

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1854:
WITH AN
APPENDIX,
BY THE
CHIEF SUPERINTENDENT OF SCHOOLS.

~~~~~  
Printed by order of the Legislative Assembly.  
~~~~~



QUEBEC:
LOVELL & LAMOUREUX, 12 MOUNTAIN STREET.
1855.



Department of Public Instruction for Upper Canada.

[No. 1664. N.]

EDUCATION OFFICE,

TORONTO, 22nd March, 1855.

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 1854,—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 throughout Upper Canada.

I have the honor to be, Sir,

Your most obedient Servant,

The Honorable

GEORGE E. CARTIER, M. P. P.,
Secretary of the Province,
Quebec.

E. RYERSON.

GENERAL CONTENTS.

PREFATORY	PAGE
Letter to the Secretary of the Province	111

PART I.

GENERAL REPORT:—

Introductory Remarks	1
TABLE A.—Financial Returns	2
TABLE B.—Attendance of Pupils	2
TABLE C.—Text Books and Apparatus	3
TABLE D.—Common School Teachers and Time of keeping Schools open	4
TABLE E.—School Houses, School Visits, &c.	5
TABLE F.—The Grammar Schools	6
TABLE G. and H.—The Normal and Model Schools	8
TABLE I.—Other Educational Institutions	8
TABLE K.—System of Public Libraries	9
Question of Religious Instruction in the Schools	13
Conclusion	22

PART II.

STATISTICAL REPORT:—

TABLE A.—SCHOOL SECTIONS AND SCHOOLS. SCHOOL MONIES.	24
TABLE B.—SCHOOL POPULATION AND CHILDREN ATTENDING SCHOOL. NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.	28
TABLE C.—NUMBER OF SCHOOLS USING AUTHORIZED AND OTHER TEXT-BOOKS AND APPARATUS. MODES OF INSTRUCTION.	32
TABLE D.—COMMON SCHOOL TEACHERS. TIME THE SCHOOLS HAVE BEEN KEPT OPEN.	36
TABLE E.—COMMON SCHOOL HOUSES. MAPS AND APPARATUS. SCHOOL VISITS AND LECTURES. MISCELLANEOUS.	40
TABLE F.—THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA: Moneys, Pupils, and other Information.	44
TABLE G.—THE NORMAL SCHOOL FOR UPPER CANADA: Three Abstracts.	48
TABLE H.—RECEIPTS AND EXPENDITURE OF THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.	50
TABLE I.—OTHER EDUCATIONAL INSTITUTIONS. SEPARATE SCHOOLS. PROVINCIAL SUMMARY.	52
TABLE K.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA. OTHER LIBRARIES.	56
TABLE L.—STATEMENT in detail of the SUPERANNUATED COMMON SCHOOL TEACHERS IN UPPER CANADA for 1854, with the RECEIPTS AND EXPENDITURE OF THE FUND.	64
TABLE M.—STATEMENT shewing the Apportionment paid and the Balances forfeited, or in course of payment, out of the LEGISLATIVE APPROPRIATION of £31,000 currency, for COMMON SCHOOL PURPOSES IN UPPER CANADA, for 1854.	68
TABLE N.—STATEMENT shewing the Apportionment paid and the Balances forfeited, or in course of payment, out of the UPPER CANADA GRAMMAR SCHOOL FUND, for the year 1854.	70
TABLE O.—STATEMENT shewing the Sums apportioned and paid in SPECIAL AID OF COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS IN UPPER CANADA, in 1854, under the authority of 16 Vict., chap. 185, section 23	70
TABLE P.—SUMMARY of the RECEIPTS AND EXPENDITURE OF THE UPPER CANADA GRAMMAR, COMMON, AND POOR SCHOOL LEGISLATIVE GRANTS, for the year 1854.	71
TABLE Q.—SUMMARY of the RECEIPTS AND EXPENDITURE OF THE UPPER CANADA PUBLIC LIBRARY FUND, to the close of the year 1854.—13 & 14 Vict., chap. 48, section 41	72
TABLE R.—STATEMENT of the RECEIPTS AND EXPENDITURE OF THE JOURNAL OF EDUCATION FUND to the close of the year 1854.—16 Vict., chap. 185, section 23	73

	PAGE
TABLE S.—STATEMENT shewing the Distribution of the LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT; together with the SUMS RAISED AS AN EQUIVALENT for the Legislative Grants, and OTHER MONIES RAISED BY TRUSTEES, &c., for the Support of GRAMMAR AND COMMON SCHOOLS.	74
TABLE T.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with UNIVERSITIES, COLLEGES, ACADEMIES, PRIVATE, GRAMMAR, COMMON, NORMAL AND MODEL SCHOOLS, during the years 1842 to 1854 inclusive, compiled from Returns in the Educational Department.	78
TABLE U.—STATEMENT of the PROVINCIAL LIBRARY AND MUSEUM FUND, to the close of the year 1854.—16 Vict., chap. 185, section 23	80
TABLE V.—MEMORANDUM relating to the FUND FOR THE PROMOTION OF SCHOOL ARCHITECTURE AND PRACTICAL SCIENCE.—13 & 14 Vict., chap. 48, section 41.....	80

APPENDIX.

A.

EXTRACTS from the REPORTS of the LOCAL SUPERINTENDENTS of COMMON SCHOOLS and BOARDS of SCHOOL TRUSTEES in Upper Canada, relating to the State of Progress of Elementary Education in their respective Townships, Cities, Towns and Villages, for the year 1854.....	81
---	----

B.

APPORTIONMENT of the LEGISLATIVE GRANT IN AID OF COMMON SCHOOLS in Upper Canada, for the year 1855	135
--	-----

C.

DECISIONS of the COURT OF QUEEN'S BENCH on APPEALS of the CHIEF SUPERINTENDENT OF SCHOOLS	141
---	-----

D.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA:—

No. 1.—Revised Terms of Admission into the Normal School, Toronto, adopted by the Council of Public Instruction for Upper Canada.....	149
No. 2.—Programme of Studies in the Provincial Model School, Toronto	150

E.

THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA:—

No. 1.—Programme of Studies and General Rules and Regulations for the Government of Grammar Schools in Upper Canada	152
No. 2.—List of Text Books for Grammar Schools in Upper Canada, prescribed by the Council of Public Instruction, under the authority of the sixth Section of the Grammar School Act, 16th Victoria, ch. 186.....	158
No. 3.—Circular from the Chief Superintendent of Schools to the Boards of Trustees of Grammar Schools throughout Upper Canada, explanatory of the foregoing Regulations.....	161
No. 4.—Programme of the Examination of Candidates for Masterships of County Grammar Schools	164

F.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA:—

No. 1.—General Regulations for the establishment and management of Public Schools Libraries in Upper Canada, adopted by the Council of Public Instruction on the 2d August, 1853.....	167
No. 2.—General Principle on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction.....	173

	PAGE
No. 3.—Remarks of the Chief Superintendent of Schools.....	138
No. 4.—Departmental Notice on the Apportionment of the Legislative Grant for Public School Libraries.....	174

G.

EVIDENCE as to the *RELIGIOUS AND MORAL TENDENCY OF THE MASSACHUSETTS SCHOOL SYSTEM*, with a Prefatory Note by the Hon. EDWARD TWISTLETON, late Commissioner of Poor Laws in Ireland.

No. 1.—Evidence obtained by the Hon. Daniel Webster, respecting the Common School of New England.....	177
No. 2.—Answers of the Hon. Edward Escott, respecting the Common Schools of New England.....	179
No. 3.—Answers of the Hon. Geo. Bancroft, respecting the Common Schools of New England..	181
No. 4.—Answers of the Rt. Rev. Bishop Eastburne, respecting the Common Schools of New England.....	181
No. 5.—Answers of the Hon. W. Appleton, respecting the Common Schools of New England..	182
No. 6.—Answers of the Hon. C. Winthrop, respecting the Common Schools of New England...	184
No. 7.—Answers of the Hon. F. C. Gray, respecting the Common Schools of New England....	186
No. 8.—Answers of the Hon. George Hillard, respecting the Common Schools of New England..	187
No. 9.—Answers of W. H. Prescott, Esq., respecting the Common Schools of New England....	189
No. 10.—Answers of Dr. Sparks, respecting the Common Schools of New England.....	191
No. 11.—Answers of George Ticknor, Esq., respecting the Common Schools of New England....	192
No. 12.—Answers of Henry W. Longfellow, respecting the Common Schools of New England...	195
No. 13.—Evidence of the Rev. Dr. Barnas Sears, Secretary of Massachusetts Board of Education,	196

II.

LORD ELGIN'S REPORT to the *IMPERIAL GOVERNMENT* on the state of *ELEMENTARY EDUCATION* in *UPPER CANADA*..... 202

I.

DUTIES of the *DEPARTMENT OF PUBLIC INSTRUCTION* for *UPPER CANADA*..... 211

K.

SELECTIONS from the *GENERAL FORMS AND INSTRUCTIONS* for executing the Provisions of the Common School Acts, 13th and 14th Victoria, ch. 48; and 16th Victoria, ch. 165.

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.....	216
No. 2.—General Form of Certificate of Qualification for Common School Teachers in Upper Canada, to be granted by the County Boards of Public Instruction, in accordance with the foregoing Programme of Examination.....	218
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, ch. 48.....	218
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.....	219
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, &c., on the part of a Trustee.....	219
No. 6.—Form of a Notice calling a Special School Meeting.....	220
No. 7.—Form of Notification to Trustees of the Alteration in the Boundaries of their School Section.....	221
No. 8.—Form of intimating to the Local Superintendent of Schools the Alteration in the Boundaries of a School Section.....	221
No. 9.—Form of Warrant for the Collection of School Fees.....	222

	PAGE
No. 10.—Form of a Rate Bill, as authorised by the 2d and 8th Clauses of the 12th Section of the Act	222
No. 11.—Form of Receipt to be given by the Collector on receiving the amount in the Rate Bill	223
No. 12.—Form of Deed for the Site of a Common School House and Teacher's Residence	224
No. 13.—Form of Agreement between Trustees and Teacher	226
No. 14.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada	227

L.

PENSIONS TO SUPERANNUATED COMMON SCHOOL TEACHERS IN UPPER CANADA:—

No. 1.—Extract from the Laws authorising the payment of Pensions to Superannuated School Teachers in Upper Canada	234
No. 2.—Regulations adopted by the Council of Public Instruction for Upper Canada, pursuant to the foregoing Provisions of the Law, on the 28th day of April, 1854	235
No. 3.—General Form of Application for Superannuated Teachers	236
No. 4.—Form of Medical Certificate for Superannuated Teachers	237

M.

LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA:—

No. 1.—The Townships	238
No. 2.—The Cities	246
No. 3.—The Towns	246
No. 4.—The Town Municipalities	247
No. 5.—The Incorporated Villages	247

N.

DEPARTMENTAL NOTICES TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA:—

No. 1.—On Free Public School Libraries	248
No. 2.—On Maps and School Apparatus	248

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1854.

PART I.—GENERAL REPORT.

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

MAY IT PLEASE YOUR EXCELLENCY,

I have much pleasure in presenting to your Excellency, my Report of the state of the Normal, Model, Grammar and Common Schools in Upper Canada, for the year 1854. A careful examination of the statistics of this Report, will, no doubt, be as gratifying to your Excellency as it is creditable to the people of Upper Canada : exhibiting as these statistics do, in a striking manner, the noble exertions of the Canadian public to sustain what have been so fitly termed the Colleges of the people.

There are in Upper Canada—

- 1 Normal School ;
- 2 Model Schools (boys and girls) in connection with the Normal School ;
- 64 County Grammar Schools, and
- 3,244 Common Schools.

Total 3,311 : besides our Provincial University and nine colleges, three of which are endowed with University powers.

FINANCIAL RETURNS—TABLE A.

For the maintenance and support of these 3,311 public schools, the following sums were expended by Upper Canada during 1854 :

	In 1854.	In 1853.
For salaries of Common School Teachers	£151,756 10 2	£130,039 0 3
“ salaries of Grammar School Masters, etc.....	10,743 11 1	11,928 13 4
“ building, rent, repairs, &c., of Common Schools..	28,352 16 11	30,730 11 10
“ libraries, maps and apparatus, for C. Schools....	15,040 1 10	1,377 10 1
“ Normal and Model Schools.....	3,403 17 0	3,384 5 10
“ Local Superintendents' salaries, etc.....	4,055 0 0	3,908 15 0
“ Superannuated Common School Teachers.....	1,476 7 6	399 15 0
“ Poor Schools.....	391 5 0	0 0 0
“ Universities, Colleges and Private Schools	31,575 8 0	26,783 8 2

Or, a grand total of nearly one million of dollars—being about one dollar for each inhabitant of Upper Canada. The chief items, in which this increase is greatest, are—

For salaries of Common School Teachers	£21,717 10 0	increase.
“ libraries, maps and apparatus for Common Schools ..	13,662 12 0	“

This increase is the more gratifying, as it is the result of an increased local self-taxation for the promotion of the objects specified.

ATTENDANCE OF PUPILS—TABLE B.

The attendance of pupils between the ages of 5 and 21 years, at the Common and Grammar Schools in 1853 and 1854, was as follows :

	1854.	1853.
Boys at Common Schools.....	112,885	107,392
Girls at Common Schools.....	91,283	87,344
Pupils at Grammar Schools.....	4,287	3,221
Total at Public Schools.....	208,455	187,957
Pupils at Academies.....	866	618
Pupils at Private Schools.....	4,607	3,822
Students in Colleges, &c.....	806	751
	214,634	193,148

Or one for every four inhabitants, being a total increase in favour of 1854 of 21,486 pupils and students attending the public and private educational institutions of the province. Still, we have to lament the fact that, about 60,000 children never attend school at all in Upper Canada. It is, however, satisfactory to be able to state that this number is nearly 20,000 less than were reported as not attending school in 1853. Nevertheless, the fact that 60,000 children in Upper Canada, between the ages of 5 and 16 years, never attend school should lead to the consideration and adoption of some benevolent plan either of inducing or compelling their attendance at school during the early days of susceptible childhood and youth—the time during which the most lasting impressions for good or evil are indelibly made.

By a reference to Tables B and F, it will be seen what proportion of the pupils, reported in connection with the Common and Grammar Schools, attend during the winter and summer in the Common Schools; and also the comparative numbers in both Grammar and Common Schools receiving instruction in the several branches of education. In the more important branches there will be found a steady increase; while by means of the system of classification afforded by the excellent series of national books, repetition of the same study in another form, and from other text books, (and consequent loss of time) is avoided.

TEXT BOOKS AND APPARATUS—TABLE C.

The entire series of National Readers is now in use in 3,062, and the National Arithmetic in 2,705, out of the 3,244 Common Schools in Upper Canada. The national text books recommended by the Council of Public Instruction in 1846, may thus be said to be universally used in the public schools of the Province. They have acquired this degree of popularity, under the sanction of the Council, by their own intrinsic excellence, aided by their cheapness and their adaptation to the purposes of daily instruction in the schools. To have accomplished the introduction of these books without compulsion or proscription, is in the highest degree gratifying.

The introduction of maps and apparatus, although steadily increasing, will, no doubt, receive a very strong impulse, should the legislature concur in the proposition which I have submitted to the consideration of the government, to appropriate such a sum of money as will enable this Department to supply the public schools with those valuable aids of education, on the same terms as libraries are now furnished to the municipalities and school sections. The number of maps in the Common Schools is stated to be 6,922, (increase over 1853 of 1,683 maps) of which 1,086 are maps of Canada, and the remainder, maps of the continents and miscellaneous maps. See Table E.

COMMON SCHOOL TEACHERS, AND TIME OF KEEPING THE SCHOOLS OPEN.—TABLE D.

There are 3,539 teachers reported in Upper Canada—2,508 male and 1,031 female. The qualifications of these teachers are thus reported :

652	First class ; including Provincial certificates.
1661	Second class ; an increase of 142 over 1853.
1180	Third class ; a decrease of 181 compared with 1853.
46	not reported.

Total 3,539.

The number of teachers reported as regularly trained amounts to 600. The total number, however, received into the Normal School at Toronto since 1847 (Table H.) was 1,476—929 male and 547 female. Many of these are no doubt reported among those who have received certificates from the county boards, while others may have died or have ceased to teach.

The average annual salaries of the teachers, as reported, may be thus classified :

Male teacher, with board.....	\$172.
“ “ without board.....	\$316.
Female teacher, with board.....	\$120.
“ “ without board.....	\$193.

The ordinary annual salaries of male teachers, without board, particularly those trained at the Normal School, are,

Those holding 1st Class Certificates from \$400 to \$600 per annum.	
“ 2nd “ “ \$300 to \$400 “	
“ 3rd “ “ \$250 to \$300 “	

And of female teachers, without board :

Those holding 1st Class Certificates from \$300 to \$400 per annum.	
“ 2nd “ “ \$250 to \$300 “	
“ 3rd “ “ \$200 to \$250 “	

Some male teachers in the cities and principal towns, however, get from \$800 to \$1,200 per annum.

It is most gratifying to observe the willingness with which trustees and others are disposed to acknowledge and remunerate the services of good teachers, particularly those who have had the advantage of a course of training at the Normal School. It is earnestly expected that this anxiety to provide a liberal salary will be duly appreciated by the teachers themselves, and that every exertion will be made on their part to justify the high hopes entertained of them, and the great liberality exhibited by trustees in amply rewarding them for their services.

The average length of time during which each school has been kept open in 1854 was nine months and seventeen days.

SCHOOL HOUSES, SCHOOL VISITS, &c.—TABLE E.

The number of school-houses in Upper Canada, as reported in 1854, was 3,172. These are classified as follows :

169 Brick.
168 Stone.
1,306 Frame.
1,496 Log.
33 not reported.

Total 3,172.

There has been an increase of 39 brick school-houses in Upper Canada for 1854: of frame 53, and of log 52. The great proportion of log houses, which is happily lessened every year, is strongly indicative of the fact that Canada has not yet emerged from her primitive period of existence; while it also shews that in the newer portions of the province, (where alone this rudest class of school-houses is reared,) exertions are being made to supply the remote settlements with that necessary adjunct to Christian civilization, education; and although the efforts may be feeble at first, they lay the foundation, as has hitherto been done in every part of the country, for that superior class of houses and higher instruction which is now the pride and glory of the cities, towns and prosperous villages of Upper Canada.

I had hoped ere this, as intimated in my report of last year, to have been able to insert in this report to your Excellency a series of approved plans of school-houses for Common and Grammar Schools, accompanied with detailed specifications; but as they are not yet ready, I have been again obliged to omit them.

The official school visits are thus reported:

	In 1854.	In 1853.
By Local Superintendents	6,866	7,055
“ Clergymen.....	3,030	2,587
“ Municipal Councillors	1,109	1,377
“ Magistrates	1,365	1,272
“ Judges and Members of Parliament	173	99
“ The Trustees.....	15,537	15,198
“ Other persons	11,338	11,681
Grand Total.....	39,718	39,269

The gross increase over 1853 is nearly 500 visits, and shews that public interest in the schools, as indicated by these visits, steadily increases rather than diminishes. These visits are invaluable as a means of stimulating both teachers and pupils to industry and proficiency in their daily duties.

The number of lectures delivered by local superintendents in the different school sections amounted to 2,238—a decrease of 49 as compared with 1853. Though an arduous duty in some cases, still it ought to be steadily persevered in, as by this means precious seed is sown, public interest is maintained and the zeal of both trustees and teachers animated. Some “village Hampden,” or hitherto “mute, inglorious Milton,” may thus be fired to deeds of virtue and renown; or parents who should otherwise neglect the instruction of their children, might, by this means, be induced to afford them facilities to acquire position and education which they should not otherwise attain. Let it never be said of any part of Canada,—

“ Perhaps in this neglected spot is laid,
Some heart once pregnant with celestial fire:
Hands that the rod of empire might have swayed,
Or waked to ecstasy the living lyre:”

“ But knowledge to their eyes her ample page,
Rich with the spoils of Time, did ne’er unroll;”

But let superintendents, trustees and teachers, each in his appropriate sphere, promote and foster that greatest of all public interests, next to the diffusion of Christianity,—the universal education of the people.

THE GRAMMAR SCHOOLS.—TABLE F.

Table F. contains the best and fullest information which this Department has been enabled to collect, in regard to these intermediate institutions in our public school system. As preliminary to the more complete, methodical and satisfactory report which I hope to be enabled to present next year, it is valuable as a basis of reference and comparison for future years. The following summary of the actual state of the grammar schools of Upper Canada in 1854, the year before the present law and regulations came into force, shews that there were 64 grammar schools; of which 26 were situated in the county towns, and are therefore called senior grammar schools. Of the 64 reported—

17	junior and	4	senior, or	33	per cent.	received	pupils	unable	to	read.
24	“	12	“	56	“	“	“	“	“	write.
31	“	21	“	81	“	did not teach	Canadian	History.		
30	“	16	“	72	“	“	“	Grecian	History.	
30	“	12	“	66½	“	“	“	Trigonometry.		

25	junior and 12 senior or	58	per cent. did not teach	Roman History.
24	" 11	" 51 $\frac{1}{2}$	" "	Ancient Geography.
18	" 15	" 51 $\frac{1}{2}$	" "	French.
19	" 6	" 39	" "	Mensuration.
15	" 8	" 36	" "	Greek.
16	" 6	" 34	" "	English History.
9	" 5	" 22	" "	Greek or French.
10	" 4	" 22	" "	Book-keeping.
7	" 6	" 20	" "	any of the Natural Sciences.
7	" 5	" 19	" "	English composition.
7	" 1	" 12 $\frac{1}{2}$	" "	Algebra.
6	" 1	" 11	" "	Ancient or Modern History.
6	" ...	" 9 $\frac{1}{2}$	" "	Euclid.
2	" 2	" 6	" "	Writing.
2	" 1	" 4 $\frac{1}{2}$	" "	Modern Geography.
1	" 1	" 3	" "	Ancient or Modern Geography.
1	" ...	" 1 $\frac{1}{2}$	" "	either Latin, Greek or French.
1	" ...	" 1 $\frac{1}{2}$	" "	An. or Mod. History or Geography.
1	" ...	" 1 $\frac{1}{2}$	" "	Arithmetic.
18	" 8	" 40 $\frac{2}{3}$	"	were not opened or closed with prayer.
12	" 9	" 33	"	did not use either Bible or Testament.
9	" 5	" 22	"	had neither prayer or reading the Bible.

The grammar schools have hitherto had to contend against innumerable difficulties and drawbacks. The chief of which has been the utter absence of any recognized system, or any fixed standard of education. Each school was independent of every other grammar school, and all were officially isolated from the common school—their natural source of supply—on the one hand, and from the University colleges—their natural limit of instruction—on the other. In addition to this, their means of raising funds for their support were limited to the legislative aid and the fees received for tuition. It is to be hoped that provision will shortly be made, as I have already recommended, to place the grammar schools on a footing of equality, (as it regards their ability to assess and collect moneys for the erection, repairing, and maintenance of the schools,) with the common schools in cities, towns and villages. This would at once place them in a position to accomplish the object of their establishment, and would tend to raise the tone and standard of education in their respective counties. But although, until recently, the grammar schools had very little means or opportunity to promote this object, still a few of them did rise above these peculiar difficulties and were highly creditable to the masters who conducted them; yet being without any determinate position, the majority of them failed to exhibit either the characteristic or legitimate fruits of a good common or grammar school. This anomalous state of things happily ceased in 1854; and the programme of classification and studies, which has been adopted by the council of public

instruction, approved by your Excellency and council will, when it comes into operation next August, no doubt, effect a most salutary and important change. This programme, with the accompanying rules and regulations, and the prescribed list of text-books, will be found in appendix E. The expenditure for the salaries of masters and for maps and apparatus, repairs and contingencies in 1854, amounted to £12,763 16s. 6d.—£5,485 of this sum were contributed by the legislature, through the department; £4,374 3s. 4d. were received from fees; and £2,904 13s. 4d. were received from municipal assessments and from other sources.

THE NORMAL AND MODEL SCHOOLS.—TABLES G. AND H.

This Institution, so highly prized, and so graphically described by your Excellency's immediate predecessor, the Earl of Elgin, as "the seed plot of the system," still continues to exert a most salutary influence upon our entire school system. The teachers trained here are eagerly sought for from all parts of the Province, at the end of each session; and were the supply even greater than it is the demand would still equal it.

The whole number of applicants who have been admitted to receive instruction, from 1847 to 1854, was 1476—929 males and 547 females, or about 200 per annum. Of these, 736 received certificates of attendance or proficiency on leaving—479 males and 257 females. In addition to the student-teachers in training in the Normal School, there are also 400 children (200 boys and 200 girls) which receive instruction in the Model Schools connected with the institution. The weekly fees received from these pupils amounted in 1854 to £539. Thus the principle of requiring a municipality to contribute an equal amount to the legislative grant in aid of Common Schools is maintained, and additional means are also secured for carrying on the schools with efficiency. The total expenditure of the Normal and Model Schools for 1854 amounted to £3,403 17s., including the weekly allowance to student-teachers. See Table H.

OTHER EDUCATIONAL INSTITUTIONS.—TABLE I.

All the information which the Department has been able to procure in regard to the other educational institutions of the Province, is embodied in Table I. From it we learn that there are in Upper Canada,

- 9 Colleges; 4 of which are possessed of University powers.
- 19 Academies or High Schools.
- 186 Private Schools of various kinds.
- 55 Separate Schools—44 Roman Catholic, 3 Protestant, and 8 Colored.

The attendance at these institutions is,

806	at the Colleges.
866	“ Academies.
4,607	“ Private Schools.

The expenditure of these institutions for the year 1854, has been estimated, from the best information within the reach of this Department, to be £31,575.

The total number of educational institutions in Upper Canada is 3512—an increase of 122 over 1853,—attended by 214,734 students and pupils—an increase of 11,581 over last year.

SYSTEM OF PUBLIC LIBRARIES—TABLE K.

Before noticing the steps which have been taken to introduce this branch of our system of public instruction, I will reply to the only objections made to it. It has been objected, “that the purchase and sale of school requisites and books for public libraries, ought to be left to private enterprise—that the government ought not to have a map or book establishment for the supply of schools and municipalities with these essential instruments of sound education and general knowledge,—that the private trader ought not to be injured by government with whom he is unable to compete.”

This objection is based upon the acknowledged fact, that school requisites and books are supplied to local municipalities much more economically and advantageously for the latter by the aid of government than by private traders. It is then a question, whether the interests of public schools and municipalities are first to be consulted or those of private individuals?

It is also to be observed that the same objection may be urged upon the same ground and with equal force against any system of public schools whatever, as they interfere with the trade of the private teacher; for in proportion to the excellence of public schools, and the degree in which they are aided by the legislative grants and local assessments, and education to individuals thus cheapened, will private schools decline, and the interests of private teachers be affected? The same objection lies equally against all endowments or public aid of colleges, as the trade of the private tutor is thereby injured and for the most part extinguished in regard to the whole business of collegiate teaching. The interests of a class of private teachers are as much entitled to protection against the competition of public schools, as are the interests of a class of private booksellers to protection against the competition of government in supplying the public schools with the requisite maps, apparatus and libraries. If

the interest of an individual, or a class, are to be placed before those of the community at large, then there can be no system of public instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the government and legislation of any enlightened country.

The ground on which the public schools and municipalities are provided with school requisites and libraries, through the medium of a public department, and by means of public grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having public schools, for if a people determine through their legislature that they will have public schools at all, it is clear that those schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the legislature to promote the education of the people by the establishment of public schools, it is equally its duty to provide all possible facilities and means for supplying those schools with the maps, apparatus, and libraries, which render them most instrumental in educating and instructing the people.

The legislature will, therefore, no doubt, make the same provision for aiding public schools and municipalities in providing themselves with school maps, apparatus and libraries, as it has done for the training and support of their teachers; and the unseemly opposition which has been attempted by two or three newspapers in the interest of as many mistaken booksellers, has hitherto found no echo in the voice of the press generally, and not a single response within the halls of the legislature.

The objection too, is founded upon a false view of the legitimate sphere of government duty and private enterprise. It is as much the duty of government to adopt the most economical and effective means to furnish the public schools with all the needful appliances and instruments of usefulness, as to provide these for any one of its own departments. The extent and manner in which it does so, must depend on circumstances, and is a matter for the exercise of its own discretion, irrespective of any pretensions of private against public interests. The private bookseller has a right to sell his books as he pleases; and each school section and municipality, and each public body of every description, as well as each private individual, and not less the government, has a right to purchase books where, and of whom they please. Each municipality, as well as the legislative assembly itself, may have its own library procured and imported by a public agent, and not by a private trader, to whom large additional prices must be paid for his risks and profits.

Besides, nearly all the maps and other articles of school apparatus, and most of the books for the libraries, were unknown in the country and would have been

unknown, had they not been introduced by the agency of a public department. I believe that private booksellers have largely profited by what I have done in this respect; that they have found demand for many books which no doubt have first been made known in the official catalogue and through the medium of the public school libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the public schools and municipalities with books and school apparatus.

I have also considered it my duty to *import* nothing that could be *produced in the country*. I get most of the maps *mounted*, and many of them *colored* in Toronto; I have introduced models of *school furniture*, and encouraged its domestic manufacture, so that it is now becoming an important branch of business. All our common school books are now printed in the country; and I hope the day is not far distant when, in the largest sense, Canada will be a *book publishing*, as well as a *book reading* country.

Having noticed, perhaps more formally than was necessary, this only and narrow objection against public libraries, I will now state the steps which have been taken to establish this vitally important branch of our system of public instruction, and some of its results and advantages.

The first practical step towards establishing public school libraries in Upper Canada, was taken in the autumn of 1850. In that year the preliminary arrangements were made with the chief publishers in England and the United States, to supply the department with quantities of such works as might be selected by me, and approved by the council of public instruction for Upper Canada.

In 1853, the arrangements in regard to this important branch of our system of public instruction were perfected; and towards the close of that year—(having obtained the necessary supply from England and the United States)—the first library was dispatched from the department. Since that time, the officers of the department, charged with this special duty, have been incessantly engaged in receiving books, and in despatching libraries to every part of Upper Canada. Up to the date of this report, there were despatched from the library depositories, libraries containing 105,509 volumes. A detailed statement of the number of libraries sent out, the names and designation of the municipalities and school sections, which have procured libraries, the amounts contributed from local sources for this object, the number of volumes sent out in each department of literature, and other statistical information in regard to libraries up to the close of 1854, will be found on referring to table K.

The regulations which have been adopted for the management and control of the libraries will be found in appendix F.

It will be seen by Table K, how widely the advantages of these public libraries have already been diffused. Each of the forty-two counties in Upper Canada, with the exception of Addington, Bruce and Victoria, has availed itself of the facilities which the Department, through the liberality of the Legislature, has been enabled to afford. They have been equally open to the most distant school sections as well as to the metropolis—to the most remote and thinly inhabited municipalities as well as to the most populous and wealthy. Each has been aided from the legislative grant, and supplied with books according to the extent of their own exertions and the amount of money contributed from their own resources.

As a singular instance of how little influence distance can have in preventing the establishment of public libraries, I may mention that, while very respectable libraries have been ordered and despatched to the extreme northern townships of the province, bordering on the Ottawa River, not a single book has yet been procured for public school libraries in either of the populous and important cities of Toronto, Ottawa or London; while the school authorities in each of these cities complain of a want of some additional inducements to encourage the idle boys in their streets to attend the schools and enjoy the advantages of instruction. It is but reasonable to suppose that, if the inducement of free access to the interesting and often beautifully illustrated works on various branches of knowledge and social duties, which are usually supplied, was held out and explained to the parents of these children, or to the lads themselves, the groups of idle, listless, or mischievous boys, would, in a short time, be very materially lessened. Young people are easily interested, and soon acquire a taste for reading; but when left to themselves, instead of to the companionship of good books, this taste soon degenerates into a morbid craving for the most dangerous and worthless productions of the press.

The magnitude and importance of this noblest feature of our public school system was deeply felt by Lord Elgin, who, in one of his valedictory addresses delivered on leaving the province, referred to the "township and county libraries as the crown and glory of the institutions of the province!" This is certainly the true light in which to view such great instruments in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. The youth attending our schools are taught to read, and read they will, either for good or evil. It therefore becomes an important and momentous question in all systems of public instruction, how shall this want be supplied—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has

been carefully pondered, and each conclusion has been cautiously arrived at. It is therefore a matter of satisfaction to know that this care and anxiety has not been in vain, but that there will have been put into circulation in Upper Canada, before these pages are printed, upwards of 110,000 volumes of choice and excellent works, relating to almost every department of literature and science.

The many references to the popularity and usefulness of these libraries contained in the extracts from the remarks of the local superintendents, (Appendix A,) shew the great good which the circulation of the books already sent out has accomplished. It is to be hoped that the legislature will concur in the appropriation of a still further sum to aid the department in the diffusion of additional light and knowledge in Upper Canada, and the source of much comfort and enjoyment during the long nights of our Canadian winter.

QUESTION OF RELIGIOUS INSTRUCTION IN THE SCHOOLS.

On this important subject I deem it unnecessary to add more than a few words to what I stated in my report for 1851, and which is as follows:—

“The question of religious instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America—has agitated more than one country on the continent of Europe—has hitherto deprived England of a national system of education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain religious denominations, while the great mass of the labouring population is unreached by a ray of intellectual light, and is “perishing for lack of knowledge,” amidst the din of sectarian war about “religious education,” and under the very shadows of the cathedral and the chapel. If I have not made this question a prominent topic of remark in my annual reports, it is not because I have undervalued or overlooked its importance. In my first and preliminary *Report on a System of Public Elementary Instruction for Upper Canada*, I devoted thirty pages to the discussion of this subject (pp. 22–52), and adduced the experience and practice of the most educating countries in Europe and America respecting it. In preparing the draft of the school law, I have sought to place it where it has been placed by the authority of government, and by the consent of all parties in Ireland—as a matter of regulation by a National Board, and with the guards which all have considered essential. These regulations* have been prepared and duly sanctioned, and placed in the hands of

* The following are the regulations on the *Constitution and Government of Schools in respect to Religious and Moral Instruction*, prescribed by the Council of Public Instruction for Upper Canada:—

“As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. Where it cannot be carried out in mixed schools to the satisfaction of both

all school authorities; nor have I failed from time to time to press their importance upon all parties concerned. It is, however, worthy, of remark, that in no instances have those parties who have thought proper to assail the school system, and myself personally, on the question of religious instruction, quoted a line from what I have professedly written on the subject, or from the regulations which I have recommended; while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

"As some prominence has been given to this question during the year by individual writers, and some vague statements and notions put forth, I will offer a few remarks on it.

"1. My first remark is that the system of common school instruction should,

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 thus quoted, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the government itself.

"The common school being a day and not a boarding school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents or guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

"In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following regulations and recommendations:—

"1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the scriptures or catechism or other summary of religious doctrine and duty of the 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 endeavors, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country; humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."—[These regulations, as lately modified, will be found in the Appendix.]

like the legislature which has established, and the government that administers it, be non-sectarian and national. It should be considered in a provincial rather than a denominational point of view—in reference to its bearing upon the condition and interests of the country at large—and not upon those of particular religious persuasions as distinct from public interests, or upon the interests of one religious persuasion more than upon those of another. And thus may be observed the difference between a mere sectarian and a patriot—between one who considers the institutions and legislation and government of his country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his sect above his country, and supports or opposes every public law or measure of government just as it may or may not promote the interests of his own sect irrespective of the public interests and in rivalry with those of our sects; the other views the well-being of his country as the great end to be proposed and pursued, and the sects as among the instrumentalities tributary to that end. Some, indeed, have gone to the extreme of viewing all religious persuasions as evils to be dreaded, and as far as possible proscribed; but an enlightened and patriotic spirit rather views them as holding and propagating in common the great principles of virtue and morality, which form the basis of the safety and happiness of society; and therefore as distinct agencies more or less promotive of its interests—their very rivalships tending to stimulate to greater activity, and, therefore, as a whole, more beneficial than injurious. I think a national system of public instruction should be in harmony with this national spirit.

“2. I remark again, that a system of public instruction should be in harmony with the views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically or practically exclude christianity in all its forms as an essential element in the education of the country, is exceedingly small, and that more than nine-tenths of the people regard religious instruction as an essential and vital part of the education of their offspring. On this, as well as on higher grounds, I lay it down as a fundamental principle that religious instruction must form a part of the education of the youth of our country, and that that religious instruction must be given by the several religious persuasions to their youth respectively. There would be no christianity among us were it not for the religious persuasions, since they, collectively, constitute the christianity of the country, and, separately, the several agencies by which christian doctrines and worship and morals are maintained and diffused throughout the length and breadth of the land. If in the much that certain writers have said about and against ‘sectarian teaching,’ and against ‘sectarian bias’ in the education of youth, it is meant to proscribe or ignore the religious teaching of

youth by sects or religious persuasions ; then it is the theory, if not the design of such writers to preclude religious truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels ! But if, on the other hand, it be insisted, as it has been by some, that as each religious persuasion is the proper religious instructor of its own youth, therefore each religious persuasion should have its own elementary schools, and that thus denominational common schools should supersede our present public common schools, and the school fund be appropriated to the denominations instead of to the municipalities ; I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of universal education than is the former theory to the interests of all christianity. The history of modern Europe in general, and of England in particular, teaches us that when the elementary schools were in the hands of the church, and the state performed no other office in regard to schools than that of tax-assessor and tax gatherer to the church, the mass of the people were deplorably ignorant, and, therefore deplorably enslaved. In Upper Canada, the establishment and support of denominational schools to meet the circumstances of each religious persuasion would not only cost the people more than five-fold what they have now to pay for school purposes, but would leave the youth of minor religious persuasions, and a large portion of the poorer youth of the country, without any means of education, upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their religious faith.

“ 3. But the establishment of denominational common schools for the purpose of denominational religious instruction itself is inexpedient. The common schools are not boarding but day schools. The children attending them reside with their own parents, and are within the charge of their own pastors ; and therefore the oversight and duties of the parents and pastors of children attending the common schools are not in the least suspended or interfered with. The children attending such schools can be with the teacher only from nine o'clock in the morning until four o'clock in the afternoon of five or six days in the week, while during his morning and night of each week day and the whole of Sunday, they are with their parents or pastors ; and the mornings and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for religious studies and instruction—portions of time during which pupils are not and cannot be with the teacher, but are and must be, under the oversight of their parents or pastors. And the constitution or order of discipline of each religious persuasion enjoins upon its pastors and members to teach the summary of religious faith and practice required to be taught to the children of the members of each such persuasion. I might here adduce what is enjoined on this subject by the Roman Catholic, and

the several Protestant churches; but as an example of what is required, in some form or other, by the laws or rules of every religious persuasion, I will quote the 59th canon of the Church of England,—which is as follows:

“Every parson, vicar, or curate, upon every Sunday and holy day, before evening prayer, shall, for half an hour or more, examine and instruct the youth and ignorant persons in his parish, in the Ten Commandments, the Articles of the Belief, and the Lord's Prayer; and shall diligently hear, instruct, and teach them the catechism set forth in the book of common prayer; and all fathers, mothers, masters, and mistresses, shall cause their children, servants and apprentices, which have not learned the catechism, to come to the church at the time appointed, obediently to hear, and to be ordered by the minister until they have learned the same. And if any minister neglects his duty herein, let him be sharply reprov'd upon the first complaint, and true notice thereof given to the bishop or ordinary of the place. If after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then excommunicated, and so remain until he will be reformed. And, likewise, if any of the said fathers, mothers, masters, or mistresses, children, servants, or apprentices, shall neglect their duties, of the one sort of not causing them to come, and the other in refusing to learn, as aforesaid, let them be suspended by their ordinaries, (if they be not children,) and if they so persist by the space of a month, then let them be excommunicated.”

“To require, therefore, the teacher in any common day school to teach the catechism of any religious persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each religious persuasion; and instead of providing by law for the extension of religious instruction and the promotion of christian morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the common school teacher the duties which their church enjoins upon them, and thus sanctioning immoralities in pastors and parents, which must, in a high degree, be injurious to the interests of public morals no less than to the interests of children and of the common schools. Instead of providing by law for denominational day schools for the teaching of denominational catechisms in school, it would seem more suitable to enforce by law the performance of the acknowledged disciplinary duties of pastors and members of religious persuasions by not permitting their children to enter the public schools until their parents and pastors had taught them the catechism of their own church. The theory, therefore, of denominational day schools is as inexpedient on religious grounds as it is on the grounds of economy and educational extension. The demand to make the teacher

do the canonical work of the clergyman is as impolitic as it is selfish. Economy as well as patriotism requires that the schools established for all should be open to all upon equal terms, and upon principles common to all—leaving to each religious persuasion the performance of its own recognised and appropriate duties in the teaching of its own catechism to its own children. Surely it is not the province of government to usurp the functions of the religious persuasions of the country; but it should recognize their existence, and therefore not provide for denominational teaching to the pupils in the day schools, any more than it should provide such pupils with daily food and raiment, or weekly preaching or places of worship. As the State recognizes the existence of parents and the performance of parental duties by not providing children with what should be provided by their parents—namely clothing and food,—so should it recognize the existence of the religious persuasions and the performance of their duties by not providing for the teaching in the schools of that which each religious persuasion declares should be taught by its own ministers and the parents of its children.

“4. But, it may be asked, ought not religious instruction to be given in day schools, and ought not government to require this in every school? I answer, what may or ought to be done in regard to religious instruction, and what the government ought to require, are two different things. Who doubts that public worship should be attended and family duties performed? But does it therefore follow that government is to compel attendance upon the one, or the performance of the other? If our government were a despotism, and if there were no law or no liberty, civil or religious, but the absolute will of the sovereign, then government would, of course, compel such religious and other instruction as it pleased,—as is the case under despotisms in Europe. But as our government is a constitutional and a popular government, it is to compel no farther in matters of religious instruction than it is itself the expression of the mind of the country, and than it is authorized by law to do. Therefore, in the ‘*General Regulations on the Constitution and Government of Schools respecting Religious Instruction*,’ (quoted in a note on a preceding page) it is made the duty of every teacher to inculcate those principles and duties of piety and virtue which form the basis of morality and order in a State, while parents and school teachers and school managers are left free to provide for and give such further religious instruction as they shall desire and deem expedient. If with us, as in despotic countries, the people were nothing politically or civilly but slaves and machines, commanded and moved by the will of one man, and all the local school authorities were appointed by him, then the schools might be the religious teachers of his will; but with us the people in each municipality share as largely in the management of the schools as they do in making the school law itself. They erect

the school-houses; they employ the teachers; they provide the greater part of the means for the support of the schools; they are the parties immediately concerned—the parents and pastors of the children taught in the schools. Who then are to be the judges of the nature and extent of the religious instruction to be given to the pupils in the schools: these parents and pastors, or the executive government, counselled and administered by means of heads of departments, who are changed from time to time at the pleasure of the popular mind, and who are not understood to be invested with any religious authority over the children of their constituents?

“5. Then, if the questions be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those countries in Europe in which denominational day schools alone are established and permitted by government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the countries of Europe or America? Nay, the very reverse is the fact. And it were not difficult to show that those denominational schools in England which were endowed in former ages, have often been the seats of oppressions, vices, and practices, that would not be tolerated in the most imperfect of the common schools in Upper Canada. And when our common schools were formerly, in regard to government control, chiefly under the management of one denomination, were the teachers and schools more elevated in their religious and moral character, than at the present time? Is not the reverse notoriously the case? And if enquiry be made into the actual amount of religious instruction given in what are professedly denominational schools, whether male or female, (and I have made the enquiry,) it will be found to consist of prayers not more frequently than in the common schools, and of reciting a portion of catechism each week—a thing which is done in many of the common schools, although the ritual of each denomination requires catechetical instruction to be given elsewhere and by other parties. So obviously unnecessary on religious grounds are separate denominational schools, that two school-houses which were built under the auspices of the church of England for parish schools of that church—the one at Cobourg, by the congregation of the Archbishop of York, and the other in connection with Trinity church, Toronto East—have, after fair trial, been converted for the time being into common school-houses, under the direction of the public boards of school trustees in Toronto and Cobourg.

“6. I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors

and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also what is taught at home by the parents and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the holy scriptures. In all such cases pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, nor the common school system.

“7. But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour's walk of every man's door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to temptation—most need the best counsels in religion and morals—are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth needs the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their pastor and parent. Hence what is supplied by the parent and pastor at home, ought, as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

“8. Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient, and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, nor for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers

—evincive of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution.

“9. It is not, however, my intention to discuss the question of recognizing and aiding denominational colleges in a system of public instruction. My object in the foregoing remarks is to shew that the objections against the establishment of a system of denominational day schools, do not form any objections to granting aid to denominational colleges as institutions of science and literature, and open to all classes of youth who may be desirous of attending them.

“10. The more carefully the question of religious instruction, in connection with our system of common schools, is examined, the more clearly, I think, it will appear that it has been left where it properly belongs—with the local school municipalities, parents and managers of schools—the government protecting the right of each parent and child, but beyond this and beyond the principles and duties of moralities common to all classes, neither compelling nor prohibiting—recognizing the duties of pastors and parents, as well as of school trustees and teachers, and considering the united labors of all as constituting the system of education for the youth of the country.”

What I thus wrote in my report for 1851, has not been weakened, nor does it require to be modified, by anything which has since been written on the subject. Nay, all that has since appeared, either in the way of advocacy or objection, has tended to illustrate the correctness of the foregoing views. I might multiply comparisons and illustrations, but I feel it is useless to do either. Among the very few individual objectors to the present system on the ground of a deficiency of religious instruction, the greater number have stated that they did not wish to have denominational schools, nor denominational instruction in the schools, but general religious instruction. But it may be submitted, whether the regulations do not provide for all religious instruction and exercises which are not denominational?

It has also been objected, that our school system has been adopted from that established in the State of Massachusetts, the tendency of which is alleged by the objectors to be irreligious. I reply that the religious features of our school system have been derived from the Irish National School system,—whose text books and general regulations have been adopted;—that the only feature of the Massachusetts school system which has been introduced into Upper Canada is the principle of supporting schools by a rate on property, and thus making the schools free; but this is at the option of each municipality. However, as to the religious and moral character and tendency of the Massachusetts school system, the testimony of competent and unexceptionable witnesses may be given—shewing how perfectly

ignorant the few Canadian objectors are on a subject on which they have written so confidently, and made assertions so unjust and unfounded. This testimony, and an explanation of the circumstances under which it was given, will be found in Appendix G. of this Report.

Tables S. and T. contain a summary of interesting facts. The first (Table S.) shews the total amount granted by the Legislature for the support of the entire system of public schools in Upper Canada connected with this Department; and, also, the corresponding amount contributed by the different municipalities for the same object. From this summary it appears that the aggregate of the yearly legislative aid in favor of the public schools amounted to £39,254 12s. 8d., and the local equivalent to £40,598 2s. 5d. This is independent of the large sums contributed by the people themselves through the trustee corporations, amounting to £123,192 12s. 7d, or to a total sum of £179,759 15s. 0d., contributed from local sources; making a grand aggregate of £212,985 7s. 8d. expended in 1854, for the maintenance and support of the Grammar and Common Schools of Upper Canada, under the supervision of this Department. The last (Table T.) exhibits an interesting tabular view of the comparative results of the public school system, from 1842 to 1854 inclusive. This table is worthy of careful study. It shews at a glance the steady intellectual progress which has been made in Upper Canada during the last twelve years. This progress is but an earnest of what may yet, under Providence, be reached during the next twelve years, and which, if it at all keeps pace with the past, will place Canada among the first educating countries in the world.

I have the honor to be,

Your Excellency's

Most obedient and humble servant,

E. RYERSON.

Education Office,

Toronto, *March*, 1855.

PART II.

STATISTICAL REPORT.

CONTENTS.

TABLE A.—SCHOOL SECTIONS AND SCHOOLS. SCHOOL MONIES.
TABLE B.—SCHOOL POPULATION AND CHILDREN ATTENDING SCHOOL. NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.
TABLE C.—NUMBER OF SCHOOLS USING AUTHORIZED AND OTHER TEXT-BOOKS AND APPARATUS. MODES OF INSTRUCTION.
TABLE D.—COMMON SCHOOL TEACHERS. TIME THE SCHOOLS HAVE BEEN KEPT OPEN.
TABLE E.—COMMON SCHOOL HOUSES. MAPS AND APPARATUS. SCHOOL VISITS AND LECTURES. MISCELLANEOUS.
TABLE F.—THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA: MONIES, PUPILS, and other Information.
TABLE G.—THE NORMAL SCHOOL FOR UPPER CANADA: THREE ABSTRACTS.
TABLE H.—RECEIPTS AND EXPENDITURE OF THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.
TABLE I.—OTHER EDUCATIONAL INSTITUTIONS. SEPARATE SCHOOLS. PROVINCIAL SUMMARY.
TABLE K.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA. OTHER LIBRARIES.
TABLE L.—STATEMENT in DEBIT of the SUPERANNUATED COMMON SCHOOL TEACHERS IN UPPER CANADA for 1854, with the RECEIPTS AND EXPENDITURE OF THE FUND.
TABLE M.—STATEMENT shewing the Apportionment paid and the Balances forfeited, or in course of payment, out of the LEGISLATIVE APPROPRIATION of £31,000 currency, for COMMON SCHOOL PURPOSES IN UPPER CANADA, for 1854.
TABLE N.—STATEMENT shewing the Apportionment paid and the Balances forfeited, or in course of payment, out of the UPPER CANADA GRAMMAR SCHOOL FUND, for the year 1854.
TABLE O.—STATEMENT shewing the Sums apportioned and paid in SPECIAL AID OF COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS IN UPPER CANADA, in 1854, under the authority of 16 Vict., chap. 185, section 23.
TABLE P.—SUMMARY of the RECEIPTS AND EXPENDITURE of the UPPER CANADA GRAMMAR, COMMON, and POOR SCHOOL LEGISLATIVE GRANTS, for the year 1854.
TABLE Q.—SUMMARY of the RECEIPTS AND EXPENDITURE of the UPPER CANADA PUBLIC LIBRARY FUND, to the close of the year 1854.—13 & 14 Vict., chap. 48, section 41.
TABLE R.—STATEMENT of the RECEIPTS AND EXPENDITURE of the JOURNAL OF EDUCATION FUND to the close of the year 1854.—16 Vict., chap. 185, section 23.
TABLE S.—STATEMENT shewing the DISTRIBUTION of the LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT; together with the Sums RAISED AS AN EQUIVALENT for the Legislative Grants, and OTHER MONIES RAISED BY TRUSTEES, &c., for the Support of GRAMMAR AND COMMON SCHOOLS.
TABLE T.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative STATE AND PROGRESS of EDUCATION IN UPPER CANADA, as connected with UNIVERSITIES, COLLEGES, ACADEMIES, PRIVATE, GRAMMAR, COMMON, NORMAL, AND MODEL SCHOOLS, during the years 1842 to 1854 inclusive, compiled from RETURNS in the Educational Department.
TABLE U.—STATEMENT of the PROVINCIAL LIBRARY AND MUSEUM FUND, to the close of the year 1854.—16 Vict., chap. 185, section 23.
TABLE V.—MEMORANDUM relating to the FUND FOR THE PROMOTION OF SCHOOL ARCHITECTURE AND PRACTICAL SCIENCE.—13 & 14 Vict., chap. 48, section 41.

TABLE A.

STATISTICAL

COMMON SCHOOLS.										COMMON SCHOOL						
MUNICIPALITIES OF UPPER CANADA.		Number of School Sections. Of which are Union Sections.	No. of Schools reported.	No. of Free Schools.	No. of Schools partly Free.	Separate. Protestant.	Roman Catholic.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of School Section Free School Assessment.	TEACHERS					
											Amount of	Amount of	Amount of	Amount of		
															Rate-Bills and	Subscriptions.
No.	Counties.							£ s. d.	£ s. d.	£ s. d.	£ s. d.					
1	Glengary.....	63	4	60	8	6	1	421 11 3	436 0 0	377 3 5	791 8 10					
2	Brantford.....	63	12	62	11	8	1	311 7 7	293 18 8	337 4 0	543 18 2					
3	Pontias.....	6	1	6	4	15	1	329 11 10	377 0 0	933 16 6	211 0 4					
4	Prescott.....	43	11	32	9	9	1	219 10 8	353 0 0	127 17 3	49 11 5					
5	Richmond.....	14	1	13	11	4	1	68 15 2	191 0 0	142 10 0	64 6 7					
6	Caledon.....	94	4	85	37	20	1	512 18 0	511 12 0	1577 1 7	755 1 2					
7	Georgetown.....	74	10	79	33	28	1	413 5 11	533 19 2	862 17 1	574 12 8					
8	Leeds.....	135	20	129	48	46	1	617 18 3	793 1 1	1270 2 8	677 12 9					
9	Laurel.....	104	16	109	2	59	1	588 0 11	607 9 1	1322 6 3	1001 13 10					
10	Leamington.....	45	9	33	19	9	1	186 15 0	185 8 2	411 13 5	315 13 1					
11	Frontenac.....	79	5	69	58	5	1	478 15 10	505 0 0	713 0 0	431 2 10					
12	Arrol.....	70	6	70	28	12	1	333 6 6	345 0 0	639 9 5	683 8 10					
13	Leamington.....	45	4	43	11	9	1	199 11 8	220 0 0	271 16 2	405 7 1					
14	Prince Edward.....	31	4	31	25	58	1	411 18 0	5 0 0	1030 8 1	9 8 3 6					
15	Bedford.....	110	7	123	71	12	1	622 8 9	632 8 9	2920 9 7	629 9 3					
16	Northumberland.....	122	10	118	55	36	1	631 9 10	631 9 10	2077 6 7	975 13 8					
17	Durham.....	82	9	81	2	23	1	620 13 2	637 10 4	1639 1 7	1550 1 10					
18	Peterborough.....	59	4	48	23	16	1	312 11 1	422 0 0	918 19 0	319 4 2					
19	Victoria.....	53	5	50	3	15	1	279 5 7	326 0 0	1917 10 0	215 0 8					
20	Ontario.....	98	1	96	56	42	1	681 1 11	681 1 11	2137 14 10	1210 1 3					
21	York.....	143	27	136	2	83	1	1164 18 11	1223 4 2	2712 13 2	2333 10 2					
22	Peel.....	76	11	72	11	32	1	577 5 10	696 3 2	1231 17 11	1313 3 1					
23	Simcoe.....	109	13	92	59	10	1	626 13 6	536 13 4	1294 19 3	852 5 5					
24	Haldimand.....	56	2	53	2	19	1	418 19 1	526 9 5	1018 5 3	1110 10 3					
25	Westminster.....	71	7	75	8	5	1	738 14 1	538 14 1	1213 15 1	1227 1 10					
26	Brant.....	61	17	69	8	42	1	414 14 10	428 4 1	1315 14 11	963 3 1					
27	Lincoln.....	68	15	65	17	31	1	387 3 2	613 13 7	1256 14 1	892 13 10					
28	Welland.....	78	10	71	15	39	1	427 16 2	587 19 7	1282 16 7	937 7 10					
29	Haldimand.....	71	11	75	27	32	1	422 15 9	754 0 0	1521 15 2	941 7 7					
30	Norfolk.....	99	9	96	37	48	1	475 1 2	521 18 0	1926 12 4	769 5 1					
31	Oxford.....	110	20	103	2	63	1	702 16 7	760 0 0	2352 6 0	1243 9 3					
32	Waterloo.....	87	16	82	33	21	1	530 6 4	610 0 0	1708 19 10	796 7 4					
33	Wellington.....	75	7	72	27	23	1	597 8 2	774 7 4	1179 19 0	917 0 3					
34	Grey.....	60	13	55	4	9	1	277 19 4	382 0 0	964 8 9	157 1 9					
35	Perth.....	47	6	47	3	8	1	351 9 10	351 9 10	929 14 1	333 1 0					
36	Huron.....	59	14	59	32	17	1	428 1 10	428 1 10	1392 14 9	244 7 8					
37	Brant.....	5	1	5	5	5	1	67 19 1	70 0 0	71 11 0	43 6 8					
38	Middlesex.....	111	11	127	3	73	1	761 6 8	774 4 2	3139 2 3	1418 2 1					
39	Elgin.....	115	6	102	20	51	1	554 5 10	565 2 10	1533 1 0	1312 11 10					
40	Kent.....	73	6	72	2	34	1	355 14 3	358 4 4	1321 14 9	622 7 7					
41	London.....	73	11	69	29	11	1	288 8 10	286 5 8	1299 2 10	594 11 11					
42	Essex.....	53	6	51	22	7	1	343 4 5	403 2 3	1013 11 0	532 2 2					

REPORT for 1854.

TABLE A.

MONEYS.					OTHER SCHOOL MONEYS.			GRAND TOTAL.	
SALARIES.					MISCELLANEOUS.				
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 for Grammar School purposes.	Amount received by other Educational Institutions.	Total Amount available for Educational purposes for the year.
No.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	54 19 9	2081 3 3	1934 8 5	146 14 10	85 19 7	59 2 6	139 18 4	12 0 0	2758 3 8
2	58 0 0	1580 8 5	1580 8 5		68 14 11	141 5 0			1790 3 4
3	19 7 1	1835 15 9	1801 14 5	34 1 4	320 8 11	201 12 6	56 17 11		2334 8 1
4	27 19 7	1101 18 11	919 17 1	182 1 10	98 13 5	228 0 0	221 10 4	42 10 0	1692 12 8
5	25 5 4	401 17 1	381 10 0	20 7 1	20 0 0	30 0 0			451 17 1
6	30 8 1	3517 0 10	3328 6 2	218 14 8	328 11 6	310 16 1	131 0 0		4347 3 5
7	183 12 2	2598 7 0	2359 8 6	208 18 6	193 11 6	125 15 0	83 10 0		3901 3 5
8	130 17 5	3588 12 2	3138 4 7	150 7 7	862 18 6	73 15 9	110 0 0	50 0 0	3291 6 5
9	14 14 8	3564 4 9	3562 15 4	1 9 5	292 14 1	543 14 8	139 0 0	20 0 0	3550 13 6
10	21 19 10	1144 15 6	1119 10 3	25 5 3	125 5 5	292 10 0	291 5 10		1373 16 9
11	144 9 8	2252 8 4	2198 11 8	50 16 8	345 3 7	63 15 0			2661 6 11
12	210 17 11	2322 2 8	2305 18 1	15 4 7	206 19 7	6 10 0	505 0 0		3040 12 5
13	79 19 5	1248 14 4	1112 8 4	136 6 0	91 17 1	180 5 0	118 15 0	85 0 0	1723 11 5
14	50 14 1	3044 3 8	2830 13 7	213 10 1	359 14 11	319 4 0	178 1 0	200 0 0	3101 3 7
15	339 6 10	4294 3 2	4212 16 0	51 8 2	1114 8 3	313 16 9	154 7 6	23 10 0	5999 5 8
16	179 17 11	4495 17 10	4386 2 8	99 15 2	398 6 9	982 0 7	194 14 1	40 0 0	6105 13 3
17	112 18 1	4629 5 0	4539 5 0	81 0 0	337 11 2	210 1 5			5197 17 5
18	112 5 10	2115 0 1	2084 17 0	30 3 1	245 15 3	228 15 1	112 10 0		2792 0 5
19	52 8 3	1891 4 6	1802 4 6		539 12 2	27 5 0		30 0 0	2459 4 8
20	277 2 4	4987 2 3	4685 18 0	308 4 3	486 13 8	312 0 2	243 1 11	30 0 0	6478 18 0
21	638 16 3	8073 2 8	7803 14 5	269 8 3	1401 19 7	1764 4 11	317 3 5	140 0 0	13993 10 7
22	35 0 8	3846 10 8	3846 10 8		764 5 8	1163 14 5	65 1 0	135 0 0	3575 11 9
23	259 14 1	3630 5 7	3590 9 5	129 16 2	282 0 5	487 10 5	131 11 0	115 0 0	4646 7 5
24	128 19 2	3223 3 2	3177 12 8	45 10 6	228 7 10	142 10 8	351 14 10	50 0 0	4664 16 6
25	214 2 2	3452 7 3	3452 7 3		578 5 5	291 17 5	116 10 0	58 0 0	4867 0 1
26	107 2 1	3230 19 0	3203 3 2	27 15 10	480 8 4	36 19 6			3682 6 10
27	226 11 0	3378 15 8	3192 11 11	186 3 9	368 18 6	122 1 10	145 9 8	30 0 0	4095 5 8
28	428 6 3	3664 6 5	3408 4 10	256 1 7	354 9 10	159 10 4			4469 6 7
29	23 15 1	3996 13 7	3450 5 10	216 7 9	843 4 5	328 5 8		50 0 0	3888 3 8
30	236 10 5	3323 7 0	3335 10 0	87 17 0	569 9 3	173 13 9		12 10 0	4622 0 0
31	234 9 9	5293 1 7	4919 9 8	673 11 11	865 2 3	909 19 5		30 0 0	7608 3 3
32	231 10 3	3907 3 9	3746 17 9	160 6 0	1544 5 1	180 16 10		87 0 0	5719 5 4
33	118 14 1	3587 8 10	3564 0 8	23 8 2	987 12 10	239 18 3	150 0 0	740 0 0	5704 13 11
34	133 19 9	1915 9 7	1672 5 8	243 3 11	431 11 11	210 13 10			3757 15 4
35	99 5 9	2070 0 6	1927 14 11	142 5 7	137 10 7	424 15 6			2632 6 7
36	15 5 8	2508 11 9	2504 1 7	4 10 2	498 17 2	309 19 3			3317 8 2
37	16 17 6	278 3 3	210 8 4	67 14 11	90 6 4	0 7 6			368 17 1
38	196 9 9	6289 4 11	6022 17 9	266 7 2	398 9 11	693 11 10		510 0 0	8431 6 8
39	147 5 3	4112 10 6	4112 10 6		597 1 6	219 13 10			1929 5 10
40	88 3 1	2746 4 0	2591 5 7		869 16 4	698 1 0		60 0 0	1274 1 4
41	201 12 5	2580 1 8	2320 4 8		677 6 10	183 4 10	159 9 5		3600 2 9
42	130 12 6	2457 12 4	2193 16 0	263 16 4	201 16 9	261 2 4	223 16 1	400 0 0	3444 7 6

TABLE A.—(Continued.)

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.		COMMON SCHOOLS							COMMON SCHOOL			
		Number of School Sections.	Of which are Union Sections.	No. of Schools reported.	No. of Free Schools.	No. of Schools partly free	Separate Protestant.	Roman Catholic.	Amount of Legislative School Grant.	Amount of Municipal School Assessment.	Amount of School Section Free School Assessment.	TEACHERS
												Rate-Bills and Subscriptions.
No.	Cities.								£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Toronto	14	14	7	7	7			237 6 4	1023 15 6		334 19 2
2	Hamilton	5	5						338 2 0	1328 3 8		
3	Kingston	11	11	6	9	3			277 11 1	615 0 4		182 0 0
Towns.												
1	Bellefille	6	6	6			1		109 9 3	607 4 1		
2	Brantford	5	5	2			1		92 17 8	343 12 1		245 7 3
3	Brockville	4	4	4			1		77 15 4	114 19 10		161 12 5
4	Rytown	16	16						185 18 4	769 8 10		214 5 9
5	Colborne	3	3						92 14 1	111 18 7		220 11 5
6	Corwall	3	3			4			39 8 8	118 11 4		51 2 5
7	Dundas	11	11	1					84 5 2	237 1 1		71 3 2
8	Godfrich	3	3	2			1		31 16 9	149 10 3		
9	London	11	11	12					168 10 11	982 18 5		14 5 10
10	Niagara	11	11	30			1		89 0 5	196 09 10		124 18 11
11	Porth	1	1	1			1		45 18 1	496 10 7		8 8 4
12	Peterborough	1	1	12			1		52 9 10	395 12 2		50 0 0
13	Pictou	1	1	1			1		37 11 9	101 1 7		125 0 0
14	Port Hope	1	1	1					59 6 5	131 13 0		132 4 4
15	Pre-ott	1	1	1			1		51 13 1	110 5 1		144 10 0
16	St. Catharines	2	2	3					104 13 0	208 9 5		246 16 8
Town Municipalities												
1	Amherstburgh	2		4			1		45 0 10	128 16 8		214 15 0
2	Barn	1		12					24 2 6	90 17 6		
3	Castham	1		3	1		1		49 11 10	227 0 8		196 17 6
4	Guelph	4		5			1		44 11 3	162 0 8		153 0 10
5	Simcoe	3		3	3				34 15 9	199 8 3		
6	Woodstock	12		2					60 12 0	369 17 3		127 7 3
Villages.												
1	Berlin	1		3	3				23 6 7	147 17 2		
2	Boymauville	1		3					56 6 0	99 14 0		55 0 0
3	Brantford	1		1					17 5 0	76 4 7		44 16 2
4	Colborne	1		2					27 6 8	108 9 3		37 10 10
5	Chippewa	1		2					28 11 7	101 2 7		9 4 3
6	Carl	1		2					53 17 2	97 3 1		139 13 9
7	Ingersoll	1		1					28 10 2	80 14 11		95 9 5
8	Osborne	1		1					27 7 2	53 8 2		84 0 9
9	Pais	1		2	1				45 5 7	288 18 7		
10	Preston	1		1	1				28 5 5	208 16 0		11 5 11
11	St. Thomas	1		1					30 10 5	160 0 0		66 2 0
12	Smith's Falls	1		1					20 10 1	146 18 1		76 18 4
13	Stratford	1		2	2				20 18 6	103 5 8		
14	Theobald	1		3			1		26 2 9	160 8 3		120 4 6
15	Trenton	1		3	3				22 16 5	149 5 9		
16	Windsor	1		1	1				9 12 8	65 7 4		
17	Wentworth	1		1	1	1			24 3 0	128 2 1		37 6 2
18	Yorkville	1		2	2				31 14 9	138 7 9		9 17 6
Grand Total, 1854 ..		3412	338	3244	1177	1169	3	44	22622 13 7	32997 7 7	51984 3 2	35899 8 5
" " 1853 ..		3300	447	3127	1052	648	4	32	22591 12 3	30141 1 0	38208 2 6	33367 15 2
Increase		112		117	125	521		12	31 1 4	2856 6 7	13776 0 8	2531 13 3
Decrease			59				1					

REPORT for 1854.

TABLE A.—(Continued.)

MONEYS.				OTHER SCHOOL MONEYS.				GRAND TOTAL.
SALARIES.				MISCELLANEOUS.				
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 for Grammar School purposes.	Amount received by other Educational Institutions.	Total Amount available for Educational purposes for the year.
No.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	235 19 0	2382 0 0	2382 0 0	1114 5 3	29 0 0	775 2 8	18071 12 7	22833 0 6
2	1666 5 8	1666 5 8	1666 5 8	2701 17 9	596 16 4	400 0 0	1500 0 0	6834 19 9
3	162 14 11	1267 6 4	1089 8 4	177 17 9	301 16 7	28 19 5	2100 0 0	4120 2 10
1	22 17 6	739 10 10	572 19 3	166 11 7	202 1 0	30 7 11	347 8 4	700 0 0
2	71 4 2	753 1 2	745 10 7	9 10 7	153 6 11	57 1 10	231 12 4	120 0 0
3	247 18 5	602 5 10	381 9 0	220 16 10	121 15 10	10 15 8	334 3 4	630 0 0
4	300 0 0	1359 12 11	1278 15 0	271 17 11	7 10 0		244 10 5	750 0 0
5	24 18 2	450 3 0	438 15 0	11 8 0	63 2 0	100 0 0	138 10 0	500 0 0
6		269 2 5	269 2 5		224 2 0		180 0 0	
7		502 9 5	502 9 5		18 13 6	6 10 0		260 0 0
8	27 5 5	208 12 5	177 10 0	31 2 5	18 16 6		304 12 4	100 0 0
9	102 4 7	1267 19 9	1118 18 4	149 1 5	36 9 5	10 18 10	419 18 6	600 0 0
10	100 12 9	502 11 11	388 10 0	114 1 11	12 7 9		286 11 6	500 0 0
11		440 17 0	426 3 4	34 13 8	113 9 0	19 3 4	123 0 0	60 0 0
12		498 2 0	494 0 0	4 2 0	35 8 3	2 10 0	100 0 0	160 0 0
13	41 7 5	595 0 0	255 10 0	39 10 9	32 17 0	0 16 0		150 0 0
14	9 6 3	332 10 0	332 10 0		5 10 0		137 9 0	147 0 0
15	57 11 8	364 2 10	343 0 10	21 2 0	51 1 3		123 1 8	45 0 0
16	6 0 0	565 19 1	564 3 4	1 15 9	23 5 3	2 5 0	143 18 8	200 0 0
1	3 17 6	392 10 0	392 10 0		1 15 0			
2	83 5 0	183 5 0	115 0 0	83 5 0		50 0 0		267 5 5
3	14 5 0	457 15 0	457 15 0		38 14 8	10 12 0	204 11 4	110 0 0
4	13 13 1	373 7 10	374 8 7	8 19 3	328 15 1	22 0 0	398 12 1	153 0 0
5		231 4 0	227 6 8	10 17 4	25 0 5		318 6 0	140 0 0
6		517 16 6	520 0 0	27 16 6	867 6 2		216 17 0	50 0 0
1	37 4 7	208 8 4	206 7 1	2 1 3	84 5 0	55 17 6		
2	83 0 0	294 0 0	214 0 0	69 0 0	63 0 0			80 0 0
3		138 5 9	112 10 0	25 15 9	3 0 0	50 0 0		25 0 0
4		173 6 9	148 18 10	24 7 11	25 12 2	1 0 0	146 9 0	50 0 0
5	35 8 5	174 6 10	127 1 8	47 5 2				200 0 0
6	39 0 10	381 0 10	381 0 10		32 4 7	51 1 1	306 9 7	10 0 0
7	45 19 0	230 13 6	109 17 7	50 15 11	5 11 5	58 16 6	137 17 6	35 0 0
8	40 0 7	204 16 8	201 16 8		34 6 7	18 10 0		60 0 0
9	13 10 6	317 14 8	222 10 0	25 4 8	18 5 11	44 0 0	128 5 8	162 0 0
10		218 7 4	218 7 4		140 15 5	55 10 3		
11	46 13 8	303 6 1	303 6 1		24 0 0		216 12 3	60 0 0
12	5 11 5	214 17 11	220 0 0	29 17 11	60 15 3		36 5 10	30 0 0
13	21 13 6	145 17 8	125 9 8	20 8 0	12 7 0		77 10 10	
14		306 15 6	306 15 6		61 10 11	10 12 3		125 0 0
15	13 14 6	135 16 8	135 16 8		17 5 4		112 0 0	60 0 0
16		75 0 0	75 0 0					60 0 0
17	25 3 7	215 14 10	189 11 7	25 3 3	22 14 11	9 0 6	45 12 6	25 0 0
18		180 0 0	180 0 0		13 7 1			
2522 17 6	51756 10 2	14717 10 9	7038 19 5	28827 17 11	15010 1 10	11928 13 4	31575 8 0	230128 11 8
5730 9 4	130039 0 3	122441 8 4	7657 11 11	30730 11 10	1377 10 1	10743 11 1	26783 8 2	199674 1 5
2522 8 1	21717 9 11	22276 2 5			13662 11 9	1185 2 3	4701 19 10	20554 10 3
			618 12 6	1902 13 11				

TABLE B.

STATISTICAL

SCHOOL POPULATION AND PUPILS.																
MUNICIPALITIES OF UPPER CANADA.		TOTAL ATTENDANCE.							AVERAGE ATTENDANCE.						Children not attending School.	
		Children between the ages of 5 and 16 years.	Pupils between the ages of 5 and 16 years.	Pupils over the age of 16 years.	Indigent Pupils.	Total Pupils attending School.	Boys.	Girls.	Summer.			Winter.				
									Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.		
NO.	Counties.															
1	Glengarry	5374	3187	98	41	3285	1981	1301	1692	968	724	1537	888	649	2223	
2	Stormont	3321	2781	75	1	2823	1163	1340	1502	714	678	1349	714	635	1121	
3	Dundas	3986	3261	179	24	3374	1792	1582	1717	862	855	1542	887	755	449	
4	Prescott	3300	2947	145	25	2752	1115	1657	1095	521	453	1003	539	464	1086	
5	Russell	820	467	71	3	539	247	292	215	99	116	246	129	126	265	
6	Carleton	7186	4852	150	42	5002	2754	2248	2122	1145	977	2122	1149	982	2468	
7	Grenville	5627	4116	166	27	4282	2252	2029	2049	1086	965	2084	1141	945	1389	
8	Leeds	8093	5832	397	125	6229	3482	3046	2547	1462	1085	2086	1188	1198	1899	
9	Lanark	6678	4887	150	56	5037	2782	2255	2340	1266	1074	2361	1376	991	1462	
10	Renfrew	2085	1552	59	2	1491	817	674	693	330	305	691	421	276	827	
11	Frontenac	4961	3568	165	46	3573	1953	1720	1680	889	791	1557	881	675	668	
12	Adirondack	4398	3557	206	39	3553	1911	1709	1637	828	809	1583	882	701	325	
13	Lennox	2219	1624	119	36	1743	939	813	792	418	373	802	467	395	461	
14	Prince Edward	4857	3566	111	51	3287	2443	1874	1828	909	910	2261	1339	962	1126	
15	Hastings	8243	5967	348	89	6315	3377	2937	3051	1571	1189	3102	1510	1522	1747	
16	Northumberland	8080	5475	307	66	5772	3155	2637	2636	1357	1279	2405	1431	1174	2349	
17	Durham	7677	5529	315	47	5833	3279	2554	2377	1348	1029	3325	1492	865	1142	
18	Peterborough	3695	2902	111	20	3016	1620	1396	1347	672	675	1324	734	590	914	
19	Victoria	3942	2745	339	4	3984	1707	1377	1377	778	599	1581	823	558	662	
20	Ontario	8457	6200	458	93	6658	3644	3014	2934	1566	1368	2733	1598	1135	2328	
21	York	13549	9315	481	901	9796	5585	4211	4224	2067	2217	4272	2521	1751	3843	
22	Peel	6187	4631	236	195	4870	2755	2115	2212	1218	994	2397	1554	943	1471	
23	Simcoe	8063	5523	187	33	5710	3062	2648	2345	1292	1051	2222	1305	917	2441	
24	Halton	4891	3482	209	49	3691	2133	1558	1715	1040	795	1749	1069	678	917	
25	Westworth	6500	4339	237	64	4576	2639	1937	1931	1071	840	2109	1251	854	1306	
26	Brant	4295	3256	342	57	3578	1996	1582	1517	735	782	1635	927	708	792	
27	Lincoln	5807	3226	248	18	3474	2143	1331	1636	852	784	1831	1064	767	678	
28	Welland	4813	3626	507	63	4163	2353	1816	1675	888	787	1963	1051	912	968	
29	Haldimand	5076	3718	181	32	3809	2275	1624	1831	947	884	1895	1044	851	1128	
30	Norfolk	5962	4568	527	79	5995	2763	2232	2194	1130	1064	2468	1425	1043	1010	
31	Oxford	8466	6339	507	139	6846	3822	3024	3380	1845	1535	3156	1794	1362	1545	
32	Waterloo	7420	5316	182	47	5498	3237	2261	1754	1092	762	1802	742	1060	2048	
33	Wellington	6152	5112	155	42	5265	2908	2357	2163	1133	970	1954	1167	787	2004	
34	Grey	3941	2477	106	1	2578	1390	1188	1187	633	554	1351	594	457	1079	
35	Perth	4047	2884	81	19	2965	1623	1342	1499	855	635	1490	836	633	1220	
36	Huron	5953	4644	194	22	4148	2378	1819	1814	1096	808	1643	955	689	1721	
37	Bruce	4478	312	9	63	321	185	136	141	89	55	90	56	34	N.E.	
38	Midloesex	9183	7088	829	64	7917	4429	3788	3471	1886	1585	3491	2016	1475	1696	
39	Elgin	6679	5292	388	62	5680	2991	2689	2508	1289	1219	2666	1516	1150	789	
40	Kent	4794	3400	153	8	3643	1953	1690	1595	819	776	1683	928	755	763	
41	Laubton	3984	3080	155	4	3255	1498	1747	1348	649	699	1271	685	586	1203	
42	Essex	4262	2485	158	20	2641	1514	1127	1135	667	528	1250	723	527	1266	

REPORT for 1854.

TABLE B.

PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING CLASSES.					ARITHMETIC.		OTHER BRANCHES OF INSTRUCTION.												
	First or lowest class.	Second or next lowest class.	Third or third lowest class.	Fourth or next to highest class.	Fifth or highest class.	Total.	1st National or Elementary Rules.	2nd National or Higher Rules.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Measurement.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.
1	627	651	662	651	435	1265	918	217	555	539	159	1549	21	23	17	5	52	29	108	31
2	697	711	692	628	177	1806	771	495	599	580	99	1473	68	23	14	15	12	6	...	...
3	645	636	725	670	370	1319	886	253	525	581	52	1475	32	25	36	13	16	...	...	...
4	453	401	380	338	337	1775	519	291	511	291	11	916	21	9	9	3	14	...	...	...
5	113	116	91	99	11	211	168	41	58	58	10	206	6	6	3	3	...	...	...	4
6	949	979	1035	918	636	1716	1141	432	631	1022	16	2235	39	18	23	15	85	...	...	...
7	837	790	1827	919	527	1666	911	536	479	569	192	1959	49	16	19	9	24	15	...	...
8	1164	1263	1553	1309	782	2624	2031	443	768	995	122	3692	57	12	19	139	39	...	...	...
9	811	763	1051	1215	719	1983	1397	386	776	731	137	2425	76	45	29	39	29	163	...	...
10	322	303	369	236	113	468	333	61	155	167	38	581	21	1	2	1	...	...	...	...
11	639	624	781	659	397	1341	856	274	528	527	116	1129	32	16	29	25	12	50	...	...
12	431	578	611	659	521	1692	1193	338	667	781	159	1592	38	23	63	38	167	...	...	...
13	237	313	321	259	222	751	539	111	325	336	167	567	49	9	26	11	12	...	...	...
14	692	783	855	987	701	2933	1775	575	913	1572	384	2393	39	23	89	39	138	161	...	...
15	1159	1299	1332	1017	765	2352	1823	495	1218	1557	563	2529	149	21	74	39	829	513	...	...
16	965	1041	1293	1121	657	2251	1863	311	675	1059	188	2599	73	12	17	69	48	...	...	...
17	811	917	1316	1076	655	2395	1634	531	597	1219	129	2739	89	35	49	27	359	211	...	...
18	622	528	655	472	259	1675	911	136	248	393	165	1161	17	15	5	3	9	...	...	...
19	473	528	599	462	301	761	478	298	262	327	66	1490	24	20	9	11	7	...	...	...
20	1079	1187	1598	1133	958	2955	2000	480	995	1480	317	3076	138	88	99	48	218	183	...	...
21	1572	1769	2156	1690	1266	5953	3117	994	1769	3128	535	4337	170	102	112	88	280	410	...	...
22	731	953	1167	911	617	2957	1618	519	769	1178	239	2382	116	52	63	35	83	239	...	...
23	1692	1125	1123	1019	415	2157	1635	216	661	759	115	2119	128	7	13	3	63	...	...	...
24	187	619	776	725	519	1713	1397	311	803	576	399	1786	115	24	71	29	151	117	...	...
25	799	781	819	798	634	1843	1515	298	731	963	221	2133	73	31	27	3	27	132	...	...
26	486	608	710	763	473	1823	1339	347	818	1173	192	1965	99	67	69	19	81	257	...	...
27	432	616	691	736	513	1533	996	437	597	844	319	1723	76	22	38	65	115	112	...	...
28	639	685	829	719	716	1921	1193	476	661	1698	188	2311	69	33	77	22	59	100	...	...
29	733	807	799	619	467	1401	1089	257	419	619	117	1669	39	21	17	13	59	31	...	...
30	789	997	982	885	719	2770	1574	319	679	1138	268	2317	98	31	66	25	119	62	...	...
31	1168	1317	1186	1391	953	3121	2603	421	1087	1812	183	3315	71	39	41	26	228	377	...	...
32	1453	1367	1211	819	355	2515	2188	285	715	1165	137	2999	32	8	26	15	70	1129	...	...
33	1093	818	1066	872	565	1917	1557	221	806	1019	415	2153	13	36	20	13	37	12	...	...
34	513	692	579	382	73	712	652	62	321	291	59	1223	18	1	1	2	21	89	...	...
35	423	421	762	465	263	1635	1059	129	368	517	135	1136	11	12	1	1	17	99	...	...
36	99	976	1079	667	163	1480	1233	82	418	484	23	1718	17	1	1	1	...	...	...	...
37	79	69	61	42	12	111	99	12	33	43	...	...	...	...	...	...	...	...	...	...
38	1311	1376	1361	1118	1561	3981	2553	591	1666	2429	391	3916	99	51	11	85	215	112	...	...
39	815	938	1059	997	916	2631	1693	311	915	1637	583	2643	112	31	18	27	198	63	...	...
40	633	709	761	678	581	1547	1266	167	477	756	86	1789	33	7	2	2	67	158	...	...
41	511	573	672	533	396	1133	913	195	454	492	164	1651	27	15	...	...	79	...	...	...
42	557	518	521	599	227	976	657	205	443	471	213	1687	15	1	1	1	19	117	...	...

REPORT for 1854.

TABLE B.—(Continued.)

PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

READING CLASSES.					ARITHMETIC.			OTHER BRANCHES OF INSTRUCTION.																					
	First or lowest class.	Second or next lowest class.	Third or third lowest class.	Fourth or next to highest class.	Fifth or highest class.	Total.	1st National or Elementary Rules.	2nd National or Higher Rules.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.									
1	823	68	578	336	247	1150	919	533	1035	1354	483	1575	128	106	87	48	341	1231	366										
2	239	423	330	329	30	1091	601	490	519	1109	519	100	72	59	59	48	106	100	80	4									
3	571	157	310	167	160	662	392	280	479	488	187	690	91	1	35	23	41	345	12	56									
1	360	287	213	191	292	843	581	253	694	1195	415	749	13	3	2	27	245	40	20										
2	131	159	169	136	45	413	218	100	267	386	125	156	13	6	59	48	77	26	44	151									
3	211	207	179	150	109	622	343	13	20	387	42	39	16	13	12	9	23												
4	66	89	139	88	75	142	112	75	112	134	57	17	3	15	8	3	55	22	1										
5	32	59	72	67	61	131	95	86	84	7	169	11																	
6	73	75	68	62	79	271	255	18	275	335	79	252	23	7	6	3	12												
7	385	433	323	155	320	1133	837	302	536	1511	35	871	68	9	179					105									
8	81	75	75	59	50	190	139	71	373	261	62	222	13	7	7	30													
9	81	75	68	58	56	318	166	66	378	333	56	338	28	7															
10	70	80	107	124	80	353	166	140	159	281	125	312	16	22	21	15	50	46	32										
11	79	78	76	64	51	155	125	43	121	197	51	181	1	5	3	3	160												
12	68	81	71	63	43	157	125	33	117	111	37	193	3	4	1	1				3									
13	38	66	117	75	27	200	123	115	11	11	37	262	31	2	31	6	89	419	136	89									
14	112	93	93	102	195	376	178	138	232	282	67	339	39	3	26	15	79												
1	49	33	50	40	39	115	111	34	72	92	34	173	16	6	3	3	6			63									
2	65	51	47	41	45	329	253	69	26	23	1	153	2	2															
3	105	102	113	141	179	329	253	69	115	225	131	325	50	6	10		63	1		59									
4	91	107	135	65	47	257	198	29	124	126	11	152	3	6	5	1	13		14										
5	101	45	87	47	45	239	290	19	59	181	59	212	18	12	3	3	19												
6	126	115	110	96	120	459	178	102	156	339	72	374	41	12	31	6	89												
1	43	79	71	9	36	161	125	12	49	79	31	161	4		6		60												
2	35	69	66	48	39	124	85	9	44	129	25	159	10	2		2	6		12										
3	16	31	33	17	17	55	29	26	40	35	18	48	10	8	10	6		43	6										
4	31	18	36	25	20	33	39	6	17	31	10	4	2																
5	23	26	29	36	17	73	58	15	75	59	25	77	6		3		5			7									
6	50	79	84	96	89	129	19	71	159	196	36	196	12	2	34	23	100	19	59										
7	10	35	32	33	39	95	75	29	35	95	95	7	12	12	12	12	50												
8	29	32	45	33	27	145	77	68	115	196	70	115	16		11	6	145	176	27	12									
9	77	66	95	80	86	279	224	55	279	332	101	239	6	3	5	12	18	116	53	18									
10	95	68	12	23	18	78	35	28	18	147	18	147			7	5	48			15									
11	22	35	53	61	48	112	83	23	65	136		132			12	11	29												
12	5	14	29	18	24	61			35	29	25	58	10	12	12	11	29												
13	85	34	59	68	11	141			55	99		114	2		1					16									
14	49	61	77	75	59	176	144	61	73	168	65	191	11	5	8	18													
15	78	68	47	29	29	96	16	12	31	84	17	91	4	2	2	1	8		2	54									
16	26	31	21	23	19	39	28	11	19	11		55	4																
17	56	47	39	54	49	183	171	18	59	210	59	189	2		23	3	5	210											
18	37	29	26	29	30	82	27	50	49	89	29	9	4	1	1	2			3										
35864					37771	41332	36092	25775	87301	61999	17065	31631	50625	11290	59992	3363	1591	2277	1368	5136	163	3	1616	2103					
33114					36159	41516	33640	21933	Not reported.			29350	41135	9525	8467	2203	110	13	9	1126	1450	1080	2473	2376					
2750					1521	1922	362	3892				4381	8488	1855	1102	432	61	498	212	763									
																					431	757	167						

TABLE C.

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.		NUMBER OF COMMON SCHOOLS														
		SCHOOLS OPENED AND CLOSED WITH PRAYER.														
		Bible and Testament			READERS.			ARITHMETICS.			GRAMMARS.			GEOGRAPHIES.		
		National.	English.	Various.	National.	English.	Various.	National.	English.	Various.	National.	English.	Various.	National.	English.	Various.
No.	Counties.															
1	Glennary	7	31	58	47	4	7	17	1	4	29	5	3	8	14	20
2	Stormont	38	60	1	50	12	3	46	10	1	23	12	2	26	7	14
3	Dundas	42	62	1	54	1	3	22	30	1	25	12	1	24	3	8
4	Prescott	15	40	1	21	1	4	31	3	1	34	2	1	21	12	1
5	Russell	15	15	1	12	1	1	10	1	1	8	1	3	6	3	3
6	Carleton	17	10	82	60	24	2	61	2	3	55	10	2	40	5	10
7	Greenville	16	30	71	30	39	6	32	2	1	58	1	1	57	12	3
8	Leeds	17	42	125	84	25	1	16	30	1	111	1	1	98	8	6
9	Lancark	17	71	38	79	12	5	24	1	1	87	1	1	11	47	11
10	Renfrew	17	1	34	23	12	5	1	22	1	21	1	1	6	4	6
11	Frontenac	5	41	65	54	14	6	12	30	5	50	1	1	21	25	7
12	Addington	4	57	66	66	1	1	6	57	1	59	2	1	11	1	38
13	Lennox	2	35	41	38	1	1	1	39	1	31	5	1	9	6	20
14	Prince Edward	5	25	91	87	5	1	1	87	1	86	1	1	8	7	58
15	Hastings	23	75	119	119	1	1	6	83	8	92	2	1	13	25	78
16	Northumberland	11	40	115	108	3	1	7	22	61	3	3	86	1	18	21
17	Quebec	7	67	84	82	4	1	35	21	2	63	5	1	43	11	12
18	Peterborough	5	20	44	38	4	1	19	4	2	23	2	1	8	1	15
19	Victoria	7	21	38	36	12	1	25	2	1	30	2	1	11	14	9
20	Ottawa	9	69	72	78	14	1	6	40	22	1	1	46	1	1	13
21	York	21	85	130	126	3	1	9	112	4	113	1	1	6	16	25
22	Peel	3	66	71	68	12	1	5	56	4	66	1	1	1	11	26
23	Simcoe	18	68	89	75	11	1	19	46	2	50	1	3	16	17	19
24	Halton	13	50	55	32	4	4	1	24	5	18	6	28	4	3	20
25	Wentworth	14	44	72	70	12	1	12	41	28	1	62	4	2	12	14
26	Brant	4	17	55	52	1	1	7	33	11	2	42	41	1	2	7
27	Lambton	3	2	58	59	1	1	11	52	1	61	1	1	21	8	24
28	Welland	10	33	67	63	1	1	11	5	8	47	9	1	33	5	24
29	Haldimand	4	31	71	63	1	1	11	18	22	3	3	13	1	2	40
30	North York	4	31	161	161	2	1	8	57	32	2	70	22	2	11	12
31	Oxford	2	61	75	75	1	1	5	50	5	57	7	1	5	1	36
32	Waterloo	28	50	91	92	1	1	12	3	83	1	81	4	1	4	35
33	Wellington	10	42	75	63	1	4	1	45	5	1	18	1	12	6	21
34	Grey	11	45	50	43	1	1	28	2	1	25	1	3	7	4	9
35	Perth	1	25	41	38	1	1	3	27	1	1	1	1	8	7	6
36	Elgin	1	46	56	57	1	1	1	49	3	1	27	2	1	1	12
37	Pelee	1	4	5	3	1	1	1	4	1	1	1	1	1	1	1
38	Middlesex	26	97	130	129	1	1	10	49	1	5	21	3	1	38	7
39	Essex	1	34	62	52	1	1	3	53	12	1	15	5	7	31	15
40	Kent	15	18	69	65	1	1	20	21	13	8	52	2	1	22	5
41	Lambton	8	37	60	58	1	2	5	31	4	3	33	2	6	11	7
42	Essex	2	19	32	27	8	9	11	16	1	11	1	22	1	10	5

Report for 1854.

TABLE C.

USING TEXT BOOKS AND APPARATUS.

MODES OF INSTRUCTION.

No	HISTORIES.			BOOK-KEEPINGS.		MEASUREMENTS.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.				APPARATUS.				MODES OF INSTRUCTION.					
	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Latin.	Greek.	Other Books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	Individual, or teaching one by one.	Simultaneous, or teaching by classes.	Monitorial, or teaching by aid of Monitors.	Mixed.
1	4			12	8	5	5	6	12		3	1					12	20	37	4	8	1	44	15	
2				1	1	5	2					1						5	5	25		5	55	24	
3	7				1	10	12	4									12	17	17	10	12	5	57	14	
4	3		5		3	4	2	1	4								1	1	2	1		24	3		
5	1				1	1	1											1	2			5	28		
6	5				1	6	15	4										1	1			12	15		
7	7				12	6	20	4										10	16	15		3	58	23	
8	11				6	20		2	19		4	1						16	17	12		13	105	11	
9	6				7	25	2	19		4	1	11	13				4	60	62	4	16	3	80	17	
10	1				3	4	3	1	1		1	1	1				1	3	12	1		5	25	3	
11	6				8	10	1	3		1	1	9	1					1	40	3	5	1	62	6	
12	4				13	17		5		10	8						5	1	40	3	5	1	62	5	
13	9		1		7	11		2		1	8							19	36	5	13	1	39	1	
14	30				8	28		4		13	17	11	17				3	58	89	16	18	1	107	14	
15	5		1		42	21	1	27		10	1						3	13	96	11	13	1	77	18	
16	10		1		13	29	6	7	2	2	1						5	23	96	11	13	1	77	6	
17	3				6	20	4	3		11	6						6	13	65	11	13	1	77	6	
18	2				3	7		3		11	6						6	13	65	11	13	1	77	6	
19	1		1		5	7	1	2		12	15						9	128	3	5		1	1	31	
20	9				15	17	4	10	3	7	11	16					6	90	82	15	28	1	46	47	
21	11				42	42	7	23	10	23	17	20	12				3	115	20	11	72	1	1	49	
22	6				7	23	2	13	7	9	7	8	3				6	73	60	1	41		58	13	
23	4		3		4	6	3	3		1	5	12					5	23	22	4	4		53	30	
24	11				20	8	4	15	7	5	10	2					1	46	52	8	23		43	12	
25	16				13	15	3	2	4	3	1	1						29	65	16	8	12	41	29	
26	7		3		9	27		7	3	4	1	5	1				1	51	53	2	10		30	10	
27	6				19	10		5	6	4	18	6	3				17	49	60	20	17		1	7	
28	8				15	11	8	6	1	1	26	7	3				5	56	70	23	23		62	8	
29					6	2		3	1	4	2	1					2	35	50	8	9		62	9	
30	8				20	21	12	13	3	3	17	4	2				3	43	91	10	13		70	5	
31					11	9	4	5		8	7	3	1				16	77	93	16	38		1	53	
32	26				9	12	4	9	1	5	8	7	3	1				47	78	6	55		1	20	
33	3				10	7	11	7	5	3	6	9	1				8	29	53	3	9		6	19	
34	1				1	31	1						1					8	15		12		1	14	
35					7	4	3	2	1								1	33	39	2	18		1	20	
36					3													32	37	5			54	5	
37																									
38	9				17	21	12	9	3	10	2	16					4	11	81	9	29		5	24	
39	4				23	12	13	5	3	4	2	7	3	1				1	5	82	16	15		12	14
40	13				1	6	6	2	1	2		1						66	56	2	4		18	2	
41	1				7	2	15	2	5									1	12	41	1	3		20	
42	2				6	2	3	2		1	1						3	29	26	2	6		42	6	

TABLE C.—(Continued.)

STATISTICAL

Municipalities OF UPPER CANADA.		Schools opened and closed with year.	NUMBER OF COMMON SCHOOLS																			
			READERS.			ARITHMETICS.			GRAMMARS.			GEOGRAPHIES.			SPELLING BOOKS.							
			Bible and Testament			National			National			National			National							
			National.	English.	Various.	National.	Walchlam's.	Thompson's.	Various.	National.	Lennie's.	Kirkham's.	Various.	Sullivan's National.	Morse's.	Olney's.	Various.	Mayer's.	Canada.	Sullivan's.	Various.	
No.	Cities.																					
1	Toronto	1	7	11		6	12	1		11		2	8	1				7	4			
2	Hamilton	1	1			1				1												
3	Kingston	5	9	11		7	3	1		7		4		9	12	1	7	3				
Towns.																						
1	Bellville	1	5	5	1	5				4		1		4		1		5	5			
2	Brantford									1		1										
3	Brookville									1		1										
4	Bytown	6	4	11	12	13		3	6	3		7		1		9	12	1				
5	Cobourg	3	1	1	1	1	1		1	1		1		1		1						
6	Corwall	2	2	4		12	12			3		1		4		3		1				
7	Dundas					1	1			1				1				1				
8	Goderich			12		12	12			2				12				1				
9	London	1	1			1	1			1							1	1				
10	Niagara			12		12	12					2				1	1		1			
11	Peth	1	1																			
12	Peterborough					1	1			2				2			1	1				
13	Peterborough					1	1			1		1		2								
14	Port Hope	1	2	4		4				4		1		4		1		1				
15	Prescott	2	3	5		5				4	3		5		8				2			
16	St. Catharines	1	2	3		3				1	2		2	1		1						
Town Municipalities.																						
1	Amherstburgh			3		3				3		3										
2	Barrie	1	1	1		1				1		1						1				
3	Chatham					1	1			1		1		2				2				
4	Geospha		4			4				4			5						4			
5	Simcoe	1	3	3		3	3			3		3					3					
6	Woodstock	1	6	6		6	1			4			2		2			3				
Villages.																						
1	Berlin			3		3				3		3						5				
2	Bowmanville	3	5	5		5				1		2		3			2		1			
3	Brampton		1			1				1		1		1								
4	Caledonia	2	1			1				1		2		2				1				
5	Chippewa		1	12		12				1	1		1	1					2			
6	Galt	1	1			1				1				1								
7	Ingersoll		1			1				1			1									
8	Oshawa		1			1				1	1							1				
9	Paris		1	1		1				1			1									
10	Preston	1	1			1				1			1		1			1				
11	St. Thomas		1			1				1			1				1					
12	Smith's Falls		1			1	1			1			1			1						
13	Stratford		1			1				1			1									
14	Thorold		3			3				3		1						3				
15	Trenton		2			2				2		2										
16	Windsor		2			2				1			1									
17	Yamum		1			1				1			1		1			1				
18	Yorkville		1	1		1				1												
Grand Total, 1851.		483	1811	3002	21	21	2765	243	9	121	213	1459	967	110	157	2150	152	72	516	588	600	670
" " 1853.		N.R.	1777	2985	45	15	2581	402	34	202	320	1298	926	123	133	2095	182	101	379	334	199	541
Increase			31	77			125					161	41		24	55			167	254	402	129
Decrease					21	29		159	23	81	116		13				31	32				

REPORT for 1854.

TABLE C.—(Continued.)

[illegible]

REPORT for 1854.

TABLE D.

TEACHERS.										TIME OPEN.			
CERTIFICATES.										AVERAGE ANNUAL SALARIES.			
County Board.										TOTAL.			
First class.	Second class.	Third class.	Provincial.	Unclassified and unqualified.	Total number classified.	Annulled.	Highest Annual Salary.	Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.	Total Time the Schools have been kept open.	Average Time the Schools have been kept open.
No.							£ s.	£ s.	£ s.	£ s.	£ s.	M. D.	M. D.
1	6	36	15	1	1	62	100 0	30 14	45 10	18 0	29 4	575 25	9 17
2	12	24	30	1	4	65	65 0	30 16	45 14	21 6	35 8	572 14	9 11
3	4	13	15	1	4	65	80 0	36 2	51 15	25 0	34 13	626 4	10 13
4	4	13	15	1	4	65	72 0	34 2	46 10	25 14	36 2	496 2	10 4
5	3	4	8	1	4	65	65 0	34 0	50 10	31 0	39 0	48 2	7 17
6	10	59	23	1	4	65	80 0	31 7	48 17	29 0	36 11	877 14	10 13
7	10	53	21	1	4	65	80 0	36 9	51 4	23 2	31 3	758 8	9 18
8	12	87	52	3	3	154	75 0	37 11	55 17	21 12	33 13	1216 6	9 26
9	12	39	53	1	3	99	100 0	30 9	42 0	20 0	28 0	1063 8	10 25
10	12	40	16	1	4	74	75 0	34 0	50 0	21 10	33 5	358 7	10 10
11	9	49	16	1	4	74	75 0	37 13	50 0	23 6	30 12	589 10	8 17
12	11	62	9	1	4	74	150 0	39 9	56 9	21 11	34 10	618 7	9 3
13	4	36	6	1	4	47	85 0	49 16	52 5	26 2	35 11	346 4	8 13
14	8	30	21	1	4	126	100 0	43 16	53 6	33 16	39 10	837 4	9 6
15	23	63	34	1	1	127	100 0	44 19	58 9	28 9	32 0	1048 26	8 15
16	10	63	55	1	1	139	90 0	47 3	62 7	29 10	34 6	1195 8	9 18
17	12	35	37	1	4	85	100 0	45 10	57 0	.....	34 2	900 31	16 18
18	12	7	37	1	4	47	100 0	51 3	.....	.....	37 8	424 8	9 12
19	12	9	38	6	53	125 0	125 0	30 17	51 10	.....	37 18	456 15	9 15
20	12	52	27	1	4	93	100 0	51 0	55 7	30 0	41 15	973 9	10 14
21	19	84	18	12	133	106 0	106 0	45 4	67 10	46 0	48 15	1253 8	9 19
22	8	32	26	5	71	95 0	95 0	.....	58 18	.....	57 2	759 0	10 25
23	6	25	59	4	94	98 0	98 0	37 7	44 5	.....	32 3	881 10	9 17
24	16	21	11	5	56	175 0	175 0	.....	67 7	35 0	47 10	537 4	9 23
25	16	40	22	2	80	100 0	100 0	.....	72 6	.....	46 0	768 17	10 2
26	13	30	13	1	57	140 0	140 0	74 0	71 5	50 0	39 9	662 4	10 6
27	16	40	14	8	78	120 0	120 0	71 2	74 16	43 13	45 4	534 6	8 16
28	15	44	14	8	77	106 0	106 0	62 11	74 9	41 2	52 17	604 26	8 9
29	3	27	39	8	77	100 0	100 0	53 9	68 3	37 6	46 0	625 25	8 24
30	12	48	65	4	129	100 0	100 0	53 7	68 9	42 0	42 0	791 9	3 12
31	8	56	50	6	120	125 0	125 0	49 1	61 17	33 15	41 3	983 7	9 16
32	4	42	31	3	80	90 0	90 0	48 18	62 0	43 0	46 0	715 0	8 28
33	10	35	30	2	77	150 0	150 0	36 0	55 5	24 0	41 19	747 26	9 29
34	5	18	27	1	51	100 0	100 0	45 0	47 12	.....	32 13	494 12	8 20
35	9	19	14	2	44	75 0	75 0	.....	52 3	.....	42 1	454 5	10 22
36	2	32	23	.....	57	81 12	81 12	49 4	50 8	24 15	36 13	604 26	10 18
37	2	2	3	.....	5	70 0	70 0	.....	79 5	.....	36 0	47 28	9 18
38	30	53	22	1	107	137 10	137 10	39 8	60 7	31 10	43 9	1295 6	9 6
39	24	46	51	1	108	100 0	100 0	54 14	60 3	39 10	43 3	888 20	8 29
40	9	32	29	1	71	100 0	100 0	45 1	68 14	34 0	47 3	597 0	8 12
41	9	24	30	3	66	110 0	110 0	40 8	63 13	28 13	41 8	496 13	8 8
42	9	15	24	2	50	90 0	90 0	40 10	58 5	25 0	39 8	500 21	9 23

TABLE D.—(Continued.)

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.		COMMON SCHOOL																			
		TOTAL.		RELIGIOUS FAITH.										TRAINED IN							
		Total number of Teachers		Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as "Protestants."	Unitarians and Unitarians.	Other Denominations.	Not Reported.	Natl. School.				
		Male.	Female.														Total.	Male.	Female.	Other Institutions.	
No.	Cities.																				
1	Toronto	30	16	18	5	16	3	3	2	2						3	16	6	10	...	
2	Hamilton	22	12	15	4	3	3	2	2								15	4	11	...	
3	Kingston	14	6	8	2	2	6								12	1				3	
<i>Towns.</i>																					
1	Bellville	8	5	3	2	2	1	2									1	1		2	
2	Brantford	10	6	4	2	2	2		1			1					6	3	3	1	
3	Rockville	6	3	3	1	3											1	1		...	
4	Ridgely	10	10	6	1	10	3	1												...	
5	Colborne	4	6	6	1	1	1													...	
6	Conwall	4	2	2	2	2	1	1								3		2		...	
7	Dundas	4	2	2	1	1	1		2										1	...	
8	Glouch	12	1	1	1	1		1										2	1	...	
9	London	12	5	7	3	3		3		1			1		1		6	3	2	...	
10	Niagara	6	3	3	1	2	1	2	1								1	1	1	...	
11	Perth	6	3	3	1	1	1	1									1	1		2	
12	Peterborough	5	4	3	1	2	1	2	2	1							1	1	1	3	
13	Pictou	4	1	1					1					1						...	
14	Port Hope	4	1	1	1	1	1													...	
15	Prescott	5	3	2		1	1										1	1		...	
16	St. Catharines	7	3	2	1	1		3							1					2	
<i>Town Municipalities.</i>																					
1	Amherstburgh	5	2	3	1	2	1		1											1	
2	Barns	5	1	1	2	2														1	
3	Chatham	4	4	3		1	1	1	1											1	
4	Geolph	5	4	1	1	1	1		1											...	
5	Spencer	3	1	2			1													...	
6	Woodstock	6	4	1		3			1							1	3		3	...	
<i>Villages.</i>																					
1	Berlin	3	2	2	1		1	1			1						1	1		...	
2	Bosmanville	3	2	1	1		1		1											1	
3	Brampton	1	1	2													1	1		...	
4	Calabona	1	1	2																1	
5	Chippewa	4	4	1	1	3											3	2	1	...	
6	Galt	4	3	1	1	3		3		1							2	1		...	
7	Ingersoll	3	1	2	2		1											1		...	
8	Oshawa	1	1		1															1	
9	Pais	3	3		3		2										3	2	1	...	
10	Preston	3	1	1	1	1								1			2	1	1	...	
11	St. Thomas	4	4	2		4														...	
12	Strath Falls	1	1		1															1	
13	Strath rd	1	1		1															...	
14	Thorold	3	3	1	1	1	1	1				1					1	1	1	...	
15	Trenton	1	1		2													1		...	
16	Windsor	1	1		1												1	1		1	
17	Vienna	1	1				1	1										1		...	
18	Yorkville	2	1	1		1											1	1	1	...	
Grand Total, 1851.		3539	2509	1033	702	421	930	1009	227	62	8	37	12	36	14	12	19	379	290	85	223
" " 1853.		3539	2001	938	740	386	910	1017	200	74	31	40	18	25	17	25	26	353	292	63	271
Increase				93		3	40		27		23			11				20		22	
Decrease				93		28		8		12		3	6		3	13	7		2		46

REPORT for 1854.]

TABLE D—(Continued.)

TEACHERS.													TIME OPEN.		
CERTIFICATES.										AVERAGE ANNUAL SALARIES.			TOTAL.	AVERAGE.	
County Board.										Male	Male	Female	Female	Total	Average
	First class.	Second class.	Third class.	Provisional.	Unclassified and unqualified.	Total number classified.	Annulled.	Highest Annual Salary.	Teacher with Board.	Teacher without Board.	Teacher with Board.	Teacher without Board.	Time the Schools have been kept open.	Time the Schools have been kept open.	
No.								£ s.	£ s.	£ s.	£ s.	£ s.	M. D.	M. D.	
1	14	6	1	1	1	34		140 0	...	127 2	...	68 12	132 0	12 0	
2	12	11	1	1	1	26		300 0	...	162 10	...	74 9	12 0	12 0	
3	6	7	1	1	1	16		136 2	...	120 6	...	75 10	132 0	12 0	
4	1	1	1	1	1	5		100 0	...	93 4	...	50 0	69 0	11 15	
5	1	1	1	1	1	5		175 0	...	105 0	...	69 0	15 0	11 7	
6	1	1	1	1	1	5		95 0	...	87 10	...	41 15	48 0	12 0	
7	1	1	1	1	1	5		95 0	...	95 0	...	65 0	181 0	11 19	
8	1	1	1	1	1	5		108 15	...	87 15	...	67 10	69 0	12 0	
9	1	1	1	1	1	5		67 10	...	63 12	...	40 19	44 8	11 2	
10	1	1	1	1	1	5		112 10	...	106 5	...	62 10	11 0	11 0	
11	1	1	1	1	1	5		95 0	...	95 0	...	75 0	24 0	12 0	
12	1	1	1	1	1	5		200 0	...	185 9	...	60 14	24 0	12 0	
13	1	1	1	1	1	5		125 0	...	100 0	...	44 0	69 0	12 0	
14	1	1	1	1	1	5		200 0	...	135 16	...	67 4	12 0	12 0	
15	1	1	1	1	1	5		150 0	...	101 5	...	52 10	24 0	12 0	
16	1	1	1	1	1	5		85 0	55 0	80 16	...	55 0	51 0	10 5	
17	1	1	1	1	1	5		112 10	...	92 10	...	55 0	48 0	12 0	
18	1	1	1	1	1	5		200 0	...	92 0	...	55 0	47 2	9 15	
19	1	1	1	1	1	5		120 0	...	98 0	...	62 10	22 0	7 10	
20	1	1	1	1	1	5		100 0	...	87 10	...	72 10	44 0	11 0	
21	1	1	1	1	1	5		75 0	...	75 0	...	49 0	12 0	12 0	
22	1	1	1	1	1	5		100 0	...	80 0	...	63 5	32 15	10 15	
23	1	1	1	1	1	5		95 0	...	85 3	...	62 2	35 5	10 19	
24	1	1	1	1	1	5		100 0	...	72 10	...	50 0	32 0	10 20	
25	1	1	1	1	1	5		125 0	...	125 0	...	67 10	24 0	12 0	
26	1	1	1	1	1	5		100 0	...	90 0	...	40 0	36 0	12 0	
27	1	1	1	1	1	5		90 0	...	96 0	...	54 0	36 0	12 0	
28	1	1	1	1	1	5		112 10	...	112 10	...	...	12 0	12 0
29	1	1	1	1	1	5		85 0	...	80 0	...	...	12 0	11 0
30	1	1	1	1	1	5		100 0	...	100 0	...	75 0	8 24	11 15	
31	1	1	1	1	1	5		120 0	...	103 7	...	75 0	24 0	11 15	
32	1	1	1	1	1	5		125 0	...	125 0	...	39 5	12 0	12 0	
33	1	1	1	1	1	5		125 0	...	100 0	...	...	11 0	11 0
34	1	1	1	1	1	5		115 0	...	107 10	...	38 6	24 0	12 0	
35	1	1	1	1	1	5		120 0	...	80 0	...	70 0	12 0	12 0	
36	1	1	1	1	1	5		100 0	...	87 10	...	56 0	12 0	12 0	
37	1	1	1	1	1	5		150 0	...	111 0	...	...	12 0	12 0
38	1	1	1	1	1	5		90 0	...	90 0	...	65 0	19 0	9 15	
39	1	1	1	1	1	5		100 0	...	90 0	...	100 0	34 0	11 10	
40	1	1	1	1	1	5		80 0	...	80 0	...	50 0	32 0	10 20	
41	1	1	1	1	1	5		75 0	...	75 0	...	...	12 0	12 0
42	1	1	1	1	1	5		100 0	...	100 0	...	...	12 0	12 0
43	1	1	1	1	1	5		120 0	...	120 0	...	60 0	24 0	12 0	
44	1	1	1	1	1	5		...	...	...	...	...	...	...
45	1	1	1	1	1	5		...	...	...	...	...	...	...
46	1	1	1	1	1	5		...	...	...	...	...	...	...
47	1	1	1	1	1	5		...	...	...	...	...	...	...
48	1	1	1	1	1	5		...	...	...	...	...	...	...
49	1	1	1	1	1	5		...	...	...	...	...	...	...
50	1	1	1	1	1	5		...	...	...	...	...	...	...
51	1	1	1	1	1	5		...	...	...	...	...	...	...
52	1	1	1	1	1	5		...	...	...	...	...	...	...
53	1	1	1	1	1	5		...	...	...	...	...	...	...
54	1	1	1	1	1	5		...	...	...	...	...	...	...
55	1	1	1	1	1	5		...	...	...	...	...	...	...
56	1	1	1	1	1	5		...	...	...	...	...	...	...
57	1	1	1	1	1	5		...	...	...	...	...	...	...
58	1	1	1	1	1	5		...	...	...	...	...	...	...
59	1	1	1	1	1	5		...	...	...	...	...	...	...
60	1	1	1	1	1	5		...	...	...	...	...	...	...
61	1	1	1	1	1	5		...	...	...	...	...	...	...
62	1	1	1	1	1	5		...	...	...	...	...	...	...
63	1	1	1	1	1	5		...	...	...	...	...	...	...
64	1	1	1	1	1	5		...	...	...	...	...	...	...
65	1	1	1	1	1	5		...	...	...	...	...	...	...
66	1	1	1	1	1	5		...	...	...	...	...	...	...
67	1	1	1	1	1	5		...	...	...	...	...	...	...
68	1	1	1	1	1	5		...	...	...	...	...	...	...
69	1	1	1	1	1	5		...	...	...	...	...	...	...
70	1	1	1	1	1	5		...	...	...	...	...	...	...
71	1	1	1	1	1	5		...	...	...	...	...	...	...
72	1	1	1	1	1	5		...	...	...	...	...	...	...
73	1	1	1	1	1	5		...	...	...	...	...	...	...
74	1	1	1	1	1	5		...	...	...	...	...	...	...
75	1	1	1	1	1	5		...	...	...	...	...	...	...
76	1	1	1	1	1	5		...	...	...	...	...	...	...
77	1	1	1	1	1	5		...	...	...	...	...	...	...
78	1	1	1	1	1	5		...	...	...	...	...	...	...
79	1	1	1	1	1	5		...	...	...	...	...	...	...
80	1	1	1	1	1	5		...	...	...	...	...	...	...
81	1	1	1	1	1	5		...	...	...	...	...	...	...
82	1	1	1	1	1	5		...	...	...	...	...	...	...
83	1	1	1	1	1	5		...	...	...	...	...	...	...
84	1	1	1	1	1	5		...	...	...	...	...	...	...
85	1	1	1	1	1	5		...	...	...	...	...	...	...
86	1	1	1	1	1	5		...	...	...	...	...	...	...
87	1	1	1	1	1	5		...	...	...	...	...	...	...
88	1	1	1	1	1	5		...	...	...	...	...	...	...
89	1	1	1	1	1	5		...	...	...	...	...	...	...
90	1	1	1	1	1	5		...	...	...	...	...	...	...
91	1	1	1	1	1	5		...	...	...	...	...	...	...
92	1	1	1	1	1	5		...	...	...	...	...	...	...
93	1	1	1	1	1	5		...	...	...	...	...	...	...
94	1	1	1	1	1	5		...	...	...	...	...	...	...
95	1	1	1	1	1	5		...	...	...	...	...	...	...
96	1	1	1	1	1	5		...	...	...	...	...	...	...
97	1	1	1	1	1	5		...	...	...	...	...	...	...
98	1	1	1	1	1	5		...	...	...	...	...	...	...
99	1	1	1	1	1	5		...	...	...	...	...	...	...
100	1	1	1	1	1	5		...	...	...	...	...	...	...
101	1	1	1	1	1	5		...	...	...	...	...	...	...
102	1	1	1	1	1	5		...	...	...	...	...	...	...
103	1	1	1	1	1	5		...	...	...	...	...	...	...
104	1	1	1	1	1	5		...	...	...	...	...	...	...
105	1	1	1	1	1	5		...	...	...	...	...	...	...
106	1	1	1	1	1	5		...	...	...	...	...	...	...
107	1	1	1	1	1	5		...	...	...	...	...	...	...
108	1	1	1	1	1	5		...	...	...	...	...	...	...
109	1	1	1	1	1	5		...	...	...	...	...	...	...
110	1	1	1	1	1	5		...	...	...	...	...	...	...
111	1	1	1	1	1	5		...	...	...	...	...	...	...
112	1	1	1	1	1	5		...	...	...	...	...	...	...
113	1	1	1	1	1	5		...	...	...	...	...	...	...
114	1	1	1	1	1	5		...	...	...	...	...	...	...
115	1	1	1	1	1	5		...	...	...	...	...	...	...
116	1	1	1	1	1	5		...	...	...	...	...	...	...
117	1	1	1	1	1	5		...	...	...	...	...	...	...
118	1	1	1	1	1	5		...	...	...	...	...	...	...
119	1	1	1	1	1	5		...	...	...	...	...

TABLE E.

STATISTICAL

MUNICIPALITIES OF UPPER CANADA.		SCHOOL-HOUSES.															RENT AND REPAIRS.		Total Amount received for Build- ing, Rent and Re- pairs of School- Houses.	
		KIND.					TITLE.			BUILT DURING THE YEAR.					Amount received for Build- ing School- Houses.	Amount received for Rent and Re- pairs of School- Houses.				
		Total.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.			Log.	Not reported.		
No.	Counties.																£ s. d.	£ s. d.	£ s. d.	
1	Glengarry	61			9	52		39	19	3					1	1	2	20 2 6	65 17 13	85 19 7 1/2
2	Stormont	62	5	2	18	37		53	6	3				1		2	50 0 5	18 14 11	85 19 7 1/2	
3	Dundas	63	1	7	12	49		53	8	2				3	1	4	237 14 5	82 14 6	329 8 1 1/2	
4	Prescott	43	1	1	7	33		40	1	1						1	29 8 4	69 5 1	98 13 5	
5	Russell	15			1	12		13	1	1						2	20 0 0		20 0 0	
6	Carleton	79			1	10	68	64	6	6	3			5	1	6	225 13 1	165 18 6	329 11 7	
7	Granville	79	3	24	7	45		72	1	6		1	1	1	1	3	128 16 8	64 14 9	193 11 5	
8	Leeds	123	4	58	29	58		102	10	8	9	1	2	1	5	9	713 1 5	149 17 1	862 18 6	
9	Lanark	97	1	4	12	81		71	4	4	15	1	7		1	7	168 19 11	123 14 2	292 14 1	
10	Renfrew	37			1	36		28		4	5	1	1	5		6	59 0 0	66 5 5	125 5 5	
11	Frontenac	69		15	17	35	2	5	12	4					1	2	283 10 4	61 13 3	345 3 7	
12	Addington	68	1	9	36	22		65	3			3		1		3	168 19 11	37 19 8	206 19 7	
13	Lennox	32			31	8		31	8					1		1	72 17 9	18 19 4	91 17 1	
14	Prince Edward	88	2	9	59	18		66	16	6						1	211 17 7	147 17 4	359 14 1 1/2	
15	Hastings	122	4	3	67	42	6	110	7	6		2	5	9		12	995 13 8	118 14 7	1114 8 3	
16	Northumberland	115	2		76	37	6	103	7	4	1	4	1	1	5		114 0 2	278 16 7	392 16 9	
17	Durham	83	4		45	31		75	4	4		1	1	1	1	3	275 17 10	61 13 4	337 11 2	
18	Peterborough	44	1	1	9	33		39	1	4		1	1	1		3	190 11 9	55 3 6	245 15 3	
19	Victoria	50			8	37	5	41	3	3		1	4	2		7	452 14 10	78 0 4	530 15 2	
20	Ontario	93	16		45	40	2	67	12	4	10	1	2	4	2	5	285 5 6	201 9 2	486 14 8	
21	York	130	18	2	72	37	1	99	18	13		2	6		8		1156 15 4	245 4 3	1401 19 7	
22	Peel	75	10	1	32	32		58	11	6		3		2	1	6	621 11 8	142 14 0	764 5 8	
23	Simcoe	92			19	82		75	11	6			4	6		10	192 19 6	89 0 11	282 0 5	
24	Haldon	56	7	1	29	15		32	14			1				3	158 4 0	70 3 10	228 7 10	
25	Westworth	67	1	3	42	21		32	20	5			3	1	1	5	441 8 4	136 17 1	578 5 5	
26	Brampton	56	3		49	7		48	5	3		1	4		5		408 0 8	72 8 1	480 8 4	
27	Lincoln	61	2	1	52	5		44	17	3		1	5		1	7	232 1 7	136 16 11	368 18 6	
28	Welland	65	1	2	50	6		48	17				3		3		214 3 6	140 6 4	354 9 10	
29	Haldimand	66	15		32	32		48	15	3		2	7	2	11		701 17 8	141 6 9	843 4 5	
30	Norfolk	97			78	16	3	55	36	6			6	1		7	426 15 6	133 13 9	560 9 3	
31	Oxford	103			76	23		76	18	12		1	6				637 19 6	227 9 9	865 2 3	
32	Waterloo	81	5	10	24	40		77	2	1	5	3	1	2		6	1370 0 4	174 4 9	1544 5 1	
33	Wellington	74			6	26	41	55	13	3	2		4	1		6	881 11 11	106 0 11	987 12 10	
34	Grey	55			1	7	47	46	3	3			1	8		9	334 5 10	97 6 1	431 11 11	
35	Perth	41	5	1	5	33		39	2	1	2			1	3	5	17 11 7	119 19 6	137 10 7	
36	Huron	58	4		4	50		44	9					7		7	389 0 4	109 16 10	498 17 2	
37	Bruce	5			1	4		3		1	1		1	1		2	51 18 9	38 7 5	90 6 2	
38	Madison	128	12	3	26	87		94	27	7		1	1	4		6	650 7 10	288 2 1	938 9 11	
39	Elgin	100	1		75	23	1	73	23	4		1	5	2		8	495 11 6	101 10 0	597 1 6	
40	Kent	20			27	43		30	50	9				9		9	797 0 9	72 15 7	869 16 4	
41	Lambton	62			17	45	2	46	9	7			5	1		6	397 6 7	230 0 3	627 6 10	
42	Essex	49	2		7	35	5	42	4	3			1	5		6	100 11 6	101 5 3	201 16 9	

REPORT for 1854.

TABLE E.

MAPS AND APPARATUS.										SCHOOL VISITS.										LIVE TREES.		MISCELLANEOUS.	
MAPS.			APPARATUS.			TOTAL.																	
Total.	World.	Canadian.	Others.	Maps.	Black Boards.	Hallbrook's Apparatus.	Object & Table Lessons.	Amount received for Maps and other Apparatus.	Total.	Local Superintendents.	Chapmen.	Municipal Councilors.	Magistrates.	Judges and Members of Parliamt.	Trustees.	By other Persons.	Total.	Local Superintendents.	Other Persons.	Schools with Visitors' Book.	Registers.	Public Examinations.	
1	73	22	8	43	20	38	4	8	£	5	d.	534	133	55	16	2	213	92	74	47	59	133	
2	16	16			5	5	2	0	1	5	0	719	171	60	78	61	279	54	78	62	62	161	
3	5	1	4		1	1	10	2	1	12	6	626	115	39	26	15	315	116	43	44	60	134	
4	6	5	1		2	2	47	1	5	0	0	232	92	23			127	35	33	26	44	77	
5	6	5	1		1	1		10	0	0	0	127	43	13			43	16	9	5	6	38	
6	22	9	5		8	16	24	5	0	16	0	149	217	69	36		290	51	51	60	75	207	
7	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
8	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
9	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
10	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
11	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
12	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
13	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
14	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
15	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
16	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
17	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
18	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
19	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
20	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
21	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
22	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
23	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
24	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
25	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
26	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
27	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
28	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
29	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
30	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
31	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
32	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
33	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
34	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
35	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
36	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
37	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
38	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
39	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
40	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
41	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	
42	22	18	8		5	17	58	5	2	15	0	845	153	53	12		375	31	31	41	48	130	

REPORT for 1854.

TABLE E.—(Continued.)

MAPS AND APPARATUS.										SCHOOL VISITS.								LEC- TURES.	MISCELLA- NEOUS.				
MAPS.					APPARATUS.					TOTAL	Local Superintendents.	Clergyman.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	By other Persons.	Total.	Local Superintendents.	Other Persons.	Schools with Visitors' Book.	Registers.	Public Examinations.
Total.	World.	Canada.	Others.	Maps.	Black Boards.	Holbrook's Apparatus.	Object & Tablet Lessons.	Amount received for Maps and other Apparatus.															
No.								£ s. d.	Total.														
1	76	40	10	26	7	14	7	20 0 0	423	136	104	7	8	118	35	10	10	14	14	37			
2	73	45	5	41	1	1	1	346 16 4	443	32	40	23	9	4	80	44	1	1	1	1	5		
3	63	16		47	11	9	3	98 19 5	525	254	129	1			98	43					11	11	
1	55	24	1	25	5	5	5	30 7 11	115	45	10				14	37						19	
2	35	7		25	4	4	2	57 1 10	232	7	19	12			33	149						6	
3	13	1	4	3	3	1	1	10 15 8	127	42	12				39	16						6	
4	4	1		3	1	1	1		51	8	12				24							4	
5	1			1	1	1	1		13	4	3				5								
6	1			1	1	1	1		23	17	37				17	21						1	
7	13	3	2	8	1	1	1	6 10 0	91	3	6	5			18	59						3	
8	5	4	1		1	1	1		54	12	6				21	8						6	
9	20	2	6	12	1	1	1	10 18 10	39	2	6				25							6	
10	35	3	28	30	2	2	2		71	46	12	12			21	26						2	
11	6	3	1	2	1	1	1	12 3 1	64	2	12	6	6	4	24							6	
12	25	9	3	10	1	1	1	2 10 0	109	3	40	16		8	50	10						2	
13	6	3	3		4	4	1	6 16 0	126	2	104				10							2	
14	4	1			2	2	2		61	10	2				29							12	
15	4	1	1		2	2	2		1011	18	31	1	38	22	82	782						6	
16	13	10	2	1	2	3	3																
1	10	8	1	1	1	1	1		10	3	3				4								
2	1			1	1	1	1		10	4	4	1	1		3								
3	12	12	3	7	2	2	2	16 12 0	263	11	75	20	16	6	35	100							
4	23	3		20	4	4	4	22 0 0	56	14	22	6	3	1	7								
5	8	3		5	2	2	2		63	18	16				39								
6	17	3	6	8	4	4	4		229	20	17	7	4		84	94							
1	12	2		10	1	1	1	6 0 0	24	2	8	1	1		10	6							
2	5			5	2	2	2		35	5	5					28							
3	6	5	1		1	1	1		15	1	1				10								
4	4	2	1	1	2	2	2	1 0 0	25	6					22								
5	4			4	1	1	1		22	6					8								
6	16	3	2	11	1	1	1	1 1 1	56	2	10		3	1	4	30							
7	7	1	1	5	1	1	1		13	2	1	1	1		1								
8	15	1	2	12	1	1	1	18 10 0	15	2	1	2			4								
9	13	7	6		1	1	1	4 0 0	63	24	6	6	3		21								
10	1	2	2	7	1	1	1	4 0 3	110	12	4	4			30	60							
11	8	6	2		1	1	1		33	3	16	4	3		21								
12	1	1			1	1	1		39	3	10	4	2		12								
13	3	3			1	1	1		43	6	4			2	6	15							
14	35	6	3	26	3	3	2	10 12 3	94	6	28		1		24	61							
15	12	5	2	5	3	3	1		72	11	4	5	11		16	25							
16	3	1	1	1	1	1	1		28	8	28				12								
17	9	2	1	6	1	1	1	9 0 6	33	2	3	2	8		10								
18	6			6	1	1	1		38	4	1	5	4		20								
6922	3133	1086	2703	2323	337	602	1094	12 2	30718	6866	3030	1109	1365	173	15537	11338	2238	2153	45	1824	1493	5014	
5239	2288	463	2488	2146	310	501	1352	5 8	30269	7055	2587	1277	1272	90	15198	11681	2287	2190	97	1767	2838	6146	
1683	845	623	215	177	27	101	342	6 6	440		443	32	93	74	339					57	25		
...	...	...	...	...	...	...	...	...	...	189	...	...	...	...	...	313	49	37	12	...	...	502

TABLE F.—STATISTICAL REPORT for 1851.

COUNTY GRAMMA SCHOOLS OF UPPER CANADA.	GRAMMAR SCHOOL MONEYS								NUMBER OF PUPILS.																					
	RECEIPTS.				EXPENDITURES.				Balance on hand.																					
	Amount received from Grammar School Fund.	Amount received from Fees.	Amount received from Miscellaneous and other sources.	Total amount received.	Paid to Masters.	Paid for Rent, Repairs &c.	Paid for Maps & Apparatus.	Number of Pupils.		ENGLISH.							LATIN.			GREEK.										
										Not able to read.	Not able to write.	English Grammar.	English Composition.	Elementary Reader.	Advanced Reading.	Spelling.	Writing.	Latin Grammar.	Latin Composition.	Elementary Latin Reader.	Caesar and Virgil.	Other Latin Works.	Greek Grammar.	Greek Composition.	Elementary Greek Reader.	Greek Testament.	Homæ and Lucan.	Other Greek Works.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.																						
STORMONT, DUNDAS & GLEN. • Cornwall GARRY:	100 0 0	80 0 0		180 0 0	180 0 0				45																					
Williamstown	82 13 4	57 5 0		139 18 4	139 18 4				40																					
Matilda	41 6 2	15 11 3		56 17 13	43 15 0	4 3 4		8 19 2	39																					
PRESCOTT AND RUSSELL: • L'Original	100 0 0	32 0 0		132 0 0	132 0 0				34																					
Vankleekhill	47 19 0	32 10 0	0 1 4	89 10 4	79 5 4	9 0 0	1 5 0		72																					
CARLETON: • Bytown	127 13 2	106 17 3		234 10 5	200 0 0	25 0 0		9 10 5	79																					
Richmond	85 0 3	39 13 9	0 0 0	124 0 0	125 0 0	0 0 0			69																					
LEEDS AND GRENVILLE: • Brockville	100 0 0	280 3 4		389 3 4	287 10 0	18 2 9		83 10 7	46																					
Kemptville	60 0 0	4 0 0	19 10 0	83 10 0	81 10 0	2 0 0			61																					
Prescott	63 1 8	60 0 0		123 1 8	101 10 0			21 11 8	30																					
Gananoque	60 0 0	60 0 0		120 0 0	110 0 0				20																					
LANARK AND RENFREW. • Perth	123 0 0	100 0 0		223 0 0	223 0 0				31																					
Smith's Falls	35 5 10	108 16 3	137 13 2	280 13 3	229 0 0	40 10 6		14 4 9	130																					
Renfrew	35 5 10	50 0 0		85 5 10	86 5 10				60																					
Langark	35 5 10	7 14 2		42 6 12	43 0 0	15 0 0			72																					
Carleton Place	35 5 10	61 8 2	32 5 0	130 0 0	130 0 0				104																					
FRONTENAC, LENNOX AND AD. • Kingston [DINGTON:	113 6 6	200 14 0	33 0 0	349 0 6	322 0 6	3 16 0		23 3 6	46																					
Newburgh	60 0 0	180 0 0	144 19 4	364 19 4	284 17 11	76 13 3		3 8 5	337																					
Napanee	60 0 0	35 0 0	23 15 0	118 15 0	118 15 0				80																					
Bath	60 0 0	45 4 2	34 16 8	140 0 0	140 0 0	7 10 2		32 19 2	33																					
PRINCE EDWARD: • Picton	100 0 0	45 0 0		145 0 0	145 0 0				25																					
Consecon	33 18 0	56 4 10		90 2 10	82 10 9	7 12 10			105																					
Demorestville	33 18 0	23 4 2	30 16 0	87 18 2	53 17 8	6 0 0	8 6	27 12 0	43																					
HASTINGS: • Belleville	124 17 6	38 5 0	184 5 10	347 8 4	320 0 0	27 8 3			130																					
Trenton	60 0 0	30 0 0	22 0 0	112 0 0	60 0 0		10 0	61 10 0	81																					
Stirling	30 0 0	24 7 0	100 0 0	154 7 0	75 0 0	44 12 3		84 13 3	17																					
NORTHUMBERLAND & DURHAM: • Cobourg	100 0 0	38 10 0		138 10 0	138 10 0				30																					

45

Bowmanville.....	36	16	16	9	89	28	24	8	30	20	22	16	10	1	0	80	28	6	75	75	...	28	28	78	34	55	2	1	...	1	...	2	12						
Port Hope.....	...	...	...	...	71	4	4	5	5	4	...	6	6	3	1	...	11	...	9	5	27	6	6	10	17	...	...	...	1	...	1	...	1	12
Colborne.....	...	...	...	...	6	12	12	9	...	9	...	...	5	...	...	...	...	...	8	...	...	4	...	...	...	...	...	...	...	...	...	...	1	12
Brighton.....	...	...	...	...	45	45	...	...	1	4	3	5	4	...	...	12	10	...	50	...	...	...	...	...	...	...	...	...	...	...	...	...	1	12
PETERBOROUGH AND VICTORIA:	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
* Peterborough.....	19	19	11	8	89	26	36	19	1	6	6	4	4	1	10	1	41	...	5	171	6	16	77	...	32	49	1	...	1	...	1	...	1	12					
Norwood.....	...	...	...	...	40	4	29	1	4	2	...	3	...	...	...	10	...	...	54	...	10	12	...	...	...	...	...	...	...	...	...	...	1	9
ONTARIO:	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
* Whitby.....	...	...	...	...	17	7	3	4	...	2	...	2	...	...	...	18	4	10	16	8	8	20	...	20	2	1	...	1	...	1	...	1	1	12
Uxbridge.....	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
YORK AND PEELE:	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
* Toronto.....	24	24	...	...	36	24	14	24	70	36	7	75	30	6	8	...	27	...	24	207	38	167	...	...	...	36	...	1	1	...	1	1	1	12
Newmarket.....	3	1	1	...	12	6	5	6	2	1	...	1	1	4	...	14	...	...	25	...	18	...	...	...	...	...	...	1	...	1	...	1	1	12
Streetsville.....	1	1	1	...	2	...	16	...	2	...	...	1	1	...	...	...	...	17	...	...	...	...	...	...	...	...	1	...	1	...	1	...	1	12
Richmond Hill.....	...	...	...	...	20	10	6	14	...	...	...	12	2	12	...	22	...	22	30	12	14	8	...	60	...	18	...	1	1	...	1	...	1	10
SIMCOE:	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
* Barrie.....	26	16	16	16	13	3	3	13	3	3	3	3	...	10	...	28	34	13	1	...	1	...	1	...	1	...	1	12				
Bond Head.....	...	...	...	...	10	3	17	...	...	...	...	5	...	...	...	...	...	25	...	13	...	...	...	...	8	...	1	1	...	1	...	1	1	10
WESTWORTH AND HALTON:	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
* Hamilton.....	7	7	...	...	24	5	25	...	1	5	...	1	4	...	...	10	...	39	7	7	7	...	7	...	3	...	1	...	1	...	1	1	1	12	
Ancaster.....	24	...	20	6	4	2	...	3	2	24	...	20	4	...	1	...	1	...	1	...	1	12				
Oakville.....	5	2	4	10	65	...	37	13	2	2	...	2	1	1	...	3	...	47	...	24	...	24	...	7	...	2	1	...	1	...	1	1	1	2	10				
BRANT:				
* Brantford.....	2	2	5	40	40	27	23	15	3	23	11	22	...	12	36	10	7	25	...	15	...	1	...	1	...	1	1	1	12				
Paris.....	6	...	16	11	4	4	14	4	20	...	26	26	...	26	...	1	...	1	...	1	...	1	1	9				
LINCOLN AND WELLAND:				
* Niagara.....	5	4	12	4	...	3	...	5	5	4	8	...	2	19	1	...	1	...	1	1	1	2	12			
St. Catharines.....	6	6	6	...	30	14	6	20	1	10	6	1	6	2	6	...	26	26	16	38	26	26	26	...	10	1	...	1	...	1	...	1	1	1	2	12			
Brantville.....	61	9	9	6	24	...	24	...	24	24	24	24	24	...	4	1	...	1	...	1	...	1	...	2	12			
HAIDIMAND:				
* Caledonia.....	4	4	6	2	1	...	1	6	...	11	...	14	1	...	1	...	1	...	1	1	9				
NORFOLK:				
* Simcoe.....	25	15	6	22	10	15	7	18	10	4	2	...	39	...	10	64	12	12	57	...	12	...	21	...	1	...	1	...	1	1	1	12			
OXFORD:				
* Woods ock.....	3	28	28	12	11	14	...	4	5	5	28	7	10	16	10	31	...	31	...	31	11	31	1	...	1	...	1	...	1	1	1	12			
Ingersoll.....	25	...	9	4	...	4	2	4	4	23	...	15	15	12	...	10	...	1	...	1	...	1	...	1	...	2	12		
WATERLOO:			
* Galt.....	1	1	1	...	11	17	22	17	22	17	3	9	6	1	...	16	16	17	44	18	...	5	...	1	...	1	...	1	...	1	1	1	12			
WELLINGTON:			
* Guelph.....	8	5	16	5	3	...	4	9	6	5	...	6	...	8	32	...	7	13	...	7	...	4	...	1	...	1	...	1	...	1	1	2	12		
Eldra.....	5	7	5	...	5	7	9	7	...	6	2	7	...	12	...	21	12	1	...	1	...	1	...	1	1	12		
PERKIE:			
* Stratford.....	15	...	4	9	2	...	1	1	14	6			
HURON AND BRUCE:			
* Goderich.....	13	13	13	...	30	5	9	4	...	2	...	3	3	6	...	20	30	3	82	6	6	82	82	82	...	30	...	1	...	1	...	1	...	1	1	1	12		
MIDDLESEX:		
* London.....	9	8	37	32	11	11	2	23	15	1	5	...	14	11	16	86	17	24	41	...	14	...	7	...	1	...	1	...	1	...	1	1	1	12	
ELGIN:		
* St. Thomas.....	27	...	6	6	15	3	3	6	...	27	27	...	8	...	1	...	1	...	1	...	1	...	1	1	12		
Vienna.....	7	7	7		
KENT:		
* Chatham.....	25	4	2	...	4	3	...	2	4	1	...	8	...	40	...	23	6	...	Not reported	1	...	1	...	1	...	1	...	1	12		
LAMBTON:		
* Port Sarnia.....	10	6	6	5	1	6	1	...	3	1	1	...	10	...	15	18	20	...	1	...	1	...	1	...	1	...	1	...	1	1	1	12	
ESSEX:		
* Sandwich.....	16	4	4	4	1	3	1	1	12
* Senior Grammar Schools.	...	...	...	...	304	187	116	84	1326	683	1225	816	440	354	155	393	290	88	262	152	302	244	320	189	2740	16									

A. D. 1854.]

IN UPPER CANADA.

TABLE G.

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 fee.			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.
No.																	
1	First Session, 1847-48		71	71		8	8		63	63		4	4		27	27	
2	Second Session, 1848		146	12	28	15	11	1	131	101	2	1	1		98	86	7
3	Third Session, 1848-49		122	88	35	15	12	1	107	75	32	13	14	5	61	51	10
4	Fourth Session, 1849		134	105	29	20	15	1	114	90	24	7	4	3	70	60	9
5	Fifth Session, 1849-50		160	100	51	25	17	8	135	82	53	11	7	4	75	56	19
6	Sixth Session, 1850-51		160	61	36	24	13	1	136	51	25	2	2		42	31	17
7	Seventh Session, 1851-52		93	65	28	13	8	1	80	60	20	1	1		65	51	12
8	Eighth Session, 1852		122	77	44	21	7	1	101	71	30				60	47	13
9	Ninth Session, 1852-53		162	83	79	18	9	3	144	74	70				64	31	33
10	Tenth Session, 1853		169	98	71	8	1		161	97	64				66	49	17
11	Eleventh Session, 1853-54		175	66	109	15	7		160	58	102				63	29	34
12	Twelfth Session, 1854		124	53	69	16	10		111	52	59				52	41	11
13	Thirteenth Session, 1854-55		106	41	62	5	5		101	44	57				43	25	18
	Total.....		1682	1048	635	197	100	88	1476	920	547	40	36	12	783	685	198

ABSTRACT No. 2.—COUNTIES FROM WHICH

THE SESSIONS			Stormont, Dundas, and Glengary.			Perth and Russell.			Leeds and Grenville.			Lanark and Renfrew.			Carleton.			Frontenac, Lennox, and Addington.			Prince Edward.			Hastings.		
OF THE			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
NORMAL SCHOOL																										
FOR																										
UPPER CANADA.																										
1	First Session, 1847-48	71	48	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Second Session, 1848	148	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Third Session, 1848-49	148	49	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Fourth Session, 1849	149	50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Fifth Session, 1849-50	180	51	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	Sixth Session, 1850-51	185	51	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	Seventh Session, 1851-52	187	52	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	Eighth Session, 1852	187	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	Ninth Session, 1852-53	187	54	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	Tenth Session, 1853	187	55	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	Eleventh Session, 1853-54	187	54	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	Twelfth Session, 1854	187	55	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	Thirteenth session, 1854-55	187	55	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total.....			3	25	11	17	12	7	29	24	5	33	33	12	12	31	34	14	5	57	47	10	30	29	1	1

FOR UPPER CANADA.

TABLE G.

WEEKLY AID GRANTED—CERTIFICATES, &c.

Admitted who received the weekly aid of 5s. each, towards defraying the expenses of Board &c. &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.			Dismissed or suspended during the session, for incompetency, misconduct, &c.			Students receiving certificates from the Masters on leaving the Institution.			Students receiving Provincial certificates from the Chief Superintendent.			
Total.		Male.	Female.	Amount.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
No.				£ s. d.															
1	53	53		210 10 0				6	6		2	2		51	51				
2	109	89	20	439 10 0	24	24		45	40	4	5	3	5	63	54	11			
3	75	57	18	347 7 6	17	17	10	24	20	4	6	1	4	62	52	20			
4	72	61	11	261 0 0	24	7	17	53	47	6	10	6	4	40	30	10			
5	82	58	24	416 15 0	25	10	15	24	20	4	15	6	3	78	49	29			
6	62	43	19	536 0 0	12	5	7	16	12	4	15	11	4	43	29	17			
7	67	50	17	429 5 0	6	4		34	22	5	15	1	1	43	29	17			
8	90	49	29	455 0 0	9	7		16	14	2	15	1	1	43	29	17			
9	132	71	47	701 5 0	34	14	20	17	10	7	9	5	4	43	29	17			
10	132	79	53	675 15 0	34	11	19	13	10	3	9	5	4	43	29	17			
11	43	17	25	234 15 0	59	27	32	33	17	16	2	1	2	43	29	17			
12	29	5	15	119 0 0	39	5	32	30	16	14	2	1	1	43	29	17			
13	31	15	16	224 0 0	37	15	22	20	12	8	5	3	2	43	29	17			
	973	632	311	5050 2 6	320	136	184	332	233	79	88	49	39	430	320	110	306	159	147

THE STUDENTS AT THE NORMAL SCHOOL CAME.

No.	Northumberland and Durham.			York, Ontario, and Peel.			Peterborough and Victoria.			Simcoe.			Wentworth, Halton, and Brant.			Lincoln, Welland and Haldimand.			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.	Total.	Male.	Female.			
1																																				
2	3	3																																		
3	1	1																																		
4	6	6																																		
5	4	4																																		
6	3	3																																		
7	1	1																																		
8	1	1																																		
9	1	1																																		
10	1	1																																		
11	1	1																																		
12	1	1																																		
13	1	1																																		
	72	5	19	63	320	305	25	23	2	21	7	135	61	132	70	62	163	12	51	51	17	30	21	4	89	55	31	12	10	2	25	10	13			

TABLE G.—(Continued.)

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 England.			Roman Catholics.			Presbyterians			Methodists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847-48	63	63	.....	14	14	.....	7	7	.....	12	12	.....	21	21	.....
2	Second Session,	1848	125	101	24	31	24	7	7	6	1	30	25	5	35	30	5
3	Third Session,	1848-49	104	76	28	21	15	6	6	.....	.....	20	12	8	42	33	9
4	Fourth Session,	1849	111	90	21	25	18	7	6	5	1	11	12	.....	51	41	10
5	Fifth Session,	1849-50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18
6	Sixth Session,	1850-51	73	51	22	10	7	3	6	4	2	11	9	2	32	22	10
7	Seventh Session,	1851-52	80	60	20	8	7	1	5	2	3	16	10	6	37	26	11
8	Eighth Session,	1852	101	71	30	17	13	4	7	6	1	26	14	12	34	21	13
9	Ninth Session,	1852-53	114	74	40	22	16	6	6	5	1	28	18	10	60	38	22
10	Tenth Session,	1853	151	97	54	26	18	8	7	4	3	38	22	16	55	32	23
11	Eleventh Session,	1853-54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33
12	Twelfth Session,	1854	121	52	69	16	5	11	9	3	6	36	17	19	49	20	29
13	Thirteenth Session,	1854-55	106	49	57	20	7	13	1	.....	.....	2	33	17	34	11	23
			1431	934	497	219	151	68	85	50	23	265	208	127	566	311	225

TABLE H.

Receipts and Expenditure of the NORMAL and MODEL

No.	HEADS OF RECEIPTS.	AMOUNT.					
		£	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			
2	Warrants issued Quarterly—by command of His Excellency, to facilitate the attendance of Students at the Normal School	1000	0	0			
3	Proportion of £1000 granted under the authority of the Act 16 Vict. ch. 185, sect. 23	550	0	0	3050	0	0
4	Model School Fees	539	0	0			
5	Sundry Receipts for Books, sale of Produce of the Grounds, &c.	52	19	7	591	19	7
					3641	19	7

TABLE G.—(Continued)

STUDENTS ATTENDING THE NORMAL SCHOOL.

	Baptists.			Congrega- tionists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Per- suasions.		
	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		5	5																			
2	7	6	1	11	10	1																		
3	6	4	2	12	11	1	1	1		1	1					1	1							
4	7	5	2	12	10	2																8	8	
5	14	12	2	14	12	2																		
6	7	6	1	11	10	1																		
7	8	7	1	11	10	1																		
8	10	9	1	13	12	1																		
9	10	9	1	13	12	1																		
10	17	14	3	19	16	3																		
11	10	6	4	10	6	4																		
12	6	5	1	8	7	1																		
13	7	6	1	8	7	1																		
	121	70	51	50	32	18	21	1	1	15	13	2	1	1		5		2	13	9	4	32	25	7

Schools for Upper Canada, during the year 1854.

TABLE H.

No.	HEADS OF EXPENDITURE.	AMOUNT.					
		£	s.	d.	£	s.	d.
1	Salaries and Wages	1655	18	4			
2	Books, Apparatus and School Requisites	517	16	23			
3	Agriculture, Chemistry and Natural Philosophy Department	221	9	7			
4	Advertising and Printing	6	18	4			
5	Repairs and Contingencies	171	8	6			
6	Light, Water and Wood	370	11	0			
7	Insurance	66	0	0	3050	1	11½
8	Aid granted to facilitate the attendance of Students at the Normal School—Five Shillings each per week—during the whole or part of the sessions				353	15	6
9	Balance				238	2	7½
					3641	19	7

TABLE I.

STATISTICAL

OTHER EDUCATIONAL INSTITUTIONS.													
MUNICIPALITIES OF UPPER CANADA.		C OLLEGES.		ACADEMIES.		PRIVATE SCHOOLS.		TOTAL.					
		No. of Colleges.	No. of Students.	Amount of Annual Income or Legislative Aid.	Amount received from Fees.	No. of Academies. No. of Pupils.	Amount received from Fees.	No. of Private Schools. No. of Pupils reported.	Amount received from Fees.	Total other Educational Institutions.	Total No. of Pupils.	Total available for other Educational Institutions	
No.	Counties.			£ s. d.	£ s. d.			£ s. d.	£ s. d.			£ s. d.	£ s. d.
1	Glenagarry							3 48	12 0 0	3	48	12 0 0	
2	Stamford	S.R.											
3	Dundas	S.R.											
4	Prescott					1 20	30 0 0	1 17	12 10 0	2	37	42 10 0	
5	Russell	S.R.											
6	Carleton	S.R.											
7	Granville	S.R.											
8	Leeds							2 33	50 0 0	2	33	50 0 0	
9	Lanark							1 17	20 0 0	1	17	20 0 0	
10	Renfrew	S.R.											
11	Frontenac	S.R.											
12	Addington												
13	Lennox							2 60	85 0 0	2	60	85 0 0	
14	Prince Edward					1 50	200 0 0	1 50	200 0 0	1	50	200 0 0	
15	Hastings							1 13	23 10 0	1	13	23 10 0	
16	Northumberland							4 41	40 0 0	4	41	40 0 0	
17	Durham	S.R.											
18	Peterborough	S.R.											
19	Victoria							1 21	30 0 0	1	21	30 0 0	
20	Ontario							2 57	30 0 0	2	57	30 0 0	
21	York							1 100	140 0 0	1	100	140 0 0	
22	Peel							3 61	135 0 0	3	61	135 0 0	
23	Simcoe							7 128	115 0 0	7	128	115 0 0	
24	Hatton							5 100	59 0 0	5	100	59 0 0	
25	Wentworth							2 20	58 0 0	2	20	58 0 0	
26	Beaut	S.R.											
27	Lincoln							3 38	80 0 0	3	38	80 0 0	
28	Welland	S.R.											
29	Haldimand							2 67	50 0 0	2	67	50 0 0	
30	Norfolk							1 15	12 10 0	1	15	12 10 0	
31	Oxford							1 16	30 0 0	1	16	30 0 0	
32	Waterloo	S.R.						4 82	87 0 0	4	82	87 0 0	
33	Wellington					1 157	720 0 0	1 100	20 0 0	2	167	740 0 0	
34	Grey	S.R.											
35	Perth	S.R.											
36	Huron	S.R.											
37	Brace	S.R.											
38	Madison					1 45	400 0 0	3 33	50 0 0	4	78	510 0 0	
39	Elgin	S.R.											
40	Kent							1 40	60 0 0	1	40	60 0 0	
41	Lambton	S.R.											
42	Essex					2 60	300 0 0	1 30	100 0 0	3	90	400 0 0	

Report for 1854.

TABLE I.

SEPARATE SCHOOLS.																	PROVINCIAL SUMMARY		
Total.	KIND.			WHEN ESTABLISHED.													Total Colleges, Academies, Grammar, Common, and Private Schools.	Grand total of Students and Pupils reported.	Total Amount available for Educational purposes in Upper Canada
	Protestant.	Roman Catholic.	Colored.	In 1841.	In 1843.	In 1844.	In 1845.	In 1846.	In 1847.	In 1848.	In 1849.	In 1850.	In 1851.	In 1852.	In 1853.	In 1854.			
1	1	1															61	3373	2274 3 8
2																	62	2833	1790 8 4
3																	65	3413	2414 15 1
4	1	1												1			49	2298	1682 12 8
5																	14	539	351 17 1
6	1	1												1			86	6071	4317 8 5
7																	80	4346	2902 3 5
8	1	1				1											132	6284	4691 6 5
9																	102	6158	4550 13 6
10																	95	1623	1053 16 0
11	2	2															49	3673	2641 6 11
12	1	1				1											72	4078	3040 12 5
13																	56	1884	1724 11 5
14	1	1														1	94	4485	4101 3 7
15	1	1											1				125	6351	6990 5 8
16	1	1													1		124	5898	6105 19 3
17																	84	5863	5187 17 5
18																	49	3136	2702 0 5
19																	51	3195	2479 4 8
20																	97	6783	6078 18 0
21	1	1			1												136	3994	11606 10 7
22																	79	4954	5956 11 9
23																	100	5868	4646 7 5
24																	62	3998	4904 16 6
25																	78	4654	4897 0 1
26																	69	3578	3802 6 10
27																	69	3533	3095 5 8
28																	74	4163	4169 6 7
29	1	1														1	75	3996	4888 3 8
30																	97	5110	3672 0 0
31																	104	6876	7068 3 3
32	3	3			1				1								86	5580	6719 5 9
33	3	3													2	1	80	5457	5704 19 11
34																	55	2578	2567 15 4
35	1	1			1												47	2965	2602 6 7
36																	69	4148	3317 8 2
37																	6	321	368 17 1
38	2	2						1								1	131	7995	8131 6 8
39																	102	5680	4929 5 10
40	1		1									1					73	3683	4374 1 4
41																	61	3272	3300 2 9
42	8	1	2	5				1					4	1	2		55	2764	3444 7 0

TABLE K.

STATISTICAL

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	COMMON SCHOOL LIBRARIES SUPPLIED									
	MONEY.			BOOKS.						
	Amount of Local Appropriation.	Amount of Legislative Apportionment.	Value of Books sent.	No. of Volumes.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Sciences.	Geology & Mineralogy.
	\$ cts.	\$ cts.	\$ cts.							
GLENGARRY:										
Charlottenburgh, No. 13	160 00	100 00	200 00	454	40	21	2	1	2	2
STORMONT:										
Cornwall, No. 5	80 00	80 00	160 00	350	43	42	12	21	3	3
Osgabruk	200 00	200 00	400 00	704	127	50	5	28	15	5
DUNDAS:										
Mathla	400 00	400 00	800 00	1401	216	88	17	35	30	12
PRESCOTT:										
Calabogie, No. 1	26 00	26 00	52 00	136	27	15	4	3		3
Hawkesbury, West	100 00	100 00	200 00	467	84	18	6	23	2	3
Longueuil	320 00	320 00	640 00	1149	228	94	17	37	22	7
RUSSELL:										
Clarence, No. 1	40 00	40 00	80 00	184	56	22	2	22	2	3
CARLETON:										
Guthrie	80 00	80 00	160 00	348	83	13	5	26	2	5
Marionburg	200 00	200 00	400 00	846	146	56	14	37	24	10
Napan	200 00	200 00	400 00	872	213	57	12	35	12	6
Oxbooke	140 00	140 00	280 00	588	118	27	6	8	22	8
GLENSVILLE:										
Augusta, No. 4	48 00	48 00	96 00	157	50	13		3	4	
Edwardsburgh	200 00	200 00	400 00	925	131	72	19	37	31	6
LEEDS:										
Elizabethtown, No. 21	50 00	50 00	100 00	152	41	28	5		3	3
Yonge and Escott Rear, No. 6	100 00	100 00	200 00	409	49	33	2	12	4	5
LANARK:										
Drummond	200 00	200 00	400 00	761	169	30	1	24	11	5
Lanark and Darling	240 00	240 00	480 00	1113	135	82	20	38	40	4
Pakenham	160 00	160 00	320 00	609	127	42	4	9	10	7
Ramsay	400 00	400 00	800 00	1480	337	138	18	39	22	10
Ramsay, No. 10	40 00	40 00	80 00	161	39	24	2	5	11	2
LENEXEM:										
Bromley	60 00	60 00	120 00	314	56	9		13	4	3
Pembroke, No. 2	85 00	85 00	170 00	352	107	47	3	25	1	5
Ross	60 00	60 00	120 00	201	48	21	4	12		1
Westmeath	200 00	200 00	400 00	828	154	86	13	27	20	4
PROTESTANT:										
Pittsburgh	120 00	120 00	240 00	572	124	74	12	32	3	3
ADDINGTON:										
LENNOX:										
Fredericksburgh	160 00	160 00	320 00	677	112	73	12	25	26	5
Richmond	200 00	200 00	400 00	870	123	78	21	41	22	10

REPORT for 1854.

TABLE K.

BY THE EDUCATIONAL DEPARTMENT.											SUNDAY SCHOOLS.	OTHER COMMON SCHOOL AND PUBLIC LIBRARIES REPORTED.		TOTAL.		
BOOKS.																
Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches and Practical Life.	Teachers' Library.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
2	13	1	33	27	49		22	36	211	1	4	423			5	879
6	1	1	17	23	16		18	22	105	7	9	1050	2	300	13	2394
1	2	5	22	31	22	3	59	91	261	7						
20	8	7	70	84	170	17	82	177	361	7	18	2568	1	50	20	4019
1			18	12	4		4	11	31	4	18	2503			21	4345
12		5	20	14	11	1	9	34	224	10						
14		9	62	50	88	20	67	139	255	4						
3		1	3	2	13		9	23	19	4	6	572	1	121	8	877
3																
3	1	3	19	17	24	4	17	65	51	10	27	3478			31	6132
27	6	3	41	38	42	7	71	119	196	6						
9	4	3	46	63	37	4	21	94	251	5						
3	1	4	14	18	27	3	37	52	231	9						
12			22	13	3		1	8	34	4	20	2722			22	3804
17	16	4	39	64	59	3	35	74	306	12						
3	3	2	9	6	16		10	9	11	3	39	4888	1	200	42	5649
1	1	2	36	14	19		13	18	166	4	44	6676	20	5590	69	16390
11	8	1	25	11	83		84	88	203	4						
19	11	5	31	60	75	6	34	91	450	12						
7	1	1	22	31	84		30	16	218							
10	6	3	79	47	257	2	126	118	264	4						
1	1	2	7	6	15	1	3	23	15	4						
1			14	9	25		11	23	176		9	1217	2	450	15	3482
4	3	1	14	26	24	1	3	33	51	4						
1	2	1	15	11	44		6	12	113							
21	15	3	45	45	45	1	68	56	221	4						
12	1	2	43	31	23	3	45	75	85	4	10	2323	1	200	21	3095
											22	2637	3	790	25	6427
											7	996	2	270	11	2822
11	6	3	44	38	66		54	77	122	3						
25	8	4	49	52	98	5	57	121	151	14						

* This Township (Ramsay) had appropriated \$280, and purchased books to that amount, for a Library, before the Regulations came in force; the Clerk then remitted \$120 to the Department, with a list of the books they had purchased and 100 per cent. was apportioned on the whole amount, viz. \$400. *Erratum*—For \$800 on page 56, 13th line from bottom, read \$520.

† Libraries marked thus have not yet received the full amount of books due them.

TABLE K.—(Continued.)

STATISTICAL

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	COMMON SCHOOL LIBRARIES SUPPLIED									
	MONEYS.			BOOKS.						
	Amount of Local Appropriation.	Amount of Legislative Appropriation.	Value of Books sent.	No. of Volumes.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Sciences.	Geology & Mineralogy.
	\$ cts.	\$ cts.	\$ cts.							
PRINCE EDWARD:										
Abol.....	200 00	200 00	400 00	811	113	85	8	14	16	8
Sophiasburg.....	100 00	400 00	800 00	1381	232	87	21	34	23	8
HASTINGS:										
Sady.....	200 00	200 00	400 00	912	121	71	14	31	23	9
Thimbley.....	400 00	400 00	800 00	1126	267	167	16	36	30	12
NORTHUMBERLAND:										
Brighton.....	300 00	300 00	600 00	1322	160	84	14	36	13	7
Haldimand.....	200 00	200 00	400 00	855	119	79	16	24	18	7
Hamilton.....	210 00	210 00	480 00	967	144	61	10	35	16	4
Murray.....	300 00	300 00	600 00	1353	167	111	21	41	28	13
Seymour.....	800 00	800 00	1600 00	2927	371	187	27	49	61	17
QUEEN:										
Clark.....	200 00	200 00	400 00	689	13	39	16	37	23	6
Darlington.....	200 00	200 00	400 00	831	125	49	9	26	18	6
PETERBOROUGH:										
Asphodel.....	100 00	100 00	200 00	433	79	37	11	27	5	16
Asphodel, No. 10.....	21 00	21 00	42 00	102	35	26		9	1	1
Danforth and Burleigh.....	40 00	40 00	80 00	213	43	47	9	16		3
Monaghan, N.....	120 00	120 00	240 00	412	69	27	3	23		5
Smith.....	160 00	160 00	320 00	673	119	45	7	26	18	6
VICTORIA:										
ONTARIO:										
Brook, No. 8.....	30 00	36 00	60 00	139	43	8		6	1	2
Maria and Rama.....	100 00	100 00	200 00	382	87	24	3	3	4	4
Pickering, No. 3.....	120 00	120 00	240 00	438	87	33	11	23	4	6
Pickering, No. 7.....	96 00	96 00	192 00	394	60	27	13	4	12	2
Thorah.....	120 00	120 00	240 00	457	87	30	4	11	14	7
YORK:										
Ethioboke.....	280 00	280 00	560 00	1030	147	79	14	17	15	7
Gwillimbury, E., No. 8.....	35 50	35 50	71 00	179	45	16	3	11	3	
Georgina.....	80 00	80 00	160 00	332	49	26	4	11	4	2
† King.....	600 00	600 00	1049 98	1919	289	167	21	60	29	19
Vaughan, No. 3.....	58 82	58 82	117 64	277	86	19	1	5	4	4
Vaughan, No. 5.....	58 82	58 82	117 64	215	75	9		4	4	3
Vaughan, No. 6.....	58 82	58 82	117 64	157	31	6		1	1	3
Vaughan, No. 7.....	58 82	58 82	117 64	240	34	20	2	2	19	6
Vaughan, No. 8.....	58 82	58 82	117 64	231	35	23		23	3	2
Vaughan, No. 9.....	58 82	58 82	117 64	245	60	23	2	10	1	3
† Vaughan, No. 10.....	58 82	58 82	117 64	47	9	6				
Vaughan, No. 11.....	58 82	58 82	117 64	246	54	15		9	3	3
Vaughan, No. 12.....	261 42	261 42	522 84	983	163	58	20	30	20	8
Vaughan, No. 13.....	58 82	58 82	117 64	215	68	23		12	2	4
Vaughan, No. 14.....	58 82	58 82	117 64	225	41	12	1	20	6	3
Vaughan, No. 15.....	58 82	58 82	117 64	218	54	23	1	7	10	6
Vaughan, No. 16.....	58 82	58 82	117 64	191	39	14		1	15	3
Vaughan, No. 17.....	58 82	58 82	117 64	216	45	14		2	9	5
† Vaughan, No. 18.....	58 82	58 82	117 64	224	44	23	5	13	8	3
Vaughan, A.B.C.....	58 82	58 82	117 64	213	45	19		2	6	2
Vaughan, D.E.F.....	58 82	58 82	117 64	196	56	21	3	2	12	2
Vaughan, & Markham, No. 1.....	40 00	40 00	80 00	113	24	22	1	1	16	1
† Whitechurch, No. 1.....	200 00	200 00	350 00	699	94	57	17	32	16	7
Whitechurch, No. 2.....	80 00	80 00	160 00	287	35	19	1	13	6	4
Whitechurch, No. 12.....	33 05	33 05	66 10	116	43	16	3	1	10	2
York.....	800 00	800 00	1600 00	2621	380	211	34	52	82	20
PEEL:										
Albion.....	360 00	360 00	720 00	1468	257	136	26	37	34	17
Caledon.....	400 00	400 00	800 00	1559	278	161	22	44	41	16
Chinguacousy.....	1200 00	1200 00	2400 00	3818	513	258	38	66	53	26
Toronto, Tp.....	300 00	300 00	600 00	1234	165	83	18	33	28	15
SIMCOE:										
Gwillimbury, W.....	400 00	400 00	800 00	1269	241	94	27	33	16	10
Innisfil, No. 1.....	60 00	60 00	120 00	279	45	21	2	10	13	2
Mulmur.....	107 00	107 00	214 00	493	110	62	13	31	15	6
Melton.....	100 00	100 00	200 00	462	111	39	5	25	14	5
Orillia.....	80 00	80 00	160 00	360	75	33	15	21		2
Oro.....	80 00	80 00	160 00	385	66	31	8	13	5	6
Tecumseth.....	100 00	100 00	200 00	342	66	40	4	18	6	5
HALTON:										
Nassagaweya.....	200 00	200 00	400 00	849	155	78	8	25	22	5

* Whitby and Vespra incomplete—report next year.

REPORT for 1854.

TABLE K.—(Continued.)

BY THE EDUCATIONAL DEPARTMENT.

BY THE EDUCATIONAL DEPARTMENT.										SUNDAY SCHOOLS.		OTHER COMMON SCHOOLS AND PUBLIC LIBRARIES REPORTED.		TOTAL.		
BOOKS.																
Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, and Practical Life.	Teachers' Library.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
5	15	15	15	15	15	15	15	15	15	15	26	3365	3	597	31	6154
15	5	3	6	64	69	14	51	85	317	11	25	2652	2	347	27	3377
31	z			69	138		80	195	331	22	42	5194	5	1580	52	14028
40	16	4		62	53	42	3	69	84	627	9					
18	3	7		62	62	71	3	76	52	291	10					
11	12	4	6	54	40	135	25	66	52	215	6					
8	4	5	5	47	80	95	33	93	157	463	14					
58	28	8		112	156	276	299	311	1044	22						
11	3	3		33	19	73	66	68	109	9	19	2951	3	432	24	4093
6	6	3		32	19	76	17	54	91	282	12					
	3	1		37	37	21	1	19	39	98	7					
1		1		2	2	9		3	6							
3		1		9	12	6		13	20	55						
3	1	4		16	8	28	2	46	86	52	4					
7	3	2		15	21	34	30	21	71	240	8					
											4	350	1	20	5	370
											19	2550	2	685	26	545
5	4	1		44	4	4	12	9	5							
7	6	4		2	30	9	1	20	31	99	1					
7	1	4		19	15	54	43	26	87	9	9					
2	3	2		23	7	24	31	20	163	3						
				19	5	25	12	56	159	1						
6	7	4		59	32	97	11	68	95	557	15					
25	3	3		8	6	12		16	53	45	1					
2	14	10		55	11	18	12	16	184	191	3					
11	2	5		12	3	12	14	16	24	678	15					
3	1	1		12	5	10	20	22	37							
4	2	4		6	6	17	26	17	64	24	1					
6	4	4		15	7	14	27	27	14	4	1					
6	14	9		7	7	17	22	15	49		5					
1	4	6		4	4	4		7								
5	2	4		15	6	21	30	22	53		6					
26	8	1		42	76	102	97	87	235		8					
4	2	4		11	13	15	26	25	36		2					
2	4	4		13	6	12	25	18	61		4					
12	3	1		16	29	18	23	16	2							
3	4	4		16	8	28	38	9	15		3					
2	2	4		12	7		35	30	18		4					
				16	16	15	21	19	33							
12				9	5	26	22	24	40		1					
4	2	3		11	9	16	30	13	9		3					
8	1			2	2	29	6	6	43		1					
24	5	2		14	59	94	3	40	59	168	8					
4	1	1		10	11	40	1	14	65	59	3					
4	4	1		2	11	18	1	12	18		1					
47	18	5		127	167	321	10	217	421	74	25					
16				121	69	100	4	144	135	227	12	418	2	650	30	13117
9	7	3		66	66	175	6	69	164	489	4					
53	35	11		186	170	448	24	252	497	1233	25					
23	12	5		48	76	107	4	61	105	443	8					
											21	3169	3	567	31	7226
18	22	6		68	76	151	25	86	147	234	15					
3	2	2		9	5	19	3	12	31	98	2					
10	2	5		22	25	24	2	37	40	86	4					
15	7	1		9	35	11	2	20	25	135	3					
1	3	1		11	38	11		36	32	81						
4	2	5		14	18	24	1	21	60	103	4					
6	2	1		22	24	52	2	29	33	30	2					
											28	6084	11	3122	49	10655
10	6	2		53	54	14		46	86	246	9					

TABLE K.—(Continued.)

STATISTICAL

COUNTIES, AND NAMES COMMON SCHOOL LIBRARIES	MONEYS.			BOOKS.						
	Amount of Local Appropriation.	Amount of Legislative Apportionment.	Value of Books sent.	No. of Volumes.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Sciences.	Geology and Mineralogy.
	\$ cts.	\$ cts.	\$ cts.							
WENTWORTH:										
Amherst, No. 6	40 00	40 00	80 00	215	45	24	1	13	12	3
Beverly, No. 17	100 00	100 00	200 00	344	60	24	1	1	1	4
Burlington, No. 1	50 00	50 00	112 00	260	51	41	12	23	15	1
Flamouth, W., No. 4	60 00	60 00	120 00	273	42	27	8	11	1	1
Plaquemine, E.	200 00	200 00	400 00	822	72	67	15	51	12	9
Glenford, No. 3	54 00	54 00	108 00	265	39	30	3	13	12	1
BRANT:										
Chenabago	120 00	120 00	240 00	459	112	17	1	13	3	5
LINCOLN:										
Lehigh	200 00	200 00	400 00	784	128	60	9	15	14	6
WELLS:										
Portsmouth	164 00	164 00	328 00	635	74	69	12	14	5	7
Thosbort	109 63	100 00	200 00	507	78	46	11	19	15	6
HALIFAX:										
Cavendish, N.	400 00	400 00	800 00	1215	214	97	17	24	13	18
Wahpet	200 00	200 00	400 00	735	100	47	7	29	10	1
NORFOLK:										
Powersboro	200 00	200 00	400 00	657	182	27	8	39	17	5
Walsingham	136 00	136 00	272 00	583	99	48	6	27	11	5
OXFORD:										
Eastford	150 00	150 00	300 00	609	85	24	6	25	18	6
Beckwith	500 00	500 00	1000 00	1822	235	125	26	35	29	13
Deerfield	100 00	400 00	800 00	1394	252	107	28	34	31	16
Norwich	250 00	250 00	500 00	976	158	98	20	39	24	9
Oxford, N.	50 00	50 00	100 00	252	59	36	4	23	4	1
+ Oxford, E.	200 00	200 00	400 00	874	123	79	16	37	13	4
Zorra, E.	160 00	160 00	320 00	548	122	52	5	17	16	6
WATERLOO:										
Drummond, N., No. 17	18 00	18 00	36 00	207	63	17	5	26	26	6
Waterloo, No. 17	60 00	60 00	120 00	269	80	18	1	7	1	1
Wilcox	160 00	160 00	320 00	325	35	15	1	1	1	1
WINDING:										
Eastford	160 00	160 00	320 00	448	60	45	8	18	15	5
Guelph, No. 5	10 00	50 00	100 00	284	23	13	1	6	1	3
Guelph, No. 6	50 00	50 00	100 00	205	43	21	5	4	1	1
Guelph, No. 7	50 00	50 00	100 00	195	43	15	5	10	14	2
North	80 00	80 00	160 00	301	86	46	5	1	15	7
Pastich, No. 9	52 00	52 00	104 00	176	63	13	6	1	5	5
Pastich, No. 12	80 00	80 00	160 00	336	70	29	10	12	6	3
GREY:										
Artichest	100 00	100 00	200 00	495	64	31	7	14	13	4
Barnack and Glendy, No. 1	40 00	40 00	80 00	157	13	43	2	5	1	3
St. Vincent	210 00	210 00	420 00	1129	136	65	11	33	2	6
Sydenham, No. 6	20 00	20 00	40 00	10	25	8				2
FREEMAN:										
Bracefield	200 00	200 00	400 00	689	132	61	9	12	18	7
Bracefield, No. 7	50 00	50 00	100 00	154	74	11	2	1	12	2
Dowling	120 00	120 00	240 00	566	107	32	3	21	12	4
Esthope, N.	200 00	200 00	400 00	758	155	95	19	39	13	6
Fullerton	124 00	124 00	248 00	488	119	53	16	33	14	3
Logan	100 00	100 00	200 00	539	51	27	4	13	4	5
HUEB:										
Ballinph	200 00	200 00	400 00	810	141	64	21	36	7	6
Colborne	95 00	95 00	190 00	153	58	38	7	11	16	5
Glenloch, No. 5	50 00	50 00	100 00	223	60	12	7	11	3	3
+ Morris	8 00	8 00	16 00	44	11	5	1			
Stephen	160 00	160 00	320 00	650	99	49	7	23	3	4
Uxbridge, No. 2	30 00	30 00	60 00	171	30	22	1	13	1	2
BRUCE:										
MIDDLESEX:										
Dorchester, N., Nos. 6 & 10	200 00	200 00	400 00	784	164	69	8	26	20	9
Dorchester, N. and Westminster	48 00	48 00	96 00	241	48	17	2	13	2	2
Atchafalca	200 00	200 00	400 00	792	125	48	18	25	14	5
Dixons	120 00	120 00	240 00	405	82	32	4	13	14	4
Lafayette	200 00	200 00	400 00	753	144	61	8	27	14	10
Missouri, W.	200 00	200 00	400 00	915	164	82	19	33	19	7
William	160 00	160 00	320 00	531	110	36	9	27	21	11
Westminster, No. 5	16 00	16 00	32 00	81	7	9	2	7	1	
ELGIN:										
Southwold	300 00	300 00	600 00	1096	210	94	17	23	28	9

REPORT for 1854.

TABLE K.—(Continued)

BY THE EDUCATIONAL DEPARTMENT.										SUNDAY SCHOOLS.	OTHER COMMON SCHOOL AND PUBLIC LIBRARIES REPORTED.		TOTAL.
Natural Philosophy.	Books.									Libraries.	Volumes.	Libraries.	Volumes.
	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Fables, Sketches and Practical Life.				
5	1	2	6	13	57	2	1	11	79	29	4659	8	1672
21	3	3	21	20	52	1	1	35	70	1	1	1	1
6	3	1	33	23	15	1	1	32	34	1	1	1	1
4	5	4	47	47	66	13	1	17	70	11	1	1	1
3	3	3	9	4	25	1	1	30	258	11	1	1	1
16	4	4	14	2	24	1	69	42	114	16	3419	3	2275
18	5	4	43	60	76	2	51	69	227	35	5180	3	600
5	4	5	31	56	73	2	29	76	174	21	3043	2	700
5	3	3	24	12	35	2	52	11	267	5	1	1	1
20	2	6	61	79	177	16	121	196	139	21	5094	5	761
15	1	2	35	19	135	1	112	220	6	36	4559	1	485
3	5	4	10	23	97	8	52	80	41	3	1	1	1
3	4	3	16	12	39	2	59	41	214	35	9808	4	690
9	4	5	17	12	90	5	33	37	158	7	1	1	1
32	21	4	137	125	182	165	178	561	9	1	1	1	1
27	10	7	69	89	159	19	101	260	256	9	1	1	1
9	9	5	66	65	91	33	53	85	180	9	1	1	1
3	2	2	8	14	9	1	21	23	34	1	1	1	1
17	7	4	72	60	59	39	65	221	5	1	1	1	1
5	5	7	29	12	47	3	12	99	71	8	1	1	1
5	2	3	13	2	26	1	17	31	53	10	1683	3	639
12	2	2	14	19	24	1	29	13	39	21	4116	7	1129
2	2	2	35	12	49	1	12	37	67	1	1	1	1
2	4	3	16	8	21	1	38	19	177	5	1	1	1
3	3	1	13	12	14	1	19	14	169	1	1	1	1
2	1	8	5	15	15	1	22	14	121	2	1	1	1
4	4	4	19	11	11	1	25	21	54	3	1	1	1
3	2	4	19	11	11	1	15	36	32	5	1	1	1
2	2	7	7	7	21	1	20	24	24	4	1	1	1
2	1	3	10	12	19	1	29	54	71	4	1	1	1
14	2	1	26	22	17	2	36	56	210	14	1195	1	227
5	1	2	7	11	21	1	10	16	14	1	1	1	1
2	5	3	59	47	47	2	65	72	570	12	1	1	1
1	1	5	5	4	16	1	16	12	17	7	1014	2	246
8	5	4	18	25	81	3	65	112	121	5	1	1	1
1	1	7	7	10	3	3	3	22	22	2	1	1	1
3	5	6	34	22	50	1	39	50	116	1	1	1	1
20	8	2	15	64	78	4	46	77	72	11	1	1	1
16	7	3	25	52	46	4	23	47	22	5	1	1	1
3	1	1	19	16	22	1	12	14	305	2	1	1	1
21	8	4	46	48	65	4	85	84	163	8	1255	1	25
5	3	4	10	35	1	24	45	170	170	3	1	1	1
3	4	4	7	7	7	1	21	19	72	2	1	1	1
4	3	4	20	20	56	3	51	69	233	8	1	1	1
1	1	12	9	12	1	1	17	39	3	1	1	1	1
5	2	25	34	71	53	22	68	192	9	7	1	1	1
5	3	3	12	12	12	1	13	109	13	3	1	1	1
6	3	36	29	93	4	42	75	171	4	1	1	1	1
7	5	4	22	13	39	1	25	55	184	3	1	1	1
19	4	6	39	45	47	9	63	119	132	6	1	1	1
13	6	5	51	47	60	1	88	120	195	5	1	1	1
10	6	17	44	19	46	5	37	16	80	7	1	1	1
1	1	1	1	1	1	1	19	12	29	2	1	1	1
10	11	6	50	40	116	6	57	124	279	16	4643	8	759

TABLE K.—(Continued.)

STATISTICAL

COMMON SCHOOL LIBRARIES SUPPLIED.										
COUNTIES, AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			BOOKS.						
	Amount of Local Appropriation.	Amount of Legislative Appropriation.	Value of Books sent.	No. of Volumes.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Sciences.	Geology and Mineralogy.
	\$ cts.	\$ cts.	\$ cts.							
† Southwold, No. 12.....	38 48	38 48	67 55	181	14	24	7	13	3	2
Southwold, No. 13.....	33 00	33 00	66 00	174	40	21	4	10	8	1
KENT:										
Dover, E. & W.	120 00	120 00	240 00	516	62	49	4	9	5	4
Harwich*	400 00	500 00	500 00	1847	422	152	32	52	48	23
Howard, No. 13.....	48 00	48 00	96 00	230	15	13	2	4	11	3
Romney, No. 3.....	20 00	20 00	40 00	113	29	22	3	8	1	
Tisbury, E.	160 00	100 00	200 00	447	53	41	3	11	12	2
LAMBTON:										
Plympton	200 00	200 00	400 00	802	138	85	10	34	32	7
Plympton, No. 8.....	15 00	15 00	30 00	78	28	13			12	
† Somford, No. 10.....	12 00	12 00	24 17	78	6	17	2		2	1
Sutton, No. 1.....	100 00	100 00	200 00	483	93	36	4	22	12	6
ESSEX:										
Colchester	400 00	400 00	800 00	1391	243	109	27	37	16	12
Gosfield	100 00	100 00	200 00	511	82	27	7	5	6	1
CITIES.										
Toronto										
Hamilton	500 00	500 00	1000 00	1427	210	119	28	34	43	25
Kingston										
TOWNS, TOWN MUNICIPALITIES AND VILLAGES.										
Bellefleur										
Brantford										
Brockville										
Baytown										
Colborne	200 00	200 00	400 00	670	157	48	10	29	20	7
Corwall†										
Dundas										
Goderich										
Lambton										
Natashua										
North										
Peterborough										
Pictou										
Port Hope										
Prescott										
St. Catharines										
Amherstburg										
Barrie	100 00	100 00	200 00	296	66	21	8	17	5	2
Chatham										
Guelph										
Simcoe										
Woodstock										
Berlin	99 75	99 75	199 50	325	54	29	2	12	4	3
Wrenthamville										
Brantford	100 00	100 00	200 00	413	12	21	2	10	14	6
Chippewa										
Galt	100 00	100 00	200 00	280	88	23	7		9	7
Ingersoll	117 65	117 65	235 30	419	80	36	4	26	19	3
Oshawa										
Paris	80 00	80 00	160 00	243	50	36	7	20	6	9
Preston	103 00	103 00	206 00	297	59	35	4	16	24	3
St. Thomas										
Smith's Falls										
Stratford										
Thorold										
Tecumseh										
Windsor										
Vienna										
Yorkville										
Grand Total, 1874-1875.....	25962 97	26062 97	51400 75	100161	17312	7953	1421	3206	2137	922
Excesso	25962 97	26062 97	51400 75	100161	17312	7953	1421	3206	2137	922
Decrease										

* This Town (now Huron) lost a very large proportion of its library by fire, and in consideration thereof, a sum of \$100 additional was granted to aid in replacing the books destroyed.

† Corwall incomplete—report next year.

REPORT for 1854.

TABLE K. (Continued.)

BY THE EDUCATIONAL DEPARTMENT.											SUNDAY SCHOOLS.		OTHER COMMON SCHOOL AND PUBLIC LIBRARIES REPORTED.		TOTAL.	
BOOKS.											Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, and Practical Life.	Teachers' Library.						
1	1	1	5	4	11	1	18	30	44	2						
5	3	1	6	4	5	1	2	5	56	2						
3	3	4	24	27	46	2	24	43	204	3	27	366	6	717	38	7506
66	62	26	162	66	52	1	193	121	337	12						
4	1	1	5	4	5		29	29	88	3						
1			4	3	1		18	3	19							
6	3	1	14	9	37	2	28	40	151	2						
27	9	4	45	63	52		60	73	163	1	8	1025	1	250	13	2788
1	1		5	2	1	1	2	4	7							
1			1		4		8	17	11	2						
2			18	21	9		42	51	163	4						
22	15	7	61	73	148	5	118	167	314	17	8	1034	1	50	11	2986
9			23	19	51	6	44	27	213	4						
35	21	5	36	66	169	4	98	146	332	26	6	1500	5	6000	11	10500
											7	3250	4	5280	12	1917
											12	3000	1	1100	13	4400
											5	1800	1	900	6	2700
											4	1500	1	700	5	2200
											6	1500	1	800	7	2300
													1	30	1	30
4	5	3	17	46	108	2	53	97	76	14	2	250	1	70	4	1000
											7	1000	1	500	8	1500
											2	400	1	300	3	700
													2	200	2	200
											4	3000	2	600	6	3600
											3	1000	1	400	1	1400
											3	500	3	917	6	1417
											3	500	1	400	4	1300
											5	600			5	600
											5	770	1	700	6	1470
											4	600	1	300	5	900
2	6			18	44		8	18	51		2	450	1	57	4	775
											1	275	2	600	3	875
											5	900	1	500	6	1800
											2	600	1	40	3	1000
											6	600	1	350	7	950
4	2	1	26	33	49		15	9	78	4	1	100			2	425
6	4	2	14	16	36	1	24	24	137	4			1	100	2	513
													1	220	1	220
											2	800			2	800
6	1		9	39	47	2	18	11	12	1	6	600	1	241	8	1121
4	2	2	15	21	55	11	30	53	45	4	2	300	4	1004	7	2319
													1	600	1	600
3	2	2	5	36	14	3	32	37	39	4	5	700	1	610	7	1636
6	1		5	4	78	1	15	8	39	8			1	400	2	697
											3	35	4	1000	7	1350
											2	450	2	880	4	1530
											1	25	1	150	2	400
											2	800	1	300	4	1100
											1	250			3	250
											2	500	1	500	3	800
1545	810	539	1848	4976	9029	641	6928	10449	26185	912	1010	63016	197	58236	1371	324416
											929	12243	295	49210	1134	99489
1546	816	559	4848	4976	9029	641	6928	10449	26185	912	81	23767		90236	297	132557
													8			

TABLE L.—STATEMENT in detail of the Superannuated Common School Teachers

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing Teaching.	Age in 1882.	Years of Teaching in U. C.	Subscriptions.		
								A.	S.	D.
1	John McAuley	Ch. Scotland	Ireland	Innisfil	Age and infirmity	72	22	24	9	0
2	Hugh Barnett*	Protestant	Scotland	Dundas	Age and infirmity	75	30	31	0	0
3	Robert Mason	Presbyterian	Scotland	Lanark	Age and infirmity	74	28	30	0	0
4	Magnus Swanson	Baptist	Scotland	Markham	Age and infirmity	71	18	20	0	0
5	Robert McMurray	Not stated	Ireland	Gosfield	Age and infirmity	90	49	41	0	0
6	Donald Currie	Ch. Scotland	Scotland	Aldborough	Age and infirmity	66	18	20	0	0
7	James Baird	Baptist	Scotland	Lanark	Age and infirmity	82	16	18	0	0
8	John O'Connor	Not stated	Ireland	Kenyon	Age and infirmity	81	35	36	10	0
9	Anthony Lewars	Baptist	Scotland	Augusta	Age and infirmity	73	52	34	0	0
10	William Smith*	Not stated	L. Canada	Pickering	Age and infirmity	81	33	35	0	0
11	Thos. John Graft	Universalist	Ireland	Arthur	See Abstract	47	18	20	0	0
12	Donald McDonald	Protestant	Scotland	Cornwall	Age and infirmity	77	26½	28	10	0
13	James Benton	Ch. Scotland	Scotland	Lochiel	See Abstract	58	25	27	0	0
14	Henry Gough	Not stated	Ireland	Hamilton	Age and infirmity	69	30	31	5	0
15	Jos. Breakenridge	W. Methodist	L. Canada	Osnabrock	See Abstract	50	32	33	0	0
16	John Gillon	Ch. Scotland	Scotland	Ramsay	Age and infirmity	72	25½	26	10	0
17	Robert C. Mills	Ch. England	Ireland	Pakenham	Age and infirmity	68	25	24	0	0
18	John W. Leonard	Ch. England	England	Chatham	Age and infirmity	61	22	23	0	0
19	Robert Stewart	Ch. Scotland	Scotland	Perth	Age and infirmity	71	22	23	0	0
20	David Thompson†	Not stated	Scotland	Niagara	Age and infirmity	65	37	38	0	0
21	John Price	Ch. England	Ireland	Brockville	Age and infirmity	62	24	25	0	0
22	William Gordon	Presbyterian	Ireland	Renfrew	Age and infirmity	67	30	31	0	0
23	Wenford Rainey	W. Methodist	Ireland	Ernestown	See Abstract	43	17	18	0	0

* Since dead.

† This pension has been discontinued, Mr. Thompson having been enabled to resume his profession.

in Upper Canada, for 1854, with the Receipts and Expenditure of the Fund.

Pension.			For the years	Abstract of Case.	Certificates signed by
£	s.	d.			
68	0	0	1853-1854	He has been a Teacher 50 years. Has taught in W. Gwillimbury, Tecumseh, Essex and Hamilton 25 years. Holds also a certificate from Earl of Dalhousie, as Teacher in Nova Scotia, where he taught School from 1817 to 1830.	Rev. F. L. Osler, T. S. Stephens, J. P., Wm. Strong, J. P., H. A. Clifford.
45	0	0	1853	Has been a Teacher for 30 years, and has taught in the County of Middlesex and in the Erie Co. District.	P. Thornton, P. M., J. M. Thornton, J. P.
84	0	0	1853-1854	Has taught the same School in the Village of L. mark for 28 years.	J. A. Murdoch, J. Shaw, M. P., M. Lock, J. P.
54	0	0	1853-1854	Has been a Teacher for 25 years, and has taught in Scotland, Lower Canada, and for 18 years in Markham.	Rev. J. Boyd, T. S. Parker, M. D., Honorary certificates as Teachers signed by Bishops Stewart and Strachan.
60	0	0	1853	Has been a Teacher 52 years; and, as the Rev. W. Case says, "Several persons to my knowledge, who have filled offices of trust in the military and civil service, have been the pupils of Mr. Mc Murray."	Rev. W. Case, J. King, G. Buchanan.
54	0	0	1853-1854	Has been a Teacher for 50 years: 22 years in Scotland, and 18 years in Ashford, Oxford, Howard, Chatham and Mesa, U. C.	Rev. R. Burns, D. D., Rev. M. McMillan, J. Gaudin, J. P., G. Puck, Junior.
48	0	0	1853-1854	Commenced in 1825 and ceased teaching in 1850, from age and lameness; taught the same School for the full period of 16 years.	Rev. M. Harris, J. Robertson, J. P.
78	15	0	1853-1854	Has been a Teacher for 54 years: 18 years in Scotland, and 35 in the Counties of Guelph, Stormont and Prescott.	Rev. J. McFarlin, Rev. H. Urquhart, J. Grant, M. D., A. Cheesbrough.
96	0	0	1853-1854	Has taught in the County of Grenville for the full period of 32 years.	Rev. R. Halsey, H. W. Morton, M. D., J. Chaperton, J. Jessup, G. Malloch.
99	0	0	1853-1854	Commenced in Upper Canada in 1817, and has taught in the Township of Pickering for the full period of 32 years. "He has," noted the Rev. Mr. Barclay, states, "He has had the character of a good Teacher."	Rev. G. Barclay, H. Angus, J. P., T. Hubbard.
54	0	0	1853-1854	Commenced in 1820. Has taught School in the County of Grenville for 18 years. "His health," noted from a "constitutional disease, which has induced a predisposition to apoplexy and disease of the spine."	P. P. Church, M. D., E. H. Whitmarsh, R. Warden.
79	10	0	1853-1854	Commenced teaching in Scotland, in 1790, and ceased in U. C. in 1841. Has taught in the Counties of Stormont and Guelph for 26 years.	J. Poirle, Reference to Hon. Justice MacLean, and affidavit to George H. Chue, J. P.
75	0	0	1853-1854	Commenced in 1822 and ceased in 1850. Has taught for 25 years in the Township of Lockhart, was afflicted with Palsy and compelled to resign.	Rev. J. E. Neale, J. Stirling, M. D., D. Cattinich, J. P., J. Murray.
53	5	0	1853-1854	Has been 33 years a Teacher. 3 years in Nova Scotia, and 26 in various parts of Upper Canada.	P. S. Mann, J. P., P. B. Spolin, Former certificates signed by Bishop Strachan, &c.
48	0	0	1854	Commenced Teaching in 1817, first taught in the Counties of Lunenburg, Pictou, and Guelph, and Leeds for the full period of 32 years. Besides 2 years in Lower Canada. "Is so afflicted with catarrh in the eye, as to be compelled to resign."	Rev. W. Ennis, Hon. H. Poirle, J. G. Carey, M. D., J. Mathew, J. P., J. A. Stuart, J. P., P. Gladstone, J. P., T. Brady, A. Sherwood, S. Hart, J. Keays, W. Henderson.
38	5	0	1854	Commenced teaching in Brossard in 1821, opened the first school at Chatham Place in 1825. He also taught in Peel with and without pay.	Rev. J. McMealy, D. Campbell, J. P., Rev. A. Mann, Rev. M. Harris, J. Wylie.
34	10	0	1854	Commenced teaching in 1822. Has taught in Hunt, Ely, Fitzroy, Pictou, Ross and Renfrew.	Rev. G. Thompson, A. Fowler, M. D., Rev. M. Harris, Rev. A. Mann.
33	0	0	1854	Commenced teaching in U. C. in 1817. Has taught in the Counties of Frontenac, Lennox, Addington, Kent and Lambton, as he states, "and recently to his satisfaction been approved, 30 years." He ceased in 1853.	Rev. S. Macdonald, J. L. Cross, M. D., A. Frazier, J. P., T. McCrea, J. P., O. Thegalls, J. P., E. H. Gubitt, J. P., C. Pier, J. P.
33	0	0	1854	Has taught School in the County of Lanark from 1821 to 1853. "Has done a good deal of good in his life."	Rev. M. Harris, J. A. Murdoch, J. Young.
55	10	0	1854	Commenced teaching in 1815. Has taught in Counties of Frontenac, Lennox and Wilket. "Has from old wounds received in the war of 1812 been blind to this day."	Rev. T. Cronin.
36	0	0	1854	Commenced teaching in 1827. Has taught in the Counties of Leeds and Grenville for 24 years.	Rev. E. Demerloo, Rev. W. Skarr, G. Sherwood, M. P., T. Reynolds, M. P., T. F. McQueen, M. D., A. Sherwood, W. Buch, J. Jessup.
45	0	0	1854	Commenced teaching in 1823, and has taught in the Counties of Lanark and Renfrew ever since.	Rev. G. Thompson, D. Evans, M. D.
25	10	0	1854	Has taught in Kingston, Freetown, Camden and Portland. Disease of the heart and liver renders him unfit for teaching.	Rev. P. Shirley, R. McLean, M. D., J. Spooner, M. P., J. Miller, J. P., J. Asseltine, J. P., J. J. McDonald, S. Warner.

TABLE L.—(Continued.)—STATEMENT in detail of the Superannuated Common School

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing Teaching.	Age in 1855.	Years of Teaching in U. C.	Subscription.		
								£	s.	d.
24	Benjamin Warren.	Ch. England.	Not reported	Augusta	Age and infirmity ...	70	27	23	0	0
25	Thomas McMaster.	Ch. England.	Ireland	Stratford	See Abstract.....	58	20	21	0	0
26	Ronald Smith	Ch. England.	Scotland	Lanark	Age and infirmity ...	70	20	21	0	0
27	Wm. McEdward	Ch. Scotland.	Scotland	Lancaster	Age and infirmity ...	64	26½	28	10	0
28	William Dowling	W. Methodist.	Ireland	Prescott	See Abstract.....	55	20	21	0	0
29	George Fieldhouse.	Friends	England	Murray	Age and infirmity ...	63	30	31	0	0
30	Olafsted Gates	Ch. Scotland.	United States	Longueuil.....	Age and infirmity ...	77	11	12	0	0
31	John McKenzie.	Presbyterian.	Scotland	Lancaster	Age and infirmity ...	63	17½	18	10	0
32	Patrick Benson	Rom. Catholic.	Ireland	Plantagenet...	Age and infirmity ...	73	30	31	0	0
33	Francis Sharp	Calvinist	England	Asphodel	Age and infirmity ...	76	18½	19	15	0
34	John McDonell	Rom. Catholic.	Scotland	Charlottenburgh.	Age and debility ...	63	30	31	0	0
35	Francis Foster.....	Ch. England.	England	Chingaucoosy	Age and infirmity ...	73	18	19	0	0
36	Donald McDonald.	Rom. Catholic.	Scotland	Lochiel	Age and infirmity ...	68	13	14	0	0
37	John Ker	Ch. England.	Ireland	Winchester...	Age and infirmity ...	63	14	15	0	0
38	James Brenan	Rom. Catholic.	Ireland (?).....	Ennismore...	Age and infirmity ...	70	35	36	0	0
39	Thomas Hudson.....	Ch. England.	England (?).....	Markham	See Abstract	58	19½	20	10	0
40	W. Marland Hynes.	Presbyterian.	Ireland	Elizabethtown	Age and debility.....	60	34	35	0	0
								1040	0	0

RECEIPTS and EXPENDITURE of the Superan

RECEIPTS.			
		£	s. d.
1853-1854.	Warrant for 1853 - Issued by command of His Excellency	500	0 0
	Warrant for 1854 - Issued by command of His Excellency	500	0 0
	Subscriptions as above	1010	0 0
	Subscriptions from Teachers not yet superannuated.....	70	0 0
		2110	0 0

Teachers in Upper Canada, for 1854, with the Receipts and Expenditure of the Fund.

Pensions.			For the year.	Abstract of Case.	Certificates signed by
£	s.	d.			
40	19	0	1854	Commenced teaching in 1824, and has taught school in the Counties of Leeds and Grenville ever since.	Rev. W. Smart, G. Sherwood, M. P., T. Reynolds, M. D., J. Brouse, R. Waugh, J. Reynolds, J. P., N. Burton, J. P., R. R. Eise, J. P.
30	0	0	1854	Commenced teaching in 1825, and has taught in various parts of Upper Canada. Deafness and disease in the lower extremities compel him to desist.	Rev. E. Patterson, Rev. T. McPherson, D. Waugh, M. D., A. Montforth, J. P., W. P. McCulloch, J. P., J. Hyde, W. Rath, A. McGregor, J. Stewart, former certificate signed by Bishop Strachan.
30	0	0	1854	Commenced teaching in 1832, and has taught in County of Lanark ever since.	Rev. M. Harris, A. Munro, M. D., J. Robertson, J. P., J. McDonald, J. P., T. McGilroy, J. P., E. Rymer.
41	5	0	1854	Commenced teaching in 1832. Has been a Teacher for 58 years; 14 years in Scotland, 26 years in Lancaster, and 6 months in Williamstown, U. C.	Rev. J. McKinnon, Rev. T. McPherson, Rev. J. McLaurin, A. Beatrice, M. D., R. S. McDonald, J. P.
30	0	0	1854	Commenced teaching in 1822. Has taught in the Counties of Leeds and Grenville for 20 years. His health, occasioned by close application, rendered him unfit to continue.	Rev. W. Smart, B. R. Clench, M. D., W. Garvey, J. Howard, J. P., M. Read, J. P.
45	0	0	1854	Commenced teaching in 1819 and has taught school in the Counties of P. Edward and North Cumberland nearly ever since.	J. Gross, M. P., B. Franklin, J. P., J. Lettes, J. P.
16	10	0	1854	Commenced teaching in the United States in 1799, in Lower Canada in 1810, and in London in 1816. Has taught in U. C. 4 years, was assistant in a Public School 22 years, and Teacher of a common School 11 years. Ceased in 1839.	Sheriff Tweedell, A. Marney, M. D., J. Higgason, J. P., Jos. C. Waters.
26	5	0	1854	Taught 2 years in Lower Canada, and 17½ in the County of Glengarry.	Rev. J. McKinnon, D. E. McIntyre, M. D.
45	0	0	1854	Commenced in 1810 and continued teaching in the Counties of Stormont and Prescott for 50 years. Ceased in 1835.	C. Johnson, Junior, C. Prestley, J. Bellore
28	2	6	1854	Commenced in 1835, and continued teaching in the County of Peterboro for 18½ years.	Rev. T. Seavright, W. Scott, J. P., H. Fowlds, J. Foley, R. C. Humphreys.
45	0	0	1854	Commenced in 1810 and continued teaching in the counties of Stormont and Glengarry for 50 years.	Rev. J. McLaurin, J. Grant, M. D., D. McDoull, J. P., A. Fraser, J. P. Former certificate signed by Bishop McDoull.
27	0	0	1854	Commenced in 1832 and continued teaching in the Gore of Toronto and Chinguicousy for 18 years.	Rev. J. G. Armstrong, T. Deasly, M. D., J. M. Chace, R. Wright, J. Price, Former certificate signed by Bishop Strachan.
19	10	0	1854	Commenced in 1806 and taught in the Counties of Stormont, Dundas and Glengarry. Is unable to procure certificates of teaching for more than 13 years. Ceased in 1853.	O. Quinby, J. P., G. McDonald, M. D., J. Murray, A. McMillan.
21	0	0	1854	Commenced in 1835, and taught in the Counties of Stormont and Dundas for 14 years.	Rev. J. G. B. Lindsay, Rev. H. E. Pies, Rev. J. Harris, W. D. Ross, M. D., J. J. Blacklock, M. D., J. Land, M. D., H. L. Cook, M. D., J. W. Rose, M. P., J. A. G. & E. Brouse, J. P., W. Bell, J. P., P. Carman.
52	10	0	1854	Has been a Teacher 50 years, 35 years in the Counties of Glengarry, Prince Edward and Victoria.	Rev. J. J. Chisholm, D. D., Rev. J. Bourke, Rev. J. McLaurin, Rev. R. Hindson, W. Clayton, J. P., P. C. Sullivan, J. P., W. T. Bate, A. McDoull, E. Barnham, T. Hay, R. S. Cox, M. D.
20	5	0	1854	Commenced in 1832, and taught in the County of York for 19½ years. Ceased in 1851, <i>leprosy</i> and general debility having forced him to desist.	Rev. J. G. Armstrong, Rev. D. E. Blake, R. Pasco, M. D., G. Peeling.
51	0	0	1854	Commenced in 1818, and taught in the County of Leeds, 34 years.	Rev. W. Smart, T. Reynolds, M. D., L. Edmondson, M. D., G. Sherwood, M. P., S. Reynolds, J. P., W. Dowling, J. P., W. Buch, G. Mulloch.
1876	2	6			

nuated Common School Teachers' Fund.

EXPENDITURE.			
		£	s. d.
1854	Pensions paid to 46 Superannuated Common School Teachers as above	1876	8 6
	Balance carried to 1855	253	17 6
		2110	0 6

TABLE **III.**—STATEMENT showing the apportionment paid and the balances forfeited, or in course of payment, out of the Legislative appropriation of £31,900 currency, for Common School purposes in Upper Canada, in 1854.

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
<i>Counties.</i>					
Glengarry.....	421 11 3	.....	1062 10 8		
Stormont and.....	311 7 7	.....		
Dundas.....	329 11 10	.....	10 14 1	319 19 11	
Prescott and.....	210 10 8	.....		
Rice's Bay.....	48 15 2	.....	12 19 8	555 17 8	
Carlton.....	532 18 9	.....		
Leeds and.....	647 15 3	.....	.....	1091 4 2	
Greenville.....	433 5 11	.....		
Lamack and.....	608 11 0	.....	38 15 11	834 1 11	
Renfrew.....	186 15 0	.....		
Frontenac.....	458 15 10	.....	.....	1012 14 0	
Adlington and.....	363 6 6	.....		
Lennox.....	190 11 8	.....	.....	414 18 0	
Prince Edward.....	414 18 0	.....		
Hastings.....	652 8 9	.....	.....	652 8 9	
Northumberland and.....	661 9 10	.....		
Beckwith.....	630 13 2	.....	.....	1252 3 0	
Peterborough and.....	312 11 1	.....		
Victoria.....	279 5 7	.....	.....	591 16 8	
Ontario.....	681 1 11	.....		
York and.....	1064 18 11	.....	.....	651 1 11	
Peel.....	577 5 10	.....		
Simcoe.....	625 13 6	.....	.....	1712 4 9	
Huron and.....	618 19 1	.....		
Westmorland.....	508 14 1	.....	.....	626 13 6	
Barry.....	413 14 10	8 8 11			
Lincoln and.....	387 3 2	.....	.....	1067 13 2	
Welland.....	427 16 2	.....		
Haldimand.....	422 15 9	.....	.....	423 3 9	
Norfolk.....	475 1 2	.....		
Quebec.....	702 16 7	.....	.....	814 19 4	
Waterloo.....	530 6 4	.....		
Wellington.....	586 0 8	11 7 6	.....	422 15 9	
Grey.....	277 19 4	22 8 5			
Perth.....	351 9 10	.....	.....	475 1 2	
Huron and.....	394 13 8	33 8 2			
Elgin.....	467 19 1	.....	.....	702 16 7	
Madison.....	761 6 8	.....		
Plain.....	554 5 10	.....	.....	530 6 4	
Kent.....	355 14 3	7 0 2			
Emmorton.....	288 8 10	.....	.....	597 8 2	
Essex.....	557 17 1	.....		
			288 8 10	360 7 3	
			557 17 1	351 9 10	
			761 6 8	496 0 11	
			554 5 10	761 6 8	
			355 14 3	554 5 10	
			288 8 10	362 11 5	
			557 17 1	288 8 10	
			557 17 1	557 17 1	
			10214 10 6	10214 10 6	
<i>Cities.</i>					
Toronto.....	787 6 4	.....	787 6 4	1322 19 5	
Hamilton.....	328 2 0	.....	328 2 0		
Kingston.....	277 11 1	.....	277 11 1		
<i>Towns.</i>					
Bellefleur.....	169 9 3	.....	169 9 3	1314 9 6	
Braintree.....	92 17 8	.....	92 17 8		
Brookville.....	77 15 4	.....	77 15 4		
Bytown.....	185 18 4	.....	185 18 4		
Chatham.....	92 14 10	.....	92 14 10		
Cornwall.....	39 8 8	.....	39 8 8		
Dundas.....	84 5 2	.....	84 5 2		
Georgetown.....	.....	31 16 9	31 16 9		
London.....	168 10 11	.....	168 10 11		
Niagara.....	80 0 5	.....	80 0 5		
Perth.....	52 9 10	45 18 1	52 9 10		
Peterborough.....	37 11 9	.....	37 11 9		
Port Hope.....	59 6 5	.....	59 6 5		
Prescott.....	51 13 1	.....	51 13 1		
St. Catharines.....	104 13 0	.....	104 13 0		
Carried Forward.....	21759 1 9	222 17 8	21981 19 5		

STATEMENT (Continued.)

MUNICIPALITIES	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Brought Forward.....	23759 1 9	222 17 8		23981 19 5	
<i>Town Municipalities.</i>					
Amherstburg.....	45 0 10		45 0 10	248 19 5	
Exeter.....	24 2 6		24 2 6		
Chatham.....	49 14 10		49 14 10		
St. Catharines.....	44 11 3		44 11 3		
St. George.....	34 15 9		34 15 9		
Windsor.....	59 12 0		59 12 0		
<i>Villages.</i>					
Berlin.....	23 6 7		23 6 7	495 15 7	
Bowmanville.....	56 6 0		56 6 0		
Brantford.....	17 5 0		17 5 0		
Cheltenham.....	20 7 2		20 7 2		
Chippewas.....	28 11 7		28 11 7		
Galt.....	53 17 2		53 17 2		
London.....	28 10 2		28 10 2		
Orkney.....	27 7 2		27 7 2		
Paris.....	45 5 7		45 5 7		
Preston.....	28 5 5		28 5 5		
Richmond.....		10 7 11	10 7 11		
St. Thomas.....	50 10 5		50 10 5		
Stratford.....	20 18 6		20 18 6		
Thorold.....	23 2 9		23 2 9		
Trenton.....	22 16 5		22 16 5		
Vienna.....	24 3 0		24 3 0		
Yorkville.....	31 14 9		31 14 9		
EXTRAS.					
<i>Under 15 & 14 Victoria, chap. 43.</i>					
Normal School.....	1500 0 0	}	2500 0 0	5773 10 10	
Do do Students.....	1000 0 0				
Libraries.....	3000 0 0		3000 0 0		
School Architecture.....	200 0 0		200 0 0		
Teachers' Institutes.....		73 10 10	73 10 10		
<i>Under 16 Victoria, chap. 135.</i>					
Poor Schools.....	500 0 0		500 0 0	2500 0 0	
Normal School and "Journal of Education".....	1000 0 0		1000 0 0		
Library and Museum.....	500 0 0		500 0 0		
Pensions.....	500 0 0		500 0 0		
Total.....	30693 5 7	305 16 5		31000 0 0	

TABLE N.—Showing the Apportionment paid and the Balances forfeited or in course of payment out of the Upper Canada GRAMMAR SCHOOL FUND, for the year 1854*.

COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT OF UNPAID.	AMOUNT OF APPORTIONMENT.
	£ s. d.	£ s. d.	£ s. d.
Stamford, Dundas and Glengarry	224 0 0	41 6 8	265 6 8
Prescott and Russell	117 19 0	...	117 19 0
Carleton	154 2 9	58 16 8	212 19 5
Leeds and Grenville	251 10 10	31 10 11	282 1 9
Lanark and Renfrew	251 17 6	...	251 17 6
Frontenac, Lennox and Addington	293 6 6	...	293 6 6
Prince Edward	167 16 0	...	167 16 0
Hastings	214 17 6	...	214 17 6
Northumberland and Durham	322 9 0	...	322 9 0
Peterborough and Victoria	700 0 0	96 11 1	196 11 1
Ontario	125 0 0	81 3 3	206 3 3
York and Peel	428 18 2	50 0 0	478 18 2
Simcoe	137 15 6	60 0 0	197 15 6
Windsor, E. and Halton	318 15 10	...	318 15 10
Brant	191 5 8	...	191 5 8
Lincoln and Welland	221 0 0	37 0 0	258 0 0
Madison	67 9 0	100 0 0	167 9 0
Norfolk	126 8 0	60 0 0	176 8 0
Oxford	217 3 4	...	217 3 4
Windsor	47 12 9	147 12 9	195 5 6
Wellington	196 4 2	...	196 4 2
Grey .....	...	147 9 0	147 9 0
Perth	50 0 0	105 16 2	155 16 2
Huron and Bruce	179 2 2	...	179 2 2
Middlesex	200 0 0	43 4 4	243 4 4
Elgin	115 12 6	45 12 7	191 5 1
Kent	100 0 0	62 9 4	162 9 4
Laubton	100 0 0	43 4 6	143 4 6
Essex	160 7 6	...	160 7 6
Unapportioned .....	...	...	0 7 2
	5120 13 8	1201 17 3†	6322 18 1

* See Table P. † Special Grants were made to Prescott and Russell, and Lanark and Renfrew out of this balance.—See Table P.

TABLE O.—Showing the sums apportioned and paid in special aid of Common Schools in New and Poor Townships in Upper Canada, in 1854. Under the authority of 16th Victoria, Chap. 185, Section 23.

COUNTY OF	£ s. d.	£ s. d.	COUNTY OF	£ s. d.	£ s. d.
DUNDAS:			OXFORD:		
Township of Winchester	12 10 0	12 10 0	Nissouri East	11 5 0	11 5 0
CARLETON:			GREY:		
Osgoode	12 10 0	12 10 0	Collingwood and Euphrasia	5 0 0	
LEEDS:			Derby and Sydenham	7 10 0	
Lansdowne Rear	6 5 0		Glenelg	7 10 0	
Lansdowne Front	6 5 0		Holland	6 5 0	
Leeds Front	6 5 0	18 15 0	St. Vincent	6 5 0	
LANARK:			Sydenham	7 10 0	40 0 0
Dalhousie	7 10 0	7 10 0	HURON:		
RENFREW:			Ashfield	6 5 0	
Amagston	6 5 0		Biddulph	6 5 0	
Bagot and Blithfield	20 0 0		Colborne	6 5 0	
Brantley	7 10 0		Hullet	12 10 0	
Ross, No. 3	6 5 0	40 0 0	McGillivray	12 10 0	
FRONTENAC:			Stephen	12 10 0	
Portland and Hinchbrook	30 0 0	30 0 0	Usborne	12 10 0	
HASTINGS:			McKillop	20 0 0	88 15 0
Marmora	15 0 0	15 0 0	BRUCE:		
ONTARIO:			Kincardine	25 0 0	25 0 0
Brock	12 10 0	12 10 0	MIDDLESEX:		
YORK:			Mos	6 5 0	
Gwillimbury East	7 10 0	7 10 0	Dorchester	5 0 0	11 5 0
SIMCOE:			ESSEX:		
Oro	7 10 0		Colchester	6 5 0	
Sunnidale	15 0 0	22 10 0	Tilbury West	17 10 0	23 15 0
NORFOLK:					391 5 0
Houghton	7 10 0				
Woodhouse	5 0 0	12 10 0			

TABLE Q.—STATEMENT exhibiting a summary of the Receipts and Expenditure of the Upper Canada Public Library Fund to the close of the year 1854. 13 & 14 *Victoria*, chap 48, section 31.

No.	HEADS OF RECEIPTS.	AMOUNT.					
		£	s.	d.	£	s.	d.
1	Warrants for the years 1851, 1852, 1853, 1854 and 1855, issued by Command of His Excellency the Governor General	1500	0	0			
2	Received from the Mu. (For Libraries supplied as per Table K, £640 14 10) Municipalities, &c., during 1853 and 1854... (For Libraries to be supplied, £909 12 5).....	709	7	3			
3	Received for articles sold in the Educational Depository to the close of 1854.....	322	4	3			
4	Sundry Receipts, including drawback duty on books purchased in England, books returned to publishers, and special discounts.....	41	13	11			
					2572	5	5

No.	HEADS OF EXPENDITURE.	AMOUNT.					
		£	s.	d.	£	s.	d.
1	Books, Maps, &c., purchased in London.....	958	8	1			
2	Ditto ditto Edinburgh.....	135	12	5			
3	Ditto ditto Glasgow.....	47	19	0			
4	Ditto ditto Dublin.....	27	5	3			
5	Ditto ditto Paris.....	18	2	1			
6	Ditto ditto New York.....	497	13	7			
7	Ditto ditto Philadelphia.....	248	0	7			
8	Ditto ditto Boston.....	218	18	6			
9	Freight, Map Mounting and Colouring in Toronto.....	223	8	10	2359	16	6
	Balance				213	8	11
					2572	5	5
EXPLANATORY MEMORANDUM.							
	Nett amount paid for Books and Maps	2000	15	3			
	Freight, all other expenses and contingencies	268	1	3			
					2359	16	6
	Total Value of Books sent out to the Municipalities for 1854	1285	3	9			
	Total Value of Maps, &c sent out from the Educational Depository	325	4	1			
	Contingencies, as above.....	268	1	3			
	Value of Books and Maps in the Depository.....	483	7	5			
					2359	16	6

REPORT ON EDUCATION

[Part II]

TABLE R.—RECEIPTS AND EXPENDITURE OF THE JOURNAL OF EDUCATION FUND, to the close of the Year 1854.—16th Victoria, chap. 185, sec. 23.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£	s. d.		£	s. d.
THE SIXTH VOLUME—1853.			THE SIXTH VOLUME—1853.		
Balance from 1852	49	1 0	Paid, as per contract, for Printing, Folding, Addressing and Mailing 1500 monthly copies, besides extra copies and incidentals	137	18 10
Proportion of Warrant issued by command of His Excellency	450	0 0	Paid for Periodicals	12	13 5
Subscriptions received during 1853	71	19 0	Paid for Stitching	7	10 9
			Paid for Stereotypes	20	0 0
			Balance		40 4 2
					83 17 0
		592 0 0			592 0 0
THE SEVENTH VOLUME—1854.			THE SEVENTH VOLUME—1854.		
Balance from 1853	83	17 0	Paid, as per contract, for Printing, Folding, Addressing, and Mailing 5000 monthly copies, besides extra copies and incidentals	419	16 0
Proportion of Warrant issued by command of His Excellency	450	0 0	Paid for Stereotypes and Periodicals	8	2 6
Subscriptions received during 1854	26	11 3	Balance	132	9 9½
		560 8 3½			560 8 3½

TABLE S.—Showing the distribution of the LEGISLATIVE SCHOOL GRANTS by the thereto, and OTHER MONIES raised by Trustees, &c.,

AMOUNT OF LEGISLATIVE AID.								
MUNICIPALITIES OF UPPER CANADA.		For Common School Purposes.	For Grammar School Purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	Total Legislative Aid.
No.	Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Glengarry	421 11 3	82 13 4	25 0 0			130 5 0	659 9 7
2	Stormont	341 7 7		70 0 0			66 0 0	447 7 7
3	Dundas	323 11 10	41 6 8	100 0 0	12 10 0	11 0 0	6 0 0	566 8 0
4	Prescott	240 10 8	147 19 0	111 10 0			18 10 0	518 9 8
5	Russell	68 15 2		10 0 0				78 15 2
6	Colborne	542 18 0	85 6 3	155 0 0	12 10 0			795 14 3
7	Greenwich	443 5 11	69 0 0	62 0 0			74 10 0	639 15 11
8	Leeds	447 18 3	60 0 0	37 10 0	18 15 0		16 0 0	589 3 3
9	Elmirk	588 0 11	72 11 8	260 0 0	7 10 0	11 0 0	115 5 0	1054 7 7
10	Kearney	186 15 0	36 5 10	161 5 0	40 0 0		14 0 0	378 5 10
11	Frontenac	458 15 10		50 0 0	30 0 0	5 10 0		524 5 10
12	Addington	573 6 6	120 0 0				7 10 0	499 16 6
13	Lennox	190 11 8	50 0 0	20 0 0		4 15 0		345 6 8
14	Prince Edward	444 18 0	67 16 0	120 0 0		5 5 0		637 19 0
15	Hastings	652 8 9	30 0 0	150 0 0	15 0 0	16 10 0		865 18 9
16	Northumberland	631 9 10	100 0 0	300 0 0		16 10 0	14 0 0	1241 19 10
17	Durham	626 13 2		100 0 0				726 13 2
18	Peterborough	342 11 1	50 0 0	110 5 0		5 10 0	21 17 6	503 3 7
19	Victoria	279 5 7						279 5 7
20	Ontario	681 1 11	125 0 0	116 10 0	12 10 0	41 5 0	61 0 0	1040 6 11
21	York	1132 18 11	299 0 0	837 15 5	7 10 0	43 15 0	42 15 0	2266 11 4
22	Peel	577 5 10	50 0 0	565 0 0		5 10 0	8 0 0	1265 15 10
23	Simcoe	626 13 6	77 15 6	231 15 0	22 10 0	11 0 0	42 0 0	1014 14 0
24	Haldimand	438 19 1	61 15 10	50 0 0		21 5 0		571 19 11
25	Wentworth	598 14 1	100 0 0	127 10 0		13 10 0		839 14 1
26	Brant	414 14 10		50 0 0		5 5 0		449 19 10
27	Lincoln	387 3 2	50 0 0	50 0 0				487 3 2
28	Welland	427 16 2		63 0 0				493 16 2
29	Haldimand	422 15 9		150 0 0				572 15 9
30	Norfolk	475 1 2		84 0 0	12 10 0			571 11 2
31	Oxford	702 16 7		430 0 0	11 5 0	16 0 0		1169 1 7
32	Waterloo	530 6 4		73 0 0				602 6 4
33	Wellington	597 8 2	60 0 0	115 10 0		10 10 0	34 0 0	817 8 2
34	Grey	277 19 4		100 0 0	40 0 0			447 19 4
35	Perth	551 9 10		198 10 0				549 19 10
36	Huron	428 1 10		136 0 0	88 15 0			652 16 10
37	Brant	47 19 1			25 0 0			92 19 1
38	Madhessex	764 6 8		286 0 0	11 5 0	5 5 0		1064 6 8
39	Elgin	554 5 10		92 17 5		5 10 0	34 0 0	686 13 2
40	Kent	355 14 3		197 0 0			10 0 0	562 14 3
41	Leamington	288 8 10	100 0 0	81 15 0				470 3 10
42	Essex	348 4 5	169 7 6	125 0 0	23 15 6		19 0 0	676 6 11

EDUCATIONAL DEPARTMENT, together with the SUMS RAISED AS AN EQUIVALENT
for the support of GRAMMAR AND COMMON SCHOOLS.

AMOUNT RAISED FROM LOCAL SOURCES.							Grand Total from Legislative and Local Sources.
No.	For Common School Purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local Sources as an Equivalent to Legislative Grants.	Other Moneys raised by Trustees, &c., for Grammar and Common School Purposes.	Total from Local Sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	433 0 0	25 0 0	1 0 0	433 0 0	1377 19 1	1837 19 1	2277 8 8
2	367 18 8	70 0 0	1 0 0	377 18 8	1071 2 1	1199 0 9	1827 8 1
3	237 0 0	100 0 0	2 0 0	339 0 0	1594 16 7	1935 16 7	2493 5 1
4	356 0 0	111 19 0	.....	467 19 0	611 1 8	1108 11 8	1627 1 4
5	101 0 0	10 0 0	.....	111 0 0	391 13 3	491 13 3	593 8 5
6	544 12 0	155 0 0	3 0 0	699 12 0	2837 12 2	3537 1 2	4332 18 5
7	534 19 2	62 0 0	1 0 0	596 19 2	1819 18 1	2417 17 6	3057 13 5
8	735 1 1	37 10 0	1 0 0	833 11 1	3035 7 4	3896 18 5	4777 4 8
9	607 9 1	260 0 0	7 0 0	874 9 1	2837 11 10	3732 0 11	4784 8 6
10	185 8 2	101 5 0	.....	286 13 2	947 17 9	1234 10 11	1642 16 9
11	505 0 0	39 0 0	2 0 0	547 0 0	1647 11 1	2173 11 1	2688 16 11
12	425 0 0	.....	.....	425 0 0	2332 5 11	2557 5 11	3008 2 5
13	220 0 0	90 0 0	.....	310 0 0	985 19 9	1298 19 9	1603 6 5
14	589 0 0	150 0 0	.....	739 0 0	2538 9 7	3268 9 7	3963 8 7
15	652 8 9	150 0 0	.....	802 8 9	1411 18 2	5914 6 11	5998 5 8
16	631 9 10	430 0 0	1 0 0	1062 9 10	3782 19 7	4875 9 5	6067 9 3
17	635 10 4	190 0 0	.....	825 10 4	3739 13 11	4577 1 3	5097 17 5
18	422 0 0	110 5 0	1 0 0	533 5 0	1636 19 4	2239 4 4	2833 7 11
19	326 0 0	.....	.....	326 0 0	1833 19 1	2669 19 1	3143 4 8
20	681 1 11	115 19 0	.....	797 11 11	1428 11 2	5124 6 1	6066 13 0
21	1223 4 2	837 15 5	1 0 0	2061 19 7	7132 16 8	9254 16 3	11653 19 7
22	605 3 2	565 0 0	2 0 0	1173 3 2	3177 2 9	4379 5 11	5556 1 9
23	596 13 4	231 15 0	1 0 0	832 8 1	2566 15 1	3399 5 5	4396 17 5
24	526 9 5	59 0 0	.....	586 9 5	2348 12 2	3563 1 7	3997 1 6
25	598 11 1	127 10 0	3 0 0	729 4 1	3381 11 11	4915 16 0	4865 10 1
26	428 4 1	59 0 0	2 0 0	490 4 1	239 7 11	3539 12 0	3869 10 10
27	615 13 7	59 0 0	.....	665 13 7	2362 8 11	3238 2 6	4965 5 8
28	587 19 7	66 0 0	.....	653 19 7	3621 10 10	3575 19 5	4399 6 7
29	731 0 0	130 0 0	1 0 0	861 0 0	3334 7 11	4294 7 11	4829 3 8
30	521 18 0	81 0 0	.....	605 18 0	3193 19 10	4069 8 10	4782 0 0
31	760 0 0	430 0 0	1 0 0	1191 0 0	4715 6 8	5933 6 8	7603 8 3
32	619 0 0	72 0 0	.....	691 0 0	4517 19 4	5929 19 4	5682 5 8
33	774 7 1	115 19 0	.....	889 17 1	3362 1 5	1922 1 9	5969 9 11
34	542 0 0	100 0 0	.....	642 0 0	1637 16 0	2179 16 0	2567 15 1
35	351 9 10	198 10 0	1 0 0	550 19 10	1572 6 10	2983 6 8	3633 6 6
36	428 1 10	136 0 0	2 0 0	566 1 10	2189 1 6	2755 6 6	3198 3 2
37	70 9 0	.....	1 0 0	71 9 0	256 9 0	364 18 0	374 17 1
38	771 4 2	296 0 0	.....	1067 4 2	5814 15 10	6711 0 0	7967 16 8
39	565 2 10	92 17 5	25 0 0	683 0 5	3324 2 1	4367 2 7	4963 15 10
40	358 4 4	172 0 0	2 0 0	532 4 4	2422 2 9	3154 7 1	4067 1 3
41	246 5 8	81 15 0	.....	328 0 8	2761 18 1	3129 18 9	3690 2 7
42	403 2 3	125 0 0	1 0 0	529 2 3	1982 13 4	2501 13 7	3188 2 6

TABLE S.—(Continued.)—Showing the distribution of the LEGISLATIVE SCHOOL GRANTS thereto, and OTHER MONEYS raised by Trustees, &c.,

MUNICIPALITIES OF UPPER CANADA.		AMOUNT OF LEGISLATIVE AID.						Total Legislative Aid.
		For Common School Purposes.	For Grammar School Purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	
No.	Cities.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Toronto	737 6 4	178 18 2	.....	.....	99 0 0	.....	1015 4 6
2	Hamilton	338 2 0	200 0 0	125 0 0	.....	.....	25 0 0	688 2 0
3	Kingston	277 11 1	113 6 6	.....	.....	.....	.....	390 17 7
<i>Towns.</i>								
1	Bellefleur	109 9 3	121 17 6	.....	.....	.....	.....	231 6 9
2	Brampton	127 17 8	100 0 0	50 0 0	.....	.....	.....	197 17 8
3	Brockville	77 15 4	100 0 0	.....	.....	.....	11 0 0	188 15 4
4	Burlington	185 18 1	127 13 2	.....	.....	.....	.....	313 11 6
5	Cambridge	127 14 10	100 0 0	.....	.....	.....	.....	227 14 10
6	Canoway	39 8 8	100 0 0	.....	.....	.....	.....	139 8 8
7	Dundas	84 5 2	.....	.....	.....	.....	14 0 0	98 5 2
8	Godfrich	31 16 9	179 2 2	.....	.....	.....	.....	210 18 11
9	London	168 10 11	200 0 0	.....	.....	.....	.....	368 10 11
10	Niagara	80 6 5	134 0 0	.....	.....	.....	17 10 0	231 10 5
11	Port Hope	45 18 1	123 0 0	.....	.....	.....	10 0 0	178 18 1
12	Peterborough	52 9 10	100 0 0	.....	.....	.....	.....	152 9 10
13	Pictou	37 11 9	100 0 0	.....	.....	.....	.....	137 11 9
14	Port Hope	59 6 5	52 9 0	.....	.....	.....	.....	111 15 5
15	Prescott	51 12 1	63 1 8	.....	.....	.....	9 0 0	123 14 9
16	St. Catharines	101 13 0	71 0 0	.....	.....	.....	.....	178 13 0
<i>Town Municipalities.</i>								
1	Aldersburgh	45 0 10	.....	.....	.....	.....	.....	45 0 10
2	Barrie	24 2 6	120 0 0	25 0 0	.....	.....	.....	169 2 6
3	Chatham	40 11 10	100 0 0	.....	.....	.....	.....	140 11 10
4	Georgetown	14 11 3	136 4 2	.....	.....	.....	.....	150 15 5
5	Shelburne	34 15 9	126 8 0	.....	.....	.....	.....	161 3 9
6	Woodstock	50 12 0	157 3 5	.....	.....	.....	.....	207 15 5
<i>Villages.</i>								
1	Berlin	23 6 7	.....	24 18 9	.....	.....	.....	48 5 4
2	Bowmanville	56 6 0	70 0 0	.....	.....	.....	.....	126 6 0
3	Brantford	17 5 0	.....	25 0 0	.....	.....	.....	42 5 0
4	Carleton Place	27 6 8	67 9 0	.....	.....	.....	.....	94 15 8
5	Clappan	28 11 7	.....	.....	.....	.....	.....	28 11 7
6	Godfrich	53 17 2	95 5 6	25 0 0	.....	.....	.....	174 2 8
7	Hagersville	28 10 2	60 0 0	29 8 3	.....	.....	.....	117 18 5
8	Oranville	27 7 2	.....	.....	.....	.....	.....	27 7 2
9	Paris	45 5 7	91 5 8	20 0 0	.....	.....	.....	156 11 3
10	Prescott	28 5 5	.....	25 15 0	.....	.....	.....	54 0 5
11	St. Thomas	50 10 5	100 0 0	.....	.....	Salaries	.....	150 10 5
12	South's Falls	29 10 1	36 5 10	.....	.....	and other	.....	65 15 11
13	Stouffville	29 18 6	50 0 0	.....	.....	Expenses of	9 0 0	79 18 6
14	Thorold	26 2 9	.....	.....	.....	of St. Catharines	.....	26 2 9
15	Trenton	22 16 5	60 0 0	.....	.....	and Medical	.....	82 16 5
16	Windsor	9 12 8	.....	.....	.....	Schools	.....	9 12 8
17	Wilmot	21 3 0	45 12 6	.....	.....	100 18 5 1	.....	69 15 6
18	Yockville	31 14 9	.....	.....	.....	.....	.....	31 14 9
Grand Total		22022 13 7	5484 19 10	6515 14 10	1391 5 0	5403 16 11	896 2 6	39254 12 8

by the EDUCATIONAL DEPARTMENT, together with the SUMS RAISED AS AN EQUIVALENT for the support of GRAMMAR AND COMMON SCHOOLS.

AMOUNT RAISED FROM LOCAL SOURCES.							Grand Total from Legislative and Local Sources.
For Common School Purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local Sources as an Equivalent to Legislative Grants.	Other Monies raised by Trustees, &c., for Grammar and Common School Purposes.	Total from Local Sources.		
No.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1023 15 6	.....	.....	1023 15 6	2351 7 11	3375 3 5	4399 7 11
2	1328 3 8	125 0 0	.....	1453 3 8	3218 14 1	4671 17 9	5829 19 9
3	615 0 4	.....	.....	615 0 4	984 1 11	1620 5 3	2020 2 10
1	607 4 1	.....	.....	607 4 1	477 17 3	1085 1 4	1319 8 1
2	313 12 1	.....	.....	313 12 1	2699 12 6	2934 4 7	2627 2 3
3	111 19 10	.....	.....	114 19 10	850 5 6	915 5 1	1134 0 8
4	760 8 10	.....	.....	760 8 10	718 13 0	1479 1 10	1752 13 4
5	111 18 7	50 0 0	2 0 0	163 18 7	350 1 7	511 0 2	753 15 6
6	118 11 4	.....	.....	118 11 4	335 4 5	473 15 9	603 4 5
7	237 1 1	.....	.....	237 1 1	96 6 8	333 7 9	491 12 11
8	119 10 3	.....	.....	119 10 3	231 13 1	281 3 1	592 2 3
9	982 18 5	.....	.....	982 18 5	393 17 2	1376 15 7	1715 6 6
10	196 19 10	.....	.....	196 19 10	339 10 11	587 10 0	819 1 2
11	406 10 7	.....	1 0 0	407 10 7	171 0 5	581 11 0	769 9 1
12	335 12 2	.....	.....	335 12 2	97 18 3	393 10 5	613 0 3
13	101 1 7	.....	.....	101 1 7	215 0 5	316 2 0	483 13 0
14	131 13 0	.....	.....	131 13 0	262 0 7	393 13 7	565 9 0
15	119 5 1	.....	.....	119 5 1	313 5 11	425 11 0	517 5 9
16	208 9 5	.....	.....	208 9 5	350 5 7	558 15 0	737 8 0
1	128 16 8	.....	.....	128 16 8	220 7 6	319 4 2	394 5 0
5	99 17 6	25 0 0	.....	115 17 6	183 5 0	299 2 6	468 5 0
3	227 0 8	.....	.....	227 0 8	391 0 6	618 1 2	767 13 0
4	162 0 8	.....	.....	162 0 8	689 16 11	851 17 7	1062 13 0
5	199 8 3	.....	.....	199 8 3	216 18 5	416 6 8	577 10 5
6	369 17 3	.....	.....	369 17 3	1054 7 0	1424 4 3	1631 19 8
1	147 17 2	24 18 9	.....	172 15 11	77 9 7	250 5 6	298 10 10
2	99 14 0	.....	.....	99 14 0	374 16 0	474 10 0	600 16 0
3	76 4 7	25 0 0	.....	101 4 7	47 16 2	119 0 9	191 5 9
4	108 9 3	.....	.....	108 9 3	111 3 0	252 12 3	317 7 11
5	101 2 7	.....	.....	101 2 7	41 12 8	115 15 3	174 6 10
6	97 3 1	25 0 0	.....	122 3 1	474 10 4	596 13 5	770 16 1
7	89 14 11	29 8 3	.....	110 3 2	224 17 2	335 0 4	452 18 9
8	53 8 2	.....	1 0 0	54 8 2	173 17 11	228 6 1	255 13 3
9	288 18 7	20 0 0	.....	308 18 7	72 16 5	381 15 0	508 6 3
10	288 16 0	25 15 0	.....	313 11 0	156 1 7	390 12 7	411 13 0
11	190 0 0	.....	Amount of Sub- scriptions deducted from Pensions granted:	190 0 0	283 7 11	413 7 11	573 18 5
12	146 18 1	.....	.....	146 18 1	113 5 0	260 3 1	316 19 6
13	163 5 8	.....	.....	163 5 8	61 11 4	164 17 0	214 15 6
14	160 8 3	.....	.....	160 8 3	192 7 8	352 15 11	578 18 8
15	149 5 9	.....	.....	149 5 9	82 19 10	232 5 7	315 2 0
16	65 7 4	.....	.....	65 7 4	.....	65 9 4	75 2 0
17	128 2 1	.....	.....	128 2 1	165 5 2	293 7 3	293 7 3
18	138 7 9	.....	.....	138 7 9	23 4 7	141 12 4	193 7 1
.....	.....	.....	1010 0 0	1010 0 0	.....	1010 0 0	4090 1 11
5297 7 7	6190 14 10	1110 0 0	40598 2 5	133132 12 7	175730 15 0	212985 7 8	

TABLE T.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative **STATE AND** Academies, Private, Grammar, Common, Normal and Model Schools, during the

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.
1	Adult population of Upper Canada during the years.....	486,055	No Reports for this year were received, in consequence of a change in the School Law.	...	462,370	...
2	Population between the ages of five and 16 years	141,143		183,529	202,913	204,580
3	Colleges in operation	5		5	5	5
4	County Grammar Schools and Academies	*25		*25	*30	*31
5	Private Schools reported	*44		*60	*65	*80
6	Normal and Model Schools for Upper Canada .....	...		...	...	...
7	Total Common Schools in operation as reported	1,721		2,610	2,736	2,539
8	Grand Total Educational Establishments in operation in Upper Canada	1,725		2,709	2,836	2,705
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities	Do		Do	Do	Do
11	Total Students attending Academies and County Grammar Schools	Do		Do	Do	Do
12	Total Pupils attending Private Schools	Do		Do	Do	Do
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada	Do		Do	Do	Do
14	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,092	101,913
15	Grand Total Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools	65,978		96,756	110,092	101,912
16	Total Amount available for the Salaries of Common School Teachers in Upper Canada	£11,500		£51,714	£71,514	£37,906
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.	No Reports.
18	Grand Total available for Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	Do		Do	Do	Do
19	Amount received by other Educational Institutions	Do		Do	Do	Do
20	Grand Total available for Educational purposes in Upper Canada	Do		Do	Do	Do
21	Total Common School Teachers in Upper Canada .....	...		...	2,860	2,925
	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	8½
23	Nett average attendance of Pupils at the Common Schools, during the summer of	No Reports.		No Reports.	No Reports.	No Reports.
	Do Boys do do	Do		Do	Do	Do
	Do Girls do do	Do		Do	Do	Do
24	Nett average attendance of Pupils at the Common Schools during the winter of	Do		Do	Do	Do
	Do Boys do do	Do		Do	Do	Do
	Do Girls do 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 Return are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the present period, and 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 1854, inclusive. Compiled from returns in the Educational Department.

NO.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.
1	...	725,879	...	803,193	959,551	954,239	...	...
2	290,975	241,102	277,344	259,278	258,697	262,755	268,267	277,912
3	6	6	7	7	7	8	8	9
4	32	33	39	57	70	74	79	84
5	93	117	157	224	159	167	174	186
6	2	2	2	2	2	3	3	3
7	2,727	2,809	2,871	3,059	3,091	3,010	3,127	3,214
8	2,863	2,858	3,076	3,319	3,239	3,253	3,391	3,515
9	No Reports.	No Reports.	No Reports.	252	855	991	1,652	1,177
10	700	710	773	684	632	751	756	806
11	1,969	1,115	1,120	2,070	2,809	3,194	3,839	5,153
12	1,831	2,345	3,648	4,663	3,948	5,133	3,822	4,607
13	...	256	490	370	554	645	755	622
14	124,829	130,739	138,165	151,891	163,159	179,587	194,736	204,168
15	131,360	135,265	144,406	159,678	175,895	189,310	203,986	217,656
16	£77,509	£86,969	£88,478	£88,429	£102,050	£113,991	£139,639	£151,756
17	No Reports.	No Reports.	No Reports.	£111,139	£19,334	£25,094	£32,918	£16,868
18	Do	Do	Do	£102,619	£121,384	£139,085	£161,769	£195,624
19	Do	Do	Do	...	£92,834	£96,939	£97,526	£13,504
20	Do	Do	Do	...	£151,218	£176,074	£199,674	£239,123
21	3,928	3,177	3,269	3,476	3,277	3,388	3,539	3,732
	2,365	2,507	2,595	2,697	2,551	2,541	2,661	2,598
	663	679	704	779	726	847	938	1,031
22	8½	9	9½	9½	9½	9½	9½	9½
23	No Reports.	70,459	72,204	76,842	83,329	85,161	99,096	91,880
	Do	38,539	39,982	41,784	44,697	45,199	48,968	49,475
	Do	31,920	32,222	35,059	38,744	39,752	41,128	42,405
24	Do	76,711	78,466	81,469	81,981	86,756	90,659	92,925
	Do	45,429	44,462	48,303	49,669	49,867	52,252	52,693
	Do	31,282	34,004	33,161	32,311	36,889	37,407	40,229

have been sufficiently so to establish 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--

TABLE U.—STATEMENT of the PROVINCIAL LIBRARY and MUSEUM FUND to the close of 1854.
16 *Victoria, chap. 185, section 23.*

No.	RECEIPTS.	AMOUNT.			No.	EXPENDITURE.	AMOUNT.		
		£	s.	d.			£	s.	d.
1	Warrant for 1853	500	0	0	1	Paid in London for rare works relating to Canada	16	1	10½
2	Warrant for 1854	500	0	0	2	Paid for Specimens of Natural History, and materials for studying and arranging them	28	6	0
					3	Paid for Geological Specimens from Nova Scotia	30	0	0
						Balance	925	12	1½
		1000	0	0			1000	0	0
							=		

NOTE.—Books and Specimens of Canadian Natural History, &c., to the value of this balance have been procured, but as the cases have not yet been prepared, the cost of them has not yet been transferred to this account.

TABLE V.—MEMORANDUM relating to the FUND for the PROMOTION of SCHOOL ARCHITECTURE and PRACTICAL SCIENCE.
13 and 14 *Victoria, chap. 48, section 41.*

Balance at the close of 1853	£331	15	11
Warrant for 1854	200	0	0
	£531	15	11

NOTE.—There has been no payment from this Fund for 1853-4; a series of Plans of School-houses is, however, in course of preparation, the cost of which will be defrayed out of this Fund, when completed.

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1854.

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 1854.

I. COUNTY OF GLENGARRY.

1. *The Reverend John M'Laren, Chariottenburgh*: "Some of the schools in this section of the country are admirably conducted, and most efficiently taught; while others, for many reasons, cannot be spoken of with the same high degree of praise. I have found it invariably the case, that where the teachers are well qualified, energetic and conscientious in the discharge of their important duties in the school, those highly favored sections feel that 'the schoolmaster is abroad,'—the schools flourish, and the teachers' labors are crowned with success. When the teachers are not so well qualified, and consequently not discharging their duties with the same degree of efficiency, there is a languor and a lethargic deadness felt in all the workings and ramifications of system in such sections,—a navigation on the high seas without chart or compass, a noble ship breasting the gale with the rudder bands loose. I know that in many such sections, nevertheless, the teachers are satisfied with the progress of their pupils—the pupils themselves are satisfied—and, *mirabile dictu*, the parents equally so,—a lamentable state of things based upon ignorance and indiffer-

ence in all concerned. I am well aware, however, sir, that it is much easier to detect and point out faults, than to devise a remedy. Were the whole army of teachers to come forth trained and approved from the Normal School, or any kindred institution, then it were an easy matter at once to point to an efficient remedy. There is an old *adagium* that you know well, 'Emulation maketh scholars.' This noble emulation in order to be successful can only be fostered by those who are themselves well qualified and pains-taking teachers, whose heart is in their work, and who are determined to excel: who live, so to speak, for the general good, and labor more especially for the benefit of their own pupils. In many of the school sections in different parts of the Province, it is to be feared that not a few of the trustees bend so low before the god mammon, as to be more solicitous for the lowest rate at which they can command the services of a teacher, than for such qualifications in him as would ensure success to his labors, and make his mode of teaching beneficial to their children committed to his care. I regret much having to remark of the populous township of Charlottenburgh, that within a fraction of the one-half of the whole number of children, from the ages of five and sixteen, never go to school at all. This is indifference in the abstract—a sad state of things, indeed! I would further remark, and which I do with deep regret, that, with the exception of Martintown, situated in the school section in which it is my lot to reside, no other section in this township availed themselves of the opportunity afforded and offered by the Government for the establishment of school libraries. Thus with their eyes open, permitting the young and rising generation to grow up in comparative ignorance, and perish as it were 'for lack of knowledge.' This is another sad state of things, another proof of how little some men value and regard many of those privileges so well calculated to confer a boon and a blessing of no small import upon themselves and families. It affords me, however, no small pleasure to be able to say that no complaint has been lodged against any of the school teachers: this is so far satisfactory, and speaks well at least for their general good conduct and prudence. It has frequently occurred to me since, *ex-officio*, so much power is vested in the school trustees—all power indeed—that it might be for the benefit of all concerned, (and more especially for the actual school teachers themselves,) were these teachers to know some time before the expiration of their engagement, whether there was a likelihood, or certainty, of their being continued in the same school: if they were not, they would have time and opportunity of letting others know that they would be ready and willing to accept of a suitable situation in some other section. Permit me still further to say that the *Journal of Education* though a silent is always a welcome visitor in all the sections. All seem to be alive to its intrinsic value, its useful and instructive remarks. Other important papers are sent from the department from time to time, most useful in their way, and always (so far as known to me) most thankfully received. In closing these remarks, I would only further say that I know of no good reason why the day may not arrive, and the time soon come in which Canada, in the full enjoyment of her untold privileges, may aspire to the high position of becoming one of the most intellectual as well as one of the best educated countries on the face of the globe. This much desired consummation, however, need never be expected until at least another link be added to the

educational chain; until the government of the country, in the plenitude of its wisdom, by statute, call upon all to uphold a universal system of education. Then a capacious door will be opened, and a kind welcome tendered to all and sundry to enjoy those privileges which a sound and a thorough education is so well calculated to confer—securing at the same time to the most indigent the benefits of a common school education, as it were, ‘without money and without price.’ Were such a system adopted over the length and breadth of the land, my humble opinion is, that well qualified, pains-taking, and conscientious teachers, would be everywhere hailed, and only such would be sought after. Then the torch of Education would resemble the ‘Bush of old,’ burning most brilliantly but not consuming; sending its light-giving lustre and life-giving rays to the darkest, the most indigent, and the most remote corners of the land.”

2. *Angus McDonell, Esq., Kenyon*: “Upon entering on the duties of my office, on the 20th day of June, 1854, it afforded me great pleasure to find over two-thirds of the common schools in this township in full operation, and in a fair way of making suitable proficiency at learning. This regularity is wholly attributable to efficiency on the part of trustees, and competency on the part of teachers. On the other hand, I beg leave to state that it afforded me less pleasure to find nearly the remaining portion of the schools in a confused and complicated state: all owing to the indifference of parents for the education of their children, and the inefficiency of trustees to perform the duties of their office in accordance with the school act. I am happy to state, however, that they now begin to open their eyes, and throw aside their former indifference about the education of their children. The manner in which I am, by the school act and your instructions, to apportion the public moneys to the several school sections in operation for 1854, is much appreciated by the trustees. So much so, that all the schools in the township but two had been opened for the whole last six months of the year 1854; and I make no doubt but they will all be in operation during the whole year 1855.”

3. *William McEdwards, Esq., Lancaster*: “Of fourteen schools under my superintendence, I found at my last visit twelve in operation. Two were closed, but I understand that teachers have since been appointed to them. I am happy that of most of the schools I have to report favorably. In some of the sections, where trustees have the educational interests of the youth at heart, teachers have been appointed of good scholarship and ‘apt to teach,’ whose success in communicating instruction has been very marked. In these instances the progress of the pupils in the common and higher branches has been truly creditable. I find it invariably the case, that whenever a teacher of superior qualifications is appointed, the parents are stimulated to take more interest in the education of their children; and in the pupils themselves, a desire is enkindled after a higher knowledge than the mere common routine of reading, writing, arithmetic, &c. Whenever it happens that the trustees search for a good teacher, and pay him—not at the same rate with a common wood-chopper, but—as a teacher ought to be paid, and show him that respect which his profession demands, there education is seen and felt to be a thing of some value, and the cause

is sure to prosper. But when the reverse of this is the case; when (and I am sorry to say it is too often thus) when trustees are callous, when parents are indifferent, and delight more in seeing their families improve in bodily strength than in mental cultivation; and when the teacher has not that position assigned him to which he has a right, can it be wondered at that the cause of education should languish? is it to be expected that the condition of the children can be otherwise than wretched? And when it is asked, 'What is the reason of this, why are matters in such a state?' all eyes are turned, and every finger is pointed—to whom? not to the callous trustee—not to the indifferent parent, but to the teacher. The poor—the ill-paid—the despised—high minded and well educated, yet guiltless teacher must endure the odium, I do not write at random; I have seen this, and done all in my power to have it rectified; but there is something more than the exertions of a local superintendent necessary to the removal of such evils. The common school act, which is in many respects good, still requires amendment. There are two or three amendments which I would suggest, and which, were they adopted, would I believe tend greatly to the advancement of education throughout the Province. The first is in regard to the mode of raising the teachers' salary. The law provides three modes for this purpose, either subscription, rate-bill, or taxation. Now instead of three let there be but one legal mode, and let that be the one which is most congenial to the wishes of the majority of the householders and freeholders throughout the Province. Were this plan adopted, the main cause of all the unseemly canvassing and the bitter divisions which are witnessed before and at the annual meetings, would be removed, and the teachers' salary would be quietly and easily collected. The second amendment which I would suggest is that a *minimum* rate of salary be fixed, below which trustees should not descend in employing a teacher. One rate—say £50—for a third class, a higher—say £75—for a second class, and a higher still—say £100—for a first class teacher. In this way the too common cry of 'cheap schools' would be silenced, and a restriction put upon those trustees who act upon the principle that 'the cheapest teacher is the best.' For a third amendment, let the standard qualification of the teacher be raised. This I consider very important. Not merely a higher amount of scholarship should be asked of the teacher, but his 'aptness' to simplify and communicate knowledge; and his power to draw out what is in the pupils ought to be strictly enquired into. I consider teaching an important art, without which all the learning of the most accomplished scholar would be of little avail in a common school. For attaining this end training in normal schools is good and should be supported; but there are many young men who may be desirous of entering the profession living in localities so distant, and whose means are so scanty, that the normal school is quite beyond their reach. For the benefit of such I would say, let them be apprenticed as it were under the most efficient teacher in the district in which they reside, whose system they would study, and where they would not only acquire a proper education, but what is as essential to a teacher, 'aptness' to teach or the art of communicating."

4. *The Reverend John R. Meade, Lochiel*: "The system of education generally adopted this year is the free school system, although there have been some objections

made by those who have no children to send to school : still, I am of opinion that the free school system will work admirably : the negligence and apathy of some who have neither desire nor taste for education will be roused into action by the fact of their being obliged to pay their quota. The schools generally in this township are in a backward state, owing to the inferior teachers employed. The salary allowed them is not sufficiently encouraging to labor hard for the mental culture and improvement of the pupils entrusted to their care. Another great deficit, particularly in this county, is a spelling book. Gaelic is the vernacular language, and hence the necessity of having them initiated and acquainted with the English language. I found the scholars in general well able to spell, but when I asked them the meaning of such a word they were thoroughly ignorant of it. This is no great fault of the pupils, but through a want of requisite books in this section of Upper Canada. I would, therefore, humbly suggest to you the propriety, nay the absolute necessity of having this want supplied, as from experience, I feel confident it would be productive of much good. Accept of my humble thanks and those of the trustees of this township for your very valuable literary and scientific *Journal of Education*."

II. COUNTY OF STORMONT.

5. *John McDonald, Esq., Cornwall* : "I am glad to inform you that most of the schools in this township have made great improvement over that of any former year. The people seem to appreciate the benefit of a good education to their offspring : and with very few exceptions understand and work harmoniously together in providing good comfortable school houses, and efficient teachers whom we pay punctually,—disagreement seldom occurring with either party."

6. *Duncan McKeocher, Esq., Roxborough* : "The educational condition of this township generally appears to me to a certain extent satisfactory. The free schools here as you are aware are four in number. The people, however, are rather backward concerning free schools, owing perhaps to the fact that our municipality generally speaking is against them, and this too notwithstanding that the free schools and those that were partly free, gave more satisfaction as to progress in education than those that were conducted on the rate bill system or that of voluntary subscription. I may remark here that, in my opinion, 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."

III. COUNTY OF DUNDAS.

5. *John Irem Kerr, Esq., Winchester* : "I have the satisfaction to announce that the common schools in this township are well classified, and that an uniform system prevails throughout all the schools. The teachers are qualified, according to their certificates, to instruct ; and have been assiduous in the performance of their duties. I think, however, it is much needed to ensure confidence in the efficiency of the schools, that the parents and trustees should more frequently visit them, and by their

personal examination ascertain what progress the pupils are making in their several studies. This would tend to encourage the teachers, and cause emulation in the various classes of the schools. We have enough of examples to shew that the free school system, not only ensures a large attendance, but bestows on the juvenile population the blessing and privilege of education to qualify them for the performance of their duties in after life as citizens of the world. It is to be hoped that parents and guardians in this township who have hitherto been remiss in respect to the subject of education will hereafter exhibit a zeal in its favor commensurate with its great importance to the present and future welfare of the community."

8. *The Reverend James Harris, Mountain*: "In school matters generally in this township we are not standing still, and the more so that we are not going backwards; as you will see by last year's report that we have had four new school houses erected. This argues well for the increasing interest taken in education here. I regret that, for a time at least I have failed in securing to the township the advantages of a lending library. It may be, however, that by renewing our entreaties we shall soon succeed in providing food for the minds of the youthful population; an event which in the consideration of councillors should be, I believe, paramount to any measures fitted for the building of bridges or improvements of roads. It however affords me pleasure to say that there are some things cheering in this township, and not the least of these is the higher stand taken by our teachers, with but few exceptions. This is owing partly to some advancement in the salaries, and chiefly to the increase of candidates, which affords more room for taking exceptions to persons who a short time since had no difficulty with slender qualifications in obtaining certificates. It is to be hoped that the educational system, so well adapted to the general mass of the people, will be more appreciated as it goes on with gathering facilities to develop itself—that where there is no trace now, something tangible may yet be found, made, as it were, alluvial deposits from the fountain of knowledge—that it will emancipate the rising generation from the withering influence of incompetent persons in public trust, and pull down that unworthy praise so often now given to men whose reputation for learning is built upon the ignorance of their admirers. It appears to me, though the plan is in opposition to the anti-endowment spirit of the age, that the only feasible way of ensuring for the country's lasting good an efficient staff of thoroughly trained scholars for the duties of teaching, is to hold out greater inducements for young men in a pecuniary point of view: and these should not be of a transient but of a permanent character. Some will say that at present this is impracticable, and to some extent I admit it, but it is not wholly so. The first embarrassment, and in my opinion, one of the chief from which I would relieve the teachers, is the itinerant manner in which in many parts of the province they live by going from house to house. This is confessedly not only disagreeable, but in certain seasons of the year prejudicial to health. Let a house therefore be provided in every school section in Canada for the teacher and his family as the case may be. This can easily be done, if the Provincial Legislature by a grant, and Municipal Councils by assessment, or the inhabitants by subscription were simultaneously to put forth an effort for the purpose, of an acre of ground and the erecting of a neat

cottage in every section to be held in fee-simple by the trustees for the benefit of the teacher. This arrangement which might be so easily effected, considering the present value of land, cheapness of building materials, and liberality of the people, would remove much of that dreariness which overhangs the prospect of teaching through life; and retain the services of men, who with a comfortable dwelling now, and a hope that in a short time an ample remuneration will be given, would otherwise abandon the profession (as many do) and seek for one perhaps less wearing both to body and mind, but which at least affords them the necessaries of life.

IV. COUNTY OF PRESCOTT.

9. *John McMaster, Esq., Caledonia*: "I am happy to say that the three schools reported are making good progress under your most excellent regulations."

10. *Albert Hagar, Esq., Plattsburgh, North*: "You will observe by my annual report that the free school system was universally adopted in this township during the past year, and I have the pleasure to add that the inhabitants at their annual school meetings have resolved to pursue the same course for the coming year."

V. COUNTY OF RUSSELL.

11. *James Keays, Esq., Cambridge and Russell*: "In the united counties of Cambridge and Russell, the interest of a sound education appears to be advancing, as I predicted to you last year. In the township of Russell there are two free schools, and another partly free. I labored hard, I assure you, to get these free schools; and hope the people will soon see the benefit of them, although strong prejudices, I am sorry to say, exist against the system. I only wish there was an act of parliament passed to establish free schools throughout the province; it would doubtless, be a public and lasting benefit."

12. *The Reverend John Edwards, Charence*: "Though not to the degree we could wish, progress has been made. Our prospects brighten for the future. The necessity and importance of education are taking firm hold of the public mind; means for its attainment must be furnished. This, in connection with the blessings of true religion, inspires the pleasing hope of seeing our children rise up to take their places in society, intelligent and virtuous—contributing to the peace, stability and glory of our country."

VI. COUNTY OF CARLETON.

13. *The Reverend J. A. Morris, Fitzroy*: "I cannot refrain from remarking that, although my experience is very limited, the greatest injury which the cause of education has to sustain, is owing to the inefficiency as well as the unsettled character of the teacher. These evils are, I conceive, the result of the miserable remuneration they receive for their services, the want of houses attached to the respective schools to lodge them in; and above all, the insecurity of their situation. Their liability to be removed every year renders them careless and indifferent; and the emolument which they derive from their professional labors is not sufficient to

stimulate them to extend the sphere of their knowledge. This township is at present suffering severely from the consequence of this state of disorganization. The teacher is not respected; for in many cases he does not deserve respect. He is in his own turn discontented; no progress is made, and the school is closed, only to be opened again with hesitation and fear, succeeded by despair. Pupils and parents are dissatisfied; and the object of the school acts is in a great measure nullified."

14. *The Reverend William Lohead, Gloucester and Osgoode*: "The subject of common school education is steadily working its way into the affections of the people. This is manifest on the very face of the trustees' reports. In the township of Osgoode, in the year 1853, there was *one* free school—in 1854 there were *six*, or nearly one half of the whole number in the township. In Gloucester there have been twelve free schools out of fourteen—the remaining two almost free, with a rate-bill of 7½d. per month on scholars. There is a steady rise in the salaries of teachers also, and in the style and manner of their teaching. The number of scholars attending the schools in the township of Gloucester in the year 1853 being 594, and in 1854, 763, an increase of 169 for the year. We deeply feel the need of the normal training school in this section of the province. We are so remote from Toronto, that young men in poor or even moderate circumstances, are unwilling to incur the expense consequent upon attendance at the Normal School there. And the few who are willing to incur the expense, are attracted to the west by a higher rate of remuneration for their services than they expect to obtain here—and so do not return."

15. *The Reverend John Flood, Gower, North, &c.*: "It would be far better for the country if the expenses of every school were levied on the rateable property by act of parliament, without any reference to a school meeting. Calling a meeting of the householders to say in what manner the school shall be supported embitters the feelings of nearly all in the section, wastes much time, and produces constant quarrelling and frequent litigation. It is perfectly evident that the free school system is the best for educating the population; and even those who are opposed to the tax declare that they would rather see it imposed by parliament than have the contention which prevails at present."

16. *The Reverend James Goffrey, Huntley*: "Although there may be some improvement in the state of education in this township as compared with former years, it is yet by no means satisfactory. Many causes conspire to retard the advance of learning in this part of the country. In winter the weather is too severe for small children to attend school; and as most of the grown male population are then very often away to the lumber shanties, the stouter boys are obliged to take their places at home. At other seasons of the year, all who are able to do anything in the field are kept at work there, as their parents are unable or unwilling to procure hired assistance. There is, I dare say, a great want of a proper appreciation of the value of education, and an unwillingness to give teachers good salaries. Hence it is only under very peculiar circumstances that good teachers remain here; they move westward as fast as they can. The nature of the country too presents a

great obstacle to the progress of education. There are almost everywhere large tracts of swamp and pine wilderness separating the scattered families from each other and from the school-house. Many children live two or three miles in the swamp, where a couple of hours storm or drift would fill up their badly beaten paths, and make it difficult even to find the way home. This of course fosters the carelessness and neglect of the parents, and makes them unwilling to contribute to the support of a teacher of whose services they can avail themselves only to a very small extent, and upon which at best they set but little value."

VII. COUNTY OF GRENVILLE.

17. *James Clapperton, Esq., Augusta*: "I have to report that a greater desire for the improvement of youth is taking hold of the public mind. This year we have four teachers who hold first-class certificates of qualification—two of these have been trained at the Normal School, in Dublin, one at Victoria College, and the other has attained the first-class by his own exertions. Trustees seem more anxious to have the schools longer in operation than formerly. The greater part of our schools would have been in operation the most of the year, could teachers have been obtained. We have had eleven free schools, and twelve partly free—only one supported by rate-bill. This year trustees have shown a more liberal spirit when engaging the teachers, most of whom have got an addition to their salary, and are employed for a longer period, so that I trust the schools will go on more successfully the current year than they have done heretofore."

18. *The Reverend James Geggie, Edwardsburgh*: "Some children of school age are prevented by distance from attending school, but too many parents from ignorance, carelessness and parsimony, keep their children at home. A law, making all the schools free, is urgently required."

VIII. COUNTY OF LEEDS.

19. *Lewis Chipman, Esq., Bastard, &c.*: "I think the schools are slowly but steadily improving in most sections. New and commodious school-houses are every year being erected, and more attention paid in general to the selection of suitable school teachers than formerly."

20. *Edward F. Weeks, Esq., Elmsley, South*: "Although we are not making very rapid strides in the march of improvement, still, our course is decidedly onward. The schools in the township have been kept open a longer average period during the past than any previous year; a marked increase has taken place in the average attendance of pupils; and a considerable increase has been made in the salaries of the various teachers. However, although these are good indications, and tend materially to animate our hopes in the future, yet, it would be folly to deny that much, very much, yet remains to be accomplished ere the aspirations and desires of you and all philanthropists are fully realized, namely, the education of the entire youth of the country. My report shews that, out of a school population of 372, there are 98 who have not entered a school room throughout the past year: that is

over a fourth of the youth of the township are allowed to grow up in ignorance, treated *by their parents* in the same manner as the cattle in their yards "that perish." Again, of the 279 of all ages, reported as being on the registers, the attendance for the twelve months shews but an average of 144, or a fraction over six months tuition to each—not a very flattering certainty. But, sir, when we consider the position in which education stood in the township, and in the country, when you were placed at the helm, and look at matters now, we cease to wonder that so little has been done, and are only amazed at the amount of good already accomplished. In 1846, there was but *one* building in this township, erected for a school-house, now there are *five*, besides three others immediately on the Kitley side of the township line, and one in the newly incorporated village of Smith's Falls, in which portions of the children of the township receive instruction. In 1846, there were but *two* sickly and ill-supported schools in the township, now there are *nine*, the most of which would bear a fair comparison with the best of the old *regime*. Surely, if the history of the past is a beacon to the future, and an index to our prosperity in years to come, we have ample cause for congratulation, and encouragement to persevere in our exertions. Reverting to what I have stated regarding the large number of children who, notwithstanding all that has been done in order to bring the means of education within their reach, are still, through the unaccountable (but doubtless criminal) negligence of their natural protectors, deprived of its blessings; it is obvious to all that something must be done to remedy the evil, and wipe out this foul blot from our character as an intelligent and christian people. I say then, let a tax be levied by our legislature upon the entire property of the country for the education of its youth, and thus put an end to the constant jarring, bickering, and ill-feeling in school sections on the subject of "free schools,"—the greatest blessing the people could enjoy, and the universal adoption of which has only been prevented by unhallowed exertions on the part of a few selfish misers in different parts of the country. A law should also be enacted rendering it imperative upon parents or guardians to send the youth, under their charge, to school for some certain and reasonable period. The people upon their part should raise the salary paid to teachers, thereby rendering the office more remunerative and respectable, and inducing parents to prepare their children to engage *permanently* in the profession, thus increasing the supply of qualified teachers, the present supply being wholly inadequate to meet the demand. Indeed, the cause of education is suffering severely in every section of the country with which I am acquainted, from the want of a sufficient number of properly qualified teachers; and this state of affairs will not only continue to exist, but must increase until the standard of the teachers' salary is materially raised."

21. *Thomas Vanston, Esq., Escott, &c.*: "You will perceive that very little improvement has been made in the condition of the school houses during the last year; only one new frame has been erected; the greater part of the school-houses are log buildings, and very poorly seated. If possible there should be a building fund established—conditionally distributed to those sections that would keep themselves. For example, let the sum of fifty pounds be granted to any school section,

the trustees of which should secure to it three acres of land, and erect thereon a good stone or frame school-house, not less than 24 by 36, and also a teachers' house, not less than 18 by 24, of stone or a frame—twenty-five pounds to be paid as soon as either one of the buildings should be completed, and twenty-five pounds on the completion of the other. This would give one acre for vegetables, and two for grass and hay for teacher's cow; and with such conveniences he himself would find a home where the fruits of his labor might be seen. Nothing short of good school-houses, large school sections, comfortable teachers' houses, constant employment, and good professional teachers, can satisfy the demands of the youth of our country in order to her rise among the nations. I regret to say that the attendance of children at school is not so good as it should be. In some instances, this may be attributed to bad roads in winter, and in summer to the children being kept at home by their parents to assist in agricultural pursuits; but these cases are few, the great cause of non-attendance is the neglect of parents who allow their children to rove at large, and be their own masters. I think some step should be taken to have these parents, who allow their children to absent themselves from school while in the enjoyment of good health, and not employed at any ordinary work, pay a rate-bill of sixpence per month in every section where there is a free school. Ignorance and idleness are the forerunners of crime, and it is much better that we should pay for the prevention of crime than for the punishment of it. It is easier to bend the twig than to cut down the tree. Education should be free to all, and all should avail themselves of it. A contingent fund should be provided, and an apportionment of it given to each township to help those poor thinly populated sections that cannot compete in their average attendance with wealthy and thickly populated ones. I think, too, that if the *Journal of Education* were increased to four times its present size, and three copies of it sent to each section instead of one; and contained, in addition to what it now contains, the most useful and interesting information that other journals do; and if it were thus used as a text-book, it would give the scholars a knowledge of the passing events that are daily taking place; of the improvements of the country; give them a knowledge of our laws and institutions and some idea of the resources of Canada. Such a fund of information would not be confined to the pupil only, he would communicate to the parent, the parent to others, and thus all classes would be benefitted by it. In conclusion, it affords me pleasure to say that there are more free schools this year than last—the strong prejudices against them must and will wear away."

22. *Robert W. Ferguson, Esq., Killey*: "I am able to state that, during the latter part of the year all the schools that were in operation did well, but more especially those which were entirely free. As regards the present year I have great hopes that the schools will do much better, for the people are becoming more alive to the interests of education and of their children. They are offering much higher salaries to teachers where they can get good ones; and in fact there are some sections which seem anxious to obtain the services of good teachers at any cost, no matter what the salaries might be, but from some cause or other there is a great scarcity of good teachers, and the people cannot obtain them. However, all the

schools that are furnished with teachers have obtained very good ones, so that I see the prospects are encouraging. I sincerely hope they may be more and more so till your most sanguine expectations regarding the prosperity of schools in Canada are realized."

23. *Henry P. Washburn, Esq., Leeds and Lansdown, Rear*: "We have one school furnished with large maps and tablet lessons. The use of the black board is becoming a general thing with us, and I hope the day is not far distant when the mass of the people will supply their schools with apparatus, tablet lessons, maps, &c., and libraries in townships and sections. I am sure that we sustain a great loss for the want of such things."

IX. COUNTY OF LANARK.

24. *John A. Murdoch, Esq., Bathurst, &c.*: "You will observe that, for the year 1854, there have been forty-five school sections which reported, and that of this number twenty-five have been free, or partly free. Although in sections which are entirely free, a numerous attendance is generally the result, yet the mode of supporting a school, partly by rate-bill and partly by rate on property, does not seem to answer the purpose satisfactorily. The rate-bill system must be considered as defective. Without counting the children in small sections, in which no school has been open, there appear to be six hundred and thirty-six children out of two thousand five hundred and eighty-seven of school age in the townships within my limits not attending any school, excepting perhaps a very few who may attend in some of the adjoining sections. The maximum of one shilling and three pence per month as fixed by law was so far so good, in preventing the shutting up of a school by voting an unreasonable rate-bill; but parents who have five or six children fit to go to school cannot in every case afford, even at one shilling and three pence per month, to send them all. Some more efficient measure, then, is yet wanting to complete our school system. The leaving to the inhabitants of school sections the option of choosing the mode of supporting their school has hitherto occasioned contention, and violent disputes among neighbors. All those with whom I converse, whether the advocates or opponents of free schools, deprecate this state of things, and would now gladly see the free system established without further delay by an act of the Provincial Parliament, taking care at the same time to make it binding on parents to send their children to school. This seems to be the only remedy for a great evil, and the only course that can be adopted, whether to reserve multitudes of children from growing up to manhood and womanhood in ignorance, or to preserve peace and good feeling among neighbors. When once established by law, opposition to free schools would soon die a natural death. The municipal councils of the townships of Bathurst and South Sherbrooke, Lanark, Dalhousie, North Sherbrooke and Lavant, procured from the educational depository, Toronto, a sufficient number of maps of the world to supply one to each school section in those townships. This step on the part of the councils has given great satisfaction to the people, and will readily facilitate the study of geography to the pupils. Were there to be (as you seem to intend proposing) a legislative grant made to aid in furnishing schools with maps

and other apparatus on the same terms as those on which books are furnished to municipalities for libraries, it would have a powerful influence in promoting education. I trust such a measure will pass the legislature, since it is needless to expect that schools will otherwise be supplied with the necessary school apparatus. I also most earnestly hope, that our legislature may be enabled to see the expediency and the wisdom of establishing free schools by law for the benefit of the youth of Upper Canada.

25. *The Reverend Duncan Morrison, Beckwith*: "In forwarding my report I beg leave to make a few suggestions relative to our educational system: *First*, to make free schools the law, and no longer to leave the matter an open question. There can be no doubt that the free school system is the system best suited for us, and it is a pity that the friends of it should have to fight the battle annually. This causes more bitterness amongst the different neighborhoods than anything else I know, and before the feeling subsides another annual meeting comes round and the whole is acted over again. I feel assured that had the free school system been made law at first, everything would be going on most harmoniously now, and the country reaping the full fruits of our excellent system of public instruction; but as it is, the country is filled with complaints and almost every neighborhood in it has a minority smarting under real or imaginary grievances. The sooner that this state of things is put an end to the better: *Secondly*, to carry out the scheme of getting maps and apparatus for all the schools, through the aid of a legislative grant. Such a scheme carried out to an extent adequate to the wants of the country would soon bring forth its good fruits. It would act immediately and most beneficially on all the poorer and remoter sections, and would be hailed with even greater delight than the magnificent libraries now in the course of distribution over the country: *Thirdly*, to get the council of public instruction to frame a prayer suited for all our schools, and to recommend its use to all the local authorities.* Coming from this high source it would be well received, and, I think very generally adopted. And surely it would say much for our common school system that it was carried on day by day under the prayers of all its teachers and scholars. I see nothing in the way of carrying out such a proposal. A prayer can be made just as unsectarian as the scriptures.

26. *The Reverend John Bell Worrell, Elmsley, North*: "I may be permitted to state after 5 years experience as local superintendent, that I believe the school system is working well in this township. Certainly greater interest is taken in the matter, the teachers are of an improved stamp, and there is a greater willingness to support the schools. I know, that as a practical man, you have to deal with things as they are, and not as we think they should be, or as we should wish them to be; but I perceive you design using your influence (as, I may say, I think justly,) to procure a legislative enactment to make education in some degree compulsory. I would certainly wish to see the same done in respect to the use of the Holy Scriptures in common schools.† I have no wish to disturb the system of national education by

* This has been provided. See amended regulations.

† Ibid.

denominational teaching—I believe it to be impracticable—but, I repeat, I would certainly wish to see the use of the sacred Scriptures compulsory in schools.”

27. *The Reverend Alexander Mann, A. M., Pakenham*: “As regards the number of persons who can neither read nor write in this township, the reports of trustees do not furnish any definite information. I believe, however, that the individuals of mature years in the sections from which reports have been obtained are comparatively few, who can neither read nor write. The reason assigned by some trustees for the paucity of scholars, is indifference on the part of the parents. This statement may be strictly correct in some instances, but it is not so in all. In some sections on account of distance from the school-house young children are prevented from attending; others are apparently kept back from school, because the teacher is considered a severe disciplinarian; and as the people in the country live chiefly by farming, some children of school age are doubtless kept at home to assist in agricultural operations. There has been great inducement to act in this manner, from the difficulty which was felt in procuring assistance otherwise. I cannot conclude without alluding to the improvement which has taken place in the educational affairs of this township since I formerly held office as superintendent of schools. Although all things are not yet as they should be, there is very marked advance in the right direction.”

28. *The Reverend John McMorris, Ramsay*: “You will see by my report that the township is becoming more and more in favor of the free school system. The adoption of this system, if the teacher be at all popular, is followed by a considerable accession of pupils to the school. But I have seen it producing something like carelessness in the teacher, and probably less diligence on the part of parents in keeping their children *regularly* at school. Good teachers are becoming more and more scarce among us. Our schools have, with difficulty, been supplied for the current year; and some of those employed are not the most capable. Nothing but the offer of increased salaries will induce the most efficient teachers to continue with us, and the people are very unwilling to raise them. I cannot say that education is making any progress in this quarter. The books in the school libraries are pretty extensively read. Many of the school-houses are too small, and otherwise unsuitable.”

X. COUNTY OF RENFREW.

29. *George Brown, Esq., Adnaston*: “I have been partially successful in convincing the parents of hitherto much neglected children in this township, of the crime and folly of allowing their children to grow up in ignorance. I have got two new school sections formed in this township and school-houses built in them. One great drawback to the progress of education here is the scattered state of the population. The distance of the school-house from many of the houses of the children is too good an excuse for keeping them at home; and the pecuniary aid they are called upon to subscribe for the payment of a teacher’s salary and the building of a school-house, they consider an oppressive burden. I hope the time is not far distant, when our legislators will be so deeply impressed with the vital importance of an

educated population being the only sure foundation on which security of property, and the progressive prosperity, and true greatness, and happiness of a people can be built, that the whole expenses of the education of the youth of this province will be provided by the country: and that they will enact such laws as will make it criminal for the parents, or guardians, of the youth of our common country, negligently to allow them to grow up in ignorance, and for which neglect they should justly be made liable to penalties and punishment. If this were done by an indirect taxation, it would never be felt or grumbled at; and then under proper governmental supervision, we should have efficient teachers, commodious school-houses, and an end to the continual war and strife occasioned by free school or no free school in the school sections.

30. *William Holliday, Esq., Brevet, &c.*: "The cause of education in this municipality is far from encouraging. The labor may be aptly compared to that of Sisyphus struggling upward with his stone—gaining but little ground. Two schools are at present vacant for the want of teachers, who are hard to be got of any description. Another great drawback is the apathy and indifference of parents. It is a melancholy fact not to be disguised, that owing to their negligence and the distance from schools, nearly one-half of the children in these townships are growing up without any education whatever. How to remedy the evil, I know not. It is generally admitted that every child in the land should be educated: if so, any thing that can be done to gain so desirable an end should be done quickly. I believe that if the free school system were altogether adopted, there would be a better attendance of pupils residing within reach, but the case of those who are debarred by distance calls for redress. It is certainly a great hardship that those children should grow up without an opportunity of acquiring any education whatever.

"How many costly gems deep buried lie,
Within the bowels of their native earth;
Many bright talents formed in embryo die,
And not an effort made to give them birth:
In mist and darkness shrouded drear and deep,
No flickering light shews where the treasures sleep!"

A great evil has hitherto existed with respect to the election of trustees that were unfit to fill so responsible an office. They should not only be educated and liberal minded men, if such can be had, but also responsible men with respect to property; as some have been elected holding none in their own name, and when a difficulty arises, (but often creating difficulties themselves,) if they consider their office a burthen they throw it off their shoulders, thus breaking up corporations at will, causing endless trouble and setting all law at defiance. The supplementary school act, prohibiting the levying of a rate bill of more than 1s. 3d. per month for each scholar, is well received: the people generally seem to prefer paying something towards the teacher's salary for each pupil attending school, rather than irritate the feelings of their more wealthy neighbors. I beg to acknowledge with gratitude, on behalf of the several schools under my charge, the welcome and munificent grant of five pounds to each, out of the grant made to poor school sections; it being a great

boon to people in our situation, which I trust will be duly appreciated, and be the cause of stimulating us forward to more exertion—for I believe legislative grants will be of little service unless the people themselves put their shoulders to the wheel with a progressive determination worthy of such a cause. As Lord Brougham spoke in England in 1853, so we may now speak in Canada—"The efforts of the people are still wanting for the purpose of promoting education, and parliament will render no substantial assistance until the people themselves take the matter in hand with energy and spirit, and the determination to do something." Our council is averse to taxing the municipality for a township library, as they consider that the people, according to present circumstances, are taxed high enough already. We are in great want of maps and school apparatus of every description. There are two good school-houses in the townships, the one a frame building, very commodious, which was finished in 1853, the other is built of sided timber, a substantial durable house, but not yet finished. The other two are very indifferent log buildings in bad repair, but I expect the worst one will be replaced by a new building this summer coming. The *Journal of Education* is doing much good; may you be long spared as its conductor, and may you never forget the high influence you thus exercise over the social, well-being, and moral and intellectual improvement of your country."

XI. COUNTY OF FRONTENAC.

31. *Asa Phillips, Esq., Loughborough*: "Our schools are improving, and there is some spirit manifested in most of the sections for the cause of education."

XII. COUNTY OF ADDINGTON.

32. *The Reverend Paul Shirley, Camden East, &c.*: "I have much pleasure in transmitting my reports to the education office this year. My labor the past year was nearly double that of the preceding. As our schools progress, so the duties of the local superintendent increase. The schools which, three years ago, I could have examined in two or three hours, this year, occupy me a whole day. Several teachers apprised me, before the day of examination, that they expected I would be with them at 10 o'clock, a. m., as they could not do justice to their pupils and themselves in less than the whole day. This, though it increased my labor, is most cheering, as it is the best indication we can have of the progress of our common schools. The favorable comparison which the county of Addington bears to her sister counties, older and larger than herself, is very encouraging. From the report of the Chief Superintendent of education for the year 1853, I perceive that Addington, in the higher departments, will bear a favorable comparison with any of the counties reported, nor will she be thrown much into the shade by even the towns and cities. This advantage must be chiefly ascribed to the Newburg academy, the industry and usefulness of which are experienced by the surrounding country. Its influence is so generally felt and acknowledged, that it has commended itself to the cordial support of the united counties in which it is established."

XIII. COUNTY OF LENNOX.

33. *John J. Watson, Esq., Adolphustown*: "Much as we have to admire in the present school law,—and indeed so far as I am competent to decide, it is far more perfect than human institutions generally are,—yet something more is required to make education not of a secondary, but of paramount importance. And the more I ponder the progress of education in this part of the country, the more I am convinced that a more stringent law is required to force an ample provision for its support and advancement, and render *imperative* the maintenance of a system that must assuredly be beneficial to every free country. This would, I think, have a tendency to overcome that narrow-minded prejudice of many wealthy people who provide much for the physical wants of the rising generation, while they leave them intellectually to pine for want."

34. *The Reverend John A. Mulock, Fredericksburgh*: "I regret to say that the interest felt on the subject of education in this township, is decidedly on the wane; and until the penalties imposed upon worthless trustees are made heavier than at present, the interests of education will languish. The mere loss of the amounts of legislative grant and municipal assessment (if required) of the trustees is disregarded; they pay it cheerfully and pocket money by their neglect, as their taxes for a school, in many cases, far exceed the amount that can be levied off them, if they close the school against the section. I rejoice to hear that measures are about to be adopted to require, as far as possible, parents and guardians to send their children to school. This is a move in the right direction, and will be a blessed boon to the rising generation; but I would, with all deference, suggest that the trustees be first compelled to keep the schools open for at least nine months in the year, and that should they fail to do so they be fined much more heavily than at present."

35. *E. A. Dunham, Esq., Richmond*: "The operations of our schools for the township of Richmond, during the past year, have not been characterized by that efficiency which the friends of education and general improvement would have desired. In some of our schools, however, a marked improvement is to be seen, but in others retrogression is apparent, developing an almost criminal apathy on the part of those whose province it is to be foremost in pushing forward this noble enterprise. One very great drawback to a progressive movement in this department is the want of *efficient* teachers. This arises from various causes. It may be seen in the want of encouragement, by way of remuneration, so that young men of promise are induced to seek other employment; this is brought about, either by an utter disregard to the claims of education; a miserly selfishness; a limited sense of duty; or a crippled state of ability, caused by local dissensions and illiberal sectional legislation. Another source of inefficiency is to be found in the system of licensing—some parties through favoritism, or the failing to appreciate the responsibilities involved in their position, have granted certificates to those whose qualifications did not warrant it: this will especially apply to third class certificates—a class that should be entirely abolished, for no one, unless under peculiar circumstances, should be allowed to assume the office of teaching who holds no higher qualification. I may

be permitted here to remark, that the present mode of forming boards of public instruction, is susceptible of improvement: and as a step thereto, allow me to suggest the propriety of making all duly qualified grammar school teachers *ex-officio* members of said board. Our common school system will not have assumed perfection until the property tax be the *only* mode of sustaining its operations, and coercive measures be adopted to secure universal attendance: these provisions with competent teachers, cannot fail in giving character to our educational efforts which otherwise can scarcely be attained. If our people in general would better inform themselves on the subject of education, and the provisions and workings of the school law, one great barrier to the progress of intellectual improvement would be removed. It is a matter of regret that so little concern is observable in our school operations by many whose interest should be otherwise shown than by an attendance at the annual meetings, ostensibly for the purpose of thwarting any *liberal* measure that might be proposed. The prejudices still existing in the minds of many against the free school system, continue to characterize local feeling and affect its harmony. The circulation of the *Journal of Education* is by no means corresponding to the wants of the people; and it is a deplorable fact, that even with its limited circulation, as is provided for by legislative liberality, its invaluable contents are not appreciated so as to ensure a contemplated circulation, thereby defeating the object so wisely and generously proposed in its issue. The system of its present circulation is defective, but to propose a remedy is difficult. It would, however, be very desirable, in my humble opinion, that *every* trustee and teacher, at least, be furnished with it; likewise, if possible, every member of a municipal corporation. If a few copies could be connected with each school library it would unquestionably result in good. The *Journal*, to be appreciated, must be read; and to be read, it must be circulated."

XIV. COUNTY OF PRINCE EDWARD.

36. *John B. Denton, Esq.*: "In reference to the state of our schools here, there has not been much improvement during the past year, notwithstanding the future prospects are brightening. Teachers of experience and talent are sought after far more eagerly, I believe, than at any former period. Many sections are being united, forming two and even three into one, for the purpose of enabling trustees to employ competent teachers, and build commodious school-houses. Trustees of many wealthy sections are obliged to close their schools or employ persons whose incompetency is a burlesque upon the art of teaching and every thing connected with it. I should not have retained my situation any longer, but from a desire to effect some changes during the present year in the establishing of libraries in the remaining townships of this county, and furnishing the schools with maps and other apparatus; but how far I may succeed remains yet to be seen."

XV. COUNTY OF HASTINGS.

37. *The Reverend J. W. Chesnut, Elzevir, &c.*: "In consequence of another having acted as superintendent during the greater part of the year, I am not able to

express an opinion regarding the working of the schools in all the several sections, but can say, that touching those I have visited, they are in a prosperous and growing state. The free school system is almost exclusively adopted with us, and it is found to work well; notwithstanding which a few sections at the last annual meeting went back to the rate-bill, in consequence of a few who were discontented on account of the tax: but I think, ere the year closes, they will return to the free school system again. Many of the sections are still in want of the necessary apparatus, and it appears impossible to convince trustees that it is an evil. I would wish that it was in my power to give a fuller account of the percentage of children who do not attend school, but here nearly all the trustees' reports are defective. I do think this column of great importance, in showing the necessity of a compulsory clause in the act to carry out the free school principle effectively."

38. *John Johnston, Esq., Hungerford*: "I have not realized the prosperity in our schools which I anticipated; but there is decidedly an improvement. In 1852, six schools were in operation—for 1853, I reported twelve schools—and I now, for 1854, report seventeen schools in operation."

39. *James J. Ryan, Esq., Huntingdon*: "The people of this township appear to be generally getting acquainted with the common school law: the result being that they take a lively interest in carrying it into successful operation. Though most of the schools have been on the free school system in this township the past year, yet I cannot say that the improvement in the schools is as much as might have been expected. But in some sections sickness has prevailed to a considerable extent; in others, unions for the enlargement of sections; and in others, meetings to consider of the enlargement of sections; all which circumstances were obstacles to the advancement of education in the schools, as was the next thing, namely, to determine about building a new school-house on a new site. There was one stone school-house built last summer. The job of building two new school-houses this summer is already let out. The log-houses are fast disappearing—these were generally too small, and in a poor state of repair, especially in the winter season,—a great obstacle to the advancement of the pupils, and the discharge of the duties of the teacher. I hope to see the normal system of teaching become general. At present I have great hope of the progress of the school system in this township."

40. *Joseph Gander, Esq., Rawdon*: "There are as many as two hundred children of school age in this township that never enter a school for instruction. We have a population of about three thousand three hundred, and about one-third of these not able to read or write—that is 2,200 can read and write, 1,100 can do neither."

41. *Isaac Denike, Esq., Thurlow*: "In many respects it is impossible to obtain from trustees correct reports, either half-yearly or annually; consequently much of this is taken from my own "memoranda," in examining of which I find a general disposition for free schools. I have taken care throughout the year to have each school at all times provided with everything necessary for its well being, yet in consequence of the smallness of many of the sections, and the indifference of the people

who elect trustees of their own sort, it is almost if not quite impossible to keep up a school for any length of time ; a difficulty which must continue until the six months limitation clause, and the clause making it discretionary with the people to have free schools, is expunged from the act altogether. It is encouraging, however, to observe that a desire for education is increasing ; that a thirst for knowledge is beginning to manifest itself in various ways ; and a certainty that the people are becoming willing to submit to anything required to ensure good schools. Much of this improvement I conceive to be owing to the invaluable collection of library books now circulating through the township : which, like so many faithful servants, are convincing the people of the many and great advantages now brought within their reach. In addition to the authorised books for the schools, we have succeeded in getting the Scriptures into all the schools save one. The *Journal of Education* is beginning to attract the attention of the people generally, and is a powerful auxiliary for aiding us in the work. In reference to the salary of the teachers I beg to say that, although there may be an apparent discrepancy in my report, the average salary to male teachers will be about £75, and to females about £40, per annum. At these rates we have no great difficulty in getting a supply of teachers above the middling order."

42. *The Reverend E. G. Anderson, Tyendinaga* : "The schools are not in as flourishing a condition as I would wish, owing in a great measure to the trustees in many of the sections employing insufficient teachers, and then changing often, and sometimes if they cannot engage a "cheap master," closing their schools for six or eight months. I have endeavored to impress upon them, that it was more economical to employ a good teacher and keep their schools open the year round, than to be continually changing without in any way improving the condition of their children. I have invariably found that where a teacher is employed for some time the children improve rapidly ; but where there is a constant seeking after novelty they retrograde. In my visits I have offered two prizes in each school, to be given in my next visit, for the children who make the most progress and attend most regularly. It already stimulates them, and I am told that in some sections children that scarcely ever attended, are now vying with each other for the book. I think it would be very beneficial, and advance the schools, if the municipalities would give something in every township for prizes."

XVI. COUNTY OF NORTHUMBERLAND.

43. *John R. Clark, Esq., Haldimand* : "The scarcity of school teachers is very much felt in this township, and renders our excellent school system less productive of good than it otherwise would be. I readily admit that our present school law is superior to any other of which I have any knowledge ; but from the large number of children reported not attending school, I am inclined to believe it is yet defective. I, however, hope and trust the time is not far distant when the careless and indifferent parent will not be permitted to prevent his children from acquiring a good English education."

44. *Henry Fieldhouse, Esq., Murray*: "I am very sensible that the cause of education is improving in this township. Our teachers are of a better stamp than in former years. The free school system is generally adopted in the township, and if no other system were allowed by law it would be better for the country; thereby doing away with petty strifes in neighborhoods between trustees and inhabitants of sections. All parties would settle down quietly under it."

45. *George Hart, Esq., Percy*: "I have nothing particular to state in regard to the past year; I trust, however, we are still progressing as a township."

XVII. COUNTY OF DURHAM.

46. *William T. Boate, Esq., Durlington*: "I beg to state that, although our schools are not advancing so rapidly as I could wish, there has been a marked improvement during the past year; and an increased interest in educational matters is being manifested by both parents and teachers. I have attended examinations, and delivered public lectures in most of the sections in the township, on various subjects relating to the government and efficient management of common schools; and the people generally have shown a willingness to cooperate with me in the work, by coming out to listen to the lectures, as well as to attend the public examinations; and strenuous and well directed efforts are being made by the most enlightened part of the community, to make our schools more efficient, and raise them to a higher standard than they have yet attained. During the past year three new school houses have been erected, one of brick, and two frame buildings, which are the best in the township; and I believe several more are to be erected during the present year. The pay of teachers is steadily increasing; indeed good salaries and good teachers are fast becoming the ruling maxim of our people. The average time that the several schools have been kept open during the year is about ten and five-sixths months, being something longer than in any previous year. It appears from the report that there are three hundred and ninety-one children in the township who are not attending school, and it is a difficult matter in many instances to ascertain the real cause; it must be attributed, however, in a great measure to neglect on the part of parents and guardians. It is much to be lamented that there are many in our country who are unable to appreciate the blessings of education, and consequently make no effort to educate their children, even when the means are placed within their reach. A teachers' association was organized six months since, to meet quarterly in different parts of the country, from which we anticipate much good."

47. *The Reverend James Baird, Hope*: "I may say in few words all that I have to say in reference to this township—education is steadily progressive."

XVIII. COUNTY OF PETERBOROUGH.

48. *Daniel Donoghue, Esq., Ennismore*: "I have made several visits and examinations in the school sections of this township during the present year, and am sorry to say I have found the schools in a very imperfect state. As the free

school system has been introduced, however, they are now on a better footing than before."

49. *The Reverend Francis Andrews, Otonabee*: "Although our report does not afford a more cheering account of the state of education in our township, still I think we are making some progress. You will see that we are deficient in many things. There is but one school wholly *free* in the township, although a number are partially so. I could wish that the feeling was more general in behalf of free schools. The schools are also very defective in *apparatus*, and it is difficult to impress the people in reference to such things. We have also a lack of well qualified teachers, being but one only who has been trained in the Normal School. It is a pity that we have not more, as Normal School teachers give most general satisfaction. There are but small salaries generally given to the teachers, and this has a tendency to prevent men of talent engaging in the work. In some cases the teachers feel a difficulty to preserve order in the schools, but this may arise partly from the bad training of the children at home, and partly from not knowing their duty. On the whole, I think that our educational system is conferring a great blessing upon the place."

XIX. COUNTY OF VICTORIA.

50. *Charles Low, Esq., Eldon, &c.*: "I have much pleasure in saying that education is becoming a subject of great interest in the townships of Eldon and Mariposa; and the call for qualified teachers, particularly those trained in the Normal School, is daily increasing. But I am of opinion that the schools will not prosper as it is desired they should, until the fund for the teacher's salaries be raised by a tax on property."

XX. COUNTY OF ONTARIO.

51. *Joseph Richard Thompson, Esq., Brock*: "Having held the office of local superintendent for Brock ten years ago, I observe and acknowledge with sincere satisfaction, the great and important contrast between the schools, teachers, books used, and system of education pursued *now* and in 1844. The buildings are much warmer and more comfortable, and in many of them the walls inside are covered with valuable maps. The titles are all freehold. The children read and spell with much greater correctness, and answer questions in geography and arithmetic which no one would have ventured to put to the scholars of a common school ten years ago. That, however, which struck me as the greatest improvement of all is the widely different character of the books now used in the schools. Ten years since some old-fashioned spelling books, and occasionally an English Reader, were the only works to be met with. Now every school in the township is well supplied with the excellent works comprised in the National series. This change has already effected an entire revolution in the education of the youth of Canada, if I am to judge from what has taken place in Brock. In every school I visited, the children shewed an animated interest in what they read, and were desirous of

knowing more of the subjects which had awakened it, and of advancing further in their studies."

52. *D. G. Hewitt, Esq., Mara, &c.* : "I am happy to report that the population has awakened to a sense of the vital importance of education, and I trust by the next year's report I may have the satisfaction of shewing every section with a school-house and a teacher. I much wish that larger and better school-houses could be put up in the first instance; it would prevent the agitation occasioned by incurring additional expenses, which are absolutely necessary in a short time. The school-houses now in course of erection are miserable buildings of the shanty kind, and must be, upon the increase of population and improvement of the pupils, soon replaced by more sufficient ones: but where the people are not in a situation to raise the money necessary for better erections without inconvenience, it is difficult to overcome the evil by reasoning on the matter. Time must, and I dare say, will produce the remedy."

53. *The Reverend John Mitchell, Reach, &c.* : "I am happy in stating that a school has been in operation in almost every section of the townships of Reach and Scugog during the greater part of the year. I think I am justified in saying that the tone of education is improving among us. Greater desire is manifested by parents and trustees that sound and wholesome instruction be imparted to the rising generation. But we are still greatly deficient in school apparatus. I am glad, however, to find that a movement has lately been made in several of the sections, towards the obtaining of maps, libraries, &c. This I earnestly hope will lead to exertion on the part of all, and to the greater number of our schools being supplied with suitable apparatus. A large number of people are in favor of the free school system, and with the exception of a few the schools are free, or partly so."

54. *Abraham Bigham, Esq., Scott, &c.* : "The schools under my superintendence are certainly improving, and I anticipate a continuance of their progress."

55. *The Reverend R. H. Thornton, Whithy* : "In transmitting this Report I have great satisfaction in having occasion to advert to the remarkable improvement which it exhibits in the state of the schools generally, but especially in the following respects: 1st. In the *status* of the teachers employed. The third class I have long been urging the people to keep "back of the ridges," and have now succeeded in this. The second class are mostly of a superior order. 2nd. Salaries are not only much increased, but mostly paid up; and the employers are beginning to understand better that a good teacher is much the cheapest. 3rd. In nothing does progress seem to be so marked as in the higher departments of study. The columns for Algebra, Mensuration, Geometry, &c., which used to be returned blank in regard to more than two-thirds of the sections, now exhibit a highly respectable number engaged in these studies. 4th. The rate-bill is rapidly decreasing, and in the most of the sections where an interest in education exists will be set aside. The antipathy to a property rate is growing rapidly less. One objection prevails with not a few favorable to free schools, viz., the fact that several parents do not avail them-

selves after all of the advantage. An effectual change in this respect would secure the triumph of free schools here very soon. As to the causes of children being absent from school, the trustees' reports are only supposition, but I believe correct in it, viz., neglect of parents."

XXI. COUNTY OF YORK.

56. *The Reverend J. Gilbert Armstrong, B. A., Etobicoke, &c.*: "The total number of children attending no school in Vaughan, is, as near as can be ascertained, 453. The reasons are various. Some parents remove their children at an early age, and before they have had sufficient opportunities of education, from the common school, and employ them on their lands. This, perhaps, might in some measure be excusable in a new part of the country, where the difficulty of procuring workmen might be experienced by parents; but in a township like Vaughan, so old and so wealthy, the only cause which can be justly given for the absence of so many children during the year, is a want of a thorough appreciation of the advantages of education, as well as the absurd notion which too generally pervades the country, particularly the rustic localities, that at most a year or two's schooling (as it is commonly called) is quite sufficient for those who desire to make their children "earn their bread by the sweat of their brow." Doubtlessly, if parents can be got to attend, school lectures will contribute in time to remove this absurd idea; but some law which would compel parents to send, or pay for their children whether or not, would no doubt work efficiently; for then, if for nothing else, parents would send their children to school, because they were obliged to pay for their education, whether they sent them for instruction or not."

57. *William Robert Morgan, Esq., Scarborough*: "An analysis of my report presents the following results, which speak for themselves: Including 48 children in the Pickering portion of the union section of Pickering and Scarboro', there are 1248 children of school age, resident within the limits of the eleven school sections in Scarboro', of whom 832, or between 66 and 67 per cent. attend school, and 416, or between 33 and 34 per cent. do not. There are also 43 children above school age attending school. Of the above, 67 children of school age, and 4 above that age, attend "Ormeid's" school, in school section No. 3, at present; though in 1854, the highest attendance there was (I believe) 54. Of the 1243 children of all ages, who belong to the township of Scarboro' (exclusive of the 48 children who belong to the Pickering portion of the union section of Pickering and Scarboro') there are, omitting some fractions:—

61 per cent.	<i>learning</i> ,	and 38 per cent.	<i>not learning</i> ,—	<i>Reading.</i>			
36	"	(nearly)	"	64	"	"	<i>Arithmetic.</i>
15½	"	"	"	84½	"	"	<i>Grammar.</i>
20¾	"	"	"	79¾	"	"	<i>Geography.</i>
5 a 6	"	"	"	94 a 95	"	"	<i>History.</i>
40	"	(nearly)	"	60	"	"	<i>Writing.</i>
1½	"	"	"	98½	"	"	<i>Book keeping.</i>
1	"	more than	"	98	"	"	<i>Mensuration.</i>
1½	"	"	"	98	"	"	<i>Algebra.</i>
1	"	nearly	"	99	"	"	<i>Geometry.</i>
5½	"	"	"	94¾	"	"	<i>El. Nat. Philosophy.</i>
8	"	"	"	96	"	"	<i>Other Studies.</i>

XXII. COUNTY OF SIMCOE.

58. *Thomas Drury, Esq., Essa, &c.*: "With respect to the township of Essa, I am sorry to report that very little progress has been made in the efficiency of the schools during the past year; this has been owing to the difficulty of procuring teachers, and to the disposition evinced by trustees of changing their teachers, and of teachers to try some new scene of action. From these causes some of the schools have been closed for several months, although the trustees have used every exertion in their power to procure suitable teachers, to whom they were willing to pay a liberal stipend. Under these adverse circumstances, it is not surprising that the children have made but slow progress in their studies; however, the number of pupils on the roll is only 13 less than last year; and while the children reading in the 1st and 2nd books have decreased, those of the 3rd and 4th books have increased, showing that some progress has been made. In writing, the number has slightly increased, and in Arithmetic, the increase has been from 60 to 104; of course the most of these are beginners. In Grammar and Geography, I have to report a decrease. You will observe that we have only two free schools, Nos. 1 and 2, but contrast them with No. 4, which has about the same school population, and you will perceive that the attendance of each of the former schools is nearly double that of the latter. This fact is much in favor of free schools. In Toronto the schools have been kept open about the same time as in 1853, and by the same teachers, which is a great advantage; as a consequence, the children have improved considerably. This pleasing state of things, I am sorry to say, no longer exists, for both teachers have recently left. In the remaining section, the trustees are building a frame school-house, which will soon be finished. The time has now arrived when I retire from the office of local superintendent of these townships, the duties of which I have endeavored to fulfil to the best of my humble ability, for about five years; and in closing my correspondence, it is with pleasure that I can refer to the careful attention paid to all my communications, and to the ready promptitude of the answers; to the strict examination of cash accounts, and to the correct and business-like manner of all the proceedings of the department, as far as I have been concerned. And now, sir, permit me to thank you very sincerely for the untiring energy you have manifested in bringing our valuable school system into successful operation. A good system of education is one of the greatest blessings that can be conferred on any country: that we now possess; and to be instrumental in establishing such a system, is honor enough for any man to enjoy. May you be long spared to see it flourish in Upper Canada."

59. *The Reverend William Fraser, Geillimbury West*: "The school library is a township library, and is distributed among the several school sections in proportion to their population. At the end of every six months the books are returned to the township librarian and distributed anew. The plan appears to work well. It seems to be the best means of making the books available to the whole population."

60. *The Reverend John Fletcher, A.B., Mono, &c.*: "I have great pleasure in remarking that every school in the two townships was open during some part of the

year, at an average of eight and a half months per school, and that the Book of God is used in every school but one."

61. *Andrew Jardine, Esq., Nottawasaga*: "Some of the sections in this township are employing good teachers and giving high wages, and I have no hesitation in saying that in these only can the children hope for any benefit. A poor teacher and a cheap one may profit himself, but can do no good to the rising generation."

62. *The Reverend John Gray, Orillia, &c.*: "I have obtained very little information from the reports of the trustees regarding the causes of non-attendance at school—the one most generally given is that they were kept at home to work. The causes that have appeared most prevalent to myself, are a positive indifference to, or a very inadequate apprehension of, the blessings of education; the high price of labor, and the consequent temptation to employ the young at a very early age in agricultural and other labors. Much, also, depends upon the efficiency of the teacher, and the character and energy of the trustees. The evil might, to some extent, be remedied by the formation of evening schools, and the establishment of evening lectures on scientific and other interesting subjects. I conceive, too, that the institution of libraries will do much to remove the apathy that, alas! characterizes so many of our fellow citizens. In alluding to the subject of libraries, I have great pleasure in stating that those established in Oro and Orillia are in successful operation, and already promise well; but they have so lately gone into operation that I shall defer, for the present, making a formal report on the subject."

63. *The Reverend F. L. Osler, M.A., Tecumseth*: "During the past year the schools of this township generally were kept open longer than in any previous year; and the council of 1854 having redivided the township into school sections, making fourteen whole sections out of eighteen sections and parts of sections, I think a stimulus will be given to the cause of Education which was much needed. Already contracts have been given for the erection of good frame school-houses with their necessary appurtenances, and larger salaries offered for good teachers. It is out of my power to ascertain, with any degree of accuracy, the percentage of illiterate persons in the township. The trustees report, with one exception, 'cannot tell.' Judging from my marriage register, 18 per cent of the females and 12 per cent. of the males are unable to write their names. With respect to the children not attending any school, at least one-fifth, *i. e.*, many from 5 to 8 years of age, who reside at a distance from the school-house, cannot attend."

COUNTY OF HALTON.

64. *The Reverend John Armour, Esq., Orangeville*: "In this township we had 18 schools open part of, or the whole, year—average about ten and a quarter months. The public money being divided here on the principle of time, has the tendency to encourage trustees to keep the school-house open. We have a school population of 1700, of which nearly 1200 are on the register as having attended school part of the year. The school population averages in each section above 90. There are several

sections, however, which embrace a much larger proportion, and in which, notwithstanding the efforts of trustees and teachers to accommodate the youth, there is not school room enough for the whole. In these sections the energies and abilities of the teachers are taxed to the uttermost. Such ought to have two schools and two teachers. Notwithstanding this defect, there are several schools which will compare in numbers, in furniture, in teaching and in progress, with any rural schools in the province; whilst the pupils will also bear an equal comparison, for intelligence and attainment. The present school law, and school system, are doing great things, in improving the intellects, and I trust, also, the hearts, of the rising youth of Upper Canada. It is, however, to be deeply regretted that all the children of school age are not scholars. The report shews that somewhat more than one-fourth of the school population has attended no school during the year. The causes for this unhappy neglect are various; some of which are referred to in the report: many of them, I have no doubt, would be obviated by the universal adoption of the free school system. Let the school be free to all and it will fill the house. Fifteen of our schools were partly free last year; and several have determined to be wholly free this year, and are filling the school-room. The advance in teachers' salaries has had a very beneficial influence upon the teachers themselves. They have been led thereby to emulation in self-improvement and self-consecration to their profession. In this township are several young men, of ardent and enterprising minds, who have entered on the onerous duties of the schoolmaster, are throwing their whole souls into their labors, and are becoming highly useful as teachers, and very successful in their work.

65. *The Reverend Thomas Greene, A.B., Nelson*: "I think I may with confidence affirm we have made some progress in nearly all our schools during the past year. The stipends of the teachers have been augmented, and a lively interest in the improvement of the children manifested. There has been a good attendance of parents and friends at our public examinations. I entertain the hope that the inhabitants of Nelson will yet occupy as proud a position because of their zeal in behalf of the education of their sons and daughters, as they at present enjoy for their skill and energy in all agricultural pursuits. The instructions recently issued by the Department, in reference to the opening and closing the schools with prayer, have been acted on without any opposition, as far as I can learn, and who that professes himself a Christian could possibly raise an objection to the use of the 'Lord's Prayer?' I feel confident if Nelson were polled on this question nineteen-twentieths of the population would sustain the Council, and I certainly trust the unreasonable clamor of a few men, however prominent, may never prevail to set aside a regulation so correct, so desirable, so upright."

66. *The Reverend James Nisbet, Trafalgar*: "If from the number of children of school age in this township (which, exclusive of those in part sections, is 1595,) we take the whole number on registers, (1183) we find 412, or more than one-fourth, have not found their way to any school during the year. Again, if from the number on registers we take the mean average of attendance, 612, we find a defi-

ciency in attendance of 562. In other words, that, those who have been at school have attended only a little more than half-time. All of which shew that but a fraction more than one-third of the children of school age have been in actual attendance at school at any one time during the year—certainly a state of things far from being desirable. It is gratifying, however, to observe that the Holy Scriptures are used in all the schools in the township; although I am disappointed rather in that two only are opened and closed with prayer. It is also encouraging to find that the desire to obtain well qualified teachers, and to have the schools properly furnished with maps, &c., is on the increase—while some trustees are still too much afraid of increasing the expenditure in their sections.”

XXIII. COUNTY OF WESTWORTH.

67. *Andrew Hall, Esq., Flamboro' East*: “The schools when in operation last year, were prosperous; and the people in the several sections appeared anxious to make progress in the cause of education.”

68. *W. D. Donaldson, Esq., Flamboro' West*: “The free school system, I am sorry to say, and as you will perceive by the report, has not hitherto been adopted in this township to any considerable extent. Efforts were made in several of the sections at the last annual meeting to establish it, but, I regret to add, in every instance except one without success. We must not, however, despond, as in section No. 4, the largest and most populous in the township, it has been decided by a very large majority to adopt that system; which of itself is something gained in a school population of 220. The school in school section No. 9, is nearly free, the rate being only five-pence per month; and the consequence has been that the average attendance has increased so as to entitle the section to a larger portion of the municipal assessment for 1854, than any other school in the township, although there are two other sections in it have each nearly an equal number of children of school age; and one with 95 children of school age more than are in section No. 9. This, I think, affords conclusive evidence that the nearer we approach the free school system, the greater will be the number of children to receive instruction. And, as, according to the mode now adopted of apportioning the school money, the school which has the largest average attendance, will receive the largest portion of the school money, even those who take the lowest view of the matter, will find it necessary to adopt the free school system in order to receive, what they consider, their just proportion of the legislative grant and municipal assessment. I feel ashamed to direct your attention to the fact that there is yet but *one* common school library in this township, namely, that in school section No. 4, in which I reside, and that, even, I succeeded in establishing only by considerable personal exertion. We are therefore at present behind many other townships, both in the matter of free schools and school libraries; still I conceive, that on the whole our prospects are not discouraging; the ground is fairly broken; a step has been taken in the right direction; and the people of this township, I have reason to believe, are beginning to awake to a sense of what they owe to themselves, to their children, and to society at large. It is my intention again to bring the subject of common school libraries before township council at its

first meeting, and I trust that, before the end of the present year, there will be a common school library in every school section in the township."

XXIV. COUNTY OF BRANT.

69. *The Reverend Elijah Clark, Dunfries South*: "I am happy to state, what it must be gratifying to yourself to know, that our schools in this township are advancing rapidly under a system which you have been mainly the instrument in establishing. There is one thing, however, in the school act which is counted a grievance here to many—the power to establish free schools and make people pay for their support. But who are these that find fault? Not the men in moderate circumstances, but the wealthy who have, as they say, "educated their own children, and now have to educate their neighbors'." And these will never rest, until the school-tax they now pay for the support of "free schools" be demanded from them under another form. I am confident, not only from my own observation, but from the statements of those around me, who have had considerable experience in the working of the free school system, that no other plan of instruction is so well adapted to the necessities of the country and the world at large. We would, emphatically, have the schools made free by legislative enactment, so as to end the strife and contention which every school section experiences once a year: doing away with rate-bills altogether, except in cases of attendance, where the parties are over school age, when it should be left in a great measure discretionary with the trustees. No one finds fault with free schools but those who are childless or wealthy. The employers in the respective sections, the parents, guardians, and all classes are present at the examinations of the schools. It is truly encouraging to see the difference between the interest now taken upon such occasions, and the apathy we had to endure in 1853, when one or two trustees only used to be present at our visits to the schools. A spirit of generous rivalry is infused in almost every school in the township; if one pupil determines to excel in a school, he is sure to find an opponent to contest the point with him equally emulous to carry off the laurel. By a patient continuance in the steady course you have begun, sir, we anticipate yet much more for the very important subject of education in our favored province. May the Preserver of all spare you life and health to accomplish all you desire in the enterprise. There having been much sickness in this township during the summer and fall, the schools have been much more thinly attended than they otherwise would have been. We want more teachers, also; we could give four more employment immediately, if we had them."

XXV. COUNTY OF LINCOLN.

70. *Andrew Wilson, Esq., Caistor*: "The schools in this township are very backward; but as some of them are adopting the free school system in part this year, we may hope to find some entirely free next year; and thus find a prospect of their redemption."

71. *The Reverend William Hewson, Clinton*: "Having been confined to my bed by sickness, and being yet unable to write at large a particular account of

education in this township, I may nevertheless say that the school law would the cause prosper,—a livelier interest is generally manifested by the people the importance of securing the best class of instructors is felt more and feel confident that your name will live in the memory of a grateful and people (made so chiefly by your devoted labors.) May you long be spared the important office you now fill with such distinguished ability."

72. *Jonathan Walenton, Esq., M. D., Geinsby*: "The present seems as a whole to work very well, and to offer every facility for the establishment of good schools in each and every section, would the community but appreciate its spirit and endeavor to carry out to the letter the provisions of the act, however, is a *desideratum* as yet far from being realized, and as far from accomplished. But understand me not to say that this is the fault of the law, for, I believe, sir, you have done everything in your power to perfect it. It is not hard to find the defect, and even to place our finger upon the spot, may be summed up in one word "*incompetent teachers*." Now, sir, we have a "normal school," and one that is doing much to remedy and to remove the I never knew a greater dearth of teachers than at the present, and *such* only a sprinkling of them have ever seen the inside of a normal school or regular institution of learning. Nor is it the fault of the examining board or trustees, that we have incompetent teachers. It would seem that from so or other, the more active portion of the young men who leave the normal soon abandon the profession of teaching, perhaps for business of a more or less fluctuating character; and this I fear will continue to be the case until more efficient means be adopted to raise the standard of education among common school is right in its place, but then it has its limits for action. We want is a higher grade of educational institutions; in which classical and mathematical studies may be pursued to an extent which it is folly to expect the schools can ever carry out. The extension of the grammar school system meet my views upon the subject, but then these schools are so sparse and between, that their influence is too limited for the wants of the community; that every youth in Canada should, if practicable, enjoy the means of a re-education without wandering from the social circle or the domestic home. I contend that every village should have a grammar school. And I think the government would grant some encouragement in the shape, say of £50 a year; localities would generally respond thereto and do the rest. When this scheme, we may expect to see a noble band of youth from every part of the flock not only to our normal school but to every other institution of learning; then, I am bold to say, this dearth of teachers, and this famine for knowledge, will give place to plenty, contentment and happiness."

XXVI. COUNTY OF WELLAND.

73. *Alexander Reid, Esq., Crowland*: "I am truly sorry, reverend sir, to see so great a number of absentees from school during last year. It plainly shows all is not right; and although the cause is reported to be unknown, I feel

most cases it may be ascribed to ignorance and penuriousness. Teachers' salaries are good in this township, averaging \$25 per month without board. It is truly lamentable that in a Christian age like this, and in a Christian land, no less than five school sections out of nine should not use the Word of God which is necessary to make us wise unto salvation; and that out of nine schools, but two of them are either opened or closed with prayer. This negation of religion will not do. How can we expect to prosper in these matters, when God's blessing is not implored? You will see that the authorised books are in general use. The schools are kept open, however, very little over six months in most cases, which is a crying evil, and does great injury to all concerned. But there is one noble exception, under a teacher who is doing great things. I am sorry to say that we have not a single common school library—a matter which should be strictly attended to, for I am persuaded it would tell beneficially both on young and old. I think we may hope for a change in this soon, for there is evidently a growing interest in favor of common schools, as evinced by the visits made to them by various gentlemen, although it is not what it might be. The schools are uniformly furnished with Visitors' Books, and (a few excepted) with Registers. In conclusion I would state generally that education is on the advance here; but we are in our infancy. Great obstacles have to be overcome from previous habits. Our schools should be kept open longer during the year, and better filled. While I write there are no fewer than five vacancies out of nine. Teachers are very scarce, which aggravates the evil; yet we must not despair. Trusting that you may long be spared to fill the office you now occupy so worthily; and that greater success may yet attend your labors, is my earnest prayer.

74. *Dexter D'Eccardo, Esq., Pelham*: "On the whole the schools have prospered. The new principle of paying the teacher by one-third rate-bill and balance by assessment has been pretty generally adopted, and has worked quite satisfactorily."

75. *John Radcliff, Esq., Thorold*: "I am happy to say that the schools here are all progressing very satisfactorily in every point except one, a rather essential one, namely, the very frequent change of teachers, and for which I see no especial remedy. Few contracts are made for more than three months, and seldom extend over six. I need not point out to you, sir, the disadvantage this must be to the pupils; for although the teachers may have been educated at the Normal School, yet every one has a system or mode of his own: besides, on this frontier position many of our teachers are from the United States, or having received their education there bring in a different manner and pronunciation. In the course of a few words which I delivered at a school examination, I placed myself in the position of a resident in a large town or city, with a family of children requiring school education, and I took it into my head to send them first to one school, then to another, and so on, until they had gone to six schools in the course of the year. What would be thought of a parent acting in this manner? No doubt the community would think him mad, or at least very foolish. And yet, gentlemen, I observed, it is precisely after this fashion that

you are acting—only reversing the matter by sending six teachers to your children. They all saw the force of the remark, but as the trustees say, if we hire a first class teacher for a long period, the parents of small children complain that the A B C class are neglected, the teacher's whole attention being occupied with the higher classes. Then comes the change, or the A B C's are withdrawn, and the school attendance falls off. At the end of this year I hope to be able to report the erection of three new school-houses in the township. Most of the sections have appointed librarians, and received a portion of their library books, which will give much satisfaction to the reading public."

XXVII. COUNTY OF HALDIMAND.

76. *John Mylne, Esq., Moulton, &c.* : "The schools generally, I must say, since my appointment, are greatly improved; the people seem to be becoming fully alive to the importance of education, and I sincerely hope that ere another report reaches your office we shall not only have many better school-houses, but that all of them will be furnished with maps, &c., &c."

77. *William Jones, Esq., Rainham* : "I am happy to inform you that the prospects here are most cheering. We have some good schools; and some excellent young men as teachers, getting good salaries and being willing to earn their money."

78. *William Hursell, Esq., Seneca* : "The condition of the schools generally in this township, I am sorry to say, is not a very prosperous one; though in some cases matters go on very well. In some sections the slowness of progress is in a great measure owing to the mismanagement of trustees, and a consequent carelessness on the part of parents and guardians of children whether the schools be kept open or not. Many of the schools, however, were taught by efficient teachers last year with very favorable results. At present the prospect is gloomy, four schools now lying idle for want of teachers. The inducements I think are strong enough for young men and women to devote themselves to the profession of teaching, as the demand far exceeds the supply. The free school system in most sections of this township meets with strong opposition. There are two free schools. In four sections the course adopted is to impose a fee of 2s. 6d. per scholar per quarter, and the balance of the teacher's salary to be raised by tax. In five others the fee is 3s. 9d. per scholar, and the balance of the teacher's salary by tax. Last year I felt convinced we should have had a township library established, but unforeseen difficulties have retarded this privilege. I still look forward to it, however, as a means of supplying the schools and people with instructive reading matter, and thus contributing to the social progress."

XXVIII. COUNTY OF NORFOLK.

79. *James Covernton, Esq., Charlotteville* : "The free schools have declined in this township; the mixed system of capitation tax on scholars and rate upon property, is general and likely to be universal. The annual report will exhibit a very low rate in many instances of salary to the teachers, and as in most cases, there is a

close affinity between remuneration and qualification it is to be regretted that the scant means of many sections oblige the trustees to make the amount of wages the highest consideration. It is certainly to be deplored that the fixed payments from the public sources are not larger—for although the powers of the municipalities are unlimited as to taxation, yet a very general disinclination prevails to pass any other than a very low school rate. I would take leave to submit that, if the share of the government grant was only bestowed when county councils doubled it, an improvement in this particular might be made without creating any very sensible addition to the general taxation. In my humble judgment our schools languish from this unwise parsimony; nor do I believe that any very great amelioration is to be expected, until superior teachers are everywhere encouraged as they deserve to be. As is the employment, instead of being viewed and followed as a permanent vocation, it is only used in a very temporary manner; in many cases as a mere auxiliary to other more lucrative or esteemed pursuits. It is certainly only a matter of simple justice that in a country where the wages of skilled and manual labor have increased from 30 to 50 per cent. within a very few years, the very arduous and important duties devolving upon the teachers of our youth should at least partake of a similar increase: and, indeed, the generally professed impression of the value of education is very inaptly illustrated as long as the barest pittance is doled out to school teachers which their various circumstances induce them to accept. I have, perhaps, taken leave to dilate too much on this matter; but I can only say in apology, it is one on which I feel strongly, as I believe it to be indissolubly connected with the educational advancement we all profess to be anxious to forward."

80. *The Reverend Aaron Slight, Jr., Townsend*: "The number of children set down in the report as not having attended any school in 1854, is 313; but the whole number of school age, as compared with the total of school age on the register, shows 66 more than I have reported. Possibly some of them have not been in school, but the most of them have attended in other townships or elsewhere. It certainly would not be amiss to adopt stringent measures to compel those who are positively careless to send their children a part of the year. I hope before long we may see still more liberal provision made for the education of our youth,—when all the schools shall have become, by general law, as free as the air we breathe,—when the unprotected part of the young shall find the school-room a general asylum of care and instruction. The large amount of reading matter now introduced into our township is already producing a good influence, but the supply is not half equal to what we require. The books are well liked, and the faithful *Journal of Education* is being prized more and more. I have nothing special to communicate further than the report will show: on the whole, I think our course is otherwise than retrograde."

81. *J. A. Backhouse, Esq., Walsingham*: "The provision of the supplementary school act, whereby trustees can avail themselves of the rate imposed for school purposes on the "non-resident lands," has placed both trustees and teachers in a better position, by enabling the former to meet more promptly their engagements with the latter. Another very important provision in the law is, the defining the

largest amount of rate-bill which can, under any circumstances, be imposed. This, by removing the chief cause of contention, has materially softened the tone of public discussions at the annual school meetings. Formerly, it was but too often the case that those best qualified shirked the office of trustee, by conferring it on some one entirely ignorant of the duties attached to it. Now, it is not so—in some sections, at the last annual meetings, a poll was opened and contested a whole day by some of the best men in the section. Parents and people are beginning to be alive to the fact that ignorant, careless or selfish men are not to be trusted with the expenditure of their money, and the management (or rather mismanagement) of the moral and intellectual training of the youth of their section; and the office is now looked upon, not only as a responsible, but as an honorable one. One of the most serious difficulties which the cause of education has to contend with in this township is, the great scarcity of well qualified and thorough teachers. To obtain first-class teachers has been almost out of the question; and I deeply regret that my report shews so many third-class. I hope, however, by the co-operation of trustees, to effect a change in this respect, and in another also, the habit of changing the teacher so frequently. The library books, by the direction of the township council, have been distributed, giving a portion to each section. By this arrangement, school section libraries have been established at once in every part of the township, tending greatly to encourage the schools, and to the diffusion of useful knowledge on various subjects. The circulation of the *Journal of Education* in the various sections, has also proved a great auxiliary in behalf of free schools and education generally: while it has at the same time afforded a guide to all parties entrusted with the administration of the law. With a school law, I believe, the very best established in any country, coupled with the very liberal and ample provisions for furnishing libraries, embracing a selection of excellent books on almost every subject; and with an efficient “department of public instruction” constantly exerting a powerful influence by infusing life and energy into the whole—I think, as Canadians, we are not anticipating too much when we look forward for a high destiny in the fast approaching future. I beg that you, and the officers of the department will accept, through me, of the thanks of the trustees of the various schools of this township, for the judicious selection of, and despatch in forwarding, the library books.”

82. *Daniel Wesley Freeman, Esq., Windham*: “I am happy to inform you that common school education in this township is on the advance, generally. I find a marked improvement in the views and feelings of parents and trustees on educational matters; efficient teachers are sought after, and remunerating prices offered for their services, unhappily hitherto, however, with little effect. With one exception, all the schools here are in successful operation: with a good supply of school books, but a lamentable deficiency of maps and school apparatus. But I regret to state that there is not a public library in the township, although I have repeatedly urged the great importance of these establishments, and have held out as an inducement the very advantageous terms upon which books may be obtained. I feel it to be a standing disgrace to Windham, and would charitably hope it is no index to the minds of its inhabitants, upon the subject of general information. In making up

my report, I find a great number of children not attending any school, the cause of which I ascribe in part to the small rate imposed upon those who do attend school; as where free schools prevail a much greater number will be found on the registers comparatively than in sections under other systems. In conclusion, I would suggest the propriety of allowing common school teachers, who make teaching a profession, to procure books from the library depository upon the same terms as municipalities and school sections."

XXIX. COUNTY OF OXFORD.

83. *Ebenezer V. Bobrell, Esq., Derham*: "Although the returns from the several school sections of this township are not as flattering as might be desired, yet the great improvement in the character of our schools gives occasion to hopes for more rapid and satisfactory advancement. Many causes have hitherto contributed to prevent the full realization of the advantages that might have been expected to result from the improvement of our common school system. The township, in the first place, being new, settlers had rushed in from parts of the world with different views upon the subject of education. As a general thing, the acquisition of property being the principal object, and in the absence of unity of feeling in regard to education, there had arisen an indifference to its interests—an apathy which it required much exertion on the part of those entrusted with them to remove. The want of correct views, not only upon the school law, but upon the improved system of educational instruction, together with a desire to accommodate new settlements, had resulted in the formation of school sections in the township of inconvenient proportions, many of which lacked ability to support a good school. And the very general erroneous idea, that "almost any one is good enough to teach our children at present," has been prolific of its legitimate results—*bad schools*. I take pleasure in stating, however, that these difficulties and hindrances are fast disappearing. More enlightened and liberal views are taken of the improved methods of teaching, since the fruit begins to appear in its superior excellencies. The spread of legal and general knowledge, through the instrumentality of the *Journal of Education*, and the libraries established, is fast dispersing the clouds that so long hung darkly over our educational prospects. Free schools are established, good teachers are employed, and wages to induce efficient service in the teachers' department are offered. Our library system, although attended with some difficulties, is not, as some supposed, impracticable, and we anticipate from it important and beneficial results—especially to the young. We do not hope in general to bend the sturdy oak, but the twig may, we trust, be properly bent by useful and entertaining reading; and the common school library, with our Sunday school and circulating libraries, will, I doubt not, be productive of the most salutary effects. With the consent of the municipal council, I have revised the school sections in the township, and in doing so, have enlarged them and reduced the number from 16 to 13. And now, since they are established upon a more equitable and permanent basis, I hope the schools will in future exhibit a more creditable character: for although much improved from what they were, there is abundant room for further improvement. One barrier seems to exist to a satisfactory advancement—the school law seems to lack power.

Parties not being obliged to sell a school site, and trustees being allowed to purchase as small a site as they please, it is sometimes impossible to locate a house conveniently for the section; besides, any school site containing less than an acre of ground, ought not to be tolerated—grounds cannot be properly ornamented, fenced, and conveniences prepared, without room; and where the one thing is wanting, license seems to be taken to neglect all. Witness the miserable hovel thrown up by the way side, without sufficient space between it and Her Majesty's property to admit of a side-walk,—without ventilation, without furniture, without attraction or attractive grounds—every external and internal arrangement, in short, repulsive to the lively, merry disposition of childhood. The public mind here, I think, is prepared for a general *free school law*. May it soon be gratified in that respect, with a binding clause on negligent parents to send their children to school."

84. *Elihu M. Schooley, Esq., Norwich*: "In my official visits this winter, I found a goodly number of the schools in a highly satisfactory condition, creditable alike to the teachers and the warm interest manifested by parents and guardians in the educational welfare of their children. But at the same time, I have had to deplore a want of interest in some sections, where better things might reasonably be looked for. The indifference and apathy which seems to prevail in some cases respecting every thing pertaining to education, is indeed painful to contemplate; and is strikingly visible in the want of comfort and convenience in the fitting up of the school-room, in the almost total absence of object and tablet lessons, maps, school apparatus, &c.; and last, though not least, to be regretted, the employing of ill-qualified and inefficient teachers, hired at low wages. I trust, however, that there is a general movement in the right direction, and that a few years will produce a great change in the minds of the people in relation to the great subject of education. An improvement in the manner of keeping the financial and other accounts of the sections by the trustees, is loudly called for; and in order to effect it, I propose to meet the corporation of trustees in each section during my next official visit, with a view to encourage the adoption of a more systematic and correct method of management in this respect."

85. *Gilbert Telfer, Esq., Oxford North*: "I am happy to be able to say that education is progressing in this township. Three of the schools have been free this last year, and the other two partly free. Sections that were in the habit of employing indifferent or cheap teachers, have this last year given liberal salaries and employed well qualified teachers. This, no doubt, will produce good results. Trustees are beginning to understand their duties better, and to take a more lively interest in the cause of education. On looking over the reports for 1853, I find 156 children reported as not attending school. During this last year but 66 are reported—a large number still for five school sections. The reason is in a great measure carelessness on the part of parents and guardians. I hope, however, they will not have such reason this year, as better teachers are employed."

XXX. COUNTY OF WATERLOO.

86. *Robert Brydon, Esq., Dunnfriess North, &c.*: "I do not know that we have a great deal to boast of in these townships in regard to the progress of education. In

some sections there is an indication of improvement, while in others there is no advance worthy of notice. A change of teachers generally produces a change for better or worse during the term of engagement. The county board has been aiming during the past year at raising gradually the standard of teachers' qualifications, and the county council has endeavored to assist in giving an impulse to education by the offer of prizes to the best scholars. The competition consequent on this offer was almost wholly confined to the village schools; but I anticipate a more general one should the council see meet to renew the proposition. Two circumstances are operating unfavorably for the interests of education at present, in these townships. The first is a deficiency in the supply of competent teachers. Several schools have continued vacant for a considerable time during the past year, from this cause, the trustees being most anxious to procure "good teachers"; and in several instances willing to increase their usual allowance to procure them. Another thing that operates materially against the interests of education in these townships is the injudicious arrangement of the school sections. Some sections, not in reality too large, are laid off so irregularly, that families are placed at inconvenient distances from the school of their own section; while others are so small that the inhabitants will not support a school longer than six months, and some even not so long. Of course no teacher of any standing in his profession cares to engage with one of these sections; it is, therefore, impossible that a high standard of education can be reached in them. As the existing divisions of the townships into school sections are to a considerable extent owing to the success of exertions made by selfish and interested parties to have them so at the time of the division, it is only to be expected that some influence would be made to bear on any re-arrangement of the sections in which the views of the inhabitants themselves are consulted. I have no hope of the people ever agreeing voluntarily to such changes as would be necessary to remedy the evil. It seems to me, therefore, that if the county council were authorized, if it has not already the power, to appoint a staff of suitable commissioners to re-arrange the school sections and equalize them in the twofold respect of area and population—with a prospective view to the future and permanent interests of education, and irrespective of the selfish views and petty whims of present proprietors, (whom death or a good bargain will remove in a year or two,) and if this were done in a judicious manner, it would be a most important step towards the advancement of education in several localities. The township council has indeed been making slight alterations in the boundaries, but not such as are fitted to remedy the evil complained of.

87. *The Reverend James Sim, Wellesley, &c.* : "In compiling the annual report from the school statistics furnished by trustees, the local superintendent must greatly depend upon his notes, taken at the time of his visits, and his knowledge of a school section for some of the items required. The reason for this has been in the fact that, in many cases, to save their pockets, the electors have put men in the trustees' office who were popular only for ignorance, stiffness, and general inefficiency; and who had so little of interest in school matters at heart, as to shelve, without reading, school acts, annual reports, *Journal of Education*, &c., as often as they were furnished with them. Happily, however, for the cause of education, a better

state of feeling is beginning to prevail ; the former opposition to taxes for free schools is mostly laid aside ; the most active men in the community are made trustees, because best adapted to give effect to the school system ; all which is encouraging. Free schools are becoming popular, because they are found to work better than others. In Woolwich, last year, they were mostly all free ; and in Wellesley a goodly share of them. So also, judging from the minutes of the annual meetings, will it be found this year. In comparatively new townships like Wellesley, the first school houses are generally log, because easiest built, and they are ill-constructed and poorly furnished. In a few years, however, they will give way to better. Upon the whole, it is pleasing to contrast Canada now with Canada twelve years ago. At that time there were but few country schools, and very few of them of the first class ; while at present, (with the exception of a few settlers in the back townships) the privilege of a good education is placed within the reach of every child in Canada. In the county of Waterloo there are pupils who would not do discredit to any common school teacher in the province. But while the spirit of education has been aroused let ministers and local superintendents see that religion and good morals keep pace with literature. Although there is nothing in the school act to enforce it, I have encouraged the reading of the scriptures in the schools, because the morals of our country depend upon them.

88. *Martin Rudolph, Esq., Wilmot* : The schools in the township of Wilmot are not in such a satisfactory state, as from the flourishing state of the country in general, might be expected. Good teachers are scarce, and will continue to be so until the salaries are brought up to a higher figure. Only six schools out of twenty-two were kept open the whole year ; six from 7 to 9 months, and 10 for only 6 months. The highest salary paid is \$25 per month, and this only in two instances. It is my humble opinion, that the schools in this township will always remain in a sickly condition so long as it is optional with the inhabitants to raise the teachers' salaries by tax or rate-bill. I have tried to persuade the people to join into one school corporation, but met with a great deal of opposition in this respect. A great drawback for our schools too, is, that our children have to learn two languages, the German and the English ; and well qualified teachers in both languages are few, seeing that they can earn more in any other vocation than that of school teaching. An English teacher who is not acquainted with the German language will meet here with a great many difficulties ; as the most of our children speak the German language in their families, and he is not able to make familiar explanations to them. A German teacher who teaches the German language only is of very little use, as it would be unwise to educate children in a country without a knowledge of the language of that country.

XXXI. COUNTY OF WELLINGTON.

89. *John Cadanhead, Esq., North Riding* : A very great scarcity of teachers is felt in my district, and several schools are now vacant. The remuneration of teachers, like all other money transactions, has been affected by the great change of value in all saleable commodities, and I believe the change will be favorable. There is a

disposition to be more liberal on the part of trustees; and this is the true way of raising the standard of qualification,—very low hitherto.

90. *John Kirkland, Esq., South Riding*: “The new rule of apportionment on the basis of the last six months attendance is, (although it need not be) a great obstacle to both promptitude and accuracy; and the considerations suggested by the way in which it becomes so, induce me to suggest the propriety (as you once properly remarked that the orderly arrangement of the affairs of all municipalities constitutes a part of the education of the people), of appealing to the people themselves to co-operate with the local superintendents in enforcing prompt compliance with the law—not only for statistical reasons but as a means of prompting the rate-payers to make “responsible government,” so far as their own rights and duties are concerned, not a mere legal abstraction, but a fixed fact, as a matter in which their own personal and collective interests are more deeply involved than they seem to be at all aware of. I have generally made it a rule on looking over the registers to suggest to the teacher the propriety of adding up the column of every day’s attendance every time the roll is called over, for the obvious reason that if done then, it would, by the force of habit and the prevention of an accumulation of arrears in the work of addition, render a prompt compliance with the requirements of the law with respect to the semi-annual returns both the easier and most natural when they ought to be made. The neglect of the rate-payers to insist on their rights has led to much confusion in financial matters; so much so that in one section, as I have recently learned, through want of system, there has not been a clear statement of accounts laid before them for five years. Another consequence is, that the trustees in some instances, to save unnecessary trouble, have exercised their power of assessment to the accumulation of unnecessarily large balances; and the result has been that in about half a dozen instances the teachers have been paid up for the year out of such balances, and the legal apportionments have remained uncalled for for weeks after the accounts of the sub-treasurers might (and ought to) have been closed for the year. I think it right the trustees should continue to possess all the power that, in these cases they have abused, because the abuse may be checked without difficulty in the way suggested.

XXXII. COUNTY OF GREY.

91. *William Ferguson, Esq., Third School District*: “The townships and parts of townships which I have the honor to superintend, are among the most recently settled in the county, and consequently the inhabitants have still to cope with the many difficulties incident to new settlements. But notwithstanding, there seems to be a determination on the part of many to secure for their youth the inestimable privilege of a good common school education. In several sections where schools have not yet been opened, preparations are being made to have them in operation within a few weeks; and in many other neighborhoods where, through selfishness or want of information, or both together, the system of free schools was not tolerated, now when the spirit and meaning of our present excellent school law is properly exhibited, and its bearings are becoming developed, the mass of the people are

decidedly in favour of free schools. Though very much indeed remains to be done, yet I have ardent hopes, that if spared, my next year's report will exhibit manifest improvement. Your kindness in furnishing each corporation of trustees in my district with a copy of the school acts, will, with the circulation of the annual reports and your valuable *Journal of Education*, contribute very much to the progress of common school education. In conclusion, I beg to thank you sincerely for your ceaseless and disinterested endeavors for the educational welfare of our country's hope, the youth of Canada.

XXXIII. COUNTY OF PERTH.

92. *John Hyle, Esq., M. D.*: "The trustees generally have taken but little pains in filling up their reports which has put me to extra labor, inconvenience and trouble. The sections are not discriminating enough in their choice of persons to fill that office, and double labor is thus cast upon the local superintendent. On the whole, this county is progressing in school as well as other things conducive to the march of moral and intellectual improvement. Several township libraries are formed containing valuable books calculated to give a legitimate and salutary impetus to the mind as well as refinement and elevation to the moral sentiments of the heart; and we hope that the good example thus set will be followed, so that in every township all facility may be afforded to counteract the many evil tendencies existing, and especially that have to human progress and moral well-being of a people, *social drinking*, regarding which it is not inappropriately styled the "destroyer of the nations." This appears to be the monster foe of the age, and the incubus that presses on every useful and benevolent enterprise. One of the teachers has been suspended on account of indulgence in this vice the past year. As a class, however, all honor to them, they truly take a deep and lively interest in their profession; and deserve more encouragement than is extended to them pecuniarily, and by the more frequent visitations of those immediately interested and others among us who should feel interested in the cause of the elementary education of the young. My predecessor merits the thanks of every admirer of human culture, for the efforts put forth and the sacrifices made in behalf of the cause of education in this country. I must express the conviction that it is suicidal to change superintendents and teachers on the paltry ground of £. s. d.; but such has been to a large extent the procedure carried on in this quarter with its natural results, injury to the schools. The free system is all but triumphant here, and from all I can learn will soon become general in the county.

XXXIV. COUNTY OF HURON.

93. *John Nairn, Esq.*: "Education in this county seems to be in a very satisfactory state. During the last twelve months ten new schools have come into operation, making the present number 66—and all of these have been open the full period of twelve months, except two or three that could not procure teachers. A good system of teaching is also followed in a large proportion of the schools, in which the meaning of the lesson read,—the roots, derivations, and meaning of words, form a principle part. In my visits to the schools, I take the opportunity

of enforcing these improvements as eminently calculated to forward the great aim of education—the exercising and strengthening the mental powers by inducing research and investigation, and causing thought and reflection on the part of the scholars. Indeed, as a mental exercise in giving a fixedness to the mind, and in concentrating the thought upon a definite point, to the exclusion of what does not bear upon it, this exercise of derivations is of incalculable importance; and, therefore, it is to be regretted that some parents cannot appreciate its value, and have even been so inconsiderate as to interfere with the teacher, and issue their veto against the endeavor thus made to impart a good education. But when it is remembered that the exercise in prefixes and roots was comparatively unknown in the best schools of Britain a few years since—just as gas, steam, railroads and telegraphs, are recent improvements in the sciences of chemistry and mechanics—it is not wonderful that some should be insensible to this improvement in the science of education. In all my addresses, I particularly advert to this subject, as well calculated to secure an uniform system of good teaching, and as most conducive to shrewdness and discrimination in after life. And I have reason to know that some who were formerly opposed or indifferent to this branch of education, now fully admit its importance.”

XXXV. COUNTY OF DUFFERIN.

94. *William Gunn, Esq.*: “The walls of several new school-houses were erected in different parts of the county during the past year, which are now in the course of completion; and preparations are being made for the erection of several others in various places during the current year. New school sections are also being laid off in several townships. The people, generally speaking, contribute most willingly of their time and means for the erection and completion of school-houses; and in most instances, individuals with laudable generosity, bestow free sites for school purposes. When the poverty of a great proportion of the settlers is considered, such conduct is entitled to great praise. Judging from my intercourse with the people for the past two years, I should have no hesitation in stating that a most commendable interest exists throughout the county in reference to the subject of education—and that this interest is of a progressive nature. Several sections have adopted the free school system for the current year. The mixed system of providing school funds seems to be more generally favored. I must say, that I prefer the mixed system myself. Let education be made as cheap as possible, but let the parent or guardian contribute something. Be it even a nominal rate, it will yet interest the parties in the improvement which the children make at school. The free school system, so far as my experience extends, has not been productive of those results, the attainment of which its friends claim as one of its principal objects; namely, a more general diffusion of the benefits and blessings of education. And so far as I am capable of judging, at least, in reference to this section of the country, the system will never accomplish that object unless attendance at school be rendered compulsory by law. General statistics clearly and undeniably prove that nine-tenths of the crime committed in our midst, or in the world, arises from drunkenness and ignorance. And if, on the grounds of morality and the welfare of society, a law for

the suppression of the former can be demanded and justified, surely then a law for the removal of the latter would be equally desirable, necessary and just. From a perusal of the 'general instructions,' I am led to imagine that you purpose something of this kind. Should you succeed in accomplishing it, I would look upon such a consummation as the placing of the 'cove stone' of our common school system."

XXXVI. COUNTY OF MIDDLESEX.

95. *Archibald Campbell, Esq., Carradoc*: "Most of the schools in this township, I think, will compare favorably with those of the adjoining township. The system of learning by rote, is now happily discarded; and children are taught, not only to read, but to understand what they read. Most of the schools are provided with maps; but not until this year (1854) have they had one of Canada. The county council very generously appropriated a sufficient amount for the purpose of supplying each school in the county with a map of Canada—still, a proper text-book on the geography of the country is much wanted. By referring to my report you will observe, that of the ten schools in operation in this township, eight are free—entirely supported by rate on property. Thus, upon equal terms, the door of the school-house is opened to the poorest child in the section, as well as to the most wealthy. Notwithstanding these facilities and privileges, I regret to say that in some sections a portion of the school population never enter the threshold of the school-house. I am of opinion, if the state makes the property of all liable to be taxed for the support of free schools, that where such exist, it should be made imperative to participate in their advantages. This year we have no teachers engaged who were trained in the normal school. However, I would not have you infer that those engaged are all of an inferior grade. Some of them are teachers of long standing, possessing no mean literary attainments, and a good share of those qualifications necessary for communicating to others the knowledge possessed by themselves. In two or three sections very inferior teachers had been engaged the first six months, but were replaced by others better qualified. In visiting the schools it is gratifying to witness the development of intellect exhibited by most of the children. The ready answers given to questions show clearly the kind of training they receive. Compare this with the mode of teaching some twelve years ago, and the contrast is found to be very striking. Instead of the vacant look, and blank amazement as then evinced by children upon being asked almost any question, however simple, we have now the ready answer and intelligent glance, shewing that a different system is pursued. And this happy change is, I believe, in a high degree to be attributed to our noble school system, aided in no small degree by your indomitable perseverance and unwearied exertions in the great work of national education."

96. *The Reverend Richard Flood, M. A., Delaware*: "This township is rapidly filling up with settlers; the population by the last census amounted to nearly 2,000 souls: but even for this figure, we ought to have more children under instruction. The inhabitants, however, have it in contemplation to create new school sections, which will promote the object we have in view in affording education to the greatest amount of the rising generation. I have no doubt also but our township libraries,

if the inhabitants will avail themselves of those literary treasures, will indirectly afford an additional stimulant to the subject of education."

97. *John W. Kerr, Esq., Dorchester North*: "I visited most of the schools and found them, generally: in good working order, fully equal in improvement to the generality of common schools under similar circumstances, and the attendance rather improved since previous annual report."

98. *The Reverend C. C. Brough, A B., London*: "I have had sufficient opportunity so far to witness the working of the common school system of education, as to warrant the expression of my conviction that it is well calculated to promote the intellectual and social improvement of the population of this country. I am strengthened in this impression by the masterly report of the Chief Superintendent of Schools, and the accumulated testimony found in that volume, as gathered from the evidence of parties in every portion of the province. I congratulate the learned functionary and the country on the happy measure recently recommended by the council of public instruction, in relation to the reading of the sacred scriptures, the teaching of the commandments, and the exercise of prayer in the schools. These amendments render the common school system, in my opinion, almost complete. I cannot look upon the educational advantages of the people of Canada, as inferior to anything I witnessed during my recent visit to Europe,—in many respects I consider them superior. I could wish it were required of all common school teachers to undergo a probationary course in a training establishment, the superior capabilities in imparting instruction is obvious in those who have attended the normal school in Toronto. A large proportion of the masters in the township of London, are young men who obtained their education in our local schools, and many of them only require a little previous discipline in the mode of teaching to render them valuable in the pursuit they have undertaken. It will be seen from my report that the majority of our school-houses continue to be log structures; still, many of them are by no means bad buildings. Nevertheless, I should hope that ere long, as a feature on the face of the country, they will partake more of the character of the admirable brick dwelling-houses which are arising around us. I regard the present system of school superintendence as necessarily defective, and would recommend the employment (it such could be had) of efficient county inspectors. The amount paid by the municipalities under the present mode would possibly form in the aggregate sufficient remuneration for competent men—men of educational attainment and institutional turn of mind, placed at the same time under responsibilities calculated to insure faithful services. A department for the training of such persons might be perhaps connected with the present normal establishment in Toronto. Thus a prospect of interesting and useful employment might be opened to young men eligible for such occupation. The law might be arranged so as to require the county councils, on the services of such persons being required, to refer for these officers to the department of public instruction. The school section organizations I regard as most valuable, and calculated to elicit an interest in school matters in all classes of the community. Every inhabitant feels that he is connected, by the election of trustees,

the determining of the mode by which schools are to be supported, &c., &c.,—he feels, by proceedings of such character, that he has an interest in, and is identified with the progress and prosecution of the great cause of education in the land. Discrepancies will arise in school meetings held for determining these questions; I have frequently been called upon to adjust matters of dispute, and I might almost say that in no instance have I been unsuccessful: a little reflection invariably brings matters to a successful issue. It will be seen from my report that the free school system is adopted in almost every school section in the township of London. As regards instructions in writing, I fear school teachers are very generally defective, and I respectfully submit whether some approved uniform system might not be enjoined by the competent authorities; it might be carried out by means of copy-pieces or head-lines, to be furnished by the educational department, with concise instructions accompanying. I beg to say that whether connected officially or not with the common schools of this township or the country generally, I shall be happy to bear my testimony to the value of the school system, and the growing benefits which I believe it is calculated to confer upon this province.”

99. *J. B. Winlow, Esq., Metcalfe*: “You will be pleased to find that the free school system is the prevailing one, and I do not hesitate to say that it is growing into favor more and more every day. The average attendance of scholars in proportion to the number of school children in the several sections is, I am bound to admit, small, in comparison with other townships, but I think it may be fairly accounted for, by the fact that the last season has been very sickly in our remote townships. I cannot, however, help observing a most manifest indifference on the part of the teachers generally, upon religious subjects. I find that out of six schools in this township, there is but one in which prayer is ever used. What can we expect from the rising generation and what a libel would it be upon this otherwise prosperous country, were such a state of things to continue. I am well aware that even a form of prayer has been furnished for the use of the common schools, but it is truly lamentable to find so few making use of it, or of any other. I have never found any excuse on account of religious scruples; on the contrary it seems to be regarded as “merely superfluous.” I venture to submit that if the county board of public instruction would act in this matter, it would be attended to more than by any individual exertion on the part of the local superintendent, the more so as I am happy to find that clergymen are usually appointed to fill that office.”

100. *Archibald Currie, Esq., Moss, &c.*: In reference to the schools under my superintendency during the last year, I have to say there are many drawbacks to their efficiency. First, the frequency with which teachers are changed in almost every school section. Secondly, the irregularity of attendance which can be seen where the disproportion between the average attendance, and the number of names on the school register, is taken into consideration. And this disproportion is much greater in reference to the number of children in the school sections between the ages of 5 and 16 years, and the number of names given as in actual attendance. The cause of the non-attendance of children (I speak in reference to those who never

enter a school) can be traced to the carelessness or indifference of parents and guardians, not, I should think, to the expense attendant upon their education. Generally speaking the expense is trifling, for many schools are free, or partly free; and even in those in which fees are charged, the amount is so small I can scarcely imagine it to be the cause of the non-attendance of the children. I have no doubt that a measure compelling parents and guardians to send the children under their charge regularly to school is the only remedy for an evil which is so general; and would prove of incalculable benefit to the rising generation. I regret exceedingly that nothing has been done by the municipal councils of Miss and Althoro' for providing school or township libraries, but I am led to hope that something will be done in that direction the present year.

101. *Alexander Strathy, Esq., Westminster*: "I am happy to observe that both the average attendance, and time the schools have been kept open, exceed that of last year. In my visits to the schools I endeavored to impress upon the minds of both teachers and pupils, the importance of education, and particularly of good reading, by telling them that good reading was not only the proper pronunciation of the words, although that was indispensable, but also that the voice should be modulated according to the subject, and that the full meaning of every word should be understood. It gives me pleasure to state that very great improvement has taken place in the mode of teaching."

XXXVII. COUNTY OF ELGIN.

102. *The Reverend Edmund Sheppard, Dorchester, South, &c.*: "In transmitting my reports for 1854 I would remark that, though they are more accurate than those of preceding years, yet there are some branches of information which have been very imperfectly furnished to me by the trustees. I am becoming more and more convinced that the people generally are not competent to carry out the requirements of the present system; owing, either to the want of education, or to negligence and indifference. I had to return nearly all the trustees annual reports for 1854, and some of them a second time, and even then they were not right. In one case the rate bill was lost, in another they did not know how much they had paid their teacher, &c., &c. In regard to the general welfare of the schools, I would remark that the power given to the township councils to alter the boundaries of sections without the consent of a majority of the inhabitants has a very injurious effect. I have pleasure in reporting an increase in teachers' salaries; yet teachers are scarce even at the present high rate of remuneration. Several schools in Malahide, for this reason, have been vacant some time.

103. *Thomas McColl, Esq., Dunnich*: "In the course of my visits to the several schools in this township, I find some of the school sections characterized by an unaccountable apathy and want of interest on the part of some parents and guardians, in not sending their children to school; for there are many children that do not attend more than two-thirds of the time they might attend—some, not half the time—and there are several who have not been within the walls of a school-house these

three years or more. It is true that some are poor, but none so poor as to be unable to afford the pittance required to educate their children, for 'where there is a will there is a way.' Others, again, in some of the less populous parts of the township, live at a considerable distance from the school-house, consequently the younger children cannot attend during the bad state of the roads; but in warm and dry weather that obstacle is removed. Apart from its being morally and imperatively their duty, it is to be hoped that the people will forsee the advantages to the community at large, that must arise from educating the growing generation in a proper manner—"training them up in the way they should go," and thus qualifying them for the proper discharge of every responsible duty of life. The feeling seems to be general in favor of the present school act, excepting always 'the separate school' clauses. I have to regret very much that our township council has made no provision for establishing school libraries in Dunwich. They certainly do not appreciate the noble and liberal assistance offered by our legislature, and the facility with which so desirable an object can now be accomplished through the agency of the Department of Public Instruction."

104. *Thomas Daniel, Esq., Yarmouth*: "In regard to public lectures, I beg to state that, on each of my visits to the several schools under my charge, I have devoted several hours to the practical examination of scholars in the various branches of studies; and in explaining the most approved method of instruction and school discipline generally. I have done this in the presence of parents and trustees when they could be called together, and am happy to say it has been approved by municipal councillors and other local authorities in preference to a formal public lecture."

XXXVIII. COUNTY OF KENT.

105. *The Reverend A. Campbell, Chatham, &c.*: "I am happy to be able to state that some of the schools are in active operation, and to all appearance the children are making good progress in those branches which will prepare them for future usefulness; at the same time the larger number is very backward. Various reasons may be assigned for the low condition of our schools—a few of them I may be allowed to enumerate:—1st. The want of suitable school-houses and other conveniences. School-houses are generally built upon the old style, and almost in every instance too small to be healthy or convenient. The arrangement of seats and desks is generally very bad, and unsuitable both to the scholars and teacher, most of the seats being without backs and so high as to be a torment to children to keep them. Many of the schools are without maps, and some without black-boards; and as for outside conveniences, to all appearances they are never thought of. The time allotted for recreation must be spent on the highway; for not a single school-house is enclosed, or furnished with anything for the amusement or comfort of the children. At such time the children are exposed, in one part of the year, to bleak winds and inclement weather—at another part of the year to the scorching rays of a meridian sun. The school, instead of being a comfortable, pleasant, and delightful place, as it should be, is to the child positively offensive—a dreary prison which he learns to hate, and where he hates instruction and all that is taught in it of good; so that on arriving

at manhood, instead of proving a blessing to his family and an useful member of society, he too frequently drags out a wretched life of ignorance and penury between the poor-house and the jail. The public mind, however, seems to be aroused to see the importance of providing suitable school-houses. As you will observe from the reports, six commodious ones have been erected during the past year, and many more are in course of preparation for being built this year. The second obstacle to the favorable progress of the schools is in the want of well qualified teachers. With few exceptions, our teachers have been satisfied with third class certificates; but lately a great improvement is visible in this respect, many of them having obtained second class certificates and are even now aiming at the first. 3. Another hindrance is in the fact of many schools being kept open only half the year; long enough merely to secure the public grant. 4. The irregularity of attendance is also injurious, arising from want of proper interest on the part of parents and guardians. Children are sent to school for a time; kept at home a while; and allowed to run at large the balance of the time. It cannot be expected that such unfavorable and distracting influences will conduce to the growth of respectable members of society. 5. The greatest obstacle to the progress of popular education is in the appointment of careless and unqualified officers in school sections. I find that in many instances men are appointed who will keep the school in operation as short a time, and employ teachers at as low a rate, as possible; and as such can often hardly write their own names, it becomes next to an impossibility to decipher their reports. The free school system is gaining ground rapidly. It is what we need in order to be blessed with universal education. Nothing short of this will dissipate the evils of ignorance, and diminish pauperism and crime. Universal education will indefinitely augment human happiness, and do more for the general prosperity of our country than any other means that can possibly be employed."

XXXIX. COUNTY OF LAMBTON.

106. *Christopher Blunden, Esq., Plympton*: "I am happy to say that the schools in this township have fully answered my most sanguine expectations. The free school system is still progressing, and for the last month every school in the township has been, and is, in operation save two—a convincing proof that the people are more liberal in their offers to teachers than they have been. I have made the strictest investigation respecting the working of the township library, and find everywhere a corroboration of my own personal opinion as to the results. It works well through all the sections, the books changing hands very frequently, and the people heartily grateful to you for the services you have rendered them by the distribution of such an abundant supply of general information. Upon a thorough examination of the pupils throughout the township, in the several branches of learning taught in the schools, I must say that they have made as much progress as could well be expected."

107. *William Paterson, Esq., Sombra*: "I am sorry to state that there were only six of the thirteen sections into which this township is divided, with schools in operation during the past year, and most of these only part of the time. This was

partly owing to the impossibility of procuring competent teachers, although the trustees were in most cases willing to give a higher salary than was formerly offered in this part of the country. The schools have been conducted in a respectable manner, the national school-books invariably used, and two of the sections have made arrangements for purchasing the necessary school apparatus. There is but one common school library as yet in operation, but more are in progress of formation. Two new school-houses have been built last year, others have received considerable repairs, and, I trust that in most, if not all, the sections schools will be in operation during the present year."

108. *The Reverend Daniel McCallum, Warwick*: "As yet there is not a right sentiment here respecting the importance of education. Owing to the newness of the place and the consequent difficulty of making a living, it was but little attended to formerly, and thus young men and women are found who, reared in Canada, cannot write their own names. There has also been a disposition hitherto to engage the cheapest teacher that could be found, and thus the schools which were kept open during a part of the year did not do much good. But there seems to be some progress. A desire is manifested to obtain better qualified teachers, and to give them a fair remuneration. Two illustrative cases may be mentioned. In sections Nos. 1 and 2, but two years ago the teachers had respectively \$13 and \$9 per month. In the former of these sections this year the teacher has \$25, and in the latter \$23 per month. There is one great drawback to education in this township in the number of sections and manner in which they are divided. A good deal of dissatisfaction exists on this account. Some of the sections are so small that it would come very heavy on them were they to have a school open during the year; and as there is a desire on the part of many to have the boundaries of the sections altered, the erection of new school-houses is deferred, while those in use are not at all comfortable. In some of the sections there has been considerable contention in time past, but I rejoice to state that at present, so far as I know, there is harmony and peace. No doubt these blessings will increase with self-government under our free laws; and as intelligence spreads, many of the causes of contention will be removed. The schools are now nearly all open, or about to be so."

XL. COUNTY OF ESSEX.

109. *James King, Esq., Gosfield*: "I have much gratification in stating that scholastic education and general mental culture are very much on the increase in this township, to which the township public school library is a very powerful addendum. I do not believe a greater boon can be granted to a community than a library of such books as are now to be found in many (I wish I could say all) of the towns and townships in this province. I do not speak at random when I assert that among our young people a perfect revolution is about to take place. I know of a great number of young men in this township, who, in preceding winters have sought their amusement and recreation in the ball-room, and some even in the bar-room, but who, during the past winter have been constant applicants for, and readers of books from the public library. Thirst for reading is still increasing."

110. *Jonathan Wigfield, Esq., Mersea*: "You will perceive that five schools have been in operation during the year in this township; but it is to be regretted that the average attendance compared with the number of children of school age is so small. However, I hope the time is not far distant when the negligence and indifference of parents to the intellectual improvement of their children and the importance and utility of education shall no longer exist."

II. CITIES

111. *T. W. Ambridge, Esq., Hamilton*: "In presenting the annual report of the school trustees for this city, it affords me much pleasure to be able to say that the common school system is working admirably in Hamilton, and a good deal of interest is taken by the inhabitants generally in seeing it properly carried out. When the central school was first opened, in May, 1853, a good deal of opposition was met with from persons having considerable influence in the community, and its failure was confidently predicted. The system has now, however, been in operation for nearly two years, and many of those who opposed it at first are now its warmest friends. The central school, which at first was considered abominably large, has proved far too small, and other school houses have been built in each ward in the city, and the whole of them filled with scholars. All are under the management of the Principal, to whose abilities, for the responsible post he occupies, I consider that much of the success of the undertaking is justly to be attributed. That the common school system, as carried out here is popular, is evidenced by the fact that the pupils attending the schools are the children of persons of all classes and colors. While the poor find in it a means of educating their children at a very trifling expense, the wealthy see in the excellence and efficient management of the schools a guarantee that the proper education of their children will be secured; and there can be no question that the feelings of friendship and good will which will naturally spring up among the children (meeting as they do upon terms of equality) must have a beneficial effect upon them in after life. Upon the whole I think we have every reason to be proud of our free common schools; although it is lamentable, if true, that 1325 children are not only not profiting by them, but not attending any school at all. It is consolatory to know, however, that a considerable number of pupils are added weekly to the central and ward schools."

112. *Alexander Workman, Esq., Ottawa*: "Our schools, though not on as extensive a scale as the board of trustees would wish, are progressive, notwithstanding clashing of opinions. The board at its last sitting, came to the decision to adopt the 'free school system.' One thing here in favor of our common schools:—if an observer will place himself in a book store about the hour of dismissal, he will at once, if any attractive book be in the window, see the little children stop and read distinctly the various open pages—though poorly clad outwardly the mind is gaining inwardly; and it would be a good suggestion to booksellers to place interesting, instructive moral lessons in their show windows. Impressions of this kind made on the young mind will remain permanently, as the stamp of the seal on the softened wax, and bear fruit in due season."

III. TOWNS.

113. *The Reverend Henry D. Powis, Belleville*: "During the past year the efficiency of our schools has been much impaired by the prevalence of disease, and by the introduction of many changes in our system—they are, however, at present improving very much, and will, I trust, be rendered very successful."

114. *The Reverend John M'Murray, Brockville*: "I may remark that, so far as I am able to form a judgment, from observation on the state and progress of education in this town for some years, both in the class of teachers and the quality of instruction given in the common schools, there is a decided improvement. The want of suitable school rooms has hitherto operated unfavorably to the interests of common school education. The trustees during the year have done what they could to provide the best school accommodation, and they have now so far succeeded in their plans as to have purchased three school sites, on one of which there is in progress of erection a school-house, of such size, dimensions and adaptation to the wants of the town, as may be judged of when I add that not less than £3,000 is the estimated cost to complete it. The building is to be finished and ready for occupation by the 1st of October next. The trustees have had four schools in operation during the year. At the end of the year 1855, Brockville will not be behind any place in the province as regards the provisions made for education. Its common schools will be on a good footing. It is intended to have a staff of first class teachers. Its grammar school is equal if not superior to any in Canada. The board deemed it expedient to provide for teachers' salaries and other matters, partly by assessment and partly by rate bill,—each pupil being charged the very small sum of 7½d. per month. It was believed that this mode of management would work well in all respects. The opinion of the board was correctly formed, as proved by the result. The same plan is in operation for the year 1855. It gives parents who would otherwise feel but little interest in the education of their children, the idea that they have something at stake; and in such cases there is greater regularity at school, and therefore the benefits reaped by parents and children are more largely enjoyed. Since the establishment of the Roman Catholic separate school, the Scriptures are daily read in the common schools, and the business of the day opened and closed with prayer. This is not the least important or interesting part of the daily work; as, before the dismissal of the schools the minds of the children are drawn to sacred things; and it is hoped that the seed sown in the day school will, by the blessing of God, spring up and bear abundant fruit in riper years and declining life."

115. *W. O. Buell, Esq., Perth*: "This being the county town the grammar school is located here, and for many years was kept in a building somewhat dilapidated and by no means creditable to the county. The teachers have been very good, but, owing to various circumstances, the number of pupils was not large; probably averaging less than 40 in number. One of the principal hindrances was the comparatively high rates of fees per quarter. About £150 per annum being available from government funds towards the support of the principal and an assistant,

it was deemed advisable by some of the active friends of education here to unite the common schools of Perth into one, and to form a union between this school and the government school, and thus afford to the inhabitants the advantage of a well sustained institution, under the superintendence of the grammar school teacher as a principal. £200 a year was guaranteed by the terms of union as the lowest salary to be paid to the principal. A constitution based upon the laws regulating common schools and the grammar school, was drawn up and adopted by the respective boards of trustees, and the schools eventually brought together in a new, large and commodious building put up expressly for the purpose, by the common school board of trustees. Perth early adopted the free school system, and under its operation a very large proportion of the children within school age filled up the seats of the new institution, giving most active employment to three male and three female teachers, the salaries ranging from £200 to £120, £100, £75 down to about £40. The ample powers given to the common school board by the school law, enabled them to prosecute the enterprise, undertaken by them in co-operation with the grammar school board, with much spirit and energy: and notwithstanding the obstacles which presented themselves and the prophecies of failure, success has crowned the effort, and Perth can now boast of one of the largest and best schools this side of Toronto. It is not to be doubted but that eventually an effort will be made by the friends of education and of the prosperity of Perth, to establish a seminary of much higher grade than present arrangements will admit of, so that young men designed for teachers, or the learned professions, and who may not possess the means conveniently to live at a greater distance from their homes, will be able to secure the necessary instruction at Perth. To the free school principle, and the noble manner in which it has been sustained by the mechanics of the town, must such a desirable result be attributed. It is now too late in the day to doubt the advantages to be derived by throwing open the school to all, supported chiefly by an assessment on the property of all. Education is a necessary attendant on our free institutions, and it cannot be expected that an ignorant population can make wise laws, necessary to the success of our country, and of the greatest value to the rich, who have most opposed the tax put upon them, though one of their best investments. We often hear of the complaint made against paying for the education of what are denominated 'other people's children,' under some vague impression that none but the parent could have any interest in the matter, and forgetting that, in this free land of ours, no man owns or can dispose of the intellect or body of his child, but that these are the staple commodities without which the wheels of progress must be stayed, and the rich man's wealth cease to be an object of desire, and the poor man's home become still more desolate and dismal. How does the disconsolate grumbler, who grudges the pittance taken from him by the school tax, know, but that the very intellect which it goes to improve, may become the solace of his old age, or be an agent in promoting his own prosperity through another man's child. How many as apprentices, as clerks, and in various capacities, give their best years and services in the employment of some other person than the parent, who but too often does not reap the fruit of the industry of his own offspring? And who can point out the boundaries within which the operations of an enlightened intellect, taught at the free school, and which otherwise

might have remained in darkness and obscurity, shall or can be confined? The conclusion of the whole matter is this, education is necessary in our free land, and under our progressive institutions, and free schools we must have whoever says no, because they increase the numbers of those who are taught. This is our experience in Perth, where education is more general and cheaper than ever, and where it is becoming every year more and more liberal and elevated, improving the tastes of its youth, refining the manners and courting renown for some in after life, calculated to make glad the hearts of grey headed and revered parents, and rendering old Perth illustrious as the place of their birth and of their school days. That such will be the happy lot of many youthful faces now receiving instruction at the Perth free school is my ardent hope."

116. *George Gillespie, Esq., M. D., Picton*: "There is great lack of interest here in school matters, although the community find no fault with the raising of the amount of money required. In fact our schools are nearly free: as those who are poor are not required to pay the rate-bill. We hope by next summer to unite the common and grammar schools."

117. *James Anderson, Esq., Port Hope*: "I am sorry to state that the affairs of the schools were found at the commencement of this year in a very unsatisfactory state,—the board as yet not being aware of the whole amount of liabilities remaining unsettled; and in respect to the arrangement of last year, the results by no means correspond with the amount of money expended. It is in contemplation to unite with the grammar school trustees, on purpose to erect a suitable building for a central school, with a view to an improved system of education on the division of labor principle; at the same time it is proposed to retain the two brick schools for primary schools. I trust that on the next occasion the board will be able to report in a much more satisfactory manner."

118. *W. H. Brouse, Esq., M.D., Prescott*: "The trustees have deemed it advisable for the interests of education, to combine the grammar with the common schools here—a successful operation, for we already see the children more ambitious and interested in their studies. Education in Prescott has been highly appreciated hitherto. The desire of parents—who worship the system of their fathers and abhor innovation—has been that their children may be taught to read and write, qualifications sufficient to transact business. We have a better prospect for the future. One of the trustees, with his usual zeal to advance the public good, Walter D. Dickenson, Esq., has erected a large, well-planned academy at his own expense, to which are attached a cupola and bell, clock, furnace, and in fact everything to make the rooms comfortable and healthy. The accommodations are ample for 200 scholars. The system heretofore pursued of shutting children in small poorly ventilated rooms without regard to heat and cold, has in my opinion been one of the obstacles to the better working of our common school system. The evil has been fully removed in this municipality, and we have reason to believe that the improvements in our system of education will be more flattering for the coming year."

IV. TOWN MUNICIPALITIES.

119. *The Reverend James Cooper, Woodstock*: "We regret to return you so great a number who attend no school; and it is difficult to see how to remedy the evil, unless a room be opened and appropriated to this class alone: but this plan (although it has been talked of) would be attended with some difficulty which the trustees are not at present prepared to meet."

V. VILLAGES.

120. *The Reverend John Clinie, Bermarkville*: "As we have one grammar school here and a private academy besides two private (ladies) schools, the greater part of the children in this village are at school. There are not less than 100 pupils in these schools other than common amongst us; our population is about 9,000, and you can form a better estimate of the proportion from their statistics of those who attend the schools than I can. The teachers' wages are raised this year. Each of the male teachers have \$200 annually; and every reasonable encouragement is given to our common schools that could be expected, considering the low estimate that society entertains of the value of proper means of education. One good favor has been granted to the teachers lately, viz: the vacation of school every Saturday—I think every thing should be done for them that is reasonable, to let them breathe a little more pure air, and attend to their own improvement."

121. *Peter Cook, Esq., Galt*: "I am happy to say that, after repeated efforts, we have succeeded in establishing the free school system of education,—from which I anticipate much good. I am duly sensible of the incalculable benefits accruing to the country from the system introduced by the education office, and of the immensity and variety of the labors it devolves upon that department."

122. *The Reverend David Caw, Paris*: "The free school system which we so much approve and follow, has been carried out successfully these two years: we have been so successful by this system finding it work so well, that we intend to abide by it. We enjoy the great advantage of having men in our municipal council and as school trustees who are intelligent, liberal minded, and enthusiastic in regard to education; consequently education is cheerfully sustained, and every known and approved means for forwarding it is readily adopted. The number of children in the common schools under tuition is 508, and the number between the school ages is 613. The discrepancy between these two numbers, 105, is through the children of some of the more wealthy inhabitants attending private select schools. Hence all the children of every class of society in the community are being educated. There is one evil which has been much felt and complained of by the teachers during the last year: it is this, many of the children attend school very irregularly. Their names are on the roll, but almost every week they are one or two days absent; this conduct is a great barrier in their way of improvement; and the evil lies with the parents. The way in which we intend to remove it, is by public lectures on

education, in which we will have an opportunity of pointing out to parents the evil, and warning them against it. The school library which we have got fitted up and opened, during the past year, is, we find, of great advantage. The books are well selected and valuable, and the children read them with avidity—hence they are not only well instructed, but have their minds stored with useful knowledge.”

123. *Otto Klotz, Esq., Preston*: “The school here is a free school, an ornament to the village and the pride of its inhabitants.”

124. *John Stewart, Esq., Stratford*: “In forwarding the annual report, I regret exceedingly that I cannot, unless at the expense of truth, give a more flattering account of the state of education in this locality. We have ample means within ourselves, however, for improvement, plenty of children, free hands and willing hearts. I have the pleasure of stating, that our town council has voted £1800 for the erection of a school-house.”

125. *J. McGuire, Esq., Trenton*: “Our report for this year is anything but discouraging. In that for last year, I could boast of having on the register of the three common schools in this village 254 pupils, each of whom, at some part of the year received to a certain extent the benefits of a good education. In the enclosed report you will find a total on the registers of 308 pupils, shewing an increase of 54. Certainly our population is increasing fast. The supporters of the free school system are gaining strength every day. We still have reason, however, to complain of the state of the school rooms, as regards size and ventilation; but the council promises soon to commence public buildings, among which will be two good school houses.”

126. *S. S. Macdonell, Esq., M. A., Windsor*: “[I must say on behalf of this village, as accounting for the unsatisfactory condition it appears to be in as regards educational advancement, that it was last year only that it underwent incorporation from a portion of the township of Sandwich into a village. That the village suffered the calamity of much sickness from the detention there of numbers of emigrants on their way to the far west, and that the energy of the inhabitants was prostrated. I am happy to say that Windsor contains at present, and is attracting to it an intelligent mechanical population, who will give great encouragement to schools. The trustees this year have made a requisition on the municipality to erect two school-houses, and to purchase sites therefor; and to accomplish that in an efficient way the municipality are taking the means of raising money upon debentures.”

Appendix B.

APPORTIONMENT OF THE LEGISLATIVE GRANT IN AID OF COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1855.

MUNICIPALITIES.	Common School Apportionment, 1855.	Assumed Separate School Apportionment reserved, 1855.*	Total Apportionment, 1855.	Total Apportionment, 1854.
<i>Counties.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Glengarry	464 14 6	5 10 0	470 4 6	421 11 3
2. Stormont.... ..	343 1 9	— — —	343 1 9	311 17 7
3. Dundas	385 14 0	— — —	385 14 0	329 11 10
4. Prescott	283 5 0	5 10 0	288 15 0	251 4 9
5. Russell	71 15 0	— — —	71 15 0	68 15 2
6. Carleton	598 15 6	— — —	598 15 6	555 17 8
7. Grenville.... ..	492 7 3	— — —	492 7 3	443 5 11
8. Leeds	688 17 3	7 10 0	696 7 3	647 18 3
9. Lanark	614 6 6	— — —	614 6 6	608 11 0
10. Renfrew	232 8 9	— — —	232 8 9	225 10 11
11. Frontenac.... ..	452 11 3	7 0 0	459 11 3	458 15 10
12. Addington.... ..	378 6 6	6 10 0	384 16 6	363 6 6
13. Lennox	166 1 6	— — —	166 1 6	190 11 8
14. Prince Edward	437 15 6	5 10 0	443 5 6	414 18 0
15. Hastings	695 11 6	6 0 0	701 11 6	652 8 9
16. Northumberland....	679 0 0	8 0 0	687 0 0	631 9 10
17. Durham	661 14 9	— — —	661 14 9	620 19 8
18. Peterborough	356 1 3	— — —	356 1 3	312 11 1
19. Victoria	333 19 9	— — —	333 19 9	279 5 7
20. Ontario	743 9 9	— — —	743 9 9	681 1 11
21. York	1172 5 0	12 10 0	1184 15 0	1164 18 11
22. Peel	623 17 6	— — —	623 17 6	577 5 10
23. Simcoe	739 9 3	— — —	739 9 3	626 13 6
24. Halton	448 15 9	— — —	448 15 9	438 19 1
25. Wentworth	598 15 0	— — —	598 15 0	598 14 1
26. Brant	431 0 9	— — —	431 0 9	423 3 9
27. Lincoln	438 2 3	— — —	438 2 3	387 3 2
28. Welland	457 3 9	— — —	457 3 9	427 16 2
29. Haldimand	436 3 0	8 0 0	444 3 0	415 16 3
30. Norfolk	529 5 9	— — —	529 5 9	475 1 2
31. Oxford	729 18 0	10 0 0	739 18 0	702 16 7
32. Waterloo.... ..	578 16 9	21 5 9	600 2 6	530 6 4
33. Wellington	582 2 9	24 0 0	606 2 9	597 18 2
34. Grey	344 16 9	— — —	344 16 9	300 7 9
35. Perth	348 10 9	2 10 0	351 0 9	351 9 10
36. Huron	500 17 9	— — —	500 17 9	428 1 10
37. Bruce	60 6 6	— — —	60 6 6	67 19 1
38. Middlesex.... ..	814 4 3	7 10 0	821 14 3	761 6 8
39. Elgin	584 8 3	— — —	584 8 3	554 5 10
40. Kent	419 9 6	— — —	419 9 6	362 14 5
41. Lambton	324 7 3	— — —	324 7 3	238 8 10
42. Essex	360 2 6	17 0 0	377 2 6	357 17 1

* The new Roman Catholic Separate School Law, lately passed, authorises the Chief Superintendent of Schools to distribute the separate school apportionment directly among the schools interested. The apportionment in this column has, therefore, been assumed from last year's distribution, as a basis upon which to make a correct apportionment upon receiving the semi-annual returns required by law. The several amounts specified will also be retained by the Department, in order to pay the apportionment direct to the separate schools, and not to the County Treasurer.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT—(Continued.)

MUNICIPALITIES.	Common School Apportionment, 1855.	Assumed Separate School Apportionment reserved, 1855.	Total Apportionment, 1855.	Total Apportionment, 1854.
<i>Cities.</i>				
1. Toronto	512 10 0	250 0 0	762 10 0	737 6 4
2. Hamilton	383 10 6	— — —	383 10 6	338 2 0
3. Kingston	261 10 0	50 0 0	311 10 0	277 11 1
4. London	200 10 0	— — —	200 10 0	168 10 11
5. Ottawa	210 0 0	— — —	210 0 0	185 18 4
<i>Towns.</i>				
1. Belleville	52 2 9	57 10 0	109 12 9	109 9 2
2. Brantford	85 0 0	20 0 0	105 0 0	92 17 8
3. Brockville	71 5 0	25 0 0	96 5 0	77 15 4
4. Chatham	35 2 6	25 0 0	60 2 6	49 11 10
5. Cobourg	90 1 9	— — —	90 1 9	92 14 8
6. Cornwall	41 13 0	— — —	41 13 0	39 8 9
7. Dundas	85 12 0	— — —	85 12 0	84 5 4
8. Goderich	28 0 3	12 10 0	40 10 3	31 16 9
9. Niagara	58 4 6	25 0 0	83 4 6	80 0 0
10. Perth	38 15 0	1 0 0	39 15 0	45 18 0
11. Peterborough	37 10 0	20 0 0	57 10 0	52 9 0
12. Picton	34 19 6	6 10 0	41 9 6	37 11 9
13. Port Hope	71 7 3	— — —	71 7 3	59 6 5
14. Prescott	32 10 0	20 0 0	52 10 0	51 13 1
15. St. Catharines	110 15 3	— — —	110 15 3	101 13 0
16. Whitby	In County Apportionment.			
<i>Town Municipalities.</i>				
1. Amherstburgh	31 0 0	18 10 0	52 10 0	45 0 10
2. Barrie	35 0 0	— — —	35 0 0	24 2 6
3. Guelph	48 0 3	12 10 0	60 10 3	44 11 3
4. Simcoe	41 2 6	— — —	41 2 6	34 15 9
5. Woodstock	57 16 9	— — —	57 16 9	50 12 0
<i>Villages.</i>				
1. Berlin	31 1 9	— — —	31 1 9	23 6 7
2. Bowmanville	47 7 3	— — —	47 7 3	56 16 0
3. Brantford	23 16 0	— — —	23 16 0	17 5 0
4. Calumet	28 16 0	— — —	28 16 0	27 6 8
5. Chippewa	29 18 6	— — —	29 18 6	28 11 7
6. Elora	In County Apportionment.			
7. Galt	55 5 9	— — —	55 5 9	53 17 2
8. Ingersoll	36 13 6	— — —	36 13 6	28 10 2
9. Napier	28 1 9	— — —	28 1 9	— — —
10. Oshawa	27 2 6	— — —	27 2 6	27 7 2
11. Paris	53 12 9	— — —	53 12 9	45 5 7
12. Preston	30 0 0	— — —	30 0 0	28 5 5
13. St. Mary's	23 1 6	— — —	23 1 6	— — —
14. St. Thomas	34 7 9	— — —	34 7 9	30 10 5
15. Smith's Falls	23 12 6	— — —	23 12 6	In City App't.
16. Stratford	21 17 6	— — —	21 17 6	20 18 6
17. Thorold	24 15 0	8 10 0	33 5 0	26 2 9
18. Trenton	29 6 3	— — —	29 6 3	22 16 5
19. Windsor	21 17 6	— — —	21 17 6	In City App't.
20. Vienna	27 1 0	— — —	27 1 0	24 3 0
21. Yorkville	34 15 0	— — —	34 15 0	31 14 9
GRAND TOTALS:				
Counties, Cities, Towns and Villages.	23942 4 9	700 5 6	24642 10 9	22726 9 2

1. COUNTY OF GLENGARRY.			7. COUNTY OF GRENVILLE.		
TOWNSHIPS.	APPORTIONMENT.		TOWNSHIPS.	APPORTIONMENT.	
Charlottenburgh	\$ 500 15		Angusville	460 95	
Kenyon	437 85		Edwardsburgh	476 70	
Lancaster	420 00		Gower, South	89 60	
Lochiel	500 90		Oxford	588 00	
R. C. Separate Schools	22 00		Wolford	554 20	
	\$1880 90			\$1969 45	
	£470 4 6			£492 7 3	
2. COUNTY OF STORMONT.			8. COUNTY OF LEEDS.		
Cornwall	518 00		Bastard and Burgess, South	439 60	
Finch	121 95		Crosby, North	173 60	
Osborneville	481 40		Crosby, South	127 75	
Roxborough	215 09		Elizabethtown	463 05	
	\$1372 35		Elmsley, South	128 10	
	£343 1 9		Kirley	570 55	
3. COUNTY OF DUNDAS.			Leeds and Lansdowne Front	576 60	
Matilda	455 00		Leeds and Lansdowne Rear	161 70	
Mountain	209 25		Yonge and Escott Front	280 00	
Williamsburgh	429 10		Yonge and Escott Rear	234 50	
Winchester	359 45		R. C. Separate Schools	30 00	
	\$1512 80			\$2785 45	
	£385 11 0			£696 7 3	
4. COUNTY OF PRESCOTT.			9. COUNTY OF LANARK.		
Alfred	17 50		Bathurst	251 17	
Caledonia	91 35		Beckwith	150 37	
Hawkesbury, East	337 45		Burgess, North	138 97	
Hawkesbury, West	262 50		Dalhousie and Lavant	122 10	
Longueuil	163 80		Darling	65 40	
Plantagenet, North	161 15		Drummond	209 00	
Plantagenet, South	66 25		Elmsley, North	163 67	
R. C. Separate Schools	22 00		Lanark	233 57	
	\$1155 06		Montague	360 33	
	£288 15 0		Packenham	175 27	
5. COUNTY OF RUSSELL.			Ramsay	287 20	
Cambridge and Russell	74 55		Sherbrooke, North	26 52	
Clarence	41 10		Sherbrooke, South	48 12	
Cumberland	168 25			\$2157 30	
	\$287 00			£534 6 6	
	£71 15 0		10. COUNTY OF RENFREW.		
6. COUNTY OF CARLETON.			Admaston	108 50	
Fitzroy	214 67		Baget and Blidfield	91 85	
Gloicester	332 33		Broxley and Wetherstone	113 49	
Goulbourn	390 67		Brougham and Garton	81 29	
Gower, North	157 00		Horton	88 55	
Huntley	250 10		McNab	199 85	
March	46 33		Pembroke and Stafford	83 30	
Marlborough	210 33		Ross	42 50	
Nepean	389 00		Westmeath	117 60	
Osgoode	379 67			\$929 75	
Torbolton	55 00			£232 8 9	
	\$2395 10		11. COUNTY OF FRONTENAC.		
	£598 15 6		Belford	123 20	
			Kingston	448 20	
			Leahurst	222 57	
			Pittsburgh	389 61	
			Portland and Hinchinbrooke	246 77	
			Storrington	233 20	
			Wolfe Island	146 70	
			R. C. Separate Schools	28 00	
				\$1888 25	
				£459 11 3	

12. COUNTY OF ADDINGTON.	
TOWNSHIPS.	APPORTIONMENT.
Amherst Island	69 65
Camden, East	762 30
Ernestown	434 25
Sheffield	247 10
R. C. Separate Schools	26 00
	<hr/>
	\$1539 30
	£384 16 6

13. COUNTY OF LENNOX.	
Adolphustown	56 35
Fredericksburgh	295 05
Richmond	312 90
	<hr/>
	\$664 30
	£166 1 6

14. COUNTY OF PRINCE EDWARD.	
Ameliasburgh	287 00
Athol	183 75
Hallowell	275 15
Hillier	350 70
Matysburgh	400 75
Sophiasburgh	253 75
R. C. Separate Schools	22 00
	<hr/>
	\$1773 10
	£443 5 6

15. COUNTY OF HASTINGS.	
Elzevir, Madoc and Tudor	273 35
Hungerford	385 00
Huntington	205 10
Marmora	57 70
Rawdon	367 85
Sidney	408 80
Thurlow	483 15
Tweedsmuir	581 35
R. C. Separate Schools	24 00
	<hr/>
	\$2806 30
	£701 11 6

16. COUNTY OF NORTHAMPTON.	
Alnwick	58 45
Brighton	421 40
Cramahe	376 95
Haldimand	401 45
Hamilton	483 85
Monaghan, South	127 05
Percy	305 90
Murray	304 50
Seymour	236 45
R. C. Separate Schools	32 00
	<hr/>
	\$2748 00
	£687 0 0

17. COUNTY OF DURHAM.	
Cartwright	171 50
Cavan	397 60
Clarke	676 80
Darlington	620 90
Hope	459 90
Manvers	320 25
	<hr/>
	\$2646 95
	£661 14 9

18. COUNTY OF PETERBOROUGH.	
TOWNSHIPS.	APPORTIONMENT.
Asphodel,	194 20
Belmont and Methuen	34 00
Douro	242 20
Dummer and Burleigh	204 75
Ennismore	94 50
Monaghan, North,	78 50
Otonabee,	446 95
Smith and Harvey	129 15
	<hr/>
	\$1424 25
	£356 1 3

19. COUNTY OF VICTORIA.	
Eldon	136 50
Emily	369 25
Fenelon	53 55
Mariposa	436 10
Ops	280 35
Verulam	60 20
	<hr/>
	\$1335 95
	£333 19 9

20. COUNTY OF ONTARIO.	
Brock	815 85
Mara and Rama	127 40
Pickering	711 55
Reach	438 90
Scott	114 80
Seagog Island	31 85
Thorah	125 30
Uxbridge	180 95
Whitby	427 35
	<hr/>
	\$2973 95
	£743 9 9

21. COUNTY OF YORK.	
Etobicoke	286 35
Georgina	117 25
Gwillimbury, North	124 25
Gwillimbury, East,	334 95
King	641 90
Markham	604 80
Scarborough	436 80
Vaughan	743 40
Whitchurch	531 30
York	868 00
R. C. Separate Schools	50 00
	<hr/>
	\$4739 00
	£1184 15 0

22. COUNTY OF PEELE.	
Albion	459 55
Caledon	410 55
Chinguacousy	791 00
Gore of Toronto	135 45
Toronto	698 95
	<hr/>
	\$2495 50
	£623 17 6

23. COUNTY OF SIMCOE.	
Adjala	250 97
Essa	171 87
Flos	60 92
Gwillimbury, West	452 58

SIMCOE—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Innisfil	205 82
Medonte	75 27
Mono	301 02
Mulmur	114 12
Nottawasaga	200 17
Orillia and Matchedash	85 42
Oro	315 03
Summitale	31 87
Tay and Tiny	93 82
Tecumseth	440 68
Tossoronto	74 22
Vespra	78 07

\$2957 85

£739 9 3

24. COUNTY OF HALTON.

Esquesing	625 80
Nissagaweya	159 60
Nelson	423 50
Tratalgar	586 25

\$1795 15

£448 15 9

25. COUNTY OF WENTWORTH.

Ancaster	464 80
Barton	116 55
Beverly	586 90
Brimbrook	169 75
Flamborough, East	265 30
Flamborough, West	359 10
Glanford	185 15
Saltfleet	247 45

\$2395 00

£598 15 0

26. COUNTY OF BRANT.

Brantford	572 60
Burford	441 35
Dumfries, South	417 20
Oakland	71 80
Onondaga	221 20

\$1724 15

£431 0 9

27. COUNTY OF LINCOLN.

Caistor	134 75
Clinton	298 55
Gainsborough	275 45
Grantham	392 35
Grimsby	265 30
Louth	154 70
Niagara	231 35

\$1752 45

£438 2 3

28. COUNTY OF WELLAND.

Bertie	312 55
Crowland	202 65
Humberstone	172 20
Pelham	248 85
Stamford	348 60
Thorold	283 15
Wainfleet	145 60
Willoughby	115 16

\$1828 75

£457 3 9

29. COUNTY OF HALDIMAND.

TOWNSHIPS.	APPORTIONMENT.
Canborough	125 30
Cayuga, North	233 80
Cayuga, South	74 90
Dunn	78 05
Ononda	146 15
Rainham	188 30
Seneca	279 65
Moulton and Sherbrooke	258 65
Walpole	359 80
R. C. Separate Schools	32 00

\$1776 60

£444 3 0

30. COUNTY OF NORFOLK.

Charlotteville	282 45
Houghton	191 45
Middleton	171 15
Townsend	593 25
Walsingham	335 65
Windham	273 70
Woodhouse	269 50

\$2117 15

£529 5 9

31. COUNTY OF OXFORD.

Blandford	139 30
Blenheim	409 85
Dereham	396 85
Nissouri, East	249 90
Norwich	534 75
Oxford, North	117 95
Oxford, East	239 05
Oxford, West	192 50
Zorra, East	281 75
Zorra, West	357 70
R. C. Separate Schools	40 00

\$2959 60

£739 18 0

32. COUNTY OF WATERLOO.

Dumfries, North	320 85
Waterloo	737 40
Wellesley	361 00
Wilmot	538 75
Woolwich	357 35
R. C. Separate Schools	85 15

\$2400 50

£600 2 6

33. COUNTY OF WELLINGTON.

Appportioned upon Local Superintendents' returns.	
Ananrath	30 55
Arthur, Luther and Minto	86 60
Eramosa	259 35
Erin	407 75
Garrafraxa	136 15
Guelph	253 05
Maryborough	44 45
Nichol	167 75
Peel	282 10
Pikington	232 75
Puslinch	428 05
R. C. Separate Schools	96 00

\$2121 55

£600 2 9

34. COUNTY OF GRAY.		MIDDLESEX—(Continued.)	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Arleneia	145 25	London	534 45
Beauneck	260 55	Metcalfe	112 00
Colingwood	86 09	Mosa	214 65
Egremont	105 00	Nissouri, West	234 50
Ephrasia	67 55	Westminster	498 85
Glenelg	85 05	Williams	220 15
Gotland	92 40	R. C. Separate Schools	30 00
Meaneathen and Proton	59 85		
Norwintby	24 50		\$8286 85
Osprey	50 75		£821 14 3
St. Vincent	168 85		
Sullivan	43 40		
Derby and Sybatham	280 70		
	\$1879 35		
	£311 16 9		
35. COUNTY OF PERTH.		39. COUNTY OF ELGIN.	
Blaichard	215 55	Albionburgh	107 10
Downie	263 90	Bayham	360 85
Easthope, South	185 30	Dorchester, South	143 50
Edin	137 55	Parrich	238 50
Fullarton	199 50	Malabide	438 55
Hibbert	49 00	Southwold	515 20
Logan	92 05	Yarmouth	534 45
Morantion and North Easthope	251 30		
R. C. Separate Schools	10 00		\$2337 65
	\$1464 15		£384 8 3
	£351 0 9		
36. COUNTY OF HURON.		40. COUNTY OF KENT.	
Ashfield	76 65	Canlon and Zone	181 70
Bidulph	188 65	Chatham	181 60
Colborne	139 65	Dover, East and West	159 95
Goderich	292 60	Harwich	242 55
Hay	80 30	Howard	345 10
Hullett	87 85	Orford	162 75
McGillivray	146 65	Raleigh	315 00
McKillop	236 70	Romney (based on Local Superintendents' returns)	49 70
Stanley	151 55	Tilbury, East	39 55
Stephen	93 60		
Tuckersmith	181 30		\$1677 90
Urbane	108 50		£419 9 6
Wawanosh	185 15		
	\$2603 55		
	£500 17 9		
37. COUNTY OF BRUCE.		41. COUNTY OF LAMBTON.	
Arran	Delective Returns from these Townships.	Bosquet	136 85
Brant		Brooke	26 25
Bruce		Dawn	49 00
Carriek and Calross		Enniskillen	12 60
Elderslie		Euphemia	157 85
Greenock		Moore	177 45
Huron		Plympton	202 30
Kincardine		Sarnia	136 50
Kinloss	260 6 6	Scabara	152 60
Saugeen		Warwick	246 05
			\$1297 45
			£324 7 3
38. COUNTY OF MIDDLESEX.		42. COUNTY OF ESSEX.	
Adelaide	253 05	Based upon Local Superintendents' returns.	
Carleton	318 13	Anderdon	46 55
Delaware	115 50	Colchester	184 10
Dorchester, North	207 90	Gosfield	197 40
Ekfrid	219 80	Madstone	119 70
Lobo	297 85	Nalden	126 85
		Mersca	138 25
		Rochester	109 55
		Sandwich	451 95
		Tilbury, West	66 15
		R. C. Separate School	68 00
			\$1508 50
			£377 2 6

APPENDIX C.

DECISIONS OF THE COURT OF QUEEN'S BENCH ON APPEALS OF THE CHIEF SUPERINTENDENT OF SCHOOLS.

Michaelmas Term, 18 Vic., 1854, 12 U. C. Q. B. R. 525.

THE CHIEF SUPERINTENDENT OF SCHOOLS FOR UPPER CANADA, APPELLANT, IN A CAUSE OF THE TRUSTEES OF SCHOOL SECTION NO. 2, IN THE TOWNSHIP OF MOORE V. WILLIAM McRAE.

Alteration of school section—Election of new trustees.

An alteration of the boundaries of a school section under 13 & 14 Vic. ch. 48, sec. 18, subsec. 4, does not make it necessary to call a school section meeting and appoint new trustees.

The trustees in this case proceeded to collect the rate by action instead of by warrant, as provided by 13 & 14 Vic. ch. 48, sec. 12, subsec. 2, 7, 8; and *semble* per *Draper, J.*, that the appeal might have been dismissed on this ground: but the objection was waived.

This was an appeal from the Division Court of the county of Lambton.

The action was brought by summons bearing date the 16th of May, 1854, issued out of the First Division Court of the county of Lambton, to recover £1 7s. 11d. for the causes stated in the plaintiff's statement of claim (which statement by the judgment returned appeared to have been for school assessments for 1851, 1852, 1853. The statement itself was among the papers, and was, for 1851, for support of school, \$1.52; for 1852, for support of school, \$1.12½; for 1853, for support of school, \$1.47, and for the same year 1853, for special assessment for building school house, \$1.47.

It appeared that on the 11th of March, 1850, the Municipal Council of the township of Moore passed a resolution that the following school sections were recommended by the Rev. Geo. Salter, and unanimously adopted by the council: Section No. 2, commencing at No. 19, front concession, running east to 19, 4th concession inclusive; then north to 19, in the 6th concession, inclusive; then west to the river St. Clair; thence to the place of beginning.

On the 17th of June, 1851, a by-law was passed by the same municipality confirming the resolution of 11th March, 1850, and as to this section No. 2, enacting "Section 2nd to commence at No. 19, front concession, inclusive, running east to 19, 4th concession, inclusive; thence north to 19, 6th concession, inclusive; thence west to the river St. Clair; thence south to the place of beginning."

The defendant was a resident in school section No. 2, as defined by the resolution of 11th March, 1850, and the by-law of 17th June, 1851.

The evidence of George Wright, given in the court below, as follows;

Geo. Wright, sworn, says he was one of the trustees of above section in 1850, '51 and '52. The section elected trustees in 1851. Put the necessary notices up

himself. The regular annual school meetings were called on notices put up for that purpose in '51 and '52 by himself. There were only six or seven opposing these alterations. None made at the meetings. There was but one meeting (annual) in 1850; did not at any meeting see defendant there; does not recollect receiving any notice of limits, &c., from the township clerk. There was no change of number, but a part taken off the north and parts added to east and south sides. Read a written notice of alteration from Mr. Salter, the township superintendent.

The defendant waived all objections as to the method of proceeding, but objected, first, that the requisites of the 13 & 14 Vic., ch. 48, sec. 18, subsec. 4, had not been complied with in passing the by-law of 17th June, 1851; and secondly, that the section No. 2, as altered, constituted a new section, and therefore new trustees should have been elected, as provided by 13 & 14 Vic., ch. 48, sec. 4, 5, 6, which was not done.

As to the first objection, the learned judge held that the court below had no power to inquire whether the township council proceeded legally in passing the by-law or not; but that upon the second objection the defendant was entitled to succeed, and on that ground a non-suit was ordered.

The Chief Superintendent appealed from this decision under the provisions of 16 Vic. 185, sec. 24.

ROBINSON, C. J.—The facts of this case are not stated with any distinctness, but we are left to glean them from the evidence and documents as we can.

I infer from them that McRae lives in section 2, and that he is sued in the Division Court for not paying school rates imposed from that section. There is no paper annexed to the summons shewing the claim, though such minute of claim is referred to as if annexed. The question which we are asked to adjudge upon is, whether an alteration made in school section 2, by taking a part from it, and adding to it what formed part of another section, *constitutes* the section No. 2, so altered, a *new section* within the meaning of the 18th clause of 13 & 14 Vic., ch. 48, subsec. 3, and made it necessary to call a school section meeting, and to proceed therein as in the 4th and 5th clauses of the act is directed, before any rates for such altered section could be imposed; or whether, as the Chief Superintendent of Schools contends, the trustees chosen for the section before its alteration did not continue in office for that section in its altered state as before, and had power to impose rates, without the necessity for a new election of trustees, as at a first meeting for a new section.

I cannot say that I am certain I have succeeded in picking out the facts, but as I understand them I think there was no necessity for any school section meeting, or new appointment of trustees in the section 2, on account of the alteration that had been made in its limits, and that the judgment of nonsuit given in the Division Court should therefore be reversed, and judgment given for the plaintiffs in the cause.

I do not see on the face of the papers submitted why the trustees did not proceed to collect the rate in this case by warrant. I see no authority for proceeding by action except where the person rated resides out of the section. However,

there is no appeal on this point, and what has been done may be right in that respect, though the foundation of the proceeding is not explained.

DRAPER, J.—It is nowhere shewn what were the boundaries of school section No. 2 prior to the 11th of March, 1850; that a section No. 2, existed before the 11th of March, 1850, appears from the fact stated in the evidence of Geo. Wright, that he was a trustee in 1850, in which year he says there was only one meeting (I presume for the election of school trustees) which was the annual meeting, and according to the 12 Vic., ch. 83, sec. 21, must have been on the second Tuesday in January of that year. Wright's evidence further goes on to state that the change made in 1850, was the taking off part from the north and adding a part to the east and south sides of section No. 2. Now it appears to me that this was the alteration of a school section, so far as the evidence shews. It is not shewn to have been a new division of the township into school sections: it certainly was not the union of two or more sections; and therefore only the third alternative provided for by the 18th section of 12 Vic., remains; namely, the alteration. If therefore we can assume that an alteration of the school section could be made by resolution, then this alteration made on the 11th of March, 1850, was expressly confirmed by the statute 13 & 14 Vic., ch. 48, and the appeal must be sustained. If it were necessary to rest the decision upon this point, however, I should require further consideration before concluding that the powers conferred for common school purposes on the Municipal Council do not require to be exercised by by-law. But it is not necessary to rest on that ground. In June, 1851, a by-law was passed, almost in the words of the resolution of the preceding year, and the provisions of that act equally bring me to the conclusion that this is an alteration of a school section and no more according to the evidence submitted. I think the learned judge held rightly in the court below, that the regularity of the proceedings preparatory to that by-law were not a subject for his enquiry. He took it, and I think properly, as it stood before him. It was within the power of the township council by the 18th section, sub-sec. 4, of the 13 & 14 Vic., to make such an alteration, and they have done it in the way that is free from doubt as to the due execution of the power, i.e. by by-law. That an *alteration* involves a change of parties from being members of one school section by transferring them into another is quite clear from a part of the proviso to the 4th section of section 18, "that the inhabitants transferred from one school section to another shall be entitled, for the common school purposes of the section to which they are attached, to such a proportion of the proceeds of the disposal of the school house or other common school property as the assessed value of their property bears to that of the other inhabitants of the school section from which they shall have been separated." This language expressly applies to the disposal of school property not required in consequence of the "alteration or union of school sections." In my opinion, therefore, confirming attention to the statute 13 & 14 Vic., ch. 48—(the 16 Vic., ch. 185, does not affect the question)—the evidence in this case shews only an alteration of an existing school section, not the formation of a new one; and therefore, as there were three trustees in the section No. 2, elected according to law, before this by-law, they continued to be trustees after it. The judgment of non-suit is

therefore wrong. The plaintiffs should recover for the school rates for 1852. As to those for 1851, treating the alterations to have been made by the by-law of June, 1851, sub-section 4 of section 18 of 13 & 14 Vic. c. 48 provides "that any alteration in the boundaries of a school section, shall not go into effect before the 25th day of December next after the time when it shall have been made." The rate bill is headed thus: "Rate-bill of persons liable to school fees in section No. 2, in the township of Moore, for nine months, commencing 21st January and ending the 30th November, 1851; and it is issued with a warrant to levy, addressed to the collector on 2nd September, 1851. Now, as I understand, the defendant only became a resident of school section No. 2, by force of the alteration. It seems to follow that he would not be liable for the rate imposed prior to the 25th of December, 1851, as the alteration made by the by-law of June in that year could not take effect earlier.

The judgment in this case was given in the court below on the 23rd of June, 1854. The notice of appeal was given, as appears, on the 10th of July following. According to 14 Vic. ch. 185, section 25, the matter ought to have been set down for argument "in the *next term*," i.e. in Trinity. This seems to have been done, but too late for argument last term.

The only point I entertain any doubt upon is whether this appeal might not have been dismissed upon the ground that the statute 13 & 14 Vic., ch. 48, section 12, sub-sections 2, 7, 8, provides specific means for collecting all school rates with the exception contained in sub-section 9, which in express terms authorizes the school trustees to sue for and recover by their name of office the amounts of school rates and subscriptions due from persons residing *without* the limits of their school section and making default in payment. This objection was not however taken on the argument.

BURNS, J.—I think the judge has taken quite a mistaken view of the effect of the 3rd and 4th sub-sections of section 18 of 13 & 14 Vic. ch. 48. The 3rd sub-section gives the municipal council of the township power to form portions of the township, where no schools have been established into school sections, and in such case the proceeding to elect trustees is to take place under the provisions of the 4th section. This case does not come within that provision. Then under the 4th sub-section the municipal council has power to do two things—first, to alter any school section already established; secondly, to unite two or more school sections. It is only in the case of two or more school sections being united that the provisions of the fourth section of the act is brought into operation. A mere alteration of the boundaries does not require a new election of trustees. An union of two or more sections might take place at any period of the year, and then it would be required to have a new election, which the fourth section of the act provides for. In the case of an alteration of the boundaries, the fourth sub-section declares that such alteration in the boundaries shall not go into operation before the 25th of December next after the same shall have been made. This evidently contemplates that no new election is necessary upon a mere alteration of the boundaries. It was contended on the argument that there should have been evidence before the judge below that the people of the school section desired the alteration. I do not think

such evidence required. So long as the by-law of the township council remained *de facto*, it was unnecessary for the trustees of the school to prove it to be correct *de jure*. In proceedings by the trustees of the school section it must be assumed that all preliminary matters were performed.

Appeal confirmed.

THE CHIEF SUPERINTENDENT OF SCHOOLS, APPELLANT, IN RE JOHN A. KELLY v.
CHARLES HEDGES ET AL.

Under 13 & 14 Vic. ch. 48, school trustees are authorized to levy a rate for the erection of a schoolhouse in their section.

Appeal from the Division Court of the county of Brant.

This was an action of trespass brought for seizing and selling the plaintiff's cow. It was admitted that the cow in question was seized and sold under a warrant of the defendants, as school trustees of Union Section No. 20 in Burford and No. 13 in Windham, to levy a rate imposed by the trustees for the purpose of building a schoolhouse in said section.

The only question to be decided was, whether the Common School Act of 1850, 13 & 14 Vic. ch. 48, authorizes school trustees to levy a rate to build the section schoolhouse.

The following is the judgment delivered in the court below:—

JONES, J.—The only clause of the act which shews for what purposes the trustees may levy a rate is the 7th clause of the 12th section. It is there enacted that it shall be the duty of the trustees “to provide for the salaries of the teachers, *and all other expenses of the school*, in such manner as may be desired by a majority of the freeholders or householders at the annual school meeting, and to employ all lawful means, as provided for by this act, to collect the sum or sums required for such salaries and *other expenses*.”

The 9th clause of the same section then goes on to shew how the trustees are to collect the “sums required for such salaries and other expenses,” as follows: “To apply to the municipality of the township, or employ their own lawful authority, as they may judge expedient, for the raising and collecting *all sums* authorized *in the manner hereinbefore provided* to be collected from the freeholders of such section by rate,” &c.

By these clauses it will be observed that the purposes for which the trustees are authorized *to levy a rate* “are to provide for the teacher's salary and the other *expenses* of the school.” I take it that the word “expenses” here, in connection with “salary,” means the necessary yearly outlay incidental to carrying on the school, and that it does not apply to the original cost of purchasing the site and erecting the schoolhouse. It will be seen by reference to the *1st clause of the 18th section*, where township councils are empowered to levy monies for school purposes, that the power conferred is much fuller than that given to trustees by the *7th clause of the 12th section*. It enacts that they (the township councils) shall have power to levy the required sum by assessment upon the taxable property in any school section

“for the purchase of a school site, the *erection*, &c., of a schoolhouse,” and, in addition, gives them power to levy money for all the purposes that the trustees could under the 12th section. There seems to be that distinction between the power conferred on township councils and that given to trustees, that the latter are not authorized to levy a rate to purchase a school site, nor, as I think, for the reasons stated, to erect a schoolhouse.

It will be observed that by the Supplementary School Act of 1853, 16 Vic. ch. 185, sec. 6, the power here contended for is expressly given to school trustees. It enacts, “That the trustees of each school section shall have the same authority to assess and collect school rates, for the purpose of *purchasing school sites* and the *erection of school-houses*, as they are now invested with by law to collect rates *for other school purposes*.”

The legislature, who should be the best interpreter of their own acts, clearly did not consider that the statute of 1850 gave trustees this power, else why the necessity for this enactment?

It is agreed that the word “building,” which occurs in the 4th clause of the 12th section, implies an authority to the trustees to levy a rate to erect a schoolhouse. I think this expression has reference merely to the trustees superintending the building of the schoolhouse and expending the money therefor, which they would require to do, though the rate were levied by the township council. I am therefore of opinion that, under the act of 1850, school trustees had no power to levy a rate for the erection of a schoolhouse, but that they should have applied to the township councils, as provided by the 18th section of that act.

The Chief Superintendent appealed from this judgment under the 16 Vic. ch. 185, sec. 24.

The statutes and sections referred to are cited in the judgment.

ROBINSON, C. J.—I cannot say that I am quite satisfied whether the legislature did not mean by the statute 13 & 14 Vic. ch. 48, to give to school trustees the power to raise and collect the rates that might be required for building a new schoolhouse in their division.

If I confined myself to the consideration of what is to be found in that act without looking to any provision made before or afterwards upon that point, I should have a strong impression that Mr. Jones’s view of the question, which is clearly stated and precisely expressed, is the sound one; but in tracing this subject through the three acts (12 Vic. ch. 83, 13 & 14 Vic. ch. 48, and 16 Vic. ch. 185), I find it no easy matter to form an opinion. Upon the first of these statutes, now no longer in force, there could be no room for doubt; for by the 30th clause of that act it was provided in express terms, that no rate should be levied for the building of a schoolhouse otherwise than by a by-law of the municipal council of the township, &c., in which the section might be; and it required that any such rate should be sanctioned by a majority of the landholders and householders; and this restriction was inserted as a qualification of the former part of the same clause, by which the trustees were empowered to do whatever might be expedient with regard to *building*, repairing, &c., the schoolhouse of their section.

The inserting such a proviso affords a strong ground for argument that the

legislature assumed that without the proviso the power they had given in the beginning of the clause would have extended to the raising and collecting monies to defray the expense of building the schoolhouse.

Then, in 1850, the legislature, after some experience of the measure, repeal this statute of 1849, and pass a new act providing for the whole subject of common schools. And when we find them in this case empowering the trustees, almost in the very words of the former act, to do whatever they might judge expedient for building schoolhouses, and at the same time dropping the proviso which had before restrained them from raising monies for the purpose, one can hardly resist the conclusion that they did mean by the new act to allow the trustees to impose and collect the necessary rate.

Yet, as I have already said, if I were to place a construction upon the act of 1850, looking at its provisions alone, I think I should draw from the 4th, 7th, 8th, & 9th subsections of the 12th section the same conclusions that the learned judge of the Division Court has formed upon them. Looking at the 13 & 14 Vic. in connection with the former statute which they were repealing, I should be inclined to think that the legislature did intend by it to give the trustees the power in question, though they left their meaning obscure.

But the last act of the three increases the difficulty: for by the 6th section of that act (16 Vic. ch. 185) the legislature, by express words, gave to the school trustees power to assess and collect rates for the erection of schoolhouses, and they give it in such terms as they would naturally use if they were conferring a new power; for they provide "that they shall have the same authority to collect those rates *as they are now, or may be* invested with by law to assess and collect rates for other school purposes." Any one must understand that the legislature, when they used these words, were under the impression that they were giving power to trustees which they had not before.

The clause is not in the language of a declaratory law; it rather implies a consciousness that there was a restriction which it was expedient to remove.

Still, looking at all that has been done, and the footing on which the matter is now put, we think the authority of the trustees to impose the rate under the school law of 1850 may be vindicated. The words in the 4th subsection of the 12th clause of the 13 & 14 Vic. ch. 48—"to do whatever they may judge expedient with regard to the building, repairing, &c., the section schoolhouse"—are very comprehensive certainly, and, when coupled with the other powers given to them, might not unreasonably be held to convey power to impose a rate for *building*, as well as for the other school purposes mentioned in the 7th subsection; though it might be objected that the enumeration of inferior objects, without giving specifically a power to raise a rate for this, creates a difficulty; and further, that a power to any public body to raise money should be given in express terms, rather than be held to be included under a general authority to do whatever may be thought expedient. But the fact that the Legislature, by the statute of 1849, seems to have looked upon these words as conveying the right to impose a rate, unless they had restrained their meaning, as they did in that statute, coupled with the fact that in 1850 they used the comprehensive words and dropped the restrictive, and in 1853 gave the

power to raise the rate in express words, which we may regard as done by way of removing all doubt merely—these considerations, I repeat, incline us to confirm the construction which we find has been hitherto put upon the act, and so avoid difficulty and confusion.

BURNS, J.—The question seems to me to turn upon the meaning and effect to be given to the 4th and 7th subsections of section 12 of 13 & 14 Vic. ch. 48. The 4th subsection gives the trustees power in direct words to do whatever they may deem expedient with regard to the building the section schoolhouse. Of course they cannot build it without the means. Who, or what power, then, is authorized to raise the means? It is said that because 16 Vic. ch. 185, sec. 6, gave the trustees the express power to assess and collect school rates for the purpose of building schoolhouses, therefore it must be inferred that they had no such power before. The argument is entitled to great weight, if there were no other acts or language of the legislature to guide us in determining the matter. When we turn to the 3rd subsection of section 30 of 12 Vic. ch. 83, which act was repealed by 13 & 14 Vic. ch. 48, we find the same language used as to building schoolhouses; but there is a proviso that no rate for the building of a schoolhouse, or purchasing a site for the schoolhouse, shall be levied, otherwise than under a by-law of the municipal council. This 3rd subsection is divided in the act 13 & 14 Vic. ch. 48, between subsection 4 of the 12th section and the 1st subsection of section 18. In the statute of 1849 the power of the trustees is limited by the proviso; but in the statute of 1850 no limitation is attached to the power of the trustees, but what was formerly a limitation upon them is given to the municipal council, to be exercised upon the desire of the trustees. The removal of the limitation argues very forcibly that the trustees may build without asking the municipal council for the funds, provided the other parts of the act will enable them, from their own power and authority, to levy the means. Now when we look at the 5th subsection of the 30th section of 12 Vic. ch. 83, we see that all the trustees could levy on their own authority was the rate-bill, which was to be the amount the respective parties were liable for for instruction, for firewood, or for any charge necessarily incurred by such attendance. The 7th subsection of section 12 of 13 & 14 Vic. ch. 48, enabled trustees to provide for the salaries of teachers and all other expenses of the school. It will not be pretended but that this authority would enable the trustees to levy for the rent of a schoolhouse if they were obliged to rent, and which they have authority to do under the same fourth subsection. If they may do so to pay the rent of a schoolhouse, if there be no suitable one, or to pay the rent of a second schoolhouse, if it be required, I cannot understand why they may not also do so to build one. The one seems to me to come under the denomination of expenses of the school as much as the other. This, I think, would be the construction of 13 & 14 Vic. ch. 48, if it stood by itself upon the repealed law.

Then it only remains to say what effect the provision contained in 16 Vic. ch. 185 has. Now we see by the sixth section that the legislature were conferring upon the trustees the same powers which formerly were vested in the municipal council, and the trustees were acquiring a power in respect of school sites which was altogether new to them, and in that power is also contained the other. I think it more

reasonable to hold that the legislature, in the last act, included the power to the trustees to levy rates to build schoolhouses *ex abundanti* than to reject the power to levy those rates from the former act, and yet say, as we must, that an express power was given to them by the former act to build schoolhouses.

For these reasons I think the judgment of the judge of the Division Court should be reversed.

DRAPER, J., concurred.

Judgment for the appellant.

Appendix D.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1. Revised Terms of Admission into the Normal School, Toronto, adopted by the Council of Public Instruction for Upper Canada.

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, who, at the end of the first session, shall be entitled to a 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. 2.—Programme of Studies in the Provincial Model Schools, Toronto.

BOYS' DEPARTMENT.

First Division.

Elementary Arithmetic, Calculator, Writing or Drawing on Slate, Object Lessons, Spelling, Geography, Singing, Gymnastics.

Second Division.

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Writing, History, Geography, Singing, Natural History, Grammar, Gymnastics.

Third Division.

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Geography, History, Grammar and Composition, Writing, Spelling and Dictation, Natural History, Drawing, Singing, Gymnastics, Natural Philosophy, Book-keeping, Geometry, Algebra, Mensuration.

GIRLS' DEPARTMENT.*First Division.*

Elementary Arithmetic, Calculator, Writing or Drawing Lessons, Object Lessons, Spelling, Geography, Singing, Calisthenics, Plain Needlework.

Second Division.

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Writing, History, Geography, Singing, Spelling and Dictation, Natural History, Grammar, Calisthenics, Plain Needlework.

Third Division.

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Geography, History, Grammar and Composition, Writing, Spelling and Dictation, Natural History, Drawing, Singing, Calisthenics, Natural Philosophy, Domestic Economy, Plain Needlework, Algebra, Geometry.

EXPLANATORY REMARKS.

The basis of classification adopted in the Provincial Model School is Reading and Arithmetic.

As the text-books used are those of the Irish National Series, sanctioned by the Council of Public Instruction for Upper Canada, the school is divided into five classes, corresponding to the five reading books of that series.

The following is a summary of the studies in which each class is engaged :—

First Class.—Reading, Spelling, Defining, Writing on slates, Drawing on slates, Elements of Arithmetic, Geography, First Principles of Grammar, Object Lessons, Vocal Music, and Gymnastics or Calisthenics.

Second Class.—Reading, Spelling and Defining, Writing on paper, Drawing on slates, Tables, Weights and Measures, Simple Rules of Arithmetic, Theory of ditto and Mental Arithmetic commenced, Geography, Grammar, Natural History, Vocal Music, Gymnastics or Calisthenics, and History of Canada.

Third Class.—Reading, Spelling from Dictation and Defining, Writing, Drawing on paper, Arithmetic (Theoretical, Mental, and Practical), Geography, Grammar, (Prefixes, Affixes, and Composition), Natural History, Music, Gymnastics or Calisthenics, and, with the girls, Sewing, &c.

Fourth Class.—Reading, Arithmetic (Fractions and Decimals) ; the preceding studies in an advanced state continued ; the Nations of the Earth, with an Intro-

duction to Astronomy, in connection with Geography (Mathematical, Physical, and Political ; Population, Extent, &c., of Countries.)

Fifth Class.—Reading in fifth and sixth books, Arithmetic, Interest, Exchange, Logarithms, Formulæ in solving Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and, with those sufficiently advanced in Algebra and Arithmetic, Mensuration. And in the Female department, Domestic Economy, with those of the preceding class.

Appendix E.

THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

No. 1.—Programme of Studies, and General Rules and Regulations for the Government of Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vict., cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATION.

The fifth section of the Grammar School Act requires, "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 mechanics and natural philosophy, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University College, or for 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 of by the Governor General 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." In the fourth clause of the eleventh section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided, "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 teacher or teachers."

2. From these provisions of the law it is clearly the object and function of grammar schools not to teach the elementary branches of English, and especially

to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction of Upper Canada, after mature deliberation, have adopted the following regulations, which, according to the fifth section, and the fifth clause of the eleventh section of the Grammar School Act, 16 Vict., chapter 186, are binding upon all boards of trustees and officers of grammar schools throughout Upper Canada.

Section I.—Qualifications for the Admission of Pupils into the Grammar Schools.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the summer vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each term. The examinations for the admission of pupils shall be conducted by the head master; as also examinations for such scholarships, exhibitions, and prizes as may have been instituted by municipal councils as authorized by law,* or by other corporate bodies, or by private individuals. But the board of trustees may, if they shall think proper, associate other persons with the head master in the examinations for such scholarships, exhibitions, or prizes.

2. Pupils, in order to be admitted to the grammar school, must be able,—
 1. To read intelligibly and correctly any passage from any common reading-book.
 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand.
 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose; and, 6. Must be acquainted with the definitions and outlines of Geography.

* The *Upper Canada Municipal Corporations Act*, 12 Vict., chap. 81, section 41, enacts that the municipal council of each county shall have power and authority to make a by-law or by-laws for each, all, or any of the following purposes, that is to say:—

Thirdly. For the purchase and acquirement of such real property as may be required for county grammar school purposes, and for the erection, preservation, improvement, and repair of county school houses, for the use of grammar schools, in such parts of the county, or within any city or the liberties thereof, lying within the boundaries of such county, as the wants of the people most require; for the sale and disposal of the same when no longer required; and for making such provision in aid of such grammar schools as they may deem expedient for the advancement of education in the same.

Fourthly. For making some permanent provision for defraying, out of the public funds of each county, the expense of the attendance at the seat of the University of Toronto, and of that of Upper Canada College and Royal Grammar School there, of such and so many of the pupils of the different public grammar schools of such county, as shall be desirous of, and in the opinion of the respective masters of such grammar schools, shall be of competent attainments for entering into competition for any of the scholarships, exhibitions, or other similar prizes offered by such University or College to competition amongst such pupils; but which pupils, from the inability of their parents or guardians to incur the necessary expense of such attendance, might otherwise be deprived of the opportunity of competing for the same.

Fifthly. For the endowment of such and so many fellowships, scholarships, exhibitions, and other similar prizes in the University of Toronto, or in Upper Canada College and Royal Grammar School there, to be open to competition amongst the pupils of the different public grammar schools of such county, as they shall deem expedient for the encouragement of learning amongst the youth of such county.

Section II—Programme of Studies in the Grammar Schools of Upper Canada.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR } LOWEST }	Arnold's First and Second Latin Book. Latin Grammar Cornelius Nepos	None.	None.	English Grammar and Composition. Reading and Sullivan's Spelling-Book superseded.	Arithmetic. Algebra (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND	Latin Grammar and Exercises. Caesar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued) Etymology of Words and Versification. Art of Reading (national series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 5th National Readers.	Writing. Drawing. Vocal Music.
THIRD	Oral and Virgil Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar (end of Irregular Verbs, with Exercises). Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading & Fifth Book (national series.)	Commercial Arithmetic. Algebra (quadratics). Euclid, Bb. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH	Virgil & Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody and Exercises.	Rules on the use of the Pronouns and Participles, with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class-Book	Algebra. Euclid, Bb. III, IV., definitions of B. V. and B. VI.	Ancient and Mediæval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping Vocal Music.
FIFTH	Horace. Composition in Prose and Verse Previous subjects reviewed	Homer's Odyssey. Greek Prosody. Previous subjects reviewed	Syntax & Idioms. Composition. Oral and Written Translations. Fenelon, Dialogues des Morts, Molière, Les Fourberies de Scapin. Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy. (Fifth Reader.) Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Outlines of Egyptian History to the death of Cleopatra. History of Spain and Portugal, in the reign of Ferdinand and Isabella. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

Explanatory Memoranda to the foregoing Programme:—

1. Pupils preparing for the University, are *required* to study those subjects only which will qualify them for matriculation.

2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study; but he may not, without the special permission of the head master, select any subject not included amongst those prescribed for the class in which he has been placed on examination.

3. The pupils shall be arranged in classes, corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.

4. Drawing includes linear, map, geometrical, and ornamental drawing.

5. Instructions shall be given to each pupil in penmanship, as long as the Head master shall think it necessary.

6. It is recommended that the elements of vocal music shall form part of the course of instruction for all pupils capable of learning to sing.

Section 3.—Opening and Closing Exercises of each Day.

The arrangements for the daily religious exercises of each grammar school shall be left to the judgment of the board of trustees.*

Section 4.—Duties of the Head Master and Teachers.

1. Each head master and teacher of a grammar school shall punctually observe the hours for opening and dismissing the school; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening, as stated in the preceding section; shall daily exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism, and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every head master shall keep the daily, weekly, and quarterly register of his school, according to the forms and instructions authorised by law. The head Master of every senior county grammar school shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vict., chap. 186; in addition to which, every head master shall keep, and cause to be kept, a class register, in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of

* The Trustees can avail themselves of the recommendation on this subject, and the forms provided by the Council of Public Instruction for Upper Canada, in regard to Common Schools. See Common School Regulations, published in the Appendix to this Report.

such pupil in each subject of his studies. The head master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The head master shall practise such discipline in his school as would be exercised by a judicious parent in his family ; avoiding corporal punishment, except when it shall appear to him to be imperatively required ; and in all such cases he shall keep a record of the offences and punishments, for the inspection of the Trustees at or before the next public examination, when the said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the head master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the chairman of the board of trustees. But no boy shall be expelled without the authority of the board of trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the head master, with the approbation of the board of trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the head master his regret for such course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the board and head master, be re-admitted to the school.

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the second clause of the 11th section of the Grammar School Act, 16 Vict., chap. 186, it shall be the duty of the head master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

Section 5.—Duties of Pupils.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the head master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency ; and then the head master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the head master, forfeits his standing in his class, and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school, by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the board of trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

*Section 6.—Terms, Vacations, Daily Exercises, and Holidays.**

1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th January, and end the Tuesday next before Easter; the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the 15th October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd December.

2. The exercises of the day shall not commence later than nine o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any grammar school, at the option of the board of trustees.

3. Every Saturday shall be an holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoon of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays, shall be holidays in each grammar school.

4. The public half-yearly examinations required to be held in each grammar school, by the 5th clause of the 11th section of Act, 16 Vict., chap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

* 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed that the several clauses of the *eleventh* section of the Grammar School Act empower boards of trustees to prescribe any duties, or make any regulations, in connexion with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved by the Governor in Council.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent of Schools, on the 15th day of February, 1855.

No. 2.—List of Text Books for Grammar Schools in Upper Canada, prescribed by the Council of Public Instruction, under the authority of the 6th Section of the Grammar School Act, 16 Vict., chap. 186.

[NOTE.—The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each school. These books, &c., can be obtained at the Educational Depository, Toronto, at the prices affixed.]

I. LATIN.

Arnele's First and Second Book, 63 cts. each, \$6.75 per doz.

Arnold's Prose Composition, 87 cts. each, \$9.50 per doz.

Anthon's Latin and English Dictionary, 1 mo., \$1.70 each, \$17.25 per doz.

Bullious' Adan's Grammar, 75 cts. each, \$8.50 per doz.

Edinburgh Academy Rudiments, 45 cts. each, \$4.75 per doz.

Eton Grammar. White's, Yonge's, etc., 60 cts. each, \$6.90 per doz.

Kaltschmidt's Latin and English Dictionary, 12mo. (Chamber's Educational Course). \$1.80 each, bound together; \$1.00 each, Latin part; 90 cts. each, English part.

II. GREEK.

Arnold's First Book, 63 cts. each, \$6.75 per doz.

Arnold's First Prose Composition, 63 cts. each, \$6.75 per doz.

Arnold's Second Prose Composition, 63 cts. each, \$6.75 per doz.

Arnold's Reading Book, \$1.00 each, \$11.00 per doz.

Bullious' Grammar, 90 cts. each, \$10.25 per doz.

Edinburgh Academy Rudiments, 75 cts. each, \$8.40 per doz.

Eton Grammar, Homer's, Routledge's, etc., 90 cts. each, \$10.25 per doz.

Anthon's Prosody, Eng. Edi., 55 cts. each; Am. Edi., 63 cts.

Liddell and Scott's Greek Lexicon (abridged), Eng. Edi., \$2.00 each, \$20.40 per doz.

Donnegan's Greek Lexicon, 8vo., \$3.25 cloth, \$3.75 sheep, each.

Classical Dictionaries, &c.

Smith's Classical Dictionary, illustrated, 8vo., Eng. Edit., \$3.20 each, \$37.00 per doz.

Smith's Smaller Classical Dictionary } illustrated, 12mo., Eng. Edi., \$1.60
Smith's Smaller Dictionary of Antiquities } each, \$18.60 per doz.

Rich's Companion to Latin Dictionary and Greek Lexicon, \$3.75 each, \$43.20 per doz.

Baird's Classical Manual, 40 cts. each, \$4.50 per doz.

III. FRENCH.

Merlet's Grammar, Eng. Edi., \$1.20 cts. each, \$14.00 per doz.

Merlet's La Traducteur, Eng. Edi., \$1.20 each, \$14.00 per doz.

Merlet's Dictionary of Difficulties, Eng. Edi., \$1.15 each, \$16.50 per doz.

Also, in Parts, as follows:—

Grammar:

Pronunciation and Accidence, 80 cts. each, \$9.00 per doz.

Syntax, 80 cts. each, \$9.00 per doz.

Key to Grammar, 80 cts. each, \$9.00 per doz.

La Traducteur:

Synonyms Explained, 60 cts. each, \$6.40 per doz.

Stories from French Writers, 50 cts. each, \$5.20 per doz.

Synopsis of the Language, 60 cts. each, \$6.40 per doz.

Table of Verbs, on a card, 13 cts. each, \$1.35 per doz.

Arnold's First Book.

Arnold's Vocabulary.

Neel and Chapsal's Grammar (in French), 70 cts. each, \$7.50 per doz.; (in English), 65 cts. each, \$7.20 per doz.

Colloz's Levisac's Grammar.....

Colloz's Pronouncing Reader.....

Colloz's Interlinear Reader.....

Colloz's Anecdotes and Questions.....

Colloz's Dialogues and Phrases.....

} 50 cents. each, \$5.25 per doz.
Am. Edi.

Key to Colloz's Exercises in Grammar, 30 cts. each.

Colloz's French and English Dictionary, 8vo., \$3.00 each.

Surrenne's New Manual, Am. Edi., 55 cts. each, \$6.00 per doz.; Eng. Edi. 75 cts. each, \$8.40 per doz.

Spies' and Surrenne's French and English Dictionary, 12mo., Am. Edi., \$1.25 each, \$14.00 per doz.; Eng. Edi., \$2.10 cts. each, \$24.00 per doz.

IV. ENGLISH.

Lennie's Grammar, 34 cts. each, \$3.60 per doz. (Key, 80 cts. each.)

Billions' Grammar, 50 cts. each, \$5.50 per doz.

National or Sullivan's Grammar—National, 13 cts. each, \$1.10 per doz.; Sullivan's, 20 cts. each, \$1.80 per doz.

Art of Reading (National Series), 20 cts. each, \$1.90 per doz.

Sullivan's Dictionary of Derivations, 50 cts. each, \$4.80 per doz.

Sullivan's English Dictionary, 70 cts. each, \$6.60 per doz.

The National Readers—English Editions—Price as follows* :—

First Book, 3 cts. each, 25 cts. per doz.

Second " 10 " \$1.10 "

* The First and Second Books are not required to be used in the Grammar Schools, but they are inserted here in order to give the series complete. The sixth Book is designed for girls.

Third Book, 20 cts. each, \$2.15 per doz.

Fourth " 25 " \$2.40 "

Fifth " 15 " \$2.40 "

Sixth " 35 " \$2.40 "

Sullivan's Spelling Book Superseded, 25 cts. each, \$2.40 per doz.

Sullivan's Literary Class Book, 62 cts. each, \$6.00 per doz.

Whately's Lessons on Reasoning, Eng. Edi., 38 cts. each, \$3.95 per doz.

Whately's Lessons on Christian Evidences, or the Truth of Christianity (Appendix to Fourth National Reader), Eng. Edi., 10 cts. each, \$1.00 per doz.; Am. Edi., 25 cts. each, \$2.75 per doz., including Questions in a separate pamphlet.

Whately's Introductory Lessons on the British Constitution, 13 cts. each, \$1.20 per doz.

Political Economy in Chambers' Educational Course, 40 cts. each, \$4.20 per doz.

Spalding's English Literature, Eng. or Am. Edi., 75 cts. each, \$8.40 per doz.

Reid's Rudiments of English Composition, 45 cts. each, \$4.75 per doz. (Key, 75 cts. each.)

V. MATHEMATICS.

Arithmetic in Theory and Practice (National Series), Eng. Edi., 30 cts. each \$2.70 per doz.

Thompson's (James, LL.D., Glasgow) Arithmetic.

Thompson's (James, LL.D., Glasgow) Algebra, 95 cts. each, \$10.80 per doz.

Loomis' Treatise on Algebra, 88 cts. each, \$9.60 per doz.

Colenso's Simson's Euclid, \$1.05 each, \$12.00 per doz.

Colenso's Algebra, Part I., 85 cts. each, \$9.60 per doz.

Pott's Euclid, 75 cts. each, \$8.15 per doz.

Mensuration and Appendix (National Series.) Mensuration, 22 cts. each, \$1.90 per doz.; Appendix, 14 cts. each, \$1.35 per doz.

(For Mathematical Instruments and Geometrical Forms and Solids, see "Miscellaneous," No. 4, at the end.)

VI. GEOGRAPHY AND HISTORY.

Sullivan's Introduction to Geography and History, 18 cts. each, \$1.80 per doz.

Sullivan's Geography Generalised, 50 cts. each, \$4.50 per doz.

Epitome of Geographical Knowledge (National Series), 35 cts. each, \$3.60 per doz.

White's Elements of General History, Parts I., II., III. (Ancient, Middle Ages, and Modern), bound together, 95 cts. each, \$10.80 per doz.; in parts, 55 cts. each, \$6.00 per doz.

White's History of Great Britain and Ireland, 65 cts. each, \$6.90 per doz.

White's History of France, 65 cts. each, \$6.90 per doz.

Putz's Ancient Geography and History. By Arnold and Paul. 87 cts. each, \$9.50 per doz.

Putz's Mediæval Geography and History. By Arnold and Paul. 63 cts. each, \$6.75 per doz.

Putz's Modern Geography and History. By Arnold and Paul. 87 cts. each, \$9.50 per doz.

Johnston's General School Atlas,
Johnston's Physical School Atlas, } \$2.50 each, \$27.00 per doz.
Johnston's Classical School Atlas, }

Pillans' Physical and Classical Geography (Companion to Johnston's Classical Atlas), 80 cts. each, \$8.60 per doz.

VII. PHYSICAL SCIENCE.

Third, Fourth, and Fifth National Readers.

Youman's Chemical Atlas, with thirteen coloured plates, 4to., pp. 105, Am. Edi., \$1.60 each singly; \$1.50 each per half doz.

Youman's Chemistry, with coloured chart, \$5.00; 63 cts. each. \$6.75 per doz. without chart.

Olmsted's School Philosophy, 75 cts. each, \$8.60 per doz.

Johnston's Four Charts of Natural Philosophy, with Hand-Books, \$9.00 per set.
Patterson's Zoology, Parts I. and II.

VIII. MISCELLANEOUS.

Hullah's Manual of Vocal Music, \$1.00 each, \$10.80 per doz.; also Charts, Books of School Songs, &c.

Mulhauser's Writing Manual, 50 cts. each, \$5.40 per doz.; Models, No. 1, 50 cts. each per doz.; Nos. 2, 3, and 4, 20 cts. each, \$1.50 per doz.

National Copy-Lines, 38 cts. per set. Latin or English, 10 cts. each, \$1.00 per doz.

National Book-Keeping, 14 cts. each, \$1.35 per doz.

Drawing-Books and Materials authorised by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository. Various prices.

N.B.—The above text-books can be procured at the Educational Depository, Toronto, at the prices annexed.

No. 3. Circular from the Chief Superintendent of Schools to the Boards of Trustees of Grammar Schools throughout Upper Canada, explanatory of the foregoing Regulations.

GENTLEMEN,

I have the honor to transmit you, herewith, the regulations which have been adopted by the Council of Public Instruction, and approved by the Governor General in Council, for the better organization and government of grammar schools in

Upper Canada—including rules as to the qualifications for admission to each grammar school, the exercises and discipline to be observed, the course of studies to be pursued, and the text-books to be used. These regulations have been very carefully considered; and they will, I am persuaded, contribute much to the improvement of the grammar schools, and greatly facilitate their management on the part of boards of trustees and head masters.

1. GRAMMAR SCHOOL TEXT-BOOKS.

2. In regard to the text-books sanctioned for use in the grammar schools, three remarks may be made: The first is, that in the English branches, the national books, with one or two additions, have been selected and authorized, as they are, upon the whole, the best series of English text-books published, are in use in the common schools, and are easily obtained. The second remark is, that in the Greek and Latin languages, more than one text-book on the same subject has, in some cases, been authorized—especially grammars. The reason is, that each of the books mentioned is used and preferred by a large class of teachers; and the first object of the council of public instruction being to secure the use of an uniform series of text-books in each grammar school; and then after the test of comparison and experiment, (which may be made under the new system,) to secure the use of the same Greek and Latin grammars in all the schools. This is, indeed, effected in part by the regulations requiring Arnold's first lessons in Latin and Greek alone to be used by the pupils in commencing the study of those languages. My third remark is, that while each board of trustees will, of course, determine which of the books authorized (where there is an option) shall be used in their school, some regard should be had to the circumstances of individual parents and pupils, in superseding the use of some books now in use by the introduction of new ones. In first introducing an uniform series of text-books into the common schools, I stated that the authorized books should be introduced as the old and unauthorized books might become worn out, and as new classes should be formed in each school. I think it best for the board of trustees to adopt the same method in introducing an uniform series of text-books into the grammar schools. They have authority under the present grammar school act and accompanying regulations, to determine not only which of the text-books authorized should be used in each school, but also that each pupil shall be provided with such books. I may, however, add, that it is the teacher, rather than the books, that makes the school, whether it be an elementary, or high school, or even college.

2. COURSE OF STUDIES FOR GRAMMAR SCHOOLS.

3. In respect to the course of studies and the order of subjects prescribed by these regulations, it is important that the board of trustees and head master should exercise a philosophical as well as parental discretion in recommending or sanctioning the selection and pursuit of *optional* subjects by pupils. In preparing this programme of studies, it has been sought to keep the following educational axioms in view:—First, "That a course of studies should be adapted to exercise and improve

the various intellectual powers of children, according to the natural order of their developement." Secondly, "That the subjects of study should be so arranged that the knowledge of the first prepares the mind of the pupil for the acquisition of the second, the second for attaining the third, and so on in regard to all the subjects of the course." In the exercise of options in regard to one or more subjects of study, (as is allowed in the accompanying programme) trustees and head masters cannot too sedulously exert their influence upon parents and pupils to direct their preferences in harmony with the foregoing axioms, and to that which is most practical and useful in ordinary life.

3. PRACTICAL REMARKS ON THE OBJECTS AND METHODS OF TEACHERS.

4. In giving practical effect to the accompanying regulations and programme of studies, I beg to offer for the consideration of the boards of trustees and head masters, two or three remarks on the objects and methods of teaching, which I think should be insisted upon and pursued in every grammar school. As the office of the grammar school is that of a *preparatory* school to the University for one class of pupils, and that of a *finishing* school to another and larger class of pupils, *thoroughness* should characterize the teaching of all the subjects of the course of studies. *Every* pupil should be taught the language of his country,—should be able to read it with accuracy, intelligence and grace—should know the orthography and the meaning of its more difficult, as well as of its more easy words—should understand its grammatical structure, and should learn to use it with skill, and to appreciate its excellencies, by the practice of speaking it accurately in ordinary conversation, by frequent composition in writing, and by the critical reading and analysis of portions of the English classic authors, in both prose and poetry. The foundation of sound scholarship in *foreign languages* can only be laid in an accurate knowledge of their proper pronunciation, and a clear perception of their differences of structure and idiom from the English and from each other—objects which cannot be accomplished without the practice of oral and written exercises and compositions in the language taught, as well as of accurate and free translations of their standard authors. In *Mathematics* the pupil should be familiar with the definitions, should perfectly understand the reason, as well as the practice, of each step of the process in the solution of every question, from simple cases in arithmetic to the more difficult problems of algebra and propositions of geometry. In *teaching all the other subjects* of the course, there should be like accuracy and thoroughness. No pupil should be allowed to advance from one rule or subject to another in any of the branches taught, without a thorough knowledge of that which precedes it. The progress of the pupils should be judged, (and will be judged in practical life,) not by the number of pages of *books* they may have gone through, but by the nature and number of the *subjects* they have mastered; and the thorough teaching and study of a few subjects is better for the purposes of mental discipline, solid learning, and success in life, than the superficial teaching and study of many subjects.

ELEMENTS OF SUCCESS.

5. The success and efficiency of the grammar schools must now chiefly depend upon the manner in which you, gentlemen, discharge your duties in the selection of masters and teachers, and in the oversight and provisions for the furnishing and support of the schools. All the text-books, maps and apparatus required, can be procured at the Educational Depository connected with this department, at the cost prices. I had hoped, that before the adjournment of the Legislature in December, a bill would have been passed amending the "Grammar School Act," so as to facilitate the discharge of their duties by boards of trustees, and greatly contribute to the interests of grammar schools. I think we may now anticipate the passing of such a bill in the course of a few weeks, as I believe there is no less ardent desire on the part of the government and legislature, than throughout the country, to do all in their power to promote the success and usefulness of all our educational institutions.

I have the honor to be,

Gentlemen,

Your most obedient servant,

(Signed,)

E. RYERSON.

EDUCATION OFFICE,
Toronto, 17th February, 1855.

No. 4. Programme for the Examination of Candidates for Masterships of County Grammar Schools.

Candidates for masterships of county grammar schools shall 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 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.

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.

* Only a popular knowledge of these subjects is required.

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.

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.

* Only a popular knowledge of these subjects is required.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.

History of Spain and Portugal in the reign of Ferdinand and Isabella.

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.

Appendix F.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA.

No. 1.—General Regulations for the Establishment and Management of Public School Libraries in Upper Canada, adopted by the Council of Public Instruction, on the 2nd of August, 1853.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd August, 1853.

The Council of Public Instruction for Upper Canada, as authorised by the 38th section of the School Act of 1850, makes the following regulations for the establishment and management of public school libraries:—

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 library corporation, and cause the library to be divided into parts or sections, and allow each of these parts or sections of the library to be circulated in succession in each school section.

II. Each township library shall be under the management of the township corporation; and each branch or school section library shall be under the management of the school section corporation. The township council shall appoint or remove the librarian for the township, and each trustee corporation shall appoint or remove the librarian for the school section, as already provided by the seventeenth clause of the twelfth section of the School Act of 1850.

III. Each township council and each school section corporation receiving library books, must provide a proper case for the books, with a lock and key; and must cause the case and books to be kept in some safe place, and repaired when injured; and must also provide sufficient wrapping-paper to cover the books, and writing-paper to enable the librarian to keep minutes of the delivery and return of books, and write the needful notes or letters. The members of the township and school section corporations are responsible for the security and preservation of the books in their charge.

IV. When any books are taken in charge by the librarian, he is to make out a full and complete catalogue of them; and at the foot of each catalogue, the librarian is to sign a receipt to the following effect:—

"I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the municipal council of the township of———, or, (as the case may be,) by the trustees of school section No.——, in the township of——, to be carefully kept by me, as their librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by authority of the statute for the management of public school libraries, to be accounted for by me according to the said regulations, to said council, (or trustees, as the case may be,) and to be delivered to my successor in office. Dated, &c." Such catalogue, with the librarian's receipt, having been examined by such council or trustees, or some person or persons appointed by them, and found to be correct, shall be delivered to such trustees or council, and shall be kept among their official papers.

V. The librarian is accountable to the trustees or council appointing him, for the cost of every book that is missing, or for the whole series of which it formed a part. The librarian is also accountable, in like manner, for any injury which a book may appear to have sustained, by being soiled, defaced, torn, or otherwise injured; and can be relieved from such accountability only by the trustees or council, on its being satisfactorily shown to them that some resident within their jurisdiction is chargeable for the cost of the book so missing, or for the amount of injury so done to any work.

VI. The librarian must see that in each book belonging to the library, the number of the book and the name of the library to which it belongs shall be written, either on a printed label pasted inside the cover of the book, or on the first blank leaf of it; and he is on no account to deliver out any book which is not thus numbered and identified. He is also to cause all the books to be covered with strong wrapping-paper, on the back of which is to be written the title of the book, and the number in large figures. As new books are added, the numbers are to be continued, and they are in no case to be altered; so that if the book be lost, its number and title must still be continued on the catalogue, with a note that it is missing.

VII. The librarian must keep a blank book, which may consist of a few sheets of writing-paper, stitched together—ruled across the width of the paper, so as to

leave five columns of the proper size for the following entries—to be written lengthwise of the paper. In the first column the title and No. of the book; in the second column, the name and residence of the person to whom delivered; in the third column, date of delivery; in the fourth column, the date of its return; in the fifth column, remarks respecting the condition of the book—as good, injured, torn, or defaced, &c., in the following form:—

TITLE AND NO. OF THE BOOK.	TO WHOM DELIVERED.	WHEN DELIVERED.	WHEN RETURNED.	CONDITION OF THE BOOK.

As it will be impossible for the librarian to keep any trace of the books without such minutes, his own interest, as well as his duty to the public, should induce him to be exact in making his entries at the time any book is delivered; and when returned, to be equally exact in noticing its condition, and making the proper minute.

VIII. The librarian is to act at all times and in all things according to the orders of the corporation appointing him; and whenever he is removed or superseded he is to deliver to his successor, or to the order of his trustees or council, all books, catalogues, and papers appertaining or relating to the library; and if they are found to be satisfactory, his trustee or council, or successor in office, shall give him a receipt to that effect. But if any of the books shall have been lost, or in anywise injured, the librarian shall account and pay for such loss or injury, unless released by his 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.

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. When there is a sufficient number of volumes in a library to accommodate all the residents of a school section who wish to borrow, the librarian may permit each member of a family to take books as often as desired, as long as the regulations are punctually and fully observed. But where there are not books enough to supply all the borrowers, the librarian must accommodate as many as possible, by furnishing each family in proportion to the number of its readers or borrowers, or by delivering not more than one book at a time for each family.

8. Every book must be returned to the library within as many weeks after it shall have been taken out, as it contains hundreds of pages—allowing one week for the reading of a hundred pages; but the same person may again take the same book, if application has not been made for it while it was so out of the library, by any person entitled, who has not previously borrowed the same book—in which case such applicant shall have the preference in the use of it. And where there have been several such applicants, the preference shall be according to priority in the time of their application, 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.

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

11. For the destruction or loss of a book, a forfeiture shall be incurred by the borrower equal to the cost of the book, or of the set, if the book be one of a series. And on the payment of such forfeiture, the party paying it shall be entitled to the residue of the series.

12. For any injury which a book may sustain by a borrower, and before its return, a forfeiture shall be incurred by such borrower of not less than three pence halfpenny 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 sixpence 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 his house, of the borrower who returns the book; and it should always, if possible, be given at the time the book is returned.

17. The librarian is to inform the trustees of every such notice given by him, and they shall assemble at the time and place appointed by him, or by any notice given by them, or any one of them, and shall hear the case. They are to keep a book of minutes, in which every forfeiture which, in their judgment, has been incurred, shall be entered and signed by them, or the major part of them, or by their secretary on their order; and these minutes, or a duly certified copy of them, shall be conclusive evidence of each of the facts recorded in them.

18. It shall be the duty of the trustees to prosecute promptly for the collection of the forfeitures adjudged by them; and all forfeitures shall be applied to in defraying the expenses and increasing the books of the library.

XI. The foregoing regulations apply to branch school section libraries as well as to school section libraries: also to township councils the same as to trustees of

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

school sections, and to township libraries, and to the residents in a township in which there are no school section libraries, the same as to the residents of a school section ; likewise to the librarian of a township, the same as to a librarian of a school section.

XII. When a township councillor or school trustee shall be notified as having incurred a forfeiture for detaining, injuring, or destroying a book borrowed from the library, he shall not act as a judge in his own case, but such case shall be decided upon by the other members, or a majority of them, of the township council or school corporation authorised to act in the matter. In all cases the acts of a majority of a corporation are to be considered as the acts of the corporation.

XIII. In order to prevent the introduction of improper books into the libraries, it is required that no book shall be admitted into any public school library, established under these regulations, which is not included in the catalogue of public school library books, prepared according to law.

XIV. The council or trustees have authority, if they shall think proper (according to the common practice of circulating libraries), to require the borrower to deposit with the librarian a sum equal to the cost of the book taken by him, as a security for its safe return, and the payment of any injury which may be done to it.

XV. These regulations shall apply to cities, towns, and incorporated villages, the same as to school sections. By fourth clause of the twenty-fourth section of the School Act of 1850, the board of trustees in each city, town, or incorporated village, has the same authority to establish and maintain "a school library or school libraries," as the trustees of a school section have by the seventeenth clause of the twelfth section of the same Act, to establish and maintain a school library.

XVI. The foregoing regulations being made under the express authority and requirement of the thirty-eighth section of the School Act of 1850, are binding upon all parties concerned in the establishment, support, management, and privileges of public school libraries ; and all parties act with a full knowledge of those regulations.

XVII. The local superintendents of schools should inspect and enquire into the state and operations of the libraries or branch libraries within their respective jurisdictions, and give the results of their observations and inquiries in their annual reports ; and each township or 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. 2. General principles on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 2nd August, 1853.

The council of public instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The council regards it as imperative, that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments inculcated or combatted in such books, but merely as an acquiescence on the part of the council in the purchase of such books by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

No. 3. Remarks by the Chief Superintendent of Schools.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of public school libraries, to provide for the accomplishment of the following objects:—

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.

2. The protection of local parties against imposition, by interested itinerant book vendors, in regard to both the prices and character of books introduced into their libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

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

No. 4. Departmental Notice on the Apportionment of the Legislative Grant for Public School Libraries.

TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by municipal councils and school corporations, for the establishment or increase of public libraries in Upper Canada, under the regulations provided according to law.

In selecting from the general and supplementary catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books, without their number and department (as is frequently done), causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

Appendix G.

EVIDENCE AS TO THE RELIGIOUS AND MORAL TENDENCY OF THE MASSACHUSETTS SCHOOL SYSTEM, WITH A PREFATORY NOTE BY THE HON. EDWARD TWISLETON, LATE CHIEF COMMISSIONER OF POOR LAWS IN IRELAND.

The following evidence was presented more than two years ago, to the Committee of the House of Commons, on the Manchester and Salford Education Bill; and was printed in the Appendix to the first volume of that Committee's Report. I will, at the same time, briefly explain how this evidence came into my possession, and what is its nature.

In parts of the years 1849-1850, I travelled in various States of the North American Union, and I was especially struck by the high standard of intelligence and the general mental superiority which prevailed among the inhabitants of New England. In considering the causes of that superiority, it seemed impossible to account for it merely by peculiarities in race, religion, or political institutions. As to race, the main body of their ancestors were 21,200 Englishmen, (including men, women and children,) who left their mother country and settled in North America, between the years 1620 and 1643. Genealogical researches seem to shew that nothing material depends on the part of England from which those ancestors came. Lincolnshire, the adjoining parts of Yorkshire and Nottinghamshire, Norfolk, Suffolk, Essex, Middlesex and Devonshire, made the largest contributions; but some came from every cathedral town, and almost every seaport; and I have been assured by Mr. James Savage, the learned and accurate President of the Massachusetts Antiquarian Society, that there is not a single English county which did not send to New England at least one emigrant. Again, religion, by itself, appeared to be an inadequate solution of the problem, inasmuch as similar religious views to those of the New Englanders have been entertained by communities on the continent of Europe, without leading to a similar intellectual superiority. Moreover, political institutions alone were clearly an insufficient explanation, inasmuch as this could not account for their collective intellectual pre-eminence over the other free States of the Union. Yet this pre-eminence, as a general fact, is undeniable, and to Englishmen presents itself forcibly in the circumstance that, with the illustrious exception of Mr. Washington Irving, every living American author, whose literary works are well known in England, is by birth a New Englander.* It became evident, therefore, that something more distinctive than race, religion, or political institutions as requisite to explain the intellectual superiority by which the New Englanders are distinguished.

On reflection, various circumstances led me to connect that superiority with the system which has been in force in New England above 200 years, requiring by law every township to make provision for the education of the children within it;

* As for example, Prescott, Sparks, Bancroft, Ticknor, Emerson, Dana, Bryant, Longfellow, Hawthorne, Mrs. H. B. Stowe.

and when I returned to England in the summer of 1850, I frequently, in conversation, called attention to that system, and, in contrast with it, to the defective arrangements for instruction in England, as a source not only of national discredit, but likewise of comparative national weakness. I found, however, an impression generally existing that the New England system of instruction must, of necessity, be either sectarian or irreligious, and although well aware that this impression was at variance with facts, I perceived that it was hopeless to endeavour to remove it, merely by the statements of a cursory traveller.

In the autumn of 1851, I paid another visit to New England ; and as it struck me that the statements, on this head, of eminent New Englanders known in England, might be interesting and instructive, I issued the accompanying printed circular of questions, which was intended to elicit information as to the effects, in a *religious* point of view, of the New England system of free schools. Want of time subsequently induced me to restrict my inquiries more immediately to the State of Massachusetts ; but I received statements from some of the leading statesmen and authors of that Commonwealth, all pointing to the same conclusion, and tending to shew :

1st. That the New England system of free schools is not sectarian in its tendencies ;

2ndly. That it is not irreligious ;

3rdly. That, indirectly, at least, if not directly, it is religious, in the sense of being favourable to the cultivation of the religious sentiments and to the promotion of morality ;

4thly. That by means of Sunday schools, combined with the teaching of parents at home and instruction from the pulpit in church, the children of the free schools are, for the most part, taught the peculiar tenets of the various religious denominations to which they respectively belong.

5thly. That the system of free schools in New England is effective in giving instruction to the children of the poorest classes, and is deserving of approbation.

The answers will be found in the following pages, and the names of those who all bear testimony, more or less strongly to the above mentioned propositions, are

No. 1. The Right Rev. Dr. Eastburn, Protestant Episcopal Bishop of Massachusetts.

No. 2. Hon. William Appleton, late Representative of Massachusetts in Congress.

No. 3. Hon. R. C. Winthrop, late Representative of Massachusetts in Congress.

No. 4. Hon. Daniel Webster, late Secretary of State, and Senator in Congress from Massachusetts.

No. 5. Hon. Edward Everett, late American Minister in England.

No. 6. Hon. George Bancroft, late American Minister in England.

No. 7. Hon. F. C. Gray, late Senator of Massachusetts, and author of a work on Prison Discipline.

No. 8. Hon. G. S. Hillard, late Senator of Massachusetts, and author of a work called "Six Months in Italy."

No. 9. William H. Prescott, Esq., the Historian.

No. 10. Dr. Sparks, President of Harvard University, and Historian.

No. 11. George Ticknor, Esq., author of "History of Spanish Literature."

No. 12. Henry W. Longfellow, Esq., the Poet.

At the same time that the circular of questions was distributed, Rev. Dr. Barnas Sears, the efficient Secretary of the Massachusetts Board of Education, was good enough to consent to be examined by me, orally, in reference to the religious element of the free schools, and to the manner in which the religious difficulties connected, or supposed to be connected, with the instruction of children of various religious denominations in one school, had been surmounted. It appeared to me that explanations on this subject would be peculiarly valuable, if furnished by that gentleman, whose official position and long experience would necessarily render him conversant with all the details of the existing system; and his evidence is accordingly now published, containing such explanations.

Moreover, in 1852, in order to leave no room for doubt as to the number of the children in the free schools who likewise attend Sunday schools, I requested Dr. Sears to be so good as to furnish, if it were possible, precise statistical information on this head. No such information was then in existence, and it would have been a work of great labour and expense to obtain it for the whole Commonwealth of Massachusetts, but Dr. Sears adopted the expedient of selecting six cities or towns, which might be deemed fair representatives of the other cities and towns in the Commonwealth.*

In connection with the same subject, I endeavoured to obtain statistical information concerning the exact number of Roman Catholic children receiving instruction in the free schools of Massachusetts. I was not able to procure this information; and to furnish it was evidently not within the line of the ordinary duties of the School Committees, or of the General Board of Education. However, Mr. Bishop, the Superintendent of the Boston Public Schools, informed me by letter, in 1852, that whereas at that time there were nearly 22,000 pupils in those schools (i. e. including primary schools), more than one third of them were from Roman Catholic families.

No. 4. The following is the evidence which has been obtained by the Hon. Daniel Webster respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

* Perhaps the best authority of the Anglican Church on this subject for the whole of Massachusetts generally, is the Protestant Bishop of the State, whose evidence will be found elsewhere. Mr. Ticknor, in his evidence, has analysed the classes to which, with rare exceptions, the few children in free schools, who do not attend Sunday schools, belong.

I believe that the system of instruction in the common schools of New England does not interfere with the special tenets of any denomination of Christians, and from the state of opinion on which that system rests, no less than from the laws that regulate it. I am persuaded that such interference, if attempted by an individual teacher, would cause him to be removed from his place. In fact, the teachers of the public schools are paid by assessments upon the property of all denominations alike, and care being taken by law that what is to be taught in the schools shall be unobjectionable to all denominations, the different denominations are equally careful to see that the law is entirely respected.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

I think that children in New England are, to a remarkable extent, practically instructed in the tenets of Christianity entertained by their respective families, but not in the public schools.

3. If they do receive such instruction, what are the agencies by which it is communicated to them ?

Direct religious instruction is given to children in New England by their parents, by the clergymen, and by Sunday schools, which collect together the children of all classes and conditions in life, according to the religious tenets of their families, and which employ a great many more teachers than are employed in the week-day schools. In these Sunday schools, and also in private families, catechisms and other manuals are often used, such as conform to the religious opinions of the parents of the children. It is perhaps important to be added, that in New England, everybody, or almost everybody, is capable, of reading, and young persons read books of religious instruction as early as they read other books. I do not know how religious instruction could be made more general or more effectual than it is in New England by these several means.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality ?

I have no doubt that the system of instruction in the free or common schools of New England promotes religious sentiments, encourages a reverence for the Scriptures, and tends always indirectly, and sometimes directly, to the formation of a religious character in the pupils. The morals of the children are always carefully watched by their teachers.

5. Generally, do you approve, or do you disapprove of that system ; and what are the main grounds on which your approbation or disapprobation of it is founded ?

I have been familiar with the New England system of free schools for above 50 years, and I heartily approve of it. I owe to it my own early training. In my

own recollection of these schools there exists, to this moment, a fresh feeling of the sobriety of the teachers, the good order of the school, the reverence with which the Scriptures were read, and the strictness with which all moral duties were enjoined and enforced. In these schools, or it may be partly by my mother's care, I was taught the elements of letters so early, that I never have been able to remember a time when I could not read the New Testament, and did not read it. Many moral tales, and instructive and well-contrived fables, always so alluring to childhood, learned by heart in these schools, are still perfectly preserved in my memory. And, in my own case, I can say, that without these early means of instruction ordained by law, and brought home to the small villages and hamlets for the use of all their children equally, I do not now see how I should have been able to become so far instructed in the elements of knowledge as to be fit for higher schools.

In my opinion, the instruction communicated in the free schools of New England has a direct effect for good on the morals of youth. It represses vicious inclinations; it inspires love of character; and it awakens honourable aspirations. In short, I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all, by public law, in such forms that all shall gladly avail themselves of it. Although a little beside the immediate object of these inquiries, I may be permitted to add, that, in my judgment, as the present tendency of things, almost everywhere, is to extend popular power, the peace and well-being of society require, at the same time a corresponding extension of popular knowledge.

DANIEL WEBSTER.

11th October, 1851.

No. 5. Answers of the Hon. Edward Everett respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

There is, and from the nature of the case, can be, no such interference. The schools are supported by a tax laid upon the whole people of the cities and towns in which they are situated. They are under the immediate control of school committees, chosen by popular election. If any one sect have a preponderance among the people, should attempt to exercise it by giving a sectarian character to the school committee, and through them to the instructors of the schools, the other sects, though in a minority, would take the alarm. In a word, it is a fundamental principle of the whole community that the schools shall not be sectarian; and what all agree in is of course sure to take place in a popular government. A portion of Scripture is daily read in most schools, and some kind of devotional exercise generally performed by the instructor. This is done in such a manner as not to offend any serious person; and in this there is no practical difficulty where people act in good faith; and there is no temptation to act otherwise in this respect.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

In nearly all the religious societies of New England there are (as far as I am aware) Sunday schools, taught by the young men and women of the society, under the general direction of the pastor. These schools are not charity schools for the poor, who get no instruction in the course of the week, but religious schools for all classes. The instruction is of course in conformity with the tenets of the denomination to which the school belongs. It is usually kept in the church, or in some vestry or other apartment connected with it.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

This question is answered in the reply to the second question.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I answer this question decidedly in the affirmative. Public opinion requires of all persons connected with the schools a constant observance of all the practical duties of religion and morality. A schoolmaster decidedly failing in either would instantly lose his place. A considerable portion, often a majority, of the school committee, are clergymen. With respect to the actual condition of individual schools, much of course must depend upon the force of character of the teacher, and upon the state of society from which the children who attend the school are gathered; but the religious and moral tendency of the system is uniformly good.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I think our school system, in theory, perfect; in practice it varies, of course, with local circumstances. I do not know much personally of the schools, except in this neighbourhood, where they are excellent.

The great merit of the system is, that it is a public provision for the education of all the children. The schools are so good that the children of the wealthy are sent to them from choice; hence there is nothing eleemosynary in their character. They are free and gratuitous, without being in reality or appearance charitable. As the burden of taxation falls on the rich, the children of the poor get a good education gratuitously, and all classes mingle together in the school-room.

This would be good, I think, in any country; in ours it is an essential part of our general social system. I send my child to the public school in Cambridge, because it is the best within my reach. If there were a private school where he would be better taught, I might think it my duty to send him to it; but I should regard this as an evil.

EDWARD EVERETT.

Cambridge, 30th September, 1851.

No. 6. Answers of the Hon. George Bancroft respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

Every New England town has inhabitants attached to different denominations of Christians; they all unite cordially in support of the common school system. Everybody takes an interest in common schools: and Calvinists, and members of the Protestant Episcopal Church, and Unitarians, and Baptists, and Methodists, and Catholics, (where there are Catholics), give them their support, and have no reason to apprehend any interference with the special religious tenets of their respective denominations.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

Children educated in common schools practically receive instruction in the tenets of the religious denomination to which they respectively belong, and receive it apart from the common schools.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Such instruction is communicated at home, under the direction of, or by their parents, at the Sunday schools, by the respective ministers of the different denominations, and generally by such agencies as the parent, or the Church of which he is a member, may adopt.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

The common school system of instruction in New England has been of incalculable service to the promotion of morality, and makes the whole population susceptible of a higher degree of knowledge on subjects connected with religion. I could hardly use language strong enough to express my sense of the benefit done by the common school system to the character, vigour of enterprise, morality, industry, general self-respect, love of liberty, respect for law, and attainments in religious knowledge, of the people of New England.

GEORGE BANCROFT.

No. 7. Answers of the Right Rev. Bishop Eastburn respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

As far as I know there is no interference by any of those who have charge of them with the religious tenets or predilections of the pupils, and I do not believe that such interference is practised.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?
3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Although in these schools the only religious instruction conveyed is that afforded through the reading of the Holy Scriptures at the opening of school, and that which is incorporated necessarily, more or less, with the studies pursued by the pupils; yet this deficiency is elsewhere made up to a very great extent, not only by the teaching of the clergy in their churches, but by the powerful instrumentality of our Sunday schools. The pupils of these Sunday schools, it is important to bear in mind, are not confined to the poorer classes, but consist of the children of the parishioners of our various congregations, without distinction as to their position in life.

4. In your opinion is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I think so. A general respect for religion and its institutions would be promoted by that system. It is a fact that no one suspected of entertaining irreligious sentiments would be employed as a teacher in the common schools.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

Although I individually should prefer arrangements under which the tenets of my own Church were directly taught in the common schools, yet, on the whole, I approve of the present system, because it ensures the means of providing a more efficient system of instruction than could permanently be maintained for all the children of the commonwealth in any other way.

MANTON EASTBURN,
Bishop of Massachusetts.

No. 8. Answers of the Hon. W. Appleton respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I do not believe the system adopted in our common schools interferes with the special religious tenets of any particular sect of Christians. Such is the zeal of our

various religious denominations, that if any religious instruction, other than the reading of the Bible, was introduced by the teachers, complaint would be made, such as would compel the masters or teachers to resign their situation.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

To this question I answer in the affirmative.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Formerly, in New England, it was generally, the custom for parents, after the church service on Sunday, to instruct their children, by hearing them repeat the Lord's Prayer, the Ten Commandments, the Creed, and to read to them from the Bible and other religious works. This custom is, I am led to believe, to a great extent discontinued; and, as a substitute, it is almost uniformly the case that the various denominations have connected with their society and place of worship Sunday schools. But to speak more within my own particular knowledge, (I belong to the Episcopal Church, and for more than thirty years have taken active interest in the Sunday school of our parish and others), the children of parents the most favoured as to property, those of mechanics, and those of the most humble in the community, meet together on Sundays, and are instructed according to their age and understanding. They are taught the Creed, the Lord's Prayer, and instructed in the Church Catechism, and such books as are approved by our bishops and other clergy, by religious young men and women, under the general superintendence of the rector. Children are admitted as soon as they can read, and continue until they are at a mature age, when such as are inclined are formed into Bible classes, and there remain until they are at a suitable age in their turn to become teachers.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

No teachers would be approved or continued unless of a moral and religious character. Their example would be followed to some extent by their pupils; and I cannot doubt that the more education is advanced, the more morality is increased and vice lessened.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

Generally, I do approve of the system, believing it to be better than any other within my knowledge; and the main grounds on which my approbation is founded may be found in the foregoing replies.

W. APPLETON.

Boston, Massachusetts, 11th Oct., 1851.

No. 9. Answers of the Hon. Robert C. Winthrop respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians ?

Not the slightest : on the contrary, I believe that the system of common school instruction in Massachusetts is in perfect harmony with the express provision of our State constitution, that "all religious sects and denominations demeaning themselves peaceably and as good citizens of the commonwealth, shall be equally under the protection of the law, and no subordination of any one sect or denomination to another shall ever be established by law." I may add, that there is an express prohibition in our statutes of the purchase or use, in any of the town schools of "any school books which are calculated to favour the tenets of any particular sect of Christians;" and at least one instance has occurred of a teacher being dismissed from his office for persisting in efforts to give sectarian instruction.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

It is: I speak, of course, in regard to such children as have fallen under my own observation; but what is true of them is undoubtedly true of almost all. Parents are not accustomed to look to the week-day schools for the religious instruction of their children. They look, at most, for that general religious influence which may result from the recognition of God and of his word, in the daily prayer or reading of the Scriptures with which our schools are commonly opened. To suppose, then, that the children do not practically receive instruction in the tenets of the religious denomination to which they belong, is to suppose that they are either abandoned without any religious instruction whatever, or that their parents and pastors are indifferent to the tenets of their own denomination. Neither of these ideas could be entertained for a moment by those who know anything of New England clergymen, or of New England fathers and mothers.

3. If they do receive such instruction, what are the agencies by which it is communicated to them ?

The pulpit, the Sunday school, and the fireside. There is no lack, certainly, of doctrinal discourse and instruction in the pulpits of the Protestant Episcopal Church with which I am associated; while the catechisms of the Church, and the tenets of the Liturgy are diligently taught in the Sunday school of the parish. It is not to be doubted that, in most families, there is a greater or less degree of attention paid to the religious education of the children. The Bible, the prayer-book, the hymn-book, are the familiar manuals of parental teaching, and the influences of home are thus brought in aid of the instructions of the Sunday school and the pulpit.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

In the highest degree. The mere influences of the order, the discipline, the obedience, and the "good behaviour" which belong to a well kept school, and which it is made the duty of our teachers to enforce, are, I need not say, of the utmost importance in establishing moral habits and inculcating moral principles. Indeed, were our schools to do nothing more than to supply a stated and innocent occupation to our children, keeping them from idleness, and from the temptation to mischief, of which it is the parent, for six days out of seven their importance to the prevention of immorality and vice could hardly be overrated. It is, however, among the positive duties which our law imposes on all instructors and teachers, "to exert their best endeavours to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth;" and the pupils of our normal schools, who are afterwards to become the teachers of our common schools, are expressly required to be educated "in the principles of piety and morality common to all sects of Christians."

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I should find it almost as difficult to state the main grounds for my unqualified approbation of our common school system as I should to state the reasons for cherishing the common bounties and blessings of Providence,—the light, the air, or the seasons. I cannot conceive of our getting along without them under a political system like ours. They are at a vital part of our Government; they are our most efficient police: our institutions would not enable us to provide any substitute for them. But apart from any consideration connected with the character of our government, they seem to me the only effective means for promoting the intelligence, developing the energies, and elevating the character of a whole people. Any voluntary system of education must leave great numbers of children untaught. It may be that among these neglected children are the persons whose natural capacities would have enabled them to do most for their fellow men, who, if their faculties could have been cultivated and developed, might have been foremost in art or science, in invention or enterprise, in literary, civil, or military pursuits. It is certain that our American common schools have given their earliest, and sometimes their only, education to not a few of our most distinguished men in all conditions of life. Universal education, freely offered to all, and of which all are, in a manner, constrained to partake, secures to society the benefit of all the powers which God has bestowed upon all its members, and thus gives the strongest impulse to the progress of human civilization and improvement. If New England has made rapid strides in anything good, or great, or valuable since its settlement, I think it has been primarily owing to her common school system.

ROBERT C. WINTHROP.

Boston, 20th October, 1851.

No. 10. *Answers of the Hon. F. C. Gray respecting the Common Schools of New England.*

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

Certainly not. The system admits the use of the Bible without note or comment, and a simple prayer, morning and evening, which ought to contain nothing offensive to any denomination of Christians. If anything thus offensive is introduced there or elsewhere, it is not in conformity with the system, but an abuse of it; and one which, though it may no doubt exist, must be rare, since I know no instance of it being made a matter of public discussion in the newspapers or elsewhere, though in this country everything is so discussed on which there can be two opinions. A single instance of a marked abuse of this kind would certainly attract public attention, and even those parents of the same peculiar tenets as the teacher, would join with all others in censuring him for introducing those tenets into a common school.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

Undoubtedly they do so.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

That of domestic instruction, and that of Sunday school, which last have become very general of late years, and seem constantly becoming more so. In these, some of the most respectable young persons in the parish, of both sexes, who have finished their own education, but are not yet charged with the care of families, teach the children in small classes in different parts of the church.

4. In your opinion, is the system of instruction pursued in the common school of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

It is so, by affording special securities that the teachers shall be exemplary as moral and religious men. In consequence of the provision of law that the masters shall be appointed and the schools governed by committees chosen by the inhabitants of the school districts themselves, and shall be supported by taxes assessed upon themselves, they of course take a lively interest in the government of the schools, and in the due application of the funds. Moreover, parents entertaining different religious sentiments are careful to see that the teacher introduces into the school no tenets adverse to their own. Watchful for these purposes, they are naturally watchful in all respects and no one can be a teacher here, who does not, under this close scrutiny, maintain an unimpeachable character for morals and piety, for no parents, whatever they may be themselves, would let any other instruct their children. It is thus favourable in many other respects, but in none, that I now think of, peculiar to it as a system.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I do approve of it, and for these reasons, among others: Because it is highly important, for the security of society, in all free countries, and most so in the freest, that the children of all sects, classes, and conditions, since they must mingle together subsequently in the conflicts of life, should, from their earliest years, be intimately associated in similar pursuits (as they are in school) on terms of perfect equality: Because I believe that religion, like almost every thing else, is best taught in a school devoted to that single object; and see no more reason why it should be taught in connexion with reading, writing, arithmetic, and the other branches of a common school education, than with any accomplishment, trade or profession; its alliance with the former having probably originated in times when even the mere rudiments of learning were taught by ecclesiastics: Because if taught it by those who are now associated in their minds with the daily drudgery and discipline of the school-room, and whom, though young, they look on with respect, and especially if thus taught in the church and on Sunday, children will be likely to regard this study as something apart from their week-day tasks, and more sacred: Because the Sunday school teachers are themselves benefitted by the lessons they give no less than their pupils are, since the best mode of acquiring a thorough knowledge of any subject and a strong interest in it is to teach it: and religious education, as it should begin earlier will thus be continued also later than any other, as it should be: Because while the use of the Bible and daily prayer, in which all may join without tasking their minds or their memories, tend to excite veneration for the Scriptures, and for the Deity thus invoked, it does not seem to me that to omit the teaching of the tenets of any one religious sect, however true, in the common school, if they are properly taught elsewhere, has any more tendency to create indifference to them, than the omission to teach in the same schools with drawing, music, or dancing. It is only on the assumption, that they ought to be taught in common schools, and that children should be made to believe so, that their omission could be deemed by them, or by anybody, an evidence of neglect, and thus countenance indifference; which amounts to no more than this, that assuming they ought to be taught, they ought not to be omitted.

F. C. GRAY.

Boston, 14th October, 1851.

No. 8. Answers of the Hon. George Hillard respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the religious tenets of any particular denomination of Christians?

My means of knowledge as to the results of the system of instruction adopted in the common schools of New England are derived exclusively from observation of the

public schools of Boston. So far as they are concerned, I can say, with confidence that the system does not interfere with the special religious tenets of any particular denomination of Christians. If, by chance any such interference does happen in a particular case, it can only incidentally or indirectly, and probably unintentionally; and even to that extent it is a perversion and abuse of the system. The teachers of the public schools in Boston are annually elected; and having been for many years a member of the school committee, I can say positively that any teacher who should manifest, by acts or words, an intention to interfere with the religious tenets of any pupil, would certainly lose his situation, as soon as the fact became known to the members of the school committee. I have no doubt that the above observations apply with equal force to the other cities and towns of New England.

2. Is it within your knowledge, that apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

It is within my knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong. This is the general rule, though there may be, and doubtless are, occasional exceptions.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

The system of Sunday schools, which is universal in New England, is intended to give, and does give, instruction in the tenets of the various religious denominations to which the children respectively belong. These schools are not confined to the children of the poor, and do not give secular instruction. A very large number of intelligent men and women in New England are engaged as voluntary teachers in these schools, and spend much time, not only in the discharge of their duties on Sundays, but also in preparation for them. Besides these schools, I believe it is the custom in many religious congregations in New England for the clergyman to devote a portion of his time to the special religious instruction of the elder children, at least, of his flock. The above is, of course, exclusive of the domestic religious instruction given by heads of families to their children; a duty never neglected by religious households in New England.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments, and to the promotion of morality?

The system of instruction pursued in the common schools of New England is, in my opinion, indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality. I could not believe otherwise, without believing ignorance to be the natural ally of religion and morality, a proposition which seems to me opposed alike to the wisdom and goodness of God. Whatever expands and enriches the mind, appears to me favourable rather than unfavourable to the growth of the religious sentiments and the promotion of morality. There have been many in-

stances in the world of the combination of great powers and attainments with irreligion and immorality, but they form the exception rather than the rule.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

Our system of public schools is the natural growth of our soil and the necessary consequence of our system of self-government. I cannot conceive of the permanence of our institutions without a system of popular instruction. When, therefore, I am asked if I approve of the system, it is as if I were asked whether I approve of laws and magistrates, of marriage, and of property. The system itself seems to me nearly perfect, but, in its practical application, much will depend upon the character of the teachers themselves, and many degrees of excellence will be the result. In a country like ours, with no established religion, and a multitude of sects watching each other with jealous solicitude, it is quite impossible that the system itself should provide for distinct religious training, for religious training must mean training in what the teacher himself calls religion. And this watchful supervision of one sect over another also renders it impossible that a teacher should successfully attempt to imbue the pupil entrusted to him with his own peculiar views.

There is one good and not very obvious result of our system of public schools which has always struck me as of some importance. In democratic communities where all men are equal before the law, there is always a sense of heart-burning likely to be engendered from an observation of the inequality of fortune and condition among men. The remedy to this state of feeling is to be sought in the cultivation of a genuine sympathy on the part of the more favoured towards the less favoured classes; and nothing will more tend to produce this sympathy than that the children of each should attend for a time the same schools: a man cannot but feel a life-long kindness of heart towards one with whom, when both were boys, he sat upon the same bench, and learned the same lessons. That this good result should be obtained it is requisite that the schools should be of such excellence that the more favoured classes should be willing to send their children to them, which in many, probably most places is the case.

GEO. S. HILLARD.

Boston, 9th Oct. 1851.

No. 9. Answers of W. H. Prescott, Esq., respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I have not, nor do I well see how it can well be so. The members of the school committees are chosen by the votes of all the inhabitants of the respective towns,

comprehending every variety of religious denomination. The committee representing them would of course allow no system of instruction which favoured one denomination at the expense of the others.

2. Is it within your knowledge, that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

It may be as well to answer the second and third questions together.

There can be no doubt that while the school education gives no direction towards any particular sect, the child must receive this direction from its parents at home, or from the teachers in the Sunday schools, which are to be found, I believe, among every denomination of Christians. There is hardly any child, I should imagine, in such abject circumstances, as not to come under the influence of one or other, and usually of both of these causes, by which he is maintained in the religious tenets of his parents.

4. In your opinion, is the system of instruction pursued in the schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality?

I should say directly favourable to both. The morning exercises are usually preceded by the reading of a portion of the Scriptures, and thus a reverence is inculcated in the child for the sacred volume, and the teachings it contains, as the guide of his life.

It is hardly necessary to add that the regular course of the school discipline is favourable to moral culture.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I believe no other system of instruction would be so favourable to the education of the great body of the people; and such an education is of the last importance to a republican government like ours. If the system were made to comprehend religious instruction, this instruction must necessarily be accommodated more or less to the doctrines of some particular sect. This would render the school inaccessible to those children whose parents were unwilling to expose them to the risk of imbibing such doctrines. On the present plan, all of every denomination may receive an education fitting them for the duties of this life; and while no one is taught any special religious tenets, all are taught that reverence for religion which is a good basis for those particular tenets which may be inculcated elsewhere.

W. H. PRESCOTT.

Boston, 7th October, 1851.

No. 10. Answers of Dr. Sparks respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians ?

From the nature of our political institutions, it would seem impossible that there should be any such interference. The constitutions of the several States, as well as that of the United States, allow entire freedom of opinion and worship to every citizen. Schools are required by law in every township, and local taxation is authorised for their support. The taxes are levied upon an uniform principle, without reference to religious opinions ; and there is probably not a public school in New England in which the parents of the pupils are not of different denominations. It would be obviously impossible, therefore, under these circumstances, for such a school to exist, if the teacher were to attempt to inculcate the tenets of any one particular sect, or to interfere with those of any other.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

They certainly do ; but the amount of instruction must of course depend on the zeal with which the parents of the children maintain their religious faith, and their devotedness to the denomination to which they belong. Experience has shown, that the existence of a variety of sects constituting one community, enjoying equal rights and privileges under the laws, and acting upon each other by example, rather tends to increase than diminish their zeal, and prompts them to communicate to their children religious instruction according to the views they entertain.

3. If they do receive such instruction, what are the agencies by which it is communicated to them ?

Sunday schools may be regarded as among the principal agents. These schools are found in almost all the parishes of New England, and are designed expressly for religious instruction. Suitable books are provided for the purpose. Clergymen, and other persons properly qualified, are the teachers. Several of the denominations also distribute large numbers of religious tracts, suited to children and young persons. Moreover, the parents themselves naturally exercise an important agency, either by direct instruction, or by putting into the hands of their children such books as will enlighten or establish their religious sentiments.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality ?

I cannot but think so. The books used in the schools, although they do not inculcate the dogmas of any particular sect, nor any special form of worship, are, nevertheless, of a moral and religious tendency. No others would be tolerated ;

nor would a teacher of known immorality, or of sceptical views in religion, be allowed to have the charge of a school.

5. Generally, do you approve or do you disapprove of that system ; and what are the main grounds on which your approbation or disapprobation of it is founded ?

A system may fairly be judged by its results. In this respect, the system of common schools in New England claims unqualified approbation. It has existed two hundred years, and I am not aware that the people of any country or community have exhibited the fruits of moral and religious culture in a more eminent degree than the inhabitants of New England.

JARED SPARKS.

Harvard University, Cambridge, Oct. 13 th, 1851.

No. 11. Answers of George Ticknor, Esq., respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians ?

I have been familiar for above forty years with the practical working of the New England common or free schools, in which the children of all conditions in life, and all sects in religion, are educated together, from about the age of four to about the age of sixteen ; and I am satisfied that these schools in no way interfere with the special religious tenets of any denomination of Christians. The simple fact, which, I think, will be questioned by nobody amongst us, that children, until several years at least after the period when they leave the common schools, follow, with extraordinary uniformity, the religious tenets of their respective families, seems to me to render this point certain. It seems to me also to be rendered certain by another well-known fact, viz., that each separate religious sect in the State of Massachusetts, and perhaps in each of the towns and cities into which the State is divided, is in a minority ; and therefore if any one sect were, through the teachers of the free schools, to influence the religious tenets of the children committed to their care, or even attempt to influence them, the other sects, constituting a great majority of the people, would unite in correcting the evil, or, if that could not be done, would overthrow the whole system, which is completely and always in their power, and which would certainly not be sustained by them if it interfered with the religious opinions of their children.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

The instruction of children in the special tenets of religion was, until Sunday schools became common among us, chiefly given in weekly catechetical exercises

familiar explanations of Scripture by the minister of the congregation to which children belonged. But for the last thirty years, Sunday schools, in which men of all conditions in life are taught together, have been increasing in number until now hardly a congregation in New England is without one, in which special religious tenets of the families of the children are inculcated on the children themselves, under the immediate direction of their clergyman, by such persons as he selects from among his own people. Nearly all the children continue in these Sunday schools as long as they continue in the free common schools, no longer, and not unfrequently till, in their turn, they become teachers of a generation younger than themselves. I say nothing of domestic instruction in religion, which has always been common in New England from the first settlement of the country, and is so still. It may be well, however, to add, that there are a few children in our free schools who do not attend Sunday schools. These children, rare exceptions, belong to one of the three following classes:—1st. They are children of Irish immigrants, who penetrate everywhere, and are, therefore, not frequently found in localities where they have no church, priest, or Sunday school. They are the children of Quakers, or other persons who disapprove either of Sunday schools, or of those to which they can have access, and teach their children at home; or, 3rd. They are too young, and have not learned to read, or are otherwise fitted for Sunday schools. These last being more numerous than either of the two other classes, but coming to the Sunday schools when they are old enough. Still, the entire number of children who are taught in our free or non-Sunday schools, and who do not go to our Sunday schools, is small in New England, and will, I think, always be inconsiderable, wherever the different sects in religion are made to feel that they alone are responsible for the religious education of the mass of children growing up in the families belonging to their respective sects, because this responsibility awakens their zeal, and makes them provide means to inculcate religiously not only the children of their own congregations, but also all the children whom they can draw within their influence, establishing, as they do in New England, Sunday schools merely to gather in from all quarters children who, from the low condition of their families, or any other cause, are left out of proper religious training.

On the Separation of Doctrinal Teaching in Religion from the Teaching of the Common Schools.

I will say a single word on the New England system, regarded as one that separates all teaching in the free schools from all teaching of religious doctrines. I mean it to be a system favourable to the cause of religion, and for this, among other reasons:—Our free school teachers must everywhere be selected mainly for regard to their skill in teaching on common subjects; and though no teacher, supposed to be an irreligious person, would be appointed in New England any more than in Great Britain, or could keep his place after he was known to be such, still the main qualifications for which he would be chosen would be, in their nature, connected with elementary knowledge on common subjects, and a power of communicating it. But the Sunday school teachers, who are at least three times more numerous in New England than the teachers of the free schools, are selected for

their known interests in religion, and serving without pay, can be prompted by hardly any motives but those arising from zeal for religion, from love of the occupation, and from a sense of duty. Moreover, nothing is taught in the New England Sunday schools but Christian morals, natural theology, the evidences of Christianity, and its practical and doctrinal claims,—the free schools on week days being so abundant, and of such a character, as to render all teaching of secular subjects on Sundays unnecessary and unbecoming. Religious teaching, therefore, is, I think, by this very separation from other teaching, made more thorough, earnest, and effectual. The children feel that their unpaid teachers can have no interest in the matter different from their own, and an attachment, founded on religious sympathy, often grows up between the Sunday school instructors and the Sunday school scholars, as well as among the scholars themselves, which lasts many years—sometimes through life. In this way Sunday schools, and the religious training of children, have become as well settled a part of the New England system of instruction as the free schools on week days, and quite as successful—each, as I believe, being made more effectual by its separation from the other. Religion, however, gains, I think, the most by their separation.

3. If they do receive such instruction, what are the agencies by which it is communicated to them?

Special religious instruction is communicated in different ways; oftenest, and most systematically by Sunday schools—the aggregate number of whose teachers throughout New England is very much greater than the aggregate number of teachers in the common schools. But besides the Sunday schools, which generally use manuals, the children often receive oral instruction from their clergymen, and from persons selected for the purpose, in bible classes and in other ways. Regular meetings of the Sunday school teachers of each school are also held by their clergymen, in order to advise and direct the teachers in the management of the children; and, in some denominations, catechetical exercises with the children are still used, more or less—a mode preferred, I believe, by the Roman Catholics. But, as a general remark, each denomination of Christians feels it to be its duty to provide, in some way or other, for the careful religious training of the children whose families belong to it; and is not only able and desirous to do so, but really does it faithfully. Any teacher of a free school who should interfere with this recognized system of things would, I think, find it impossible to retain his position as a teacher. But I never heard of one that attempted it.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments, and to the promotion of morality?

I have no doubt that the system of instruction pursued in the free schools of New England tends greatly to the preservation of social order, to the diffusion of a spirit of inquiry for the truth, and to the cultivation of religious sentiments, and of a sense of duty to man and to God; and I think it would be difficult to find a

sensible man, born in New England, of any religious persuasion, who would give a different opinion.

5. Generally, do you approve or do you disapprove of that system; and what are the main grounds on which your approbation or disapprobation of it is founded?

I believe the system of the free schools of New England to be a wise system of moral police, to support which the property of all is rightfully taxed, and, I will add,—having lived two or three years in Germany, and longer in other parts of Europe,—that I believe this New England system to be more effectual than any system of teaching has yet been made elsewhere to secure the well-being of a State. And, further, that such persuasion of the inherent benefits of our free schools is the settled conviction of a vast majority of our people, is, I conceive, made certain by the fact that, while the laws of Massachusetts require the several towns, in proportion to the number of children they may contain, to provide to a certain extent, for the education of all the children within their limits, hardly a town in Massachusetts,—perhaps not one of above 300 into which the State is divided,—fails annually, by a popular vote, based on universal suffrage, to provide for such education to a greater extent, and at a greater cost, generally much greater, than is required by law. This spontaneous, uniform, and so to speak, universal assent of the voters, in a population of nearly a million, annually asked for, and annually given afresh, in the shape of a somewhat burdensome tax laid by themselves upon themselves, seems to me, considering the general intelligence of these voters, and the thorough trial of two centuries to which the free schools amongst us have been subjected, to be a proof of the excellence and efficacy of the system, as decisive as can be asked.

My remarks have generally been limited to Massachusetts, my native State, but they may be applied to all New England with little or no modification; certainly with none as to the instruction of children in the special religious tenets of any particular denomination of Christians.

GEORGE TICKNOR.

Boston, 10th October, 1851.

No. 12. Answers of Henry W. Longfellow, Esq., respecting the Common Schools of New England.

1. Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I have no reason to think this to be the case. It is certainly possible, that an over-zealous instructor may think it his duty to inculcate particular doctrines in his prayers, or in the school-books used. This, however, could hardly be called a defect of the system, but rather a defect in its application, and can always be guarded against.

2. Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong ?

To the best of my knowledge, the children of the common schools are thus instructed. I suppose there are not many families in New England, the younger members of which do not receive this kind of instruction. By families in New England, I mean New England families.

3. If they do receive such instruction, what are the agencies by which it is communicated to them ?

The chief agencies are the education of the fireside and the Sunday schools.

4. In your opinion, is the system of instruction pursued in the common schools of New England indirectly favourable to the cultivation of the religious sentiments and to the promotion of morality ?

I give an affirmative answer to this question, and have no doubt that such is the result. Were it otherwise, the common schools must long ago have been abandoned as worse than useless.

5. Generally, do you approve or do you disapprove of that system ; and what are the main grounds on which your approbation or disapprobation of it is founded ?

I very heartily approve of the system, on the ground, that by it the means of education are given freely to every one ; and however poor a man may be, he feels that the education of his children, to a certain point, is secured to them, and that good morals will be taught them, and their religious sentiments cherished and cultivated.

HENRY W. LONGFELLOW.

No. 13. Evidence of the Rev. Dr. Barnas Sears, Secretary of "Massachusetts Board of Education."

Are you Secretary of the Massachusetts Board of Education ?—I am, and have been so since 24th November, 1848.

Had you any previous connexion with the public schools ?—I was educated in them till I was about 15 years of age, and afterwards taught in them six winters. For the last 20 years I have been engaged chiefly as an instructor in literary and theological seminaries, and was member of the Board of Education from 1842, to the time of my appointment as secretary.

Does your official position necessarily make you acquainted with the working of the Massachusetts system of common schools in its principles and its details ?—It does, necessarily ; I am in direct communication with the common schools of all the towns of the State ; not only do all school committees make their annual reports to me, but I visit all parts of the State, aided by two assistants, besides the clerk, who is always at the office.

Will you be so good as to explain the precise form and extent of the religious instruction which is given in the common schools?—One of the most striking features in our institutions is the existence of our towns (which are equivalent to townships in the North of England) as free corporations; and as in other matters, so also in the management of schools, the greatest degree of freedom is left to these towns or their committees that is consistent with the general unity of the government; consequently, a great diversity exists in regard to the form in which religious instruction is given the schools. Religion is not taught as a matter of theology, according to the forms of the catechism, but is generally inculcated as a matter of devotion and of Christian morals. The Scriptures are almost universally used in some way in the public schools.

In the eighth annual report of the Secretary of the Board of Education, printed in 1845, it was stated that out of 308 cities and towns in the commonwealth, the Bible was then used in the schools of 258 towns, as a regular reading book prescribed by the school committee, and that in the schools of 38 towns, it was used either as a reading book, or in the exercises of devotion. Have you reason to believe that the proportion of schools in which the Bible is so read is at the present time nearly the same as in 1845?—It is my belief that it is read decidedly more than it was at that time; but less as a reading book, and more in connexion with religious exercises.

Is there any difference of opinion prevalent as to the extent to which the Bible should be used as a text-book in the schools?—There is; but this difference does not arise from sectarian or irreligious considerations, but is solely connected with the different views which are entertained upon the different processes of instruction. Very many persons of deeply religious sentiments are of opinion that it is more favourable to the religious character of the young that the Scriptures be used for devotional purposes rather than as a text-book.

When the Bible is used for devotional purposes, what is the precise manner in which it is so used?—Select portions are read, sometimes by the teacher, sometimes by the first class, sometimes by a pupil selected by the principal for the purpose, and sometimes by all the members of the school, who are able to read fluently.

Is the Bible read at the commencement of the school?—Usually, at the opening of the morning session; in some schools, the morning exercises begin with the reading of select portions of Scripture, the singing of school hymns, and a brief prayer, extemporaneous or written, or sometimes a psalm, or the Lord's Prayer. This, with a few practical remarks, sometimes constitutes the whole of the religious exercise, but it is left optional with the teacher.

Upon whom does the selection of prayers, psalms, and hymns depend?—Upon the teacher; the use of the Bible as a text-book would depend upon the committee, but the committee would leave entirely to the teacher the precise manner in which he would perform the devotional exercises of the day. The committees are required by law to prescribe text-books, but they do not prescribe the precise mode of teaching and discipline, or of religious exercises, though they often make friendly suggestions; only when obvious abuses exist do they interfere with their authority;

they must, at the outset, be satisfied with the moral as well as intellectual and literary qualifications of the teacher.

Can you tell me the precise number of schools in which the Bible is now read as a regular reading book prescribed by school committees?—The State collects statistics, which are presented to the public by the secretary; since 1845, that precise question has not been deemed necessary, and therefore has not been put to the teachers or committees. But, as I said before, I have reason to believe that there is an increased use of the Bible. We have frequent discussions on these subjects before the associations of teachers, and having attended these, I am satisfied that the fact is as I have just stated.

Do the Roman Catholics raise any objection to the presence of their children in the schools when the Bible is read?—Very rarely; I have known an instance where Roman Catholic parents preferred that their children should enter the school at the close of the morning devotions. In one of our manufacturing towns, the school committee allow the children of Roman Catholics to use the Douay version, if they prefer, when their turn comes, to read in the same school where others read in the common version. In one of the schools of the city of Lowell, I saw a Roman Catholic teacher, who had been regularly chosen by the school committee; the children of that school were from Roman Catholic families.

Do the Roman Catholics ever maintain separate schools for the education of their children?—I have known but a single instance of the kind since entering upon the duties of my office, and that was in Fall River. I was recently informed, however, by the school committee of that town, that the children were leaving those schools and returning to public schools.

What has led to the change?—The parents see that those children who attend the public schools make better progress in their studies, approximate more to the character of the natives, and have better prospects for success in life than those who attend the separate schools; that they lose their brogue at the public schools; that their manners are decidedly improved, while, at the same time, their religious opinions are not in any way interfered with by the teacher.

In the several districts have the Roman Catholics raised any objections to the presence of their children in the schools?—Not to my knowledge. There are very few Roman Catholics in the rural districts. They are mostly in the cities and manufacturing towns; I mean by the phrase "manufacturing towns," not only the large towns, where cotton and woollen cloths, and the like, are manufactured, but the numerous towns where boots, shoes, and other articles are made.

Have you heard any complaints made to you by any Roman Catholic, that his religion has been interfered with in the schools?—Not in a single instance, either from a Roman Catholic or by any other person, have any such complaints come to my ears, either directly or indirectly.

And should you have been likely to have heard of such complaints if they had been raised?—Certainly, if they existed to any considerable extent. There might have been single instances, and I not have heard of them.

Have you any reason to doubt that a boy who goes through a regular course of instruction in the common schools would leave them with the same religious opinions as when he entered?—Not the least, whether he be a Roman Catholic or a Protestant.

What are the checks on the appointment of improper persons as teachers?—In the first place, as you are aware, the law provides, that only such persons as, upon nomination, are found to have suitable qualifications, both literary and moral, shall be appointed as teachers; in the next place, committees of superintendence are chosen by the people, with reference to their being suitable persons to execute these laws; in the third place, it depends upon the discretion of these committees, who are themselves responsible to their constituents. In the very nature of the case, these committees will pay attention to the moral demands of the community; and if they permitted any sectarian influences to creep into the school, the constituents would take care to prevent the continuance of such abuses, by the appointment of a new committee at the annual election.

Would a teacher who attempted to propagate his own sectarian opinions be removed from his situation?—Undoubtedly he would be removed by the school committee, in whom alone the authority is vested by law. I wish you to understand that I deem this an essential part of our system, that the control is not exercised by State authorities, but by the authority of the local committee; not even the Board of Education have the power of removal, or any direct control over the schools.

Should you make any representation to the school committee, if it came to your knowledge that there was an improper teacher in the schools under its superintendence?—I should, as any other individual in the commonwealth would be likely to do. If, however, you mean to inquire whether that is one of the duties of my office. I answer, no. We may give advice, to be sure, but we regard those as local affairs, and the committees are expected to attend to their own business.

Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?—They do. In the first place, each family has, or may have, its own religious instruction; in the next place, most of the children attend some Sabbath school; and, in the third place, they are generally connected with some religious society or church. For the most part, parents see to it, that all these three modes of religious instruction are faithfully employed; in other instances, benevolent individuals and societies endeavour to bring all the children of the ignorant and vicious under the influence of Sunday schools and of religious worship, in some one or other of the religious denominations. In some cases, parents prefer either to give or to superintend the religious instruction of their children, and for that reason keep them from the Sunday schools, rather than from any indifference to their religious education. All these parties, instead of looking with jealousy upon the common schools, regard them as rendering most important aid, by preparing the minds of the young to receive intelligent views and hold intelligent opinions, on the subject of religion.

Do you think that the system of instruction pursued in the common schools of

New England is indirectly favourable to the cultivation of the religious sentiments? —I have no doubt of it whatever; and I will add further, that I believe that it is directly so, and in a very high degree. It is a general sentiment among committees and teachers that moral education founded on the religious sentiment is indispensable to the highest success of the schools; that all the other ends both of discipline and instruction, are better answered where there is a high moral and religious tone of feeling. At the teachers' conventions, associations, and institutes, both in public lectures and discussions, the importance of religious instruction is generally made very prominent. Every body that writes on the subject or speaks on the subject, no matter to what party or sect he may belong, presents it in the same light.

TABLE of CHILDREN in the Free Schools of six Cities and Towns of *Massachusetts*, who receive, or have received, religious instruction in Free Sunday Schools—the six Cities and Towns being taken as an average in this respect.

NAME of the City or Town.	Number of its Schools.	Ages of the Children.	Number actually present when the Schools were visited.	Number actually present who now attend some Sunday School.	Number present who do not now attend, but who have attend- ed some Sunday School.	Number not accounted for.	REMARKS on the 462 Children in the last Column.
BOSTON	22 (2)	7 years and upwards.	8752	8070	582	100	Their teachers think that nearly all these 100 children receive religious instruction at home.
ANDOVER	24	4 years to 16 years.	850	691	110	49	They are reported to be,—“With scarcely an exception, very young, or children of recent immigrants.”
FALL RIVER. . .	24	ditto	1314	1055	73	186	Like the last generally, but there are Quakers among them, who are taught at home, of course.
BOXFORD	7	ditto	179	125	1	53	Generally very young. The return says,—“Nearly all the children in this town, who are old enough, attend Sunday School.”
WAYLAND	6	ditto	192	98	68	26	No report is made of these 26, but it is believed the report from Boxford applies equally well to Wayland.
LOWELL	14	8 years to 16 years.	2209	1987	174	48	There are only a few children in the Lowell High School, and in its 13 Grammar and Intermediate Schools here reported, who are under eight years old; and the consequence is, that in their 46 Primary Schools, where children may remain till they are eight years old, out of 2,153 present (1st March, 1852), there were 1,374 who were attending some Sunday School.
TOTAL.....	..	.....	13496	12026	1008 (3)	462	

NOTES.

The tax for the support of schools is laid in proportion to the whole number of children in a city or town, between the ages of five and fifteen, whether they go to the free schools or not ; but each locality determines at what age its own children may attend schools. In general the limits are four and sixteen ; but it is rare that any above or under these years are refused, if they or their parents desire that they should attend.

The 22 schools in Boston, from which returns were obtained, were all the schools in the city in which children above seven years old are taught, viz., the Latin School, the High English School, and the 20 Grammar Schools. Besides these 22 schools, however, there are 190 dame schools, or "primary schools," scattered all over the city, in which above 11,000 children, under seven years old, are taught to read ; but as these children are rarely fitted, from their age or their knowledge, to receive such instructions as are given in our Sunday schools, no report was asked concerning them. As the children get to be seven years old, and can read pretty well, they generally pass at about the same time into the grammar schools and the Sunday schools. Thus much for Boston. Similar remarks may be applied to the return of the 2,209 children from Lowell, where the children under eight years old are all in primary schools.

In the small towns, however, of which Boxford and Wayland are examples, and in all localities where the population is sparse, the case is different. In such places the same school receives all the children in its neighbourhood, from three or four years old to 16 or upwards. And, finally, in towns like Andover and Fall River, where in some portions the population is dense and in others sparse, a mixed system is adopted ; some of the schools receiving only children from four to seven, or from seven to sixteen, and other schools receiving those of all ages—from four to sixteen. But whether the schools are arranged according to the ages of the children, or according to their proficiency, or according to any other system—all this being left to the school committee of each locality—the practical fact is, that between the ages of seven and eighteen, nearly all the children of Massachusetts, who are taught in the free week-day schools, pass through the Sunday schools of the religious sect to which their respective families belong.

These 1,008 are generally, and indeed I think they are, with few exceptions, the oldest children in their several schools, and such as have already completed a course of Sunday school teachings. Thus in Boston, in the Latin school, where boys are fitted for the University, 33 out of 117 who were present, had been in the Sunday schools, one had left them ; and in the High English school, 67 out of 171. Indeed, taking Massachusetts through, it will, I think, be found that those in its free schools, who, on any given day, are not members of some Sunday school, are in general either the oldest, who have been through a Sunday school—or the youngest, who are not yet fitted to enter one. The only qualification of the last remark worth making, regards the Catholic Irish immigrants, who are scattered all over the State, and are therefore sometimes living in places where their own religious

institutions are not found, and where, of course, they have no Sunday schools for their children: but the number of such is small.

The six cities and towns in the preceding table are regarded as furnishing an average result as to the number of children between seven and sixteen years old in the free schools of Massachusetts, who receive religious instruction in free Sunday schools. Each of the six was taken as a representative town or city. Thus Boston is the capital of the State, standing on the sea-coast, and is essentially commercial and manufacturing in its character, with the largest population on the smallest space. Andover is the town that covers the largest area of any in the State, and is agricultural, but has several manufacturing villages within its limits. Fall River is chiefly manufacturing; but it has farming lands, and being situated on a navigable river, is partly commercial. The small towns of Boxford and Wayland are as purely rural and agricultural as any among us. Lowell, on the contrary is as purely manufacturing, being the largest city of that class in the United States, and depending almost wholly on its cotton and woollen fabrics. Taken together, the six contain just about one-fifth of the population of the State, and were selected because it was believed they would present a true view of the condition of all Massachusetts, in relation to the religious education given in Sunday schools to the children found in the free week-day schools.

It should perhaps be noted that, owing to the extraordinary rigour of the season (January, 1852), when, with the exception of the city of Lowell, all the preceding facts were collected, the attendance of the children at school was somewhat below the average; and that for the same reason, the proportion of boys was rather greater than usual—as in Boston, where out of the 8,070 children present, 4,144 were boys and 3,926 were girls.

BARNAS SEARS,
Secretary of the Board of Education.

State House, Boston, 4th March, 1852.

Appendix H.

LORD ELGIN'S REPORT TO THE IMPERIAL GOVERNMENT ON THE STATE OF ELEMENTARY EDUCATION IN CANADA.

From an admirable and comprehensive report, addressed to the Colonial Secretary by the Earl of Elgin in December last, on the state of the Province, we select those portions relating to the progress of education. His Excellency did not, in his report, confine himself to a mere expression of opinion upon a few leading topics, but has with great skill constructed a valuable statistical paper for future reference relating to the state and progress of Canada during his administration of its affairs. His remarks and statistics extend to a period of seven years, (from 1847 to 1854),

and relate to our commercial transactions : imports and exports, shipping, revenue and expenditure, emigration, public lands, municipalities, railways, education, Indian tribes, fisheries, defences, and general system of government. In regard to the progress of education in Upper Canada, Lord Elgin remarks :—

I extract from a general statistical abstract compiled from returns in the educational department for Upper Canada, some interesting details with respect to the comparative state of education in Upper Canada in the years from 1847 to 1853, inclusive. In the former of these years the normal school, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the educational department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces a new era in the commercial history of the province ; so may it I think be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are in point of fact, public libraries intended for the use of the general population ; and they are entitled school libraries because their establishment has been provided for in the School Acts, and their management confided to the school authorities.

Public school libraries then, similiar to those which are now being introduced into Canada, have been in operation for several years in some states of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the states, however, which have appropriated funds for library purposes, the selection of the books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling pedlars, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken, which I trust, will have the effect of obviating this great evil.

In the School Act of 1859, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the legislature under the following condition, " That no aid should be given towards the establishment and support of any school library unless an equal amount be contributed or expended from local sources for the same object ;" and the council of public instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools, or books for school libraries. " Provided 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."

The council of public instruction in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and

management of public school libraries in Upper Canada, the following rule :—"In order to prevent the introduction of improper books into libraries, it is required that no books 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;" and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings :

"1. The council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion should be admitted into the libraries.

"2. Nor is it in the opinion of the council compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy ; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

"3. In regard to works on ecclesiastical history, the council agree on a selection of 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 such 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 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."

The catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the council of public instruction. The Chief Superintendent observes, that in the case of the libraries established up to the present time, the local authorities have in a large number of instances assigned the task of selecting books to the Chief Superintendent ; that in some they have by a committee of one or more of themselves, chosen all the books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the library grant. The Chief Superintendent recommends the last as a preferable mode. The

total number of volumes issued from the educational department to public libraries in Upper Canada from November 1853, when the issue commenced, to the end of August last, was 62,866.

The system of public instruction in Upper Canada is ingrafted upon the municipal institutions of the province, to which an organization very complete in its details, and admirably adapted to develop the resources, confirm the credit, and promote the moral and social interests of a young country, was imparted by an act passed in 1849. The law by which the common schools are regulated was enacted in 1850, and it embraces all the modifications and improvements suggested by experience in the provisions of the several school acts passed subsequently to 1841, when the important principle of granting money to each county, on condition that an equal amount were raised within it by local assessment, was first introduced into the statute book.

The development of individual self-reliance and local exertion, under the superintendence of a central authority exercising an influence almost exclusively moral, is the ruling principle of the system. Accordingly, it rests with the freeholders and householders of each school section to decide whether they will support their school by voluntary subscription, by rate bill for each pupil attending the school (which must not, however, exceed 1s. 3d. per month), or by rates on property. The trustees elected by the same freeholders and householders are required to determine the amount to be raised within their respective school sections for all school purposes whatsoever, to hire teachers from among persons holding legal certificates of qualification, and to agree with them as to salary. On the local superintendents appointed by the county councils is devolved the duty of apportioning the legislative grant among the school sections within the county, of inspecting the schools, and reporting upon them to the Chief Superintendent. The county boards of public instruction, composed of the local superintendent or superintendents and the trustees of the county grammar school, examine candidates for the office of teacher, and give certificates of qualification, which are valid for the county; the Chief Superintendent giving certificates to normal school pupils, which are valid for the province; while the Chief Superintendent, who holds his appointment from the Crown, aided, in specified cases, by the council of public instruction, has under his especial charge the normal and the model schools, besides exercising a general control over the whole system,—duties most efficiently performed by the able head of the department, Dr. Ryerson, to whom the inhabitants of Upper Canada are mainly indebted for the system of public instruction which is now in such successful operation among them.

The question of religious instruction, as connected with the common school system, presented even more than ordinary difficulty in a community where there is so much diversity of public opinion on religious subjects, and where all denominations are in the eye of the law, on a footing of entire equality. It is laid down as a fundamental principle that, as the common schools are not boarding but day schools, and as the pupils are under the care of their parents and guardians during the Sunday and a considerable portion of each week-day, it is not intended that the functions of the

common school teacher should supersede those of the parent and pastor of the child. Accordingly, the law contents itself with providing on this head, "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 general regulations which shall be provided according to law;" and it authorizes, under certain regulations, the establishment of a separate school for Protestants or Roman Catholics, as the case may be, when the teacher of the common school is of the opposite persuasion.

The council of public instruction urges the inculcation of the principles of religion and morality upon all the pupils in the schools and prescribes the following regulation upon the subject:—"The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and the teacher, and it shall be a matter of mutual voluntary arrangement between the teacher and the parent and guardian of each pupil, as to whether he shall hear such pupil recite from the scripture 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."

As a further security that these principles will be adhered to, clergymen recognized by law, of whatever denomination, are made *ex-officio* visitors of the schools in townships, cities, towns, or villages, where they reside, or have pastoral charge; and the Chief Superintendent remarks on this head, "The clergy of the country have access to each of its schools, and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness." He adds, with reference to the subject generally, "The more carefully the question of religion, in connection with a system of common schools, is examined, the more clearly I think it will appear that it has been left where it properly belongs,—with the local school municipalities, parents, and managers of schools—the government protecting the right of each parent and child, but beyond this, and beyond the principles and duties of morality common to all classes, neither compelling nor prohibiting; recognizing the duties of pastors and parents as well as of school trustees and teachers, and considering the united labours of all as constituting the system of education for the youth of the country."

The pupils attending the normal school are necessarily brought from their homes to Toronto, where that institution is situated, and, consequently, withdrawn from the care of their natural protectors. In accordance with the principles above laid down, the school authorities themselves are, therefore, bound to exercise in their case a closer surveillance over their religious and moral training. The following are among the rules prescribed by the council of public instruction for the normal school:—

"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.

"Each teacher in training is required, every Friday afternoon, from three to four o'clock, punctually to attend the classes for separate religious instruction by the clergyman of the religious persuasion to which he or she respectively belongs. Any students absenting themselves from such exercises will be required to forward a written explanation of such absence.

"The teachers in training are expected to lead orderly and regular lives, to be in their respective lodgings every night before half-past nine 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."

I visited the normal school in the course of a tour which I recently made through the western section of the province, and the address presented to me on that occasion by the council of public instruction, contains information of so much interest, that I venture to append an extract from it :

"After an interval of three years, we, the members of the council of public instruction for Upper Canada, have great pleasure in again 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 on its establishment. Those objects have been kept steadily and anxiously in view, and we have, now much satisfaction in presenting your Excellency with some statistics of the results.

"Since the establishment of the normal school in the autumn of 1847—1,456 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 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 anticipate 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 *half a million* of dollars was last year 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.”

The total number of teachers employed in the common schools in Upper Canada in 1852 is stated at 3,258: male, 2,451; female, 807.

The total number of common schools reported for that year was 2,914, and of separate schools 18, of which 3 were Protestant, 13 Roman Catholic and 2 coloured schools.

On a comparison of the educational condition of Upper Canada in the years 1847 and 1853, the following results are arrived at:

Population between the ages of 5 and 16:—

1847	230,975
1853	268,957
Total common schools..	{ 1847 2,727
	{ 1853 3,127
Total pupils attending do.	{ 1847 124,829
	{ 1853 194,736

Total students and pupils attending universities, colleges, academies, grammar, private and common schools:—

1847	131,360
1853	203,986

Total amount available for common school teachers' salaries:

1847	£ 77,599.
1853	130,039.

Total amount available for teachers' salaries, school-houses, libraries, apparatus:—

1847	No report.
1853	£161,769.

Average number of months each school has been kept open by a qualified teacher:—

1847	8½ months
1853	9½ months.

These figures do not, however, adequately represent the progress which the common school system has been making; for it has been the policy of the department rather to encourage the enlargement of the boundaries of existing school sections than to multiply new ones; and, throughout the whole period a very material

rise in the standard of qualification of common school teachers has been taking place through the instrumentality of the normal and model schools. Free schools also, as distinguished from schools in part supported by rates levied on the pupils, are rapidly increasing. No separate return of this particular description of schools was made before 1850. In that year 252 were reported; in 1853, the number had risen to 1,052. Adverting to these and other facts of a like nature, the Chief Superintendent of Schools for Upper Canada, in closing his report for last year, which has just been laid before Parliament, and is not yet in print, thus summarily sketches the result of the educational proceedings of the few past years. "It must ever be a source of satisfaction to your Excellency, that during the period of your administration of the government of Canada, 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 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."

An increase in the legislative provision for school libraries is about to be proposed in the present session, and a sum is to be specially appropriated for the establishment of a model grammar school in connexion with the normal school at Toronto. The grammar schools hold an intermediate place between the University and other collegiate institutions of the province, and the common school. The model grammar school will raise the standard of the instruction afforded by them, and impart to it a certain uniformity of character. When this object shall have been effected it will hardly be too much to affirm that educational facilities, unsurpassed by those provided in any part of the world, will have been placed within the reach of the youth of Upper Canada of all classes.

In regard to Lower Canada, Lord Elgin observes that:—

The position of the lower province in respect of education is not so satisfactory. Neither normal schools nor public school libraries have yet been established in that section of the country, although some preliminary steps have been taken towards the introduction of both. The commissioners of schools are still, in too many instances, uneducated, and the teachers indifferently qualified for their office; and there are parishes where, under one pretence or another, the local contribution for the support of schools is not levied. It is but fair to say, that in some districts of Lower Canada, far removed from the towns, and where the winters are very long and inclement, there is a good deal of poverty among the inhabitants. Nevertheless progress has been made of late years, and there are indications of further improvement. Soon after the introduction of common schools into Lower Canada, it was deemed necessary, partly because of the imperfect operation of municipal system, and partly because of the unwillingness of the inhabitants to take such burdens voluntarily upon themselves: to make the school tax compulsory instead of leaving

it, as in Upper Canada, optional with the municipalities to tax themselves, subject to the condition, that no school section should receive its share of the legislative grant which did not raise an equal amount from local sources. During the earlier years of my administration, acts of violence were from time to time committed by the opponents of the obnoxious impost. This species of resistance to the law has now ceased, and there appears to be among the population generally, a disposition to acquiesce in its provisions. The total number of educational institutions in Lower Canada has increased from 1,727 in 1847, to 2,352 in 1853, and the pupils from 68,133 in the former to 108,284 in the latter year. This last number includes 3,524 girls educated at 53 superior girls schools, and 2,786 educated at 44 convents, 4,923 pupils attending 83 independent schools, 1,169 attending 19 preparatory classical schools, and 2,110 students at 14 Roman Catholic colleges. The terms at these last mentioned institutions, for what purports to be an education of a higher order, are exceedingly moderate, the whole charge for a student, board and lodging included, being from 14*l.* to 18*l.* a year. They are able to afford education at this very low rate, partly because they are in general, to some extent endowed, and partly because their professors, being ecclesiastics, receive no remuneration beyond food and clothing for their services.

Lord Elgin's opinion of the exalted office of Governor General and its appropriate duties is so striking and characteristic that we append it to the foregoing, furnishing us, as it does, with a key to his own active and warm interest in the progress of education among us:—

“Placed by his position above the strife of parties, holding office by a tenure less precarious than the ministers who surround him, having no political interest to serve but that of the community whose affairs he is appointed to administer, his opinion cannot fail, when all cause for suspicion and jealousy is removed, to have a great weight in the colonial councils, while he is at liberty to constitute himself in an especial manner the patron of those larger and higher interests—such interests, for example, as those of education, and of moral and material progress in all its branches, which, unlike the contests of party, unite instead of dividing the members of the body politic.”

Appendix I.

DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As much is said, and much inquiry is abroad in regard to the duties of Public Departments, it may not be improper to give some account of the duties of this department. When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools, were less than half in number what they now are, as there were no auditing of school accounts from them, no payments of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus and libraries; and the correspondence of the office amounted to less than 500 letters per annum. Since then its duties have so increased and been multiplied, that it has been found necessary to divide the department into several branches, in each of which more labor is required than in the whole office before 1850. The School Act of 1850 more than doubled the duties of this department; and those duties have been much increased by the Supplementary and Grammar School Acts, as well as by the progress of the school system and the growing interest of the country in the advancement of education and knowledge. Some idea may be formed of this increase from the fact, that in 1850 the number of letters received amounted to 1,180 and in 1854, to 4,919. In 1850, the number of letters sent out from the department was 720, and in 1854 (not including circulars) it amounted to 2,581. Since 1850, there has therefore been an increase of more than 400 per cent in the number of letters received, and of nearly 400 per cent. in the number of letters sent out by the department; and this increase in the *correspondence*, is but a fair indication of the increased labor in the other branches of the department. The several branches in which the department has been divided, are as follows:—

1. *Council of Public Instruction*:—This branch includes the general duties of the Council; its meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payments of salaries and accounts, the admission of students and pupils, supplying the Normal and Model Schools with text-books, stationery and apparatus, the care, furnishing, and repairs of the buildings, (which have been planned, erected, and completed since 1850,) the care and culture of the grounds—a square of nearly 8 acres. The books, stationery, &c., for the students in the Normal School, (varying from 100 to 150,) and for the 400 pupils in the Model Schools, are supplied upon written requisitions from the masters, and approved in writing by the Chief Superintendent. The requisitions are numbered and fyled, as the authority for anything done or procured, under the general or special orders of the Council, by whom all the regulations respecting the establishment and govern-

ment of the Common and Grammar Schools, and Public Libraries throughout Upper Canada, are sanctioned, and the text-books used in the schools and the books for the Public Libraries are authorised. The law requires the Chief Superintendent of Schools to prepare these regulations and all other matters for the consideration of the Council, to conduct all its correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository* :—This branch includes the providing of the Normal and Model Schools with text-books and stationery ; the purchase of maps, globes and all descriptions of school apparatus for the schools throughout Upper Canada, and correspondence relating thereto. These articles have been furnished to the schools to the amount of several thousand pounds. The collection of school apparatus in this Depository is the most extensive in America, if not in Europe : so much so, that a few months since, a partner of a large Scotch publishing house procured specimens of school requisites to the amount of about \$40, in order to re-print them in Edinburgh ; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly \$200 for the Education Office in Boston, as specimens for the schools in the State of Massachusetts. During the last year, at the suggestion and under the revision of this department, three large maps of British North America have been undertaken—one in New York, which has been completed ; one in Edinburgh, by Messrs. W. and A. K. Johnston, Geographers to the Queen ; and one in London, by the Messrs. Smiths, publishers of the National School Maps. These British maps of Canada and the Eastern Provinces, are of the same size and style with Johnston's and the National series of large maps of Europe, Asia, &c., and include our latest county and township divisions, lines of railroad, &c. The proofs of those beautiful maps have been corrected in this office since the 1st of January ; and they will be published in a few weeks—thus presenting for the first time to the British public (besides providing them for the schools both in England and in Canada) maps of Canada on so large a scale, and so complete and comprehensive in detail.

This Depository includes upwards of 150 different kinds of maps, charts, &c., and a large variety of cheap and beautiful apparatus, (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy Geometry, &c.) which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labor.

3. *Public Library Depository* :—This branch includes the procuring and providing books for the Public Libraries, catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than fifty publishers in Great Britain and the United States, have involved an amount of time and labour during more than two years that can hardly be conceived. Not far from 150,000

volumes have been procured, and upwards of 90,000 volumes have been supplied to municipalities and school sections, during little more than twelve months. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payment made, and the books, when received, must be examined by the invoices, and deposited in their respective places; then when an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library. On the outside of this catalogue are entered, the name of the municipal corporation, the number of the library, the amount of the local appropriation and governmental apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, &c. After having been examined by the Chief or Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the catalogue is sent to the Library Depository, where the books are selected and checked, and carried to the packing room, where they are again called over, checked and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the shipper's or carrier's receipt for the boxes delivered.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of Upper Canada, which were never before brought into the country, but that these books have been purchased on most favorable terms, and are supplied at cost, and that the entire expense of management, including difference of exchange, transportation, insurance and all contingencies, has not exceeded thirteen per cent. on the sums paid for the books in England and the United States.

4. *Education Office*:—This is, of course, the chief branch of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, Teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools; furnishing Teacher's Registers, blank Reports and Returns for Trustees, local Superintendents, Clerks and Treasurers of Municipalities, and the *Journal of Education*, (besides Editing it,) to each local Superintendent and School Corporation in Upper Canada; examination of applications from poor School Sections in new Townships, the apportionment and payment of Special Grant to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies

of it to Municipal Councils, Superintendents, and School Corporations; general correspondence relating to the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada and from other countries, who wish to ascertain and witness the arrangements which have been made for supplying the educational wants of the country by means of the Depositories as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the department, thus summarily stated, require much time and labor. Such, for example, as compiling the Annual Report from the returns of nearly 500 School Municipalities and Corporations, each of which requires examination and revision in order to compile the Chief Superintendent's Annual Report. Where errors are very apparent, the local report is returned, or a letter written requesting explanations. In auditing the School accounts, the receipts and expenditures of each Municipality must be gone over, checked and compared with the return of the preceding year, the certified apportionment of the Legislative School Grant and the County and other Municipal Auditor's reports. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum or sums are withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised duly accounted for according to law. This auditing of school accounts, though a serious task and involving much, and sometimes painful, correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the *branch* of the department to which the letter belongs, lines for the number, title or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the order is supplied immediately on its receipt. Two copies from each draft of reply, or letter sent from the office must be made—the one for the Letter Book, and the other to be addressed to the parties concerned. The date of the reply is also entered on the back of the letter received.

Each branch of the Department requiring it has its appropriate Letter Book, Account Current, Ledger, &c.: and a separate account is kept with each branch of the School Fund paid through the department, and in accounting for which vouchers, numbered, are, in every instance, produced to the proper authorities.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the department an approved and efficient agency for advancing the educa-

tional and social interests of the country. Some idea may be formed of the gradual progress of work in the department, from the following statement of the correspondence of it since 1850 :

During the years	1850.	1851.	1852.	1853.	1854.
Letters received.....	1,180	2,026	2,996	4,015	4,919
Letters sent out (not including circulars)	792	1,281	1,561	1,522*	2,581

To this may be added, that the number of letters received during the month of January, 1855, was 524; and the number of letters sent out was 466, besides a large number of circulars.

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters of difficulty or difference, the Chief Superintendent of Schools has deemed it his duty not to limit his replies to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

It is only during the last year that the system of Common School Instruction has been fully brought into operation; and it is only during this month that the regulations for the better organization and management of the Grammar Schools are published. We are persuaded, if nothing untoward occurs, that the progress of the system from 1855 to 1860, will even exceed the progress which it has made from 1850 to 1855. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves, is the fundamental principle of the School system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Upper Canada, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local Municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

EDUCATION OFFICE,
Toronto, February, 1855.

* A small decrease in 1853—the year the *Journal of Education* was first sent gratuitously to each local Superintendent and School Corporation by authority of the Legislature.

Appendix K.

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 method 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.

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 Householdors of said School Section, that

a Public Meeting will be held at _____, on the second Wednesday in January, 18____ at the hour of Ten 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 School Section No.
C. D.,		
E. F.,		

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 Householdors 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 three pence per month per pupils attending the school, or 3rd, by rate upon 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 to 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. , in the 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 seals, this

day of , 18 .

To the Collector of School Section No. , Township of

REMARK.—The Trustees being a corporation, the law requires that all warrants and documents issued by them in that capacity, should have the corporate seal of the school section attached, otherwise they may be resisted, and the trustees made personally responsible for such neglect.

No. 10. *Form of Rate-Bill, as authorised by the second and eighth clauses of the twelfth section of the Act—to be annexed to the foregoing Warrant.*

RATE-BILL of persons liable for School Fees, in School Section, No. , in the

Township of _____, for the [month or quarter, &c.,] commencing the _____ day of _____, and ending the _____ day of _____, 18 ____.

Names of PARENTS or GUARDIANS.	Number of children at- tending School.			Amount of rate bill per [month or quarter, &c.] for tuition.			Amount of rate bill per [month or quarter] for fuel, rent, &c.			Amount of Collector's fee at — per cent.			Total amount of rate bill for the [month or quarter,] &c.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.

Given under our hands and seal, this
day of _____, 18 ____.

A. B. }
C. D. } Trustees.
E. F. } [Corporate Seal.]

No. 11. Form of Receipt to be given by the Collector, on receiving the amount named in the Rate-Bill.

Received from [here insert the person's name] the sum of [here write the sum in words] being the amount of his [or her] Rate-Bill, for the [Month or Quarter, &c.,] ending on the _____ day of _____ 18 ____.

Dated this _____ day of _____ 18 ____.

A. B., Collector.

REMARKS.—1. The collector should take a receipt from the secretary-treasurer, for all moneys paid him. The secretary-treasurer should also take a receipt from the teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.

2. The trustees can raise the school fees by voluntary subscriptions, if they please. They can also appoint the school teacher to act as collector, if he chooses to accept of the appointment, and to give the required security. The trustees can also, if they judge it expedient, impose any rate-bill which they may think necessary for renting, and repairing and furnishing a school house, or for the teacher's salary, upon the inhabitants of their school section, or they can apply to the municipality of their township to impose and collect such rate for those purposes. Should the township council refuse to comply with the request of the trustee representatives of a section to impose and collect such rate, the trustees can, without further delay, proceed at once to impose and collect the rate themselves.

3. As the school accounts of each year must be kept separate by the Chief Superintendent of schools, so must the rate-bills. The rate-bills and the warrants can

be made out for a month, or for one or more quarters of a year, at the same time, as the trustees may think expedient.

4. Those parents and guardians who pay the rate-bills to the secretary-treasurer, or collector, within ten days from the date of such rate-bill, and without being called upon for it, will be exempt from paying the collector's fees.

5. The collector, by virtue of the warrant from the trustees, can enforce payment of the rate-bill by distress and 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. As no rate-bill can exceed 25 cts. per month, the price of fuel and the school fees must be included in this amount. The collector's fees are extra, and must be paid, unless under the exemption above—No. 4.

7. Rate-bills being now payable in advance (see Duties of Pupils, No. 14, sub-division 5, paragraph 6), trustees can always make arrangements to pay their teachers punctually.

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. {

F. R. {

Corporate Seal. } Trustees

Signed, sealed, and delivered in presence of

W. E. {
F. E. } Witnesser.

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 , 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 a part 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 what-soever.

"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 Viet., chap. 48, have chosen—[*here insert the Teacher's name*—] who holds a———class certificate of qualification, to be a Teacher in said School Section; and we do hereby contract with and employ such teacher, at the rate of [*here insert the sum in words in currency.*] per annum, from and after the day hereof; and we further bind and oblige ourselves, and our successors in office, faithfully to employ the powers with which we are legally invested by the said section of said Act, to collect and pay the said Teacher, during the continuance of this agreement, the sum for which we hereby become bound—the said sum to be paid to the said Teacher, [*quarterly, &c., as the case may be,*] And the said Teacher hereby contracts and binds himself [*or herself*] to teach and conduct the School, in said School Section, according to the regulations provided for by the 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 a 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.*

Adopted after mature consideration, by the Council of Public Instruction, as authorized by the Act 13th and 14th Victoria, Chapter 48, Section 28.

1. HOURS OF DAILY TEACHING, HOLIDAYS AND VACATIONS.

1. The hours of teaching 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 an holiday in each school.

3. There shall be three vacations during each year; the first, eight days, at Easter; the second, the first 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.

N. B. Union grammar and common schools are subject to the regulations affecting grammar schools.

2. RELIGIOUS AND MORAL INSTRUCTION.

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The common school act of 1850, 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 thus quoted, the principle of religious instruction in the schools is recognized, the restrictions 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. Therefore, it shall be a matter of mutual arrangement between the teacher and the parent or guardian of each pupil, as to whether the teacher shall hear such pupil recite from the catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian.

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.

The following regulations in regard to the "opening and closing exercises of the day," the "duties of Masters and Teachers," and the "duties of Pupils," have been adopted by the Council, and apply to all common schools in Upper Canada.

3.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine Blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Teacher of each school. But the Lord's Prayer should form a part of the opening exercises ; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Teacher of the School.

FORMS OF PRAYER BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power ; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by thy governance, to do always that is righteous in thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation ; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed by thy name, thy kingdom come, Thy will be done in earth, as it is in Heaven ; Give us this day our daily bread ; And forgive us our trespasses, as we forgive them that trespass against us ; And lead us not into temptation ; But deliver us from evil ; For Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

AT THE CLOSE OF THE BUSINESS OF THE DAY.

Let us pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

4. DUTIES OF 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 requirement of the law. Among other things, the Act requires each teacher to "maintain proper order and discipline in his 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* prescribe 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' book 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 3rd 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 apartments, too, should be swept and dusted every evening.

6. To pay the strictest attention to the moral 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 quarreling, cruelty to animals, and every approach to vice.

9. Punctually to observe the hours for opening and dismissing the school ; during the school hours, faithfully to devote himself to the public service ; to see that the exercises of the school be opened and closed each morning and evening as stated in the preceding part of this section ; and daily to exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

10. To practise such discipline in his school as would be exercised by a judicious parent in his family ; avoiding corporal punishment, except when it shall appear to him to be imperatively required ; and in such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

11. For gross misconduct, or a violent or wilful opposition to his authority, the teacher may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and reason of it, and communicating the same to the trustees, through the chairman or secretary. But no pupil shall be expelled without the authority of the trustees.

12. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approbation of the trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the teacher his regret for such course of conduct, as openly and as explicitly as the case may require, shall with the approbation of the trustees and teacher, be re-admitted to the school.

13. The Trustees having made such provisions relative to the school-house and its appendages, as are required by the fourth clause of the twelfth section of the Common School Act, 13th and 14th Vict., cap. 48, it shall be the duty of the teacher to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

14. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

5. DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the teacher's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the teacher, forfeits his standing in his class and his right to attend the school for the remainder of the quarter.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Trustees have power to procure and supply such pupils with the books and requisites needed.

6. The tuition fees, as fixed by the Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

6. DUTIES OF TRUSTEES.

1. The full and explicit manner in which the duties of Trustees are enumerated and stated in the school acts, 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 owner 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 his interest alike prompt him to make his instruction as efficient and popular as possible; and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of his discretion as a teacher, and then to dismiss him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves, and all parties concerned. It should then be distinctly understood, as essential to the teacher's character, position and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the Trustees to see that the school is conducted according to the regulations authorized 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 service 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 authorized according to law, p. 46, 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 pupils labour at the greatest disadvantage, when they are compelled to use books which are as various as the scholar's name.

7. DUTIES OF SCHOOL VISITORS.

1. The *thirty-second* section of the school Act of 1850, provides that all Clergymen recognized by law of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be school visitors; and the *thirty-third* section of the Act prescribes their lawful duties.

2. The parties thus authorized 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 shall 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 shall not 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 3rd 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 counsel 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.

4. Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township association, with an auxiliary in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of the whole township. It is submitted to the serious attention of all school visitors, as well as trustees, and other friends of the diffusion of useful knowledge—See Departmental Notices.

Appendix L.

PENSIONS TO SUPERANNUATED COMMON SCHOOL TEACHERS IN UPPER CANADA.

(Minutes, C. P. I., No. 115, 151, 167 and 174.)

No. 1.—Extract from the laws authorizing the payment of pensions to Superannuated School Teachers in Upper Canada.

The Supplementary School Act of 1853, 16th Victoria, chapter 185, section 23, clause 4.

“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.”

The Grammar and Common School Act of 1855, 18th Victoria, chapter 132, section 1, clause 6.

“An [additional] sum, not exceeding Five Hundred Pounds per annum, shall be allowed for the support and maintenance of superannuated teachers.”

Total Parliamentary Grant : £1,000 per annum,—besides the teachers' yearly subscriptions to Fund.

No. 2.—Regulations adopted by the Council of Public Instruction for Upper Canada, pursuant to the foregoing provisions of the Law, on the 28th day of April, 1854.

Regulation No. 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 engaged in teaching since 1854, 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, having a wife and children, subscribe to this fund, and die without deriving any benefit from it, the amount of his subscriptions and whatever 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 this fund, who shall not have become disabled for further services, while teaching a Common School, or who shall not have been worn-out in the work of a Common School teacher,—it being distinctly understood that persons applying to be admitted as pensioners on this Fund are in indigent circumstances. Should it be discovered that the Council have been deceived in any case, any pension granted will be immediately discontinued.

5. All Applications, according to the prescribed form, accompanied by the requisite certificates and proofs must be made before the first of April, in order to entitle the applicant 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.

N. B.—No certificate in favor of an applicant should be signed by any teacher already admitted as a pensioner on the Fund.

Education Office, Toronto, 5th November, 1855.

No. 3.—General Form of Application for Superannuated Teachers.

Township of _____

Post Office, _____

Date, _____ 185 .

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 (state the country of birth) in _____
3. That he commenced the profession of teaching in _____ in the year one thousand eight hundred and _____
4. That he is connected as a member or hearer with the _____ church.
5. That he commenced teaching a Common School in Upper Canada in School Section No. _____, in the Township of _____, County of _____, in the year one thousand eight hundred and _____
6. 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.

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

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

9. That he has worn self out in the work of teaching, &c. &c. in consequence, utterly unable to teach a school any longer.

10. That he ceased teaching the Common School in Section No. in the township of , county of , on the day of , 18 , and that he has not since been employed as a Common School Teacher.

11. That he is now without means of support, and therefore respectfully applies for a pension from the Superannuated Common School Teachers' Fund.

_____. (Name.)
Sign name in full.

REMARKS.—The foregoing application must be filled up in every particular, and be accompanied with the following proofs:—

1. Of the good moral character, and sober steady habits, of the applicant.
2. Of the length of time such applicant has been engaged in teaching in Upper Canada, and for which he asks a pension.
3. Medical testimony, according to the prescribed form, that the applicant is unable to pursue that profession any longer.

No. 4.—Form of Medical Certificate for Superannuated Teachers.

In Re of , applicant for aid out of the Superannuated Common School Teachers' Fund of Upper Canada.

This is to Certify, That having examined into the case of of I am of opinion that he has worn self out in the work of a Common School Teacher, and that he is now afflicted with which renders him, in my opinion, unable to continue any longer in the efficient discharge of his calling, as a Common School Teacher in Upper Canada.

In witness whereof, I , a duly licensed physician in Upper Canada, hereto subscribe my name, this day of 185 .

N.B.—Modifications or omissions in filling up the foregoing form will invalidate the certificate.

Appendix M.

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

No. 1.—*The Townships.*

I. COUNTY OF GLENGARRY.

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

II. COUNTY OF STORMONT.

5. Nadab Eastman.....	Cornwall.....	Moulinette.
6. The Rev. Donald Munro.....	Finch.....	Finch.
7. The Rev. James Charles Quin.....	Osnabruk.....	Dickinson's Landing.
8. John Fraser.....	Roxborough.....	Athol.

III. COUNTY OF DUNDAS.

9. William John Ridley.....	Matilda.....	North Williamsburgh.
10. The Rev. James Harris.....	Mountain.....	South Mountain.
11. The Rev. William Sharts.....	Williamsburgh.....	Williamsburgh.
12. John Irwin Ker.....	Winchester.....	Winchester.

IV. COUNTY OF PRESCOTT.

13. Albert H. James.....	Alfred.....	Caledonia Springs.
14. John McMaster.....	Caledonia.....	Caledonia Springs.
15. James Gamble.....	Hawkesbury, East.....	East Hawkesbury.
16. Thomas Higginson.....	Hawkesbury, West.....	Vankleekhill.
17. John Pattee.....	Longueuil.....	L'Orignal.
18. Albert Hagar.....	Plantagenet North.....	Plantagenet.
19. Peter McLaurin.....	Plantagenet South.....	Riceville.

V. COUNTY OF RUSSELL.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
20. James Keays.....	Cambridge and Russell.....	Russell.
21. The Rev. John Edwards.....	Clarence	Clarence.
22. Samuel Barnard.....	Cumberland.....	Cumberland.

VI. COUNTY OF CARLETON.

23. The Rev. James A. Morris.....	Fitzroy	Fitzroy Harbor.
24. The Rev. William Lochhead.....	Gloucester and Osgoode	Osgoode.
25. The Rev. C. B. Pettitt, B.A.*	{ Goulbourn, Gower North, } Marlborough and Nepean }	Richmond.
26. The Rev. James Godfrey.....	Huntley and March.....	Bell's Corners.
27. The Rev. Alex. Henderson.....	Torbolton	Fitzroy Harbor.

VII. COUNTY OF GRENVILLE.

28. James Clapperton.....	Augusta	Prescott.
29. William B. Inrie	Edwardsburgh	Spencerville.
30. The Rev. Joseph Anderson.....	Gower South.....	Heck's Corners.
31. Andrew Holmes	Oxford	Kemptville.
32. The Rev. Ebenezer Morris	Wolford and Montague.....	Merrickville.

VIII. COUNTY OF LEEDS.

33. Lewis Chipman.....	Bastard and Burgess South.....	Harlem.
34. William Robert Taylor.....	{ Crosby, North and South, } Bedford, Olden and Oso† }	Newboro.
35. Jacob A. Brown.....	Elizabethtown	Brockville.
36. Edward F. Weeks.....	Elmsley South	South Elmsley.
37. Robert W. Ferguson.....	Kitley	Frankville.
38. Henry P. Washburn.....	Leeds and Lansdown Rear	Beverly.
39. Thomas Vanston.....	{ Leeds and Lansdown Front, } and Yonge and Escott Front }	Escott.
40. Seabury Scovil.....	Yonge and Escott Rear	Farmersville.

IX. COUNTY OF LANARK.

41. John A. Murdoch.....	{ Bathurst, Dalhousie, Darling, } Drummond, Lanark, Loyalist, } Sherbrooke North and South, }	Perth.
--------------------------	---	--------

* Not reported by the County Clerk (15th November, 1855.)

† Montague is a Township in the County of Lanark.

‡ Bedford, Olden and Oso are Townships in the County of Frontenac.

 COUNTY OF LANARK—Continued.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
42. The Rev. Duncan Morrison.....	Beckwith	Franktown.
43. Michael McFarland.....	Burgess North.....	Perth.
44. The Rev. John Bell Worrell.....	Dunley North.....	Smith's Falls.
45. The Rev. Alex. Mann, A.M.....	Pakenham.....	Pakenham.
46. The Rev. John McMorine.....	Ramsay	Ramsay.

X. COUNTY OF RENFREW.

47. George Brown.....	Admaston	Admaston.
48. William Holliday.....	Bagot and Beethfield	Bagot.
49. The Rev. James A. Strahan.....	{ Bromley, Prongham, Grati- tan, and Wilberforce	{ Eganville.
50. George Ross.....	Horton	Renfrew.
51. The Rev. S. C. Fraser, A.M.....	McNab	White Lake.
52. Andrew Irving.....	Pembroke and Stanford	Pembroke.
53. Roland D. Wilson.....	Ross	Ross.
54. The Rev. Richard Hammond.....	Westmeath.....	Westmeath.

XI. COUNTY OF PRONTENAC.

55. John Irvine.....	Kingston	Elginburgh.
56. Asa Philips.....	Loughborough	Loughborough.
57. The Rev. E. C. Bower.....	Port-burgh and Howe Island.....	Kingston.
58. James J. McDonald.....	Portland and Hinchinbrooke.....	Spike's Corner.
59. The Rev. Mr. Thompson	Storrington	Storrington.
60. Edward Murray.....	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 Aylworth.....	Ernestown.....	Millcreek.

XIII. COUNTY OF LENNON.

64. John J. Watson.....	Adolphustown.....	Adolphustown.
65. The Rev. John A. Mulock.....	Fredericksburg.....	Fredericksburgh.
66. Ephraim A. Dunham.....	Richmond	Napanee.

XIV. COUNTY OF PRINCE EDWARD.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
67. John B. Denton.....	{ Ameliasburgh, Athol, Hallo- well, Hillier, Marysburgh } and Sophiasburgh	Pictou.

XV. COUNTY OF HASTINGS.

68. The Rev. James W. Chesnut.....	Elzevir, Madoc and Tudor	Hastings.
69. John Johnstone.....	Hungerford.....	Tweed.
70. James J. Ryan.....	Huntingdon	West Huntingdon.
71. D. G. Bowen.....	Marmora.....	Marmora.
72. Joshua McLean, M.D.	Rawdon.....	Stirling.
73. Thomas D. Farley	Sidney.....	Belleville.
74. Isaac Denike.....	Thurlow.....	Cannifton
75. The Rev. G. A. Anderson.....	Tyendinaga'	Millpoint

XVI. COUNTY OF NORTHUMBERLAND.

76. Edward Scarlett.....	{ Alnwick, Brighton, Cramahe, Haldimand, Hamilton, Mo- naghan, South, Murray, } Percy, Seymour.....	Cobourg
--------------------------	--	---------

XVII. COUNTY OF DURHAM.

77. The Rev. William Logan.....	Cartwright and Manvers.	Manvers.
78. The Rev. T. W. Allen.....	Cavan.....	Cavan.
79. The Rev. Henry Brent.....	Clarke.....	Newcastle.
80. William T. Boate.....	Darlington.....	Bowmanville.
81. The Rev. James Baird.....	Hope.....	Port Hope.

XVIII. COUNTY OF PETERBOROUGH.

82. The Rev. John Hilton.....	Asphodel	Norwood
83. The Rev. Thos. Scaright.....	Behmont.....	Do.
84. Daniel Sullivan.....	Douro	Peterboro.
85. George Arundel Hill.....	Dummer	Warsaw.
86. Daniel Donohoe.....	Ennismore.....	Ennismore
87. The Rev. Edward Roberts.....	Monaghan, North, and Smith..	Peterboro.
88. The Rev. Francis Andrews....	Otonabee.....	Otonabee.

XIX. COUNTY OF VICTORIA.

89. Angus Ray.....	Eldon	Eldon.
90. John Irons, M. D.....	Emily.....	Emily.
91. The Rev. John Hickie	Fenelon and Verulam	Fenelon Falls.
92. P. H. Clarke, M. D.....	Mariposa	Woodville.
93. James Henry Coulter.....	Ops	Lindsay.

XX. COUNTY OF ONTARIO.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
94. Joseph Richard Thompson.....	Brock.....	Cannington.
95. D. G. Hewett	Mara and Rama	Atherly.
96. The Rev. J. Durrant.....	Pickering	Stouffville.
97. John N. Agnew	Reach and Scugog	Manchester.
98. Abraham Bagshaw.....	Scott and Uxbridge.....	Uxbridge.
99. Charles Robinson.....	Thora.....	Beaverton.
100. The Rev. Robert H. Thornton.	Whitby	Oshawa.

XXI. COUNTY OF YORK.

101. The Rev. J. G. Armstrong, A.B.	Etobicoke and Vaughan.....	Woodbridge.
102. H. Moore	{ Georgina and Gwillimbury, } North	
103. Thomas Nixon.....	{ Gwillimbury East, and } Whitchurch	Newmarket.
104. J. E. Maxwell.....	King.....	Lloydtown.
105. The Rev. George S. J. Hill	Markham	Markham.
106. The Rev. William Belt, B.A....	Scarborough.....	Scarborough.
107. The Rev. A. Wickson, M.A....	York.....	Toronto.

XXII. COUNTY OF PEEL.

108. The Rev. H. B. Osler.....	Albion.....	Lloydtown.
109. The Rev. A. T. Holmes, A.M....	Caledon	Brampton.
110. The Rev. James Pringle.....	{ Chinguacousy, and Gore of } Toronto.....	Brampton.
111. Thomas Studdert.....	Toronto.....	Streetsville.

XXIII. COUNTY OF SIMCOE.*

112. Patrick Kelly.....	Adjala.....	Adjala.
113. The Rev. S. B. Ardagh, A.M. {	Flos, Innisfil, Vespra, and } Sunnidale.....	Barrie.
114. The Rev. William Fraser.....	Essa and Gwillimbury West...	Bond Head.
115. Henry A. Clifford	Medonte.....	Flos.
116. The Rev. J. Fletcher, A.B. {	Mono, Mulmur, and Tosso- } rontio.....	Mono Mills.
117. Andrew Jardine	Nottawasaga	Nottawasaga.
118. The Rev. John Gray.....	Orillia and Oro	Orillia.
119. William Simpson.....	Tay and Tiny	Penetanguishine.
120. The Rev. F. L. Osler, M.A....	Tecumseth.....	Bond Head.

XXIV. COUNTY OF HALTON.

121. The Rev. John Armour.....	Esquesing.....	Esquesing.
122. Angus Stewart	Nassagaweya.....	Eden Mills.
123. The Rev. Thomas Greene, A.B.	Nelson	Port Nelson.
124. The Rev. James Nisbet.....	Trafalgar	Oakville.

* Not reported by the County Clerk (15th November, 1855.)

XXV. COUNTY OF WENTWORTH.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
125. Richard H. Cradock	Ancaster.....	Dundas.
126. The Rev. William McClure	Barton.....	Hamilton.
127. The Rev. John Porteous.....	Beverly.....	Kirkwall.
128. The Rev. George Cheyne.....	Binbrook and Saltfleet	Stony Creek.
129. Andrew Hall.....	Flamborough East.....	Waterdown.
130. James T. Douglas.....	Flamborough West.....	West Flamborough.
131. The Rev. Thomas Williams.....	Glanford.....	Glanford.

XXVI. COUNTY OF BRANT.

132. The Rev. Alex. A. Drummond.....	Brantford.....	Brantford.
133. —————*	Burford.....	Burford.
134. The Rev. Elijah Clark.....	Dumfries South.....	St. George.
135. The Rev. William Hay.....	Oakland.....	Scotland.
136. Robert Alger.....	Onondaga.....	Brantford.

XXVII. COUNTY OF LINCOLN.

137. Andrew Wilson.....	Caistor.....	Smithville.
138. The Rev. William Hewson.....	Clinton.....	Beamsville.
139. Jacob Kennedy.....	Gainsborough.....	Smithville.
140. Angus Cooke.....	Grantham.....	St. Catherine's.
141. Jonathan Wolverson, M.D.....	Grimby.....	Grimby.
142. Philip Gregory.....	Louth.....	Port Dalhousie.
143. The Rev. W. Taylor.....	Niagara.....	Queenston.

XXVIII. COUNTY OF WELLAND.

144. P. G. Kempson, M. D.....	Bertie.....	Fort Erie.
145. Alexander Reid.....	Crowland.....	Crowland.
146. W. F. Haney, M. D.....	Humberstone.....	Stonebridge.
147. Dexter D'Everado.....	Pelham.....	Pelham.
148. W. A. Routh.....	Stamford.....	Drummondville.
149. John Radcliff.....	Thorold.....	Allanburgh.
150. Sayers S. Hagar.....	Wainfleet.....	Merrittsville.
151. The Rev. W. M. Christie.....	Willoughby.....	Chippewa.

XXIX. COUNTY OF HALDIMAND.

152. William J. Coates.....	Camborough.....	Dunnville.
153. Alexander Winram.....	Cayuga North.....	Decowsville.
154. Abraham Nash.....	Cayuga South.....	South Cayuga.
155. Theodore Sheehan.....	Dunn.....	Dunnville.
156. John Mylne.....	Moulton and Sherbrooke.....	Dunnville.
157. The Rev. Andrew Ferrier, D.D.....	Oneida.....	Seneca.
158. William Jones.....	Rainham.....	Rainham Centre.
159. W. McCargow.....	Seneca.....	York.
160. John Heasman.....	Walpole.....	Balmoral.

* Not reported by the County Clerk (15th November, 1855.)

XXX. COUNTY OF NORFOLK.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address</i>
161. James Covernton	Charlotteville	Vittoria.
162. Andrew Harvey.....	Houghton	Houghton.
163. Daniel F. Swayze	Middleton	Delhi.
164. The Rev. Aaron Slaght, Jr.	Townsend	Waterford.
165. John A. Backhouse	Walsingham	Walsingham.
166. Daniel Wesley Freeman	Windham	Simcoe.
167. George M. Evans, M. A.....	Woodhouse	Simcoe.

XXXI. COUNTY OF OXFORD.

168. Benjamin Ellison	{ Blandford, Oxford East and } Zorra East.....	{ Woodstock
169. The Rev. George Murray.....	Blenheim	Princeton.
170. Isaac Piper.....	Dereham	Mount Elgin
171. Nathan P. Allen	Nissouri East	Nissouri.
172. Elihu M. Schooley.....	Norwich	Otterville.
173. Gilbert Telfer	Oxford North	Ingersoll.
174. The Rev. W. C. Beardsall ...	Oxford West	Ingersoll.
175. The Rev. Donald McKenzie...	Zorra West	Embro.

XXXII. COUNTY OF WATERLOO.

176. Robert Brydon	Dumfries North, and Waterloo.	Galt.
177. The Rev. James Sim.....	Wellesley and Woolwich.....	Hawkesville.
178. The Rev. Jacob Van Linge ...	Wilmot	Hamburgh.

XXXIII. COUNTY OF WELLINGTON.

179. John Cadenhead	{ North Riding:—Amaranth, } Arthur, Garafraxa, Luther, } Maryborough, Minto, Ni- } chol, Peel, and Pilkington.. }	{ Fergus.
180. The Rev. Robert Torrance	{ South Riding:—Eramosa, Erin, } Guelph and Puslinch	{ Guelph.

XXXIV. COUNTY OF GREY.*

181. Thomas Gordon.....	{ First School District,—Ben- } tineck, Derby, Egremont, } Normanby, Sullivan, and } Sydenham	{ Owen's Sound
182. Samuel Snelgrove	{ Second School District,—Col- } lingwood, Euphrasia, Os- } prey, and St. Vincent	{ St. Vincent.
183. William Ferguson.....	{ Third School District,—Ar- } temesia, Glenelg, Holland, } Melancthon, and Proton ... }	{ Priceville.

* Not reported by the County Clerk (15th November, 1855.)

XXXV. COUNTY OF PERTH.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
184. John Hyde, M. D.	{ Blanchard, Downie, Eastlope, North and South, Elma, Fullarton, Hibbert, Logan, and Mornington	{ Stratford.

XXXVI. COUNTY OF HURON.

185. John Nairn	{ Ashfield, Biddulph, Colborne, Goderich, Hay, Hullet, McGillivray, McKillop, Stanley, Stephen, Tuc- kersmith, Usborne and Wawanosh	{ Goderich.
-----------------------	--	-------------

XXXVII. COUNTY OF BRUCE.

186. The Rev. James Hutchinson...	Arran, Elderslie & Saugeen...	Saugeen.
187. John Eckford.....	{ Brant, Carrick, Culross and Greenock	{ Brant.
188. William Gunn	{ Bruce, Huron, Kincardine and Kinloss	{ Inverhuron.

XXXVIII. COUNTY OF MIDDLESEX.

189. Robert P. Tooth ..	Adelaide	Adelaide.
190. Archibald Campbell	Caradoc and Lobo	Amiens.
191. John Jobustone	Delaware	Delaware.
192. Joseph Spottigue	Dorchester North.....	Nilestown.
193. The Rev. Wilton Sutherland..	Ekfrid and Metcalfe.....	Strathburn.
194. The Rev. C. C. Brough, A.B..	London	London.
195. The Rev. John Guane	{ Mosa, Camden, Zone,* Dawn,† and Euphemia†	{ Zone Mills.
196. Charles Hardy	Nissouri West	Wyton.
197. Adam Murray	Westminster.....	London.
198. The Rev. James Skinner	Williams	London.

XXXIX. COUNTY OF ELGIN.

199. Archibald Currie	Aldborough	Wardsville.
200. The Rev. Richard Hughson ..	Bayham	Vienna.
201. The Rev. Edmund Sheppard..	Dorchester South	Aylmer.
202. Thomas McColl.....	Dunwich	Iona.
203. Charles Fraser.....	Malahide	Jamestown.
204. Hiram Lumley.	Southwold	Iona.
205. James Daniel, M.D.	Yarmouth	Port Stanley.

* Camden and Zone are Townships in the County of Kent.

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

XL. COUNTY OF KENT.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
206. The Rev. A. Campbell	{ Chatham, Harwich, Howard, Dover East & West, and Oxford	Chatham.
207. Philip Andrew	Raleigh and Tilbury East	Chatham.
208. Thomas Benwick	Romney	Romney.

XLI. COUNTY OF LAMBTON.*

209. The Rev. George Case	Bosanquet	Bosanquet.
210. John McKenna	Brooke and Enniskillen	Sutherland Corners.
211. Thomas Sutherland	Moore	Moore.
212. Christopher Blunden	Plympton	Hilsboro.
213. The Rev. David Walker	Sarnia	Port Sarnia.
214. William Patterson	Sombra	Sombra.
215. The Rev. Daniel Macallum	Warwick	Warwick.

XLII. COUNTY OF ESSEX.*

216. The Rev. Frederick Mack	Anderdon	Amherstburgh.
217. The Rev. F. Gore Elliot	Colchester	Colchester.
218. James King	Gosfield	Kingsville.
219. John Murray	Maidstone	Maidstone.
220. Thomas Hawkins	Malden	Amherstburgh.
221. Jonathan Wigfield	Mersea	Mersea.
222. Francis Graham	Rochester	Belle River.
223. Joseph A. Vervais, M.D.	Sandwich	Sandwich.
224. Alexander Craig	Tilbury West	Comber.

No. 2.—*The Cities.*

	<i>Municipalities.</i>
225. T. W. Ambridge	Hamilton.
226. C. W. Cooper	Kingston.
227. The Rev. William F. Clarke	London.
228. William Stewart	Ottawa.
229. George Anthony Barber	Toronto.

No. 3.—*The Towns.*

230. The Rev. Henry D. Powis	Belleville.
231. The Rev. Alexander A. Drummond†	Brantford.
232. The Rev. John McMurray	Brockville.
233. Benjamin Hayter	Cobourg.
234. Charles Poole	Cornwall.
235. The Rev. Kenneth MacLennan	Dundas.

* Not reported by the County Clerk (15th November, 1855.)

† Local Superintendent in the Township.

Towns—Continued.

<i>Names.</i>	<i>Municipalities.</i>
236. The Rev. Alexander McKid.....	Goderich.
237. Isaac H. Johnson.....	Niagara.
238. William O. Buell.....	Perth.
239. John Edwards.....	Peterborough.
240. George Gillespie, M.D.	Pictou.
241. The Rev. Jonathan Shortt	Port Hope.
242. The Rev. Robert Boyd.....	Prescott.
243. The Rev. Thomas T. Robarts, M.A.	St. Catharines.
244. John Gerrie.....	Whitby.

No. 4.—The Town Municipalities.

245. John McLeod.....	Amherstburgh.
246. The Rev. John Douse.....	Barrie.
247. Thomas Cross, M. D.....	Chatham.
248. The Rev. Robert Torrance*.....	Guelph.
249. The Rev. George Bell, A.B.	Simcoe.
250. The Rev. James Cooper.....	Woodstock.

No. 5.—The Incorporated Villages.

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

* Local Superintendents in the Townships.

Appendix N.

DEPARTMENTAL NOTICES TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA.

No. 1. On Free Public School Libraries.

The Chief Superintendent of Schools is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required. To give the names of books, without their number, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter, and attested by the Corporate Seal and Signature of the Trustees; or by the Corporate Seal and Signature of the Reeve or Clerk of the Municipality.

No. 2. On School Maps and Apparatus.

The Legislature having granted annually (from the commencement of 1855,) a sufficient sum of money to enable this Department to supply Maps and Apparatus (*not text-books*) to Grammar and Common Schools upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, *not less than five dollars*, transmitted, in one sum, to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the Corporate Seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

No apportionment whatever can be made upon a less sum than five dollars; nor can school, or text, books, be supplied on these terms, but when ordered, must be paid for in full, at the catalogue prices.

The prices of the National Maps are: \$3 each: World, \$2.50; of Johnston's large Maps, \$2.38 each; small size, \$1.38 each. The prices of the new Maps of Canada, (with the other Provinces) are: School Map, \$1.12½; Johnston's, \$2.38; the National, \$3. The net cost of these Maps, &c., as explained above, will be half the prices here given. Remittances to the Department (which, in all cases, must be in advance) can be made by means of money orders, or in Registered Letters. Parcels can now be easily sent to the chief towns in Canada, by Express.

EDUCATION OFFICE, Toronto, 25th October, 1855.