a committee of one or more of themselves, selected all the books desired by them; while in other cases, the local authorities have selected the books to the amount of their own appropriation, and requested the chief superintendent to select the rest to the amount of the apportionment of the library grant. This last mode of selecting the libraries has an advantage over either of the other two. In a considerable number of the lists of books selected by the local school and municipal authorities, there is the omission of many small and cheap works, most admirably adapted both to entertain and instruct. These omissions occur chiefly in regard to books contained in the latter part of the catalogue, characteristic notices of which could not possibly be prepared by the chief superintendent within the time and space at his disposal. In cases where the exclusive selection of libraries by the chief superintendent is requested, it is to be feared he may omit some books specially desired in the section or township, whose authorities have confided this trust to him. But if the local authorities would select to the amount of their appropriation such books, as they particularly desire, and leave to the chief superintendent the selection of the rest, with such suggestions as they may think proper to make, he would be able to fill up their lists with such books as would, for the most part, be new as well as useful and entertaining. The undersigned is disposed to believe that this joint mode of selecting books for libraries will be found better than that of local authorities selecting all the books themselves, or wholly confiding the selection of them to the chief superintendent. This suggestion is offered to all parties concerned, with the wish that they will feel themselves perfectly free to act or not act upon it as they may think best.

8. The whole plan of operations in regard to the establishment of libraries being now before the public, it is fervently hoped that, as what has been done during the last two months, has exceeded the largest expectations of the most sanguine, so still more will be done during the next few months, as the people will understand the subject better, and will have better opportunities for consultation, especially at their approaching annual school, and other municipal meetings.

I have, &c.,

(Signed)

E. RYERSON.

## Appendix E.

PROCEEDINGS relative to the establishment and organization of Public School Libraries in Upper Canada.

No. 1. *Letter from the Chief Superintendent of Schools to the Assistant Secretary of the Province, reporting the measures adopted for the establishment of Public School Libraries.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd November, 1852.

SIR,—I have the honor to acknowledge the receipt of your letter of the 6th ultimo, requesting me by direction of His Excellency the Governor General to furnish certain Returns which had been applied for by the Legislative Assembly. I have now the honor to transmit herewith the Returns required, with the following references and explanatory remarks:—

1st. The first of these Returns contains an account in detail of the receipts and expenditures of the grants made in support of the Normal and Model Schools for Upper Canada, under the authority of the 13th and 14th Vic. cap. 48. This account is contained in my Annual School Report for 1851, Table H., page 54. It had already been laid before the Legislative Assembly and ordered to be printed.

2nd. The second statement contains an account in detail of the receipts and expenditures of the *Journal of Education for Upper Canada*, since its establishment in 1848. The expenses of this publication have varied from time to time, according to the type used, the edition printed, and the number of engravings procured and inserted. It was undertaken with the permission of the Governor General. The original Prospectus shows that it was voluntarily undertaken by me upon my own responsibility, and with the certainty of not receiving a farthing for the labor and responsibility incurred. The account shows that, during the first two or three years, the expenses of the *Journal of Education* considerably exceeded the receipts, while the increasing sales of it during the last two or three years, have re-imbursed me for the advances I had previously made to sustain it, besides the voluntary contribution of the labor of editing it. The accounts of the receipts and expenditures of the *Journal of Education* are kept separately from all other accounts; and

they will show that I have never derived one farthing's "profit" from that publication. Though the account is, strictly speaking, a private affair, I am glad of this opportunity afforded me to repel and refute the insinuations and statements which had been made that I was deriving pecuniary advantage from the *Journal of Education*, instead of making a voluntary and gratuitous contribution of the editing of five volumes of that periodical, which I have reason to believe, from various testimonials, has been of some service in promoting the interests of general education in Upper Canada. Nor should I have been at all able, in addition to other duties, to sustain this monthly publication to the present time, had it not been for the cordial and able assistance of Mr. J. George Hodgins, who, besides keeping the accounts, has contributed largely to the editorial management of it. In the State of New York, the Legislature has granted, for many years, \$2,400 per annum, for the publication of a monthly *School Journal*. I have asked no Legislative aid for doing the same work in Upper Canada; and I hope that if I should continue voluntarily to perform the same service, upon my own responsibility, and without legislative aid, I may, at least in the Legislature, be protected from unjust attacks for so doing.

3d. The third statement contains a detailed account of the receipts and expenditures of the two hundred pounds per annum granted under the authority of the School Act, 13th & 14th Vic. cap. 48, sec. 41, for the purpose of "procuring plans and publications for the improvement of School Architecture and Practical Science in connection with Common Schools in Upper Canada." The sum originally introduced into this clause of the School Act was £100; and Mr. Bell, late member for Lanark and Renfrew, moved that the sum should be £200 per annum. My first step towards giving effect to this most useful provision of the School Act, was to procure a copy of the best and most comprehensive work extant on School Architecture for each township, city, town, and village in Upper Canada—400 copies in all. My next step was to furnish each county with specimens of maps and various school requisites, which I had selected in both England and the United States, and which are admirably adapted to improve the schools, to save the time of youth, and greatly to facilitate their acquisition of knowledge. I have believed, and I am now assured by experience, that one of the most effectual means of introducing school improvements into the various municipalities, is to furnish their local representatives with specimens of them and facilities for procuring them. The replies of the various councils (as given in the Appendix B, Nos. 1 to 27, pages 133—145, to my annual school report for 1851), acknowledging the receipt of the various specimens of school apparatus and publications which I presented to them last year, will show the influence they are likely to exert; and I may add that during the current year, the purchases by local school authorities of these publications have amounted to several hundred pounds, and are rapidly increasing. It will be seen by the account that I have in this way expended £268 4s. 1d. more than I have yet received under the authority of the clause of the act referred to.

4. Next to providing plans for school houses, school text-books, maps, and other requisites, I deemed the establishment of public school libraries of the greatest importance; and, learning how many errors had been committed, and how many comparative failures had been experienced in attempts to establish public school libraries in the neighbouring States, I thought to avoid such mistakes and disappointments, as far as possible, by selecting a variety of the most suitable and popular reading books in each department of human knowledge, and by making arrangements for procuring them and supplying them to each municipality and school corporation, upon the lowest terms possible—thus partially aiding parties estab-



lishing libraries in the selection of them, and giving them the assurance that every book included in the list from which they might make their selection, had been carefully examined and recommended by disinterested persons (*i.e.* the Council of Public Instruction,) and rendered accessible to them at the lowest cost prices, from a department the buildings and all the contingent expenses of which were otherwise provided for. With a view to these objects, I submitted to the Governor General the recommendations contained in the two following letters; and my recommendations having been approved of by His Excellency, I proceeded to make the preliminary arrangements to give them effect, in the manner detailed in Nos. 5, 6, 7, and 8, of the appendix. Lord Grey and the Marquis of Lansdowne (who was then chairman of the Privy Council Committee on Education,) took a lively interest in the arrangements which I proposed: and the letters referred to will show the pains they took to promote the object I had in view. It will be seen by No. 9 in this appendix, that Her Majesty's Government had made arrangements to procure for the schools aided by Parliamentary grants in England, school maps and books at an average of forty-three per cent below the ordinary selling prices; and through the interposition of Her Majesty's Government, I was enabled to render that arrangement available to schools in Upper Canada.

5. At the same time it occurred to me that I might make a still further and more advantageous arrangement. In the arrangement with the Privy Council Committee, I was restricted to the transmissions of four orders per year—to the publications contained in their list—and also to their agents, (Messrs. Longman & Co.) who were allowed *five per cent* for executing their orders. After conferring with the Secretary of the Privy Council Committee on Education, who entered fully into my views, I called personally on the principal publishers concerned to ascertain whether they would execute my orders directly from Canada for their publications, upon the terms to which they had consented through the medium of the Privy Council Committee on Education. To my proposition, all the publishers to whom I applied, both in England, and Scotland, unanimously and readily assented, having no wish that a London house should receive five per cent for packing and forwarding their publications, and being desirous of extending their business connections in Canada. By this arrangement I saved the five per cent otherwise payable to the Longmans on all publications procured through them. I was enabled to extend the arrangement to other publications than the text books and maps contained in the Privy Council Committee's list, and to make it available for maps and school apparatus of every description, and to books for libraries, for which I selected specimens to the number of nearly 2,000 volumes. But to accomplish all these objects, I found, required as many months as I had calculated weeks.

6. After my return from England, I made arrangements with publishers in New York, Philadelphia, and Boston, similar to those which I had made with British publishers, for procuring such school maps and other school requisites as I might require, and also books for libraries, selecting about 2,000 volumes as specimens.

7. As all the publications included in these arrangements were to be paid for on the receipt of the invoices from England, and on the receipt of the books themselves from the United States, and were to be disposed of to no other parties than municipalities and school authorities, and for school purposes alone, the publishers agreed, of course, to supply them below the ordinary wholesale prices.

8th. No. 16 in this appendix will show the number of volumes on various subjects, which have been procured for school libraries—the number of volumes for the latter being 2776.

9. The result of these arrangements is, that every description of the best school maps, apparatus, and text books required for the schools, and the books for libraries are, and will be, supplied to the remotest municipalities in Upper Canada at lower prices than the same publications can be purchased by the public where they are printed, either in the United States or Great Britain.

10. As to the rule by which the prices of these publications are determined, inquiries were made of several parties in Toronto, as to the average expenses per cent for books or stationery imported from England and the United States; and a corresponding charge was added to the original prices of the publications in question. In case the expenses are not, at any time, equal to the estimate made of them, the balance is added to the *Depository Fund*, the accounts in connection with which are kept distinct from all other accounts of the department. Should this fund amount to about a thousand pounds, it would replace the advances temporarily made from the library appropriation.

11th. It will be obvious to all persons who know any thing of such matters, that these arrangements could not have been made except at the expense of much time and pains; nor can they be carried into effect without much additional responsibility and labor in the department. But if the department is made instrumental, not only for the administration of the school law, but also in issuing an educational periodical, and in procuring and supplying to all the schools in the land, the latest and most approved maps and school apparatus, and requisites of every description, and books for public libraries, and all that at mere cost prices, its usefulness will be greatly increased beyond the estimate made at the time of its establishment.

12. I should be happy if the Government would appoint, from time to time, fit and proper persons to inspect all the books and operations of my department, as a protection to myself against unworthy calumnies, and to make a disinterested examination into the measures I have adopted and am pursuing to improve the public schools and diffuse useful knowledge throughout the land.

13. On account of the greatly increased and pressing duties of the department during the last twelve months, I have not yet been able to examine and classify and prepare proper catalogues of the books for public libraries,—a labor of several months, assuming that on an average, one hundred volumes could be examined per week; but I hope to be able to do so in the course of the next six or eight months.

14. This is the first time I have made a formal report of the measures I have adopted in regard to the several subjects involved in the matters herewith transmitted. I had intended to defer them until my next annual School Report, by which time the arrangements and regulations in respect to public libraries, will be finally completed. But I trust this premature detail of them, which has been rendered necessary by the returns required, will show that if I have not yet formally reported on this voluntarily added branch of my department, I have done the best I could to promote it.

I have, &c.

(Signed)

E. RYERSON.

E. A. MEREDITH, Esquire,  
Assistant Secretary of the Province,  
Quebec.

No. 2. Letter from the Chief Superintendent of Schools to the Secretary of the Province, on the subject of Public School Libraries in Upper Canada.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 21st September, 1850.

Sir,

I beg most respectfully to solicit the attention of His Excellency the Governor General, in Council, to the letter which I had the honor to address you the 16th of July, 1849, on the steps preparatory to the introduction of school libraries in the several counties, townships, cities, towns, and villages of Upper Canada. That letter was printed as part of the correspondence on the School Law of Upper Canada, laid before the Legislature at its last session, and printed, pages 55, 56. I hereto annex a copy of it.

I am fully satisfied of the propriety and practical character of the recommendations contained in the annexed copy of a letter. During the last few weeks, I have attended at Philadelphia, a National Education Convention of three days' continuance, the object of which was the universal diffusion of thorough Christian education throughout the several United States, embracing a consideration of the several systems of public instruction and educational institutions, from primary schools up to the universities—their defects and the remedies for them. This convention was attended by state governors and state superintendents of schools, presidents and professors of colleges, educationists and distinguished teachers from various states. In my intercourse with many of these gentlemen, of large experience in matters of popular education, I found, without exception, the most unreserved approval of the plan which I propose for the introduction of school libraries into Upper Canada. I was informed by several of them that the most serious drawback to the success of their system of school libraries in the older states, is the heterogeneous collection of unsuitable books which have been largely introduced into them, by the pressing competition of the rival publishers and itinerant book venders, in the absence of any disinterested and judicious state board to select and recommend library books. Repeated attempts have been made in the states of Massachusetts and New York to remedy this evil, which has brought discredit upon their library system, and paralysed it in many places; but though the subject has been discussed in books, pamphlets, and addresses, and pressed in official reports, the evil continues, from opposition made by the rival parties, who are each interested in selling his own books, and at as high prices as possible. I was assured, without exception, by these experienced American educationists, that, had they at the commencement of their state systems, adopted regulations and measures similar to those provided by law in Upper Canada, in regard to school *text* and *library* books, the progress of their schools and libraries would have been much more rapid and satisfactory; and some of them expressed the opinion that there was little hope of much improvement in their common schools, beyond the limits of cities and towns, until some such system as had been provided by law among us, should be adopted among them, in regard to text and library books, and the inspection of schools. Indeed, one gentleman, who has for some time been President of the Board of Education for the State of Michigan, and who devotes most of his time to delivering educational lectures throughout the state, applied and obtained from me documents that would enable him to prepare a lecture on the system of public instruction in Upper Canada, which he intends to make the subject of one of the short course of four or five lectures which he is accustomed to deliver in each of the principal towns in the state. The Connecticut State Superintendent of Schools (who has been an educational state officer for many years, has visited Canada, and made himself familiar with

our system and school statistics) stated, on one occasion, that more progress has been made in Upper Canada, in the system of common schools, during the last five years, than in any state of the American Union, and that the new School Law in Upper Canada was an improvement upon any of their States.

Such opinion from such quarters were not a little gratifying and encouraging to me; and I found by conversation with booksellers, that the plan detailed in the annexed copy of letter, in regard to the mode of procuring and selecting books for school libraries, will be found eminently economical and advantageous to our local councils, and to all engaged in the establishment of public school libraries.

I propose, during the next three or four months, to make the necessary tour and arrangements for carrying that plan into effect, and therefore pray that His Excellency will be pleased to order a warrant for five hundred pounds (£500) to issue in my favour, to be expended and accounted for in the manner stated in the annexed copy of letter.

I have, &c.

(Signed)

E. RYERSON.

The Honorable JAMES LESLIE,  
Secretary of the Province,  
Toronto.

*No. 8. Letter from the Chief Superintendent of Schools to the Secretary of the Province, on the Establishment of Public School Libraries in Upper Canada.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 16th July, 1849.

SIR,—

I have the honor to submit to the favorable consideration of the Governor General, in council, the following remarks and recommendations with a view to the introduction of school libraries into Upper Canada, as contemplated by each of the Common School Acts which have been sanctioned by the Legislature. There can be but one opinion as to the great importance of introducing into each township of Upper Canada, as soon as possible, a township library, with branches for the several school sections, consisting of a suitable selection of entertaining and instructive books, in the various departments of biography, travels, history (ancient and modern), natural philosophy and history, practical arts, agriculture, literature, political economy, &c., &c., &c. It is not easy to conceive the vast and salutary influence that would be exerted on the entire population, the younger portion especially, in furnishing useful occupation for leisure hours, in improving the taste and feelings, in elevating and enlarging the views, in prompting to varied and useful enterprise that would flow from the introduction of such a fountain of knowledge and enjoyment in each township in Upper Canada.

But in order even to commence such a noble and patriotic undertaking, two things are necessary, the first is, to obtain, and for the Board of Education to examine and select the proper books; the second is, to render such books easily and cheaply accessible in every part of the Province. As the books are not and cannot be published in this country, they must, for some time, at least, be obtained from abroad—from England and the United States, arrangements must be made for that purpose, as the ordinary agencies of book trade are insufficient.

When in England in 1833, I made an arrangement with certain booksellers in London in behalf of the Wesleyan church in Upper Canada, on the basis of which books have been obtained from that time to this, much below the printed wholesale prices. When in Dublin, in 1845, I arranged with the National Board to obtain their books for schools in Upper Canada at cost prices, much below the wholesale prices to the British public; and by means of that arrangement those excellent books are now sold in Upper Canada about twenty per cent cheaper than they were three years since; and we now say to each of our Canadian booksellers, that if he will agree not to sell those books at more than two pence currency for every penny sterling that he pays for them, we will give him a certificate to the National Board in Dublin to obtain them at the reduced prices. By this simple arrangement private trade is encouraged, at excellent profits, rather than interfered with; and the books are then sold at much lower prices than heretofore. The selling prices of the books are published in the printed forms and regulations for schools, and are uniform in every part of the Province, and known to every trustee and teacher. A Canadian house has re-printed an edition of most of these books (*fac similes* of the Dublin Edition) at even lower prices than the imported editions.

Now I propose the adoption of an extension of the same arrangements to procure books for school libraries. I propose to make an arrangement with some of the book societies in London (such as the society for the diffusion of useful knowledge, &c., &c.,) and the cheap library publishers in London and Edinburgh for procuring such of their books as may be required for school libraries in Canada at the lowest prices. I propose to make the same arrangement with the National Board in Dublin, for procuring portions of the series of books which they have lately selected and adopted for school libraries, that we have heretofore made in order to procure their school books. And as but few of the books composing the school libraries in the neighbouring states of New York and Massachusetts are of an exclusively local and politically objectionable character, and as the greater part of their school library books are as suitable to the youth of Canada as to those of the United States—many of the books being reprints of English works, and translations from the French and German—I propose to make a similar arrangement with school library (and perhaps some other) publishers in New York and Boston, that I have above proposed to make with English publishers.

According to this arrangement, I propose to secure, at the cheapest rate possible, to the reading youth and people of Canada, the best popular works which emanate from the British and American press. There will thus be a British and an American series, with the prices affixed to each, and directions where and how they may be procured, leaving to local councils or committees the option of selecting from either series, or from both, at their discretion.

In the catalogue of these library books, I think a characteristic notice of each book should be inserted (including two or three sentences, but of course, requiring considerable thought, judgment and labor in the preparation.) A catalogue should be furnished to each local council, and the books generally be also brought to the notice of the public in the columns of the *Journal of Education*, and personally by the Chief Superintendent, during his visits to the various districts, one of which I had intended to make during the latter part of the current year. Should the plan thus briefly explained be approved of by the Governor General in council, I propose to devote the next three or four months to its accomplishment, by going to the United States and England, to make the arrangements

suggested, and to select and procure specimen books for the school libraries, to lay before the Board of Education for Upper Canada, for their examination and judgment. My own personal expenses will, I think, in all, including difference of exchange, &c., be under £200 and that £250 or £300 will be sufficient to purchase copies of the books required. It is not likely that many townships will desire, at least for a time, a library worth half of £300; but the school authorities of several cities and towns will doubtless soon demand a library of greater value than that sum. The sums mentioned, in all, £450 or £500 would, of course, be deducted from the first money apportioned for establishing public school libraries in Upper Canada. The books thus obtained and approved of by the board of education, would be either purchased to increase the normal school library, or be disposed of to any of the local councils or committees establishing libraries, as part of their apportionment; and thus the only deduction from the legislative school grant for school libraries would be the amount of my travelling expenses, which would be abundantly compensated by the importance and economical advantages of the arrangements which I would be able to effect, and which, in some shape and form, are of course indispensable to the establishment of school libraries. I look forward to the day when such libraries will be increased and enriched by Canadian contributions and publications.

With these remarks, I submit this important subject to the favorable consideration of the Governor General in Council; and should the task I have proposed be approved of, I will lose no time in prosecuting it. In the mean time, I would respectfully recommend that John George Hodgins, Esquire, (senior clerk in the education office) be authorized by the Governor General in Council, to act as deputy superintendent of schools for Upper Canada, during my absence—as I have entire confidence in his integrity, knowledge, and ability.

I have, &c.

(Signed)

E. RYERSON.

The Honorable JAMES LESLIE,  
Secretary of the Province,  
Montreal.

*No. 4. Letter from the Secretary of the Province to the Chief Superintendent of Schools conveying His Excellency's concurrence in the foregoing recommendations.*

SECRETARY'S OFFICE,

Toronto, 27th September, 1850.

REVEREND SIR,

I am commanded by the Governor General to inform you that His Excellency has had under his consideration, in Council, your letters of the 16th of July, 1849, and the 21st instant, suggesting the propriety of your proceeding to Europe, for the purpose of making the necessary arrangements for the establishment of school libraries in the various townships in Upper Canada, and requesting the issue of an accountable warrant for the sum of £500, for that purpose, to be charged on the grant for establishing school libraries in the various townships of Upper Canada.

His Excellency has been pleased to direct the issue of a warrant in your favor, for the above amount, and has also granted you leave of absence to proceed to Europe to make

the arrangements contemplated in your letter. His Excellency has also been pleased to authorize John George Hodgins, Esquire, to act as your deputy during your absence.

I have, &c.,

(Signed,)

J. LESLIE, Secretary.

The Reverend EGBERTON RYERSON, D.D.,  
Chief Superintendent of Schools  
for Upper Canada.

---

*No. 5. Letter from the Chief Superintendent of Schools to Her Majesty's Principal Secretary of State for the Colonies, soliciting the aid of Her Majesty's Government in procuring publications and maps for Libraries and Schools in Upper Canada upon the same terms as Schools aided by the Education Committee of the Privy Council in England.*

27, CRAVEN STREET, STRAND,

London, 3rd December, 1850.

MY LORD,

I have the honor to submit to the favorable consideration of your lordship, the advantage and importance of obtaining, by means of your lordship's good offices, the sanction of the lords of the committee of council on education to an arrangement for supplying schools in Canada, through the department of public instruction there, with books, maps, and apparatus for schools at the same prices at which schools, aided by the committee of council in England, are supplied.

From official documents, with copies of which I have been favored since my arrival in London, I learn that the committee of council on education have adopted the same method, which the government of Canada has authorized me to employ, for supplying schools and municipalities in Upper Canada with books for schools and libraries. To anglicize our school system as much as possible in the books used, the school law of Upper Canada expressly provides "That no foreign book in the English branches of education shall be used in any school without the express permission of the Council of Public Instruction." In the spirit of this legal provision (for originating which I have been much abused by one section of the Canadian press), I have come to England, determined to leave no means unemployed to give effect to the design of the law,—not by mere arbitrary authority, but by procuring and recommending better and cheaper English and Canadian books than can be imported from the United States; at least so far as it relates to text books, maps, &c., in the schools, the publications which exert the most potent influence over the youthful mind and domestic associations of the country.

In former years, Upper Canada was filled with objectionable American school books, from the zeal of American book-venders, and from the paucity of other good school books; but during the last four years I have succeeded in reducing the use of American school books in Upper Canada at least five hundred per cent., by means of procuring and recommending other good and cheap books; and should the lords of the committee of council on education sanction the arrangement which I now propose, I have strong confidence that we shall be able to supply our schools with English maps and books in every branch of elementary instruction.

In the list of books and maps sanctioned and provided by the committee of council on education, are included all the school publications we will require in our schools, except some prints and books in natural history, which I have arranged for obtaining on moderate terms from the Society for the Promotion of Christian Knowledge; and the prices which the committee of council on education dispose of the publications recommended by them to managers of schools, aided out of the parliamentary grant, are lower than the prices at which I can procure them from the individual publishers themselves, apart from the trouble and expense and almost impossibility of treating and dealing with so many parties.

The publications procured for Canadian schools, will be ordered by the Chief Superintendent of Schools for Upper Canada; the orders will not exceed four in any one year; and the publications will be paid for at the time of ordering them through the London agents of the Bank of Upper Canada. All that I would presume to ask in the shape of grant, is, that the lords of the committee of the council on education may be pleased to order a copy of each of the publications on their list as a specimen for the use of the department of public schools in Upper Canada, that I may be enabled to show to the government there, that the application of a portion of our school fund in procuring such publications, upon such terms, will be justified by good economy as well as sound policy. I therefore submit the matter into the hands of your lordship, and it will be to me a pleasurable duty to associate with your lordship's name, and with Her Majesty's government, an arrangement, the visible results of which will be exhibited on the walls and in the classes of every village and country school in Upper Canada, and which will tend, not a little, to perpetuate and strengthen British associations and feelings in that western and valuable portion of Her Majesty's dominions.

I have, &c.

(Signed)

E. RYERSON.

The Right Honorable EARL GREY,  
&c., &c., &c.  
London.

---

*No. 6. Letter from the Under Secretary of State for the Colonies, to the Chief Superintendent of Schools, enclosing a Report from the Secretary of the Education Committee of the Privy Council upon the application of the Chief Superintendent.*

COLONIAL OFFICE, 4th January, 1851.

SIR,

I am directed by Earl Grey, to acknowledge the receipt of your letter of the 3rd ultimo, expressing your wish to obtain the sanction of the lords of the committee of council on education, to an arrangement for supplying schools in Upper Canada with books, maps, &c., upon the same terms on which schools in this country, aided by the committee of council, are supplied.

In reply, I am to transmit to you a copy of a letter from the secretary to the lords of the committee of council, to whom your application has been referred, and to state that as soon as the answers to the circular, which has been addressed by their lordships to the publishers, are received, a further communication will be made to you.

I am, &c.

(Signed)

B. HAWES.

The Reverend Dr. RYERSON,  
27, Craven Street, Strand.



*No. 7. Letter from the Secretary of the Education Committee of the Privy Council, to the Under Secretary of State for the Colonies, (enclosed in the foregoing.) reporting upon the application of the Chief Superintendent of Schools.*

COMMITTEE OF COUNCIL ON EDUCATION,  
PRIVY COUNCIL OFFICE,

DOWNING STREET, 18th December, 1850.

UPPER CANADA.

SIR,

I have the honor to acknowledge the receipt of your letter, dated the 10th instant, in which, by direction of Earl Grey, you recommend the application of Dr. Ryerson, Superintendent of Education in Upper Canada, to obtain supplies of books and maps for the schools in that Province, through the agency which the Education Committee of the Privy Council has provided for the supply of schools under inspection in England and Wales.

Their lordships are desirous of meeting the wishes of Earl Grey, as far as may be in their power. I am, however, to make the following remarks:—

The terms upon which the various works named in their lordship's book schedules, are supplied by the publishers, have been the subject of separate agreements, and part of the understanding into which the committee entered with the publishers, was to the effect that orders for books at the prices specified, should be issued by their lordships on account of those schools only which would be admissible to receive other assistance from the education grant. This grant being applicable to Great Britain only, and not to the colonies, my lords cannot, under the existing agreements, carry Dr. Ryerson's proposal into effect. They will, however, issue a circular to the publishers, inquiring whether they are willing that Dr. Ryerson's orders should be included in those issued to them by the committee.

My lords do not anticipate any objection on the part of the publishers; the increased sale at the reduced prices being likely to more than counterbalance the profits of the smaller sale at unreduced prices which it may supersede.

The collection and distribution of the works, from time to time, ordered by their lordships, is managed by Messrs. Longman, as their agent. For this service Messrs. Longman receive a per centage of five per cent. on the total value of the books ordered. This per centage includes the cost of packing, but not the carriage or delivery, which has to be defrayed by the persons receiving the books. The per centage for agency is not charged to the promoters of schools in England and Wales, but it is borne upon the education grant. In the case of Canada, however, (for the reason above stated) a proportional part of this per centage, according to the amount of the quarterly order, would have to be paid as well as the value of the books, by the agents for the colony.

The orders from Canada would also have to be strictly limited to the number proposed (four in the year,) in order not to increase materially the pressure upon that part of their lordship's establishment in which these grants are administered, and which is not more than adequate to the existing calls upon it.

It will be time, after receiving an answer from the publishers, to fix upon a correspondent in London, to whom the books may be addressed.

A specimen copy of each book and map, upon their lordship's schedules, costs in the whole, somewhat more than £10. Their lordships would not be at liberty to make such a grant to Dr. Ryerson out of the education funds. Their lordships do not keep any depot of the books named in their schedules. They are ordered twice in every month according to the demand, by their agents from the several publishers. The specimens therefore which Dr. Ryerson requires may be included in one of the orders from Canada.

Some time must necessarily elapse before my lords can give a specific answer.

I have, &c.,

(Signed,) R. R. W. LINGEN.

P.S.—I beg to request your attention to the last paragraph of the enclosed copy of the circular to the publishers.

(Signed,) B. R. W. L.

B. HAWES, Esquire, M.P.,  
Colonial Office.

No. 8. *Circular Letter from the Secretary of the Privy Council Committee on Education, to the Publishers of Works sanctioned by the Committee on Education (enclosed in the foregoing.)*

COMMITTEE OF COUNCIL ON EDUCATION.

PRIVY COUNCIL OFFICE,

DOWNING STREET, *December 1850.*

GENTLEMEN,

I beg leave to request your attention to the following extract from a letter addressed by the Superintendent of Education in the Province of Upper Canada, to the Right Honorable the Secretary of State for the Colonies, and strongly recommended by his Lordship to the favourable attention of the Education Committee of the Privy Council.

I am directed by their Lordships to enquire whether you are willing to supply the Canadian Schools upon the same terms as those under inspection in England and Wales, with such of your publications as are named in their Lordship's schedules.

In case (as their Lordships hope) you should consent to this proposal, I am to state, that the works needed for the Canadian schools will be included in their Lordship's usual orders.

I am to request the favour of an answer from one fortnight from this date.

My Lords would require a specific assurance from the Colonial Government that the works thus obtained should be supplied to the Canadian schools at a price not exceeding that paid by their Lordships to the Publishers in this country.

I have, &c.,

(Signed,) R. R. W. LINGEN.

*No. 9. Extracts from the Circular of the Secretary of the Privy Council Committee on Education, to the Managers of Public Schools in England and Wales, explanatory of the principles upon which books, maps, and publications can be furnished.*

The reports of Her Majesty's Inspectors have shown that, while by the aid of religious associations, the managers of elementary schools have generally been enabled to procure a sufficient supply of Bibles, religious formularies, and books of religious instructions, other lesson books, text-books and maps, have often been either wanting or very scantily furnished; and this evil has been increasingly felt since the standard of instruction has been raised by the operation of the minutes of council of August and December, 1846. The Committee of Council on Education have therefore acceded to an almost universal sense of the importance of introducing a better supply of such lesson books, text-books, and maps, in addition to the books of religious instruction, and have determined to make grants for this purpose.

I am to afford you, as manager of your school, an opportunity of obtaining the books and maps, enumerated in the accompanying schedules, at the reduced prices therein specified, and with the aid of a pecuniary grant from their Lordships.

Two schedules have been prepared, one containing books suitable to scholars; the other containing books more suitable to the teachers and pupil teachers. These books have been selected because they are extensively used in schools under inspection, and the schedules will, from time to time, be varied by the exclusion of those books which may fall into disuse, or by the addition of others which may come into general use. My Lords are not responsible for the character of these books, otherwise than for the fidelity with which they have chosen those which have received the most extensive sanction from public opinion.

The publishers of the books and maps, now included in the schedules, have allowed a discount which averages 43 per cent., to those schools which purchase them through the medium of this committee; and towards the purchase at the reduced prices their Lordships make two classes of grants. The first grant to any school is called a *supply grant*, and is made at a rate not exceeding 8d. a scholar, in a school having no pupil teacher; and 10d. a scholar in a school having a pupil teacher; provided that not less than 16d. a scholar in the former case, and 20d. in the latter, be subscribed on the part of the school to meet such grant.

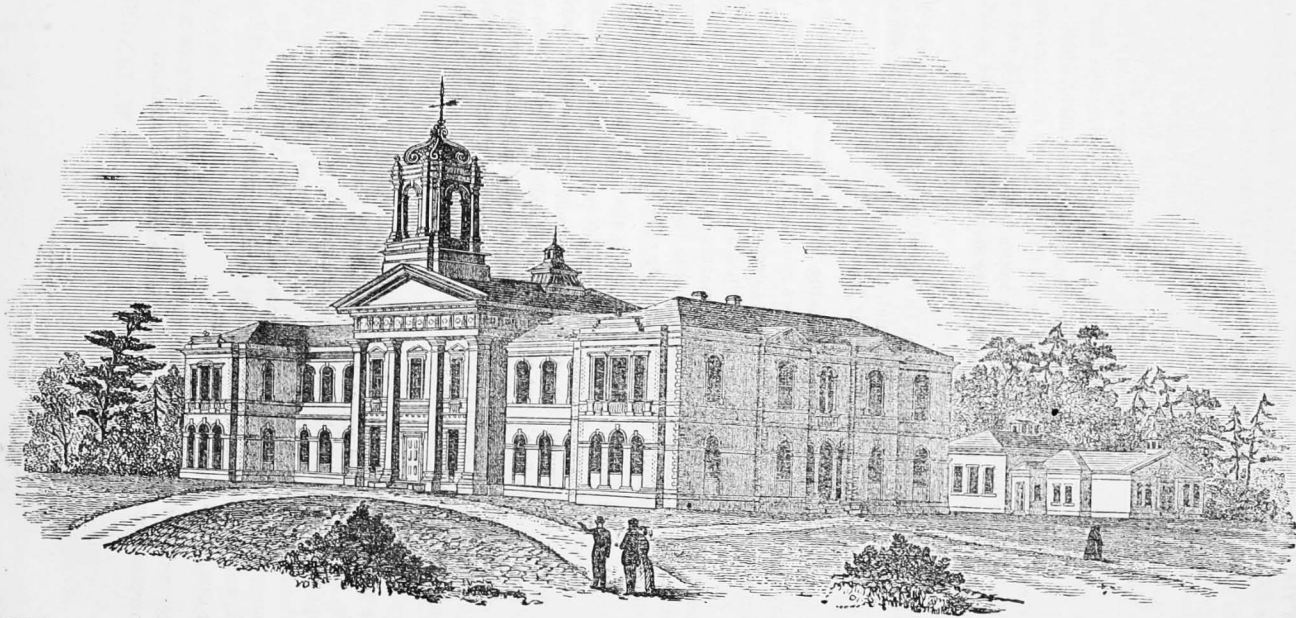
The managers may apply for a grant for less than the average number of scholars. An order to obtain, at the reduced prices, books and maps costing not less than three pounds, may be applied for once in each year; but a pecuniary grant towards the purchase cannot be made oftener than once in three years. After the lapse of three years from the first grant, the managers may obtain a *renewal grant*, which will not exceed the rate of 4½d. instead of 8d., and 6d. instead of 10d., to meet local contributions of not less than 18d. in the former case, and 24d. in the latter case.

The committee will, however, at any time, entertain applications for grants, in consideration of an increase amounting to 25 per cent. in the number of scholars.

(Signed,)

R. R. W. LINGEN.

---



FRONT VIEW OF THE NORMAL AND MODEL SCHOOLS AND EDUCATION OFFICES FOR UPPER CANADA.

THE OFFICES OF THE DEPARTMENT OF PUBLIC INSTRUCTION ARE ON THE FIRST FLOOR OF THE MAIN BUILDING,  
AND TO THE LECTURE ROOMS OF THE NORMAL SCHOOL ON THE UPPER FLOOR. THE SMALL BUILDINGS  
IN THE REAR ARE THE MODEL SCHOOLS.

## Appendix F.

### NORMAL and Model Schools for Upper Canada.

#### *No. 1. Proceedings at the Ceremony of opening the new Buildings of the Normal and Model Schools and Educational Department.*

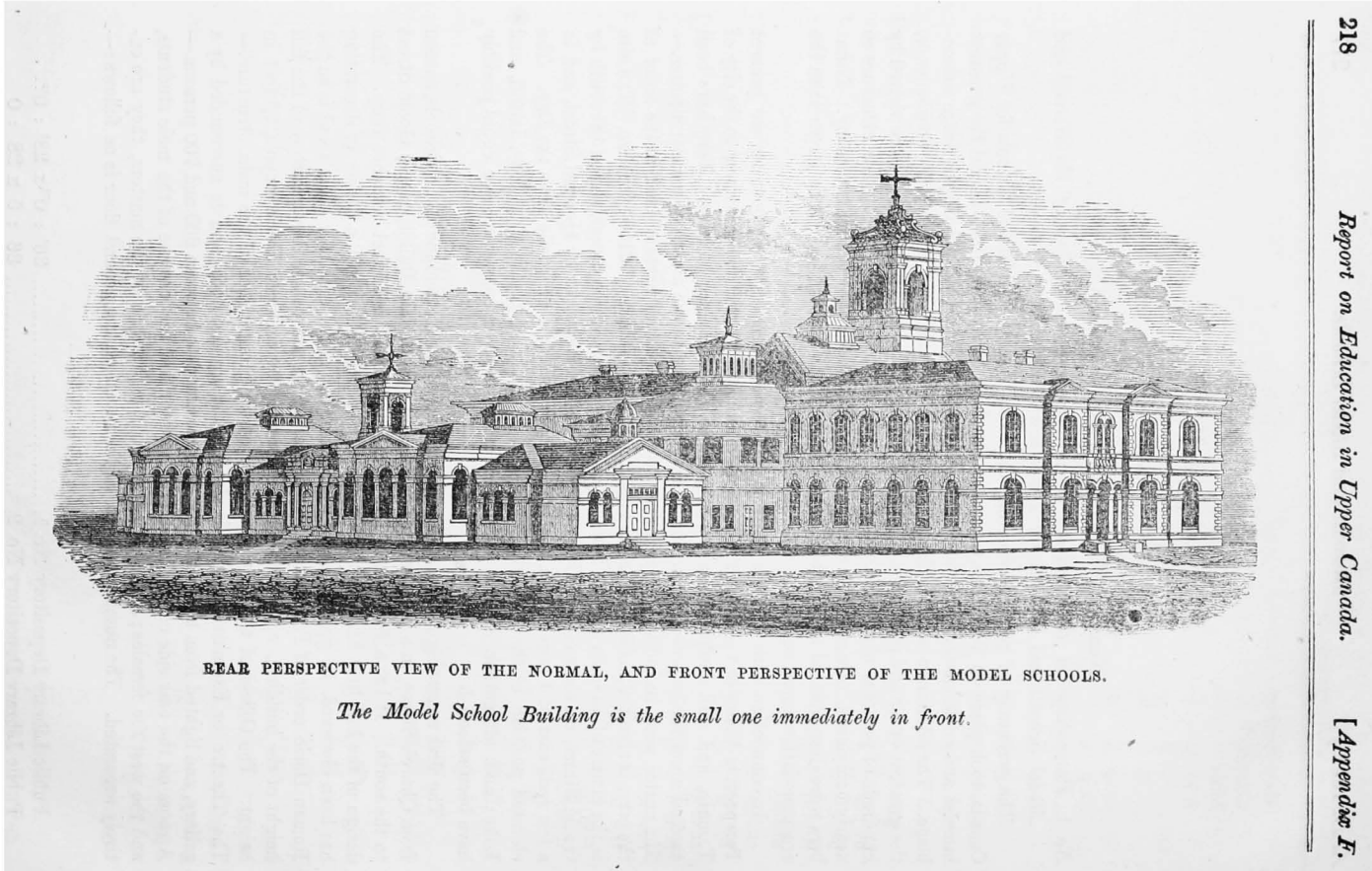
The ceremony of publicly opening the New Normal and Model Schools for Upper Canada, took place on Wednesday evening, the 24th November, 1852, amidst the greatest interest and enthusiasm. The beautiful and ample theatre was filled by a large assemblage. The admission was by ticket, to prevent confusion, and a necessary consequence, the greatest order and regularity prevailed. During the day the buildings were visited by hundreds of persons, some from the lively interest they took in seeing the structure so nearly completed, others with a view to obtain tickets for the evening ceremony. Numbers were disappointed in not obtaining tickets, as the demand was much larger than the accommodation could supply.

In connection with a detailed account of the proceedings at the opening, we present Perspective Views of this beautiful pile of buildings. They are an ornament to the city of Toronto, and will doubtless prove a blessing to the Province at large. They have been erected upon the improved plan, and at the same time in the most economical manner.—The entire cost, including the purchase of seven and a half acres of land in the heart of the city, is about £25,000. The land itself is worth upwards of £1000 per acre. The site is the centre of an open square, bounded on the east by Church Street, and on the south by Goad Street, on the west by Victoria Street, and on the north by Gerrard Street, and is a few rods east of Yonge Street, and about three quarters of a mile from the Bay. The elevated position of the buildings commands a fine view of the City, Bay, Island, and Lake; and, altogether, we do not believe a better or more convenient site could possibly have been selected.

The first engraving represents the appearance of the Normal and Model Schools, as seen from Church Street, in a north-westerly direction. The Main Building faces Goad Street to the south. It has a frontage of 184 feet 4 inches and is 85 feet 4 inches deep. The design of the building has been rather for utility than effect, still a fitness of decoration has been observed, in good keeping with the object of the erection. The front is in the Roman Doric order of Palladian character, having for its centre four pilasters of the full height of the building, with pediment surrounded by an open Doric cupola, 95 feet in height. The Offices of the Department are on the ground floor of the main structure.—The Theatre or Examination Hall is also on the ground floor, and is surrounded by a gallery, and lighted from the roof. It will accommodate between 600 and 700 persons.—A room on the east side of the building is appropriated for the use of the male students, and the west for females; and except when in the presence of the masters, they are entirely separated. The number and size of the rooms on the ground floor is as follows:—

*On the East Side:—*

|                                        |                      |
|----------------------------------------|----------------------|
| Public Library Depository No. 1, ..... | 36' : 0' x 28' : 0'' |
| Public Library Depository No. 2, ..... | 36 : 5 x 28 : 0      |



REAR PERSPECTIVE VIEW OF THE NORMAL, AND FRONT PERSPECTIVE OF THE MODEL SCHOOLS.

*The Model School Building is the small one immediately in front.*

|                                     |     |      |   |    |     |
|-------------------------------------|-----|------|---|----|-----|
| Male Students' retiring Room, ..... | 36  | : 0  | x | 30 | : 0 |
| Council Room, .....                 | 39  | : 0  | x | 22 | : 0 |
| Male Students' Staircase, .....     | 17  | : 6  | x | 11 | : 0 |
| Additional Clerks' Office .....     | 22" | : 8' | x | 14 | : 8 |

*On the West Side:—*

|                                                             |    |      |   |    |      |
|-------------------------------------------------------------|----|------|---|----|------|
| Second Clerk's Office, .....                                | 22 | : 0  | x | 14 | : 3  |
| Deputy Superintendent's Office, with fire-proof vault, ...  | 27 | : 11 | x | 22 | : 0  |
| Chief Superintendent's Office, .....                        | 28 | : 0  | x | 21 | : 0  |
| Ante-Room to ditto, .....                                   | 22 | : 0  | x | 14 | : 0  |
| Depository of Books, Maps, Prints for Public Schools, &c.   | 28 | : 0  | x | 21 | : 3  |
| Depository of Books and Stationery for Normal School, ..... | 22 | : 8  | x | 14 | : 8  |
| Female Students' Retiring Room, .....                       | 22 | : 0  | x | 26 | : 10 |
| Female Students' Staircase, .....                           | 17 | : 6  | x | 11 | : 0  |

The Model School Buildings are in the rear of the main structure, and are approached by corridors from each side of the theatre. There is also an entrance from the east for boys, and from the west for girls. There are spacious yards on each side of the Model School, for the recreation of the scholars. These yards are planked over, and well furnished with suitable contrivances for gymnastic exercises. The Model School for boys and girls is 174 feet 6 inches by 59 feet 6 inches, with two school rooms, 57 feet 6 inches by 24 feet, and capable together of accommodating 200 pupils each. There are several smaller class rooms, fitted with every convenience for the comfort and instruction of the scholars. In the gallery rooms, intended for the explanation of maps, illustration of natural history, &c., &c., the seats are raised, so that the pupils on each seat can look over the heads of those on front. Thus, a class of fifty or sixty can with ease, and without moving from their seats, examine every point on a map to which their attention may be directed by the teacher.

In the upper floor of the Normal School building are the following rooms:—

|                             |     |      |   |     |      |
|-----------------------------|-----|------|---|-----|------|
| Lecture Room, No. 1, .....  | 56' | : 0" | x | 35" | : 0  |
| Lecture Room No. 2, .....   | 45  | : 0  | x | 28  | : 0  |
| Lecture Room No. 3, .....   | 56  | : 0  | x | 36  | : 0  |
| Lecture Room No. 4, .....   | 42  | : 8  | x | 28  | : 9  |
| Head Master's Room, .....   | 22  | : 0  | x | 19  | : 5½ |
| Second Master's Room, ..... | 22  | : 0  | x | 19  | : 5½ |
| Museum, .....               | 42  | : 0  | x | 22  | : 0  |
| Library, .....              | 39  | : 5  | x | 22  | : 0  |
| Laboratory, .....           | 21  | : 6  | x | 12  | : 0  |

The buildings are heated by hot air. The furnaces are in the basement, and surrounding entirely by brick work; even the floors are brick. Water is let in from the City Water Works, and at two places in each floor in the building, (six places in all) provision is made for attaching hose and conveying water wherever it may be needed, in case of fire.

The grounds have been levelled and underdrained, and made ready for the purpose of conveying practical instruction in agricultural chemistry, botany, and vegetable economy.

## THE CEREMONY.

The chair on the occasion of the ceremony, was filled by the Honorable S. B. Harrison, Q. C., Chairman of the Council of Public Instruction. On the platform were the Honor-

able the Chief Justice of Upper Canada; the Honorable Inspector General Hincks; the Rev. Dr. Ryerson, Chief Superintendent of Schools; Rev. Dr. McCaul, President of the University of Toronto; J. C. Morrison, Esq., M.P.P., Rev. Adam Lillie; Rev. John Jennings; and J. S. Howard, Esq., Members of the Council of Public Instruction; G. P. Ridout, Esq., M.P.P., for the City of Toronto; and T. J. Robertson, Esq., Head Master of the Normal School.

The Hon. Mr. Harrison, said it had fallen to his duty, as Chairman of the Council of Public Instruction, to preside at this meeting, and the Council were exceedingly gratified with so large an assemblage on the occasion of the inauguration of these buildings, which have been fitted up for the purposes of Common School education. It would be out of place for him to make any remarks at this time, and more especially when there are so many gentlemen anxious to make some observations. He would simply state the order of proceeding, and the first upon this occasion would be a short and appropriate prayer, after that, those gentlemen prepared to make observations will be heard. The Rev. H. J. Grasett, a member of the Council, who was to have taken part in the proceedings, by offering up a prayer, having been called away to Hamilton, had, with the concurrence of the Council, appointed the Rev. A. Lillie to take his place. He would therefore call upon the Rev. Mr. Lillie to open the proceedings in the absence of the Rev. Mr. Grasett.

The Rev. Mr. Lillie having offered up an appropriate prayer, the Chairman called upon the first speaker.

The Honorable J. B. Robinson, Chief Justice of Upper Canada, on being announced by the Chairman, said, Mr. *Chairman*;—It is an event of no ordinary interest that we are met to celebrate. It is now publicly announced that the building which the province has erected for the accommodation of the Normal and Model Schools, is completed; and has been taken possession of by the officers of the Department. The ceremony by which it has been thought proper to mark the occasion, occurs at a moment when my time and thoughts are unavoidably so engrossed by the judicial duties in which I am daily engaged and of which the performance cannot be postponed, that I have found it difficult to comply with the request of Dr. Ryerson, that I would take a part, however unimportant, in the proceedings. It would have been more difficult for me, however, wholly to decline a request which I could not but feel that the Superintendent of this most important institution had a right to make, not more on account of the deep interest which ought to be taken in the work in which he is engaged, than on account of the ability and industry and the unabated zeal with which he devotes himself to the duty. I must hope that from a consideration of the circumstances I have mentioned, you will be disposed to receive with indulgence the observations which I venture to offer, however little worthy they may seem of the cause and of the occasion, and of the spacious and elegant hall devoted to education in which they are delivered. The larger portion of this audience are probably, like myself, not entitled to speak with confidence of the grace and propriety of architectural designs; but it is acknowledged that so far as may be consistent with strength and durability, what the art of the builder aims at is to please,—and to please not those only who can appreciate his difficulties but the greater multitude of observers who are ignorant of rules, and and who when they admire, they know not why, give a strong testimony that one great object of the artist is attained. I believe I am expressing the general sentiment when I declare my admiration of the handsome edifice in which we are assembled. It would have been inconsistent with the circumstances of this yet new country to have expended much of the revenues necessary for the supply of so many pressing



and growing wants, in decorating this structure with the massive columns and elaborate carving which are required for creating an imposing grandeur of effect; but we have provided in a style fairly in keeping with the country, and with the object, a large, substantial, and well proportioned building—of durable materials, and yet of light appearance, and in its interior arrangements, I doubt not, perfectly well adapted to its purpose. I have heard it generally spoken of as a striking ornament of the city in which it occupies a convenient and appropriate position, and by whose inhabitants I trust it will come to be regarded in successive generations with growing favour. In my own judgement it does great credit to the taste and talents of the architect, and I wish, for the sake of Mr. Cumberland, that the opinion came from a quarter which could give it its value. (Applause.) But these are minor matters. It is to the system of religious, intellectual and moral training that is to be carried on within these walls that the deeper interest attaches; for we stand now around the fountain from which are to flow those streams of elementary instruction which, while the common school system endures, must be conducted from it into every city, township and village in Upper Canada,—I might also say conducted to every farmer's, mechanic's and labourer's dwelling; for the law has provided amply and certainly for placing, at no distant day, the education which can be obtained in the Normal School, within the easy reach of all. There will be no impediment from distance no difficulty from straightened means; the most densely crowded quarters of our towns, and cities, and the remotest corners of our rural districts, will be sure to have their school houses, their teachers, their books and their maps.

Whoever reads the common school acts and considers the provision which they make for diffusing the system of instruction which they authorize, will see that its effects must inevitably pervade the whole mass of our population. And at what a time is its efficiency about to be felt! I speak with reference to the impulse given to agriculture and commerce, the spirit of enterprise called forth by the improvements in science, and the remarkable proofs which we are witnessing of the vivifying influence of increased population and of increased wealth. It would be difficult, I think, to point out a country in which at any period of its history the results of such a system could have deserved to be regarded with greater interest—or watched with more intense anxiety. It is not only the city which this building adorns that is concerned in these results,—not merely the surrounding country, whose inhabitants will enjoy more convenient access to this institution—not Upper Canada alone, for the Lower portion of the Province is scarcely less directly interested in whatever must influence the composition and acts and counsels of a government and legislature common to both. We may say with truth, that the interest even extends much farther. It is common for us to hear of that great experiment in government in which the vast republic near us is engaged. The world, it is said, has a deep interest in the result, and none it is most true, have stronger motives than ourselves for wishing that the experiment may prove successful in attaining the great objects of all good governments, by preserving order within the boundaries of the country governed, for it is unfortunate to live near unruly neighbors, foreign or domestic, and unsafe while we happen to be the weaker party. But in Canada, and the other Provinces of British North America, we have an experiment of our own going on, in a smaller way to be sure, but still on a scale that is rapidly expanding—and an experiment of no light interest to our glorious mother country, or to mankind. We occupy a peculiar and a somewhat critical position on this continent, and more than we can foresee may probably depend upon the manner in which our descendants may be able to sustain themselves in it. It will be their part, as it is now ours, to demonstrate that all such freedom of action

---

as is consistent with rational liberty, with public peace, and with individual security, can be enjoyed under a constitutional monarchy as fully as under the purest democracy on earth—to prove that in proportion as intelligence increases, what is meant by liberty is better understood, and what is soundest and most stable in government is better appreciated and more firmly supported. The glorious career of England among the nations of the world demands of us the tribute to the tried excellence of her admirable constitution; it should be our pride to shew that far removed as we are from the splendors of royalty and the influences of a court, monarchy is not blindly preferred among us from a senseless attachment to antiquated prejudices, nor reluctantly tolerated from a sense of duty or a dread of change; but that on the contrary, it is cherished in the affections, and supported by the free and firm will of an intelligent people, whose love of order has been strengthened as their knowledge has increased—a people who regard with loyal pleasure the obligations of duty which bind them to the crown, and who value their kingly form of government not only because they believe it to be the most favorable to stability and peace, but especially for the security it affords to life and property, the steady support which it gives to the laws, and the certainty with which it ensures the actual enjoyment of all that deserves to be dignified with the name of freedom. As soon as the legislature of Canada determined to apply so large a proportion of its revenue to the support of common schools, it became necessary to the satisfactory and useful working of the system that an institution should be formed for the instruction of the teachers, and it was a great advantage that before the circumstances of this country first called for such a measure, and rendered its application practicable on a large scale, the efforts of many enlightened and judicious persons in other countries had been for years directed to the subject; and all the questions of discipline, distribution of time, methods of imparting knowledge, subjects of instruction, and the extent to which each can be carried, had engaged attention and had stood the test of experience. Many valuable books had been compiled expressly for the use of such schools, and great care and diligence had been used in making selections from the abundant stores of knowledge already available. And so far as those political considerations are concerned, which it would be culpable ever to lose sight of, we can fortunately profit without hesitation by all these important aids, being bound by the common tie of allegiance to the same crown, and having the same predilections in favor of British institutions as our fellow subjects of the United Kingdom. Without such a general preparatory system as we see here in operation, the instruction of the great mass of our population would be left in a measure to chance. The teachers might be many of them ignorant pretenders, without experience, without method, and in some other respects very improper persons to be entrusted with the education of youth. There could be little or no security for what they might teach, or how they might attempt to teach, nor any certainty that the good which might be acquired from their precepts would not be more than counterbalanced by the ill effects of their example. Indeed the footing which our common school teachers were formerly upon, in regard to income, gave no adequate remuneration to intelligent and industrious men to devote their time to the service. But this disadvantage is removed, as well as other obstacles, which were inseparable from the condition of a thinly peopled and uncleared country, traversed only by miserable roads; and henceforward, as soon at least as the benefits of this great provincial institution can be fully felt, the common schools will be dispensing throughout the whole of Upper Canada, by means of properly trained teachers, and under vigilant superintendence, a system of education which has been carefully considered and arranged, and which has been for some time practically exemplified. An observation of some years

has enabled most of us to form an opinion of its sufficiency. Speaking only for myself, I have much pleasure in saying that the degree of proficiency which has been actually attained, goes far, very far beyond what I had imagined it would have been attempted to aim at. It is evident, indeed, that the details of the system have been studied with great care, and that a conformity to the approved method has been strictly exacted; and I believe few, if any, have been present at a periodical examination of the Normal School without feeling a strong conviction that what we have now most to hope for and desire is, that such a course of instruction as they have seen exhibited, should be carried on with unrelaxed diligence and care. Of course, I shall be understood to be speaking only with reference to those branches of knowledge which formed the subjects of examination. There is, we all know, a difficulty which has met at the threshold those who have been influential in establishing systems of national education; I mean that which arises from the number of religious sects into which the population is divided. This is not the occasion for entering into any discussion upon that painfully interesting question. Whatever difficulty it has occasioned in England or Ireland must be expected to be found here, applying with at least equal, if not more than equal force. I should be unwilling to suppose that any doubt could exist as to my own opinion on this question; and scarcely less unwilling to be thought so unjust and uncandid as not to acknowledge and make allowance for the difficulties which surround it. They are such I believe, as no person can fully estimate, until he has been called upon to deal with them, under the responsibility which the duties of government impose. In the mean time, resting assured as we may, that no general system of instruction can be permanently successful which has not the confidence and cordial approval of the sincerely religious portions of the community—that portion, I mean, who will think it worse than folly to aim at being wise above that which is written—we must wait with hope and patience for the solution which this difficulty, to which I allude, may receive in other countries more competent to grapple with it—trusting that what may ultimately be found to be the safe and satisfactory course, may, by the wisdom and good feeling of the majority, be adopted among ourselves. When conflicting opinions upon this subject shall have been reconciled, so as to secure the full confidence and approval of those who are not indifferent to religious duties and considerations, it may be hoped that the system which is now being matured may arrive at that state of perfection, in regard to the regulations connected with it, that the legislature may be able to leave it to operate from year to year without disturbance or material change, so that all classes may become familiar with its working, and that a feeling of attachment to it may have time to form before all associations connected with the subject shall be broken up by the introduction of a new machinery. For it is not under such disadvantages that institutions like this can do their work. They require to be able to pursue their course of daily duties in peace, and free from the distraction of uncertainty, and the agitation and anxiety of change. (Applause.)

I close these observations by again adverting to the very remarkable period in the history of this Province at which the Normal School of Upper Canada has taken possession of its magnificent home. We are advancing with a rapidity that surprises ourselves, scarcely less than the people of other countries who have been suddenly awakened to the truth of our astonishing, but inevitable progress. It was but a few weeks ago that I read in the *Westminster Review*, one of the leading English periodicals that deals most frequently with Colonial subjects, an article written expressly for the purpose of impressing upon the British public a due sense of the importance of the North American Provinces, and of the great interests which with surprising rapidity are springing up within them

and claiming the attention of the mother country. In order to give force to his statements, the writer of this article speaks of it as a fact, which he evidently supposes will take his readers by surprise, that the British North American Provinces contain among them a population of not less than 1,700,000 souls; not imagining by authentic returns which had been published some months before he was writing, Canada alone contained nearly 150,000 more people than he gave credit for to all these Provinces,—and that in speaking of the whole collectively as he did, with the full purpose of saying as much as he could honestly say of their importance, he had sunk in his statement about 800,000 of their actual population. In all these extensive Colonies of the British crown, distinguished as they are by a loyal and generous appreciation of their position as a portion of the British Empire, the same spirit of enterprise is at this moment in active employment with the aid of singular advantages, in developing their great national resources. Everything that we can see and feel at the present time, or can discern in the future, is full of encouragement to the farmer, the mechanic, and the laborer,—and as for the liberal professions, it is impossible that they can languish among a prosperous people. When it was proposed to unite the Provinces of Canada, the scheme first submitted to Parliament was to confer municipal institutions by erecting in the whole territory five great District Councils for municipal purposes, with power to a very considerable extent of controlling the action of the provincial legislature. But this suggestion was wisely, I think, abandoned, for these five councils would have constituted so many little, but not sufficiently little parliaments, inconveniently clashing with the Provincial Legislative body. In place of these we see established in our numerous counties, townships, cities, towns and villages, councils which better comport with the idea of purely municipal corporations, occupying themselves in improving the material and social condition of their respective localities, and smoothing, if I may so express myself, the asperities of a rough—because a new country. That these corporate bodies may know how to use, without abusing, their powers, it is indispensable that the great body of the people by whom they are elected should be intelligent and well disposed—able to distinguish between the evil and the good, not in morals only, but in what we may call in some degree matters of policy and government. Nothing can insure this but early discipline, and early and sound instruction. It is true that a little learning may in some cases do harm rather than good to the individual who possesses it, and may make him a less valuable, because a more dangerous member of society than he might have been without it. But these are exceptional cases. It would be as wise to reject the use of railways, because an occasional train runs off the track, as to hesitate to give education to the multitude for fear it may in some instances be perverted, as no doubt it will to bad purposes. But in truth this question is now decided in every free country, and speculations about the comparative advantages of promoting or neglecting education would be a useless waste of time. The multiplying calls for intelligence in the varieties of employment which are daily increasing—the wonderful cheapness and facility which improvements in the art of printing have given in the production of books and newspapers, and the quickened circulation of intelligence, which we derive from liberal postal arrangements and the magic wonders of the telegraph, must make the necessity of being able to read and write so great, and the desire so nearly universal, that the few who may remain without such instruction will be made to feel the marked inferiority of their position. And soon it will be literally true that in Upper Canada there will be no excuse for any person endowed with ordinary capacity, being found in a condition so degrading to a freeman, and so unsuitable to an accountable being. With everything to urge and to tempt them to the acquisition of

knowledge, and everything to aid them in obtaining it, it will be impossible that the people of Canada can do otherwise than feel that in their case emphatically "poverty and shame shall be to him that refuseth instruction." It must take time, no doubt, before the prevailing influence of education can be so fully felt. The dispersion through so large a country, of a sufficient number of well qualified teachers by the instrumentality of this Normal School, cannot be instantaneous. Various circumstances concur to limit the number pressing forward in each year to avail themselves of its advantages—but the advance will still be rapid. It will be a quickly multiplying process. Each well informed and well-trained teacher will impart what he has learned to many, who in their turn, though they will not all be teachers, will all contribute in some degree, by what they have acquired, to raise the general standard of intelligence—crimes and vices, no doubt there will be, while there are men born with impetuous passions and with weak understandings; but the number of offences must be diminished, for there will be fewer to countenance, and more to reprove them. But I have already detained you too long. We shall have, I hope, from the Rev. Superintendent, and from other gentlemen, some interesting details of the system and progress of the Normal and Model Schools, which have been founded by the legislature on so liberal a scale, and are to be henceforth so admirably accommodated. And I am sure you will heartily and sincerely unite with me in the wish that they may become powerful instruments in the hands of Providence for advancing the welfare of this Province, and promoting the temporal and eternal happiness of its people. (Great applause.)

The Honorable Francis Hincks, Inspector General of Public Accounts, rose amidst great applause. He said: Ladies and Gentlemen—I have seldom found myself in the position of a greater embarrassment than I do on the present occasion, having to follow a gentleman of the ability and eloquence of the Chief Justice, who has just addressed you, I feel particularly embarrassed on the present occasion, because I am under the necessity of saying that I present myself before you totally unprepared to address you in that manner which you have certainly a right to expect from the announcement made in connection with this opening ceremony. When the Reverend the Superintendent of Education spoke to me in Quebec, two or three weeks ago, upon this subject, I had no idea that I should be called upon to do more than to move a resolution. He then stated to me that this building was to be opened, and was kind enough to invite me to take a part in the proceedings. I felt, not only from the interest I have taken in common school education, but from the position which I occupy, that it was my duty to avail myself of the opportunity of being present at such a ceremony. I feel that it is the duty of members of the Government to endeavor to be present upon occasions like this, and I only regret that since I have been a member of the Government, I have so seldom been able to avail myself of meetings of a similar character to the present. The responsibility of my want of preparation must rest with the Reverend Superintendent; but I have not the slightest doubt that he will be able to give a full explanation of the system which will be pursued here, and I am sure no one is more capable than he is to give such an explanation. My own remarks will be brief indeed, for since my arrival in town, it has been impossible for me to arrange my thoughts upon the subject. As my worthy friend the chairman has said, I have taken an interest in the various bills which have been introduced upon the subject of education. I may say, with regard to this as well as to our municipal and our assessment laws, and other great measures, I am one of those who think that we cannot arrive at perfection at first. It requires the practical experience of the people themselves in the working out these systems;

before we can reach anything like perfection. All the various measures introduced upon the subject of common school education, have been improvements upon measures that have preceded them—(applause)—and I certainly think that the friends of the system of education which has prevailed in this Province, must feel proud upon the present occasion for this event is a great triumph to their principles. There has been a great deal of opposition to anything like a system of education, from persons who have not given so much attention to the subject as those who have matured this measure. There has been much alarm expressed by many people that there was too great a system of centralization aimed at, and a great deal of opposition has been manifested in consequence. I have never been an advocate of a system of centralization; but I believe our system has been managed in such a way that no offence can be taken at it. It has been worked in such a way as to give advice rather than to coerce the people. A great deal of power has been left with the people, and the Chief Superintendent has rather endeavored by moral influence to induce the people to adopt a uniform system of education, and a uniform series of school books, &c., that there might be as uniform a system as possible throughout the country. (Applause.) It is impossible, without a central organization of this kind, that the necessary statistics can be obtained, or a correct view given of an educational system; and I believe a great deal of good must result from the obtaining of these statistics. With regard to this institution so far, it has been most successfully conducted; and I feel bound to say that we must attribute all the merits of that success to the Reverend gentleman who has been at the head of our common school system. (Great applause.) It is only due to that reverend gentleman, that I should take this public opportunity of saying that since I have been a member of the Government, I have never met an individual who has displayed more zeal, or more devotion to the duties he has been called upon to discharge, than that reverend gentleman. (Great applause.) A good deal of opposition has been manifested, both in and out of Parliament, to this institution, and a good deal of jealousy exists with regard to its having been established in the city of Toronto. I can speak from my own experience as to the difficulties experienced in obtaining the coöperation of Parliament, to have the necessary funds provided for the purpose of erecting this building. I will say, however, that there never was an institution in which the people have more confidence that the funds were well applied than in this institution. There is but one feeling that pervades the minds of all those who have seen the manner in which this scheme has been worked out. In regard to the school itself, the site has been well chosen, the buildings have been erected in a most permanent manner, and without anything like extravagance, and, I have no doubt, there will be no difficulty in obtaining additional Parliamentary aid necessary to finish them. I feel, Ladies and Gentlemen, that I must again apologise, and give place to those gentlemen who have been selected to succeed me. The honorable gentleman sat down amidst applause.

The Rev. Dr. McCaul, President of the University of Toronto, who, upon being announced by the Chairman, was greeted with much warmth, said, that in addressing a few observations on this interesting occasion, he would follow the example set by the honorable gentleman, who had just sat down, as far as brevity is concerned, not merely because no intimation had been given him until a short time since that it was expected he should appear before them, and he was not as familiar as he could desire, with the details of the institution, but also because he considered it unnecessary to dilate on topics which had been so ably handled in the addresses which had already been delivered by the speakers who had preceded him. He would commence by congratulating the Chief Superintendent of Education, and the members of the Council of Public Instruction, on the success which

has attended their exertions. The building itself is an ornament to the city, and a credit to the architect, and as we look around upon this beautiful theatre,—and bear in mind the admirable arrangements which have been made throughout every part of the edifice, we cannot but feel satisfied that the remark has been justly made by the Inspector-General,—that the appropriated funds have been most judiciously expended in the erection of this pile of buildings, whose inauguration we are now celebrating. But what, he would ask, is the chief thing which gives interest to this meeting? It is not the pile of buildings, however tasteful the design and substantial the execution,—not the rooms, however capacious and convenient; no—it is something which commands a higher and a deeper interest than the graces of architecture or the commodiousness of arrangement—it is the work that is to be carried on within these walls,—a work second in importance to none in the province, for it is destined to perpetuate its benign influences throughout successive generations. Yes, the stamp which education impresses, however faint at first, or difficult of recognition, remains permanent and enduring, and continues indelible from age to age,—so that whatever be the national characteristics of the population of Canada, the influence of that system of instruction; brought forward, as has been stated, in 1841, and spread throughout the country by the agency of the Normal School, will be perceptible in its distinctive features. The diffusion of education by properly qualified instructors is the grand and ultimate end of the work to be pursued within these walls, but the immediate object is the preparation of the teachers, through whose agency this end is to be attained. Now, the work of preparing competent instructors comprehends not merely the necessary literary and scientific qualifications, but also the teaching them how to teach—a most important distinction; because, in the experience of those best acquainted with this subject, it is not the most finished scholar, nor the man of the greatest information, that is best qualified to communicate it; for it frequently happens that those who have the highest attainments are not the most effective teachers. Hence the necessity of the Normal School, with its drill and its discipline. Even though it be true that the aptitude to teach is the gift of nature, yet who does not know that the gifts of nature are susceptible of improvement by art? that endowments which might have lain inactive, or been but imperfectly developed, are thus matured and called into effective operation? that the most favorable direction and the most advantageous exercise of the faculties are communicated by rules, the result of experience? And how important is it that teachers should be properly qualified for the duties of their responsible office! Of what immense consequence to the community at large, whose interests are so deeply involved! Of what vast importance, too, to the body of teachers themselves, as forming a profession! Time was, when but little attention was paid to the dignity of this most honorable occupation—when neither the community nor the teachers themselves seemed to have adequate ideas of the importance of the office of instructor. But these things have happily been in a great measure remedied. (Applause.) Teaching is now pursued, not as an occupation, hastily taken up for want of a better, to be as hastily thrown off when something more advantageous presents itself, but as a permanent pursuit, requiring much previous study and training, and calling into exercise the highest and best of man's intellectual and moral endowments. The community, too, while they have become sensible of the danger of trusting their children, whose happiness both here and hereafter may depend on the character of the instruction received, to persons incompetent for the task, have also learned that they cannot expect that task to be properly discharged, if they treat those who devote themselves to it, with little liberality and less respect, and force the best qualified among them, from the want of the remuneration which they have a right to expect, or of the consideration which is their due,

to apply their abilities to other pursuits. But I have said the diffusion of the blessings of education throughout the land is the ultimate end of the work which is to be pursued within these walls. What mind can justly estimate—what tongue can adequately express—the benefits which must flow from such a diffusion? What influence will it have in elevating the tastes and in repressing low and debasing habits? And, oh! how many are there who, if they had but the avenues of enjoyment thrown open to them which education presents, would never have fallen into the grovelling habits which have ruined both themselves and their families? But, in another respect, too, the diffusion of education must exercise a most important influence throughout the country. We live in times when the tendency is to a diffusion throughout the masses, of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges—(applause)—and if so, of what immense importance is it that the masses should be educated—that they should be placed in such a position that they should know their independence and understand their rights—that they should possess that power, which education gives, of protecting themselves against religious or political impostors. The learned Chief Justice has referred to the advantages which we enjoy under our form of government. Of how great consequence is it that the people should be able to understand and be prepared to show, that they maintain their allegiance to the British Crown and their adherence to the limited monarchy under which they live, not through any antiquated prejudices, nor yet through any traditionary veneration, but because—though familiar with the operation of another form of government on the opposite side, and I underrate not the advantages of that system, for there are many things we might safely imitate—they prefer that which they have, entertaining the well-grounded conviction that under a limited monarchy such as that of England, they can enjoy all real advantages and all real individual liberty for themselves and for their children, and under it have happiness here, and the means and opportunity of preparing themselves for happiness hereafter. (Great applause.) So far as he had spoken (he said) he had referred to the diffusion of intellectual and moral education. But there is another most important element which he would briefly notice, with reference to religious education. The Chief Justice touched upon it slightly, with that caution which the importance of the subject required, and that skill which characterises everything that falls from that learned gentleman. (Applause.) In referring to the subject, he (Dr. McCaul) had no hesitation in expressing his opinion that one of the features connected with the Normal School which he most admired was, that provision was made for religious instruction. (Applause.) The difficulties of this question, on which such strong feeling exists, arise from the diversity of opinions which prevail throughout the Province, and the necessity of respecting such opinions, however opposed to each other. He said the necessity, for all are bound to respect the rights of conscience; nor is there any one more likely to treat with deference the conscientious scruples of his neighbor than the man who most strictly regards his own; nor, on the other hand, is there any one more likely to treat such scruples with indifference or contempt, than he who has never himself felt the force of such curbs, nor been checked by their restraint. How, then, under such circumstances, is religious education to be provided for? Some persons believe that no system of education ought to exist, in which the persons who conduct it, do not at the same time communicate religious instruction. Others believe that secular instruction may be given by one party, and that religious instruction should be communicated by those whose especial province it is to give such instruction. But however that may be, whether the same or different persons are to train up our youth in the knowledge and fear of God; of this there can be no doubt,



that there is no party in the Province, whose influence is worth considering, that does not believe that religious instruction is indispensable, that every system of education is imperfect, unless accompanied by training in the nurture and admonition of the Lord. When he considered the advances already made in common school education in this Province, the number of competent teachers sent out from the Normal School, and the multitude of children receiving instruction, he could not but feel that there is a prospect of the realization of that hope which he had long cherished, that there would yet be attained in this Province what he regarded as perfection in a system of public education under public grants. He conceived that the public funds should provide means whereby the successful but indigent scholar might be enabled to pass through the successive stages of education, until he reached his profession, and there developed the abilities which God has given him. (Applause.) That he conceived to be the perfection of national education.—which places the humblest man, so far as the prospects of his children are concerned, in a position equal to that of the man of the amplest means. They all knew many, who have sprung from that class, who have done honor to England, and he doubted not, that ere his own career was closed, he would have the gratification of seeing some of the same class gracing the highest positions in the Province—who were originally educated at the common schools from the public funds—who from the common school proceeded to the grammar school, where they also received free education—and from that were admitted to the University, where, by means of the scholarships provided by that institution, they qualified themselves for a successful professional career, and by their own ability and industry, blessed by the favor of the Almighty, and fostered by the liberality of the Province, enrolled themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from the splendor of ancestry or the dazzle of wealth, yet shines with a lustre peculiarly its own, the radiance of those purer and brighter beams which emanate from the self-reliance and independence that characterise the man who, under God, has been the maker of his own fortune. (Great applause.)

The Rev. Dr. Ryerson, Chief Superintendent of Schools for Upper Canada, rose amidst applause. He said it had not been his intention to make any observations on the present occasion. He felt that it was the duty of others to speak, and it was the province of the council to present the result of their joint labours. But as allusions have been made to himself personally,—allusions which laid him under deep obligations, and of which he felt himself entirely unworthy, but which could not do otherwise than excite the most grateful feelings of the heart, that his humble exertions were so highly approved by those whose good opinion was worth his highest ambition to deserve,—he felt called upon to make a few explanatory remarks. The Inspector General has observed that he understood that certain resolutions were to be proposed, and that all that he was expected to do was to move or to second one of these. That idea was suggested, but first thoughts are not always best, and when they endeavored to reduce the idea to practice, they found it impossible to put the resolutions into the hands of those gentlemen whom they desired to address the assemblage, unless they brought some expression of praise to the council. They had themselves asked certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment. He thought this course had been found most proper, and although it had involved the Inspector General in a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, or whatever the circumstances in which he comes before the public, the Hon. Inspector General comes as a man of business, ready for the work assigned to him. He was disappointed that one or two gentlemen whose names had been

publicly announced, were absent. He had a promise that if health permitted, Sir Allan MacNab would be present to take part in the public proceedings, and as he had not arrived this afternoon, he (Dr. R.) was painfully apprehensive that indisposition has deprived us of his presence, and observations. Although thus sustaining a loss, they had acquired a gain which they would all deeply appreciate, in the eloquent address of the President of the Toronto University, the Rev. Dr. McCaul. He would only further add in regard to matters of detail that they had found it impossible from the limited accommodation of the theatre to afford seats for all who desired to be present; but although they had not been able to accommodate all, they had done the best they could. (Applause.)

This institution stands forth in some respects the personification, or the main spring of that system of public instruction, which has extended its ramifications throughout every part of the Province, and he thought the results at which they had arrived would justify the delay which has occurred in the commencement of these buildings. Though he had given as much attention to the subject as ordinary persons, yet when this task was assigned him, he felt entirely unprepared to incur the responsibility of devising and introducing a system of public instruction, without further enquiries, and further investigation, and he was satisfied but for these previous enquiries, it would never have arrived at its present position. The erection of this building alone is sufficient justification of the course which has been pursued. Had he not visited the various Normal Schools both in Europe, and America, he could not have formed a proper conception of the adjustment of the various parts, and the proper arrangements in a structure of this description. He felt that the allusions which had been made to the taste and skill of Mr. Cumberland, the Architect of these buildings, were fully merited; and he would say further, that they never would have attained to this state, had it not been for the clear, comprehensive and quick conceptions which are characteristic of the intellect of the architect. He (Dr. R.) only found it necessary from time to time, in submitting the details, to tell him what he wanted, when his acute mind instantly seized it, and suggested some convenient mode of carrying it into effect. He therefore felt himself under the greatest obligations to the ability and cordial co-operation that he had received from the architect of the building—a building which will stand as a lasting monument of his taste and skill, as well as of the liberality of the Legislature which made the grant for its establishment. (Applause.) Allusion has been made by the chairman to the establishment of a system of public instruction. The first bill was introduced by the chairman himself. Another bill was introduced two years afterwards by the Inspector General and subsequently another prepared in 1846 was merely a perfection of that, and the present law is an improvement and extension of the previous laws. The first law, however has not been changed; but the subsequent bills have been merely supplying deficiencies which the progress of the system rendered necessary. While the Inspector General has been pleased to refer in a complimentary manner to himself he (Dr. R.) has much pleasure in saying that although he had more to do with the Inspector General than any other public man, yet he had never found him refuse any proposition that was fairly submitted to him, and the reasons for it satisfactorily explained. He would say that from the time he first took charge of this department, he had never submitted a measure or application which had not been entertained. He had been assisted in every possible way, and to the utmost extent, that each successive government was able to assist him. In regard to the estimate originally made for the establishment of a Normal School, and submitted to the Legislature by the Hon. Mr. Draper, it was intended merely as an experiment. Mr. Merritt said it was entirely too small for the purpose proposed, and Mr. Baldwin rose in his place and stated that the sum of £1,500 per annum, was

altogether too little. But Mr. Draper, (then Attorney General) said that the estimate had been made and he said that he was not prepared to ask a larger sum; but that when a larger sum should be found necessary, a proposition to that effect would be submitted. The Normal School up to the present time has been carried on at the original estimate made for its support. We have acted upon a small scale at first that the country might see the adaption of the system, that upon that ground we might come at a future day and ask for a further appropriation. That period has now arrived. We feel it necessary to say that in the new buildings we shall require a larger sum for its annual support than we have received heretofore. There are some who are in the habit of instituting invidious comparisons between Upper Canada and the United States, but he was prepared to meet these persons, and would say that we are prepared to carry on the Normal School in Upper Canada to an extent, and with a comprehensiveness of instruction beyond that which exists in the neighbouring State of New York, and at a less expense. The Legislature of New York has appropriated \$10,000 per annum for the support of their Normal School. That includes 90 pupils in the experimental school and two weeks practice of teaching. The school is built on one of the streets of Albany, and surrounded by no grounds whatever. We have grounds to the extent of several acres. We have an acre and a half of a botanical garden, half an acre for an experimental fruit and vegetable garden, about two acres for agricultural experiments, besides a small arboretum for foreign and domestic shrubs, &c.: and we have a Model School with from 400 to 500 pupils. We are prepared to teach as large a number of pupils as in the State Normal School, in Albany, and we have had 140 applications within the last week. We are prepared to conduct all these operations \$2000 a year less than they conduct the school at Albany without these appendages of grounds and Model Schools. He would say that the only instance in which there has been an excess of expenditure beyond the original grant was in the erection of this building. When you look at the extent of it, and go through the ample school rooms in connection with it, and consider that the ground has been levelled and drained, and the entire building completed and furnished for £17,200, he thought every one would say that there is not perhaps so cheap a building on the whole continent of North America. He had stated that there was in connection with this institution grounds to illustrate the whole course of instruction given in the school by the operations carried on in the neighbourhood of the building. Every one will appreciate the additional advantages young persons will have in going forth to various parts of the country, so far acquainted with botany and elements of agriculture as to afford useful and entertaining conversation to the agriculturists with whom they may associate. The tastes and feelings and social advantages of the country will be advanced by examples of this kind. There is not an Institution in North America in which these accompaniments are connected with a Normal School, although every writer on the subject has spoken of the great advantages that would result from such accompaniments. As to the annual expenditure for the accomplishment of all these objects, we shall be able to carry them into effect with the small addition of £500 per annum. He had seen in a paper of this city published that morning, that the Normal School has not accomplished the object aimed at. That remark has been made in the absence of evidence, and in contradiction of existing fact. The Dr. here referred for a refutation of the rash and unfounded statement, to the appendix of the last annual report, which contained not speculations or statements of his own, but the statements of local superintendents in the various counties, who visited the schools and were competent to judge as to the character and success of teachers. As a further refutation of the statement to which he had referred, he also alluded to the great demand made for teachers

from the Normal School—remarking that the credit of the admirable instructions given in that institution, was due to the ability and diligence of the masters employed, and especially to the amiable disposition and high qualifications of the head master. He alluded to the facilities of text-books and other things, and said that he could not have accomplished so much, except for the valuable assistance received from those associated with him in the department. He did not therefore take the credit to himself, but wished to divide it with those whom he had selected, and who had been appointed, to assist him. He said allusion had been made to the religious question. That question he would not shrink from. He considered every system of education as worthless, which did not recognise as the basis of all human dignity and honor, the Christian religion. (Applause.) He would be the last to support an institution of this kind if it did not include provision for religious instruction, and he appealed to the past as a proof that the young people have felt as much improved in their religious feelings as in their intellectual qualifications. For this they were indebted to the clergymen of the several churches with which they were connected. The principle acted upon was to ascertain the church to which each pupil belonged, and send a list to the respective clergymen of the names of the various parties which belong to each. The clergyman attends every Friday afternoon, and the pupils are required to attend, and also to appear at least once on Sabbath in the church to which they belong. The religious improvement of the young people, he believed, had been equal to their intellectual improvement. His earnest desire was that the institution, the opening of which they were now celebrating, may send forth to various parts of the country a class of teachers to which he would be proud to look. The Dr., in conclusion alluded to the claim which the Normal School had upon the corporation for sidewalks and a proper approach to the school. (The Rev. gentleman sat down amidst great applause.)

The Rev. Mr. Jennings pronounced the benediction, and the proceedings terminated.

#### *No. 2. Results of the first year's culture of the Normal School Grounds.*

The objects which these grounds were procured to promote, are thus stated in the address delivered by the Chief Superintendent of Schools to His Excellency Lord Elgin, at the laying of the corner stone of the buildings, 2d. July, 1851 :

“The land on which these buildings are in the course of erection, is an entire square, consisting of nearly eight acres; two of which are to be devoted to a botanical garden, three to agricultural experiments, and the remainder to the buildings of the institution and grounds for the gymnastic exercises of students and pupils. It is thus intended that the valuable course of lectures given in the normal school in vegetable physiology and agricultural chemistry, shall be practically illustrated in the adjoining grounds.”

Mr. Mundie, a landscape and practical gardener (then resident in Hamilton), was selected to prepare and submit a plan of the grounds for these purposes,—grounds which, in 1850, were partly bog, and abounded in stumps. The operations are, of course, only preparatory; but the first results are very satisfactory. From the report which follows, it will be seen that much in the way of agricultural experiment can be done on a small scale, and that utility in connection with taste, has been consulted in the external, as well as the internal, arrangements of the provincial normal school. The remarks on the subject of *draining* merit the particular attention of farmers.

TORONTO, 25th October, 1853.

REV. SIR,

I have the honor to submit to you the accompanying report and descriptive list, containing the results obtained from the crops grown on the experimental farm ground attached to the normal and model schools, which, together with thirty-seven specimens of grains, roots, vegetables, and fruits, I prepared and sent to the secretary of the agricultural association, for exhibition at their last great annual show, held at Hamilton. Judging that you might wish to disseminate, or have it for reference, I enclose a copy of my letter to Professor Buckland.

I might mention, that, from personal observation, this collection of specimen attracted much attention from a great portion of the visitors.

I am also very happy in having to report most favorably of the ornamental part of the grounds. The shrubs and trees, with very few exceptions, have all taken very well; and many of them have grown since planted in the spring.

The grass has done remarkably well, as every one visiting the grounds may see. It is now, at this present time, much finer and closer than many a lawn which has been made for years.

The show of annuals and other summer flowers, which were put in temporarily, until the grounds were so far finished as to allow of the botanical arrangements, have done well, making the grounds gay during the whole season.

The portion of the grounds on the east side of the building, which has required so much filling up, is now very nearly completed, and I will have the walks laid down in it this fall. In the spring I shall be able to sow it down and plant it uniformly with the other parts of the grounds, after which the permanent botanical arrangement, as originally contemplated, will be proceeded with.

The following are the reports of the Judges upon the specimens sent from the schools:

The Judges on the agricultural productions in whose class the specimens were entered, say:

"We have much pleasure in recommending the collection of grains, roots, and vegetables, from the normal school grounds, to favourable notice, and consider them in every way worthy of the Institution, as also being brought out in a manner well calculated to convey both useful and interesting information."

The Judges on the horticultural department also noticed them as follows:

"A fine collection of grains, roots, and vegetables, with a report, from the normal school grounds, highly commendable, as conveying information from experiments."

I am, &c.,

(Signed)

WILLIAM MUNDIR.

The Rev. Dr. HERRISON,  
Chief Superintendent of Schools.

---

[Enclosure.]

TORONTO, 24th October, 1853.

SIR,

Regarding the accompanying thirty-seven specimens of grains, roots, vegetables, and fruits, sent for exhibition from the experimental farm ground attached to the normal school at Toronto, I would beg to state that they are not exhibited for competition, or for any thing very extraordinary in themselves, but with a view to explain the experiments which have been made, and the results obtained therefrom. The details are more particularly described on the cards attached to the various specimens.

The soil on which the operations are carried on is, with a few slight exceptions (which are noted on the descriptive cards,) of a very slight sandy nature, lying on a deep bed of blue clay, very tenacious, and generally about an average depth of from three to four feet from the surface. In short, the soil was of such a character when we commenced, as, at a distance of twenty or thirty miles from a city or town, would be pronounced poor sandy common, which would not pay for cultivation.

The operations for improving it were commenced last fall; the first step was to under drain it; the drains were put in the average depth of three feet six inches, and twenty-four feet apart. The whole was then sub-trenched, that is—about one foot of the surface soil was dug up and thrown forward in trenches, and the under or sub-soil was stirred and left in the bottom in its original place: the loosening being about an average depth of twenty inches; and although done with the spade, was made to resemble sub-soil ploughing as nearly as possible; or what might be equally well done with the sub-soil plough, if operating on a large scale.

In the process of cropping in the spring, the ground generally, got a moderate dressing of manure, which consisted of about two-thirds stable yard manure, one-sixth street scrapings and one-sixth leached ashes; these were intimately mixed and broken up. The quantity given was varied according to the nature of the crop intended, a minute detail of which would be too lengthy for this paper.

On the whole, considering the originally poor and light nature of the land, and also the great dryness of the past summer, the results obtained have been most satisfactory, both on the cultivated or farm portion of the land, and also on the portion laid out in grass lawn, fruits, flowers, and shrubbery, fully establishing the great benefits to be derived from under-draining and sub-soiling, especially on light shallow soils lying on retentive under-strata, as mentioned above.

It may be taken as a certainty, that the deeper the sub-soil is moved and loosened, there will be a proportionate retention of moisture in the ground; not stagnant moisture (the drains take off that), but active, vegetable, growing moisture, accompanied with an equally, growing heat, which the loosening of the sub-soil allows to penetrate to a depth which, before the draining and loosening of the soil took place, was impossible; as then, instead of the heat penetrating or being absorbed into the earth, to benefit and nourish the crops at the root, where they most wanted it, the hot sun having only the shallow surface soil to act upon, would burn up all vegetation to any depth that ever the plough had stirred. And that surface soil becoming completely dried up, would ultimately radiate or throw off a great portion of the heat in the already too much heated atmosphere, producing that scorching arid dryness, which is so disagreeable to the animal functions, and, of course, may be fairly presumed to be no less so to the vegetative.

In analysing the above, it seems to stand thus—that so long as the soil is undrained, and untrenched or sub-soiled, the heat penetrates but a very short distance into it; con-

sequently, the drying up of that small portion is so complete, that evaporation from the moist bottom soil almost ceases. And what little evaporation there may be, is so quickly dried up by the half roasted soil, as to be of very little avail to the growing crops. On the other hand, when the land is drained and sub-soiled, then the moisture, from a greater depth, will be encouraged or drawn to the surface by the influence of the sun's heat, and in coming up through the deeper and lower soil, will be caught or absorbed, and, as it might be termed, held in solution by the soil, ready to act in the most beneficial manner upon vegetation.

Finally, allow me to recapitulate the tenor of the above in one single paragraph.

The drains draw away all stagnant moisture: sub-soiling loosens the under soil, and allows this stagnant moisture to run to the drains, it allows the roots of the crops to penetrate to a greater depth, it allows the sun's heat to warm and moisten the soil as above described, it allows the atmosphere to circulate in the soil, purifying and sweetening the whole—the same as good ventilation does our houses. And when all these advantages are brought to bear upon the land, it will not require any great stretch of imagination to anticipate what the results will be with respect to the crops. What, then, may the results be with respect to the health and salubrity of the climate? Why, where these improvements are extensively carried out, the chances of general good and vigorous health will be increased in a twenty-fold ratio. And being assured of these very great benefits, both to the health of the climate and the productiveness of the soil, it behoves every one having a piece of land to improve, to be up and doing, beginning with a little, and that little once well done, will assist in doing more, until, in a very few years, those who now begin in a right spirit will see it to be so much to their own interest, in every point of view, that they will consider a certain portion of such improvements every season as necessary as the common ploughing of their land. And then no great fear but neighbor will follow neighbor in doing the same thing, if it interests them. They may then safely say good bye to fever and ague, rheumatism, &c., and good bye to burnt-up grass fields, rusted wheat, and many other drawbacks consequent on an unimproved state of the land.

To you, sir, individually, it would be presumption to write the above; but to you as the medium of addressing the association and the public at large I have addressed it.

And now, trusting that the interest of the subject may be an excuse for trespassing upon you at such length, I shall proceed to give you the result of the various crops in detail, of which the articles sent for exhibition are fair specimens.

The following is collected from the descriptive card, attached to the specimens:—

- Barley No. 1, sown May 21st, at the rate of  $1\frac{1}{2}$  bushels seed per acre; produce, at the rate of 55 bushels per acre; weight, per bushel, 61 lbs. Soil light.
- No. 2, sown May 24th, at the rate of  $2\frac{1}{2}$  bushels seed per acre; produce at the rate of 38 bushels per acre; weight, per bushel, 62 lbs. Soil very light.
- No. 3, sown May 26th, at the rate of 2 bushels seed per acre; produce, at the rate of  $52\frac{1}{2}$  bushels per acre; weight, per bushel, 61 lbs. Soil sandy.
- No. 4, sown May 19th, at the rate of  $1\frac{1}{2}$  bushel seed per acre; produce, at the rate of 53 bushels per acre; weight, per bushel, 61 lbs. Sandy soil.
- No. 5, sown May 19th, at the rate of  $1\frac{1}{4}$  bushel seed per acre; produce, at the rate of 36 bushels per acre; weight, per bushel, 63 lbs. Soil light.

*Note*—The barley was all of one kind, but sown at different thickneses; and I might mention that the above weights show the highest point that it was possible to dress it up to.

- Canadian White Oats, sown May 21st, at the rate of  $2\frac{1}{2}$  bushels per acre ; produce, at the rate of 77 bushels per acre ; weight, per bushel, 33 lbs. Soil, black deposit.
- Canadian Black Oats, sown May 21st, at the rate of  $2\frac{1}{2}$  bushels per acre ; produce at the rate of  $74\frac{1}{2}$  bushels per acre ; weight, per bushel,  $33\frac{1}{2}$  lbs. Soil, vegetable deposit.
- Kildrummy Oats, imported, sown May 20th, at the rate of 3 bushels per acre ; produce, at the rate of 60 bushels per acre ; weight, per bushel, 36 lbs. Soil, black deposit, with sand.
- Scotch Barley Oats, imported, sown May 20th, at the rate of  $2\frac{1}{2}$  bushels per acre ; produce, at the rate of 58 bushels per acre ; weight, per bushel, 35 lbs. Soil, black deposit.
- Sandwich Oats, imported, sown May 20th, at the rate of  $2\frac{1}{2}$  bushels per acre ; produce, at the rate of  $66\frac{1}{2}$  bushels per acre ; weight, per bushel, 34 lbs. Soil, black deposit.
- Corn, Early White, sown May 27th, 3 feet square apart in hills, 3 seeds ; produce, at the rate of 10 tons per acre. Sandy soil.
- Corn, Sweet, sown 27th May, 3 feet by 2 feet, in lines ; single seeds ; produce, at the rate of  $9\frac{1}{2}$  tons per acre. Light soil.
- Corn, Large Yellow, sown May 27th, 3 feet square, apart, in hills, 3 seeds ; produce at the rate of  $12\frac{1}{2}$  tons per acre. Light soil.
- Corn, Tuscarora, sown May 27th, 3 feet by 2 feet, in lines, single seeds ; produce at the rate of 11 tons per acre. Sandy soil.
- Cabbages, Red Dutch, planted 17th June,  $2\frac{1}{2}$  feet square apart ; produce, at the rate of 23 tons per acre. Light soil, mixed with black deposit.
- Cabbages, Bergen, planted June 17th, 3 feet square apart ; produce, at the rate of  $29\frac{1}{2}$  tons per acre. Soil same as last.
- Cabbages, St. Dennis, planted June 17th, 3 feet apart each way ; produce, at the rate of 42 tons per acre. Soil, light black and sand.
- Cabbages, Flat Dutch, planted June 17th, 3 feet square apart ; produce at the rate of 20 tons per acre. Soil, sand and black deposit.
- Cabbages, Savoy, planted June 17th, 3 feet square apart ; produce at the rate of 29 tons per acre. Soil, black deposit and sand.
- Potatoes, Early Ash Leaved Kidney, planted May 9th, 3 feet square apart in hills, 3 seeds ; produce, at the rate of 144 bushels per acre. Soil, very light.
- Potatoes, Mechanics, planted May 10th, in lines  $2\frac{1}{2}$  feet apart, single sets 1 foot apart in the line ; produce, at the rate of 260 bushels per acre. Soil, light sand.
- Potatoes, Early June's, planted May 9th, 3 feet square apart, in hills, 3 seeds ; produce, at the rate of 184 bushels per acre. Soil light.
- Potatoes, Flat Pink Eyes, planted May 12th, in lines  $2\frac{1}{2}$  feet apart, single sets 1 foot apart in the line ; produce, at the rate of 380 bushels per acre. Sandy soil.
- Potatoes, Irish Cups, planted May 12th, in lines  $2\frac{1}{2}$  apart, single sets 1 foot apart in the line ; produce, at the rate of 410 bushels per acre. Light soil.
- Potatoes, Round Pink Eyes, planted May 13th, in lines 2 feet apart, single sets 1 foot apart in the line ; produce, at the rate of 300 bushels per acre. Sandy soil.
- Potatoes, Early Regents, planted May 9th, in lines  $2\frac{1}{2}$  feet apart, single sets 1 foot 3 inches apart in line ; produce, at the rate of 304 bushels per acre. Light soil.
- Carrot, Early Dutch, Horn, sown May 7th, lines 2 feet apart, thinned to 5 inches in line : weight of produce, at the rate of  $31\frac{1}{2}$  tons per acre. Sandy soil.
- Carrot, Altingham, sown May 7th, lines  $2\frac{1}{2}$  feet apart ; thinned to 6 inches in line ; weight of produce, at the rate of 36 tons per acre. Light soil.



- Carrots, White Field, sown May 7th, line 3 three feet apart, thinned to 8 inches in the line; weight of produce, at the rate of  $43\frac{1}{2}$  tons per acre. Light soil.
- Blood Beet, sown May 7th, lines  $3\frac{1}{2}$  feet apart, thinned to 8 inches, in lines; produce, at the rate of  $42\frac{1}{2}$  tons per acre. Soil, light sand and black deposit.
- Mangel Wurzel, sown May 7th, lines three feet apart, thinned to 9 inches in lines produce at the rate of 55 tons per acre. Soil light, mixed with deposit.
- Sugar Beet, sown May 7th, lines  $2\frac{1}{2}$  feet apart, thinned to 9 inches in line; produce, at the rate of  $28\frac{1}{2}$  tons per acre. Soil light, mixed with deposit.
- Dutch Parsnip, sown May 7th, lines  $2\frac{1}{2}$  feet apart, thinned to seven inches in lines; produce, at the rate of 20 tons per acre. Soil sandy.
- Nutmeg Melon, sown May 10th, in open air, about from 10 to 12 fruit to each plant; average weight of fruit, 6 lbs.
- Citron Gourd, a promiscuous plant in a border, which produced 104 fruit of the finest I ever saw; weight of the whole, 754 lbs, on a single plant.
- Double Husk Indian Corn, grows most luxuriantly, and bears an ordinary crop of ears, adapted for cold, late districts, as it comes from the mountain country.
- Ditto, Hybrid of the same, with a common yellow corn. Seeds much larger, and in every way improved, yet retaining enough of the husk for protection.

The most general observation to be noticed in the foregoing details is, that, almost in every instance, thin sowing and wide planting produced the greatest quantity and best samples of all the crops, and when there is good cultivation, that principle may be carried out in almost every instance with success, as it allows the soil to be more freely stirred and cultivated, which cannot be over done, in that it acts in the same manner as rubbing or brushing does to some people who do not take much exercise.

The above I certify to be as nearly correct as calculation and the size of the portions cultivated will admit.

I have, &c.,

(Signed,)

WILLIAM MUNDIE,

*Superintendent, Normal School Grounds.*

Professor BUCKLAND,

Secretary, Provincial Agricultural Association.

*No. 3. Terms of Admission into the Normal School, Toronto; adopted by the Council of Public Instruction for Upper Canada, on the 23d day of July, 1851, and revised on the 2d day of July, 1853.*

The Council of Public Instruction, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of students at that Institution.

*Ordered* I. That the semi-annual sessions of the Normal School shall commence on the 15th day of May and the 15th day of November of each year [and if those fall upon Sunday, the day following], and continue for a period of five months each—to be concluded by a public examination and followed by a vacation of one month.

II. That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, dated at least within three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—They must be able to read and write intelligibly, and be acquainted with the simple rules of arithmetic, and with the elements of geography and English grammar; [4]—They must sign a declaration of their intention to devote themselves to the profession of school-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the school.

IV. That the teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. That a sum at the rate of five shillings per week (payable at the end of the session) will be allowed to all teachers-in-training during the second session—the course of instruction extending over two sessions; also, to those teachers-in-training who, at the end of the first session, shall be entitled to first-class Provincial certificates.

VI. That all candidates for admission into the Normal School must present themselves during the first week of the session, otherwise they cannot be admitted; and their continuance in the school is conditional upon their diligence, progress, and observance of the general regulations prescribed by this Council.

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

By order of the Council of Public Instruction for Upper Canada.

(Signed) J. GEORGE HODGINS,  
*Recording Clerk, C. P. I.*

EDUCATION OFFICE,  
Toronto, 2d July, 1853.

N.B.—Board and lodging, for students, may be obtained, at the houses approved by the Council of Public Instruction, at from 8s. 9d. to 12s. 6d. per week.

---

*No. 4. General Rules and Regulations to be observed in the Normal School, prescribed by the Council of Public Instruction for Upper Canada, on the 17th November, 1852.*

1. All the Teachers-in-training are required to assemble in the Normal School every morning at the appointed hour, when the roll will be called, and any person failing to answer to his or her name will be called upon to explain the cause of such irregularity, and the explanation, if not deemed satisfactory, will be submitted to the consideration of the Chief Superintendent of Schools.

2. Any one compelled by sickness, or other unavoidable necessity, to absent himself or herself, will be required to forward a written explanation to the head master.

3. The Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

4. Each Teacher-in-training is required, every Friday afternoon, from three to four o'clock, punctually to attend the classes for separate religious instruction by the clergyman of the religious persuasion to which he or she respectively belongs. Any students absenting themselves from these exercises will be required to forward a written explanation of such absence.

5. The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before *half-past nine o'clock* P.M., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Schools.

6. It is expected that all the teachers will conform strictly to the appointed hours, conduct themselves with decorum and propriety, not merely when on the premises, but when coming to and leaving them; and attend carefully to the studies marked out for their instruction.

By order of the Council of Public Instruction for Upper Canada,

(Signed) J. GEORGE HODGINS,  
Recording Clerk, C. P. I.

EDUCATION OFFICE,  
Toronto, 22d November, 1852.

---

*No. 5. Terms of admission into the Male and Female Model Schools, in connection with the Normal School; adopted by the Council of Public Instruction for Upper Canada, on the 28th day of October, 1852.*

1. The admission fee to the male or female Model School shall be sevenpence half-penny per week for each pupil. This includes tuition, the use of text-books, stationery, copy-books, &c. The fee to be punctually paid every Monday morning in advance, otherwise the pupil cannot be admitted.

2. The names of those children, whose parents or guardians are desirous of obtaining admission for them, will be received at the Model Schools every Monday morning, at nine o'clock, and entered on the list of applicants. As vacancies occur, they will be notified, and, as a general rule, admitted, if they present themselves, in the order in which their names are entered, provided no circumstances take place to render it necessary to deviate from that course.

N.B.—Parents and guardians will do well to bear in mind, that children, who have been expelled for misconduct, cannot, under any circumstances, be re-admitted.

3 The pupils are required, every day the schools are open, to assemble punctually at nine of the clock A.M., after which hour none will be admitted; and at a quarter past one of the clock in the afternoon.

4. They will also be required to present themselves neat and clean in their persons and dress. Parents and guardians are recommended to provide those of their children who attend the schools with a pair of slippers each—particularly in wet and disagreeable weather.

5. When compelled by sickness or other unavoidable necessity, to be absent from school, a written or verbal explanation on the part of the parent or guardian will be necessary.

6. The name of any pupil, absent for one week, without such explanation having been made, will be struck off the roll without further inquiry.

7. Any pupil being absent from the school during any part of the day, without a satisfactory explanation, will be at once dismissed.

GENERALLY.

8. The pupils will be required to be attentive, quiet, orderly, and respectful in the school.

9. To call no ill names, use no bad words, tell no tales one of another, and avoid all quarrelling, strife, and contention.

10. To come to school and go home in an orderly manner—to avoid all wicked companions and strive to maintain a good character.

11. To be kind to all men, and never mock lame, blind, or deformed persons.

12. To be kind to dumb animals, and never ill use them—for they are God's creatures.

13. To be obedient to parents and friends, and to all persons in authority.

14. To behave with reverence in all places set apart for the public worship of God.

15. To speak the truth on all occasions.

16. And, as the mode of government adopted in the institution is based upon kindness and affection, it is expected that the pupils will exhibit a corresponding demeanor, by being respectful and obedient to their teachers, and kind and conciliatory to each other—avoiding all quarrelling and games likely to excite ill-feeling and discord.

17. And lastly,—Children, be ye kind one to another, tender-hearted, forgiving one another.

By order of the Council of Public Instruction for Upper Canada.

(Signed) J. GEORGE HODGINS,

*Recording Clerk, C. P. I.*

EDUCATION OFFICE,

Toronto, 22 November, 1852.

*No. 6. Provincial Certificates of Qualification granted by the Chief Superintendent of Schools.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 18th October, 1853.

The Chief Superintendent of Schools, under the authority of the Upper Canada school act of 1850, has granted the undermentioned students of the Normal school, Provincial certificates of qualification as common school teachers in any part of Upper Canada.

The section of the school act of 1850 (which has not hitherto been acted upon), under the authority of which these certificates are granted, is as follows :—

XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of common schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.

The certificates are divided into three classes, in accordance with the programme prescribed by the Council of Public Instruction, as contained in the general regulations, and according to which all teachers in Upper Canada are required to be examined and classified. The first and second classes are valid until revoked, and the third class for one year.

[N.B.—Each certificate is numbered and recorded in the register of the Department in the following order; but the order does not indicate any distinction of merit in the teachers:]

Granted at the close of the Ninth Session, 1852-1853. Dated 18th June, 1853.

| FIRST CLASS.                  | SECOND CLASS—(Continued).       | THIRD CLASS—(Continued).       |
|-------------------------------|---------------------------------|--------------------------------|
| 1. Archibald McCallum.        | 26. Elizabeth R. Robinson.      | 48. Charity Anne Vanalstine.   |
| 2. John H. Sangster.          | 27. Jennette Gray Foster.       | 49. Elvira Wilson.             |
| 3. Sampson Paul Robins.       | 28. Jane Smith.                 | 50. Caroline Lemon.            |
| 4. Dorcas Clark.              | 29. Rose Saunders.              | 51. Mary Stuart.               |
| 5. Catharine Johnson.         | 30. Eliza Barber.               | 52. Annie C. Hume.             |
| 6. Anna Mills Morrison.       | 31. Minnie Robertson.           | 53. Pamela Wilson.             |
| 7. Marie E. Toof.             | 32. Anne Siggins.               | 54. Charlotte Sophia Smith.    |
| 8. Huldah L. Whitcomb.        | 33. Emily M. Clark.             | 55. Esther Wilson.             |
| 9. Alexander Martin.          | 34. Lydia L. Hagar.             | 56. Mary Simmons.              |
| 10. Warren Rock.              | 35. Elizabeth Maria Magan.      | 57. Elizana Vanalstine.        |
| 11. Benjamin Charlton.        | 36. Amanda Walker.              | 58. Margaret Buyers.           |
| 12. Samuel Rathwell.          | 37. Eliza J. Farland.           | 59. Anne J. Quinn.             |
| 13. Henry T. B. de Seudamore. | 38. Azubah Hagar.               | 60. James D. Trousdale.        |
| 14. William Warren Trull.     | 39. Melissa Smith.              | 61. Daniel L. Simmons.         |
| 15. Griffin Patrick Lanon.    | 40. Phæbe Louisa Sharp.         | 62. Richard Jones.             |
| 16. Patrick O'Brien.          | 41. Christina Anne Hendry.      | 63. Charles Minchin.           |
|                               | 42. Ellen Daniell.              | 64. Angus McDiarmid.           |
| SECOND CLASS.                 | 43. Elizabeth Bell.             | 65. Frederick Felker.          |
| 17. William Taylor Boyd.      | 44. Emily Rice.                 | 66. John Campbell.             |
| 18. Robert Archd. Campbell.   | 45. Martha Hoig.                | 67. William Henry King.        |
| 19. John Simmons.             |                                 | 68. Edward Pew.                |
| 20. William Vardon.           | THIRD CLASS.                    | 69. William Freeman.           |
| 21. Niel McTaggart.           | [Certificates in this class are | 70. Alexander Mackenzie.       |
| 22. Francis Rae.              | valid until 1st July, 1854,     | 71. Charles Howe.              |
| 23. John Clarke.              | and no longer.]                 | 72. Frederick H. S. Pritchard. |
| 24. John Elson.               | 46. Edward J. R. Curry.         |                                |
| 25. Anna Flemming.            | 47. Anne Caldwell.              |                                |

Granted at the close of the Tenth Session, 1853. Dated 18th October, 1853.

| FIRST CLASS.                                             | FIRST CLASS—(Continued). | FIRST CLASS—(Continued). |
|----------------------------------------------------------|--------------------------|--------------------------|
| 73. Michael Joseph Kelly<br>(granted during the Session) | 77. William Smith.       | 82. Mary McCracken.      |
| 74. John Gilmore Malcolm.                                | 78. George Murray.       | 83. Lydia Anne Appleton. |
| 75. Lachlan Kennedy.                                     | 79. Abraham W. Lawder.   | 84. Elizabeth Coote.     |
| 76. Robert McGee.                                        | 80. Samuel Robins.       | 85. Jane Foster.         |
|                                                          | 81. Lydia Louisa Lyons.  |                          |

| SECOND CLASS.               | SECOND CLASS—Continued.      | SECOND CLASS—Continued.          |
|-----------------------------|------------------------------|----------------------------------|
| 86. Timothy Newman.         | 109. William McKay.          | 132. Fanny Higgins.              |
| 87. David Misener.          | 110. Robert Hellyer.         | 133. Sarah Bowes.                |
| 88. Robert Wilson.          | 111. Robert Logan.           | THIRD CLASS.                     |
| 89. David Ludgate Williams. | 112. Jacob Choate Maguire.   | [Certificates in this class are  |
| 90. Phineas Will.           | 113. Thomas Hume.            | valid until 1st November,        |
| 91. Asa Beverly Danard.     | 114. Joseph Warren.          | 1854, and no longer.]            |
| 92. Robert Gibbs.           | 115. William Montgomery.     | 134. William McMullen.           |
| 93. William Stewart.        | 116. Charles Hankinson.      | 135. Joseph Edmonds.             |
| 94. John Roberts.           | 117. James Evans.            | 136. Isaac Turner.               |
| 95. John Jessop.            | 118. Charles Clark.          | 137. Alfred Turner.              |
| 96. William Abercrombie.    | 119. Richard Hill.           | 138. Charles Edward Falloon.     |
| 97. Augustine McDonell.     | 120. Joseph Ede.             | 139. William Curry.              |
| 98. Hugh McDougall.         | 121. Thomas Connell.         | 140. Richard Coe.                |
| 99. William Henry Bly.      | 122. David Kelly.            | 141. Alexander Stafford.         |
| 100. William Carlyle.       | 123. Margaret Sweeny.        | 142. John Dixon.                 |
| 101. James Draper.          | 124. Sarah Birch Quinn.      | 143. Edmund Peter Costello.      |
| 102. Martin Phillips.       | 125. Ellen Hoig.             | 144. Wilbur Fisk Adams.          |
| 103. Angus McDonald.        | 126. Caroline A. Masters.    | 145. Ellen Campbell.             |
| 104. James Moriarty.        | 127. Delia Andrews Masters.  | 146. Tryphena Sophia Carter.     |
| 105. Ichabod S. Bowerman.   | 128. Julia Ann Robertson.    | 147. Mary Marlatt.               |
| 106. Thomas M. Bowerman.    | 129. Helen Campbell.         | 148. Adeline Stone.              |
| 107. James Martin.          | 130. Sophrona Andevon Mills. | 149. Mary Bearss.                |
| 108. Robert Hay.            | 131. Lydia Eleanor Howard.   | 150. Jane Amelia Howard.         |
|                             | (Signed)                     | E. RYERSON.                      |
|                             |                              | Chief Superintendent of Schools. |

No. 7. Form of Provincial Certificate granted to Normal School Students by the Chief Superintendent of Schools.

NORMAL SCHOOL FOR UPPER CANADA.

THIS is to Certify, that \_\_\_\_\_ having attended the Normal School during the \_\_\_\_\_ Session, 185\_\_\_\_, and having been carefully examined in the several branches taught therein, is hereby recommended to the Chief Superintendent of Schools, as eligible to receive a \_\_\_\_\_ class certificate of qualification, according to the programme of the examination and classification of common school teachers in Upper Canada, adopted by the Council of Public Instruction, on the 3d October 1850.

[Signed by the Masters of the Normal School.]

In accordance with the foregoing recommendation, and under the authority [Seal.] of the forty-fourth section of the Upper Canada school act of 1850 (13th and 14th Victoria, chapter 48,) I do hereby grant to \_\_\_\_\_ a \_\_\_\_\_ class certificate of qualification as a common school teacher; which certificate shall be valid in any part of Upper Canada, until revoked by me [or, if a third class, for one year and no longer].

Dated at Toronto, this \_\_\_\_\_ day of \_\_\_\_\_, one thousand eight hundred and fifty \_\_\_\_\_

[Signed by the Chief Superintendent of Schools.]

Recorded in certificate register A, of \_\_\_\_\_ the Department, number \_\_\_\_\_

---

---

## Appendix G.

### ADDRESSES and Remarks by the Chief Superintendent of Schools on the system of Public Instruction in Upper Canada.

#### No. 1. Address to the people of Upper Canada on the System of Free Schools.

I beg to invite the attention of the public press, of councillors and school trustees, of clergy and magistrates, and of all persons anxious for the education of our Canadian youth, to the principle on which the expense of promoting that object should be defrayed. The school law authorises two methods, in addition to that of voluntary contribution; the method of rate-bill on parents sending children to school, and the method of assessment on the property of all—thus securing to the children of all equal access to school instruction. The discretionary power of adopting either method, is placed by law, where I think it ought to be placed, in the hands of the people themselves in each municipality. My present object is, simply to submit to your consideration the principal reasons which induce me to think that one of these methods is better than the other, in order to secure to your children the advantages of a good education. The method which, I believe, you will find most efficient, has been thus defined:—"A tax upon the property of all, by the majority, for the education of all."

1. My first reason for commending this as the best method of providing for the education of your children is, that the people who have been educated under it for two hundred years, are distinguished for personal independence, general intelligence, great industry, economy and prosperity, and a wide diffusion of the comforts and enjoyments of domestic life. The truth of this remark in reference to the character and condition of the people of the New England States, will, I presume, be disputed by none. If their system of civil government be thought less favorable to the cultivation and exercise of some of the higher virtues than that which we enjoy, the efficacy of their school system is the more apparent under circumstances of comparative disadvantage. I will give the origin of this school system in the words of the English *Quarterly Journal of Education*—published under the superintendence of the Society for the Diffusion of Useful Knowledge, and at a time when Lord Brougham was Chairman, and Lord John Russell, Vice-Chairman, of the Committee:

"The first hint of this system—the great principle of which is, that the property of all shall be taxed by the majority for the education of all—is to be found in the records of the city of Boston for the year 1635, when at a public or 'body' meeting, a schoolmaster was appointed 'for the teaching and nurturing of children among us,' and a portion of the public lands given him for his support. This, it should be remembered, was done within five years of the first peopling of that little peninsula, and before the humblest wants of its inhabitants were supplied; while their very subsistence, from year to year, was uncertain; and when no man in the colony slept in his bed without apprehension from the savages, who not only everywhere crossed on their borders, but still dwelt in the midst of them.

"This was soon imitated in other villages and hamlets springing up in the wilderness. Wintthrop, the earliest governor of the colony, and the great patron of free schools, says, in his journal, under date of 1645, that divers free schools were erected in that year, in

other towns, and that in Boston it was determined to allow, for ever, £50 a year to the master, with a house, and £30 to an usher. But, thus far only, the individual towns had acted. In 1647, however, the Colonial Assembly of Massachusetts made provision, by law, that every town in which there were fifty families, should keep a free school, in which reading and writing could be taught; and every town where there were one hundred families should keep a school where youth could be prepared in Latin, Greek, and mathematics, for the college or university, which, in 1638, had been established by the same authority at Cambridge. In 1656 and 1672 the colonies of Connecticut and New Haven enacted similar laws; and from this time the system spread with the extending population of that part of America, until it became one of its settled and prominent characteristics, and has so continued to the present day."

I will now present the character of this system in the words of those who best understand it. That great American statesman, Daniel Webster, received his early training in a free school, and stated, on one occasion, that had he as many children as old Priam himself, he would send them all to the free school. Mr. Webster, in his published speech on the constitution of Massachusetts, expresses himself on the free school system in the following words:—

"In this particular, New England may be allowed to claim, I think, a merit of peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted right, and the bounden duty of government, to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of policy, by which property, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue, and prolong the time, when, in the villages and farmhouses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our government rests directly on the public will, that we may preserve it, we endeavor to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge, and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness."

The Honorable Edward Everett—late President of Harvard University, late Governor of the State of Massachusetts, and late American Ambassador to England—remarks as follows, in his Address on the "Advantage of Useful Knowledge to Working Men:"—

"Think of the inestimable good conferred on all succeeding generations by the early settlers of America, who first established the system of public schools, where instruction should be furnished gratis, to all the children in the community. No such thing was



before known in the world. There were schools and colleges supported by funds which had been bequeathed by charitable individuals; and in consequence, most of the common schools of this kind in Europe were regarded as establishments for the poor. So deep-rooted is this idea, that when I have been applied for information as to our public schools from those parts where no such system exists, I have frequently found it hard to obtain credit, when I have declared that there was nothing disreputable in the public opinion here, in sending children to schools supported at the public charge. The idea of free schools for the whole people, when it first crossed the minds of our forefathers, was entirely original; but how much of the prosperity and happiness of their children and posterity has flowed from this living spring of public intelligence!"

The following extracts from the Annual School Reports of 1847 and 1848, prepared by the Secretary of the Massachusetts Board of Education, deserve special attention, as well for the beauty of their language, as for the nobleness of the sentiments which they express:—

"The present year (1847) completes the second century since the free schools of Massachusetts were first established. In 1647, when a few scattered and feeble settlements, almost buried in the depths of the forests, were all that constituted the colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of all the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succour was at hand, it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea of a free and universal education for the people; and, amid all their poverty, they stinted themselves to a still scantier pittance; amid all their toils, they imposed upon themselves still more burdensome labors; amid all their perils, they braved still greater dangers, that they might find the time and the means to reduce their grand conception to practice. Two divine ideas filled their great hearts—their duty to God and to posterity. For the one they built the church; for the other, they opened the school. Religion and knowledge!—two attributes of the same glorious and eternal truth—and that truth, the only one on which immortal or mortal happiness can be securely founded.

"As an innovation upon all pre-existing policy and usages, the establishment of free schools was the boldest ever promulgated since the commencement of the Christian era. As a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim it to be as wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments whose effects cannot be determined in a single generation. But now, according to the manner in which human life is completed, we are the sixth generation from its founders, and have we not reason to be grateful both to God and man for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established."—(Tenth annual Report to the Board of Education, for 1847, pp. 107, 108.)

"The Massachusetts School System represents favorably the system of all the New England States. Not one of them has an element of prosperity or of permanence, of security against decay within, or the invasion of its rights from without, which ours does not possess. Our law requires that a school should be sustained in every town in the

state,—even the smallest and the poorest not being excepted;—and that this school shall be as open and free to all the children as the light of day, or the air of heaven. No child is met on the threshold of the school house door, to be asked for money, or whether his parents are native or foreign, whether or not they pay a tax, or what is their faith. The school house is common property. All about it are enclosures and hedges, indicating private ownership and forbidding intrusion; but there is a spot which even rapacity dares not lay its finger upon. The most avaricious would as soon think of monopolising the summer cloud, as it comes floating up from the west to shed its treasures upon the thirsty earth, as of monopolising these fountains of knowledge. Public opinion,—that sovereign in representative governments,—is in harmony with the law. Not unfrequently there is some private opposition, and occasionally it avows itself and assumes an attitude of hostility; but perseverance on the part of the friends of progress always subdues it, and the success of their measures eventually shames it out of existence.”—(Eleventh Annual Report, 1848, pp. 88, 88.)

“It is a gratifying circumstance that many of our sister states, convinced by our success, have followed our example; and, at the present time, in the rich and populous county of Lancashire, in England, a movement is on foot, led on by some of the best men in the United Kingdom, whose object is to petition Parliament for a charter, empowering that county to establish a system of free schools, on a basis similar to ours.”—(Ib. p. 24.)

These extracts contain the testimony of the most competent witnesses as to the principles and efficiency of the free school system; while the well-known character of the New England people for self-reliance, economy, industry, morality, intelligence, and general enterprise, is a sufficient illustration of the influence and tendency of the system, even under the admitted disadvantage of a defective christianity and a peculiar form of government. What such a system of schools has accomplished in the less genial climate of New England under such circumstances, will it not accomplish in Upper Canada under more favorable circumstances? It is worthy of remark, that in no state or city where the free school system has been fairly tried, has it ever been abandoned. The inhabitants of New England who have tried it for two centuries, (and they are second to no people in their rigid notions of economy and individual rights,) regard it as the greatest blessing which their country enjoys, and her highest glory. Other cities, towns, and states are adopting the New England system of supporting schools as fast as they become acquainted with its principles and operations.

2. The second ground on which I commend this system of supporting common schools to your favorable consideration, is its cheapness to parents educating their children. I will select the example of one county, rather better than an average specimen; and the same mode of reasoning will apply to every district in Upper Canada, and with the same results. In one county there were reported two hundred schools in operation in 1848; the average time of keeping open the schools was eight months; the average salaries of teachers was £45 7s. 1d.; the total amount of the money available for the teachers' salaries, including the legislative grant, council assessment and rate-bills, was £7,401 18s. 4½d.; the whole number of pupils between the ages of five and sixteen years on the school registers, was 9,147; the total number of children between those ages resident in the county, twenty thousand six hundred; cost per pupil for eight months, about sixteen shillings. Here it will be seen that more than one-half of the children of school age in the county were not attending any school. Now, suppose the schools be kept open the whole year, instead of two-thirds of it; suppose the male and female teachers to be

---

equal in number, and the salaries of the former to average £60, and those of the latter £40; suppose the twenty thousand six hundred children to be in the schools instead of nine thousand one hundred and forty-seven of them. The whole sum required for the salaries of teachers would be £10,000—the cost per pupil would be less than ten shillings—less than five shillings per inhabitant—which would be reduced still further by deducting the amount of the legislative school grant. Thus would a provision be made for the education of every child in the county for the whole year; there would be no trouble or disputes about quarterly school rate-bills; there would be no difficulty in getting good teachers; the character and efficiency of the schools would be as much improved as the attendance of pupils would be increased; every child would be educated, and educated by the contribution of every man according to his means.

3. This is also the most effectual method of providing the best, as well as the cheapest school for the youth of each school section. Our schools are now often poor and feeble, because a large portion of the best educated inhabitants stand aloof from them, as unworthy of their support, as unfit to educate their children. Thus the common schools are frequently left to the care and support of the least instructed part of the population, and are then complained of as inferior in character and badly supported. The free school system makes every man a supporter of the school according to his property. All persons—and especially the more wealthy—who are thus identified with the school, will feel interested in it; they will be anxious that their contributions to the school should be as effective as possible, and that they themselves derive all possible benefit from it. When all the inhabitants of a school section thus become concerned in the school, its character and efficiency will inevitably be advanced. The more wealthy contributors will seek to make the school fit and efficient for the English education of their own children; the trustees will be under no fears from the disinclination or opposition of particular individuals in employing a suitable teacher and stipulating his salary; and thus is the foundation laid for a good school, adapted to all the youth of the section. The character of the school will be as much advanced, as the expense of it to individual parents will be diminished; the son of the poor man, equally with the son of the rich man, will drink from the stream of knowledge at the common fountain, and will experience corresponding elevation of thought, sentiment, feeling and pursuit. Such a sight cannot fail to gladden the heart of Christian humanity.

4. The free school system is the true, and, I think, only effectual remedy for the pernicious and pauperising system which is at present incident to our common schools. Many children are now kept from school on the alleged grounds of parental poverty. How far this excuse is well-founded, is immaterial to the question in hand; of the fact of the excuse itself, and of its wide-spread, blasting influence, there can be no doubt. Trustees of schools are also invested with authority to exonerate poor parents, desirous of educating their children, from the payment of a school-rate bill—an additional amount of rate-bill being imposed on the more wealthy parents of children attending the school, in order to make up the deficiencies occasioned by the exemption of the poorer parents. Such parents are thus invested with the character of paupers; their children are educated as pauper children; while other parents, sooner than attach to themselves and children such a designation, will keep their children from the school altogether—thus entailing upon them the curse of ignorance, if not of idleness, in addition to the misfortune of poverty. Now, while one class of poor children are altogether deprived of the benefits of all edu-

cation by parental pride or indifference; the other class of them are educated as paupers or as ragged scholars. Is it not likely that children educated under this character, will imbibe the spirit of it? If we would wish them to feel and act, and rely upon themselves as freemen when they grow up to manhood, let them be educated in that spirit when young. Such is the spirit of the free school system. It banishes the very idea of pauperism from the school. No child comes there by sufferance; but every one comes there by the ground of right. The poor man as well as the rich man pays for the support of the school according to his means; and the right of his son to the school is thus as legal as that of the rich man's son. It is true, the poor man does not pay as large a tax in the abstract as his rich neighbour; but that does not the less entitle him to the protection of the law; nor should it less entitle him to the advantages provided by law for the education of his children. The grovelling and slavish spirit of pauperism becomes extinct in the atmosphere of the free school. Pauperism and poor laws are unknown in free school countries; and a system of free schools would in less than half a century, supersede their necessity in any country.

5. The system of free schools makes the best provision and furnishes the strongest inducements for the education of every youth in each school section of the land. To compel the education of the children by the terror of legal pains and penalties, is at variance with my ideas of the true method of promoting universal education; but to place before parents the strongest motives for educating their children, and to provide the best facilities for that purpose, is alike the dictate of sound policy and Christian patriotism. The quarterly rate-bill system holds out an inducement and temptation to a parent to keep his child from the school. The parent's temptation and difficulty is increased in proportion to the number of children he has to educate. The rate-bill is always sufficient to tempt the indifferent parent to keep his child or children from the school; it often compels the poor man to do so, or else to get them educated as paupers. In proportion to the smallness of the school will be the largeness of the rate-bill on each of the few supporters of it, in order to make up the salary of the teacher; and as the school diminishes in pupils will the rate-bill increase on those that remain. The withdrawal of every pupil from the school lessens the resources of the trustees to fulfil their engagement with the teacher, and increases the temptation to others to remove their children also. Thus are trustees often embarrassed and perplexed—teachers deprived of the just fruits of their labours—good teachers retiring and poor ones substituted—schools often closed, and hundreds and thousands of children left without school instruction of any kind. Now, the free school system of supporting schools puts an end to most of these evils. A rate being imposed upon each inhabitant of a school section according to his means, provision is at once made for the education of every child in such section. Every parent feels that having paid his school-rate—whether little or much,—he has paid what the law requires for that year's common school education of all his children, and that they are all entitled by law to the benefits of the school. However poor a man may be, having paid what the law requires, he can claim the education of his children as a legal right, and not supplicate it as a cringing beggar. His children go to school, not in the character and spirit of ragged pauperism, but in the ennobling spirit of conscious right, and on equal vantage ground with others. Each parent, feeling that he has paid for the education of his children, naturally desires that he may have the benefit of it. While, therefore, the monthly rate-bill per pupil is a temptation to each parent to keep his children from the school, the annual school-rate upon property furnishes each parent with a corresponding inducement to send

his children to school—relieving trustees at the same time from all fear and uncertainty as to the means of providing for the teacher's salary. It is not, therefore, surprising to find that wherever the free school system has been tried in Upper Canada or elsewhere, the attendance of pupils at school has increased from fifty to three hundred per cent. The facilities thus provided for the education of each child in a school section, will leave the ignorant, careless, or unnatural parent without excuse for the educational neglect of his children. The finger of universal reproof and scorn pointed at him, will soon prove more powerful than statute law, and, without infringing any individual right, will morally compel him, in connection with higher considerations, to send his children to school. This system of "compulsory education," I wish to see everywhere in operation—the compulsion of provision for the universal education of children—the compulsion of their universal right to be educated—the compulsion of universal interest in the school—the compulsion of universal concentrated opinion in behalf of the education of every child in the land. Under such a system, in the course of ten years, an uneducated Canadian youth would be a monstrous phenomenon.

6. The system of free schools may also be commended upon the ground of its tendency to promote unity and mutual affection among the inhabitants of each school division. The imposition of quarterly rate-bills is a source of frequent neighborhood disputes and divisions. The imposition of an annual rate upon all the inhabitants of a school section according to property, puts an end to quarterly rate-bill disputes and divisions, unites the feelings as well as the interest of all in one object, and tends to promote that unity and mutual affection which an unity of objects and a oneness of interest are calculated to create. The care and interest of one will be the care and interest of all—that is, to have the best school possible; and the intellectual light of that school, like the material light of Heaven, will freely beam upon every child in the school section.

7. I think the system of free schools is, furthermore, most consonant with the true principles and ends of civil government. Can a more noble and economical provision be made for the security of life, liberty and property, than by removing and preventing the accumulation of that ignorance and its attendant vices which are the great sources of insecurity and danger, and the invariable pretext, if not justification, of despotism? Are any natural rights more fundamental and sacred than those of children to such an education as will fit them for their duties as citizens? If a parent is amenable to the laws who takes away a child's life by violence, or wilfully exposes it to starvation, does he less violate the inherent rights of the child in exposing it to moral and intellectual starvation? It is noble to recognize this inalienable right of infancy and youth by providing for them the means of the education to which they are entitled,—not as children of particular families, but as children of our race and country. And how perfectly does it harmonize with the true principles of civil government for every man to support the laws and all institutions designed for the common good, according to his ability. This is the acknowledged principle of all just taxation; and it is the true principle of universal education. It links every man to his fellow-man in the obligations of the common interests; it wars with that greatest, meanest foe to all social advancement—the isolation of selfish individuality; and implants and nourishes the spirit of true patriotism by making each man feel that the welfare of the whole society is his welfare—that collective interests are first in order of importance and duty, and separate interests are second. And such relations and obligations have their counterpart in the spirit and injunctions of our Divine Christianity.

There, while every man is required to bear his own burden according to his ability, the strong are to aid the weak, and the rich are to supply the deficiencies of the poor. This is the pervading feature and animating spirit of the Christian religion; and it is the basis of that system of supporting public schools which demands the contribution of the poor man according to his penury, and of the rich man according to his abundance.

8. But against this system of free schools, certain OBJECTIONS have been made; the principal of which I will briefly answer.

First objection:—"The common schools are not fit to educate the children of the higher classes of society, and therefore these classes ought not to be taxed for the support of the common schools."

Answer.—The argument of this objection is the very cause of the evil on which the objection itself is founded. The unnatural and unpatriotic separation of the wealthier classes from the common school, has caused its inefficiency and alleged degradation. Had the wealthy classes been identified with the common schools equally with their poorer neighbors,—as is the case in free school countries—the common school would have been fit for the education of their children, and proportionally better than it now is for the education of the children of the more numerous common classes of society. In free school cities and states, the common schools are acknowledged to be the best elementary schools in such cities and states; so much so, that the Governor of the State of Massachusetts remarked at a late school celebration, that if he had the riches of an Astor, he would send all his children through the common school to the highest institutions in the State. If the wealthy classes can support expensive private schools, their influence and exertions would elevate the common school to an equality with, if not superiority over, any private school, at less expense to themselves, and to the great benefit of their less affluent neighbors. The support of education which is essential for the good of all, should be made obligatory upon all; and if all are combined in support of the common school, it will soon be rendered fit for the education of all. If persons do not choose to avail themselves of a public institution, that does not release them from the obligations of contributing to its support. It is also worthy of remark, that the board of school trustees in each city and incorporated town in Upper Canada, has authority to establish male and female primary, secondary and high schools, adapted to the varied intellectual wants of each city and town; while in each country school section, it requires the united means of intelligence of the whole population to establish and support one thoroughly good school.

Second objection;—"It is unjust to tax persons for the support of a school which they do not patronise, and from which they derive no individual benefit."

Answer.—If this objection be well founded, it puts an end to school taxes of every kind, and abolishes school and college endowments of every description; it annihilates all systems of public instruction, and leaves education and schools to individual caprice and inclination. This doctrine was tried in the Belgian Netherlands after the revolt of Belgium from Holland in 1830; and in the course of five years, educational desolation spread throughout the kingdom, and the Legislature had to interfere to prevent the population from sinking into semi-barbarism. But the principle of a public tax for schools has been avowed in every school assessment which has ever been imposed by our Legislature, or by any county council; the same principle is acted upon in the endowment of a Provincial University—for such endowment is as much public property as any part of the public annual revenue of the country. The principle has been avowed and acted upon by every republican State of America, as well as by the Province of Canada and the countries of Europe. The only question is, as to the extent to which the principle should be applied

—whether to raise a part or the whole of what is required to support the public school. On this point it may be remarked, that if the principle be applied to all, it should in that way and to that extent which will best promote the object contemplated—namely, the sound education of the people; and experience, as well as the nature of the case, shows, that the free system of supporting schools is the most, and indeed the only, effectual means of promoting the universal education of the people.

I remark further on this second objection, that if it be sound, then must the institutions of government itself be abandoned. If a man can say, I am not to be taxed for the support of what I do not patronise, or from which I receive no individual benefit, then will many a man be exempted from contributing to support the administration of Justice, for he does not patronise either civil or criminal courts; nor should he pay a tax for the erection and support of jails, for he seeks no benefit from them. Should it be said, that jails are necessary for the common safety and welfare, I answer, are they more so than common schools? Is a jail for the confinement and punishment of criminals more important to a community than a school for education in knowledge and virtue? In all good governments, the interests of the majority are the rule of procedure; and in all free governments, the voice of the majority determines what shall be done by the whole population for the common interests, without reference to isolated individual cases of advantage or disadvantage, or inclination or disinclination. Does not the common school involve the common interests; and the free school system impose a tax upon all the majority for the education of all?

I observe again on this second objection, that what it assumes as fact is not true. It assumes that none are benefitted by the common school but those who patronise it. This is the lowest, narrowest and most selfish view of the subject, and indicates a mind the most contracted and grovelling. This view applied to a provincial university, implies that no persons are benefitted by it except graduates; applied to criminal jurisprudence and its requisite officers and prisons, it supposes that none are benefitted by them except those persons who are rescued from the assaults of violence, or whose property is restored from the hands of theft; applied to canals, harbours, roads &c., this view assumes that no persons derive any benefit from them except those who personally navigate or travel over them. The fact is, that whatever tends to diminish crime and lessen the expenses of criminal jurisprudence, enhances the value of a whole estate of a country or district; and is not this the tendency of good common school education? And who has not witnessed the expenditure of more money in the detection, imprisonment and punishment of a single uneducated criminal, than would be necessary to educate in the common school half a dozen children? Is it not better to spend money upon the child than upon the culprit—to prevent crime rather than punish it? Again, whatever adds to the security of property of all kinds increases its value; and does not the proper education of the people do so? Whatever also tends to develop the physical resources of a country, must add to the value of property; and is not this the tendency of the education of the people? Is not education in fact the power of the people to make all the resources of their country tributary to their interests and comforts? And is not this the most obvious and prominent distinguishing feature between an educated and uneducated people—the power of the former, and the powerlessness of the latter, to develop the resources of nature and providence, and make them subservient to human interests and enjoyments? Can this be done without increasing the value of property? I verily believe, that in the sound and universal education of the people, the balance of gain financially is on the side of the wealthier classes. If the poorer classes gain in intellectual power, and in the resources of individual and social happiness, the richer classes gain proportionally, I think more than proportionally, in the

enhanced value of their property. As an illustration, take any two neighborhoods, equal in advantages of situation and natural fertility of soil—the one inhabited by an ignorant, and therefore unenterprising, grovelling, if not disorderly, population; the other peopled with a well-educated, and therefore enterprising, intelligent and industrious class of inhabitants. The difference in the value of all real estates in the two neighbourhoods is ten, if not a hundred-fold greater than the amount of school-tax that has ever been imposed upon it. And yet it is the school that makes the difference in the two neighbourhoods; and the larger the field of experiment, the more marked will be the difference. Hence, in free school countries, where the experiment has been so tested as to become a system, there are no warmer advocates of it than men of the largest property and the greatest intelligence—the profoundest scholars, and the ablest statesmen.

It has also been objected, that the lands of absentees ought not to be taxed for the support of schools in the vicinity of such lands. I answer, the inhabitants of the school sections in which such lands are situated are continually adding to the value of those lands by their labors and improvements, and are therefore entitled to some return, in the shape of a local school tax, from such absentee landholders.

The objection that the free school system is a pauperising system has been sufficiently answered and exposed in a preceding part of this address. Such a term is only applicable to the present rate-bill system, as I have shown; and the application of it to the free school system is an exhibition of the sheerest ignorance on the subject, or a pitiful manœuvre of selfishness against the education of the working classes of the people. History is unanimous in the assertion that the first race of New England pilgrims were the best educated and most independent class of men that ever planted the standard of colonization in any new country. Yet among these men did the system of free schools originate; by their free and intelligent descendants it has been perpetuated and extended; their universal education has triumphed over the comparative barrenness of their soil and the severity of their climate, and made their States the metropolis of American manufacture and mechanic arts, and the seat of the best colleges and schools in America. Nor is a page of their educational history disfigured with the narrative of “a ragged school,” or the anomaly of a pauper pupil.

I submit, then, the great question of free schools, or of universal education (for I hold the two to be synonymous in fact), to the grave consideration of the Canadian public. I think it properly appertains to the inhabitants of each school municipality to decide for themselves on this subject. I desire no further Legislative interference than to give the inhabitants of each school division the power of supporting their own school as they please. Of the result of their inquiries as to the best mode of supporting their school, I have no doubt; and in that result I read the brightest hope and the greatest wealth of future Canada.

(Signed)

E. RYERSON.

EDUCATION OFFICE,  
Toronto, *January, 1849.*

---

*No. 2. Encouragement to persevere in the cause of Common School Education.*

It appears appropriate to commence each year by addressing those for whose interests the *Journal of Education* is continued, on the great objects to which it is devoted; that by awakening afresh the recollection of first principles, and analysing the *criteria* of educational progress, we may be eventually animated to prosecute, with becoming energy and zeal, the noblest work of any country—the Christian, and universal, and practical education of its youthful population.



The first article in this part of the Appendix, contains an address to the people of Upper Canada on the system of free schools—a system which is based upon the principle that every child in the land has a right to such an education as will make him a useful member of society, and that every inhabitant of the land is bound to contribute to that national object according to his property—a system, the life of which is the genius of Christianity, the soul of patriotism, the spirit of the highest civilisation. It is my present object to present some of those grounds of encouragement with which the facts and experience of the past year furnish us, to persevere in the work of educating our own and our country's offspring.

1. And the first encouraging omen which I shall mention is the deep hold which free schools have taken of the public mind in Upper Canada. The first public enunciation of this principle in 1846 was received with general surprise and doubt, with wide-spread suspicion, and in many instances with avowed hostility. In some cases it was dismissed by an editorial sneer; and in other cases it met with a less courteous reception; was at one time assailed as a public pauper, and at other times denounced as a conspirator against individual liberty. But, like many of the most important reforms and improvements in the institutions of society, which were once misunderstood, denounced, and ridiculed, the principle of free schools has risen above misconception, and therefore above misrepresentation and reproach, and stands forth now as much an object of respect and admiration, as it was a short time since an object of suspicion and contempt. The explanatory and matter-of-fact free school address of last January called forth an approving response from several influential members of the Canadian press; and it is a somewhat singular coincidence that, during that same month, the superintendent of schools for the State of New York called the earnest attention of the legislature and citizens of the State to the great importance of establishing free schools throughout the whole State. He, at the same time, submitted the draft of a bill, which provided that, on the vote of a majority, every individual in the State would be compelled to adopt the system of free schools. I submitted the draft of a bill, giving liberty and power to the inhabitants of each school section (but not compelling them), through their trustee representatives, to adopt the free school system, without reference either to the executive government or the municipal council. In the State of New York, the compulsory and general free school bill has become law; in Upper Canada, the draft of bill submitted to facilitate the establishment of the local and voluntary free school system has not been adopted, and more forms and obstacles are interposed by the new School Act, in the way of establishing the free school system in any section, than existed under the act of last year. But, notwithstanding this partial impediment in legislation, (which, I have reason to believe, was unintentional on the part of the government,) the principle of free schools has been advancing among the people in every county of Upper Canada; and we hear of the inhabitants of many sections submitting to all the forms and applications required by the law, in order, if possible, to obtain the establishment of free schools; nay, more, we are assured that the conviction is becoming very general among the people, that the free school system is the only true one—the only one that will educate all their children—the only one that will command good teachers and erect good schools throughout the land. We indulge the sanguine hope that the first year of the approaching half century will witness the establishment of free schools in many whole counties, if not throughout the whole Province of Upper Canada.

Let every friend of sound and universal education be impressed with the fact, that that object has never been, and can never be, attained except where all the people of all ranks and classes are combined for the education of all. For more than thirty years has

a famed system of common schools been established in the neighboring State of New York; and yet throughout the rural country parts of that state, official reports show that comparatively little progress has been made in the character and efficiency of the schools; while, during the last few years, the most astonishing advancement has been made in the schools of cities and towns. The whole circle of legislative change and amendment has been completed in the State School Law; so that, during the last year or two, the school legislators have found themselves unconsciously adopting many of the leading provisions of the first state school law, passed more than thirty years ago. The school law had undergone every variety of modification, yet a large proportion of the country schools had undergone little or no change. In 1844, a State Normal School was established to accomplish what legislative and ordinary exertions had failed to effect; but it was manifest that the grand fulcrum for intellectually uplifting the whole community was still wanting, and the example of the free school in cities and towns and states, was showing with increased clearness what that fulcrum was. It has at length been adopted, and on it is placed the lever of the whole state education machinery, and to that is applied the concentrated power of public opinion, ambition, and patriotism in the cause of education. The result cannot be mistaken, though the power of human imagination is inadequate to picture it.

And why may not the goal which has been sought for during more than thirty years by our New York neighbours, be reached by the people of Upper Canada in five years? Why may we not march directly to the consummation which has cost others so many years of varied experiment and earnest disputation? In leading his army across the Alps, Napoleon profited by the experience and losses of Hannibal; and amateur travellers now avail themselves, as a pleasurable excursion, of the Simplon highway of Napoleon—constructed at the expense of so much labor and treasure. Who would think of crossing the Atlantic in the petty bark of Columbus since the invention of steam-packets? We should not be less wise and practical in the momentous affairs of common schools. They require the simple application of a few great principles; they demand, not legislative experiments, but patriotic exertion—the united hearts and hands of all for the common interests of all.

2. A second encouraging circumstance connected with our common schools is the increased attention and interest which are beginning to be manifested in regard to school legislation. A school law is the mere instrument of establishing schools on the best foundation, and of supporting and maintaining them in the best manner. The more simply and easily applied that instrument is the better; but no school law can be self-operative any more than any other law, and its efficiency essentially depends on the skill and energy with which it is wielded, and the provisions it contains for the development and application of that skill and energy with uniform accuracy and to the best advantage. Hitherto comparatively little interest has been felt on the subject of school legislation; it has occupied a very subordinate place in executive deliberations; it has not commanded one thorough or serious discussion in the deliberations of Parliament; important bills have been passed into laws without being either discussed or understood. But a brighter prospect now opens. The government has formally and publicly expressed its determination to bestow upon the subject of common school legislation that attention which its importance demands; the public press is beginning to evince more interest; and public interest has advanced perhaps fifty per cent. under the experience and facilities for information of the last two or three years. The elective authorities of the several cities and incorporated towns have, with unexampled unanimity, evinced an earnest desire

to maintain and mature the system of schools recently established among them; and the pervading spirit of the entire public mind is, to have good schools and universal education without regard to sect or party. The instances in which personal acerbity and party feeling mingle their bitter waters with the discussion of the subject, are marked exceptions to the general tone of the press, and clearly meet with no response from the country at large. But in whatever spirit the subject may be approached, the discussion of it must end to draw public attention to it; and past experience shows that the calm and deliberate decisions of the public mind at large are generally on the side of social elevation and intellectual progress. This has been most decidedly the case, thus far, in regard to our School Law and school system. Our School Law, as well as that of every educational country, requires the head of the department not only to administer the law and to report its operations, but from time to time to report also as to the efficiency or inefficiency of its provisions, and to point out their defects, and suggest the proper remedies. The report of every superintendent of schools in the neighbouring states presents examples of the fulfilment of this duty; and the superintendent of schools in Upper Canada would fail in obeying the law under which he acts, and be unworthy of his position, did he not at the most suitable times plainly and fully state to the proper authorities the conclusions of his own experience and judgment in regard to what he may think defective in the school law, and the best means of amending it. The law which imposes this responsible duty on the superintendent of schools, assumes, of course, that some attention will be given to the subjects of his suggestions. The appreciation of the spirit of the school law in this respect by the leading and considerate men of all parties, affords assurance to all friends of popular education throughout the land, that our school law and school system will soon be placed upon a firm foundation, and not be hereafter disturbed in any of their parts without due inquiry and felt necessity.

3. Another ground of encouragement in our country's educational work, is the practical proof already acquired of the possibility of not only improving our schools, but of successfully emulating our American neighbours in this respect. Often have we heard this, both privately and publicly, pronounced utopian; and often have we sought, in friendly discussion, to prove that it was neither impracticable nor extravagant to aim at rivalling our New York neighbors in our common schools. In addition to general reasoning facts may now be adduced to establish this position; and these facts are as honorable to the people of Upper Canada, as they are cheering to every patriotic heart. One fact is, that the average time of keeping the schools open by qualified teachers during the last two years in the state of New York, has been eight months; while in Upper Canada it has been eight months and a half. A second fact is that the amount raised by school rate-bills has been quite as large in Upper Canada, in proportion to the population, as in the state of New York. A third fact is, that the amount raised by local assessments has been as large in Upper Canada, in proportion to the population, as in the state of New York. A fourth fact is, that the same has been the case in regard to the amounts raised by local voluntary assessments over and above what the law has required in order to secure the apportionment of the legislative school grant—which, by the bye, is as large in proportion to the whole population in Upper Canada as is the annual common school fund in the state of New York. A fifth fact is, that the number of student-teachers attending the Normal School in Upper Canada is larger, in proportion to the whole number of our schools and of our whole population, than in the state of New York. A sixth fact is, that considerably more progress has been made towards introducing uniformity of text-books

in the schools of our rural districts, than has ever yet been effected in the state of New York. A seventh fact is, that salaries are offered to and obtained by good teachers from the Normal School at least twenty-five per cent. in advance of what was offered two years ago. Now, these facts of a few years' growth in Upper Canada, in comparison with kindred facts of thirty years' growth in the much older state of New York, fully warrant the statement I have made, and indicate a noble spirit of intellectual progress and patriotism among the people, from which may be developed the indefinite improvement of our schools, and the ready application of all facilities for diffusing useful knowledge which the wisdom of the legislature may provide.

4. For the sake of brevity, I will pass over several less prominent facts of an encouraging character, and conclude by two practical remarks. The first is, that no feeling of discouragement should for a moment be yielded to, in consequence of any of the unfortunate provisions of the new school bill. These provisions will not seriously affect any of the local authorities and interests until the arrival of the period for collecting rate-bills, distributing the school fund, and preparing the school reports for the current year; and before the arrival of that time the legislature will meet, and will, no doubt, make such provision as will promote the best educational interests of the country. Councils, trustees, and teachers need not entertain any apprehensions as to any loss or diminution in the amount of the legislative school grant for the current year; or, as to the requisite legal provisions to enable trustees to fulfil all the engagements which they may enter into with teachers.

The last remark is, that all friends of education should continue to guard against the admission of anything like a sectarian or party spirit in our school affairs. From whatever source it may proceed, or on whatever pretext founded, let it be frowned down as the worst enemy of yourselves and children. In every community, and in almost every locality, there will be found individuals steeped in the spirit of extreme partizanship—men of one idea, and that idea commonly one of proscription or hostility against some body or party: and to realize that idea, no sacrifice of educational and public interest seems too great in the estimation of its possessors. These partizans of one idea have broken up many a school, deprived many a child of educational instruction, and impeded the progress of many an improvement in the relations and interests of society. The history of our country affords ample evidence that the spirit of extreme partizanship has been its greatest bane; and in no respect is the blighting influence of that spirit so fatal as in the question and affairs of common schools, the very existence and character and advancement of which are so entirely depending on the combined feelings and mutual coöperations of the people among whom they are established. In whatever matters difference of opinion may exist among us as a people, I am sure we may all agree in loving our country, in loving our children, and in uniting to provide for them the best possible education. God grant that this one, grand, divinely originated, and divinely expansive idea may, like Aaron's rod, swallow up every serpent idea of petty partizanship, and impart to our posterity the noblest inheritance that parental wisdom and public patriotism can bequeath!

(Signed)

E. RYERSON.

EDUCATION OFFICE,  
Toronto, *January*, 1850.

*No. 3. Permanency and prospects of the system of Common Schools in Upper Canada.*

In presenting my annual address at the commencement of 1851, I am not in a position to enter into statistical details in respect to past educational progress; nor is it necessary that I should do so, as my last annual school report has just been printed by order of the Legislative Assembly, and placed in the hands of each municipal council and school corporation throughout Upper Canada. I shall, therefore, on the present occasion, confine myself to a few general remarks and practical suggestions.

My first remark relates to the settlement of the general principles and great organic provisions of our school system. It has been a common and not unfounded complaint, that there was nothing abiding, nothing settled, in the principles and provisions of our school law. Perpetual change in a school law is perpetual infancy in a public school system. Permanence and stability are essential conditions of growth, whether in an oak of the forest or in a system of national education. But the works of man are not like the works of God, perfect at the beginning. The history of all science teaches us that experiments must precede the principles which they establish; and the period of experiment in anything is likely to be a period of change as well as of infancy. In no branch of political economy have more experiments been made and with less progress towards the definiteness and dignity of a science, than in the department of public education. The chief reason I apprehend to be, not that it is more difficult than any other, but that it has received less attention than any other, in proportion to its magnitude and importance; that in very few instances has any one man, with zeal and capacity for the task, been permanently set apart to investigate the subject in all its aspects and applications, and to bring definitely and practically before the authorities, and legislators, and citizens of his country, the results of general experience and careful consideration, and embody them in actual recommendations and measures, and administrative policy. In New York and other states, the succession of temporary state school officers has been accompanied with an almost corresponding succession of school laws; and every confident and adventurous theorist in the Legislature, who had perhaps never been out of the limits of his native state, or read half a dozen school laws, or never studied a school system in his life, was ready with some new project in which he imagined and insisted was embodied the sum of all human perfection, but which was no sooner tried than abandoned. In the state of New York, after almost annual legislation for nearly forty years, the general provisions of the last amended school law of that state are, I have been informed, substantially and almost *verbatim* those of the school law of 1811—which was adopted on the recommendation of an able committee that had devoted a year to the examination and consideration of the subject—thus coming back to the place of beginning, after having made the whole circle in school legislation. But in Upper Canada our abnormal state of legislative experiment and change has been less protracted and tedious. We have had the great advantage of our neighbors' experiments and experience, and have reached (and I hope have exceeded) their results in legislation, without the drawbacks of their many trials and disappointments; and some of the material changes in our school law have been required by the introduction of a new system of municipal councils; and other portions of our recent school legislation have consisted in the introduction of new and necessary provisions, rather than the repeal of existing ones. The careful inquiry which has been instituted into the whole subject during the last five years, the many consultations which have been held in the several counties throughout the country, the minute and anxious attention which was bestowed upon it by the Government and the legislature during the last session, all warrant the assurance in the public mind,

that no future legislation on the subject of our common schools will take place except as new wants may suggest, and the experience and convictions of the country shall require. I am the more convinced of the correctness of this conclusion, from the fact that every suggestion, whether friendly or hostile, which I have seen in the newspapers, proposing substitutes for certain provisions of our present school law, has been tried and found unsuccessful in some one of the neighboring states—a fact of which the projectors might have satisfied themselves had they investigated the history of school legislation in those states, before undertaking to give lessons on the subject for Upper Canada. It cannot fail to be satisfactory and encouraging to every practical man and friend of education, to enter upon the school duties and interests of a new year with the conviction that his labors will not be in vain, and that the system to which he shall endeavor to give efficiency will be an abiding agency for the educational development and elevation of his country.

My second general remark refers to the position which our school system and its administration occupy in respect to parties and party interests.

The virus of party spirit is poisonous to the interests of education in any country or neighborhood, and the clangor and jostling of party conflicts are its funeral knell. It perishes in the social storm, but grows and blooms and bears fruit in the serenity and sunshine of social peace and harmony. It has, therefore, been the policy of the enemies of general education, in any country and of whatever party, as if prompted by a malevolent instinct, to seek to invest the agency for its extension with a party character, and then strangle it as a party monster. And even unintentionally and incidentally, the interests of education have largely suffered from the same upas influence. Among our American neighbors, I have been assured that party selfishness and contests have proved one of the most serious obstacles to the progress of their educational systems and interests. The working of their machinery of government, involving countless elections and endless party conflicts, the local, if not higher, administration of their school systems has often been perverted and pressed into degrading service as an engine of party, to the grief of the earnest and patriotic friends of education; and it has been alleged that to the intrigues of party aspirants may be traced the origin of no inconsiderable number of their projects of school laws and school reforms. It is highly honorable to the discernment and patriotism of our neighbors, that under a system of polity which to so high a degree lives and moves and breathes in an atmosphere of almost theatrical excitement, the interests of education have been so nobly sustained, and its progress has been so rapid and extensive. I regard it as an interesting incident in our Canadian history, and a brilliant sign and certain augury of educational progress, that our system of popular instruction stands forth by common consent and suffrage, *the exclusive property of no party, and the equal friend of all parties*. If one party introduced legislative enactments, laying the foundation and delineating the general outlines of the system in 1841 and 1843, and if another introduced a legislative measure to modify and essentially to improve it in 1846, both parties have united to mature and consolidate it in 1850. I think there was a moral sublimity in the spectacle presented by our Legislature at its last session, when the leading minds of both parties, with only subordinate exceptions unworthy of formal notice, and reflecting just darkness enough to give stronger expression and greater majesty to the general outlines of the picture) forgetting the rivalships and alienations of party, united as one man to provide the best system they could devise for the universal education of their common country—the spirit of sect being merged in the spirit of Christianity, and the spirit of partizanship absorbed in that of patriotism. I have stated the fact to several distinguished public men, as well in the United States as in England, and in every instance the comment has been

one of admiration of such a spirit in the public men of Canada, and congratulation on the educational and social prospects of the Canadian people under such circumstances. As a practical development of the same spirit in administration, which had been thus illustrated in legislation, the same persons have been re-appointed, in 1850, to perpetuate and extend the work of education under the law, who were first appointed in 1846 to devise and establish it. The example and spirit of these acts should thrill the heart of every man of every party in Canada, and tell him that in the education of youth he should forget sect and party, and only know Christianity and his country.

I have a third general remark to make, and it is this—that our system of municipalities affords unprecedented and unparalleled facilities for the education and social advancement of our country. Since I came to England, a member of the Canadian Legislature now in this country, an able political opponent of the author of our present municipal law, but deeply interested in the financial and general advancement of Upper Canada, and who has to do with matters affected by that law, has expressed to me his conviction that our Municipal Law is the grandest, the most comprehensive, and most complete measure of which he has any knowledge, for developing the resources and promoting the improvement of a country,—especially a young country. But what is thus stated by an impartial and competent judge to be true of this law in respect to the general resources and interests of the country, is I think, pre-eminently true in respect to its educational interests. Among the conditions essential to the advancement and greatness of a people, are individual development and social co-operation—to add as much as possible to the intellectual and moral value and power of each individual man and to collect and combine individual efforts and resources in what appertains to the well being of the whole community. That system of polity is best which best provides for the widest and most judicious operation of these two principles—the individual and the social. Now, to the development of the former, self-reliance is requisite; and in order to that there must be self-government. To the most potent developments of the latter, organization is essential and such organization as combines the whole community for all public purposes, and within convenient geographical limits. In our system of municipalities, and in our school system which is engrafted upon the municipalities, these objects are carefully studied, and effectually provided for, and provided for to an extent that I have not witnessed or read of in any other country. In the neighboring States, there are excellent town and city municipalities with ample powers, and in some States there are municipalities of townships and counties for certain objects; but these are isolated from and independent of each other, and are far from possessing powers commensurate with the development of the resources and meeting all the public wants of the community within their respective limits. It is in Upper Canada alone that we have a complete and uniform system of municipal organization, from the smallest incorporated village to the largest city, and from the feeblest school section and remotest township to the largest county or union of counties—the one rising above the other, but not superseding it—the one connected with the other, but not contravening it—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, these municipal and school corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of each municipality, whether of schools or roads, for the diffusion of knowledge or the development of wealth. Around the fire-sides and in the primary meetings, all matters of local interest are freely examined and discussed; the people feel that these affairs are their own, and that the wise disposal and management of them depend upon their own energy and

discretion. In this development of individual self-reliance, intelligence, and action in local affairs of common interest, we have one of the primary elements of a people's social advancement: whilst in the municipal organizations we have the aggregate intelligence and resources of the whole community on every material question and interest of common concern. What the individual cannot do, in respect to a school, a library, a road, or a railway, can be easily accomplished by the municipality; and the concentration of individual feeling and sentiment gives character and direction to municipal action. The laws constituting municipalities and schools are the charters of their government, and the forms and regulations for executing them are aids to strengthen their hands and charts to direct the course of those who are selected to administer them.

The application of this simple but comprehensive machinery to the interests of schools and general knowledge opens up for Upper Canada the prospect of a glorious future. One of the most formidable obstacles to the universal diffusion of education and knowledge is class isolation and class exclusiveness—where the highest grades of society are wholly severed from the lower in responsibility, obligations, and sympathy, where sect wraps itself up in the cloak of its own pride, and sees nothing of knowledge, or virtue, or patriotism beyond its own enclosures, and where the men of liberal education regard the education of the masses as an encroachment upon their own domains, or beneath their care or notice. The feeble and most needy as also the most numerous classes, are thus rendered still feebler by neglect, while the educated and more wealthy are rendered still stronger by monopoly. Our municipal and school system, on the contrary, is of the largest comprehension—it embraces in its provisions all classes and all sects, and places the property of all, without exception, under contribution for the education of all without respect of persons. Thus every man, whether rich or poor, is made equal before the law, and is laid under obligation, according to his means, of educating the whole community. And our law provides for the application of this great principle, not only for the establishment of schools and all requisites for their support and efficient operation, but also for the establishment and maintenance of libraries of general knowledge and reading; nor does it leave each municipality to collect books where and how it can, and at whatever prices, but calls in the interposition and assistance of government to arrange for procuring, at the lowest prices, a selection of books ample in number and variety, and suitable in character, to meet the wants and wishes of every Municipality in Upper Canada. The Department of Public Instruction having to do in respect to books with no private parties, but with school and municipal corporations only, the legitimate field of private trade cannot be entrenched upon, nor the ordinary channels of private business in the least interfered with; but they will rather be enlarged by the cultivation of public taste, and the increased demand for books of instruction and entertainment.

Such are the educational circumstances under which the people of Upper Canada commence the year 1851. Several practical suggestions have been made in connection with the preceding remarks; others are so obvious, as inferences, that I need not repeat them in this place. All that I will therefore add, is, that if the year 1850 has been signalized by laying the foundations of our system of public instruction deeper and broader, should not the year 1851 be characterized by rearing the superstructure higher than those foundations? If during the last few years Upper Canada has advanced beyond the State of New York in three great elements of popular education—the average time of keeping open the schools during the year,—the amount of money raised by the people at large for the support of education in proportion to the population—and the proportional number of teachers trained in the Normal School—why may not Upper Canada, with its improved



school law and its municipal system, become the best educated and the most intelligent country in North America? Upon ourselves will be the responsibility and shame if it be not so.

In the course of the year I hope to be able to visit each county or union of counties in Upper Canada, to bring before you at public meetings those parts of our school system which are yet to be brought into operation and to confer with you upon the best means of perfecting what has been commenced. In devising these means I try to conceive of the children in each municipality and school section, even the most remote and feeble, as my own children, and to provide for them educationally, so far as in my power, in the way that I would wish my own children to be provided for under like circumstances. However far I may come short of my own wishes and of your necessities, I trust you will be satisfied with my humble endeavors when they come to be practically developed; and I am sure your cordial coöperation will not be wanting in what is best for our children and patriotic for our country. I earnestly implore the Divine blessing to crown our united exertions with the most abundant success.

(Signed,) E. RYERSON.

December, 1850.

*No. 4. Question of Religious Instruction, in connection with our system of Public Instruction.*

The question of religious instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America—has agitated more than one country on the continent of Europe—has hitherto deprived England of a national system of education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain religious denominations, while the great mass of the laboring population is unreached by a ray of intellectual light, and is “perishing for lack of knowledge,” amidst the din of sectarian war about “religious education,” and under the very shadows of the cathedral and the chapel. If I have not made this question a prominent topic of remark in my annual reports, it is not because I have undervalued or overlooked its importance. In my first and preliminary report on a system of public elementary instruction for Upper Canada, I devoted thirty pages to the discussion of this subject (pp. 22-52), and adduced the experience and practice of the most educating countries in Europe and America respecting it. In preparing the draft of the school law, I have sought to place it where it has been placed by the authority of Government, and by the consent of all parties in Ireland—as a matter of regulation by a National Board, and with the guards which all have considered essential. These regulations\* have been

\* The following are the regulations on the *Constitution and Government of Schools in respect to Religious and Moral Instruction*, prescribed by the Council of Public Instruction for Upper Canada:—

“As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. Where it cannot be carried out in mixed schools to the satisfaction of both Roman Catholics and Protestants, the law provides for the establishment of separate schools. And the common school act, fourteenth section, securing individual rights as well as recognizing Christianity, provides, ‘That in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within

prepared and duly sanctioned, and placed in the hands of all school authorities ; nor have I failed from time to time to press their importance upon all parties concerned. It is, however, worthy of remark that in no instances have those parties who have thought proper to assail the school system, and myself personally, on the question of religious instruction, quoted a line from what I have professedly written on the subject, or from the regulations which I have recommended ; while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

As some prominence has been given to this question during the year by individual writers, and some vague statements and notions put forth, I will offer a few remarks on it.

1. My first remark is, that the system of common school instruction should, like the legislature which has established, and the government that administers it, be non-sectarian and national. It should be considered in a provincial, rather than a denominational point of view—in reference to its bearing upon the condition and interests of the country at large—and not upon those of particular religious persuasions as distinct from public interests, or upon the interests of one religious persuasion more than upon those of another. And thus may be observed the difference between a mere sectarian and a patriot—between one who considers the institutions and legislation and government of his country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his sect above his country, and supports or opposes every public law or measure of government just as it may or may not promote the interests of his own sect irrespective of the public interests and in rivalry with those of other sects ; the other views the well-being of his country as the great end to be proposed and pursued, and the sects as among the instrumentalities tributary to that end. Some, indeed, have gone to the extreme of viewing all religious persuasions as evils to be dreaded, and as far as possible proscribed ; but an enlightened and patriotic spirit rather views them as holding and propagating in common the great principles of virtue and morality, which form the basis of the safety and happiness of society ; and therefore as distinct agencies more or less promotive of its interests—their very rivalships tending to stimulate to greater activity, and, therefore, as a whole, more beneficial than injurious. I think a national system of public instruction should be in harmony with this national spirit.

2. I remark again, that a system of public instruction should be in harmony with the

---

this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law.'

"In the section of the act thus quoted, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the Government itself.

"The common school being a day, and not a boarding, school, rules arising from domestic relations and duties are not required ; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

"In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following regulations and recommendations :—

"1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and teacher ; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the Scriptures, or catechism, or other summary of religious doctrine and duty of the per-

views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically or practically exclude christianity in all its forms as an essential element in the education of the country, is exceedingly small, and that more than nine-tenths of the people regard religious instruction as an essential and vital part of the education of their offspring. On this, as well as on higher grounds, I lay it down as a fundamental principle that religious instruction must form a part of the education of the youth of our country, and that that religious instruction must be given by the several religious persuasions to their youth respectively. There would be no christianity among us were it not for the religious persuasions, since they, collectively, constitute the christianity of the country, and, separately, the several agencies by which christian doctrines and worship and morals are maintained and diffused throughout the length and breadth of the land. If in the much that certain writers have said about and against "sectarian teaching," and against "sectarian bias" in the education of youth, it is meant to proscribe or ignore the religious teaching of youth by sects or religious persuasions; then is it the theory, if not the design of such writers to preclude religious truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels! But if, on the other hand, it be insisted, as it has been by some, that as each religious persuasion is the proper religious instructor of its own youth, therefore each religious persuasion should have its own elementary schools, and that thus denominational common schools should supersede our present public common schools, and the school fund be appropriated to the denominations instead of to the municipalities; I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of universal education than is the former theory to the interests of all christianity. The history of modern Europe in general and of England in particular, teaches us that when the elementary schools were in the hands of the church, and the state performed no other office in regard to schools than that of tax-assessor and tax-gatherer to the church, the mass of the people were deplorably ignorant and, therefore, deplorably enslaved. In Upper Canada, the establishment and support of denominational schools to meet the circumstances of each religious persuasion would not only cost the people more than five-fold what they have now to pay for school purposes, but would leave the youth of minor religious persuasions, and a

suasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school.

"2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that 'in the national schools the importance of religion is constantly impressed upon the minds of children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians.' In each school the teacher should exert his best endeavors, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country; humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

large portion of the poorer youth of the country, without any means of education upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their religious faith.

3. But the establishment of denominational common schools for the purpose of denominational religious instruction itself is inexpedient. The common schools are not boarding, but day schools. The children attending them reside with their own parents, and are within the charge of their own pastors; and therefore the oversight and duties of the parents and pastors of children attending the common schools are not in the least suspended or interfered with. The children attending such schools can be with the teacher only from 9 o'clock in the morning until 4 o'clock in the afternoon of five or six days in the week, while during his morning and night of each week-day and the whole of Sunday, they are with their parents or pastors; and the mornings, and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for religious studies and instruction—portions of time during which pupils are not and cannot be with the teacher, but are and must be under the oversight of their parents or pastors. And the constitution or order of discipline of each religious persuasion enjoins upon its pastors and members to teach the summary of religious faith and practice required to be taught to the children of the members of each such persuasion. I might here adduce what is enjoined on this subject by the Roman Catholic, and the several Protestant Churches; but as an example of what is required, in some form or other, by the laws or rules of every religious persuasion, I will quote the 59th canon of the Church of England,—which is as follows:

“Every Parson, Vicar, or Curate, upon every Sunday and Holy day, before Evening Prayer, shall, for half an hour or more, examine and instruct the youth and ignorant persons in his parish, in the Ten Commandments, the Articles of the Belief, and the Lord's Prayer; and shall diligently hear, instruct, and teach them the Catechism set forth in the Book of Common Prayer; and all fathers, mothers, masters, and mistresses, shall cause their children, servants, and apprentices, which have not learned the Catechism, to come to the Church at the time appointed, obediently to hear, and to be ordered by the Minister, until they have learned the same. And if any Minister neglects his duty herein, let him be sharply reprov'd upon the first complaint, and true notice thereof given to the Bishop or Ordinary of the place. If, after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then excommunicated, and so remain until he will be reformed. And, likewise, if any of the said fathers, mothers, masters, or mistresses, children, servants, or apprentices, shall neglect their duties, of the one sort of not causing them to come, and the other in refusing to learn, as aforesaid; let them be suspended by their Ordinaries, (if they be not children,) and if they so persist by the space of a month, then let them be excommunicated.”

To require, therefore, the teacher in any common day school to teach the catechism of any religious persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each religious persuasion; and instead of providing by law for the extension of religious instruction and the promotion of Christian morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the common school teacher the duties which their church enjoins upon them, and thus sanctioning immoralities in pastors and parents,—which must, in a high degree, be injurious to the interests of public morals no less than to the interests of children and of

the common schools. Instead of providing by law for denominational day schools for the teaching of denominational catechisms in school, it would seem more suitable to enforce by law the performance of the acknowledged disciplinary duties of pastors and members of religious persuasions by not permitting their children to enter the public schools until their parents and pastors had taught them the catechism of their own church. The theory, therefore, of denominational day schools is as inexpedient on religious grounds as it is on the grounds of economy and educational extension. The demand to make the teacher do the canonical work of the clergymen is as impolitic as it is selfish. Economy as well as patriotism requires that the schools established for all should be open to all upon equal terms, and upon principles common to all—leaving to each religious persuasion the performance of its own recognized and appropriate duties in the teaching of its own catechism to its own children. Surely it is not the province of government to usurp the functions of the religious persuasions of the country; but it should recognize their existence, and therefore not provide for denominational teaching to the pupils in the day schools, any more than it should provide such pupils with daily food and raiment, or weekly preaching or places of worship. As the state recognizes the existence of parents and the performance of parental duties by not providing children with what should be provided by their parents—namely, clothing and food;—so should it recognize the existence of the religious persuasions and the performance of their duties by not providing for the teaching in the schools of that which each religious persuasion declares should be taught by its own ministers and the parents of its children.

4. But, it may be asked, ought not religious instruction be given in day schools, and ought not government require this in every school? I answer, what may or ought to be done in regard to religious instruction, and what the government ought to require, are two different things. Who doubts that public worship should be attended and family duties performed? But does it therefore follow that government is to compel attendance upon the one, or the performance of the other? If our government were a despotism, and if there were no law or no liberty, civil or religious, but the absolute will of the Sovereign, then government would, of course, compel such religious and other instruction as it pleased,—as is the case under despotisms in Europe. But as our government is a constitutional and a popular government, it is to compel no farther in matters of religious instruction than it is itself the expression of the mind of the country, and than it is authorized by law to do. Therefore, in the "*General Regulations on the constitution and government of schools respecting religious instruction*," (quoted in a note on a preceding page) it is made the duty of every teacher to inculcate those principles and duties of piety and virtue which form the basis of morality and order in a state, while parents and school teachers and school managers are left free to provide for and give such further religious instruction as they shall desire and deem expedient. If with us, as in despotic countries, the people were nothing politically or civilly but slaves and machines, commanded and moved by the will of one man, and all the local school authorities were appointed by him, then the schools might be the religious teachers of his will; but with us the people in each municipality share as largely in the management of the schools as they do in making the school law itself. They erect the school houses; they employ the teachers; they provide the greater part of the means for the support of the schools; they are the parties immediately concerned—the parents and pastors of the children taught in the schools. Who then are to be the judges of the nature and extent of the religious instruction to be given to the pupils in the schools, these parents and pastors, or the executive government,

counselled and administered by means of heads of departments, who are changed from time to time at the pleasure of the popular mind, and who are not understood to be invested with any religious authority over the children of their constituents?

5. Then, if the question be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those countries in Europe in which denominational day schools alone are established and permitted by government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the countries of Europe or America? Nay, the very reverse is the fact. And it were not difficult to show that those denominational schools in England which were endowed in former ages, have often been the seats of oppressions, vices, and practices, that would not be tolerated in the most imperfect of the common schools in Upper Canada. And when our common schools were formerly, in regard to government control, chiefly under the management of one denomination, were the teachers and schools more elevated in their religious and moral character, than at the present time? Is not the reverse notoriously the case? And if enquiry be made into the actual amount of religious instruction given in what are professedly denominational schools, whether male or female, (and I have made the enquiry,) it will be found to consist of prayers not more frequently than in the common schools, and of reciting a portion of catechism each week—a thing which is done in many of the common schools, although the ritual of each denomination requires catechetical instruction to be given elsewhere and by other parties. So obviously unnecessary on religious grounds are separate denominational schools, that two school-houses which were built under the auspices of the Church of England for parish schools of that church—the one at Cobourg, by the congregation of the Archdeacon of York, and the other in connection with Trinity-Church, Toronto East—have, after fair trial, been converted for the time being into common school houses, under the direction of the Public Boards of School Trustees in Toronto and Cobourg.

6. I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent, and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also what is taught at home by the parents and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the Holy Scriptures. In all such cases pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, nor the common school system.

7. But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour's walk of every man's door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to

temptation—most need the best counsels in religion and morals—are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth needs the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their pastor and parent.—Hence what is supplied by the parent and pastor at home, ought, as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient, and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, nor for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers—evinced of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution.

It is not, however, my intention to discuss the question of recognizing and aiding denominational colleges in a system of public instruction. My object in the foregoing remarks is to show that the objections against the establishment of a system of denominational day schools, do not form any objection to granting aid to denominational colleges as institutions of science and literature, and open to all classes of youth who may be desirous of attending them.

The more carefully the question of religious instruction in connection with our system of common schools is examined, the more clearly, I think, it will appear that it has been left where it properly belongs—with the local school municipalities, parents and managers of schools—the government protecting the right of each parent and child, but beyond this and beyond the principles and duties of moralities common to all classes, neither compelling nor prohibiting—recognizing the duties of pastors and parents, as well as of school trustees and teachers, and considering the united labors of all as constituting the system of education for the youth of the country.

(Signed)

E. RYERSON.

EDUCATION OFFICE,

Toronto, 27th September, 1852.

---

*No. 5. Sketch of the System of Public Elementary Instruction in Upper Canada.*

1. The origin of the common school system of Upper Canada, as now established, is as follows: Annual parliamentary grants were made in aid of common schools for more than thirty years, but expended without system, and with but little advantage to the country. In 1841, the first law was passed (introduced and conducted through the Legislative Assembly, by the Hon. S. B. Harrison, then Secretary of the Province), embodying the great principle of granting money to each county, upon the condition of such county

raising an equal amount by local assessment. Considerable opposition was made at first in many parts of the Province to the principle of that act; and it is said that when the Hon. R. Baldwin was engaged, in 1841, in an election contest in the County of Hastings, and was informed of the opposition against him, even among many of his own friends, on account of his supporting such a principle of school taxation, he answered in effect that he would rather lose his election than give up that principle. The machinery of that law requiring modification, the Hon. Francis Hincks brought in another bill in 1843, which became a law, and which very much simplified and improved the details of the act of 1841. By that law, the Secretary of the Province was *ex officio* Chief Superintendent of Schools, with two assistants. In 1844, the office of assistant superintendent of Upper Canada was offered to the present incumbent; and after having received the sanction of the authorities of his Church, he accepted it in the autumn of that year, upon the understanding that the administration of the school system should constitute a non-political department, and that he should be permitted to provide for the performance of his duties for a year by a deputy, and have a year's leave of absence to visit and examine the educational systems of other countries, both in Europe and America, before attempting to lay the foundations of a system in Upper Canada. The whole of 1845 was employed in these preliminary enquiries, and the results were embodied, in March 1846, in a "*Report on a system of public elementary instruction for Upper Canada.*" and a draft of bill which was introduced into the Legislative Assembly by the Hon. W. H. Draper (then Attorney General), and became a law in June 1846. In a few months afterwards a draft of Bill was prepared for establishing a system of schools in cities and incorporated towns, which was introduced into the Legislative Assembly by the Hon. J. H. Cameron, (then Solicitor General,) and became law in June 1847. These two acts, with the modifications and improvements which experience has suggested and the progress of the system required, have been incorporated into one act, which was introduced into the Legislative Assembly by the Hon. Francis Hincks (Inspector General), and became a law in 1850—the first act to which His Excellency the Earl of Elgin gave the royal assent after the removal of the seat of Government to Upper Canada.

2. Our system of public elementary instruction is eclectic, and is to a considerable extent derived from four sources. The conclusions at which the present head of the department arrived during his observations and investigations of 1845, were, 1. That the machinery or law part of the system in the state of New York was the best, upon the whole—appearing, however, defective in the intricacy of some of its details, in the absence of an efficient provision for the visitation and inspection of schools, the examination of teachers, religious instruction, and uniform text-books for the schools. 2. That the principle of supporting schools in the state of Massachusetts was the best—supporting them all according to property, and opening them to all without distinction; but that the application of this principle should not be made by the *requirements* of state or provincial statute, but at the discretion and by the action, from year to year, of the inhabitants in each school municipality—thus avoiding the objection which might be made against an uniform coercive law on this point, and the possible indifference which might in some instances be induced by the provisions of such a law, independent of local choice and action. 3. That the series of elementary text-books, prepared by experienced teachers, and revised and published under the sanction of the National Board of Education in Ireland, were, as a whole, the best adapted to schools in Upper Canada—having long been tested, having been translated into several languages of the continent of Europe, and



---

having been introduced more extensively than any other series of text-books into the schools of England and Scotland. 4. That the system of Normal School training of teachers, and the principles and modes of teaching which were found to exist in Germany, and which have been largely introduced into other countries, were incomparably the best—the system which makes school teaching a profession, which, at every stage, and in every branch of knowledge, teaches things and not merely words; which unfolds and illustrates the principles of rules, rather than assuming and resting upon their verbal authority; which develops all the mental faculties, instead of only cultivating and loading the memory—a system which is solid rather than showy, practical rather than ostentatious, which prompts to independent thinking and action rather than servile imitation.

3. Such are the sources from which the principal features of the school system in Upper Canada have been derived, though the application of each of them has been modified by the local circumstances of our country. There is another feature or rather cardinal principle of it, which is rather indigenous than exotic, which is wanting in the educational systems of some countries, and which is made the occasion and instrument of invidious distinctions and unnatural proscriptions in other countries—we mean the principle of not only making Christianity the basis of the system, and the pervading element of all its parts, but of recognizing and combining, in their official character, all the clergy of the land with their people in its practical operations—maintaining absolute parental supremacy in the religious instruction of their children, and upon this principle providing for it according to the circumstances and under the auspices of the elected trustee representatives of each school municipality. The clergy of the country have access to each of its schools; and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of Christian of various religious persuasions, and thus become the radiating centre of a spirit of Clergy charity and potent coöperation in the primary work of a people's civilization and happiness.

4. The system of public instruction is engrafted upon the municipal institutions of the country. We have municipal councils of counties, of townships, of cities, of towns, and of incorporated villages. The members of county councils are elected by the councils of townships and towns—one or two for each. The members of township, city, town, and village councils are elected by the resident freeholders and householders of each municipality.

5. The municipal council of each township divides such township into school sections of a suitable extent for one school in each, or for both male and female schools. The affairs of each school section are managed by three trustees, who hold their offices for three years and one of whom is elected annually by the freeholders and householders of such section. The powers of trustees are ample to enable them to do all that the interests of a good school require—they are the legal representatives and guardians of their section in school matters. They determine whatever sum or sums are necessary for the furnishing, &c., of their school and the salaries of teachers, but account for its expenditure annually to their constituents, and report fully to the local superintendent by filling up blank forms of annual reports which are furnished to them by the Chief Superintendent of Schools from year to year. The township council imposes assessments for the erection of school houses, or for any other school purposes desired by the inhabitants of school sections through their trustees. The inhabitants of each school section decide as to the *manner* in which they will

---

support their school according to the estimates and engagements made by the trustees, whether by voluntary subscription, by a monthly rate-bill of not more than one shilling and three pence per child on parents sending to the schools, or by rates on the property of all according to its assessed value, and opening the school to the children of all without exception. The latter mode is likely to supersede both the others; but its existence and operation, in connection with each school, depend upon the annual decision of the inhabitants of each school section at a public meeting called for that purpose.

6. The duties of teachers are prescribed by law, and their rights are effectually protected. No teacher is entitled to any part of the school fund who does not conduct his school according to law, and who has not a legal certificate of qualification from a county board of public instruction; nor is any school section entitled to receive any aid from the school fund in which a school is not kept open six months during each year by a teacher thus recognised as to both moral character and attainments. The law also requires a public quarterly examination to be held in each school.

7. The inspection of the schools is made by local superintendents, who are appointed by the county councils, and who may be appointed one for each county, or one for one or more townships, at the pleasure of each county council. Each local superintendent is entitled to at least one pound (four dollars) per annum for each school under his charge. He is often allowed more. He is required to visit each school at least twice a year, and to deliver a public lecture on education in each school section once a year, besides apportioning the school moneys to the several school sections within his jurisdiction, giving cheques, on the orders of trustees, to qualified teachers upon the county treasurer or sub-treasurer, aiding in the examination of teachers, deciding various questions of dispute and reference, corresponding on school matters, and reporting annually to the chief superintendent according to the forms prepared and furnished by him.

8. Besides the local superintendents, all clergymen recognised by law, judges, members of the legislature, magistrates, members of county councils, and aldermen, are school visitors, to visit all the schools, as far as practicable, within their respective charges and municipalities. Their visits are voluntary; they are desired "especially to attend the quarterly examination of schools, and at the time of such visits to examine the progress of the pupils, and the state and management of the schools, and give such advice to teachers and pupils, and any others present, as they may think advisable, in accordance with the regulations and instructions which shall be provided in regard to school visitors according to law." The law also authorises the holding of general meetings of school visitors in any municipality, on the appointment of any two visitors, "to devise such means as they may deem expedient for the efficient visitation of the schools, and to promote the establishment of libraries and the diffusion of useful knowledge."

9. There is a board of public instruction in each county, consisting of local superintendents and the trustees of the grammar schools in such county. These county boards consist largely of the clergy of different religious persuasions, associated with some of the most intelligent lay gentlemen in each county; so that the country has the best guarantee that its circumstances will admit for the moral character and intellectual qualifications of teachers. The teachers are examined, and arranged into three classes, according to a programme of examination prepared and prescribed by the Council of Public Instruction for Upper Canada.

10. The municipal council of each county is responsible for raising at least an equal sum for salaries of teachers in the several townships within its jurisdiction with that which is annually apportioned to them out of the parliamentary appropriation by the Chief Superintendent of Schools. The county councils also appoint the local treasurers of the school fund, and the local superintendents of schools, and provide for their salaries. Special provision is also made for the security of the school fund, against the diversion of any part of it, and for the prompt payment of it to teachers at the times specified by law. Both the county and township councils have authority to raise any sums they shall think proper for public school libraries under general regulations prescribed according to law. A parliamentary appropriation has been made for the establishment of school libraries, to be expended on the same conditions with the appropriation for the support of schools.

11. The law also provides a system adapted to the circumstances of cities, towns, and incorporated villages. In each city and town there is one board of trustees for the management of all the schools in such city or town—two trustees elected for each ward, and holding office for two years—one retiring annually. In each incorporated village and town not divided into wards, there is a board of six trustees elected—two retiring from office and two elected, each year. These boards of trustees, thus constituted, appoint the local superintendent, and determine upon the number and kinds of schools, the employment of teachers, and all the expenses necessary for the schools in each such city, town, or incorporated village; and the municipal council is required in each case to raise the sum or sums estimated by the board of trustees for all their school purposes, and in the manner that they shall desire. There is also the same provision for the establishment of libraries in each city, town and village, as exists in respect to their establishment in each township and county.

12. At the head of the whole system we have a Council of Public Instruction and a Chief Superintendent of Schools, both appointed by the Crown. The council has the entire management of the Provincial Normal and Model Schools, recommends the textbooks for the schools and books for the school libraries, and makes the regulations for the organization, government and discipline of common schools, the examination and classification of teachers and the establishment and care of school libraries throughout Upper Canada.

13. The Chief Superintendent, who is *ex-officio* member of the Council of Public Instruction, and provides accommodations for its meetings,—apportions the school fund to the several municipalities throughout Upper Canada, prepares the general school regulations and submits them, as well as the text and library books, to the consideration of the council; prepares the forms of reports and modes of all school proceedings under the Act, and gives instructions for conducting them, as well as for holding teachers' institutes; decides questions of dispute submitted to him; takes the general superintendence of the Normal School; provides facilities for procuring text and library books, and provides and recommends plans of school houses; prepares annual reports; corresponds with local school authorities throughout Upper Canada, and employs all means in his power for the promotion of education and the diffusion of useful knowledge. He is responsible for his official conduct and for all moneys that pass through his department.

14. Such is an epitome of the system of public elementary instruction in Upper Canada. The foundation may be considered as fairly laid, and something has been done towards rearing the superstructure. There has been an annual increase in the statistical

returns of each branch of the common school system since its establishment. The system is, to a great extent, voluntary. Each municipality exercises its discretion as to whether it will or will not accept the parliamentary appropriation upon the conditions specified; and each school section does the same in regard to the terms on which aid is offered in support of its school. The general regulations and oversight are such as merely to secure a fulfilment, in each locality, of conditions which are required by the legislature—the collective wisdom and voice of the country—and to maintain a standard of teaching that will prevent funds provided for the promotion of knowledge, from being prostituted upon ignorance and vice. The working of the common school system is a great social development—yet in its infancy, but instinct with life and energy, and fraught with results which can be more easily conceived than described.

15. In addition to the foregoing sketch of the system of public instruction, it may be proper to add a few remarks on the *Correspondence and Duties of the Department since its organization under the School Act of 1841*. That law provided for the appointment of a Provincial and two Assistant Superintendents of Education, (for the Eastern and Western sections of Canada,) and prescribed their duties to consist of apportioning the legislative school grant of £50,000—giving £20,000 to Upper Canada, and £30,000 to Lower Canada,—providing forms of reports and corresponding with local school officers; visiting the municipal districts; and reporting annually to the Governor. At that time the only school officers were district clerks, and township boards of school commissioners, and with them the correspondence of the office did not number over three or five hundred letters per annum. The number of districts was 20; of townships 245; and of schools 1169;—now there are 42 counties, 414 townships and towns, and 3010 schools. The Act of 1843 transferred the duties of the above named officers to county and township superintendents, and originated the present system of trustees for each school. The annual reports were made by the trustees to the township superintendent, and thence to the county superintendent,—who transmitted the township aggregates to the chief superintendent. The Act of 1846 abolished the office of township superintendent, retaining that of district superintendent—established the normal and model schools in connection with the office, and otherwise largely increased its duties. But the greatest increase in the duties and efficiency of the department was made by the Act of 1850, which may be classed as under:—(1.) The erection and care of the new normal and model school buildings. (2.) The establishment and care of the depository of maps, books, and apparatus. (3.) The introduction of public libraries. (4.) The auditing of the school accounts of each township, city, town, and village. (5.) An increase in the number of superintendents of from twenty to two hundred and fifty; and of municipal councils of from twenty to four hundred. (6.) The payment of the legislative school grant. (7.) Superintending the printing and distribution, annually, of 4000 copies (each) of the Chief Superintendent's annual report, teachers' school register, and blank school reports for trustees;—of 400 copies (each) of annual returns for superintendents (three sheets,) and sub-treasurers; and fifty for county clerks. These, of course, do not include the additional duties imposed by the Supplementary Act of the current year, which provides for the furnishing, semi-annually, of 4000 trustees' returns, and, monthly, of the *Journal of Education*—besides grants to poor schools; the Canadian library and museum; superannuated teachers' fund; &c., nor the varied and responsible duties imposed by the new grammar school act.

16. These additions required the adoption of a system peculiar to the several duties of the department, and resulted in dividing it into three branches:—"Education Office," "Council of Public Instruction," "Educational Map and Public Library Depository."

Each letter received is attached to a blank endorsement, having printed on it the name of the branch and blank lines for the number, title or name of the writer, post office, dates and references. It is then entered in the *Register of Letters Received*, with a summary of its contents, and numbered; and if it refers to former letters, such letters are obtained, and their numbers noted with such memoranda as may be necessary. Two copies of each draft of reply must be made—the one in the Letter Book, and the other addressed to the parties concerned.

17. "Education Office" branch includes the general administration of the grammar and common school laws; decisions on disputes between superintendents, councils, teachers, trustees, and people; explanation of points of law; annual reports and returns; auditing school accounts; payment of legislative grant; furnishing teachers' registers, trustees' returns, &c., and the *Journal of Education*; the establishment and supervision of public libraries; teachers' provincial certificates, and such other general correspondence as relates to the promotion of education.

18. "Council of Public Instruction" branch includes the general duties of the council; their meetings; appointments in the normal and model schools, and payments of salaries, admission of students, their supply of books and weekly payments; supplying articles on the masters' applications; model school fees, &c.; building, furnishing, and care of normal and model schools, and general contingencies and correspondence relating thereto.

19. "Educational Map and Library Depository" branch includes the purchase and sale of maps, text books, and prints to public schools; books to public libraries; printing pamphlets and catalogues; correspondence with publishers in England, Ireland, Scotland, and the United States; and with councils, trustees, superintendents, and other Canadian school officers, and such other general and financial matters as require attention in ordinary book and publishing establishments.

20. Thus each branch of the department is separate and complete in itself, and has its appropriate letter books, ledger, account current, &c., which require great care and attention, at the same time that the general routine of the office is attended to.

21. The correspondence of the department has increased very much since 1850, from the following causes: (1.) The increase in the number of municipal councils, superintendents, and school corporations. A letter or decision to *twelve* or *twenty* superintendents and councils *now*, would have answered for *one* superintendent and council up to 1849. Besides a large number of the superintendents now appointed—unlike their predecessors, the district superintendents—devote only a portion of their time to the duties of their office; are often changed just as they become acquainted with those duties, and leave to the department the task of going over with their successors, the instructions and explanations previously issued. Trustees and teachers also, from some real or fancied wrong on the part of their local superintendent, or thinking they will readily obtain information direct from the department, apply for advice on almost every subject. (2.) The increased powers and duties of trustees. In many instances, trustees and councils, and trustees and people, from a wrong interpretation of the extent of their powers, get into disputes, and appeal to the Chief Superintendent. Thus five or six parties will appeal at once, or at different times, and on various peculiarities of the dispute, and extend the correspondence to several letters, and sometimes over a year. (3.) The increased interest manifested by the people themselves on the subject of Education. A large portion of the correspondence

of the department relates to the action of the people in the several school sections to promote the education of their children, and requesting either advice or explanation. In this correspondence the object of the Department is not to deal in any technicalities, but to give every possible information; to impart correct views, and inspire proper feelings in regard to the great objects and interests of the school system. The unexampled prosperity of the country makes the people feel the political necessity of diffusing education, and of fostering that which will best promote enterprise, that wealth and intelligence may go hand in hand. As a proof of this, higher salaries are now given, and fewer schools vacant than at any former time.

22. In the 400 annual reports received, the most extensive and minute statistics of each of the 3,300 school sections are given; and require examination and revision before the Chief Superintendent's annual report can be compiled. Where errors are very apparent, the report is returned, or a letter requesting explanations. In auditing the school accounts, the receipts and expenditures of *each* school municipality must be gone over, checked, and compared with the return of the previous year, the certified apportionment of the legislative grant, and the auditors' report;—where deficiencies occur, they are notified and a corresponding deduction made from the grant next payable. This has added very considerably to the labor of the department this year—it being the first that very minute attention could be paid to the returns,—as memoranda on the state of the school fund in each township had to be prepared and letters written, owing to the careless manner in which the sub-treasurers kept their accounts. However, much has been saved by these examinations, and more system and care have been introduced into the financial affairs of the municipalities generally. All these reports and accounts must be examined before the payment of the school grant in July.

23. In regard to the normal and model schools, every thing required,—fittings, furniture, repairs, &c., &c., books, stationery, &c., for 150 students in the normal school, and 400 in the model school,—is procured through the office, upon the requisition of the masters; and these requisitions must be numbered and filed as the authority for every thing done or procured for the institution. The admission of students, their weekly payments and receipts, certificates, &c., take place through the same channel, as well as all other matters relating to its financial and governmental affairs. It may also be observed, that the number of visitors from all parts of Canada and other countries, to witness the arrangements for supplying the educational wants of the country, in the depositories, as well as in the normal and model schools, is very considerable, and is increasing. The influence of these visits is very salutary in several results, but the necessary attention to the visitors, in conducting them over the premises, and giving them the requisite explanations, occasionally occupies the time of some one of the officers of the department.

24. For the depository, articles are purchased in the countries before mentioned, the maps, prints, and tablet lessons in sheets, to be mounted and varnished in the Province, so that the department may expend as much as possible of the funds at its disposal in this country. These are then sold to trustees, teachers, and superintendents, in purchases of from 1s. 3d. to £10 or £15; and at each sale a memorandum of the articles disposed of is made out, numbered, and filed for reference, and the amounts and number entered in the day book. The number of sales amounts to two hundred or two hundred and fifty per quarter, and is constantly increasing. This branch has been established, and can only be continued, upon the ground of the great facilities it affords to school trustees in every

part of Upper Canada to procure, at prices under the retail cost, whatever they may require for the furnishing of their schools. To this is now added the enormous labor of procuring and furnishing books for public school libraries throughout Upper Canada—involving transactions during the next twelve months (exclusive of the Depository proper,) to the amount of not less than £20,000, but which will save the municipalities not less than £5,000, besides securing various and useful reading to the country.

25. The Department has adopted every available means to promote the noble objects of its establishment by "*keeping before the people*" the natural and political necessity of educating themselves and their children, that they may be free, intelligent and enterprising; as well as by providing facilities which place the best maps, apparatus, and books, in reach of schools and libraries, at prices varying from 5 to 40 per cent. below what the public pay at the places of publication. The press, by means of the *Journal of Education*, has developed the system, and enlisted the sympathies and enthusiasm of the people in its successful operation; and free public libraries are now about to be added to the list of means, as a powerful lever for the intellectual elevation and expansion of the mind of the country. The grammar schools lately placed under the control of the Department are also to be revised and reorganized, that these seminaries may occupy their proper position among the public educational institutions of Upper Canada. The whole system is now in successful operation; and it has nobly answered the expectations and hopes under which it was originated; but the responsibility of developing the facilities and means it provides, so as to be promotive of social advancement and national prosperity is left with the people themselves, and upon their response rests the future intelligence, enterprize, and greatness of Upper Canada.

26. The following table will show the progressive increase of the Correspondence of the Department since 1850—the year in which the present School Act was passed:\*

|                                  | 1850 | 1851 | 1852 | 1853 |
|----------------------------------|------|------|------|------|
| Number of Letters Received ..... | 1180 | 2036 | 2996 | 4015 |
| Average per week .....           | 23   | 39   | 67   | 77   |

\* The following Regulations of the Department of Public Instruction for Upper Canada, on the subject of Communications, should be observed by parties corresponding with it on school matters:—

1. *Appeals to the Chief Superintendent of Schools.*—All parties concerned in the operation of the Grammar and Common School Acts have the right of appeal to the chief superintendent of schools: and he is authorised to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expence,—it will be necessary for any party thus appealing to the Chief Superintendent of Schools: 1. To furnish the party against whom they may appeal with a correct copy of their communication to the chief superintendent, in order that such party may have an opportunity of transmitting, also, any explanation or answer they may judge expedient. 2. To state expressly, in the appeal to the chief superintendent, that the opposite party has been thus notified; as it must not be supposed that the chief superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing.—Application for advice should, in all cases, be first made to the local superintendent having jurisdiction in the locality.

2. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to schools, for which specific instructions are not furnished by the department; but they are requested to use large sized, or foolscap paper. In all communications, however, the number of the school section, and the name of the township, and post office should be given, as also the numbers and dates of any previous correspondence upon the same subject.

3. *Communications with the Government relating to Schools* should be made through the Education Office, Toronto, as all such communications, not so made, are referred to the chief superintendent, to be brought before His Excellency through the proper department—which occasions unnecessary delay and expence.

4. *Communications relating to the Journal of Education, to the Educational Depository, or to Public Libraries*, should be written on separate sheets from letters of appeal, or on legal questions, in order that they may be separated and classified:

## Appendix H.

GENERAL INSTRUCTIONS to School Officers in making the Reports and Returns required by the Common School Acts.

*No. 1. General Instructions to Local Superintendents on the Mode of Compiling their Annual Reports.*

1. On receiving the form of report the local superintendent should make himself acquainted with the import of each column, and understand the manner in which it is to be filled up; and should any difficulty arise, further explanation will be given upon application,—as all reports which may be defective, or incorrect, or not in accordance with the general instructions here given, will be returned to the local superintendents sending them; and the townships of such superintendents will not be entitled to an apportionment of the Legislative School Grant until all school returns relative thereto shall have been transmitted to the Chief Superintendent of Schools at the time and in the manner required by law.

2. The trustees' reports should then be examined, and any errors or omissions corrected, or if unsatisfactory and considered expedient, returned to the trustees with such instructions and remarks as may be necessary. But it should be understood that these reports are only designed to furnish the local superintendent with such general data as will enable him to complete a correct statement of the school affairs of his township. The local superintendent will withhold the payment of the assessment part of the school fund apportioned to each section, until he shall have received the trustees' report and semi-annual return, and is satisfied of their correctness.

### I.—SCHOOL SECTIONS AND SCHOOLS.

3. In the first column insert the number by which each section and part section is known in the township reported.

4. The numeral, 1, will be sufficient to designate such sections as may come under the different headings in columns 2, 3, and 4; but the name of the township with which any of such sections are united, and the number of the other parts of the sections in other townships, should be written in full in column 5.

5. All other information from part sections (except the amounts paid them from other townships in accordance with the 14th section of the Supplementary School Act of 1853) will be furnished to the Superintendent of the township within the limits of which the school-house is situated.

6. Every school section should be separately and accurately reported on each sheet, whether a school has been legally in operation during any part of the year or not. If not in operation, state the cause, and the length of time the school has been discontinued. Where villages have become incorporated, their section divisions should be particularly noted. But



all schools not established under the provisions of the Common School Act, and which are not at any time, entitled to receive aid from the common school fund, should be returned in the column under the head of "Other Educational Institutions," and in no other columns.

#### II.—SCHOOL MONEYS FOR TEACHERS' SALARIES.

7. *School Fund.*—As the legislative school grant and municipal assessment, together, constitute the common school fund, and are apportioned to the sections upon the same conditions, according to the semi-annual returns, the several amounts so apportioned should be set down, whether the sections have reported or not. If forfeited, they should be carried to the "Total amount received," and "Balance unappropriated;" and the cause of non-payment stated. The full amount of the legislative school grant and municipal assessment for the year should be accounted for.

8. *Free School Assessments, Rate-bills, and Other Sources.*—The total amounts received and yet required, from the several levies and other sources should be given, either together or separately, in columns 9, 10, and 11.

9. *Total Amount Received and Paid Teachers.*—The total of the sums given in columns 7, 8, 9, 10, and 11, should make the total amount required by No. 12. Column 13 may be filled up from the trustees' report, if it includes the amounts in Nos. 7 and 8, which the section is entitled to receive.

10. *Balances.*—Column 14 will be the difference between 13 and 17, and column 15 will be the difference between columns 13, 14, and column 12.

11. Column 17 will show the full amount earned by the teachers, or the amount to be paid for teaching in the section from the 1st January to the 31st December.

12. Moneys raised and expended, or reserved, for rent, repairs, and building of school-houses; and for books, maps, apparatus and libraries, are not to be accounted for under any of the foregoing headings, as separate columns for such moneys are provided in another part of the report, in which they should be reported as correctly as possible.

#### III.—SCHOOL POPULATION AND PUPILS.

13. *Total Number of Children of School Age.*—Accuracy in this item is of special importance, as it sometimes serves as a basis for apportioning the legislative school grant; and it is therefore requisite that the return should include those resident in unorganised, as well as organised, school sections, as far as possible. It also shows the relative number of children attending school, and those who do not. Wherever any exaggeration is suspected or complained of, the local superintendent should require from the trustees a return showing the names of those reported, and the age of each; or the names of the parents, and the number of children in each family.

14. In union sections, the total number resident within the boundaries of the section should be given in the proper column, and then divided among the several parts constituting such union section, as directed in No. 4 on the trustees' reports.

15. *Pupils of School Age.*—The object of these columns is, to ascertain how many of those returned as school population have attended the school during the year, for a longer or shorter period, and received instruction therein;\* but whenever the number of pupils between

\* See Remarks on this subject on page 107 of this Report.

the ages of 5 and 16 years attending the school, exceeds the number of children of the same school age resident in the section, the cause of such excess should be explained. Non-resident pupils are to be returned in the section in which their parents or guardians reside; and care should be taken so to note them that the attendance of children at the schools be not diminished. If they cannot be so apportioned, they may be reported in the section in which they attend school with a note explanatory thereof.

16. The number of pupils between the ages of 5 and 16, (exclusive of indigent pupils,) and those over 16 years, should be equal to the total number of pupils on the register.

17. The average attendance of pupils required for this report, is different from that required by the semi-annual return, and is obtained by taking the sum of each day's attendance and dividing it by the number of days the school has been kept open—distinguishing between summer and winter, as defined in No. 6 on the trustees' reports. But in finding the average attendance according to which the school fund should be apportioned, the local superintendent is referred to the instructions given on the trustees' semi-annual return.

18. *Pupils in the Various Branches of Instruction.*—Under this head should be reported the actual number of those returned as pupils, who, during the year, have received instruction in each of the different subjects named.

#### IV. NAMES OF BOOKS USED.

19. The initial letter of the different works used in each branch of instruction will be sufficient,—as B. *Bible*, T. *Testament*, N. *National*, E. R. *English Reader*, W. *Walkingame* L. *Lennie*, K. *Kirkham*, M. *Morse*, &c. The great object of these returns is to see in how many schools each work particularized is used, more or less, and into how many the uniform series of authorized school-books is introduced.

#### V.—MODES OF INSTRUCTION.

20. Where more than one of the three modes particularized in the columns under this head are adopted, the mode is mixed.

#### VI.—TEACHERS AND THEIR ANNUAL SALARIES.

21. In reporting the religious faith of teachers, let C. E. be inserted for *Church of England*; R. C. for *Roman Catholic*; P. for *Presbyterian*; M. for *Methodist*; B. for *Baptist*; C. for *Congregationalist*; L. for *Lutheran*; and Q. for *Quaker*, &c.

22. The numeral 1, will be sufficient to designate the class of certificate held by the teacher.

23. The total number of qualified teachers should correspond with the number reported in the previous columns as having been employed; and where sections have changed their teachers during the year, such changes should be reported. The local superintendent will also be particular in reporting the names of all teachers who have attended, or been trained in, the Normal School.

24. The annual salary of each teacher can be correctly estimated by comparing the amount paid or to be paid such teachers, with the number of months during which the school has been kept open.

## VII.—KIND, TITLE, CONDITION, AND BUILDING OF SCHOOL HOUSES.

25. All the items under this head can be compiled from the trustees' reports, or probably, with more exactness from the memoranda taken by the local superintendent at his half yearly visitations. It is important that the information here sought should be correctly reported, in order to ascertain the nature and extent of the defective character of our school accomodation. A knowledge of an evil is the first step towards its removal.

26. Wherever a new school house has been completed during the year, the full amount to be collected or expended for its erection should be reported, in order as (before stated) that the financial report of the school operations of the year may be completed. The kind of school house built, and whether completed or commenced, should also be reported.

## VIII.—LIBRARIES, SCHOOL VISITS, AND APPARATUS.

27. If the trustees' reports do not furnish exact information relative to the items here required, the local superintendent should endeavour to correct them, as far as possible, and especially to ascertain the number, kind and extent of other than public school libraries, and the amounts expended for their establishment and support, as well as in the purchase of apparatus, maps, &c.

## IX.—MISCELLANEOUS.

28. The items under this head will show in how many schools the provisions of the law regarding visitors' books, and registers for recording attendance, are acted upon. It is as well the interest, as the duty, of the local superintendent to point out to the trustees and people, the necessity and importance of furnishing their school with the above, and thereby relieve themselves, and the Department of Public Instruction, of much labor and correspondence.

## X.—SEPARATE SCHOOLS.

29. Under this head should be reported the denominational and colored schools, authorized by the 19th section of the School Act, (and no others) and the date of their establishment. No such school can come into operation until the 25th December of any one year; nor can it share in any school moneys raised by the local municipality. Female and private schools should not be reported in these columns.

## XI.—OTHER EDUCATIONAL INSTITUTIONS.

30. It is the duty of each local superintendent to report, so far as he may be able to ascertain, or approximate, the number of educational institutions, and the pupils attending them, in each township under his care. Besides, it is of the greatest importance to know the number of schools of all kinds, the number of children receiving instruction, and the amount of money expended for all educational purposes.

31. Generally, the local superintendent's report should present the most extensive and minute analysis of the state, progress and prospects of education in his township. It should be full, complete and correct and compiled according to the instructions here given—otherwise no comparison of the relative advancement of education in the several townships can be made, nor a correct statement compiled for the annual report of the Chief Superintendent of Schools. When no certain data can be obtained, the Superintendent's *local knowledge* will enable him to approximate the truth, better than this department. The whole of these instructions may be summed up in one sentence—let an answer be given to *each heading*, and keep

the answer within the proper column. Much extra labor, trouble, correspondence and expense, to himself and the department, may be saved by each local superintendent systematizing his report as above directed.

32. The report, with each column correctly filled and added up, should be transmitted to the Chief Superintendent of Schools as early in the year as possible—not later than the 1st of March.

The local superintendent will be particular not to fill up the blanks in the endorsement on the back of the report; and to transmit his report in as light an envelope as possible.

---

*No. 2. General Instructions to Trustees and Teachers on the mode of compiling their Annual Reports.*

1. The Report, *carefully and accurately filled up*, should be transmitted to the local superintendent, by the 15th January, (as required by the 19th clause of the 12th section of the School Act of 1850,) after having been submitted to the annual school section meeting, on the second Wednesday in January, for its information and approval. If not transmitted by the 31st January, the trustees are liable to a fine of £1. 5s. each, per week for such neglect.

2. *Union School Sections* being declared, by the 6th proviso to the 4th clause of the 18th section of the Act of 1850, to belong to the township in which the school-house may be situated, the trustees are therefore required to transmit their report to the local superintendent of such township, and to no other: the semi-annual return, however, is to be transmitted to each of the superintendents concerned.

3. Moneys available for *Teacher's Salaries* consist of (1) the legislative school grant, (2) municipal assessment, (3) school section assessment, or free school moneys, rate-bill or subscription, and (4) amounts received from other sources; such as balances from the preceding year, or special grants, and should include only such amounts as have been received or levied for the teacher's salary for the year just closed. Where the several amounts levied have not yet been collected, the amount *required* from such levy, to pay the teacher should also be reported.

4. In reporting the number of *children of school age*, the total number residing within the limits of the section should be given; distinguishing, if an union section, the number resident in *each part* of such union section, in the columns for that purpose. The total of the numbers belonging to the parts should equal the *number resident within the limits*. The *number of pupils between the ages of 5 and 16*, and those *over 16 years*, together with non-resident pupils, (but exclusive of indigent pupils,) should be equal to the *total number of pupils* on the register—distinguishing the sexes.

5. The *average attendance of pupils* required for this report, is obtained by taking the sum of each day's attendance and dividing it by the number of days the school has been kept open, distinguishing between summer and winter.

6. The term *summer*, in the report, is intended to include the *half year* from April to September; and the term *winter*, the half year from October to March.

7. In reporting the number of pupils in the various branches of study, the highest number at any one time during the year, in each branch, should be given.

8. The teacher's salary should be reported either *with* or *without* board; and if two or more teachers have been employed during the year, the *average* of the several salaries may be given.

9. In reporting the *religious faith* of the teacher, let C. F. be inserted for *Church of England*; R. C. for *Roman Catholic*; P. for *Presbyterian*; M. for *Methodist*; B. for *Baptist*; C. for *Congregationalist*; L. for *Lutheran*; Q. for *Quaker*, &c. If more than one has been employed, give the religious faith and certificate of the one teaching at the close of the year.

10. The figure 1 will be a sufficient reply to all questions which can be answered in the affirmative.

11. The trustees being required to supply the several items of information required by the report, the local superintendent cannot consider it satisfactory, nor receive it, if any are omitted, or carelessly filled up; and as the report of the trustees must furnish the *principal data* for the report of the local superintendent, and the annual report of the Chief Superintendent to the Governor General and legislature, *it is of the highest importance that each item be carefully and correctly reported, and that NO COLUMN be neglected.*

12. The local superintendent is required not to give a cheque for the *last instalment* of the school fund on the order of the trustees, until they shall have transmitted to him their annual report and semi-annual return; neither is their section entitled to the next year's apportionment of the school fund, unless the report be satisfactory to the local superintendent. See School Act of 1850, section 31, clause 2.

13. Any exaggeration of any of the items in the report is not only a flagrant disregard of truth, but subjects any trustee or teacher guilty of it to a fine of five pounds, to be prosecuted before any justice of the peace, by any person whatever; or such trustee or teacher may be tried and punished for misdemeanor, and forfeit any share in the school fund. See 13th section of the School Act of 1850.

---

*No. 3. General Instructions to Trustees and Teachers on the compilation of their Semi-Annual Returns.*

1. The Trustees are to transmit their semi-annual return as required by the 5th section of the Supplementary School Act of 1853, signed by a majority of the corporation and the teacher, to the local superintendent, at least within three days after the close of the half year; and to give such explanations relative thereto as may be required by such local superintendent.

2. The teacher will enter the number of children attending the school on each day as indicated by the figures at the top of the columns, (numbered from 1 to 31, according to the days of the month,) from his Register, distinguishing the ages, and whether resident or non-resident. Where Sundays and legal or special holidays occur, they should be so written.

3. The Teacher will then sum up the daily attendances of resident children of all ages, and the number of days the school should have been kept open, so as to avoid delay, and to facilitate the duty of the local superintendent. The attendance of non-resident children need not be added up, as they are not to be taken into account in apportioning the school fund, except in cases where the parents of such children have property in the section, which is taxed, or liable to be taxed, for the school purposes of such section. In such cases they are to be returned as *residents*.

4. Union school sections will make a return of the full attendance of children at the school, upon the form provided for them, and transmit exact copies to each of the local superintendents concerned.

5. The term summer, is intended to include the two quarters, from April to June, and from July to September; and the term winter, the two quarters from October to December and from January to March.

6. As it is the duty of the trustees to visit the school and see that the register is properly kept, any exaggeration of any of the items in the return, is not only a flagrant disregard of truth, but subjects the trustees or teacher guilty of it to a fine of five pounds, each,—to be prosecuted before any justice of the peace, by any person whatever; or such trustees or teacher may be tried and punished for misdemeanor, and forfeit any share in the school fund. See 13th section of the School Act of 1850.

---

*No. 4. General Instructions to Local Superintendents in regard to the Semi-Annual Returns.*

1. The local superintendent, before accepting the return, will carefully check it, and, if found correct, will sign it as indicated below. All these returns should be filed away by the local superintendent, for reference, and for handing over to his successor, when he retires from office.

2. In order to determine the mean average attendance, according to which the school fund should be apportioned, the local superintendent will divide the half-year's aggregate attendance of resident children at each school, either by the number of days such school should have been kept open, or by the total number of days in such half-year, whichever he considers most equitable; but only one of either modes must be adopted for the whole year, and applied to all the schools of the Township. This instruction, however, does not apply to townships in which length of time alone is adopted as the basis of distribution.

3. The general conditions upon which the school fund is apportioned and paid are,—(1.) That the section shall have reported for the preceding year,—(2.) That it appear from such report that a school has been kept open therein for at least six months of such preceding year by a qualified teacher, and (3.) That the semi-annual returns have been sent to the local superintendent. The two first conditions do not apply to new school sections.

Examined by me, and found to be

*Local Superintendent of Schools.*

Received

day of

185

No. 5. *General Instructions to County Clerks on the mode of compiling the return of School Moneys.*

The clauses of the School Act, 13th and 14th Victoria, chapter 48, requiring all persons in each county, entrusted with the expenditure of school moneys, strictly to account for all moneys appropriated to the support of common schools, are as follows:—

XXVII. And be it enacted, that it shall be the duty of the municipal council of each county,—*fourthly*, to see that sufficient security be given by all officers of such council to whom school moneys shall be entrusted; to see that no deduction be made from the school fund by the county treasurer or sub-treasurer, for the receipt and payment of school moneys; to appoint, if it shall judge expedient, one or more sub-treasurers of school moneys, for one or more townships of such county: Provided always, that each such sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys and the payment of lawful orders for such moneys, given by any local superintendent within the parts of the county for which he is appointed sub-treasurer, as are imposed by this act upon each county treasurer, in respect to the paying and accounting for school moneys.

“*Fifthly*.—To appoint annually, or oftener, auditors, whose duty it shall be to audit the accounts of the county treasurer and other officers to whom school moneys shall have been intrusted, and report to such council; and the county clerk shall transmit to the Chief Superintendent of Schools, on or before the first day of March in each year, a certified copy of the abstract of such report, and also give any explanations relating thereto, as far as he is able, which may be required by the Chief Superintendent.”

It is also made the duty of the Chief Superintendent of Schools, “to see that all moneys apportioned by him be applied to the objects for which they were granted;”—“to direct the application of such balances of the school fund as may have been apportioned for any year and forfeited”—“to deduct a sum equal to any deficiency in the assessment equivalent, from any municipality so making default;”—and “to prepare suitable forms and give such instructions as he shall judge necessary and proper for making all returns under this act.”

1. *Value of Taxable Property*.—In the annual return, the first money column, requiring the value of the taxable property (real and personal) in each township, can be filled up from the assessment rolls as equalized by the county council, under the authority of the amending assessment law,

2. *Legislative School Grant*.—In the next column, if no deductions have been made from the legislative school grant, under the authority of the 40th section of the School Act the several amounts will correspond with the apportionment transmitted with the circular of the Chief Superintendent of Schools, to county clerks. The amounts paid to teachers will be contained in the treasurer, or sub-treasurer's return; they will also be accounted for in the column for *total amount paid to teachers*.

3. *Municipal School Assessment*.—In reporting the municipal assessment, it will be necessary to account for *the expenditure of the full amount of the equivalent to the legislative school grant*; and any county or township neglecting to do so, will suffer a corresponding deduction in the amount of the legislative school grant next payable. The second proviso in the first clause of the 27th section of the School Act expressly provides, “that the sum required to be levied in such county in each year, for the salaries of legally qualified teachers, shall be col-

lected and paid into the hands of the county treasurer, on or before the 14th day of December" The same section requires the treasurer to honor any local superintendent's lawful order in behalf of a teacher, whenever such order shall be presented to him, after that date; and also requires the county council to make provision to enable the treasurer to pay such orders.

4. *Balances of School Fund from preceding years.*—The county clerk will require from the county treasurer or sub-treasurer, a statement showing the amount of money accruing from *balances* of preceding years. Hitherto, no distinct account of such moneys (except in a few instances) has been rendered to the department, although few townships or counties have expended the full amount of the school fund in any one year. Unless this is done, no distinct or accurate account of the expenditure of the school fund can be kept in the office; and it is rendered the more necessary, since the payment of the legislative school grant has been transferred to the department of public instruction. A copy of this statement can accompany the school accounts, made out upon a separate sheet; and any treasurer refusing to furnish such statement, may deprive his municipality of part of the apportionment of the school fund.

5. *Totals.*—The total of the foregoing school moneys should agree with the *total amount received for teacher's salaries*; as should also the *balance and total amount paid to teachers*. Where balances occur, an explanatory note will be necessary.

6. *Other School Moneys.*—The several sums paid for other school expenses can be obtained from the treasurer's books, and the records of the county council.

---

*No. 6. Instructions to Sub-County Treasurers on the Mode of Accounting for the Receipts and Expenditure of School Moneys.*

The clauses of the School Act of 1850, 13th and 14th Victoria, chapter 48, requiring all persons in each county, entrusted with school moneys, strictly to account for the same, are as follows:—

"XXVII. And be it enacted, That it shall be the duty of the municipal council of each county.

*Fourthly.*—To see that sufficient security be given by all officers of such council to whom school moneys shall be entrusted: to see that no deduction be made from the school fund by the county treasurer or sub-treasurer, for the receipt and payment of school moneys: to appoint, if it shall judge expedient, one or more sub-treasurers of school moneys, for one or more townships of such county: Provided always, that each sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys, and the payment of lawful orders for such moneys, given by the local superintendent, within the parts of the county for which he is appointed sub-treasurer, as are imposed by this Act upon each county treasurer, in respect to the paying and accounting for school moneys.

*Fifthly.*—To appoint annually, or oftener, auditors, whose duty it shall be to audit the accounts of the county treasurer and other officers to whom school moneys shall have been intrusted, and report to such council: and the county clerk shall transmit to the Chief Superintendent of Schools, on or before the first day of March in each year, a certified copy of the abstract of such report, and also give any explanations relating thereto, as far as he is able, which may be required by the Chief Superintendent."



---

The 87th section of the Consolidated Assessment Act of 1853, provides that in case of the default of any treasurer to account for and pay over "school moneys or other public moneys of the Province, Her Majesty may enforce the responsibility of the county by retaining a like amount out of any public moneys which would otherwise be payable to such county, or the treasurer thereof; or by suit or action against such corporation: and any party aggrieved by the default of any such treasurer may recover the amount due, or payable to him, from the corporation, as money had and received to his use."

In accordance with the foregoing provisions, and under the authority of the 3rd and 5th clauses of the 35th section of the School Act of 1850, the Chief Superintendent of Schools makes the following regulations for the guidance of the officers referred to:

1. It shall be the duty of each sub-treasurer of school moneys appointed by a county council,—

*1stly.* Before entering upon the duties of his office, to enter into a bond to such council, with two or more sufficient sureties, in a sum at least equal to the annual amount of the school fund of his municipality, or such other sum as the county council appointing him may direct. Any sub-treasurer neglecting or refusing to do so, will not be entitled to receive the school fund of his municipality; but the same shall remain in the hands of the county treasurer, to be paid out by him on the orders of local superintendents.

*2ndly.* To procure, and keep carefully a book for entering all receipts and payments on behalf of common schools—to be entitled "common school fund book"—and on retiring from office, to hand over the same, with such other accounts, papers and documents as shall have come into his possession as sub-treasurer, to his successor in office.

*3rdly.* To keep separate accounts of the legislative school grant and municipal school assessment; and in carrying forward the balances of each year to be careful in distinguishing between the balance of such grant and assessment on hand, and the balance of assessment not collected at the date of last return, in order that there may appear no discrepancy in the amounts so reported and carried forward from year to year. Where these latter balances and non-resident taxes, are received, the several amounts can be written in immediately after the words "other sources," and the total then carried to the money column. But all school moneys raised by the township council on behalf of the trustees of a school section—being township moneys—are not to be included in the school fund account, but in the general account of township moneys.

*4thly.* To make up his account of receipt and payments to the last day of February in each year, and transmit a statement of them, together with the original vouchers or receipts, to the county auditors on the first day of March,—or earlier, if all the teachers have been paid and there be no further demand on the school fund of the year then last past.

2. The treasurer is not the judge as to the right of the local superintendent to give a cheque for any amount specified to a teacher. He has simply to pay the cheque when presented, whether he be in school funds or not. See 3rd proviso in the first clause of the 27th section of the School Act of 1850. The superintendent alone is responsible for the just expenditure of the school fund of his township. The cheque endorsed by the teacher will be the treasurer's receipt for the amount specified on the face of it, and will constitute his voucher for the payment of such amount in presenting his return to the county auditors. For convenience and exactness, each voucher should be numbered as provided in the return.

3. Any sub-treasurer who neglects or refuses to account for all school moneys received by him, will not only deprive his municipality of the legislative school grant; but will subject himself, his sureties, and the county council appointing him, to the penalties imposed by the School and Assessment Acts.

4. The county auditors, after examining and checking the sub-treasurer's account, and comparing the balances with the preceding year's return, will sign it as indicated below, and add such general remarks as they may think necessary. They can also require of the local superintendent a statement of the apportionments made and cheques issued by him, to compare it with the account rendered by the sub-treasurer.

5. The county clerk will transmit this return—audited and signed as below—to the Chief Superintendent of Schools on or before the first day of April; and retain in his own office, subject to order, all receipts, vouchers and accounts, relating to the school fund of his county municipality.

We, the undersigned county auditors of school moneys, having examined the within statement of the sub-treasurer for the township of \_\_\_\_\_ and compared the same with the vouchers and accounts presented, have to report, &c.

|         |        |                                   |
|---------|--------|-----------------------------------|
| Audited | day of | 185                               |
|         |        | }                                 |
|         |        | <i>Auditors of School Moneys.</i> |

I certify that I have received this account from the county auditors of school moneys.

|       |        |                      |
|-------|--------|----------------------|
| Dated | day of | 185                  |
|       |        | <i>County Clerk.</i> |

*No. 7. General Instructions to Clerks of cities, towns, and incorporated villages, on the mode of accounting for school moneys*

1. The School Act, 13th and 14th Victoria, chapter 48, provides that all school moneys in the cities, towns, and villages, shall be paid into the hands of the chamberlain or treasurer of the municipality, for the common school purposes of the same, subject to the orders of the board of school trustees of such city, town, or village; and requires the municipal council "to appoint auditors, whose duty it shall be to audit the accounts of such chamberlain or treasurer, to whom school moneys shall have been intrusted, and report to such council; and the clerk shall transmit to the Chief Superintendent of Schools, on or before the first day of March in each year, a certified copy of the abstract of such report, and also give any explanations relating thereto, as far as he is able, which may be required by the Chief Superintendent." Any city, town, or village clerk neglecting to comply with this requirement, will deprive his municipality of any share in the legislative school grant of the ensuing year.

2. For convenience and exactness, each voucher should be numbered, as provided in the return; and, after having been audited, lodged in the office of the clerk of the municipality.

3. The incorporated board of school trustees is alone responsible for the just expenditure of the school fund of the municipality; and the treasurer is required to pay any cheque presented to him for any amount such board may determine.

4. The balance reported in last return should be correctly carried forward and accounted for.

## Appendix I.

SELECTIONS from the General Forms and Instructions for executing the provisions of the Common School Acts, 13th and 14th Victoria, chapter 48; and 16th Victoria, chapter 185.

[The following selections from the General Forms and Instructions include only those in constant use by the local school authorities, or which are required for more frequent reference.]

No. 1.—*Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards, prescribed by the Council of Public Instruction for Upper Canada.*

TO BE IN FULL FORCE UNTIL REPEALED OR REVISED BY THE COUNCIL.

N. B.—Candidates shall not be eligible to be admitted to examination, until they shall have furnished the examiners with satisfactory evidence of their strictly temperate habits and good moral character.

### QUALIFICATIONS OF THIRD CLASS TEACHERS.

Candidates for certificates as third class teachers, are required :

1. To be able to read intelligibly and correctly any passage from any common reading book.
2. To be able to spell correctly the words of an ordinary sentence dictated by the Examiners.
3. To be able to write a plain hand.
4. To be able to work readily questions in the simple and compound rules of arithmetic, and in reduction and proportion, and to be familiar with the principles on which these rules depend.
5. To know the elements of English grammar, and to be able to parse any easy sentence in prose.
6. To be acquainted with the elements of geography, and the general outlines of the globe.
7. To have some knowledge of school organization and the classification of pupils.
8. In regard to the teachers of French or German, a knowledge of French or German grammar may be substituted for a knowledge of English grammar; and the certificates to the teacher expressly limited accordingly.

### QUALIFICATIONS OF SECOND CLASS TEACHERS.

Candidates for certificates as second class teachers, in addition to what is required of candidates for third class certificates, are required :

1. To be able to read with ease, intelligence, and expression, and to be familiar with the principles of reading and pronunciation.
2. To write a bold free hand, and to be acquainted with the rules of teaching writing.
3. To know fractions, involution, evolution, and commercial and mental arithmetic.

[Female candidates for this class of certificates will only be examined in practice and mental arithmetic.]

4. To be acquainted with the elements of book-keeping.

5. To know the common rules of orthography, and to be able to parse any sentence in prose or poetry which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.

6. To be familiar with the elements of mathematical, physical, and civil or political geography, as contained in any school geography.

#### QUALIFICATIONS OF FIRST CLASS TEACHERS.

Candidates for certificates as first class teachers, in addition to what is required of candidates for third and second class certificates, are required:

1. To be acquainted with the rules for the mensuration of superficies and solids, and the elements of land surveying.
2. To be familiar with the simple rules of Algebra, and to be able to solve problems in simple and quadratic equations.
3. To know the first four books of Euclid.
4. To be familiar with the elements and outlines of general history.
5. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of the national readers.
6. To understand the proper organization and management of schools and the improved methods of teaching.

N. B.—Female candidates for first class certificates will not be examined in the subjects mentioned in the first three paragraphs under this head.

By order of the Council of Public Instruction for Upper Canada,

(Signed.)

J. GEORGE HODGINS,

Recording Clerk, C. P. I.

EDUCATION OFFICE, Toronto.

Adopted the 3rd day of October, 1850.

No. 2.—*General Form of Certificate of Qualification for Common School Teachers in Upper Canada, to be granted by County Boards of Public Instruction, in accordance with the foregoing Programme of Examination.*

This is to certify that \_\_\_\_\_ of the \_\_\_\_\_ faith, having applied to the Board of Public Instruction for the [County, School Circuit, or United Counties] of \_\_\_\_\_ for a certificate of Qualification to teach a Common School, and having produced "satisfactory proof of good moral character," the Board has carefully examined [him or her] in the several branches of study enumerated in the "Qualifications of [third, second, or first, as the case may be] class Teachers," contained in the "Programme of the Examination and Classification of Teachers of Common schools, prescribed by the Council of Public Instruction for Upper Canada," adopted the 3rd day of October, 1850; and having found the said \_\_\_\_\_ well qualified to teach the several branches therein named, the Board, as authorised by the 29th section of the Act, 13th and 14th Victoria, chapter 48, hereby licenses him [or her] to teach any Common School in the [If a first class certificate, here insert the name of the county, school circuit, united counties, or city; if a second class certificate, the name of the township; and if a third class certificate, the name of the school section in which the candidate is authorised to teach—all to be determined, at the discretion of the Board.]

This Certificate of qualification to remain in force [for one year from the date hereof, or until annulled according to law—to be determined by circumstance, and the class of the certificate granted.]

Dated this        day of        , one thousand eight hundred and

N. B.—The 2nd clause of the 29th section of the School Act of 1850 requires each certificate to have the signature of a Local Superintendent of Schools. It should also be signed by the Chairman of the Board.

*No. 3.—Form of a Notice of an ordinary Annual School Section Meeting, pursuant to the twelfth clause of the twelfth section of the School Act of 1850, 13th and 14th Victoria, chapter 48.*

SCHOOL NOTICE.

The undersigned Trustees of School Section, No.        , in the Township of        hereby give notice to the Freeholders and Householdors of said School Section, that a Public Meeting will be held at        , on the second Wednesday in January, 18—, at the hour of Ten of the clock, in the forenoon, for the purpose of electing a fit and proper person as a School Trustee for the said Section.

Dated this        day of        , 18 .

A. B., } Trustees of  
 C. D., } School Section  
 E. F., } No.        .

REMARKS.—The above notice should be signed by a majority of the existing or surviving Trustees, and posted in, at least, three public places of the School Section, at least six days before the holding of the meeting. The manner of proceeding at the Annual Meeting is prescribed in the sixth section of the Act.

Should the Trustees neglect to give the prescribed notice of the Annual Section Meeting, they forfeit, each, the sum of one pound five shillings, recoverable for the purposes of the School Section, and then any two householders of the School Section are authorised within twenty days thereafter, to call such meeting. See ninth section of the Act.

*No. 4.—Form of Notice, signed by the Chairman and Secretary of a School Section Meeting, to be transmitted by the Secretary to the Local Superintendent of Schools, intimating the election of one or more persons as Trustee or Trustees.*

SCHOOL SECTION NO.

TOWNSHIP OF        ,        18 .

SIR,—In conformity with the Common School Act, 13th and 14th Victoria, chapter 48, section five, we have the honor to inform you, that, at a meeting of the Freeholders and Householdors of School section, No.        , in the Township of        , held according to law, on the day of        , [*Here insert the name or names and address of the person or persons elected*] chosen School [*Trustee or Trustees*] of said Section.

We have the honor to be, sir,

Your obedient servants,

D. E.,  
 Chairman,

F. A.,  
 Secretary.

To the Local Superintendent of Schools

195

No. 5.—*Form of Notice of a School Meeting, to fill up a vacancy created by the death, permanent absence, incapacity from sickness, refusal to serve, resignation, etc., on the part of a Trustee.*

## SCHOOL NOTICE.

Notice is hereby given to the Freeholders and Householdors of School Section, No. \_\_\_\_\_ in the Township of \_\_\_\_\_, that a Public Meeting will be held at \_\_\_\_\_, on the day of \_\_\_\_\_, at the hour of \_\_\_\_\_ of the clock, in the \_\_\_\_\_, for the purpose of electing a proper person as School Trustee, in the place of \_\_\_\_\_ [deceased, removed, incapacitated from sickness, resignation, or who has refused to serve, as the case may be.]

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 18

A. B., } Surviving Trustees, or Trustee,  
C. D., } (as the case may be.)

REMARK.—A trustee who refuses to serve, when elected, forfeits the sum of one pound five shillings; but, having accepted office, if he shall at any time refuse or neglect to perform the duties of that office, he shall forfeit the sum of five pounds, recoverable for the purposes of the school section; but a trustee cannot be re-elected without his own consent. (See eighth section of the Act.) The mode of proceeding at a meeting called as above is the same as at an ordinary election at the annual school section meeting.

6.—*Form of a Notice for calling a Special School Meeting.*

## SPECIAL SCHOOL NOTICE.

Notice is hereby given to the Freeholders and Householdors of School Section, No. \_\_\_\_\_ in the Township of \_\_\_\_\_, that a Public Meeting will be held at \_\_\_\_\_, on the \_\_\_\_\_ day of \_\_\_\_\_ at the hour of \_\_\_\_\_ of the clock \_\_\_\_\_ for the purpose [Here state the object or objects of the meeting.]

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 18

A. B., } Trustees.  
C. D. }  
E. F. }

REMARKS.—It belongs to the office of Trustees to estimate and determine the amount of the teacher's salary and all expenses connected with the school; but it appertains to the majority of the freeholders and householdors of each school section, at a public meeting called for the purpose, to decide as to the manner in which such expenses shall be provided for; whether, 1st by voluntary subscription, 2nd, by rate-bill of not more than one shilling and threepence per month, per pupil attending the school, or 3rd by rate on all the freeholders and householdors of the school section according to property. And should not a sufficient sum be provided by either of these means to meet the expenses incurred for school purposes, the trustees are authorised by the latter part of the seventh clause of the twelfth section, to provide the balance by a rate on property as they may think proper. But for all the money received and expended by them, the Trustees must account annually to their constituents as prescribed in the eighteenth clause of the twelfth section. Besides calling annual school section meetings, trustees are authorised to call special meetings to consider the site and erection of a school-house, the mode of raising a teacher's salary, or for any school purpose whatever. The object or objects of each school meeting should invariably be stated in the notices calling it; and the three notices calling any school meeting should in all cases be put up six days before holding such meeting.

*No. 7.—Form of Notification to Trustees of the alteration in the boundaries of their School Section.*

TOWNSHIP CLERK'S OFFICE,  
 , 18 .

SIR,—In conformity with the fourth clause of the eighteenth section of the Common School Act, 13th and 14th Vict., chap. 48, I have to acquaint you that the Municipal Council of this Township has altered the School Section of which you are Trustee, in the following manner: [*Here insert the changes which have been made, and the description of the new School Section.*] These changes will go into effect from and after the twenty-fifth day of next December, according to the clause of the Act above referred to.

You will please communicate this notice to the other Trustees of your School Section.

I am, sir,

Your obedient servant,

A. B., Township Clerk.

To D. E.,

Trustee of School Section No. , Township of

REMARK.—In giving notice of the formation of union school sections, see the remarks at the end of the following form No. 8.

*No. 8.—Form of intimating to the Local Superintendent of Schools the alteration in the boundaries of a School Section.*

TOWNSHIP CLERK'S OFFICE,  
 , 18 .

SIR,—In conformity with the fourth clause of the eighteenth Section of the Common School Act, 13th and 14th Vict., chap. 48, I have to acquaint you that the Municipal Council of this Township has altered School Section, No. , in the following manner: [*Here insert the changes which have been made, and the description of the new School Section.*] These changes go into effect from and after the twenty-fifth day of next December, according to the fourth clause of the eighteenth section of the Act referred to.

I am, sir,

Your obedient servant,

A. B., Township Clerk.

The Local Superintendent of Schools

REMARKS.—When the Union School Section is formed or altered, as authorised by the fifth proviso of the fourth clause of the eighteenth section, the clerk of the Township in which the school-house of such union section is situated, should communicate the requisite notices to the parties concerned. See sixth proviso of the fourth clause of the eighteenth section, compared with the fourth section of the Act.

*No. 9.—Form of Warrant for the Collection of School Fees.*

WE, the undersigned, Trustees of School Section No. , in the Township of , in the County of , by virtue of the authority vested in us by the eighth clause of the twelfth sec-

tion of the Act, 13th and 14th Vict., chap. 48, hereby authorise and require you [*Here insert the name and residence of the person appointed to collect the rate-bill,*] after ten days from the date hereof, to collect from the several individuals in the annexed rate-bill, for the period therein mentioned, the sum of money opposite their respective names, and to pay, within thirty days from the date hereof, the amount so collected, after retaining your own fees, to the Secretary-Treasurer, whose discharge shall be your acquittance for the sum so paid. And in default of payment on demand by any person so rated, you are hereby authorised and required to levy the amount by distress and sale of the goods and chattels of the person or persons making default.

A. B. }  
 C. D. } *Corporate Seal.* } Trustees.  
 E. F. }

Given under our hands and seal, this  
 day of , 18 .

To the Collector of School Section No. , Township of

REMARK.—The trustees being a corporation, the law requires that all warrants and documents issued by them in that capacity, should have the corporate seal of the school section attached, otherwise they may be resisted, and the trustees made personally responsible for such neglect.

No. 10.—*Form of Rate-Bill, as authorised by the second and eighth clauses of the twelfth section of the Act—to be annexed to the foregoing Warrant.*

RATE-BILL of persons liable for School Fees, in School Section, No. , in the Township of , for the [*month or quarter, &c.*] commencing the day of , and ending the day of , 18 .

| Names of PARENTS or GUARDIANS. | Number of children attending School. |    |    | Amount of rate-bill per [month or quarter, &c.], for tuition. |    |    | Amount of rate-bill per [month or quarter] for fuel, rent, &c. |    |    | Amount of Collector's fees at — per cent. |    |    | Total amount of rate-bill for the [month or quarter,] &c. |    |    |
|--------------------------------|--------------------------------------|----|----|---------------------------------------------------------------|----|----|----------------------------------------------------------------|----|----|-------------------------------------------|----|----|-----------------------------------------------------------|----|----|
|                                | £                                    | s. | d. | £                                                             | s. | d. | £                                                              | s. | d. | £                                         | s. | d. | £                                                         | s. | d. |
|                                |                                      |    |    |                                                               |    |    |                                                                |    |    |                                           |    |    |                                                           |    |    |

Given under our hands and seal, this  
 day of , 18 .

A. B., }  
 C. D. } Trustees.  
 E. F. } [*Corporate Seal.*]



No. 11.—*Form of Receipt to be given by the Collector, on receiving the amount named in the Rate-Bill.*

Received from [here insert the person's name] the sum of [here write the sum in words] being the amount of his [or her] Rate-Bill, for the [Month or Quarter, &c.] ending on the day of 18 .

Dated this day of 18 . A. B., Collector.

REMARKS.—1. The Collector should take a receipt from the secretary-treasurer, for all moneys paid him. The secretary-treasurer should also take a receipt from the teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.

2. The trustees can raise the school fees by voluntary subscriptions, if they please. They can also appoint the school teacher to act as collector, if he chooses to accept of the appointment, and to give the required security. The trustees can also, if they judge it expedient, impose any rate-bill which they may think necessary for renting, and repairing and furnishing a school house, or for the teacher's salary, upon the inhabitants of their school section, or they can apply to the municipality of their township to impose and collect such rate for those purposes. Should the township council refuse to comply with the request of the trustee representatives of a section to impose and collect such rate, the trustees can, without further delay, proceed at once to impose and collect the rate themselves.

3. As the school accounts of each year must be kept separate by the Chief Superintendent of Schools, so must the rate-bills. The rate-bills and the warrants can be made out for a month, or for one or more quarters of a year, at the same time, as the trustees may think expedient.

4. Those parents and guardians who pay the rate-bills to the secretary-treasurer, or collector, within ten days from the date of such rate-bill, and without being called upon for it, will be exempt from paying the collector's fees.

5. The collector, by virtue of the warrant from the trustees, can enforce payment of the rate-bill by distress and the sale of goods, from any person who resides, or has goods and chattels within the limits of the school section. For the mode of proceeding by the trustees, in case of persons rated, who may not at the time of collecting the rate-bill, reside, or have goods and chattels within the limits of the school section, see eleventh division of the twelfth section of the Act. Such parties must be sued by the trustees in their name of office.

6. The trustees should make the apportionment for fuel in money, as one item in the rate-bill, and then exercise their own discretion as to whether the item for fuel should be paid in money or wood—fixing the price per cord to be allowed for the wood, describing the kind of wood, and the manner in which it should be prepared for the school. In case any person should fail to pay the amount of his wood-bill, in the manner and at the time prescribed by the trustees, the payment should, of course, be enforced in the same manner as that of the school teacher's salary, and the amount, thus collected, paid for the purchase of wood.

No. 12.—*Form of Deed for the site of the Common School House, Teacher's Residence.*

This indenture, made the day of , in the year of our Lord one thousand eight hundred and , in pursuance of the Act to facilitate the conveyance of real property, between , of the Township, [Town, or City] of and Province of Canada, of the first part, and the Trustees of School Section Number

in the Township of \_\_\_\_\_, in the County of \_\_\_\_\_, and Province aforesaid, of the second part.

Witnesseth, that in consideration of \_\_\_\_\_, of lawful money of Canada, now paid by the Trustees of the School Section aforesaid, their successors and assigns for ever, all that parcel of land, &c.

In trust for the use of a Common School, in and for School Section Number \_\_\_\_\_, in the Township of \_\_\_\_\_, and in the County and Province aforesaid

The said \_\_\_\_\_, covenants with the Trustees of the School Section aforesaid, that he hath the right to convey the said lands to the Trustees of the School Section aforesaid. And that the Trustees of the School Section aforesaid shall have quiet possession of the said lands, free from incumbrances. And the said \_\_\_\_\_ covenants with the Trustees of the School Section aforesaid, that he will execute such further assurances of the said lands as may be requisite.

In witness whereof, the said parties hereto have hereunto set their hands and seals in the day and year before mentioned.

|       |   |                   |             |
|-------|---|-------------------|-------------|
| J. D. | { | [Seal.]           | } Trustees. |
| F. H. | { | } Corporate Seal. |             |
| J. G. | { |                   |             |
| F. R. | } |                   |             |

Signed, sealed, and delivered in presence of

|       |   |            |
|-------|---|------------|
| W. E. | } | Witnesses. |
| A. E. |   |            |

REMARKS.—1. If the grantor be a married man, his wife's name must be inserted in the deed, and this phrase added after the word "requisite:" And, \_\_\_\_\_, wife of the said \_\_\_\_\_, hereby bars her dower in the said lands.

2. When, however, the land has descended to the wife in her own right, she must, besides joining with her husband in the conveyance, appear before two justices of the peace, to declare that she has parted with her estate in the land intended to be conveyed without any coercion or fear thereof by or on the part of her husband; and the certificates of such justices must appear on the back of the conveyance the day of its execution. The form of the certificate is as follows: "We the undersigned Justices of the Peace for \_\_\_\_\_, do hereby certify that on \_\_\_\_\_ day of \_\_\_\_\_, 18\_\_\_\_, at \_\_\_\_\_, the within deed was duly executed in the presence of \_\_\_\_\_ by \_\_\_\_\_, wife of \_\_\_\_\_, one of the grantors therein named; and that the said \_\_\_\_\_, at the said time and place, being examined by us, apart from her husband, did appear to give her consent to depart with her estate in the lands mentioned in the said deed, freely and voluntarily, and without coercion or fear of coercion on the part of her husband, or of any other person or persons whatsoever.

" R. W——, J. P.

" A. M——, J. P."

3. If the deed be for the site of a school-house in a city, town or incorporated village, the words, board of school trustees for such city, town, or village, should be inserted instead of the words "Trustees of school section number," &c., in the foregoing form. See the twenty-fourth and twenty-sixth sections of the Act.

*No. 13.—Form of Agreement between Trustees and Teacher.*

We, the undersigned, Trustees of School Section No. , in the Township of by virtue of the authority vested in us by the fifth clause of the twelfth section of the School Act, 13th and 14th Vict., chap. 48, have chosen—[*here insert the Teacher's name*]*—*who holds a *—* class certificate of qualification, to be a teacher in said School Section; and we do hereby contract with and employ such teacher, at the rate of [*here insert the sum in words in currency,*] per annum, from and after the day hereof; and we further bind and oblige ourselves, and our successors in office, faithfully to employ the powers with which we are legally invested by the said section of said Act, to collect and pay the said Teacher, during the continuance of this agreement, the sum for which we hereby become bound—the said sum to be paid to the said Teacher, *quarterly,* [*&c., as the case may be.*] And the said Teacher hereby contracts and binds himself [*or herself*] to teach and conduct the School, in said School Section, according to the regulations provided for by the said School Act. This agreement to continue [*here insert the period of agreement*] from the date hereof.

Given under our hands and seals, this            day of            , 18 .

O. K.

A. B. {  
C. D. } *Corporate Seal.* } Trustees.  
E. F. {  
G. H. [*Seal.*] Teacher.

REMARKS.—This agreement must be signed by at least two of the trustees, and the teacher, and must also have the *corporate seal* of the section attached to it, otherwise the trustees may be made *personally responsible* for the fulfilment of their agreement, should they be sued by the teacher. It should also be entered in the trustees' book, and a copy of it given to the teacher. The trustees being a corporation, their agreement with their teacher is binding on their successors in office; and should they refuse or wilfully neglect to exercise the corporate powers vested in them, they can be made personally liable for the amount due a teacher—see sixteenth clause of the twelfth section. But should such agreement be made between the first October and the second Wednesday in January, either party may withdraw after the annual school meeting, unless the agreement shall have been signed by two of the trustees whose term of office extends beyond such second Wednesday in January, as provided for in the 11th section of the Supplementary School Act of 1853. And on the other hand, the teacher is equally bound to faithfulness in the performance of his duties, according to the school law and regulations. See 16th section of the School Act of 1850, and the general regulations on the *Duties of Teachers*. No dispute between trustees and a teacher can be brought into any court of law or equity, but must be settled by arbitration, as provided in the 17th section of the Act of 1850, and 15th section of the Supplementary Act of 1853.

*No. 14.—General Regulations for the Organization, Government, and Discipline of Common Schools in Upper Canada, prescribed by the Council of Public Instruction.*

SECTION 1.—*Hours of Daily Teaching—Holidays and Vacations.*

1. The hours of teaching in each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.
2. Every alternate Saturday shall be a holiday in each school.
3. There shall be three vacations during each year; the first, eight days, at Easter; the second, two weeks in August; the third, eight days, at Christmas.

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.

---

SECTION 2.—*Duties of Common School Trustees.*

1. The full and explicit manner in which the duties of trustees are enumerated and stated in the several clauses of the twelfth section of the Act, renders it unnecessary to do more, in this place, than make some expository remarks on the nature of the general duties of trustees, and the relations subsisting between them and the teachers whom they employ. The law invests trustees with most important functions; they are a corporation, and as such, the ownership and control of the school site, school-house, and all the property attached thereto, is vested in them; they are to provide and furnish the school-house and premises, and apparatus and textbooks for the school, and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the mode of teaching is at the option of the teacher: and the local superintendent and visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no trustee or parent should attempt to reduce him to that position. His character and interest alike prompt him to make his instructions as efficient and popular as possible; and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of his discretion as a teacher, and then to dismiss him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves, and all parties concerned. It should, then, be distinctly understood, as essential to the teacher's character, position, and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the trustees to see that the school is conducted according to the regulations authorised by law.

3. It is therefore important that trustees should select a competent teacher. The best teacher is always the cheapest. He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompetent services for a small sum, is a waste of money, and a mockery and injury of the youth of the neighborhood. We entirely concur with the National Board of Education in Ireland, in the following estimate of the qualities of a good teacher:

“A teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which patrons [or trustees] of schools, when making choice of a teacher, should anxiously look.”

4. Trustees will always find it the best economy to have a commodious schoolhouse, kept comfortable, and properly furnished. It is as difficult for pupils to learn, as it is for the master to teach, in an unfurnished and comfortless school-house.

## XXV. COUNTY OF WENTWORTH.

| <i>Names.</i>                     | <i>Municipalities.</i> | <i>Post Office Address.</i> |
|-----------------------------------|------------------------|-----------------------------|
| 130. The Rev. J. F. A. S. Fayette | Ancaster and Barton    | Ancaster.                   |
| 131. The Rev. John Porteous       | Beverly                | Kirkwall.                   |
| 132. The Rev. George Cheyne       | Binbrook and Saltfleet | Stony Creek.                |
| 133. Andrew Hall                  | Flamborough East       | Waterdown.                  |
| 134. Richard H. Cradock           | Flamborough West       | Dundas.                     |
| 135. The Rev. Samuel Finton       | Glanford               | Hamilton.                   |

## XXVI. COUNTY OF BRANT.

|                                   |                |             |
|-----------------------------------|----------------|-------------|
| 136. The Rev. Alex. A. Drummond   | Brantford      | Brantford.  |
| 137. The Rev. C. B. Pettit, B. A. | Burford        | Burford.    |
| 138. The Rev. Elijah Clark        | Dumfries South | St. George. |
| 139. The Rev. William Hay         | Oakland        | Oakland.    |
| 140. Robert Alger                 | Onondaga       | Brantford.  |

## XXVII. COUNTY OF LINCOLN.

|                                   |              |                  |
|-----------------------------------|--------------|------------------|
| 141. James Tisdale                | Caistor      | Smithville.      |
| 142. The Rev. William Hewson      | Clinton      | Beamsville.      |
| 143. Jacob Kennedy                | Gainsborough | Smithville.      |
| 144. Angus Cooke                  | Grantham     | St. Catherine's. |
| 145. Jonathan Woolverton, M. D.   | Grimsby      | Grimsby.         |
| 146. Philip Gregory               | Louth        | Port Dalhousie.  |
| 147. The Rev. J. B. Mowatt, A. M. | Niagara      | Niagara.         |

## XXVIII. COUNTY OF WELLAND.

|                              |             |                |
|------------------------------|-------------|----------------|
| 148. John Cronyn, M. D.      | Bertie      | Fort Erie.     |
| 149. Alexander Reid          | Crowland    | Crowland.      |
| 150. Owen Fares              | Humberstone | Stonebridge.   |
| 151. D. D'Everado            | Pelham      | Pelham.        |
| 152. Robert Robinson         | Stamford    | Drummondville. |
| 153. John Radcliff           | Thorold     | Allanburgh.    |
| 154. Sayers S. Hagar         | Wainfleet   | Merrittsville. |
| 155. The Rev. W. M. Christie | Willoughby  | Chippewa.      |

## XXIX. COUNTY OF HALDIMAND.

|                        |              |              |
|------------------------|--------------|--------------|
| 156. William J. Coates | Canborough   | Dunnville.   |
| 157. Alexander Winram  | Cayuga North | Decewsville. |
| 158. Abraham Nash      | Cayuga South | Cayuga.      |

---

| <i>Names.</i>                                    | <i>Municipalities.</i>       | <i>Post Office Address.</i> |
|--------------------------------------------------|------------------------------|-----------------------------|
| 159. Albert Bate .....                           | Dunn .....                   | Port Maitland.              |
| 160. John Mylne .....                            | Moulton and Sherbrooke ..... | Dunnville.                  |
| 161. The Rev. Andrew Ferrier, D. D. Oncaida..... | .....                        | Seneca.                     |
| 162. William Jones .....                         | Rainham .....                | Rainham Centre.             |
| 163. William Kerrott .....                       | Seneca .....                 | Indiana.                    |
| 164. John Heasman .....                          | Walpole .....                | Balmoral.                   |

---

## XXX. COUNTY OF NORFOLK.

|                                     |                       |             |
|-------------------------------------|-----------------------|-------------|
| 165. James Covernton .....          | Charlottesville ..... | Vittoria.   |
| 166. John Broughner .....           | Houghton .....        | Houghton.   |
| 167. Daniel F. Swayze .....         | Middleton .....       | Delhi.      |
| 168. The Rev. Aaron Slaght, Jr..... | Townsend .....        | Waterford.  |
| 169. John A. Backhouse .....        | Walsingham .....      | Walsingham. |
| 170. Daniel Wesley Freeman .....    | Windham .....         | Simcoe.     |
| 171. George Evans, B. A .....       | Woodhouse.....        | Simcoe.     |

---

## XXXI. COUNTY OF OXFORD.

|                                    |                                |              |
|------------------------------------|--------------------------------|--------------|
| 172. Benjamin Ellison .....        | Blandford and Zorra East ..... | Woodstock.   |
| 173. The Rev. George Murray.....   | Blenheim.....                  | Princeton.   |
| 174. Ebenezer V. Bodwell .....     | Dereham .....                  | Mount Elgin. |
| 175. Roderick Macdonald.....       | Nissouri East .....            | Thamesford.  |
| 176. The Rev. Edward Lounsbury ... | Norwich .....                  | Springford.  |
| 177. Gilbert Telfer .....          | Oxford North .....             | Ingersoll.   |
| 178. George Alexander.....         | Oxford East.....               | Woodstock.   |
| 179. The Rev. Robert Wallace.....  | Oxford West .....              | Ingersoll.   |
| 180. The Rev. Donald McKenzie..... | Zorra West.....                | Embro.       |

---

## XXXII. COUNTY OF WATERLOO.

|                               |                               |              |
|-------------------------------|-------------------------------|--------------|
| 181. Robert Brydon .....      | Dumfries North, and Waterloo. | Aberlosk.    |
| 182. The Rev. James Sim ..... | Wellesley and Woolwich .....  | Hawkesville. |
| 183. Martin Rudolph .....     | Wilmot .....                  | Hamburg,     |

---

## XXXIII. COUNTY OF WELLINGTON.

|                           |                                                                                                            |         |
|---------------------------|------------------------------------------------------------------------------------------------------------|---------|
| 184. John Cadenhead ..... | { Amaranth, Arthur, Gara-<br>fraxa, Luther, Marybo-<br>rough, Minto, Nichol,<br>Peel, and Pilkington ... } | Fergus. |
| 185. John Kirkland .....  | { Eramosa, Erin, Guelph, and<br>Puslinch .....                                                             | Guelph. |

## XXXIV. COUNTY OF GREY.

| <i>Names.</i>               | <i>Municipalities.</i>                                                                           | <i>Post Office Address</i> |
|-----------------------------|--------------------------------------------------------------------------------------------------|----------------------------|
| 186. Thomas Gordon.....     | { First School District,—<br>Bentick, Derby, Egremont,<br>Normanby, Sullivan, and Sydenham ..... | { Owen Sound.              |
| 187. Samuel Snelgrove ..... | { Second School District,—<br>Collingwood, Euphrasia,<br>Osprey, and St. Vincent.                | { St. Vincent.             |
| 188. William Ferguson.....  | { Third School District,—<br>Artemesia, Glenelg, Holland,<br>Melancthon, and Proton.....         | { Priceville.              |

## XXXV. COUNTY OF PERTH.

|                        |                      |           |
|------------------------|----------------------|-----------|
| 189. William Bath..... | County of Perth..... | Mitchell. |
|------------------------|----------------------|-----------|

## XXXVI. COUNTY OF HURON.

|                       |                       |          |
|-----------------------|-----------------------|----------|
| 190. John Nairn ..... | County of Huron ..... | Clinton. |
|-----------------------|-----------------------|----------|

## XXXVII. COUNTY OF BRUCE.

|                         |                      |             |
|-------------------------|----------------------|-------------|
| 191. William Gunn ..... | County of Bruce..... | Kincardine. |
|-------------------------|----------------------|-------------|

## XXXVIII. COUNTY OF MIDDLESEX.

|                                     |                           |             |
|-------------------------------------|---------------------------|-------------|
| 192. Robert P. Tooth .....          | Adelaide .....            | Adelaide.   |
| 193. Archibald Campbell .....       | Carradoc .....            | Delaware,   |
| 194. The Rev. R. Flood, M. A.....   | Delaware.....             | Delaware.   |
| 195. John W. Kerr .....             | Dorchester North .....    | London.     |
| 196. The Rev. William Sutherland .. | Ekfrid .....              | Strathburn. |
| 197. The Rev. M. Wilkinson .....    | Lobo .....                | Lobo.       |
| 198. The Rev. C. C. Brough, A. B .. | London .....              | London.     |
| 199. J. B. Winlow.....              | Metcalfe .....            | Napier.     |
| 200. Archibald Currie .....         | Mosa and Aldborough*..... | Wardsville. |
| 201. Charles Hardy .....            | Nissouri West .....       | London.     |
| 202. Alexander Strathy.....         | Westminster .....         | London.     |
| 203. The Rev. James Skinner .....   | Williams .....            | London.     |

\*Aldborough is a Township in the County of Elgin.

## XXXIX. COUNTY OF ELGIN.

| <i>Names.</i>                     | <i>Municipalities.</i>                       | <i>Post Office Address.</i> |
|-----------------------------------|----------------------------------------------|-----------------------------|
| 204. Isaac Hughes .....           | Bayham .....                                 | Vienna.                     |
| 205. The Rev. Edmund Sheppard ... | { Dorchester South and }<br>{ Malahide ..... | { Aylmer.                   |
| 206. Nelson McGarvin, M. D .....  | Dunwich .....                                | Tyrconnell.                 |
| 207. Hiram Lunley .....           | Southwold .....                              | Fingal.                     |
| 208. Thomas Daniel .....          | Yarmouth .....                               | Port Stanley.               |

## XL. COUNTY OF KENT.

|                                |                                                        |               |
|--------------------------------|--------------------------------------------------------|---------------|
| 209. The Rev. John Gunne ..... | { Camden, Zone, Dawn, and }<br>{ Euphemia* .....       | { Zone Mills. |
| 210. A. Campbell .....         | Chatham, Harwich & Howard.                             | Chatham.      |
| 211. A. P. Salter .....        | { Dover East and West, }<br>{ Orford & Tilbury East. } | { Chatham.    |
| 212. Philip Andrew .....       | Raleigh .....                                          | Chatham.      |
| 213. Thomas Rowick .....       | Romney .....                                           | Romney.       |

## XLI. COUNTY OF LAMBTON.

|                                                             |                             |                     |
|-------------------------------------------------------------|-----------------------------|---------------------|
| 214. The Rev. George Case .....                             | Bosanquet .....             | Warwick.            |
| 215. John McKenna .....                                     | Brooke and Emiskillen ..... | Sutherland Corners. |
| 216. The Rev. G. J. R. Salter, B. A. Moore and Sarnia ..... |                             | Moore.              |
| 217. Christopher Blanden .....                              | Plympton .....              | Hillsboro.          |
| 218. William Patterson .....                                | Sombra .....                | Sombra.             |
| 219. The Rev. James Mockridge .....                         | Warwick .....               | Warwick.            |

## XLII. COUNTY OF ESSEX.

|                                     |                    |               |
|-------------------------------------|--------------------|---------------|
| 220. The Rev. Frederick Mack .....  | Anderdon .....     | Amherstburgh. |
| 221. The Rev. F. Gore Elliott ..... | Colchester .....   | Colchester.   |
| 222. James King .....               | Gosfield .....     | Kingsville.   |
| 223. John Murray .....              | Maidstone .....    | Maidstone.    |
| 224. Thomas Hawkins .....           | Malden .....       | Amherstburgh. |
| 225. Jonathan Wigfield .....        | Mersea .....       | Mersea.       |
| 226. Francis Graham .....           | Rochester .....    | Belle River.  |
| 227. Joseph A. Verrais, M.D. ....   | Sandwich .....     | Sandwich.     |
| 228. Alexander Craig .....          | Tilbury West ..... | Comber.       |

\*Dawn and Euphemia are Townships in the County of Lambton.



| <i>Names.</i>                        | <i>Municipalities.</i> |
|--------------------------------------|------------------------|
| CITIES.                              |                        |
| 229. J. B. Boyle.....                | Toronto.               |
| 230. James Kirby.....                | Hamilton.              |
| 231. R. S. Henderson.....            | Kingston.              |
| TOWNS.                               |                        |
| 232. The Rev. William Gregg.....     | Belleville.            |
| 233. Wellesley Johnstone.....        | Brantford.             |
| 234. The Rev. James Cooper.....      | Brockville.            |
| 235. Alexander Workman.....          | Bytown.                |
| 236. Benjamin Hayter.....            | Cobourg.               |
| 237. Charles Poole.....              | Cornwall.              |
| 238. J. M. Thornton.....             | Dundas.                |
| 239. The Rev. Alexander MacKid.....  | Goderich.              |
| 240. The Rev. William F. Clarke..... | London.                |
| 241. T. H. Johuson.....              | Niagara.               |
| 242. W. O. Buell.....                | Perth.                 |
| 243. The Rev. Edward Roberts.....    | Peterborough.          |
| 244. George Gillespie, M.D.....      | Pictou.                |
| 245. The Rev. Jonathan Shortt.....   | Port Hope.             |
| 246. The Rev. Robert Boyd.....       | Prescott.              |
| 247. The Rev. Joseph E. Ryerson..... | St. Catherines.        |
| TOWN MUNICIPALITIES.                 |                        |
| 248. John McLeod.....                | Amherstburgh.          |
| 249. The Rev. John Douse.....        | Barrie.                |
| 250. Thomas Cross, M.D.....          | Chatham.               |
| 251. John Kirkland.....              | Guelph.                |
| 252. The Rev. George Bell, A.B.....  | Simcoe.                |
| 253. The Rev. William S. Ball.....   | Woodstock.             |
| VILLAGES.                            |                        |
| 254.                                 | Berlin.                |
| 255. William T. Boate.....           | Bowmanville.           |
| 256. The Rev. James Pringle.....     | Brampton.              |
| 257. William Macpherson.....         | Caledonia.             |
| 258. The Rev. W. M. Christie.....    | Chippewa.              |
| 259. The Rev. James Strang.....      | Galt.                  |

---

| <i>Names.</i>                        | <i>Municipalities.</i> |
|--------------------------------------|------------------------|
| 260. The Rev. Robert Wallace.....    | Ingersoll.             |
| 261. The Rev. R. H. Thornton.....    | Oshawa.                |
| 262. The Rev. David Caw.....         | Paris.                 |
| 263. Otto Klotz.....                 | Preston.               |
| 264. The Rev. John Flood.....        | Richmond.              |
| 265.                                 | St. Thomas.            |
| 266. The Rev. John Bell Worrell..... | Smith's Falls.         |
| 267. John Stewart.....               | Stratford.             |
| 268. William James.....              | Thorold.               |
| 269. F. J. McGuire.....              | Trenton.               |
| 270. S. S. Macdonell, M.A.....       | Windsor.               |
| 271. Simon Newcomb.....              | Vienna.                |
| 272.                                 | Yorkville.             |