

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1853:
WITH AN
APPENDIX.

BY THE
CHIEF SUPERINTENDENT OF SCHOOLS.

Printed by order of the Legislative Assembly.



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1854.



Department of Public Instruction for Upper Canada.

EDUCATION OFFICE,

TORONTO, 21st October, 1854.

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, Grammar and Common Schools of Upper Canada during the year 1853,—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.

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ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
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IN
UPPER CANADA,
FOR THE YEAR 1853.

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 present to your Excellency my Report of the state of the Normal, Model, Grammar and Common Schools in Upper Canada for the year 1853. As it is little more than eight months since the publication of my Report for the year 1852 and as I have in that Report discussed at considerable length the leading features of our Public School System, I shall in the present Report do little more than submit the School Statistics of the year 1853, and the observations of local superintendents on the operations and progress of the system in their respective municipalities.

The Statistical Tables show the largest increase, in every particular indicative of progress, which has ever taken place in any one year in Upper Canada.

The increase in the amount raised for teachers salaries is £16,047. 9s. 8d.—the aggregate sum raised for that purpose alone being £130,039. 0s. 3d.

The increase in the amount raised for the erection and repairs of school houses is £6,706. 10s. 9d.—the aggregate sum raised for these purposes being £30,730. 11s. 10d.

The increase in the attendance of pupils is 15,149—the aggregate attendance being 194,736.

The aggregate sum raised for all Educational purposes is £199,674. 1s. 5d. — being an increase on any preceding year of £23,598. 2s. 3d.

All that has been said in previous reports in regard to the Normal and Model Schools might be repeated in this report—the impulse they give, and the advantages they confer, are felt throughout the Province.

As the system of Libraries was commenced a few weeks before the close of the year, it will be proper to defer any formal report on this subject until my next annual report. I may observe that, up to the present time, upwards of 75,000 volumes have been put into circulation by means of these school libraries.* It is all important that the Legislative Grant for Libraries be so increased that I may be able to apportion one hundred, instead of seventy-five, per cent. upon all sums raised by local effort for the establishment of these Libraries.

It is also equally important that a Legislative Grant be made to aid in furnishing schools with maps and other apparatus upon the same terms as those on which books are furnished to the Municipalities for libraries. Apportioning one hundred per cent. on sums raised in school sections, cities, towns, and villages for school apparatus, (both for Grammar and Common Schools) will exert a powerful influence in providing the schools with those requisites which increase the interest and facilitate the progress of the pupils; and add greatly to the value and efficiency of the labours of Teachers. Illustrations to the eye can be employed in teaching most of the elementary branches of knowledge; and what children *see*, they learn quicker, understand better, and retain longer, than what they only *hear* or *read*. The *perceptive* faculties are earlier developed than the reasoning powers, and to employ them in every possible way, in the early periods of education, is to act in harmony with the order of nature, is to create a taste for knowledge and facilitate its acquisition, is to form habits of quick and accurate observation, is to lay the best foundation for the culture of the higher powers of the mind and for æctive pursuits in a world of material objects.

In the Appendix will be found the Grammar Schools amendment Act, and the first instructions and measures to bring it into operation. The information already obtained under the incipient operations of this act, evinces more strongly than could have been conceived, the wide room and absolute necessity there is for improvement in this branch of our School system. I trust all the regulations and facilities practicable for this purpose, will be provided before the end of the current year. And I hope that such additional provisions will be made during the present session of

* Since the foregoing was written, the number of volumes sent out from the Department has increased to nearly 90,000, which is about the total of the first year's operations.

the Legislature as are requisite to render the Grammar School Law further effective. There cannot be good Grammar, any more than good Common Schools, without good school-houses properly furnished, and able masters adequately remunerated. Each Grammar School is intended to fulfil the double office of a high English School and an elementary classical and mathematical school—a school into which pupils will be admitted from the higher classes of the common schools, and receive such an education as will fit them for mercantile and manufacturing pursuits, and the higher employments of mechanical and agricultural industry, as well as make them intelligent and useful citizens—a school also forming a connecting link between the Common School and University College, in which youth may be thoroughly trained in the elementary classics, mathematics and physical sciences, for admission to the University, and entrance upon professional studies.

The importance of this branch of public instruction cannot be over estimated: and it is that in which there is the greatest need, and loudest demand for improvement. The Provincial Normal and Model Schools have contributed, and are contributing much to the improvement of our Common Schools, by furnishing a proper standard of judgment and comparison as to what such schools ought to be, and how they should be taught and governed, and by furnishing teachers duly qualified for that important task. There is equal need of a Provincial Model Grammar School, in which the best modes of teaching the elements of the Greek and Latin, French and German Languages, the elementary mathematics and elements of natural sciences, may be exemplified, and where Teachers and candidates for Masterships of Grammar Schools, may have an opportunity for practical observation and training, during a shorter or longer period. Such a school would complete the educational establishments of our school system, and contribute powerfully to advance Upper Canada to the proud position which she is approaching, in regard to institutions and agencies for the mental culture of her youthful population.

I had hoped to have been able to present in this Report a Series of Plans of School Houses for Common and Grammar Schools in Upper Canada, with specifications, prepared by the architects of our Provincial Normal and Model schools; but they are not yet completed, though in the course of preparation.

In concluding these brief remarks and references—leaving the statistics of the report to speak for themselves—I am painfully reminded that this may be the last document of the kind which I shall have the honor to address to your Excellency, as your nearly eight years' administration of the Government of Canada is about to close. It must ever be a source of satisfaction to your Excellency, as it will be of grateful recollection to the People of Upper Canada, and especially to myself, who have received so many expressions of personal kindness and so much encouragement and support from your Excellency, that during the period of your Government of Canada,

your counsels, your influence, and your eloquence, have been powerfully exerted in behalf of the general and improved education of the people*—that the laws under which our whole School System is now organized, have been passed—that our Normal and Model Schools have been established, and rendered extensively useful—that the increase of pupils in our schools, the sums voluntarily provided by the People for their support, the improvements in the modes of conducting them, in the houses erected for them, as well as in their conveniences and furniture, have advanced beyond all precedent—that a general system of Public School Libraries has been brought into successful operation, and that every feeling of the People is onward in Education and Knowledge, as well as in Railroads, Manufactures, Commerce and Agriculture. My earnest wish is, that your Excellency's future career may not be less successful and useful than it has been in Canada ; and my humble prayer to Almighty God is, that He will grant to your Excellency and Family, continued success, happiness, and prosperity.

I have the honor to be,

Your Excellency's most obedient

And obliged humble servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, *October, 1854.*

* see Appendix H, page 150.

PART II.

STATISTICAL REPORT.

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TABLE A.

STATISTICAL

COUNTIES AND CITIES.	SCHOOL SECTIONS AND SCHOOLS.						SCHOOL TEACHERS'			
	Number of School Sections.	Union School Sections.	No. of Schools Reported.	Number of Free Schools.	No. of Schools partly free.	Separate Schools.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of School Section Free School Assessment.	Amount of Rate-Bills and Subscriptions.
COUNTIES.										
1 Glengarry	62	4	62	5	1	421 11 3	432 19 10	127 10 1	690 14 8	
2 Stormont	62	3	60	14	5	311 7 7	320 0 0	233 2 1	495 7 9	
3 Dundas	65	7	64	28	10	329 11 10	337 0 0	625 11 0	420 4 9	
4 Prescott	47	6	44	30	3	251 4 9	326 2 2	345 14 3	97 1 10	
5 Russell	14	0	13	8	2	68 15 2	156 15 11	35 13 5	49 13 5	
6 Carleton	91	8	83	23	4	515 19 0	515 19 0	874 5 6	885 5 2	
7 Grenville	82	9	77	26	17	443 5 11	449 13 7	723 3 4	469 8 8	
8 Leeds	136	26	132	55	4	647 18 3	647 18 3	966 4 4	992 8 0	
9 Lanark	112	16	96	42	4	608 11 0	657 14 1	884 16 10	1178 7 8	
10 Renfrew	34	6	27	11	3	225 10 11	185 8 2	324 12 6	294 5 3	
11 Frontenac	78	7	70	29	12	458 15 10	550 0 0	733 16 3	553 3 1	
12 Addington	70	11	73	37	31	363 6 6	416 0 0	691 8 0	637 14 2	
13 Lennox	46	3	43	17	13	190 11 8	265 0 0	285 1 10	368 1 9	
14 Prince Edward	91	6	88	22	14	414 18 0	535 15 0	655 8 4	1159 0 11	
15 Hastings	148	11	116	53	1	632 8 9	652 8 9	1429 10 9	841 10 11	
16 Northumberland	123	13	111	39	31	631 9 10	630 9 8	1245 10 6	612 1 1	
17 Durham	74	6	86	11	33	610 19 8	671 17 8	1079 8 4	824 17 8	
18 Peterborough	46	5	46	16	8	312 11 1	422 0 0	641 15 3	343 2 6	
19 Victoria	50	5	48	34	11	279 5 7	326 0 0	775 9 4	73 17 5	
20 Ontario	94	6	89	46	24	705 3 5	704 1 2	1681 13 9	1113 8 4	
21 York	142	24	134	13	39	1140 17 5	1224 16 6	2790 12 10	2188 17 1	
22 Peel	75	14	72	18	24	577 5 10	696 4 6	1280 0 2	1032 6 9	
23 Simcoe	101	20	90	17	10	650 16 0	752 14 10	873 13 5	862 12 9	
24 Halton	57	3	58	4	5	598 14 1	478 9 5	806 11 7	1002 15 4	
25 Wentworth	77	9	73	22	22	438 19 1	602 11 11	1053 10 2	1503 2 5	
26 Brant	63	18	57	11	10	411 19 8	420 14 6	1029 4 4	973 0 7	
27 Lincoln	65	15	66	24	21	387 3 2	627 0 2	730 9 4	909 12 4	
28 Welland	78	14	75	17	22	427 16 2	855 3 5	1012 2 6	908 12 4	
29 Haldimand	70	10	69	24	22	422 16 9	609 0 0	929 13 11	671 17 8	
30 Norfolk	94	18	92	46	15	475 1 2	520 8 9	1260 5 5	745 1 3	
31 Oxford	107	26	105	21	36	702 16 7	750 0 0	1470 8 5	1189 17 5	
32 Waterloo	79	12	74	26	24	553 12 11	663 15 0	1519 5 10	814 15 5	
33 Wellington	67	7	65	20	1	584 19 5	675 0 0	857 5 3	726 12 0	
34 Grey	52	16	43	36	5	289 12 2	342 0 0	1107 5 2	33 16 2	
35 Perth	44	8	46	21	12	372 8 4	372 8 4	773 8 7	284 18 6	
36 Huron	50	14	49	19	4	428 1 10	446 0 5	637 19 1	234 13 8	
37 Bruce	3	3	3	1	1	27 10 6	67 9 1	34 14 4	10 9 4	
38 Middlesex	133	20	126	44	43	761 6 8	878 3 10	1795 14 2	1186 2 5	
39 Elgin	105	15	97	18	46	554 5 10	619 17 2	1388 12 3	1242 0 9	
40 Kent	66	7	65	27	23	362 14 5	362 14 5	972 7 10	538 12 3	
41 Lambton	65	11	51	27	18	288 8 10	281 13 10	834 5 10	289 8 7	
42 Essex	54	5	49	25	4	357 17 1	363 5 6	697 15 5	538 11 2	
Total	3172	447	2987	1024	638	19258 8 11	21720 14 10	38208 2 6	29927 17 8	
CITIES.										
1 Toronto	7	13	7	6		737 6 4	780 6 7		854 12 6	
2 Hamilton	1	1	1			338 2 0	1050 19 1			
3 Kingston	11	11	1	1		277 11 1	381 5 1		241 0 0	
Total	19	25	9	1	6	1352 19 5	2192 10 9	.....	695 12 6

REPORT for 1853.

TABLE A.

MONEYS.

SALARIES.					OTHER SCHOOL MONEYS.			GRANDTOTAL.
No.	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, Rent and repairs of School Houses.	Amount received for Libraries, Maps and Apparatus.	Amount received by other Educational Institutions.	Total Amount available for Educational purposes for the year.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	.....	1672 15 10	1617 15 10	55 0 0	79 6 10	1 8 2	116 16 0	1876 6 0
2	6 17 1	1366 14 6	1353 5 4	13 9 2	40 18 8	.....	.....	1497 13 2
3	7 7 8	1719 15 3	1685 7 5	34 7 10	185 5 11	0 17 6	91 10 0	1997 8 8
4	17 5 6	1037 8 6	1032 4 0	5 4 6	97 6 2	.....	268 10 0	1463 4 8
5	30 16 11	400 0 11	400 0 11	.....	15 14 8	1 5 0	.....	417 0 7
6	22 16 3	2816 4 11	2742 8 6	73 16 5	357 4 5	1 5 0	132 10 0	3397 4 4
7	31 8 4	2121 19 10	1988 0 10	133 19 0	136 10 9	2 6 6	99 0 0	2359 17 1
8	103 19 9	3358 8 7	3186 5 9	172 2 10	413 14 1	3 11 6	179 10 0	3955 4 2
9	85 3 9	3414 13 4	3282 10 6	132 2 10	347 8 3	13 5 9	347 0 4	4122 17 8
10	39 5 4	1069 2 2	1024 1 10	45 0 4	121 4 10	.....	99 0 0	1289 7 0
11	55 12 5	2351 7 7	2297 16 7	54 0 4	143 11 9	281 3 1	3 14 0	2633 4 8
12	70 11 8	2149 0 4	2069 10 7	88 9 9	258 16 8	26 10 0	321 13 8	2756 0 8
13	119 8 2	1228 3 5	1122 10 4	105 13 1	25 3 8	26 5 0	185 0 0	1441 12 7
14	105 16 1	2870 18 4	2766 18 0	104 0 4	397 19 3	25 1 3	939 18 7	4233 17 5
15	170 8 4	3746 7 6	3674 18 0	71 9 6	707 17 0	54 3 5	.....	4508 7 11
16	84 2 7	3163 13 8	2933 0 9	230 12 11	359 3 10	21 5 0	115 5 0	3659 7 6
17	58 7 2	3245 10 6	3185 1 0	60 9 6	237 9 7	12 2 6	12 0 0	3597 2 7
18	61 12 3	1781 1 1	1739 4 5	41 16 8	145 4 0	7 2 6	.....	1933 7 7
19	70 1 8	1524 14 0	1393 9 3	131 4 9	263 4 2	5 16 7	50 0 0	1843 14 0
20	132 5 0	4396 11 8	4179 5 8	157 6 0	569 5 11	47 8 8	295 0 0	5278 6 3
21	345 4 7	7650 8 5	6917 19 8	732 8 9	1678 0 10	53 19 11	790 0 0	8682 9 2
22	63 6 7	3539 3 10	3335 2 6	184 1 5	468 8 8	37 2 10	330 0 0	4394 15 4
23	196 1 10	3275 13 10	3086 10 8	239 8 2	466 2 6	22 19 2	401 0 0	4195 0 6
24	91 17 10	2970 8 3	2850 14 3	119 14 0	469 10 8	48 1 9	75 0 0	4563 0 3
25	70 16 11	3668 6 6	3492 16 5	175 10 1	131 7 6	15 6 3	265 0 0	4080 0 8
26	49 11 0	2884 10 1	2792 5 4	92 4 9	270 7 9	25 10 5	90 0 0	3270 8 3
27	276 15 2	3031 0 6	2791 11 3	239 9 3	321 4 3	34 2 7	234 1 4	3720 8 8
28	464 1 0	3667 15 5	3235 10 2	432 5 3	655 18 7	29 6 7	130 0 0	4483 0 7
29	283 4 9	2916 12 1	2650 6 6	266 5 7	426 12 5	35 6 4	20 0 0	3398 10 10
30	160 10 1	3161 6 8	3031 5 2	130 1 6	779 9 0	12 15 0	119 15 0	4073 5 8
31	221 0 10	4334 3 6	4010 4 2	323 19 3	811 8 10	59 6 9	35 0 0	5239 19 0
32	231 8 3	3732 17 5	3314 17 8	467 19 9	299 12 11	24 15 10	37 0 0	4191 6 2
33	114 8 3	2958 4 11	2812 15 4	145 9 7	316 2 8	16 1 9	696 5 2	3681 14 6
34	73 9 11	1846 3 5	1668 15 10	177 7 7	444 13 2	10 10 11	.....	2301 7 6
35	32 13 10	1840 12 7	1756 11 4	84 1 3	180 17 1	11 13 5	82 2 6	2115 5 7
36	45 12 5	1792 7 5	1773 2 6	19 4 11	335 4 10	0 1 11	.....	2127 14 2
37	13 15 6	153 18 9	149 11 0	4 7 9	23 1 8	.....	.....	177 0 5
38	86 10 5	4707 17 6	4384 17 9	322 19 9	721 5 7	45 4 4	300 0 0	5774 7 5
39	214 17 1	4019 13 1	3803 8 6	216 4 7	682 5 2	70 0 0	95 0 0	4876 18 3
40	164 18 7	2491 7 5	2194 0 5	296 18 0	134 7 4	31 7 3	.....	2567 2 0
41	96 2 10	1789 19 11	1558 9 7	231 10 4	268 5 0	3 3 8	183 0 0	2244 8 7
42	87 8 11	2044 18 1	1944 3 2	100 14 11	280 6 9	14 0 0	485 3 3	2824 7 1
	4717 2 6	113832 6 5	107140 3 7	6692 2 10	15144 13 11	854 5 6	7581 0 10	137412 6 8
1	250 15 9	2123 1 2	2123 1 2	.....	2122 5 8	19 19 3	16511 2 2	20776 8 3
2	.....	1369 1 1	1369 1 1	.....	8014 17 7	267 9 9	1970 0 0	19721 8 5
3	15 15 6	915 11 8	915 11 8	.....	105 0 0	99 14 0	2922 2 10	3142 8 6
	266 11 3	4407 13 11	4407 13 11	.....	10242 3 3	387 3 0	19003 5 0	34640 5 2

TABLE A.—(Continued.)

STATISTICAL

No.	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	SCHOOL SECTIONS AND SCHOOLS.						SCHOOL TEACHERS'			
		Number of School Sections.	Union School Sections.	No. of Schools reported.	Number of Free Schools.	No. of Schools partly free.	Separate Schools.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of Free School Assessment.	Amount of Rate-Bills and Subscriptions.
TOWNS.											
1	Belleville	5		6	5	1	109 9 3	376 7 10			
2	Brantford	3		3		1	92 17 8	205 12 7		223 12 0	
3	Brockville	6		6	6		77 15 4	282 4 8		84 10 0	
4	Bytown	13		13			185 18 4	758 4 11		237 3 1	
5	Cobourg	5		5			92 14 10	117 5 5		229 13 9	
6	Cornwall	4		4			39 8 8	95 11 4		33 4 5	
7	Dundas	1		1			84 5 4	96 10 3		46 13 9	
8	Goderich	3		3		1	31 16 9	112 13 2		20 15 0	
9	London	2		2	1		168 10 11	620 7 6		154 8 11	
10	Niagara	4		4		3	80 0 5	167 16 3		176 11 8	
11	Peterborough	2		2	2	1	52 9 10	166 8 11		62 3 6	
12	Pictou	4		4		1	37 11 9	149 1 8		129 8 0	
13	Port Hope	4		4			59 6 5	88 5 7		118 18 11	
14	Prescott	5		5		1	51 13 1	82 10 4		222 18 9	
15	St. Catharines	6		6			104 13 0	188 3 3			
	Total	67		68	14	4	1268 11 7	3507 3 8		1739 1 9	
TOWN MUNICIPALITIES.											
1	Amherstburgh	3		3		1	45 0 10	149 19 2		51 15 6	
2	Chatham	2		2		1	49 11 10	212 4 0		125 14 2	
3	Guelph	3		3		1	44 11 3	88 15 5		114 6 10	
4	Perth	1		1			45 18 1	300 15 5			
5	Simcoe	3		3			34 15 9	156 9 4			
6	Woodstock	4		4			50 12 0	179 8 0		85 0 0	
	Total	16		17		3	270 9 9	1087 11 4		376 16 6	
VILLAGES.											
1	Bowmanville	3		3		3	56 6 0	116 6 0		52 12 3	
2	Brampton	1		1			17 5 0	23 5 0		56 0 8	
3	Caledonia	2		2		1	20 7 2	44 4 2		57 16 4	
4	Chippewa	3		3			28 11 7	166 16 1		25 0 0	
5	Galt	1		1			53 17 2	186 13 0		142 0 0	
6	Ingersoll	1		1			28 10 2	82 17 1		52 16 0	
7	Oshawa	2		2			27 7 2	27 7 2		128 2 6	
8	Paris	2		2			45 5 7	289 10 0			
9	Preston	1		1		1	28 5 5	136 13 3			
10	St. Thomas	2		2			39 10 5	117 4 1		102 9 7	
11	Thorold	2		2		1	26 2 9	63 17 6		110 8 0	
12	Trenton	3		3			72 16 5	158 3 7			
13	Vienna	1		1		1	24 3 0	100 7 0		1 1 8	
14	Yorkville	1		2		2	31 14 9	119 16 6			
	Total	26		30	5	5	441 2 7	1633 0 5		728 6 9	

SUMMARY.—

TOTALS.															
No.		3172	447	2987	1024	638	18	19258	8 11	21720	14 10	38208	2 6	29927	17 8
1	Counties														
2	Cities	19		25	9	1	6	1352	19 5	2192	10 9			596	12 6
3	Towns	67		68	14	4	7	1268	11 7	3507	3 8			1739	1 9
4	Town Municipalities	16		17				270	9 9	1087	11 4			376	16 6
5	Villages	26		30	5	5	2	441	2 7	1633	0 5			728	6 9
1	Grand Total for 1853	3300	447	3127	1052	648	36*	22591	12 3	30141	1 0	38208	2 6	33367	15 2
2	Grand Total for 1852	3317	443	3010	901	429	21	18723	18 8	26550	5 10	26132	15 8	36682	16 0
1	Increase		4	117	151	219	15	3867	12 3	3611	15 2	12075	6 10		
2	Decrease	17												3315	0 10

* These include only the denominational schools—see Table F., page 25.

REPORT for 1853.

TABLE C.—(Continued.)

USING TEXT BOOKS.														MODES OF INSTRUCTION.										
HISTORIES.		BOOK-keepings		Mensu-rations.		ALGE-BRAS.		GEOME-TRIES.		OTHER BOOKS.				APPARATUS.										
England.	Greece & Rome.	Various.	National.	Various.	National.	Various.	Bridges.	Various.	Euclid.	Various.	Natural Philly.	Music.	Latin.	Greek.	Other Books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	Individual or teaching one by one.	Simultaneous or teach- ing by classes.	Monitorial or teaching by aid of Monitors.	Mixed.	
No. 1	5				5			2	1															4
2	5				5			3	3															3
3	5				5			3	3															3
4	3				6			1	1															3
5	4	2		4	6			1	1															3
6	1			1	1			1	1															1
7	1			1	1			1	1															1
8	2			3	1			2	1															2
9	2			3	1			2	1															2
10	1			1	1			1	1															1
11	1			1	1			1	1															1
12	1			1	1			1	1															1
13	1			1	1			1	1															1
14	1			1	1			1	1															1
15	1			1	1			1	1															1
	26	2	14	27	5	15	5	16	12	11	12	1	1	1	3	37	47	16	24	36			26	
1					3										1		3							
2					5																			
3					2																			
4					1																			
5					2																			
6					3																			
	8	2	2	2	11			8	5	5					1	12	11	6	8	6			10	
1	2				2																			3
2	1				1																			1
3	2				1																			3
4	2	1			3																			3
5	3				3																			3
6					1																			1
7	2				1																			1
8	1				1																			1
9	1				1																			1
10	1				1																			1
11	1				2																			3
12	2				1																			3
13					1																			1
14					2																			2
	16	1	7	17	4	11	1	4	12	8	6	1			1	22	26	17	21	7			22	

TABLE C.

1	225	49	344	470	153	219	94	131	272	144	110	2		11	1	36	976	2046	273	492	214	2217	37	619	
2			6	10	2	12	2	10	2	6	1	2				1	8	8	8	11	15	15	1	3	
3	26	2	14	27	5	15	5	16	12	13	12	1				3	37	47	15	28	36			26	
4																	1	12	11	16	8				10
5	16	1	7	17	4	11	1	4	12	8	6	4				1	27	26	17	21	7				22
1	277	52	373	532	166	268	112	161	304	174	138	8		12	1	42	106	214	314	527	214	2281	38	539	
2				312	185	279	121	199	324	187	110	14	1	7	2	35	N.R.	1934	316	447	61	2232	25	544	
1				20				32			25			5		7		207		84	150	49	12		
2				19		2	9		17	13		6	1		1				3						

REPORT for 1853.

TABLE E.

No.	MAPS AND APPARATUS.								LIBRARIES.														
	MAPS.				APPARATUS.				Amount received for Maps and Apparatus.	COMMON SCHOOL.		SUNDAY SCHOOL.		PUBLIC.		TOTAL.							
	Total No. of Maps.	World and Continent.	Canada.	Other Maps.	Blackboards.	Globes.	Hodbrook's and other Apparatus.	Object and Tablet Lessons.		Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.						
1	72	21		51	33		1	5	£	s.	d.						4	400		4	400		
2	16	1		15	33				1	8	2						9	1048		11	1348		
3	8		3														18	2541	1	50	2611		
4	8	1		7	19				0	17	6						12	2200		19	2200		
5	1	1							1	5	0						6	579	1	121	700		
6	4		1	1	2		1	1	25	21	50						25	2155		25	2455		
7	17		3		5				2	6	6						24	2538		24	2538		
8	2		3		5				3	11	6						38	4458	1	200	4658		
9	30	21		18	62		4	4	7	15	0	23	1498	5	10	9	44	6555	9	3872	76	12025	
10	1		1														8	1381	3	300	11	1771	
11	12	3	1	8	37		3	3	3	14	0	1	50				19	2350	1	200	21	2510	
12	179	45	1	138	52		3	3	26	10	0						22	2449	3	750	25	3199	
13	15	35	20	41	37		9	9	25	1	3	1	477				7	625	2	270	9	896	
14	445	382	41	40	81		16	28	54	3	5	1	48				18	2187	1	120	20	2784	
15	241	190	13	48	86		11	8	12	2	6						18	1809	1	160	20	2047	
16	111	50	11	50	75		11	5	20	17	6	1	26	0	7	6	43	5008	5	1580	49	6614	
17	23	4	1	18	59		11	8	12	2	6						26	2827	3	416	23	3243	
18	12		2	7	8		1	1	7	2	6	2	36				15	2186	1	150	18	2372	
19	4		1	3	29		2	2	5	16	7						4	350	1	20	5	370	
20	95	73	11	11	67		14	24	47	8	8	2	55				10	2050	2	685	23	2699	
21	335	191	17	127	118		20	55	53	19	11	2	133				44	7858	5	1298	51	9280	
22	192	61	62	69	57		7	31	37	2	10						21	4454	2	650	23	5084	
23	26	20	2	4	18		4	11	15	16	8	1	153	7	2	6	18	2522	3	258	22	2943	
24	131	66	10	55	49		3	25	48	1	9						23	5622	11	5122	40	5744	
25	100	38	4	67	64		10	9	15	6	3						22	3531	6	1504	28	5135	
26	204	24	14	168	48		4	7	25	10	5						12	2454	2	800	14	3254	
27	137	51	34	52	62		21	15	34	2	7						34	5250	3	660	37	6910	
28	324	124	33	167	71		12	18	29	6	7						21	3843	2	700	23	4543	
29	84	16	12	56	49		7	7	35	6	4						16	2227	1	150	17	2377	
30	289	98	5	186	77		12	7	12	15	0						36	4559	4	485	40	5044	
31	368	112	29	217	90		7	32	59	6	9	4	16				35	5302	6	780	48	6048	
32	128	108	7	8	73		19	19	21	10	2			3	5	8	8	1010	3	570	13	1720	
33	58	32	4	22	42		12	5	16	1	9	2	346				22	3326	7	1069	31	4741	
34	22	9	2	11	13		8	8	10	10	11						10	1384			11	1597	
35	27	5	2	20	30		14	11	11	13	5						6	1634	2	240	8	1274	
36	21	1	1	19	31		4	2	0	1	11						9	1081	1	25	11	1177	
37																							
38	400	106	11	290	80		12	15	42	19	4	2	36	2	5	0	40	4393	6	852	48	5241	
39	291	106	9	176	82		13	21	70	0	0	2	350				33	3997	5	409	41	4756	
40	24	6	4	14	45		2	3	28	17	3	4	585	2	10	0	14	1950	2	232	20	2747	
41	33	18	15	24	24		2	5	3	3	8						7	1100	1	250	8	1350	
42	18	16	2	20	3	13			13	12	0	1	6	0	8	0	6	475	1	50	8	531	
	4651	2065	405	2211	2045		273	442	831	11	1	57	1519	22	14	5	820	114209	108	23038	985	141796	
1	59	33	6	20	7				19	19	3						5	4000	5	6000	10	10000	
2	25	14	2	9	1				267	9	9						7	2000	2	4000	9	6000	
3	60	11		49	16				99	14	0						9	3000	1	1400	10	4400	
	144	58	8	78	24		1	19	387	3	0						21	9000	8	11400	29	20400	

REPORT for 1853.

TABLE D.

E. R. S.										TIME OPEN.							
CERTIFICATES.										SALARIES.		AVERAGE ANNUAL SALARIES.				TOTAL.	AVERAGE
County Board.										Highest	Lowest	Male	Male	Female	Female	Total Time the Schools have been kept open.	Average Time the Schools have been kept open.
First class.	Second class.	Third class.	Provincial.	Unclassified and unqualified.	Annulled.	Total number classified.	Salary.	Salary.	Teacher with Board.	Teacher without Board.	Teacher with Board.	Teacher without Board.	Teacher with Board.	Teacher without Board.			
No. 1	4	16	37	1	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	M. D.	M. D.	
2	...	23	42	...	...	...	71 0	22 0	30 15	39 18	25 4	25 5	543 11	9 5
3	13	30	26	1	...	...	75 0	24 0	25 19	45 4	23 17	28 16	518 2	8 19	
4	5	14	26	...	...	...	80 0	27 0	37 11	46 18	21 16	21 1	590 15	9 9
5	1	10	2	...	...	...	72 0	20 0	25 9	42 6	18 7	25 18	429 2	9 8
6	88	23	16	...	...	...	60 0	24 0	25 7	48 15	24 2	25 10	115 25	10 5
7	6	51	21	1	3	...	65 0	20 0	27 19	40 12	23 12	32 7	867 9	9 29			
8	9	83	65	2	4	...	75 0	25 0	31 1	51 7	21 6	28 16	743 13	9 7			
9	7	28	63	1	2	...	85 0	22 10	32 12	44 13	20 7	29 19	1173 7	9 9			
10	1	5	26	...	...	...	92 0	18 0	26 6	37 11	18 0	33 12	1058 8	10 27
11	8	48	18	1	...	...	70 0	25 0	26 0	40 18	18 0	33 4	340 27	8 8	
12	6	53	18	...	...	...	75 0	24 0	30 8	44 5	26 8	27 0	688 4	10 4
13	4	24	24	...	...	...	125 0	36 0	34 7	51 4	23 4	31 14	650 5	9 11
14	19	55	35	7	3	...	100 0	30 0	36 11	71 4	24 0	29 19	374 26	8 28			
15	21	61	39	...	...	...	100 0	40 0	43 18	67 3	21 12	33 8	851 24	9 24
16	9	57	65	2	3	...	82 10	30 0	40 8	65 12	23 16	31 9	970 24	9 3			
17	4	40	37	3	...	...	75 0	31 0	41 0	58 9	25 15	31 3	1003 19	8 19	
18	...	9	38	1	...	...	80 0	25 0	30 8	50 2	30 0	34 0	832 0	10 11	
19	2	2	41	1	...	...	80 0	20 0	34 10	49 5	24 0	29 9	289 0	9 19	
20	6	42	36	2	3	...	75 0	24 0	38 8	45 7	27 15	35 0	449 12	8 23			
21	13	80	43	3	4	...	100 0	20 0	33 10	56 11	28 15	40 13	911 20	10 5			
22	3	22	40	...	...	...	100 0	30 0	32 7	61 3	36 0	...	1330 21	9 29
23	2	28	63	...	...	...	106 0	20 0	30 0	55 5	...	36 5	732 18	10 13
24	14	27	17	2	2	...	106 0	20 0	29 0	44 0	24 0	31 6	828 21	9 4			
25	8	45	23	...	...	...	130 0	30 0	30 0	59 9	...	41 6	580 12	9 21
26	15	22	14	1	1	...	100 0	45 0	45 0	64 16	...	40 3	698 4	9 25			
27	9	32	15	2	7	...	80 0	26 5	28 5	63 17	24 17	50 2	562 18	9 29			
28	12	39	21	5	10	...	120 0	30 0	56 18	69 2	25 6	39 10	516 11	8 5			
29	3	24	44	3	8	...	100 0	27 0	52 12	70 17	40 0	47 19	698 5	8 20			
30	11	37	65	2	12	...	100 0	30 0	45 6	59 17	36 16	39 5	596 14	7 23			
31	18	51	45	2	9	...	80 0	36 0	48 4	64 5	34 0	39 10	694 0	7 25			
32	7	32	34	1	...	...	75 0	33 0	43 8	56 4	26 5	36 6	938 10	9 7	
33	6	31	31	...	...	...	150 0	35 0	30 6	57 16	...	33 0	697 5	9 21
34	2	12	28	...	...	...	69 0	39 0	32 15	52 18	27 0	35 5	368 26	10 15
35	6	19	19	...	...	...	75 0	27 10	30 0	47 4	30 0	32 2	367 17	8 25
36	1	32	16	...	...	...	71 0	21 0	...	45 17	24 0	39 4	414 20	10 2
37	...	1	2	...	...	...	66 10	27 0	28 15	45 0	...	31 10	513 18	10 14
38	14	53	60	3	8	...	53 0	...	20 0	52 16	...	...	28 13	9 14	
39	24	62	18	1	4	...	78 0	25 0	36 0	51 10	25 12	39 1	1131 20	8 23			
40	7	28	26	...	...	...	100 0	39 0	41 4	56 0	20 0	35 2	854 3	8 20
41	5	16	31	1	5	...	75 0	39 0	44 9	51 4	24 3	37 12	431 8	8 7			
42	4	17	25	...	...	...	75 0	36 0	47 3	55 2	31 12	38 0	437 3	7 27
							100 0	30 0	35 0	50 6	23 15	36 6	468 12	10 0			
	341	1455	1349	49	178	...	150 0	28 10	34 5	53 7	22 3	33 9	27250 22	9 10			
1	20	...	...	5	6	...	117 10	110 0	...	113 15	...	54 16	84 0	12 0	
2	2	1	...	9	3	...	300 0	100 0	...	145 0	...	74 0	12 0	12 0			
3	6	5	...	...	1	...	75 0	58 0	...	72 6	...	44 0	132 0	12 0	
	28	6	...	14	10	...	163 3	89 7	...	110 7	...	57 12	226 0	12 0			

TABLE D.—(Continued.)

STATISTICAL

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.		TEACH.																			
		TOTAL.		RELIGIOUS FAITH.														TRAINED IN			
		Total Number of Teachers	Male.	Female.	Church of Eng- land	Roman Catholics	Presbyterians	Methodists	Baptists	Congregationalists	Lutherans	Quakers	Christians and Disciples	Reported as "Pro- testants"	Universalist and Unitarians	Other Persuasions	Not Reported.	Nml. School			
																		Total.	Male.	Female.	Other Institu- tions.
TOWNS.																					
No.																					
1	Belleville	6	4	2	1	1	1	2	1	...	...	...	...	...	...	...	...	...	...	...	3
2	Brantford	1	1	0	1	1	1	3	3	...	...	...	...	...	...	...	...	...	...	...	...
3	Brockville	1	1	0	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
4	Bytown	15	9	6	1	9	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...
5	Cobourg	5	3	2	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
6	Cornwall	4	3	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
7	Dundas	5	3	2	1	1	1	2	2	...	...	...	...	...	...	...	...	...	...	...	...
8	Goderich	3	3	0	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
9	London	15	5	10	3	3	1	2	1	...	...	1	...	...	...	1	...	5	3	2	1
10	Niagara	3	1	2	1	1	1	1	...	...	...	...	...	...	...	...	...	2	1	1	...
11	Peterborough	6	3	3	1	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
12	Pictou	3	1	2	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...
13	Port Hope	4	3	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
14	Prescott	6	4	2	2	2	3	3	1	...	...	...	...	...	...	...	...	...	...	...	...
15	St. Catharines	6	5	1	1	1	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	88	54	34	15	22	26	18	2	3	...	...	1	...	...	...	1	17	11	6	13
TOWN MUNICIPALITIES.																					
1	Amherstburgh	4	2	2	...	1	1	1	...	...	...	...	...	...	...	1	...	...	...	...	...
2	Chatham	5	3	2	...	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Guelph	3	2	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
4	Perth	6	4	2	...	1	1	4	...	...	...	...	...	...	...	...	...	...	...	...	...
5	Simcoe	4	1	3	...	2	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...
6	Woodstock	4	2	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	26	14	12	6	4	10	2	1	...	...	...	1	...	...	2	...	1	1	...	3
VILLAGES.																					
1	Bowmanville	3	2	1	1	...	1	...	1	...	...	...	...	...	...	...	...	2	2	...	...
2	Brampton	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Caledonia	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	Chippewa	3	2	1	...	...	1	...	1	...	...	...	...	...	...	...	...	1	1	...	...
5	Galt	4	3	1	...	...	4	...	...	...	...	...	...	...	...	...	...	1	...	1	...
6	Ingersoll	2	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	Oshawa	2	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Paris	4	1	3	...	...	...	...	1	...	...	...	...	...	...	...	...	2	1	1	...
9	Preston	3	2	1	...	...	2	...	1	...	...	...	...	...	...	...	...	2	1	1	...
10	St. Thomas	3	1	2	...	...	1	...	1	...	...	...	...	...	...	...	...	2	1	1	...
11	Thorold	3	2	1	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...
12	Trenton	3	2	1	...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	2
13	Vienna	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	1	...	...
14	Yorkville	2	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...
	Total	35	23	12	8	8	14	4	5	1	...	...	...	...	...	...	...	13	8	5	3

SUMMARY.—

TOTALS.																					
1	Counties	3332	2481	851	701	344	877	986	188	67	31	40	17	24	17	23	23	290	258	32	249
2	Cities	58	29	29	10	13	13	13	4	3	...	...	...	...	...	2	...	34	14	20	3
3	Towns	88	54	34	15	22	26	18	2	3	...	...	1	...	...	...	1	17	11	6	13
4	Town Municipalities	26	14	12	6	4	10	2	1	...	...	...	1	...	...	...	2	1	1	...	3
5	Villages	35	23	12	8	8	14	4	5	1	...	...	...	...	...	...	...	13	8	5	3
1	Grand Total for 1853...	3530	2601	938	740	386	940	1017	200	74	31	40	18	25	17	25	26	355	292	63	271
2	Grand Total for 1852...	3388	2541	847	735	380	902	921	200	69	9	45	26	37	24	13	29	287	229	38	352
1	Increase	151	60	91	7	6	38	96	...	5	22	...	...	...	...	12	...	68	63	25	...
2	Decrease	...	...	...	...	...	...	...	...	...	...	5	8	12	7	...	3	...	...	...	81

REPORT for 1853.

TABLE E.

MAPS AND APPARATUS.										LIBRARIES.							
MAPS.				APPARATUS.				Amount received for Maps and Apparatus.	COMMON SCHOOL.		SUNDAY SCHOOL.		PUBLIC.		TOTAL.		
Total No. of Maps.	World and Con- tinent.	Canada.	Other Maps.	Blackboards.	Globes.	Holbrook's and other Apparatus.	Object and Tabled Lessons.		Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	
No.								£ s. d.		£ s. d.							
1	72	21		51	33		1	5			4	400			4	400	
2	16	1		15	34			1			9	1048			11	1348	
3	3		3		47				2	300			1	50	19	2611	
4	8	1		7	12						12	2200			32	3200	
5	1										6	579		1	121	26	2436
6	4			1							25	2156			24	2558	
7	17		3		212				1	10	1	50			39	4658	
8	9	6		3	23						38	1458		1	200	76	12025
9	39	21		18	62		4	8	23	1498	5	109	9	3872	11	1771	
10	1						1	3			41	6655	3	399	21	2610	
11	12	3		8	37		3	2		50	19	2369	1	200	25	3199	
12	179	46		133	54		2	8			32	2449	3	750	9	896	
13	156	95		20	41		6	2			18	2187	1	120	20	2784	
14	418	332		41	81		13	8	1	477	78	1809	1	100	20	2947	
15	281	190		43	48		16	28	1	48	43	5008	5	1880	49	6814	
16	111	50		11	59		13	6	1	26	30	2827	3	416	23	3243	
17	23	4		18	59		11	8			15	2185	1	150	18	2372	
18	12			7	23		2	3		36	4	350	1	20	5	370	
19	4						2	3			19	2950	2	685	23	3689	
20	95	73		11	111		20	55	2	153	41	7858	5	1298	51	9280	
21	335	191		127	117		7	31	1	153	21	4434	2	650	23	5084	
22	192	61		69	57		4	11	1	153	18	2522	3	268	22	2943	
23	26	26		2	4		3	25			29	5622	11	3122	40	8744	
24	131	66		10	53		10	9			22	3681	6	1594	28	5135	
25	109	8		4	67		4	7			32	2454	2	800	14	3254	
26	204	24		14	166		21	15			34	5259	3	660	37	5810	
27	137	51		34	52		21	18			21	3643	2	700	23	4343	
28	324	124		33	167		12	9			36	4559	4	485	40	5044	
29	84	16		12	59		5	32	4	16	38	5302	6	780	48	6048	
30	239	98		5	188		5	19	2	140	8	1616	3	570	13	1720	
31	368	112		29	217		2	5	2	346	22	3326	7	1069	31	4741	
32	123	108		7	73		8	10	1	213	10	1384			11	1597	
33	58	32		4	22		14	11			6	1034	2	240	8	1274	
34	22	9		2	11		4	2	1	71	9	1081	1	25	11	1177	
35	27	5		2	20						1				1		
36	21	1		1	31						40	4393	6	852	48	5281	
37											53	3397	5	409	41	4766	
38	409	108		11	290		13	21	3	350	14	1980	2	232	20	2767	
39	291	106		9	176		21	5	4	585	7	1100	1	250	8	1350	
40	24	6		4	43		3	13			6	475	1	50	8	531	
41	33	18		15													
42	18	16		2	20		3	13	1	6							
	4681	2065		405	2211		273	442		57	4549	22	14	6	820	114209	
				3045										108	23038	985	141796
1	59	33		6	20		7	19			5	4000		5	6000	10	10000
2	25	14		2	9		1	1			7	2000		2	4000	9	6000
3	69	11		49	16		11	99			9	3000		1	1400	10	4100
	144	58		8	78		1	19			21	9000		8	11400	29	20400

REPORT for 1853.

TABLE E.—(Continued.)

MAPS AND APPARATUS.										LIBRARIES.						
MAPS.				APPARATUS.				Amount received for Maps and Apparatus.	COMMON SCHOOL.		SUNDAY SCHOOL.		PUBLIC.		TOTAL.	
Total No. of Maps.	Words and Con- tinent.	Canada.	Other Maps.	Blackboards.	Globes.	Handbook and other Apparatus of Text and Tablet Lessons.	Libraries.		Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	
No							£ s. d.		£ s. d.							
1	68	29	6	33	5	4	5	18 3 9			1800	1	200	6	2700	
2	13	3	1	9	1	1	1	.....			300	1	215	6	1115
3	10	5	5	1	1	1	1	.....			1500	1	700	7	2200
4	1	1	.....	6	6	.....	.....	.....			1 30	.....	.....	1	30
5	17	5	.....	12	4	.....	.....	.....			1 70	2 10 0	.....	3	290
6	1	1	.....	1	.....	.....	.....	.....			.....	.....	.....	.....	.....
7	15	1	1	10	2	.....	.....	.....			.....	.....	.....	.....	.....
8	12	3	1	10	.....	.....	.....	6 15 4			.....	.....	.....	.....	.....
9	10	5	5	1	.....	.....	.....	35 7 3			.....	.....	.....	.....	.....
10	27	12	.....	15	3	.....	.....	13 10 10			.....	.....	.....	.....	.....
11	12	6	.....	6	.....	.....	.....	.....			.....	.....	.....	.....	.....
12	6	1	1	4	3	.....	.....	0 10 0			.....	.....	.....	.....	.....
13	7	.....	.....	7	.....	.....	.....	.....			.....	.....	.....	.....	.....
14	.....	.....	.....	3	.....	.....	.....	.....			.....	.....	.....	.....	.....
15	9	.....	.....	3	.....	.....	.....	.....			.....	.....	.....	.....	.....
	208	84	22	102	43	14	21	74 7 2	2 10 0	2 10 0	50	12000	15	5072	67	18162
1	9	4	1	4	1	.....	.....	.....			.....	.....	.....	.....	.....
2	16	7	2	7	.....	.....	.....	.....			.....	.....	.....	.....	.....
3	13	4	.....	4	.....	.....	.....	29 10 0			.....	.....	.....	.....	.....
4	14	10	4	.....	.....	.....	.....	.....			.....	.....	.....	.....	.....
5	14	6	.....	8	.....	.....	.....	.....			.....	.....	.....	.....	.....
6	20	4	3	14	4	.....	.....	13 15 0			.....	.....	.....	.....	.....
	87	40	10	37	13	.....	.....	34 5 0			.....	.....	.....	.....	.....
1	8	2	.....	4	.....	.....	.....	.....			.....	.....	.....	.....	.....
2	5	1	.....	4	.....	.....	.....	4 10 0			.....	.....	.....	.....	.....
3	7	1	.....	4	.....	.....	.....	9 11 3			.....	.....	.....	.....	.....
4	5	.....	.....	.....	.....	.....	.....	.....			.....	.....	.....	.....	.....
5	18	3	1	14	.....	.....	.....	.....			.....	.....	.....	.....	.....
6	9	6	1	2	.....	.....	.....	3 8 2	1 190	.....	.....	.....	.....	.....	.....
7	3	.....	.....	.....	.....	.....	.....	.....			.....	.....	.....	.....	.....
8	15	2	1	12	.....	.....	.....	5 5 0			.....	.....	.....	.....	.....
9	11	2	2	7	.....	.....	.....	3 15 0			.....	.....	.....	.....	.....
10	7	1	2	4	.....	.....	.....	.....			.....	.....	.....	.....	.....
11	14	5	3	6	.....	.....	.....	.....			.....	.....	.....	.....	.....
12	10	7	3	.....	.....	.....	.....	7 10 0			.....	.....	.....	.....	.....
13	4	1	1	2	.....	.....	.....	.....			.....	.....	.....	.....	.....
14	3	.....	.....	.....	.....	.....	.....	.....			.....	.....	.....	.....	.....
	119	41	18	60	21	.....	.....	24 19 5	1 190	.....	.....	.....	.....	.....	.....

TABLE E.

1	1681	2005	405	2211	1045	.....	273	442	831	11 1	57	4549	22	14 5	820	114209	108	23033	985	141796
2	144	58	8	75	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	205	84	22	102	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	87	40	10	37	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	119	41	18	60	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	5239	2288	463	2488	1146	.....	310	501	1952	5 8	60	4839	25	4 5	829	142249	145	44371	1134	191459
2	809	1692	333	1454	1934	.....	310	445	1039	13 7	48	3146	33	19 1	861	124051	141	37679	1045	164147
1	1430	596	100	1054	212	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE F.

STATISTICAL

No.	COUNTIES AND CITIES.	SCHOOL VISITS.							LECTURES.			MISCELLANEOUS.			
		Total.	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of Parliament.	By Trustees.	By Other Persons.	Total.	By Local Superintendents.	By other Persons.	No. of Schools having a Visitor's Book.	No. of Schools having a Register.	No. of Public Examinations.
COUNTIES.															
1	Glengarry.....	476	123	42	21	16	1	200	73	50	49	1	26	54	159
2	Stormont.....	775	146	46	7	17	8	300	251	52	52	.....	29	55	138
3	Dundas.....	803	85	38	20	17	1	397	215	21	21	.....	22	59	123
4	Prescott.....	371	97	28	32	7	3	163	41	40	40	.....	23	41	71
5	Russell.....	102	18	11	3	6	.....	41	17	4	.....	.....	8	31	31
6	Carleton.....	782	252	77	46	18	.....	325	63	67	67	.....	33	83	264
7	Greyville.....	698	179	47	19	49	.....	333	80	62	62	.....	47	78	163
8	Leeds.....	1381	272	35	51	69	.....	623	333	111	111	.....	1	47	264
9	Lennox.....	933	196	75	37	59	.....	439	135	73	73	.....	52	92	234
10	Kennew.....	299	56	25	17	10	15	108	70	23	23	.....	11	22	58
11	Frontenac.....	800	133	59	46	35	2	397	168	48	46	2	33	70	166
12	Addington.....	1011	129	70	44	51	1	329	293	73	73	.....	50	68	135
13	Lennox.....	400	68	16	11	26	.....	207	72	32	32	.....	12	58	85
14	Prince Edward.....	3221	233	70	26	59	1	526	2396	165	166	5	72	87	193
15	Hastings.....	2074	306	106	81	110	1	692	778	117	102	15	73	112	193
16	Northumberland.....	1059	204	54	23	18	.....	437	255	72	72	.....	55	107	185
17	Durham.....	888	135	42	14	6	.....	373	118	62	62	.....	41	66	127
18	Peterborough.....	412	71	22	30	18	.....	239	32	32	32	.....	7	15	51
19	Victoria.....	385	64	10	7	3	.....	279	23	28	28	.....	19	40	94
20	Ontario.....	1676	259	62	22	22	.....	591	210	71	67	4	59	82	195
21	York.....	1782	383	123	77	60	5	719	415	114	113	1	92	110	342
22	Peel.....	907	298	67	38	22	.....	402	179	49	49	.....	43	72	194
23	Simcoe.....	694	175	78	22	22	2	307	88	53	53	.....	54	67	177
24	Halton.....	738	141	76	25	52	2	314	138	70	65	5	41	57	146
25	Wentworth.....	777	160	44	27	25	.....	283	238	84	84	.....	30	71	138
26	Brant.....	627	130	44	15	53	2	276	127	43	43	.....	32	53	118
27	Lincoln.....	804	122	32	35	21	9	365	282	41	39	2	35	64	121
28	Welland.....	1176	105	29	47	39	.....	466	499	39	27	12	44	78	145
29	Haldimand.....	759	137	51	45	32	.....	318	173	34	34	.....	18	56	100
30	Norfolk.....	861	163	42	2	27	15	338	255	78	78	.....	53	81	129
31	Oxford.....	919	207	66	21	14	4	384	214	90	76	14	56	93	154
32	Waterloo.....	1077	157	134	51	35	.....	390	319	59	47	12	43	73	161
33	Wellington.....	669	158	81	25	49	.....	276	80	12	12	.....	32	62	114
34	Grey.....	393	63	25	19	13	.....	213	60	37	37	.....	32	32	81
35	Perth.....	382	55	50	39	11	.....	194	33	17	16	1	22	35	67
36	Huron.....	539	86	48	31	29	8	251	167	27	27	.....	43	49	108
37	Bruce.....	59	2	5	2	1	.....	18	2	1	.....	.....	2	3	7
38	Middlesex.....	1124	292	72	27	26	2	439	266	121	119	2	78	130	257
39	Elgin.....	842	127	40	25	15	.....	506	269	48	47	1	35	86	127
40	Kent.....	523	86	34	23	13	.....	251	116	4	4	.....	51	60	76
41	Lambton.....	573	95	27	21	18	1	279	141	20	18	2	39	39	87
42	Essex.....	482	115	66	27	13	3	188	70	32	38	86	35	44	198
	Total.....	35266	6191	2169	1226	1159	84	14127	10310	2217	2131	86	1674	2733	5888
CITIES.															
1	Toronto.....	273	87	19	9	3	.....	90	65	.....	.....	.....	7	7	14
2	Hamilton.....	401	4	24	20	17	7	83	246	2	2	.....	1	1	1
3	Kingston.....	576	317	62	19	.....	.....	105	73	10	10	.....	11	11	22
	Total.....	1250	408	105	48	20	7	278	384	12	12	.....	19	19	37

TABLE F.—(Continued.)

STATISTICAL

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	SCHOOL VISITS.							LECTURES.			MISCELLANEOUS.			
	Total.	By Local Superintendents.	By Clergymen.	By Municipal Councillors.	By Magistrates.	By Judges and Members of Parliament.	By Trustees.	By Other Persons.	Total.	By Local Superintendents.	By other Persons.	No. of Schools having a Visitors' Book.	No. of Schools having a Register.	No. of Public Examinations.
TOWNS.														
1 Belleville	364	33	31	6	21	1	75	191	9	9	5	4	12	
2 Brantford	240	28	9	13	9		27	114			3	3	9	
3 Brockville	76	12	12	4	3	1	34	2	12	12	6	6	12	
4 Rytown	213	42	52	4	3		77	14			13	13	26	
5 Cobourg	101	21	8	3	5	1	7	56	6	6	5	4	15	
6 Cornwall	54	15	33				5	1			3	3	4	
7 Dundas	83	4	5	1	12		26	45			1	1	2	
8 Goderich	38	8	9	4	12		15				2	2	2	
9 London	13	10	3								1	1	4	
10 Niagara	85	11	5	3	12		46	18	10	5	3	3	12	
11 Peterborough	78	5	23	9	4		37	4	3	3	1	1	7	
12 Picton	34	5	3	5	2	1	11	7	1	3	3	2	7	
13 Port Hope	39	9	7				3	20			4	4	8	
14 Prescott	73	36	16				28				1	5	18	
15 St. Catharines	92	13	11	16	14		13	20	4	4	2	3	3	
Total	1588	270	227	64	64	4	462	488	45	39	6	52	53	127
TOWN MUNICIPALITIES.														
1 Amherstburgh	20	8	4				6	2			1	1	3	
2 Chatham	71	10	22				39		1	1	1	1	4	
3 Guelph	30	10	5	3	1		8	3			1	3	12	
4 Perth	53	6	8	6		1	12	20	1		1	1	2	
5 Simcoe	101	23	9	2	6	1	59				3	3	10	
6 Woodstock	25	8			1	1	15					4	4	
Total	300	65	48	11	8	4	139	25	2	1	1	7	13	35
VILLAGES.														
1 Bowmanville	23	16					4	3	1	1	3	3	9	
2 Brampton	42	4	4	5	1		8	20	2	2	1	1	2	
3 Caldwellia	52	1	3				10	38			1	2		
4 Chippewa	96	12	2				42	40			1	1	4	
5 Galt	51	9	8	2	2		11	19			1	1	4	
6 Ingersoll	26	6	8				6	4	1	1	1	1	3	
7 Oshawa	10	10											6	
8 Paris	61	21	6	4	5		22				1	1	3	
9 Preston	107	12	1	1	3		40	50			1	1	3	
10 St. Thomas											1	1	4	
11 Thorold	297		3	3	3		18	270			3	3	6	
12 Trenton	67	8	1	5	4		21	28	7	3	3	3	9	
13 Vienna	11	4	1	1	1		4				1	1	1	
14 Yorkville	22	6	1	5	2		6	2			1	1	4	
Total	865	112	38	28	21		192	474	11	7	4	15	20	69

SUMMARY.—

	TOTALS.													
1 Counties	35266	6191	2169	1226	1159	84	14127	10910	2317	2131	86	1674	2733	5888
2 Cities	1250	408	105	48	20	7	278	384	12	12		19	19	37
3 Towns	1588	279	227	64	64	4	462	488	45	39	6	52	53	127
4 Town Municipalities	300	65	48	11	8	4	39	25	2	1	1	7	13	35
5 Villages	863	112	38	28	21		192	474	11	7	4	15	20	69
1 Total for 1853	39269	7055	2587	1377	1272	99	15198	11681	2287	2190	97	1767	2838	6146
2 Total for 1852	35164	8956	2901	1382	1263	79	15198	941	2632	2537	95	1649	2015	6517
1 Increase	4125				9	20	69	38			2	118	823	
2 Decrease		1901	14	5					345	347				371

TABLE G.

STATISTICAL

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.	Not able to Read.	Not able to Write.	In Latin.	In Greek.	In Algebra.	In Euclid.	Amount received from Grammar School Fund.	Amount received from Fees.
COUNTIES.		£ s. d.	£ s. d.									£ s. d.	£ s. d.	
1	Glengarry				1	60	4	12	6	3	6	91 10 0	25 6 0	
2	Stormont													
3	Dundas				1	50						91 10 0		
4	Prescott				1	60						156 0 0	75 0 0	
5	Russell													
6	Carleton				1	63	20	12	1	2	1	83 6 8	49 3 4	
7	Grenville				1	40	10	10	1	1	1	60 0 0	30 0 0	
8	Leeds				1	23	1	1	1	4	6	60 0 0	31 0 0	
9	Lanark				2	209	20	32	7	4	8	62 13 4	244 7 0	
10	Renfrew				1	56	30	30	3	3	7	31 6 8	67 13 4	
11	Frontenac													
12	Addington				2	382	16	22	5	2	44	120 0 0	186 13 8	
13	Lennox				1	30	2	2	2	2	24	60 0 0	50 0 0	
14	Prince Edward				2	175	22	40	6	2	11	74 0 0	164 10 3	
15	Hastings				1	16	2	7						
16	Northumberland				3	76			9	4	7	76 0 0	9 5 0	
17	Burhan													
18	Peterborough													
19	Victoria													
20	Ontario													
21	York				2	75	10	3	6	6	6	100 0 0	150 0 0	
22	Peel				1	76	5	3	5	6	6	200 0 0	280 0 0	
23	Simcoe				1	30						100 0 0	35 0 0	
24	Halton				2	79	11	9	20	14		206 0 0	150 0 0	
25	Westworth				1	Not open								
26	Brant				1	27	7	2	5	6		100 0 0	55 0 0	
27	Lincoln													
28	Welland				1	147	14	73	7	2	5	50 0 0	106 11 4	
29	Haldimand													
30	Norfolk				1	Not open								
31	Oxford				1	Not open								
32	Waterloo													
33	Wellington				1	22			3	3	3	79 10 0	6 12 6	
34	Grey													
35	Perth				1	26			18		6	63 0 0	19 2 6	
36	Huron													
37	Bruce													
38	Middlesex				1	74						76 10 0	223 10 0	
39	Egmont													
40	Kent													
41	Lambton				1	40	1	9		2	3	69 0 0	62 0 0	
42	Essex				1	29	2	8			4	140 0 0	85 3 3	
	Total				34	1865	87	255	120	36	134	2150 6 8	2095 18 2	
CITIES.														
1	Toronto	4	400	12811 2 2	2000 0 0	1	92		48	8	19	21	200 0 0	360 0 0
2	Hamilton					1	44						200 0 0	120 0 0
3	Kingston	2	120	1000 0 0	200 0 0	1	72		25	7	8	14	134 0 0	238 2 10
	Total	6	520	13811 2 2	2200 0 0	3	208		73	15	27	35	534 0 9	658 2 10

REPORT for 1853.]

TABLE G.

INSTITUTIONS.									PROVINCIAL 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.				
		£ s.			£ s. d.		£ s. d.			£ s. d.		
1						1	60	116 16 0	63	3168	1870 6 10	
2									60	2896	1407 13 2	
3						1	50	91 10 0	65	3518	1807 8 8	
4			3	24	37 10 0	5	84	268 10 0	49	1977	1107 4 8	
5									13	488	417 0 7	
6						1	63	132 10 0	84	4687	3307 4 4	
7			1	12	9 0 0	2	52	99 0 0	70	3210	2350 17 1	
8			4	63	88 10 0	5	86	179 10 0	137	6712	3955 4 8	
9			3	38	40 0 0	5	247	347 0 4	101	5555	4122 7 2	
10						1	56	99 0 0	28	1431	1289 7 0	
11									70	3865	2630 4 8	
12			1	40	15 0 0	3	422	321 13 8	76	4214	2756 0 8	
13		701 8 4	2	60	75 0 0	3	96	185 0 0	46	3845	1404 12 7	
14	1	98				3	273	939 0 7	91	4703	4333 17 5	
15						1	16		117	6040	4508 7 11	
16			3	35	30 0 0	4	111	115 0 0	115	5879	3659 7 6	
17			1	10	12 0 0	1	10	12 0 0	87	5405	3507 2 7	
18									46	2635	1903 7 7	
19			1	25	50 0 0	1	25	50 0 0	49	2307	1843 14 9	
20			2	39	45 0 0	3	114	295 0 0	92	6531	5278 6 3	
21			6	132	240 0 0	8	208	700 0 0	142	9524	6982 9 2	
22			4	91	195 0 0	5	121	330 0 0	77	5008	4304 15 4	
23			2	39	45 0 0	4	118	401 0 0	94	5536	4166 0 6	
24			3	50	75 0 0	4	50	75 0 0	62	3755	3503 0 8	
25			3	89	110 0 0	4	116	265 0 0	77	4700	4080 0 3	
26			3	50	90 0 0	3	50	90 0 0	60	3774	3270 8 3	
27			4	73	77 10 0	5	220	234 1 4	71	3786	3720 8 8	
28			3	105	150 0 0	3	105	150 0 0	78	4341	4383 0 7	
29			1	12	20 0 0	2	12	20 0 0	71	3279	3339 10 10	
30			6	101	119 15 0	7	101	119 15 0	99	5170	4073 5 8	
31			3	66	55 0 0	3	66	55 0 0	108	6649	5239 19 0	
32			4	82	87 0 0	4	82	87 0 0	78	5622	4194 6 2	
33	1	32	562 12 8	2	23	47 10 0	4	77	696 5 2	69	4670	3984 14 6
34									43	2316	2301 7 6	
35						1	26	82 2 6	37	2012	2415 5 7	
36									49	3925	2127 14 2	
37									3	199	177 0 5	
38						1	74	200 0 0	127	7871	5774 7 5	
39						3	90	95 0 0	100	5795	4876 18 3	
40									45	3596	2567 2 0	
41						2	24	52 0 0	54	2617	2244 8 7	
42	1	60	180 0 0	1	30	70 0 0	3	119	485 0 3	52	2764	2824 7 1
	3	190	1444 1 0	70	1403	1890 15 0	107	3458	7581 0 10	3094	176143	137412 6 8
1	5	200	1000 0 0	8	100	200 0 0	18	792	16511 2 2	31	3805	20776 8 3
2	1	50	350 0 0	10	300	400 0 0	12	394	1670 0 0	13	2325	10721 8 5
3	2	80	300 0 0	5	70	150 0 0	10	342	3022 2 10	21	1789	3142 8 6
	8	330	1650 0 0	23	470	750 0 0	40	1528	19003 5 0	65	8364	34040 5 2

REPORT for 1853.

TABLE G.—(Continued.)

INSTITUTIONS.						PROVINCIAL SUMMARY.					
ACADEMIES.			PRIVATE SCHOOLS.			TOTAL.			Total Colleges, Academies, Grammar, Common and Private Schools.	Total Students and Pupils reported.	Total amount available for Educational purposes this 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.									
1	5	191	430 0 0	6	194	713 0 0	12	1574 6 7	
2	4	69	100 0 0	5	99	309 0 0	8	1003 2 9	
3	5	129	250 0 0	6	147	579 0 0	12	985 6 1	
4	210	400 0 0	9	380	577 11 8	22	1758 18 0	
5	3	200 0 0	2	29	50 0 0	7	60	1180 0 0	12	1702 12 3	
6	1	33	160 0 0	5	330 8 6	
7	150	309 0 0	5	159	309 0 0	6	605 15 11	
8	29	50 0 0	1	71	378 0 0	6	610 10 4	
9	1	48	350 0 0	3	293 14 1	
10	3	151	299 0 0	4	197	459 0 0	5	934 4 11	
11	33	70 0 0	3	59	270 0 0	5	679 10 5	
12	13	29 0 0	1	31	135 0 0	6	392 13 2	
13	129	379 10 0	9	169	497 0 0	13	1992 15 2	
14	55	88 0 0	3	85	208 0 0	8	549 0 0	
15	160	410 0 0	4	205	634 0 0	10	1231 5 10	
	3	70	200 0 0	49	1222	2747 10 0	68	2124	6722 11 8	131	10058 16 12 4 1
1	40	59 0 0	2	69	213 0 0	3	215 2 5	
2	157	280 0 0	8	192	439 10 0	11	574 7 11	
3	39	50 0 0	3	55	375 0 0	5	343 2 3	
4	75	100 0 0	4	138	380 0 0	7	417 6 0	
5	40	75 0 0	3	97	322 12 9	7	683 15 1	
			15	342	553 0 0	20	512	1750 2 9	37	2389 5 15 1 0	
1	2	50	125 0 0	3	205	417 18 0	6	459 6 7 0 11	
2	40	60 0 0	2	40	60 0 0	3	187 0 5	
3	1	30	60 0 0	2	63	109 10 0	4	313 7 9	
4	4	60	140 0 0	4	69	110 0 0	7	288 6 9	
5	50	80 0 0	3	85	238 0 0	6	612 6 3 17 3	
6	1	18	110 0 0	2	147 7 0	
7	320 2 5	
8	1	75 0 0	.....	.....	.....	2	48	258 15 0	4	635 16 2
9	201 4 10 17 1	
10	1	25	65 0 0	2	61	90 0 0	4	250 5 13 7	
11	3	70	85 0 0	3	70	85 0 0	6	382 3 3 7 10	
12	1	30	59 0 0	2	65	128 14 0	6	319 3 4 0 2	
13	1	30	50 0 0	2	50	162 10 0	3	250 3 16 12 8	
14	178 18 9 9	
	1	28	75 0 0	17	385	710 0 0	26	705	1809 19 0	56	4098 5 39 4 9

TABLE G.

1	3	190	1441 1 0	70	1403	1890 15 0	107	3458	7591 0 10	8094	17013	187413 6 8
2	8	320	1652 0 0	23	470	730 0 0	40	1528	3893 5 0	65	8305	51540 5 2
3	3	70	290 0 0	49	1223	2747 10 0	68	2124	6732 11 8	136	10338	16132 4 1
4	.....	.....	.....	15	342	553 0 0	20	512	1750 2 9	37	2389	5115 0 9
5	1	28	75 0 0	17	385	710 0 0	26	705	1809 19 0	66	4098	6394 4 9
1	13	618	3309 1 0	174	3922	6052 10 0	261	8417	27523 19 3	3398	20373	196074 1 6
2	14	661	3295 0 0	167	6133	6760 2 0	249	9078	33939 15 10	3269	188545	176076 19 2
1	1	09	74 1 0	7	.....	.....	12	.....	637 3 5	129	1406	83593 2 3
2	.....	.....	.....	1311	.....	97 12 0	.....	631	.....	.....	.....	.....

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 ad- mitted 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	.....	.....	.....	63	63	.....	.....	.....	.....	.....	.....	.....	.....
2	Second Session, 1848	136	12	.....	.....	.....	135	101	.....	.....	.....	.....	.....	.....	.....	.....
3	Third Session, 1848-49	123	83	.....	.....	.....	108	76	.....	.....	.....	.....	.....	.....	.....	.....
4	Fourth Session, 1849	151	195	.....	.....	.....	111	60	.....	.....	.....	.....	.....	.....	.....	.....
5	Fifth Session, 1849-50	160	169	.....	.....	.....	135	92	.....	.....	.....	.....	.....	.....	.....	.....
6	Sixth Session, 1850-51	109	44	.....	.....	.....	76	51	.....	.....	.....	.....	.....	.....	.....	.....
7	Seventh Session, 1851-52	93	68	.....	.....	.....	80	60	.....	.....	.....	.....	.....	.....	.....	.....
8	Eighth Session, 1852	122	78	.....	.....	.....	101	71	.....	.....	.....	.....	.....	.....	.....	.....
9	Ninth Session, 1852-53	162	83	.....	.....	.....	141	71	.....	.....	.....	.....	.....	.....	.....	.....
10	Tenth Session, 1853	169	98	.....	.....	.....	161	97	.....	.....	.....	.....	.....	.....	.....	.....
11	Eleventh Session, 1853-54	173	66	.....	.....	.....	109	52	.....	.....	.....	.....	.....	.....	.....	.....
Total		1556	952	304	18	109	73	120	833	431	49	26	12	688	519	169	

ABSTRACT No. 2.—COUNTIES FROM WHICH

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Sturgeon, Don, Mississauga		Pelee and Russell		Leeds and Grenville		Lanark and Renfrew		Carleton		Frontenac, Len- nox and Ad- dington		Prince Edward		Hastings	
			Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.
1	First Session, 1847-48	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Second Session, 1848	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Third Session, 1848-49	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Fourth Session, 1849	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Fifth Session, 1849-50	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Sixth Session, 1850-51	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Seventh Session, 1851-52	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Eighth Session, 1852	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Ninth Session, 1852-53	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Tenth Session, 1853	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Eleventh Session, 1853-54	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total		11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	

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	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Second Session, 1848	125	101	.....	31	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Third Session, 1848-49	108	78	.....	31	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Fourth Session, 1849	111	90	.....	33	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Fifth Session, 1849-50	135	92	.....	43	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Sixth Session, 1850-51	76	51	.....	10	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Seventh Session, 1851-52	80	60	.....	8	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Eighth Session, 1852	101	71	.....	17	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Ninth Session, 1852-53	144	71	.....	22	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Tenth Session, 1853	161	97	.....	28	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Eleventh Session, 1853-54	160	58	.....	17	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total		1234	833	431	213	142	71	75	63	22	268	174	92	483	310	173	

FOR UPPER CANADA.

TABLE H.

WEEKLY AID GRANTED—CERTIFICATES, &c.

Admitted who received the weekly aid of \$5, each, towards defraying the expenses of Board, &c.	Total amount of weekly aid granted to Students.			Students admitted who had attended during any previous sessions.			Left during the session, to take charge of schools, or from sickness, &c., &c.			Students dismissed during the session, for incompetency, &c.			Students suspended, or dismissed, for misconduct.			Students receiving certificates from the Masters operating the Institution.			Students receiving Provincial certificates from the Chief Superintendent.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	58	210	0	6	6	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0
2	109	439	10	21	46	6	21	46	6	21	46	6	21	46	6	21	46	6	21	46	6
3	123	477	7	27	53	17	27	53	17	27	53	17	27	53	17	27	53	17	27	53	17
4	61	247	0	11	44	0	11	44	0	11	44	0	11	44	0	11	44	0	11	44	0
5	62	246	0	11	44	0	11	44	0	11	44	0	11	44	0	11	44	0	11	44	0
6	62	246	0	11	44	0	11	44	0	11	44	0	11	44	0	11	44	0	11	44	0
7	67	260	17	14	54	4	14	54	4	14	54	4	14	54	4	14	54	4	14	54	4
8	90	347	26	19	74	5	19	74	5	19	74	5	19	74	5	19	74	5	19	74	5
9	78	304	17	17	66	5	17	66	5	17	66	5	17	66	5	17	66	5	17	66	5
10	132	507	53	31	119	19	31	119	19	31	119	19	31	119	19	31	119	19	31	119	19
11	42	163	23	59	231	34	59	231	34	59	231	34	59	231	34	59	231	34	59	231	34
	922	3442	280	4707	1726	6	214	1141	130	282	1225	57	59	31	2	22	14	8	430	320	110

THE STUDENTS AT THE NORMAL SCHOOL CAME.

	Northampton and Durham.			York, Ontario and Peel.			Peterborough and Victoria.			Simcoe.			Westworth, Halton and Brant.			Lincoln, Welland and Hamilton.			Norfolk.			Oxford.			Wellington, Waterloo and Grey.			Middlesex and Elgin.			Huron, Perth and Bruce.			Essex, Kent and Lambton.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.						
1	3	1	2	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
2	4	1	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
3	4	1	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
4	4	1	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
5	5	2	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
6	5	2	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
7	6	3	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
8	6	3	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
9	6	3	3	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
10	8	4	4	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
11	8	4	4	33	13	20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
	66	47	19	520	303	216	21	19	2	20	22	4	115	70	45	121	66	55	38	30	4	16	3	13	15	7	4	15	11	4						

STUDENTS ATTENDING THE NORMAL SCHOOL.

	Baptists.			Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
2	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
3	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
4	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
5	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
6	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
7	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
8	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
9	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
10	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
11	4	4	0	11	5	6	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0
	110	64	46	48	32	16	1	1	0	12	12	0	1	1	0	4	2	2	12	8	4	30	23	7

TABLE K.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and Academies, Grammar, Private, Common, Normal and Model Schools, during the

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.
1	Adult population of Upper Canada during the years	436,055		...	*622,570
2	Population between the ages of five and sixteen years	141,143		183,539	202,913
3	Colleges in operation	5		5	5
4	County Grammar Schools and Academies	*25		*25	*30
5	Private Schools reported	44		*60	*65
6	Normal and Model Schools for Upper Canada.....	...		...	...
7	Total Common Schools in operation as reported	1,721		2,610	2,736
8	Grand Total Educational Establishments in operation in Upper Canada	1,785		2,700	2,836
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.
10	Total Students attending Colleges and Universities	Do		Do	Do
11	Total Students attending Academies and County Grammar Schools	Do		Do	Do
12	Total Pupils attending Private Schools	Do		Do	Do
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada	Do		Do	Do
14	Total Pupils attending the Common Schools of Upper Canada ..	65,978		96,756	110,002
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools ..	65,978		96,756	110,002
16	Total Amount available for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514
17	Total Amount levied or subscribed for the erection or repairs of School Houses, and for Libraries and Apparatus	No Reports.		No Reports.	No Reports.
18	Grand Total available for Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus ..	Do		Do	Do
19	Amount received by other Educational Institutions.....	Do		Do	Do
20	Grand Total available for Educational purposes in Upper Canada ..	Do		Do	Do
21	Total Common School Teachers in Upper Canada .....	...		...	2,860
	Total Male do do .....	...		...	...
	Total Female do do .....	...		...	...
22	Average Number of Months each Common School has been kept open by a qualified Teacher.....	...		7½	8
23	Nett average attendance of Pupils at the Common Schools during the summer of	No Reports.		No Reports.	No Reports.
	Do Boys do do.....	Do		Do	Do
	Do Girls do do.....	Do		Do	Do
24	Nett average attendance of Pupils at the Common Schools during the winter of	Do		Do	Do
	Do Boys do do.....	Do		Do	Do
	Do Girls do do.....	Do		Do	Do

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

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the private than official, which should not be the case. The Annual Report of a Department of Public Instruction should Primary, Intermediate and Superior.

progress of Education in Upper Canada, as connected with Universities, Colleges, years 1842 to 1853, inclusive. Compiled from returns in the Educational Department.

No.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.
1	...	...	725,879		803,493	950,551	953,239	
2	204,550	230,975	241,102	253,364	259,258	258,607	262,755	268,957
3	5	6	6	7	7	7	8	£
4	*31	32	33	39	57	70	74	79
5	*80	96	117	157	224	159	167	174
6	...	2	2	2	2	2	3	3
7	2,559	2,727	2,800	2,871	3,059	3,001	3,010	3,127
8	2,705	2,863	2,959	3,076	3,349	3,239	3,253	3,391
9	No Reports.	No Reports.	No Reports.	No Reports.	232	855	901	1,052
10	Do	790	740	773	684	692	751	756
11	Do	1,000	1,113	1,120	2,070	2,800	3,194	3,839
12	Do	1,331	2,345	3,648	4,663	3,948	5,133	3,822
13	Do	...	256	400	370	356	645	735
14	101,912	124,829	139,739	138,465	151,891	168,189	179,657	194,736
15	101,912	131,360	135,295	144,406	159,678	175,895	189,310	203,986
16	£67,906	£7,599	£86,000	£88,478	£88,429	£102,050	£113,991	£130,039
17	No Reports.	No Reports.	No Reports.	No Reports.	£14,189	£19,334	£25,094	£32,018
18	Do	Do	Do	Do	£102,619	£121,384	£139,085	£161,769
19	Do	Do	Do	Do	...	£32,834	£36,989	£37,526
20	Do	Do	Do	Do	...	£154,218	£176,074	£199,674
21	2,925	3,028	3,177	3,209	3,476	3,277	3,388	3,539
	...	2,365	2,507	2,505	2,697	2,551	2,541	2,601
	...	663	670	704	779	726	847	938
22	8½	8½	9	9½	9½	9½	9½	9½
23	No Reports.	No Reports.	70,459	72,204	76,842	83,390	85,161	90,096
	Do	Do	38,539	39,382	41,784	44,647	45,409	48,668
	Do	Do	31,920	32,822	35,040	38,743	39,752	41,428
24	Do	Do	76,711	78,466	81,469	84,981	86,756	90,659
	Do	Do	45,429	46,402	48,303	49,060	49,867	52,252
	Do	Do	31,282	31,964	33,161	35,921	36,889	37,407

have been sufficiently so to establish a data by which to compare our yearly progress in Educational matters. The University; but hitherto the sources of information regarding this latter class of Institutions have been rather present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions--

STATISTICAL REPORT for 1853.

TABLE I.—Account of the Receipts and Expenditure of the Normal and Model Schools for Upper Canada, for the year 1853.

No.	HEADS OF RECEIPTS.	AMOUNT.			AMOUNT.			No.	HEADS OF EXPENDITURE.	AMOUNT.			AMOUNT.		
		£	s.	d.	£	s.	d.			£	s.	d.	£	s.	d.
1	Warrants issued—Quarterly—by command of His Excellency, in full of the current Expenses of the Normal and Model Schools	1500	0	0				1	Salaries and Wages	1601	16	8			
2	Warrants issued—Quarterly—by command of His Excellency, to facilitate the attendance of Students at the Normal School	1000	0	0				2	Books, Apparatus and School Requisites	292	15	4			
3	Proportion of the £1000 granted under the authority of the Act, 16 Vict., chap. 185, section 23.	550	0	0	3050	0	0	3	Agriculture, Chemistry and Natural Philosophy department	30	12	3			
4	Model School Fees	535	17	6				4	Advertising and Printing	52	19	4			
5	Sundry Receipts for Books, &c.	14	3	0	550	0	6	5	Repairs and Contingencies	62	13	6½			
								6	Light, Water and Wood	299	6	8			
								7	Rent and Insurance	30	12	6	2340	16	4
								8	Aid granted to facilitate the attendance of Students at the Normal School, Five shillings each per week, during the whole or a part of the sessions				1143	10	0
									Balance				115	14	3
					3600	0	6						3600	0	6

The Normal and Model Schools for Upper Canada,—established by an Act of the Provincial Parliament passed in 1846,—were opened on the 1st November, 1847, in the old Government House in the city of Toronto. In 1852, premises were erected for the Institution and for the offices of the Department of Public Instruction, at a cost of £25,000, the upper part of the building being appropriated for the use of the Normal School, and the lower part (with the exception of two waiting rooms and the theatre) for the Education Offices and Depositories.

In the Normal School, the school of instruction by *lecture*,—Teachers are trained for the schools throughout the Province, in the several branches of a common school course of education, and are “taught how to teach.” In the Model Schools—the schools of instruction by *practice*,—they are taught to give practical effect to the lectures of the Normal School, by teaching the children attending there, under the direction of teachers previously trained in the Normal School. The Model Schools are attended by about 200 boys and 200 girls, who pay sevenpence-halfpenny a week, (to carry out the principle of the school law which requires a sum equal to the Legislative Grant to be contributed from local sources,) and are designed, by both the system of instruction pursued and general arrangement, to be the *Model* for all the public schools of the Province. They are open at all times to the visits of teachers and strangers.

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1853.

Appendix A.

EXTRACTS FROM THE REPORTS OF THE 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, FOR THE YEAR 1853.

I. COUNTY OF GLENGARRY.

1. *The Reverend Daniel Clarke, A. M., Charlottenburgh, &c.*: "In transmitting my annual report, I may remark that the people generally seem to take an increasing interest in the education of the young; the pupils of the last few years, who have had greater educational advantages than their predecessors, are gradually rising into the places of trustees, parents and guardians. The means of acquiring a liberal, or even a useful common education are still, however, rather backward in many places in this part of the country, where the people are few and scattered over a large surface, with bad roads, unable to procure the services of good teachers, to erect suitable school houses, and to permit the regular attendance at school of such of their children as can aid them in their toilsome labor. But notwithstanding these disadvantages, it must be admitted, that, though there is a manifest gradually increasing interest taken in the schools, more might be done than is done even in the most unfavourable circumstances, in the way of giving to the young a suitable education. The impression does not seem to be strong in many that knowledge is power; that it will open up new sources of enjoyment and usefulness, and prosperity to those who by the Divine blessing are led to dedicate their talents and

acquirements to the noblest purposes. It is no argument against education that it is sometimes perverted to evil purposes, and makes some persons of learning more accomplished and guilty criminals; for any thing may be abused, and then, the more excellent it is in itself, and the more useful it would be if properly applied, the greater evil it produces both to its possessor and those who may come under his influence. The inducements held out to young men of talents, acquirements, and active habits, in other pursuits make good male teachers scarce, and females do not generally look upon teaching as their business for life. Persons commonly engage in teaching in this county rather from necessity than choice. Hence few comparatively possess the requisite qualifications, or are enthusiastic in their profession. Teachers generally are poorly remunerated, continue for a short time only in one place, the best teachers are sometimes preceded and followed by the worst, so that any good that they may do cannot be seen or appreciated. Many of the trustees have an indifferent education, and a worldly spirit; like the greater part of the people in many places. Hence they will select a teacher whom they can get at a cheap rate, looking upon it as a matter of certainty that he must be suitable if he has a certificate of qualification from the Board of Public Instruction. They will part with a good teacher, who has given satisfaction, is a man of correct opinions, good conduct, competency and experience as a teacher, in order to get an indifferent one at a cheaper rate. Although this is the case generally, there are some remarkable exceptions. With respect to public libraries, and Sabbath school libraries, the people are rather backward. They all however take a deeper interest in these matters now than formerly. I have given you an account of the state of educational matters in this part of the country. It is I confess principally from the cause referred to, rather meagre. I have not spared to point out evils, and there are some that I have not referred to. It is easier to point out evils than to discover a remedy. I leave this to your own superior wisdom. Were you to have the appointment of local superintendents, and were each appointed for a county, I think the Boards of Public Instruction generally (I speak without personality) would present a greater amount of respectability and talent than they generally do."

II. COUNTY OF STORMONT.

2. *The Reverend James Charles Quin, Osnabruck*: "The population of this township are very far behind indeed in general intelligence, being chiefly Dutch Royalists and their descendants; and although there is a good deal being done now to educate the children, yet I suppose of adults not more than one half can read and write, and even the phrase "read and write" does not mean a great deal when applied to the majority of those to whom credit is given for such acquirement. Yet I see the day breaking. Hitherto the township has been to a very great extent receiving its education from a host of young female teachers not at all qualified; and respectable male and female teachers of course either left the township if they belonged to it, seeking employment elsewhere, or if not belonging to it, never thought of offering their services, as they had no chance of employment owing to their higher demand of wages; and thus the people never hitherto have had their taste cultivated for a better education. But this year long before the annual sectional meetings

took place there was not a teacher worth anything to be had. In short there had been a regular strife among the trustees in favour of the best teachers, and some ten or twelve hitherto employed cannot get an engagement, and have gone to other townships. Perhaps this may sound strangely coming from a superintendent who is a member of a board whose office it is to examine teachers, and grant certificates only to those really qualified. Much might be said in reply to the objection which I need not here state. The evil is being rectified by the sounder judgment of the trustees. There are no schools of any description save these mentioned within the township. I am in hopes that shortly we will have to report a "model school" for the township as I brought the matter before the municipal council at a late sederunt when they unanimously approved of it, and promised to take steps forthwith for its being carried into effect."

III. COUNTY OF DUNDAS.

3. *Daniel Rose, Esq., Matilda, &c.*: "In regard to my office and its duties, my term will soon expire; and as far as interest and comfort are concerned I am not sorry. But when I see so much to be done for the promotion of the noblest of all causes, the cause of God only excepted, I feel a degree of regret in anticipating the period in which my connection with it shall cease. I may remark here that the local superintendency of schools will never answer the design of the framers of the law, until the appointment is left to your own disposal or to that of the Council of Public Instruction for the Province, where you would have a voice in the appointment."

IV. COUNTY OF PRESCOTT.

4. *John McMaster, Esq., Caledonia*: "All under my charge take a lively interest in the comfort and convenience of school houses, and in whatever promotes the growth and progress of education among their children. Your valuable periodical the *Journal of Education* has done more in this way than any legislative act that has been passed. We shall make good progress here if nothing unforeseen happen to prevent it."

V. COUNTY OF RUSSELL.

5. *James Keays, Esq., Cambridge and Russell*: "I have visited the schools in these townships twice since I was appointed to office. There are about two hundred children in the townships, nearly one half of whom are Highland Scotch and cannot spell a word of English. I trust we shall have free schools in both townships next year."

6. *The Reverend John Edwards, Clarence*: "Though there are some hindrances, I think upon the whole, education progresses in this township, and it is pleasing to reflect that some of its children are now receiving that mental culture which will enable them to occupy stations of usefulness in future years. It is no longer a problem what shall be the issue of the agencies you have set in motion to advance education in Upper Canada. We have better teachers now, who are better paid

than formerly. We have better school houses and better scholars, a better public sentiment regarding education, and sources of knowledge open now to parents as well as to children. These and other results show that the efforts put forth and expense incurred in this immensely important enterprise are being repaid a thousand fold."

VI. COUNTY OF CARLETON.

7. *The Reverend John Flood, Fitzroy, &c.* : "I am sorry that my report does not shew much advancement in the state of our schools. But our progress in education is not to be judged of altogether by the statistics contained in the columns. We are steadily making an improvement which cannot be easily expressed in numerals. The people are far more anxious than they formerly were to keep their schools always open and to have efficient teachers. A knowledge of reading, writing, and geography, is becoming more general. And the manner of teaching and the exertions of the school masters are much superior to what they were when our system of public instruction was commenced. With respect to religion, I look upon our school law as a great blessing. It is enabling and drawing thousands to learn the art of reading who would otherwise remain ignorant even of this branch of knowledge. And I am sure from experience that the ambassador of Christ can be far more successful in his labors of love when his people can receive profit from books as well as from his ministrations."

8. *The Reverend William Lohead, Gloucester, &c.* : "One principal difficulty in the way of improving the style of education is that which trustees experience in finding well qualified teachers. We have only one, who has enjoyed the benefit of the Normal School. I entreat all the younger teachers to attend it; and expect two or three of the Osgoode Teachers to enter it, one of them at the ensuing session and others soon. The number of free schools is increasing every year. In Osgoode at the annual meetings, the vote went triumphantly. Free schools in several sections where there had been strong opposition to a tax for school purposes. It only requires that the excellent school acts now in force be not altered, under pretence of amending them, and in a few years the schools will be generally if not universally free."

VII. COUNTY OF GRENVILLE.

9. *James Clapperton, Esq., Augusta* : "One of the greatest hindrances to the children's improvement arises from the want of regularity in their attendance at school. Some are absent one, two, or three days in the week. Others who are more regular in their attendance often miss the exercises of their class by the lateness of their going to school, parents considering other matters should be first attended to. Now it is not the mere loss of a day or a week, but it is the loss of interest which is the evil generated. If the boy sees that, in his father's estimation there are many things to be attended to in preference to the school, it will be the natural result that he regard the school, the teacher, and the advantages of a good education with feelings of indifference. He will feel but little interest in a punctual attendance at school, and still less interest in the studies to which he may there be called.

Another fault I would beg to state is the small amount of wages paid to well qualified teachers. The teacher of a common school should receive from at least \$20 to \$25 per month ; his average price now being about \$12, about half less than his right due. Trustees say that they get full as much as they are worth ; but if parents would be more liberal to teachers, it would encourage young men to qualify themselves better for the most important position in society."

VIII. COUNTY OF LEEDS.

10. *Lewis Chipman, Esq., Bastard, &c.* : "Several school sections have adopted the free school system in part the present year, four of them being free. The cause of education is not as flattering as I could wish. One great hindrance is the want of more suitable teachers. Some are well qualified, others not so, but in some sections these must be employed or none. I think the time not far distant when there will be a decided improvement in teachers, through the instrumentality of the Normal School at Toronto.

11. *Edward F. Weeks, Esq., Elmsley South* : "I am sorry that our township does not stand in a more prominent position regarding its educational affairs. Still although there is not much cause for congratulation, I think I can observe indications of a more prosperous and pleasing feature. I delivered lectures in each of the school sections in the townships. This I believe has not been attempted hitherto by any of my predecessors : and I think some good has been done. The people are taking more interest than formerly in the vital question of the education of their offspring. Meetings for school purposes are much better attended than was some time ago the case. School examinations by trustees are becoming more common ; and are generally well attended by the parents of the scholars. This latter I consider a good indication ; and until those quarterly examinations are more regularly held and more generally attended the education of the youth of the county will not prosper. All that you can do, (and you have performed wonders) will avail but little unless the people themselves take a deeper interest in the matter than they have hitherto done. You will perceive that the national school books are being almost exclusively used in the township. This I have done all I could to encourage, and with such good success that in a short time no other books than those authorized will be used. The actual improvements made during the year may be thus enumerated—1. A lecture delivered in each section : 2. Quarterly examinations established, and the attendance of parents and guardians at such secured : 3. The use of the national books become nearly universal in the schools—(I keep a supply on hand :) 4. A decent school house erected in section No. 6, where the school was formerly kept in a small "shanty : " 5. Besides these *actual advances* in the right direction, a greater zeal is manifested by the people generally, increased confidence in the Educational Department—and a greater desire to receive and read the *Journal of Education*, and to study the school law, and assist in carrying it out. That such may continue to be the case until your indefatigable exertions in favor of the entire youth of the country be fully realized is my sincere desire."

12. *Samuel Graham, Esq., Kitley* : "From the number of free schools in this township, and the large amount of municipal assessment for educational purposes, it is quite evident that the people are taking more than usual interest in behalf of schools, and that education is in consequence progressing. Large additional sums appear in my report in favor of teachers' salaries and many of the pupils of our schools are fast preparing themselves for spending a session at the Normal School, to qualify themselves for the office of teachers."

13. *Thomas Vanston, Esq., Leeds and Lansdown Front, &c.* : I must say that education is improving. You will perceive the average attendance is better than last year, and the greater part of the schools are free. Prejudices against the present school act are fast losing ground, and increased anxiety appears amongst the people about the education of their children. Many of the school houses, however, I regret to say, are in a bad state of repair; and many of them, I might say all of them, very badly and disorderly seated—the desks fastened round the walls instead of being in the centre with a passage between, properly arranged. I have suggested to the trustees the propriety of seating them as are the better class of new schools in Upper Canada. This would enable the teacher to attend to his duties with greater facility to himself and benefit to the children. The trustees are getting better acquainted with school matters. The disposition of the people to change trustees, and the desire of trustees to get rid of the office, have greatly retarded the usefulness of trustees in their several sections. A close acquaintance with the school act, and a practical knowledge of school affairs with efficient trustees, are the life of common schools. Teachers are generally becoming more acquainted with the improved method of school teaching, and it affords me pleasure to say that some few of them have been very successful in adopting some of the methods laid down in the national system. It would be well if one method were adopted by all teachers, as the present constant change of teachers causes a change of methods, which very much prevents the improvement of the children. Some step should be taken to furnish each school with a map of the world, as you will perceive by the report that there are only three in the twenty-five schools. It is no easy matter to persuade trustees that such an article is useful; accordingly the teacher is measurably relieved from teaching one of those branches of learning included in his certificate. It would be very desirable and necessary that first class certificates should only be granted by the County Board of Public Instruction, and such candidates to be trained in the Normal School. These would disseminate a proper and improved method of teaching throughout the province; the want of a knowledge of school organization amongst the present class of teachers being the greatest obstacle to their success in school teaching. The privilege of connecting common schools with grammar schools is a great boon for those who were heretofore shut out, for the want of means to give their children classical education. I regret to say so few school sections have applied for libraries. I hope that before the present year terminates many of the schools in these townships will be put in possession of libraries when they can be obtained on such reasonable terms, especially when the selection is so good."

14. *The Reverend James Cooper, Yonge*: "I am afraid we are about to experience difficulties from the want of male teachers. Several of our schools are now suffering from this cause. A rise of wages and the Normal School are our only hopes."

IX. COUNTY OF LANARK.

15. *John A. Murdoch, Esq., Bathurst, &c.*: "You will observe that free schools are on the increase, there having been for the past year in these townships 10 supported by a rate on property and 17 partly free, out of 44 sections which have reported. Many persons formerly opposed to free schools are beginning to express an opinion that it would be just as well that government should at once establish the free system by law. The school houses now being built are of a superior description to what they formerly were. Though for the most part constructed of logs, the logs are frequently squared, and all of them rendered comfortable by being lathed and plastered on the inside. With the introduction of the present school laws, log shanty school houses, plastered with mud, and roofed with bass-wood troughs have disappeared, and it was time for them. Till of late it was customary to run the stovepipes through the roof to the great danger of fire, and in two or three instances school houses have been burnt down from this cause. Wherever a flue was wanting I have on my visits made it a point to warn the trustees on the spot, that, if their school house caught fire and was destroyed by this dangerous practice, they might be made to rebuild it at their own expense. In most cases they have taken the hint, and built a flue. On the Bathurst side of the Scotch line, about three miles from Perth, a new frame school house has been erected this last season and finished off. In fact it is by far the best building of the kind, not merely in the township of Bathurst, but in any of the townships within my limits, though there are many good school houses in them. A public spirited gentleman, who received himself in his youth a good education in one of the free schools of Massachusetts, has mainly contributed by his example and exertions to the erection of this handsome school house. What is more to his honor is, that no selfish motive could have influenced him, as he has no family of his own to educate: but he is acting from the pure spirit of benevolence in thus trying to extend the blessings of education to the rising generation around him. By his example and influence a free school has been adopted in that section for the present year, and he has now the pleasure of seeing the new school house, large as it is, well filled with happy children under a first class teacher. It were well that many such were scattered through our townships, and then free schools would be universal. The inhabitants of the various school sections under my charge are gradually becoming accustomed to the working of the school act in all its details, and all seem satisfied, saving and excepting a few grumblers; but some few such will be found in every community. As a whole the school act is now nearly perfect. Some of the provisions of the supplementary school act have produced very salutary effects. Trustees are now afraid of being made to pay out of their own pockets the moneys lost to their section, if vacant through their negligence; and in numbers of school sections which were previously destitute of a teacher the schools are in active operation. The maximum of 1s. 3d. per month

for each scholar attending school has removed a serious defect in the act of 1850. The two visits in the year now required of local superintendents are more in proportion to the remuneration offered for their services. And the crowning of the whole is, that a teacher has now a strong inducement to persevere in his laborious profession, cheered on by the prospect of receiving when superannuated or worn out, a pension sufficient to render him independent of the cold charities of the world. There are many other excellent provisions in the supplementary school act. Altogether you have the satisfaction of having perfected amidst opposition and obloquy a national system of education for Upper Canada of which it may well be proud: a system admirably adapted to the wants and social condition of its inhabitants. Your memory will long live in Canada, and your name will be revered for what you have achieved in promoting the intelligence, and elevating the character of its inhabitants, long, long after party spirit is extinct: for it is seldom that the labors of a real benefactor to mankind are fully appreciated during his lifetime. That you may be long blessed with health and strength to preside as head over our common school system of education is my sincere wish."

16. *The Reverend John McMorine, Ramsay*: "The school libraries seem to be highly valued, and the books are read both by the pupils and by the families to which they belong. The great mass of the pupils, however, are too young and too rudimental in their acquirements to receive much benefit by reading them. I have been grieved to see that the children in this township are taken away from school at an earlier age than they used to be when I first visited the schools about seven or eight years ago. The difficulty of procuring farm servants, and the increasing expense of hired labor may in a good measure account for this unhappy change. There is also little ambition in parents to give any of their children a superior education. Good teachers are becoming more scarce, and demand higher salaries. Two schools in this township are now vacant, because no teachers can be found."

X. COUNTY OF RENFREW.

17. *Duncan Fergusson, Esq., Bromley &c.*: "Our schools are improving, parents begin to take more interest in the great cause of education than they were wont, and I doubt not that through a little patience and perseverance we shall see better times."

XI. COUNTY OF FRONTENAC.

18. *The Reverend E. C. Bower, Pittsburgh*: "The want of teachers is greatly felt, several schools being closed in consequence. Of the progress made by the pupils I can say nothing, having only recently been appointed."

XII. COUNTY OF ADDINGTON.

19. *The Reverend Paul Shirley, Camden East*: "I have much satisfaction in stating the general progress of education in Camden East during the past year. Respectable school houses, of the best material, stone, can be found in different parts of the township. In section No. 2 has been erected a substantial stone building eighty

feet by forty, two stories high, divided into four rooms capable of accommodating four hundred pupils, and at an expense of about eight hundred pounds. The whole of the upper story can be, by means of folding doors, thrown into one apartment. This we find very convenient when holding general examinations. There were not less than eight hundred persons present last March when we examined the schools. The model school excites great interest. Its effects are so beneficially felt through the united counties, that, at the time of general examination we had the parents of the pupils, and a crowd of the respectability of the community;—and even professional men, clerical and lay, from the city of Kingston favour us with their presence, and address the pupils by way of lecture and commendation. I may safely say that the Newburgh academy is an incalculable blessing to this part of Canada, and could we get it endowed with a permanent yearly grant, it would stand next, in point of usefulness, to the Normal School, Toronto. Section No. 3, during the past year, erected a neat stone school house, on a very commanding site. Money has been voted to purchase a bell, fence in, and plant the ground with ornamental trees, amount £220. As yet, I am sorry to say we have taken no active measures towards procuring a library, though the inducements held out by the chief superintendent cannot be equalled on the continent of America. At present our township is taxed to the extent of £3,000, imposed upon it last fall. The present municipal council feel reluctant to burden us with a further sum, but yet, I have great reason to believe they will, at their next meeting, levy a handsome sum to purchase a township library.”

20. *D. P. Yeomans, Esq., M. D., Ernestown*: “My visitations of the schools for the winter term are now nearly completed, and from some cause their condition is not as prosperous as in 1850 and 1851. In most of the sections where the property has been taxed or where a strong effort has been made to tax, the result has been the formation of party divisions, characterized by the exhibition of strife and ill feeling to such a degree as materially to injure the progress of the school. The Canadian people are not accustomed to be governed by majorities, and the minority instead of submitting make it their business to obstruct and oppose. It might have been better if the Legislature had either not empowered the majority to lay a tax on property or levied the tax universally by statute, taking away all optional powers and all occasions of contention from this source. The effect of the present law is to array the poor in a section against the property holders, and *vice versa*.”

XIII. COUNTY OF LENNOX.

21. *The Reverend John A. Mulock, Fredericksburgh*: “I feel great pleasure in stating that the interest manifested in education is on the increase in this township. The people are beginning to wake up. Much, however, remains to be done, before it will compare favorably with many other townships.”

22. *Ephraim A. Dunham, Esq., Richmond*: “As a township some improvement over last year may be seen, yet in a few localities, not so much interest is manifested as the cause demands. The excitement heretofore occasioned by the diversity of

opinion in reference to the mode of supporting the schools is subsiding, and one more generous effort on the part of our legislators is wanting to put a final end to those inquietudes: namely, the adoption of an universal system of taxation for all school purposes. It is true a great good has been effected, in placing our educational system upon a platform so as nearly to meet the wants of the mass; yet so long as the mode of operation is left open to discussion at our annual meetings, just so long, most likely, will there be disagreement in opinions. I may be allowed to mention another source of dissention, for which a remedy, if possible, should be provided, and that is the manner of altering the boundaries of school sections. As the law now is, many feel themselves much aggrieved; as the majority, whether justice be on their side or not, can so effect their boundaries, as to place the minority in, at least, an unfavourable position. It is hard that a poor man, in a remote part of a large section, who can have no direct benefit of the school, though raising a large family, should have to pay a special rate-bill for the support of said school, at the same time subject to the general school tax. Could not a commission of independent, and disinterested parties be appointed, who shall have all power, under certain restrictions, to regulate the division of sections, without the interference of any interested party whatever? Or could not some provision be made to exempt such cases from the special tax, other than being left to the option of a penurious and interested school corporation? Before I close permit me to add, that our prospects are somewhat encouraging. With a liberal minded municipal council, and a generous Legislature engaged in the interests of our educational department, we hope soon to see flourishing schools. Our local municipality generously appropriated for school purposes for the past year £125; and for a school library, the sum of £50, thus showing a noble disposition to further the general interests of education, especially when we take into account other heavy and urgent demands for general local improvements."

XIV. COUNTY OF PRINCE EDWARD.

23. *John B. Denton, Esq., Hallowell, &c.*: "Competent teachers are very scarce, and consequently many of the schools have from this cause remained closed during a part of the year. Efficient teachers would be liberally remunerated. The amendment made in the school act last session works admirably here."

XV. COUNTY OF HASTINGS.

24. *The Reverend James W. Chesnut, Elzevir, &c.*: "The schools in these townships are improving. They have adopted the free school system with but a single exception; and the year 1854 will, I think, not show even that. It speaks well for the interest that the inhabitants take in the subject of education when they tax themselves for the support of schools. The great drawback in regard to the schools is the want of proper apparatus. There is not a school that is not deficient in this respect, and it is almost impossible to get the trustees to remedy the evil although they have the power in their own hands. In consequence of this want the teacher and children labor under great disadvantages; and the money expended in keeping a school open is in a great measure unproductive. I have thought that did the law either directly enforce this duty upon trustees, or give the local superintendent a discre-

tionary power in regard to paying over the public money, it might do somewhat to remedy the evil. A school without apparatus is like a mechanic who has the material to work upon but no tools to work with."

25. *John Johnston, Esq., Hungerford*: In apportioning the old balance I have made exceptions in favor of some sections on account of the great disparity of their circumstances; for while some of the inhabitants have every facility to promote prosperity, such as good lands, good roads, and an easy access to market, others are laboring under the disadvantages of bad land, almost impassable roads, and many other difficulties and privations: the result being that they are not able to support schools by a tax from year to year in favor of the comparatively wealthy part of the township. It is truly painful to view this contrast between the different sections of the township. In one part the children are naked, squalid and ignorant; looking when met as vacant as savages: while in the more highly favored part they are comfortably clad, have a vigorous look and when spoken to a confident and intelligent address. I was so grieved with their inability to obtain an equal share in the privileges of education, and my want of power to help them that I tendered my resignation of the office of local superintendent to the county warden a few days before I received the communication authorizing me to apportion the balance of 1852 among them. The warden urged me to continue in office till 1st of April, by which time I expect to have arrangements made for the establishment of schools in some of the poor sections, in order that they may be prepared to avail themselves of the apportionment of the balance which is granted to them. I hope this special grant will have a good effect, and if a little further encouragement can be given occasionally it will have a tendency to permanently promote the establishment of education among them. Notwithstanding these discouragements our township is making good progress. We have more schools in operation than we had in 1852, and have also built three school houses in the course of the last year. The greater part of the schools which are in operation are doing well. The teachers are diligent and generally display an ability both to teach and govern their pupils in such a manner as to give general satisfaction. The consequence is that the inhabitants manifest an increasing earnestness to promote the permanent continuance of their schools. The free school system is on the advance among us; and although it has met with strong opposition, and caused many disputes in different school sections, yet it will prevail even among the poorest and most ignorant part of our population, for it is evident that schools cannot be kept open on any other plan for any length of time in an uninterrupted manner."

26. *James J. Ryan, Esq., Huntingdon*: "There is considerable advance and improvement in some of the schools in this township. The common school system is gaining ground. Dividing the school fund according to the average attendance in the semi-annual reports required from each section is a great improvement in the school system, and contributes very much to keep the schools in operation, at the same time increasing the attendance. The greatest obstacle to the operation of the common school system is that the sections are too small, and consequently the school houses

too small, and in bad repair. Such sections cannot afford school keeping in operation without a heavy school tax causing great contention. But the people are trying to remedy this evil, in some parts putting three sections into two, in other parts adding non-residents lands. It is a great help and encouragement to schools in back townships that the amount against the lands of non-residents can be drawn out of the township treasury. If the sections could be made large the school houses would in most cases be built anew and on a larger and more improved plan. The sections being large, the school houses large and comfortable, the free school system (which is the most efficient plan of carrying the common school system into effect, thus laying the foundation of social, moral, and religious happiness) would become almost universal, and where education does not prevail generally, crime and immorality will abound. Though our municipality in Huntingdon neither raised nor levied any amount of money towards the purchase of a township library, they have not rejected the matter but for reasons laid it over for a while."

27. *Joseph Gander, Esq., Rawton*: "There are many schools in this township that are in a very progressive state; the teachers of them are very diligent, and striving in every possible way to advance their scholars. You will see by the returns that we had ten schools where they read the word of God; I hope the day is not far distant when we shall have it in all the common schools of Upper Canada. In the opinion of some good men it would be much better for the local superintendents if they were appointed for three years instead of one. My opinion is that the free school system would be much the best, if it could be made general."

XVI. COUNTY OF NORTHUMBERLAND.

28. *Henry Fieldhouse, Esq., Murray*: "The schools in this township are improving, owing to our having a better class of teachers. I should hail the time when the free school system had become universal; as it would remove contentions and strifes between trustees and people in sections. Opposers would settle quietly down under it as the law of the land."

29. *George Hart, Esq., Percy*: "Some of the sections are going on well; others are doing but little. Suffice it to say that, as a township we are progressing favourably in the matter of common school education."

30. *Thomas E. Tildesley, Esq., Seymour*: "I am sorry to say we labor under great difficulties from the want of school teachers. There are at present four vacancies in this township in consequence. The schools in operation are going on satisfactorily, and I trust that when we receive the books for our library, (the township as you are aware having raised £200 for that purpose,) the advantages of education will be still more generally prized, and a greater interest in the schools taken by parents."

XVII. COUNTY OF DURHAM.

31. *The Reverend James Baird, Hope*: "You will perceive that four free schools have been in operation in Hope during the past year which is encouraging.

All the sections are more or less impressed with the importance of having good teachers, and some of them are now prepared to give seventy and eighty pounds per annum of salary. I have delivered a lecture on education in all the sections except three. There is still a spirit alive, however, that hinders the progress of the common and free school system, the spirit of selfishness. But I am full of hope that, when the rising generation has received a good intellectual and moral training, that spirit as it respects its opposition to education, will be among the things of the past."

XVIII. COUNTY OF PETERBOROUGH.

32. *William Manley, Esq., Dummer* : "Your annual reports are found very useful to trustees and others, abounding as they do with many excellent and timely explanations of the common school acts. You will observe by my report that our schools are very deficient of maps and school libraries. However, we hope the present year will do something in both these particulars for us. Our township municipality has been rather backward in the establishing of libraries; and some of our school sections seem as though they will stir them up by establishing section libraries: one of them has voted the sum of ten pounds for this purpose. You will observe that one out of our six schools, has been sustained by rate-bill during the past year, this however in my opinion is not owing to any reaction in the principle of free schools, but as a compromise between the friends and opponents of the free system in a small school section, where the trustees have forfeited the school fund two years out of three. I have no doubt but this will be avoided in future by uniting this section with an adjoining one, and by so doing improving both. I still regret to notice the large number of children between the age of 5 and 16 in this township who are still without the benefit of our common schools. Out of 495 children of school age resident in this township, only 303 are on the registers of our schools, still leaving 192 without the benefit of school instruction. I have however much pleasure in noticing some improvement in our school houses, there having been one new stone one built, and one new building of wood. Both were much needed. They are both good buildings, and may with active and efficient trustees, in procuring the necessary requisites in blackboards, maps, &c, be great blessings to the pupils of the different sections. There is still a difficulty in procuring good, and qualified teachers, as the salaries given in this township have been too small to induce qualified teachers to come from other townships. There is no part of the school act answering its end better than the establishment of county boards. The Peterborough board 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 progress for the better during the past year. On the whole, although there are signs of encouragement, yet there is a great work to be done, a work of labor for superintendents and school trustees which will require time and perseverance to accomplish."

XIX. COUNTY OF ONTARIO.

33. *The Reverend Robert H. Thornton, Whitby* : "I have much pleasure in testifying to the great improvement in regard to accuracy on the part of the trustees.

There is a constant advance too in the quality of the school houses, several in this township being entirely remodelled as to seating; and the new ones all excellent. I trust soon to see them all well provided with maps and apparatus. The authorized books are used almost exclusively; although several sections have others with them."

XX. COUNTY OF YORK.

34. *T. C. Prosser, Esq., King*: "In general the schools of King are in a prosperous state, and a good feeling appears to be waking up among the inhabitants. The school of number fifteen kept by a teacher who has attended the Normal school is in my opinion one of the best regulated schools I ever visited. The teacher appears to take great pleasure and delight in imparting knowledge to the children; and they from his kind and affectionate manner towards them evidently receive his instructions with delight. They shew that they receive and treasure up his instructions, not so much because he is their schoolmaster as for that he is their friend. I wish we had a few more such teachers. The township however sadly needs a model school, as many of the older teachers are greatly behind the age. Model schools I think should be compulsory and all teachers be compelled to attend. Something should also be done if possible to secure a more efficient supervision by superintendents. At present few educated men can be found who have leisure to devote to the office; and the salary for township superintendency is not sufficient."

35. *The Reverend Thomas Wightman, York*: "I believe there is a general and gradual improvement in our schools. Though in all of them the report states that the Scriptures are now used, yet in some they are read much too seldom, a defect which has in part been remedied, and which I shall endeavour (without encroaching on the privilege of any) to have remedied still farther. In several of the school sections there is still a lack of interest in attending lectures on education."

XXI. COUNTY OF SIMCOE.

36. *Thomas Drury, Esq., Essa, &c.*: "I am much gratified in being able to state, that a school has been in operation in every section of Essa and in every section of Tossorontio save one, and in that one, which has hitherto been too feeble to support a school, the inhabitants are now engaged in building a new frame school house in which to commence operations. The attendance has also increased in the most satisfactory manner. Children on the register in Essa, 1852—194: 1853—326: in Tossorontio, 1852—42: 1853—90. It is also pleasing to observe that the pupils in these townships have extended the range of their studies beyond mere reading and writing as heretofore; and that the students of geography have increased more than five fold. An object that I have long had in view is accomplished at last; that is, every school in the two townships uses the authorized school books alone. This is decidedly the most satisfactory report I have had the honor to make; and as schools are now brought within the reach of almost all our inhabitants, what we have to do now is, to improve the quality of the instructions given and render the schools every way efficient."

37. *The Reverend Garrett Nugent, A. M., Flos, &c.*: "From various causes the schools under my superintendence have been most of them far from efficient. A glance at the report will shew that very few have been open for the entire year; and that in general the salaries of the teachers have been so very paltry as to deter teachers of ability from applying for schools in those townships. But I am happy to be able to add that an effort has been made, and not without success, to increase very considerably the salaries of the teachers in almost every instance this year, and I trust the people will all be able to see the wisdom and policy of this step in the right direction. Hitherto many of the school masters have been either adventurers, or persons who knew a little reading and writing, and were either unable or unwilling to work; persons who had no love for teaching, and who knew nothing of it as an art or a science. The superannuation fund I consider an immense boon to the teacher; and I have no doubt many, seeing that their old age will be cared for, will enter with more spirit and earnestness into their work, and become more intelligent and useful. In the several schools after each examination I have made such observations as I believed most conducive to the interests of the school. I have not dignified them with the title of school lectures, and accordingly I have not entered them as such in my report. I have invariably recommended to every teacher who seemed likely to profit by the advice, the procuring of some such book as "Dawes' Hints on Secular Instruction," or "Sullivan's Lectures on Popular Education," in order to their seeing how very much might be effected by a judicious method of imparting instruction, and by their endeavouring to interest their pupils in the subjects before them. To the trustees I have recommended, and in some cases successfully, (though not in all) the procuring of blackboards, large maps, conveniences to be attached to the school houses, and in general a more generous and liberal spirit in all matters connected with the management of the schools. I trust that next year's report may shew that my suggestions have not been in vain. The Bible has been read in nearly all the schools, but I regret to say the religious instruction given is of a nature far from satisfactory. In this particular and in every other I trust that much improvement will be made before another report shall be presented."

38. *The Reverend John Fletcher, A. B., Mono, &c.*: "There is one very objectionable principle in the management of our schools, which these reports manifest,—namely, the niggardliness of disposition displayed by school trustees in the employment of teachers of very inferior qualifications; depending upon the school fund to pay their salaries without any extra amounts being raised in their sections. I would suggest that there should be another stipulation for the payment of that fund, namely, that a sum at least equal to one half of the amount of the school fund apportioned to the sections be levied by such sections,—and also that a teacher deserving of such enlarged salary be employed."

XXII. COUNTY OF HALTON.

39. *James Lindsay, Esq., Esquising*: "I am most happy to state that this year,—in common I trust with the rest of the province,—Esquising bids fair to make very considerable advancement in an educational point of view. Upon the whole, a

class of teachers superior (particularly as regards morality) to those of former years are employed. Additional encouragement is likewise given by a marked increase in their salaries. While, with one or two exceptions, a determination is shown to keep the schools open during the whole year. Besides the general desire to afford good school accommodation manifested, one school section at least, (No. 11.) has set a noble example by engaging the services of a superior teacher at a salary of £100, and has furnished a commodious new school house in a manner creditable alike to the taste and liberality of both parents and teachers. As I may never possess so fitting an opportunity again—having resigned the situation of school superintendent—I would with all deference venture to offer a remark or two on the course of study pursued in the Normal school. Would it not be well to raise the standard at which candidates for admittance are received into the Normal school, and to lengthen the course of study required? Were to be well grounded in reading, writing, and spelling, together with a tolerable knowledge of English grammar, and arithmetic, the minimum at which candidates were admitted; and were they required,—unless where greater proficiency was shown,—to pass through a curriculum of at least two years' study, I think the best results to the cause of education might be anticipated. Objection might no doubt be raised to the additional expense such a state of things would involve; but, it must be remembered, it is to the Normal School that we ought to, and must, look for our best teachers. We want a staff of Canadian teachers, as the men best suited to the wants of our growing country. It should also be remembered that it is better to pay liberally towards the training of teachers to a state of efficiency than to support ill educated men, unacquainted with the training of youth, for the purpose of wasting their precious time, and neglecting their welfare, religiously, morally, and intellectually. Every teacher has indeed a precious charge committed to his trust, and his own mind would require to be well cultivated, in order that he may the better train that of others."

40. *The Reverend Thomas Greene, A. B., Nelson* : " You will be pleased to observe that nearly all the schools use freely the Holy Scriptures. I think I may safely affirm that greater interest has been manifested in the conduct of the schools during the past year than the one previous. The schools have been kept open for a longer period; and fewer changes made in the teachers."

41. *The Reverend John Oakley, Trafalgar* : " I have the satisfaction of informing you, that the people generally in this township are favorable to the improved system of education; and as an evidence of it are desirous of obtaining teachers who have been trained in the Normal School. Such teachers are now employed in some of our best schools. Most of the schools are in a prosperous state, especially those situated in the villages of Palermo, Milton, and Oakville. In Oakville they have made arrangements for establishing a grammar school in connection with the common school, and which will go into operation immediately—in Milton also, they are about making the same arrangements. But, I am sorry to say, that in some sections it seems almost impossible to raise their ambition in respect to school matters, for although many of them are peopled by political

reformers, yet in respect to reformation in education, they reason (if reasoning it might be called) like conservatives, who think the old system is the best. However, in one or two of those sections there are indications of a better state of things before long, from circumstances which oblige them to see and feel some of the disadvantage of the old system of managing schools, and which will necessarily lead them to see the advantages to be derived from the new system of school training."

XXIII. COUNTY OF WENTWORTH.

42. *The Reverend J. F. A. S. Fayette, Ancaster, &c.*: "The schools now reported as in operation are in a flourishing state. I have endeavoured to do my duty faithfully, and the results are cheering."

43. *The Reverend John Porteous, Beverly*: "The free schools have been successful last year. The rate bill maximum of 1s. 3d. cy. per month works well, and saves many an irritating speech at the annual meeting. I am glad to point you to the increase in the salaries of teachers, and next report will show a much greater advance. Ten months and a few days are the very respectable average time, during which the Beverly schools have been kept open in 1853. I have pleasure in saying that we are progressing in school matters; and I instance geography and grammar. The progress is not what it should be, but we are a cautious people, and intend to maintain ourselves in the ground which we have reached.

44. *The Reverend George Cheyne, Binbrook, &c.*: "I would remark that there is a decided improvement in the reports of trustees, both in Binbrook and Saltfleet. In the former the sum of £50 has been voted by the municipal council for a township library."

45. *The Reverend Samuel Finton, Glanford*: "The school interest is pleasingly increasing in this township. We are now sustaining a better class of teachers. We are giving them better remuneration. We are allowing ourselves to be taxed more heavily for education. We are acknowledging the need of, and making the effort to have, school libraries. We are trying to improve the character and condition of our school houses. In short the schools are now making favorable progress."

XXIV. COUNTY OF LINCOLN.

46. *The Reverend William Hewson, Clinton*: "It affords me great pleasure to say that generally education is making commendable progress among us, and a livelier interest is felt in the cause by all parties concerned. The modification of the law so as not to levy a rate of more than 1s. 3d. per month on each scholar attending school gives, I think, general satisfaction, and comes as near a free school as we need in Canada for the present. I am of the opinion that, unless the people have something to pay directly for education they will not value it as they ought to do; and every parent and guardian in the country is able to pay that trifle; if not, the provisions for indigent children will meet every case of that kind. Our township at the annual meeting voted to raise a tax not exceeding £150 for the purpose of establishing a

public library. A number of individuals had raised some £60 or £70, and made a commencement of a library which they propose to incorporate with that of the township; and there being many Dutch among us who cannot read English it is thought desirable to provide for their use a number of books in that language. In many of our sections they are getting ashamed of their old school houses and are preparing to build new ones of better materials, and on a superior plan. So that in a few years, I hope, our school houses may be known by their elegance of structure and appropriateness of design."

47. *Jonathan Woolverton, Esq., M. D., Grimsby*: "As a whole the school law has well stood the test of experience, being well adapted to the existing condition and wants of the public in an educational point of view; and I conceive that some of the alterations and amendments lately made by the Legislature as contained in the supplementary school act, are likely to mete out more equal justice to the various school sections. I refer especially to the privilege given to the local superintendents to apportion the school moneys according to the time taught, without reference to the number of children attending school, thus giving a chance for the feebler sections to compete with the stronger, and at the same time maintaining the principle intact of helping those that help themselves."

48. *Philip Gregory, Esq., Louth*: "You will perceive from the report that there is but one free school under my superintendence, and that the account given of it bears strong testimony in favor of the principle. There are 83 children residing in the section between the age of 5 and 16, and of these there are 79 upon the school register, in addition to 9 who are above the maximum age. I feel confident that a like favorable result would follow the adoption of the same principle in every school section in the township."

XXV. COUNTY OF WELLAND.

49. *John Cronyn, Esq., M. D., Bertie*: "My annual report, showing as it does an improvement in many features upon that of the last year, is I think, the best commentary upon the condition and usefulness of the schools in this township."

50. *Alexander Reid, Esq., Crowland*: "I think there are good grounds for encouragement in respect to educational interests in this township. The schools in general are better filled; there is better order observed; and the standard of education is in general raised. But a few years ago and there was scarcely any thing taught of grammar, book-keeping, history, elements of natural philosophy, geography and other kindred branches of a liberal education. And still greater achievements must be attained, and greater energies put forth in this excellent cause, that the country may advance in prosperity and in every thing which constitutes a nation's greatness."

XXVI. COUNTY OF HALDIMAND.

51. *William Jones, Esq., Rainham*: "I am sorry to say our schools have not progressed this last year in the same proportion as in former years, although there

is still an onward movement. The great cause of the difficulties which exist here, is the choice of unfit and improper persons to serve as trustees. Many of the trustees in this township having no English education whatever are elected to office, their only recommendation being an opposition to every improvement for the more effectual training of the youthful mind. But notwithstanding the opposition from different quarters, we do succeed in making some improvement by introducing a few maps into one school, Holbrook's apparatus into another, some new study into a third, and so on. Another hindrance to our advancement is, the reaction which has taken place in regard to free schools. You will observe by my report, that those schools which were free, received largely of the legislative grant and municipal assessment, and kept their schools up well; while those supported on the rate-bill system have barely made out the time specified in the Act. This year we have only one free school in the township, the others have adopted the 1s. 3d. per month system. I cannot however conclude this letter without making special mention of No. 3. The trustees employ the best teachers they can get; and having got them, use them well, pay them punctually, and never change them if possible. And these are very important things for the prosperity of any school. I am extremely sorry that our town council for last year, could not be induced to give us the blessing of a township library; for I am fully satisfied that there is nothing better calculated to improve the moral and social condition of the rising generation, than the introduction of good books amongst them, instead of the trashy novels hawked about the country at present."

XXVII. COUNTY OF NORFOLK.

52. *James Covernton, Esq., Charlotteville*: "I am constrained to admit the condition of the schools in this township is not generally as satisfactory as the friends of education desire. Several circumstances may be considered as accessory to this result; but I fear among the more immediate, is a too frequent desire on the part of trustees to exercise a very questionable, and, as I think, unwise economy in the engagement of teachers that will be satisfied with a very low rate of remuneration. It is true that it also unfortunately happens many of the school sections are very small, and therefore unequal to the maintenance of first class, or superior teachers. It is almost to be regretted that no conditions of population and extent should be made general for the rule in this matter, for it is notorious that the multiplication of school sections, without a just regard to these important data results only in deterioration; and that the improvements that ought to be universal are too frequently confined either to able school sections, or to such as are presided over by spirited trustees, that will have good teachers at any reasonable cost. My report shows that free schools do not receive much favor in this township, as there were only three out of nineteen in the past year. Many of the schools of the present year are to be kept open by a monthly rate-bill on scholars, and a tax on property, as suggested or rather provided for in the supplementary school-bill—a course likely to find much favor here, as a *via media*, divested of the strongest objections the opponents of free schools can adduce."

53. *The Reverend Aaron Slaght, Jr., Townsend*: "I am happy to state that there appears a marked improvement in this township within the 3 years past. A general interest is being excited among the inhabitants; and many witness with delight and appreciate the very liberal school system under which we are so happily placed. The day for our annual school meeting is now becoming a day of much interest to almost every section. It is not uncommon to see crowded houses on such occasions now, when but a few years since scarcely a sufficient number could be collected to transact the necessary business of the meeting. The interest also taken in festivals, examinations, lectures, &c., is really cheering. The libraries recently established will do an incalculable amount of good among the young and adult population. The foundation has been laid broad and deep of our educational system, which will not fail to develop the energies and capabilities of our noble Canadian youth. May God speed the day when education will be as free as the light around us to every son and daughter in our land, and when proper mental culture shall be regarded in its just estimate—as the greatest earthly boon. Teachers are yet scarce,—especially 2nd and 1st class teachers; and the increasing demand for good teachers is an encouraging view of progress. Several 1st class teachers could be employed in this township at respectable salaries were they to be obtained."

XXVIII. COUNTY OF OXFORD.

54. *John Carr, Esq., Nissouri East*: "I am happy to state that education is progressing very favourably in the different sections of this township; and my annual addresses in the different sections were well attended. The people are beginning to see the good effects of education—most of the schools are free; in others a rate-bill of only 7½d. per month; and none reaching so high as 1s. 3d.

55. *John McKee, Esq., Norwich*: "The annual report of common schools in the township of Norwich for the past year, I am glad to say, exhibits considerable improvement upon that of previous years. The cause of education is silently but steadily advancing. The people, (and more especially the trustees,) are beginning to see the necessity of raising the salaries in order to obtain properly qualified and trained teachers, instead of those who can be obtained for low wages, and whose low attainments and inefficiency soon become so apparent that popular discontent compels a change in every three or six months; or, the trustees becoming disheartened, discontinue the school for one half or more of each year. You will see by comparing the present report with the last, that there is a considerable increase in the number of children attending the schools; and there has been also added nearly two months to the average time the schools have been kept open, although the aggregate time three of them have been open is only six months. I would only add that the clause in the supplementary act of last session, limiting the amount of rate-bill to be collected, has given very general satisfaction here, and has in a good measure put to rest the contentions and heartburnings which were being renewed every year between the advocates and opponents of free schools."

XXIX. COUNTY OF WATERLOO.

56. *John Caven, Esq., Dumfries North*: "If I may presume to give an opinion of the schools in this township, I would say that, in my estimation, none of them are below mediocrity, and the greater number of them are decidedly good. Were parents to give due encouragement to teachers, by treating them with marked respect, and by bringing all their parental influence to bear upon the minds of their children, to induce them to study their lessons, not in school merely, but also at home, to entertain due respect for their teacher, to receive his instructions with attention, and to obey his commands with promptitude and cheerfulness, we might certainly expect the happiest results in our township through the instrumentality of our schools as they appear to me to be working at present. It is not for me who have been so short a time in office to speak of the progress made in education during this last year compared with former years, yet I flatter myself that progress has been made. In my visits I was delighted in almost all the schools by perceiving the amount of knowledge which some of the pupils had attained. Some could tell with more ease and correctness the meaning of what they read than adults with whom I have been acquainted. Some excelled in their knowledge of the principles of English grammar, and more still in the art of computation. While it is to be lamented that many of the children do not attend school, and that the attendance of others is not more constant and regular, we cannot but feel encouraged by the improvement which many are evidently making in the several branches of a common school education. The free school system last year, was productive of a good effect in promoting attendance in all those sections in which it was tried; but it is much to be regretted, I think, that the selfishness of human nature has succeeded in restoring the rate-bill for this year in these sections, and in making it as high as the law will permit. It is true that comparatively few in the township are not able to pay for the education of their children, but too many as yet do not feel the importance of education, and these if possible, must be induced to send their children to school. It is hoped that the time is not far distant, when the great advantages of education will be more generally felt, and many will be willing to give liberally of their property for the promotion of the good cause; that new power may be added to the pulpit and the press, the two great instruments in the hand of God for promoting the temporal comfort of men, and preparing them for a state of immortal bliss. May you have much comfort and success, in the high station which you occupy, in your persevering endeavours to diffuse the blessings of education over Canada West."

XXX. COUNTY OF WELLINGTON.

57. *John Kirkland, Esq., Erin, &c.*: To see well dressed young men thumbing their spelling books in the same class with children one third of their age is a painful sight, and it is still more painful to reflect, that a far greater number of our population remain in ignorance, because they have not the moral courage to submit to such humiliating conditions as the price of necessary knowledge. But so long as the rate-bill system obtains, multitudes will grow up in our rural sections who will have to choose between ignorance and humiliation, and to spend as much time in the

school which might otherwise have been spent in well remunerated labor, as would pay for ten times the scanty education they thus acquire, if sent to school at the proper age. I see no way to secure the speedy adoption of measures which shall ensure elementary instruction to every child in the land, better than to remove the temptation as far as possible from the small economists, who would necessarily sacrifice the interests of the rising generation, and of society in the mass, for a paltry and doubtful pecuniary saving for the time being. I think I am fully justified by the facts which come under my own notice in saying that, there is a growing appreciation of the value of education among the people, and an increasing disposition to make the necessary sacrifices to secure it; and also that the standard of literary and moral qualification among teachers is perceptibly on the rise; while the demands of the people for competent teachers, and the advancing prices they are willing to pay for them, bid fair to render the profession of a common school teacher in Western Canada, as respectable and remunerative as it is responsible and arduous."

XXXI. COUNTY OF GREY.

58. *The Reverend John McKinnon, County of Grey*: "The state of education in this County is, upon the whole, encouraging. About two years ago when I entered upon the office of local superintendent for the county, there were only eighteen schools in operation in the whole county—fifteen large townships: there are now from the increase of population and other causes about forty schools in it, with the prospect of a large increase to that number. There is also a great change in the mind of the public as to the necessary qualifications of the teachers, a decided preference being given for the most part to the best qualified though at a higher salary. The free school system also is generally preferred as being in every respect the best."

XXXII. COUNTY OF PERTH.

59. *William Rath, Esq., County of Perth*: "The statistics in this report shew that nearly three fourths of those between the ages of five and sixteen years attended school, but that they attended less than half the year on an average—not a very flattering picture. I have frequently, in lectures, stated my conviction that irregular attendance was one of the principle obstacles in the way of progress. In country places this is partly accounted for in this way—large children can attend school in winter, but are required to work in the summer; small children can attend school in summer, but the state of the roads and inclemency of the weather prevent many from coming in the winter. But, strange to say, the evil prevails to the greatest extent in villages, such as Stratford and Mitchell, where there is no excuse for it, as the children have nothing to do but to attend school, and where they are sufficiently near the school houses to attend at all seasons. The difficulty does not arise from a feeling of economy, or penuriousness, as the people willingly vote free schools from year to year: but having done this they think they have done enough, and leave the school master to do the rest; sometimes allowing their children to come and go when they choose. The merchant is too busy pushing his trade, the artisan too busy at his labor, all classes are too busy getting rich, to lose time visiting the schools or

troubling themselves about them. The local superintendent may appoint lectures in these places, but he will have few to hear him. Another great defect in the schools is a want of proper discipline—this evil I think is almost universal. I think it arises partly from the prevalence of a somewhat fashionable doctrine—an importation from the United States, that teachers should never on any occasion use a rod in school. It also arises in part from defective school accommodation. It is no easy matter to carry out a system of strict discipline where there is a small uncomfortable school house, one day over crowded with children, another day, perhaps, with not more than one half or two thirds of the same number present. I am satisfied that in five years time the majority of the present school houses will be rebuilt. To strike the root of the evil, we must agitate and discuss (by means of a teachers' convention) the subject of school architecture, and thus endeavour to disseminate correct ideas on this subject through the country. I suppose I need scarcely state (as you are doubtless well aware of the facts) that we want an improvement in the qualification of teachers, more school apparatus—and better facilities for imparting instruction. To recapitulate: the most urgent requirements are 1. More regular attendance; 2. Better discipline and school accommodation; 3. Improvement in the salaries and qualifications of teachers; 4. More school apparatus, or better means of imparting instruction. Let us now reverse the picture, and in so doing we will find that it is not without its signs of encouragement. In appealing to the municipal bodies I found a response that I did not find in the county of Huron. As evidence of this I point to the fact of five townships being provided with libraries. The county council, also, has shewn a disposition to facilitate the introduction of the necessary working apparatus in the schools. Six months ago there were perhaps \$20 to \$30 worth of school maps in the county; in six months more (the prospect is) there will be over \$300 worth. During the present year, the introduction of small globes, maps and tablets will be quite general through the county. The teachers, also, are shewing a proper spirit. A county association has been formed that creates much interest: some influential men, not teachers, having joined it. I have confidence in the teachers as a body, that they will do their best to elevate their profession. The county Board of Public Instruction, (composed of a body of men whose services are gratuitous) is doing good service. I think they will improve under the operation of the new law. In some cases under the former Act there were scandalous instances of incompetent members being appointed at the instance of the county members, as reward for political support. The new law will cure all this abuse. On the whole, a great work remains to be done but one in which there is much to excite hope; and in addressing myself afresh to the task I feel assured that I can rely on the active and efficient co-operation of the educational department."

XXXIII. COUNTY OF BRUCE.

60. *William Gunn, Esq., County of Bruce*: "The number of schools in Kincardine is three, being the only three in the county. The whole number of pupils on the register 149. At first sight, this disproportion in the number of scholars to that of the population of the county—now over 10,000—wears rather an unfavourable aspect. It must however be remembered, that the county is entirely new—in

its very infancy indeed—several townships not yet having been offered for sale. The county may be said to be entirely destitute of roads, with the exception of the Saugeen and Durham roads, both leading to the Garafraxa road. Of local or sectional roads we have not a mile. Moreover having all the trials and hardships incident to entirely new settlements to contend with, it takes the settler some time before he gets his family securely sheltered from the inclemencies of the weather, and land cleared to raise food enough to maintain them. Some time must necessarily elapse before he can attend to other matters. Notwithstanding the rapid increase which is constantly going on, in regard to population, but very few sections are yet thickly enough settled to attempt the erection of school houses and the maintenance of teachers. It is gratifying, however, to find that a very laudable feeling, on the subject of education, exists generally throughout the county. In addition to the sections recognized officially, twelve new ones have been set off in different townships, as duly reported; and I have every reason to believe that most of these will be in a position to participate in the Legislative Grant for next year."

XXXIV. COUNTY OF MIDDLESEX.

61. *Robert P. Tooth, Esq., Adelaide*: "You will observe that of the twelve sections now established nine were in operation in 1853, and of these seven report their schools supported more or less by tax on the rateable property of the section; and as I can inform you from the secretaries' reports of the proceedings of the annual meetings of each section that this charge was sanctioned by the vote of the public meeting in each section when it was raised, it will afford you a gratifying testimony to the zeal with which the public support the national system of education now happily prosperous in this section of the country."

62. *The Reverend R. Flood, M. A., Delaware*: "It is to be regretted that, at the annual meetings for electing school trustees, the inhabitants do not invariably select the most competent and efficient persons for the office, which circumstance not unfrequently proves adverse to the healthy action of their school. I am happy to state that the New Testament is read in these schools, and I believe that it would also under God, tend much to the improved morals of the rising generation, if a few verses of the same were committed to memory every day by the children capable of reading well in our common schools. I have known the goodly fruit that has sprung from the same exercise, which was adopted and enforced in all the schools under the management of the London Hibernian Society about a quarter of a century since in Ireland."

63. *John W. Kerr, Esq., Dorchester North*: "I feel sorry that I cannot display a greater advancement in the education of the youth of this township. It must be recollected, however, that North Dorchester is comparatively a young township, the greater part of which is but lately settled. Still, our hopes for the future are bright; in most of the school sections the free school system is adopted this year, and the people are awaking to the necessity of a better and a greater amount of education for their children, the facilities for which are now so happily supplied. We have at

present several Sunday school libraries established, and our township library is now in operation and very much appreciated. I have no doubt, should a kind Providence spare us for another year, we shall see a very evident intellectual and moral improvement generally through this township."

64. *The Reverend C. C. Brough, A. B., London*: "The educational condition of the township generally appears to me, to a certain extent, satisfactory; and I must add that in my opinion the common school system in its operations throughout the country is admirably calculated to advance the intelligence of the people, and to induce an interest in the cause of education."

65. *R. W. Branan, Esq., Metcalfe*: "I am happy to say that I have succeeded in persuading the people to adopt the free school system, and give it a fair trial in every section of the township; and am of opinion that the next annual report from Metcalfe will shew a decided improvement over all its predecessors. I also beg to remark that the present mode of appointing local superintendents is bad in many respects, and think that if trustees in each township were authorized to elect their superintendent, it would work much better, as they would have more confidence in the man chosen by themselves than in many of those appointed by the reeves."

66. *Donald Currie, Esq., Mosa, &c.*: "Our schools in this township (Aldbrough) are, in general, behind those of many other townships, our teachers being of an inferior grade. I expect that two young men from this place are to study at your Normal School this ensuing summer. Such a class of teachers, of the right stamp, are of immense service to a locality; they do not give in to a prevalent habit among foolish parents of urging and persuading simple teachers to hurry on their children from lesson to lesson, from book to book, without mastering previous exercises and tasks, a practice resulting in serious evils to children, a drawback on their progress at school, and leading perhaps to the formation of a loose unstable character in future life"

67. *Charles Hardie, Esq., Nissouri West*: "I hope that before long application will be made to your office by our township municipality, for a supply of books for the establishment of a township library, a work of incalculable importance in expanding the intellect, purifying the morals, and informing and entertaining the minds of all classes of society. I have done my utmost to rouse my neighbours to engage with promptitude and energy in such a cause, and I am happy to inform you, that the generality of our population is in favour of the measure, and that the municipality has confided to me the selection of books from the catalogue, which I have done, on as general terms as possible, so as to suit the means, capacity, and tastes of the community; in a way that, should I fail to satisfy, I cannot reflect on my conscience. I hope that our intellectual progress will be equally as great and rapid as our physical improvements will be, and that you may be long spared to carry on to perfection the system which you superintend, by infusing vigour into the minds of our population through the *Journal of Education*,—by the increase of intelligent and efficiently trained teachers from the Normal School,—by further improvements in the

school Act when required by the advancing intelligence of the age,—and by the diffusion of useful knowledge through libraries over the whole of this Province.”

68. *Alexander Strathy, Esq., Westminster* : “From my report it will appear that the free school system is gaining ground. There is yet considerable diversity of opinion regarding it. The majority of the people in this township, prefer paying a small quarterly fee, and to raise by taxation on property whatever may be necessary in addition to the school fund apportionment, for payment of the salary of the teachers, &c. I am happy to say that the teachers in this township are well qualified for their important duties. I have endeavoured, as far as I have had opportunity, to impress upon the minds of the inhabitants, the importance of education, and the duty of parents to have their children educated as far as they have opportunity.”

XXXV. COUNTY OF ELGIN.

69. *The Reverend Edmund Sheppard, Dorchester South, &c.* : “My reports will show, without comment from me, what has been the general progress of the schools in the townships which I have the honor to superintend. The increase in the salaries of teachers will prove that their services begin to be better appreciated, and their labors more amply remunerated. The average time the schools were kept open in both townships indicates improvement in this particular. At present, all the schools (that are operative) in both townships (of Dorchester S., and Malahide) are in operation but two, and in both of these cases the children have the advantages of select schools. You will also observe that those schools which are under the charge of teachers trained at the Normal School are in the most flourishing condition, and the teachers remunerated at the highest rate.”

70. *Thomas McColl, Esq., Dunwich* : “The people in general are beginning to see more and more the great efforts made by means of the chief superintendent and the government to educate the rising community. The supplementary school act is satisfactory in a high degree, as now there will be schools where formerly there were none, and the clamours of many will be silenced.”

XXXVI. COUNTY OF KENT.

71. *Thomas Cross, Esq., M. D., County of Kent* : “On comparing the reports of this year with those of last, I think you will find a very gratifying improvement in the educational interests of this county. The introduction of the new school law, which requires the semi-annual report as the basis of apportioning the public school fund, has had in some instances rather a depressing effect from the neglect of the trustees. Those inconveniences, however, necessarily incidental to the introduction of every new law, will cease to exist as soon as the people have acquired a knowledge of the duties to be performed under it. One of the most satisfactory improvements in the common school system of education in this county, since the supplementary school act came into operation is, the general introduction of free schools—nearly all the schools being reported “free,” or “partially” so. By the latter is meant the imposition of 1s. 3d. cy. per month on each scholar attending

the school, and levying a rate on property to make up the balance of the school expenses for the year. I look upon this plan of school maintenance as preferable to any that has yet been devised, and I think it will in the end be universally adopted. It prevents much angry discussion and ill feeling, which too frequently characterized the proceedings of school meetings between the advocates and opponents of "free schools," and will tend very materially to harmonize the minds of the inhabitants of every school section towards the support of an efficient school. The county board of public instruction have been very attentive in the discharge of their duties for the past year. Though the majority of the teachers employed, are not of so high a standard of qualification (with a few exceptions) as could be desired, yet even those of the lowest class, possess creditable attainments, and are fully competent to undertake the management of schools in the sections to which their labors are respectively confined. Many of them were candidates for second class certificates, but failing to answer some important questions, third class certificates were granted with the assurance, that, if they manifested any improvement at the end of the year, they would be advanced a step higher. This system of promotion is one of the best features in the operation of the school law. It applies an incentive to study; causes a generous spirit of emulation among teachers, makes them more sedulous in their duties in the school room, (conscious that the eyes of trustees and superintendents are upon them), and eventually elevates them from obscurity to a respectable position in their profession. Many teachers, who, two years ago, were entered on the secretary's book as holders of the lowest qualifications, have since attained with credit to themselves, to the second and first grades, and their labors have been attended with a corresponding degree of usefulness in their respective localities. As my connection with the common schools of this county is about to terminate, allow me, sir, to return you my most sincere thanks for the kindness and courtesy you have ever extended to me, in my official intercourse with you, and the promptness with which my communications to that department over which you so ably preside have been invariably answered; and most sincerely do I hope that you will long be spared to fill that office with which the best interests of our country are intimately connected, and on which the present and future welfare of our children so materially depend. It must, sir, be a source of extreme gratification to you, to feel and to know that your abilities and energies which have been so unweariedly employed in the intellectual advancement of the youth of this colony, have been crowned with the most triumphant success; and that Canada can now boast of a system of common school education, laid on the broadest and most liberal basis, and supported by a national munificence, which it would be well for older European countries to imitate."

72. *Charles Scarlett, Esq., Dawn*: "I regret exceedingly that the state of the schools in this township does not present a more favorable aspect. The great difficulty appears to be the disagreement as to union schools—school sections intersected by the river. But I believe the supplementary school act provides for the abolition of such union school sections; and I believe the provisions have been acted upon, as the unions have been nearly all dissolved. I anticipate better things in

future, as I am well persuaded that the contentions about these union schools have been the chief impediment to their improvement in this township. I also exceedingly regret that the municipality of Dawn did not raise an amount, or make some provision for the establishment of a township library, to facilitate, not only improvement in the schools, but in diffusing general knowledge through the township,—there being many here who are unable to purchase books without assistance. The municipality has, however, held out inducements that they will do something towards the establishment of a library during the present year. I am happy to state, that the *Journal of Education* has been the means of effecting much good in this vicinity, so as that the people are fast becoming convinced of the necessity of erecting good school buildings for school purposes, and procuring the necessary apparatus for furnishing them. In conclusion, permit me to state that you deserve great credit from all well wishers of common school education, and all other educational departments for your untiring exertions in your official capacity. May you be amply rewarded.”

XXXVII. COUNTY OF LAMBTON.

73. *William Risk, Esq., Brooke, &c.* : “ Brooke is a large, and as yet a thinly settled township, only one independent school has been in operation during the past year, and one united to Warwick, having the school house in this township, and another with the school house in Warwick.”

74. *Christopher Blunden, Esq., Plympton* : “ With respect to the schools generally throughout this township, they are not of a very superior class, although I must say, they are making considerable progress, and the people seem to be every day becoming more and more solicitous in the cause of education. In some sections they are becoming more liberal in their offers to and for teachers, who seem at present to be very scarce, and of course not easily procured : still, the people are about to have two new sections formed this year, and, as far as I am capable of judging, a growing interest is felt among the rural population throughout this township. The free school system, I think, is gaining ground, for at the late annual school meetings they have decided upon trying it in four different sections this year ; whereas it was only adopted in one section last year, as you will perceive by my report—and I doubt not but the example will be followed to a still greater extent. On visiting and examining the respective schools reported, I was glad to witness good order and regularity among the pupils : and the manner in which they acquitted themselves at their several quarterly examinations was not only creditable to themselves, but also to their teachers : still, I must say, there are few, very few, advanced scholars in the township (not even one), but we must foster hopes of progress and better days to come when both pupils and teachers shall labor under fewer disadvantages. Some of the school houses are miserable specimens of poverty and privation—five of them being poor samples of log shanties, by no means, I assure you, requiring mechanical ventilation. Another great evil both retarding the progress of the pupils, and annoying to the teachers, is not only the want of good books but of uniformity among them. In some instances the teachers have complained to me of the

total want of books amongst some of the pupils ; and amongst nine schools in this township there are but four black-boards, nor is there one map fit to be hung up. These things I purpose representing and laying before the township council at their next meeting. Independently of this, they propose on that day laying the foundation of a township library, which I trust will be productive of much good. I wish your better judgment would suggest a remedy in some degree for these evils, in connection with which, I think the next greatest evil is, that teachers' salaries are not rated by act of parliament according to qualification ; for I am certainly under the impression, that there are instances of trustees preferring to see their school house idle, rather than give a fair remuneration to a teacher. In conclusion, I have to report, that, in accordance with the common school act, I have regularly and strictly examined into the progress and acquirements of the pupils of the several schools throughout this township every three months since I was appointed to the office of local superintendent ; and have given such admonition and instruction as I considered suitable and requisite, having delivered in each section a prolonged lecture on the subject of education,—introducing at the same time, the free school system, and addressing myself at intervals to trustees, parents, and teachers, as occasion required."

75. *Arthur Watson, Esq., Sombra* : "There is a great evil in laying out too many sections in this township—making them so small as to be unable to support schools as they ought : and then each wants to have the school at his own door."

XXXVIII. COUNTY OF ESSEX.

76. *James King, Esq., Gosfield* : "The feeling in favor of educating the youth of our locality is much stronger than it ever has been before ; and a far more lively interest is taken by parents and guardians in the mental welfare of those entrusted to their own care than I at one time expected to see."

77. *John Murray, Esq., Maidstone* : "The schools in this township during the year past have all been on the free system, and have wrought well in the interior parts of the township, but along the shore of Lake St. Clair, they have never in my time been regularly attended."

78. *Jonathan Wigfield, Esq., Mersea* : "I am sorry to say, that the state of education in this township is not what it should be. Much indifference prevails in regard to the proper cultivation of the minds of the rising generation. Many having had but a limited education themselves, do not sufficiently appreciate its importance and advantages. It is true there are some who attach great importance to the subject, and desire to give their children a respectable education ; but until the schools are greatly improved in their character and efficiency by the introduction of a superior class of teachers, they cannot expect to accomplish the object of their desire. However, I am happy to say, that one important point—and perhaps the most important point, connected with the efficient and harmonious working of the school act, viz : the election of fit and suitable persons as trustees, hitherto much

neglected and lost sight of, is now better understood,—is engaging the attention of the people,—and is regarded by them as the mainspring of the present educational system.”

79. *Alexander Craig, Esq., Tilbury West*: “The apportionment of the school fund I have based on time, which seems to work well; putting the respective sections more on a level, truly encouraging and enabling the weak to bear up with the strong, and really calculated to create an incitement among them to exertion. There is no prospect of the municipal council doing anything towards establishing a library. Some are anxious to have one, and will use all their influence, but the opposition is great. I trust that the persevering exertions of the few in so noble a cause, will more than outbalance the lukewarmness of the many against it. To refuse the means of light when offered amid so much darkness is deeply to be regretted.”

XXXIX. TOWN OF BELLEVILLE.

80. *The Reverend William Gregg*: “The common and denominational schools are alike conducted on the free school system. This system has now been tried in Belleville for five years. So far, it has been found to work well. Every year adds to its popularity; and I believe that in this locality it has been subservient to the interests of morality and religion, as well as of mental culture.”

XL. TOWN OF BROCKVILLE.

81. *The Board of School Trustees*: “The schools were conducted last year on the free system; this year a small rate bill is levied of $7\frac{1}{2}$ d. on each scholar: only two of the new board voted for free schools. Last year an estimate was laid before the council of the amount required for school purposes, which included the probable cost of three lots and three houses, which part the council did not provide for. The erection of houses is still in agitation, and something conclusive on the subject may be expected this year. Our school accommodation for several years past, has been exceedingly bad. New houses are admitted on all sides to be absolutely necessary; yet it appears to be up-hill work to get them started.”

XLI. TOWN MUNICIPALITY OF CHATHAM.

82. *The Board of School Trustees*: “The common schools in the town of Chatham have progressed in a manner upon the whole satisfactory; although, from various circumstances, an improvement commensurate with the advances made in the social and commercial position of the town may not appear in the common school department. The number of private educational establishments induced by increasing competence of the inhabitants, and the supposed advantages contemplated by more exclusive tuition has undoubtedly encouraged a larger attendance of scholars and a greater employment of teachers in the aggregate—at the same time it has prevented such increase of attendance at the public schools as the board feels confident it would otherwise have been called upon to remark. The system of remunerating teachers has been by fixing a rate per quarter on each scholar attending, and the

deficiency on the sum required to provide for the teachers' salaries has with the amount required for other school purposes been raised by general assessment. The demand for teachers of superior qualifications, whose services the board have at all times been desirous of engaging at liberal salaries, rather to exceed than fall short of those enjoyed by parties filling situations of comparative responsibility, has during the last year more than equalled the supply ; and while the Board beg leave to testify to the efficient services thus already rendered, and which it is hoped will be continued, it may be added that, although inducements were held out at the commencement of the year and which the board considered would have resulted in the offers of a number of candidates competing for the various departments of the public schools under their charge, yet the anxiety elsewhere to procure, in some instances, and in others to retain, efficient services evidently prevented more than such a number of applicants as were required to fill the situations at the Board's disposal. Much improvement has been made during the last year in the appearance of the school grounds, and a handsome sum expended in the way of fencing, planting trees and shrubs, &c.—it may be said generally to the satisfaction of the inhabitants of Chatham,—and it is hoped that such additional attention to the exterior embellishments, while internal economy has not been neglected, will result in making the public schools more attractive, and indicate a desire on the part of the inhabitants to render their schools both in appearance and ability worthy the attention of all who feel interest in the progress and success of the common school system of Canada.”

XLII. TOWN MUNICIPALITY OF SIMCOE.

82. *The Board of School Trustees*: “The quarterly examinations have continued to be interesting, and have been rather better attended by parents and others than previously, although there is still room for regret that the attendance of parents is so small. The last examination of the year was more extended and particular than the others, and resulted satisfactorily in evincing the careful grounding as well as progress of the scholars in the various branches taught. Of the success of the free school principle adopted at the beginning of the year, there can be no doubt. Under its operation the attendance has greatly increased, and the unpleasant feelings arising from the levying of rate-bills, together with the inequality of burdens thereby caused have passed away. We yet require some requisites for the efficiency of the schools, as (1.) *suitable buildings*. The unsuitableness of the existing school houses is too apparent to need special remark ; and it will become necessary to take steps soon for procuring a building or buildings, properly erected and fitted up with the appliances of modern skill and experience. (2.) Along with better houses, the necessity of better *play grounds* suggests itself. At present a high degree of physical education is impossible and the want of proper play grounds leaves no alternative but to keep the very young children as well as the older ones confined to the school room during the greater part of the school hours. To confine very young children to a crowded room for several hours every day, and require them to sit still the greater part of the time without either physical or mental exercise, is a piece of unnatural cruelty, which nothing but inveterate prejudice and the tyranny of custom can tolerate. Activity is essential to the young, and if not engaged in lessons, they should

be in play ; or rather, as provision is made for intellectual culture in lessons, physical culture should be equally carefully provided for in proper exercises, while training of the moral faculties should be at all times attended to. Along with proper play-grounds, there should be provided some means of proper superintendence over the scholars, while engaged in play. It is much to be regretted that the careful moral training of the school room is neutralized to a great extent in this town by profanity and other vices frequently met with at the houses of some, and on the streets, while it is very difficult, if not impossible for the board to do anything in this matter, it might be well to consider whether, through the co-operation of the town council, something may not be done to restrain juvenile depravity in the streets. Although the year has passed without any steps being taken for effecting a union with the county grammar school, the question of such union will doubtless be considered by the grammar school board as about to be newly constituted, and it is hoped that negotiations may be entered into towards effecting such a union as will be beneficial to both schools, the efficiency of the grammar school department, as a county interest, being fully maintained."

XLIII. VILLAGE OF PARIS.

84. *The Reverend David Cav* : "The report of schools in the village of Paris, is to ourselves highly gratifying. We have tried free schools last year by way of experiment, and the beneficial results have far exceeded our expectations. In the village there are 564 children between 5 and 16 years of age ; and there were of these on the school roll, 562 : all have attended. At our annual meeting for this year, free schools were sustained by a great majority. It is pleasing also to be able to add, that the municipal council have granted a sum of money, to form a common school library, which will procure about 400 volumes of well selected reading which we expect you will soon forward. We highly approve of the educational system which you have brought to bear, and urged, on Upper Canada, and as that system works so well, we have our own share of its prosperous result."

XLIV. VILLAGE OF TRENTON.

85. *J. F. McGuire, Esq.* : "Our schools are now in a prosperous state, and I must say that each member of the board of school trustees has taken a lively interest in their welfare. We have three as good common schools as there are in any village in Canada of the same population, shewing on the register total 254 pupils, and an average attendance of 144. This decidedly speaks well for free schools. About three years ago we had but two schools in the village. We have now, besides these three alluded to, a grammar and a ladies' select school, and I can safely say, that any one of the free schools shews a daily attendance of children receiving the benefits of a good education to be greater than the whole village could boast of, as I had an opportunity of knowing, being a trustee of one of the schools at the time. We are much in need of good efficient school houses, but our municipality promises to remedy that evil as soon as possible. Another essential which is absolutely requisite, is the paramount importance of a school library. I hope that before long we shall have one established where (as well as in our schools) the rich and poor can slake their thirst for knowledge at one common fountain."

Appendix B.

CIRCULARS FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO MUNICIPAL AND SCHOOL OFFICERS IN UPPER CANADA ON THE APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR 1854.

No. 1. *Circular to Clerks of Counties, notifying the Apportionment of the Legislative School Grant for the year 1854.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,

EDUCATION OFFICE, Toronto, 31st May, 1854.

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. You will also please intimate the total amount 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 have already furnished, 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 the reports and returns of the expenditure of last year's school moneys have not been received.

3. The apportionment of this year varies little from that of last year, as the same sum is apportioned, and upon the same basis—the last general census of the population.

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; but I will only refer to them without repeating the lengthened remarks and suggestions I made on this important subject in my circular of the 18th of June, last year.

5. In conclusion, I beg to congratulate your county council on the great and increasing success of our school system during the past year, and upon the completion of the library, in addition to the other branches of its organization. I trust that our mutual co-operation and labors will not be less cordial and successful this year than during the past and former years.

I have the honor to be, Sir,

Your obedient servant,

(Signed)

E. RYERSON,

SUMMARY of Apportionment to the Counties, Cities, Towns and Villages for 1854.

APPORTIONED TO	POPULATION.	APPORTIONMENT IN 1854.
Counties	812,895	£19,307 11 0
Cities	56,472	1,352 19 5
Towns	54,866	1,314 9 6
Town Municipalities	10,381	248 14 2
Villages	13,999	502 15 1
Gross Total,	948,606*	£22,726 9 2

* Total population of Upper Canada, including Indians, in 1852, 953,239.

APPORTIONMENT of the Legislative School Grant to Counties and Townships for 1854.

COUNTIES.	COUNTY POPULATION.	MUNICIPALITY POPULATION.	COUNTY APPORTIONMENT.			MUNICIPALITY APPORTIONMENT.			
			£	s.	d.	£	s.	d.	
1. Glengarry	17,596	44,350	{	421	11	3	1062	10	8
2. Stormont	12,997		{	311	7	7			
3. Dundas	13,767	13,357	{	329	11	10	319	19	11
4. Prescott	10,487		{	251	4	9			
5. Russell	2,870	23,203	{	68	15	2	555	17	8
6. Carleton			{						
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	19,150	42,270	{	458	15	10	1012	14	0
12. Addington	15,165		{	363	6	6			
13. Lennox	7,955	17,318	{	190	11	8	414	18	0
14. Prince Edward			{						
15. Hastings		27,408				652	8	9	
16. Northumberland	27,136	58,042	{	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		28,429				681	1	11	
21. York	49,949	73,760	{	1164	18	11	1742	4	9
22. Peel	24,816		{	577	5	10			
23. Simcoe		26,158				626	13	6	
24. Halton	18,322	43,312	{	438	19	1	1087	13	2
25. Wentworth	24,990		{	598	14	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				415	16	3	
30. Norfolk		19,829				475	1	2	
31. Oxford		29,336				702	16	7	
32. Waterloo		23,109				530	6	4	
33. Wellington		24,936				597	8	2	
34. Grey		12,539				300	7	9	
35. Perth		15,545				351	9	10	
36. Huron	17,869	20,706	{	428	1	10	496	0	11
37. Bruce	2,837		{	67	19	1			
38. Middlesex		31,778				761	6	8	
39. Elgin		24,144				554	5	10	
40. Kent		15,140				362	14	5	
41. Lambton		12,040				288	8	10	
42. Essex		14,937				357	17	1	
Total for Counties	812,895					£19,307	11	0	

1. COUNTY OF GLENGARRY.			
TOWNSHIPS.	POPULA- TION.	APPORTIONMENT.	
		£.	s. d.
Charlottenburgh.....	5,557 @ 5½d.	133	2 8
Kenyon.....	3,842 ..	92	0 11
Lancaster.....	4,023 ..	96	7 8
Lochiel.....	4,174 ..	100	0 0
	17,596	421	11 3
2. COUNTY OF STORMONT.			
Cornwall.....	4,707 ..	112	15 5
Finch.....	1,450 ..	34	14 9
Osnabruck.....	4,639 ..	112	11 7
Roxborough.....	2,141 ..	51	5 10
	12,997	311	7 7
3. COUNTY OF DUNDAS.			
Matilda.....	4,144* ..	99	5 3
Mountain.....	2,764 ..	66	4 5
Williamsburgh.....	4,284 ..	102	12 9
Winchester.....	2,565 ..	61	9 0
	13,757	329	11 10
4. COUNTY OF PRESCOTT.			
Alfred.....	584 ..	13	19 10
Caledonia.....	358 ..	22	19 0
Hawkesbury, East.....	3,029 ..	72	11 4
Hawkesbury, West.....	2,665 ..	63	16 11
Longueuil.....	1,406 ..	33	13 8
Plantagenet, North.....	1,202 ..	28	15 11
Plantagenet, South.....	643 ..	15	8 1
	10,487	251	4 9
5. COUNTY OF RUSSELL.			
Cambridge.....	200 ..	4	15 10
Clarence.....	508 ..	12	3 5
Cumberland.....	1,659 ..	39	14 11
Russell.....	503 ..	12	1 0
	2,870	68	15 2
6. COUNTY OF CARLETON.			
Fitzroy.....	2,807 ..	67	5 0
Gloucester.....	3,005 ..	71	19 10
Goulbourn.....	2,525 ..	60	9 10
Gower, North.....	1,777 ..	42	11 5
Huntley.....	2,519 ..	60	7 0
March.....	1,125 ..	26	19 0
Marlborough.....	2,053 ..	49	3 8
Nepean.....	3,800 ..	91	0 10
Osgood.....	3,050 ..	73	1 5
Torbolton.....	542 ..	12	19 8
	23,203	555	17 8
7. COUNTY OF GRENVILLE.			
Augusta.....	5,154 ..	123	9 7
Edwardsburgh.....	4,755† ..	113	13 5
Gower, South.....	863 ..	20	13 6
Oxford.....	4,472† ..	107	2 10
Wolford.....	3,259 ..	78	1 7
	18,503	443	5 11

* 51 Indians not included.

† 24 Indians each, omitted, not being tax-payers

8. COUNTY OF LEEDS.			
TOWNSHIPS.	POPULA- TION.	APPORTIONMENT.	
		£.	s. d.
Bastard.....	3,418 @ 5½d.	82	12 2
Burgess, South.....	276 ..	6	12 3
Crosby, North.....	1,785 ..	42	15 3
Crosby, South.....	1,578 ..	37	16 1
Elizabethtown.....	5,208 ..	124	15 6
Elmsley, South, including part of Smith's Falls....	1,442 ..	34	10 11
Kitley.....	3,525 ..	84	9 0
Leeds and Lansdown, front	3,192 ..	76	9 6
Leeds and Lansdown, rear.	1,530 ..	36	13 1
Yonge and Escott front....	5,060 { ..	74	6 0
Yonge and Escott rear ...	5,060 { ..	46	18 6
	27,044	647	18 3
9. COUNTY OF LANARK.			
Bathurst.....	2,868 ..	68	14 3
Beckwith.....	2,540 ..	60	17 1
Burgess, North.....	1,110 ..	26	11 10
Dalhousie.....	1,421 ..	34	0 12
Darling.....	670 ..	16	1 0
Drummond.....	2,648 ..	63	8 10
Elmsley, North, including part of Smith's Falls....	2,031 ..	48	13 2
Lanark.....	2,649 ..	63	9 3
Lavant.....	98 ..	2	6 11
Montague.....	3,356 ..	80	8 1
Pakenham.....	1,868 ..	41	15 1
Ramsay.....	3,256 ..	78	0 2
Sherbrooke, North.....	399 ..	9	11 2
Sherbrooke, South.....	487 ..	11	13 4
	23,401	608	11 0
10. COUNTY OF RENFREW.			
Admaston.....	635 ..	16	8 2
Bagot.....	734 ..	17	11 8
Bliethfield.....	200 ..	4	15 10
Bromley.....	687 ..	16	9 2
Brougham.....	438 ..	10	9 10
Grattan.....	551 ..	13	5 5
Horton.....	1,142 ..	27	7 2
McNab.....	1,513 ..	36	4 11
Pembroke.....	633 ..	15	3 8
Ross.....	708 ..	16	13 3
Stafford.....	281 ..	6	14 7
Westmeath.....	1,152 ..	27	12 0
Wilberforce.....	688 ..	16	0 8
	9,415	225	10 11
11. COUNTY OF FRONTENAC.			
Bedford.....	1,118 ..	26	15 8
Hinchinbrooke.....	364 ..	8	14 5
Kingston.....	5,235 ..	125	8 5
Loughborough.....	2,003 ..	47	19 9
Pittsburgh.....	3,258 ..	78	1 1
Portland.....	2,388 ..	57	4 3
Storrington.....	2,120 ..	51	0 7
Wolfe Island.....	2,654 ..	63	11 8
	19,150	458	15 10

12. COUNTY OF ADDINGTON.				18. COUNTY OF PETERBOROUGH.			
TOWNSHIPS.	POPULATION.	APPORTIONMENT.		TOWNSHIPS.	POPULATION.	APPORTIONMENT.	
		£	s. d.			£	s. d.
Amherst Island.....	1,287	@ 5½d.	30 16 8	Asphodel.....	1,578	@ 5½d.	40 4 0
Camden, East.....	6,975	..	167 2 2	Belmont and Methuen....	248	..	5 18 10
Ernestown.....	5,111	..	122 9 0	Douro.....	1,675	..	40 3 1
Sheffield.....	1,792	..	42 18 8	Dummer and Burleigh...	1,600	..	38 6 8
	15,165		363 6 6	Ennismore.....	675	..	16 3 5
				Monaghan, North.....	905	..	21 13 7
				Otonabee.....	8,872	..	92 15 4
				Smith and Harvey.....	2,392	..	57 6 2
					13,046		312 11 1
13. COUNTY OF LENNOX.				19. COUNTY OF VICTORIA.			
Adolphustown.....	718	..	17 4 0	Eldon.....	1,320	..	31 12 6
Fredericksburgh.....	3,166	..	75 17 0	Emily.....	2,763	..	66 3 11
Richmond.....	4,071	..	97 10 8	Fenelon.....	596	..	14 5 7
	7,955		190 11 8	Mariposa.....	3,895	..	93 6 4
				Ops.....	2,512	..	60 3 8
				Verulam.....	571	..	13 13 7
					11,657		279 5 7
14. COUNTY OF PRINCE EDWARD.				20. COUNTY OF ONTARIO.			
Ameliasburgh.....	3,286	..	78 14 6	Brock.....	3,518	..	84 5 8
Athol.....	1,621	..	38 16 8	Mara and Rama.....	1,403	..	33 12 3
Hallowell.....	3,203	..	76 14 9	Pickering.....	6,737	..	161 8 1
Hillier.....	2,962	..	70 19 3	Reach.....	3,897	..	93 7 3
Marysburgh.....	3,512	..	84 2 10	Scott.....	1,028	..	24 12 7
Sophiasburgh.....	2,734	..	65 10 0	Scugog Island.....	415	..	9 18 10
	17,318		414 18 0	Thora.....	1,146	..	27 9 1
				Uxbridge.....	2,289	..	54 16 9
				Whitby.....	7,996	..	191 11 5
					28,429		681 1 11
15. COUNTY OF HASTINGS.				21. COUNTY OF YORK.			
Elzevir, Madoc and Tudor.	2,761	..	66 2 11	Etobicoke.....	3,483	..	83 8 11
Hungerford.....	3,124	..	74 16 11	Georgina.....	1,005	..	24 1 6
Huntingdon.....	2,548	..	61 0 11	Gwillimbury, North.....	1,176	..	28 3 6
Marmora.....	635	..	15 4 3	Gwillimbury, East.....	3,208	..	76 17 2
Rawdon.....	3,097	..	74 3 11	King.....	6,565	..	157 5 8
Sidney, including part of Trenton population only.	4,574	..	105 7 8	Markham.....	7,752	..	185 14 6
Thurlow.....	4,469	..	107 1 4	Scarborough.....	4,244	..	101 13 7
Tyendinaga.....	6,200	..	148 10 10	Vaughan.....	7,723	..	185 0 7
	27,408		652 8 9	Whitchurch.....	4,758	..	113 19 10
				York, including Yorkville population only.....	10,035	..	208 13 8
					49,949		1,164 18 11
16. COUNTY OF NORTHUMBERLAND.				22. COUNTY OF PEEL.			
Alnwick.....	614*	..	14 14 2	Albion.....	4,281	..	102 11 3
Brighton.....	3,725	..	89 4 10	Caledon.....	3,707	..	88 16 3
Cramahe.....	2,993	..	71 14 1	Chinguacousy, including Brampton population only	7,469	..	161 13 10
Haldimand.....	4,634	..	111 0 5	Gore of Toronto.....	1,820	..	43 12 1
Hamilton.....	5,008	..	119 19 8	Toronto.....	7,539	..	180 12 5
Monaghan, South.....	1,051	..	25 3 7		24,816		577 5 10
Percy.....	3,605	..	62 8 2				
Murray, including part of Trenton population only.	3,725	..	70 12 5				
Seymour.....	2,781	..	66 12 6				
	27,136		631 9 10				
17. COUNTY OF DURHAM.				23. COUNTY OF SIMCOE.			
Cartwright.....	1,756	..	42 1 5	Adjala.....	1,994	..	47 15 5
Cavan.....	4,438	..	106 6 6	Essa.....	1,507	..	36 2 1
Clarke.....	8,190	..	148 6 0	Flos.....	545	..	13 1 1
Darlington.....	5,655	..	135 9 8	Gwillimbury, West.....	3,894	..	93 5 10
Hope.....	5,299	..	126 19 1	Innisfil.....	2,341	..	56 1 8
Manvers.....	2,568	..	61 10 6	Medonte.....	1,116	..	26 14 9
	25,906		620 13 2	Mono.....	2,689	..	44 3 8

* 222 Indians not included.

SIMCOE—(Continued.)				29. COUNTY OF HALDIMAND.			
TOWNSHIPS.	POPULATION.	APPORTIONMENT.		TOWNSHIPS.	POPULATION.	APPORTIONMENT.	
		£	s. d.			£	s. d.
Mulmur	766@5½d.	18	7 0	Canborough	1,151@5½d.	27	11 6
Nottawasaga	1,887	45	4 2	Cayuga, North *	1,974	47	5 10
Orillia and Matchedash	725	17	7 4	Cayuga, South	824	19	14 10
Oro	2,027	48	11 3	Dunn	828	19	16 9
Sunnidale	203	4	17 3	Moulton	1,984	47	10 8
Tay	600	14	7 6	Oneida †	2,591	62	1 6
Tecumseth	3,998	95	15 8	Rainham	1,618	38	15 3
Tiny	748	17	18 5	Seneca, including Caledonia			
Tossorontio	492	11	15 9	population only †	3,010	65	2 7
Vespra	226	14	19 11	Sherbrooke	334	8	0 0
	26,158	626	13 6	Walpole	3,383	85	16 10
					18,427	422	15 9
24. COUNTY OF HALTON.				30. COUNTY OF NORFOLK.			
Esqueing	5,225	125	3 7	Charlotteville	2,780	66	12 1
Nassagaweya	2,237	53	11 10	Houghton	1,509	36	3 0
Nelson	4,078	97	14 0	Middleton	1,721	41	4 7
Trafalgar	6,782	162	9 8	Townsend	4,955	118	4 8
	18,322	438	19 1	Walsingham	3,090	74	0 7
				Wandham	2,900	69	9 7
25. COUNTY OF WENTWORTH.				Woodhouse			
Ancaster	4,653	111	9 6		2,894	69	6 8
Barton	1,735	41	11 4		19,829	475	1 2
Beverly	5,620	134	12 11	31. COUNTY OF OXFORD.			
Binbrook	1,737	41	12 3	Blandford	1,356	32	9 2
Flamborough, East	2,903	69	11 0	Blenheim	4,995	119	13 5
Flamborough, West	3,583	84	12 10	Dereham	3,644	87	6 1
Glanford	2,008	48	2 2	Nissouri, East	2,118	50	14 10
Saltfleet	2,801	67	2 1	Norwich	5,239	125	10 4
	24,990	598	14 1	Oxford, North	1,378	33	0 3
				Oxford, East	2,210	52	18 11
26. COUNTY OF BRANT.				Oxford, West			
Brantford, *	6,363	152	8 11	Zorra, East	1,894	45	7 6
Burford	4,433	106	4 1	Zorra, West	3,200	76	13 4
Dumfries, South	4,297	102	18 11		3,302	79	2 2
Oakland	840	20	2 6		29,336	702	16 7
Onondaga, †	1,731	41	9 5	32. COUNTY OF WATERLOO.			
	17,664	423	3 9	Dumfries, North	3,476	83	5 7
				Waterloo, including Berlin			
27. COUNTY OF LINCOLN.				population only			
Caistor	1,398	33	9 10		7,698	161	2 0
Clinton	2,462	58	19 8	Wellesley	3,546	84	19 1
Gainsborough	2,538	60	16 1	Wilnot	5,297	126	18 1
Grantham	3,216	77	1 0	Woolwich	3,092	74	1 7
Grimsby	2,448	58	13 0		23,109	530	6 4
Louth	1,848	44	5 6	33. COUNTY OF WELLINGTON.			
Niagara	2,250	53	18 1	Amaranth	500	11	19 7
	16,160	387	3 2	Arthur, Luther, and Minto	1,803	43	3 11
				Ermosa	2,330	56	6 0
28. COUNTY OF WELLAND.				Erin			
Bertie	2,737	65	11 5		3,590	86	0 2
Crowland	1,478	35	8 2	Garafraxa	2,083	49	18 1
Humberstone	2,201	52	14 7	Guelph	2,879	68	19 6
Pelham	2,400	57	10 0	Maryborough	994	23	16 3
Stamford	3,113	74	11 7	Nichol	2,450	58	13 11
Thorold	2,735	65	10 6	Peel	2,435	58	6 9
Wainfleet	1,841	44	2 1	Pilkington	1,990	47	13 6
Willoughby	1,352	32	7 10	Puslinch	3,862	92	10 6
	17,857	427	16 2		24,936	597	8 2

* 47 Indians not included.
 † 137 Indians not included.

* 39 Indians not included.
 † 228 Indians omitted.
 ‡ 36 Indians omitted.

34. COUNTY OF GREY.				MIDDLESEX—(Continued.)			
TOWNSHIPS.	POPULATION.	APPORTIONMENT.		TOWNSHIPS.	POPULATION.	APPORTIONMENT.	
		£	s. d.			£	s. d.
Artemesia	783@5½d.	17	11 2	Dorchester, North	2,570@5½d.	61	11 5
Bentinck	1,272 ..	30	9 6	Ekfrid	1,792 ..	42	18 8
Collingwood	515 ..	13	1 1	Lobo	2,447 ..	58	12 6
Derby	471 ..	11	5 8	London	6,735 ..	161	7 2
Egremont	665 ..	15	18 7	Metcalfe	1,096 ..	26	5 2
Euphrasia	603 ..	14	8 11	Mosa	2,075 ..	49	14 3
Glencz	1,250 ..	29	18 11	Nissouri, West	1,832 ..	43	17 10
Holland	954 ..	22	17 1	Westminster	5,069 ..	121	8 10
Melancthon and Proton ..	450 ..	10	15 7	Williams	2,290 ..	54	17 3
Normanby	539 ..	12	18 3				
Osprey	486 ..	11	12 10		31,778	761	6 8
St. Vincent	1,601 ..	38	7 1				
Sullivan	538 ..	12	17 9				
Sydenham	2,432 ..	58	5 4				
	12,530	300	7 9				
35. COUNTY OF PERTH.				39. COUNTY OF ELGIN.			
Blanchard	2,780 ..	66	12 1	Aldborough	1,226 ..	29	7 5
Downie, including Stratford population only	2,727 ..	57	7 5	Bayham, including Vienna population only	5,092 ..	97	16 11
Easthope, North	2,341 ..	52	9 11	Dorchester, South	1,477 ..	35	7 8
Easthope, South	1,797 ..	37	17 3	Dunwich	1,948 ..	46	13 5
Ellice	1,328 ..	27	12 7	Malahide	4,050 ..	97	0 7
Fullarton	1,750 ..	41	18 6	Southwold	5,063 ..	121	6 0
Hibbert	1,191 ..	28	10 8	Yarmouth	5,288 ..	126	13 10
Logan	698 ..	16	14 5		24,144	554	5 10
Mornington	933 ..	22	7 0				
	15,545	351	9 10				
36. COUNTY OF HURON.				40. COUNTY OF KENT.			
Ashfield	907 ..	21	14 7	Camden and Zone *	1,393 ..	33	7 5
Biddulph	2,081 ..	49	17 1	Chatham	1,768 ..	42	7 2
Colborne	921 ..	22	1 3	Dover, East and West	1,723 ..	41	5 7
Goderich	2,715 ..	65	0 11	Harwich	2,627 ..	62	18 9
Hay	985 ..	23	11 11	Howard	2,798 ..	67	0 8
Hullet	955 ..	22	17 7	Orford †	1,348 ..	32	5 11
McGillivray	1,718 ..	41	3 2	Raleigh	2,460 ..	58	18 9
McKillop	848 ..	20	6 4	Romney and Tilbury, East ..	1,023 ..	24	10 2
Stanley	2,064 ..	49	9 0		15,140	362	14 5
Stephen	742 ..	17	15 6				
Tuckersmith	1,727 ..	41	7 6				
Usborne	1,484 ..	35	11 1				
Wawanosh	722 ..	17	5 11				
	17,869	428	1 10				
37. COUNTY OF BRUCE.				41. COUNTY OF LAMBTON.			
Arran	149 ..	3	11 4	Bosanquet	1,093 ..	26	3 8
Brant	621 ..	14	17 6	Brooke	511 ..	12	4 10
Bruce	100 ..	2	7 11	Dawn	556 ..	13	6 5
Elderslie	14 ..	0	6 8	Enniskillen	238 ..	5	14 0
Greenock	244 ..	5	6 11	Euphemia	1,457 ..	34	18 1
Huron	236 ..	5	13 1	Moore	1,702 ..	40	15 6
Kincardine	1,149 ..	27	10 6	Plympton	1,511 ..	36	4 0
Kinloss	47 ..	1	2 6	Sarnia	1,384 ..	33	3 2
Saugeen	277 ..	6	12 8	Sombra	1,519 ..	36	7 10
	2,837	67	19 1	Warwick	2,069 ..	49	11 4
					12,040	288	8 10
38. COUNTY OF MIDDLESEX.				42. COUNTY OF ESSEX.			
Adelaide	1,979 ..	47	8 3	Anderdon	1,199 ..	28	14 6
Carradoc *	2,496 ..	59	16 0	Colchester	1,870 ..	44	16 0
Delaware †	1,397 ..	33	9 4	Gosfield	1,802 ..	43	3 5
				Maidstone	1,167 ..	27	19 2
				Malden	1,815 ..	31	10 1
				Mersea	1,193 ..	28	11 7
				Rochester	788 ..	18	17 7
				Sandwich	4,928 ..	118	1 4
				Tilbury, West	675 ..	16	3 5
					14,937	357	17 1

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

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

No. 2. *Circular to Clerks of Cities, Towns, and Incorporated Villages, notifying them of the apportionment of the Legislative School Grant for 1854.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, TORONTO, 31st May, 1854.

SIR,

I have the honor to intimate to you, as provided in the thirty-fifth section of the school act for 1850, for the information of the municipal council of which you are clerk, and of your board of 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 first 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 last year. 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, according to a printed form which can be obtained from this department.

I have the honor to be, Sir,

Your obedient servant,

(Signed,)

E. RYERSON.

APPORTIONMENT of the Legislative School Grant to Cities, Towns and Villages, for 1854.

CITIES.	POPULATION.	APPORTIONMENT.			TOWN MUNICIPALITIES.	POPULATION.	APPORTIONMENT.			
		£	s.	d.			£	s.	d.	
Toronto	80,775	5	737	6 4	Amherstburgh.....	1,880	..	45	0	10
Hamilton	14,112	..	338	2 0	Barrie.....	1,007	..	24	2	6
Kingston	11,585	..	277	11 1	Chatham.....	2,070	..	49	11	10
					Guelph.....	1,860	..	44	11	3
	56,472	1,352	19	5	Simcoe.....	1,452	..	34	15	9
					Woodstock.....	2,112	..	50	12	0
						10,381	248	14	2	
TOWNS.					INCORPORATED VILLAGES.					
Belleville.....	4,569	..	109	9 3	Berlin.....	..	23	6	7	
Brantford.....	3,877	..	92	17 8	Bowmanville.....	2,350	..	56	6	0
Brockville.....	3,246	..	77	15 4	Brampton.....	..	17	5	0	
Bytown.....	7,760	..	155	18 4	Caledonia.....	..	27	6	8	
Cobourg.....	3,871	..	92	14 10	Chippewa.....	1,193	..	28	11	7
Cornwall.....	1,646	..	39	8 8	Galt.....	2,248	..	53	17	2
Dundas.....	3,517	..	84	5 2	Ingersoll.....	1,190	..	28	10	2
Goderich.....	1,329	..	31	16 9	Oshawa.....	1,142	..	27	7	2
London.....	7,035	..	168	10 11	Paris.....	1,890	..	45	5	7
Niagara.....	3,340	..	80	0 5	Preston.....	1,180	..	28	5	5
Perth.....	1,916	..	45	18 1	Richmond.....	434	..	10	7	11
Peterborough.....	2,191	..	52	9 10	St. Thomas.....	1,274	..	30	10	5
Picton.....	1,569	..	37	11 9	Smith's Falls... Included in Township apportionment.					
Port Hope.....	2,476	..	59	6 5	Stratford.....	..	20	18	6	
Prescott.....	2,156	..	51	13 1	Thorold.....	1,091	..	26	2	9
St. Catharines.....	4,368	..	104	13 0	Trenton.....	..	22	16	5	
					Windsor..... Included in Township apportionment.					
	54,866	1,314	9	6	Vienna.....	..	24	3	0	
					Yorkville.....	..	31	14	9	
						13,992	602	16		

No. 3. *Circular to Local Superintendents of Schools on the sub-apportionment of the Legislative School Grant, for 1854.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,

EDUCATION OFFICE, Toronto, 31st May, 1854.

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 May, 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 thirty-first 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 five and sixteen 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 one hundred children, a school has not been kept open more than six months in a year, while in another section of less than seventy 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 first clause of the thirty-first 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 1853 that determines the distribution of the school fund for 1854, 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 sixth section of the supplementary school act requires "the trustees of each school section, on or before the thirtieth day of June and the thirty-first 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 preced-

ing ; nor shall any 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 May, 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.*

4. But the eighteenth 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 visit to the several counties of Upper Canada, last year, 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 (thirteenth section), *limits all rate bills throughout Upper Canada to one shilling and threepence per month, for each pupil attending school*, and leaves it with 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.

*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 well as in the note to the circular accompanying the apportionment of the current year, and the instruction to local superintendents on the back of the trustees' half yearly 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."

5. But I must request and authorize you to exercise your own discretion 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 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. Some complaints were made to me last year on the part of trustees of both public and separate schools, that the local superintendent refused to make an apportionment to them, because their semi-annual returns were not made on the exact day required by law. Now although the law requires these returns to be made on the thirtieth of June and thirty-first of December, of each year, yet I think you can and ought to allow a few days indulgence—say a fortnight, for the making out and transmission of these returns, before you proceed to the half-yearly distribution of the school fund.

7. As to union sections the fourteenth section of the supplementary school act provides that “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, 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.”

8. In regard to the apportionment to separate schools, the provisions of the fourth section of the supplementary school act, in connection with the nineteenth 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 the 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 fourth 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.

9. 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.

10. The organization of our common school system being now complete by the provision and regulations for the establishment of public libraries, and its success, even when but partially organized, having exceeded general expectation, I hope our united exertions this year will contribute still more to its improvement and extension; that in schools and intelligence, as in civil liberty and the materials of physical comfort, the people of Upper Canada may have no reason to envy the condition of the people of any other country.

I have the honor to be,

Sir,

Your obedient servant,

(Signed)

E RYERSON.

Appendix C.

OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

(Continued from the Chief Superintendent's Annual Report for 1851, page 183.)

During the year 1853, four thousand and fifteen letters and documents were received at the Educational Department for Upper Canada, and from the first day of January, 1854, up to the 30th of June, three thousand and sixty-two letters and documents, or upwards of five hundred per month, were received at the department. Very many of these letters contained questions from various parts of the province involving precisely the same points of law—of prudential management, or of general educational interest. From the official replies transmitted by the department to these various questions, those selected, are applicable to the great majority of cases submitted:—

NUMBER 22.

Sub-Appportionment of School Moneys by a Local Superintendent.

A local superintendent wishes to have an illustration of the principle upon which he shall proceed in distributing the school fund. The Chief Superintendent's reply is as follows:—

“The standard by which all the schools are to be dealt with, for each half year, is six months. If, therefore, there are two schools with an average attendance each of fifty pupils, the one kept open three months and the other six, the latter is entitled to twice as much as the former. When the school fund is distributed according to the average attendance, time as well as attendance must be taken into account; when it is distributed according to the length of time alone that schools are kept open (as provided in the eighteenth section of the supplementary

school act) attendance is not taken into account. See remarks on the subject in my circular to local superintendents in the *Journal of Education* for June, 1853; also in the *Journal* for September, page 144."

NUMBER 23.

Refusal to honor a Local Superintendent's Check by a Sub-Treasurer.

A teacher having presented a local superintendent's check to a sub-treasurer for payment, some time after the period allowed by law for the collection of the annual school assessment, was refused, on the plea that there were no school funds in the treasury. He applied to the Department for advice, and received the following:—

"Your only and sure resource is to sue the sub-treasurer for the amount of your check upon him, as the treasurer or sub-treasurer is required by law to pay all lawful orders of local superintendents for school moneys, whether he has school moneys in hand or not. See the first and fourth clauses of the twenty-seventh section of the common school act of 1850. You can sue and recover the amount of the check and the interest on it from the time you first presented it; and if the treasurer had no funds to pay it, he must look to the council to compensate him for any losses he may have sustained by the suit or payment of the money."

NUMBER 24.

Numerous trustees, suffering under embarrassment, arising out of unnecessary interference on the part of their constituents and others in passing resolutions contrary to law, and those at a loss how to proceed in certain cases, having applied for advice received the following. The answers selected are samples of the replies sent to each class of cases submitted:—

Illegal Resolution to compel parents to defray all the expenses of a School—Liability of Trustees.

"In reference to the resolution adopted at the annual school meeting, declaring that all the expenses of the school for the current year, should be provided for by rate-bill on parents sending their children to the school, I have to remark that it is null and void, beyond the imposing of the highest rate-bill permitted by law,—namely, one shilling and threepence per month for each child attending the school. No additional or other rate-bill than this one shilling and threepence a month can be imposed by law upon any person for a child attending school. All the rest of the expenses of the school must be provided for by a rate on all the taxable property of the school section. This is the requirement of the law, and does not depend upon the views of trustees, or the vote of a school meeting.

"If the trustees do not keep the school open six months of the year, and thus forfeit the apportionment of the school fund, they become (according to the ninth section of the supplementary school act of 1853) personally liable for the amount thus forfeited and lost to their section.

"I refer you to the *Journal of Education* for December, 1853, where, in an

article headed 'Hints to Trustees,' you will find the powers and responsibilities of trustees distinctly specified."

NUMBER 25.

Attendance from other School Sections not lawful, except in certain cases.

"Trustees were under no obligations and, strictly speaking, have no authority to admit any other than pupils resident in their own section, except in the case provided for in the twelfth section of the supplementary school act of 1853. If other non-resident children are admitted to the school, the trustees must agree with their parents as to the sum they are to pay, or to lay down a condition that each non-resident pupil shall pay a certain sum per month or per quarter. But such fees can only be collected by suing, if the persons concerned do not pay voluntarily.

"No parents can be compelled to pay a rate-bill for a child whom he does not send to school. But he is liable to pay all other school rates of his section."

NUMBER 26.

Tax-payer's right to a School.—Interference by a Township Council.—Inviolability of School Moneys.

"1. A person has a right to send his child to the school of any section in which he is taxed.

"2. The proceeds of all property taxed within the limits of a school section must be paid to the corporation of that section, whether the owner of it resides in such section or not. A township council has no authority to give any orders as to the disposal of any school moneys; much less has it authority to contravene the law of the land. The county council alone has authority to levy the assessment part of the school fund; a township council has no authority to levy a school rate in any school section, except at the request of the trustees of a school section, and subject to their order. The only taxes for educational purposes that the school law authorises the township council to levy, except at the request of the trustees of school sections, are for a township library and a township model school, as provided for in the second clause of the eighteenth section of the common school act of 1850.

"3. The trustees cannot apply for library purposes money raised for the payment of teachers. In your case, the trustees might, as it were, borrow the surplus money to which you refer for the purchase of a library, and refund it by rate, when required, for the payment of your teachers."

NUMBER 27.

Assessor's Roll, the sole guide for Trustees in levying School Rates.

"The assessor's roll must be the guide of trustees as to what property, or portion of property, belonging to any person is liable to pay school rates in their section. The sixteenth section of the supplementary school act of 1853, contains directions and requirements to assessors, as to the manner in which they must assess property.

But whether that roll is correct or not, the trustees must be guided by it, in levying school rates, as required by the eighth clause of the twelfth section of the school act of 1850."

NUMBER 28.

Meaning of the term "Lot" in the School Act,—Retrospective Assessments.

"The meaning of the term 'lot' in the proviso of the sixteenth section of the supplementary school act of 1853, depends upon the original survey of the township. If in such survey the land was divided into portions of two hundred, or one hundred, or fifty acres each, then a 'lot' means that quantity of land; that is, provided the property does not consist of parts of two or more lots.

"A n assessment may be levied and collected in 1854 for a house erected in 1853, or at any previous period."

NUMBER 29.

Rates levied on Property, not on Individuals.—Law expenses incurred by Trustees to be borne by the section.

"All rates are levied on *property*, not on individuals; and if the rates thus levied are not paid, when called for, by the persons resident on the property, then whatever goods or chattels may be found on it are first liable to be seized and sold for the payment of the rates. If no goods or chattels for the trustees to distrain can be found, a return is made to the clerk of the municipality, and the rates will be collected in the same manner as the arrears of other taxes. (See twenty-second section of the supplementary school act of 1853.) It is for parties buying and selling landed and other property to settle between themselves in regard to the payment of taxes; with that the trustees having nothing to do—only with the property as they find it valued on the assessment roll, and as it exists.

"Any expenses which trustees may incur in law proceedings in the defence or enforcement of their authority, is a legitimate part of the expenses which they have a right to collect from the school section on whose behalf they act,—and not gratuitously."

NUMBER 30.

Union of Sections in adjoining Counties, how effected.

"The school sections in adjoining townships in different counties can be united in the same way as school sections in adjoining townships in the same county, as provided for in the fifth proviso in the fourth clause of the eighteenth section of the school act of 1850, but not in any other way. Two sections in the same township can be united as provided for in the first part of clause referred to. But a mere vote of parties in school sections is not sufficient to unite them legally, but is proper to prepare the way for parties authorised by law to do it. In an union school section there can be but three lawful trustees, elected in the same manner as trustees in any other sections."

NUMBER 31.

Fear of embarrassment from a small Rate-Bill.—Threat of a Mandamus, protection of Trustees.

A special school meeting having fixed the monthly rate-bill at seven-pence half-penny, and certain parties having threatened to apply for a mandamus to compel the trustees to collect it, the trustees feared embarrassment from want of means to meet their engagements. In this dilemma, they sought advice, preparatory to imposing a higher rate-bill in opposition to the decision of the meeting. The expediency of doing so was thus pointed out:—

“ You should have no hesitation in carrying out the decision of the special school meeting to which you refer. In doing so, it will not be necessary for you to do more at present, than simply to impose the rate-bill of seven-pence half-penny per month for each pupil attending school. It is not until the end of the year, or towards its close, that you will have to impose a general rate upon the property of the section, to make up the balance required to pay the teacher's salary and other expenses of the school, as authorised by the latter part of the seventh clause of the twelfth section of the school act of 1850. In the mean time it will not be necessary for you to offer any explanation either of your intentions or of your conduct to the party who has addressed to you the uncalled-for letter which you have enclosed. By acting in the manner I have indicated, it is not at all likely that the parties who wrote the letter can obtain a mandamus; and even if they should succeed, all the expenses which you may incur must be borne by the section, and can be collected by a rate upon the property of the section. In all your official proceedings you will be particular to use your corporate seal. Any opposition you meet with will likely be on the part of those refusing to pay the rate which you may impose at the close of the year. In such a case the legality of the matter can, if the opposition choose, be tested in the division court. But from the twenty-fourth section of the supplementary school act of 1853, you will see that ample protection will be afforded you by this department, in the exercise of your rights and the performance of your duties.”

NUMBER 32.

Right of Trustees to obtain legal advice.—Auditing of School Section Accounts.

The trustees of a rural section not being careful in the observance of the details of their duties, advantage was sought to be taken of their ignorance in such matters, and an effort made to deter and embarrass them. Their local superintendent applied for advice in their case and received the following.

“ 1. Trustees have a perfect right to procure such legal advice, at the expense of the section, as they may deem necessary to aid them in the performance of their duty in doubtful cases, such as those to which you refer. They are required by the seventh clause of the twelfth section of the school act, of 1850, to take ‘all lawful means’ to collect school moneys. Sometimes they may be doubtful as to the ‘lawful means’ they should adopt. In such a case they should apply for advice.

“2. No advantage can or should be taken of an error in judgment on the part of trustees in the matter,—the county courts being now courts of equity to a limited amount, would sustain the trustees in case of an appeal to them.

“3. The meeting had no authority to dispute the right of the trustees to fix the amount of the remuneration payable for the services rendered to the section. All it could lawfully do was to see that the expenditure of the money collected, or received, was duly accounted for. No arbitration is therefore required in the matter.”

NUMBER 33.

Trustees alone can fix the salary of the Teacher.

Certain rate-payers having disputed the authority of trustees to increase the salary of their teacher, they sought to obtain the vote of a public meeting condemnatory of the trustees. The following reply was sent to the appellant in this case :—

“The trustees alone have the right to increase the salary of their teacher as they may judge expedient. That is their duty and privilege, as you will perceive by the fifth clause of the twelfth section of the school act of 1850, which states expressly that it is the duty of trustees ‘to contract with and employ all teachers for (their) school section, and determine the amount of their salaries.’ A public meeting can simply say how the money shall be raised, and not how much shall be paid to the teacher.”

NUMBER 34.

Personal responsibility of Trustees for neglecting to keep open a School.

The trustees of a school section being opposed to free schools, refused to keep open the school of their section, and defied the inhabitants to compel them to do so. An appeal was made to the department, and the law of the case was stated to be as follows :

“I have to direct your attention to the ninth section of the supplementary school act of 1853, from which you see that trustees are made personally responsible for their neglect of duty in not keeping open a school, and thus entailing on the section the loss of its share of the school fund to which it would otherwise be entitled.”

NUMBER 35.

Libraries must be under the control of a Corporation, and not of an Association of Subscribers.

A number of individuals in a township having subscribed a sum of money with which to establish a library, wrote to this department to know if, by transmitting the amount of their subscription, they would be entitled to an apportionment from the library fund, and have the control of the books. A reply in the negative was sent to them as follows :—

“I have to state that unless the township council, as a corporation, assume the responsibility of taking charge of the library books, you cannot, I regret to say, avail

yourselves of the liberality of the legislature. You should hand the council your contributions, and thus let it act in behalf of the township. In that case all parties will have access to the library, free of charge, upon compliance with the rules and regulations for the management of public libraries in Upper Canada. The trustees of each section concerned, could take charge of a portion of the general library, and thus distribute the books over the entire township."

NUMBER 36.

Township Councils can establish Branch Libraries.

A township council being anxious to contribute from the general funds for the purpose of establishing public libraries throughout their municipality, hesitated to do so, fearing lest it had not the power to divide the library into school section branches. Having applied for information on this point, the following was sent:—

"The municipal council, which you represent, has full authority to divide the library into as many branches as it pleases, so long as it, or some competent person, or persons, on its behalf, becomes responsible for the management of the library and safe keeping of the books, as required by the regulations of this department.

"The council can appoint the trustees, or other parties, to take charge of the library, or parts of it, the council being still responsible for the cost and management of the whole library.

"The books can be changed from one branch library to another, under the authority of the council—thus permitting all the residents in the township to have access to all the books of all the branches."

NUMBER 37.

Improvement of School Premises.

The trustees of a school section being desirous of improving the condition of the school section premises, &c., some of their constituents denied their right to do so, even with the formal consent of the school section expressed at a public meeting. The law of the case was thus pointed out to the trustees applying for advice:

"The 4th clause of the 12th section of the school act of 1850, makes the trustees the sole judges as to what sum or sums shall be expended in a school section, for a public library or any school purpose whatever, and whether a school-house shall or shall not be built, and what kind of one if built. The power of a public meeting in such cases is given in the former part of the 7th clause of the same section, and relates to the manner in which such sum or sums shall be provided—the latter part of the clause giving the trustees the power to provide by rate on property for any sums not provided for by a rate of a school meeting. According to the copy of the proceedings of the school meeting which you have enclosed to me, you have the vote of a school meeting to encourage, as well as the law to authorise, you in proceeding with the building of a school-house, and you as the elected representatives of the school section, as well as tax-payers in it, are the

most competent to judge as to the kind of school-house required to advance the educational interests of your school section."

NUMBER 38.

Responsibility of Trustees for the acts of pupils. Parties compelled to give Deed of School Premises when promised.

A person whose property was situated near the school-house fearing that it might receive injury from the scholars, wished to compel the trustees to give a bond for the good behaviour of those scholars. The trustees declined, but sought advice on the subject, as follows:—

"You should not of course give the 'bond' required of you. If any of the pupils should injure the property of the person to whom you refer, he must prosecute the parents or guardians of such pupils. The trustees cannot assume the responsibility of the conduct of such pupils.

You can apply to the court of chancery, or I believe under an act of last session (1853), to the division court, to compel the person to give you the deed he promised;—in which case you will adduce the report to which you refer, and the best of other evidence you can obtain as to his agreement to do so. You can charge to your section whatever expenses you may incur in securing a title, and the person resisting will of course subject himself to expenses by his violation of his engagements."

NUMBER 39.

Authority of the Teacher to maintain discipline in the School.

A teacher having inflicted punishment upon a disobedient pupil, his right to do so was denied, and he was threatened with prosecution before a magistrate should he repeat the punishment. The reply to his letter seeking advice how to proceed in such cases was as follows:—

"A teacher as well as parent should endeavour to govern children by their affections; but a teacher as well as a parent ought to exercise firmness, no less than tenderness, in the government of children; and should, as well as the parents, use the rod, if he thinks it necessary to ensure obedience. The first requisite in school discipline is obedience on the part of pupils; and a teacher must use all the means necessary to maintain it—mild means if sufficient, but severe means if he thinks it necessary. Should it be known or supposed by pupils, or children, that the teacher or parent had no right to chastise them for disobedience, school or family government could not be maintained. If children are well governed at home, they will seldom need the rod at school; but children that have not been taught order and obedience at home, generally have to be taught it at school. The parent or teacher that can govern best by the least severity, is the best governor; but the right to use it must always be maintained. In the United States, the highest courts have decided that a teacher by virtue of his office, apart from usage, has a right to inflict any punishment, that it is necessary to enforce obedience in his school, and if a contrary decision should be made by a magistrate, in your case you should appeal

to a higher court. If, as the Sacred Scriptures state, the parent that 'spareth the rod, hateth his child,' the teacher that does not use the rod when his orders are wilfully disobeyed, violates his duty and wrongs the children placed under his charge."

NUMBER 40.

Monthly Rate-bills. Corporate Seal. Voluntary subscriptions for the support of a School. Collector the Agent of Trustees.

Questions having been submitted to the Department on these various subjects, replies, of which the following are extracts, were given:—

"1. MONTHLY RATE-BILL.—If a rate-bill is levied at so much per month, then each pupil admitted into the school is liable to pay for one calendar month, whether he attends the whole or only a few days of the month. The same rule of interpretation applies to a quarterly rate-bill; see proviso in the 8th clause of the 12th section of the school act of 1850.

"2. CORPORATE SEAL.—A school section must have a corporate seal. No act of the trustees is lawful as a corporate act, unless a seal is used; but the trustees can adopt any seal they please, although an official seal with the number and designation of the section engraved thereon, is the best. If trustees sign agreements without a seal, they are individually responsible for the fulfilment of such agreements, but not the corporation.

"3. VOLUNTARY SUBSCRIPTIONS.—If a school meeting adopts the method of voluntary subscription to support the school, each person acts as a voluntary, subscribing or not, as he pleases, whether rich or poor; and when trustees have to resort to a rate on property, (as authorised by the latter part of the 7th clause of the 12th section of the school act, of 1850,) to raise the balance required to defray the expenses of the school, they cannot levy any higher rate in the pound upon the property of the man who would not voluntarily subscribe a penny to the school, than upon the property of the man who subscribed ten pounds.

"Trustees are not required to go through the whole section to solicit subscriptions. It is as absurd as it is unjust, to impose upon them such a burden. They can, however, do so if they choose; or they can send a collector and pay him for his trouble; or they can let all come and subscribe who please, which is the true and liberal meaning of the phrase, 'providing for the support of a school for voluntary subscription.' Others have just as much reason and interest to come to the secretary-treasurer and subscribe, as trustees have to go and solicit them. But if five shillings are not voluntarily subscribed, the trustees can raise all the rest they require by a rate on property, as authorised by the latter part of the 7th clause of the 12th section of the school act of 1850.

"4. COLLECTOR, AN AGENT.—The collector was your officer or agent, doing the work which you had appointed him to do, in consequence of which, he was subjected to considerable expenses. It would be unjust as well as dishonorable to throw such expenses upon the collector—expenses incurred in consequence of his obedience

to the authority of the trustees and in taking the legal steps required to collect moneys for school section.

"Should the trustees refuse to indemnify the collector, I would advise him to sue them. The 7th clause of the 12th section of the school act, authorises the trustees to levy and collect sums for paying the salary of their teacher and all other expenses of their school, and they are the judges of such expenses. In numerous instances, the trustees have levied for law expenses incurred in defending themselves against persons who denied their authority to do certain things; and their authority to do so has been held undoubted. The expenses in the case of your collector, are as clearly lawful as if the trustees instead of him had been subject to expenses in the performance of their duty."

Appendix D.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1. *Allowance to Teachers in training attending the Normal School.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd July, 1853.

The subject of the best mode of promoting, to the greatest extent possible, the patriotic objects of the Legislature in granting £1000 per annum, to facilitate the attendance of teachers at the Normal School for Upper Canada, having been carefully considered by the Council of Public Instruction, it was

Ordered—That, as the ordinary course of Lectures and Training of Student-Teachers in the Normal School extends through two sessions of five months each; and as it is desirable and important that each teacher-in-training should attend the whole course; and as, from the very large number of teachers in attendance, it is not possible to make to them all a pecuniary grant of five shillings per week each during two sessions—it is intended hereafter (until modified by the Council) to give, during the first session of the attendance of each teacher-in-training, free instruction and provide the necessary books and stationery; and during the second session of his or her attendance, to grant, in addition, a sum at the rate of five shillings per week, or £5 10s. for the session, payable at the end of the session.

No. 2. *Revised Terms of Admission into the Normal School, Toronto, adopted by the Council of Public Instruction for Upper Canada, on the 23rd day of July, 1851, and revised on the 2nd day of July, 1853.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, TORONTO, 2nd 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 within at least 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]—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) shall be allowed to each teacher-in-training during the second session—the course of instruction extending over two sessions,—provided such student, on examination, be entitled to at least a second class provincial certificate. Also to each teacher-in-training, who, at the end of the first session, shall be entitled to a first class provincial certificate.

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.

No. 3. Provincial Certificates granted by the Chief Superintendent of Schools.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 20th April, 1854.

The Chief Superintendent of Schools, on the recommendation of the masters of the Normal School, and under the authority of the Upper Canada School Act of

1850, 13th and 14th Vic., chap. 48, has granted the undermentioned students of the Normal School during the Eleventh Session 1853-1854, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada.

[Each Certificate is numbered and recorded in the Register of the Department in the following alphabetical order; but the order does not indicate any distinction of merit in the class.]

FIRST CLASS.	SECOND CLASS—(Continued).	SECOND CLASS—(Continued).
151. Mary Adams.	174. Sarah Bowes.	198. Elizabeth Stevens.
152. Emily Howard Jennings.	175. Margaret Burgess.	199. Adeline Stone.
153. Eliza Wilson Keddle.	176. Margaret Buyers.	200. Elizabeth Van Every.
154. Julia Anne Robinson.	177. Sarah Carr.	201. Cecilia M. A. Walkingshaw.
155. Jane Smith.	178. Catharine Cattanach.	202. Mary Anne Wilson.
156. Mary Stephens.	179. Esther Clarke.	203. Wilbur Fisk Adams.
157. Josephine Storie.	180. Mary Coady.	204. John Ransome Brower.
158. Mary E. Sudborough.	181. Mary Anne Decow.	205. Peter C. Blaicher.
159. Margaret Sweeney.	182. Rebecca Decow.	206. John Coyne.
160. Maria Louisa Williams.	183. Kate Higgins.	207. John D'Evelyn.
161. Charles Bannister.	184. Anna Maria Holmes.	208. Gilbert Goldsmith.
162. Francis Wesley Bird.	185. Elizabeth Hughes.	209. Silas Hollingshead.
163. Coleman Bristol.	186. Anne Eliza Jackson.	210. Edward Jamieson.
164. William Caulton.	187. Isabella Johnson.	211. John Livingstone.
165. Daniel Chisholm.	188. Catharine Junor.	212. James Martin.
166. Alfred Ernest Ecroyd.	189. Harriet Evelyn Kennedy.	213. John McNaughton.
167. John Elson.	190. Margery Muter Kennedy.	214. Samuel Megaw.
168. James B. Gray.	191. Melissa McCrady.	215. Thaddeus O'Connor.
169. Thomas Ferguson McLean.	192. Christy McLennan.	216. John S. Oliver.
170. William Noden.	193. Margaret McNaughton.	217. William Plunkett.
	194. Lucinda Piper.	218. Parmenius Reynolds.
FIRST CLASS.	195. Mary Shearer.	219. Robert Somerville.
171. Jane Anderson.	196. Margaret Shrigley.	220. William Stevens.
172. Sarah Bales.	197. Lizanna S. Snyder.	221. John Terrill.
173. Harriet Bowes.		

Granted for the Twelfth Session, 1854,—Dated 16th October, 1854.

FIRST CLASS.	SECOND CLASS—(Continued).	SECOND CLASS—(Continued).
222. Francis Josiah Craig.	235. Allan Chisholm.	249. William Weir.
223. Ninian Leander Holmes.	236. Absalom Dingman.	250. Jane Anderson.
224. David Kelly.	237. William Douglas.	251. Agnes Armstrong.
225. James McBrien.	238. David Fotheringham.	252. Helen Elizabeth Clark.
226. John McLean.	239. Amos Gould.	253. Susan Dorothy.
227. John Patton.	240. William Hackett.	254. Alice Foggin.
228. George Rose.	241. John Adams Hurlburt.	255. Elizabeth McDonald.
229. Elizabeth Hughes.	242. Alexander McKay.	256. Margaret Teresa McIlderry.
230. Grace Anastasia Magan.	243. Davis McKee.	257. Jane Mowatt.
231. Elizabeth McNaught.	244. Alexander McPherson.	258. Annie Preston.
232. Sarah Birch Quinn.	245. Samuel Nash.	259. Margaret Strickland.
233. Sarah Agnes Robinson.	246. Richard William Scott.	260. Nancy Strickland.
	247. James Stephens.	261. Caroline Wilkinson.
SECOND CLASS.	248. James D. Trousdale.	
234. George Abraham Barkley.		

N. B.—No further Third Class Certificates have been granted.

(Signed)

E. RYERSON.

Chief Superintendent of Schools.

No. 4. Examination Papers for His Excellency the Governor General's Prizes in the Science of Agriculture.

Tenth Session 8th October, 1853.

TIME: THREE HOURS.

Examiners :—The Masters of the Normal School; The Professor of Chemistry in University College, Toronto; The Professor of Agriculture in University College, Toronto; The President of the Agricultural Society of the County of York; The First Vice-President of the Agricultural Society of the County of York.

1. Into what two departments is the science of chemistry divided, and of what do they respectively treat?
2. What is the difference between a mechanical and a chemical compound? Give examples.
3. State and illustrate the laws of chemical combination.
4. Explain and exemplify the nomenclature of chemistry.
5. What are oxides? acids? salts? alkalies? earths? Give examples, with their respective symbols and equivalents.
6. State the objects and advantages of agricultural chemistry.
7. Describe the most important parts of a plant, and explain their several functions.
8. Name the several elements of which vegetables are composed, organic and inorganic; and mention some of the properties of each.
9. State the composition of air; of water; and the chief properties of each.
10. Whence and how do plants obtain their organic food? also their inorganic?
11. Explain the origin, the diversities, and the classification of soils; and also the accumulation of organic matter in them.
12. State generally the conditions of a fertile soil; also the causes of infertility, both physical and mechanical.
13. Name the various mechanical methods of improving the soil; and state the advantages of each.
14. What are the effects of cropping upon the soil? What is meant by "Rotation of Crops," and what are its advantages?
15. Why are manures required by the soil? Classify them; give examples of each; and state the effects which each produces.
16. How can heavy clay soils be improved? how light sandy soils? and what manures are best adapted to old pasture lands?

The following were the successful competitors :—John Gilmore Malcolm, First Prize,—Lydia Anne Appleton, Second Prize.

 Eleventh Session 10th April, 1854.

TIME : THREE HOURS.

1. State and explain the laws of chemical combination.
2. State the objects and advantages of Agricultural Chemistry ; and reply to the objection implied in calling it *book-farming*.
3. Give the name and symbols of the several elements of which a plant consists ; and mention some of the properties of each.
4. What substances constitute the organic food of plants ; and whence are they derived ?
5. Enumerate the most important properties of air and water ; and explain the formation of dew.
6. Trace the history of an annual plant from its germination to maturity ; describe its most important parts ; and explain their several functions.
7. State the names, and the composition, of some of the most important proximate principles found in cultivated plants.
8. Explain the process of decay in a dead plant ; and state its results.
9. Explain the origin—the composition—the diversities—and the classification of soils ; and state the conditions of a fertile soil—and the causes of infertility.
10. State the advantages of draining ; subsoil ploughing ; and fallowing.
11. State the advantage of a judicious rotation of crops—with reasons ; give an example of such a rotation.
12. What means should be adopted to renovate lands exhausted by long continued cropping ?
13. Why are manures necessary ?—classify them ; and state some of the advantages of each.
14. How does gypsum benefit grass lands ? Why is guano so valuable as a manure ? and what is the advantage of ploughing in green crops ?
15. What is the source of animal heat ? Why is it uniform at all seasons, and throughout the whole body ?
16. Trace the course of the food in the animal system ; and describe the circulation of the blood.

The following were the successful competitors :—Thomas Ferguson McLean, First Prize,—Mary Adams, Second Prize.

 Twelfth Session, 6th October, 1854.

TIME : THREE HOURS.

1. State the relation of geology and chemistry to the science of agriculture.
2. Into how many departments is the science of chemistry divided ? and of what do they respectively treat ?
3. What are the objects and advantages of agricultural chemistry ?
4. State and illustrate the laws of chemical combination ; and explain what is meant by “equivalents.”

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5. What is an acid? an alkali? a salt? Give an example of each, with their symbols and equivalents.
 6. Describe the several parts of a plant; and explain their functions.
 7. Mention the elements which enter into the composition of a plant; and state whence and in what condition they are obtained by the plant.
 8. State the distinction between ultimate and proximate principles. Give the names and composition of the most important proximate principles found in cultivated plants; and mention such as are common to both plants and animals.
 9. Explain, by symbols, the transformation which takes place when sugar is converted into alcohol and vinegar.
 10. Explain the process of decay in a dead plant, and state its results.
 11. Explain the origin and diversity of soils. Give their composition and classification. Also, an approximate analysis of a fertile soil.
 12. What are some of the causes of infertility in soils, and how may they be removed?
 13. State the principles upon which the "rotation of crops" is based; and give a judicious rotation, with reasons.
 14. Why are manures necessary? Classify them, and mention some of each class.
 15. State the composition of plaster; of common salt; of lime; and explain their effects as manures.
 16. What purposes do the azotized and nonazotized substances severally serve in the animal economy?
 17. Trace the course of the food from the mouth till it mingles with the blood.
 18. Describe the circulation of the blood. Give its composition; and state the changes which it undergoes.
 19. Give the composition of milk. Explain the process of making butter and cheese; and state some of the causes which affect the quality of both.
 20. What inorganic substance enters largely into the composition of milk? What purpose does it serve in the animal economy? And with what would you manure the pasture in order to increase its quantity in the milk?
 21. What is fermentation? Explain the chemical changes which take place in making bread.
 22. Give the composition of fats and oils; and explain the changes which take place in the manufacture of soap.
- The following were the successful competitors:—Sarah Agnes Robinson, first prize,—David Fotheringham, second prize.
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No. 5. Examination Papers of the Normal School at the close of the Twelfth Session, October, 1854.

Education.

TIME: ONE HOUR AND A HALF.

1. What is Education?
2. How does it differ from Instruction?

3. Taking the word "Education" in its widest sense, what persons are uneducated? State the grounds of your reply.
4. By what principle must all school arrangements be tested?
5. In all arrangements for the government of a school, what two results should be specially looked to?
6. Describe such arrangements and results, as regards the distribution of rewards and punishments.
7. What is meant by organizing a school?
8. By what means is the organization of a school effected?
9. What is the best method of producing attention in a class?
10. What is the best means of awakening and training up the thinking powers of children, and when would you begin to apply such means?

Grammar.

TIME : THREE HOURS.

1. What are words?
2. Why are there different parts of speech?
3. Which are the principal parts of speech, and why may they be so considered?
4. What is a Proposition, and of what parts does it consist?
5. Describe each of these parts.
6. What is a complement?
7. What is meant by the "Philosophy of Grammar?"
8. What is meant by case? why has a noun case?
9. Is "Case," as described in English, common to other languages? State the reasons of your reply.
10. Describe the complements that may be attached to a noun; to a verb; to an adjective; stating why each part of speech, from its nature, admits of such complements.
11. State the different kinds of verbs, as regards the nature of the action expressed:—as regards the form, and as regards the manner in which the action is applied to the subject.
12. By what part of speech must a Preposition be followed?
13. What is a Participle? Give examples exhibiting the modes in which participles are used.
14. Analyze the following sentence, giving the parts of each proposition:—"He had deferred *producing* the tenure by which he held his possessions, until the *issue* of his remonstrances with the king, but *finding* that obedience was compulsory, he directed his steward to *visit* his residence, and search for the documents among the archives of his house." Parse the words in italics.
15. Analyze the following sentence, giving the parts of each proposition; and parse the words in italics:

“It was a lodge of ample size,
 But *strange* of structure and device ;
 Of such materials, as *around*
 The workman’s hand had readiest *found*.
Lopped of their boughs, their hoar *trunks* bared,
 And by the hatchet rudely *squared*,
 To give the *walls* their destined height,
 The sturdy oak and ash unite ;
 While moss, and clay, and leaves combined
 To fence each crevice from the wind.”

Composition.

TIME: ONE HOUR AND A HALF.

1. Give the substance of the following passage in your own words:—

“In a word, the printing-press is a contrivance, which empowers any one individual to address his countrymen on any topic which he thinks important, and which enables a whole nation to listen to the voice of such individual, however obscure he may be, with the same ease and greater certainty of understanding what he says, than if a chief of Indians were haranguing the tribe at his council-fire.”

2. A sketch of the reign of Charles 1st of England.
3. The effects of general education in advancing the cause of freedom.

Geography.

TIME: ONE HOUR AND A HALF.

1. Of what does Mathematical Geography treat ?
2. What is meant by the earth’s axis ?
3. To what planes is it perpendicular ?
4. What change in the position of the earth in its orbit should be made, to make the plane of the equator coincide with that of the orbit ?
5. What effect would such change produce on the days and nights ?
6. What is the sun’s greatest declination ? What is its least declination ? At what periods of the year do these take place ?
7. Of what does Physical Geography treat ?
8. What occasions the tides, and when do the highest tides occur ?
9. Explain the origin of rivers—and how they are affected by the physical character of the country through which they flow.
10. Do the physical features of a country affect the character of the inhabitants, and in what way ?
11. Name the principal countries in the four continents, stating the relative position of each.
12. Name the counties of Canada West, with the relative position of each.

History.

TIME: THREE HOURS.

1. What is History?
2. From what source do we derive the most authentic records of ancient history?
3. Divide the period from the Creation to the birth of Christ into four periods of 1,000 years each.
4. What appears to have been the earliest form of government in the world?
5. Name the earliest king of Egypt acknowledged in authentic history,—give the date?
6. By what foreign race was the line of ancient Egyptian Kings interrupted,—give the date?
7. What other very ancient states gradually rose to eminence while Egypt was a powerful kingdom?
8. What countries were known to history as independent states in the time of Solomon?
9. Name the four great empires that attained what may be considered universal sovereignty in the ancient world, tracing the connection of each with its successor, and giving the date of its overthrow.
10. Which was the chief empire of the world when the kings of Rome were expelled? and name the principal countries included within its limits.
11. Name the most celebrated Grecian law-givers, and mention some cotemporary facts or persons in Jewish history.
12. Describe some circumstances indicative of the weakness of internal law in Rome.
13. Where, and by whom, was the Roman Empire finally divided into Eastern and Western?
14. What kingdom was established in Africa on the breaking up of the Western Roman Empire, and by whom was that kingdom overthrown?
15. What people chiefly established their power in Spain on the breaking up of the Western Roman Empire, and by whom and where was that power overthrown?
16. Who is considered the first king of England? give the date of his accession.
17. When were the Britons converted to Christianity, and when were the Saxons?
18. What foreigners interrupted the line of the Saxon kings? give the date of the first.
19. Give the names of the Kings of England from William the Conqueror, with the date of the accession of each.
20. Who was on the throne of England at the time of the last crusade?
21. Name the most celebrated English and European rulers who flourished during the sixteenth century.
22. Name the two most celebrated of the early voyagers to the shores of the St. Lawrence, giving the dates of their first voyages.

23. When and by whom was the first permanent settlement effected in Canada?
24. Describe the modes of governing Canada adopted by the French, with the nature of the changes that occurred, and their respective dates.
25. State the general principles which rendered the successive changes alluded to more or less useful to the colony.
26. When did Canada first become British territory?
27. In what condition was Canada West in the early part of the eighteenth century?
28. During what period were the neighboring British Colonies established?
29. Name the most remarkable of the French Viceroy's who governed Canada.
30. Who was on the throne of England when Canada was finally subdued by the British?
31. When, and in what way was Canada attacked by the Americans in the revolutionary war, and what was the result of that attack?

GENERAL QUESTIONS.

34. When was the empire of the great Mogul established, and what remarkable train of events was progressing in Europe at the same time?
35. When, and by whom was the last great attempt of the Turks for the subjugation of Europe defeated?
36. Who was Prince Rupert?
37. What monarchs occupied the throne of England during the reign of Louis XIV. of France?

Arithmetic,—First Division.

TIME: TWO HOURS.

1. Define Arithmetic, and state its object both as a science and an art.
2. Define and exemplify prime and composite numbers, and state when numbers are prime and composite to each other.
3. State and illustrate the principles implied in our system of notation.
4. Transform 2486 of the quinary to the octary scale.
5. Reduce $\frac{7}{15}$ to an equivalent fraction whose denominator is 27.
6. Find a fourth proportional to $\sqrt{2.25}$, $\sqrt[3]{4.036}$, and $\frac{2}{3} \times .15$.
7. A grocer having four sorts of tea worth 2, 3, 5 and 7 shillings per lb., wishes a mixture of 100 lbs, worth 4s., how much of each must be taken?
8. State the formulæ for simple interest, and illustrate each by an example.
9. What is meant by the arbitration of exchanges? To what previous rule can all operations in it be reduced? give an example.
10. State the formulæ for an arithmetical progression, and shew how they are obtained.
11. Give the reason for the following rule in geometrical progression: "Raise the ratio to a power whose exponent is one less than the number of terms, and then multiply the power by the first term."

12. Give a rule for double position and demonstrate it.
13. The time past noon is $\frac{3}{10}$ of the time past midnight; what is the hour? (solution).
14. What are logarithms? Explain their use—and shew how they are obtained.
15. Given the log of 5 = 0.698970, and the log of 8 = 0.903090, to find the logarithm of 10, 250, 64, and 80, and 666.

Arithmetic,—Second Division.

TIME: THREE HOURS.

1. State the difference between the Roman and Arabic systems of Notation, and explain the latter, shewing how, with a few characters, an indefinite number may be expressed.
2. Explain addition; give examples; and deduce a general rule.
3. Define multiplication, and shew how it may be reduced to addition.
4. In division, how is the name of the quotient determined?
5. How many seconds since the Christian era to the present time?
6. Divide £246 among four men, six women, eight boys and ten girls, giving to each girl one-half as much as a boy, to each woman twice as much as a boy, and to each man twice as much as a woman, and find the share of each.
7. What is a fraction? name and exemplify each class of fractions.
8. Give the rule for the division of fractions and explain it.
9. Convert $\frac{3\frac{1}{2}}{\frac{4}{5}}$ to an equivalent decimal fraction.
10. Reduce $\frac{(4 + 2) \times (4 - 2)}{\frac{3}{4} \div \frac{3}{2}}$ to its simplest form.
11. If $\frac{1}{4}$ of a yard cost £ $\frac{2}{3}$, what will 3.33 of an English ell cost?
12. Define and exemplify ratio and proportion.
13. Give the formulæ for finding each of the four terms of a proportion and deduce the rules.
14. A reservoir has three pipes, the first can fill it in 24 days, the second can fill it in 22 days, and the third can empty it in 28 days; suppose all the pipes open, in what time will it be filled?
15. If 10 men in 6 weeks, working 4 days in the week, and 12 hours in the day, build a wall 300 feet long and 6 feet high, how many men will be required to build a similar wall 600 feet in length and 5 feet in height, supposing that they work 8 hours each day during 4 weeks?—(give the solution).
16. What is meant by the power, or root of any number?
17. Extract the square root of 1296, and explain each step in the process.
18. In a rule given for extracting the cube root, the following directions occur: "point off the number into periods of 3 digits each;" again, "multiply the square of the part of the root already found by 300." Why?

Algebra,—First Division.

TIME: THREE HOURS.

1. Define and classify equations; and state the several steps in the solution of an adfected quadratic.
2. State and exemplify the several methods of elimination.
3. Write the 5th and 9th terms of the 11th power of $a + b$.
4. State and exemplify the rules for "completing the square" in adfected quadratics.
5. What is the value of a^n ? Prove it.
6. Explain the use of negative and fractional indices, and show how they are obtained.
7. A piece of alloy weighing C pounds of the specific gravity of c , is composed of two metals, A and B , whose specific gravities are a and d respectively, how many pounds of each does it contain?
8. A farmer has two cubical stacks of hay, of which one contains 117 cubic yards more than the other,—Required the dimensions of each, the side of the larger being 3 yards longer than that of the other.
9. Given $\sqrt[3]{6 + x} + \sqrt[3]{6 - x} = 2$, to find x .
10. Given $\sqrt{x - \frac{1}{x}} + \sqrt{1 - \frac{1}{x}} = x$, to find x .
11. The sum of two numbers is 8, and the sum of their 5th powers is 3368. What are the numbers.
12. There are 3 numbers in Geometrical Progression whose sum is 7, and the sum of whose squares is 21. What are the numbers?
13. State the formula for finding the sum of an infinite series. Exemplify it.
14. Solve the equation $10^x = 3$.
15. Bacchus caught Silenus asleep by the side of a full cask, and seized the opportunity of drinking, which he continued for $\frac{2}{3}$ of the time Silenus would have required to empty the whole cask; after that, Silenus awoke, and drunk what Bacchus had left. Had they drunk both together it would have been emptied two hours sooner, and Bacchus would have drunk only one-half what he left Silenus. Required the time in which each would have emptied the cask separately.

Algebra,—Second Division.

TIME: THREE HOURS.

1. Give a definition of Algebra; and state wherein it differs from Arithmetic?
2. State the difference between a coefficient and an exponent.
3. Give a definition of like and unlike, simple and compound, quantities.
4. Give the rule for subtraction; and explain the principle upon which it is based.
5. State and exemplify the rule for multiplication when both factors are compound quantities; and give the reason why like signs produce *plus*, and unlike, *minus*.

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6. Find the value of $\frac{a + \sqrt{a^2 + b^2}}{a - 2b(a^2 - b^2)}$ when $a = -4$ and $b = -3$.
 7. Multiply $a^{n-1}b - a^{n-2}b^2 + ab^{n-1}$ by ab .
 8. Divide $2a^2 + a - 6$ by $2a - 3$.
 9. Find the greatest common measure of $3x^2 + 16x - 35$ and $5x^2 + 33x - 14$.
 10. Find the least common multiple of $2x - 1$, $4x^2 - 1$, and $4x^2 + 1$.
 11. What is the difference between $\frac{a-b}{ab}$ and $\frac{a}{ab} - \frac{b}{ab}$?
 12. Reduce $\frac{2a^3 - 2ab}{5a^3 - 5ab}$ to its lowest terms.
 13. Write the 9th of $a - b$.
 14. Define an equation, and state the several steps in the solution of a simple equation.
 15. Given $\frac{5x+3}{x-1} + \frac{2x-3}{2x-2} = 9$, to find the value of x .
 16. State and exemplify a rule for the elimination of one of two unknown quantities.
 17. Find two consecutive numbers whose product is 156.
 18. Given $2x + y = 9$, and $2y + x = 15$, and $2z + y = 27$, to find x , y and z .
 19. A and B can perform a piece of work in 8 days, A and C in 9 days, and B and C in 10 days: how many days would it take each to perform the work alone? (Give the solution.)
 20. Two pedestrians start from the same point at the same time, and go in the same direction, the first steps twice as far as the second, but the second takes 3 steps while the first is taking 2. How far has each one gone when the first is 300 feet in advance of the second?
 21. There are four consecutive numbers, of which, if the first two be taken for the digits of a number, that number is the product of the other two. What are they? (Give the solution.)

Geometry.

TIME: ONE HOUR AND A HALF.

1. Triangles upon equal bases, and between the same parallels are equivalent.
2. Draw the figures required in the demonstrations of the 7th, 27th, 32nd and 48th prop. of the 1st book of Euclid.
3. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice their rectangle.
4. If a straight line be divided into two equal and also into two unequal parts; the squares of the unequal parts are together double of the squares of half the line, and of the squares of the line between the points of section.
5. Angles in the same segment of a circle are equal to one another.
6. In the same or equal circles, equal arcs have equal chords.
7. It is required to inscribe a circle in a given triangle.
8. Similar triangles are to one another in the duplicate ratio of their homologous sides.

9. If the angle of a centre of a circle is 30° , what is the value of the angle at the circumference? Quote your authority.

10. The angle at the vertex of an isosceles triangle, formed by two radii and a chord is equal to 120° . What are the values of the angles at the base of an isosceles triangle upon the same base, whose vertex is in the circumference of the circle?

Mensuration,—First Division.

TIME: ONE HOUR.

1. What is Mensuration? How is it divided, and of what does each branch severally treat?
2. Multiply 4 ft. 7' 8" by 9 ft. 6' 3".
3. How is the area of a triangle measured? Of a square? of a circle? of an irregular figure?
4. What is the area of a triangular field whose sides are equal, each being 20 chains?
5. Find the circumference and area of a circle whose diameter is 30 feet.
6. The radius of a circle is 20 feet, what is the side of an equivalent square?
7. Required the solid contents and surface of a square pyramid whose base is 24 feet and its altitude 36 feet.
8. Required the solidity and convex surface of a cone the diameter of whose base is 12 feet, and the altitude 20 feet.
9. Find the solid contents and surface of a sphere whose diameter is 12 feet.
10. How many gallons will a cylindrical cistern contain, whose diameter is 7 feet, and whose depth is 6 feet?

Natural Philosophy,—Both Divisions.

TIME: ONE HOUR AND A HALF.

1. Of what does Natural Philosophy treat; and wherein does it differ from Natural History?
2. Define matter, and state the properties implied in the definition. Name and classify the remaining properties of matter.
3. Explain and illustrate Impenetrability and Inertia.
4. How many kinds of attraction? What is gravitation and how is it measured?
5. Name and classify the mechanical powers, and give the law which determines the equilibrium of all machines.
6. Give the law of equilibrium for the lever, the wheel and axle, and the screw; and illustrate each by an example.
7. Explain the composition and resolution of forces.
8. A body has been falling 10 seconds; what space has it fallen through, and what velocity has it acquired?
9. In the wheel and axle the radius of the wheel is six feet, and the radius of the axle 6 inches. What power is required to raise a ton?

10. The distance between the threads of a screw is $\frac{1}{2}$ inch, and the arm of the lever applied to turn the screw is 3 feet in length. What force will the screw exert, the power being 150 lbs.

11. What is meant by the specific gravity of bodies, and state how it may be ascertained?

12. Name the sources,—the modes of distributing—and the effects of heat; and mention some of the practical purposes to which the expansive power of heat is applied.

13. Describe the phenomena exhibited during the warming of water, and mention the circumstances which control the boiling point.

14. Explain the construction of the thermometer, the barometer, the common pump, and the forcing pump.

15. State the difference between a high pressure and a low pressure steam engine; and describe the principal parts of a double-acting condensing engine.

No. 6. General Rules and Regulations to be observed in the Normal School, adopted 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 Clergymen 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.

No. 7. *Syllabus of Lectures in the Normal School for Upper Canada.*

TENTH SESSION, (SUMMER,) 1853.

DAYS OF THE WEEK.	FROM 6½ TO 7½, A. M.		FROM 9 TO 10, A. M.		FROM 10 TO 11, A. M.	
	<i>Both Divisions.</i>		<i>1st or highest Division.</i>	<i>2nd Division.</i>	<i>1st Division.</i>	<i>2nd Division.</i>
MONDAY	Spelling. (Mr. Robins.)		Reading. (Mr. Robertson.)	Arithmetic. (Mr. Ormiston.)	Arithmetic. (Mr. Ormiston.)	Geography. (Mr. Robertson.)
TUESDAY	Linear Drawing. (Mr. W. Hind.)		Algebra. (Mr. Ormiston.)	History. (Mr. Robertson.)	History. (Mr. Robertson.)	Geometry. (Mr. Ormiston.)
WEDNESDAY	Linear Drawing. (Mr. W. Hind.)		Arithmetic. (Mr. Ormiston.)	Reading. (Mr. Robertson.)	Geometry. (Mr. Ormiston.)	Geography. (Mr. Robertson.)
THURSDAY	Book-Keeping. (Mr. McCallum.)		Geometry. (Mr. Ormiston.)	History. (Mr. Robertson.)	Grammar. (Mr. Robertson.)	Algebra. (Mr. Ormiston.)
FRIDAY	Calisthenics. (<i>Female Students.</i>) (Mr. Goodwin.)		Science of Education.) (Mr. Robertson.)		Geography. (Mr. Robertson.)	Geometry. (Mr. Ormiston.)
DAYS OF THE WEEK.	FROM 11 TO 12, A. M.		FROM 2 TO 3, P. M.		FROM 3 TO 4, P. M.	FROM 4 TO 5, P. M.
	<i>1st Division.</i>	<i>2nd Division.</i>	<i>1st Division.</i>	<i>2nd Division.</i>	<i>Both Divisions.</i>	<i>Both Divisions.</i>
MONDAY	Geography. (Mr. Robertson.)	Algebra. (Mr. Ormiston.)	Natural Philosophy. (Mr. Ormiston.)		Writing. (Mr. Robins.)	Vocal Music. (Mr. Tupper.)
TUESDAY	Use of the Globes. (Mr. McCallum.)		Chemistry. (Mr. Ormiston.)	Grammar. (Mr. Robertson.)	Book-Keeping. (Mr. McCallum.)	No Lecture.
WED.....	Grammar. (Mr. Robertson.)	Arithmetic. (Mr. Ormiston.)	Natural Philosophy. (Mr. Ormiston.)		Writing. (Mr. Robins.)	Vocal Music. (Mr. Tupper.)
THURS ...	Algebra. (Mr. Ormiston.)	Grammar. (Mr. Robertson.)	Geography. (Mr. Robertson.)	Arithmetic. (Mr. Ormiston.)	Spelling. (Mr. Robins.)	Gymnastics. (<i>Male Students.</i>) (Mr. Goodwin.)
FRIDAY ...	Recapitulation. (Both Masters.)		Chemistry. (Mr. Ormiston.)	Arithmetic. (Mr. Robins.)	Religious Instruction. (By various Clergymen.)	No Lecture.

NO LECTURES ON SATURDAYS.

Education Office, Toronto, June, 1853.

No. 8. Daily Time Table of the Model Schools in connection with the Normal School for Upper Canada.

BOYS' SCHOOL.

HOURS.	FIRST DIVISION.	SECOND DIVISION.	THIRD OR HIGHEST DIVISION.
From 9 to 9½, A. M.	Geography.	Arithmetic.	Geography.
From 9½ to 10, A. M.	Reading.	Arithmetic.	History.
From 10 to 10½, A. M.	Arithmetic.	Grammar.	Reading.
From 10½ to 11, A. M.	Calculator.	Spelling.	Arithmetic.
From 11 to 11½, A. M.	Reading.	Reading.	Arithmetic.
From 11½ to 12, M.	Object Lessons.	Writing.	Grammar.
INTERMISSION.			
From 1½ to 2, P. M.	Geography.	Reading.	Writing on Tuesdays and Thursdays. Algebra, three classes, on Mondays and Wednesdays. Reading, four classes.
From 2 to 2½, P. M.	Reading.	Geography.	Writing on Tuesdays and Thursdays. Geometry, three classes on Mondays and Wednesdays. Writing from Dictation, five classes.
From 2½ to 3, P. M.	Writing.	Reading or Singing.	Mental Arithmetic.
From 3 to 3½, P. M.	Singing or Reading.	Natural History on Tuesdays, Thursdays & Fridays. General History on Mondays and Scripture on Wednesdays.	Natural Philosophy on Tuesdays, Thursdays and Fridays. Natural History on Mondays and Wednesdays.
From 3½ to 4, P. M.	Home.	Writing from Dictation or Mental Arithmetic and Theory.	Book-Keeping on Mondays, Wednesdays and Fridays. Singing on Tuesdays and Fridays.

Linear Drawing by a part of the School, on Tuesdays and Thursdays, from 4 to 5, P. M.
 Gymnastics by the whole School, on Mondays, from 4 to 5; Fridays, from 1½ to 2½, P. M.
 Composition by the third division, on Thursdays, from 3½ to 4, P. M.
 Scripture Lessons by the whole School, on Wednesdays and Fridays, P. M., instead of the usual Reading Lessons.

GIRLS' SCHOOL.

HOURS.	FIRST DIVISION.	SECOND DIVISION.	THIRD OR HIGHEST DIVISION.
From 9 to 9½, A. M.	Geography.	Arithmetic.	Geography.
From 9½ to 10, A. M.	Reading.	Arithmetic.	History on Mondays and Wednesdays. Astronomy on Tuesdays and Thursdays. Natural Philosophy on Fridays.
From 10 to 10½, A. M.	Writing.	Grammar.	Reading.
From 10½ to 11, A. M.	Calculator.	Geography.	Arithmetic.
From 11 to 11½, A. M.	Object Lessons.	Reading.	Arithmetic.
From 11½ to 12, M.	Reading.	Writing.	Grammar.
INTERMISSION.			
From 1½ to 2, P. M.	Reading.	Mental Arithmetic or Theory of it.	Writing on Tuesdays and Thursdays. Singing on Mondays and Wednesdays.
From 2 to 2½, L. M.	Arithmetic.	Reading on Tuesdays and Thursdays. Singing on Mondays and Wednesdays.	Mental Arithmetic or Theory of ditto.
From 2½ to 3, P. M.	Reading or Singing.	History.	Algebra, three classes on Mondays and Wednesdays. Geometry two classes on Tuesdays and Thursdays.
From 3 to 3½, P. M.	Geography.	Reading.	Natural History on Mondays and Wednesdays. Drawing on Tuesdays and Thursdays from 3 to 4, P. M.
From 3½ to 4, P. M.	Home.	Natural History or Spelling.	Domestic Economy or Miscellaneous Questions. Spelling on Mondays.

Calisthenics by the whole school, on Mondays and Thursdays, from 11 to 12 o'clock, A. M.
 Plain Needle Work by the whole School, on Friday afternoons.
 Scripture Lessons by the whole School, on Thursdays, instead of the usual Reading Lessons.

Appendix E.

THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

No. 1. *An Act to amend the Law relating to Grammar Schools in Upper Canada.*

16TH VICTORIA, CHAPTER 186.

[Assented to 14th June, 1853.]

WHIEREAS it is expedient to make further provision for the better establishment and maintenance of Grammar Schools in the several Counties and Cities in Upper Canada: 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 all moneys arising from the sale of lands set apart, or which may hereafter be set apart, for the encouragement of Grammar Schools in Upper Canada, and which shall not have been specially granted to or vested in or for the benefit of any particular College, Grammar School, or other Seminary or place of Education, or otherwise departed with by the Crown, and all annual grants which have been or may hereafter be made by Parliament, or which may be, or become, otherwise available from any other sources for that purpose, shall form a fund to be called *The Upper Canada Grammar School Fund*, and shall be invested in Government or other securities by the direction of the Governor in Council: and the annual income thereof after the deduction therefrom of One Hundred Pounds yearly for a Senior Grammar School for each County or Union of Counties in Upper Canada, and certain other sums of money otherwise specially appropriated by this Act, shall be, with the said sum of One Hundred Pounds for each such Senior Grammar School as aforesaid, annually apportioned to the several Counties and Unions of Counties in Upper Canada, by the Chief Superintendent of Schools, according to the ratio of population in each County and Union of Counties as compared with the population of Upper Canada; or, if he shall think it expedient in case of a defective census, he shall, with the approbation of the Governor in Council, apportion such moneys according to the best evidence which he can obtain of the relative proportions of such population, having respect to an equitable apportionment thereof according to the said ratio of population: Provided always, that when the Senior County Grammar School of any County or Union of Counties is situate within the limits of any City, the said sum of One Hundred Pounds a year shall be paid to such School, although the same may continue within the limits of such City.

Preamble.

Grammar School Fund—how constituted

In what securities it shall be invested.

Annual income to be apportioned annually by the Chief Superintendent of Schools.

Proviso:

When the Senior Grammar School is in a City.

Municipal Councils may levy assessments for supporting Grammar Schools and their appendages.

Sums so collected to whom to be paid over.

Notice to be given touching the apportionment aforesaid.

Apportionment to be payable half yearly.

Proviso.

Apportionment to be expended solely in paying Teachers.

Certain subjects to be taught in each Grammar School.

Proviso.

Council of Public Instruction to select Books and prepare a programme of studies.

II. And be it enacted, That it may and shall be lawful for the Municipal Council of each County, City, Township, Town or incorporated Village from time to time, to levy and collect by assessment such sum or sums as it shall judge expedient, to purchase the site or sites of, to rent, build, repair, furnish, warm and keep in order, a Grammar School House or Grammar School Houses, and its or their appendages, grounds and enclosures, for procuring apparatus and text-books, for providing the salary of the Teacher or Teachers, and all other necessary expenses of such County Grammar School or Schools; and all sums so collected shall be paid over to the Treasurer of the County Grammar School for which the said assessment was made.

III. And be it enacted, That the Chief Superintendent of Schools for Upper Canada shall, on or before the first day of May in each year, notify each County Council, through the Clerk of the Council, of the annual apportionment of Grammar School moneys to such County, and shall give notice of the same to the Inspector General; and such moneys shall be payable to the Treasurer of each County entitled to receive it, one half on or before the first day of July, and the other half on or before the the thirty-first day of December, in each year, in such manner as may be determined by the Governor: Provided always, that the sum or sums raised by local assessment or subscriptions for the support of Grammar Schools shall be payable each year on before the fourteenth day of December.

IV. And be it enacted, That the sum or sums of money annually apportioned to each County, as provided in the first section of this Act, shall be expended in the payment of the salaries of Teachers, and for no other purpose.

V. And be it enacted, That in each County Grammar School provision shall be made for giving instruction, by a Teacher or Teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial Education including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics so far as to prepare students for University College or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always that no Grammar School shall be entitled to receive any part of the Grammar School Fund, which shall not be conducted according to such programme, rules and regulations.

VI. And be it enacted, That the Council for Public Instruction for Upper Canada, (of which the President of University College and the President or other Head of each of the Colleges in Upper Canada affiliated to the University of Toronto, shall be Members for the purposes of this Act.) shall prepare and prescribe a list of text-books, programme of

studies and general rules and regulations for the organization and government of the County Grammar Schools, to be approved by the Governor in Council.

VII. And be it enacted, That it shall be the duty of the Chief Superintendent of Schools to make annually to the Governor on or before the first day of July, a report of the actual state of the Grammar Schools in Upper Canada, shewing the amount of moneys expended in connection with each and from what sources derived, with such suggestions for their improvement as he shall deem useful and expedient ;—to see that the County Grammar School Fund apportioned by him, is, in all cases, applied to the purposes hereinbefore prescribed, and that each County Grammar School is conducted according to the rules and regulations provided according to law ; and to prepare suitable forms, and to give such instructions as he shall judge necessary and proper for making all reports and conducting all proceedings under this Act, and to cause the same, with a sufficient number of copies of this Act, and such general rules and regulations as shall be approved of, as aforesaid, for the better organization and government of Grammar Schools, to be printed in a convenient form, and transmitted to the parties required to execute the provisions of this Act.

Duties of the Chief Superintendent with regard to Grammar Schools.

VIII. And be it enacted, That the Trustees of the several Grammar Schools in Upper Canada appointed before this Act shall come into force, shall continue and be *ex officio* Trustees of the respective Schools for which they shall have been appointed, and shall continue to discharge their duties as such until the appointment and organization of new Boards of Trustees for their respective Schools as herein provided.

Present Trustees to remain in office until others are appointed and organized.

IX. And be it enacted, That the several Grammar School Trustees for each County and Union of Counties in Upper Canada, shall meet together on the first Wednesday in January next after the passing of this Act, and select from amongst themselves three Trustees, (one of whom shall retire annually from the said Board, on the thirty-first day of January in each year,) for each of the Grammar Schools within such County or Union of Counties, who with three other Trustees for each such School, to be chosen as hereinafter provided by the Municipal Council of the County or Union of Counties, shall compose the Board of Trustees (consisting of six members, three of whom shall constitute a *quorum*) for each such Grammar School, and the order in which the persons so selected by the said Trustees shall retire from the said Board shall be decided by lot : And the several County Municipalities in Upper Canada, at their first sittings to be held after the said first day of January next, shall select and appoint three fit and proper persons, one of whom shall also retire annually from the said Board on the thirty-first day of January in each year, to be Trustees for each of the Grammar Schools within their Counties or Union of Counties, and shall also decide the order in which the

Present Boards of Trustees to appoint three Trustees, who with three to be appointed by the County Council, shall form the new Board of Trustees.

Quorum.

Retirement of Members.

Appointment of three Trustees by the County Council.

Vacancies how to be filled up.	<p>said persons so chosen, and all persons to be chosen by them as Trustees, shall retire from the said Board: And the vacancy occasioned by the retirement of the said two Trustees annually, as also any occasional vacancy in the said Board, shall be filled up by such County Municipality, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve, and the places of the two persons who shall retire from Office annually (but may be re-elected) shall be filled up by the County Municipality at its first meeting to be held after the first day of January in each year, although the year within which such two Trustees shall retire may not then have wholly expired.</p>
Board of Trustees to be appointed for each Grammar School by the Municipal Council of each County hereafter to be formed.	<p>X. And be it enacted, That it may and shall be lawful for the Municipal Council of each County or Union of Counties hereafter to be formed or set apart in Upper Canada, to appoint not less than six or more than eight fit and proper persons (three of whom shall be a <i>quorum</i> for the transaction of business) as a Board of Trustees for each Grammar School in such County or Union of Counties; Provided always, that two of the persons thus appointed (to be determined by such Council) shall retire from office annually on the thirty-first day of January in each year, (but may be re-appointed) and their places, as also any occasional vacancy, shall be filled up by such Councils: Provided also, that the person appointed to fill such vacancy shall hold office only for the unexpired part of the term for which the person [whose place shall have become vacant, was appointed to serve: Provided likewise that such Municipal Councils shall appoint such Trustees at their first or other meeting after the Municipal Elections in each year, although the time may not then have expired for the retiring of the two Trustees who are to go out annually, and all Trustees under this Act shall hold their offices until their successors shall be appointed as herein provided.</p>
Proviso.	
Proviso.	
Boards of Trustees incorporated.	<p>XI. And be it enacted, That the Board of Trustees of each County Grammar School shall be and is hereby declared to be a Corporation, and to have and possess all the powers which are usually enjoyed by Corporations so far as the same are necessary for carrying out the purposes of this Act; they shall meet at or near the place where each such School is held, on the first Wednesday in February in each and every year, and it shall be the duty of such Trustees:</p>
Duties of such Boards.	<p><i>First.</i> To appoint annually, or oftener, from amongst themselves, a Chairman, Secretary and Treasurer, and to fix the times and places of their meetings, the mode of calling and conducting such meetings, and of keeping a full and correct account of their proceedings.</p>
Appointing officers.	<p><i>Secondly.</i> To take the charge of the County Grammar School for which they are appointed Trustees, and the buildings and lands appertaining to it; to remove if they see fit and in case of vacancies to appoint</p>
Taking charge of schools: appointing Teachers, &c.	

the Master or other Teacher or Teachers in such School, to fix their salaries and prescribe their duties; to appoint such other officers or servants in such School as they may judge expedient, and fix their remuneration; to do whatever may be expedient with regard to erecting, repairing, warming, furnishing or keeping in order the building or buildings of such School and its appendages, lands and enclosures, and to apply (if necessary) for the requisite sum or sums to be raised by Municipal authority for such purpose or purposes: Provided always, that no person (except a Graduate of some University or University College,) shall hereafter be appointed Master of a Grammar School unless he shall have previously obtained a Certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School,) appointed by the Council of Public Instruction.

Taking care of building, &c.

Applying to the Municipality for funds.

Proviso: Masters to be examined, unless Graduates.

Thirdly. To settle the amount to be paid by parents and guardians for each pupil attending such School, and to fix the time or times of payment, and to apply the moneys received therefor as they shall judge expedient towards making up the salaries of Teachers, providing the proper apparatus, maps, text-books and registers, and for any other necessary expenses of such School; and they shall have authority to sue for and recover such amounts, and when collected the same shall be paid over to the Treasurer of the said Board of Trustees.

Causing Rate Bills to be levied.

Fourthly. To employ such means as they may judge expedient, in concurrence with the Trustees of the School Section or the Board of Common School Trustees in the Township, Village, Town or City in which such Grammar School may be situate, for uniting one or more of the Common Schools of such Township, Village, Town or City, or departments of them, with such Grammar School: Provided always, that no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified English Teacher or Teachers; and provided also, that the Schools thus united shall be under the management of the Joint Board of Grammar and Common School Trustees, who shall have the powers of the Trustees of both the Common and Grammar Schools, but when the Trustees of the Common School shall exceed six in number, then they shall reduce their number to six in the Joint Board.

Uniting Grammar Schools with Common Schools.

Proviso.

Schools so united to be under management of Joint Board.

Fifthly. To see that the pupils of such Grammar School are supplied with proper text-books; that public half-yearly examinations of the pupils are held, and due notice given of them; and that such School is conducted in accordance with the regulations which shall be provided according to law.

Books, Examinations, &c.

Sixthly. To give the necessary orders upon the County Treasurer for the amount of public money to which such School is entitled, and upon their own Treasurer for any moneys in his hands for the payment of the salaries of the officers of such school and of any necessary ex-

Giving orders for money on the County Treasurer.

Reporting yearly to Chief Superintendent.

penses ; to prepare and transmit, before the fifteenth day of January, to the Chief Superintendent of Schools, an annual report, which shall contain a full and accurate account of all matters appertaining to such School, in accordance with a form of report which shall be provided according to law.

Names by which Grammar Schools shall be designated.

XII. And be it enacted, That each County Grammar School shall be distinguished by prefixing to the term " County," the name of the City, Town or Village within the limits of which it may be situate ; and that the Trustees of all such Grammar Schools shall severally use such distinguishing titles as their corporate name.

Which shall be the Senior Grammar School of any County.

XIII. And be it enacted, That the Grammar School of the County or Union of Counties situate at the County Town of every County or Union of Counties in Upper Canada, shall be the Senior County Grammar School of such County or Union of Counties, and if the Courts of Assize and Nisi Prius for any of such Counties or Union of Counties are usually held in a City, such City for the purposes of this Section shall be considered a County Town.

County Municipalities may establish additional Grammar Schools in certain cases, and on certain conditions.

XIV. And be it enacted, That from and after the time when this Act shall come into force, the several County Municipalities shall have power and authority to establish additional Grammar Schools within their limits, and to appoint Trustees therefor according to the tenth Section of this Act, but no new Grammar School shall be established until the state of the Grammar School Fund shall permit the application of a sum equal at the least to Fifty Pounds annually to such new School, after paying to each Senior County Grammar School the Sum of One Hundred Pounds annually, and to all other Grammar Schools within such County, an amount which on the average would equal at least the annual sum of Fifty Pounds to each of such Schools ; Provided always, that the sum or sums of money apportioned out of the Grammar School Fund to each County, shall be distributed amongst the several Grammar Schools of such County within the restrictions imposed by this Act under such rules and regulations as may from time to time be made by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council.

Proviso : as to apportionment of public moneys for Grammar Schools.

Where Grammar Schools now existing shall be kept.

Change of site.

Grammar Schools established after this Act is in force.

XV. And be it enacted, That the Grammar Schools at present established, or which may be established at the time this Act comes into force, shall be continued at the places where they are respectively held ; but the Board of Trustees of each of the said Schools may change the place of holding such School by a resolution to be passed for that purpose and approved by the Governor in Council : But the place of holding any Grammar School to be established after this Act comes into force, may be changed by the County Council of the County within which it is established.

XVI. And whereas it is desirable at Seminaries and places of Education to direct attention to natural phenomena, and to encourage habits of observation ; And whereas a better knowledge of the climate and meteorology of Canada will be serviceable to agricultural and other pursuits, and be of value to scientific enquirers : Be it therefore enacted That it shall be part of the duty of the Master of every Senior County Grammar School, to make the requisite observations for keeping, and to keep, a Meteorological Journal, embracing such observations ; and kept according to such form as shall, from time to time, be directed by the Council of Public Instruction ; and all such Journals, or Abstracts of them, shall be presented annually by the Chief Superintendent of Schools to the Governor with his Annual Report :

Recital.

Masters of Senior Grammar Schools to keep Meteorological Journals.

To be presented by Chief Superintendent to the Governor.

Every Senior County Grammar School shall, on or before the last day of November, one thousand eight hundred and fifty-four, be provided. at the expense of the County Municipality, with the following Instruments.

Grammar school to be supplied with certain instruments.

One Barometer :

One Thermometer for the temperature of the air :

The Instruments.

One Daniel's Hygrometer, or other Instrument for showing the Dew-Point :

One rain-guage and measure :

One wind-vane :

And it shall be the duty of the Chief Superintendent of Schools to procure these Instruments at the request and expense of the Municipal Council of any County, and to furnish the Master of the Senior County Grammar School with a book for registering observations, and with forms for abstracts thereof, to be transmitted to the Chief Superintendent by such Master, who shall certify that the observations required have been made with due care and regularity.

Chief Superintendent to provide Instruments at the request and cost of the Municipality.

XVII. And be it enacted, That the Act of the Parliament of Upper Canada, passed in the forty seventh year of the Reign of King George the Third, and intituled, *An Act to establish Public Schools in each and every District of this Province*, and the Act of the said Parliament, passed in the forty-eighth year of the same Reign, and intituled, *An Act to amend an Act passed in the forty-seventh year of His Majesty's Reign, intituled, 'An Act to establish Public Schools in each and every District in this Province,'* and the Act of the said Parliament, passed in the second session held in the fifty-ninth year of the same Reign, and intituled, *An Act to repeal part of and to amend the Laws now in force for establishing Public Schools in the several Districts of this Province, and to extend the provisions of the same*, and the Act of the said Parliament, passed in the seventh year of the Reign of King William the Fourth, and intituled *An Act to repeal part of an Act passed in the fifty-ninth year of the Reign of His late Majesty King George the Third, intituled 'An Act to*

Acts of U. C. 47 G. 3, c. 6.

48 G. 3, c. 16.

59 G. 3, c. 4

W. 4, c. 103.

repeal part of and to amend the Laws now in force for establishing Public Schools in the several Districts of the Province,' and to establish the Public School for the London District, in the Town of London, and

the Act of the Parliament of this Province, passed in the Session held in the fourth and fifth years of Her Majesty's Reign, and intituled, An Act to make temporary provision for the appropriation of the Funds derived from the Sale of School Lands in that part of the Province formerly Upper Canada, and for other purposes, and the Act of the

Parliament of this Province, passed in the ninth year of Her Majesty's Reign, and intituled, An Act to amend the Act therein mentioned, relating to the appropriation of moneys derived from the Sale of School Lands in Upper Canada, and the Act of the Parliament of this Province, passed

in the Session held in the thirteenth and fourteenth years of Her Majesty's Reign and intituled, An Act to provide for the payment of a sum of money therein mentioned for the use and support of three additional Grammar Schools in the County of York, for the year one thousand eight hundred and forty-nine and the Act of the Parliament of this Province,

passed in the Session held in the fourteenth and fifteenth years of Her Majesty's Reign, and intituled, An Act to repeal the provision limiting the distance between the County Town and any additional Grammar School in the same County, in Upper Canada, and all other laws and statutes relating to the Grammar Schools, or Grammar School moneys in Upper Canada, so far as they are contrary to the provisions of this Act, shall be and the same are hereby repealed from and after the day this Act shall come into force ; Provided always, that all appointments of Trustees, Masters or Teachers of Grammar Schools shall continue in force, as if made under the authority of this Act, until revoked or changed according to the provisions of the same.

XVIII. And be it enacted, That this Act shall have force and effect upon, from and after the first day of January, one thousand eight hundred and fifty-four, and not before.

And of Canada, 4 & 5 V. c. 19.
9 V. c. 19.
13 & 14 V. c. 91.
14 & 15 V. c. 105, and other laws inconsistent with this Act, repealed.
Provided.
Commencement of Act.

No. 2. Circular to the Clerks of County Municipalities in Upper Canada, on the appointment of Grammar School Trustees.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 14th January 1854.

SIR,

According to the provisions of the new Grammar School Act, (16th Vict. cap. 186) which came into force the beginning of the current year, the County Municipal councils are to appoint the trustees of the Grammar Schools throughout Upper Canada ; and I address you this circular (which you will please lay before the council of which you are clerk), in order to draw the special attention of your council to the 9th Section of the Act, which provides that "the several county municipalities in Upper Canada, at their first sittings to be held after the said first

day of January, 1854, shall select and appoint three fit and proper persons to be trustees for each of the Grammar Schools within their counties or union of counties, and shall decide the order in which the said persons so chosen shall retire from the said board." Before adverting to the duty of county councils under this clause of the Act, I may remark, that among other points of difference between the new and former Grammar School Acts, are the following:—*1st.* Instead of there being one board of trustees for the management of *all* the Grammar Schools in a county, there is to be a board of six trustees for *each* Grammar School. *2nd.* All the trustees of Grammar Schools are to be appointed by county councils, instead of by the Crown. *3rd.* One-third of the members of each Grammar School Corporation retires from office annually, and the places of the retiring members, as well as all other vacancies, are to be filled up by the county councils, as provided in the 9th section of the Act. *4th.* All the Trustees of such Grammar Schools, as may be hereafter established, are to be appointed by the county municipalities, as provided for by the 10th Section of the Act. *5th.* The board of trustees of each Grammar School has the appointment and removal of all the officers and the entire management of the school. *6th.* In each Grammar School certain subjects are to be taught and certain regulations are to be observed.

It will, therefore, be seen that the success and usefulness of each Grammar School will be very much affected by the character and qualifications of the trustees appointed; and their character and qualifications will altogether depend on the appointments of the county councils.

One of the objections most strongly urged against the new Grammar School Act has been, that county councils were not competent to select, or, from the influence of personal or party feeling, would not select fit and proper persons to manage the Grammar Schools. I earnestly and confidently hope, that your county council will, by its selection of Trustees, falsify this objection, show the groundlessness of the fears which have prompted it, and justify the large recognition of the popular principles of government which characterise the provisions of the Grammar School Act. The true way for a people to secure the continuance and extension of popular government is to administer it in the most equitable and beneficial manner.

Now, as none but persons acquainted with agriculture can judge of the qualifications and proceedings of a professed agriculturist; so none but persons acquainted with the subjects taught in Grammar Schools are fully competent to judge of the labors of the masters and their assistants, the wants of the schools, and the best means of promoting their interests. In the 5th section of the Act it is provided,—

“That in each county Grammar School provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics, and also in the Latin and Greek languages and the mathematics, so far as to prepare students for University college or any college affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in council: Provided

always, that no Grammar School shall be entitled to receive any part of the Grammar School fund, which shall not be conducted according to such programme, rules and regulations.”

This section of the Act shows most clearly what ought to be the qualifications of persons selected as trustees of Grammar Schools: and may I most earnestly entreat your council to spare no pains to select, both from the clergy and laity, without regard to sect or party, persons thus qualified to manage the affairs of your Grammar Schools, and at the same time interested in promoting their efficiency and success.

As the Act did not come into force until the commencement of the current year, the regulations, programmes, &c. authorized by it, cannot be prepared, receive the approval of the proper authorities, and be published before March or April; and all parties concerned will not be able to become properly acquainted with them, and give them practical effect, before the beginning of the second half of the current year. The 17th section of the Act confirms all existing appointments and arrangements until revoked or changed according to the provisions of the same.

The regulations, programmes and forms, for conducting Grammar Schools under the new Act, will be prepared and transmitted with as little delay as possible; and I purpose then to address a circular to the several boards of Trustees on their peculiar duties and responsibilities, and the position which grammar schools are intended to occupy, and the objects which they are expected to accomplish. I may, however, add in this place, that I intend to procure and provide text-books, and other requisites which may be recommended to be used in grammar schools in the same way that I have provided text-books and other requisites for common schools; an arrangement which will be as convenient as it will be economical for all parties concerned.

I have the honor to be, Sir,

Your obedient servant,

(Signed)

E. RYERSON.

P. S. See also the important provision of the 28th section of the School Act of 1850.

No. 3. Circular to the Chairman of the Board of Trustees for each County Grammar School in Upper Canada.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 10th July, 1854.

SIR,

I herewith enclose you a blank form of return of the statistics of your county grammar school for the first six months of the current year. On your causing this blank return to be filled up, signed by at least three of the trustees of the school, and forwarding it to me at your earliest convenience, I will pay to the treasurer of your county, subject to the order of your board, one-half of the sum apportioned to said school for the current year.

2. On the back of the blank form of the return for the first six months of the current year, I have caused a blank form of a statistical report of your school for the last year (1853) to be printed, which I will thank you to have filled up, as far as possible, that some idea may be formed of the state of the grammar schools and grammar school fund before the present Act came into operation, and that I may be able to present in my forthcoming school report for 1853, the condition of the grammar, as well as of the common schools, during that year.

3. The Regulations as to the programme of studies to be pursued in the grammar schools, and the text books to be used, could not be decided upon until the senate of the University of Toronto had prescribed the subjects of examination for matriculation in any affiliated college of the University, in the terms of the 5th section of the grammar school act. Those subjects have been only recently prescribed by the senate; and it is deemed but fair to all parties to allow the regulations heretofore existing for the management of grammar schools to continue during the remainder of the current year. Under these circumstances, the Council of Public Instruction for Upper Canada, (after a previous meeting of consultation on the subject) at a meeting held on Friday, the 7th instant, adopted the following regulations in respect to grammar schools for the current year, pursuant to the provisions of the Statute, 16 Vict., chapter 186:

“The subject of the regulations, management and detailed distribution of the funds of the grammar schools under the amended grammar school act having been under the consideration of the council of public instruction, the following regulations were adopted in the absence of information, and statistics sufficient to effect the changes contemplated by the Act.

“*Ordered*.—I. That the county grammar schools of Upper Canada be conducted during the current year (1854) under the same regulations as those which have hitherto existed for their management. The boards of trustees of such schools providing at the same time for teaching in each grammar school those subjects required to be taught by the 5th section of the grammar schools amendment Act, 16 Vict., chapter 186.*

“II. That moneys apportioned from the grammar school fund in aid of the grammar schools be distributed this year in the same ratio as last year to the several grammar schools of each county, and be paid upon the same conditions and certificates as those on which such moneys have been hitherto paid.

“III. That candidates for masterships of county grammar schools be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books, in which the senate of the University of Toronto requires candidates to be

* The following is the section of the grammar school Act referred to:—V. And be it enacted, That in each county grammar school, provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial education, including the elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always, That no grammar school shall be entitled to receive any part of the grammar school fund which shall not be conducted according to such programme, rules and regulations.

examined for honors and scholarships at matriculation in any college affiliated with that institution, as contemplated by the 5th section of the grammar schools Amendment Act, 16 Victoria, chap. 186. Which subjects of examination are as follows :—

GREEK AND LATIN LANGUAGES.*

Homer, Iliad.....B. I. Cæsar, de bello Gallico,...Bb. V. and VI.
 Lucian, Vita, and Charon. Virgil, Æneid,.....B. II.
 Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Homer, Iliad.....B. VI. Horace, Odes.....B. I.
 Homer, Odyssey....B. IX. Virgil, Æneid,.....Bb. I. and III.
 Lucian, Menippus, and Timon.
 Translation from English into Latin verse.

MATHEMATICS.

Algebra and Arithmetic.

Ordinary rules of Arithmetic,
 Vulgar and Decimal Fractions,
 Extraction of Square Root,
 First four rules of Algebra.

Geometry.

Euclid, B. I.

Additional for Honors and Scholarships.

Algebra.

Proportion and Progression,
 Simple and Quadratic Equations.

Geometry.

Euclid, Bb. II. III. and IV.

ELEMENTS OF NATURAL PHILOSOPHY.*

Mechanics.

Explain the composition and resolution of statical forces.
 Describe the simple machines (mechanical powers.)
 Define the Centre of Gravity.
 Give the general laws of motion, and describe the chief experiments by which they may be illustrated.
 State the law of the motion of falling bodies.

Hydrostatics, Hydraulics, and Pneumatics.

Explain the pressure of liquids and gases; its equal diffusion, and variation with the depth.

Define specific gravity, and show how the specific gravity of bodies may be ascertained.

Describe and explain the barometer, the siphon, the common pump and forcing-pump, and the air-pump.

* Only a popular knowledge of these subjects is required.

Acoustics.

Describe the nature of sound.

Optics.

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

Astronomy.

Motion of the earth round its axis and round the sun ; with applications of these motions to explain the apparent movement of the sun and stars, the length of days, and the change of seasons—explanation of eclipses and the moon's phases.

ELEMENTS OF CHEMISTRY.*

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame ; nature of ordinary fuel ; chief results of combustion—*i. e.*, the bodies produced.

Heat ; natural and artificial sources ; its effects. Expansion ; solids, liquids, gases. Thermometer : conduction ; radiation ; capacity ; change of form ; liquefaction ; steam.

The Atmosphere : its general nature and condition ; its component parts. Oxygen and nitrogen : their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water : its general relation to the atmosphere and earth ; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water : effects of heat and cold on it ; its compound nature ; its elements.

Hydrogen : its proportion in water ; its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid : their properties and uses.

Alkalies, earths, oxides generally.

Salts : their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies ; their ultimate composition.

MODERN LANGUAGES.

English.

Grammar and Composition.

French.

Grammar, and translation from French into English.

Additional for Honors and Scholarships.

English.

Rendering of English verse into prose.

Composition.

* Only a popular knowledge of these subjects is required.

French.

Fenelon, Dialogues des Morts,
Moliere, Les Fourberies de Scapin.

HISTORY AND GEOGRAPHY.

- Outlines of English History to present time.
 “ Roman “ to death of Nero.
 “ Grecian “ to death of Alexander.
 “ Ancient and Modern Geography.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.
History of Spain and Portugal in the reign of Ferdinand and Isabella.

“IV. That in pursuance of the second clause of the eleventh section of the said Grammar Schools Amendment Act, the following gentlemen be appointed a committee of examiners for masterships of county grammar schools, namely,—The Head Master of the Normal School ; F. W. Barron, Esq., M. A., Principal of Upper Canada College ; and the Rev. W. Ormiston, A. B., Second Master of the Normal School.”

4. The grammar school amendment Act will be found in the *Journal of Education* for the present month ; and a copy of it will be forwarded to you as soon as it is printed in pamphlet form.

5. As the subject of text books, to be used in the grammar schools, will shortly engage the attention of the Council of Public Instruction, I will thank you to favor me, as soon as convenient, with a list of the text books used in your grammar schools in teaching the elements of the Greek and Latin languages, algebra and geometry, with such remarks and suggestions on the subject of text books as you, and the master of your grammar school, may think proper to make. I will also thank you for a copy of any regulations under which your grammar school has been hitherto conducted.

I have the honor to be, Sir,
 Your Obedient Servant,
 (Signed,) E. RYERSON,
 Chief Superintendent of Schools.

Note.—The Committee of Examiners of Candidates for Masterships of County Grammar Schools in Upper Canada, hold their examinations, quarterly, in the Normal School Buildings, Toronto,—commencing on the first Monday of January, April, July, and October, in each year. Candidates are required to send in their names to the Chairman of the Committee, at least one week previous to the day of Examination.

No. 4. Form of Report of the Board of Trustees for the County Grammar School in the County of _____ to the Chief Superintendent of Schools,—for the year 1853.

MONEYS.

RECEIPTS.		£	s.	d.
To Balance for 1852.....				
“ Received from the Receiver General, 1853				
“ “ “ Fees..... “				
“ “ “ Municipal and other sources, 1853.....				
Total available for 1853.....				
EXPENDITURES.		£	s.	d.
By Paid to Masters for 1853.....				
“ “ for Maps and Apparatus, 1853				
“ “ “ Rent and Repairs “				
“ “ “ Building “				
“ “ “ Contingencies “				
Total expenses for 1853				
Balance on hand first January, 1854				

PUPILS.

TOTAL NUMBER OF PUPILS.—

On the Roll.	ELEMENTARY CLASSES.										ADVANCED CLASSES.	OTHER BRANCHES.	
	Not able to Read	Not able to Write.	Reading and Writing.	In Elementary English Branches.	In English Grammar and Composition.	In Latin.	In Greek.	In Arithmetic.	In Algebra.	In Euclid.	In Natural Philosophy and Mechanics.		In Trigonometry.

The undersigned Trustees of the above named Grammar School hereby certify to the correctness of the above return.

_____)
 _____)
 _____)
 _____)
 _____)

Dated this _____ day of _____ 1854.

No. 5. Form of Half-yearly Return of the Board of Trustees of the County Grammar School, in the County of _____ to the Chief Superintendent of Schools.

From the First day of January, to the Thirtieth day of June, 1854.

Days of Month	1	2	3	4	5	6	7	8	9	&c. to 31	Total attendance.
JANUARY.											
No. in Elementary English branches.....	Sunday.									Sunday.	
No. in Classics and Mathematics.....											
No. in Elementary Natural Philosophy and Mechanics											
Total number present each day											
FEBRUARY.											
No. in Elementary English Branches.....					Sunday.						
No. in Classics and Mathematics.....											
No. in Elements of Natural Philosophy and Mechanics.....											
Total number present each day											
MARCH.											
No. in Elementary English branches.....					Sunday.						
No. in Classics and Mathematics.....											
No. in Elements of Natural Philosophy and Mechanics											
Total number present each day											
APRIL.											
No. in Elementary English branches.....		Sunday.								Sunday.	
No. in Classics and Mathematics.....											
No. in Elements of Natural Philosophy and Mechanics											
Total number present each day.....											
MAY.											
No. in Elementary English branches.....							Sunday.				
No. in Classics and Mathematics.....											
No. in Elements of Natural Philosophy and Mechanics											
Total number present each day											
JUNE.											
No. in Elementary English branches.....				Sunday.							
No. in Classics and Mathematics.....											
No. in Elements of Natural Philosophy and Mechanics											
Total number present each day											
Total number of days in the half year, 181.											Total.

The undersigned Board of Trustees of the above named County Grammar School do hereby certify to the correctness of the above Return.

No. of Masters.....
 Salary of Head Master...£.....
 Salary of Second Master £.....
 Name of present Second Master.....
 Head Master.....
 Dated this _____ day of _____ 1854.

} Board of Trustees.

Appendix F.

GENERAL PROVISIONS OF THE LAW AND REGULATIONS FOR THE ESTABLISHMENT AND MAINTENANCE OF PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Provincial Exhibition, September, 1854.*

No 1. *Circular addressed to Heads of Township and School Municipalities in Upper Canada, in forwarding Library Books.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, *December, 1853.*

SIR,

I have pleasure in stating that on the
I forwarded to your address box of library books, and immediately afterwards enclosed the shipper's receipt for the same.

You will please check off each book from your copy of the printed catalogue issued by this department, in order to compare it with the invoice of your books, which will be made out and forwarded to you as soon as possible.

As I have been able to obtain many of the books on more favorable terms than formerly, you will find a considerable number of your books charged less than at the prices marked in the printed catalogue—one object that I have in view being, to provide the books at the least possible expense to the municipalities. With your books are sent, one copy of four volumes of the *Journal of Education*; one copy of my Annual School Reports for 1850 and 1851; printed labels to insert in the books, and a sufficient quantity of strong paper to cover them. For these no extra charge is made; nor for the boxes in which they are packed, nor for the conveyance of them to the wharf or railroad.

The library books, for the most part, being forwarded to the municipalities some weeks later than I had intended, I think it proper now to offer some general explanations, which, I trust, will prove satisfactory to all parties concerned.

1. The labour and time required for examining the books and preparing the printed catalogue and regulations, put it out of my power to complete them until after the middle of August, and by the packet of the first of September, orders were sent for the books required from England, which were purchased and got ready to be shipped from Liverpool by the end of that month, but were detained in Liverpool nearly a month, on account of the steamers being completely filled with goods previously engaged. During the following month, the American purchases were made; but the orders, in some instances, were so varied and large, that the publishers had not sufficient stock in hand to execute them without two or three weeks' delay. The greater part of these books did not arrive until after the middle of November; and then it was necessary to check every invoice and assort the books according to the numbers on the official catalogue, before the selection of libraries could be commenced. The method adopted has been, first to select and send out the libraries to

the more distant municipalities, and to those which depended upon water navigation for the conveyance of their books, and then the libraries for the municipalities whose books would be conveyed by land. Favored by the mildness of the season, our wishes have been accomplished in every instance, as far as depended on the lake navigation.

2. As it has been necessary to make the greatest exertions and haste to select and dispatch these libraries, some errors and omissions may have occurred—all of which will be rectified on their being intimated to me. In a very few instances, the last edition of works mentioned in the printed catalogue had been exhausted, and another edition had not yet been printed. In such cases, for the book desired, another from the catalogue has been selected. Again, as I had to make up the first series of orders to the publishers, upon a conjecture as to the comparative number of copies of each work which would be applied for, I have found that some particular books have been selected for every library, and therefore a greater number of copies than I had ordered. In such cases, if another book equally good, on the same subject, could not be substituted, the completion of the list of books furnished has been deferred, until I could get the works I desired. And as I have already sent off a second series of orders for another supply of library books, I shall, in the course of a month, be able to provide all the works requested, so far as they are in print.

3. I have also pleasure in informing you that I have made a large and valuable addition to the number of books selected for public libraries; and in a few weeks I will cause to be published in the *Journal of Education* a SUPPLEMENTARY CATALOGUE of more than a thousand volumes, from which as well as from the catalogue already printed, you can select at your pleasure, in order to make up the balance of books required for your library, or such as you may hereafter require.

4. In commencing so large and novel a work, unforeseen difficulties and delays have occurred. Had I consulted convenience and completeness of arrangement, I would have allowed myself six months more time for preparation; but I thought a beginning under even such serious disadvantages, would be more than compensated by the pleasure and profit experienced by tens of thousands of persons in various municipalities of Upper Canada in the perusal of useful and entertaining books during the present winter.

5. I have thought due to you and myself to make these frank and detailed explanations, that no misapprehension may exist as to the causes of a few weeks' delay in the commencement of so huge an enterprise, and in attempting to supply so large a number of libraries in the course of a single month; and that all parties concerned might thus perceive that, as no such beginning and pressure can again occur, no such delay and imperfectness in supplying libraries, will be again experienced.

I have the honour to be, Sir,

Your obedient servant,

(Signed)

E. RYERSON.

P. S.—In the boxes of books will be found a number of School Registers, which are intended for local superintendents, to be furnished by them to the trustees of schools under their charge.

No. 2. Circular to Township Reeves and others relative to the balance of Books due their Libraries.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 1st September, 1854.

SIR,

I have the honor to state that the sum yet due your library (being the balance of your local appropriation, and the legislative apportionment of seventy-five per cent on your contribution granted by this department) amounts to \$ and for which, at the time your library was despatched from this office, there were not in stock, books sufficient of the kind you required to complete your order. But having since that time published in the *Journal of Education* for January, February, March and April of this year, a SUPPLEMENTAL CATALOGUE, containing an extensive list of valuable works not on the original catalogue. I can now make up the balance due your library. Before doing so, however, I desire to know whether you would not wish to make an additional contribution, so as to obtain a further selection of books from the Supplemental Catalogue for your library. Copies of the *Journal of Education*, containing the catalogue referred to, were sent to each Common School Corporation in Upper Canada.

Please inform me of your determination in the matter at your earliest convenience.

I have the honour to be, Sir,

Your obedient servant,

(Signed)

E. RYERSON.

No. 3. Statement showing the Number of Volumes of Books issued from the Educational Department to Public Libraries in Upper Canada up to the end of October, 1854.

The system of Public School Libraries constitutes a new epoch in the intellectual and social history of Upper Canada. Since last November, when the first library was selected and sent out, the supply of books has only been limited by the ability of the department to procure, select and forward them to the parties applying for them. This has been found no easy task, arising from the novelty of the work, the difficulties of communication during the winter months of the year, and the absence of all proper conveniences at the department, for receiving, arranging, selecting and packing books, and the want of sufficient assistance during a considerable part of the time. Had the convenience of the Educational Department been consulted, the establishment of public libraries would have been deferred until the completion of these facilities which were required for providing the books. But it was thought extremely desirable to secure as widely as possible the advantages of these libraries during the last winter. The great inconvenience and delay which have thus far been experienced in this branch of the department, are now upon the point of being remedied by the completion of the Library Depositories. In the meantime the fol-

following statement of the number of books which has been sent out to the present time will be interesting:—

Number of Volumes sent out during the Months of	Number of Volumes sent out during the Months of																Grand Totals		
	History	Zoology	Botany	Phonomena, &c.	Physical Sciences	Geology, &c.	Natural Philosophy	Chemistry	Agriculture (Chemistry)	Practical Agriculture	Manufac- tures	Modern Literature	Modern Literature	Modern Literature	Voyages, &c.	Biography		Tales and Sketches	Practical Literature	Teachers' Library
November, 1853	168	62	16	57	17	7	9	6	9	48	36	70	49	51	125	1	1	1	961
December	3,999	1,540	271	870	511	224	187	124	183	759	70	2,387	111	1,087	2,770	4,891	201	20	20,961
January, 1854	624	279	69	313	31	20	34	23	4	151	98	2,250	111	2,011	637	515	31	31	3,129
February	1,299	627	125	477	237	85	106	63	69	318	90	2,173	50	2,223	738	2,522	71	71	7,874
March	368	163	25	177	59	27	22	22	24	103	50	211	3	192	225	559	67	67	2,161
April	171	101	13	51	25	13	11	10	3	42	3	111	1	96	116	348	1	1	1,149
May	297	473	56	119	98	47	43	43	15	11	11	502	25	497	577	1,378	4	4	4,938
June	393	37	79	256	95	43	109	14	17	39	39	482	24	521	475	1,364	56	56	5,236
July	1,991	915	139	1,637	998	81	169	81	37	171	57	782	24	822	919	2,320	70	70	9,305
August	1,828	571	92	1,161	136	61	109	57	24	11	415	555	12	417	617	2,393	41	41	7,112
September	1,299	593	127	2,231	192	60	182	7	16	53	665	583	12	541	719	3,751	42	42	9,372
October	1,481	881	183	2,565	219	116	250	11	28	147	716	679	12	668	872	2,546	65	65	9,727
Total	13,789	6,711	1,092	25,399	1,769	79	1,239	70	398	3,629	3,998	7,225	627	5,097	8,678	22,556	719	81,965	

Total number of volumes sent out from the latter part of November, 1853, to the end of October, 1854,—81,965.

No. 4. *General Provisions of the Law on the Establishment and Maintenance of Public School Libraries.*

It has been thought advisable to collect, condense and arrange the general provisions of the law, and the rules and regulations for the establishment of public school libraries. The accompanying selection has therefore been prepared for the information and guidance of all parties concerned or interested in the promotion of libraries in Upper Canada.

The system of public libraries which has been brought into operation during the year 1853, will preëminently form an era in the intellectual history of Upper Canada. It is a system which has been a subject of inquiry, consideration, and preparation for years—which has been a matter of free and public consultation in every county—which leaves the people free to act as counties, townships, cities, towns, villages, or school sections, as they please—which combines all the resources of each municipality to provide useful and entertaining reading for the whole population—and renders accessible to the remotest municipality of the country, and at the lowest prices, the best books for popular reading that are published either in Great Britain or the United States. Through the medium of these books the sons and daughters of our land may contemplate the lives of the good, the wise, and the great of both sexes and of all ages; survey the histories of all nations; trace the rise and progress of all sciences and useful arts; converse with the sages and bards of Ancient Greece and Rome, as well as with the philosophers, poets, scholars, discoverers, inventors, artists, travellers, and benefactors of mankind, of all times and countries—exhaustless sources of instruction and entertainment.

A large proportion of the municipalities of Upper Canada have already shown how worthily they appreciate the advantages offered them by means of public libraries; and it only remains for the other municipalities to follow the noble and patriotic examples thus furnished them.

N. B.—No book mentioned in the general catalogue will be disposed of to any private individual, or for any other purpose than for that of Public Libraries in Upper Canada.

1. *Legislative Grant.*

The common school act of 1850, section forty-one enacts, "That it may and shall be lawful for the Governor in Council, to authorize the expenditure annually, out of the share of the legislative school grant coming to Upper Canada, of a sum not exceeding three thousand pounds, for the establishment and support of school libraries, under such regulations as are provided for by this act"—which sum may be increased from time to time at the discretion of the legislature.

2. *The Chief Superintendent.*

Section thirty-five enacts that it shall be the duty of the Chief Superintendent of Schools :

"*Eighthly.* To employ all lawful means in his power to procure and promote the establishment of school libraries for general reading, in the several counties, townships, cities, towns and villages ; to provide and recommend the adoption of suitable plans of school houses, with the proper furniture and appendages ; and to collect and diffuse useful information on the subject of education generally, among the people of Upper Canada.

"*Ninthly.* To submit to the Council of Public Instruction all books or manuscripts which may be placed in his hands, with a view of obtaining the recommendation or sanction of such council, for their introduction as text-books or library books ; and to prepare and lay before the Council of Public Instruction for its consideration, such general regulations for the organization and government of common schools, and the management of school libraries as he shall deem necessary and proper. •

"*Tenthly.* To apportion whatever sum or sums of money shall be provided by the legislature for the establishment and support of school libraries ; Provided always, that no aid shall be given towards the establishment or support of any school library unless an equal amount be contributed and expended from local sources for the same object."

3. *The Council of Public Instruction.*

Section thirty-six enacts that it shall be the duty of the Council of Public Instruction :

"*Fifthly.* To examine, and, at its discretion, recommend or disapprove of text-books for the use of schools, or books for school libraries : Provided always that no portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the council, and public notice given of such disapproval."

4. *Local Superintendents.*

Section thirty-one, tenth clause, sixth division, enacts that it shall be the duty of each local superintendent to make an annual report to the chief superintendent,

which among other things shall state "the number of libraries, their extent, how established and supported. [See also numbers 6 and 15 of this series.]

5. *School Visitors.*

Section thirty-three enacts that school visitors shall have authority at any lawful meeting "to devise such means as they may deem expedient, to promote the establishment of libraries and the diffusion of useful knowledge."

6. *Boards of Public Instruction.*

Section twenty-nine enacts that "it shall be the duty of each county or circuit board of public instruction, *Fourthly*, To adopt all such lawful means in their power, as they shall judge expedient, to promote the establishment of school libraries, and to diffuse useful knowledge in such county or circuit."

7. *County Municipal Councils.*

Section twenty-seven enacts that "it shall be the duty of the municipal council of each county, *Secondly*, To raise by assessment such sum or sums of money, as it shall judge expedient for the establishment and maintenance of a county common school library."

8. *Township Municipal Councils.*

Section eighteen enacts that "it shall be the duty of the municipality of each township in Upper Canada, *Secondly*, To levy at its discretion such sum or sums as it shall judge expedient for purchasing books for a township library, under such regulations, as shall be provided according to law.

9. *City and Town Municipal Councils.*

Section twenty-one enacts, "That the council or common council of each city or incorporated town in Upper Canada shall be and is hereby invested, within its limits and liberties as prescribed by law, and shall be subject to the same obligations as are the municipal council of each county, and the municipality of each township, by the eighteenth and twenty-seventh section of this Act" just quoted above.

10. *Village Municipal Councils.*

Section twenty-five enacts, "That the municipality of every incorporated village shall possess and exercise all the powers, and be subject to all the obligations with regard to the levying and raising of moneys for the establishment and maintenance of school libraries within the limits of such incorporated village, as are conferred and imposed by this act upon the municipal corporations of cities."

11. *Boards of School Trustees in Cities and Towns.*

Section twenty-four enacts, "That it shall be the duty of boards of school trustees in cities and towns, *Thirdly*, To do whatever they may judge expedient for procuring suitable apparatus and text-books and for the establishment and maintenance of a school library or school libraries. *Tenthly*, To appoint a librarian to take charge of the school library or libraries whenever established."

N. B.—The first section of the supplementary school act of 1853 invests boards of school trustees with power, either to apply to their municipality, or to employ their own lawful authority to raise by a general rate upon property, or otherwise, such sum or sums as they shall judge expedient for the establishment and maintenance of school libraries, etc.

12. *Boards of School Trustees in Incorporated Villages.*

The twenty-sixth section of the school act of 1850, and the first section of the supplementary school act of 1853, confer upon boards of school trustees in incorporated villages, all the powers possessed by city and town boards enumerated in the foregoing paragraph.

13. *Trustees of School Sections.*

Section twelve enacts, "that it shall be the duty of the trustees of such school section, *Seventeenthly*, to appoint a librarian, and to take such steps as they may judge expedient, and as may be authorized 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."

N. B.—By the ninth clause of the twelfth section, in connection with the first clause of the eighteenth section of the school act of 1850, trustees are authorized to provide means for the establishment and support of public school libraries.

No. 5. General Remarks on the Establishment of Libraries and the selection of Books.

1. *Public Bodies which can establish School Libraries.*

From the foregoing extracts from the school law, it will be seen that the following municipalities and school corporations are authorized to provide means for the establishment and support of public school libraries in Upper Canada :

1. County Councils.
2. Township Councils.
3. City Councils.
4. Town Councils.
5. Village Councils.
6. Boards of school trustees in cities.
7. Boards of school trustees in towns.
8. Boards of school trustees in incorporated villages.
9. Trustees of school sections in townships.

2. *Duties of School Authorities in regard to Libraries.*

It will also be seen from the above that it is the official duty and privilege of local superintendents, school visitors, and boards of public instruction to aid with their counsel and advice in the general establishment of public libraries throughout the country.

3. *Library Apportionment.*

At present it has been decided to add 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. If possible, the legislative apportionment will be increased to one hundred per cent on all sums raised by local exertion.

This apportionment is 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 most general satisfaction and to exert the most beneficial influence. The principle 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.

4. *Selection of Books from the General Catalogue.*

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. This joint mode of selecting books for libraries will no doubt 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.

No. 6. General Principles upon which Books have been selected for the Public Libraries in Upper Canada; Extracted from the Minutes of the Council of Public Instruction, 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 works 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 combated 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. 7. General Regulations for the Establishment and Management of Public School Libraries in Upper Canada; Adopted by the Council of Public Instruction the 2nd of August, 1853.

1. *Establishment of Libraries.*

The Council of Public Instruction for Upper Canada, as authorized by the thirty-eighth section of the school act of 1850, make the following regulations for the establishment and management of public school libraries:

I. 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

* This of course includes ward or other authorized branches of a township library.

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 repair 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 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 council or trustees, 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 num-

* For form of label authorized by this regulation, see No. 11.

bered 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 it is 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 trustees, 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 trustees 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.

2. Regulations for the care and use of the library books.

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 seasonable times, or at such times as may be determined by the trustees or council.

3. Books are to be 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. Where 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 fully and punctually 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.

* A forfeiture of six cents per day is imposed in each similar case in the State of New York.

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 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 the 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 defraying the expenses and increasing the books of the library.†

3. *Miscellaneous Regulations.*

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, the same as to school section 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.

* These forfeitures are the same as in the State of New York in similar cases.

† Forfeitures incurred under these regulations must be sued for in the Division Court, according to the Interpretation Act, 12 Vic. ch. 10.

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 a 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 authorized 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 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 the 3rd clause of the 24th section of the school act of 1850, the board of school trustees in each city, town and 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 17th clause of the 12th 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 38th 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 these regulations.

XVII. The local superintendents of schools should inspect and inquire 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. 8. Explanatory Remarks on the foregoing Rules and Regulations, by the Chief Superintendent of Schools.

1. 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 delin-

quency, 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.

2. 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.

3. In regard to the selection and procuring of the books mentioned in the catalogue, I may observe, that 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 labour 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 apply. But on no part of the work which I have undertaken, do I reflect with more interest and pleasure than on 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 cencu-

lated 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 pre-eminence 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 present year ; and I shall be happy to receive suggestions from any quarter for that purpose.

No. 9. *Forwarding Library Books from the Educational Department, etc.*

1. No library can be forwarded until the amount of the local appropriation has been received by the department. The libraries will be selected and sent, as nearly as possible, in the same order of time in which the local appropriations shall have been received.

2. In transmitting library lists it will be necessary to state distinctly, to whom the books shall be addressed, and by what conveyance they shall be sent.

3. To each library there will be presented by the department, as far as possible, one copy of each of the five volumes of the *Journal of Education* ; one copy each of the Chief Superintendent's Annual School Reports ; one copy of the Rev. Adam Lillie's Lectures on the "Growth and Prospects of Canada ;" and a copy of the Common School Acts of Upper Canada ; printed labels to insert in the books, and a sufficient quantity of strong paper to cover them. For these no charge will be made ; nor for the boxes in which the books are packed, nor for the conveyance of them to the wharf or railroad.

4. Should any error be discovered in the invoice, or in the books sent, parties should notify the department at once, and return the invoice for correction and comparison with the list sent, and with the catalogue of the library retained in the office of the department.

5. In all correspondence with the educational department relating to these matters, it will be necessary to state distinctly the number, or other designation of the section or library, the name of the township and post office, also the numbers and dates of any previous correspondence on the same subject.

6. Communications relating to public libraries should be written on separate sheets from other letters on school matters, in order that they may be separately classified in the education office.

No. 10. Form of the Label authorized by the General Regulations, No. IV.



No.

On the Catalogue of the Public Library

OF

ESTABLISHED and conducted according to the REGULATIONS adopted by the Council of Public Instruction for Upper Canada, dated the 2nd of August, 1853, under the authority of the Upper Canada School Act of 1850, sections 35, (10th clause,) 38, (4th clause,) and 41.

NOTE.—This Book shall always be known by the number entered above. If it be lost, its name and number must still remain on the Catalogue, and its place be supplied with another copy of the same work, as soon as possible. (See Library Regulations, No. VI.)

. Every Work must be returned to the Library within as many weeks, after it shall have been taken out, as it contains hundreds of pages, under a forfeiture of one penny for each day's detention beyond that time. (See Regulation X., 8th and 10th divisions.)

Appendix G.

LEGISLATIVE PROVISION IN AID OF SUPERANNUATED COMMON SCHOOL TEACHERS IN UPPER CANADA.

No. 1. *Provisions of the Law and general Regulations.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 23rd May 1854.

Extract from the law authorizing the payment of pensions to Superannuated School Teachers in Upper Canada, 16 Vict., ch. 185, section 23, Proviso: And be it enacted, That,

“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 such 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.”

Regulations adopted by the Council of Public Instruction for Upper Canada, pursuant to the foregoing provisions of the Act, on the 20th day of April, 1854.

1. Old teachers who have become superannuated on or before the 1st day of January, 1854, and who produce the proofs required by law of character and services as such, may share in this fund according to the number of years they have respectively taught a Common School in Upper Canada, either by depositing with the Chief Superintendent of schools the preliminary subscriptions to the fund required by law, or having the amount of such subscriptions deducted from the first year's pension payable to such superannuated teacher.

2. Every teacher now (1854) engaged in teaching, in order to be entitled, when he shall have become superannuated, to share in this fund, must contribute to it at the rate of one pound per annum; and no teacher now engaged in teaching shall be entitled to share in this fund who shall not thus contribute to it annually. But the amount of the annual subscriptions for the years during which such teacher may have taught before the 1st day of January, 1854, and for which he may hereafter claim as a superannuated teacher, may be deducted from the first year's pension to which such teacher may be entitled.

3. Should any teacher have a wife and children, subscribed to this fund and die without deriving any benefit from it, the amount of his subscriptions and what-

ever interest may accumulate thereon, shall be paid to his widow or children, as soon as satisfactory proofs of his decease and the relationship of the claimant or claimants to him shall have been adduced.

4. No teacher shall be eligible to receive a pension from his fund, who shall not have become disabled for further service, while teaching a common school, or who shall not have been worn out in the work of a common school teacher.

5. Applications, accompanied by the requisite certificates and proofs must be made each year before the 1st of April, in order to entitle the applicants to share in this fund for such year.

6. In case the fund shall, at any time, not be sufficient to pay the several claimants the highest sum permitted by law, the fund shall be equitably divided among the several claimants according to their respective periods of service.

7. The amounts of all subscriptions to this fund, and if any unexpended balances of legislative grants made to it, shall be invested from time to time, under the direction of this council, and the interest accruing thereon, shall be expended in aid of superannuated teachers of common schools in Upper Canada, according to these regulations. All annual subscriptions to this fund must be made before the end of the year for which they are intended: and all

8. Communications and subscriptions in connection with this fund, must be made to the Chief Superintendent of Schools for Upper Canada.

Approved by His Excellency the Administrator of the Government in Council, as notified to the Chief Superintendent of Schools, 20th May, 1854.

(Signed)

J. GEORGE HODGINS,
R. C.

No. 2. *Form of Application for Superannuated Teachers.*

Township of

185 .

Post Office.

Date.

The undersigned, an applicant for aid from the Superannuated Teachers' Fund, hereby most respectfully represents to the Chief Superintendent of Schools,

1. That he is years of age.

2. That he was born in

3. That he commenced the profession of teaching in in the year one thousand eight hundred and

4. That he commenced teaching a Common School in Upper Canada in school section number in the Township of County of in the year one thousand eight hundred and

5. That he has held certificates of qualification from and that his last certificate is from the Board of Public Instruction, for , is dated , and is for the class.

6. That since he commenced teaching in Upper Canada, he has been engaged as a teacher in the following places :

7. That he has taught a Common School in Upper Canada for the full period of years.

Educational Institutions and progress of the country, is one of the many gratifying and encouraging indications of its real and rapid prosperity. The names on the Visitors' Books in the Normal and Model Schools for Upper Canada, at Toronto, afford ample illustration of this fact; and the references to our educational interests in addresses of associations and speeches of individuals on almost all public occasions, indicate a growing and wide-spread conviction on the subject.

HIS EXCELLENCY THE EARL OF ELGIN AND KINCARDINE stands conspicuous as well by his example as position, in the lively interest which he has shown in the educational advancement of this country. Filling as he has done for several years, the highest place of trust and power, he may justly claim the distinction—and a high one we think it is—of being the first Governor of Canada, who has identified himself *personally* as well as officially *throughout his whole administration* with the general education and intellectual improvement of the people of Canada. The first bill to which His Excellency assented in HER MAJESTY'S name after the removal of the seat of Government to Upper Canada, 1850, was the School Bill which constitutes the legal charter of the Educational system; He afterwards laid the corner stone of the Normal School Buildings, accompanying the act with one of the most eloquent and powerful speeches on the subject of our system of education; and one of His Excellency's last acts in Toronto has been to visit those Buildings when completed, and witness and express his satisfaction with the several departments of the system therein conducted.

We subjoin the report of the remarks made by His EXCELLENCY on the subject of education and our Educational Institutions during his recent tour in Upper Canada, together with copies and extracts of addresses on the subjects presented to him. The preservation in this form of LORD ELGIN'S remarks and the addresses and extracts of addresses referred to, is desirable; and we are sure they will be read and re-read with interest. We hope the beautiful remark of His Excellency, that "Township and County Libraries are becoming as the crown and glory of the Institutions of the Province," will be adopted as the motto of the people of Upper Canada.

The following remarks were made by His Excellency LORD ELGIN in reply to the address presented to His Excellency by the Municipal Council of the Town of London:—

"When I look to all that has occurred during the few years of my residence in this country; when I remember that your revenue has increased from £400,000 to from £1,200,000 to £1,500,000 a year; that your imports and exports have increased in the same ratio; that we are beginning to have an ample net-work of railways extended over the country; and that the productions of Canada are now to be admitted duty free to that market which is to you the most important market in the world (Cheers.) When I look to these circumstances and when I remember that your educational system is expanding itself so nobly;—within these few moments a member of the Imperial Parliament shook me by the hand at the Railway Station, and said 'I have been at your Normal School, and I assure you we have nothing like that in England.' (Cheers.) When I remember the progress your educational system has made and is still making; and that Township and County Libraries are becoming as the crown and glory of the Institutions of the Province.—when I remember too, that out of that chaos of rules, ill-defined and half-understood, an

impartial and well-defined constitution, which might be termed the charter of Canadian liberty has sprung,—when I claim that, out of all that, has grown that beautiful and graceful structure of Canadian liberty, which England and America may justly be proud of, I can only refer it to the simple, straight-forward, plain-sailing policy I have felt it my duty to pursue. (Great applause.) It is true, gentlemen, that in your address you allude to times of difficulty. It is right that times of difficulty should be referred to, for it is by the manner in which we deal with difficulties that we fit ourselves to deal with prosperity and happiness. But it is only for that lesson we are to look back to difficulties. God forbid! that we should ever look back to them to cherish feelings of bitterness or uneasiness towards the authors of these difficulties. (Cheers.) When the Canadian farmer finds himself comfortably housed in his frame-worked building with his spacious farm along side of him, and his fields surrounded with good fences, and waving with yellow crops, all the vestiges of the old forest removed, except here and there an old pine stump which stands as a tombstone to remind him of former generations of heroes that have passed away—when he looks to that and sees his sons and daughters settled comfortably around him, I wonder whether it is with feelings of regret that he looks back to that early period when he first marched into the forest and put the torch to the stately oak, and girded the majestic maple, and rolled together the logs to make a house for himself and family to shelter them in the winter. When he looks back to those days as the infancy of a glorious manhood, will he not tell those who remind him of the mists and clouds that hung around the dawn of the prosperity of Canada, that these mists and clouds were after all, but the garb of the morning, the harbingers and heralds of a bright and glorious day!" (Great applause.)

Mr. Moffat, (Member of the British Parliament,) who had been alluded to by His Excellency, came forward and made a few remarks as to the progress which Canada had made. He admired the school system established here, and was convinced as he had stated to His Excellency that there was nothing equal to it in England. He congratulated us upon having so noble a Governor General one who had brought with him personal qualifications and the same principles by which he said he was guided, he (Mr. M.) was convinced we were indebted for our present prosperity. He would leave Canada, he said, with deep regret, as he had formed many pleasing associations with it.

Three cheers having been very enthusiastically given for the Queen, the large and respectable audience dispersed.

On His Excellency's return from the Provincial Exhibition, he visited Toronto, and received addresses from the municipal and other public bodies in that city; from which we select such as are of an educational interest. The following address was presented by the Council of Public Instruction on the occasion of His Excellency's visit to the Normal School.

To His Excellency the Earl of Elgin and Kincardine, K. T. Governor General of Canada, &c., &c.

MAY IT PLEASE YOUR EXCELLENCY.

After an interval of three years, we, the members of the Council of Public Instruction for Upper Canada, have great pleasure in meeting your Excellency. We

cordially welcome your Excellency on this, your first visit to an Institution, the erection of which was commenced under your Excellency's auspices. On the occasion of the interesting ceremony performed by your Excellency, in laying the chief corner stone of the edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the Legislature in its establishment. Those objects have been kept steadily and anxiously in view, and we have now much satisfaction in presenting your Excellency with some of the statistics of the results.

Since the establishment of the Normal School in the Autumn of 1847, 1,453 candidates for admission have presented themselves, of whom 1,264 after due examination, have been received; of these, about 150 have been carefully trained each year, and sent to different parts of Western Canada. That they have been eminently successful in teaching the youth of the country and elevating the character of our common schools we have been repeatedly assured,—and the great and increasing demand for trained teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.

The great liberality of the Legislature in recently providing a fund of £500 per annum towards the relief of superannuated or worn-out teachers, the Council cannot but believe, will prove a strong ground of encouragement to many to enter a profession hitherto but ill-requited, while it cannot fail to provoke increased zeal and exertions on the part of those already engaged therein.

It will be gratifying to your Excellency to learn that the system of establishing free public libraries throughout Upper Canada, has been put into successful operation during 1853, and 1854. Since December of last year, nearly 75,000 volumes of books, embracing the more important departments of human knowledge, have been circulated through the agency of the township municipalities and school corporations, from which the Council anticipates the most salutary results.

As an illustration of the cordial co-operation of the people in promoting the system of public education established by the Legislature, we are rejoiced to add that the very large sum of nearly *half a million* of dollars was raised by their free action to promote this object, exclusive of legislative aid.

These facts, we are assured, will be no less gratifying to your Excellency than they are cheering to ourselves, and worthy of the people of Upper Canada, and we hope that, in the course of a few years, when the grammar schools have been effectually incorporated with our educational system, the general results of our operations will not be less satisfactory.

In welcoming your Excellency to this institution, we feel, that while manifesting that dutiful respect for the Representative of our Most Gracious Queen to which your Excellency is entitled, we are also rendering a just tribute of thanks to one whose eloquent lips and gracious co-operation have so materially aided us in the performance of the duties devolving on us.

That the blessings of a gracious Providence may ever attend your Excellency, Lady Elgin and family, is the earnest prayer of the Council.

In reply, His Excellency thanked the Council for the very kind expressions they had employed towards himself. He expressed his entire satisfaction with what he

had that day witnessed in the institution, and with the general success of the department under the able administration of its affairs by the Rev. Dr. Ryerson. He concurred with the Council in the hope that the establishment of public libraries would be of incalculable benefit to Western Canada.

After the singing of the National Anthem by the students and pupils of the Normal and Model Schools in the theatre (whither the Council had proceeded with His Excellency, after visiting every part of the educational establishment,) the Governor General shook hands with the chief officials and took his leave.

At University College, Toronto, His Excellency was received in the library, by the President, Professors, Officers and students of the Institution. The President, the Rev. Dr. McCaul, read the following Address :

*To His Excellency the Right Honorable the Earl of Elgin and Kincardine, K. T., M.A.;
Governor General of British North America, &c., and Visitor of University
College, Toronto.*

MAY IT PLEASE YOUR EXCELLENCY,

We, the President, Professors, and other Officers of University College, Toronto, gladly avail ourselves of the opportunity presented by your visit to this city, to renew our expressions of loyalty to the Queen, and to testify our respect for your Excellency.

The interest which your Excellency has evinced in the advancement of education in this Province, whilst it well becomes the high reputation as a scholar which in former days you achieved, also manifests a just appreciation as a statesman of the value of this most important element of national prosperity.

In the great and good work of developing the intellectual resources of the country, and thereby conducing to the permanence of its prosperity, it is our privilege to take part, as members of a College under your Visitation oversight ; and your Excellency will, we are persuaded, heartily join in our prayer, that success may attend our earnest desire to diffuse throughout the land the advantages of education of a high order, and our strenuous exertions to render the Institution with which we are connected a blessing to the community for whose benefit it has been established.

In taking leave of your Excellency on an occasion, which we have reason to believe is probably the last opportunity that we shall have of addressing you, permit us to offer our congratulations on the increased prosperity of the Province during your Excellency's administration of the Government, and at the same time to tender our cordial good wishes for your future happiness and success.

Signed on behalf of the College Council and Officers,

JOHN McCAUL, LL.D., President.

His Excellency made a verbal reply, the following being the substance of his remarks :

He expressed his feelings of satisfaction and gratitude for the expressions of loyalty to the Queen, and respect for himself. He concurred in the opinion that the permanence of the material prosperity of the Province depends in a great degree on its intellectual culture. Adverting to proofs which had recently come under his notice, of the general spread of prosperity through the community, as evinced by the

importation and sale of articles of luxury, His Excellency said that mental culture ought to keep pace with this advance in material prosperity, and such culture in Canada must be supplied by University College, and other similar institutions. He deeply regretted the discouragement and disorganization produced by the frequent changes in the constitution of the University, which must of necessity have embarrassed the authorities in their endeavours to render the institution effective. His Excellency concluded by remarking, that he took a warm interest in the prosperity of the establishment, which he trusted was now settled on a permanent basis.

The following address of the Normal School Students was presented after His Excellency's reply to the Council of Public Instruction.

MAY IT PLEASE YOUR EXCELLENCY,

We, the students of the Provincial Normal School of Upper Canada, beg to approach your Excellency with the deepest respect, and to express our gratitude for the distinguished honor conferred upon the institution by your Excellency's present visit.

We embrace this opportunity to return our grateful acknowledgments of your Excellency's patronage bestowed on the institution for the special encouragement of agricultural science, and also for the interest manifested in promoting the cause of general education in our beloved country, the effect of which has been to elevate her to a position in the scale of intelligence that she had not previously attained. May the divine blessing ever rest upon your Excellency and Lady Elgin, and your Excellency's children, and may our country long prosper as at present under your Excellency's wise administration.

His Excellency briefly replied: In reference to the agricultural prizes, he said that the end they were designed to promote was not competition, but improvement in Agricultural Science, and if that end was obtained, all he had expected was fully satisfied. He remarked also that in giving those prizes, he had not designed them for ladies, but since they had been successful in taking them, he did not regret that he had not restricted the prizes to the other sex.

Extract of an Address presented to His Excellency, by the Mechanics' Institute of Toronto:—

“Whilst we should be ungrateful in not acknowledging the support, which during the term of Your Excellency's Administration has been generously extended to this institution in particular, of which you are the patron, we should be unjust in failing to regard it but as a part of the enlightened system of general education, which, under your fostering care and energetic guidance, has been so successfully established in this Province, and which, embracing within its beneficial influences every class of the population, has nevertheless never diverted Your Excellency's active sympathy and aid from societies specially calculated to elevate and strengthen mechanical and agricultural industry amongst us.”

Extract from His Excellency's reply:—

“I have always considered it an imperative duty, whilst engaged in the administration of the affairs of the Province, to promote to the best of my ability, the education of the people; and I have always desired to render especial assistance to

Mechanics' Institutes, knowing that they practically illustrate the principle of self improvement."

At Kingston, the Governor General was entertained at dinner by the Corporation of that city; and in replying to a toast, thus referred to a class of persons who are disposed to attribute their sufferings and disappointments, real and imaginary, to the presence of Lord Elgin.

"I have come to the conclusion, after fruitlessly endeavouring to employ many other remedies, that the only mode of effectually curing them will be by retirement from the government of the Province. (No, no, and cheers.) I can hardly believe, however, that the cure effected by this mode of treatment will be complete, for I greatly fear that these worthy persons will discover to their cost that it sometimes rains when they would wish it to be fire—that the wind occasionally blows from the east when they would prefer a zephyr, and what is worse, that Parliamentary majorities, from time to time, say 'aye,' when they would have them say 'nay,' even after the time shall have arrived when a solitary sign-post dangling here and there before the door of a village tavern, is all that remains to remind Canadians of Lord Elgin. Perhaps, indeed, there may be some with whom the disease is incurable—who, when they teach their children the history of their country, will instruct them on this wise:—'Mark well,' will they say to them, 'the period comprised between the years 1846 and 1855, for it was a memorable period in the history of your country. During that period, your revenues rose from some four, to twelve or fifteen hundred thousand pounds a year. Your commerce increased in a corresponding ratio. Your magnificent common school system was extended and consolidated. It was in 1847 that the Normal School, the seed-plot of that system, was established. The risk of armed collision in your internal affairs on the part of Great Britain or of sympathizers from the United States was expunged from the category of possible contingencies, because both England and America had learned to respect you as a people enjoying free institutions, and knowing how rightfully to use them. Mark well then and digest carefully the history of that period; but remember that you never close the review without bestowing a hearty malediction upon that individual who was then charged by his Sovereign with the administration of your affairs, and who laboured—God knows how zealously—to achieve these results.' (Loud and continued cheers.) There will be few, I confidently believe, to teach such a lesson, and fewer still, if it were taught, to receive it, and therefore gentlemen, I cannot divest myself of a certain faint and glimmering hope—nay to that hope, in this hour of despondency and regret at my approaching departure, I cling as to a sheet anchor. I cannot, I say, divest myself of a faint and glimmering hope that there may be some meaning in the allusion just now made by His Worship the Mayor to what fell from me at London, and that at some future day I may be among you again. (Tremendous cheering.) At any rate, of this you may be assured, that whenever Canada wants a friend, she will have an humble, but to the extent of his ability, a zealous and faithful friend in Lord Elgin."

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 are not 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 teachers of French or German, a knowledge of the French or German grammar may be substituted for a knowledge of the English grammar; and the certificates to the teachers 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 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 "qualification of [first, second, or third, 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 circumstances, 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 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 Householders of said School Section, that a Public Meeting will be held at _____, on the second Wednesday in January, 18 _____ at the hour of Ten o'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 in 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 of 1850.

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 same 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 5, 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.

To the Local Superintendent of Schools

F. A.,
Secretary.

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.)

REMARKS.—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.

No. 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.,)
C. D.,) Trustees.
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 householders 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 householders 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 section 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.

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 of 1850. Such parties must be sued by the trustees in their name of office. And for the mode of proceeding in the case of an assessment on the land of absentees, see the 22nd section of the Supplementary School Act of 1853.

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 , in the County 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, to the said party of the first part, the said party of the first part hereby grants unto 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 to these presents have hereunto set their hands and affixed their seals in the day and year before mentioned.

J. D. [Seal.]
 F. H. {
 J. G. { Corporate Seal } Trustees.
 F. R. {

Signed, sealed, and delivered in presence of

W. E. }
A. E. } Witnesses.

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 same 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 Teachers 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, on the 5th day of August, 1850.*

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 text-books 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 on 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 neighbourhood. 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, an 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 school-house, 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.

5. In the selection of books to be used in the school, from the general list authorised according to law, the trustees should see that but one series of reading books, one arithmetic, or one for the beginners, and another for the more advanced pupils, one geography, &c., should be used in any one school, in order that the scholars may be classified in the several branches which they are studying. Heterogeneous school books (however good each book may be in itself) render classification impossible, increase the labour, and waste the time of the teacher, and retard the progress of the pupils. But the teacher and the pupils labour at the greatest disadvantage, when they are compelled to use books which are as various as the scholar's names.

6. The trustees, being a corporation, are required to adopt and use a corporate

seal, which may be changed and altered at pleasure. It should be affixed to all agreements and official documents, such as warrants, petitions, &c.

SECTION 3.—*Duties of Common School Teachers.*

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary who disregards the requirements of the law. Among other things, the act requires each teacher "to maintain proper order and discipline in the school, according to the forms and regulations which shall be provided according to law." The law makes it the duty of the Chief Superintendent of Schools to provide the forms; and the Council of Public Instruction prescribes the following regulations for the guidance of teachers in the conduct and discipline of their schools:

It shall be the duty of each teacher of a common school—

1. To receive courteously the visitors appointed by law, and to afford them every facility for inspecting the books used, and to examine into the state of the school; to have the visitors' books open, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the registers accurately and neatly, according to the prescribed forms; which is the more important under the present School Act, as the 31st section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used; to study those books himself; and to teach according to the improved method recommended in their prefaces.

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order—a time and a place for everything, and everything in its proper time and place.

5. To promote, by both precept and example, cleanliness, neatness, and decency. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The school-room and apparatus, too, should be swept and dusted every evening.

6. To pay the strictest attention to the morals and general conduct of his pupils, and to omit no opportunity of inculcating the principles of truth and honesty; the duties of respect to superiors; and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils; to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

SECTION 4.—*Duties of Common School Visitors.*

1. The thirty-second section of the act provides that all clergymen recognised by law, of whatever denomination, judges, members of the legislature, magistrates, members of county councils, and aldermen, shall be school visitors; and the thirty-second section prescribes their lawful duties.

2. The parties thus authorised to act as visitors, have it in their power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, by visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring. In visiting schools, however, visitors should, in no instance, speak disparagingly of the instructions or management of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the local or Chief Superintendent anything which they may think important to the interests of any school visited by them. The law recommends visitors, "especially to attend the quarterly examinations of the schools." It is hoped that all visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competent to a visitor to engage in any exercises which are not to be objected to by the authorities of the school, it is expected that no visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow christians.

3. The local superintendents are school visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the third clause of the 31st section of the School Act. While each local superintendent makes the careful inquiries and examinations required by law, and gives privately to the teacher and trustees such advice as he may deem expedient, and such course and encouragement to the pupils, as circumstances may suggest, he will exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority both of trustees and teachers.

SECTION 5.—*Constitution and Government of Schools in respect to Religious and Moral Instruction.*

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 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 just 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 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 persuasion 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 endeavours, by both 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 and 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 endeavour to lead his pupils, as their age 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.

No. 15. General 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 pay-

ment 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 entrusted, 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,—

Firstly.—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.

Secondly.—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.

Thirdly.—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. When other moneys and non-resident taxes, have been 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.

Fourthly,—To make up his account of receipts 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, as the 3rd proviso in the first clause of the 27th section of the School Act of 1850 provides "that in case of the non-payment of any part of the assessment into the hands of the treasurer on or before the 14th of December, no teacher shall, upon application, be refused the payment of the sum to which he may be entitled from such year's county school fund, but the treasurer shall pay any local superintendent's lawful order in behalf of such teacher, in anticipation of the payment of the county school assessment; and the county council shall make the necessary provision to enable the treasurer to pay the amount of such lawful order." Any treasurer, therefore, refusing to honor a local superintendent's cheque in favor of a teacher after that date, is liable to be sued in any court having jurisdiction to the amount claimed. 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. All cheques for school money due a section must be made payable to the teacher, or his order, and to no other person; and each cheque must be signed by the local superintendent of the township concerned.

4. Any sub-treasurer who neglects or refuses fully 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.

5. 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.

6. 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

} Auditors of School Moneys.

I certify that I have received this account from the county auditors of school moneys.

Dated _____ day of _____ 185

County Clerk.

No. 16. General Instruction to Trustees and Teachers on the Compilation of the half-yearly Returns.

1. The Trustees are to transmit this 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 on 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 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 return 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 this 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. 17. General Instructions to Local Superintendents in regard to the half-yearly Returns.

1. The Local Superintendent before accepting this 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 determining 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 appears from such report that a school has been kept open in such section for at least six months of such preceding year, by a legally 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,—that is, to sections not previously connected with any school municipality.

4. A section having a school open during any portion, or the whole, of one half-year, and not any portion of the next, is entitled to share in only that (Legislative School Grant or Municipal School Assessment) portion of the School Fund then payable; subject, however, in all cases, to the preceding conditions. But there is no specified length of time required in any such half-year to entitle a school to a share in such School Fund;—all that has to be considered is—whether a school has been kept opened by a qualified teacher during such half-year, and whether the general conditions stated in section 3, have been satisfactorily complied with.

5. All cheques for school money due a section must be made payable to the Teacher, or his order, and to no other person; but no cheque can be given except on an order signed by a majority of the Trustees of the School Section concerned.

Carefully examined by me, and found to be

Received _____ day of _____ Local Superintendent of Schools.
185 .

*No. 18. Form of Half-Yearly Return of the Trustees and Teacher of the
Separate School No. _____ in the _____ of _____ for the
Six Months from the first day of _____ to the _____ day
of _____ 185 , to the Local Superintendent of Schools.*

INSTRUCTIONS TO THE SCHOOL OFFICERS CONCERNED IN REGARD TO SEPARATE SCHOOL RETURNS.

1. The Trustees of the Separate School are to transmit this return accurately and completely filled up, as required by the 4th Section of the Supplementary School Act of 1853, signed by a majority of the Trustees and the teacher, to the Local

Superintendent, at least within three days after the close of the half-year to which it refers.

2. The Local Superintendent, on receipt of this Return, will immediately check it, and if found correct, notify the Clerk of the Municipality in which such separate school is established, of the names of all the persons who, being members of the same religious denomination, contribute or send children to such Separate School, in order that such officers may comply with the other provisions of the Section of the Act referred to.

3. A Separate School being entitled to share in the Legislative School Grant *only* on the basis of the average attendance, as defined in the 2nd Section, and in accordance with the conditions stated in the 3rd Section, of the Instructions to Local Superintendents in regard to the general half-yearly returns, the Local Superintendent concerned will pay one-half of the amount such Separate School may be entitled to receive from such grant for the whole year, at the end of the first half-year, and the remaining half (more or less) at the end of the second half-year—in each case after receiving the half-yearly returns, and on being satisfied of their accuracy.

4. All cheques for School moneys due a Separate School must be made payable to the Teacher, or his order, and to no other person; but no cheque can be given except on an order signed by a majority of the Trustees of the Separate School concerned.

5. Separate Schools are subject to the same inspection, visits, and regulations, in regard to Reports, &c., as are the Public Common Schools.

PERSONS of the Religious Persuasion of the above named Separate School sending Children or Subscribing to such Separate School during the Six Months now ending.				CHILDREN of the Religious Persuasion of the above named Separate School attending the same during the Six Months now ending.	
NAMES.	RESIDENCE WHEN LAST ASSESSED.	AMOUNT SUBSCRIBED.	AMOUNT ALREADY PAID.	NAMES.	No. OF DAYS IN ATTENDANCE.

We, the undersigned Trustees and Teacher of the above named Separate School, do hereby certify that the above is a full, true and correct statement of all matters contained therein.

Dated this day of 185 .

Teacher.

} *Trustees of the*
} *Separate School*

The above Return has been carefully examined by me, and found to be

Local Superintendent of Schools.

Appendix K.

LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

I. COUNTY OF GLENGARRY.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
1. The Rev. John McLaren	Charlottenburgh.....	Martintown.
2. Angus McDonell.....	Kenyon	Alexandria.
3. William McEdward	Lancaster	Lancaster.
4. The Rev. John Mead	Lochiel	Lochiel.

II. COUNTY OF STORMONT.

5. John McDonald.....	Cornwall	St. Andrews.
6. The Rev. Donald Monro	Finch	Finch.
7. The Rev. James Charles Quin...	Osnabruck	Dickenson's Landing.
8. Duncan McKerchar	Roxborough	Martintown.

III. COUNTY OF DUNDAS.

9. William John Ridley.....	Matilda	North Williamsburgh
10. The Rev. James Harris	Mountain	South Mountain.
11. The Rev. George Jukes Boswell	Williamsburgh	Morrisburgh.
12. John Irvin Ker	Winchester.....	Winchester.

IV. COUNTY OF PRESCOTT.

13. The Rev. Thomas O'Boyle	Alfred	Caledonia Springs.
14. John McMaster.....	Caledonia	Caledonia Springs.
15. James Gamble	Hawkesbury, East	East Hawkesbury.
16. Thomas Higgiuson	Hawkesbury, West	Vankleekhill.
17. John Pattee	Longueuil	L'Orignal
18. Albert Hagar	Plantagenet North,	Plantagenet.
19. The Rev. Mathew Elder	Plantagenet South,.....	Riceville.

V. COUNTY OF RUSSELL.

20. James Keays.....	Cambridge and Russell	Russell.
21. The Rev. John Edwards	Clarence	Clarence.
22. Samuel Barnard.....	Cumberland	Cumberland.

VI. COUNTY OF CARLETON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address</i>
23. The Rev. J. A. Morris	Fitzroy	Fitzroy Harbor.
24. The Rev. William Lohead	Gloucester and Osgoode	Osgoode.
25. The Rev. John Flood	{ Goulbourn, Gower North, } Marlborough and Nepean. }	Richmond.
26. The Rev. J. Godfrey	Huntley	Bell's Corners.
27. The Rev. John L. Gourlay	March	South March.
28. The Rev. Alexander Henderson	Torbolton	Fitzroy Harbor.

VII. COUNTY OF GRENVILLE.

29. James Clapperton.....	Augusta	Prescott.
30. The Rev. James Geggie	Edwardsburgh	Spencerville.
31. The Rev. Joseph Anderson	Gower South	Heck's Corners.
32. Andrew Holmes	Oxford	Kemptville.
33. Thomas J. Graffe	Wolford	Merrickville.

VIII. COUNTY OF LEEDS.

34. Lewis Chipman	Bastard and Burgess South ..	Harlem.
35. The Rev. Mathew Connor	{ Crosby, North and South, and } Bedford*	Newboro.
36. Jacob A. Brown	Elizabethtown	Brockville.
37. Edward F. Weeks	Elmsley South	South Elmsley.
38. Thomas Vanston	{ Escott, and Yonge Front, and } Leeds and Lansdown Front. }	Escott.
39. Philip Wing	Escott and Yonge Rear	Farmersville.
40. Robert Ferguson	Kitley	Frankville.
41. Henry P. Washburn.....	Leeds and Lansdown Rear ..	Beverly.

IX. COUNTY OF LANARK.

42. John A. Murdoch.....	{ Bathurst, Dalhousie, Darling, } Drummond, Lanark, Lavant, } Sherbrooke North and South. }	Perth.
43. The Rev. Duncan Morrison.....	Beckwith	Franktown.
44. Michael McFarland	Burgess North	Perth.
45. The Rev. John Bell Worrell.....	Elmsley North	Smith's Falls.
46. The Rev. Ebenezer Morris	Montague	Merrickville.
47. The Rev. Alexander Mann, A.M.	Pakenham	Pakenham.
48. The Rev. John McMorine	Ramsay	Ramsay.

X. COUNTY OF RENFREW.

49. George Brown	Admaston	Admaston.
50. William Holliday	Bagot and Blithfield	Bagot.
51. The Rev. James A. Strain.....	{ Bromley, Brougham, Grattan, } and Wilberforce	Bromley.
52. George Ross	Horton	Renfrew.
53. The Rev. Simon C. Fraser, A.M.	McNab	White Lake.
54. Andrew Irving	{ Pembroke, Ross, Stafford, and } Westmeath	Pembroke.

* Bedford is a Township in the County of Frontenac.

 XI. COUNTY OF FRONTENAC.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address</i>
55. John Irvine	Kingston.....	Elginburgh.
56. Dr. Haight	Loughborough	Loughborough.
57. The Rev. E. C. Bower	Pittsburgh	Kingston.
58. The Rev. C. C. Johnson	Portland and Hinchinbrooke.....	Loughborough.
59. Bernard Kennedy.....	Storrington	Brewer's Mills.
60. Michael O'Neill	Wolfe Island	Wolfe Island.

 XII. COUNTY OF ADDINGTON.

61. Daniel Fowler	Amherst Island	Amherst Island.
62. The Rev. Paul Shirley	Camden East and Sheffield.....	Camden East.
63. Robert Aylsworth.....	Ernestown	Millcreek.

 XIII. COUNTY OF LENNOX.

64. John J. Wallis.....	Adolphustown	Adolphustown.
65. The Rev. John A. Mulock	Fredericksburgh.....	Fredericksburgh.
66. Ephraim A. Dusham	Richmond	Napanee.

 XIV. COUNTY OF PRINCE EDWARD.

67. John B. Denton	{ Ameliasburgh, Athol, Hallo- well, Hillier, Marysburgh and Sophiasburgh	} Picton.
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 XV. COUNTY OF WESTINGS.

68. The Rev. Stephen Miles	Elzevir, Madoc and Tudor.....	Madoc.
69. John Johnstone.....	Hungerford	Tweed.
70. James J. Ryan	Huntingdon	West Huntingdon.
71. William Inkster	Marmora	Marmora.
72. James Glander	Rawdon	Stirling.
73. Thomas D. Parley.....	Sidney	Belleville.
74. Isaac Denike	Thurlow	Belleville.
75. Thomas Moore, M. D.	Tyenlinaga	Shannonville

 XVI. COUNTY OF NORTHUMBERLAND.

76. The Rev. William Case	Alnwick	Alnwick.
77. The Rev. Joshua Webster	Brighton	Hilton.
78. J. P. Powers, M. D.	Cramahe	Colborne.
79. John R. Clark	Haldimand	Haldimand.
80. The Rev. Samuel Tapscott	Hamilton.....	Cobourg.
81. Henry Fieldhouse.....	Murray	Trenton.
82. George Hart	Percy	Percy.
83. Thomas E. Tildesley.....	Seymour	Seymour East.

XVII. COUNTY OF DURHAM.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
84. The Rev. William Logan.....	Cartwright and Manvers.....	Convent.
85. The Rev. James Douglas.....	Cavan and Monaghan North*.....	Brook.
86. The Rev. Henry Brent.....	Clarke.....	Newcastle.
87. William T. Boate.....	Darlington.....	Bowmanville.
88. The Rev. James Baird.....	Hope.....	Post Hope.

XVIII. COUNTY OF PETERBOROUGH.

89. John B. Wilson, M. D.....	Asphodel and Belmont.....	Norwood.
90. Robert Casement.....	Douro.....	Peterboro.
91. George Arundel Hill.....	Dummer.....	Warsaw.
92. Daniel Denohoe.....	Eanismane.....	Eanismane.
93. The Rev. Edward Roberts.....	Monaghan, North and Smith.....	Peterboro.
94. The Rev. Francis Andrews.....	Otonabee.....	Otonabee.

XIX. COUNTY OF VICTORIA.

Charles Low.....	Eldon and Mariposa.....	Oakwood.
John Irons, M. D.....	Emily.....	Emily.
97. The Rev. John Hickey.....	Fenelon and Verulam.....	Fenelon Falls.
98. Jeremiah O'Leary.....	Ops.....	Lindsay.

XX. COUNTY OF ONTARIO.

99. Joseph Richard Thompson.....	Brock.....	Cannington.
100. D. G. Hewett.....	Mara and Rama.....	Atherly.
101. The Rev. J. Durrant.....	Pickering.....	Stouffville.
102. The Rev. John Mitchell.....	Reach and Scugog.....	Reach.
103. Abraham Bagshaw.....	Scott and Uxbridge.....	Uxbridge.
104. Charles Robinson.....	Thora.....	Beaverton.
105. The Rev. Robert H. Thornton.....	Whitby.....	Oshawa.

XXI. COUNTY OF YORK.

106. The Rev. J. G. Armstrong, A. B.....	Etobicoke and Vaughan.....	Vaughan.
107. Thomas Nixon.....	{ Georgina, Gwillimbury N. and } E. and Whitechurch.....	{ Newmarket.
108. William Moore.....	King.....	Lloydtown.
109. The Rev. G. S. J. Hill.....	Markham.....	Markham.
110. William R. Morgan.....	Scarborough.....	Scarborough.
111. The Rev. Thomas Wightman.....	York.....	York Mills.

XXII. COUNTY OF PEEL.

112. The Rev. H. B. Osler.....	Albion.....	Lloydtown.
113. The Rev. Andrew T. Holmes.....	Caledon.....	Brampton.
114. The Rev. James Pringle.....	{ Chinguacousy, and Gore of } Toronto.....	{ Brampton.
115. Thomas Studdert.....	Toronto.....	Streetsville.

* Monaghan South is a Township in the County of Northumberland.

XXIII. COUNTY OF SIMCOE.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
116. Patrick Kelly.....	Adjala.....	Adjala.
117. Thomas Drury.....	Essa and Tossorontio.....	West Essa.
118. The Rev. Garrett Nugent, A.M.*	{ Flos, Innisfil, Vespra, and Sun- nidale.....	{ Barrie.
119. The Rev. William Fraser.....	Gwillimbury West.....	Bond Head.
120. Henry A. Clifford.....	Medonte.....	Flos.
121. The Rev. John Fletcher, A. B.....	Mono and Mulmur.....	Mono Mills.
122. Andrew Jardine.....	Nottawasaga.....	Nottawasaga.
123. The Rev. John Gray.....	Orillia and Oro.....	Orillia.
124. William Simpson.....	Tay and Tiny.....	Penetanguishine.
125. The Rev. F. L. Osler, M. A.....	Tecumseth.....	Bond Head.

XXIV. COUNTY OF HALTON.

126. The Rev. John Armour.....	Esquesing.....	Esquesing.
127. Angus Stewart.....	Nassagaweya.....	Eden Mills.
128. The Rev. Thomas Greene, A. B. Nelson.....		Port Nelson.
129. The Rev. James Nisbet.....	Trafalgar.....	Oakville.

XXV. COUNTY OF WENTWORTH.

130. R. H. Cradock.....	Ancaster and Barton.....	Dundas.
131. The Rev. John Porteous.....	Beverly.....	Kirkwall.
132. The Rev. George Cheyne.....	Binbrook and Saltfleet.....	Stony Creek.
133. Andrew Hall.....	Flamborough East.....	Waterdown.
134. W. D. Donaldson.....	Flamborough West.....	West Flamborough.
135. The Rev. Thomas Williams.....	Glanford.....	Glanford.

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. Andrew Wilson.....	Caistor.....	Smithville.
142. The Rev. William Hewson.....	Clinton.....	Beamsville.
143. Jacob Kennedy.....	Gainsborough.....	Smithville.
144. Angus Cooke.....	Grantham.....	St. Catherines.
145. Jonathan Woolverton, M. D.....	Grimsby.....	Grimsby.
146. Philip Gregory.....	Louth.....	Port Dalhousie.
147. Robert Robinson.....	Niagara and Stamford †.....	Drummondville.

* Resigned. † Stamford is a Township in the County of Welland.

XXVIII. COUNTY OF WELLAND.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address</i>
148. The Rev. John Baxter	Bertie	Fort Erie.
149. Alexander Reid	Crowland	Crowland.
150. Adam Scholfield.....	Humberstone	Stonebridge.
151. Dexter D'Everado.....	Pelham	Pelham.
152. John Radcliff.....	Thorold	Allanburgh.
153. Sayers S. Hagar	Wainfleet	Merrittsville.
154. The Rev. W. M. Christie.....	Willoughby.....	Chippewa.

XXIX. COUNTY OF HALDIMAND.

155. William J. Coates.....	Canborough	Dunnville.
156. Alexander Winram	Cayuga North	Decewsville.
157. Abraham Nash	Cayuga South	South Cayuga.
158. Lendrum Clarke	Dunn	Dunnville.
159. John Mylne	Moulton and Sherbrooke	Dunnville.
160. The Rev. Andrew Ferrier, D. D. Oneida.....	Seneca.....	Seneca.
161. William Jones	Rainham	Rainham Centre.
162. William Hurssell	Seneca.....	York.
163. John Heasman	Walpole	Balmoral.

XXX. COUNTY OF NORFOLK.

164. James Covernton	Charlotteville	Vittoria.
165. John Broughner	Houghton	Houghton.
166. Daniel F. Swayze	Middleton	Delhi.
167. The Rev. Aaron Slaght, Jr.	Townsend	Waterford.
168. John A. Backhouse	Walsingham	Walsingham.
169. Daniel Wesley Freeman	Windham	Simcoe.
170. George M. Evans, M. A.	Woodhouse.....	Simcoe.

XXXI. COUNTY OF OXFORD.

171. Benjamin Ellison	Blandford and Zorra East	Woodstock.
172. The Rev. George Murray.....	Blenheim	Princeton.
173. Ebenezer V. Bodwell	Dereham	Mount Elgin.
174. Roderick Macdonald.....	Nissouri East	Thamesford.
175. Elihu M. Schooley	Norwich	Otterville
176. Gilbert Telfer	Oxford North	Ingersoll.
177. George Alexander.....	Oxford East	Woodstock.
178. The Rev. W. C. Beardsall	Oxford West	Ingersoll.
179. The Rev. Donald McKenzie	Zorra West.....	Embro.

XXXII. COUNTY OF WATERLOO.

180. Robert Brydon	Dumfries North, and Waterloo.Galt.	
181. The Rev. James Sim.....	Wellesley and Woolwich	Hawkesville.
182. Martin Rudolph	Wilmot	Hamburg.

XXXIII. COUNTY OF WELLINGTON.

<i>Names.</i>	<i>Localities.</i>	<i>Post Office Address</i>
183. John Cadenhead	{ North Riding:—Amaranth, Arthur, Garafra, Lu- ther, Maryborough, Min- to, Nichol, Peel, and Pil- kington	Guelph.
184. John Kirkland	{ South Riding.—Eramosa, Erin, Guelph and Puslinch	Guelph.

XXXIV. COUNTY OF GREY.

185. Thomas Gordon.....	{ First School District,—Ben- tuck, Derby, Egremont, Normanby, Sullivan, and Sydenham	Owen's Sound.
186. Samuel Snelgrove	{ Second School District.—Col- lingwood, Euphrasia, Os- prey, and St. Vincent.....	St. Vincent.
187. William Ferguson.....	{ Third School District.—Ar- temesia, Glencig, Holland, Melan-thon, and Proton...	Pricerville.

XXXV. COUNTY OF PERTH.

188. John Hyde, M. D	{ Blanchard, Downie, Easthope, North and South, Elum, Fullarton, Hibbert, Logan, and Mornington	Stratford.
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XXXVI. COUNTY OF HURON.

189. John Nairn.....	{ Ashfield, Biddulph, Colborne, Gederich, Hay, Hullet, McGillivray, McKillop, Stanley, Stephen, Tuc- kersmith, Osborne and Wawaunosh	Clinton.
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XXXVII. COUNTY OF BRUCE.

190. William Gunn	{ Arran, Brant, Bruce, Elderslie, Greenock, Huron, Kincar- dine, Kinloss, and Saugeen.	Inver Huron.
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XXXVIII. COUNTY OF MIDDLESEX.

191. Robert P. Tooth	Adelaide	Adelaide.
192. Archibald Campbell	Carradoc	Amiens.
193. The Rev. R. Flood, M. A.....	Delaware	Delaware.
194. John W. Kerr	Dorchester North	London.
195. The Rev. William Sutherland..	Ekfrid	Strathburn.
195. The Rev. M. Wilkinson	Lobo	Lobo.
197. The Rev. C. C. Brough, A. B ..	London	London.
198. J. B. Winlow	Metcalfe	Napier.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
199. Archibald Currie	Mosa and Aldborough*	Wardsville.
200. Charles Hardy	Nissouri West	London.
201. Alexander Strathy	Westminster	London.
202. The Rev. James Skinner	Williams	London.

XXXIX. COUNTY OF ELGIN.

203. Isaac Hughes.....	Bayham	Vienna.
204. The Rev. Edmund Sheppard ...	{ Dorchester South and } { Malahide	Aylmer.
205. Thomas McColl.....	Dunwich	Iona.
206. Hiram Lumley	Southwold	Iona.
207. Thomas Daniel	Yarmouth	Port Stanley.

XL. COUNTY OF KENT.

208. The Rev. John Gunne	{ Camden, Zone, Dawn, and } { Euphemia†	Zone Mills.
209. The Rev. A. Campbell	Chatham, Harwich & Howard.	Chatham.
210. A. P. Salter	{ Dover East and West, } { Orford & Tilbury East. }	Chatham.
211. Philip Andrew	Raleigh	Chatham.
212. Thomas Renwick	Ronney	Ronney.

XLI. COUNTY OF LAMBTON.

213. The Rev. George Case	Bosanquet	Warwick.
214. John McKenna.....	Brooke and Enniskillen.....	Sutherland Corners.
215. The Rev. G. J. R. Salter, B. A.	Moore and Sarnia	Moore.
216. Christopher Blunden	Plympton	Hilsboro.
217. William Patterson.....	Sombra	Sombra.
218. The Rev. James Mockridge	Warwick	Warwick.

XLII. COUNTY OF ESSEX.

219. The Rev. Frederick Mack	Anderdon	Amherstburgh.
220. The Rev. F. Gore Elliot	Colchester	Colchester.
221. James King	Gosfield	Kingsville.
222. John Murray	Maidstone	Maidstone.
223. Thomas Hawkins	Malden	Amherstburgh.
224. Jonathan Wigfield	Mersa	Mersa.
225. Francis Graham	Rocheater	Belle River.
226. Joseph C. Vervais, M. D	Sandwich	Sandwich.
227. Alexander Craig	Tilbury West	Comber.

* Aldborough is a Township in the County of Elgin.

† Dawn and Euphemia are Townships in the County of Lambton.

<i>Names.</i>	2. CITIES.	<i>Municipalities.</i>
228. George Anthony Barber		Toronto.
229. F. W. Ambridge		Hamilton.
230. R. S. Henderson		Kingston.

3. TOWNS.

231. The Rev. William Gregg, A. M.	Belleville.
232. Wellesley Johnstone	Brantford.
233. D. F. Hutchinson	Brockville.
234. Alexander Workman	Bytown.
235. Benjamin Hayter	Cobourg.
236. Charles Poole	Cornwall.
237. Kenneth Maclellan	Dundas.
238. The Rev. Alexander MacKie	Goderich.
239. The Rev. William F. Clarke	London.
240. Isaac H. Johnson	Niagara.
241. W. O. Buell	Perth.
242. The Rev. Edward Roberts	Peterborough.
243. George Gillespie, M. D.	Pictou.
244. The Rev. Jonathan Shortt	Port Hope.
245. The Rev. Robert Boyd	Prescott.
246. The Rev. Joseph E. Ryerson	St. Catharines.

4. TOWN MUNICIPALITIES.

247. John McLeod	Amherstburgh.
248. The Rev. John Douse	Barrie.
249. Thomas Cross, M. D.	Chatham.
250. John Kirkland	Guelph.
251. The Rev. George Bell, A. B.	Simcoe.
252. The Rev. William S. Ball	Woodstock.

5. VILLAGES.

253. John Scott, M. D.	Berlin.
254. William T. Boate	Bowmanville.
255. The Rev. Andrew T. Holmes	Brampton.
256. William Macpherson	Caledonia.
257. The Rev. W. M. Christie	Chippewa.
258. The Rev. James Strang	Gait.
259. The Rev. Robert Wallace	Ingersoll.
260. The Rev. R. H. Thornton	Oshawa.
261. The Rev. David Caw	Paris.
262. Otto Klotz	Preston.
263. The Rev. John Flood	Richmond.
264. The Rev. John Fraser	St. Thomas.
265. The Rev. John Bell Worrell	Smith's Falls.
266. John Stewart	Stratford.
267. William James	Thorold.
268. F. J. McGuire	Trenton.
269. S. S. Macdonell, M.A., B. C. L.	Windsor.
270. Simon Newcomb	Vienna.
271.	Yorkville.